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Evaluating the Effectiveness of the New Jersey Leaders to Leaders Induction Program: a Case Study

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EVALUATING THE EFFECTIVENESS OF THE NEW JERSEY LEADERS TO

LEADERS INDUCTION PROGRAM: A CASE STUDY

BY

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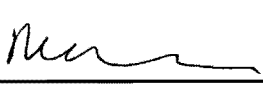Seton Hall University

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ABSTRACT

Since the publication of the groundbreaking 1983 report A Nation At Risk:

The Imperative For Educational Reform and the enactment of No Child Left Behind

(NCLB) in 2001, America's public schools have undergone dramatic changes. These

significant changes have required school administrators to be more of an educational

leader to students and staff, and parents and community members, while also managing

the traditional facets of school leadership - budgets, facilities, and contractual boundaries.

In response to these impositions, school administrator preparation standrdas - and

induction programs - have been designed by states and districts in an attempt to meet the

requirements of the modern administrator. Yet, there is very little research dedicated to

examining the success of such programs.

In January, 2004, The New Jersey State Legislature adopted NJ 6A: 9-3.4; which

states that Principal licensure candidates were required to enroll in and successfully

complete a two-year induction program known as New Jersey Leaders to Leaders (NJ

L2L). Since then, hundreds of New Jersey administrator in their first two years of service

have completed the NJ L2L program.

The purpose of this study is to determine if the NJ L2L program has effectively

met their stated aims and goals for leaders' professional growth and school leadership

knowledge, skills, and practices in the areas of instruction, data collection, budgeting,

technology, and facilities, and if the program was effective for NJ L2L Residents.

This study surveyed 300 former NJ L2L Residents using a researcher-created Likert style survey.

Because there is such little research related to the examination of administrator in-service preparation programs, this study will add to the body of empirical research on the topic. Furthermore, only one other study has examined any aspect of the NJ L2L program. Thus, this study will also add to the research available on New Jersey's administrator induction program.

DEDICATION

This dissertation is dedicated to the six most important people in my life: my loving wife Joanne, my three beautiful sons, Salvatore, Nicholas, and Anthony, and my wonderful father and mother. They have given me reason to try and be the best man I can be. Simply put, I earned this degree for them.

Joanne has believed in me since we met and she has provided a loving home for our sons. We are dedicated to our sons and I am dedicated to her. She is the strongest woman I have ever known.

My father and mother are the two greatest teachers I have ever had; they installed in me a fierce independence, a love of learning, the pursuit of truth, and the gifts of reading and writing. My parents began with nothing... and have provided everything for me and my sister. I love them more as I grow older and I see their wisdom with each passing year. Thank you both for my life.

ACKNOWLEDGEMENTS

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Chapter I

INTRODUCTION

Since the enactment of No Child Left Behind legislation, school leaders have been charged to consistently develop and implement school improvement measures. School improvement measures require school administrators to have a strong and working understanding of standards, budgeting, data collection, education technology, curriculum and staff development, facilities planning, and community relationships. In order to effectively utilize these tools, school administrators must be not just competent administrators, but highly skilled administrators. But how does a new administrator learn and develop these needed attributes, especially when time to seek professional support and true on-the-job mentoring is often scarce and many times non-existent? New administrators are often relegated to operating in survival mode; although they have been prepared theoretically in university preparation programs, new administrators often, "... get little direction beyond bland encouragement or an occasional practical tip" (Lashway, 2003).

Daresh (2004) notes that similar sentiments and critical comments about the state of administrator induction is shared by many in the education community. As a result of these sentiments, states and school districts have begun to focus and develop quality, standards-based administrator in-service inductions programs specifically designed for the first year administrator.

The past ten years have seen a nation-wide growth in professional development and in-service support for principals, especially during the first three induction years (Daresh, 2004). Some programs are state run while others are organized and operated by

local districts. The first states to create in-service induction programs were California, North Carolina, Ohio, Iowa, and Colorado (Correll, 2002). These programs are some of the more prominent state programs due to their commitment to providing new administrators with quality mentors.

While studies call for administrator programs to mirror quality teacher mentor-centric induction programs, more recent administrator induction programs focus on developing not only supportive mentor, but also peer relationships, and reflective practice rather than merely developing a set of skills (Crow, Matthews, & McCleary, 1996). In support of this, Barnet (2005) argues that the focus of induction programs should be to transition new administrators through from being dependent, novice problem solvers into independent, proficient problem solvers. Several states, including New Jersey, have enacted such induction programs.

<center>Historical Background</center>

The New Jersey Department of Education has made a concerted effort to have administrators develop leadership qualities and skills prior to receiving full standard certification. In December 2003, the State Board of Education approved adoption of the national standards for school leaders developed by a consortium of states' education leaders known as the Council of Chief State School Officers (CCSSO). These new interstate administrative standards were labeled the Interstate School Leader Licensure Consortium (ISLLC) standards . There are six standards (Appendix A).

From 2003 to 2004, The New Jersey Department of Education in conjunction with New Jersey's Foundation for Education Administration (FEA) used the newly de-

veloped 1996 ISLLC standards to adopt more stringent Principal licensure requirements. Using these ISLLC standards as a foundation, the FEA and NJ L2L devised their own leadership standards. These standards guide the NJ L2L program (Appendix A).

The FEA is a New Jersey organization that promotes administrators' professional growth and leadership development. The FEA is governed by a Board of Directors comprised of both active and past educators and school administrators. The FEA is the professional development arm of the New Jersey Principal's and Supervisors' Association (NJPSA); a professional association with whom the FEA partners. FEA membership is automatic for every volunteer member of the NJPSA. The NJPSA is governed by elected, currently practicing administrators from around the state who serve as representation for all New Jersey public school administrators.

In January, 2004, The New Jersey State Legislature adopted NJ 6A: 9-3.4; which states that Principal licensure candidates were required to enroll in and successfully complete a two-year induction program known as New Jersey Leaders to Leaders (NJ L2L). As noted by the FEA website:

> "All those who hold a Certificate of Eligibility for Principal and are newly hired into positions that require Principal certification (i.e. Principal, vice/ Assistant Principal, director, Assistant director) must complete the State–required Residency and be evaluated by a state–approved mentor who will make the recommendation for standard Principal certification. Following receipt of state–required documents at the beginning of the Residency, the NJDOE will issue provisional certification to the new school leader for the Residency period."

A Resident is an administrator who is utilizing their administrator Certificate of Eligibility with Advanced Standing (CEAS) issued by the New Jersey Department of Education under the supervision of licensed supervisor (the assigned NJ L2L Mentor). Residency in the NJ L2L program is a two-year process and requirement. NJ L2L requires all program Residents to complete eight self-explorations, exploration-related activity logs, an action research project, and attend peer support group meetings (Appendix B). At the heart of the NJ L2L program are the eight job-embedded explorations.

According to NJ L2L publications, these explorations are the guides for foundation of the program and are based on the six 1996 ISLLC standards. Residents must complete activity logs that are comprised of guiding questions and are related to an exploration. These explorations are then reviewed and collected by mentors then mailed to the FEA offices for review. Appendix A outlines how the explorations correlate to the NJ L2L Standards and the ISLLC standards.

The NJ L2L program is designed with a four-pronged approach: traditional mentoring, peer support groups, the completion of eight self-explorations, and the completion and presentation of an action research project. Furthermore, the NJ L2L induction program is divided into two years and is comprised of five core components:

1. Preparation for curricula and instruction evaluation

2. Preparation in gathering and utilizing student data

3. Preparation in preparing and planning school finances

4. Preparation in use of education technologies

5. Preparation in recognizing and and managing school facilities

A paramount component of the NJ L2L Residency is the mentorship. Mentors play a key role in guiding and supporting Residents. Mentors are trained by the FEA to provide continual feedback in a trusting and supportive relationship that focuses on enhancing the Residents' readiness for the challenges of their school leader positions, and supporting their continuing professional growth to meet the New Jersey's standards of the knowledge, skills and personal dispositions required for effective school leadership.

Mentors meet with their Residents a minimum of forty-five (45) hours during both the Year 1 and Year 2 Residency. These hours are accumulated through one-on-one conferences, on-site visitations and observations, and Peer Support Group meetings (Forster, 2007). NJ L2L mentors typically oversee three to five Residents in a particular geographical area (i.e. Bergen County, Hudson County). The FEA requires the following in order to serve as an NJ L2L mentor:

1. Eligible mentors are retired school leaders and currently employed school leader who hold New Jersey standard Principal certification and have at least five (5) years experience as Principal and/or director in New Jersey public schools.

2. All mentors must be able to communicate electronically via email and download documents from the NJ L2L website, and also have ready access to a computer.

3. All eligible mentors must complete three (3) days of state required NJ L2L mentor training, with an additional day or training prior to beginning year two of mentoring (Forster, 2007).

Prior to beginning the NJ L2L program, Residents are required to complete online NJ-L2L Pre/Self-Assessments, which are aligned with the NJ Professional Standards for

School Leaders and national Technology Standards for School Administrators (TSSA).

As outlined in the NJ L2L Program: Step By Step (2005):

> "Residents are required to review their Pre/Self-Assessments with their Mentors to identify two to three professional growth targets for each State Standard, which will be used to inform professional growth planning for Residents as they move through the Residency. The Pre/Self-Assessment also establishes a baseline for the Resident to determine his/her professional growth at the end of the Year 2 Residency by comparison to a Post/ Self-Assessment that will be taken at that time."

The results and data acquired through these self-assessments are used by the Resident and the mentor to gauge a Resident's initial measurement of their skills and help develop a Resident's plan for growth.

One unique aspect of the NJ L2L program is the use of Peer Support Groups. Peer Support Groups are organized within a mentor's "case load" to enable Residents from various districts to meet with other Residents and engage in discussions related to their Residency and job-related experiences as new school leaders.

> "Peer Support Group meetings provide a "team mentoring" approach that capitalizes on the range and depth of experience and expertise of the mentors, who will organize and facilitate the Peer Support Group meetings… Peer Support Groups meet on a regular basis during Year 1 and Year 2 of the Residency for a minimum of ten (10) hours each year. Peer Support Groups also engage in ongoing communication and online discussions throughout the Residency." (Forster, 2007)

Residents must also complete Peer Support Group Reflections after their meetings with their peers and mentors. The reflections are intended to foster the Residents' professional growth and as a log of their shared experiences with school leadership practice.

Theoretical Framework

In order for any New Jersey administrator to earn a Standard Certificate in administration, they must be trained and able to fulfill all expectations set for by the NJ L2L program. Therefore, this case study study will investigate past Residents' perceptions on the effectiveness of the NJ L2L program at meeting its stated aims and objectives. This study is guided by nine descriptive subquestions:

1. Was the program was helpful to Residents in providing knowledge of crafting a vision for student learning?

2. Did the program help Residents understand the impact of integrity, fairness, and ethical behavior in promoting the academic achievement of all students?

3. After completing the program, were Residents better prepared to address the culture and environment for learning within the school and classrooms?

4. Did the program enable Residents to analyze the school's curriculum and instructional practices through the use of student performance data?

5. After completing the program, were Residents better equipped to oversee a school's professional development, supervision and evaluation practices for instructional staff?

6. Did the program help Residents to connect to families and the larger community in order to promote academic achievement for all students?

7. Did the program help Residents understand the political, social, economic, legal and cultural context when promoting the academic achievement of all students?

8. After completing the program, were Residents better able to manage the operations of a school in order to promote students learning?

9. Did the program teach Residents how to utilize technology in order to enhance personal and staff productivity, and student learning?

Problem Statement and Need for the study

Schon (1992) asserts that there is a widening gap in education administration, "… between thought and action, theory and practice, the academy and the everyday world." A number of states (Alabama, Colorado, Delaware, Georgia, Illinois, Iowa, Kentucky, Louisiana, Massachusetts, New Jersey, Ohio, Rhode Island, and Virginia) have implemented stringent administrator pre-service or in-service induction programs over the past ten years in an effort to close this widening gap". These programs are founded on the Interstate School Leaders Licensure Consortium (ISLLC) standards and share commonalities; a period of induction, mentoring, reflective practice, and action-research are all components of each of these programs.

While these state programs conduct their own internal surveys and studies, there are very few formal studies or publishings analyzing the effectiveness of these programs, save the Wallace Foundation commissioned study of 2007 "Lessons from Exemplary Leadership Development Programs". Research supporting the influence of standards on principal preparation is deficient (Stevenson et al, 2008). As evidence, Stevenson et al make a poignant citation of Levine (2005), "Murphy and Vriesenga found that more than

2,000 articles on preparation had been published in leading school leadership journals from 1975-2002, but less than three percent were empirical studies". A limited number of studies, however, have been published, although they tend to focus on program syllabi, Superintendent perceptions, and principal and leadership views (see Babo & Ramaswami, 2011; Darling-Hammond et al, 2007).

Black and Murtadha (2007) indicate that during the 1980s and 1990s, research emerged that, "guided the development and application of standards-based frameworks for educational leadership programs and future educational leaders in the states." Indeed, the past ten years have seen a nation-wide growth in professional development and in-service support for new school administrators, especially during the first three induction years (Daresh, 2004). Some programs are state initiated and operated while others are organized and operated by local districts.

The first states to create induction programs were California, North Carolina, Ohio, Delaware, Louisiana, Iowa, and Colorado (Correll, 2002). These programs are some of the more prominent state programs due to their commitment to providing new administrators with quality mentors.

Ohio requires structured mentoring and a performance-based assessment in order for new Principals to earn licensure. Principals are also required to develop a personal learning plan and attend a series of learning institutes over a two-year period. The learning institutes focus on the role of the Principal and the behaviors needed to lead a school (www.ohio.gov).

Delaware assigns all first year Principals a coach while new Assistant Principals, administrators, and superintendents or heads of schools are assigned a mentor. The mentor should be a practicing administrator in the school district or charter school in which the new administrator is employed. Although a mentor or coach is required for the first year of employment as a school leader, the mentoring relationship may be continued beyond the first year if the mentor or the school leader believes it is necessary. Participation in new school leader workshops and seminars will take place over the first two years of employment as a school leader.

Louisiana has established the Louisiana Educational Leaders Induction Program. The program is designed to build the administrative, instructional, and professional knowledge and skills of newly appointed educational leaders. This program consists of various face-to face and online learning opportunities, including individual and cohort networking experiences. In addition, participants benefit from having access to a high quality mentor.

New Jersey requires that all individuals who earned a Certificate of Eligibility with Advanced Standing for Principal and who were hired as of July 1, 2005 into positions that require Principal certification, complete a two–year Residency through the NJ L2L program. The program requires that the Resident be assessed by a trained and approved mentor who will recommend the Resident for Standard Principal Certification upon successful completion of the Residency at the end of two years (www.njl2l.org).

While studies call for administrator programs to mirror quality teacher mentor-centric induction programs, more recent administrator induction programs focus on de-

veloping not only supportive mentor, but also peer relationships, and reflective practice rather than merely developing a set of skills (Crow, Matthews, & McCleary, 1996). In support of this, Barnet (2005) argues that the focus of both pre-service and in-service induction programs should be to transition new administrators from being dependent, novice problem solvers into independent, proficient problem solvers.

As noted by Lashway (2003), "Formal induction programs are too new to have generated a significant body of empirical research..." Thus, this study will contribute to the growing empirical research by assessing the extent of New Jersey's program's effectiveness in developing Residents' professional growth, and knowledge and understanding of the concepts and skills required for effective school leadership practice.

Anzul (2008) studied the Resident and mentor relationships of the NJ L2L program. In the qualitative study of the mentoring portion of the NJ L2L program, Anzul found that, "most of the interview participants… mentoring experiences had not fully met their expectations" (Anzul, 186). Anzuls' study was limited to nine former Residents of the NJ L2L program.

Unlike Anzul's research, this study will focus on all aspects of the program and will solicit survey data from former NJ L2L Residents. The study will help determine if New Jersey's NJ L2L program has enhanced leaders' professional growth and school leadership knowledge, skills and practices in the areas of: instruction, data collection, budgeting, community relations, use of technology, and facilities management, and if the program was effective for Residents.

The Purpose of the Study

The purpose of this study is to survey the experiences of past Residents in the NJ L2L program in order to assess the effectiveness of the program's ability to meet the ISLLC and NJ L2L standards. Though administrator induction programs have been developed over the last decade, little research examining the effectiveness of these in-service induction efforts exists. Indeed, research focused on induction of first-year administrators is just beginning to be brought to light (Alsbury; Hackmann, 2006). Because New Jersey is one of many states to have enacted a formal in-service induction program, it is imperative to understand the efficacy of the program through the eyes of those who have completed the program. Currently, only Anzul's study (2008) examined the NJ L2L program. This study will add to the body of research pertaining to in-service administrator preparation and, specifically, the NJ L2L program.

Definition of Terms

Certificate of Eligibility with Advanced Standing (CEAS) - To qualify for a Certificate of Eligibility with Advanced Standing, students must complete an approved training program at a recognized institution and the state of New Jersey must have an appropriate Passing Praxis score on file directly from Estate Educational Testing Service (ETS).

Council of Chief State School Officers (CCSSO) - This is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions.

Foundation for Educational Administration (FEA) - This organization is the founding organization of the NJ L2L program and is a collegial organization with the New Jersey Principals and Supervisors Association.

Interstate School Leaders Licensure Consortium (ISLLC) - This consortium has established the six professional standards for administrators. These six standards are the foundation of the NJ L2L program and other state and university administrator preparation programs.

New Jersey Principal's and Supervisor's Association (NJPSA) - This organization is a partner with the Foundation for Educational Administration and assists on running the NJ L2L program.

New Jersey Leaders to Leaders (NJ L2L) - The induction program mandatory for every first-year administrator in New Jersey. It must completed in order to fulfill standard licensure.

Resident - Any newly hired New Jersey school administrator enrolled in the NJ L2L program who is working in an administrative position under their Certificate of Eligibility and who is under the supervision of a NJ L2L Mentor.

Standard Certification (SC) - a permanent certificate issued to persons who have met all New Jersey Department of Education certification requirements. A Standard Certificate in administration is issued by the New Jersey Department of Education after successful completion of the NJ L2L program.

Limitations

The following are acknowledged as limitations of the study:

1. Because the respondents were not asked to identify any characteristics other than gender and administrative title, other characteristics were not explored (i.e. respondent's age, geographical location, race, education degree).

2. This study's survey was sent to only 300 former NJ L2L Residents (selected by the FEA) and thus, may not truly represent the perceptions and experiences of the greater population of former NJ L2L Residents.

3. This study did not incorporate an in-depth qualitative method; respondents were not interviewed by the researcher and Residents' documentation (i.e..e exploration logs, action-research projects) were not procured or examined.

Chapter II

REVIEW OF THE LITERATURE

Covey (1990), Heifetz (2002), and Sergiovanni (2005) have written extensively about the necessary skills and traits of education leaders; their need to be reflective, collaborative, decisive, and well informed about current research and trends in education. Yet many administrators, especially novice administrators, lack any clear direction as to how to become an effective leader. Wright et al. (2009) echo these sentiments and note that beginning administrators face extreme difficulty in understanding all that needs to be understood; school culture, the community, and organizational norms. To face these challenges, many institutes of higher education offer hopeful school administrators an opportunity to learn "all that needs to be understood" through administrator preparatory programs. School administrator preparatory programs are usually organized around standards.

The Interstate School Leaders Licensure Consortium (ISLLC) Standards

The ISLLC standards are one set of criteria designed to guide the development and implementation of administrator preparatory and in-service induction programs. The original ISLLC standards, first published in 1996, provided an appropriate beginning for education reform made relevant after the Goals 2000 initiative launched in 1994 by the United States Congress and the Clinton administration (ISLLC, 1996). These standards were designed by the Council of Chief State School Officers (CCSSO) because they, "found a major void in this area of educational administration - a set of common standards remains conspicuous by its absence," and they "believed that the standards ap-

proach provided the best avenue to allow diverse stakeholders to drive improvement efforts along a variety of fronts" (ISLLC 1996).

Since 1996, the ISLLC standards have been revised by the National Policy Board for Educational Administration (NPBEA) and are henceforth referred to as 'ISLLC 2008'. The ISLLC 2008 standards differ from the 1996 standards in that the 2008 standards are designed to influence policy, while the 1996 standards addressed practice. The revisions offer more insight into the implementation of the 1996 standards and introduce "the human element needed for success" (Eller, 2010). Specifically, the 2008 language and framework of the six original standards are similar, but not identical. Furthermore, "Indicators" are not listed in the revised policy standards as they were in the 1996 version and "functions" that define each standard have been added to replace the knowledge, skills, and dispositions (CCSO, 2008). The 2008 ISLLC standards include special attention regarding an administrators knowledge and use of: creating a vision for learning, ethical practices, affecting culture and environment, instructional practices, professional development and evaluation, community relations, understanding culture, facilities operations and management, and education technology.

ISLLC Standard One states, "A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community" (ISLCC, 1996). Principals are expected to lead their schools by providing a clear and understandable vision. Kouzes and Posner (2002) define vision as an ideal and unique image of the future of the school that is based on the needs of the com-

mon good. The vision should be clear, aligned with mission of the school and district, and easily communicable by the faculty. Providing a vision gives each stakeholder a common platform on which to build student achievement and school goals. Novice administrators often lack the ability to not only to define their vision for the school, but also the ability to clearly communicate that vision to the culture and the community. As noted by Daresh (2007) the vision establishes the beliefs and values associated with the school culture and serves as the blueprint for the community. A new administrator must take time to learn and understand the school and community culture and norms when devising a vision or establishing reforms. No two schools are alike and each community requires something different from the school leadership.

ISLLC Standard two sates, "A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth" (ISLLC, 1996). There is no clearer mission for school administrators than to serve as the instructional leaders of their buildings. Having a current and working knowledge of modern instructional means and methods is critical if a Principal wishes to affect the learning culture of the school (Lazaridou, 2009). Memberships in professional organizations dedicated to disseminating research and best practices in pedagogy and methodology is but one way for a novice Principal or administrator to remain well versed in instructional practices. An administrator is responsible for overseeing the professional development of the staff and faculty as well as providing stakeholders with reliable and truthful evaluations of teachers. Subsequently, it is vital that administrators understand

how and what professional development is provided to the staff. Establishing needs for professional development is derived from faculty evaluation. However, evaluations must be designed in such a way as to foster development and drive instruction. Danielson supports this tenet when she writes, "Evaluators need to be able to assess accurately, provide meaningful feedback, and engage teachers in productive conversations about practice" (2010). Included in this standard is the need for administrators to understand and adopt education technologies that may further and expand the learning atmosphere of the school. Over the last five to six years, there has been explosive growth in educational technologies. While some schools have embraced and invested in these tools, some have not. Administrators must be able to not only understand these technologies, but they must also be able to evaluate the practicality and applicability of such tools (Lazaridou, 2009). In fact, instruction today - thanks to technological advances - is far different from traditional teaching. Administrators who lack a full understanding of modern technology and its capabilities will not be able to provide the type of instructional leadership needed for their staff (Ferriter, 2009).

ISLLC Standard thee states, "A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment (ISLLC, 1996). Byrk (2010) notes that managing a building can be a daunting task for any new administrator; one must learn how to establish operational norms and also establish routines accepted and understood by the students and faculty. These operations and managerial norms affect the social climate and learning in the school (Byrk, 2010).

ISLLC Standard four states, "A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources" (ISLLC, 1996). Current education theory expounds that need for all stakeholders to be included in the growth of the school and the furthering of student achievement. Hatch (2009) notes that a Principal or administrator must be able to, "communicate clearly and often the events and progresses of the school, the faculty, and the students". Outreach efforts, public meetings or hearings, and media must all be utilized to keep the community informed or on board with the vision and efforts of the school. They need to, "act as a spokesperson, negotiator, and champion of the school's interests" (Hatch, 2009).

ISLLC Standard five states, "A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner" (ISLLC, 1996). Coombs, in Begley and Johansson's book The Ethical Dimensions of School Leadership, says that reflection of personal ethical and core values is needed before one can begin to transform the landscape (Zaretsky, 2005). Increasingly, Principals and administrators are scrutinized over their decisions and practices. Ethical practices requires more than simply adhering to the legal or policy boundaries and procedures; ethical behavior accounts for the means and manner in which decisions or policy are reached and crafted. Bottery (1992) states, "…the ethical school administrator must lead in a manner wherein one's leadership is critical, transformative, visionary, educative, empowering, liberating, personally ethical, organizationally ethical, and responsible. His

perspective encompasses prescriptions for action within a view of schooling that embraces the development of children and adults as a primary purpose." Competent veteran administrators are able to guide novices through scenarios and situations that will require a knowledge base broader than education law and local policy.

ISLLC Standard six states, "A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context" (ISLLC, 1996). School administrators' vision and practices have an impact on the school culture and the building environment, either for better or worse. Understanding how a school's culture and environment depend upon the leadership is of crucial importance. New administrators must learn that their decisions and actions ripple throughout the culture through established norms and acceptable practices (Stevenson et al., 2008).

Because of these much needed attributes in new Principals and administrators (cited by the 1996 and 2008 ISLLC standards) many states and districts have started Principal and leadership induction programs. According to the National Association of State Boards of Education (NASBE) website, since 1996, thirteen states have enacted formal education leader pre-service and in-service induction programs: Alabama, Colorado, Delaware, Georgia, Illinois, Iowa, Kentucky, Louisiana, Massachusetts, New Jersey, Ohio, Rhode Island, and Virginia. Each state has based their induction programs on the six ISLLC standards. However, there is little research about how these programs affect Principals during first few years in leadership (Nelson; de la Colina; Boone, 2008).

The ISLLC standards have guided state licensure programs over the last fifteen years as well as university preparatory programs that graduate new administrators.

<div align="center">The New Jersey Leaders to Leaders Standards</div>

The ISLLC standards were developed by a syndicate of states brought together by the Council of Chief State School Officers (CCSSO). New Jersey participated in the development of the ISLLC standards as a member of that national consortium. Prior to launching the NJ L2L program, the New Jersey Department of Education in conjunction with the NJPSA and FEA devised seven of their own standards.

The New Jersey standards for school leaders are closely aligned with the ISLLC standards and are designed first and foremost with the role of the administrator as the educational leader (see Appendix A). Specifically, the New Jersey professional standards for school leaders are concerned with reflecting the actual work of the school leader. New Jersey's standards are, "anchored in teaching and learning, focused on student achievement, and are concerned with ensuring the success of all children" (New Jersey Department of Education, 2004). Specifically, the NJ L2L Standards focus on providing administrators with the capacity to: develop a vision for learning, developing ethical practices, having an awareness of the affects of school culture and environment, providing sound instructional practices, analyzing data to make informed decision about staff professional development and evaluations, understanding the need for community relations and culture, manage facilities operations, and have a keen awareness of education technology and its uses and influence.

NJ L2L Standard One requires Residents to establish and communicate a clear vision for learning in order to promote student achievement. Principals are expected to lead their schools by providing a clear and understandable vision. Kouzes and Posner (2002) define vision as an ideal and unique image of the future of the school that is based on the needs of the common good. The vision should be clear, aligned with mission of the school and district, and easily communicable by the faculty. Providing a vision gives each stakeholder a common platform on which to build student achievement and school goals. Novice principals often lack the ability to not only to define their vision for the school, but also the ability to clearly communicate that vision to the culture and the community.

NJ L2L Standard Two requires Residents to explore ethical behavior in order to promote student learning. C. Coombs, in Begley and Johansson's book The Ethical Dimensions of School Leadership, says that reflection of personal ethical and core values is needed before one can begin to transform the landscape (Zaretsky, 2005). Increasingly, principals and administrators are scrutinized over their decisions and practices. Ethical practices requires more than simply adhering to the legal or policy boundaries and procedures; ethical behavior accounts for the means and manner in which decisions or policy are reached and crafted. Bottery (1992) states, "...the ethical school administrator must lead in a manner wherein one's leadership is critical, transformative, visionary, educative, empowering, liberating, personally ethical, organizationally ethical, and responsible. His perspective encompasses prescriptions for action within a view of schooling that embraces the development of children and adults as a primary purpose." Competent veteran

administrators are able to guide novices through scenarios and situations that will require a knowledge base broader than education law and local policy.

NJ L2L Standard Three demands that Residents explore the learning environment's culture and environment, professional development practices and evaluations, and instructional practices through the use of data in order to promote student learning. School administrators' vision and practices have an impact on the school culture and the building environment, either for better or worse. Understanding how a school's culture and environment depend upon the leadership is of crucial importance. New administrators must learn that their decisions and actions ripple throughout the culture through established norms and acceptable practices. An administrator is responsible for overseeing the professional development of the staff and faculty as well as providing stakeholders with reliable and truthful evaluations of teachers. Subsequently, it is vital that administrators understand how and what professional development is provided to the staff. Establishing needs for professional development is derived from faculty evaluation. However, evaluations must be designed in such a way as to foster development and drive instruction. Danielson supports this tenet when she writes, "Evaluators need to be able to assess accurately, provide meaningful feedback, and engage teachers in productive conversations about practice" (2010).

NJ L2L Standard Four requires Residents to explore the establishment of positive and productive community relationships in order to promote student learning. Current education theory expounds that need for all stakeholders to be included in the growth of the school and the furthering of student achievement. A principal or administrator must

be able to communicate clearly and often the events and progresses of the school, the faculty, and the students. Outreach efforts, public meetings or hearings, and media must all be utilized to keep the community informed or on board with the vision and efforts of the school. They need to, "act as a spokesperson, negotiator, and champion of the school's interests" (Hatch, 2009).

NJ L2L Standard Five aims to have Residents understand the political and socio-economic culture of the school and community in order to promote student learning. A new administrator must take time to learn and understand the school and community cloture and norms when devising a vision or establishing reforms. No two schools are alike and each community requires something different from the school leadership.

NJ L2L Standard Six requires Residents to develop a strategic operations and facilities management in order to promote student learning. Managing a building can be a daunting task for any new administrator; one must learn how to establish operational norms and also establish routines accepted and understood by the students and faculty.

Finally, NJ L2L Standard Seven is designed to have Residents use technology in order to promote self learning, staff relations,and student learning. Over the last five to six years, there has been explosive growth in educational technologies. While some schools have embraced and invested in these tools, some have not. Administrators must be able to not only understand these technologies, but they must also be able to evaluate the practicality and applicability of such tools. In fact, instruction today - thanks to technological advances - is far different from traditional teaching. Administrators who lack a

full understanding of modern technology and its capabilities will not be able to provide the type of instructional leadership needed for their staff (Ferriter, 2009).

Because of these much needed attributes in new principals and administrators, many states and districts have started principal and leadership induction programs. However, there is little research about how these programs affect principals during first few years in leadership (Nelson; de la Colina; Boone, 2008).

Chapter III

METHODOLOGY

Subjects

300 former New Jersey Leaders to Leaders (NJ L2L) Residents were invited to participate in the study. These invited participants were randomly selected by the Foundation for Educational Administration (FEA). The solicited Residents had completed the NJ L2L program between 2005 and 2010.

Procedure

A request for participants for this study was sent to the Director of the FEA. A reply was sent to the researcher (Appendix C) indicating their agreement to provide access to potential participants.

A Likert scale survey was created by the researcher and asked responding participants to rank their NJ L2L experience based on nine statements. Participants were also asked to provide their gender, administrative title, and to voluntarily offer additional open-ended comments in the survey.

After approval from the university, the researcher met with the leadership of the FEA to acquire the mailing addresses of potential subjects. The FEA provided the researcher with the mailing labels for 300 former NJ L2L Residents. The potential participants were randomly selected by the FEA administration.

After obtaining the names and home addresses of 300 randomly selected former NJ L2L Residents, the researcher mailed a letter of invitation and a NJ L2L Efficacy Sur-

vey (Appendix D) to all provided selections. The solicited responses were mailed to the researcher's home with an anonymous return address and stamped envelope.

Instrumentation

A Likert scale survey was used to obtain data for this study (Appendix D). The survey attempted to gauge the Residents' opinions and perceptions about the program's impact on Residents' professional growth and school leadership knowledge, skills and practices in the areas of: instruction, data collection, budgeting, technology, professional development, and facilities management. The survey was constructed using nine researcher-created statements. Each statement was founded on the stated NJ L2L residency explorations published in the NJPSA and FEA Module Syllabus (see Appendix B) and the NJ L2L and ISLLC standards.

A review of the Likert survey was conducted using a jury of experts. Drafts of the survey to be used in this research were mailed to ten educators; five Principals, one superintendent, two Assistant Superintendents, one Director of Special Services, and one Assistant Clinical Professor. Each potential respondent was asked to comment on the following:

1. Does the survey read well? Will it be easy for participants to understand?

2. How quickly can the survey be completed?

3. Is the layout of the survey appealing?

4. Do you object to any elements of the survey? If so, why?

Seven experts returned their surveys to the researcher and revisions were made to improve clarity.

Design

This case study was crafted using a cross-sectional survey design; a specific population were surveyed in order to determine respondents' views on the efficacy of the NJ L2L program. An analysis of the survey was conducted and the comments provided were used to detect common themes or responses.

Statistics

An analysis was performed using the survey data; charts, determinations of response frequencies, and means and standard deviations as well the sum of the means for each of the survey items was conducted. The open-ended survey comments were analyzed for thematic identification.

Chapter IV

FINDINGS

Before discussing the findings of the research, it is important to describe the participants in the study. Table 1 describes the respondents by gender and administrative title. The majority of respondents were either principals or assistant principals, indicating that most NJ L2L residents are completing the program while working under these titles.

Table 1
Survey Respondents (N=83)

	N	Percent
Gender		
Male	36	43.3
Female	40	48.2
Unidentified	7	8.5
Administrative Title		
Principal	34	40.96
Asst. Principal	40	48.19
Other	3	3.6
Unknown	6	7.22

Analysis of the Survey

Descriptive statistics (mean scores and range of scores) for the variables considered in this study were used. In order to answer the research question, an analysis of the survey data was required. Table 2 depicts the responses to the survey items by percentage of frequency.

Table 2
NJ L2L Efficacy Survey Results - Responses Frequency (N=83)

	Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Disagree	NJ L2L Standard	ISLLC Standard
Statement 1	26.5% (n=22)	34.9% (n=29)	10.8% (n=9)	10.8% (n=9)	16.8% (n=14)	1	1
Statement 2	28.9% (n=24)	30.1% (n=25)	15.6% (n=13)	10.8% (n=9)	14.4% (n=12)	2	5
Statement 3	24% (n=20)	19.2% (n=16)	25.3% (n=21)	15.6% (n=13)	15.6% (n=13)	6	3
Statement 4	20.4% (n=17)	31.3% (n=26)	16.8% (n=14)	13.2% (n=11)	18% (n=15)	2	2
Statement 5	25.3% (n=21)	21.6% (n=18)	18% (n=15)	13.2% (n=11)	21.6% (n=18)	3	2
Statement 6	19.2% (n=16)	31.3% (n=26)	20.4% (n=17)	10.8% (n=9)	18% (n=15)	4	4
Statement 7	24% (n=20)	32.5% (n=27)	13.2% (n=11)	14.4% (n=12)	15.6% (n=13)	5	6
Statement 8	30.1% (n=25)	22.8% (n=19)	18% (n=15)	0.08% (n=7)	20.4% (n=17)	6	3
Statement 9	15.6% (n=13)	19.2% (n=16)	15.6% (n=13)	12% (n=10)	31.3% (n=26)	7	2

Statement one was used to answer the first subquestion: Was the program was

helpful to Residents in providing knowledge of crafting a vision for student learning? 51

(61.4%) of the total respondents either agreed or somewhat agreed that the NJ L2L pro-

gram efficiently met these standards. Specifically, of these positive responses, 27

(32.5%) were from Assistant Principals, 18 (21.68%) from Principals, and 6 (7.2%) from

other (Directors, Supervisors, or unidentified) administrators. By contrast, 13 (27.7%) of

the total respondents either somewhat disagreed, or disagreed, that the program effec-

tively addressed these standards.

Statement two of the NJ L2L Efficacy Survey sought to determine if the program helped Residents understand the impact of integrity, fairness, and ethical behavior in promoting the academic achievement of all students? 49 of the total respondents (59%) either agreed or somewhat agreed that the NJ L2L program efficiently met these standards. Specifically, of these positive responses, 25 (30.1%) were from Assistant Principals, 16 (19.27%) from Principals, and 6 (7.2%) from other (Directors, Supervisors, or unidentified) administrators. By contrast, 21 (25.3%) of the total respondents either somewhat disagreed, or disagreed, that the program effectively addressed these standards.

Statement three of the NJ L2L Efficacy Survey sought to determine if, after completing the program, Residents were better prepared to address the culture and environment for learning within the school and classrooms. 36 of the total respondents (43.2%) noted that they either agreed or somewhat agreed that the NJ L2L program efficiently met these standards. Specifically, of these positive responses, 19 (22.89%) were from Assistant Principals, 12 (14.45%) from Principals, and 5 (6%) from other (Directors, Supervisors, or unidentified) administrators. By contrast, 26 (31.32%) of the total respondents either somewhat disagreed, or disagreed, that the program effectively addressed these standards.

Statement four of the NJ L2L Efficacy Survey sought to determine if the program enabled Residents to analyze the school's curriculum and instructional practices through the use of student performance data. 43 respondents (51.7%) either agreed or somewhat agreed that that the NJ L2l program efficiently met these standards. Specifically, of these

positive responses, 21 (25.3%) were from Assistant Principals, 17 (20.48%) from Principals, and 5 (6%) from other (Directors, Supervisors, or unidentified) administrators. By contrast, 26 (31.32%) of the total respondents either somewhat disagreed, or disagreed, that the program effectively addressed these standards.

Statement five of the NJ L2L Efficacy Survey sought to determine if, after completing the program, Residents were better equipped to oversee a school's professional development, supervision and evaluation practices for instructional staff. 40 of the respondents (46.9%) indicated that they either agreed or somewhat agreed that the NJ L2L program efficiently met these standards. Specifically, of these positive responses, 18 (21.68%) were from Assistant Principals, 14 (16.86%) from Principals, and 7 (8.4%) from other (Directors, Supervisors, or unidentified) administrators. By contrast, 29 (34.93%) of the total respondents either somewhat disagreed, or disagreed, that the program effectively addressed these standards.

Statement six of the NJ L2L Efficacy Survey sought to determine if the program helped Residents to connect to families and the larger community in order to promote academic achievement for all students. 42 respondents (50.5%) either agreed or somewhat agreed that the NJ L2L program efficiently met these standards. Specifically, of these positive responses, 22 (26.5%) were from Assistant Principals, 14 (16.86%) from Principals, and 6 (7.2%) from other (Directors, Supervisors, or unidentified) administrators. By contrast, 24 (28.9%) of the total respondents either somewhat disagreed, or disagreed, that the program effectively addressed these standards.

Statement seven of the NJ L2L Efficacy Survey sought to determine if the program helped Residents understand the political, social, economic, legal and cultural context when promoting the academic achievement of all students. 47 respondents (56.5%) either agreed or somewhat agreed that the NJ L2L program efficiently met these standards. Specifically, of these positive responses, 27 (32.5%) were from Assistant Principals, 16 (19.27%) from Principals, and 4 (4.8%) from other (Directors, Supervisors, or unidentified) administrators. By contrast, 25 (30.12%) of the total respondents either somewhat disagreed, or disagreed, that the program effectively addressed these standards.

Statement eight of the NJ L2L Efficacy Survey sought to determine if, after completing the program, Residents were better able to manage the operations of a school in order to promote students learning. 44 of the respondents (52.9%) either agreed or somewhat agreed that the NJ L2L program efficiently met these standards. Specifically, of these positive responses, 21 (25.3%) were from Assistant Principals, 17 (20.48%) from Principals, and 6 (7.2%) from other (Directors, Supervisors, or unidentified) administrators. By contrast, 24 (28.91%) of the total respondents either somewhat disagreed, or disagreed, that the program effectively addressed these standards.

Statement nine of the NJ L2L Efficacy Survey sought to determine if the program taught Residents how to utilize technology in order to enhance personal and staff productivity, and student learning. Only 29 of the respondents (34.8%) either agreed or somewhat agreed that the NJ L2L program efficiently met these standards. Specifically, of these positive responses, 17 (20.48%) were from Assistant Principals, 10 (12%) from

Principals, and 4 (.48%) from other (Directors, Supervisors, or unidentified) administra-

tors. By contrast, 36 (43.37%) of the total respondents either somewhat disagreed, or

disagreed, that the program effectively addressed these standards.

Chart 1 (Total Response Chart) was created in order to better understand the fre-

quency of responses to the survey items. By using both the responses of "agree" and

"somewhat agree", 42.22% (380 responses scoring a 4 or 5) of all survey respondents in-

dicated that the NJ L2L program effectively addressed the goals and standards of the pro-

gram. By contrast, 26% (234 responses scoring a 1 or 2) of the respondents either

"somewhat disagree" or "disagree" that the program met its goals and standards, while

14.22% (128 responses scoring a 3) responded with "neither agree nor disagree".

Chart 1
Total Responses Chart
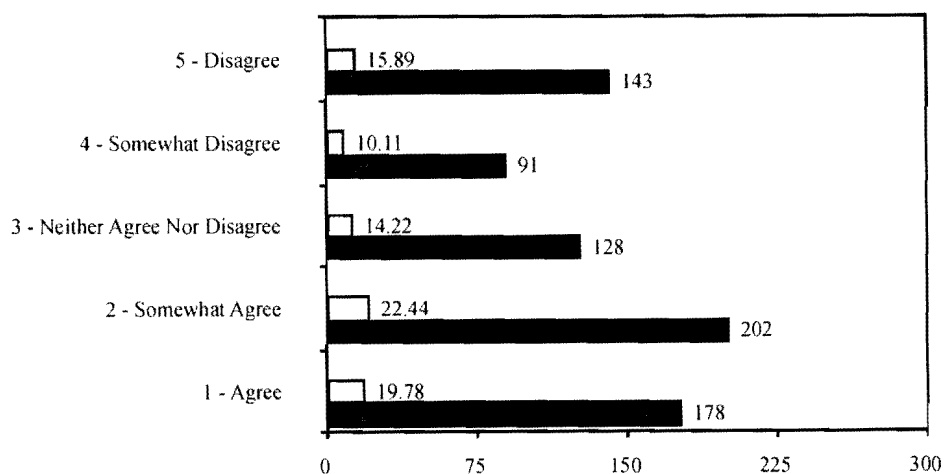
The overall mean scores reported for each statement are depicted in Table 3.

Table 3
NJ L2L Efficacy Survey Results – Mean Scores

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Statement 1	83	1	5	2.55	1.416
Statement 2	83	1	5	2.54	1.391
Statement 3	83	1	5	2.81	1.374
Statement 4	83	0	5	2.69	1.414
Statement 5	83	1	5	2.83	1.488
Statement 6	83	1	5	2.78	1.380
Statement 7	83	1	5	2.66	1.408
Statement 8	83	1	5	2.67	1.491
Statement 9	83	0	5	3.08	1.632

The average mean scores represented in this data table shows that Residents

"somewhat agree" that the NJ L2L program effectively addressed both the NJ L2L and

ISLLC standards. To better understand how the mean scores correlate to central question

of the study, Table 4 was created.

Table 4
NJ L2L Efficacy Survey Results - Mean Scores and Standards

	NJ L2L Standard	ISLLC Standard	Overall Mean Score
1. The program enhanced my knowledge of the school's vision for student learning.	1	1	2.55
2. The program helped me understand the impact of integrity, fairness, and ethical behavior in promoting the academic achievement of all students.	2	5	2.54
3. After completing the program, I was better prepared to address the culture needs and learning environment conducive for the school and classrooms.	6	3	2.81
4. The program has enabled me to analyze both the school's curriculum and instructional practices through the use of student performance data	2	2	2.69
5. Because of the program, I am better equipped to oversee my school's professional development, supervision and evaluation practices for instructional staff	3	2	2.83
6. The program helped me become more aware of my school's families and my larger community in order to promote academic achievement for all students	4	4	2.78
7. The program helped me to promote the academic achievement of all students through an improved understanding of the political, social, economic, legal and cultural context.	5	6	2.66
8. Because of the program, I am better able to manage the operations of my school in order to promote student learning.	6	3	2.67
9. The program taught me how to effectively utilize technology in order to enhance personal and staff productivity, and improve student learning	7	2	3.08
Average			2.71

It is notable that Residents clearly indicated on survey item 9 that they "neither agreed nor disagree" that the program provided them with the ability to utilize technology in order to enhance personal and staff productivity and enhance student learning (survey item 9).

Comments Analysis

Survey respondents were also invited to offer comments on their experiences with any aspect of the NJ L2L program. 46 respondents (55.4%) offered commentary. Appendix E outlines the full comments and common themes identified by the researcher.

Of those who offered comments, 25 (54.3%) identified themselves as female while 21 (45.7%) identified themselves as male. 20 (43.4%) respondents identified themselves as Principals and 26 (56.6%) identified themselves as Assistant Principals. Female Principals accounted for 14 of the responses, while male Principals only accounted for 6 of the responses. Female Assistant Principals accounted for 11 of the comments, while 15 comments were provided by male Assistant Principals. The comments indicated that females found the mentoring experience of the program to be positive, while few males offered similar sentiments. Furthermore, females offered a greater number of negative comments about the overall benefits of the program as opposed to males.

The comments provided were analyzed and common themes were identified. Table 5 depicts the frequency of themes my gender and title. The themes identified were:

1. Positive or negative mentor experience

2. Peer meetings were beneficial

3. No perceived benefit from the program

Table 5
NJ L2L Efficacy Survey - Comment Themes Frequency

	Asst. Principal F	Asst. Principal M	Principal F	Principal M
Positive Mentor Experience	6	4	6	2
Negative Mentor Experience	0	1	1	1
Peer Meetings Were Beneficial	3	2	2	1
No Perceived Benefit From The Program	4	7	8	3

A critical and central element of the NJ L2L program is the relationships established between Residents and a mentor. It is evident that 18 (39%) of the comments reflected either positive or beneficial experiences with their mentor while 3 respondents (6.5%) offered negative feedback regarding their mentor's services, availability, or affect. The researcher detected that more Principals offered positive comments regarding their mentor (6 female Principals and 2 male Principals) when compared to negative feedback regarding their mentor (1 female Principal and 1 male Principals). Some examples of comments offered regarding mentors include:

"My mentor was phenomenal!" (Respondent 6, female, Principal)

"The mentor I was assigned required more reports than other mentors, plus some reports were to be completed by the mentor and he had us complete the reports. When I questioned this situation it was indicated that it added to the communication process. I felt it was unjust and unfair" (Respondent 4, female, Principal)

"It is noted that I had a very competent mentor. She is an outstanding educator with years of wisdom to share. Most of all she was there for advice

and to listen. I know my colleagues were not as lucky as I was" (Respondent 16, female, Principal)

"The biggest impact with having a mentor was being able to review and discuss the unique challenges that a Principal deals with at times (teacher problems, student discipline, parent complaints). My mentor was GREAT at offering advice to effectively solve these problems" (Respondent 26, male, Principal)

"Mentor was not very helpful or available" (Respondent 64, male, Principal)

" I continue to keep in touch with my colleagues and mentor. It's nice to know they are there to bounce ideas off of" (Respondent 77, female, Principal)

Likewise, more Assistant Principals offered positive comments regarding their mentor (6 female Assistant Principals and 4 male Assistant Principals) when compared to negative feedback regarding their mentor (0 female Assistant Principal and 1 male Assistant Principal). Some of these comments included:

"My mentor [name redacted] was a godsend. He is very knowledgeable and experienced. He made my experience well worth it. He is a viable resource and mentor. He was always open for advice and perspective and encouragement. Excellent, excellent resource" (Respondent 1, female, Assistant Principal)

"The L2L advisor was very supportive and made this experience meaningful. [name redacted] was very clear in looking at education from many

points of view. She was forthright with her comments and suggestions and
I appreciated her guidance" (Respondent 10, male, Assistant Principal)

"I believe that this program would have been more beneficial to me if I
had been exposed to a mentor who was more organized and truly served in
"mentoring role" for me. Instead I felt like I completed most of the work
on my own, almost as if I was in a graduate class with little or no guid-
ance. If the mentor is truly dedicated to what they're doing then the pro-
gram can be worthwhile. It was just not the way for me " (Respondent 76,
male, Assistant Principal)

A second theme prevalent amongst the comments was the experience that Residents had with their peer groups; peer groups are designed to have Residents gather on a regular basis with a common mentor or other mentors and their assigned Residents, and discuss issues and experiences while on the job. No negative comments about this portion of the NJ L2L program were provided. Some of the comments regarding peer groups included:

"It was helpful as well to have a peer who was at a similar point in her
career to discuss workplace issues" (Respondent 9, female, Assistant Principal)

"Our cohort met with another cohort of administrators on a regular basis
and there was always a great interaction among us" (Respondent 19,
male, Principal)

"The most important and influential aspect of the program was the ability to meet with their administrators and the ability to visit their buildings" (Respondent 42, male, Assistant Principal)

"The class meetings were like laboratories with real situations and problem solving sessions" (Respondent 62, female, Assistant Principal)

The third theme identified in the provided comments was the perception that the program was not beneficial at all. Some of the comments related to this theme expressed dissatisfaction with the program requirements, the cost of the program, or the mandate placed upon NJ administrators to complete the program. 22 of the 46 comments (47.8%) disclosed either a negative or unsatisfactory sentiment with the NJ L2L program's benefit. Some of the comments offered were:

"This was also another very big financial commitment after just paying approximately $80,000 to complete my doctoral program" (Respondent 4, female, Principal)

"I found the program to be no help to me! It is another way to raise funds" (Respondent 7, male, Principal)

"I found this program to amount to a lot of extra work. The first two years of administration are the hardest, and completing extra tasks did not ease the transition. There is no replacement for on-site learning, and this program came across as more burdensome than productive" (Respondent 8, male, Assistant Principal)

"I was disappointed in the L2L program. While my participation in the program required me to assess my school based on the categories in our survey, I feel that my growth as a Principal came from my day to day experiences not the questions or activities I was required to complete as part of the program." (Respondent 11, female, Principal)

"I felt the program was too time consuming and costly for what I actually got out of it. Every school district has a different dynamic and I feel the time spent was not productive" (Respondent 43, male, Assistant Principal)

"Graduate work at Rutgers GSE prepared me for the Principalship. The L2L program was a waste of time" (Respondent 46, female, Principal)

"The program was a total waste of time. While my mentor was a good guy and worked well with me. Two years is overkill. The mentors know nothing about your district or school responsibilities compared to others. It is clearly a money grab by NJPS and retired supervisors. That we pay for mentorship is an outrage! Waste of time!! If you need this program you are not administrator material!" (Respondent 55, male, Assistant Principal)

A close examination of this information shows that female Principals and male Principals offered sharp contrasts in their comments about the benefit of the mentor and the perceived benefit of the program. As previously stated, female Principals accounted for 14 of the responses, while male Principals only accounted for 6 of the responses. However, more female Principals (6) commented that their mentor experience was positive, while only 2 male Principals offered this same sentiment. Referencing the theme of "No Perceived Benefit From The Program", again, more female Principals (8) com-

mented that the program was not beneficial and only 3 male Principals offered similar comments.

Chapter V

CONCLUSION AND RECOMMENDATIONS

The New Jersey Leaders to Leaders (NJ L2L) program is currently in its sixth year of operation. Anzul (2008) conducted a qualitative study examining the experiences of nine Principals in the NJ L2L program in relation to their mentoring experience. Until then, and since then, there have been no further studies of the NJ L2L program, especially one that measures the program participants' views on the program's efficacy in achieving its stated aims and goals. This study sought to contribute to the body of research on administrator induction programs and, specifically, the NJ L2L program's stated goals and standards. This study suggests (with an average mean score of 2.7) that former NJ L2L Residents generally "somewhat agree" that the program is meeting its aims and objectives and effectively addressing the NJ L2L and ISLLC standards. However, this study did indicate that the program lacks the ability to effectively teach new administrators how to utilize technology to enhance students and school performance and improvement.

The NJ L2L program must begin to more thoroughly and rigorously address standard seven: The School Leader Resident promotes the effective use of technology to maximize student learning and efficiently manage school operations. Eller's research that examined a Virginia developmental program for new principals included commentary from participants who, "addressed the need for more use of technology both at formal sessions and as a way to communicate and network between sessions" (Eller, 2010). Clearly, 21st Century leadership preparation requires the full utlization of 21st Century communications and tools.

The NJ L2L is an ambitious undertaking; the program is charged with ensuring that every newly appointed public school building-level administrator in the state of New Jersey enroll in this program, be assigned a mentor, and then complete eight explorations and an action-research project. Undoubtedly, some aspects of the program will receive more attention than others, depending upon the needs of the assigned peer group that each mentor must oversee. But it is also evident, illustrated through the comments offered in this study, that the mentor is the key to the Residents' perceived efficacy of the program.

Former Residents' comments about their mentors support the research of Hansford and Ehrich (2006). Their study examined 40 research papers focused on the mentoring of Principals. Hansford and Ehrich found that the mentor relationship is the most critical relationship that new administrators can establish. Their research concluded that in order for a mentoring program to be effective, sufficient time must be allotted and that, "personality/expertise mismatches can and do undermine the fostering of important conditions required for such a highly interpersonal and developmental relationship" (Hansford and Ehrich, 2006).

It is possible that the time allotted for mentoring was either too infrequent or unproductive for those who responded in the negative about their mentor experience. Hall (2008) researched mentoring programs across the United States. He concludes that quality mentoring programs and found that, "Effective programs... arrange regular, frequent meeting times and require participants to dedicate a certain amount of time to the men-

toring process" and that, "[the mentor and mentee] must carve out a significant amount of time for this process to become mutually beneficial" (Hall, 2008).

There is an abundance of literature and research on the dynamics of mentors in the admnistrator preparation process, though the literature focuses mainly on teacher induction (see for example Smith & Ingersoll, 2004; Fluckiger, McGlamery, and Edick, 2006; Davis & Higdon, 2008; Gilles, Wilson, and Eaton, 2009). Novice administrators are in need of much more than pedagogical and professionalism training - these jobs require a knowledge of politics, curriculum, transformative leadership, the use of technology, and financial and budgeting savvy, just to name a few (Lazaridou, 2009).

Since the mentor is by far the most crucial and central component of preparatory programs, it is necessary to examine how mentors are used and what their purpose is. As far back as 1985, Kram and Isabella argued that effective mentoring was founded in the relationship between a mentee and a mentor. Asbury and Hackmann (2006) reference Crow and Matthews when they assert, "...mentoring was paramount not only to pre-service administrative preparation programs" and that "the establishment of informal mentoring relationships is common practice among practitioners".

Quong (2006) cites Jacobi when defining a mentor; one who has much experience, is influential, and has attained some measure of achievement. Being a mentor is not the same as serving in a peer support capacity because novice peers do not have the same characteristics as a mentor (Quong, 2006). However, peer support is a growing component of administrator induction programs. O'Neill and Marsick (2008) reference Kram &

Isabella (1985) when they note, "A relationship with a peer or peers can offer an alternative to the traditional mentoring relationship."

Mentors are especially effective when novice Principals find themselves lost in the minutia of leadership or in situations that are unfamiliar and never discussed in the training program classroom. This type of mentoring is echoed by Zachary (2005): "Mentoring is best described as a reciprocal and collaborative learning relationship between two (or more) individuals who share mutual responsibility and accountability for helping a mentee work toward achievement of clear and mutually defined learning goals" (p. 3). But, as noted by Asbury and Hackmann (2006), "Poorly designed mentorship programs can result in mentor relationships that are detrimental to protégé development." This often results from a poorly conceived mentor program or one where the participating mentors are unfamiliar with their novice administrator's needs. "Mentoring should provide protection from damaging decisions, encourage novices to undertake challenging and risk-taking activities that they may otherwise avoid… and help diminish ambiguity" (Crow & Matthews, 1998).

A review of current literature reveals that some mentor-centric programs have been scrutinized, though mentoring continues to be a focal point of administrator induction programs. Hall (2008) wrote that most induction programs have, since their inception, retained the mentorship a key component. Courses in research and education theory can only achieve so much -- the mentor can provide an in-depth discussion of the administrative world. However, research suggests that the mentor relationship is often lacking a systematic implementation (Hall, 2008). To counter this criticism, some adminis-

trator preparatory programs and national organizations have begun to develop more intricate and common mentoring processes.

The NJPSA and FEA must also begin to examine the plausibility of the program; nearly 48% of the former Residents found the program to be of little benefit. The NJ L2L costs an individual, or a school district, over three thousand dollars over a two-year induction process. This is a costly burden to Residents and districts. Thus, the NJPSA and FEA must determine what elements of the NJ L2L program are repetitive of administrator pre-service programs and seek to enhance or eliminate these features in an effort to bring efficacy to the program. The reputation of the NJ L2L program depends on this.

Recommendations

Future studies of the NJ L2L program should focus on the following:

- Look to disaggregate past Residents to see if there is any correlation or significance that race or ethnicity play in the Residents' experience. Do minority Residents experience the NJ L2L program differently that their peers?

- Disaggregate Residents by locale. Do Assistant Principals or Principals in various parts of New Jersey experience the program differently?

- Research should focus on the experience of Residents in urban, suburban, and rural districts. Does the educational environment and cultural and community differences amongst administrators have any impact on how they percieve the NJ L2L program?

- Research should be done on the training of the NJ L2L mentors who are directly influencing Residents' experiences with technolgy – is the mentor training regarding

education technology adequate and why do Residents express disfavor with the program's ability to preapre for the use of education technology?

- Further qualitiative studies should be conducted to find out why the program is generally perceived to be of no benefit.

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Appendix A

Explanation of the ISLLC and NJPSA Standards

Each ISLLC standard listed below is followed by the knowledge required for the standard, the dispositions or attitudes manifest by the accomplishment of the standard, and performances that could be observed by an administrator who is accomplished in the standard.

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

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

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

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

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

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

With these requirements, new professional standards were also developed by the FEA and the NJPSA. They are:

NJ-L2L Standard #1 - Vision for Leading and Learning: The School Leader Resident promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

NJ-L2L Standard #2 - Ethical Behavior: Leading With Integrity: The School Leader Resident promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

NJ-L2L Standard #3 - Sustaining an Inclusive Culture for Learning: The School Leader Resident promotes success for all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

NJ-L2L Standard # 4 - Collaboration With Families and Community to Foster Learning: The School Leader Resident has the knowledge and ability to promote the success of all students by collaborating with families and other com-

munity members, responding to diverse community interests and needs, and mobilizing community resources

NJ-L2L Standard #5 - Leading within the Context of Public Education: The School Leader Resident has the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

NJ-L2L Standard #6 - Managing the Learning Community: The School Leader Resident has the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

NJ-L2L Standard #7 - Integrating Technology to Enhance Learning and School Management: The School Leader Resident promotes the effective use of technology to maximize student learning and efficiently manage school operations.

ISLLC & NJ L2L Standards Correlation

NJ L2L Exploration	ISLLC Standard	NJ L2L Standard
Exploration #1: Exploring the district/school vision for student learning	1	1
Exploration #2: Exploring the impact of integrity, fairness, and ethical behavior in promoting the academic achievement of all students	5	2
Exploration #3A: Exploring the culture and environment for learning within the school and classrooms	6	3
Exploration #3B: Exploring the school's curriculum and instructional practices through analysis of student performance data	2	3
Exploration #3C: Exploring the school's professional development, supervision and evaluation practices for instructional staff	2	3
Exploration #4: Exploring the school's connection to families and the larger community in promoting academic achievement of all students	4	4
Exploration #5: Exploring the political, social, economic, legal and cultural context in promoting the academic achievement of all students	6	5
Exploration #6: Exploring strategic school management and operations to support student learning	3	6
Exploration #7: Exploring technology to enhance personal and staff productivity, and student learning	2	7

Appendix B

MODULE SYLLABUS

Leadership Areas: **Organizational, Instructional, and Community Leadership; Strategic Management**

Course: EDL 0091 *Examining Leadership Practice: Guided Inquiry & Residency*

Module X-1: **Examining School Leadership Practice: Guided Inquiry and Residency**

Reference: **NJ EXCEL Standards #1-7 (ISLLC Standards #1-6; TSSA Standards I-VI)**

Required Time: **105 Hours**

Format: **Job-Embedded Guided Inquiry; Job-Embedded Professional Development; Mentoring; Peer Support Groups; Online Support**

DESCRIPTION

PURPOSE

This curriculum module is offered through the *NJ-L2L Program*, a State-approved comprehensive mentoring and induction program for new school leaders who must complete a State-required *2-year Residency* in order to be eligible for Standard Principal Certification. The *NJ-L2L Program* is designed to improve induction and retention of new school leaders, and to enhance their knowledge, skills, personal dispositions, and performance through a structured Residency Program consisting of four complementary program components: (1) *Job-Embedded Guided Inquiry and Reflective Practice*; (2) *Individualized Continuing Professional Development*; (3) *Mentoring*; and (4) *Job-Embedded Action Research*. All four components are aligned with and reinforce the requisite school leadership practices and performance indicated by the *New Jersey Professional Standards for School Leaders (NJPSSL)*. (See attached *Year 1 Residency Plan*)

CONTINUING PROFESSIONAL DEVELOPMENT (20 hours)

Residents are required to complete online Pre/Self-Assessments that are aligned with the *NJPSSL* at the beginning of the Year 1 Residency, review results with their mentors, identify two to three professional growth targets for each State Standard, and develop **individualized** *Professional Growth Plans (PGPs)*. Residents' professional development experiences are planned cooperatively with mentors based on their self-assessments and individualized *Professional Growth Plans* to ensure inclusion of appropriate experiences that: (1) build upon, broaden and enhance their prior knowledge, skills, and experience; and (2) provide opportunities to apply new knowledge, skills, and research in multiple school settings.

YEAR 1 RESIDENCY: EXPLORATIONS INTO SCHOOL LEADERSHIP PRACTICE (40 hours)

During the Year 1 Residency, Residents are required to complete **eight (8) job-embedded** *Explorations into School Leadership Practice* and maintain an *NJ-L2L Year 1 Residency Explorations and Reflection Log* under the guidance of their mentors. Explorations are *guided inquiries* that are aligned with the *NJPSSL* and designed to provide Residents with a deep understanding of: (1) the *NJPSSL* and their implications for effective school leadership practice; (2) their leadership knowledge, skills and personal dispositions required by the *NJPSSL*, and the implications for their continuing professional growth and effectiveness as school leaders; (3) their district/school vision and goals for student learning, policies, programs, and needs related to the continuous improvement of schools, teaching and academic achievement for all students; (4) the broader context in which they must function as school leaders, including federal and State regulations and the unique expectations and needs of their school, district and community-at-large; and (5) the internal and external forces that impact the teaching and learning process in their districts/schools, the specific barriers to effective teaching and learning, and the school leadership practices that have the potential to overcome these barriers and improve academic achievement for all students.

MENTORING (45 hours)

Trained mentors are assigned to Residents and are required to meet with them a minimum of forty-five (45) contact hours during the Year 1 Residency, which includes one-on-one conferences, on-site visitations and observations, and *Peer Support Group* meetings. Mentors guide Residents as they plan and conduct each Year 1 *Exploration*, and discuss their findings to stimulate deeper levels of inquiry within the contexts of their districts/schools. Mentors provide continual feedback in a trusting and supportive relationship that focuses on supporting Residents' as they meet the challenges of their new positions and State-requirements for Standard Principal Certification, and continue their professional growth.

ASSESSMENT

All Residents maintain a *Leadership Portfolios* during the two-year Residency to systematically collect and organize evidence of their progress toward, and completion of, required Residency experiences, and their continuing professional growth, as measured by each of the *NJPSSL*. Mentors complete Formative Assessments at the end of 4, 8 and 12 months based on criteria aligned with the NJPSSL.

COURSE OBJECTIVE

The objective of this course is to further broaden and enhance new school leaders' knowledge, skills, personal dispositions, and ability to effectively apply school leadership practices as *organizational, instructional and community leaders, and strategic managers,* through structured job-embedded guided inquiries, continuing professional development, and mentoring support that focus on driving and sustaining continuous school improvement and enhanced learning for all students.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

1. Demonstrate the knowledge, skills, and personal dispositions required by the State for Standard Principal Certification and appropriate for a beginning school leader during mentoring activities, and job-embedded guided inquiry and continuing professional development experiences; as indicated by formative performance-based assessments completed by the mentor during the year-long Residency, and measured by the *NJ-L2L School Leader Standards Framework* and *NJ-L2L Resident Assessment Rubric and Criteria.*

5. Demonstrate his/her knowledge, skills, personal dispositions, and ability to effectively apply school leadership practices as *organizational, instructional and community leaders, and strategic managers,* to drive and sustain continuous school improvement and enhanced learning for all students; as indicated by assessment of his/her Leadership Portfolio by his/her mentor, and measured by the *NJ-L2L School Leader Standards Framework* and *NJ-L2L Resident Assessment Rubric and Criteria.*

Performance indicators and assessments focus on demonstration of the following for each Resident:

NJ-L2L Standard #1   Vision for Leading and Learning
The School Leader Resident promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

NJ-L2L Standard #2   Ethical Behavior: Leading With Integrity
The School Leader Resident promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

NJ-L2L Standard #3 Sustaining an Inclusive Culture for Learning
The School Leader Resident promotes success for all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth

NJ-L2L Standard # 4   Collaboration With Families and Community to Foster Learning
The School Leader Resident has the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources

NJ-L2L Standard #5 Leading within the Context of Public Education
The School Leader Resident has the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

NJ-L2L Standard #6 Managing the Learning Community
The School Leader Resident has the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment

NJ-L2L Standard #7 Integrating Technology to Enhance Learning and School Management
The School Leader Resident promotes the effective use of technology to maximize student learning and efficiently manage school operations.

JOB-EMBEDDED GUIDED INQUIRY:
EXPLORATIONS INTO SCHOOL LEADERSHIP PRACTICES (40 hours)

During the Year 1 Residency. Residents are required to complete **eight (8) job-embedded** *Explorations into School Leadership Practice* under the guidance of their mentors. The Explorations are guided inquiries that are aligned with the *NJPSSL* and designed to provide Residents with a deep understanding of: (1) the *NJPSSL* and their implications for effective school leadership practice; (2) their leadership knowledge, skills and personal dispositions as indicated by the *NJPSSL,* and the implications for their continuing professional growth and effectiveness as school leaders; (3) their district/school vision and goals for student learning, policies, programs, and needs related to the continuous improvement of schools, teaching and academic achievement for all students; (4) the broader context in which they must function as school leaders, including federal and State regulations and the unique expectations and needs of their school, district and community-at-large; and (5) the internal and external forces that impact the teaching and learning process in their districts/schools. the specific barriers to effective teaching and learning, and the school leadership practices that have the potential to overcome these barriers and improve academic achievement for all students.

Residents are required to maintain an *NJ-L2L Year 1 Residency Explorations and Activity Log,* which includes a series of "guiding questions" designed to guide Residents in each standards-driven Exploration, and to stimulate reflective practice and discussion with their mentors. The guiding questions are also designed to stimulate inquiry, data collection and analysis, and examination of school leadership practices leading to findings and conclusions regarding barriers to effective teaching and student learning in their districts/schools, recommendations for possible actions by Residents to address these barriers, and further insights into their personal needs for continuing professional development. Many of the activities within each Exploration are linked to activities in other Explorations. As a result, Residents develop an understanding of the connectedness of the *NJPSSL* and the interrelationship and interdependence of the conditions that impact student learning within his/her district, school and community-at-large.

A brief description of the focus of each Exploration follows.

Exploration #1: Exploring the district/school vision for student learning (Ref: Standard #1)

Exploration #1 focuses on job-embedded experiences and activities that examine a district/school vision for learning and the strategies used to develop a shared vision and goals for the purpose of long-term district/school planning to continuously improve student achievement. *Explorations should result in evidence demonstrating the Resident's leadership knowledge and skills, professional growth, involvement in activities such as, but not limited to:* the use of data for school needs assessments; developing and communicating a shared vision for student learning; goal setting; developing, implementing, monitoring, and evaluating strategic plans for school improvement and increased student learning.

Exploration #2: Exploring the impact of integrity, fairness, and ethical behavior in promoting the academic achievement of all students (Ref: Standard #2)

Exploration #2 focuses on job-embedded experiences and activities that enable Residents to provide evidence that demonstrates their knowledge, understanding, and personal dispositions related to legal and ethical behavior as school leaders. *Explorations should result in evidence of* the candidate's personal and professional code of ethics and demonstration of the knowledge, understanding, and dispositions required to exert influence to improve the school environment and learning for all students; advocate for high standards and achievement for all students; act with fairness and integrity in all interactions with staff, students, and others; and inspire integrity and ethical behavior in others.

Exploration #3A: Exploring the culture and environment for learning within the school and classrooms (Ref: Standard #3)

Exploration #3A focuses on examining the school leader's role as facilitator in the creation of an inclusive school culture and learning community that effectively supports and sustains a productive learning environment for all members of the school, especially the students. *Explorations should examine the school leader's role and result in evidence of the Resident's involvement in activities such as, but not limited to:* promoting high expectations and an environment for increased achievement of all students; assessing school culture and developing strategies to improve school programs, culture, and climate; fostering and nurturing a culture of continuous improvement and effective use of technology and data to enhance student learning; and monitoring and evaluating the environment to identify and eliminate barriers to student learning.

Exploration #3B: Exploring the school's curriculum and instructional practices through analysis of student performance data (Ref: Standard #3)

Exploration #3B focuses on examining the school leader's role as the instructional leader who directs, guides, and facilitates improvement of educational programs. student support services, teaching, and student learning through continuous improvement curriculum. instruction, professional development and evaluation to enhance the competency and performance of teachers and other instructional staff. *Explorations should result in evidence of the Resident's leadership and pedagogical knowledge and skills, professional growth, and involvement in activities such as but not limited to:* assessing and organizing school structures and time to meet school goals: developing a data-based school profile

and making recommendations regarding improvements of curriculum and support services; applying research-based principles for effective instruction and use of technology to enhance instruction for all students; using assessment data to analyze performance of diverse student groups and make recommendations to improve instruction and learning for all students.

Exploration #3C: **Exploring the school's professional development, supervision and evaluation practices**
for instructional staff (Ref: Standard #3)

Exploration #3C focuses on examining the school leader's role as the instructional leader who directs, guides, and facilitates improvement of educational programs, student support services, teaching, and student learning through continuous improvement curriculum, instruction, professional development and evaluation to enhance the competency and performance of teachers and other instructional staff. *Explorations should result in evidence of the Resident's leadership and pedagogical knowledge and skills, professional growth, and involvement in activities such as but not limited to:* assessing and designing standards-driven research-based professional development programs that focus on improving student learning; using appropriate supervisory and evaluation models to monitor and assess teachers and other school personnel; and assessing staff knowledge, skills, and performance in using technology and using data to design teacher training for effective use of technology to enhance student learning.

Exploration #4: **Exploring the school's connection to families and the larger community**
in promoting academic achievement of all students (Ref: Standard #4)

Exploration #4 focuses on the importance of the school leader understanding the role of families and the community in supporting school improvement and student learning, and facilitating their active and sustained involvement in the school improvement process. *Explorations should result in evidence of the Resident's leadership knowledge, skills and personal dispositions, and involvement in job-embedded activities such as but not limited to:* planning to integrate family and community resources to address student and family conditions that affect learning; actively involving families in the education of their children; applying community relations and marketing strategies to forge partnerships within the community to support student learning; involving families and other stakeholders in decision-making and school improvement processes; and effectively

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Exploration #5: **Exploring the political, social, economic, legal and cultural context**
in promoting the academic achievement of all students (Ref: Standard #5)

Exploration #6 focuses on the importance of the school leader understanding "the big picture" and the broader context in which school leaders must function as they strive to improve schools and student learning. *Explorations should result in evidence of the Resident's leadership knowledge and skills, professional growth, and involvement in job-embedded activities such as but not limited to:* analyzing and describing the cultural context of the larger community and using this knowledge to develop policies and activities to benefit students and their families; describing economic factors shaping the local community and the effects on the school and its students; identifying policies, laws, regulations that might improve educational and social service organizations to better serve students and their families; planning to capitalize on the diversity of the community to enhance programs and instruction to meet diverse student needs; effectively communicating and working with decision-makers outside the school community.

Exploration #6: **Exploring strategic school management and operations**
to support student learning (Ref: Standard #6)

Exploration #8 focuses on the school leader's role as the strategic manager of the school as a learning community, on the importance of effective school operations in providing a safe, healthy and productive learning environment for all students, and on the importance of alignment of all internal and external resources with the school's vision and goals for school improvement and student learning. *Explorations should result in evidence of the Resident's leadership knowledge and understanding, professional growth, and involvement in job-embedded activities such as but not limited to:* applying appropriate models and principles of organizational development and management, research, and data-driven decision-making; strategically planning to focus the organization and management of fiscal, human, and material resources on student learning; using effective problem-solving, group process, and consensus building strategies; and using technology to develop, assess, evaluate, manage, and advance administrative and operational systems; designing and managing operational procedures to maximize learning; providing safe, clean, efficient use of facilities; aligning and equitably allocating fiscal, human, and material resources with school goals for student achievement; using needs assessments, data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with student achievement goals; identifying new resources to support school improvement and student learning; managing fiscal resources; developing, supervising, and evaluating non-instructional staff; and allocating human and fiscal resources to support and sustain the school technology plan.

Exploration #7: **Exploring technology to enhance personal and staff productivity,**
and student learning (Ref: Standard #7)

Exploration #7 focuses on examining the vision, planning process, and capacity of the district/school related to effective use of technology to enhance teaching and student learning, and to improve efficiency related to school management and staff productivity. *Explorations should examine the school leader's role in supporting effective technology use and result in evidence of the Resident's involvement in activities such as but not limited to:* technology training to improve personal technology skills and understanding of technology's role in enhancing teaching, student learning and school management; assessing needs of staff for technology training; assessing budget allocations for technology use and making recommendations; planning for increased technology use and effectiveness to support district/school improvement goals.

ASSESSMENT OF LEARNING OUTCOMES

The *Year 1 Residency Explorations and Activity Log* is regularly reviewed and discussed with mentors during conferences at which time Residents provide evidence of progress toward and completion of the Explorations to their mentors. The Activity Log also serves as documentation of conferences with mentors and the evidence provided by Residents related to completion of required Explorations and participation in professional development activities.

All Residents are also required to maintain a *Leadership Portfolios* during the two-year Residency to systematically collect, organize and present evidence of their progress toward and completion of required Residency experiences. During the Year 1 Residency, evidence focuses on completion of their *Explorations*, the substance of their findings and conclusions, their recommendations for improvement, the impact of actions they have taken, and their continuing professional growth. Mentors are required to complete three Formative Assessments during the Year 1 Residency at the end of 4, 8 and 12 months based on assessment rubrics and criteria aligned with the NJPSSL.

Informal Assessment is ongoing and includes:
- Mentor observation of, and interactions with, Residents related to job-embedded experiences and Peer Support Group activities;
- Ongoing communications and interactions between mentors and Residents related to guided inquiries (Explorations), portfolio artifacts, and other activities;
- Residents' commentaries in electronic communications.

Formal Assessment is ongoing and includes:
- Leadership Portfolio Reviews: regular conferences between mentors and Residents, and quarterly Leadership Portfolio reviews by mentors to assess progress, performance, and professional growth throughout the program (Mentors' assessment included in written Formative Assessment Reports).
- Year 1 Residency and Explorations Activity Log: reviewed by mentor to ensure completion of Explorations, and to assess Residents' knowledge, skills, personal dispositions, and professional growth based on discussions regarding their findings and conclusions, recommendations for actions and/or actions taken, and reflections and lessons learned (Mentors' assessment included in written Formative Assessment Reports).
- NJ-L2L Formative Assessments: focused on mentors' assessment of Residents' professional growth and performance based on their observations, interactions with Residents, and Leadership Portfolio reviews of evidence related to job-embedded Explorations (Written NJ-L2L Formative Assessments by mentor at the end of 4, 8 and 12 months of the Year 1 Residency with recommendations for continuing professional growth).

NEW JERSEY LEADERS TO LEADERS (NJ-L2L)

RESIDENCY PLAN YEAR 1 CHECKLIST

INSTRUCTIONS: Mentors check the appropriate column for each required Residency activity and update information at the end of each formative assessment period.	IN PROGRESS	COM-PLETED
Attend the NJ-L2L Day 1 Resident/Mentor Orientation		
Attend the NJ-L2L Day 2 Resident Online Technology Training		
Complete NJ-L2L Pre/Self-Assessments		

Based on NJ-L2L Pre/Self-Assessments and in consultation with Mentor, identify 2-3 professional growth targets in each of the NJ Professional Standards for School Leaders to enhance school leadership knowledge, skills, personal dispositions, and practices.		
Develop a Leadership Portfolio to organize evidence of Year 1 Residency experiences		
Complete eight (8) Explorations into School Leadership Practice and maintain the Year 1 Residency Explorations and Activity Log		
Participate in a minimum of 45 contact hours of mentoring, which include on-site visits, observations, conferences, and Peer Support Group meetings		
Participate in regularly scheduled Peer Support Group meetings and complete individual Peer Support Group Reflections		
Engage in ongoing communications with Mentor and Peer Support Group members using the NJ-L2L Online Learning Community		
Engage in professional development activities that support learning related to identified professional growth targets and Year 1 Explorations		
Based on Year 1 Explorations, identify district/school needs and 2-3 barriers to effective teaching and student learning that will be the focus of the Year 2 Residency Plan and job-embedded Action Research Project; further develop the Year 2 Residency Plan as needed		
Develop Action Research Project proposal for Mentor review and approval		
Participate in Formative Assessment Conference #1 with Mentor (end of 4 months)		
Participate in Formative Assessment Conference #2 with Mentor (end of 8 months)		
Participate in Formative Assessment Conference #3 with Mentor (end of 12 months)		
Complete NJ-L2L Year 1 Program Evaluation		

Resident: _____ START   DATE:
_____

MENTOR: _____ COMPLETION   DATE:
_____

Appendix C

Michael Parent <michaelparent5199@gmail.com>
Dissertation Request

Bartoletti, JoAnn <jbartoletti@njpsa.org> Mon, Sep 27, 2010 at 10:54 AM

To: Michael Parent <michaelparent5199@gmail.com>
Cc: "Schaller, Gerry" <gschaller@njpsa.org>, "Reece, Mary" <mreece@njpsa.org>

I am pleased to tell you that the NJPSA Board of Directors enthusiastically approved your request to conduct a study of L2L Residents as part of your dissertation. The only restriction is that PSA Board policy does not permit us to give you any contact information (including school addresses) of members. You would have to do the following: 1) arrange a time to come to the building where, with Gerry Schaller or Mary Reece, you would review a list of L2L Residents (there are more than 400) and select the half dozen you would want to contact 2) prepare the mailing and deliver it to us (with postage affixed); we will be happy to address the envelopes and send them for you. The Board wants very much to have a copy of your dissertation when concluded. Please feel free to contact me or Mary Reece with questions.

Appenidx D

Letter of Solicitation

Dear Administrator,

I am completing a doctoral dissertation in Education Administration at Seton Hall University, College of Education and Human Services. I have selected you to voluntarily take part in my dissertation study.

My study focuses on the efficacy of the New Jersey Leaders to Leaders induction program. The title of my study is: *Evaluating the Effectiveness of the New Jersey Leaders to Leaders Induction Program: A Case Study.* In order to complete this study, I am soliciting feedback from former NJ L2L Residents, such as you.

The survey consists of nine questions that focus on the mission and goals of the NJ L2L program. Each question can be answered using a simple check mark. The survey also asks that you identify your title and gender, though you may choose not to offer this information. You are also invited to add any comments about the NJ L2L program.

Your participation in this study is voluntary and your submission can be withdrawn at any time. All participants in this study will receive a copy of the abstract upon request. Furthermore, the confidentiality and anonymity of all survey respondents will be preserved.

Your responses to this survey will be used solely for the purpose of analysis. All survey responses will be kept in a sealed envelope in a locked location in my home.

It is my hope that this study will assist the NJ L2L program administrators in evaluating the course and direction of the NJ L2L program. Whether or not you decide to take part in this study, I would appreciate it if you would complete and return the survey in the enclosed return envelope.

Cordially,

Michael Parent

NJ L2L Efficacy Survey

	1 I agree	2 I Somewhat Agree	3 I Neither Agree nor Disagree	4 I Somewhat Disagree	5 I Disagree
1. The program enhanced my knowledge of the school's vision for student learning.					
2. The program helped me understand the impact of integrity, fairness, and ethical behavior in promoting the academic achievement of all students.					
3. After completing the program, I was better prepared to address the culture needs and learning environment conducive for the school and classrooms.					
4. The program has enabled me to analyze both the school's curriculum and instructional practices through the use of student performance data					
5. Because of the program, I am better equipped to oversee my school's professional development, supervision and evaluation practices for instructional staff					
6. The program helped me become more aware of my school's families and my larger community in order to promote academic achievement for all students					
7. The program helped me to promote the academic achievement of all students through an improved understanding of the political, social, economic, legal and cultural context.					

	1 I agree	2 I Somewhat Agree	3 I Neither Agree nor Disagree	4 I Somewhat Disagree	5 I Disagree
8. Because of the program, I am better able to manage the operations of my school in order to promote student learning.					
9. The program taught me how to effectively utilize technology in order to enhance personal and staff productivity, and improve student learning					

Respondent's Title (please select one):

____ Principal   ____ Assistant Principal   ____ Supervisor   ____ Athletic Director

Respondent's Gender (please select one):

____ Male   ____ Female

Additional Respondent Comments (optional):

_____

_____

_____

_____

Appendix E

	COMMENT	ANALYSIS
Respondent 1	My mentor [name redacted] was a godsend. He is very knowledgeable and experienced. He made my experience well worth it. He is a viable resource and mentor. He was always open for advice and perspective and encouragement. Excellent, excellent resource	• Positive mentoring experience
Respondent 2	I loved my mentor [name redacted]. He was the reason for the success of the program.	• Positive mentoring experience
Respondent 3	I do not truly believe I gained much from participation in this program. I worked with my in-district mentor and several supervisors to gain the knowledge I needed. This is my second career. I previously managed a staff, and "juggled" several tasks with their assistance. I had an MPA in Public Administration prior to my Principal/Supervisor Certification.	• No perceived benefit from the program

	COMMENT	ANALYSIS
Respondent 4	I think in theory the NJL2L program has many avid concepts and ideas; however, I have a doctorate in Educational Leadership which was an earned degree higher than my mentor, and so much of what I accomplished during my years of classes at Seton Hall University, plus having been a supervisor of instruction/assistant principal for 7 years had prepared me sufficiently to do my job and do it well. I asked one of the coordinators of NJL2L if I could be allowed not participate because I had my doctorate in education. I was told if I liked my job I had to complete the program. I am also 61 years old - so at the age of 59 I had to complete a program to become certified for a job I was only going to spend a few years doing. The purpose of my obtaining a post graduate degree is because I also teach at Georgian Court University and ope next year to be at the university full time. In my situation, my mentor did not know me, the faculty or the community where I am principal. I had asked the assistant superintendent, who spends a great deal of time at the school, who knows the community, the teachers, the Board of Ed., etc could be my mentor, and I was told no. I am the only administrator at the school. I spend 10 hrs a day at the school and my assigned mentor was requiring, that while I was trying to learn a new job, plus having many evaluations to write for the NJL2L program, I had to visit other schools in other Districts. This was absolutely no help to me what so ever. If I had District mentor it would have been a more positive experience. The mentor I was assigned required more reports than other mentors, plus some reports were to be completed by the mentor and he had us complete the reports. When I questioned this situation it was indicated that it added to the communication process. I felt it was unjust and unfair. This was also another very big financial commitment after just paying approximately $80,000 to complete my doctoral program.	• Negative mentoring experience • No perceived benefit from the program

	COMMENT	ANALYSIS
Respondent 6	I was a curriculum supervisor prior to becoming a principal. For me, the NJL2L program was more a formality b/c of my previous administrative experiences. My mentor was phenomenal!	• Positive mentoring experience
Respondent 7	I found the program to be no help to me! It is another way to raise funds.	• No perceived benefit from the program
Respondent 8	I found this program to amount to a lot of extra work. The first two years of administration are the hardest, and completing extra tasks did not ease the transition. There is no replacement for on-site learning, and this program came across as more burdensome than productive.	• No perceived benefit from the program
Respondent 9	I attended a rigorous, in-depth leadership program at the University of Pennsylvania. The NJL2L program did very little to further my knowledge of research and best practices in educational leadership. It was, however, very helpful to have a veteran educator to discuss and analyze workplace events with on a continuous basis during the two year period. It was helpful as well to have a peer who was at a similar point in her career to discuss workplace issues. With the foundation/ background that I had, I think that the two years was too long. That time may be beneficial for those in a less rigorous program of study.	• Peer meetings were beneficial • No perceived benefit from the program
Respondent 10	The L2L advisor was very supportive and made this experience meaningful. [name redacted] was very clear in looking at education from many points of view. She was forthright with her comments and suggestions and I appreciated her guidance.	• Positive mentoring experience
Respondent 11	I was disappointed in the L2L program. While my participation in the program required me to assess my school based on the categories in our survey, I feel that my growth as a principal came from my day to day experiences not the questions or activities I was required to complete as part of the program.	• No perceived benefit from the program
Respondent 13	I believe the program was a complete "re-do" of my master's program. I enjoyed the time spent with my cohort members and mentor. The "school work" was a bit much in light of the may demands of the job, while attempting to maintain self-efficacy and some semblance of family life.	• No perceived benefit from the program

	COMMENT	ANALYSIS
Respondent 16	It is noted that I had a very competent mentor. She is an outstanding educator with years of wisdom to share. Most of all she was there for advice and to listen. I know my colleagues were not as lucky as I was.	• Positive mentoring experience
Respondent 17	Unfortunately I my school I am not able to take part in many areas that most principals in other schools do. I am told what I can take part in and when. I would like and am capable of doing much more but the director limits my involvement due to what I feel is a power issue. Also, what I don't understand is how a person can obtain a principal's certification without having taught in the classroom yet can't obtain employment as a principal without having taught in the classroom.	
Respondent 18	Overall, the program was not especially effective. The project was not productive. However, the networking the program gave me with other administrators was HIGHLY VALUABLE. My instructor was good. She brought excellent handouts.	• No perceived benefit from the program • Positive mentoring experience
Respondent 19	The program was good but the networking was the best beneficial aspect of the program. Our cohort met with another cohort of administrators on a regular basis and there was always a great interaction among us.	• Peer meetings were beneficial
Respondent 21	Program did not really do anything for me. I learned more from hands on and building staff.	• No perceived benefit from the program

	COMMENT	ANALYSIS
Respondent 26	The biggest impact with having a mentor was being able to review and discuss the unique challenges that a principal deals with at times (teacher problems, student discipline, parent complaints). My mentor was GREAT at offering advice to effectively solve these problems.	• Positive mentoring experience
Respondent 30	A very expensive program with little benefit.	• No perceived benefit from the program
Respondent 32	I felt the program was a repeat of what I did in graduate school. I had a great mentor but the final project and portfolio assignments are repetitive to what I did in graduate school.	• No perceived benefit from the program
Respondent 33	Plus: quality control over participant's content for training, cohort discussion component. Minus: cost, paperwork!	• Peer meetings were beneficial
Respondent 36	I got more out of the program by speaking with the other participants. We talked about the day to day functions of the school.	• Peer meetings were beneficial
Respondent 39	I feel I learned this in grad school and working. I had a great mentor and my group was fantastic. However, I don't think the program enhanced or bettered me as an admin. I was previously a supervisor and when I got AP position had to go to training. Unfortunately it was exactly what I did in grad school. I believe a mentor is necessary but The program is not.	• Positive mentoring experience • No perceived benefit from the program
Respondent 41	I found it very beneficial to have a mentor who was so supportive and genuine. His experience and expertise helped me to grow professionally.	• Positive mentoring experience
Respondent 42	The most important and influential aspect of the program was the ability to meet with their administrators and the ability to visit their buildings.	• Peer meetings were beneficial

	COMMENT	ANALYSIS
Respondent 43	I felt the program was too time consuming and costly for what I actually got out of it. Every school district has a different dynamic and I feel the time spent was not productive.	• No perceived benefit from the program
Respondent 44	I had a wonderful experience as a participant in the NJL2L program. My mentor was awesome! He was available to me as needed. Great program.	• Positive mentoring experience
Respondent 46	Graduate work at Rutgers GSE prepared me for the principalship. The L2L program was a waste of time.	• No perceived benefit from the program
Respondent 47	The program was beneficial to me in respect to having a mentor. I was really fortunate to have a mentor who was intelligent and understood school politics. She really helped me navigate my first two years as an administrator. The second year was more valuable to me as far as topics of the mtgs. I don't believe the person who ran the mtgs during my first year prepared anything interesting. The program required a lot of additional work that didn't really help facilitate or support my move to administration.	• Positive mentoring experience • No perceived benefit from the program
Respondent 49	Unfortunately I felt this program was more of a burden than an actual asset in preparing me as an administrator. Although my mentor was a kind and caring individual, his knowledge base was limited on best practices and therefore had nothing to offer me. In fact, he was often impressed with our school and district initiatives. Perhaps this program would have been more meaningful with a stronger mentor. I was not reimbursed by my district so besides being a waste of time it was also a waste of money.	• Negative mentoring experience • No perceived benefit from the program
Respondent 50	This program was additional busy work. College administrative prep programs was enough.	• No perceived benefit from the program

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	COMMENT	ANALYSIS
Respondent 55	The program was a total waste of time. While my mentor was a good guy and worked well with me. Two years is overkill. The mentors know nothing about your district or school responsibilities compared to others. It is clearly a money grab by NJPS and retired supervisors. That we pay for mentorship is an outrage! Waste of time!! If you need this program you are not administrator material!	• No perceived benefit from the program
Respondent 57	The program needs more focus. I believe for the price that we as residents paid we should get more one on one mentoring. There are many issues that affect new administrators and you often need to be able to bounce ideas and issues off of them. In this program that was not possible.	• No perceived benefit from the program
Respondent 59	The program was an excellent opportunity to learn from my mentor as well as fellow administrators. The group meetings and discussions were very helpful.	• Positive mentoring experience • Peer meetings were beneficial
Respondent 62	Leader to leader was a very worthwhile program. It was realistic because the work load was directly related to our administrative responsibilities. My mentor always had time to answer my questions. He took personal time to meet with me and was constantly available. The class meetings were like laboratories with real situations and problem solving sessions.	• Positive mentoring experience • Peer meetings were beneficial
Respondent 64	Mentor was not very helpful or available.	• Negative mentoring experience
Respondent 65	My graduate studies at Rowan prepared me well to address all of the issues raised in the survey. NJ2L reinforced the importance of these areas however my knowledge base was not enhanced by this program. I acquired all of the professional knowledge necessary at Rowan. Within the job, through experiences and collegial support, I have enhanced my practice as an administrator.	• No perceived benefit from the program

	COMMENT	ANALYSIS
Respondent 66	My university better prepared me for my role as well as my administrative. The L2L was basically my internship all over again and more of a time and financial burden.	• No perceived benefit from the program
Respondent 69	In order to understand my answers you should know that I did not begin this program when I became and assistant principal. I started this two years after already being on the job. There-fore I was already familiar with what was being stressed through NJL2L. Perhaps if I had done this from the very be-ginning it would have been a different experience. I also have another assistant principal and principal who were very help-ful to me and were there to offer their support from day one.	• No perceived benefit from the program
Respondent 70	The NJL2L program covered all aspect of becoming an edu-cational leader. The one portion of the program that stands out the most is when [Mentor name redacted] would have the entire prioritize an in basket. This entailed her creating 25 scenarios and we needed to prioritize them and indicate how to proceed. As an assistant principal this is a daily occur-rence. I would highly recommend this program.	• Positive mentoring experience

	COMMENT	ANALYSIS
Respondent 71	The NJL2L program fails in placing future school leaders in the educational level to allow true discussions on what to expect and how to lead employees at these levels. Partnering primary and secondary candidates together doesn't lend to true understanding of what is necessary to run a school at a certain level.	• No perceived benefit from the program
Respondent 74	The NJL2L program is an excellent one BUT the leaders to leaders group is weak in my opinion when it comes to protecting union members rights! Thank god for the NJEA and AFT.	
Respondent 76	I believe that this program would have been more beneficial to me if I had been exposed to a mentor who was more organized and truly served in "mentoring role" for me. Instead I felt like I completed most of the work on my own, almost as if I was in a graduate class with little or no guidance. If the mentor is truly dedicated to what they're doing then the program can be worthwhile. It was just not the way for me.	• No perceived benefit from the program • Negative mentoring experience

	COMMENT	ANALYSIS
Respondent 77	The log helped me to stay organized and I continue to refer to it for activities and information. Peer group meetings were extremely useful and helpful. Our discussions were pertinent and I appreciated the insights of my colleagues. Ways to deal with the various situations at our schools were always topics of conversation. I thoroughly enjoyed them. I continue to keep in touch with my colleagues and mentor. It's nice to know they are there to bounce ideas off of.	• Positive mentoring experience • Peer meetings were beneficial
Respondent 78	This program is another way for the state to make money. My entire 2 year residency consisted of sitting through boring powerpoint presentations and listening to the same information I acquired in graduate school. Being an administrator is "on the job" training especially when each district in the state are different from one another. Not being able to have you building principal or another administrator from you district as a mentor is ridiculous! You are assigned to a complete stranger whom in most cases has not been an administrator in the past 5-10 years or longer. It is a complete waste of money and a rip off!	• No perceived benefit from the program
Respondent 81	The program while providing me with an outstanding mentor, was too heavy regarding paperwork. Much of what was learned was done without creating a paper trail. The paper work was very redundant and unnecessary. I have learned during my time as an administrator that most administrators are more interested in "covering their tracks" than actually doing what is best for the student or the school. Until this practice ends, our public schools will be filled with too many self caring individuals.	• Positive mentoring experience
Respondent 82	The NJL2L program overall was very effective in assisting with the areas of school operations and management via the peer and mentor support. I felt supported if a concern would have come up where I could contact [name redacted] directly, the program, my mentor or a peer group member. The areas that feel need to be strengthened would have to be: infusion of technology and use to improve student learning; understanding the school community's culture, diversity, ethnicity, race, and family involvement to promote academic achievement for all students; urban education leadership roles.	• Positive mentoring experience • Peer meetings were beneficial

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