A Study of Mentor Principal Training in Pennsylvania

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Abstract

The purpose of this qualitative case study was to identify, investigate, and describe the espoused Pennsylvania Principal Mentoring Network (PPMN) training program and protocols for the principals who served as mentors for newly hired principals in Pennsylvania. This study posed three research questions: (1) what was the espoused training provided to mentor principals in Pennsylvania both prior to and during their mentoring experiences that prepared them to mentor newly hired principals?; (2) what were the program coordinators' perspectives on the espoused training delivered by the PPMN for the respective mentors and to what degree was the training program the same or different through the term of each coordinator?; and (3) how does this espoused training compare and subsequently align to the competencies required of mentor principals highlighted in the research literature?

Through reviewing documents and conducting interviews, the author found that each principal mentor had participated in some form of mentor training. Each mentor principal had the opportunity to experience and access standard mentor training orientations, published newsletters and regional meetings, and the National Institute for School Leadership (NISL) five-day Instructional Leadership Institute's condensed professional development series. The PPMN State Coordinators indicated that the PPMN attracted qualified mentor principals who modeled a results driven, research-based mentor training program. Throughout the existence of the PPMN, subtle changes to the mentor training program were identified but the focus, goals, and outcomes of the training remained intact.

The PPMN mentor training process had aligned fairly consistently to the research literature base and framework for this research study. Although minimal references to adult learning theory were found in this study, it is recommended that future mentor training programs strongly consider the efficacy of including this area within the scope and sequence of the training program. In addition, due to the unavailability of certain documents and no central repository for information, future research inquiries should be geared toward existing programs that are strongly organized and currently functioning.

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PREFACE

I wish to extend my heartfelt thanks to my wife, Lisa, and my two beautiful children, Luke and Emily, for their continued patience and belief in me throughout this process. I love all of you, and I am so looking forward to resuming my life and getting back to normalcy. I sincerely thank my dissertation advisor, Dr. Charlene Trovato, who provided me with consistent intellectual and emotional support and I am indebted to her for the constant push and feedback. I would like to thank my dissertation committee – Dr. Trovato, Dr. Kerr, Dr. Bickel, and Dr. Kirk – for their vision, support and humor throughout this journey. Mrs. Linda Benedettto, I am so thankful that I had the opportunity to connect with you back in December 2012. Without your exceptional record keeping and expertise, the document analysis portion of this dissertation would not have been possible. I would also like to thank my colleague, Mrs. Dawn Lovic, for her technological wizardry and ability to make it work when needed. For the last time, I appreciate it! Lastly, I have to thank my mother Mrs. Jean Boylan, "who came out of the bullpen in relief" after the passing of my father, Dr. John C. Boylan. Mom, thank you beyond words for all that you have done and most importantly for believing in me! This document is dedicated to my mentor and the greatest man I ever knew, Dr. John C. Boylan. Dad, I am forever trying to continue your legacy and you will never know the impact that you have had on me. Thank you beyond words, I love you and this is for you!

1.0   INTRODUCTION

Scholars and practitioners of educational administration believe that principals play an integral role in schools and can affect virtually all facets and aspects of school life (Blasé & Kirby, 2000). The challenges in today's schools are increasing in frequency, complexity, and intensity, requiring school leaders to enter the profession with practical experiences that prepare them to take immediate and definitive action regarding multifaceted issues. Principals manage complex organizations with unpredictable demands and are forced to handle a world of brief encounters, learn to function effectively under fragmented circumstances, and maintain a skill-set of cognitive and interpersonal competencies to tackle varied assignments and constituencies (Lovely, 2004). These issues are compounded by the pressures associated with increasing student achievement and test scores, providing instructional leadership to novice and veteran teachers, contemplating educational reform, and managing the day-to-day nuances of the leadership position contribute to a context fraught with change, overload, and a sense of isolation. Unfortunately, most of this juggling is done with little or no support and without frequent direction so as to maintain an effective balance (Lovely, 2004).

Elmore (2000) stated that "relying on leaders to solve the problems of systematic reform in schools is, to put it bluntly, asking people to do something they don't know how to do and have had no occasion to learn in the course of their careers" (p. 2). Furthermore, the chance of any reform occurring at the district or school level is compromised unless education leaders

provide a purposeful vision and stimulate the people within the respective organization to think differently about their work in that context. Leithwood, Louis, Anderson, and Wahlstrom (2004) suggested that successful leadership serves as a highly significant catalyst in the improvement of student learning, with the total effects of leadership on student learning accounting for about one quarter of total school effects. Now, in the midst of the Era of Accountability, these improvement efforts and the need to develop principals as master artisans and agents of productive change are dire and immediate (Hall, 2008). In response, roughly half of the nation's states have now adopted and developed mentoring requirements for new principals, a striking increase considering that prior to 2000, the acceptance of or funding for such mentoring was a rarity.

The observed increase in formalized mentoring reflects the growing national recognition that the ongoing training and preparation of school leaders matters a great deal. If states and districts are to meet the nation's high-minded goal of universal student success, then the investment of more thought, energy, and money is needed to assist in the development of school leaders so that they can better manage their increasingly tough jobs (Mitgang, 2007). Every day, principals are called upon to exercise instructional, budgetary, community, and individual leadership, and every day they are held accountable for the academic, social, and emotional success of children (Dukess, 2001). Typically, after principalship aspirants acquire an essential knowledge base (as determined by "experts" in the field) and a well-crafted set of skills from their pre-service preparation programs, they are then sent out to schools to either sink or swim in the role as a school leader (Zellner, Jinkins, Gideon, Doughty, and McNamara, 2002). Critics continue to voice complaints regarding principal preparation programs citing curricula that do not take into account diverse student populations, weak connections between theory and practice,

and internship experiences that lack the opportunities to experience real leadership (Mitgang, 2012). In an era when confidence in public education is waning and the recruitment for leadership positions is becoming increasingly more difficult, the retention of quality school-based leaders who can lead 21st Century schools is crucial.

Clinical experiences have become an integral focus of pre-service leadership preparation programs and are well documented in the literature base; yet, research related to administrator mentoring programs, specifically first-year school administrator induction programs, is just beginning to flourish (Alsbury and Hackmann, 2006). With innumerable definitions of mentoring across multiple professional venues (e.g., law, medicine, business, nursing, engineering, and library work to name a few), the mentoring model is hardly a new concept. As Mitgang (2007) explained, "the idea of providing novices entering any field or profession with a wise, experienced guide and role model dates to ancient times and has gained widespread acceptance in many walks of life" (p. 5).

As previously stated, the mentorship model is now gaining momentous support in the realm of educational administration; however, mentoring for administrators cannot and should not be perceived as the fix to all educational woes. That being said, it seems rather peculiar that in a time where funding is limited and teacher accountability is at center stage, there has been an increased interest in developing mentoring programs in the field of educational administration. Compared with the more obvious rationale for investing in mentoring teachers, the justification for public funding for principal mentoring is not as transparent. Additionally, the spread of principal mentoring has been impeded by the limited number of quality mentoring programs, most of which lack data about program effectiveness, potential impact on principal retention, or on student achievement and learning (Mitgang, 2007).

As a result, this research study adds to the existing literature base by providing information on the Pennsylvania Principals Mentoring Network (PPMN) in support of the Pennsylvania Inspired Leadership (PIL) initiative. Specifically, the mentor training regimen and protocols as part of the PPMN are thoroughly identified, described, and compared to the theoretical research framework of this study. The research framework, developed by careful overlap and analysis of John C. Daresh's (2001) Five Domain Training Model and the National Association of Elementary School Principals's (n.d.) six Mentor Competencies served as the lens in this qualitative description and examination.

1.1   STATEMENT OF THE PROBLEM

Although the benefits to formal mentoring have been well documented, poorly trained or untrained mentors can damage the professional promise of newly hired school principals (Hall, 2008). This effect is quite alarming given that the recruitment for leadership positions has become more difficult and the retention of quality principals has become paramount in the 21st Century. Similarly, mentoring programs that focus on routine compliance issues rather than relationship and skill-building can often be seen as non-useful, burdensome professional development exercises that hold little value for the newly hired principal (Mitgang, 2007). Supporting the idea that mentoring programs focus on practical skill-building component of mentoring programs, Allen and Poteet (1999) asserted that mentors from programs require focused training that could be used to address any skill, experience, ability, or knowledge deficiencies in the mentor. However, Allen and Poteet (1999) noted that the mentor's viewpoint had often been neglected in the mentoring literature.

Researchers have identified that mentor training is the backbone to an effective mentoring program (Villani, 2006); yet, programmatic reviews have shown that training regimens are often implemented inconsistently and viewed as vastly different. As a result, this study aims to capture the essence of the training methods and protocols received by the PPMN mentor principals in their support of newly hired principals participating in the PIL program.

1.1.1 What Motivated Me to Study Mentoring

Back in 2002, following five years as a school counselor, I had been hired as an assistant principal and supervisor for special education in a small suburban school district in Western Pennsylvania. My experience in education to this point was relatively brief, and my expertise in the area of instruction was very limited. Having completed the standard principal's certificate earlier in 2002, I knew that my learning curve in the landscape of instructional leadership would have to be enormous. After a few months in my newly acquired position, I had wondered if I was capable and competent to be effective. Throughout my first year, I had spoken with many of my administrative colleagues on the profession of school leadership and I thought I was basically "just staying afloat." The long hours, the endless responsibilities, and the feelings of inadequacy were challenging and troublesome. Were these feelings normal, or was I catapulted into a position without the necessary support?

Eleven years later, I realize that my aforementioned state was a clear combination of the normal overwhelming feelings associated with being a new school administrator and the phenomenon of being cast into a position without the lifejacket of a formal mentor. Sure, I had developed and established many solid relationships with my administrative colleagues; however, I never truly felt comfortable speaking to the gravity of my duress. The informal relationships

assisted in my development of knowing the way around our district, but I did not have the impartial and objective viewpoint of a skilled person to show me my way. This research endeavor is a professional, but very personal, contribution to the field of school leadership. The school leadership field is too important, and quite frankly, the profession is capable of supporting newcomers to the profession in a more proactive fashion. Although mentoring is a complex and challenging process (especially within the current fiscal crisis in public education), its benefits cannot be overstated. Behind every successful school, therein lies an effective school principal. As a profession and as a community of learners, we must ensure that support is in place throughout the career span of these individuals.

1.2 PURPOSE OF THE STUDY

The purpose of this study was to identify, describe, and gain a deeper understanding of the training methods that Pennsylvania principal mentors received both prior and during their work with their principal protégés. The Pennsylvania Principals Mentoring Network (PPMN), formerly recognized as the Principals Leadership Initiative (PLI), was established in 2003-2004 as a professional development and support mechanism for newly hired administrators. The PPMN is a state-funded operation that has impacted over 1,000 novice administrators from its inception. Since the program has increased in size and intensity over the course of its implementation and questions have surfaced about the sustainability of the mentoring program, this researcher found the training methods for the mentors to be a viable piece of research to aid in the program's validation.

A critical review of the research on mentoring in the field of educational administration revealed that an increase in the implementation of mentoring programming; yet, in concordance with Allen and Poteet's (1999) observation, a preponderance of the research represented the lens of the protégé/mentee and not from the vantage point of the mentor administrator. This study examined the perspective of the mentor by describing the training they had received in order to work with their administrative protégés. In addition, this study explored how this training aligned to the mentoring literature base by highlighting mentor training best practices for subsequent mentor programs to model.

1.3   LIMITATIONS OF THE STUDY

This case study was limited to the Pennsylvania Principal Mentoring Network and its subsequent training program. Likewise, this study was limited to the respective program coordinators who graciously chose to take part in the research. Although studies on mentoring have been introduced by educational researchers in other locations nationally, this study focused on a specific mentor training program as established by specific Pennsylvania state policies; therefore, results and conclusions should not be exercised and applied generally to other programs devoted to principal and/or other administrator mentoring. This study may uncover additional research questions and nuances that may need attention through future research activities and expansion beyond the Northeastern region of the United States.

1.4   DEFINITIONS OF TERMS

Act 45 of 2007: All principals who are new to the position on or after January 1, 2008 must complete the Principals Induction Program within five years from the date of hire as a principal or assistant principal.

Aspiring Principal: A potential professional educator who in all likelihood will assume the role of the principalship.

Formal Mentoring: A mentoring relationship that is systematic in nature, typically developed and supported by a specific program or structure.

Informal Mentoring: A relationship that has been identified as a strong and enduring relationship; however, this arrangement lacks the structure, formal processes, support, and evaluation that accompanies formal mentoring programs. Matters (1994) proposed that informal mentoring partnerships are the strongest and most enduring relationships but are difficult to engender due to organizational barriers and human interaction variables.

Intermediate Unit (IU): Intermediate units are highly skilled, technology-rich service providers that function as liaisons between local schools and the Pennsylvania Department of Education. The 29 intermediate units in PA provide cost-effective, instructional, and operational services to school districts, charter schools, and 2,400 non-public and private schools.

Mentee/Protégé: A novice administrator who is identified, encouraged, and nurtured by an experienced colleague (Young, Sheets, & Knight, 2005).

Mentoring: Albeit several definitions are identified throughout the forthcoming literature review, Hansford and Ehrich (2006) defined mentoring as a structured and coordinated approach where individuals (Mentors/protégés) agree to engage in a personal and confident relationship that aims to provide professional development, growth, and varying degrees of personal support.

National Association of Elementary School Principals (NAESP): In existence since 1921, NAESP is an internationally recognized professional organization that supports elementary school, middle school, and other educational leaders in serving as the primary catalyst for creating a lasting foundation for learning. See www.naesp.org for more information.

National Association of Secondary School Principals (NASSP): In existence since 1916, NASSP is the preeminent organization of and national voice for middle level and high school principals, assistant principals, and aspiring school leaders from across the United States and more than 45 countries across the world. See www.principals.org/ for more information.

National Institute for School Leadership (NISL): This institute offers exemplary, research-based professional development programs designed to provide principals with knowledge and skill enhancement that promote heightened school leadership capacity and strategies for improvement measures in their schools. See www.nisl.net for more information

Pennsylvania Inspired Leadership (PIL) Initiative: This initiative provides a statewide, standards-based leadership development and support system for school leaders at all levels through a delivery system that is cohort-based and embraces the regional collaboration of Intermediate Units and their partners. For more information, visit http://www.paleadership-region2.org/.

Pennsylvania Principals Mentoring Network (PPMN): Originally called the Principals Leadership Induction (PLI), this research-based program provides mentoring services to novice

school principals and is designed to foster effective school improvement practices through a confidential, supportive relationship. For more information, visit www.paleadership-region2.org/grow.shtm.

Principal Induction: Villani (2006) defined principal induction as a "multiyear process for individuals at the beginning of their careers or new to a role or setting and is designed to enhance professional effectiveness and foster continued growth during a time of intense learning" (p.18).

Principals Leadership Induction (PLI): PLI is administered by the PA State System of Higher Education's Academy for the Profession of Teaching and Learning and sponsored by Title II, subpart 3C of No Child Left Behind awarded by the PA Department of Education. PLI provides mentoring to novice school principals and assistant principals with research-based and individually effective school improvement practices through a confidential and supportive relationship. The PLI formally changed its name to the Pennsylvania Principals Mentoring Network (PPMN) in 2010.

Regional Coordinator: The person who was responsible for the regional coordination and functioning of the PLI/PPMN program.

Research for Better Schools (RBS): Research for Better Schools (RBS) is a private, nonprofit educational organization funded through grants and contracts from the U.S. Department of Education, the National Science Foundation, Mid-Atlantic state departments of education, institutions of higher education foundations, and school districts. The mission of RBS is to assist schools or organizations on the improvement of student learning, teacher content and pedagogical knowledge, and operational effectiveness. See www.rbs.org for more information.

State Coordinator: The person who was responsible for the statewide coordination and functioning of the PLI/PMMN program.

2.0   REVIEW OF THE LITERATURE

In order to capture the essence of the mentoring phenomenon and its subsequent practices, it is critical to gain an understanding of mentoring through the various lenses of implementation. This review of literature addresses mentoring by providing the reader with a history of the practice and its integration in education, business, and other professional contexts. Several definitions of mentoring are explored, with particular attention given to defining mentoring in the context of educational administration. The mentoring relationship is also examined in order to impart the reader with the numerous benefits of mentoring to both the mentor and protégé. The characteristics of effective mentors are detailed with specific attention directed to school leadership mentor competencies along with some of the more identifiable difficulties associated with mentoring relationships. Likewise, the "nuts and bolts" of mentoring, instructional leadership and the recognition of adult learning propensities are explored in the context of mentor training best practices. This review of literature concludes with identifying some nationally and regionally recognized mentoring programs that have been used in practice for mentoring in educational administration.

2.1 THE ROOTS OF MENTORING

In the late 1970s, mentoring first appeared in academic literature and was presented as a sporadic and usually informal phenomenon. Since then, developments have shown that mentoring has now been elevated to an unprecedented degree of systematic and official organization. Mentoring has firmly taken root in a variety of employment settings, becoming highly popular in a number of capitalist countries over the last two decades, and it has become a resourceful element of policy solutions in a wide range of contexts (Colley, 2002). Historically speaking, the concept and philosophical underpinnings of mentoring have been around for centuries. In fact, Homer's *Odyssey* (has been suggested as the original source for the concept of mentoring:

> *The Odyssey* tells the story of the king Odysseus' lengthy return from the Trojan War where during his absence, he had entrusted the care of his kingdom, Ithaca, and of his infant son, Telemachus, to an old friend, Mentor. He is referred to as a wise and kindly elder, a trusted adviser, an educator and guide who is described as nurturing, supporting, protecting, role modeling, and possessing a visionary perception of his ward's true potential. (Colley, 2002, p. 260)

As is presented this literary description, the idea of the mentor as a wise and patient counselor serving to shape and guide the lives of younger, less experienced colleagues has prevailed over the course of centuries (Daresh & Playko, 1990). Hall (2008) further contributed to the historical perspective on mentoring in his examination of intentional mentoring during the principal induction process:

> During the 12th and 13th centuries, various associations began to form with the express purpose of building bridges. Similar to guilds, these Bridge-Building Brotherhoods were composed of master artisans who piously labored to aid pilgrims as they traveled. As

master artisans, well respected for the quality of their work, they had advanced through the stages of unpaid apprentice and paid journeyman before earning master status. Throughout history, this system has been used with great frequency and reliability in many professions and trades. Craftsmen train and learn under the watchful tutelage of a master until they meet the standards of high quality work. (p. 449)

This traditional mentoring model involved the apprentice learning from a master; however, in the Industrial Age, mentoring began to focus on the career advancement within organizational hierarchies (Kerka, 1998). With the rapid technological advances occurring during this period, the Information Age was a time of broadened demands to encompass the cognitive, interpersonal, and technical skills in which mentoring is changing and adapting to cope with these expanded needs (Kerka, 1998).

With the advent of the 21st Century, the combination of digital technologies and organizational changes has required individual professionals to become more responsible and accountable for their own learning, development, and career advancement. For many professions, the use of mentoring relationships to facilitate and sustain professional development is an age-old tradition (Alsbury & Hackmann, 2006). Mentoring is now a key feature of initial training in public service professions such as teaching, nursing, and career guidance, as well as the development of top executives and business managers (Colley, 2002). The process of mentoring has been elevated with heightened awareness and utilization; yet, the conceptualization of mentoring has remained unclear and indistinct. Although researchers have attempted to narrow the scope of mentoring by providing succinct definitions, there are several definitions of mentoring in the field of higher education, psychology, and organizational behavior. Daresh (1987) found that private industry and business have long recognized the

importance of mentors, and while naturally developed, informal mentor-protégé relationships occur, they are not sufficient and sustainable enough in value to replace the more formalized, institutionally created mentoring arrangements. Unlike coaching or counseling, formal mentoring is often viewed as a cost-effective career advancement strategy based on a collaborative relationship in the workplace (Frei, Stamm, & Buddeberg-Fischer, 2010).

Mentoring has been recognized as essential to successful and satisfying careers in medicine. Since the 1990s, mentoring has been prominent in the field of nursing; however, formal mentoring programs for medical students and doctors have are lacking in most countries. Ehrich, Hansford, and Tennent (2004) confirmed that research about mentoring in the medical field is quite variable and relatively new in comparison with other fields, such as education and business. Frei et al. (2010) confirmed the dearth of research regarding mentoring in the mentoring field. In attempting to plan a mentoring program for medical students at Zurich University, Frei et al. (2010) conducted an exhaustive literature search of documents published between 2000 and 2008 that addressed medical mentoring program types, programmatic objectives, and effects of implementation. Out of the 438 publications identified, 25 met the selection criteria for structured mentoring programs. The primary aims of these programs included career counseling, development of professionalism, increasing interest in research, and support during professional growth. Information on program effectiveness was inconsistent and relied primarily on anecdotal evidence. Despite the lack of rigorous evidentiary support, mentoring has been identified as an important advancement tool that would benefit from early implementation at medical school.

2.1.1 Mentoring in Teaching

The academic literature is replete with numerous definitions and references to the concept and processes associated with mentoring. Within public education, the process of mentoring teachers began to flourish in the early 1980s as a counter-effort to reduce attrition and improve instructional quality (Mitgang, 2007). Kling and Brookhart (1991) conducted a review of the literature that focused on beginning teacher induction programs and the role these programs had in the support of the professional. Findings indicated that new teachers left the teaching profession in large numbers because they perceived a void in their teaching practices and often felt isolated, lacking the support from their colleagues and administrators (Kling & Brookhart, 1991). As a result of high attrition rates among teachers in many states, the widespread implementation of support structures, such as mentoring for teachers by school entities, have been initiated over the years.

More recently, Marable and Raimondi (2007) investigated teacher mentoring by using a survey instrument to gather information from teachers who did and did not participate in a formal mentoring program. Perceptions were categorically reported by what was most supportive and what was the least supportive during their first year as teachers. This study validated the reality that new teachers face many difficulties, challenges, and obstacles within their first year of teaching (Marable & Raimondi, 2007). Additionally, Marable and Raimondi (2007) confirmed that teachers who were mentored typically valued the established relationships with more seasoned colleagues; however, those same teachers reported that administration, training, supervision, and lack of materials contributed to their discontentment in the first year. While these teachers valued the supervision and interactions with administrators, the quality of

these interactions was often deemed disappointing and lends credence to the integral role of the administrator in teacher development.

Holloway (2003) asserted that new teachers deserve assistance and nurturing during their induction phase into the profession, but support needs to expand beyond the advent of the teacher's career. Providing support through professional development, ongoing mentoring, and fostering teacher empowerment throughout teachers' careers can only ensure that a sustainable pool of high-quality teacher candidates exist for our students. Workman (2005) extended the sustainability concept by reflecting on the value of mentoring for the mid-career and senior educator. According to Workman (2005), mentoring not only rekindles the passion for teaching and learning for the mentor, but it also serves as a win-win situation for the mentor and mentee. Daresh and Playko (1992) provided an analysis of the differences between teacher mentoring and administrator mentoring and noted the following:

- The knowledge base related to teaching behaviors associated with effective practice is considerably more developed than it is for administrative behaviors. As a result, there are more clearly defined guidelines that may be used by teacher mentors than administrative mentors to guide the development of protégés.

- There are existing norms that make it more difficult for practicing administrators than teachers to admit their need for assistance and help through mentoring. For administrators/principals, seeking assistance from a more experienced professional could potentially be viewed as a sign of weakness or incompetence.

- New administrators have more experience in the school setting and require different skill set training in comparison to beginning teachers.

- Teacher mentoring programs enable new teachers to engage in daily formal or informal contacts whereas in administration, principals may not see or have contact with their mentors for days or even weeks at a time.

2.1.2 Mentoring in Business

The practice of mentoring and its rich history has been well integrated into the cultures of business corporations, schools and universities, training regimens, and the general workplace as a formal component of career and resource development. As Gibson (2004) stated, "there is currently a high degree of interest in the concept of mentoring in business settings" (p. 259). In recent years, popular and academic literatures have drawn attention to the benefits that mentoring relationships can offer to protégés, mentors, and organizations (Kram, 1985). According to Kram (1985), mentoring relationships that support career development enable the individual to successfully meet the challenges encountered as one progresses through adulthood and the organizational career process. Unfortunately, these kinds of supportive relationships are not readily available for most people in organizations.

Kram (1985) defined the essential characteristics of organizational mentoring relationships in order to enhance the quality of work life and organizational career development practices. In order to investigate the mentoring processes, Kram (1985) conducted an in-depth interview study of the relationships between younger and older managers in the corporate setting. As a result of this extensive research, several career and psychosocial functions of the mentoring relationship were discovered. The career functions were defined as those aspects of the relationship that enhance work place learning and preparation for organizational advancement, including sponsorship, exposure-and-visibility, coaching, protection, and challenging work

assignments. Furthermore, psychosocial functions were identified to detail the sense of competence, identity focus, and effectiveness in the professional role, and these functions were characterized as relationship aspects, including role modeling, acceptance-and confirmation, counseling, and friendship.

Kram (1985) suggested that the career functions serve as career advancement indicators within the organization while the psychosocial functions act as personal affecters by building self-worth and confidence both inside and outside the organization. The career functions are possible because of the senior person's experience, organizational rank, and influence that enable him or her to provide sponsorship, coaching, and exposure-and-visibility to help a junior colleague navigate effectively into the organizational world. The result is a mutual respect and talent-developing process that benefits both individuals reciprocally by increasing their position of influence within the organization. In contrast to career functions, the psychosocial functions are possible due to the fostered interpersonal relationship that develops trust and increased intimacy. By becoming a role model, the senior colleague enables the novice to more successfully navigate workplace dilemmas by creating an environment that simultaneous includes support, respect, and valuable wisdom. Although the range of these two functions within mentoring relationships can certainly vary, Kram (1985) purported that greater intimacy and stronger interpersonal bonding characterized relationships providing a balance of the career and psychosocial functions. These balanced relationships were viewed as more critical to development than other relationships created within the workplace.

Clutterbuck (2004) reported that employer organizations with a well-run mentoring program can have a significant and positive impact upon both the recruitment and retention of employees. In some cases, the loss of new employees has been cut by almost two-thirds because

of the commitment to having someone with relevant perspective outside of the authority structure who is willing to listen and assist the mentee in making wise and confident choices. Clutterbuck (2004) also cited other employer benefits such as more effective succession planning, additional resources to help employees cope with the stresses of major change, and increased productivity. Likewise, mentees reported positive effects associated with the mentoring process, including adjustment assistance and personal motivational understanding accompanied with career planning and emotional confidence (Clutterbuck, 2004). Orpen (1995) validated these observed mentee benefits in a study of 97 British employees at their first jobs. All of these employees had remained with their employers for at least four years, and the findings suggested that the amount of vocational mentoring received by these participants during the first months of employment was associated with greater career success in the same organization over the next four years. (Orpen, 1995).

As organizations become more global and transparent in the 21st Century, mentoring in the business and industry context has been integrated into both expatriate socialization (on-site mentors) and repatriation programs (back-home mentors) to aid in the adjustment and transition of employees who work internationally (Gibson, 2004). Knowledge transfer, communication skills, and network access are important factors in the success of the international employee, and consequently, the possibilities and potential limitations of business mentoring in this new technological context have become more relevant. According to Kealy and Mullen (2003), "with the ever-increasing role of technology as an innovative force in society, we have witnessed major changes in the types of education being developed and in how learning and instruction is conceptualized" (p. 3). As we progress through the second decade of the 21st Century, electronic

mentoring has begun to become a resource and activity used in facilitating traditional mentoring outcomes.

Clutterbuck (2004) suggested that e-mentoring may not be perceived as an inferior approach to the traditional mentoring process. Yet, for large scale e-mentoring projects, the largest challenges are matching individuals and ensuring they establish a positive. Kealy and Mullen (2003) believed that mentoring and the mentorship would not be perceived as a passing trend or fad but "rather a permanent fixture of pedagogy and instruction, regardless of the form of delivery that it takes" (p. 11). It seems likely that mentoring relationships could become hybrids of face-to-face, remote face-to-face synchronous interactions, and asynchronous interactions via email and text messaging as the 21st Century proceeds (Clutterbuck, 2004).

Mentoring in the business and industry context has been found to range on a continuum from relationships that provide advice and sponsorship to those that are intense and developmental (Gibson, 2004). Professionals and researchers alike seem to all agree that mentoring is the key ingredient to future success, and those people with mentors become quickly socialized into the organization, often obtaining high visibility and important assignments while staying well informed of future possibilities and opportunities within the business network (Summers-Ewing, 1994).

In 2005, the Supreme Court of Georgia authorized the State Bar to initiate the creation of the Transition into Law Practice Program to assist beginning lawyers in their transition experiences (State Bar of Georgia, n.d.). This educational program combines a mentoring component with a continuing professional development experience and provides access to an experienced lawyer equipped to teach practical skills, prudent judgment, and the necessary ethical values to practice law in a competent and professional manner. Serving as a mentor in

the aforementioned program is not a volunteer based program, on the contrary, mentors are selected via a Supreme Court appointment.

2.1.3 Mentoring in Educational Administration

In the current era of high stakes accountability coupled with the decreasing number of candidates able to meet the challenges of school leadership effectively, the nurturing and supportive maintenance of principals has become particularly relevant (Browne-Ferrigno & Muth, 2004). The nature of education has changed, and the business of schooling has become increasingly complex. These higher expectations, along with the potential for administrator shortages, teacher shortages, and the diverse learning, social, and emotional needs of our children, has placed tremendous pressure on those who choose to lead our schools (Hopkins-Thompson, 2000).

As mentioned, the process of teacher mentoring began to flourish in the early 1980's; however, by contrast, the practice of providing a novice principal with support has only recently gained widespread attention and support at the state level and within local school districts. As a teacher's knowledge, skills, and attitudes are most important and relevant to student learning, the required skill sets and traits of an effective educational leader are directly tied to the learning organization (Mann, 1998). Historically, principals are confronted with a "sink or swim" mindset as they try to manage the practical, political, and financial challenges of the various states and districts (Mitgang, 2007). The present trend of increasing numbers of principal induction and mentoring programs would suggest that policy makers and administrative leadership groups are recognizing that well-crafted, purposeful, programmatic interventions are necessary to improve principal development and sustainability.

Traditionally in a profession, mentoring has been described as an informal process that links a senior, more experienced person (i.e., the mentor) with a less experienced, and typically younger person (i.e., the mentee). Mentors are expected to pass on skills, guide, counsel, provoke, entice, teach, constructively criticize, and even reprimand at times (Matters, 1994). Although less intensive than formal mentoring partnerships, Matters (1994) proposed that informal mentoring partnerships are the strongest and most enduring relationships, but cautioned that these informal relationships are difficult to engender due to organizational barriers and human interaction variables. The propensities of both types of relationships (i.e., formal versus informal mentoring) may contain very similar characteristics; however, it is the formal mentoring relationship that is well planned, organized, and methodical in nature. This review of the literature will specifically focus on the development of formal mentoring relationships with specific attention given to selected induction programs and university preparation programs that use formal mentoring relationships.

Definitions for 'mentoring' are abounding, frequently overlapping in their technical terminology. Hansford and Ehrich (2006) defined mentoring as a structured and coordinated approach where individuals (mentors/protégés) agree to engage in a personal and confident relationship that aims to provide professional development, growth, and varying degrees of personal support. This definition distinguishes a mentoring relationship from the less formal relationships such as peer assistance, tutoring, or coaching since it involves a more experienced and seasoned professional. Talley (2008) suggested that cultivating leadership skills in practice-intensive specialties is essential and has the potential to create a cadre of scholar-practitioners to bridge the academic preparation or scholarship component with practical leadership skill development. While there is no consistently accepted definition of mentoring, Talley (2008)

explained that several definitions integrate the positive relationship between mentoring, retention, competence, confidence, and professional growth.

Schein (1978) felt that mentors needed to satisfy numerous roles in their relationships with administrative novices, including roles such as teachers, coaches, trainers, role models, protectors, and sponsors. Similarly, Crow and Matthews (1998) defined mentoring in an administrative context as a relationship that involves a "person who is active, dynamic, visionary, knowledgeable, and skilled; who has a committed philosophy that keeps the teaching and learning of students in focus; and who guides other leaders to be similarly active and dynamic" (p. 2). Muse and Wasden (1988) suggested another definition that was particularly relevant when considering the application of mentoring for educational administrators:

The mentor is a master at providing opportunities for growth of others, by identifying situations and events which contribute knowledge and experience to the life of the steward. Opportunities are not happenstance; they must be thoughtfully designed and organized into logical sequence. Sometimes hazards are attached to opportunity. The mentor takes great pains to help the steward recognize and negotiate dangerous situations. In doing this, the mentor has an opportunity for growth through dedicated service, which is the highest form of leadership. (p. 3)

INTENT	ROLE	INVOLVEMENT (Level)

Career Advancement
(Brokering)

Professional Development
(Advising)

Psychosocial Development
(Modeling)

Mentor — 6

Patron or Protector — 5

Sponsor or Benefactor — 4

Counselor, Advisor, or Guide — 3

Teacher or Coach — 2

Role Model, Peer Pal, or Supporter — 1
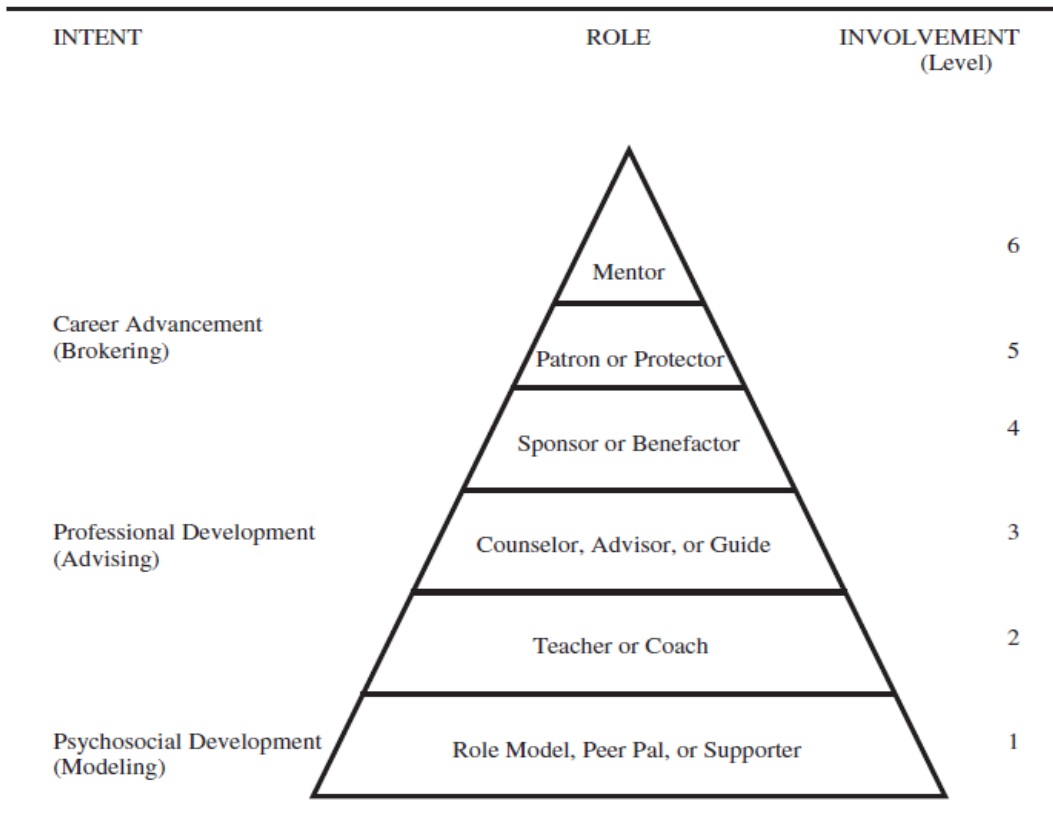
Figure 1. Supportive Work Relationship Arranged Hierarchically in Terms of Primary Intent and Level of Involvement

Definitions of mentoring come in all sizes, foci, and levels of inclusiveness (Mertz, 2004). For clarity purposes, Mertz (2004) provided a visual conceptual framework that detailed and served as a building block for the definition and conceptual understanding of mentoring (see Figure 1). According to Mertz (2004), the model used intent and involvement to distinguish among relationships often referenced together under the label of mentoring, arranging them in terms of psychosocial, professional development, and career advancement functions. Hence, this model arranged the roles and relationships cited in the research literature in a coherent way that distinguished mentoring from other less formal relationships, although Mertz (2004) acknowledged that there may be more factors in addition to intent and involvement. Likewise, Hopkins-Thompson (2000) provided an inclusive definition of mentoring that addressed the career and psychosocial development of both the mentor and protégé. According to Hopkins-

Thompson (2000), mentoring is an intense relationship in which a senior person oversees the career development and psychosocial development of a less senior person by providing advocacy, counseling support, and protection that includes feedback and information.

Developing school leaders requires an effort from school districts in addition to university preparation programs. Grissom and Harrington (2010) assessed the role of principal professional development in shaping principal effectiveness, finding strong evidence that not all modes of principal professional development are equally effective at improving principal performance. Furthermore, Grissom and Harrington (2010) found a significant and positive association between principals participating in formal mentoring and principal effectiveness, but they also found that principals who invest in university coursework as professional development were rated less effective.

Browne-Ferrigno and Muth (2004) posited that mentoring affords an incredible opportunity for leadership capacity building through reciprocal sharing between practicing and novice/aspiring principals. Likewise, practicing and beginning principals need opportunities to work together in meaningful ways to foster development and collegial relationships that can sustain new principals in the difficult early years of the principalship. Clearly, developing effective principals must continue beyond the completion of pre-service preparation programs, beyond the placement as school leaders, and beyond the support received during their novice practice years (Browne-Ferrigno & Muth, 2004). Becoming an effective principal takes time, and principals require a large amount of ongoing support (Young et al., 2005). According to Crow and Matthews (1998), the process of mentoring dynamic school leaders should involve more than one mentor in more than a single setting and take place over the course of the leader's

career development. In essence, mentoring is a life-long professional development experience that affects both the mentor and the protégé.

2.2   THE MENTORING RELATIONSHIP

As of 2007, nearly half of the nation's states had adopted mentoring requirements for new principals, signaling an acceptance of the idea that the professional development of new principals is a worthwhile investment (Mitgang, 2007). Through the mentoring process, a strong principal demonstrates commitment to people, passion for human learning, and cooperation in the profession. In order for a strong mentoring relationship to endure, Calabrese and Tucker-Ladd (1991) suggested that the relationship should exhibit the qualities of initiation, collaboration, inclusiveness, coaching, reciprocation, development, separation, and modeling. Playko and Daresh (1989) also cited that the mentoring relationship must be embraced and become a process that is committed to beyond the level of "just complying with" directives issued by an agency.

On the contrary, the establishment of an effective mentoring relationship should be viewed as an extended approach to the professional growth and development available to principals across the continuum of experience. Ideally, a contract should be developed that details the scope and sequence of activities, the time commitment, and the degree of trust that will need to be invested in order to establish this formal partnership (Krueger, Blackwell, & Knight, 1992). The contract serves as a catalyst for commitment for both the mentor and protégé. In specific regards to the mentor, it initiates a reflective process whereby the mentor evaluates the personal investment that is needed in order to become effective. As a result of this

time, trust and relationship investment, the mentoring relationship can develop into a productive "two-way street" that promotes mutual enhancement and satisfaction amongst both parties. As new principals begin tackling the daunting tasks of leading schools, they report a tremendous value in receiving honest feedback from someone they trust. The notion of trust encompasses both emotional support and expertise of needed skills and knowledge (Dukess, 2001). Mentees need to believe that the feedback they get is grounded in honesty and based on real expertise, and trusting relationships must be cultivated, as opposed to competitive relationships that prevent a mentor from acting in the best interest of the mentee. When mentors present themselves as accepting their protégé's fears, opinions, inadequacies, and triumphs, the mentees learn that it is normal to make mistakes, learning from them and allowing for risk taking in the process (Krueger et al., 1992).

Allen and Poteet (1999) conducted a qualitative study that investigated ideal mentor characteristics and the ways in which both mentors and protégés can make mentoring relationships more effective. In terms of ideal mentor characteristics, participants categorized ideal mentors as those who possess a wide range of skills and knowledge areas. Specifically, listening, communication skills, patience, and knowledge of the organization were deemed as most desirable. Additionally, participants responded with 21 dimensional comments that both mentors and mentees could do to enhance the mentoring relationship. Three behavioral indicators were reported to stand out among the rest. Overall, participants agreed that trust, open communication with reciprocal feedback, and setting clear and rigorous expectations were areas that heighten the quality of the mentoring relationship. As the degree of open communication improves, the subsequent trust that is engendered increases as well. Mentors facilitate reflection and open conversation by involving the protégé in an active and open-minded exploration of the

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mentor's perspectives. For example, the mentor might ask questions such as "what is your reaction to this?" and "are there different ways of handling this situation?" Along the same lines, Crow and Matthews (1998) proposed that reflective journals initiated by the mentor can cause protégés to gain further insight into their experiences. Given these strategies, it would suggest that activities, such as team-building programs, scenario/vignette episodic training, role-playing methods, off-site workshops, and teamwork seminars would be appropriate measures to increase knowledge and the ability to trust others in work situations. In addition, the creation of set policies and procedures along with established expectations, goals, and objectives tend to formalize the relationship by ensuring mutual accountability in the process.

Turning to another conceptualization of mentoring, Matters (1994) described the mentoring relationship as a progression through four stages:

1. Phase 1 is the developmental stage where the mentee senses competence whereas the mentor perceives promise. This stage is characterized by shared activities comprised of excitement and an area in the relationship that progresses quickly and usually quite well. (Team building activities similar to those aforementioned could seemingly fit well here to enhance the relationship.)

2. Phase 2 is the consolidation phase where the mentor provides some challenges for the mentee accompanied with an increase in responsibility. This increased responsibility aids in reshaping the identity to include confidence because of the mentees growth and accomplishments. (Phase two is comparable to Kram's (1985) discussion of psychosocial development in the context of career related tasks)

3. Phase 3 is the sponsorship phase where the mentee moves forward into unfamiliar territory and the mentor sponsors these risk taking ventures by promoting these skills

to influential members in the organization (much like the career advancement opportunities within the context of psychosocial support outlined by Kram (1985)).

4. Phase 4 is the redefinition stage where the mentor's deficiencies are identified and a redefinition of the relationship occurs as the pair becomes mutual colleagues and reciprocal mentors.

As can be seen, Matters's (1994) four-phase mentoring model aligns with previously presented conceptualizations of mentoring.

Bloom, Castagna, & Warren (2003) mentioned that it is unfortunate that the mentoring received by most principals is inconsistent and suffers from severe limitations. Quite often, these relationships are ad hoc, and most often, mentoring relationships germinate with colleagues within the same district, making it difficult to share confidences and gain diverse perspectives. As such, formal mentoring programs tend to create relationship venues where the mentor principal is a retired administrator and has no evaluative involvement with the mentee. Dukess (2001) suggested particular hallmark structures defining the relationships between the mentor and protégé are honesty and trust, appreciation, confidentiality, and participation. Browne-Ferrigno and Muth (2004) indicated that much of the mentor/protégé relationship consists of a role socialization process:

> This is an intricate process of learning and reflection that requires working closely with administrative mentors in authentic field-based experiences, increasing confidence through direct engagement in leadership activities and administrative tasks, and assuming a new professional self-concept grounded in confidence in leading schools. (p. 471)

Appropriately integrated mentoring relationships should enhance the professional development experiences of both the mentor and the protégé while building capacity through reciprocal

sharing between practicing and aspiring principals (Browne-Ferrigno & Muth, 2004). When principals are asked to identify a vital component in their leadership preparation, they typically identified other school leaders as their primary source of help, confirming that mentoring relationships have served them well throughout their administrative careers (Malone, 2001).

2.3   BENEFITS TO PROTÉGÉS

It has been well established that mentoring relationships offer a number of important career benefits to the protégés (Allen & Poteet, 1999). John C. Daresh has authored more than 100 articles, books, and papers focusing on the professional development of school leaders. He cited that in general, mentoring relationships are powerful learning opportunities for protégés (Daresh, 2001). Likewise, Daresh (2001) suggested that protégés in a productive mentoring relationship learn more about their professional lives and gain more insight into their personal needs, visions, and values than through any other kind of learning experience. Browne-Ferrigno and Muth (2004) added that carefully constructed and integrated mentoring experiences function as effective professional development for the protégés as well as veteran principals. Playko and Daresh (1989, 2002) cited the benefits to those who have served as protégés:

- Protégés develop a sense of confidence and competence needed to meet numerous administrative challenges. By receiving encouragement and reinforcement from their mentors, novice principals are able to look at their multiple responsibilities with a heightened sense of confidence and security.
- The mentoring experience affords beginning principals with the distinct opportunity to blend programmatic theory with real-life, on-the-job applications.

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- Protégés communication skills improve, especially in the articulation of ideas and long-range planning.

- Protégés internalize and put into practice the appropriate research-based strategies and techniques.

- Mentoring provides protégés with a sense of connectivity and a reduction in feelings of isolation, making people feel as though they belong.

Barnett (1995) advanced ideas directly related to the mentor/protégé relationships, suggesting that over time, protégés become less dependent on mentors, eventually becoming autonomous learners who engage in thoughtful and well-planned reflection. Researchers have shown that mentoring experiences can be strengthened with purposeful reflection, an area that is often slighted in the professional development of most principals (Bruckner, 2001). In the ideal sense, mentors should act as the protégé's guide during the relationship by providing and eliciting opportunities for reflection. Villani (2006) expanded the conceptual understanding of the reflective process through the cognitive coaching model, which "involves promoting another's self-reflection by asking questions, specifically by asking what went well, why the protégé thought so, and what could possibly be done differently in the future" (p. 22). In sum, cognitive coaching promotes self-reflection with the goal that ultimately, novice principals will be able to ask these same questions as their skill sets develop through heightened independence, increased collaboration, and collegiality with veteran educational leaders.

A great majority of the research on mentoring highlights the positive results and feedback generated from appropriately formed mentoring relationships. Hansford, Tennent, and Ehrich (2002) conducted a review of 151 articles about business mentoring that confirmed the many positive outcomes for mentees associated with mentoring, most frequently noting that mentees

highlighted career satisfaction, motivation, advice, and promotion opportunities as areas of positive feedback. Similarly, Ehrich et al. (2004) conducted a structured review of the literature pertaining to educational mentoring, prescribing that mentoring was an important professional development opportunity for enhancing the learning and growth potential of educators. In Enrich et al.'s (2004 study, the most frequently cited outcome for mentees related to support, empathy, encouragement, counseling, and friendship. Specifically targeting the the onset of assuming the role of the principalship, Cordeiro and Smith-Sloan (1995) categorized mentee-learning into four areas:

- Basic knowledge about day-to-day building operations,

- Strategies for information collection and problem-solving,

- Effective ways to work with a variety of adults, and

- Time management to balance the rigors of multiple tasks and responsibilities.

While these four categories address mentee learning on a large scale, Crow and Matthews (1998) targeted some of the more subtle mentee gains and benefits, asserting that principals in all stages of their professional careers need the assistance that a mentor can provide and that this process should be systematic in scope. The protégé benefits outlined by Crow and Matthews (1998) are as follows:

- Protégés experience new ideas and creativity. Through mentoring, protégés gain experience with a variety of situations within various contexts, resulting in emerging new ideas that are woven into novel practices.

- Protégés appear more visible with key personnel. This visibility affects the protégé's future career aspirations and paths, laying a strong foundation for current and future networking.

- Protégés receive protection from potentially damaging situations. The mentor monitors the balance between over-exposure and over-protection mentor-mentee relationship develops.

- Protégés practice opportunities for challenging and risk-taking activities. New principals need to be challenged to develop the resiliency necessary to continue in the face of mistakes and effectively manage themselves when mistakes are made.

- Protégés develop improved reflection capacitates as they talk and problem solve with their mentors and become more insightful about their actions and responses.

Recent research indicates that when professional development includes a mentorship, beginning principals gain a heightened degree of effectiveness that endures throughout their leadership careers (Malone, 2001).

It has often been said that it takes a village to raise a child. This same analogy can be applied to principal professional development and support. It is no longer appropriate or feasible to assume that principals can successfully lead without profound guidance, support, and direction from their experienced administrative peers.

2.4   BENEFITS TO MENTORS

While benefits to protégés have been well documented i, benefits of the relationship from the mentor's viewpoint is a neglected area in the mentoring literature on mentoring relationships (Allen & Poteet, 1999). Research has shown that good administrative mentors must be good principals; however, good principals do not always serve as effective mentors (Daresh, 2001). Daresh (2001) further stated that "being an effective mentor requires a variety of skills and

abilities that go beyond those that are required for leading a school's staff" (p. 36). Daresh and Playko (1992) suggested that the effects of mentoring activities are felt not only by the protégés, but the effects may even be more influential on those who choose to serve as mentors. According to Villani (2006), mentor training may be one of the most effective approaches to professional development, as veteran principals and mentors typically report that they feel rejuvenated and excited about their work when involved in a mentoring relationship. By promoting the process of reflection, mentors are able to think about their own practice as school leaders as "they help a new principal expand core beliefs and ways to be effective with the multiple constituencies in their school communities" (Villani, 2006, p. 21). Dukess (2001) reinforced Villani's assertions, confirming the benefits to mentors as the constant teaching and learning along with the focus on adult learning improved their own skills and influenced their own schools in the process positively.

In their literature review, Hansford and Ehrich (2006) found 16 studies that identified positive outcomes for the mentors, including a perceived increase in collegiality, networking, and targeted professional development. Likewise, some mentors reported higher levels of trust, mutual support, and the ability to give back to the profession (Hansford & Enrich, 2006). As a result of mentoring relationships, mentors model and encourage appropriate behaviors to their mentees by attending workshops and conferences, pursuing further graduate studies, reading books on current educational and leadership trends, and participating in principal association, district, and state leadership activities (Crow & Matthews, 1998). Cordeiro and Smith-Sloan (1995) further ascertained that the reciprocal relationship of mentoring gave mentors the opportunity to sharpen their own skills as they continued to redefine, clarify, and question their own actions. Similarly, the relationship provides new ideas and content knowledge for the

mentors while at the same time reducing the isolation often felt by more experienced principals (Cordeiro & Smith-Sloan, 1995).

Hence, serving as a mentor often functions as a career boost for the many practicing principals serving as mentors. In addition, the mentor-mentee relationship prevent waning career-related enthusiasm experience by many principals as they mature in their careers, as it formulates a new sense of excitement in the experienced principal. Daresh and Playko (1992) reinforced these thoughts by identifying the benefits derived by individuals who serve as mentors, such as improved job satisfaction, increased peer recognition, the potential for career advancement, and a general feeling of giving back to the profession while simultaneously engaging in sound professional development. Browne-Ferrigno and Muth (2004) found that the preparation of school leaders requires that protégés be immersed in authentic learning activities supervised by experienced mentors that produce real products in the schools where the work is conducted. Protégés need opportunities to engage in job-embedded learning and partake in job sharing if possible. Only experienced, well-adjusted principal mentors can monitor and oversee such challenging projects and action research generated by both parties.

2.5   CHARACTERISTICS OF EFFECTIVE MENTORS

Best stated by Daresh (2001), "there are those that say that the ability to serve as a mentor is a special gift; however, some individuals may be able to acquire many of the skills that are associated with effective mentoring" (p. 43). According to Walker and Stott (1994), a mentor's behaviors appear to be more important than who they are as a person, although there are certain personal characteristics that can contribute to mentor effectiveness. Hence, while some might be

born with attributes that contribute to their mentoring ability, others can be shaped into mentors by mastering critical mentoring skills.

In their 1999 qualitative study, Allen and Poteet categorized ideal mentor characteristics into a 20-item dimensional grouping. Participant responses targeted a wide range of skills and knowledge areas that ideal mentors should possess. Most notably, participants indicated that listening and communication skills, patience, organization and industry skills, and the ability to relate to and understand the needs of others were essential components of good mentoring. Similarly, Hall (2008) asserted that the most effective mentor behaviors for cultivating the mentoring relationship include asking probing questions, providing honest feedback, listening, analyzing decisions, encouraging independence, fostering lifelong learning, and offering care and support. Successful mentors will ask, probe, challenge, support, guide, and nudge; however, they rarely tell a protégé what to do. According to Hall (2008), one of the more unfortunate obstacles to sustaining an effective partnership is the lack of quality time for the participants to talk, banter, share ideas, ask questions, and grow simultaneously as professionals.

Krueger et al. (1992) indicated that mentors could garnish some of their protégé's enthusiasm by seeking innovative approaches to previously routine problems and adjusting ideas to fit situational constraints. This evaluation-before-acting process can influence the nature of the change on the total school structure and system. Cordeiro and Smith-Sloan (1995) confirmed this co-learning experience, especially as it relates to mentors. The authors state that the mentoring relationship helped mentors "to reflect on what they valued and why they did what they did," and the presence of another professional "allowed the mentor to collaborate with another adult rather than working in isolation" (Cordeiro & Smith-Sloan, 1995, p. 14). Daresh

(2001) reviewed several of the major duties, responsibilities, and characteristics of effective

mentors. According to Daresh (2001), a mentor needs to:

- Ensure that an open line of communication is always present;

- Provide emotional support to the protégé;

- Serve as a role model by consistently demonstrating professionalism and competence;

- Serve as a buffer and colleague in providing the necessary skills that are necessary to carry out the job effectively;

- Devote and invest time and energy to the protégé in order to harness the professional development opportunity;

- Be confident in their own skills, and their peers should generally regard them as effective due to their record of success in instructional leadership and strong knowledge-base in curriculum, assessment, and pedagogy;

- Demonstrate intelligence, possess solid oral and written communication skills, exhibit understanding, accept alternative solutions, and maintain clarity of vision that can be articulated to others within the organization effectively.

- Be humble in their approach, an advocate of continuous adult learning, and politically savvy within a school system.

- Be enthusiastic, sincere, and convincing while being active listeners who demonstrate flexibility and a sense of humor while communicating a clear picture of personal attitudes, values, and ethical standards.

In line with Daresh's observations, Crow and Matthews (1998) stated that dynamic and

successful principals have a personal vision that becomes the heart and passion of their actions.

Likewise, this personal vision also provides the basis for the principal's role in influencing and

shaping the collective vision. Personal and collective visions come together as the principal and the community influences each other. Therefore, principal mentors model, share ideas for, and prod principal protégés to develop and communicate their visions effectively.

Barnett (1995) highlighted the personal relationship where mentors become the catalysts for developing expertise in reflective thinking, cognitive development, and problem solving with the protégés with whom they work. The image of the effective mentor depicts someone who not only encourages a protégé to become more reflective, inquiring professional, but also as one who serves their sense of responsibilities with a deep sense of wanting to serve others and provide expertise to other professionals. In essence, effective mentors need to possess a multitude of qualities in order for the process to flourish; however, nearly half of the states that require mentoring make no specific provision for the training of the mentor (Mitgang, 2007).

2.6   THE "WHAT" OF MENTORING – INSTRUCTIONAL LEADERSHIP

In order to help people decide if mentoring is productive and worthy of the investment in financial support, the question of "mentoring for what?" is important. In reality, this question addresses the important issue of what the outcomes of an effective mentoring relationship should look like. If professional development, time, and resources are going to be invested into the mentoring process will both the mentors and protégés become better instructional leaders as a result? This section of the literature review provides a brief overview of instructional leadership and its components (vision, decision making styles, and instruction) within the context of the mentoring.

As mentioned, the role of the principal has swelled to include a staggering array of professional tasks and competencies (Davis, Darling-Hammond, Lapointe, and Meyerson, 2005). Amongst this myriad of tasks, the primary role of the effective principal is being an educational visionary who is strong in instructional leadership and who focuses on curriculum and instruction. Furthermore, Leithwood et al. (2004) defined instructional leadership as the healthy combination of helping the organization establish a defensible set of directions and influencing members to move in those directions. Although instructional leadership has often been seen as synonymous with classroom observations and the direct handling of students and teachers, the view expressed by Leithwood et al. (2004) established it as more focused on the improvement of classroom practices of teachers as well as the direction for the school.

According to Hallinger (2003), the effective schools movement of the 1970s and 1980s spawned the emphasis on instructional leadership. This emphasis has since been renewed due to increasing demands that school principals be held accountable for student achievement and performance. Kimball (2011) defined the construct of instructional leadership as the composite of several skills and abilities. Principals who are instructional leaders build a shared instructional vision, allocate resources, develop adult learners, monitor curriculum and instruction, foster distributed leadership and collaborative work teams, and celebrate the achievements where appropriate and relevant (Kimball, 2011). These leaders lead from a strategic blend of expertise and charisma and possess a hands-on approach to the instructional issues that surface in their schools. While being "hip deep" in curriculum and instruction, these leaders are goal-oriented, focusing on the improvement of student academic outcomes. Kimball's conceptualization closely aligns with Leithwood et al.'s (2004) basic core of

successful leadership practices (i.e., the setting of directions, developing people, and redesigning the organization by strengthening the school's culture by building collaborative processes).

The most frequently used conceptualization of instructional leadership proposed that these principals who are instructional leaders are successful in defining the school's mission, managing the instructional program, and promoting a positive school-learning climate (Hallinger, 2003). In framing the school's goals and communicating this vision to the educational community, the principal's role is to ensure that these goals are focused and directed at the academic progress of its students (Hallinger, 2003). School principals influence learning by galvanizing the vision and by establishing opportunistic conditions that support teachers and help students succeed. Likewise, effective educational leaders endorse visions that embody the best and most current thinking about teaching and learning while inspiring the school's teachers and students to reach for ambitious goals (Leithwood & Riehl, 2003). While focusing attention on key aspects of the school's vision, skillful leaders communicate the vision thoroughly and convincingly by helping the school become a productive professional learning community.

Being recognized as a strong instructional leader is indeed a complement in the complex arena of education, but the concept of instructional leadership has been criticized for its overly directive and principal-centered approach. As a result, the model of shared instructional leadership may be more appropriate for the current demands of accountability and the extensive principal role expansion, as it includes the component of organizational management. Shared instructional leadership models invite other school members to participate in the school transformation (Ylimaki, 2007). The notion of shared instructional leadership extends beyond the role of the principal to include a broader and more indirect image of school change (Ylimaki, 2007). Similarly, strong organizational managers develop the organizational structures for

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improved instruction by being effective in hiring and supporting staff, allocating budgets and resources, and maintaining positive working and learning environments. Horng and Loeb (2010), suggested that "school leaders can have a tremendous effect on student learning through the teachers they hire, how they assign those teachers to classrooms, how they retain teachers, and how they create opportunities for teachers to improve" (p. 67). School leaders influence classroom teaching (and consequently student learning) by staffing schools with highly effective teachers and supporting those teachers with effective teaching and learning environments. In short, instructional leadership is only a part, albeit a large part, of a principal's responsibilities for the strategic management of teacher talent (Kimball, 2011). More importantly the principal must ensure that the school has the teaching talent necessary to execute the school's vision. Principals who are ultimately successful in this area support the induction and mentoring of new teachers; design, implement, and evaluate appropriate school professional development; and create leadership opportunities that allow ample time for shared decision-making and collaboration around effective instructional and learning practices.

2.7   SCHOOL LEADERSHIP MENTOR COMPETENCIES

The National Association of Elementary School Principals (NAESP) has recognized that the recruitment and retention of quality and experienced principals is a very difficult task. As the demands on building principals continue to increase, principal mentors provide a network of advice and counsel to novice and experienced principals alike. Seeing the imperative nature of having effective mentors in place, the NAESP National Mentor Program is designed to engage retired and experienced principals in giving back to their profession by mentoring newly

assigned or even experienced principals (NAESP, n.d.). The National Mentor Program has two components, The Leadership Immersion Institute and The National Principal Mentor Certification Program. The Leadership Immersion Institute is a 2.5 day event that instructs experienced principals and other administrators how to integrate best practices in mentoring and adult learning with participants' experiences. Upon completion, mentor principals receive 15 continuing education or professional development units (CEUs/PDUs). The National Principal Mentor Certification Program is a more intense mentor-development program that expects mentor principals to follow the institute with a nine-month mentor-in-training internship. Mentor interns, under the tutelage of a trained coach, choose a protégé, engage in effective listening and questioning strategies, and provide guidance and support to new principals. Mentor interns interact with coaches and other trainees through electronic bulletin boards, chats, and threaded discussions, as well as periodic portfolio submissions to progress monitor their mentor skill development (NAESP, n.d.).

The National Mentor Program applies the standards from NAESP's published text, *Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do,* Second Edition. This text, a collaborative effort between NAESP and the National Mentor Program, presents six School Leadership Mentor Competencies. Table 2.1 displays these six mentor competencies with specific strategies as described by NAESP (2008).

Table 2.1

NAESP School Leadership Mentor Competencies

NAESP Mentoring Competency	Specific Strategies
Competency 1: An effective mentor sets high expectations for self-development in high quality professional growth opportunities.	• Continues adult learning practices and seeks ongoing professional development • Practices professional reflection and networking
Competency 2: An effective mentor has knowledge of and utilizes mentoring and coaching best practices.	• Utilizes effective oral and written communication skills • Applies effective listening skills and provides constructive feedback • Possesses the ability to articulate a clear vision • Understands and practices adult learning theory
Competency 3: An effective mentor is active in instructional leadership	• Keeps abreast of educational and leadership issues • Participates in professional organizations and relevant professional development opportunities • Takes a leadership role in the study of professional practice
Competency 4: An effective mentor respects the confidentiality and a code of ethics in the mentor/protégé relationship.	• Initiates discussion about confidentiality • Exhibits trustworthy behavior • Encourages open and reflective conversations
Competency 5: An effective mentor contributes to the body of knowledge as it pertains to principal mentoring.	• Conducts action research with the protégé • Utilizes assessment information to adjust the mentoring process as appropriate • Develops and models the use of a reflective portfolio
Competency 6: An effective mentor fosters a culture that promotes formal and informal mentoring relationships.	• Engages in professional activities that include the use of technology and networking • Acknowledges the need for mentoring throughout the career of leadership

2.8   MENTOR TRAINING BEST PRACTICES

There is a prevailing assumption that it takes no special talents, training, tools, or resources to provide effective mentoring (Gray, Fry, Bottoms, & O'Neill, 2007) Furthermore, the training most often consists of meetings that focus on roles and responsibilities rather than on providing effective experiences for learning, demonstrating and recognizing leadership standards.

Unfortunately, poorly trained or untrained mentors can damage novice administrators (Hall, 2008). Gray et al. (2007) found that only 38% of the mentors in their study indicated that they received training prior to serving as a mentor. Of these trained mentors, 70-89% indicated that the training covered what it means to be a mentor, including a calendar of program events and tasks. Less than half of the trained mentors expressed that their mentor training provided instruction on modeling essential competencies for leading school improvement, establishing rapport and trust, facilitating reflection, promoting adult professional development, or active listening. According to Mitgang (2007), the training of mentors places more focus compliance issues than on developing the relationship and addressing the individual needs and realizing the standards that are needed to support the learning goals.

Clutterbuck (2004) identified the most important aim of the mentor development is to motivate the mentor and assist him or her in seeing how to better contribute to the mentee's overall professional development. Additionally, Allen and Poteet (1999) noted that the mentor's viewpoint had often been neglected in the mentoring literature.   In terms of the identification, recruitment, selection, and training of potential mentors, Allen and Poteet (1999) suggested that organizations and school entities use a two-step program whereby mentors are selected based on the requisite personal characteristics and then trained to address any skill, experience, ability, or knowledge deficiencies. Likewise, personality measures and assessment-center exercises aid in

screening and objectively gauging the degree that potential mentors possess desired characteristics (Allen & Poteet, 1999). Furthermore, Allen and Poteet (1999) proposed that organizations develop mentoring support groups that meet regularly to address issues in which the mentors lack the necessary experience, training, and skills. Similarly, protégés could rotate to different mentors based on the respective mentors' strengths and skill sets.

Along the same lines, Dukess (2001) stated that successful mentors must possess a solid understanding of the context of the organization, and these mentors need effective training on learning philosophies, relevant curricula, and assessment as well as information about the achievement data, demographics, and community of the mentee's school. In order for mentor training to be received as being helpful, mentors need to be provided with ongoing, high-quality learning experiences, consistent feedback, and monitoring throughout the relationship.

In order to promote the formation of beneficial, mutual relationships with a protégés, mentors have to be carefully selected and trained (Browne-Ferrigno & Muth, 2006). Likewise, mentors need to be respected by their peers, innovative, and effective in their own practice. Most importantly, mentors must be committed to the ongoing support of aspiring and practicing principals, assuring that quality professionals remain in the leadership field. To challenge new principals in the field, mentors must model professionalism and life-long learning by attending workshops and conferences, pursuing further graduate studies, keeping abreast of current leadership trends through targeted reading exercises, and participating in principal association, district, and state leadership activities. Too often, existing state and district-level programs result in 'buddy systems' or check-list exercises that do not do nearly enough to help prepare principals to become knowledgeable and courageous leaders of better teaching and learning in their schools (Mitgang, 2007). In order to provide structure to an otherwise unstructured and primarily

informal process, Daresh (2001) outlined a five-domain mentor preparation model. This model, presented in Table 2.2, can be used to prepare individuals who serve as mentors in programs designed to support principals in any stage of development.

Table 2.2
Daresh's Five-Domain Mentor Preparation Model

Domain	Description
Domain 1: Orientation to Mentoring	This portion of the model clarifies what mentoring is, identifies the benefits, and explores why mentoring is a worthwhile professional venture. Mentors share personal experience regarding relationships that they have developed in the past that may have represented a fundamentally strong mentoring relationship.
Domain 2: Instructional Leadership	This part of the mentor training focuses on the outcomes of the mentoring relationship. Instructional leadership and instruction are of primary import, and the focus is on the "sharing of personal visions, values, and philosophies of the mentors and with the administrators (protégés) with whom they are working" (Daresh, 2001, p. 46).
Domain 3: Human Relations Skills	In this area, mentors gain a greater awareness of human relationships. "Specifically, some information might be provided concerning adult learning and development and the importance of appreciating alternative behavior styles" (Daresh, 2001, p. 47). Hence, the differentiation of adult learning styles in comparison to student learning styles is clarified and illustrated.
Domain 4: Mentor Process Skills	This domain targets three major skill areas: problem solving skills, listening skills, and observation skills. A seven-step linear problem solving template is presented that can be used to assist mentors in their professional work with protégés. This domain also focuses on the use of role playing exercises, conferencing methods, on-the-job shadowing, observation skills, and reflection exercises.
Domain 5: Local Implementation Issues	This domain examines how mentoring fits into the nature of the mentors' local conditions and relevant arrangements. At this point, it is important to examine goals, objectives, needs, and the time involvement of both parties.

Note. Information in table derived from Daresh (2001).

2.9   ADULT LEARNING THEORY IN MENTORING

In the early 1970's, the idea that adults and children learn differently was introduced in the United States by Malcolm Knowles. Hence, the concept of andragogy, or methods catered to adult learning, enters into the conceptualization of mentoring presented thus far.

Receiving much support and subsequent controversy, andragogy is a core set of adult learning principles that address the following: (a) the learner's need to know, (b) the self-concept of the learner, (c) the prior experience of the learner, (d) the readiness to learn, (e) the orientation to learning, and (f) the motivation to learn (Knowles, Holton, & Swanson, 2005). According to Knowles et al. (2005), adults need and want to know the reasons for their learning before undertaking it. Likewise, any group of adults will automatically be more diverse and heterogeneous than child learners due to their background, learning style, motivation, needs, interests, and goals. As a result, a greater emphasis needs to be placed on the individualization of the teaching, recognizing that adults are very life-centered in their learning orientation. Adults are intrinsically motivated and responsive to learning things that will allow them to effectively cope with real-life situations (Knowles et al., 2005).

In their review of literature addressing adult learning-style preferences, Honigsfeld and Dunn (2006) found that globally speaking, adult males and females had significantly different learning styles. Females in almost all studies examined were more auditory, motivated, persistent, and responsible than their male counterparts. Furthermore, women required statistically more instructionally diverse approaches than males. Therefore, from an instructional

standpoint, it is important to make adult learners aware of their individual learning styles and permit choices when confronting adults with different learning expectations and tasks. Similarly, adult learning instructors need to be aware of their own patterns of learning and become flexible enough to tailor their instruction to a variety of learning styles and ways of understanding the world (Honigsfeld and Dunn, 2006).

Mentoring is arguably the oldest form of supporting adult learning and development. According to Drago-Severson (2004) mentoring creates an opportunity for broadening perspectives, examining assumptions, and sharing expertise and leadership by enabling adults to explore their own thinking and contradictions. In engaging in this mentoring process, adults simultaneously enhance their self-development. In order for mentors to navigate successfully within their own skill set and relate to their respective protégés, there must be appropriate recognition of adult learning propensities and differences. Richardson and Prickett (1994) acknowledged these issues and reinforced Knowles et al.'s (2005) assertions by suggesting that adults tend to become more problem-centered in their collective pursuits to inquiry. Likewise, adults attach more significance to their learning when the problem is specific and tied to issues in their personal or professional lives. For instance, mentors should model appropriate adult learning opportunities when it pertains to staff development sessions. Professional development activities for staff members should reflect the previous experiences of teachers, their ability to be self-motivated, and provide a connection to their professional responsibilities. Adult learners want to engage in concrete, hands-on activities that are tied to problem solving in their daily practices through small-group projects, simulations and case studies.

Additionally, adult learners are diverse and have a range of experiences that may positively or negatively impact a new learning experience. In fact, Lawler (2003) asserted that

adults have a plethora of diverse life experiences, education, and personalities that increases with age and results in a shaped outlook on educational experiences, both past and present. Accordingly, Lawler (2003) presented six adult learning principles to guide the professional development experience. Teachers of adults need to create and demand a climate of respect, encourage active participation, build on experience, employ collaborative inquiry, learn for action, and empower participants. As it pertains to mentors, this constant thinking about teaching, learning, and a focus on adult learning strategies would suggest that modeling these practices for mentees would have a resounding effect on their own skills, positively impacting their own schools in the process (Dukess, 2001).

2.10 POTENTIAL PROBLEMS IN MENTORING RELATIONSHIPS

Because schools invest considerable resources into mentoring, it is incumbent on the educational administrators who are the planners of such programs to minimize the potential problems that can arise as a result of poorly formed mentoring relationships (Ehrich et al., 2004). Although the mentoring literature elicited more frequent references to the positive aspects associated with mentoring, some negative consequences surfaced as well. In one study on business mentoring, Ragins and Scandura (1997) identified a range of factors that contribute to the breakdown of the mentoring relationship. In this study, the mentees reported mentor jealousy and attempts by the mentor to block their career development as the instrumental factors that led to the demise of the mentor-mentee relationship.

Hansford et al. (2002) reported that over 25% of the studies included in their meta-review discussed problems occurring in the mentoring relationship. The most frequently identified

problems for mentees involved issues related to gender or race. Concerning gender problems, difficulties were more likely to arise from the pairing of female mentees with male mentors, while racial problems tended to be encountered by black mentee and white mentor pairs (Hansford et al., 2002). On the other hand, Daresh (1995) reported that same gender mentor-protégé pairings were not necessarily more powerful and age discrepancies were not seen as problematic. Similarly, Daresh (2001) found no clear evidence that woman mentors necessarily make better mentors to female colleagues or that older mentors are more effective in the mentoring relationship.

Interestingly, Hansford et al. (2002) reported problems associated with mentoring by the mentors themselves. Frequently expressed areas of concern were a lack of time, the added pressure of having a mentee, unclear expectations as to the goals of the program or the mentee, attitudinal issues, and a lack of cooperation by the mentee. Kram (1985) cited several major obstacles to the formation of effective mentoring relationships ranging from the stress on "bottom-line" results over human resource development to an unproductive culture that makes mentoring and other developmental relationships ineffective. Furthermore, the culture that seems to most severely discourage mentoring relationships is the one that considers attention to the employee development as a distraction from more important work. Yet, it seems evident that incompatibilities between the mentor and the mentee often lead to a poorly formed relationship and can clearly undermine the mentoring process. Daresh (2001) had recognized several characteristics or "danger signals" of individuals who should not serve as mentors:

- Principals who are too heavily involved with the internal politics of a school system will be ineffective mentors. In these cases, these principals' primary goals are to simply survive or enhance their personal status in the system and this can be done at

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the expense of the mentee. Crow and Matthews (1998) identified these types of mentors as gatekeepers who act in closing the opportunities for aspiring, dynamic, and motivated individuals who may be perceived as threatening to the more experienced veteran.

- A principal who is new to a position will be ineffective with another novice.
- A marginally effective administrator should not be selected to serve as a mentor as a process of fixing or overcoming their own shortcomings.
- Ineffective mentors who demonstrate know-it-all behaviors and attitudes when discussing their ways of dealing with administrative problems. This level of close-mindedness about alternative solutions to complex problems probably stems from a sense of one's own sense of insecurity. As previously cited, a mentor who is confident in one's ability will cultivate and strengthen the relationship between both parties.

Crow and Matthews (1998) mentioned that potential problems may arise because principals do not and perhaps cannot dedicate the time necessary to become an effective mentor. Burke and McKeen (1997) presented results from their study and indicated that it may be highly unrealistic to expect mentor relationships to have a strong and consistent effect upon the mentee when other factors may be more influential. Likewise, certain principals may not be committed to mentoring, understand the process, or have received any type of training to effectively communicate their philosophy, ideas, and methods of school leadership. Gray et al. (2007) ascertained that for school leadership internship matches, 62% had indicated that a criterion for matching mentors and their respective interns was the intern's choice. As a result, the mentor's record of leadership is an often ignored criterion, while matching based on convenience prevails

in most instances. Lastly, Crow and Matthews (1998) described that certain principals may not have the personalities traits necessary (i.e., patience, understanding, and tolerance) to be effective as a mentor. Fortunately, these potential problems can prompt the necessary (and much needed) reflection, planning, and refinement to enhance the mentor program.

2.11   MENTORING PROGRAMS

Considering the vast challenges confronting the 21st Century principal, mentoring programs have garnered support from state and local administrations, resulting in increase in implementation and formal program structures. In fact, according to Malone (2001):

> Never before has the need for effective mentoring programs for principals been more urgent. Record student enrollment, combined with the anticipated retirement of an estimated 40 percent of principals and a shrinking pool of those who aspire to be principals, has brought about not only a shortage of principals but an alarming lack of applicants. (p. 3)

Similarly, Daresh (1992) recognized important emergent trends related to educational leadership, which have tremendous implications for local school boards in search of ways to promote effective administrative practices that correlate to improved academic achievement. Effective educational leadership is becoming more complex, and there is a great turnover in these positions. As a result, an increasing number of educators with little administrative experience are thrusted into these important educational roles. Although clinical experiences have become the integral focus of pre-service leadership preparation programs, research related to administrator mentoring programs is just beginning to flourish (Alsbury & Hackmann, 2006).

The current rapid implementation of mentoring programs may well be representative of a situation where practice has far outpaced empirical research (Allen & Poteet, 1999).

The recognized merits of mentoring programs have led to increased numbers of programs and increased availability of mentors to a broader range of educators (Kring, 1992). According to Mitgang (2007), principal mentoring and program formation has rapidly been gaining acceptance among the states and urban districts since 2000. Likewise, a number of districts nationwide have provided mentoring in some programmatic fashion for years without any state mandates to do so. Prior to 2000, only a few states, namely Kentucky and West Virginia, required all new principals to undergo formal mentoring. By 2006, nearly half of the nation's states had enacted such mentoring requirements for newly hired administrators (Mitgang, 2007). Furthermore, the professional associations such as the National Associations of Elementary and Secondary School Principals have developed model programs to certify and train mentors. This growing popularity with mentoring can be seen as a heightened appreciation and understanding that effective school leadership can have drastic effects on student learning and achievement. Likewise, the acceptance of mentoring reinforces the idea that professional development of new principals is a worthwhile public investment (Mitgang, 2007). The focus of this review of mentoring programs will specifically address the characteristics and components of entry level induction programs for newly hired principals.

2.11.1 Components of Principal Induction Programs

As previously suggested, the mentoring and induction process is a multi-stage framework that ideally should be continued throughout the developmental career of the principal. As such, Villani (2006) defines principal induction as a "multiyear process for individuals at the

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beginning of their careers or new to a role or setting and is designed to enhance professional effectiveness and foster continued growth during a time of intense learning" (p. 18). Furthermore, Villani (2006) asserted that induction is a multidimensional process that orients new principals to a school while enhancing their knowledge, skills, and dispositions to ultimately become an effective educational leader. Table 2.3 presents Villani's (2006) recommended components for induction programs.

Effective principal induction programs must have an organizational commitment, a clear vision and purpose identifying specific behaviors to be developed, an appropriate method for feedback to enhance development, and a defined role for those who manage the mentees in their practice (Hopkins-Thompson, 2000). Alsbury and Hackmann (2006) highlighted that programs that are ineffectively developed can be systematic mechanisms that reproduce and perpetuate mediocre and ineffective leadership methods. On the contrary, effectively planned and thoughtfully designed programs can enhance the mentor and mentee's professional growth through a collaborative relationship that can sustain both principals' development in the process.

Supporting the notion of effective induction and mentoring programs, Simieou, Decman, Grigsby, and Schumacher (2010) investigated the experiences of new principals involved in a principal mentoring induction program. Three major themes that emerged from the data that positively contributed to the principals' development: (a) the importance of networking with principals at different levels with similar experiences, (b) individualized support of mentors to provide research-based solutions, and (c) continuous professional growth and development amongst peers (Simieou et al., 2010).

Table 2.3

Recommended Components for Induction Programs as per Villani (2006)

Program Component	Description
Orientation and Entry for the Newly Hired Principal	This first step is vital and consists of an "entry level" plan consisting of meetings with local constituents (i.e., students, parents, teachers, community members, and support staff). This stage is focused on gaining a historical perspective of the school and familiarity with the needs, goals, and current status of the school.
Mentor Incentives	Mentor benefits are outlined in this step. A successful program must financially compensate the respective mentor whether it is a practicing principal or retired principal.
Mentor Selection and Matching	Most likely, larger programs will have a larger candidate pool of experienced administrators, but geographic proximity has to be a consideration. The chosen mentor should not be a person who has any evaluation responsibilities related to the mentee, thus allowing for more candid discussions about job uncertainties and insecurities. Mentors need to be selected for their requisite knowledge and experiences so the appropriate administrative practices can reinforced and modeled.
Mentor Training	The mentor must be committed to the process and be informed of the goals and needs of the respective mentee and the program.
Mentor Responsibilities	Mentors must help new principals develop individual professional development plans and support their efforts to achieve the aforementioned goals.
New Principal Responsibilities	In addition to being committed to the process, new principals need to develop their own professional development plans that should include steps and resources to meet their goals. It is often suggested that a portfolio or journal be kept to document growth, school improvement goals, subsequent challenges, and future goals.
District Responsibilities	In addition to financial support, districts need to coordinate and plan strong on-site orientation and professional development sessions for district-wide initiatives that support the various needs of the new hire.
Program Evaluation	Any successful program needs continual evaluation to include program assessment by both the mentor and the mentee so programmatic adjustments can be made and support can be built for the program.

2.11.2 The Ohio Entry-Year Program for Principals

In response to the Ohio Entry Year Standard, all educational personnel in the state of Ohio, required that all people hired by school systems after July of 1987 must be provided with a planned program of learning experiences in the first year of employment. According to Playko and Daresh (1989), a significant part of the Standard called for the designation of experienced school administrators to serve as career guides (i.e., mentors) for beginning school administrators. In 1987, the mentoring of new principals was not formally mandated; however, an official statute requiring a structured program of support, including mentoring, for entry-year principals and assistant principals was introduced in 1997. According to Beebe, Hoffman, Lindley, and Prestley (2002), the support program is one component of a multifaceted statewide initiative funded by the Ohio Department of Education and supported by the Ohio Business Roundtable to build leadership capacity in the state's schools. According to Mitgang (2012), Ohio's program has been recognized as one of the better state-mandated mentoring programs. Since it requires all new principals to work with a mentor for two years and develop a portfolio, Ohio's Entry-Year Program for Principals is seen as more progressive in terms of its expectations and requirements. As of 2002, more than 100 early career principals had participated in the two-year, standards-based portfolio project, which includes an intensive mentoring component. In order to better present Ohio's Entry-Year Program for Principals, Villani's (2006) organizational summary is presented in Table 2.4.

Table 2.4

Organizational Summary of Ohio's Entry Year Program for Principals

Program Element	Description
Program Goals	• Provide leadership and learning support systems for entry-year principals and assistant principals • Provide a collaborative learning community to share best practices and ideas with higher education's principal preparation programs • Create a statewide community of learners to best assist in reshaping the role of the principal to meet the challenges of the 21st Century • Fulfill the requirements for Ohio Administrative Code 3301-24909, Performance-Based Licensure for Administrators
Components of Program	• Pre-assessment via the ISLLC School Leaders' Self-Inventory • Collaborative development of personal learning plan • Mentoring support is for two years • A minimum of six structured meeting times scheduled annually • Both mentor and mentee receive a copy of *The Portable Mentor* and tailor the personal learning plan as a focal point to the developmental experience • Creation of the Professional Practice Portfolio in addition to courses on instructional leadership, Ohio Academic Content Standards, and the impact of leadership on student achievement. Alsbury and Hackmann (2006), proposed the effectiveness of both mentor and protégé reflection portfolios; however, participants often viewed the portfolios as busy work and did not necessarily view them as helpful in the promotion of their personal reflection. • Post assessment in order to determine growth and a required end-of-program assessment
Mentor Criteria and Responsibilities	• Must be a current or retired principal and have familiarity with ISLLC standards • Must have completed the ODE mentor training program that includes an overview of the content tracks, components of the program, and adult learning theory and training • Mentors are selected based on geographic proximity and developmental needs of the mentee • Mentors must schedule meetings with mentees, document activities, attend all regional and state-sponsored meetings, conduct self-appraisal activities, assist in the creation and refinement of the Professional Practice Portfolio, and participate in the evaluation process as needed
Specific Items of Interest	Both the mentor and mentee are modestly financially compensated and the mentors have no specific evaluative responsibilities. Training is offered to all mentors as previously mentioned; however, the training session is a two day training grounded in procedural items associated with the entry year principal's portfolio development and strategies in the appropriate formation of the mentoring relationship. Although routine meetings with other mentors have not been required, on-line resources are available to mentors via the Ohio Department of Education website and additional formal training is not required of the mentors but available upon request. In addition, the program utilizes a pre-assessment, formative assessment inventory that mentors and protégés use to develop a personal learning plan. The personal learning plan becomes a focal point of the program.

Note. All text in this table is taken verbatim from Villani (2006, pp. 103-110).

Beebe et al. (2002) indicated that significant progress has been made to develop statewide curriculum for the training of mentors for their responsibilities in a professional development module format. The program and its developers clearly recognize that the process of delivery of the mentor curriculum is crucial to a successful implementation and ultimately to the positive impact of entry year principals. The evaluation results have indicated encouraging results from the implementation of the program, and entry-year principals tended to stay in the profession. Likewise, the program should not be viewed as distinct and isolated efforts that are used and then dropped; rather, the experience should serve as springboard to much more complete and extended professional growth approaches and development that is available in the school system (Playko & Daresh, 1989).

2.11.3 The New York City Leadership Academy's Principal Mentoring Program

In 2000, The New Visions for Public Schools (NVPS) principal mentoring program was developed to support new principals at several of New York City's small public schools that were in states of rapid transition. As was common with many urban districts, New York City faced a dilemma: nearly two-thirds of its 1,400 principals anticipated retirement within the next several years (Mitgang, 2007). In 2003, Chancellor Joel Klein created the New York City Leadership Academy with a special initiative to recruit, train, and support principals by giving them the skills to lead change in their school and focusing their efforts on improving student achievement (Villani, 2006). There are three programmatic strands that have been created by the academy to support principals at varying experiential levels. This review will only address the New Principal On-Boarding program, which provides a two-year continuum of intensive training to newly hired principals.

In the New Principal On-Boarding program, all newly hired principals in the New York City schools engage in mandatory participation. In order to successfully assist in the recruitment of experienced principals, active or retired, respective mentors must be proven instructional leaders, established improvement in student achievement, known as being effective school leaders, passionate, able to demonstrate sound human relations skills, active, challenging, accessible, and resourceful. Likewise, the New York City Leadership Academy conducts field visits to schools to assess the effectiveness of the mentoring relationship. They use standards-based documents to assess how protégés are doing and whether they are matched appropriately. The mentor selection process is rigorous and the following are the expectations of the mentors:

- Develop a trusting relationship with the mentee;

- Gather and analyze information about the mentee and respective school to include student performance and the school report card;

- Engage in active listening, questioning, role play, joint problem solving, shadowing, modeling, and direct instruction;

- Ensure alignment with the region's goals and expectations for school and principal;

- Co-create the professional development plan of the mentee in order to establish goals and an action plan in a confidential and trusting manner;

- Assist in the preparation of a pre- and post-assessment of new principals[1]; and

- Complete evaluative items related to the program and mentee's growth (Villani, 2006).

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[1] Mentors do not formally assess the progress of the mentee; however, they assist in the evaluation of the programs and its components.

Similar to the Ohio Entry-Year Program, mentors are compensated financially and are provided professional development throughout the process. In discussing the New Principal On-Boarding program, Mitgang (2007) stated that "even more than cost, however, what sets the Academy apart from many other principal induction and training programs is that it sees itself as a vehicle not so much to help new principals fit in to the system, but to change it" (p. 10). Additionally, mentors are required to meet with other mentors. According to Villani (2006), the training "includes problem solving about real case studies that mentors present to each other, the development of specific coaching skills, group study of professional literature, and a current aspect of principal training that has mentoring implications" (p. 217). According to Gabor (2005), the Leadership Academy's hallmark is its use of "action learning" along with case study training methods that are rooted in business education. Sessions are networking opportunities where sharing of best practices is the standard so the application of mentoring principles can be enabled.

As for the mentee responsibilities, they are required to engage in face-to-face meetings with the mentor, visit the mentor's school if applicable, arrange to join their mentors at network principal's meetings, and engage in frequent and as-needed email and telephone conversations. Recent indicators of success include a mentoring demand that has tripled since 2003, a 96% retention rate of serviced principals, and high levels of satisfaction with the mentoring program reported consistently by both principals and mentor principals (Villani, 2006).

Mitgang (2007) highlighted several lessons that would be relevant to other states and districts partaking in the creation of a principal induction program:

- The Academy's leadership has demonstrated a self-reflective disposition to its strengths and areas of improvement;

- The Academy has invested in gathering the necessary data to identify programmatic improvement needs and acted promptly on the findings;

- The Academy has placed high-quality mentor training at the heart of the program[2];

- New principals greatly benefit from more than one year of mentoring; and

- The Academy has been receptive to effective approaches developed by others, particularly the blended coaching model.

2.11.4 NASSP – Selecting and Developing the 21st Century Principal

In response to an increased calling for higher standards for school principals and to counteract the nationwide shortage of certified principals, the National Association of Secondary School Principals (NASSP) established a mentoring program that was built on the foundation of skills identified as critical for success in the principalship and is linked to the ISLLC standards. (Villani, 2006). With more than 20 years of experience with assessment and development of prospective principals, NASSP has the proven expertise to assist with the identification and development of high potential administrators. *Selecting and Developing the 21st Century Principal* is a contemporary assessment tool that designed to measure leadership potential by diagnosing behavioral strengths and development needs of prospective principals (NASSP, 2004). To complete the assessment, trained assessors observe prospective principals as they engage in authentic leadership activities that simulate the work of a school principal. As a result, the program targets candidate readiness, both identifying high-potential instructional leaders and providing accurate feedback to the prospect. This feedback identifies the prospective principal's

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[2] Trainings include a two-day mentor Summer Institute, six half days during the year, and specific programmatic training upon request.

leadership strengths and weaknesses, which can then drive personal, professional, and career self-development activities.

According to Villani (2006), the mentoring and coaching program involves a day and a half for mentor and coach training, and the mentoring relationship is to be determined by the sponsoring organization and the respective individuals involved. NASSP requires that mentors must be:

- Established leaders with excellent leadership skills who demonstrate confidence and enjoy providing support and encouragement to new leaders;

- Knowledgeable, experienced, and committed to the mentoring process;

- Open to new ideas, effective listeners, and appropriately trained prior to establishing the mentor-mentee relationship; and

- Able to provide feedback, encourage professional growth, challenge, teach, and assist protégés in developing an administrative perspective (Villani, 2006).

While completing this program, individuals should gain an expanded knowledge base of leadership skills and an increase in leadership productivity and quality. Additionally, the program is aimed at reducing turnover within the profession. Although the program is at the discretion of the sponsoring agency or school district, it has been proven to strengthen the ability of the district to identify and develop leadership talent (Villani, 2006). Lastly, ongoing mentor training and support are key features to this success of this program.

2.11.5 Pennsylvania Inspired Leadership Initiative (Act 45 of 2007)

In partnership with the Principals Leadership Induction Network (PLI), the Pennsylvania Department of Education (PDE) developed a statewide, standards-based continuing professional education program for school and system leaders called the Pennsylvania Inspired Leadership (PIL) Program (PDE, 2008). The PIL is a comprehensive, cohort-based program focusing heavily on leadership capacity building in order to improve student achievement. PDE offers this program in collaboration with the Pennsylvania Intermediate Units and other partners at eight regional sites. These sites are run by a full-time PIL regional Site Coordinator and supported by an ancillary Regional Advisory Committee.

Act 45 of 2007 sought to reinforce the well documented research indicating that effective school leaders have a strong impact on student achievement. A focused program of continuing professional education can assist leaders in the knowledge and skill development needed in order to become more effective in improving the learning environment for teachers and students (PDE, 2008). All principals who are new to the position on or after January 1, 2008 are required to complete the Principals' Induction Program within five years from the date of hire as a principal or assistant principal. The program consists of two courses, based on the National Institute for School Leadership (NISL) curriculum. Each course is offered in one year. The first course (NISL Course 1 titled *World-Class Schooling: Vision and Goals* includes four units and these units are presented over a six-day period throughout the year. The units are (a) Unit 1: The Educational Challenge; (b) Unit 2: The Principal as Strategic Thinker; (c) Unit 3: Elements of Standards-Based Instructional Systems & School Design; and (d) Unit 4: Foundations of Effective Learning.

The second course (NISL Course 4 titled *Driving for Results*) includes three units that are presented over a six-day period throughout the second year. The units in Course 4 include (a) Unit 11: The Principal as Driver of Change; (b) Unit 12: Leading for Results; and (c) Unit 13: Culminating Simulation.

In the future, this legislation will make more relevant usage of the Act 48 credits by requiring certain school administrators to participate in professional education activities that are grounded in practices that have the greatest impact on improving student achievement. Although this legislation only affects professional educators with administrative certificates who were employed after January 1, 2008, all school and system leaders must complete their Act 48 continuing professional education requirements in no less than the same proportion as the proportion of the compliance period during which the individual was employed as a school or system leader (PDE, 2008).

2.11.6 The Principals Leadership Induction Network (PLI) in Pennsylvania

The Principal Leadership Induction (PLI) is administered by the Pennsylvania State System of Higher Education's Academy for the Profession of Teaching and Learning., and the program is sponsored by Title II, Subpart 3C of No Child Left Behind as awarded by the Pennsylvania Department of Education. PLI provides mentoring to novice school principals and assistant principals with research-based and individually effective school improvement practices through a confidential and supportive mentoring relationship (PDE, 2008). Hazlett (2008) stated that in Pennsylvania, "there exists a long tradition of formal teacher induction and mentoring programs; however, state-wide formal principal mentoring is relatively new" (p. 14). In order to combat the perception of the "sink or swim" induction as beginning principal, newly hired administrators are

matched with experienced administrators who mentor them as they learn the intricacies and responsibilities of school leadership. The program provides rich experiences for all involved by requiring scheduled face-to-face visits and weekly contacts through e-mail, phone, or virtual media. Offered at no cost to the school or district, these collaborative meetings require time for candid and spirited conversation about the challenges of leadership in the context of the 21st Century while experienced council oversees the development and implementation of a leadership plan.

The underlying metacognitive benefits of establishing such fruitful partnerships between experienced administrators and their collegial, novice counterparts have been detailed in previous sections of this literature review. That withstanding, the PLI program has cited several specific benefits that have been seen as learning outcomes for both mentors and protégés. Mentors benefit from the PLI program by (a) becoming part of a professional learning community of fellow school leaders; (b) recognizing skills, experiences, and expertise; and (c) receiving continuous professional development through various forums while simultaneously creating a network of support and learning communities. Similarly, the protégés also establish a network of support and learning communities along with other programmatic goals, such as (a) enhancing cognitive, attitudinal, and behavioral indicators by individual goal development; (b) developing an ongoing relationship with a veteran practitioner; and (c) utilizing pertinent educational resources and continuous support on leadership challenges (PDE, 2008).

As of the 2006-2007 school year, the PLI program had provided mentoring services to 288 protégés who were assigned to 109 mentors. Of the 288 protégés exposed to the program, a highly successful 94% had completed the program, representing 158 participating Pennsylvania

Table 2.5

PLI Program Growth from 2003-2004 to 2008-2009 Fiscal Years

Fiscal Year	Number of Mentors	Number of Protégés
2003-2004	9	12
2004-2005	11	18
2005-2006	32	51
2006-2007	100	207
2007-2008	164	333
2008-2009	211	395

school districts and 261 participant schools. As is illustrated in Table 2.5, the PLI program has grown tremendously over the years.

According to Hazlett (2008), the PLI Program is a long overdue support structure for the next generation of school leaders and its impact is only beginning to be felt across the Commonwealth. Likewise, all stakeholders in the Pennsylvania educational system will benefit from the investment as the upcoming wave of inspired leaders gain momentum.

2.11.7 Pennsylvania Principals Mentoring Network

In 2008, PLI refined the Pennsylvania Principals Mentoring Network (PPMN), an ancillary mentoring component of the program. Based on the same research premises as PLI, the newly formed PPMN published an excerpt from the Eligible Partnership Program Evaluation 2008-2010. According to PASSHE (2010), follow-up surveys and interviews regarding the 2008-2009 and 2009-2010 school years indicated that 98% of the protégés credited the mentoring component to the PPMN and the professional development they had received in the form of mentoring. Likewise, favorable reports were generated from the mentor principals, as 86%

stated that their mentoring experience gave them a more positive sense of their own effectiveness as leaders, tools to use as leaders, and confidence to change their own leadership. Furthermore, 98% of the mentor principals praised the connection of the mentoring program to the PPMN. In terms of constructive feedback by the mentor principals, one area that continues to be voiced is the need for training and many of the mentors have not had National Institute for School Leadership (NISL) training. As a result, a 5-day Instructional Leadership Institute has been scheduled for the upcoming 2011-2012 school year. Mentors are also provided with current materials at the two or three annual professional development sessions and sporadically by e-mail from state and regional coordinators throughout the year. Based on the aforementioned commentary, this researcher has found the perceived limitations in certain areas of the mentor training to be an appropriate research inquiry that warrants further consideration and attention.

2.12   SUMMARY

As detailed throughout this review of the literature, mentoring in educational administration is gaining in popularity and widespread acceptance. The expectations placed upon building principals are far too great to be competently satisfied in isolation. The "sink or swim" mindset has become an outdated practice whereby the lonely, thankless, and overwhelming job of the principalship is now being recognized as a collaborative profession of peer support and guidance.

Effective mentoring must be implemented as a process that introduces the practicing professional to the demands of the profession, yet supports the principal's professional needs throughout his or her career. Throughout the literature review process, it was discovered that principals cited mentoring as their primary source of assistance in becoming successful school

leaders as opposed to formal coursework and university professors. According to Gray et al. (2007), effective new principals have been rigorously prepared and mentored in well-designed programs that immerse them in real-world leadership venues in order for them to excel. In addition, the principal's leadership skills as a result of this formalized process determine whether a school becomes a dynamic learning organization or a struggling and flailing enterprise. The relationship formation skills are also very important to the strength and duration of the mentoring process. Although mentoring is only one facet of a principal's arsenal, it is recognized as an inclusive and effective practice amongst many modern professions. Several programs were examined throughout the literature, a summary of which can be seen in Table 2.6.

Table 2.6

Key Features of Four Mentor Training Programs

Features	Ohio Entry-Year Program	New York City Leadership Academy	NASSP – Selecting and Developing the 21st Century Principal	PA Principal Leadership Induction Network
Pre-assessment	X	X		
State Funded	X		N/A	X
Mandated Mentoring for Licensure	X		N/A	
Mentor Incentives	X	X	X	X
Mentor Selection/Matching	X	X	X	X
Mentor Training	X	X	X	X
Mentor Responsibilities	X	X	X	X
Principal Responsibilities/ Required Portfolio	X		Depends on sponsoring organization	X
Program Evaluation	X	X	Depends on sponsoring organization	X

Unfortunately, the training provided to novice and experienced mentors have been lacking and oftentimes inconsistent. To this point, research studies on principal mentoring have frequently relied on anecdotal reports and observations. By contrast, this research study will qualitatively identify and describe the PPMN mentor training methods in order to gain insight into future training regimens. In order to combat the pending principal shortages that have been documented in this review, valuable data needs to be generated on effective mentoring practices and programs. The current fiscal changes that are dictating that educational dialogue of today have become loud and clear. In order to support our future leaders of tomorrow, the quality of our mentoring experiences of today need to become more effective. Table 2.6 identifies the key features of each training program that was examined in this review of literature.

3.0 RESEARCH METHODOLOGY

3.1 INTRODUCTION

As we enter the second decade of the 21st Century, the profession of school leadership and specifically that of the principal has drastically changed. Historically, the principal was viewed as a building manager, passively overseeing and reacting to the needs of education. Today, the role of the principal has swelled to include a staggering array of professional tasks and competencies (Davis et al., 2005). Although newly hired principals acquire a wealth of knowledge and well-crafted skill sets from their pre-service preparation programs, they are often left to navigate the world of school leadership on their own. It is no wonder that newcomers are overwhelmed as they adjust to their leadership positions, considering the external pressure to satisfy stakeholders and the expectations that principals be educational visionaries, instructional, curriculum and assessment leaders, disciplinarians, community and public relations builders, budget analysts, facility managers, special programs administrators, and the guardians of various legal, contractual, and policy mandates and initiatives (Davis et al., 2005). Recognizing the increased demands and expectations of the school principal position, intervention strategies to improve the in-service professional development of principals have rapidly begun to flourish (Mitgang, 2007).

As indicated by a review of literature, the process of mentoring has been recognized for centuries and used as a professional development tactic for a variety of professions over the years. Although precise definitions of mentoring have been elusive, the structured and coordinated approach to provide novice principals with an experienced individual in order to provide support has become a more popular practice across the nation (Hansford & Ehrich, 2006). Steadily increasing since the 1990s, principal mentoring and the associated mentoring programs have become adopted in roughly half of the nation's states (Mitgang, 2007). The recognized merits of formal mentoring programs have led to their increased use within states/schools and the availability of a broader range of mentors to novice principals. Likewise, experts in the field (e.g., Allen & Poteet, 1999; Matters, 2004; Playko & Daresh, 1989) have expanded the research domains of principal mentoring by addressing the characteristics of effective mentoring relationships and the professional benefits to the mentors and protégés.

Although the benefits to formal mentoring have been well documented (Hansford & Ehrich, 2006; Browne-Ferrigno & Muth, 2004; Daresh & Playko, 1992, 2001), poorly trained or untrained mentors can damage the professional promise of newly hired school principals (Hall, 2008). This is quite alarming given that the recruitment for leadership positions has become increasingly more difficult, and the retention of quality principals has become more challenging in the 21st Century. Similarly, programs focusing on routine compliance issues rather than relationship- and skill-building can often be seen as non-useful, burdensome professional development exercises that hold very little value for the newly hired principal (Mitgang, 2007). Allen and Poteet (1999) noted that the mentor's viewpoint had often been neglected in the mentoring literature and selected mentors from programs should undergo focused training that could be used to address any skill, experience, ability, or knowledge deficiencies.

Mentor training has been evidenced as the backbone to effective mentoring programs (Villani, 2006); however, during the review of literature, programmatic analyses have shown that training regimens are often sporadic, varied, and in some cases non-existent. As a result, the purpose of this research study was to identify, investigate, and describe the espoused training program and protocols for the Pennsylvania Principal Mentoring Network's (PPMN) mentor principals who served as mentors for newly hired principals involved in the Pennsylvania Inspired Leadership (PIL) program. This investigation was driven started with a thorough review of the existing literature and document analysis of the intricacies of the espoused PPMN training program (Wave 1). In Wave 2 of the process, the researcher conducted semi-structured interviews based on the document analysis with both the past and present PPMN program coordinators to obtain their perspectives on the espoused training program. The semi-structured interview questions posed to the past and present program coordinators were devised as a result of the document analysis to gain a deeper understanding of the training program. Additionally, the interviews assisted in the determination as to what degree the espoused training program was similar or different during each program coordinator's term. As a result of this investigation, specific information about the espoused PPMN training program was revealed and the data generated had been analyzed utilizing the theoretical framework as the lens for inspection. This chapter describes the problem statement, research questions, theoretical framework, data collection procedures, design of the study, context of the study, procedures, data analysis process, and limitations of the study.

3.2   STATEMENT OF THE PROBLEM

As the expectations of the principal position continue to expand, it is no longer feasible or appropriate to expect novice principals to navigate the field of principal leadership in isolation. Principal mentoring is an area in the research and within public educational policy that has become more recognizable and prevalent. A preponderance of the mentoring research has been viewed and articulated through the lens of the protégé principal.

Understanding that the mentor vantage point has often been slighted in the literature, this study identifies and qualitatively describes the espoused training program and protocols that the mentor principals received as part of the Pennsylvania Principals Mentoring Network (PPMN). The focal point of this study targets the espoused training that mentor principals received prior to and during the mentoring experiences and obtain the perspectives of the PPMN program coordinators on the espoused mentor training. Since poorly trained or untrained mentors can be professionally damaging to newly hired school principals (Hall 2008), this area of research is particularly noteworthy and relevant. Likewise, since the recruitment and retention of quality school leaders for the 21st Century has become so crucial and difficult, it is imperative to disclose the training they had received in order to recommend best training practices for current and subsequent principal mentoring programs.

3.3   RESEARCH QUESTIONS

As Yin (2009) proposed, defining the research questions has been categorized as one of the most important steps to be taken in case study research. After a critical review of the literature, the

following research questions were crafted to identify the features of the PPMN mentor training and the alignment of these practices to the theoretical framework. Through the review of literature, it was identified that the training regimens of nationally identified mentoring programs were characterized as vastly different, inconsistent, or non-existent. As a result this study focuses on the following research questions:

1. What was the espoused training provided for the mentor principals in Pennsylvania both prior to and during their mentoring experiences to prepare them to mentor newly hired principals?

2. What were the program coordinators perspectives on the espoused training delivered by the PPMN for the respective mentors?

   2a. To what degree was the espoused training program the same or different through the term of each coordinator?

3. How does this espoused training compare and subsequently align to the competencies required of mentor principals highlighted in the research literature?

3.4   THEORETICAL FRAMEWORK

Mentoring is a complex phenomenon, and the subsequent training of those who serve as mentors follows in this complexity. Quality training experiences can have an inherent value in producing a solid foundation for meaningful mentoring relationships. Mentoring has been recognized as an innate talent for many (Daresh, 2001), but some individuals might be able to acquire many of the skills associated with effective mentoring through an effective training regimen. Daresh (2001)

had proposed a five-domain training model along with suggested learning and training content that can assist professionals with becoming more effective mentors to their protégés. The five-domain training regimen includes an orientation to mentoring, training on instructional leadership, human relations skills, mentor process skills, and local implementation issues. Table 3.1 summarizes the specific domains of the Daresh model along with subsequent learning and training content, and each of the domains is discussed in greater detail within the following sections.

The first domain, *Orientation to Mentoring,* is based on the principle that prospective mentors should be exposed to training that develops a consensus definition of what mentoring is in the context of educational administration, what some of the benefits of mentoring are, and what some of the potential problem areas in mentoring relationships can be. According to Daresh (2001), devoting time to these areas is worthwhile due to the fact that word "mentoring has been so widely used to denote such a wide array of relationships that it has started to lose much of its real value" (pp. 43-44). Furthermore as principals, citing and discussing authentic examples of appropriate mentoring relationships can be helpful in clarifying certain influential relationships that develop over the career span.

In Domain 2, *Instructional Leadership,* mentors are exposed to and involved in a consideration of the question, "Mentoring for what?" (Daresh, 2001, p. 45). In order to address this question, training on the concepts of vision, management styles, and instructional leadership are shared in concert with a mentor's personal philosophies and values. This domain focuses the training on three key areas that Daresh (2001) had identified as prominent. The first area addressed the idea that instructional leaders have a vision that is developed from their ongoing dialogue with the staff and community stakeholders. Leaders need to articulate this vision

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Table 3.1

The Five Domains of Daresh's Mentor Training Model as Aligned with Learning and Training Content

Domain	Defining Mentoing in the Context of Educational Administration	Benefits of Mentoring	Potential Problems in Mentoring Relationships	Vision, Management Styles, and Instruction	Adult Learning Theories and Styles	Problem Solving, Listening, and Observation Skills	Needs, Goals, and Objectives
Domain 1: Orientation to Mentoring	X	X	X				
Domain 2: Instructional Leadership				X			
Domain 3: Human Relations Skills					X		
Domain 4: Mentor Process Skills						X	
Domain 5: Local Implementation Issues							X

Note. Daresh's (2001) domains are detailed in the left column of the table with the learning and training content being displayed horizontally across the top of the table. The "X" designation indicates specific learning and training content are addressed in each subsequent domain.

succinctly in terms of what the school is driven to do and how it will benefit student achievement. Secondly, individual or shared decision-making is actively practiced in a meaningful way so as to involve the staff and stakeholders in the decision making process. Finally, instruction is primary, and as such, it is given priority in regards to the resources provided. Each of these three areas is important, and the effective mentor works diligently to initiate conversations with the respective protégés on their personal philosophies in relation to these high priority goals.

In Domain 3, *Human Relations Skills,* Daresh (2001) suggested that mentors are trained in the expectations that "mentoring requires considerable skill in the area of effective human relations" (p. 47). Training focal points are centered on adult learning theories and styles with the specific appreciation of alternative behavioral styles possessed by adults in learning activities. By and large, mentors are considerably skilled at working with children as learners, but they lack an appreciation for and understanding of learning in adults. In order to capture this appreciation, the training needs to address where and how adults learn best. Daresh (2001) identified several characteristics of effective adult learning, including:

- the learning activities are realistic and have a personal importance to the learner;
- learning is related to personal and professional goals;
- the learner receives feedback, progress and experiences success; and
- the motivation to learn is truly intrinsic.

Additionally, in this domain extensive training needs to be incorporated on behavioral patterns and the recognition that people behave differently. Recognizing that there is no "right" way to behave, effective organizations capitalize on the individual strengths of its members while encouraging the celebration of differences.

Mentors are trained on the major skills of problem-solving, listening, and observation in Domain 4, *Mentor Process Skills*. Specifically, Daresh (2001) highlighted a seven-step suggested process for problem solving: (1) seek information about the problem in questions; (2) define the problem; (3) propose alternative strategies; (4) select strategies that will actually be implemented; (5) design an implementation/action plan; (6) implement plan; and (7) assess the implementation/action plan. In order to practice this linear problem-solving method, scenarios can be called upon by mentors to utilize this process.

Much of the interactions between mentors and their protégés occur in conference-like settings where problems are shared, alternative solutions are generated, and appropriate measures are selecting (Daresh, 2001). This part of the training addresses the conferencing skills of the mentor based on periodic on-site visitations along with synchronous and asynchronous communication between both parties. The purpose of conferencing between practicing administrators may be to address the following objectives: (a) promoting the sharing of experiences; (b) promoting open communication; (c) sharing problems and generating solutions; (d) providing assistance and encouragement; and (e) providing a supportive work environment so mentors and protégés are achieving growth and development.

With regard to the process of identifying observation skills that are needed by mentors, the context is very different from the supervision of teachers. Job-shadowing is a recommended practice that should be followed by an open, reflective conference that is led by the protégé (Daresh, 2001). Subsequently, professional growth is managed by both parties in these instances through the reciprocal dialogue.

Lastly, in Domain 5, *Local Implementation Issues*, mentors work collaboratively with protégés on identifying the needs, goals, and objectives of their particular school or district.

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Integrating the mentoring experiences into an existing culture is pivotal so the experience is not perceived as an add-on to an already overwhelming schedule.

The National Association of Elementary School Principals (NAESP) recognizes that the recruitment and retention of quality and experienced principals is a very difficult task (NAESP, n.d.). As the demands on building principals continue to increase, principal mentors provide a network of advice and counsel to novice and even experienced principals. The NAESP National Mentor program is designed to engage retired and experienced principals to give back to their profession by supporting newly assigned or experienced principals through mentoring (NAESP, n.d.). The National Mentor Program has two components: The Leadership Immersion Institute and the National Principals Mentor Certification Program. Seeing the imperative nature of having effective mentors in place, the NAESP developed and applied competencies that serve as the foundation for the two aforementioned mentoring programs. Table 3.2 displays the six School Leadership Mentor Competencies and suggested strategies to enhance mentor development as identified by NAESP (2011).

The Daresh five domain training model with learning and training content (Table 3.1) coupled with the six competencies and subsequent strategy regimen (Table 3.2) have been woven together to serve as the research framework for this study. To effectively combine the Daresh training model and the NAESP mentor competencies and strategies, I created a summative table that chunked and synthesized the specific learning and training content from the Daresh training model with the effective strategies designated in the NAESP Mentor Competencies. As a result, five Mentor Training Constructs were formed and this formation was enabled by identifying and drawing out the overlapping themes and constructs from both that matched emerging content from the review of literature. Table 3.3 presents this framework used for analysis in this study,

Table 3.2

The Alignment of NAESP School Leadership Mentor Competencies and Effective Mentor Development Strategies

Competencies	Adult Learning Practices and the Practice of Professional Reflection and Networking	Effective Oral and Written Communication Skills, Effective Listening and Feedback Skills, Communicate Clear Vision, and Practices Adult Learning Theory	Current on Leadership, Participates in Professional Organizationa, Leadership Role in the Study of Professional Practice	Confidentiality, Trustworty Behavior and Encourages Open and Refective Conversations	Conducts Action Research, Utilizes Assement to Adjust Mentoring, Maintenance of Reflective Portfolios	Professional Outreach Activism through the Use of Technology and Networking and Mentoring as a Career Venture
Competency 1: Self-Development	X					
Competency 2: Utilizes Mentoring Best Practices		X				
Competency 3: Active in Instructional Leadership			X			
Competency 4: Respects Confidentiality and Ethics				X		
Competency 5: Contributes to Mentoring Knowledge					X	
Competency 6: Promotes Forman and Informal Mentoring Relationships						X

Note. The six mentor competencies are listed on the left column of the table with the proposed, effective strategies displayed horizontally across the top. The "X" designation in the matrix indicates what specific strategies are affiliated with each competency.

representing the "what and how" of the mentoring training coupled with the desired attributes and behaviors of the mentors. As a result of the training directed at general mentoring knowledge, school leadership skills, human relations skills, mentor process skills and mentor modeling behaviors, the six NAESP School Leadership Mentor Competencies as described should be obtainable.

The following narrative describes and explains how the five Mentor Training Constructs were developed by chunking and synthesizing the Daresh Five-Domain Mentor Training Model (2001) with the NAESP School Leadership Mentor Competencies (n.d.). For clarity purposes, the focus of this explanation will target each of the five mentor training constructs (five columns) as viewed in Table 3.3.

The first column, *General Mentoring Knowledge*, was developed by collapsing the learning and training concepts displayed in the first three columns of Table 3.1. As a result, the three key components of this construct include defining mentoring, benefits of mentoring, and potential problems. As can be seen in Table 3.3, the only program element that aligns to this construct is the first domain (i.e., Orientation to Mentoring) in Daresh's Five-Domain Mentor Training Model.

The construct of *School Leadership Skills* includes the following elements related to school leadership: vision, style, philosophy, and instruction. This second construct was developed by combining elements of both the Daresh model and the NAESP model. Specifically, the School Leadership Skills construct is comprised of Domain 2 (Instructional Leadership) from the Daresh model and Competency 2 and 3 ('Utilizes Mentoring Best Practices and Communicates Clear Vision' and 'Active in Instructional Leadership,' respectively) from the

Table 3.3

Theoretical Framework Matrix

John Daresh's Five-Domain Mentor Training Model	General Mentoring Knowledge	School Leadership Skills	Human Relations Skills	Mentor Process Skills	Mentor Modeling Behaviors
Domain 1: Orientation to Mentoring	X				
Domain 2: Instructional Leadership		X			
Domain 3: Human Relations Skills			X		
Domain 4: Mentor Process Skills				X	
Domain 5: Local Implementation Issues					X
NAESP School Leadership Mentor Competencies	General Mentoring Knowledge	School Leadership Skills	Human Relations Skills	Mentor Process Skills	Mentor Modeling Behaviors
Competency 1: Self-Development			X		X
Competency 2: Utilizes Mentoring Best Practices		X	X	X	
Competency 3: Active in Instructional Leadership		X			X
Competency 4: Respects Confidentiality and Ethics				X	X
Competency 5: Contributes to Mentoring Knowledge					X
Competency 6: Promotes Forman and Informal Mentoring Relationships					X

Note. This details the two models (Daresh's five domains and NAESP's six competencies in the left column) with the five chunked Mentor Training Constructs displayed across the top of the table. The "X" designation details what specific learning and training contents from the Mentor Training Construct are aligned with the subsequent domain(s) and/or competency(s) of the two models.

NAESP model. In regards to the NAESP competencies, the author relied upon Competency 2's requirement of communicating clear vision and Competency 3's elements of being current on leadership and participating in professional organizations (see Table 3.2).

The third Mentor Training Construct, *Human Relations Skills*, was created by combining Domain 3 (Human Relations Skills) from the Daresh Model and specific strategies from Competencies 1 and 2 from the NAESP Model (see Table 3.2). Specifically, attention was given to the adult learning practices as outlined in NAESP's Competency 1 and the practicing of adult learning theory as presented in Competency 2.

The fourth construct, *Mentor Process Skills*, involves problem solving, listening, communication, feedback, confidentiality, and observation and conference skills. This construct relies upon Daresh's Domain 4 (Mentor Process Skills) and specific strategies from Competency 2 (Utilizes Mentoring Best Practices) and Competency 4 (Respects Confidentiality and Ethics) from the NAESP Model. As can be seen, the construct includes specific elements from NAESP's Competency 2 (i.e., effective oral and written communication skills, as well as effective listening and feedback skills) and from NAESP's Competency 4 (i.e., confidentiality).

Lastly, the fifth construct, *Mentor Modeling Behaviors*, is comprised of a myriad of items, including action research towards goals; current and active participation in professional organizations; the practice of networking, reflection, and trustworthiness; the use of technology; and the use of reflective portfolios, assessments, and mentoring as a career venture. The components of this construct were established by synthesizing and blending Daresh's Domain 5 (Local Implementation Issues) and strategies outlined in NAESP's Competencies 1, 3, 4, 5, and 6 (see Table 3.2). Specifically, the model presents the following strategies from each of these competencies:

- Competency 1: practice of professional reflection and networking;

- Competency 3: current on leadership;

- Competency 4: trustworthy behavior;

- Competency 5: utilizes assessment to adjust mentoring and maintenance of reflective portfolios; and

- Competency 6: professional outreach activities through the use of technology and networking and mentoring as a career venture

The purpose of this summative table is to best capture and describe an exhaustive mentor training program (Daresh, 2001) with the desired behaviors, attributes and competencies (NAESP, n.d.) of an effective mentor. In order to categorize and group the training areas with the mentor competencies, larger constructs needed to be created that contained both areas of research. As a result, items that will be discovered through the document analysis and interview process will be tallied according to keywords and compared to the theoretical framework of this study.

3.5   DATA COLLECTION PROCEDURES FOR CASE STUDY RESEARCH

According to Yin (2009), case study is an empirical inquiry that "investigates a contemporary phenomenon in depth and within its real-life context while relying on multiple sources of evidence and benefitting from the prior development of theoretical propositions to guide the data collection and analysis" (p. 18). By incorporating a variety of data sources, the case study methodology ensures that the issue under scrutiny is not only explored through one lens, but rather through a variety of lenses that deepens the understanding in order for the phenomenon to

be revealed and understood (Baxter & Jack, 2008). Yin (2009) added that the use of multiple sources of evidence in case studies allows the investigator to address a broader range of historical and behavioral issues so that the focus is on corroboration of established trends. In examining the espoused PPMN mentor training regimen, the intense scrutiny of the available documents with structured interviews was the intention for this corroboration to take place.

Effective case study research requires that the researcher be capable of asking targeted questions and interpreting answers. Furthermore, case study researchers need to be effective listeners. Removed from preconceptions and preconceived notions, researchers need to remain unbiased while having a firm grasp of the issues under investigation (Yin, 2009). As it pertains to this study, the author has not participated in any formal mentoring program or received any specialized training in mentoring; hence, the author's background knowledge resided firmly in the literature base and related professional experiences. Similarly, this case study integrated the single-case design, with the selected case being unique from others due to the idiosyncratic nature of the PPMN mentoring program and its attachment to the Pennsylvania Inspired Leadership (PIL) initiative. Through my incorporation of *thick description* (Stake, 1995), the author has provided the reader with a thorough understanding of the training program and placed the reader in the midst of the training program that has been provided to the respective mentors.

Although case study research has been touted for its descriptive understanding and depth of explanation, traditional prejudices remain, opposing the viability of the method. Yin (2009) suggested that case studies have been maligned due to the perception that they lack rigor, provide little basis for generalization, take too long in practice, and lack the ability to address causal relationships while being too subjective in the process. In relation to this case study, the research questions were not aimed at addressing causality, and although generalization is inherently

limited, the purpose of this study was to reveal the espoused training methodology employed by the PPMN and compare the practices to the theoretical framework for the study. As Yin (2009) and Stake (1995) had suggested, the distinctive need for case studies has arisen out of the desire to understand complex social phenomenon, and the real focus of this research process is particularization and not generalization. The specificity and unique value of the PPMN mentor training program had been captured for a more thorough understanding of mentor training practices.

3.6   THE CASE STUDY DESIGN

The design for this research inquiry utilized a single-case, embedded case study design. Although the holistic and global nature of the PPMN program was examined, the focus of this study was targeted at only one facet, the espoused training program for the mentors involved in the PPMN program. For this case analysis, a thorough review of the literature was conductions, and then, in order to identify and describe the training program, documents were collected from a variety of sources. A review of the literature and program archival documents on the espoused mentor training of the PPMN, allowed the researcher to determine what the mentor principals were trained on both prior to and during their mentoring experiences with their protégés and permitted comparison to the broader literature on mentoring practices.

During this process, the documents were analyzed that identified the training program. These documents included but were not limited to Pennsylvania Department of Education (PDE) documents,   Pennsylvania State System of Higher Education (PASSHE) documents, Pennsylvania Inspired Leadership (PIL) documents, National Institute for School Leadership

(NISL) documents, training PowerPoint documents, meeting agendas and descriptors and program coordinator field notes. Following the document analysis, I conducted semi-structured interviews with both past and present program coordinators to gain insight into their perspectives on the training.

3.7   CASE CONTEXT

The following narrative is a description of the basic delivery model and implementation of mentoring in Pennsylvania. The Principals Leadership Induction Network (PLI) had been in existence since 2003 to provide mentoring services to novice administrators. Although not formally mandated by any legislation, newly hired principals could obtain a mentor by contacting the PLI and requesting one. In the 2003-2004 school year, the PLI had serviced 12 newly hired principals through the expertise and direction of nine mentor principals. Steadily increasing in development, by 2006-2007 the number of protégés being serviced had risen to 207 across the Commonwealth of Pennsylvania, with 100 mentor principals working with these newly hired principals.

In partnership with the PLI, the Pennsylvania Department of Education (PDE) had developed a statewide, standards-based continuing professional education program for school and system leaders called the Pennsylvania Inspired Leadership (PIL) Program, or Act 45 of 2007 (PDE, 2008). This newly formed program and legislation was a comprehensive, cohort-based program that focused heavily on leadership capacity building in order to improve student achievement. PDE offered this program in collaboration with the Pennsylvania Intermediate

Units (IUs) and other partners at eight regional sites that were coordinated by a PIL regional Site Coordinator. IUs are highly skilled, technology-rich service providers that function as liaisons between local schools and PDE at large. The intermediate units provide cost-effective instructional and operational services to school districts, charter schools, and 2,400 non-public and private schools. Pennsylvania's 29 IUs were established in 1971 by the PA General Assembly to operate as regional educational service agencies to provide efficient programs to PA school districts. Pertaining to Act 45 and the associated PIL program, these PA intermediate units assisted the program with the training and program delivery components for both the mentors and protégés. Figure 2 represents Pennsylvania and the breakdown of the intermediate unit locations and names.

Act 45 of 2007 was originally created and formed to reinforce the well-documented research that effective school leaders have a strong impact on student achievement. Thus, a focused program of continuing professional education can assist leaders in the knowledge and skill development that will be needed to become more effective in improving the learning environment for teachers and students (PDE, 2008). The legislation dictated that all principals who are newly hired to the position on or after January 1, 2008 must complete the Principal's Induction Program within five years from the date of hire as a principal or assistant principal.
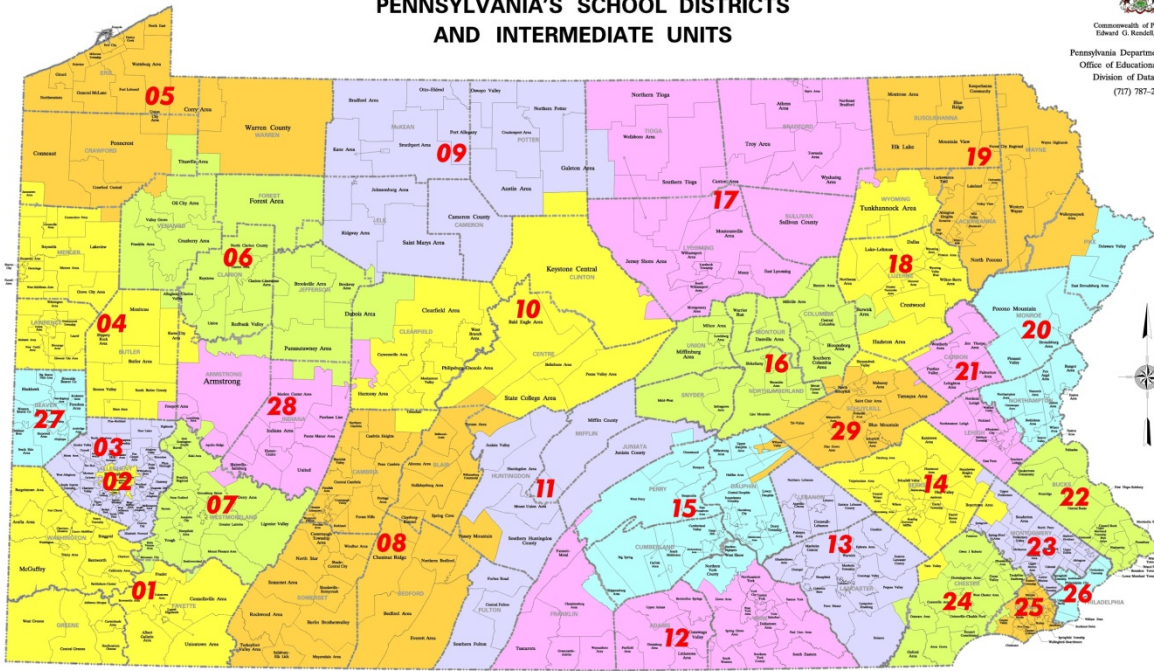
Figure 2. Pennsylvania's Intermediate Units. This map illustrated the 28 regions services by intermediate Units in the Commonwealth of Pennsylvania.

The Principal's Induction Program consisted of two courses based on the National Institute for School Leadership (NISL) and an assigned mentor for one year.   A significant program feature of the Principal's Induction Program/NISL Course 1 was the mentoring component. Each principal and assistant principal in NISL Course 1 who has three years or less of school leadership experience was provided a mentor for the year that they were in the Principal's Induction Program/NISL Course 1. This process of matching a newly hired principal with an experienced mentor was mandated during the first two years of the program; however, since

2010, the mentoring component was not formally required but could be requested by the newly hired principal if desired (J. Lachowicz personal communication, October 24, 2012).

At the original inception of this legislation in 2008, the PLI administered by the PA State of Higher Education (PASSHE) and the PA Academy for the Profession of Teaching and Learning was responsible for providing the mentoring services. The PLI provided mentoring to novice school principals and assistant principals with research-based and individually effective school improvement practices through a confidential and supportive relationship (PDE, 2007). In 2010, the PLI had changed its name to the Pennsylvania Principals Mentoring Network (PPMN), yet the change was only a change in name and not in program service or delivery. Hence, PLI and PPMN represent the same program throughout the study and represent the same program that have been responsible for providing the mentoring services for newly hired principals. The PPMN was overseen by one State Coordinator who was responsible for the overall functioning of the organization. Likewise the Commonwealth of Pennsylvania was divided into three regions: the Eastern, Central and Western regions with a Regional Coordinator responsible for each region. Mentors and protégés had been paired by region and all training meetings and documentation were consistent throughout Pennsylvania in both their delivery and implementation. Figure 3 is a model of the PPMN program, and Table 3.4 presents a detailed timeline of the program.
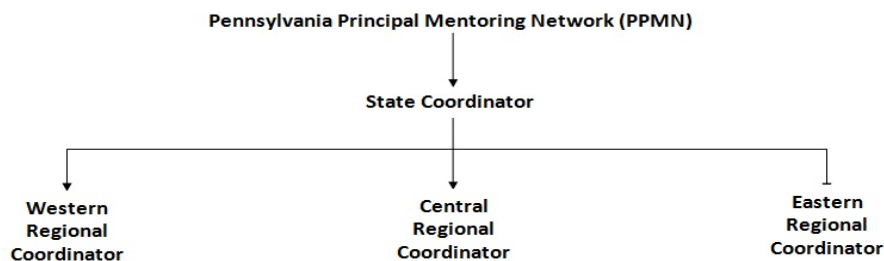
Figure 3. Pennsylvania Principal Mentoring Network Structure. This figure illustrates the structure of the internal workings of the PPMN.

Table 3.4

Developmental Timeline of the Pennsylvania Principal Mentoring Network

Year(s)	Program Specifics
2003-2004	- Principals Leadership Induction Network (PLI) formed in Pennsylvania - Nine mentor principals service 12 protégé principals across Pennsylvania
2006-2007	- Steady growth of the PLI 100 mentor principals service 207 protégé principals across Pennsylvania
2007	Act 45 of 2007, Pennsylvania Department of Education (PDE) establishes a Principals' Induction Program for all newly hired administrators on or after January 1, 2008
2008-2010	- Act 45 of 2007 legislation goes into effect - Cohort based program titled Pennsylvania Inspired Leadership (PIL) - PDE offers the program in collaboration with the 29 PA Intermediate Units - Eight regional sites with a PIL regional Site Coordinator - Protégés complete two (Course 1 and Course 4) PIL courses based on the curriculum of the National Institute for School Leadership (NISL) - Protégé serviced by a mentor for the 1st year of the program only - PLI provides the mentor for the protégé involved in PIL - State Coordinator is responsible for the overall functioning of the program - PA is divided into 3 regions: Eastern, Central, and Western
2010 - 2012	- PLI changes its name to Pennsylvania Principal Mentoring Network (PPMN) - Mentor training/documentation is identical across the regions - Each mentor is required to have a five day NISL training - Protégés are not mandated to have a mentor but can request through the PPMN

3.7.1   Procedures for Data Collection

The following section explains the data collection procedures for the document analysis and semi-structured interviews that had been conducted with both the past and present program coordinators. Data collection transpired in two waves with the document analysis of the PPMN

training regimen taking place first, followed by the semi-structured interview portion that constituted wave two.

3.7.1.1 Documents. In order to identify the type of training provided (as per the first research question of this study), PPMN training documents were obtained by conducting a thorough Internet search of all documents related to the PPMN and the former PLI program, with particular attention to mentor training. In addition, several of the training documents were secured through the researcher's contact with both past and present program coordinators who were employed by PASSHE. Likewise, all of the documents associated with the five-day Instructional Leadership Institute (ILI) that had been conducted with mentor cohort groups in 2010 and 2011 were reviewed.

As Stake (1995) had suggested, the researcher poured over the documents, interpreting them, recognizing the contexts, and puzzling many of the meanings together while using the literature base and research framework as the filtering lenses. As mentioned, the documents in wave one of the data analyses were from a variety of sources, not limited to PDE, PASSHE, PLI, and the NISL. The documents were analyzed according to the themes and constructs that built the research framework, focusing on the research by Daresh (2001) and the NAESP (n.d.).

As Yin (2009) stated, documents play an explicit role in the data collection process in doing case studies; however, those who oppose case study methodology have been highly critical of the potential overreliance on documents in case study research. For this particular inquiry, this perceived overreliance was not problematic as the documents referencing the training were of a manageable amount. Furthermore, the researcher provided more relevance and context for the espoused training methods by conducting follow-up semi-structured interviews following the

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analysis of the documents. The specific questions posed to the interviewees were formulated following the document analysis portion of the research process.

To answer this study's second research question, interview questions were tailored to solicit feedback on the perspectives that the state coordinators had on the espoused PPMN mentor training. The formulated questions were devised after the documents had been analyzed and were created according to the five mentor training constructs (as viewed in Table 3.3).

3.7.1.2 Semi-structured Interviews. In wave two of the data collection, the researcher conducted the interviews with the past and present state coordinators for the PPMN. The interview questions and protocol were developed following the document analysis from wave one of the data collection process. The process of methodological triangulation, or reliance on multiple approaches within a case study (Stake, 1995) added to the rich description of the training regimen along with deepening the context of the events. As Tellis (1997) detailed, interviews are one of the most important sources of case study information, and in open-ended, focused interviews, the respondents are asked to confirm data collected from another source while adding commentary and insight into certain events around the issue.

For wave two of the data collection, each of the respective interviewees had received an introductory email explaining the purpose of research inquiry (see Appendix A for e-mail text). After the initial email, those interviewed received a written copy of the interview protocol via email prior to the scheduled phone interview. The interview protocol can be found in Appendix B. For the completion of the interview, the interviewees were contacted via telephone, placed on speakerphone and audiotaped for accuracy in later analysis. As Stake (1995) had reported, audiotaping is a valuable method for catching the exact words used, but can prove costly in making the appropriate transcripts. As a result of the audiotaping, the researcher was able to

focus, think, and reflect better with the usage of device so that more clearly formed contextual conceptualizations developed.   In addition to the usage of audiotaping, copious research notes and documentation were kept for reference purposes, which were aggregated after all data had been collected. The results of these interviews provided a richer picture of the espoused mentor training program, reinforcing the document analysis portion of the research process by detailing the perspectives of the past and present state coordinators for the PPMN.

3.7.2   Procedures for Data Analysis

To appropriately identify themes in the data gathering process, all mentor training data retrieved by the document analysis (wave one) and interviews (wave two) were coded as they related to the five mentor training constructs of the theoretical research framework (see Table 3.5). Furthermore, I identified the specific keywords within each construct using a number categorizing system. As an example, the reference to "Defining Mentoring" had been coded with number 1.1, since only one operational definition had been utilized for this study. It was coded as such because it was an item in the General Mentoring Knowledge construct and a 1.1 because it was in the first construct category and first keyword of that construct. Similarly, a reference to the first example of a "Benefit of Mentoring" had been coded with 1.2.1, since there were several documented benefits to mentoring in the research literature. Again, it was coded 1.2.1 due to the fact that it was a reference to the first construct, second keyword, and first example of a *benefit to mentoring.* Another example was Code 1.2.9.   This code number represented an item that fell again under the General Mentoring Knowledge construct, and the item represented the second keyword, and ninth example of a benefit to mentoring. While Table

Table 3.5

Keywords Used for Thematic Coding of Mentor Training Constructs

Mentor Training Constructs	Keywords
1. General Mentoring Knowledge	1.1 Defining mentoring
	1.2 Benefits of mentoring
	1.3 Problems in mentoring
2. School Leadership Skills	2.1 Vision,
	2.2 Leadership style and philosophy
	2.3 Instruction
3. Human Relations Skills	3.1 Adult learning theory and practices
4. Mentor Process Skills	4.1 Problem solving,
	4.2 Listening,
	4.3 Communication
	4.4 Feedback
	4.5 Confidentiality
	4.6 Observation and conferencing skills
5. Mentor Modeling Behaviors	5.1 Action research towards goals
	5.2 Current and active in organizations
	5.3 Practices networking
	5.4 Reflection
	5.5 Trustworthiness
	5.6 Use of technology
	5.7 Use of reflective portfolio
	5.8 Assessment
	5.9 Mentoring as a career venture

3.5 illustrates the primary and secondary coding levels, tertiary coding levels as well a detailed keyword definitions can be found in the data analysis code book provided in Appendix C.

According to Yin (2009), the data analysis stage of the case study can be the most difficult aspect of the process. As a novice to the field of case study research, the researcher relied on a personal presentation of evidence coupled with rigorous empirical thinking to make those needed connections and parallels to the theoretical framework. The coding of the data served as a solid organizational strategy by identifying emerging themes; yet, the communication of the trends had been of the utmost importance. To accurately discern alignment of the training

Table 3.6

Synthesizing Research Questions, Data Collection, and Data Analysis

Research Questions	Data Collection	Data Analysis
What was the espoused training that the mentor principals in Pennsylvania received both prior to and during their mentoring experiences to prepare them to mentor newly hired principals?	Document analysis and interview questions targeting the training received by the mentor principals	Emerging themes and keywords were tallied and a summative narrative was formed to identify and discuss the training regimen and protocols
What were the program coordinators perspectives on the espoused training delivered by the PPMN for the respective mentors? To what degree was the espoused training program the same or different through the term of each coordinator?	Semi-structured interview questions targeting the training received by the mentor principals	Emerging themes and keywords were tallied and a narrative was formed to identify and discuss the training and perspectives of the state coordinators.
How does the espoused training compare and subsequently align to the competencies required of mentor principals highlighted in the research literature?	Document analysis and interview questions targeting the training received by the mentor principals	Emerging themes and keywords were cast into the theoretical framework to discern alignment. Narrative followed to discuss alignment to the framework.

methods that took place, the researcher utilized the theoretical framework as a template (see Table 3.3) and placed the coded evidence from both the document analysis and interviews into the appropriate categories.

The interview data had been audiotaped and transcribed. Each of the transcripts was analyzed using a line-by-line analysis. The audio tapes were reviewed for clarity purposes and confirmed for accuracy with each of the transcripts reviewed twice for assurance. In discerning alignment to the theoretical research framework, it was appropriate to determine the degree of compatibility between the espoused PPMN mentor training and the recognized mentor training best practices and subsequent mentor competencies suggested in the literature. Table 3.6 serves

as an organizer to identify the three research questions of this study along with the data collection and data analysis procedures.

3.7.3   Limitations of the study

This study identified and described the espoused training that the PPMN mentor principals had received both prior to and during their mentoring experiences with their protégés. Although studies on mentoring have been introduced by educational researchers in other locations nationally, this study focused on a targeted population of educators; therefore, results and conclusions should not be exercised and applied generally to other programs devoted to principal or other administrator mentoring. Another potential limitation associated with this research inquiry was the accessibility and irretrievability of all the documents pertaining to the training program. Likewise, with the frequent turnover of program coordinators, the consistency of the program and documentation related to the mentor training program seemed to have been compromised and unavailable as well.

4.0   RESULTS

4.1   INTRODUCTION

The purpose of this study was to identify, investigate, and describe the espoused Pennsylvania Principal Mentoring Network (PPMN) training program and protocols for the principals who served as mentors for newly hired principals in Pennsylvania. This chapter presents the results found through the document review and the semi-structured interviews conducted with the PPMN's State Coordinators.

This study's research questions were:

1. What was the espoused training provided for the mentor principals in Pennsylvania both prior to and during their mentoring experiences to prepare them to mentor newly hired principals?

2. What were the program coordinators perspectives on the espoused training delivered by the PPMN for the respective mentors?

    2a. To what degree was the espoused training program the same or different through the term of each coordinator?

3. How does this espoused training compare and subsequently align to the competencies required of mentor principals highlighted in the research literature?

The first section of this chapter provides a contextual history of mentoring in Pennsylvania and discussed the findings that were obtained during the document retrieval process. The second section and subsequent subsections will integrate information assembled from the document review process on the mentor training protocols employed from 2003-2012. This second section and following subsections will describe the training provided to the PA mentors and answer the first research question of this study. The third section will narratively describe the perspectives of two of the three PPMN State Program Coordinators on the espoused training delivered by the PPMN, which will answer this study's second research question. The final section provides analysis through visual illustrations of the coded data by detailing its alignment to the theoretical framework for the study in order to address the third research question.

4.2   THE HISTORY AND CONTEXT OF THE RESEARCH RESULTS

During the document retrieval and analysis process, additional details of the history of mentoring in Pennsylvania emerged, specifically the impetus and focus for mentoring in PA. During the process of archival document retrieval, the researcher had the opportunity to network with several individuals who were immersed in the development of principal mentoring in PA in the early 2000's. Most notably, a former administrator from the Pennsylvania State System of Higher Education (PASSHE) provided details as to the development of principal mentoring in PA and here are some of the historical details shared. Table 4.1 presents the historical background of the PPMN.

Table 4.1

Updated Timeline of the Pennsylvania Principals Mentoring Network

Year(s)	Program Specifics
2001	• Team of principals participated in Urban Academy. The PA Academy for the Profession of Teaching and Learning overseen by PA's Governor's Institute professionally developed new principals. PA Academy and PDE formed Principals (PAP) group.
2003-2004	• Principal Leadership Induction Network (PLI) formed in Pennsylvania • First cohort of 18 voluntary mentor principals trained by Dr. Jenkins, the PA Academy and PDE
2006-2007	• Steady growth of the PLI • As of 2007, there had been 150 trained mentors and over 230 protégés who participated in the PLI program
2007	• Act 45 of 2007, Pennsylvania Department of Education (PDE) establishes a Principals' Induction Program for all newly hired administrators on or after January 1, 2008
2008-2010	• Act 45 of 2007 legislation goes into effect • Cohort based program titled Pennsylvania Inspired Leadership (PIL) • Research for Better Schools (RBS) provided evaluation for the PLI • Eight regional sites with a PIL regional Site Coordinator • Protégés complete two (Course 1 and Course 4) PIL courses based on the curriculum of the National Institute for School Leadership (NISL) • Protégé serviced by a mentor for the 1st year of the program only • PLI provides the mentor for the protégé involved in PIL • State Coordinator is responsible for the overall functioning of the program • PA is divided into 3 regions: Eastern, Central, and Western
2010 - 2012	• PLI changes its name to Pennsylvania Principal Mentoring Network (PPMN) • Mentor training/documentation is identical across the regions • Each mentor is required to have a five day NISL training • Protégés are not mandated to have a mentor but can request through the PPMN

Interestingly, the concept of principal mentoring in Pennsylvania was initiated back in 2001 due to of a team of principals and teachers who participated in the Urban Academy in Philadelphia. The PA Academy for the Profession of Teaching and Learning (PA Academy),

overseen by the Pennsylvania Governor's Institute sought to professionally develop newly hired principals and those principals who were leaders of challenging buildings/districts in Pennsylvania (L. Benedetto, personal communication, December 3, 2012). Originating from requests of newly hired urban administrators seeking support with their challenging leadership positions, the PA Academy and the Pennsylvania Department of Education (PDE) had enlisted the services of Dr. Kenneth Jenkins, Professor of Leadership and Education Studies at Appalachian State University and the former Executive Director of the Principals Executive Program (PEP), to help design PA's administrator mentoring program (Benedetto, 2007). As a result, a team of members from the PA Academy and PDE formed the Principals Assisting Principals (PAP) group, which began a pilgrimage to work with PA administrators who had requested assistance and support.

In 2001, the PAP group was created in partnership with the PA Academy and PDE. Termed the Principals Leadership Induction Network (PLI), the program utilized a cohort of trained veteran practitioners to provide "just in time" support in several leadership areas for Pennsylvania's newly hired school administrators. This newly formed mentoring program was based on a model developed by Dr. Jenkins at the University of North Carolina in 1984 (Benedetto, 2007). At its inception, the goal of the team from the PA Academy and PDE was to begin identifying prospective principal protégés for the PLI program by soliciting feedback and insight from the 29 Intermediate Units across the Commonwealth of Pennsylvania (L. Benedetto, personal communication, December 3, 2012).

The formal development of the PLI began in October 2003 when school superintendents from Lancaster, Philadelphia, Pittsburgh, and districts from other regions of the state participated in a meeting to provide insight as to the necessity, appropriateness, and efficacy of launching a

Pennsylvania-based mentoring program (Benedetto, 2007). With the assistance of Dr. Jenkins, the tenets of the PLI program were presented, and superintendents were asked to nominate exceptional school administrators to serve as the program's first cohort of mentors. Apparently being receptive to this newly formed mentoring program, district superintendents seemed supportive of the PLI concept and encouraged the PA Academy and PDE to continue developing the comprehensive mentoring program for Pennsylvania administrators (Benedetto, 2007). In November of 2003, the first cohort of 18 voluntary mentors had been trained by Dr. Jenkins, the PA Academy, and PDE, thus signaling the launch of the PLI (Benedetto, 2007). As of 2007, there had been 150 trained mentors and over 230 protégés who had participated in the PLI program. With established funding through 2006, the PLI was evaluated by the Research for Better Schools (RBS) organization to ensure goal attainment, offer recommendations for improvement, and examine the effectiveness of the program.

To better understand the context of the training for the Pennsylvania mentors, the following research findings are noteworthy. One particularly interesting finding is that principal mentors may have had experienced mentor training at different times within the life of the PLI/PPMN program, its development and implementation. As of 2008-2009, there were 211 mentors formally trained by the PLI/PPMN; however, the document review and analysis revealed that the process of mentor training had been adapted and upgraded throughout the life of the program. Likewise, from 2007-2012, there had been three State Program Coordinators with different visions and perspectives on the direction and vitality of the PLI/PPMN program, thus affecting training foci, delivery, and most importantly, consistency. In addition, the PLI had formally changed its name to the PPMN in 2010; yet, this change was a change in name only and not in programmatic delivery. For this reason, the author will refer to the program as the PLI in

the narrative description of the training program (2003-2006) and then refer to the program as the PPMN during the narrative on the training program (2007-2012) for clarity reasons. Lastly, as of July 2012, the PLI/PPMN had been discontinued for reasons not specified or known to this researcher.

The upcoming sections of the document review and analysis will examine particular documents that were used prior to the inception of the Pennsylvania Inspired Leadership (PIL) legislation of 2007 and prior to the tenures of the three State Coordinators from 2007-2012. As a result, the semi-structured interview results and coded data only contain commentary on the training program and regimen that had been in practice from 2007-2012. According to conversations with several mentors who had participated in the PLI/PPMN training and the PPMN State Coordinator in 2011-2012, the reviewed NISL training was not received by all mentors who had participated in the program (2003-2012). As a result, the researcher included the document analysis of the National Institute for School Leadership's (NISL) five day Instructional Leadership Institute (ILI) training in the 2007-2012 training program time frame, recognizing that mentors were required to participate in this training if they were new mentors introduced to the PPMN during 2011-2012 (N.Stankus, personal communication, June 28, 2012).

4.3   RESEARCH QUESTION 1 – DESCRIBING THE TRAINING

4.3.1   Introduction

The following analysis of data describes the training that was provided to the Pennsylvania mentors. The order of the subsequent sections progresses in a chronological

Table 4.2	
Documents Reviewed	
Document Source	Document Title
National Institute for School Leadership (NISL)	• NISL - Instructional Leadership Institute (ILI) Instructor Materials and Participant Materials (July 2012, v2.0)
Pennsylvania State System of Higher Education (PASSHE), Pennsylvania Principals Mentoring Network (PPMN)	• Excerpt from Eligible Partnership Program Evaluation (2008-2010) • West Region Mentor Meeting, Wednesday, March 16, 2011 • West Region Mentor Meeting, Thursday, October 13, 2011 • Principal Leadership Induction (PLI) Network - Mentor Handbook • Principal Leadership Induction (PLI) Network - Protégé Handbook
Pennsylvania Department of Education (PDE)	• Notes to Prepare for the December 3, 2001 Intermediate Unit Presentation • PDE and PA Academy for the Profession of Teaching and Learning PowerPoint Training Document - Mentor Orientation and Agenda (2003-2006) • Qualities of an Inspiring Mentor Relationship Document (Gordon, 2002) • Principals Assisting Principals (PAP) - Electronic Contact Form Summary, November (2004) • Pennsylvania Principals Leadership Induction (PLI) Network Article, (Benedetto, 2007).
Principals Leadership Induction (PLI) Network	• PLI Network Overview • PLI Newsletter (Spring 2007, Volume 1, Issue 1) • PLI Newsletter (Fall 2007, Volume 1, Issue 2) • PLI Newsletter (Summer 2009, Volume 2, Issue 3) • PLI Mentor Training Agenda • PLI Effective Mentoring Training Document • PLI Ideas/Suggestions for Mentors Working with Protégés Document (Jenkins, 2003) • PLI Interview Protocol for Mentoring Relationship Document (2003) • PLI Protégé Survey, 2007
Research for Better Schools (RBS)	• Evaluation of PLI - Final Report, September 2005 • Evaluation of PLI - Final Report Year 2, October 2006 • PLI Overview of Survey Findings, January 2008 • PLI Participant Survey Final Report, March 18, 2008
Pennsylvania Inspired Leadership (PIL)	• PIL Legislation - Frequently Asked Questions (FAQs)
Pennsylvania Principals Mentoring Network (PPMN)	• PPMN - Results of Fall 2010 Regional Mentor Meetings • PPMN Processes, Procedures, and Policies, January 1, 2012

fashion, featuring the PLI Mentor Training Orientation (2003-2006), the PPMN Mentor Training Orientation (2007-2012), references to the newsletters and region meetings, and the NISL five-day Instructional Leadership Institute (ILI). The analyzed documents were from several sources, such as PDE, PASSHE, PLI/PPMN, NIS, and other public domain documents. Table 4.2 contains reviewed document source and title for this research inquiry.

There are separate sections in the subsequent narrative that reference evaluative and supportive documents that were not part of the mentor training process, yet certainly add to the description of the training protocols. These evaluative and supportive documents were included for that purpose but not coded and consequently cast into the theoretical research framework since they were not utilized as training documents for the mentors. The following figure (Figure 4) displays the evolution of the PPMN and each component in the graphic served as reference icon for the sections in the beginning of this chapter.

Section 4.2

Urban Academy was held in 2001. PA Academy and PDE designed Principals Assisting Principals (PAP)

Principals Leadership Induction Network (PLI) was formed in 2003. First cohort of 18 mentors trained.

Section 4.3.8

NISL Five-Day ILI Mentor Training – Required of all mentors in 2011-2012. Comprehensive training that addressed school vision, data driven decision making, instructional practices, professional learning communities, and leadership through change.

Section 4.3.2

PLI One-Day Mentor Training Orientation 2003-2006. PLI had provided mentoring services to 288 protégés and trained 109 mentors

Section 4.3.7

PLI Newsletters and PPMN Region Meetings 2009-2011. Newsletters and meetings serve as supplementary training for the mentors.

Pennsylvania Principals Mentoring Network (PPMN)

Section 4.3.3

Evaluation of the PLI 2005-2006 through Research for Better Schools (RBS): Of the trained mentors 51% reported that they were significantly supported by the PLI. In 2006, PLI becomes more organized.

Section 4.3.6

Evaluation of the PPMN – Excerpt from the Eligible Partnership Program Evaluation 2008-2010. Of the trained mentors, 86% report positive aspects of the training and the support of the State Coordinator.

Section 4.3.4

PA Act 45 Legislation or PA Inspired Leadership (PIL) Legislation enacted on July 20, 2007 had required an induction program for all newly hired administrators. In 2007, the first PPMN States Coordinator is appointed to oversee the program.

Section 4.3.5

PPMN One-Day Mentor Training Orientation 2007-2012 included the development of a Mentor Handbook. PA School Leadership Standards – 3 Core Standards and 6 Corollary Standards become focal points of PPMN Orientation.
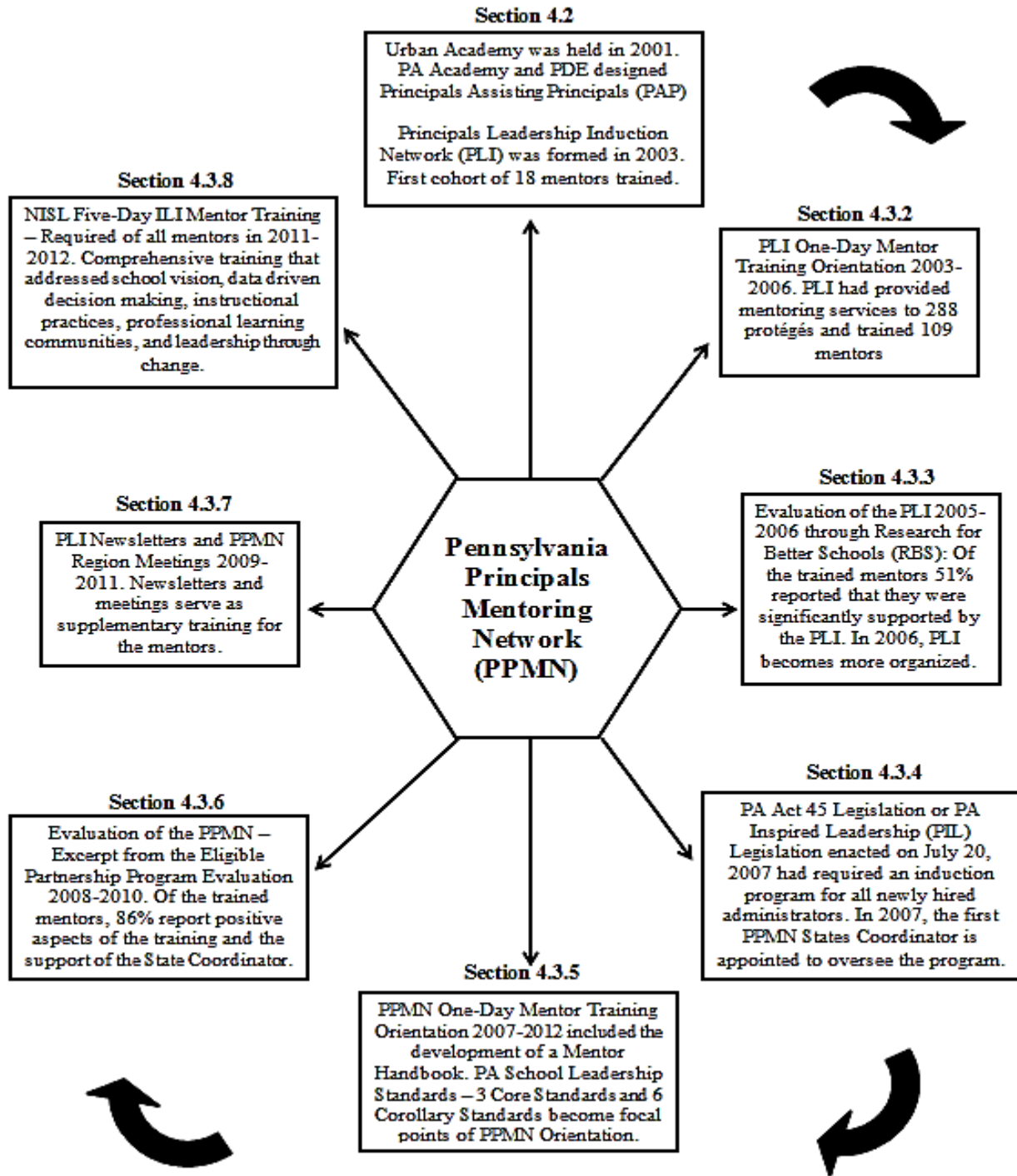
Figure 4. Document Analysis Flowchart of the Evolution of PPMN. The PPMN's programmatic ideals and development began back in 2001. The program ultimately was discontinued in 2012 for reasons not known to this researcher.

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4.3.2   PLI One-Day Mentor Training Orientation 2003-2006

The following section is a description of the 2003-2006 Principal Leadership Induction (PLI) Network Mentor Training PowerPoint and Agenda that was created and sponsored by the Pennsylvania Department of Education (PDE) and the PA Academy for the Profession of Teaching and Learning (PLI, 2003).   Also, the following supportive documents were reviewed and included in the one-day orientation and training agenda: Qualities of an Inspiring Mentor Relationship Document (Gordon, 2002); PLI Effective Mentoring Training Document (2003); PLI Ideas/Suggestions for Mentors Working with Protégés Document (Jenkins, 2003); and the PLI Interview Protocol for Mentoring Relationship Document (PLI, 2003).

Following introductions and general "housekeeping" announcements, PLI began the sessions by introducing the background and reasoning for their program via a detailed PowerPoint and agenda outlining the session. As communicated to the mentors, the PLI was designed to provide mentoring services to novice school principals and assistant principals through research based and individually tailored school improvement practices via a confidential and supportive relationship (PLI, 2003).   With respect to the training of mentors, the PLI sought to identify outstanding principals either working or recently retired who were willing to participate in a one-day training program and who would then work with a protégé(s) who was new to the profession. The training described that at the onset of the program in 2003, the PLI mandated mentor training and ongoing professional development with other mentors, weekly communications, and face-to-face onsite visits between mentors and protégés. The expected long-term goal of PLI was to institute a state-wide support system existing within each Intermediate Unit that would provide a network of experienced school principals to assist new principals and assistance principals in leadership development and support. Having a learner-

centered focus (Benedetto, 2007), veteran practitioners provided "just in time" support on key leadership challenges that confronted building administrators daily. These challenges as addressed in the orientation included data-informed decision making; improving school climate; time management and the use of building resources; strategic planning and visionary leadership; promoting teacher professional growth; and communicating with staff and community (PLI, 2003).

This mandatory one-day mentor orientation also included a description of the tasks associated with being a mentor along with motivational and reflective lessons from renowned leaders and principals in the field. Allowing time to reflect on these lessons, a considerable amount of time in the orientation was placed on the establishment of the mentoring relationship. Training on the "good" and the potential "bad" of formed mentoring relationships was discussed as well as reflective conversation on remembering the realities of being a first year principal. Specific attention was provided to those mentors who would be serving those protégés in "high need" schools, who by the very nature of the challenging environment may require the most support and assistance. Time management tactics and strategies were seen as a priority with all newly hired principals so that instructional improvement, visibility, and data driven decision-making can be obtainable by these novices.

To begin thinking about the importance of the mentor/protégé relationship, mentors were asked to reflect on their perceptions of a mentoring partnership or specific mentoring relationships that they may have encountered throughout their professional practice. Inquiries such as the following were presented and discussed: what can make mentoring successful?; what can make it a failure?; why does success seem so effortless for some and so elusive for others?; and what is the responsibility of the person being mentored? (PLI, 2003). These questions along

with the main question of "What does success look like?" were posed to mentors for reflective purposes. In collaborative groups, the mentors discussed these questions, and under the direction of the session trainer, specific areas of reflections were explored. Those reflections on success, the "upsides," and "downsides" of the mentoring relationship and the overall benefits of a productive mentoring relationship are presented in Table 4.3.

Table 4.3

Reflections on the Mentoring Relationship

Question	Reflections
What does success look like?	• Being self-reflective individuals • Clearly set expectations • Confidence to extend beyond the designated relationship • Retention of good principals • Alignment between mentoring and protégé goals and objectives • Positive staff feedback on the growth of leadership quality • Relationship becomes less dependent and mentoring augments supervision • Collegial relationship with mutual respect and protégé becomes a mentor
What are the "upsides" of the mentoring relationship?	• "Just in time" support • On-going relationship with a veteran practitioner • Knowledge expansion • Power of feedback • Individually determined goals • Team solving process that builds confidence through encouragement • Refined listening skills • Lateral relationship that instills professional growth in a personal way
What are the "downsides" of the mentoring relationship?	• Time • Imbalance of theory and practice • Loss of a relationship because of time and mobility • Loss of a good practitioner • Mentors are not always the best with mentoring practices • Importance of match or "fit" • Rules are not always clear • Feeling of entrapment or no way out
What are the overall benefits of a productive mentoring relationship?	• Builds visionary leadership and capacity • Better decision making • Improved school climate • Better use of time • Better use of resources • Better strategic planning • Better communication with staff • Better communication with community and stakeholders

These reflections accompanied by the realities of the professional life of first year principals (ex. your time is never your own, you cannot please everybody, perceptions of you will change, students are the easy part, etc.) and some common stumbles of first year principals were also discussed. The importance of managing time was addressed with the skills of managing conflict, understanding accountability, understanding the internal politics of a school, and life balancing strategies.

The PLI (2003-2006) mentor orientation and training program recognized that establishing an appropriate and fruitful partnership with one's protégé is paramount yet very challenging work. To develop trust, the PLI mentor orientation and training recommended a detailed interview (PLI Interview Protocol for Mentoring Relationship Document, 2003) with the mentor's protégé(s) to create a preliminary focused, narrow, and manageable plan. To become more familiar with the protégé(s), mentors were encouraged to spend some time in the protégé's school to gain insight into the culture and leadership propensities of those in the building. Developing a critical friendship, mentors needed to focus on the protégé's needs and priorities by providing insights without judgments (PLI, 2003). The process of creating reasonable action plans for the school year and the relationship were stressed along with the importance of time for mentor debriefing, follow up, monitoring and feedback. Minimally, mentors were required to conduct one on-site visit per month, and other electronic communications were required at least weekly. Whether face to face or via other electronic mechanisms, these contacts assured the implementation of the determined action plans and assisted with the practice of careful and helpful listening.

As discussed in the orientation, mentors have to remember that they are teachers first and available to their protégés at any time unless specified (PLI, 2003). Likewise, appropriate

ground rules needed to be established to ensure confidentiality and reduce the potential for complaints being aired in public forums. The following ideas and suggestions for mentors working with protégés were provided to each mentor who participated in the mentor training orientation. These points summarized in the Ideas/Suggestions for Mentors Working with Protégés (Jenkins, 2003) document provided mentors with an appropriate context in their work with their protégé(s) and serve as potential launching point for the initiation of the important relationship. According to this document, struggling and newly hired principals:

- Do not know they need help;

- Find it tough to move from teacher to administrator in the school culture;

- May be insecure, promoting rigidity rather than flexibility;

- May have been trained in preparation programs that did not promote coaching skills for improving performance;

- May not realize that success as a teacher does not necessarily translate into success as an administrator;

- May often lack skills to access the culture before implementing or facilitating change;

- May fail to prioritize work;

- Struggle with time management;

- May lose collaboration with one's staff with the "my way or the highway approach";

- Sometimes lack the models from which to learn;

- May have been trained in preparation programs that did not reflect the current demands of the job;

- May have difficulty in developing skills to alter teacher performance;

- May believe that managing is more comfortable than leading;

- May often hire people who think like they do instead of hiring for diversity of thinking;

- May have difficulty developing trust in teachers in order to delegate authority to them; and

- Often do not have adequate depth of knowledge of their school's curriculum.

Lastly, the mentor orientation addressed some predominant lessons or "leadership tendencies that principals want to impart" (PLI, 2003) along with the administrative responsibilities and housekeeping duties of being a mentor. Mentors were reminded to listen intently to the needs of their protégés, stay focused on teaching and learning by knowing the data, and encouraging the protégé(s) picking the priorities of one's building wisely. Likewise, it was emphasized that leadership is not about power and authority but about putting people in the best possible position to be effective with students and their overall achievement (PLI, 2003). Mentors were also prompted to maintain consistent contact with their protégés along with attending quarterly mentor meetings to address any concerns. The PLI additionally had provided the trained mentors with easy to access forms for invoicing and documentation as well as evaluation forms that include recommended programmatic improvements.

4.3.3 Evaluation of the PLI (2005-2006)

Research for Better Schools (RBS) is a private, nonprofit educational organization that is designed to assist schools or organizations in the improvement of student learning, teacher content and pedagogical knowledge, and operational effectiveness (RBS, n.d.). For the purposes of evaluating the effectiveness of the PLI, RBS had been contracted to conduct interim, summative and evaluative measures for the PLI. Approaching the program in a holistic fashion,

RBS had provided the PLI with a wealth of evaluative data to include results from PLI program leader surveys, mentor/protégé surveys, mentors' perceptions of the PLI program, protégés' perceptions of the PLI program, and recommendations for future implementation. These exhaustive reports were prepared by the Evaluation Services Unit of the RBS, and for the purposes of this review, the researcher chose to focus on the results that relate to the mentor training aspects of the retrieved evaluations from 2005 (Evaluation of PLI - Final Report, September 2005) and 2006 (Evaluation of PLI - Final Report Year 2, October 2006).

According to the Evaluation of the PLI – Final Report, September 2005, the PLI Network was developed to satisfy the growing need of connecting principals with each other and providing new principals with a mentor within a safe, confidential, and trustworthy environment. PLI strived to match mentors experienced in school leadership trends with the needs of protégés by providing a minimum of one face-to-face visit a month and weekly contact with the protégé via email, phone, or other electronic means. The PLI program had the overarching goals of supporting the successful recruiting, selection, and training of mentors; matching mentors to protégés based upon need; and the coordination of the mentor-protégé relationship (RBS, 2005). Likewise, each successful mentor applicant underwent a training program related to the philosophy of the PLI Network. Although no applicant had ever been denied, each mentor was to exhibit "positive/supportive personality characteristics, enthusiasm for education, history as a successful principal, exemplary personality, good supportive personality, good reputation, and solid listening skills" (RBS, 2005). Most importantly, mentors needed to be exposed to professional development focusing on the understanding and creation of a positive, supportive, and fruitful mentoring relationship.

Granting the PLI program leaders had identified several strengths of the PLI in 2005, leaders had seen a continued difficulty in identifying and recruiting mentors along with appropriate "buy in" from school districts and respective protégés. As a result, the following, summative recommendations for were suggested by the PLI program leaders:

- Create an improved marketing strategy with the assistance of PDE/Legislature and ask that superintendents support the district's commitment to such a program;

- Create an improved matching system for mentor and protégé and a criteria system for mentor selection; and

- Improve the ongoing training of mentors so they are apprised as to what is expected of them in this mentoring capacity.

From the mentor and protégé feedback standpoint, only eight mentors and eight protégés had responded to feedback solicitation about the PLI Network. Both mentors and protégés had reported satisfaction with the value of each other's' services, their commitment to the relationship, and the mutual benefit of the established relationship (RBS, 2005). Similarly, both mentors and protégés believed that open, honest, and trusting communication were the greatest contributor to the established rapport of their relationships. Overall, seven out of the eight mentors who responded felt that the PLI had met their needs as mentors. Yet, both mentors and protégés reported that training meetings that would include both parties would be productive to further develop the mentor-protégé relationship.

The Evaluation of the PLI Network – Final Report Year 2 (2006) yielded significantly more participation from program leaders, mentors and protégés. Overall results from the surveys completed by the 31 mentors revealed that the PLI program had met their needs. Though 81% of mentors felt significantly supported by the PLI, only 51% reported that the mentor trainings

"significantly" met their needs as a mentor. Thirty-five percent thought that the mentor trainings focused on communication skills, and even fewer (29%) thought that the quarterly meetings significantly covered methods of assessing protégés needs. On these related items, most mentor respondents reflected that the training moderately addressed communication skills and the needs of the mentor and protégé (RBS, 2006). Mentor respondents also identified videoconferencing (31%), webinars (21%), and other technology (e.g., videos and blackboard) as helpful training mechanisms and strategies for connectivity between parties. The majority of the surveyed mentors reported that future professional development foci and implementation should address current trends and evolving issues in education.

The overwhelming majority of the 27 protégés surveyed (82%) reported that they were satisfied with the knowledge, expertise and support of their mentors (RBS, 2006). Similarly, 63% of the protégés thought the program could support them more and flourish in the future by the organization of small meetings with respective mentors and protégés from other schools to create more opportunities for professional development. Incorporating relevant and more appropriate technological resources was also cited as a future recommendation to enhance the training and communication capacities of all parties as well.

PLI program leaders indicated that mentors were reported to have participated in the sharing of mentoring research and literature materials, professional development sessions at quarterly meetings, and hands-on computer training. Some of the professional development topics that were addressed in these quarterly meetings included data-driven decision-making, learning by design, and other topics as chosen based on the needs of the protégés and/or mentors. The PLI program leaders also reported that the greatest strengths of the PLI were the expertise of the mentors, the professional development that was provided to them, and the outstanding results

on the rapport development between the mentors and their protégé(s). Although recognized as a positive and strength, all parties affiliated with the PLI recognized that the mentor training and quarterly meetings had to be upgraded to include more attention to resources and less focus on the managerial aspects of the program. Likewise, matching the mentors and protégés had to be arranged more quickly so the training for the mentors could be more timely and relevant. Additional recommendations to improve the mentor training were to include more of the knowledge that a mentor needs to work with a protégé and adequately fulfill this important role.

As of 2006, the PLI program reported to have become more organized and focused with required mentor trainings and quarterly meetings taking place; however, the program was still experiencing some major challenges in that most of the protégés had not attended the quarterly training meetings with their mentors. Additionally, monitoring of the program was becoming a difficult task due to the increase in participants, and the PLI program was preparing for a major transformation in 2007 when the partnership with the Pennsylvania Inspired Leadership Initiative (PIL) could potentially provide over 200 protégés along with significant increases in the pool of principal mentors (RSB, 2006). As this partnership with the PIL initiative evolves, the monitoring of the PLI program would need to become more intensive and follow-ups will need to occur more frequently to ensure that the programmatic structure and specifically the mentor training aspect of the PLI continues to grow, develop and thrive.

4.3.4   PPMN 2007-2012 – Background

On July 20, 2007, the Pennsylvania mentoring program had grown in vast numbers due in large part to the Governor Edward Rendell's approval of the Act 45 legislation providing for continuing professional education for school or system leaders and for PA school leadership

standards (PLI, 2007).   This legislation, commonly referred to as the Pennsylvania Inspired Leadership (PIL) Legislation had a profound impact on the growth and development of the PPMN. Specifically, the legislation required that

> an individual who is granted an administrative certificate by the Department of Education prior to January 1, 2008 and who is employed for the first time in a position of principal, vice or assistant principal in a public school on or after January 1, 2008 shall complete an induction program within five years of appointment as a principal, vice or assistant principal. (PLI, 2007)

As a result, the PPMN program designated and named a State Coordinator to address and support the tremendous growth of the program and to oversee the projected influx of mentors and protégés as a product of the PIL legislation of 2007.   In addition, each region of the commonwealth (East, Central, and West) had a Regional Coordinator named to assist the State Coordinator in the recruitment, training, and monitoring of the mentors and protégés.

4.3.5   PPMN One Day Mentor Training Orientation 2007-2012

This section relied upon the updated PLI Mentor Agenda and PowerPoint (2007) and the PLI Mentor Handbook (2007) as the documents to describe this training. The PPMN One-Day Mentor Training Orientation and PowerPoint document maintained the structural organization of the previously reported PLI One-Day Mentor Training Orientation (2003-2006) with some specific changes and upgrades. By and large, the training was very similar in framework and delivery; however, both a mentor and protégé handbook was introduced along with training on the Pennsylvania School Leadership Standards. In this section, the researcher has selected to

Table 4.4

Program, Mentor, and Protégé Benefits

Beneficiary	Benefits
Program	• Promoting data-informed decision making and improving school climate • Improving the time management strategies and the use of building resources • Strategic planning and visionary leadership development • Promoting teacher professional growth and communicating with staff and community
Mentor	• Continuous professional development through scheduled mentor meetings • Participation in a professional learning community of fellow school leaders • Opportunity to "give back" to the profession • Opportunity to share expertise by providing guidance, support and resource materials to protégés
Protégé	• Development of individually determined goals under the supervision of a mentor principal • Maintaining an ongoing relationship with a veteran practitioner which is private and confidential • Access to relevant educational resources provided by mentors • "Just in time" support on key leadership issues and application of the theoretical learning

only report on the aforementioned upgrades due to the structural and granular similarity of both the PLI (2003-2006) and the PPMN (2007-2012) mentor orientation training sessions.

The mentor and protégé handbooks (PLI, 2007) were interchangeable documents that contained the identical information for both the mentor and protégé. Due to this similarity, the following narrative will only report the content and process of the mentor handbook. The purpose of the handbook (PLI, 2007) was to provide guidelines and resource materials for mentors working with protégé(s) in the induction program. Table 4.4 contains pertinent information that was detailed in the mentor handbook for each mentor with respect to the benefits of participating in the program, benefits in serving as a mentor and benefits associated with being a protégé.

Similarly to the PLI One-Day Mentor Orientation (2003-2006), mentors were required to reflect on occasions where they may have served as a mentor. Determining whether this process

Table 4.5

Characteristics of Informal and Formal Mentoring Processes

Type of Mentoring	Description provided by PLI (2007)
Informal Mentoring	• Develops organically from mutual interests, admiration and goals among individuals already known to each other • Typically includes discussion of personal values and interests • Assumed to be superior to "arranged" mentoring • Occurs infrequently
Formal Mentoring	• Facilitated by an intentional mentoring program. Members are assigned or matched by mentoring program administrator(s), often with some consideration of each person's preferences, attributes, goals. • Typically focused on a specific goal(s) • May be more task-oriented than informal relationships • May take longer to build trust and a productive working relationship

was deemed to be informal or formal, the mentor handbook identified the characteristics of both informal and formal mentoring processes (PLI, 2007), which can be seen in Table 4.5.

Mentors had explored the characteristics of an effective mentor, being reminded that anyone can learn the mechanics of mentoring, but not everyone can be an effective mentor (PLI, 2007). To be effective, trained mentors were prompted with the importance of the desire to help others, establishing a meaningful rapport, and the willingness and drive to develop the skills and techniques necessary for effective mentoring. These effective mentoring skills were presented as an embedded document within the PPMN One-Day Mentor Training Orientation and were found in the Mentor Handbook (PLI, 2007). Appendix D displays these effective mentoring skills and associated indicators.

As discussed in the orientation, the mentor's ability to get to know their protégé was seen as vital to the stimulation of the relationship. Recognizing and assessing where the protégé is in

Table 4.6

Mentor Do's and Don'ts

Do's and Don'ts	Recommendation
Do	• Be available • Convey respect and confidence in the protégé • Maintain focus on the protégé • Ask questions vs. give advice and allow protégé to verbalize conceptions • Track protégés progress • Identify strengths and provide feedback • Periodically re-asses the relationship • Avoid problems that may inhibit the protégés development
Don't	• Promote the mentor's agenda instead of the protégés • Take credit for protégés accomplishments • Seek a "clone" who mirrors the mentor's career path, philosophy and vision.

terms of professional development was also viewed as obligatory. Identifying the important demographic variables of the protégé along with perceived leadership proclivities was reflected as important for the mentor as well. The mentor's ability to acknowledge and accept differences and different perspectives along with setting appropriate parameters for the relationship were detailed in this area of the training. To develop and maintain the formal relationship required for effective mentoring to take place, a list of mentor 'do's and don'ts' was integrated into the mentor handbook (PLI, 2007). This list is illustrated in Table 4.6.

In order to place the Act 45 or PIL legislation into an appropriate context, a portion of the one-day mentor training focused on redefining leadership through the identification and exposure to the Pennsylvania School Leadership Standards. The three Core Standards and six Corollary Standards were reviewed with the mentors to revisit the overarching goals and responsibilities of a building principal (PIL, 2007). The three Core Standards and six Corollary Standards are detailed in Table 4.7.

Table 4.7

Pennsylvania School Leadership Standards

Standards	List of Standards
Core Standards	• Core Standard #1 – The leader has the knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success. • Core Standard #2 – The leader is grounded in standards-based systems theory and design and is able to transfer that knowledge to his/her job as the architect of standards-based reform in the school. • Core Standard #3 – The leader knows how to access and use appropriate data to inform decision-making at all levels of the system
Corollary Standards	• Corollary Standard #1 – The leader creates a culture of teaching and learning with an emphasis on learning. • Corollary Standard #2 – The leader manages resources for effective results. • Corollary Standard #3 – The leader collaborates, communicates, engages, and empowers other inside and outside the organization to pursue excellence in learning. • Corollary Standard #4 – The leader operates in a fair and equitable manner with personal and professional dignity • Corollary Standard #5 – The leader advocates for children and public education in the larger political, social, economic, legal, and cultural context. • Corollary Standard #6 – The leader supports professional growth of self and others through practice and inquiry.

4.3.6   Evaluation of the PPMN (2008-2010)

An excerpt from the Eligible Partnership Program Evaluation (PPMN 2008-2010) was created and written to monitor the implementation efforts of the PPMN program. This summative document contained demographic specific information and general survey results that examined the perceived strengths and areas of improvement of the PPMN program through the feedback

from the PA mentors and protégés. This document proceeded to elicit the perspectives of an undocumented number of protégés and what they found to be most beneficial to their professional development as school leaders. Some of the positive commentaries shared by PA protégés were as follows:

- Protégés appreciated and valued the face-to-face interactions with mentors and the linking of theoretical learnings with practical undertakings in a real school context.

- Protégés expressed high levels of satisfaction with the content of the professional development that they had received in the form of mentoring.

- Protégés were also pleased that the mentors geared their support to their individual needs and the unique needs of their respective school.

In like fashion, this document had also revealed the perspectives of an undocumented number of mentor principals in terms of their professional development and progress as mentors. Some of the positive commentaries shared by PA protégés are as follows:

- Eighty-six percent of the mentors had reported that the mentoring experience had gave them a more positive sense of their own effectiveness as leaders, tools to use as leaders, and confidence to change their own leadership strategies.

- Mentors had appreciated the wealth of materials and support that they had received from the program and specifically the State Program Coordinator.

4.3.7   PLI Newsletters and PPMN Region Meetings

Although the inclusive one-day orientations described in previous sections of this chapter were the major training mechanisms for the PA mentor principals, additional training processes had

been in place for the mentor principals. The PLI Newsletters were quarterly published documents designed to provide pertinent information and reference materials for the PLI/PPMN program participants and all other professionals interested in the improvement of administrator staff development and training in Pennsylvania (PLI, 2007). Accessible through the PLI website, the researcher acquired three PLI Newsletter documents that had contained up-to-date information on the trajectory and specifically the relevant mentor training information of the PLI/PPMN program. Similarly, the researcher was also able to obtain two West Region Mentor Meeting Agendas (March 16, 2011 and October 13, 2011) sponsored by PASSHE and the PPMN. Although these trainings were regional in locale, identical meetings were held in other regions of Pennsylvania on or around the same dates as indicated above. Designed to provide focused professional development for the Pennsylvania mentors, these one-day meetings were delivered by incorporating relevant topics within the field of instructional leadership in Pennsylvania, specifically.

Of the two West Region Mentor Meeting Agendas obtained, the training discussion centered on the Standards Aligned System (SAS) portal and associated tools along with information pertaining to the New Teacher Evaluation System that would be employed by all Pennsylvania school districts in the future. Respective mentors were trained on the use of the SAS portal and associated tools, targeting how these tools can lead to instructional improvement and how mentors can support their protégés in the effective usage of the SAS resources in their schools. Likewise, mentors also were apprised as to the future direction of the New Teacher Evaluation System and how they as mentors can support and prepare protégés to integrate this new system into their current evaluative practices.

4.3.8   NISL ILI Five-Day Training

The National Institute for School Leadership (NISL) offers exemplary, research-based professional development programs designed to provide principals with knowledge and skill enhancement that promote heightened school leadership capacity and strategies for improvement measures in their schools (NISL, 2012).   NISL also conducts compressed professional development institutes that are two to five days in length that provide intensive school leadership training.   The Instructional Leadership Institute (ILI) training available to Pennsylvania mentors is one of these intensive five-day professional development experiences that focuses on what school leaders need to know and be able to do in order to sustain instructional improvement and ultimately advance student achievement (NISL, 2012).   Although not formally required training of the Pennsylvania mentors during the life of the PLI/PPMN mentor training program (2003-2012), this five-day intensive institute was required of PA mentor participants who were introduced to the PPMN in 2011- 2012.   This five-day institute was available and encouraged to all PA mentors who were involved in the PLI/PPMN program (2003-2012); however, it was not formally required of the mentors until 2011 and 2012 (N. Stankus, personal communication, June 28, 2012).

This section introduces the overall goals of the five-day ILI training provided to the PA mentors and refers to both participant and instructor training materials obtained by this researcher.   ILI focused intensely on the vision and beliefs of student capabilities, distributed instructional leadership, analysis and use of data drive decision making, effective practices in literacy, and mathematics through professional learning communities and systemic school

improvement measures sustained through school leadership (NISL, 2012).   The Institute's intensive five-day program maintained the following foci and goals for mentor participants:

- *Day One* – overview and operational defining of school leadership accompanied by the establishment of a vision for student learning through instructional leadership analysis by focusing on leadership strengths and areas of improvement;

- *Day Two* – introduction to systems thinking and the usage of data-driven decision making with the goal for instructional practice improvement;

- *Day Three* – immersion in effective instructional practice in the core (math and literacy) content areas;

- *Day Four* – levers for instructional improvement through communities of practice and distributed instructional leadership; and

- *Day Five* – leading change through planning for sustained improvement.

Prior to the start of the ILI, mentor participants were provided with a complimentary NISL *Instructional Leadership Institute Handbook* (2012) and CD with pertinent materials. Mentor participants were required to complete associated pre-work activities prior to the first day of the training. Woven throughout the Institute, mentors were guided to read research based articles, analyze specific case studies for simulation purposes, and complete interactive computer-based worksheets designed to assess and subsequently assist in the formation of action plans for implementation. Since the PIL legislation of 2007 had required all newly hired principals to participate in the more extensive NISL-based curriculum over a period of fourteen days during the induction period, this intensive five-day Institute served as a condensed professional development experience for Pennsylvania mentors who were mentoring their respective protégés. These training experiences intended to acclimate or reacquaint these

experienced practitioners (i.e., mentors) on the overarching goals and expectations of what effective principals in Pennsylvania are expected to know and be able to do. A detailed research description of the NISL Five-Day ILI training can be found in Appendix E.

4.3.9   PPMN – Results of Fall 2010 Regional Mentor Meetings

Following a series of the standard regional meetings across the Commonwealth of Pennsylvania in 2010, one of the regional coordinators for the PIL initiative facilitated an interactive professional development experience.   In this undertaking, selected mentors brainstormed possible questions to broach with protégés or activities in which to engage protégés related to the six elements of NISL Leadership (i.e., Vision, Systems Thinking and Data, Effective Instructional Practice, Alignment, Learning Communities and Teams and Sustaining Improvement). The following narrative is a summary of those meetings with mentor feedback that had occurred in the Eastern, Central, and Western regions of PA. The ideas that had been generated all related to the six elements of NISL Leadership and the five-day Instructional Leadership Institute (ILI) training. It was noted that the topics to follow may have been discussed through a brief conversation while others involved a more in-depth conversation and inquiry. The regional coordinator compiled the data and questions generated, suggesting that these should lead to a more coherent relationship between the mentoring itself and the learning experiences of the mentors' protégés. The following is a summary of those meetings by the six NISL Leadership areas:

1. *Vision.*   By accessing the culture of the school and community, mentors should encourage protégés to conduct data gathering from all constituents (students, parents, teachers, and community) in order to shape the educational vision for the school.

Creating a sense of urgency, the new leader must demonstrate inspiration to the above mentioned constituents so appropriate allocation of time is devoted to this vision creation. To develop "buy in" to the vision, mentors need to model the creation of an action plan with a focus on student achievement, social development, and a problem solving culture in which high expectations are endorsed for all students along with continuous monitoring, adjusting, and evaluation.

2. *Systems Thinking and Data.* All mentors need to become familiar and versed in the PA Standards Aligned System (SAS) portal. By examining the data from the protégé's school, mentors need to explore training options on data use and analysis through the formation of school level data teams and the appropriate integration of software programs to manage the influx of data. Mentoring their protégés on building capacity through distributed leadership, the use of data must drive the instruction and assessment practices of the school. The steady, unwavering integration of researched best practices have to be employed and subsequent professional development shall follow in those areas of weakness.

3. *Effective Instructional Practice.* To establish and refine effective instructional practices, mentors need to model and promote the usage of appropriate data management software such as the Standards Aligned System (SAS) portal. Being highly immersed in data-driven decision making, mentors demonstrate to protégés the value of diagnostic assessment and how these data affect school agreed-upon statements of learning and beliefs. Protégés should encourage their staff to analyze all building level data and develop action plans to address individual student needs for the purpose of improving all student performance outcomes. With a focus on best

instructional practices, protégés have to provide opportunities for teacher/peer observations and provide the professional development, time, and training for new instructional initiatives. Taking on a culture of inspecting along with expecting, newly hired principals must participate on routine observations/walkthroughs to ensure that teachers are implementing best practices and students are achieving at high levels in the classroom.

4. *Alignment and Coherence*. It was discussed that mentors need to team with fellow mentors in order to determine the protégés needs for professional development. Assisting the protégés with identifying resources and devising personal goals, mentors again model the integration of the Standards Aligned System (SAS) portal as a resource for protégés an their respective schools so appropriate curricular alignment is taking place. The importance of data is again stressed, with assessment as the gauge to adjust classroom instruction and identifying student proficiencies and areas of improvement.

5. *Learning Communities and Teams*. Mentors need to inquire about a protégé's perspective on the learning culture of their school. By probing as to whether or not the school's leadership promotes common planning time, lesson study, and subject/grade level meetings to review student work products, mentors work with the newly hired principal on the art of distributed leadership. To have teachers work collaboratively and effectively, the newly hired principal needs to find methods of engagement to empower teachers and drive the mission and vision of the school. Seen as a process, mentors shall model the creation of a culture of professionalism for these collaborative, team focused ventures to take place. In turn, the protégé must be

an active participant in this facilitation by matching faculty expertise with the strategic objectives of the school.

6. *Sustaining Improvement.* Implementing improvement efforts is challenging; yet, the ability to sustain the improvement efforts is crucial to a principal's effectiveness with their staff. By systemically implementing improvement methods, new principals have to establish benchmarks and institute effective instructional practices school wide. Using data as the resource, the monitoring of improvement is important so effective and timely feedback is provided to the teachers. Furthermore, the necessity of motivating staff through a recognition of strong efforts and venues for sharing best practices is appropriate as well. To initiate a culture of sustaining improvement efforts, principals need to accept that challenges and obstacles to change will surface yet be mindful of the utmost necessity to responding to these obstacles with ethical behavior and decision-making. By carving out time for personal and professional reflection, mentors need to assist protégés with incorporating safety nets for those students and staff that require those interventions.

4.3.10 Summary

The overall purpose of the PLI One-Day Mentor Training Orientation was to provide each mentor with an introduction to the PLI mentoring program in Pennsylvania. The training was designed to familiarize each mentor principal with the background of the program coupled with the important aspects of the mentoring process. Exploring both the productive and potential counterproductive aspects of mentoring, mentors were responsible to reflect on the difficult days of being a novice principal. Through collaborative work, mentors were exposed to the very

important work of establishing appropriate relationships with their protégés. Developing this critical friendship was seen as the important groundwork for the future labor of the relationship. Recognizing that newly hired principals may not know that they are struggling, the training also provided these mentors with targeted discussion on the importance of confidentiality, appropriate communication skills, effective listening habits, and general housekeeping issues associated with being a mentor principal in this program.

Having taken the basic tenets of the PLI One-Day Mentor Training Orientation's framework and delivery, the PPMN One-Day Mentor Training Orientation provided mentors with some additional resources in the form of the Mentor Handbook. This handbook outlined the guidelines of being a mentor principal along with program, mentor, and protégé benefits of participating in the program. Stressing the significance of formal mentoring partnerships, mentors were reminded of the importance of establishing a meaningful rapport along with the willingness to develop the skills and techniques necessary for effective mentoring. The comprehensive training provided mentors with a composite list of effective mentoring behaviors along with suggestions from experienced mentors on the ways to develop and maintain the relationship for effective mentoring to take place. Since the Act 45 legislation was introduced in late 2007, this training also introduced the regulations into the appropriate context by discussing the three Core Standards and six Corollary Standards and the impact of these in redefining school leadership for Pennsylvania.

Additionally, the PLI /PPMN designed and published on-line newsletters that provided pertinent information and reference materials for program mentors and protégés. Accessible through the PLI website, these publications provided training recipients with relevant training resources on topics relegated to instruction. This information, coupled with the regularly

scheduled regional mentor meetings, offered mentors with a more individualized approach to the training process. Although not mandated throughout the life of the PLI/PPMN, the NISL Five-Day Instructional Leadership Institute (ILI) was a research-based professional development program that was designed to promote school leadership capacity and strategies for school improvement measures. This comprehensive training gave each mentor principal with training on school vision creation, systems thinking and data-driven decision-making, effective instructional practice, and instructional improvement and leading through change by the incorporation of professional learning communities.

4.4   RESEARCH QUESTION 2 - INTERVIEWS

The following section provides a summary of the open-ended, semi-structured interviews that were completed with two of the PPMN State Program Coordinators. Although there were three recognized PPMN State Coordinators documented in the program's existence, the researcher was only able to interview two of the coordinators to add insights into the espoused mentor training for the Pennsylvania mentors. As a result of these interviews, the state coordinators' commentaries provided a deeper and richer context for the prescribed training mechanisms. The following description captures those perspectives of the program leaders.

As suggested in Section 4.3 of this chapter, those coordinators interviewed confirmed that the PLI program had originated in 2003-2004 as a coordinated effort to provide "just in time" support for newly hired, novice principals and those experienced principals who wished to have support. As a result of the PIL legislation of 2007 and the steady influx of trained mentors and matched protégés, there was an obvious need for a more coordinated leadership effort for the

program, according to one of the state coordinators. Subsequently, in 2007, the first PPMN State Coordinator was hired to oversee and manage the infrastructure of the PPMN program. Still having the support of three regional coordinators (East, Central and West) the acting State Program Coordinator was tasked with the management and continued development of all facets of the program.

According to one of the Coordinators, a very important task "was the development and implementation of a training program for all of the Pennsylvania mentors." Having utilized and upgraded the original PLI Mentor Orientation and Agenda (2003-2006), the PPMN Mentor Orientation and Agenda (2007-2012) served as the primary training mechanism for all newly introduced Pennsylvania mentors. Recognizing that the vast majority of the Pennsylvania mentors were recently retired Pennsylvania principals and located in all regions of the state, the additional support of monthly, regional mentor meetings had been introduced to support the mentors. Following a host of mentor feedback, both of the interviewed coordinators indicated that these monthly mentor meetings had been transformed into quarterly meetings and eventual six-month meetings due to time commitment and issues of attendance and location.

Since the PPMN program was "funded through the Federal Government and supported by the Pennsylvania Department of Education (PDE)," according to one of the State Coordinators, there was a strong willingness to attract qualified mentors to partake in a research-based program that was results driven. Having recognized that no training can take a one-size-fits-all approach, both of the State Coordinators indicated that they had taken a very long look at how the training could benefit the larger audience. Similarly, both interviewed State Coordinators were asked if they had or at least felt that they had the liberty of designing or redesigning the mentor training piece of the program. Both State Coordinators also felt that the

training processes in place were adequate to deal with the needs of the mentors, and one of the State Coordinators indicated that the regional coordinators "were in a position to field a lot of the questions and procedural areas of the program." Likewise, this coordinator responded that much of the training processes "had been in place and were functioning effectively when I got there so I had only introduced a few tweaks in terms of changes". Both Coordinators did not indicate that they felt a strong need to revamp the training protocols in place; yet, one Coordinator did suggest that an effort was made "to introduce a manual that had research on mentoring, topical areas on the needs of principals and areas on leadership skills, people skills, and the necessary bureaucracy type things to do." From his perspective, he viewed the training program as a "cohesive program that each mentor could walk away with a series of documents that they could use" in their work with protégés.

In terms of the most effective component(s) of the PPMN training program, both State Coordinators agreed that the "quality of the mentors" was by the far the strongest asset of the program. One of the Coordinators said that "we had tried to be pretty careful with the folks that we took in as mentors, and I felt that they did not need a whole lot of training and orientation because of their experiences." The other Coordinator stated that the "mentors were recruited by word of mouth, and the focus of the one-day orientation training was to give us the ability to make judgments about the type of person they are." Most of the mentors were retired principals so "we knew that they had a wealth of principal experiences so we tried our best to match them with a protégé's needs."

Another area that was a perceived strength was the ability to attract "excellent presenters who were really knowledgeable experts in adult learning and able to relate to older, more seasoned principals." Both State Coordinators spoke about the quarterly then changed to bi-

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annual mentor meetings and the valuable content shared in these sessions. These sessions had up-to-date content on the current PIL initiative, the interworking of the Standards Aligned System (SAS) portal, and the New Teacher Evaluation and Effectiveness Model. Much of the post-work done by the mentors was engaged in "small group like settings where mentors could work together on what they would do with their protégés and using what they had just learned with these principals." One Coordinator commented that the one nice thing about "old principals is that they are very practical." Lastly, a Coordinator stated that the presentations were "designed in a way that reflected how you would go about teaching adults" and the sessions contained "content that were key issues at the time and the presenters were directive about mentor process skills."

The areas of weakness for the PPMN mentor training also pertained to the fact that the majority of the mentors were veteran and retired principals who "did not have access or experiences with technology and valuable tools." One Coordinator stated that some of the mentors "never used email and some of the retired principals came from working situations where they were never pushed to keep up with things" relevant to the leadership field. In line with this, during the presentation on the PIL initiative (Act 45), one Coordinator stated, "I was stunned by the numbers of mentors who had no idea what the Act 45 legislation was." According to this Coordinator, this was a "real negative" and something that should not have been the case. Another area of concern was the perceived lack of communication with the receiving districts of the protégés. One Coordinator felt that the receiving districts were unaware of the program and its goals and intentions.

In addressing the inquiry on the areas of the training that had been changed or upgraded, the focus of both Coordinators was on the regional mentor meetings. It was reported that the

number of sessions was continually reduced and this was done in an "effort to reduce the time spent by the mentors." Both Coordinators agreed that the reduced number of meetings had been better received by the mentors. One of the Coordinators spoke about the feedback and evaluations following each of the mentor meetings. An area that was broached by the trained mentors was that they had different experiences as principals, so "some could not relate to the topics being addressed."

When questioned about NISL five-day ILI training, both Coordinators spoke at length about the strength of this national program. Likewise, both confirmed that the five-day ILI training was not mandated for Pennsylvania mentors; yet, it was highly encouraged by the Coordinators. One of the Coordinators praised the program for its ability "to give the mentors an idea of what the protégés were going through and it established a strong bond of communication on what was expected of the protégé and how can I as the mentor help with this." Both coordinators concurred that the training documents and content were "exceptional" and the content "certainly helped create more meaningful communication between the mentor and protégé." One Coordinator stated, "I had the opportunity to sit through some of the sessions multiple times and it was some of the best training that I had ever received." In regards to any criticism of the five-day ILI training, both State Coordinators referenced that not every mentor experienced the training. In addition, the PPMN program was not in the financial position to provide the training for all of the mentors either. Overall, the PPMN program benefited from the ILI training as many of the texts and documents had been carried over to the resources that were provided to the mentors as they worked with their protégés.

The last inquiry for the two interviewed State Coordinators asked them about how they would go about creating a model mentor training program and how it would be envisioned. Both

of the Coordinators indicated that leadership training and development is very powerful. Focusing on the facets and qualities of leadership and how to deal with change were identified as potential areas of exploration. One of the coordinators mentioned "that the housekeeping things like how to submit forms, reimbursement, and how to submit invoices are important, but things like how to maintain confidentiality" are imperative. He went on to say that things in this field change so quickly and drastically that no canned program could venture to cover it all. Yet, he stressed the importance of "instructional leadership and it is important for principals to know how to manage their time and resources not to be good time managers, but for principals to have the time and resources to better manage their time on instruction." The other Coordinator stated that support of the program "is a must and the ability to establish trust is ever important." Both Coordinators stressed the value of the people involved and the type of people who need to be modeling leadership skills for the next generation of school leaders. Finally, both of the State Coordinators felt that their tenures as PPMN State Coordinators had achieved this vision. Likewise, both individuals had expressed their regrets about the discontinuation of the program.

4.5   RESEARCH QUESTION 3 – ALIGNMENT TO FRAMEWORK

4.5.1   Introduction

In order to address the third research question, the following subsections provide both visual and narrative analysis of the PLI One-Day Mentor Orientation (2003-2006), the PPMN One-Day Mentor Training Orientation (2007-2012), the PLI Newsletters and the PPMN Region Meetings, the NISL Five-Day ILI, and the two interviews conducted with the PPMN State Coordinators.

The visual depictions illustrate the number of coded references to the five General Mentoring Constructs of the theoretical framework for this study (i.e., General Mentoring Knowledge, School Leadership Skills, Human Relations Skills, Mentor Process Skills, and Mentor Modeling Behaviors). Within each of these five General Mentoring Constructs, there were respective keywords that were utilized to code references in the documents. For a more specific explanation of each construct and the subsequent keywords used for coding the data, please see Appendix C.

4.5.2   The PLI One-Day Mentor Training Orientation 2003-2006

This section will present the findings of the coded references found in the PLI One-Day Orientation 2003-2006. Figure 5 visually details the number of references to each of the five Mentor Training Constructs in the PLI One-Day Mentor Training Orientation 2003-2006. As seen in Figure 5, there are 12 coded references to the General Mentoring Construct (Column 1), six references to the School Leadership Construct (Column 2), no references to the Human Relations Skills Construct (Column 3), 10 references to the Mentor Process Skills Construct

Principal Leadership Induction (PLI) Network
Mentor Training Orientation
(2003-2006)
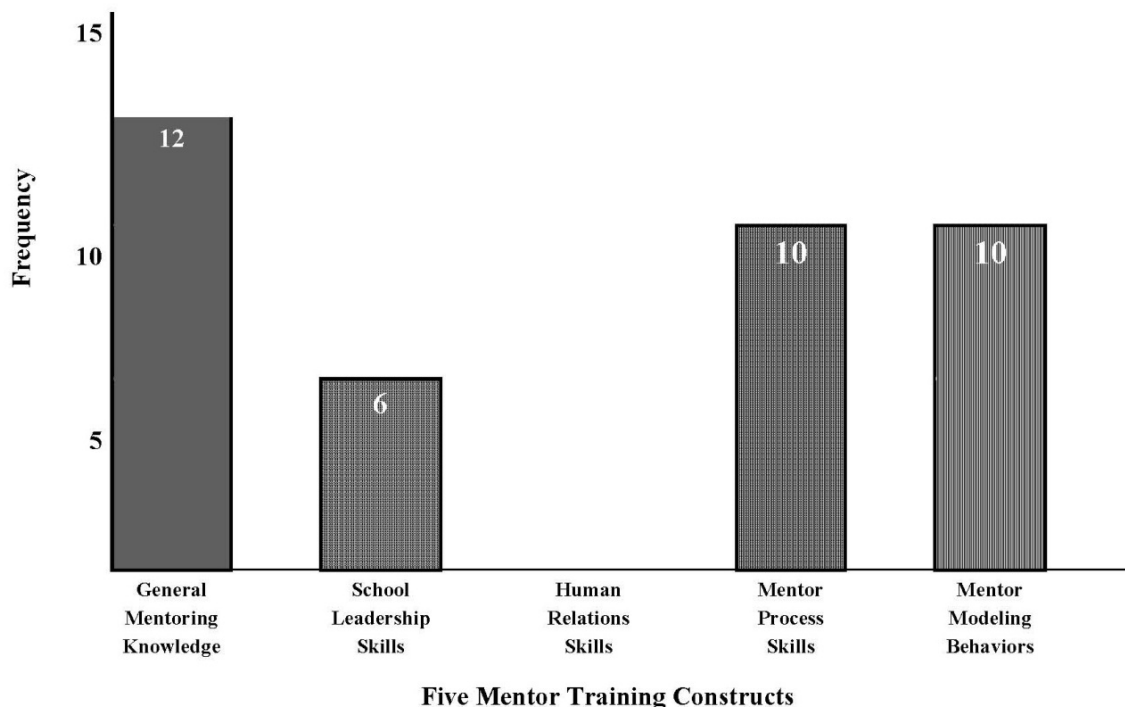
Figure 5. Mentor Training Constructs in the PLI One-Day Mentor Training Orientation.

(Column 4), and 10 references to the Mentor Modeling Behaviors Construct (Column 5).

In looking at each of the five respective constructs individually, the following information was revealed in relation to the identified keywords. For the General Mentoring Knowledge construct, of the three keyword categories (i.e., defining mentoring, benefits of mentoring, and problems in mentoring), eight of the twelve coded references pertained to the benefits of mentoring keyword, and the remaining four coded data references related to the problems in mentoring keyword. No references were made to the defining mentoring keyword. For the benefits of mentoring keyword, the coded data referenced several different areas from the

literature base. Mentoring was viewed as a professional development experience for both the mentor and protégé. From the perspective of the protégé, mentoring afforded new principals with supervised confidence, competence, encouragement, and security with the opportunities for increased connectivity with other professionals so as to reduce those feelings of isolation. From the perspective of the mentor, mentoring affords these experienced principals with a sense of career satisfaction by "giving back" to the leadership profession, which assisted in the mentor's ongoing professional development by participating in a collaborative professional learning community. For the problems in mentoring keyword, the coded data referenced that mentors may not always be the best role models for the mentoring relationship, and potential problems with the match or fit of the mentor and protégé can be difficult. Also, the rules of the mentoring relationship and the overall goals of the mentoring program may not be clear and the lack of time necessary to cultivate a productive mentoring relationship may not be present as well.

For the School Leadership Skills construct, of the three keyword categories (i.e., instruction, vision, and leadership style and philosophy), six references were coded. Three had pertained to the instruction keyword, two to the vision keyword and one to the leadership style and philosophy keyword. For the instruction keyword, one of the overall goals of the PLI Network was to improve the leadership skills of both the trained mentors and the protégés involved in the program. For the protégés, the ability to allocate resources and the methods employed to improve a school's climate were addressed in this area. For the vision keyword, the coded data referenced that mentoring strengthens visionary leadership and another goal of the PLI was to promote strategic planning and visionary leadership of the protégé. For the leadership style and philosophy keyword, the coded data indicated that the mentoring relationship can create and model shared and distributive leadership practices.

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For the Mentor Process Skills construct, of the six keyword categories (i.e., problem solving, listening, communication, feedback, confidentiality and observation and conferencing skills), 10 coded references were found. Three references related to the feedback keyword, two to the confidentiality keyword, two to the communication keyword, two to the listening keyword, and one to the observation and conferencing skills keyword. For feedback, mentoring increases the power of feedback to both the mentor and protégé. Likewise, effective mentors need to provide effective feedback and protégés yearn for such feedback to improve their practice. For confidentiality, the purpose of the PLI was to provide mentoring services to newly hired principals in a confidential and supportive environment. If the mentoring relationship is to be effective, a confidential relationship needs to be established and maintained. For communication, references were made to the overall importance of appropriate communication skills of both parties that is open, honest and trusting, and for listening, the coded data referenced the imperative nature of active listening of the mentor so a helpful relationship had ensued. Lastly, for the observation and conferencing skills keyword, it was evident that mentors should be overseeing the observation process of new principals to ensure appropriate supervision and monitoring.

In regards to the Mentor Modeling Behaviors construct, of the nine keyword categories (i.e., action research toward goals, current and active in organizations, practices networking, reflection, trustworthiness, use of technology, use of reflective portfolio, assessment, and mentoring as a career venture) a total of 10 references were recorded. Three coded references were tallied for the action research toward goals keyword, two related to the current and active in organization keyword, two for the trustworthiness keyword, and one for the mentoring as a career venture, reflection, and use of technology keywords respectively. For the action research

toward goals keyword, the coded data related to the importance of mentor principals assisting in the action planning and goal setting of the newly hired principals. Mentors not only oversee the goals and objectives but also assure that implementation of the researched plans takes place as well. For the current and active in organization keyword, coded data indicated the importance of mentors sharing and distributing appropriate resources to their protégés. For the remaining keywords referenced, mentors have to make certain that trustworthy relationships are fostered, self-reflection is modeled throughout the relationship, and the integration of appropriate technologies is in place to support the relationship.

4.5.3   PPMN One-Day Mentor Training Orientation 2007-2012

This section will present the findings of the coded references found in the PPMN One-Day Mentor Training Orientation. Figure 6 illustrates the alignment to the theoretical framework for this study and includes all coded data of the agenda, PowerPoint, and mentor handbook documents. As a result, there is some repetition and overlap of coded data since both the PLI (2003-2006) and the PPMN (2007-2012) one-day mentor training orientations were comparable in many areas. As seen in the Figure 6, there were 10 coded references to the General Mentoring Construct (Column 1), four references to the School Leadership Skills Construct (Column 2), no references to the Human Relations Skills Construct (Column 3), 12 references to the Mentor Process Skills Construct (Column 4) and 10 references to the Mentor Modeling Behaviors Construct (Column 5).

Pennsylvania Principals Mentoring Network (PPMN)
Mentor Training Orientation
(2007-2012)
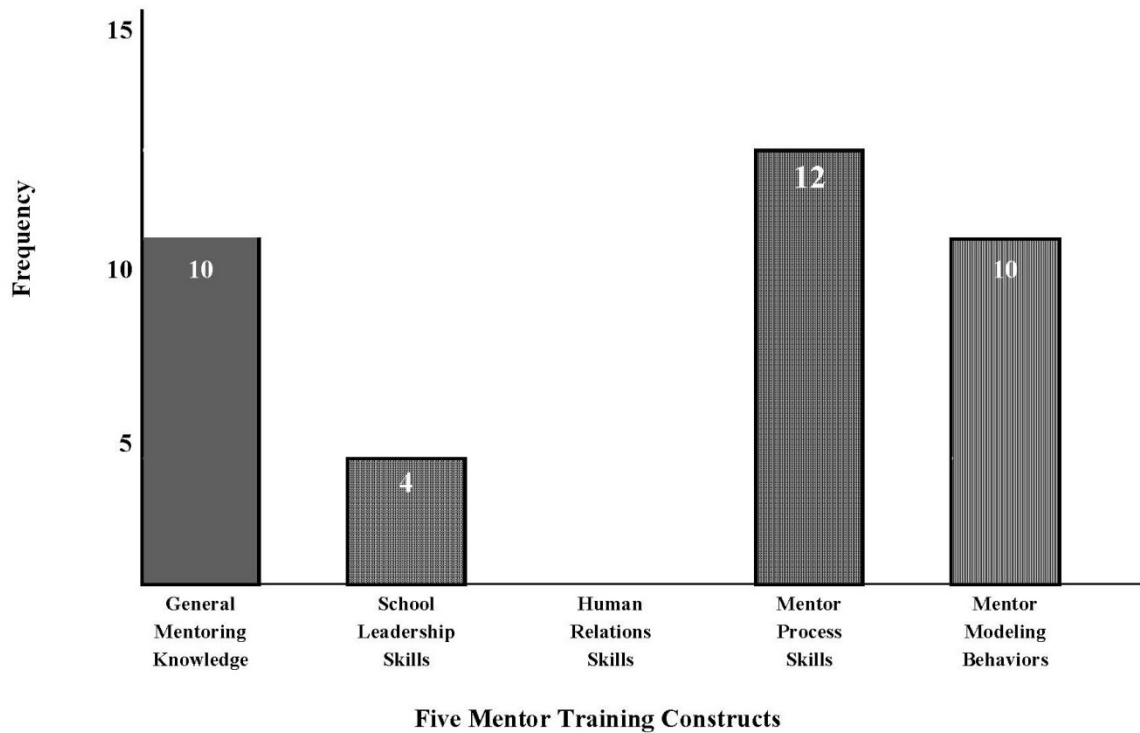
Figure 6. Mentor Training Constructs in the PPMN One-Day Mentor Training Orientation.

In looking at each of the five respective constructs individually, the following specific data was revealed in relation to the identified keywords and subsequent coded data. For the General Mentoring Knowledge construct, of the three keyword categories, there was one reference to the defining mentoring construct, as the PPMN had provided mentors with an overarching definition of mentoring to begin the training process. According to the training, the PPMN was defined as the integration of research based and individually effective school improvement practices through a confidential and supportive relationship. Likewise, there were six references to the benefits of mentoring keyword and three references to the problems in

mentoring keyword. For the benefits of mentoring keyword and similarly to the PLI One-Day Orientation 2003-2006, coded references were made to mentoring: Mentoring was seen as ongoing professional development for the mentors and, from the perspective of the protégé, a developed relationship that promotes security, support, confidence, and encouragement. With regard to the problems in mentoring keyword, time restraints and a poor mentor/protégé match was again referenced along with the possibility of mentors taking credit for the accomplishments of the protégé.

For the School Leadership Skills construct and for the three keywords, there were two coded references for the instruction keyword, two coded references to the vision keyword, and no references to the leadership style and philosophy keyword. For instruction, the discussion of the importance of the allocation of resources was addressed and a succinct definition of instructional leadership was provided to the mentors in this training. Instructional leadership was defined as the guidance and direction of sustained instructional improvement leading to higher student achievement. For the vision keyword, the training had indicated that the PPMN program strengthens instructional leadership by valuing strategic planning and visionary leadership by the school principal.

For the Mentor Process Skills construct and the six keywords, there were five references to the feedback keyword, two for the communication keyword, two for the confidentiality keyword, two for the listening keyword, and one for the problem solving keyword. For the feedback keyword, mentors need to be willing to provide honest feedback to protégés but also be open to the reception of honest feedback in return. In addition, references were made to the protégés' need to be receptive of feedback and their willingness to incorporate it into their everyday practice. For communication, it was again noted that appropriately formed mentoring

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relationships improve the ability to communicate with one's staff and community constituents. These communications need to be open, honest, and trustworthy. For the confidentiality and listening keywords, the imperative nature of confidentiality was addressed along with the active listening strategies of both the mentor and the protégé. The problem solving keyword was referenced with regard to the mentor being an expert problem solver and model for the protégé.

Lastly, for the Mentor Modeling Behavior construct of the nine keywords, there were three coded references to the practices networking keyword, two for the trustworthiness keyword, two for the action research toward goals keyword, two for the current and active in organizations keyword, and one for the mentoring as a career venture keyword. For networking, the importance of the socialization process for both the mentor and protégé was stressed. For trustworthiness, it was again mentioned that mentors need to develop and establish trust with their protégés along with promoting taking risks. For the remaining keywords, it was referenced that mentors need to oversee and monitor the action planning and goal development of their protégés by providing pertinent resources and promoting the idea of the value in giving back to the leadership profession through future mentoring relationships.

4.5.4   PLI Newsletters and PPMN Region Meetings

Figure 7 visually illustrates the number of references to each of the five Mentor Training Constructs in reference to the three PLI Newsletters (Spring 2007, Fall 2007, and Summer 2009) along with the two secured West Region Mentor Training Agendas sponsored by PASSHE. As seen in Figure 7, there were three coded references to the School Leadership Skills Construct of the theoretical framework for this study. The references to the School Leadership Skills Construct make sense and seem appropriate in these documents, given that the focus of these
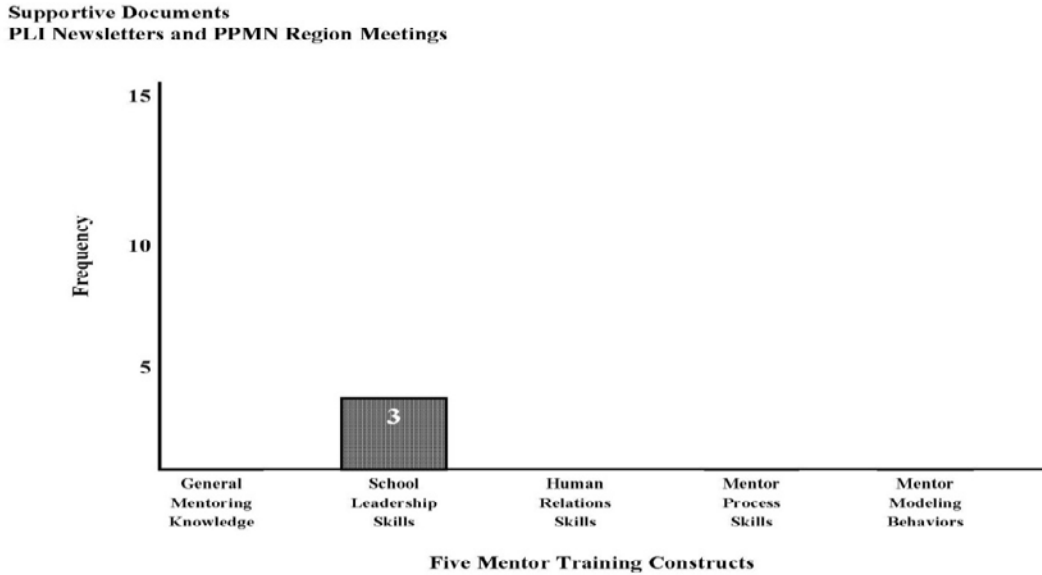
Figure 7. Mentor Training Constructs in the PLI Newsletters and PPMN Region Meetings.

training pieces would primarily be on instructionally related topics and strategies. Specifically in the West Region Mentor Meeting in March of 2011, the session focused on the effective use of the Standards Aligned System (SAS) portal and how mentor can support their protégés in the effective use of this tool. This training piece referenced the instruction keyword, as the SAS portal was seen as an accountability method to enhance student achievement and performance.

The West Region Mentor Meeting in October of 2011 allotted a training session to the New Teacher Evaluation System and how mentors can support protégés in the preparation for the use of this new evaluation system. This training session referenced the instruction keyword in that mentors need to be actively strong in instructional leadership with a focus on curriculum and instruction through classroom observations and the direct handling of teachers and students. The last coded data piece was referenced in the Summer 2009 PLI Newsletter under the instruction

keyword as a mention of the impact that mentoring has on the principals' capacity to improve in instructional leadership and ultimately student achievement.

4.5.5   NISL ILI Five-Day Training

This section will present the findings from the coded references found in NISL's five-day ILI training. Figure 8 visually illustrates the number of references to each of the five Mentor Training Constructs in the NISL five-day ILI mentor training. As seen in Figure 8, there were no coded references to the General Mentoring Construct (Column 1), 26 references to the School Leadership Skills Construct (Column 2), no references to the Human Relations Skills Construct (Column 3), no references to the Mentor Process Skills Construct (Column 4), and one reference to the Mentor Modeling Behaviors Construct (Column 5).   These frequencies referenced in Figure 8 include all of the coded data from the instructor and participant materials that were obtained by this researcher.

Since the NISL five-day ILI training program was designed as a professional development program to provide principals with knowledge and skill enhancement to promote better school leadership capacity, it is not surprising that almost the entire coded data set references the School Leadership Skills construct of the theoretical framework. As indicated of the three keywords of this construct, there were 26 coded references; 11 of those related to the instruction keyword, five pertained to the vision keyword, and 10 were coded to the leadership style and philosophy keyword.

National Institute for School Leadership (NISL)
Five Day Instructional Leadership Institute (ILI)
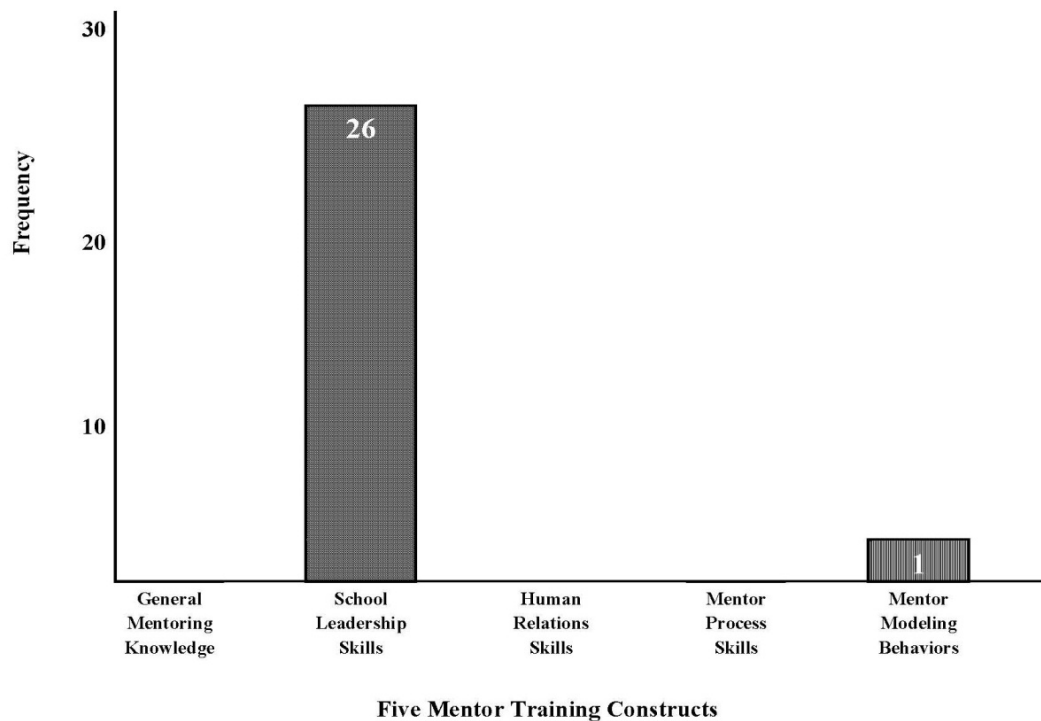
Figure 8. Mentor Training Constructs in the NISL ILI Five-Day Training.

For the instruction keyword, the majority of the coded focused on the imperative nature of a principal's focus and accountability on student achievement and individual performance. School leaders have to be experts in instructional leadership, well skilled in the analysis of data to drive school improvement efforts and continually growing and developing in school curriculum and instruction. Having participated in several teacher lesson observations in the training reinforced the importance of the identification of effective instructional strategies.

For the vision keyword, a considerable amount of the training was allocated to the development of an appropriate school vision. Seeing that school leaders need to be educational visionaries and influential in establishing these directions, the work with simulated case studies

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accompanied with their own school data was evidenced in the training. Likewise, collaborating with other mentors being trained, collective vision creation, and sharing were addressed as well. By developing solid action plans in the training, this collaboration assisted mentors in the galvanizing of this vision.

For the leadership style and philosophy keyword, the overall message of the training was that school leadership is far too complex for the school principal to operate in isolation. On the contrary, the fostering of collaborative work teams and professional learning communities by inviting others to share in the decision-making is necessary to create school change. The importance of creating and articulating a clear vision for the improvement of instructional practices through a distributed leadership model was stressed continually during this training. Focusing on student achievement as the ultimate measure of success, collaborative work teams must model the instructional vision that has been cast in order to deliver the best possible instructional practices for student learning to take place. Recognizing that this is a continuous learning process, distributive leadership fosters the collaboration and communication with and among staff members to steadily improve the instructional practices employed by these members.

4.5.6   Interviews

Figure 9 visually illustrates the number of coded references to each of the five Mentor Training Constructs in the two open-ended, semi-structured interviews of the PPMN State Coordinators. As seen in Figure 9, there were two coded references to the General Mentoring Knowledge Construct (Column 1), three to the School Leadership Skills Construct (Column 2), two to the Human Relations Skills Construct (Column 3), five to the Mentor Process Skills Construct

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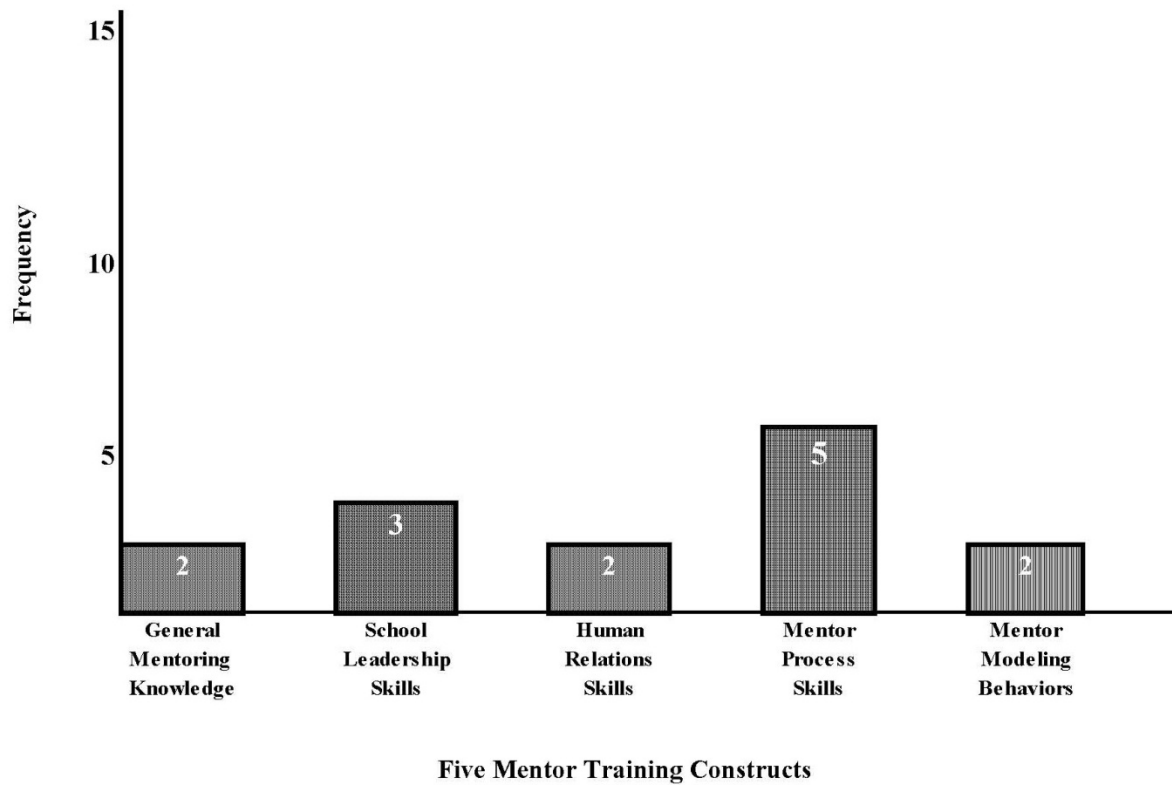
Figure 9. Mentor Training Constructs in the State Coordinator Interviews.

(Column 4), and two to the Mentor Modeling Behaviors Construct (Column 5).

In looking at each of the five respective constructs individually, the following specific data had been revealed in relation to the identified keywords and subsequent coded data. For the General Mentoring Knowledge construct, there was one reference to the benefits in mentoring keyword and one reference to the problems in mentoring keyword. Collectively, both State Coordinators viewed the PPMN mentor training program as an excellent source of professional development for the mentor principals. Yet, in regards to potential problems in mentoring, there was a reference made to the strong attempt of the State Coordinator to match the mentor and

protégé based on need; however, in reality, it was typically arranged by geographic proximity and location.

For the School Leadership Skills, all three coded data had referenced the instruction keyword of that construct. One of the Coordinators had suggested that principals need to know how to manage their time for the purpose of "allocating time for instruction." The other coordinator also spoke fondly of one regional mentor meeting by referencing the New Teacher Evaluation System and how important this initiative had related to instructional leadership.

For the Human Relations Skills construct, both data references related to the adult learning theory keyword. The one coded reference addressed the abilities of the presenters who had been "knowledgeable experts in adult learning and how to communicate with veteran principals." This same Coordinator had mentioned that the training sessions were created in "ways that you would go about teaching adults with accompanying group process activities."

For the Mentor Process Skills construct, three coded data had referenced the communication keyword and two had referenced the confidentiality keyword. All three of the communication references related to the five-day ILI training in which mentors would be able to relate to the training experiences of the protégés by establishing a bond and a level of communication of expectations. The other Coordinator had also referenced this ILI training in this area by indicating that the training helped create more meaningful communication between the mentor and protégé.

Lastly, for the Mentor Modeling Behaviors construct, one coded datum had referenced the use of technology keyword and one had referenced the trustworthiness keyword. Throughout the interviews, it was mentioned that the majority of the mentors had been retired principals and very unskilled in 21st Century technology. Although a source of frustration with the

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coordinators, they both had referenced the strong level of trust between and amongst all of the parties involved in the PPMN.

4.5.7 Summary

The theoretical framework for this research study represented the "what and how" of the mentor training coupled with the desired attributes and behaviors associated with being an effective mentor. As evidenced in the coded data, the training documents reviewed and analyzed by this researcher predominately aligned to the General Mentoring Knowledge, School Leadership Skills, Mentor Process Skills and Mentor Modeling Behaviors constructs of the framework. Interestingly, no documents reviewed made any reference to the Human Relations Skills construct and subsequently did not address adult learning theory as suggested in the literature base. Both the PLI One-Day Mentor Training Orientation and the PPMN One-Day Mentor Training Orientation captured the overall importance and recognition of the processes associated with being a mentor principal. These training sessions provided mentors with a fundamental understanding of the benefits of mentoring along with the skills and behaviors of effective mentors. From an instructional standpoint, the NISL Five-Day ILI training afforded mentor principals with a comprehensive training regimen in the area of School Leadership Skills with a focus on vision creation, data-driven decision making, and the instructional strategies necessary to impart change on the classroom environment. Both of the PPMN State Coordinators who were interviewed confirmed these effective professional development experiences for the

mentors and praised the NISL Five-Day ILI training program for its instructional focus and support of the mentor training orientation sessions.

5.0   DISCUSSION AND IMPLICATIONS FOR FUTURE RESEARCH

This chapter addresses the analyses of the findings on the PPMN mentor training program. These analyses provide depth and context for the discussion of the implications on other principal mentoring programs. Furthermore, the chapter also offers recommendations for future research inquiries in the area of principal mentoring and provides suggestions for mentor training best practices.

The purpose of this research study was to identify, investigate, and describe the espoused training program and protocols for the PPMN mentor principals who served as mentors for those newly hired, novice Pennsylvania principals. Having conducted a thorough review of the obtained research documents pertaining to the PPMN mentor training regimen, the training was described and analyzed utilizing the theoretical research framework and research literature. Similarly, open-ended, semi-structured interviews were completed with two PPMN State Program Coordinators to gain their perspectives on PPMN training strategies.

Recognizing that poorly trained or untrained mentors can be damaging to the professional promise of newly hired school principals (Hall, 2008), these research findings are particularly relevant to the field of research on principal mentoring. Allen and Poteet (1999) noted that the mentor's viewpoint had often been neglected in the mentoring literature, and selected mentors from programs should require focused training that could be used to address any skill, experience, ability, or knowledge deficiencies. Supporting this premise, the overarching purpose

of the PPMN was to provide mentoring services to novice school principals and assistant principals through research-based and individually effective school improvement practices through a confidential and supportive relationship (PLI, 2007). Through the review of literature, the process of mentoring has been recognized for centuries and utilized as a professional development tactic for a variety of professions. Steadily increasing since the 1990s, principal mentoring and associated mentoring programs have become adopted in roughly half of the nation's states (Mitgang, 2007); yet, the sustainability and affordability of these respective programs has become more challenging and difficult. Since mentor training has been evidenced as the backbone to any effective mentoring program (Villani, 2006), this research study sought to identify the training processes in place for Pennsylvania mentors in order to confirm and potentially suggest best training practices for current and future principal mentoring programs.

5.1   DISCUSSION AND IMPLICATIONS

Following the review of the documents pertaining to the PPMN mentor training program, it was clear that each mentor principal had undergone some form of training to serve as a mentor for a protégé(s). The PLI One-Day Orientation (2003-2006) and revised PPMN One-Day Orientation (2007-2012) served as the introductory training mechanism and primary mode of preparation for the respective mentors. With regard to these orientations and training sessions, substantial focus was centered on the General Mentoring Knowledge, Mentor Process Skills and Mentor Modeling Behaviors constructs of the theoretical research framework for this study. As a new mentor, being exposed to areas such as defining mentoring, the benefits of mentoring, its potential shortcomings, communication strategies (i.e., listening, feedback, and confidentiality) and

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observation and conferencing skills are all appropriate topics of investigation and discussion by new mentors. From an alignment standpoint, these two training orientations had aligned consistently to the Daresh (2001) five-domain training model. Both of these orientations spent considerable efforts in providing each mentor principal with an overview of the program along with specific positive aspects some potential pitfalls to mentoring. Enriching these essentials with important and relevant lessons from renowned leaders in the field supported these overview practices.

Both of the one-day orientations also devoted appropriate time and discussion to the Mentor Process Skills and Mentor Modeling Behaviors constructs. Allen and Poteet (1999) suggested that communication skills and open, honest, and trustworthy communication was cited by protégés as one of the most desirable pre-requisite skills of mentors. Pertaining to the Mentor Process Skills, both of these trainings offered sufficient preparation in this area, and the upgraded mentor handbook in the PPMN one-day orientation was viewed as a valuable resource to mentors in their relationship development and communication processes with their protégés. Forming and developing trusting mentoring relationships was stressed as imperative so as to set the stage for improving instructional supervision, conducting structured walkthroughs, setting instructional priorities around assessment, and organizing productive faculty meetings around improved instruction and student learning. For Mentor Modeling Behaviors, both orientations reinforced the imperative nature of modeling reflection by the mentor. Furthermore, it can be suggested that by modeling appropriate self-reflection, mentors were able to develop and improve their reflective capacities, as was suggested by Cordeiro and Smith-Sloan (1995).

Balancing these technical topics and skill requirements, both one-day orientations also spent considerable time with the "housekeeping" end of the mentor responsibilities. Although

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necessary to include in these training venues, a focus on the routine compliance issues of the training should not supersede the more important relationship and skill building requirements of the mentor/protégé relationship. Mentor training exercises that overly emphasize these compliance issues can often be seen as non-useful, burdensome professional development exercises that hold very little value for the respective mentor and protégé (Mitgang, 2007).

In this area of the document review, it appeared that the "housekeeping duties" were addressed appropriately and served as a clarification strategy because these duties recognized the appropriate paperwork for reimbursement and validation of services. However, from the interviews with the two PPMN State Program Coordinators, it is possible that the reduction in the amount of monthly mentor meetings could have been attributed to a heavy focus on the routine, compliance issues of the program. If the regional mentor meetings were perceived as non-valuable or burdensome to the mentor, it is possible that the negative feedback from the mentors could have led to the decrease in the number of scheduled mentor meetings.

Throughout the entire document analysis process, an area of concern that surfaced was the consistency of the training and when mentors had been trained. Recognizing that many, if not most, of the mentors were recruited by word-of-mouth, it is likely that all of the mentors who had served the PPMN had received training at different times during the lifespan of the program. For instance, one of the coordinators had mentioned that he already had a substantial number of mentors in place before "I had taken over the program." Given this scenario and similar ones, it is difficult to discern what training an individual mentor would have received. Similarly, this factor would also certainly have had an impact on the potential skills and content that each mentor had been exposed to during their mentor training preparation. As was discovered during the interview process, the training process seemed quite fragmented as the program continued

through the years of its existence. This factor coupled with the frequent turnover in state coordinators certainly suggests some inconsistencies in all aspects of the program.

Accompanying the one-day mentor orientations, there were several documented one-day regional mentor meetings that supplemented the introductory training sessions. Although only two of the formal documents had been obtained by this researcher, it was discussed in the two interviews that the monthly meetings had occurred within the three regions of Pennsylvania (Eastern, Central, and Western). The sessions were a day-long training process that each mentor was required to attend; however, the frequency of these trainings had decline from being a monthly meeting, to a quarterly meeting, and finally to a bi-annual meeting. According to both PPMN State Coordinators, these sessions were designed to impart "timely training on relevant topics within the field of school leadership." Each of these sessions had a focus on a specific part within school leadership, and from the theoretical framework perspective, each training session had dealt with an instructional area within the School Leadership Skills construct. This finding made sense provided these sessions were designed to address current issues within the field of school leadership.

Yet, from a broader perspective, it would have also seemed relevant to have a session or a portion of these sessions relegated to the constructs of Mentor Process Skills and Mentor Modeling Behaviors as suggested in the theoretical research framework. Recalling Allen and Poteet's (1999) qualitative study, ideal mentor characteristics as perceived by protégés were categorized into a 20-item dimensional grouping. Protégé responses targeted a wide range of skills and knowledge areas that ideal mentors should possess. Most notable from the generated responses were skills related to listening and communication, patience, organization and industry, and the ability to relate to and understand the needs of others. Given this research

focus, skill development and training in these areas would have seemed to have been as important as or even more important than training on current issues in the field. Similarly, both interviewed Coordinators had confirmed that these one-day regional training sessions had occurred in other regions of the Pennsylvania Commonwealth. Yet again, from the stance of consistency it seems likely that each relevant training session could have been different with respect to content, delivery, and group process.

Another noteworthy conclusion that was reached during the document analysis phase of this research process was a lack of coded data references to the Human Relations Skills construct. In fact, the absence of these references throughout the document review process troubled this researcher. Recognizing that mentor principals would be consistently interacting with newly hired principals, it seemed apparent that some training would need to be geared to this important construct. Knowles et al. (2005) focused on the adult learner's need-to-know, prior work experiences, readiness and motivation to learn, and the requirement of individualization of teaching when working with adult learners. Granted, mentors would learn about a protégés' interests and proclivities as the relationship developed; yet, no mention of the relevancy of adult learning theory and practices seemed like a large oversight and neglect in the training.

From a coding standpoint, this entire Adult Learning Theory and Practices construct had focused on the various strategies and learning style preferences of adult learners. Throughout the entire data coding process, only two references were tallied in this construct, both of which came from the interview analysis. One of the Coordinators mentioned in his commentary that he thought the presenters were "very skilled and the presentations had been designed in a way that reflected how you would go about teaching adults." In revisiting the document analysis portion

of this research process, it could be inferred that although no coded data references had been tallied in the documents, the overall training practices found in the mentor training exercises had been modeled after theories of adult learning. For instance, there had been several instances during the training review that detailed work with simulations, small group projects, and case study review. Primarily found in the NISL five-day ILI training, these scenarios were secondary in the documents but not necessarily reflected as coded data. Furthermore, it could be concluded that the majority of the training sessions that were reviewed had "built in" expectations that each of the mentors would have a range of diverse educational experiences and personalities that would have to be taken into account during the creation and delivery of presentations.

Both of the PPMN State Coordinators had affirmed the mentor training benefits of NISL's five-day ILI. Although the purpose of this commentary is not to appraise the NISL product, it cannot go without stating the impressive and comprehensive nature of this condensed five-day program. Remembering that each protégé that was mentored had to participate in the lengthier fourteen-day NISL training course, the five-day ILI training was a valued experience for the mentor principals. According to both Coordinators, it was highly unfortunate that not every mentor in the PPMN had the luxury of this five-day training. In addition, one of the coordinators added that if he was starting a mentor training program, he would "definitely utilize the five-day ILI training as a starting point for the training." During the document analysis process, the wealth of the coded data referenced the School Leadership Skills construct which made perfect sense given the purpose of the NISL training. The heavy training focus on vision development, leadership style, and instructional leadership are the crux of what school principals do on a daily basis. It was not hypothesized that references or coded data would surface in regards to the General Mentoring Knowledge, Mentor Process Skills, or Mentor Modeling

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Behaviors constructs. On the contrary, the abundant resources in terms of the texts examined and related literature that supported the training sessions provided each mentor with valuable tools to navigate school leadership in the 21st Century.

Lastly, in reflecting on the PPMN State Coordinator interviews, this researcher did sense that both coordinators were not at all surprised with the discontinuation of the PPMN program. Both coordinators had voiced that there had been pending financial and funding concerns throughout the final few years of the program. Additionally, toward the end of the program, the integration of new mentors was a rarity and protégés had the option of having a mentor, unlike preceding years of the PPMN where it was mandated and arranged. These points being noted, this researcher would be remiss by not mentioning the sense of passion and commitment expressed by both Coordinators about the people who were involved in the PPMN during their tenures. The strong focus on the individual as a person and not as a mentor and a protégé was reverberated throughout both of the Coordinator interviews. One Coordinator had expressed that over time "I had the opportunity to work with over 275 Pennsylvania mentors and you really get to know these folks as people and those relationships become very strong." From a listener's standpoint during the interviews, this researcher could hear the regrets that the program was no longer in practice while at the same time hearing the pride expressed by leaders who had impact on others. From a programmatic standpoint, the PPMN was finished, but its influence and legacy had been set in motion.

5.2   RECOMMENDATIONS FOR FUTURE RESEARCH

Although the PPMN program had ended its tenure in July of 2012, the impact of the program on the principals in which it served will be felt for the years to come. As of 2008-2009, well over 600 mentors and protégés had participated in the Pennsylvania mentoring initiative and thousands of PA students reaped the benefits of better school leadership practices as a result. According to Young et al. (2005), the art of becoming an effective principal takes time, and principals require a large amount of support. Similarly, according to Daresh (2001), "there are those that say that the ability to serve as a mentor is a special gift; however, some individuals may be able to acquire many of the skills that are associated with effective mentoring" (p. 43). Throughout this review of the PPMN program, it was this last point that resonated most with the researcher. Like the protégés who were groomed through effective mentoring, in theory so were the mentors prepared to serve in these capacities by experiencing effective training.

From a document standpoint, the training for the Pennsylvania mentors seemed to be an inclusive, research-driven program that was productive for the mentors. Yet, at the conclusion of this research process, the researcher suspected that the training had not been practiced in the coordinated appearance of the documents. The constant turnover of state coordinators had a negative impact on the program, and unbelievably, there was no repository for the training documents either. PASSHE was less than helpful in securing these documents, and this disorganization had in all likelihood led to the discontinuation of the program. From a pragmatic standpoint, the relevant pieces to an effective mentor training model had been in place; however, the follow through and support of the program was in question throughout its existence. Given this commentary, the following points serve as recommendations for future research inquiries and also provide suggestions for best mentor training practices:

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1. Since it was evident that this researcher was not able to secure all of the related training documents for the PPMN mentor training program, subsequent research inquiries should be geared toward existing programs that are thriving in both practice and support. Case studies that address existing programs that have not had steady turnover in leadership or consistent financial concerns would likely have more dependable documentation for a more comprehensive review and analysis. Furthermore, Mitgang (2007) suggested that quality mentoring programs lack evidence as to their effectiveness. Future research studies that scrutinize mentor training programs should examine the impact of the program on principal retention and the program's overall impact on student achievement.

2. Allen and Poteet (1999) had suggested that mentor viewpoints had often been neglected in the literature base. Research inquiries on mentor training programs that integrate the perspective of the mentor are needed so as to discern training strengths and areas of improvement. Marable and Raimondi (2007) investigated teacher mentoring by using a survey instrument to gather information from teachers who did and did not participate in a formal mentoring program. It would be advantageous to obtain data from the trained principal mentors on the aspects of the training program that were most supportive and what was deemed least supportive in their work with protégés.

3. The Human Relations Skills construct was addressed minimally in this research study. It is recommended that future mentor training programs strongly consider the efficacy of including this area in the training protocols and within the overall scope and sequence of the training program.

4. With the current fiscal and budgetary constraints of the Pennsylvania state budget, it would be prudent to develop a mentoring program that is sustainable in the current economic climate. Future considerations for re-introducing the PPMN or other such mentoring program should explore existing state or local mentoring programs that have vibrant programs in place. Similarly, Gibson (2004), Kealy and Mullen (2003), and Clutterbuck (2004) all proposed the effectiveness and potential of e-mentoring experiences with available technological advances. A more blended or hybrid approach to mentoring services could be explored to refocus current mentor training and delivery processes.

5. The NISL five-day ILI training was reviewed as a comprehensive training mechanism for respective mentors and their protégés in the area of instructional leadership. With the focus on the creation of a school vision, distributive leadership styles, and instructional leadership practices, the incorporation of additional training in the areas of the skills and behaviors of effective mentors would be more comprehensive and impact the success of mentors in their work with principal protégés.

It would be advantageous to develop a comprehensive mentor training program in Pennsylvania that is aligned to the current regulations within Act 45 and subsequently serve as a valuable professional development experience for veteran principals in the field.

5.3   CONCLUDING REMARKS

Since building level principals can have such a positive influence and effect on instructional practices and student outcomes, the participation in a comprehensive mentoring and induction program is a school leadership necessity. Expecting isolated and disconnected school principals to be effective instructional leaders and managers of school change is unrealistic. On the contrary, appropriately mentored and professionally developed school principals can have a dramatic impact on the overall school environment.

In reflecting on my professional experiences as a school principal, I only wish I had these mentoring and professional development experiences as a means of support. As mentioned earlier in this research inquiry, I was a very inexperienced and "green" administrator who was hired for a leadership position in 2002. Struggling to find my way in the leadership maze, I relied on the informal networking relationships to help me navigate the complex world of school leadership. Having walked across many minefields along the way, I often wondered how different my professional trajectory would have been following a comprehensive mentoring and induction experience. As a result of this research, I was able to discern that Pennsylvania had made valiant efforts to develop and promote a successful, research-based mentoring and induction program for newly hired principals with the PLI/PPMN. Although the efforts were well-intentioned, the outcomes of the PLI/PPMN left me with the feeling that a lot of work would still need to be done to make this program successful and sustainable. That withstanding, I firmly believe that many newly hired principals and experienced mentor principals were positively affected by the program and its training process. This research inquiry was a professional, yet highly personal, contribution to the field of school leadership, and I am very thankful to all of those professionals who assisted me in this pilgrimage. The field of school

leadership is far too important to not continually develop and support the prospective school leaders of tomorrow. Our children and our future depend on it.

APPENDIX A

LETTER OF INTRODUCTION TO INTERVIEW CANDIDATES

TO: Potential Interview Subjects

FROM: John C. Boylan, Doctoral Candidate

              School of Education

              University of Pittsburgh

DATE: February ___, 2013

As a doctoral candidate at the University of Pittsburgh, I am studying the training program and protocols received by Pennsylvania mentor principals as part of their participation in the Pennsylvania Principals Mentoring Network (PPMN). This research consists of two phases: (1) mining the available documents that capture and describe the PPMN mentor training and (2) interviews with past PPMN state coordinators. I am respectfully requesting your participation in a telephone interview because of your involvement with the PPMN.

I expect this one-time interview to take approximately 15-20 minutes to complete. The interview questions will provide more depth following the document analysis portion of the research. As a participant, you will be asked to identify and discuss the components of the PPMN training program and protocols with specific questions pertaining to your perspectives on

the training. I have obtained written IRB approval from the University of Pittsburgh to conduct this research inquiry.

This research was designed to complete and satisfy the dissertation requirements for the doctoral degree in school leadership from the University of Pittsburgh. There is no financial compensation for participating in this research study. If you choose to participate in this study, you will be asked to partake in a one-time audio-taped phone interview. All of the data obtained will be aggregated and participants shall remain anonymous. Additionally, you may elect to receive the transcripts of the interview following its completion. The information gleaned from this interview will be published in my dissertation.

Thank You,

John C. Boylan

jcb28@pitt.edu

PPMN State Program Coordinator Interview Protocol

1. I greatly appreciate that you have been willing to take the time and speak with me today. Your input is much appreciated and I am really looking forward to learning more about the PPMN and the mentor training component as a result of our conversation. To begin, can you please tell me about the principal mentor program when you became the PPMN State Program Coordinator?

2. As you look back on the principal mentor training program, what do you think were the most effective components of the program?

3. What components of the mentor principal training program were least effective?

4. What changes, if any, were made to the training program during your tenure?

5. Although not formally mandated, how did the five-day Instructional Leadership Institute (ILI) from the National Institute for School Leaders (NISL) inform and/or enhance the PPMN training program?

6. If you were to create a model training program today, how would you envision it?

DATA ANALYSIS CODE BOOK

Mentor Training Construct and Keywords	Code Number	Code Definitions
General Mentoring Knowledge	1	
Defining Mentoring	1.1	Structured and coordinated approach where individuals (protégés and mentors) engage in relationship for professional development, growth and support (Hansford & Ehrich, 2006)
Benefits of Mentoring	1.2.1	Accepting protégés differences and allowing risk taking (Krueger, Blackwell, & Knight, 1992)
	1.2.2	Open communication and reflection (Allen & Poteet, 1999)
	1.2.3	Mentoring as professional development for protégé and mentor (Browne-Ferrigno & Muth, 2004; Playko & Daresh, 1989)
	1.2.4	Protégés developed confidence, competence, encouragement, security (Playko & Daresh, 1989)
	1.2.5	Application of theory, practice research based techniques, increased connectivity, and reduced isolation (Playko & Daresh, 1989)
	1.2.6	Protégés engage in thoughtful and well-planned reflection or 'cognitive coaching' (Barnett, 1995; Bruckner, 2001)
	1.2.7	Career satisfaction, motivation, promotion, support, empathy, encouragement, counseling, friendship (Hansford, Tennent, & Ehrich, 2002)
	1.2.8	New ideas, visibility, networking, protection, challenges, risk-taking, reflection (Crow & Matthews, 1998)

	1.2.9	Professional development for mentors, excitement, giving back to the profession, mentor reflection, collegiality, networking, sharpen skills (Hansford & Ehrich, 2006; Villani, 2006)
	1.2.10	Job satisfaction, peer recognition, career advancement (Daresh & Playko, 1992)
Problems in Mentoring	1.3.1	Mentor jealousy, blocking career advancement of protégé (Ragins & Scandura, 1997)
	1.3.2	Gender and race issues, lack of time, unclear of program goals, attitude issues with protégé, lack of cooperation of protégé (Hansford et al., 2002)
	1.3.3	Stress on "bottom line" results, unproductive culture, mentoring as a distraction to more important work, incompatibilities between mentor and protégé, poorly formed relationships (Kram, 1995)
	1.3.4	Principals involved in internal politics, new to position, marginally effective principals, know it all behaviors, and insecurity (Daresh, 2001)
	1.3.5	No mentor training (Burke & McKeen, 1997)
	1.3.6	Lack of patience, understanding, and tolerance (Crow & Mathews, 1998)
School Leadership Skills	2	
Vision	2.1.1	Educational visionary, establishing directions, and influencing members to move in those directions, focus on improvement of classroom practices (Leithwood, Louis, Anderson, & Wahlstrom, 2004)
	2.1.2	Shared instructional vision (Kimball, 2011)
	2.1.3	Framing school's goals, communicating vision to school community, influencing learning by galvanizing the vision (Hallinger, 2003)
	2.1.4	Endorse visions that embody the best and most current thinking about teaching and learning (Leithwood & Riehl, 2003)
	2.1.5	Vision developed from ongoing dialogue with staff and community, articulate vision succinctly to benefit student achievement (Daresh, 2001)

	2.1.6	Personal vision that is clear and becomes the focus of their actions, personal vision, shapes collective vision, prod protégé to communicate their vision (Crow & Matthews, 1998)
Leadership Style and Philosophy	2.2.1	Foster distributed leadership and collaborative work teams (Kimball, 2011)
	2.2.2	Organizational management, shared instructional leadership, inviting others to share in school decision making, indirect image of school change (Ylimaki, 2007)
	2.2.3	Shared decision making involves staff and stakeholders in the decision making process (Daresh, 2001)
Instruction	2.3.1	Strong in instructional leadership with focus on curriculum and instruction, classroom observations, direct handling of teachers and students (Davis, Darling-Hammond, Lapointe & Meyerson, 2005)
	2.3.2	Accountable for student achievement and performance, defining school mission, managing instructional program, promoting school-learning climate (Hallinger, 2003)
	2.3.3	Allocate resources, develop adult learners through instruction (Kimball, 2011)
	2.3.4	Mentors must possess a strong record of success in instructional leadership (Dukess, 2001)
Human Relations Skills	3	
Adult Learning Theory and Practices	3.1.1	Adult learning principles, learner's need to know, self-concept, prior experiences, readiness to learn and motivation to learn, diverse learning, heterogeneous learners, needs, interests, goals, individualization of the teaching, adults are life-centered, necessary learning to cope with real-life situations, intrinsically motivated and responsive (Knowles, Holton, & Swanson, 2005)
	3.1.2	Learning style preferences, male vs. female preferences, females as auditory, motivated, persistent and responsible, awareness of individual and a variety of learning styles and permit choices, ways of understanding the world (Honigsfeld & Dunn, 2006)

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	3.1.3	Mentoring supports adult learning and development, broadens perspectives, examines assumptions, explore one's own thinking, recognition of adult learning propensities and differences (Drago-Severson, 2004)
	3.1.4	Adults are problem-centered, attach significance to learning when it relates to one's life, model adult learning opportunities for staff development, connect to previous experiences and connect to professional responsibilities, concrete, hands-on activities through small group projects, simulations, and case studies (Richardson & Prickett, 1994)
	3.1.5	Diverse education experiences and personalities, range of experiences, climate of respect, active participation, build on experience, collaborative inquiry, learn for action, empower participants (Lawler, 2003)
	3.1.6	Adult vs. child learning strategies, awareness of human relationships and appreciation of alternative behavior styles, learning is realistic (Daresh, 2001)
Mentor Process Skills	4	
Problem Solving	4.1.1	Problem solving template: seek information, define problem, alternative strategies, select strategies, design action plan, implement plan, and assess action plan (Daresh, 2001)
	4.1.2	Protégés need strategies for information collection and problem solving; protégés develop improved problem solving with assistance from mentors (Cordeiro & Smith-Sloan, 1995; Crow & Matthews, 1998)
	4.1.3	Mentors must be expert problem solvers; mentoring refines mentors' abilities to problem solve by gaining innovative information (Barnett, 1995; Krueger et al., 1992)

Listening	4.2	Listening was the number one ideal mentoring characteristic in their qualitative study; listening was cited as one of the most effective behaviors for cultivating the mentoring relationship; mentors must be sincere and active listeners; mentor training must include instruction on active listening (Allen & Poteet, 1999; Daresh, 2001; Gray, Fry, Bottoms, & O'Neill, 2007; Hall, 2008)
Communication	4.3.1	Communication skills and open communication was cited as one of the most desirable skills of mentors; - mentors must possess solid oral and written communication skills (Allen & Poteet, 1999; Daresh, 2001)
	4.3.2	Protégés communication skills improve as a result of mentoring (Playko & Daresh, 1989,)
	4.3.3	In an effective mentoring relationship, open lines of communication must be present (Daresh, 2001)
Feedback	4.4	Protégés value honest feedback; reciprocal feedback strengthens the mentoring relationship; providing honest feedback was deemed as one of the most effective mentor behaviors (Allen & Poteet, 1999; Hall, 2008; Krueger et al., 1992)
Confidentiality	4.5	Personal and confidential relationship; confidentiality was identified as a hallmark structure of the mentoring relationship (Dukess, 2001; Hansford & Ehrich, 2006)
Observation and Conferencing Skills	4.6	Much of the interactions between mentor and protégé occur in conference like settings in either synchronous or asynchronous communication modes, job shadowing was also endorsed; instructional leadership encompasses observation and conferencing skills (Daresh, 2001; Leithwood et al., 2004)
Mentor Modeling Behaviors	5	
Action Research Toward Goals	5.1	Mentors need to oversee challenging research projects and action research generated by both parties (Browne-Ferrigno & Muth, 2004)

Current and Active in Organizations	5.2	Mentors need to model attendance at workshops, conferences, pursue further graduate studies, read books on current educational leadership trends and participate in association, district, and state leadership activities (Crow & Matthews, 1998)
Practices Networking	5.3.1	Mentoring provides connectivity to others for the protégé; protégés are made more visible and the foundation for networking is laid; stressed the importance of networking with principals at different levels from different places (Crow & Matthews,1998; Daresh & Playko, 1989); Simieou, Decman, Grigsby, & Schumacher, 2010)
	5.3.2	This study indicated that one of the most identified positive outcome for mentors was networking opportunities (Hansford & Ehrich, 2006)
Reflection	5.4.1	Mentors facilitate reflective capabilities of the protégé; mentors should act as guides and elicit opportunities for reflection (Allen & Poteet, 1999; Bruckner, 2001)
	5.4.2	Over time, protégés become more effective at reflection; reflection in authentic field-based experiences (Barnett, 1995; Browne-Ferrigno & Muth, 2004)
	5.4.3	Reflection expanded through cognitive coaching model by asking probing questions such as what went well, why the protégé thought so and what could be done differently - reflection of mentor is enhanced as well (Villani, 2006)
	5.4.4	Mentors were able to reflect on what they valued and what they did; mentors developed better reflective capacities (Barnett, 1995; Cordeiro & Smith-Sloan, 1995)
Trustworthiness	5.5	Trust is needed to establish the mentoring relationship and protégés desire feedback from someone they trust; the notion of trust encompasses both the emotional support and expertise of needed skills and knowledge (Dukess, 2001; Krueger et al., 1992)

Use of Technology	5.6	Electronic mentoring as a viable alternative to traditional mentoring; e-mentoring was as valuable as traditional mentoring experiences - as we progress, hybrids of face-to-face and synchronous/asynchronous interactions via email/text messaging will take place (Clutterbuck, 2004; Kealy & Mullen, 2003)
Use of Reflective Portfolio	5.7	Reflective portfolios initiated by the mentor can get protégés to gain insight into their experiences; portfolios kept by the protégé can document growth and goal attainment (Crow & Matthews, 1998; Villani, 2006)
Assessment	5.8	NASSP (Selecting and Developing the 21st Century Principal) is a contemporary tool designed to measure leadership potential by identifying strengths and needs of prospective principals; trained assessors observe and provide feedback for principals practicing in an authentic context (Villani, 2006)
Mentoring as a Career Venture	5.9	Serving as a mentor displays the ability to give back to the profession and serves as a career boost (Hansford & Ehrich, 2006)

EFFECTIVE MENTORING SKILLS WITH ASSOCIATED INDICATORS

Effective Mentoring Skills	Associated Indicators
Listening	Give all attention to individual; Paraphrase the statement to check for understanding
Establishing Rapport	Show interest in what other person is saying; Be conscious of your non-verbal communication
Avoiding Confusion	Plan what you will say; Relate new information to what you already know
Overcoming Resistance	Understand various types of resistance; Use different approaches for different situations
Receiving Feedback	Include positives; Describe specifics
Inspiring and Motivating	Always focus on the important goals; Describe the benefits of achieving goals
Challenging, but Supportive	Help the Individual set important goals; Provide assistance to reach the goals
Encouraging	Listen to concern; Provide information and feedback as to progress
Able to Analyze Information	Select data that is appropriate to the analysis; Consider relevant factors
Able to Develop a Plan	Establish clear goals; Assign responsibilities, set a timeline and agree on performance measures
Patient	Understand that change is difficult; Provide assistance beyond what you expect
Effective Questioning	Ask open ended questions; Ask Follow up questions for clarification

Setting Appropriate Expectations	Understand the individual's level of development; Challenge the individual within their capabilities
Action Oriented	Results orientation; Flexible and be responsive
Tolerant of Mistakes and Turn Mistakes into Learning Opportunities	Focus on the behavior and not the individual; Demonstrate how they can grow from the experience
Understanding the needs of Others	Understand that the individual has needs that are different than your own; Attention to behaviors that demonstrate needs
Able to Model Desired Behavior	Always conscious of being a role model; Understanding the concepts as well as the application
Facilitation Skills	Enjoy Collaborating with other professionals; Able to provoke meaningful dialogue
Problem Solving	Focus on the solution rather than the problem; Able to generate alternative solutions
Using Resources	Knowledge of resources; Willing to use resources in creative ways

RESEARCH DESCRIPTION OF THE NISL FIVE-DAY ILI TRAINING

Day One – School Leadership and Vision

The first day of the Institute's training formally introduced and overviewed the expectations for the mentor participants. Identifying, defining, and discussing the importance of instructional leadership, the Pennsylvania mentors were trained on the knowledge and skills of effective instructional leadership coupled with the contextual quantitative and qualitative data of one's own school. Recognizing not only the systems of professional development but also the traditional and distributive practices of school leadership (NISL, 2012), mentors were prompted to discuss the improvements necessary to enhance their instructional leadership and overall school vision.

As a selected reading to prepare for day one of the Institute, Richard Elmore (2000) had described that the "quest for instructional leadership to this point in time as elusive and largely unsuccessful" (p. 7). Addressing the theory of "loose coupling" suggested by Elmore (2000), mentors were engaged in a deep rooted discussion of the historical developments of the loose coupling phenomenon in which there are weak links among school administration, the improvement of instructional practice, teaching, and the core of improved student learning and achievement (NISL, 2012). As discussed on the first day of the training, this theory sought to

explain the process whereby schools continue to promote structures and practices that research and experience suggest are counterproductive for the learning and productivity of many students (Elmore, 2000). Since "loose coupling" accounts for the instability of most school systems, standards-based reform directly impacts the instructional core of school practice and policy (NISL, 2012). With this conceptual understanding as the background, Pennsylvania mentors were provoked to analyze their own current school context of instructional leadership in their respective school using the data-driven decision-making strategies as the impetus for vision development and instructional practice enhancement.

By completing an *Instructional Leadership Gap Analysis Guide*, mentors were challenged with assessing their own leadership proclivities and needs by developing and responding to the difficulties faced in leadership with clear and powerful school vision development. By analyzing the individual mentor's "current state" and "desired state", this activity reflected a perspective on the mentor's leadership position and whether the vision for their school was aligned to promoting improved instructional leadership. Incorporating data and systems thinking, mentors were engaged in both collaborative and individual sessions where effective instructional practice was defined and encouraged to be promoted in one's school through a professional team of practitioners. Mentors were trained on the recognition that effective instructional practice is deemed the key to achievement of high performance standards by all students (NISL, 2012). An effective instructional leader collaboratively develops a vision for instruction and student learning that will inspire a school faculty by integrating rigorous expectations for student learning, commitment to improved teacher practice, and a clear view of what encompasses effective instructional practices. Distributed throughout the school at all levels, effective principals model the vision through words, actions, and behaviors (NISL, 2012).

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To impart this vision development, mentors had also engaged in a case study analysis (*Longwood Case Study),* prompting them to create a vision for instruction that would inspire the Longwood faculty. Longwood Middle School was described as a large middle school (1200 students) with grades 6-8 that was "experiencing a substantial change in its context – specifically in its community, student enrollment mix, and faculty" (NISL, 2012, p. 95). With the appointment of a newly hired principal (Rosa Alvarez) in 2009, the District Superintendent had made it "clear that performance needed to improve, and that the school needed to get to Adequate Yearly Progress (AYP) targets quickly" (NISL, 2012, p. 95). The school's vision statement had been developed in the late 1990's and had to be upgraded to include the integration of 21st Century skills and the newly adopted Common Core State Standards.

By examining the case study, mentors were provided with a wealth of school demographic and student performance data, historical leadership information on the prior principal, curriculum details, and the professional development concentrations in recent years. In collaborative groups the mentors had to share ideas and develop new ones in creating a vision for student learning at Longwood Middle School. Large group deliberation occurred following this collaborative group work to highlight the mentors thought processes and reasons for their group's vision statement development.

Lastly, on day one of the training, mentors examined their own school's vision statement, completed *Instructional Leadership Gap Analysis Guide,* and created an action planning template for their own school. Throughout this process, mentors were redirected to Elmore's (2000) text that endorsed the importance of appropriate school vision creation, however that vision will have little value unless a change in practice from all of the parties in the educational system is made (Elmore, 2000). In the evaluation of one's school vision, mentors were trained

on the imperativeness of the created vision that instills inspiration, leading to commitment from the school's faculty, students, and community at large. Likewise, mentors revisited their completed *Instructional Gap Analysis Guide* to discern where their school's vision was aligned to these stated ideals. At the conclusion of day one, mentors had returned to the overarching and essential learnings for this first day of training to provide closure to the importance of instructional leadership, its underpinnings and how the creation of a powerful school vision drives the school system in the context of the 21st Century.

Day Two - Systems Thinking and Data-Driven Decision Making

To prepare for day two of the Institute's training, mentors were required to pre-read a paper on *Systems Thinking and Data* (NISL, 2012) and to complete a data usage assignment found on the complimentary CD. The learning objectives coupled with essential questions for the day were introduced to the mentors at the opening of the session. At the conclusion of this training day, mentors would be able to analyze and interpret data so as to make informed decisions about instruction and curriculum, evaluate a school's system for data collection and application, understand the basic workings of Standards-Based Instructional Systems (in PA, Standards Aligned Systems or SAS), and evaluate a school's instructional system alignment to suggest improvements (NISL, 2012). To accomplish these above referenced goals, mentors had to address concepts on the usage of data to drive instruction, the importance of systems thinking for improvement, and how instructional leaders utilize standards-based instructional systems to target improvement efforts.

Initially, a mini-lecture and discussion on the importance of creating a performance data culture in which data is accepted as a commanding tool for instructional practice and student

learning improvement was provided to mentors to serve as the context for the opening session. Ensuring that a school has and is using an effective data management system, the characteristics of a data-driven school culture were provided and discussed. Again utilizing the Longwood Case Study as the contextual activity, mentors were asked to explore the concepts of formative and summative assessment data and how these assessment strategies are used to improve instructional practice and school improvement. Reviewing the Adequate Yearly Progress (AYP) data from Longwood Middle School in Language Arts and mathematics, mentors were prompted to identify performance trends and the potential sources of performance problems. Mentors would then discuss and surmise problem-solving strategies, utilizing a *Case Study Worksheet* to address the types of data for Longwood Middle School improvement (NISL, 2012). This worksheet contained a partially complete list of the school issues, types and sources of data available relative to Longwood Middle School. In collaborative groups, mentors had to complete the missing components of the data sources, making appropriate recommendations as to possible solutions to student performance trends.

The second session of day two consisted of an introduction to Standards-Based Instructional Systems. In Pennsylvania, the Standards Based System utilized is the evolving Standards Aligned System (SAS). With student achievement at the hub of this structure, this system is a collaborative product of research and best practices that identifies six elements (i.e., Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources and Safe & Supportive Schools) that provide Pennsylvania schools and districts with a common framework for school/district enhancement and improvement (PDE, 2013). NISL (2012) described what each of these six elements mean in the context of the SAS system:

- Clear High Standards – establish what all students need to know and be able to accomplish;

- Fair Assessments – are a means of measuring whether a student has reached a standard – and if not, how far the student has to go to reach it;

- Curriculum Framework – specifies what topics are to be taught at which grade levels for each subject in the curriculum;

- Instructional Materials – a selection of instructional materials needs to fit the curriculum framework and match the standards;

- Aligned Instruction – aligning instruction with standards involves identifying strategies that are best suited to help students achieve the expected performance; and

- Safety Nets – are methods employed to assist those students that have fallen behind to reach the standards.

Again using the Longwood Case Study and the *Degree of Alignment Worksheet*, mentors were required to discern if Longwood's Standards- Based Information System was aligned in literacy and mathematics. Since assessment has been labeled as the cornerstone in standards-based education (McTighe & Wiggins, 2012), dialogue about the two main types of assessment (formative and summative) and the criteria for determining if an assessment is aligned to a standards-based system was undertaken by the trained mentors. According to NISL (2012), well-designed standards-based assessments were matched to the standards, measure student mastery in concepts, skills, and applications and served as a test to which teachers want to teach. As a result, at the conclusion of the second day of training, mentors were required to generate a list of the assessments in their individual school and subsequently classify these assessments as either formative or summative. By discussing these assessments in the larger group context,

mentors were able to identify what their individual school should be doing by referencing the Longwood Middle School simulation data and their own school data as a reference point.

To prepare for day three of the Institute, mentors had to complete some additional pre-work activities designed to recognize the importance of instructional core relationships – among the teacher, student, and content – for evaluating effective instructional practice (NISL, 2012). Selected articles and a policy brief along with an evaluation protocol and worksheets addressing mathematics and literacy standards were items for review prior to the third day. Thoughtful reflection on the principles of learning, effective instructional practice and the usage of student-generated work samples had been encouraged to successfully prepare for day three of the training.

Day Three – Instructional Core

Having completed the pre-work activities, mentors began the third day of training with an overview of the learning goals and objectives. A brief review of the three elements of the instructional core (i.e., content, student, and teacher) was presented along with an understanding of the principles of learning and their respective impact on effective instructional practice. Working in collaborative groups, the mentors worked with the three aspects of the instructional core (i.e., student learning, the content taught, and the pedagogical skills of the teacher) to judge the efficacy of classroom instruction based on student work.

Mentors were exposed to four teaching videos, *7th Grade Reading Workshop: Ramp-Up, 4th Grade Math Workshop: Probe/Rates, Readers' Workshop in Action: Reading Strategies and Writers' Workshop in Middle School* (NISL, 2012). Trained mentors were prompted to record what was seen from a pedagogical standpoint utilizing a *Teacher Evaluation Protocol* and the

Tactical and Operational Standards for Math and Literacy. Convening in groups and responding to these teaching vignettes, mentors observed for evidence of student engagement, teacher approaches, classroom climate, and utilization of curricular frameworks to suggest best practices and identify strong instruction. Lastly, mentors incorporate their own school's assessments to consider whether or not these local evaluative measures support the "observation and analysis of classroom instructional practice" (NISL, 2012 p. 40). This task served as a discovery activity to gauge the effectiveness of each mentors' protocols in the context of a standards-based instructional system.

Day Four – Professional Learning Communities and Instructional Improvement

To successfully prepare for day four of the Institute, mentors pre-read materials on the conceptual understanding of professional learning communities within the context of distributed instructional leadership and levers for instructional improvement. By building instructional capacity (NISL, 2012), mentors were charged with identifying and discussing concepts related to knowledge management, distributed instructional leadership, and the necessity of systemic change in the formulation and delivery of professional development to all involved in school improvement efforts. With the goal of enhancing one's school learning culture, the process of distributed leadership and the identification of the levers for instructional improvement were explored.

Working in collaborative pairs, mentors identified and described the common themes that characterize effective professional learning communities. Using the Dufour's (2005) text as the background, mentors were exposed to the common attributes of a professional learning community (i.e., shared vision, shared leadership, collective learning, collaboration, and trust)

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along with the potential challenges to the development of these communities of practice (i.e., scarce resources, hierarchical leadership structures, and energy maintenance in the midst of sustaining the effort). The training suggested that in order for a school to be an effective learning organization, it must involve the students, parents, and community at large in the decision and change making processes in addition to the teachers and administrator(s) of the respective school. By spreading the responsibility of leadership to a number of individuals within the school system, distributed leadership practices empowers others and fosters collaborative communication with the school and across all staff members. Likewise, change is extremely difficult to embrace and professional learning communities can be highly effective agents of substantial change in an instructional system (Dufour, 2005). As a result, mentors had to individually identify then collectively deliberate on the current layers of the professional learning communities found in their schools so as to suggest school improvement measures.

Within the framework of the school's professional learning communities, the training emphasized that effective school principals must allocate time, talent, and resources to leverage efforts at improving classroom instruction and student performance. The second session of day four's training highlighted those levers of reform (i.e., resources, accountability, curriculum, assessment, parents, and community) to discern the various points of entry for intervention to ensure continuous improvement. Mentors were provided with one of the levers from the group aforementioned, and the aim of this activity was to afford each trained mentor with a scenario that encouraged capacity building in one's school by incorporating improvement strategies for the assigned lever.

Day Five – Leading Change through Sustained Improvement

The last day of the training stressed that since the integration of an appropriate and comprehensive professional development system is imperative, a reflective and accurate understanding of one's school professional development process is necessary. Revisiting the previously completed *Instructional Leadership Gap Analysis Guide,* mentors discussed the importance of a sound and comprehensive professional development system. With improved student achievement at the center of this focus, an effective professional development action plan is essential to successfully identify the goals, time frame, and resources necessary to improve the quality of an educational system (NISL, 2012). Furthermore, as the training suggested, sustained improvement requires the mobilization of capacities within a school and change in the values and beliefs, structural conditions, and the ways in which professionals conduct the work to be done in the structure. Prior to the closing of day five of the Institute, mentors were arranged in working groups to describe the essential elements of a professional development system for the overall improvement of instructional practice and student performance. By examining teacher induction, professional development measurement and incentives, the trained mentors were engaged in the drafting process of an action plan to increase and subsequently sustain the instructional leadership capacity in their individual school.

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