

THE FEASIBILITY OF EFFECTIVE ONLINE MENTORING OF  
SCHOOL PRINCIPALS

A Dissertation

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The Faculty of the School of Education

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by

Donald C. James

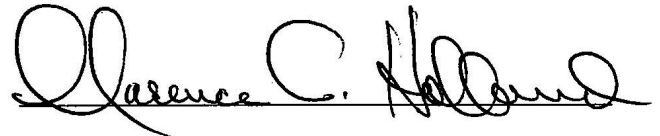
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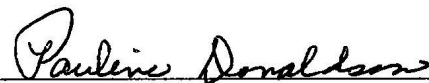
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### Abstract

Donald James. THE FEASIBILITY OF EFFECTIVE ONLINE MENTORING OF SCHOOL PRINCIPALS. (Under the direction of Dr. Clarence Holland) School of Education, March, 2007.

Comparing the qualities of traditional mentoring with the qualities of online mentoring, this study examined the feasibility of uniting the two mentoring approaches in the preparation of school principals. The communication and implementation of national principal preparation standards via online and face-to-face methods were ranked by four categories of key individuals (university professors who prepare principals, active principals who have mentored a novice principal, novice principals being mentored, and mentored principals) involved in the principal mentoring process. Using a pilot-tested original survey instrument, 73 individuals completed the survey indicating perceptions toward the feasibility of online principal mentoring. A one-way ANOVA found no significant difference on the two dependent variables (communicating and implementing standards via online methods) by professional type. An independent samples t-test did show significant difference between face-to-face and online methods used to communicate and implement standards. Additional narrative comments by survey participants are included along with suggestions for further research.

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# Feasibility of Effective Online Mentoring of School Principals

## Chapter 1 – Introduction of the Study

### Introduction of the Chapter

In a quickly changing and often tumultuous educational environment where once they were considered master instructors, educational school principals now find themselves in a role much more demanding than that of serving primarily as supervisors. Their various responsibilities include – but are not restricted to – managing finances, recruiting faculty and staff, overseeing curriculum, allocating resources, evaluating assessment methods, maintaining facilities, and effectively leading their schools in the rethinking and reshaping of national, state, and local priorities. Meeting the need for qualified and effective school principals continues to be a challenging struggle. Wilmore and Bratlien along with a host of other researchers (Fenwick & Pierce, 2001; Gilman & Lanman-Givens, 2001; Potter, 2001; Growe et al., 2003) have clearly documented the growing shortage of principals needed to lead America’s schools (Wilmore & Bratlien, 2005).

### The Background of the Study

A chief contributing factor for the principal shortage is the simple reality of the number of principals retiring. “U.S. Department of Labor projections report that forty percent of the country’s 93,200 principals are nearing retirement” (Malone, 2001, p. 1). With the U.S. Department of Education projecting enrollment in the elementary and secondary schools to grow between 5 and 7 % through the year 2012, the employment of educational administrators is on track to grow at a greater rate than the average for all occupations (Bureau of Labor Statistics, U.S. Department of Labor, Occupational

Outlook Handbook, 2004-2005). Another body of research discussed by Gates, Ringel and Santibanez (2004) reveals the following statistics concerning the nation's principals growing older as a group.

From 1988 to 2000, the average age of principals increased from 47.8 to 49.3 in the public sector. There has also been a dramatic shift in the age at which people become principals. In 1988, 38 percent of new public school principals (i.e. those with three or fewer years of experience as a principal) were 40 or younger; by 2000, the figure was 12 percent. (p. 43)

Such work-force aging trends could fuel a greater demand for principals in the future since Gates, et al. (2004) claim that public school principals remain in the principalship rarely beyond the age of 55. This idea, coupled with the desire of schools and districts to hire more seasoned new principals and the draw of early retirement incentives, creates a strong case for the reality of a potential principal shortage. The need then exists to recruit and properly train younger candidates to fill administrative school positions.

A second contributing reality to problems with leadership in educational institutions is not only the demand for positions to be occupied, but also the supply of qualified and effective principals to fill these strategic roles. In light of increased concerns with the implementation of "No Child Left Behind," principals at all levels are under severe pressure to lead and produce glowing results. Also, more stringent accountability standards, safety and security challenges, site-based restructuring, and constant demands for improved academic scores combined with countless other distractions have resulted in a host of unprepared, unsuccessful principals. For many school districts, these complexities have lessened the appeal for the type of candidates

needed to fill school headships (Delgado, 2001). Who then will train and prepare the potential leaders needed to effectively lead our schools? How will they train and prepare these leaders in this new and diverse educational era?

By reputation, principal-preparation programs have fallen short of fulfilling their intended purpose. “As with traditional principal training programs, there is little evidence that connects preparation practices to principals’ on-the-job performance or to student achievement (Lashway, 2003, p. 5). Statistics clearly indicate a significant disconnect between leadership training programs and existing school leadership to the point that colleges and other training organizations are allegedly out of touch with what is essential to manage today’s schools. Others have stated that training programs deserve a failing grade (Lashway, 2003).

One of the by products of the No Child Left Behind Act of 2001 has been the exposure of ineffective school leadership, making it impossible to ignore the escalating need for better-prepared principals. The Interstate School Leaders Licensure Consortium (ISLLC) is a representative body of most of the major stakeholders in educational leadership including national associations, states, colleges and universities. A co-author of the ISLLC standards, Joseph Murphy, (Hale & Moorman, 2003) states that educational training programs for school leaders are:

...bankrupt, while Michelle Young, Executive Director of the University Council for Educational Administration (UCEA) concedes that university programs have been slow to change, and that faculties are not connected to the field and often have a laissez-faire attitude about the need to adopt standards. (p. 9)

The lack of strong cooperative relationships between universities and school

districts makes it nearly impossible to create effective principal training laboratories by which student-principals can learn by their mistakes and receive meaningful constructive instruction. Inadequate educational leadership training has been primarily responsible for the disconnect between being properly trained and having the necessary job skills to perform his or her principal duties competently.

In Better Leaders for America's Schools: A Manifesto by the Thomas B. Fordham Institute (2003), the authors provide these insights:

Today, graduate schools of education, responding to legislative and regulatory demands offer a menu of courses that may or may not be relevant to the day-to-day realities of school leadership. People who dine from that menu then get hired as principals, regardless of whether their skills, experience, and academic courses have readied them for the issues they will confront on the job. As Hess points out, “a national survey of 1,400 middle school principals found that more than a third had taken no coursework focused on middle school educational practices and that more than 70 percent had taken two courses or less (pp. 33-34).

To correct a failing system, any number of approaches could be tried, such as opting for an “apprenticeship, mentoring, or residency program that takes place largely within successful schools under the tutelage of proven school leaders (Fordham, p. 34).”

The need for mentoring better prepared school leaders is becoming a critical focus.

“Mentoring programs are viewed as so valuable, that at least twenty states have mandated mentoring programs for all beginning school principals who must engage in formal induction procedures of one kind or another” (Crocker & Harris, 2002, p. 2). However, the actual realization of this awareness for the novice principal brings unique challenges including the availability of such a program.

The focus of this study is to take lessons learned from the research on face-to-face mentoring and connect it to a 21<sup>st</sup> century culture using technology. This study will tie together two well known facts – a shortage of properly prepared school principals and the rapid advancement of Internet usage available – in order to transfer the critical skills needed to conveniently and efficiently mentor successful school leaders.

Universities and other alternative training programs must be proactive in preparing future school leaders to a high level commensurate to the degree of excellence that is demanded. In a 1999-2000 survey by Schools and Staffing, the following survey responses were noted: (Institute of Education Sciences, U.S. Department of Education, National Center for Education Statistics, 1999-2000), “In the last twelve months have you participated in a professional mentoring, peer observation, and/or coaching of principals program?” Educational leaders in the public sector answered “no” 60.5% while 66.1% in the private sector indicated “no.” The second survey question asked, “Prior to becoming a principal/director, did you participate in any district or school training or development program for aspiring school principal/director?” Public leaders responded “no” 48.4% and private schools indicated “no” 53.3% (pp. 1 & 2).

Nearly 50% of graduates from principal preparation institutions have not been afforded the opportunity of a hands-on principal internship. Robert Malone (2001) states:

Although advanced university education will continue to dominate preparatory requirements, such training must be combined with in situ practice meaning of the right length, at the right place, and with the right mentor to assist future principals acquire the practical knowledge and characteristic behaviors that typify successful principals (p. 2).

In order for school leaders to be highly productive, they must receive the highest caliber of preparation in areas such as school direction, teamwork, commitment, recognition, problem solving, collaboration, delegation, and teaching/learning outcomes. In addition, they must also be highly skilled in managing school finances, state and national academic standards, facility upkeep issues, and teacher evaluation tools.

Hale and Moorman (2005) state that, “strong leadership is the heart of all effective organizations. An increasing body of evidence confirms that such leadership is also important for public schools - but it is leadership of a very special sort. The clarion call today is for adept instructional leaders, not mere building managers.”

Again, a viable method that addresses this type of preparation is that of principal mentoring. Most principals credit their survival on the job at least in part to a relationship with an informal mentor (Bloom, Castagna & Warren, 2003). Those who have been mentored in some form of the traditional face-to-face approach in their respective fields have experienced greater opportunities for climbing the ladder of success including higher salaries and greater career satisfaction (Knouse, 2001).

It is essential that the main thrust of any administrative internship is to develop effective school leadership attributes, skills, and a confident working knowledge of the expectations. Willmore and Bratlien (2005) quote Calabrese & Straut (1999) as saying, “It (the mentoring internship) should focus on specific practices, roles, and responsibilities that are clearly identified as integral to school leadership.” The authors go on to say, “To develop these characteristics, a supportive mentoring relationship is imperative. The importance of mentoring during the induction period of novice and experienced principals is also well established” (p. 25).

Mentoring will often result in one’s improvement and a deeper understanding of



what is necessary to meet and move beyond minimum expectations. In a 2002-2003 Evaluation Summary conducted by MentorNet, it was revealed that out of 2,816 students surveyed from 81 participating colleges and universities with 40% completing a year-end evaluation, that “mentoring increased student confidence of the fact that they are in the right major and can succeed in their field of study. Over 60 percent said their mentor makes them feel, ‘Yes, I can do this’ ” (Barsion, 2004, p. 4). Robert Malone (2001) portrays mentoring as “a unique relationship with his or her protégé that fulfills a need unmet by any other relationship” (p. 2). Therefore, the goal of the mentor/principal relationship is to provide a clear roadmap, create the environment for the learning to take place, offer consistent support, and challenge the learner to apply what he has learned.

Unfortunately, the research conducted by Wilmore and Bratlien (2005) reveals that “no formal mentor training is provided in 60% of the responding programs. Several responding institutions recognize the need for mentor training, but also express reluctance to schedule yet another activity into the lives of busy school administrators” (p. 29).

Theodore Creighton (2001) writes,

The traditional internship presently serves as the vehicle for aspiring principals to practice their problem-solving and instructional leadership skills. Though there has been recent emphasis from the professional organizations (AASA, NAESP, NASSP, UCEA, NCPEA) for extending the internship experience over more time (e.g., one-year) and weaving the internship throughout preparation coursework, the internship still remains a weak experience and inappropriate “practice field” at best. (p.3)

Inconsistency in the standards for preparing superior principals and administrators even vary widely from college to college. “Some institutions require fewer than 165

hours whereas others dictate in excess of 632 hours of internship” (Malone, 2001, p. 5). Taking a survey of member institutions, the University Council for Educational Administration (UCEA) found that the average internship was 280 clock hours (Hackman, Russell & Elliott, 1999). The National Policy Board for Educational Administration (NPBEA) in 1989 recommended that internships should be conducted over a one-year period at the very least. This timetable allows the intern to experience all facets of an entire school year and analyze the consequences of his decisions while learning to critique his own actions and determine better decisions (Hackman, Russell & Elliot, 1999). Because the demands of principal preparation requirements vary, the results of quality leadership also vary. During the 1993-1994 school year, it was reported that 35% of principals did not have a degree in Educational Administration of any kind (Fiore, Curtin & Hammer, 1994).

With graduate students actively involved in their daily responsibilities, attempting to find the time to pursue a degree in educational leadership that includes an extended internship is a serious commitment that few students are able or willing to pursue. The reality in the 21<sup>st</sup> century is consistent with the past several decades. New principals go through a beginning transition similar to teachers but with little if any pre-service or hands-on intern preparation. The typical individual preparing academically to be a principal is attending school part-time, is employed as a teacher, has a family, and is unable or disinclined to commit to additional responsibilities, i.e., an extended internship on a full-time basis. Consequently, any kind of full-time educational demands are eroded by the fact that few can meet the expectations. In the end, many opt out of the program or choose a path of greater convenience which will more than likely provide insufficient or inappropriate preparation to be successful in one’s educational field. Hackman, Russell,

and Elliot (1999) in their research noted, “As early as 1960, the American Association of School Administrators expressed concern with the competing demands placed on the student noting that many weaknesses in the instructional program could be traced to the part-time student model” (p. 1). Milstein is also cited by Hackman et al (1999) who shares that often times “clinical internships are frequently an afterthought, are typically not prepared, and are rarely well coordinated” (p. 8). Other school districts have developed early release programs in an attempt to bring balance between the demands of the university, professor and student. Others have considered establishing paid intern positions to grant the necessary time for field experience. Dr. Gary Bloom (1999) writes:

Any program designed for new administrators must be highly respectful of the demands of time, energy, and attention that are already being made upon these individuals. It must be relevant to their immediate needs and must be perceived by them as being useful and appropriate. (p. 16)

### The Problem Statement

Consequently, the research problem for this project is threefold:

(a) 1. Problem Statement: Is there a significant difference among college educators, principals, and interns on perceptions regarding a mentor’s ability to teach an intern principal standards using online mentoring tools?

(a) 2. Null Hypothesis: There is no significant difference among college educators, principals, and interns on perceptions regarding a mentor’s ability to teach an intern principal standards using online mentoring tools.

(b) 1. Problem Statement: Is there a significant difference among college educators, principals, and interns on perceptions regarding a mentor’s ability to assist an intern in the implementation of principal standards using various online mentoring tools?

(b) 2. Null Hypothesis: There is no significant difference among college educators, principals, and interns on perceptions regarding a mentor's ability to assist an intern in the implementation of principal standards using various online mentoring tools.

(c) 1. Problem Statement: Is there a significant difference between instructional types (face-to-face and online methods) and a mentor's ability to teach and assist in the implementation of principal standards to an intern?

(c) 2. Null Hypothesis: There is no significant difference between instructional types (face-to-face and online methods) and a mentor's ability to teach and assist in the implementation of principal standards to an intern.

#### The Professional Significance of the Study

This study was such that any meaningful results would seem to be of value to current educational leaders and perhaps, even more so, for the preparation of future educational leaders. As experienced and inexperienced educators collaborate to create agreed upon expectations and appropriate avenues for conducting internship training for school principals, it is important to begin with a survey of perceptions about potential new practices.

The reality of most current traditional models of face-to-face mentoring is that they can be expensive and require tremendous commitment of time on both the part of the mentor and learner. Also, "the general consensus in most quarters is that principal preparation programs are too theoretical and totally unrelated to the daily demands on contemporary principals" (Hale & Moorman 2003, p. 9). With the assistance of 21<sup>st</sup> century technology, it is now feasible for intern principals to connect with actual working principals with relative ease. Even though many miles may separate the mentoring principal and intern principal, the experienced leader is now able to transfer insights and

provide important contributions to a novice learner's wealth of preparation through online mentoring.

It is now common acceptance that technological practices in the personal, industrial, and business spheres are more easily accessible and preferred in many cases than face-to-face encounters. This rapidly expanding opportunity creates learners who desire to observe, model, and master their pursuits, but with different tools.

The 21<sup>st</sup> century quest for today's principal internship programs includes the mentoring of principals using technological online tools. The concept of online mentoring – to provide a mechanism that will respect the time and proximity differences of both mentor and learner and also enable quality preparation to continue regardless of the proximity of participants – is the focus of this study.

#### Overview of the Methodology

This study will utilize the “Theory-in-Use” by Argyris and Schön (1974) to lend explanation of how and why mentoring can be applied to online mediums. This theory implies that what a person thinks or believes must be in agreement with what that person actually does in practice. In other words, if an individual believes that mentoring can be effectively accomplished through an online process, then that belief and attitude will also provide credibility for the actual implementation of online mentoring.

The usage of this theory is combined with what Valli (1992) refers to as “reflective teaching.” Freire in 1970 led the research on the reflective theory, but in more recent years, researcher Hawkey (1997) has done follow-up studies promoting the reflective theory. According to Scherer (1999), mentors must first be reflective about their own styles of mentoring in order to be an effective communicator in face-to-face or online mentoring. Foundational to any successful ongoing or in-depth online mentoring

principal relationship is the ability of each party to reflect on various real-life issues and be able to accurately articulate both the issue and the appropriate responses. Even in this study's survey, participants needed to reflect on which online methods would best be used to communicate standards and experiences conducive to an effective online mentoring relationship.

This research perspective is a qualitative primary and quantitative first approach. A fixed objective using this mixed-method study was to arrive at a generally accepted approach to online mentoring by examining the beliefs about this strategy held by a cross-section of elementary, secondary, and collegiate-level educators. Viewpoints regarding the usage of various online mentoring methods used to convey specific national standards to intern principals will include both similarities and differences.

A correlation research was also used to analyze responses from mentors and principal interns regarding specific online mentoring methods. Understanding that correlation is not causation, it did provide further indication of the potential for an effective approach to a meaningful online relationship. Educators can look forward to accessible assistance in their endeavor to become the productive principals needed for today's 21<sup>st</sup> century schools.

The selected research method included a measurement tool used with four groups of people:

1. University educators responsible for preparing principals comprised the first group.
2. The second group included school principals who have mentored student principal interns.
3. The third group consisted of student principal interns who are currently

being mentored.

4. The fourth group includes those who have been mentored and have served as principal for at least one year.

Measuring the responses from these four groups provided helpful insights from realistic perspectives on the feasibility of utilizing online mentoring to train principals. The survey tool was used in partial cooperation with the Association of Christian Schools Internationals' (ACSI) "Administrative Mentoring Program." A complete discussion of this practice is found later in this study.

A one-way analysis of variance (ANOVA), and an independent samples t-test were conducted to determine whether there were significant differences between variables. The results provided conclusions to the prior mentioned null hypothesis research statements.

The Delphi procedure was used for this study. This technique is often used to make predictions, elicit opinions, and seek consensus (Lang, 1998) based on three characteristics: (a) anonymity, (b) statistical analysis, and (c) feedback of reasoning.

#### Definition of Key Terms

In bringing this introductory chapter to a close, it is important to clearly define what is intended by the words, "online mentoring." This study relied upon the following definition to provide the parameters for the extent of this central term.

Online mentoring: a style of mentoring that Bierema and Merriam (2002) construct as being "computer mediated and mutually beneficial in a relationship between a mentor and a protégé which provides learning, advising, encouraging, promoting, and modeling, that is often boundary less." (p. 214)

Looking ahead to an in-depth review of the literature and methodology in chapters two and three, the reader will see a connection between past studies of traditional principal mentoring and present studies that give credence to the feasibility of using online training techniques for school principals. The results determined by this study and shared with the reader may offer another key approach for efficiently advancing exemplary school leadership.



## Chapter 2 - Literature Review

### Introduction

The process of mentoring appears to be an important influence upon an individual's performance and in the case of this study, upon one's school leadership success. The review of the literature for this study includes a brief look at the search process followed by a look at the theories used to frame the research and then how this knowledge is connected to the feasibility of online mentoring of school principals.

In today's rapidly advancing and highly competitive educational culture, the traditional orientation of empowering a new principal to find his way in a new school environment can lead to frustration and a devastatingly early exit. In the last decade alone, this mindset has been replaced by the purposeful implementation of successful preparation principles. The goal of such is for inexperienced school leaders to be guided by more experienced school principals. Matured principals lead by example and use hands-on demonstrations of acceptable expectations. In other words, according to Jipson and Paley (2000), "No one gets there alone, which is a phrase that alludes to the journey of our experience as friends and colleagues and seems to define the very essence of a mentoring relationship" (p. 3). Cathy Hicks says that mentoring is, "a desire to help people avoid some of the mistakes she had made. It's wanting others to benefit from your experiences so they don't make the same mistakes I did" (Hicks, Glasgow, & McNary, 2005, p.1). Perhaps in more concise terms, a mentor has been "defined as one that knows the way, goes the way, and shows the way" (Young, Sheets, and Knight, 2005, p. xv).

Exploring the empirical research provides a review of traditional mentoring and

how similar character traits may be applied to the feasibility of online mentoring of new school leaders. A primary conclusion of the literature review depicts a distinct disconnect between the training or mentoring of school principals and their on-the-job success. A key link bridging these two components is the need for a more effective mentoring internship. Concluding the literature review is the effectiveness and qualities of online mentoring of school principals.

### Search Process

The topic of mentoring is vast and varies immensely with various theories and frameworks. To dissect the numerous aspects of mentoring in order to focus on the specific component of online mentoring and new principal applications, primary literature searches were conducted using Liberty University's Journal Data Base and Dissertation Abstracts. Searches also included books, secondary cited articles and websites. Several searches on related topics to online mentoring were conducted on ERIC (EBSCOhost) with a final review being conducted in late August of 2006. The ERIC search revealed 20 different topical descriptions pertaining to "online mentoring (Appendix A)." A total of 2075 related articles were listed between 1995 and 2006. One last search prior to the writing of this review revealed that 558 dissertations had been written on a variety of mentoring related topics between 1995 and 2006 (Appendix B).

The concept of "online or electronic mentoring" is still in the infancy stages, and the specific literature review related to the "online mentoring of school principals" is very sparse. As the reader might suspect, a funnel effect occurs as the mentoring topic begins broadly and then quickly narrows when pertaining to school principals or interns. For example, of the 558 dissertations on "mentoring" there are 148 dissertations specifically related to "mentoring and principal." There are 42 dissertations pertaining to the subject

of “online mentoring”. But there are less than three dissertations that specifically address some form of “online mentoring and a school principal’s preparation”.

Dissertation Abstracts produced fifty-three dissertations pertaining to the subject of “electronic mentoring.” Between 1996 and 2004, 13 dissertations were completed pertaining to the topic of “teacher and instructor mentoring by electronic means” of one kind or another. And although sixty-three dissertations have been presented on the “principals as mentees” since 1993, no dissertations have focused on the “electronic mentoring aspect involving pre-service principals” (Hale & Moorman, 2003).

A preliminary search found at least eight online educational administration degree programs that were fully state licensed and met content standards. Through electronic means, an administrative degree including the meeting of established standards can now be successfully accomplished with the assistance of e-mail, chat groups, instant messaging, message boards, blogging, and computer conferencing, etc. However, these programs do not require a formal online principal mentoring component. Although the challenges may be many, the concept of using electronic tools to teach and mentor other school principals online does appear to be gaining momentum. Boyer (2003) shares, that a variety of well-written books on the topic of mentoring have been researched. More recent books (What Successful Mentors Do, 2005, and Mentoring Principals, 2005) are beginning to discuss the perspective of online mentoring as having a key supportive role with a novice principal’s learning of the trade.

Articles citing research authors who have touched on the idea of online mentoring were explored with minimum productivity. However, the Internet provided several excellent web resources that are helpful and provide an abundance of information on mentoring, including the topic of online mentoring. Key Internet sights include: New

Leaders for New Schools, Educational Leadership Action Network, Innovation in Education, International Telementor Program, Mentor, MentorNet, National Mentoring Partnership, Mentors Peer Resources, TechTamers: Online Mentoring Resources, The Mentoring Leadership and Resource Network, and the National Mentor Center (Appendix C).

### Theoretical Literature

#### Framework for Online Mentoring of School Principals

With a growing shortage of successfully trained school principals (Fenwick & Pierce, 2001; Potter, 2001; Growe et al., 2003) the outlook for quality leadership in America's schools is dim. The key to this turnaround in producing productive and effective school leaders is appropriate training that is time sensitive, cost efficient, and effective. Whether the training comes by way of the university classroom, special preparation programs, hands-on field-based opportunities, or are face-to-face directed, Internet related, or a combination of these methods, there seems to be a common quality among them. This quality is the role of mentoring and how it is utilized in the preparation of a school principal to enable him to fulfill his job description and be a successful school leader. The goal of mentoring and its critical role in a principal's internship will be discussed along with the revealing characteristics documented in a study reported in 2006 by the U.S. Department of Education. As the foundational framework for this essential mentoring component is reviewed in this section, it will conclude with an acceptable definition for online mentoring.

One strategic component of any principal preparation program is that of the internship that requires the influence of a mentor. The word "mentor" can be traced back to Homer's *Odyssey*. Odysseus sought the assistance of a trusted friend, Mentor, to care

for and raise his son Telemachus while he was at sea conducting his business affairs (Mueller, 2004). “Used as a noun, a mentor is a wise and trusted counselor or teacher. But as a verb, as in “to mentor a beginning principal,” it is more about a partnership of learning – both for the mentor and the mentee” (Young, Sheets, and Knight, 2005, p. 2).

Witte and Wolf (2003) define mentoring as “a process used to guide and facilitate a learner’s educational growth” (p. 96). They also state that:

mentoring is not synonymous with instruction. Adhering to mentoring practices does not ensure instruction, and instructing someone does not ensure a mentoring role has been provided. The mentor’s roles and responsibilities encompass guiding the learner. Taylor et al. (2000) stated: “though some people succeed in growing and changing without such a guide, it is a much lonelier and more difficult process and like any challenging journey undertaken alone, more prone to missteps, injury, and losing one’s way. (p. 97)

Bill Gates, Chairman of Microsoft, in his February 2004 college address to the students at the University of Illinois said, “The value of role models is a key part of the path forward” (Barsion, 2004, p.11). Mr. Gates, along with other successful leaders, have experienced the importance of tutored individuals to carry on the proven process of an established institution. Sustaining and exceeding the current status quo is essential, but rarely does it happen without some form of direct and meaningful plan. Therefore, insightful leaders understand the necessity of a structured and practical mentoring program.

The significance of the principal internship has been strongly noted by various researchers including Cordeiro and Smith Sloan (1996). There has also been increased interest in the quality of mentoring for aspiring school principals (Crocker & Harris,

2002; and Daresh, 2001). The combining of these two crucial aspects (internship & mentoring) is a powerful one-two combination for enhancing the 21<sup>st</sup> century school principal's role and effectiveness.

According to Dawna Baugh (2003), prior to 1986, the literature on the research of internship mentoring produced three general beliefs.

The first belief was that field-based programs were valued approaches to preparing educators. Secondly, participants in field-based programs reported satisfied and successful feelings about their experiences. The third belief was that although field-based programs have great potential, more attention was needed to maintain a high quality learning experience.” (p. 1)

Baugh (2003) reported on her research results from surveying 133 enrolled students who at the time were completing their internship in one of three Educational Leadership Administrative/Supervisory Certification programs offered in the State of Utah. With 89 surveys being returned, one primary question asked was, “What is the academic value of the internship as an addition to classroom learning?” Three important insights were gained in this research. The first was that 88.8% felt that the mentoring internship was a valuable learning experience while 91% agreed that the mentoring internship experience should be part of an educational administration program. Secondly, 57.3% thought the mentoring internship was more beneficial than courses in which speakers came to class. Thirdly, approximately half of the class (49.4%) shared that the mentoring internship was more valuable than course work (p. 3).

A significant goal of the school principal internship is to develop and mentor school leadership qualities and attributes that will increase one's effectiveness and potential for success. Important aspects of the internship would include specific roles and

responsibilities that are clearly identified as necessary characteristics for school leadership. Buckner, Flanary, Hersey and Hersey (1997) along with Crow and Matthews (1998) tell us that the importance of mentoring which is to help guide, develop and prepare inexperienced principals is well established (Wilmore and Bratlien, 2005). Gray (2001) and McEwan (2003) report that through mentoring and tutoring, the principal intern must be fully integrated into the total school culture and supported in the duties necessary in the learning process. Wilmore sheds further light on the importance of mentoring by indicating that in order for benchmarks to be reached, improvements made, and solutions achieved in the realm of school leadership across the nation, future school leaders must be mentored, tutored, and guided by professionals from within and without the system to achieve their maximum potential (Wilmore and Bratlien, 2005).

In a 2006 publication by the U.S. Department of Education entitled, “Innovations in Education: Innovative Pathways to School Leadership,” six innovative educational programs were studied to determine the level of district frustration pertaining to finding, training and keeping successful principals. In each of six different educational school settings it was determined that “preparing principals for these jobs was falling short of what was needed in their particular context” (p. 1). Although all six programs based their decisions upon a solid body of research about effective school leadership, each one had also interpreted and applied their findings in collaboration with each unique school’s culture and setting. These six programs included Kentucky’s Principals Excellence Program (PEP) which serves rural districts. Their extensive research from the past two decades yielded a significant finding, namely, “leadership does matter – a lot. Simply stated it takes an effective principal to make a successful school” (p. 1). A second program is the Boston Principal Fellowship Program (BPF) developed to support their

core belief that “school leadership is the single most important factor in each school’s success” (p. 2). Another is New Jersey’s Expedited Certification for Educational Leadership (EXCEL) program that was initiated to prepare its candidates to be “visionary leaders with the knowledge, skills, disposition, and readiness or them to be effective agents of change and improvement and effective instructional leaders who actively advocate for and guide the achievement of high academic standards by all students” (p. 3). A fourth program in the study was Cleveland’s “First Ring Leadership Academy” which defined an effective principal as a change agent able to lead a school community to improve instruction so that all students in First Ring schools achieve at high levels” (p. 3). A fifth program in the study was Chicago’s LAUNCH. This program was started to identify potential principal candidates who could be trained to lead a school in achieving high student accomplishments by continuously improving learning. The last of the six programs, which is national in nature with school-base districts in five different metropolitan cities, is, “New Leaders for New Schools.” This program was likewise based upon their research findings and belief that “great principals lead great schools” (p. 2).

All six programs discovered that although they invested heavily into new principal candidates, they still did not feel that they had the “luxury of time to shape a candidate’s belief system about student learning or to develop foundational leadership skills. Candidates must come with these qualities fully developed” (p. 3).

Participants in all six programs identified their internship fieldwork as one of the most crucial requirements, second only to their cohort interactions in effectiveness and engendering a powerful professional learning opportunity. In most of the programs,



participants were paired with mentor principals and professional experts committed to sharing successful practices and supporting the development of effective new principals.

Four of the nine summary observations about the six innovative programs were:

1) structure participant groups into continuing cohorts that frequently meet to discuss what they are experiencing and learning about the principal's job; 2) provide authentic learning experiences that incorporate on-the-job, practical realities of the principal's work; 3) assign frequent structured opportunities for participants to do personal reflection and performance assessment; and 4) structure program monitoring and assessment through feedback pertaining to participant's performance in the program, and the participants' success on the job after the program. (p.12)

Definitions of mentoring have a broad range of emphasis and responsibilities. The definition may include a career sponsor, a peer counselor, a coach, a trusted friend, a colleague, or even a boss who is a mentor in the more classic sense of someone who facilitates all aspects of the protégé's development.

Somewhere in-between a career sponsor and a classical mentor is someone who oversees the career and development of another person, usually a junior, through teaching, counseling, providing psychological support, protecting, and at times promoting or sponsoring (Bierema and Merriam, 2002, p. 212).

Single and Single (2005) point out that their online definition is built on the research found in face-to-face mentoring where the "importance of program structure in developing and implementing a successful mentoring program is well known. In particular, their definition highlights the importance of training and coaching as important

features of structured e-mentoring programs and the importance of assessing e-mentoring programs” (p.10).

In the introduction, a generally accepted definition for online mentoring was provided by Bierema and Merriam (2002). These two constructed the following description of online mentoring as, “computer mediated and mutually beneficial in a relationship between a mentor and a protégé which provides learning, advising, encouraging, promoting, and modeling, that is often boundary less” (p. 214).

Building upon this definition, Single & Single (2005) refer to the online mentoring description submitted by Single and Muller which states:

An e-mentoring relationship is established between a more senior individual (mentor) and a lesser skilled or experienced individual (protégé), primarily using electronic communications, and that is intended to develop and grow the skills, knowledge, confidence, and cultural understanding of the protégé to help him or her succeed, while also assisting in the developing of the mentor. (p. 305)

### Theory-In-Use

The theory-in-use will be a primary base upon which to establish the feasibility of online mentoring in this next section. The theory-in-use will help make the connection for the need to overcome an outdated mindset of beliefs and the critical need for reflecting a new attitude.

While the 21<sup>st</sup> century is characterized by seemingly unbelievable technological advances, it will be necessary - in order for effective educational administrative practices to progress - that our culture harness such technological potential for personal and professional growth. One aspect of the learning curve is overcoming doubtful impressions that an administrative intern’s learning will be minimal at best through

online mentoring methods. There needs to be an adoption of the theory-in-practice belief. The more online mentoring is practiced, the more theory-in-use constructs will be learned about online mentoring. Argyris and Schön (1974) share:

Theories are vehicles for explanation, prediction, or control. An explanatory theory explains events by setting forth propositions from which these events may be inferred, a predictive theory sets forth propositions from which inferences about future events may be made, and a theory of control describes the conditions under which events of a certain kind may be made to occur. In each case, the theory has an “if...then...form (p. 5).

This same “if and then” formula is also applied to online mentoring. If the right “if” guidelines and “then” expectations are practiced, there will be the proper “form” success and expectations met along the learning path. “However, one’s theory-in-use actually governs one’s actions and may or may not be compatible with his espoused theory” (p. 7). Therefore, we cannot learn one’s theory-in-use by discussing it, but one’s behavior must be observed to see if the two are in agreement. What one truly believes is what will typically be practiced. In online mentoring, leaders will need to instill in interns that they can learn practical leadership lessons if they practice and implement the proven steps and guidelines to successful mentoring.

Each individual has many theories that will govern his or her continual actions. These theories work dependently upon one another to construct a logical sequence of one’s behavior. If one does not behave according to the expected outcomes warranted by a theory-in-use practice, then there is the problem of inference. What original specifics were to be inferred from the theory-in-use? Or is there a problem with the learning

mechanism? The rationale to these conclusions according to Argyris and Schön (1974) are threefold: “1) we know only what we can state, 2) we know only what is manifested by behavior, and 3) we know more than we can tell and more than our behavior consistently shows” (p. 10).

Holloway (2004) cites a research project by Brown, Anfara, Hartman, Mahar, and Mills conducted in 2001. A total of 98 principals were surveyed with 44 of them being personally interviewed as to practices that would better help new principals be more effective in their first few years as principal. When the participants were asked, “What methods would help them adjust more effectively?,” they responded by citing “sharing experiences with colleagues” (p. 87). This was the preferred activity. This is an outgrowth of putting classroom theory into everyday practice. The need is great for beginning principals to exchange ideas, evaluate the demands and realities of their jobs, and discuss ways to implement strategic decisions in their own schools. Knowing how to do it by the textbook and taking practical steps to do it effectively are two distinct steps in the process.

In the summer of 1971, Charles Brown initiated a new training program to assist new school leaders in how to implement reform in schools. The theory-in-use was born out of the need to explore the skills and strategies they would need and the experiences that would be required in order to determine their effectiveness. The term “theory-of-intervention” was originally created which then led to using the term “theory-of-action” which eventually replaced the terms “skill” and “strategies” before the term “theory-in-use was solidified” (Argyris and Schön, 1974, p. xxxviii). A significant factor that authors Argyris and Schön (1974) worked at unraveling was “whether the difficulty in learning new theories of action was related to a disposition to protect the old theories-in-

use” (p. xxviii). The primary observation of these similar theories was that the mental attitude of an individual does impact one’s behavior. The theory-in-use is used as a backdrop to point out the importance of needing a structure that one’s actions can be contributed to. This same application will apply to online learning by answering the question, “How do you know when you know something – when you can produce what you say you know?” Theory-in-use is directly related to associated patterns of thinking and feeling. This theory helps to guide and understand the differences between defensive and productive reasoning found in the thinking and feeling of leadership. The litmus test of whether someone embraces the new values is whether the person can behave and consistently implement those new values. In order to produce organizational changes for the sake of improvement, it is necessary to not only learn about progressive concepts such as online mentoring, but also to be able to put it into practice ultimately leading to newly acquired skills and resulting in one’s positive growth.

Argyris and Schön (1974) help our understanding of the theory-in-use by expanding further the clarification in the following:

Learning to put a theory into practice and learning a skill are similar processes, just as making one’s theory-in-use explicit is like making explicit the program manifested by a skill. Hence, considering the process of learning a skill may illuminate the process of learning new theories-in-use. Let us consider the skill of bicycle riding. Suppose that we put the entire program into a student’s hands and that he studies the program so that he can repeat it and state what the program says to do in various circumstances. This ability to repeat the program does not constitute learning the skill for three reasons. 1. There is an information gap between the program and the concrete performance of riding a bicycle; that is, the

program never gives a complete description of the concrete performance. 2.

Riding a bicycle requires smooth, uninterrupted sequences of responses. If we interrupt this flow of activity by attending to the particulars of what we are doing or by looping back through the explicit program, we may fall off the bicycle.

Learning to ride requires both learning the program and learning to internalize the program. 3. Some of the performances indicated by the program may require changes in sensory competence, muscular strength, physical dexterity, or feeling, none of which is achieved through learning the program for riding a bicycle. For example the program does not teach the learner to avoid fears, although it may indicate that there is no reason for it; nevertheless, the learner may feel fear, even to an immobilizing extent.

Practicing a skill may consist of allowing the learner to overcome his fear by progressive familiarization with the performance. The learning situation may be designed so he can perform components of the performance in a relatively risk-free situation (training wheels or in our study a principal internship) and increase the riskiness of his performances as he builds confidence. It does not follow that a new skill (principaling) can be learned by only learning about the program (i.e. through class knowledge and teaching) or that one can learn a new theory-in-use only by first learning its explicit verbal formulation (online mentoring) (pp. 13-14). What, then, is the advantage of explicitly stating the theories-in-use we already hold? If unstated theories-in-use appear to enable the agent to perform effectively, there may be no advantage. But if the agent is performing ineffectively and does not know why or if others are aware of his ineffectiveness and he is not, explicitly stating his theory-in-use allows conscious criticism. The

agent's efforts to defend his tacit theory-in-use may prevent his learning to behave differently; he may not be willing to behave differently until he has examined his theory-in-use explicitly and compared it with alternatives. He may be severely impaired in his efforts to teach his theory-in-use to others until he has made it explicit. (pp. 13-15)

A common conflict in the realm of the new principal versus the theory-in-use model is with its implementation. As younger generations of principals come along that are being trained to address the new challenges of the 21<sup>st</sup> century, there is a need to focus on the redesign of various educational settings. Once schools have attracted bright and enthusiastic principals, the new leaders may tend to see existing schools incorrectly designed and identify flaws leading to over-all student learning ineffectiveness. New principals may then suppress many of their beliefs in order to appease the older faculty members and avoid changing entrenched traditions.

Anytime a change occurs — and for the purpose of our study — for university professors and principals to effectively assist aspiring principal interns to become successful by way of supplemental online mentoring, they must first overcome the initial objections such as: “What are you asking me to do?”; “I could never do that!”; “You don't expect me to do it that way, do you?”; “I already know it won't work.”; “I've been doing it this way for as long as I can remember.”; or “You don't really think this will work, do you?” Argyris and Schön (1974) state:

To overcome these kinds of objections the goals of the theory-in-use process must be: produce data that help the individual to learn; help individuals gain insight into the conditions under which their defenses as well as their theories-in-use inhibit and facilitate their growth and the growth of others; provide information

from which individuals can design programs for self-improvement, gain help from others, and evaluate their progress; and help individuals learn how to discover their own theories-in-use and generate new ones; that is, learn to generate directly observable data, infer theories-in-use, alter theories-in-use, and test new theories of action.” (p. 39)

There are two models for the theory-in-use espoused by Argyris and Schön (1974). Many if not most organizations including the family, school, and work settings acquire learning through the model I process named by Kelman (1958) as compliance and identification. The premise of these two components is based upon rewards and penalties rather than internalization. The more sure and long-term change in one’s behavior will not be the results of rewards and penalties as much as by the pure satisfaction of one’s behavior characterized by model II. A continuous learner is often motivated by an intrinsic sense of personal accomplishment. To improve upon this theory-in-use model, the research noted by Argyris and Schön (1974) included findings from White (1956) that indicated individuals need a sense of competence to become more effective in their human interactions.

In a model of the theory-in-use discussed by Argyris and Schön (1974), they noted an important characteristic identified as the “self-sealing” property. This property states that an individual acting on his personal theory-in-use behaviors without them being exposed to open criticism will create a continual loop of potential self-adulation with no openness to real improvement. As a leader, this closed “self-sealing” will also influence peers and subordinates to act in similar fashion. Again, if there is no public testing of one’s theory-in-use then no significant improvements will occur.

This is a critical aspect in the mentoring process. Similar to the transition



occurring from the traditional classroom learning environment to the popular distance learning format, the same is likely to occur between traditional mentoring and online mentoring models. As the gradual transition unfolds, online preparation and mentoring programs for school principal interns will become effective in aiding new school leaders to be successful. In order for online mentoring to be achieved in a productive manner Argyris' and Schön's (1974) research describes three basic characteristics that the learning process must include: (a) there needs to be valid information about the effectiveness of one's behavior; (b) there must be little inconsistency within the espoused theory, within the theory-in-use, or between the espoused theory and the theory-in-use; and (c) a learning environment that produces valid information about each participant's espoused theories, theories-in-use, and any inconsistencies within each theory as well as among them.

Examples of inconsistencies at the interpersonal level in education might include the idea that "no child will be left behind," but reality shows oversized classes and an abundance of red-tape duties hinder accomplishing the very goal of effective learning. Rather, university professors, students, and principals might be encouraged to consider their own observations in order to reduce the gap between espoused theory and theory-in-use. This would make the kind of learning necessary to minimize a "self-sealing" outcome and increase the potential for improved learning.

In other words, in order for any new operation to gain a foothold of acceptance and be embraced, it is necessary to be supported by positive feedback and results. It should also be consistently practiced according to the established guidelines. Additionally, there must be a confidence that permeates the learning process that one can make mistakes and will learn from them in the process of accomplishing his goals. The

theory-in-use supports this contextual reasoning.

### Reflective Theory

The reflective theory will link theory-in-use with the feasibility of online mentoring of novice or intern school principals. In this portion of the theoretical research you will see the value of focusing and reflecting on one's learning that was conceptualized by Freie in 1970 and has been the cornerstone of several training programs.

Principal internships provide the required hands-on learning experience and are the key to linking theory taught in the classroom to the theory-in-use practices of the day-to-day on-site decision-making processes. Cordeiro and Smith-Sloan (1995) discuss how internship learning is advantageous. They state that internships allow students to experience "acculturation or to learn the culture of school administration" (p. 34). The reader will see from the research that opportunities for reflection within the context of an internship were found to be extremely relevant in discovering what works well and what not to repeat.

Before the first day of school, school leaders may already need to address issues such as faculty who suddenly resign, building construction that is not yet completed, over enrollment, shortage of textbooks, and computer glitches. Before the end of the first month of school they may have to address relational issues between teachers, inappropriate teaching methods, poor cleaning of the facility, stolen possessions by students and or other teachers, parents demanding that their child be transferred to another class, chaotic fire drills, lunchroom workers complaining because they are paid too little, and a teacher that is allergic to mold somewhere in the classroom. An endless account of these kinds of situations can surface daily in the life of a school principal.

They must be dealt with professionally with training, experience, wisdom and reflection of best practices in effective leadership.

Cordeiro and Smith-Sloan (1995) note that researchers who advocate an internship approach to hands-on learning stress the importance of reflecting on field experiences. The basis for this is that “theory will impact practice only if there is opportunity for reflection on that practice” (p. 6). Through committed times of reflection, one can develop a stronger and more secure foundation of beliefs allowing him to evaluate his personal educational philosophy, values, and outlook on issues. The reflection theory compliments the theory-in-use with a balance of doing and evaluating one’s performance.

Paul Riede (2003), shares his involvement with a “journaling triad” mentoring experience that developed via the Internet between three school principals whose schools were separated by many miles. These professionals and colleagues had met in person on only two previous occasions during the first two years of their communications, but their intense level of mutual respect and active learning from one another through email correspondence made it seem as if relationships were based on personal acquaintances. Through the personal journaling and dialoguing between these three principals, there developed a healthy and lasting online mentoring relationship transcending two years with high anticipation for a third year.

One member of the journaling triad was Hauber (Riede, 2003) who communicated the following thoughts in her online journal: “I’m becoming more aware of how much time I spend in managing the building and tending to the paperwork that constantly lands on my desk and how little time I spend on reflection. I’m not planning properly, because I’m not reflecting properly!” (p. 26).

One of the common complaints by student interns about college course work in educational administration is the frustration of minimal hands on experience. Most neophyte principals are quickly recognized on the job for their clumsy handling of the most basic situations as well as their uncertainty as how to think through problems for effective remedies. Expertise requires quality knowledge, practice, and experience. The advancement from novice to expert is only experienced by practitioners who formulate their personal convictions through thinking and problem solving (Danzig, 1997). “For training to be successful, novices must develop reflective skills by which it is possible to learn from their experiences and the experiences of others” (p. 122).

A research project was conducted by Danzig that involved seventeen graduate students working on a degree or state requirements in educational administration who were enrolled in an elective course entitled, “Reflective Leadership” offered at a state university in a major city in southwest United States. The principal interns were asked to interview practicing principals on two occasions. The first time they were to invite principals to share about their childhood and how they chose their vocation. In the second interview, the intern was to ask the principal to reflect upon a personal school life experience and share a particular problem in which the principal played a significant leadership role. These interviews were taped and transcribed. Finally, the interns were asked to conclude these testimonies with their own insights regarding what they had learned from the interviews. The purpose of this research was to reflect upon the inner thinking and dialogue of the practitioner. In doing so, the intern learned from a practicing principal. Through the study of specific situations, the intern began to connect theory to practice through reflection. This exercise provided practical how to knowledge for connecting the context of formal (classroom theory) and informal (internship) settings

needed to make real time prudent decisions (Danzig, 1997).

The ability of a successful leader to move beyond the basic understanding of what is necessary to do the job, but also to have the capacity to evaluate any given situation and take the appropriate steps to complete the task successfully is imperative for leadership success. In 1941, Aristotle described this “complex blend of understanding, apperception and action as phronesis, or practical wisdom” (Schön, 1983, 1991, and Halverson et al., 2004). Professional and practical wisdom is partly developed through the process of timely reflections of complex experiences. These qualities are needed in order to assess and solve the emergent problems of a given profession. Halverson (2004) states that “engagement in the problems of practice not only develops, but also discloses practical wisdom in individual patterns of problem setting and problem solving over time” (p. 3). Regular application of the reflective theory in training for effective school leaders has been noted by several authors (Halverson et al., 2004). In doing so, successful school leaders figure out problems similar to other managerial positions by relying on coordinated planning, by detailed gathering of the facts, and by focusing on the positive aspects of the problem at hand.

In current practices that utilize the reflective theory, a setting is created whereby the practitioners have opportunity to read, study, and evaluate systematically constructed problems that were once real issues. Therefore, using constructed cases to provide a representation of complex school issues needing to be effectively addressed by school leaders is the first step in developing the phronesis characteristic. The goal and benefit of critiquing common and unique school problems provides the means to identify significant gaps in one’s expertise of successfully addressing dilemmas and implementing appropriate changes.

Griffith and Taraban (2002) argue that the “complexities of school leadership including the social, cultural, relational, ethical, and moral context of school leadership can be taught effectively through the reflective processes of on-line case narratives” (p. 2). Online computer-mediated methods used to instruct and mentor prospective principals can take the form of prepared narratives depicting various challenges of school life, required online course work, or the connecting of mentor and intern via the Internet to discuss and practice real life school situations.

Together Griffith and Taraban (2002) explored the Principals’ Qualification Program (PQP) at York University in Ontario, Canada. As the result of new government leadership, numerous reductions in budgetary areas impacted the educational systems of both secondary and higher education. Part of the restructuring included providing early retirement for experienced teachers and administrators. In addition to fewer experienced leaders to carry out important responsibilities, curricula were rewritten for all levels and subject and grade-level testing was instituted. Another strategic move that was implemented was the removing of principals and vice-principals from the teachers’ union, thus creating an obvious division of interpersonal relationships and professional collegial collaboration between school leadership and teachers. This in part framed the background in Canada for teachers becoming principals and being mandated to complete the Principals’ Qualification Program (PQP).

The PQP offered by York University is accredited by the Ontario College of Teachers and is offered through the Field Development unit of the Faculty of Education. At any given time there will be between 250-300 candidates enrolled in the program. An important element of the York PQP is the requirement for candidates to take 14 of the required 125 hours by way of computer mediated communication in order to learn from

each other. Each group of 15-20 candidates is mentored by two principals from different boards of education. These mentors are chosen for their knowledge and experience and for their support of the framework for the York PQP. The on-line component of the program was purposely designed to enhance:

on-line learning through computer-mediated technologies, broaden the candidates' knowledge of the range of issues and administrative practices of different Boards of Education, extend the range of contacts so useful to recently appointed administrators, and to provide a different learning medium for the candidates – one that is non-linear, reflective, and not tied to the schedules of face-to-face teaching and learning. (p. 4)

An important focus of the York PQP is the usage of case narrative methodology for preparation of educational growth. There are several worthy resources for this approach including, Hanson, Preparing for Educational Administration Using Case Analysis (2000); Lynn, Teaching and Learning with Cases: A Guidebook (1999); and Miller and Kantrov, A Guide to Facilitating Cases in Education (1998). In addition is the The Journal of Cases in Educational Leadership (JCEL) published by the University of Utah that is totally geared toward the publication of cases that can be used in the preparation of educational leaders.

This valuable online methodology approach is used to fill in the gap between theory and practice. This approach helps to minimize the criticism that what principal interns learn is largely irrelevant and grossly inadequate for the actual school work skill and leadership that will be necessary to survive in their first few years. The use of narrative cases emphasizes the importance of theory, practice, experience, and reflection, and continues to be viewed as an effective way of addressing criticism regarding the poor

preparation of school principals. “The on-line mentors direct discussions and monitor candidates’ participation in order to facilitate discussions that are reflective and thoughtful. In order to make case discussions challenging, educative, and interesting, on-line mentors may make suggestions and ask questions related to posted cases” (p. 6).

Utilizing experienced principals provides a venue that keeps the “iron hot” by continuously creating new and relevant dialogue with every day real school life scenarios. The mentor may set up a quick training situation by briefly sharing, “Here’s a quick challenge that we recently were confronted with in our school...”. One stated drawback from this type of tool used in the partial training of school principals is that interns want to find a quick-fix answer to a problem and oftentimes overlook the root issue. However, regardless of the strategies candidates use to share their insights and learn from others, the collaborative capacity of an on-line medium supports candidates’ learning of the range of perspectives on a number of given leadership related issues within any school. Supportive authors of this principal preparation approach share this additional insight:

Leadership is less a matter of aggressive action than a way of thinking and feeling – about us, about our jobs, and about the nature of the educational process. In fact on-line narratives become a powerful pedagogical tool for helping future school leaders to think and feel rather than to judge and fix, to reflect and listen, to challenge widely held assumptions and biases and finally to shape and articulate one’s core values. (p. 12)

The positive results from the PQP was evident in two defining ways. The first was by the high level of participation among the candidates. Although 14 hours was the requirement, many students invested many more hours beyond the requirement.



Secondly, in spite of personal work responsibilities and other potential distractions, very few on-line mentors withdrew from the program stating that it was a positive experience and provided opportunities for learning and professional growth.

Whether or not goals are accomplished, constant improvement comes from being able to reflect and evaluate the process in light of the achieved outcomes. Joan Montgomery Halford substantiates this belief when she applies this concept to the role of school principals. She discusses the value and importance of the priority for both mentors and protégés to reflect on their personal involvement and performances in order to be effectively prepared (Scherer, 1999).

In the previous section pertaining to theory-in-use Argyris and Schön's (1974) key term, "self-sealing," was discussed. This term pointed to the problem of lacking the necessary feedback to make the appropriate adjustments in one's behavior to improve upon one's current performance. Vallie (1992) points to a similar fact that some educators among the ranks of both teachers and administrators believe the primary difficulties in education are not from external forces, but rather the failure of educators to acknowledge what their core philosophical beliefs are when pertaining to their vocation of teaching or administrating. By not doing so it hinders their progress to be the most effective educators possible in their fields.

In a 1992 action research project, the job performances of thirteen school administrators participating in a mentoring internship were evaluated. Upon the completion of the internship they were evaluated on how well they reflected on the usage of their skills and determined actions. All thirteen of the participants believed the program had helped them develop the skills necessary to be an effective school administrator. One of the most frequently mentioned aspects of the project was that of

problem solving which included reflecting on brainstorming approaches, strategic planning, and conflict resolution (Schmuck, 1993).

Much of the research on the reflective theory zeroes in on teachers; however, there is sufficient reason to acknowledge a similar need in online mentoring for the reflective theory to apply to the leadership training of school protégés.

McFadden et al. (2004-2005) reports on two school districts who initiated different methods to prepare potential school personnel for becoming school leaders. In one southern state's rural school, prospective leaders were involved in intense leadership training with ambitions of becoming school principals. One participant shared with her university mentor deep concern about her ability to work through a difficult personnel issue. On the brink of leaving the leadership training, she was encouraged to reflect on her experiences and the pros and cons of the situation. This encouragement helped her to gain the necessary balance in regards to the recent decision to let a teacher go and to see the appropriate wisdom behind such a necessary decision (p. 9).

In summary, Cordeiro and Smith-Sloan (1995) noted the important need for active reflection practices of field experiences to gain the wisdom and confidence necessary for making difficult school decisions. Without the art of timely reflection on complex issues, decisions may be made that are not in agreement with espoused views or practices. The reflection theory method appears to be an appropriate and effective tool that lends itself naturally to improving the online tactical training of new school principals.

### Empirical Research

#### Stages of Online Mentoring

##### Growing Importance of Online Mentoring

In 1985, America On Line (AOL) became a fascinating trend that opened new

horizons and venues for multiple purposes. In 1994, the World Wide Web became more user friendly with the help of easy-to-use web browsers such as Netscape. With this addition, the doors to commerce and business opportunities were thrown wide open and were rapidly recognized by the public. Although the usage of online mentoring has been increasing, only recently has research been collected and compiled with regards to the impact of this new venue for encouraging others in ascertaining their professional goals (Single & Single, 2005).

Pioneers in the field of online mentoring could see a future of increased connectedness as a result of the Internet and many possibilities of increased social equity and educational attainment. With these goals in mind, the 1993 Electronic Emissary Project was one of the first attempts to launch online mentoring. This particular project was to connect school children to the challenging subject matter of science by way of scientists. Additionally, in 1994, the Telementoring Young Women in Engineering and Computing Project and the International Telementoring Projects were started. The purpose of the Telementoring Project was to focus on gender equity in technology. To encourage and support females in their use and interest of computers, they were invited to partner with professional females in technology. In 1995 MentorNet began. This was another significant organization established to connect women in remote living locations to women scientists and engineers. These programs which were initiated as a remedy for women living in geographically-isolated locations, are the largest ones to be started, and they continue to be widely accepted and supported (Single & Single, 2005).

Ensher (2003) points out the documented success of companies like MentorNet. MentorNet is a year-long mentoring program that brings students and professionals together entirely by email. "Begun in 1997, and funded by grants

from AT&T and Intel foundations, MentorNet currently has 70 colleges and universities participating with mentors in 690 companies. A comprehensive program evaluation revealed that 95% of protégés chose to remain in their respective programs of math, science, and engineering after participating as a protégé. MentorNet protégés reported higher degrees of self-confidence related to their ability to succeed in their chosen fields. The International Telementoring program (Lewis, 2002) found similar results in those students paired with participating employees also indicated improved self-confidence and motivation. (p. 274)

Today the numbers of online educational opportunities are staggering. Carolyn Bidga (2004) reports that according to Eduventures, an education research and consulting firm in Boston, “that nearly one million students are pursuing an online degree, about 6% of all post-secondary enrollment” (p. 1). Greg Eisenbarth, executive director of the Online University Consortium which advises employers on Web-based education states that in 2004 a survey of human resources executives, “roughly 65% preferred the online programs of traditional universities for training purposes” (Bigda, 2004, p. 1).

Continuing to forge ahead with technology, one university is now moving ahead into new territory that is cutting edge in the field of psychotherapy. Dr. Allen Calvin, president of Pacific Graduate School of Psychology has initiated the first program of its kind in the United States that involves training psychologist in “telehealth” (Segall, 2000).

As these programs are being introduced and implemented as rapidly as one can imagine, the problem exists where there are no established blue print plans to follow or to pass along. However, while many projects are exploding in numerous fields concerning

the multiple ways to access the Internet's potential, the realm of effective school leadership continues to decline.

In the past decade changes in the preparation of school principals have been driven by three important events. One of these three events was conceived in 1996, is the Interstate of School Leaders Licensure Consortium (ISLLC) standards created by the Council of Chief State School Leaders. It was these standards that would set the climate of expectations for all principals with a special focus on instructional leadership. These national standards were the first of their kind and were used by states to evaluate and assess school administrators. The second key event was the development of the School Leaders Licensure Assessment (SLLA). Created by Educational Testing Service, this tool was based on the ISLLC standards and is being used by many states as a principal licensure requirement. The third event impacting how new school leadership is being prepared is the origination of the Standards for Advanced Programs in Educational Leadership by the Educational Leadership License Consortium (ELLC). It is these standards that give policy and authority for the accreditation of administrator preparation programs. Approved by the National Policy Board on Educational Administration, these standards govern the accreditation of school administrator preparation through the National Council for Accreditation of Teacher Education's (NCATE) (McFadden, Salazar, and Buckner, 2004-2005).

Holloway (2004) reports on a way these standards integrate mentoring and expected standards into a preparation program. One statewide Ohio mentoring program that supported new principals through the implementation of a principal academy leaned on principal mentors for direction. A key element of the academy was the construction of a portfolio based on the Interstate School Leaders Licensure Consortium Standards for

School Leaders. The most important aspect of the program ranked by 69.5% of the participants was the influence of mentors. It was noted that principal mentors and protégés shared personal experiences common to their vocations, expressed a genuine concern and interest in their challenges, and communicated mutual feelings of respect toward one another.

With the high stakes of America's educational program being in jeopardy due to a multitude of circumstances, the impact and importance of quality school leadership cannot be ignored. There is a plethora of literature that bears out the vital significance of a principal's role played in the high achievement of a school's student body. Recent research concerning the point that principals matter when it comes to school effectiveness can be found in reviews by Levene and Lezotte (1990) and Sammons, Hillman, and Mortimore (1995) (Witziers, Bosker, & Kruger, 2003). Also Witziers, et. al point out that Bredeson (1996, p. 225) notes:

There is ample evidence in the literature that effective leadership can and does positively affect school and student outcomes." A meta-analysis research study by Witziers, et. al. (2003) between 1986 and 1996 into the direct effects of educational leadership on school achievement conducted "suggests that school leadership does have a positive and significant effect on student achievement. (p. 408)

If there is the slightest belief that leadership makes a difference, then the steps being taken to train school principals must be of the highest quality. Gene Bottoms and Kathy O'Neill (2001) write in an article entitled, "Preparing a New Breed of School Principals: It's Time for Action" that:

Schools are not less effective today. By any fair measure, their performance

matches or exceeds the schools of 20-30 years ago. But their challenge is greater today – and far too many schools have not changed enough to meet the expectation that all students can master demanding subject matter and apply what they have learned to solve real-world problems. The reality is that schools must change fundamentally. Before we can redesign schools, we must redesign the programs that prepare school leaders. We cannot have one without the other (p. 6).

In a 1998 survey commissioned by the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP):

Approximately half of the school districts surveyed reported a shortage in the labor pool of K-12 principal positions they were trying to fill that year, regardless of the schools' grade levels and whether they were rural, suburban, or urban schools. In a 1999 California study, 73% of 376 superintendents reported a shortage of qualified candidates for elementary school principal positions. In an Indiana survey in 1999, 72.9% of the responding superintendents described the pool of candidates from which they had hired principals during the previous three years as much smaller than in previous years, defining the pool as “a shortage. NAESP members responding to a one-question survey in 2002 indicated that 66% will retire in the next 6-10 years. The U.S. Bureau of Labor Statistics (BLS) reports that there will be a 13% increase in job openings for education administrators between 2000 and 2010, and that “a large proportion of education administrators are expected to retire over the next 10 years” (NAESP, 2006, p. 1). Michael and Young (2006) report on research that:

“reveals depending upon whether rural or urban statistics are used, building level school administrators and superintendents can expect to remain in one assignment for five years or less. These statistics, coupled with high projected retirement rates for the present pool of seasoned administrators, supports what school administrators are witnessing: there is and will continue to be considerable turnover of building principals and school superintendents for the foreseeable future. Supporting aspiring and new administrators will then be more challenging than in the past, given their large numbers and the decreasing group of veterans able to mentor them into their respective roles.” (p. 2)

Although it appears that a shortage of principals is the primary concern, Bottoms and O’Neill (2001) share that in reality, someone will come along and fill those positions. However, “the real ‘emergency’ we face is the prospect that unless we recruit and train school leaders who have a deep knowledge about how to improve the core functions of a school, we will do little to resolve spotty leadership, low-achieving schools, and under-served students” (p. 7).

The increasing critical need for quality school leaders is spurring on the growing feasibility for the online mentoring of novice principals. Much of the attention to correct the current problems rests within the university educational paradigm. School leaders are frequently expressing the opinion that there is not enough preparation when it comes to the core areas of curriculum, effective teaching, learning strategies, and student achievement. Kronley says, “there appears to be a minimal match between the courses required in the current leadership preparation programs and what one needs to know and be able to do based on effective school research and on what successful leaders say they do” (Bottoms and O’Neill, 2001, p. 23).



To highlight the growing importance and need for a better and more effective approach to training principal interns, this empirical study illustrates a common dilemma that has evolved over the past decade as the number and types of schools have grown. Kathy Peca (1994) reports on a case study by The Eastern New Mexico University (ENMU) where the School of Education offers an educational administration program. In 1986 the School's policy required that students complete an internship. Although the internship exercise is necessary and an essential component to a principal intern's growth, there arose three practical problems that are likewise prevalent today. The first challenge was for university professors meeting the requirement to make four observation visits to the student intern's school each semester. Several of the schools hosting student interns were a considerable distance from the School, and completing all the observations was very difficult. Secondly, since many of the interns were teaching full-time, they had limited exposure to hands-on administrative responsibilities and the normal administrative duties of a typical school day. The third problem was the minimal time to meet with the student principal intern and his principal to discuss various aspects of the internship.

At a regional university in Texas, Crocker and Harris (2002) share a study that was conducted with twenty on-campus mentors and their protégés. This training focused on developing specific skills, such as active listening and reflection. There were also activities that provided opportunities for the mentors and protégés to interact using their skills as well as to explore some of the typical problems of administration. A major concern of 18 of the 20 mentors was the issue of time. "Time is going to be a real problem. I can see that we will have a problem finding the time to spend discussing administrative issues" (p. 8).

Since the mid-1980s, the Internet has given life to innovative ways of teaching and communicating vital information. The acceleration at which a variety of new mentoring programs have developed has been astounding. In light of the apparent shortage of qualified principals, relatively new nationally accepted principal standards, time restraints on the parts of both educators and principal interns to meet requirements, the growth of online principal mentoring has been slow to develop. Hand-in-hand with the development of online mentoring are the challenges that will be considered in the following section.

#### Potential Problems of Online Mentoring

In this portion, the reader will grasp the great need for stronger effective principal mentoring to be present. However, due to existing problems shared by different professionals, the problems may seem to be too great to overcome. Therefore, new approaches must arise to either support or supplant the existing programs to achieve greater and more productive leadership in our schools.

As early as 1958, Clifford Hooker reported evidence to support administrative mentoring of new principals which was overwhelming. The weaknesses noted at that time are some of the same challenges that exist in the 21<sup>st</sup> century. The concerns then and now include being able to have sufficient numbers of trained mentors to staff any mentoring requirement, to adequately provide the needed financial support to do a program justice, and lastly, the need to develop far more effective evaluation techniques. Even then there is no guarantee that the intern will be a successful school leader (Cordeiro & Smith-Sloan, 1995).

In the earliest days of traditional mentoring, a myriad of issues were in need of being addressed in order to fulfill common goals of effective mentoring. Even in the

initial years of the mentoring movement “mentoring programs did not live up to their full potential. Practitioners and researchers quickly realized that formal mentoring programs required program supports to facilitate the establishment and maintenance of face-to-face mentoring relationships” (Single & Single, 2005, p. 303). In the early years of establishing basic tenants of face-to-face mentoring relationships, it was quickly discovered that although programs were initiated with good intentions, they were still inadequate and many times ineffective (Single & Muller, 2001).

The one vital characteristic that differentiates between face-to-face and online mentoring is the structure of the program. For some qualities of online mentoring, it is more essential to provide a specific structure to guide the expectations of all parties. The necessity of clearly developed goals and objectives must be evident for the proper anticipated outcomes.

Although a number of online mentoring opportunities are available, there are many disadvantages yet to be overcome. One of these disadvantages according to author and researcher, Ellen Ensher (2003) is that this new medium is resulting in a “low retention and completion rate” (p. 273) of participants in a mentoring like program. Many protégés soon miss the social interaction created by many students in a classroom setting and lose sight of their primary objective to learn.

Another disadvantage seen by some is that online mentoring may be inexpensive, where just the contrary may be the reality. First, there is the need to have the necessary technological equipment and appropriate Internet access. Next is the development of a web site that of itself is no easy task. Then, consider the appropriate software to use in addition to the support staff and resources required to enable success for all mentoring participants. Hence, the initial layout expense for the infrastructure expense can be

significant. This hurdle is followed by the necessary energy of personnel and the time required to formulate working mentoring plans, which include the matching of partners and implementation of guidelines for consistency in completion of required responsibilities.

Once the initial tools mentioned above are in place to accommodate an online relationship, the practical drawbacks must then be faced. Single and Single (2005) quote Kasprisin (2003) as stating that online mentoring has fewer reinforcement cues that encourages the strengthening of an online relationship and therefore, “research confirms that it was relatively easy for participants to sign up for e-mentoring programs, but then failed to follow through, and ignored repeated email messages from either the program staff or their e-mentoring partners” (p. 306). The old saying, “out of sight, out of mind” may be the best description applied.

According to Ellen Ensher (2003), the literature pertaining to online and face-to-face mentoring points to five challenges that online mentoring has. These five include “(1) the likelihood of miscommunication, (2) slower development of relationship online than in face-to-face, (3) requires competency in written communication and technical skills, (4) computer malfunctions, and (5) issues of privacy and confidentiality” (p. 276).

The probability of miscommunication comes from not being able to see facial expressions or body language. According to Segall, (2000) it is the inability to see or hear a number of non-verbal cues that can lead to potential higher rates of inappropriate diagnoses or suggestions. Although this may be an accurate assumption, there is still an abundance of relationships formed online that would balance this negative observation according to Wellman & Gulia (1999). King and Engi (1998) share that even unintentional “crossed wires” or attempts to inject humor can be misunderstood and even

lead to hostility due to the mysterious identity one can cloak online. Ensher (2003) shares that Eby, Lillian T., McManus, Stacy, E., Simon, Shana A., Russell, Joyce E. believe that inadvertently leaving a protégé out of the loop on important items can elicit negative responses that might cause further frustration that would perhaps be better addressed in person.

Another challenge in the online relationship is the inability to effectively express one's self in a written forum. Segall (2000) claims that an online relationship should cultivate a comfortable setting to be able to generate and exchange strong ideas and dialogue. However, for those who may lack adequate writing skills, participants may feel less likely to share their earnest thoughts on a particular point.

In addition to these drawbacks, there is the obvious lack of basic computer proficiency which can foil even the best designed plans for communicating between mentor and protégé. This significant problem along with having sub par computer tools - or not having the appropriate tools to even maintain an online relationship - nearly halts any desirable progress to an online relationship. However, wayward issues once seen as pitfalls to the process appear to be fewer and farther apart as technology advances. For example, access to the Internet which was once a major obstacle, has now been dramatically minimized by newer and more reasonable cost effective technological means (Single & Single, 2005).

Ensher (2003) points out that researchers have also identified several ethical considerations related to online counseling that may also be applicable to the online mentoring of principals. These would include issues of privacy and confidentiality provided online. In today's lawsuit-friendly culture, there may be those less willing to admit personal weakness or guilt in on-the-job mistakes in fear of retaliation or severe

consequences. If an online relationship takes a turn for the worst, then there is the risk that one's online written documentation may be used to expose one's personal thoughts, feelings, and inadequacies.

Educators must also consider maintaining the integrity of the professional field it serves. Online mentoring, if advanced too quickly, could potentially lead to ethical quandaries. For example, the "telehealth" program started by Norris Health Center at the University of Wisconsin at Madison was launched in 2000 with students being instructed on how to provide mental health guidelines online.

The initial response by therapy professionals and academic institutions is cautious and concerned with the integrity for the professional field. In fact, "the term itself, 'online therapy,' is considered inaccurate and offensive by many psychologists. Stuart Tentoni, Ph.D., coordinator of the Norris Health Center at the University of Wisconsin at Madison, says that 'Internet therapy' is an oxymoron. 'Psychotherapy is based upon both verbal and nonverbal communication,' he says. 'Without seeing the person, it is impossible to get a full sense of that person's situation in order to adequately render therapeutic advice to them' " (Segall, 2000, p. 39).

In considering the many reasons for not pursuing an online mentoring program for school principals, the theory-in-use encourages the risk taker to reflect on the best practices and take steps to formulate an action plan in making improvements. Jayne Cravens a volunteer specialist, summarizes this portion of the study with a quote in National Mentoring (2002) when asked about her thoughts on the effectiveness of e-mentoring programs. Cravens' response was: "A well-designed program is going to work whether it's done online or face-to-face; technology is secondary" (p. 9).

### Benefits of Online Mentoring

It is important to reiterate that the research literature predominately provides insufficient empirical research information to suggest that online mentoring alone can be a positively and successfully used method for preparing new school principals. However, researchers do highly recommend online mentoring as a supplemental tool to be considered in expanding the entire mentoring opportunity (Single & Single, 2005). Kasprisin, Single, and Single (2003) share with lightening pace advancements in the field of electronic communications has made online mentoring not only feasible, but also advantageous.

Although the availability of Internet service has dramatically improved real time connections and allowed them to be more meaningful, the online aspect of mentoring still allows the mentoring parties to be introspective in their reflections due to being able to select the time and nature of their communication. This according to Kasprisin et al., (2003) “leverages the connective benefits of the Internet to create mentoring opportunities where they would not otherwise exist, and enhances the development of relationships among people of different status” (p. 69).

Kasprisin et al., (2003) note that with online availability, scheduling and geographical dimensions are no longer issues. With the ability to transcend both spatial and imaginary boundaries, online mentoring creates unique opportunities that before were never available to many people of all ages, genders, and ethnicities (Harasim et al., 1998). In the initial stages of a mentoring relationship, there may be obstacles of intimidation or the uncomfortable feelings that may come from a new environment resulting from the very presence of natural status symbols. Harasim et al. (1998) says these are often impossible to detect when involved in an online mentoring situation.

Thus, the benefit of being able to purposefully “hide” one’s identity in order to not disclose one’s status differences can play a significant role in one’s ability to learn.

Single and Single (2005) provide insights into the advantages of online mentoring that include the ability to participate in mentoring programs without the fear of being viewed as participating in remediation programs, and the opportunity to be matched with an e-mentor outside one’s geographical region and established networks. E-mentoring also eliminates unproductive “windshield time” driving to and from appointments as stated by David Neils, the founder of the International Telementoring Project (National Mentoring Center, 2002, p. 305).

Ensher (2003) suggests that the literature on face-to-face and online mentoring culminates in five distinct advantages applicable to online mentoring. The first is the convenient access to a far greater population of possibilities through online mentoring. The mentoring relationship can progress literally around the clock 365 days per year according to the online participant’s desires and goals. The online alternative no longer boxes in the participants by limitations of who might be the mentor or when or where they might be mentored. The ability to locate an individual with similar interests and goals is a strength of online mentoring. A good fit can almost ensure instantaneous gratification on the part of online participants.

A second opportunity related to online mentoring according to Mentor Net 2002 is the reduction of expense that may occur. The cost savings alone in traveling expenses is a major reason why online mentoring is being implemented in various organizations (Ensher, 2003).

A third unique advantage of online mentoring for mentors and protégés is the equalization of status. Ensher (2003) points out that Schuler (1996) noted “that people do



not see the superficial characteristics of the people with whom they communicate. Therefore, communicators are less likely to categorize others or treat them differently based on these characteristics” (p. 281).

A research study by Hiltz and Turoff (1993) found that “some participants came to feel that their closest friends were members of their electronic group, whom they seldom or never see” (p. 11). This data supports Ensher’s (2003) fourth advantage point:

An Internet relationship is that it shifts the emphasis from outward appearances to inner thoughts and feelings (Toufexis, 1996). Therefore, individuals may be more likely to develop relationships with one another based on commonality of interest or goals, rather than stereotypes or assumptions caused by initial impressions of salient demographic characteristics i.e. age, race, and gender. (p. 281-282)

The fifth opportunity discussed by Ensher (2003) is that online mentoring provides a historical perspective of one’s growth and learning. As with any portfolio or journal project, documentation is strong evidence of one’s progress. “This aspect of record keeping and structure has been found to be very advantageous in the context of e-learning via corporate training and universities in the business coaching relationships” (Harrington, 1998, p. 283).

#### Comparisons of Two Mentoring Approaches: Traditional Mentoring

Discussions have noted the lack of empirical research specifically concerning online mentoring and especially with school principals. In this portion of the literature review, a comparison of both traditional mentoring and online mentoring will be discussed. Because there are positive and negative characteristics with both approaches, this evidence will support the reason for the two approaches to be used to compliment

one another. This comparison provides a basis for learning from the past and connecting to the future in order to enhance mentoring approaches.

Eby, McManus, Simon, and Russell (2000) quote Chao from 1997 saying, “Obtaining a mentor is an important career development experience for individuals. Research indicates that mentored individuals perform better on the job, advance more rapidly within the organization (i.e. get promoted more quickly and earn higher salaries), report more job and career satisfaction, and express lower turnover intentions than their counterpart.” (p. 2)

Traditional face-to-face mentoring more than likely will never be completely replaced by online mentoring due to the powerful element of personal interaction when the mentoring process is effectively done right. Time after time it is documented by researchers that the most important aspect of a student’s degree requirements is the mentoring internship. To review, in research reported by Cordeiro and Smith-Sloan (1995), there are five themes of successful principal mentoring internships that repeatedly surface. These five themes begin with the importance of authentic and real experiences. The opportunity to experience actual scenarios and apply classroom learned theory is an excellent way to learn, but perhaps not always practical. The second theme is the relevancy factor. This is the very reason why the student has chosen to pursue this vocation to help and assist others in the educational learning process. The third theme is the concept of independence which brings freedom with accountability. Making decisions that count and being responsible for those decisions builds strength and a reservoir of wisdom. Another theme that was highlighted was the ability and opportunity to work closely with another person. After initial feelings of intimidation and discomfort, the real learning began to take place by forging a trusting relationship with the mentor.

The last theme that was mentioned time and time again is the theory-in-use application. Most students see the mundane course requirements as being important, but the opportunity to try things out, reflect on personal decisions, and experience success and failure cannot be replaced by any textbook.

McFadden et al., (2004-2005) reports on a research project outlining the successful benefits resulting from a three year partnership between a southern state school district and a preparation program. This particular district was in a rural setting with a low socioeconomic population with heavy emphasis on agriculture. To overcome a perception, and in many cases factual knowledge, that leadership was always hired from outside the district, the superintendent created a leadership academy to train potential teachers for future school principal roles. In the first two years of the academy, the training paid off. In the first year, five out of seven were appointed to local school principal positions with one being promoted to the central office. In the second year, two of the six cohorts were elevated to local school principal positions, and in the third year, two out of seven members became area principals.

The feedback from the participants in the rural partnership has been overwhelmingly positive regarding the degree to which the program has met their needs during the first two years as principals. They have reported that they value the relationship with the university personnel who visit them at their schools and provide coaching and support. (p. 8)

Over the past eight years of the program, the placement rate of program graduates was nearly 80%. Without a doubt the participants identified the site visit by mentors or supervisors as one of the most important elements of the leadership academy program. One participant writes, “the visits have given me an insight that I probably would’ve not

had. I enjoyed the straight talk” (p. 9).

Lois Zachary, in her book The Mentor’s Guide, describes four phases of any mentoring relationship which can also be applied to the principal intern. The first phase is “preparing” which involves talking and considering various questions pertaining to motivation for serving as a principal, such as advantages and obstacles, readiness, level of commitment, and expectations or roles. “Negotiating” is the second phase that requires discussion about confidentiality, trust, reliability, boundaries, expectations, accountability, criticism, desire, maturity, character and ethics and outcomes, networking, coaching, communication, encouragement, goal setting, conflict, problem solving, feedback, and reflecting. The third aspect according to Zachary is “enabling”. Activities that reinforce the negotiating phase are implemented at this stage. The final phase is “closure” during which parties recognize the appropriate time to formally end the partnership and now assume respective responsibilities as they consider new relationships to continue the mentoring process (Young, Sheets, and Knight, 2005).

Additional researched elements of what a successful mentoring relationship should look like are reiterated by Hicks, Glasgow, and McNary (2005) in What Successful Mentors Do. Included are documented mentoring characteristics that were demonstrated by those schools that were reported as being more effective than in their leadership and over-all achievement. Principal mentors were seen to be pro-active in their affairs. This meant they initiated the relationship, and routinely followed-up with the protégé, and provided helpful information for the protégé in a timely fashion. It was learned that successful principal mentors focused on the assimilation of the protégé into the entire school culture and even set aside time to practice role-playing the appropriate responses to school issues.

Capasso and Daresh (2005) in their book, The School Administrator Internship Handbook share numerous characteristics of effective mentors identified in the literature related to people who are effective mentors to aspiring and beginning school administrators. Following are guidelines that apply to both traditional and online mentoring:

1. Effective mentors should have experience as practicing school administrators, and they should be regarded by peers and others as effective.
2. Effective mentors must demonstrate generally accepted positive leadership qualities, such as (but not limited to) the following: intelligence, good oral and written communication skills, past, present, and future understanding with simultaneous orientation, acceptance of multiple alternative solutions to complex problems and clarity of vision and the ability to share that vision with others in the organization.
3. Mentors need to be able to ask the right questions of aspiring administrators and interns and not just provide the “right” answers all the time.
4. Effective mentors must accept an alternative way of doing things and avoid the tendency to tell beginners that the way to do things is “the way I used to do it.”
5. Effective Mentors should express a desire to see people go beyond their present levels of performance, even if that might mean that their protégés are able to do some things better than the mentors can.
6. Effective mentors need to model the principles of continuous learning and reflection.

7. Effective mentors must exhibit an awareness of the political and social realities of life in at least one school system; they must know the “real ways” that things get done.  
  
Ideal educational mentors should demonstrate:
8. Knowledge, skills, and expertise in a particular field of practice.
9. Enthusiasm that is sincere and convincing, and most important, the ability to convey this feeling to those they are mentoring.
10. The ability to communicate to others a clear picture of personal attitudes, values, and ethical standards.
11. The ability to communicate in a sensitive way the type of feedback needed regarding another person’s progress toward goals, standards, competence, and professional behavior.
12. The ability to listen to colleagues’ ideas, doubts, concerns, and questions.
13. A caring attitude, a belief in their colleagues’ potential, flexibility, and a sense of humor (pp.103-104).

Traditional mentoring has also been characterized by negative attributes. Crocker and Harris (2004) revealed common patterns of frustration in three particular areas: first, protégés had a sense that they weren’t doing enough and thought they needed to be doing more; secondly, protégés believed that the mentors did not know what they were supposed to be doing, and thirdly, protégés felt that their mentors were too busy even to the point where the protégés felt he was in the way.

In a research study on the negative aspects of mentoring, Eby, Lillian T., McManus, Stacy, E., Simon, Shana A., Russell, and Joyce E. (2000) reported that the highest rated negative experience was that of Distancing Behavior. In fact, “mentor

neglect was the single most frequently reported negative experience among these protégés, capturing 16% of all negative experiences reported and being noted as a problem by 26 (30%) of the 86 protégés” (p. 15). Sample comments concerning the Distancing Behavior claim included, “He didn’t seem interested in my specific career path or he didn’t provide me with information to help me further my career.” Another comment was simply, “Little or no feedback.” Another, “He was always very evasive when I needed his advice or support” (p.12). Eby, et al., reported the next three top negative experiences included manipulative behavior in establishing personal positioning or power, a lack of mentor expertise leading to poor communication, and lastly, a mismatch of values between mentor and protégé.

As the research notes indicate, there are many positive qualities that are necessary for traditional mentoring to be successful. Along with the positive traits, there are drawbacks that can hinder the mentoring process and actually negate any attempt for a successful mentoring encounter. In the next section, we will see specifics on how traditional mentoring has impacted online mentoring, and how the former mode of mentoring is gradually transitioning into the latter approach with hopeful success.

#### Comparisons of Two Mentoring Approaches: Online Mentoring

We now draw comparisons between the existing body of literature on face-to-face mentoring that refers to mentoring conducted in person and use this as a basis for understanding online mentoring and to discuss related challenges and opportunities. Ensher (2003) points out that online mentoring can come in various formats. For example, one format is called “CMC-only” which is computer mediated communication, mentoring that is implemented online only by email, websites, chat-rooms, instant messaging, etc. Another format is “CMC-primary”, which entails at least 50% of the

mentoring occurring online, then supplemented with telephone calls and face-to-face interactions. A final format noted by Ensher is “CMC-supplemental” in which the majority of mentoring is done face-to-face with occasional opportunities to stay in touch with various online methods (p. 274). Like traditional mentoring programs, online mentoring programs could level the playing-field by providing mentoring opportunities to those who otherwise might not have access to certain informal networks.

Online mentoring supports a creative alternative and time manageable approach to enhance the preparation process between the mentor and the learner or one desiring to become a principal. Single and Single (2005) note that:

Online mentoring programs came into existence for many of the same reasons that face-to-face mentoring programs were developed. Face-to-face mentoring programs developed out of the realization that early support assisted in socialization and enculturation (Chao, 1988, Boyle & Boice, 1998a) and that informal or naturally occurring mentoring relationships were not equitably available (Ragins & Cotton, 1991; Boice, 1993; Turner & Thompson, 1993; Hamilton & Scandura, 2002). (p. 302)

Research for online mentoring supports many of the same benefits for face-to-face mentoring according to Single and Single (2005). Specifically, the main benefits associated with face-to-face mentoring include three important facets: informational, psychosocial, and instrumental. Informational is the process of transferring subject matter relevant to the growth of an intern or the one being mentored. Secondly, is the psychosocial. This is the confidence and boldness that is gained through improved self-esteem when encouraged and adequately supported by a mentor.



To strengthen one's confidence and to maintain a successful online mentoring relationship it is generally accepted that informal mentoring relationships with frequent contact is better than organized relationships with limited frequency (Ensher, 2003). In Kasprisin's, et al. (2003) 2001-2002 research that included 400 randomly selected graduate students in a sub-sample, one of the hypothesis conclusions stated, "Engaging in a required training tutorial (or ongoing support) will increase the number of students who stay involved with their e-mentors in a formalized e-mentoring program is supported by the data" (p. 75). In other-words, "involvement (defined as the frequency of e-mail exchanges), satisfaction with the program, and perceived value from participants were related" (p. 75).

The third realm of face-to-face that naturally transfers in the online mentoring process is the instrumental benefit. This benefit is produced when a mentor is actively involved in promoting the intern to new challenges and heights of success among peers and colleagues.

In addition to these benefits, online mentoring also provides the advantage of impartiality and the value that comes from exchanging information and circumstances between different organizations. This type of arrangement can avoid a supervisory role relationship that at times may hinder the mentoring progress between two people. Single and Single (2005) note Kram's (1983) research in this particular area and goes further in saying that even though a mentor and intern are in the same organization but do not report to one another, the influence is still present and can be a factor in effective mentoring. Single and Single (2005) note this research as follows:

Protégés often were reluctant to expose gaps in knowledge or self-doubts to mentors in positions of influence over their careers. Research on face-to-face

mentoring programs supported this concern. For instance, Boyle and Boice (1998b, 173) reported on two face-to-face structured mentoring programs within university settings, one of which provided mentoring for new faculty. Based on the recent hiring patterns, it was not possible to pair new faculty with senior colleagues in the same departments. Therefore new faculty members were paired with senior faculty in other departments and sometimes with administrator. At the end of the program, the mentoring dyads paired across-departments reported higher ratings on a mentoring index, compared with the pairs where both members were from the same departments. When paired with senior faculty members in department other than their own, the protégés, could feel free to express concerns, reveal weaknesses, and question suggestions without fear that these actions may prove detrimental to retention, tenure, and promotion decision. (p. 307)

Many successful companies are now discovering that employees are quickly able to learn new information and skills by participating in multi-media tutorials and training classes online. In fact, “U.S. News and World Report declared that within the next four years, 70% of all corporate e-learning will include some type of virtual reality training” (Lovely, 2004, p. 3). Ensher (2003) shared that one company for example reported a 366% return on their online training investment (Kruse & Keil, 2000) (p. 272). Can similar results be accomplished through online mentoring? Can online mentoring equally enhance a new principal’s preparation by connecting him or her to an existing principal who can share firsthand practical issues? If using online resources can enable school principals to grow in their understanding of building issues and operations, problem-solving strategies, interpersonal skills, and time management skills, then perhaps this is a

key to better relationships, improved communications, and more realistic expectations between state laws, university professors, and veteran and new principals. These expectations may ultimately be achieved through an alternative approach to the internship and preparation of school principals that addresses time restraints and more effective practical training. If so, technology opportunities may be the primary tool to reconnect the various constituents in order to strive for common agreed upon solutions.

As Emery (1999) and Ensher (2003) point out, “although electronic mentoring programs have mushroomed in the last couple of years, research studies exploring electronic mentoring program’s effectiveness, challenges, and drawbacks are lacking” (Mueller, 2004, p. 57). Building on the desired positive outcomes of online mentoring outlined by Katherine Emery (1999) will advance the cause. These outcomes include improving self-confidence of the protégé, strengthening relationships, transcending geographical and cultural obstacles, minimizing and perhaps eliminating authority threats, focusing on responses and conclusions resulting from thought provoking reflection, and finally utilizing technological tools and skills to enable participants to decrease theory time and increase time spent on task.

Additionally, researchers and programs like iMentor have created Mentoring Guidelines to encourage proactive dialogue concerning online mentoring responsibilities. Naomi Boyer (2003) suggests the following recommendations to provide a clearer picture of the various virtual roles and to minimize confusion that is often experienced by instructors, mentors, and participants alike:

1. Clearly define all member responsibilities and functions to understand the assumed virtual role.
2. Re-create the virtual role as a different existence rather than an extension of

face-to-face experiences.

3. Educate program or academic participants, instructors, and mentors about the virtual self-identity that exists as an extension of the physical being.
4. Create the opportunity for audio and video exchange to enhance the text communication process.
5. Encourage exchange of pictures and personal web-page creation to share about the personal self at all levels of individuals involved in the program, and
6. Arrange learning activities that provide the opportunity for each participating member of the learning structure to establish his voice through expression both publicly and privately (p. 38).

Although online mentoring is taking place in many types of environments, in the educational realm there are a few key differences between the regular classroom and online medium. Harasim (1995) draws the analogy that:

...online mentoring is student centered and requires a different role for the teacher, of facilitator rather than lecturer. In a traditional classroom the teacher directs the instruction, sets the pace, and is responsible for keeping order and the learners on task. The online role entails a different set of priorities. The teacher plans the activities but then follows the flow of the conversation, offering guidance as needed rather than strictly adhering to the preplanned agenda. (p. 9)

Boyer (2003) supports this role of virtual mentor which she indicates naturally leans toward being a facilitator rather than one who is solely distributing knowledge. Increasingly, the trend of face-to-face mentoring is to “guide on the side” rather than “sage on the stage” (p. 36).

Emery (1999) reports that online mentoring:

will increase access to learning, provide flexibility of place, pace and interaction, allow for immediate feedback on progress, increase student responsibility, enable more student control over their learning, increase motivation, increase retention rates, allow different pathways to knowledge, provide flexibility for the facilitator, apply a higher order of questions, responses and understanding from students, create comfortability in personal surroundings, enable presentations to be viewed anonymously and independently, eliminates the need to wait one's turn to speak, and finally, promotes self-study and independent work habits. (p. 79)

Levin (1995) shares that successful online mentoring projects have addressed some of these key differences noted by Harasim. Levin reinforces that:

The networked activity needs to occur within a defined structure. The activity needs to be outlined with clearly defined phases. An active and effective moderator is involved to initiate and sustain interaction. Participants need to see themselves as a close-knit community and last, the networks and the collaborative activities that they support need to be imbedded within an institutional structure, which provides security and continuity. (p.10)

Nevertheless, online mentoring also has its downsides. Sinclair (2003) points out the drawbacks of online mentoring for students as also noted by Bell (1997); Corderoy and Lafoe (1997); Hart and Gilding (1997); Rossiter (1997); and Williams et al. (1997).

These drawbacks include:

Student access to the required technology or knowing how to use it, isolation, motivation, fear of appearing stupid in front of their peers as students communicate in text: preference for other forms of information and

communication, and failure to complete required work for the course. For facilitators, there are problems of significant increases in the workload and greater expectations of quicker responses. In addition, there is the concern that online learning may lack the community and social interaction which develop among a class. Also, concepts may not be as clearly explained as can occur verbally: and online learning can fail to develop critical thinking and reasoning skills.

(p. 80)

In spite of these disadvantages, the popularity of on-line mentoring and instruction cannot be ignored. Online mentoring is growing rapidly in educational institutions as well in the corporate world causing the need to re-evaluate the potential impact of online mentoring. One important area where this impact is being observed is at the university level. A shift is taking place from needing full-time instructors in the classroom to hiring more part-time professors to conduct online instruction. Feinberg (1999) reports:

Between 1970 and 1995, the number of full-time faculty increased by about half, while over the same period, part-time faculty grew by two and one half times. If the trend continues, part-time employees will overtake full-timers on college campuses in the next three years. The replacement of full-time faculty is merely the opening act in the plan to replace the faculty as such by CD ROMs. (p. 4)

In light of the apparent continued expansion of online coursework and mentoring options that are being offered, the objective of this paper is to determine if there is significant agreement among educators regarding one's ability to effectively apply aspects of online mentoring to encourage more successful aspiring principals. In the next

portion of this study the important ramifications of online mentoring and its connectivity to the preparation of school principals will be considered.

### Factors Influencing the Development of Online Principal Mentoring

#### Decrease in School Leaders

RAND Education shares that research by three different and dependable research organizations concluded that the age of new school principals is decreasing. RAND reports that “between 1988-2000 the proportion of new principals under 40 years of age shrunk dramatically, from 38 percent to only 12 percent” (Mitgang, 2003, p.6). For example, in New York State it is reported that in the year 2000, 66% of the state’s principals hired were 50 years of age or older. These statistics combined with the fact that principals in secular school administration rarely continue being principals beyond age 55, the potential trend resulting in a shortage of school leaders is evident (Mitgang, 2003).

A Policy Brief by the Wallace Foundation in 2003 entitled “Beyond the Pipeline: Getting the Principals We Need Where They Are Needed Most” was a summary of three important research studies. These three research projects were conducted by RAND Education which included data supplied by the U.S. Department of Education, the Center on Reinventing Public Education which took place at the University of Washington and included 83 school districts. The third source of data was received from the University at Albany (SUNY) that studied the career paths of New York State principals. The primary aim in each of these studies was to determine answers to basic questions about the current labor market for the principalship (Mitgang, 2003).

Of these three projects, The Wallace Foundation reported “that the number of positions in educational administration was expected to grow by as much as 20 percent in

the next five years” (p. 1). The turnover rates of principals in states like Vermont, Washington, Kentucky, and Texas and in large districts like New York and Los Angeles have already escalated beyond expectations with it reaching 20% or more in some locations (Mitgang, 2003). In addition, 45% of national current school leaders will be eligible to retire in the next six years.

In addition to the apparent decline of school principals by numbers only, another primary concern is that school districts are experiencing difficulty in attracting sufficient numbers of candidates certified to fill vacancies and who are capable of leading the school improvements that are demanded in the 21<sup>st</sup> century. “A Public Agenda survey published in 2001 found for example that only one in three superintendents believe the quality of principals entering the profession has improved, 36 percent say it’s stayed the same, and 29 percent say it’s worsened” (Mitgang, 2003, p. 20).

#### Increased Responsibilities of School Principals

Part of the real need is attracting qualified principals to problem plagued-districts. The University of Washington researchers (Mitgang, 2003) report that in 83 school districts, there was an average of 40 candidate applications for principal job openings while in other schools a few miles away, there were fewer than three applicants. Schools with fewer candidates were those with the most challenging working conditions, higher concentrations of poor and minority students, and lower salaries for principals. These schools generally attract weaker credentials and less experienced candidates.

Principals today no longer serve primarily as supervisors. School leaders are being called upon to find solutions in the redesigning of school programs. Every aspect of a school system is being scrutinized, therefore requiring principals to be not only supervisors, but also facility managers, experts in finances, cheerleaders when recruiting



faculty, knowledgeable in the best curriculums, leaders in effective teaching styles and proven methods, leaders of professional teacher development, program assessment analyzers, managers of the school council, developers of community promotions, and ultimately the ones responsible for increased test scores.

Arthur Levine says in his 2005 report, “Educating School Leaders,” that “few of today’s 250,000 school leaders are prepared to carry out this agenda. Neither they nor the programs that prepared them should be faulted for this. Put simply, they were appointed to and educated for jobs that do not exist any longer” (p. 12).

#### Challenges of Current Principal Training Programs: State Requirements

All 50 states vary in their philosophy and approach to how best prepare school principals. Currently, “over half of the states have state licensing requirements for educational leaders. In the last ten years, more than 20 states have required mentor programs for all beginning administrators who must engage in formal induction programs of one kind or another” (Harris, Ballenger, and Leonard, 2004, p.157).

Many states require that principals have an average of at least 3 years of teaching experience according to a study by the University of Washington. The average number of teaching years that principals nationwide reported in the year 2000 was 14. This hiring practice by many school districts supports the belief that teaching experience is important and necessary for being a principal (Mitgang, 2003). However, it does not provide any allowance for the opportunity to hire through creative means from the outside of the sanctioned education school realm. As long as state certification requirements for school principals are required, capitalizing on potential untapped resources from without will be minimal. To allow non-traditional candidates to be hired for state sponsored school leadership positions, it will be necessary for state licensure requirements and other

pertaining policies that create such barriers to be revised.

Petzko (2004-2005) reports that in 2000, only seven states had special licensure programs geared toward the middle school level. And in the same year in a national online survey of 1400 middle school level principals, only 4% held middle level administrative licensure which was greatly decreased from 16% in 1992. The survey revealed that the internship/field experience was ranked by 38% as being very useful, and was ranked by 49% of the participants as being essential.

In numerous school districts, the search for qualified principals goes well beyond the states' minimum certification qualifications according to the University of Washington's research. They are looking for characteristics that are part of a:

new and higher caliber of leadership possessing very different capabilities than are guaranteed by the present licensing and hiring process. The problem, the report continues, is a deep disconnect between what superintendents say they value most in new hires – the ability to lead and motivate staff and execute a school improvement strategy – and what typical hiring practices are delivering. Therefore, aging educators are more often being selected because of their knowledge of the system, rather than their limited attempts to change or make demands of it (Mitgang, 2003, p.10).

Like many states that are trying to solve a shortage of quality principals, Kentucky's Law 161.027 outlines the preparation program requirements for principals. The core requirements include an assessment and internship. The law of Kentucky states "The Education Professional Standards Board shall develop an internship program which shall provide for the supervision, assistance, and assessment of beginning principals and assistant principals" (Education Professional Standards Board, 2004, p. 1). However, it is

also reported that, “At this time, there is no Kentucky Principal Internship Program (KPIP) available” (Education Professional Standards Board, 2004, p.1). A primary cause for this is the lack of a consistent means to implement the requirements in such a way as to attract and sustain potential quality principals. The situation doesn’t improve as we focus next on the limited progress made at the college level. In the United States, when it comes to the quality of preparation that school principals are receiving, training programs continue to be disjointed.

#### Challenges of Current Principal Training Programs: Higher Education

In 1987, the National Commission on Excellence in Educational Administration that consisted of school administrators, professors, school deans, leaders of education associations, university presidents, Governor Bill Clinton, and superintendents issued a report titled, Leaders for America’s Schools. The study’s conclusion was revealing. “Fewer than 200 of the country’s 505 graduate programs in educational administration were capable of meeting necessary standards of excellence. The report indicated that the remaining three-fifths of the institutions ought to be ‘closed’” (Levine, 2005, p.18). In 2003 the Broad Foundation and the Thomas B. Fordam Foundation outlined in Better Leaders for America’s Schools that today’s “leadership crisis” is to be blamed on useless education school courses and misguided state licensure requirements. In the United States, nearly 500 schools and departments of education offer degree-granting graduate programs for school administration (Deans Survey). About 55% of these surveyed schools reported having a graduate program that focused on principal training. Therefore, in spite of the 1987 Leaders for America’s School’s recommendation to discontinue the current practices of preparing school leaders, the number of principal preparation programs has increased. At a critical time when there is a greater demand for quality

school leaders, the effectiveness of programs in school administration at colleges is being questioned. In fact, in 2003, it was reported that school leadership programs in universities had declined even more, and additional responsibilities for establishing preparation requirements began to be transferred to schools, districts, and states (Levine, 2005).

Although quoted nearly 25 years ago, the same sentiments are being echoed by Richard Schmuck (1993) as he writes:

A 1983 policy report entitled The Preparation and Selection of Principals characterized administrator preparation programs as too theoretical. The report recommended field-based experience as a significant part of the total program.

Most principal preparation programs suffer from at least three weaknesses:

1. Insufficient collaboration between university education professors and key practicing administrator;
2. Insufficient attention given to helping prospective administrators in linking theoretical knowledge to their actions; and
3. Insufficient focus on helping prospective administrators diagnose and respond to human situations.

During the 1980's, administrative preparation programs attempted to overcome weaknesses by instituting internships. Most of those internships have not been effective for the following reasons:

1. The preparation does not occur over sufficient time;
2. University professors and field supervisors do not collaborate closely enough;
3. Deliberately planned efforts are not made to establish linkages between

theory and practice;

4. Insufficient attention is given to the emotional development of the trainees and the social support they receive throughout the internship; and
5. Although interns have received supervision from experienced administrator, they have not received much mentoring (p. 4).

Similar conclusions continue to be observed in today's educational setting. Lashway (2003) notes one attempt to address the problems.

The Southern Regional Education Board in 2002 undertook a major effort to support the improvement of leadership preparation in sixteen states, and identified key state actions that can reshape leadership preparation. The steps included infusion of performance-based standards into preparation programs, integration of well-planned clinical experiences with coursework, and tiered certification systems in which the second-level certificates require evidence of successful on-the-job performance. (p.5)

It is clear by the SREB's efforts that the emphasis for better principal performance is to be placed on preparation programs that are saturated with performance-based experiences through clinical opportunities that produce evidence of one's ability to perform well as a principal.

According to a key research document, Leaders for America's School's The Report of the National Commission on Excellence in Educational Administration (1987), several reasons were given as to why the educational administration field lacks a visionary leadership. Primary causes included (1) a lack of collaboration between school districts and the local universities, (2) no systematic professional development for effective principals, (3) minimal high quality candidates, (4) ineffective preparation

programs relevant to job demands, (5) limited licensure programs promoting excellence, and (6) no national cooperation in preparing school leaders (Council of Chief State School Officers, 1996).

Creighton and Jones (2001), in one of their research studies, provide an example of ineffective screening at the university level for admission into school administration programs. A review of 450 principal-certification programs was conducted and the results revealed that the primary general admission criterion was given to GRE scores and undergraduate GPA. Education majors had lower GRE scores than majors in most other fields, and educational administration candidates ranked near the bottom of education majors. They also noted that only six percent of programs required personal interviews in which such qualities might be identified. Surprisingly, only 40% listed teaching experience as a requirement (Lashway, 2003).

Charles Judd, director of the department of education at the University of Chicago stated that education schools were “not rigorous enough and had poor reputations.” Dean Russell, dean of Teachers College argued that general education courses would never prepare students for the task. It was essential that students have hands-on experience and practical instruction (Levine, 2005, p.16).

Capasso and Daresh in their book, The School Administrator Internship Handbook (2005) discuss that in some instances, when a university supervisor may be responsible for 30 interns at a given time in different geographical locations, the sensitivity to each individual may be broader than deeper when it comes to relationships and extent of mentoring. The number of field-based supervisors will vary greatly per program. In research by Wilmore and Bratlien (2005) many respondents indicated that there was one field supervisor per intern, while others indicated a wide range from one or

two to 150-160. In spite of the ratios, the focus on each individual intern is imperative. Universities have exercised a host of techniques to attempt strengthening the ways to make the internship experience more personal and helpful in identifying one's strengths and weaknesses.

There are two programs that are often used by universities to aid in the preparation of principals during the internship experience. These programs are the Assessment Center of the National Association of Secondary School Principals and the Professional Development Inventory constructed by the National Association of Elementary School Principals. Each of these programs assists the intern in evaluating job-related tasks and activities. Aspiring principals engage in assorted but specific assignments that will provide feedback on their performance and the need to improve in other related administrative responsibilities. Both of these tools are powerful and effective, but the cost range for each of these to be administered has a minimum price tag of \$300 (Capasso & Daresh, 2005).

The results from an important research reported by Wilmore and Bratlien (2005) included empirical feedback from 43 universities representing a wide range of size and geographic location from 22 states. Specific questions relating to the universities' principal internship were explored. Nearly 93% of the reporting programs shared that the majority of their student interns were part-time. Two sequential semesters was the most popular internship term for 22 of the 43 reporting universities. Ten reported a single semester internship as being the most popular which was tied with ten others who indicated that requiring two or more semesters was the best requirement. In 60% of the responding programs, there was no formal mentor training. Although institutions

recognized the need for mentor training, there were reservations about adding one more activity to the already overwhelming schedules of student interns or novice principals.

Approximately 93% of the reporting programs indicated that the majority of their students were part-time students with only a small percentage enrolled on a full-time. The most significant barrier to experiencing a quality internship noted by 67% of the students was not having the opportunity to do the internship on a full-time basis. The majority (71%) of respondents in the research shared that “a lack of resources, including time, to complete the internship while simultaneously teaching in the classroom” was the main reason for not being able to complete an internship (Wilmore and Bratlien, 2005, p. 33).

Many colleges require a principal internship that can be satisfied by a 90-day hands-on experience. Levine (2005) reported on feedback results from a Principals Survey of those who had graduated or were currently taking course work. Believing that the required courses for a master’s degree were valuable was determined by 63% of the survey participants. It was stated that if you subtracted the courses centered on school and principal topics, that it would be difficult to determine the nature of the degree. Ranking their classes as quality in nature netted only 56% of the students. “Almost nine out of ten survey respondents (89%) said that schools of education fail to adequately prepare their graduates to cope with classroom realities” (p. 28).

Other important statistics from the survey revealed that 83% of college education departments are not sufficiently collaborating with the local schools and 55% reported that college departments of education are out of step with the times. It was also noteworthy that 47 percent of the survey participants stated that the education curriculum was outdated, and that another 53% also believed that the political pressure on college education departments was unrelenting.



Levine (2005) continues his reporting by providing valuable insights from school alumni currently holding a principal's position. Half of the respondents gave their programs only fair to poor ratings for preparing them to deal with in-school politics. More than 40% said their programs were fair to poor in preparing them to work in diverse school environments. Giving a fair to poor grade on teaching them to work with community leaders and parents received a 35% rating.

Survey respondents indicated internship activities that were the most important were administrative projects that involved higher-level thinking skills for campus improvement. They appreciated the opportunity to be in an actual administrative setting to experience the realities of school leadership and to understand better the day-to-day school leader responsibilities. In order to have maximum effectiveness, respondents strongly stated the need for internships to be on a full-time basis. Although it is rare and costly, interns also voiced the need to be paid for their internship to allow individuals to devote their entire time and attention to administrative activities. An obvious drawback reported was the need for additional contact between the university supervisor and the school site mentors. Respondents frequently mentioned how ineffective mentors were because they did not provide meaningful leadership and guidance while the internship was being conducted.

The practical implementation of principal mentoring between a school district and the local university seems to be too complex to untangle and put back together. However, Levine (2005) refers to the need to be creative in order to accomplish important objectives. Such is the one described by McFadden and his cohorts about a school district that creatively approached their principal training needs and still produced positive outcomes. Because there is such a large number of new administrators each year,

individual mentoring and support is nearly impossible. However, the local district and area university collaborated and designed a plan that enabled new school leaders to network with each other and learn together. A key element that participants discovered helpful was the time that university faculty members invested in them each month during informal brown-bag lunch meetings. This type of gathering broke down many barriers that may have existed and was a springboard inviting the novice principal to open up and ask specific questions about practices, theory, and different scenarios.

Michael and Young (2006) submitted research based upon 80 responses out of 200 veteran school administrators, principals, and superintendents with a minimum of five years of educational leadership experience. These 200 were randomly selected from members of the American Association of School Administrators. Through the use of an in-depth open-ended responses qualitative methodology, several important patterns of thought about their personal educational preparation were documented. The most common results that were most helpful included the following:

1. Coursework and field-based experiences that were designed to link theory with Praxis were most valuable;
2. Instructors who were experienced practitioners appeared better able to connect text and course material with the real world.
3. A limited foundation in the social sciences—psychology, political sciences, public relations, cultural diversity, conflict management, and change management—appears to be missing from the school leadership curriculum.

Study findings also suggest that the veteran respondents hold similar views on how best to support administrators once they join the profession: (a) Through fostering networking opportunities with colleagues from across the nation, state or

country, and (b) by encouraging the formation of mentoring relationships whenever possible. (p. 2)

Few of the informants reported that they had mentors when they stepped into their initial roles. Those who benefited from mentoring forged relationships with their predecessors or with retired superintendents in their districts. Others began the journey alone, learning by trial and error. However, every respondent felt that a formalized system of mentoring during a new leader's first years would be a tremendous asset. To implement a structured buddy system supported by other resources in which experienced administrators could provide novices with helpful insights along the way would be extremely important to ease the transition into leadership.

In summary, the research reports that the field-based internship is highly rated and that pre-service administrators desire quality practical experience, ideally with release from the classroom. Networking and mentoring is a survival necessity and when geography is a barrier to more frequent fact-to-face meetings, then it is imperative to become involved in some kind of formalized professional network at the local or state level.

#### Challenges of Current Principal Training Programs: Alternative Preparation Programs

Many firmly believe that schools will not improve by simply requiring school leaders to gain certain kinds of additional certification. Neither will they improve if the same course requirements and same field internship experience continues. These efforts are already too burdensome, and have become a stumbling block for potential quality principal candidates. Certification and experience have been major deterrents for allowing "outside" parties to pursue a career in school administration. Fordham (2003)

suggests that the problem isn't the lack of credentialed principal prospects, but it is the lack of quality prepared principals and rigid restrictions. In his opinion, this urgent need requires urgent and extreme actions. Today's principals face a daunting situation of shouldering greater responsibility than ever before which now also includes politics, security, public relations, finances, personnel, and technology. Fordham would suggest that the task of being a principal in today's culture is too large for any one leaders and that it is no longer effective for school boards to expect one individual to have all the answers. "Distributed leadership" is the term use to describe a new suggested managerial approach. This term would infer that a "school's leadership team must possess a great many crucial abilities and forms of expertise with instruction foremost among them" (p. 23).

Some states are taking unusual steps in demonstrating new approaches to attract potentially more effective principal candidates. It is reported that in the past five years, Michigan and South Dakota have discontinued the requiring of certification of both principal and superintendent in order to serve in these capacities. Six other states including Florida, Hawaii, North Carolina, Tennessee, Wyoming and the District of Columbia no longer issue certificates to be school superintendents. Eleven states have taken bold steps to create specific alternate paths to certification. Another three states have made similar moves to implement a non-traditional approach versus the usual certification process. California now has enacted a test which one must pass to become a principal instead of the normal two year graduate program commitment to university course work (Fordham, 2003).

The Council of the Great City Schools was involved in a study of large urban school districts that had made significant strides in academic achievement. This study

was characterized by superintendents that demonstrated clear vision, strong leadership, relentless focus, political acuity, personal accountability, effective management, and fortitude. Gradually, the educational system is opening its doors for talented men and women outside the normal educational arena to become school leaders. Common sense and logic is breaking through the red tape to allow proven leaders opportunities to lead some of the most complicated organizations in the country.

These qualities are not limited to only those having earned an education degree. These kinds of successful men and women may be found in a variety of walks. Fordham would claim that these alternative candidates should also be considered for school leadership positions even though they may be without appropriate educational credentials.

Fordham (2003) suggests that an effective alternative path to choosing qualified school principals would be based on, “one having at least a bachelor’s degree, a background check, and passage of a test of basic laws and regulations pertinent to the principal’s job, including health and safety standards, special-education requirements, and Title I funding regulations, etc.” (p. 31). These requirements are to be follow with a rigorous training plan that is “firmly grounded in the day-to-day reality of running schools, drawing on what works in education, business, the military and other field emphasizing leadership training” (p. 34).

The Accelerated School Administrator Program (ASAP) is another alternative preparation resource that is partnering with The National Association of Elementary School Principals (NAESP) to provided administrators with online, interactive professional development tools. Community building within ASAP provides participants with a network for discussion and correspondence among leaders. Participants can share

information and experiences with others to support their online learning. methods of building community and integrating with existing programs within school districts that include: mentoring and coaching, cohort meetings, school site projects, internship experiences, leadership academies, and online tools.

ASAP component tools are designed to offer individualized, targeted, professional training packages to school principals. ASAP e-learning provides high-level, online, interactive modules that support their professional development within the 10 ASAP dimensions. Modules stress the need for: having a clear vision, strong communication abilities, effective instructional leadership skills, pro-active decision-making strategies, appropriate human resource knowledge, the know-how to cultivate a learning environment, understanding the importance of accountability and assessment, and a hands-on technology competency. This type of program specifically focuses on individualized learning for participants who may be either aspiring or practicing school administrators (Quinn, 2004-2005).

#### Challenges of Current Principal Training Programs: Field Base Approach

Hackman, Russell, and Elliot (1999) report on research that supports the field-based experiences as an integral component of principal preparation. This is the time where a student intern is to make the connection between intellectual competence and outstanding performance in a stimulating environment. As a result of immersion in various administrative responsibilities, student protégés learn practical applications of classroom knowledge that will aid them in being successful in their early years as a school principal.

The concept is a good one, but the practicality falls short many times on excellence. The primary reason for this shortcoming is the fact that most typical

principal candidates are going to college as part-time students in addition to usually being employed as full-time teachers. This isn't a new problem. "As early as 1960, the American Association of School Administrators expressed concern with the competing demands placed on the student, noting many weaknesses in the instructional program could be traced to the part-time student model" (Hackman et al., 1999, p.2).

Hackman et al. (1999) reports on the research outcomes of a principal internship relationship that involved the perspectives of an intern, mentoring principal, and supervising professor. This field experience lasted for seven months. The full-time internship included observing administrative functions, managing routine administrative procedures, and handling discipline referrals. Helpful insights from the intern's perspective toward the mentoring principal included their ability to create a smooth transition for the intern arriving and departing the program. Also the mentor's ability to establish clear boundary lines for the involved parties was welcomed by the intern. Secondly, the intern pointed out the need to have appropriate activities that are challenging and meaningful. All too often administrators are hesitant to delegate key responsibilities. Both the depth and breadth of the opportunity must be experienced. The third helpful suggestion made by the intern was that the mentor must be a teacher and take the necessary time to explain the reason behind actions in order to provide inquisitive interns the supporting foundation upon which they can build future decision.

Helpful suggestions for the intern included the encouragement for them to be a "sponge" while being professional, efficient, and dependable. Also, being proactive and assertive were vital character traits to demonstrate among authorities and peers. Hackman et al. (1999) also shared with the intern the need to continually seek advice from the assigned university supervisor. Having valuable input from a professional outside the

building provided a sense of protection from being caught in the middle when a decision backfired or assignments failed.

This same research from Hackman et al. (1999) also documented suggestions asking the university supervisor to be more thorough in overseeing the intern. These suggestions included being available for consultation, but not micromanaging. Doing so would provide a safe environment for the principal intern to fail and succeed, and provide helpful and constructive feedback that would enable the intern to advance while not being discouraged.

#### Disconnect Between Training and In-The-Field Practice

As the result of ineffective principal preparation programs and the urgent need for more effective school leaders, policy makers at each level including national, state, and local are addressing the disconnect between principal preparation and on the job success.

Nationally, the Council of Chief State School Officers has emphasized quality and preparation issues. At the state level, there are calls to change administrative certification requirements in hopes of attracting new people into the field (e.g., by offering an “alternative route to certification” for those with non-educational career backgrounds). At the local level, many districts, particularly large urban districts are trying to facilitate recruiting by increasing the supply of people interested in and qualified for school administration positions through mentoring programs for prospective administrators or district-sponsored administrative preparation programs (Gates, Ringel, Santibanez, and Brown, 2004, p. 39).

The ultimate goal of an internship or practicum requirement for prospective school leaders is to experience real life opportunities that enable them to connect what they have learned in theory and now conceptually believe is the right course of action to



follow in real circumstances. Practicing such behaviors away from the day-to-day stresses of a regular 8 to 5 job increases the likelihood of learning the best approaches for the right decisions in the real school environment.

Fry, O'Neill, and Bottoms (2006) report the following issues that outline an ongoing acknowledgement that principals are not sufficiently being prepared to successfully lead schools and the dilemmas restraining the necessary changes for improvement. From extensive and current research come conclusions that are also supported by the Wallace Foundation. The following summary is developed from detailed interviews with 22 university educational department heads. These universities were considered to be "pacesetter" universities.

Current state policies and strategies intended to promote redesign of principal preparation programs have produced episodic change in a few institutions but have fallen short in producing the deeper change that would ensure all candidates master the knowledge and skills needed to be effective school leaders today.

There is a lack of urgency for refocusing the design, content process, and outcomes of principal preparation programs based on the needs of schools and student achievement, and little will happen until there are committed leaders of change at every level – state, university, and local school district. States and districts cannot depend on universities to change principal preparation programs on their own because the barriers to change within these organizations are too deeply entrenched. The issue is not whether principal preparation programs need to change, but how can states plan and carry out a redesign initiative that gets the right results. (pp.1-2)

The research summary by Betty Fry et al. (2006) concludes that only seven out of

the 22 universities were proactive in building any kind of effective partnership with local school districts to assist in a mutual understanding of district expectations. Secondly, only a third of the universities (seven out of 22) made any significant change in the content of courses that helped students be better at solving school related problems. Less than one-fifth of the universities made progress in developing a more practical field experience that connected knowledge and skills to curriculum improvement, instruction, and student learning. Finally, only one university demonstrated progress in applying appropriate strategies for evaluating the candidate's mastery of the necessary learned qualities and abilities to effectively lead a school.

McFadden, Salazer, and Buckner (2004-2005) share that even though both national and state expectations have increased, few districts have provided any formal effective instructional training for the novice principal. Similar evidences are noted in other states. For example, in North Carolina only two districts (3.7%) in the state provided any kind of formal leadership induction program. McFadden et al. suggest that reform of conventional preparation programs in recent years is inadequate to meet the 21<sup>st</sup> century school principal's needs. These authors suggest that the premise for the problem is that "a key ingredient in the preparation of school leaders has been missed and that is the link between preparation, post-preparation service, and induction" (p. 3). "Preparation programs have been challenged to reconnect with the realities of school leadership and to reinvent themselves to better prepare their candidates" (p. 6).

Although this sounds fundamentally reassuring of producing the sought after results, researchers have found that principal preparation programs have repeatedly failed to adequately prepare their candidates for the increasingly difficult task of school leadership (Brent, 1998).

### Online Mentoring of School Principals

Substantial research in the previous pages supports the necessity of finding common ground between the various constituents responsible for principal preparation. If an acceptable and workable plan is going to be implemented, it will take the understanding of the urgent need and the cooperation of all involved parties to find resolution. Part of this resolution will be the appropriate need to consider online mentoring. In conclusion of the empirical portion of this study, a final examination of online qualities for successful application and successful practices for online effectiveness will be discussed.

#### Qualities

A summary of the qualities that online principal mentoring offers include: transient to support the matching of partners across geographic and time differences; it allows one's "status" to be erased including gender, age, position, or physical appearance. Online mentoring is convenient, non-threatening, and efficient. A key quality of the online mentoring experience is what Stephen Day describes as "It's a safe environment to get some really critical feedback" (Riede, 2003, p. 26). In addition, the online capabilities provide a record of documentation for evaluation and reflection of one's involvement.

A research project mentioned earlier in this study by Paul Riede (2003) reports on a "journaling triad" exercise that developed over the Internet between a superintendent and two principals of schools that were far apart from one another. Having only met on two separate occasions, the three school leaders began to open seek one another for encouragement and input about a myriad of topics. This relationship became stronger over the months and the exchange of practical wisdom has now endured into their third year.

Beginning their journey after meeting at an administrator's conference, Superintendent Stephen Day, and principals Bonnie Hauber, and James Thompson began simply to email one another. Being the veteran school principal, Stephen took the initiative to play the mentor's role. Although the email correspondence was informal, it was usually marked with frankness and to the point. The ability to open up more with someone she was barely acquainted with versus a colleague in her own building, Bonnie felt comfortable enough to share her observations and concerns on effective leadership. The informal approach that the online venue offered broke down the walls of superiority between the three principals.

MentorNet reported that protégés in a mentoring relationship were comfortable in asking questions of an "impartial" person. The feedback from protégés was that the mentor became a close confidante whom one grew to trust and discuss openly candidate issues of both professional and personal in nature (Emery, 1999).

Superintendent Sokness with NetPals believes that the online mentoring approach with others encourages the articulation of thoughts, opinions, and beliefs. Having to articulate ideas through writing using a number of media venues provides the means to be specific and clarify thoughts of reflection.

Another aspect of the online mentoring process is the improvement in technology skills including the escalation of its usage. Kang (1999) notes that participants spent twice the amount of time working on projects when using online tools. Knowing that mentors and peers would be potentially reading another person's online work, additional time was spent on editing and proofreading assignments before posting them. Mentors were also able to provide feedback at a faster pace which, in turn, allowed participants to produce a more quality product in less time. The opposite effect can also be a negative

quality of online mentoring, and that is an extended delay in feedback. Each participant needs to understand the guidelines and expectations, and adhere closely to them for better participation and satisfaction (Emery, 1999).

In conclusion, to reach maximum effectiveness with online mentoring, Boyer (2003) says the most important components include having reliable equipment and appropriate internet connections, clear goals, adequate time for exchanging of ideas, sufficient scheduled time for meaningful opportunities, and open lines of communication. With online mentoring as a work in process, Boyer notes Lucas (2001) who states that the interpersonal process of the mentorship relationships must continually be defined based upon experience, time, perceptions, and interpretations (p. 39).

#### Effectiveness

Mentoring partnerships have been found to be limited based upon boundaries that include both time and distance. Adding one more item to either a mentor's list of responsibilities or that of a burdensome apprentice may very well be discouraging from the very outset. The online environment begins to bridge the deficiencies and lays claim to strengthening the very essence of a successful partnership between a mentor and an intern.

When traditional mentoring takes place in a face-to-face setting, one's body language, verbal reflections, and physical responsiveness provide strong cues to help participants determine their roles and responsibilities. In an online mentoring forum, the mentor's role is submersed in a virtual reality mode that keeps the mentor's identity in a constant shroud of uncertainty. Therefore, it is imperative that the mentor's role be articulated clearly and succinctly to avoid built-up frustrations and the discouragement of feeling disconnected.

An important element of online mentoring effectiveness is the ability to develop a relationship. If one is comfortable with developing virtual relationships, then an online mentoring relationship will be a natural next step. Ensher (2003) reports, “We believe that people who have had both online relationship experiences and face-to-face mentoring experience will be productive when entering into an online mentoring relationship” (p. 270).

Witte and Wolf (2003) express their support of Rowley’s (1999) qualities of what an exceptional mentoring relationship should look like. This is important when reflecting on the appropriate effectiveness of the online approach. Rowley’s description of an effective mentor would be:

an individual who is effective in different interpersonal contexts, committed to the role of mentoring, skilled at providing instructional support, and a model of the continuous learner. Additionally, a good mentor also enhances various forms of interactions and student perceptions as these constructs specifically relate to the educational experiences of the learning community members. (p.97)

A particular area of emphasis is placed on the element of interaction. These various elements or venues of interaction can take place in numerous formats including class discussions, phone conversations, small group dialogue, and electronic communications.

Typically, four interactive learning styles are discovered within an electronic mode of communication. These would include learner-content, learner-instructor, learner-learner, and learner-interface (Witte & Wolf, 2003).

The learner-content style is the most basic of educational approaches and has a focus on the interaction between the intern and the subject matter. The learner-

instruction interaction usually takes place between the instructor and the intern. Learner-learner interaction is that communication which happens between students in a setting of one sort or another. Learner-interface is the interaction primarily experienced by instructors and interns with technologies used in the mentoring process to deliver and receive information. An assortment of technology tools may be used such as web browsers and audio and video connections. When there are successful and fluid connections of these tools on a regular basis, then the learner-interface allows the learning and mentoring capabilities to rise dramatically. This type of interaction in a mentoring relationship can have a significant impact on an intern's success (Witte & Wolf, 2003).

Witte and Wolf (2003) also discuss a concept explored by Moore in 1991. This is the influence on learning and student satisfaction (or effectiveness) caused by the "perceived transactional distance." The "perceived transactional distance is a distance of understandings and perceptions caused in part by the geographic distance that has to be overcome" (p. 98). Increased effective mentoring takes place as the "perceived transactional distance" is minimized caused by more frequent dialogue and involvement between the mentor and protégé.

In the introduction we offered a definition for online formalized mentoring by Single and Muller which states, "E-mentoring (or online) that occurs within a formalized program environment provides training and coaching to increase the likelihood of engagement in the e-mentoring process, and relies on program evaluation to identify improvements for future programs and to determine the impact on the participants" (p. 305).

In a mentoring relationship it is necessary for the mentor to be willing to give up

control and allow the student intern to engage and take the initiative in the learning activities. This transition of leadership from mentor to intern is important in the online mentoring process in order to enable the intern to experience the total social interaction aspect. Boyer (2003) points out that a mentor plays a “key role” in the online process. He acts best as a “community facilitator” (p. 27) or as one “who encourages and facilitates the interaction between members and across communities to share information within and throughout a system.

In a traditional face-to-face mentoring format, the individual roles are clearly drawn. However, in an online format, the clarity of these roles decreases when personalities, learning modes, interactive dynamics, and leadership styles are introduced. Boyer (2003) discusses the results of his research pertaining to five mentors who each had six to eight members under their mentorship. Mentoring members were randomly selected with no special attention given to gender or other issues. This research project was in collaboration with the International School Connection (ISC).

The question being examined was, “What does the role of a leader look like in an online environment given the structural elements of mentorship and academic coursework” (p. 28)? Web-based instruction was the mainstay with an annual week of face-to-face for planning the next phase. The time frame for the project was over three years. Individual contracts were constructed to provide a narrower focus of the objectives desiring to be accomplished by both mentor and student.

Data was collected in a variety of virtual methods including coded chat room discussions, analysis of online discussion threads, and amount of usage logs. Assessments measuring the cohesiveness of each group were conducted using The Learning Community Cohesiveness-Effectiveness Measure method designed by Martin. This



method involved participants answering 12 questions online pertaining to trust, conflict, task clarity, values, norms, commitment, active listening, atmosphere, decision-making, and mission. These two aspects combined with feedback from the focus groups were used in a triangulation of results (Boyer, 2003).

The results provided clear indication that the interns desired to interact with one another pertaining to each other's schools and leadership. This provided a healthy perspective of mutual understanding and respect between the mentor and interns. An interesting key to this study was to discover the following:

When participation in the research project led to more of an academic-scholarly endeavor and became less of a hub of connections and activities that would result in relevant changes at the school level, many of the participant leaders (mentors) were forced to question the use of their time, involvement, and role in the program. Very quickly, the mentors using the site, moved the discussions away from the initial workshop stimulus to issues of daily concern. (p. 33)

Another lesson learned was that once participants became confused about roles or responsibilities, they also started to become non-responsive in the online process.

As we consider the feasibility of presenting national standards to school principals through online mentoring, Witte and Wolf (2003) point out that various technological tools may be used within a school or district's means. Through the usage of appropriate tools, a mentor is able to communicate actual standards and clarify expectations. A designated electronic bulletin board can be used to encourage interns to provide feedback to the mentor and peers. A variety of activities can be implemented online, for example, interns could be instructed to navigate to quality websites of schools as well as schools with questionable content and practices. Interns can be asked to identify and summarize

various aspects of education such as a school's posted curriculum scope. The same can be done with state or national standards at both the secondary and collegiate levels.

Exemplary models of work-products that an organization produces can be analyzed and reflected upon concerning what are best practices.

As interns become more comfortable with the technology at their disposal, they then naturally want to add to their knowledge and use additional technological tools. The mentor can also use the online distribution of handouts or provide online questions to encourage the intern to reflect and journal his thoughts and experiences. Various influential readings can be highlighted, and virtual guest speaker administrators can be involved for a well rounded exposure to school life.

When temporary failure is experienced due to glitches in programs, guidelines, expectations, individuals, or technology, it might be easy to become frustrated and claim that online mentoring is ineffective and a waste of time. However, steady improvements in all aspects of online mentoring will continue to change the paradigm in the preparation of school leaders. Incorporating online techniques to communicate and implement national educational standards for school principals, if done successfully, can effectively establish, develop, and enhance mentoring principal partnerships.

#### Examples of Principal Preparation Programs

This portion of the empirical research will focus on four example comparisons of principal preparation internship requirements. These examples include Liberty University (LU), Concordia University of Chicago (CU), York University of Canada (YU), and the Association of Christian Schools International (ACSI). This broad selection of two United State universities in addition to a Canadian university and an international organization's principal internship standards will be reviewed. A side-by-side comparison

will be outlined in order to review the similarities and differences of expectations from one organization to another. As diverse as the literature claims the various principal programs to be, these four institutions reflect similar evidence. Following the comparison chart (Table 1), there is a detailed comparison account of each chart category.

Concluding each category is an outline point E. which is a brief summary of general remarks.

Table 1

SUMMARY OF COMPARISON

TRAITS FOR INSTITUTIONAL

INTERNSHIPS

	LU	CU	YU	ACSI
1. Identification information of institution	X	X	X	X
2. Summary description of institution	X	X	X	X
3. Classification number of internship course	X	X	X	NA
4. Internship prerequisites	X	X	X	X
5. Summary goal for internship	X	X	X	X
6. Expected outcomes / objectives for internship	X	X	X	X
7. Standards followed for internship	X	X	X	NA
8. Minimum required hours for internship	X	X	X	X

(table continues)

## SUMMARY OF COMPARISON

## TRAITS FOR INSTITUTIONAL

INTERNSHIPS	LU	CU	YU	ACSI
9. Required internship project(s)	X	X	X	X
10. Internship portfolio requirement	X	X	X	NA
11. Internship online / technological requirement	X	X	X	NA
12. Internship mentoring component requirement	X	X	X	X
13. On-site supervisor's (principal's / mentor's) duties outlined	X	X	X	X
14. Institution (university, etc.) director's duties outlined	X	X	X	X
15. Evaluation of intern	X	X	X	X

## Identification Information of Institution

## A. Liberty University

[www.liberty.edu](http://www.liberty.edu)

1971 University Boulevard

Lynchburg, VA 24501-2269

(804) 582-2000

Director of Educational Internship: Dr. Chick Holland

[cholland@liberty.edu](mailto:cholland@liberty.edu)

## B. Concordia University, Chicago

[www.curf.edu](http://www.curf.edu)

7400 Augusta St.

River Forest, IL 60305-1499

(708) 209-3560

Director of Internships: Department of Education Michael Sukowski

Michael.Sukowski@CUChicago.edu

C. York University, Canada

[www.yorku.ca](http://www.yorku.ca)

4700 Keele Street

Toronto ON M3J 1P3

(416) 736 5002

Field Director: Dave Leeder

DLeeder@edu.yorku.ca

D. Association of Christian Schools International (ACSI)

[www.acsi.org](http://www.acsi.org)

731 Chapel Hills Drive

Colorado Springs, CO 80920-1027

(800) 367-0798

Administrator Mentoring Program Director: Cynthia Daniels

[cynthia\\_daniels@acsi.org](mailto:cynthia_daniels@acsi.org)

E. General Remarks

Two of these institutes (Liberty and ACSI) were selected resulting from the researcher's personal contact. The other two were selected as a result of discovering through research that they had an online component.

1. Summary Description of Institution

#### A. Liberty

For more than 35 years, Liberty University has produced graduates with the values, knowledge, and skills required to impact the world. Founded by Dr. Jerry Falwell in 1971, Liberty University is a private, coeducational, undergraduate and graduate institution. The University offers 38 undergraduate and 15 graduate programs. A 4,400-acre campus serves over 20,000 resident and external students. Individuals from all 50 states and more than 70 nations make up the diverse student body.

#### B. Concordia

For over 140 years, Concordia University has been committed to providing a quality Christian liberal arts education in the Lutheran tradition. Concordia University was founded in 1864 in Addison, Illinois, to help equip students to be successful educators. The University moved in 1913 to a beautiful, tree-lined, 40-acre campus in River Forest, Illinois, an upscale, suburban community 10 miles west of downtown Chicago with access to the excitement and opportunities of an international city and the warmth of a small town. The students represent nearly 40 states and a dozen countries. Thirty-three percent of students are from states other than Illinois. Total undergraduate and graduate enrollment for 2006-2007 is 3,710 students.

#### C. York

Located in the heart of the Greater Toronto Area, York is Canada's third largest university with more than 40,000 students studying full-time or part-time. Known for its innovative teaching, dedication to research and

academic excellence, York's interdisciplinary approach to curriculum development has resulted in programs and faculties that help set international standards in post-secondary education. Founded in 1959, York offers an unparalleled academic experience. This unique approach to learning allows students to combine majors in completely different fields. York's faculty expands the horizons of its students, providing them with a broad perspective of the world that opens up new ways of thinking. Personal research tackles challenges by taking a uniquely interdisciplinary approach that results in real-world solutions. York offers full and part-time graduate and undergraduate degree programs to almost 50,000 students in 10 colleges. Glendon College offers bilingual education. York's Faculty of Education offers students more teaching experience than any other education program in Ontario.

#### D. ACSI

In 1978, ACSI was first headquartered in LaHabra, California, the former office of the California Association of Christian Schools. As the organization grew, larger offices and warehouse facilities were needed. Thus, ACSI moved to its new international headquarters in Colorado Springs, Colorado, in 1994. Today, in addition to the headquarters facility, ACSI has eighteen regional offices worldwide. Currently ACSI serves over 5,300 member schools in approximately 100 countries with an enrollment of nearly 1.2 million students. Programs and services are designed to assist Christian schools at every grade level including early

education and higher education. ACSI is 501(c) (3) nonprofit organization governed by a thirty-member Executive Board elected by member schools.

#### E. General Remarks

These four institutions provide a balanced assessment of the way principals are prepared to lead schools in the 21<sup>st</sup> century. Two of the four (Liberty and Concordia), are highly respected conservative universities. York is one of the largest universities in Canada and provides us with another country's perspective, and ACSI is the largest Christian school organization in the world. These are four legitimate institutions to consider in helping determine what steps are being taken to enhance principal preparations.

### 2. Classification Number of Internship Course

#### A. Liberty

EDUC 698-302 (3 hrs) Non-licensure

EDUC 698 – Directed Practicum (1-6 hours)

Prerequisites: Completed application & approval of Department Chair

A planned program of practice in an educational setting under the direct supervision of University faculty and/or appropriate school administrator.

May be repeated to a maximum of six hours.

EDUC 699-001 (3 hrs) Advanced licensure

EDUC 699 – Internship (1-6 hours)

Prerequisites: Proposal submitted one semester in advance & approved by the Chair of the Graduate Program



Requires completion of the projects and minimum number of hours as specified in proposal. May be repeated to a maximum of six hours.

B. Concordia

The student is required to complete two internships (EDL 6982 and EDL 6981).

EDL 6982 is the first internship experience and completed at your own school. EDL 6981 should be conducted at an educational facility other than the student's own school that affords the candidate experiences in diverse settings.

C. York

The Principal's Qualification Program prepares candidates for both elementary and secondary school principalship in English and French, public and Catholic school boards in Ontario. Upon completion of the Principal's Qualification Program, candidates are qualified to be appointed to the position of vice-principal/principal in a publicly funded school system in Ontario.

D. ACSI

No classification number is assigned to the Administrator Mentoring Program.

E. General Remarks

The three universities aligned their internship programs with guidelines that would meet state licensure requirements. If you desired to be a principal in a state- or federally-funded public or private school, those guidelines must be met without exception.

#### 4. Internship Prerequisites

##### A. Liberty

Proposal is to be submitted one semester in advance and approved by the Chair of the Graduate Program.

##### B. Concordia

The first internship may be taken when the student has completed one semester of work. The second internship may be taken when the student has 21 semester hours of work completed or in progress, not including the three semester hours of the second internship.

##### C. York

The practicum is a required component of the Principal's Qualification Program. Candidates must successfully complete the practicum prior to being admitted into Part II. The practicum is a structured leadership and educational experience that involves observation and a practical leadership project. Candidates identify a specific leadership project with respect to the role of principal to which they apply appropriate legislation, school board policies and related research or theoretical concepts. The practicum must apply to a school setting and be mentored by a practicing qualified principal or vice-principal. The practicum provides an opportunity for candidates to act as a member of a school administrative team and work with students, staff, parents and the community.

##### D. ACSI

Administrators and ACSI select excellent classroom teachers who have the potential for Christian school leadership.

#### E. General Remarks

A sequential pattern of courses generally must first be met in order to qualify for pursuing an internship. Making a positive first impression on others is important from the outset as one needs to be able to demonstrate certain leadership character traits to even be considered as a potential internship candidate.

#### 5. Summary Goal for Internship

##### A. Liberty

The overall goal of the Administration and Supervision Internship Program is to afford students an opportunity for specific and supervised practice in a school setting. These opportunities are to enable the intern to get hands-on understanding of the administrative duties provided within a school system.

##### B. Concordia

A fieldwork-based internship offers a variety of substantial experiences over an extended period of time in a diverse setting supervised by university and site personnel in appropriate in-school/district diverse experiences. This course should be taken near the end of the candidate's program. This required course in the school leadership program supports the development of servant-leadership in public and parochial schools. Integrity and competence are demonstrated as students learn about the roles and functions of school administrators and develop specific leadership and administrative skills.

##### C. York

The Principal's Qualification Program (PQP) is designed to prepare members of the College for the principal's role in Ontario. Knowledgeable and skilled principals are critical to the success of Ontario schools. The program is designed to educate school administrators to manage efficiently and lead effectively in contexts that are characterized by change and complexity. The program should reflect the political, economic, and social realities of Ontario society that have an impact on schools and school communities. The Principal's Qualification Program, Part I, is an introductory program that consists of 125 hours of course work including the development of a practicum proposal. It is a course intended for any teacher who is interested in becoming a school administrator. The course serves as an introduction for those interested in learning about the fundamental operational aspects of leading and managing a school. It is designed to help the candidate develop the knowledge and skills necessary to carrying out the duties of the beginning school administrator. The Principal's Qualification Program, Part II, consists of 125 hours of course work. Candidates are required to successfully complete the practicum component prior to admission into Part II. This course is intended for candidates who have completed Part I of the Principal's Qualification Program. Part II is designed to enable the candidate to explore, in more depth, the theoretical and operational aspects of the principalship. Concepts and issues such as leadership and program planning are the focus of Part II. Typically, candidates who enroll in Part II of the

Principal's Qualification Program generally have a commitment to investigating a career in the principal's role.

#### D. ACSI

To identify the next generation of administrators serving on the faculties of ACSI member schools, and to encourage and equip them for Christian school leadership is the goal of this program. The shortage of Christian school administrators has become critical. Along with the growth of Christian schools, there must also be growth in the number of qualified leaders. ACSI must take the initiative to develop a strategy for identifying among current ACSI teachers those with the interests and gifts for pursuing Christian school administration. The internship is not a substitute for a graduate degree in school administration. Every intern is encouraged to pursue the highest professional credential.

#### E. General Remarks

These internship characteristics noted by each institution make-up the important elements of these programs. The internship needs to be hands-on, with a servant leadership orientation, teaching appropriate skills and knowledge to encourage and equip candidates to be successful principals in their first year.

### 6. Expected Outcomes / Objectives of Internship

#### A. Liberty

At the conclusion of the 90-day internship, the candidate must provide:  
A journal of the internship experience detailing problems, issues, recommended changes, and other appropriate entries.

A summary of the six specific projects completed (describing the activity, the process, and the outcome). The proposal must specify the area, activities to be performed, and the method of verifying the activities were performed.

The candidate should assist the supervising administrator in the duties that were assigned and should contribute to better instruction, personnel administration, community relations, business services, and other school functions. A log documenting the amount of time spent performing administrative duties is required.

#### B. Concordia

This course should enable the student to:

Become familiar with the various roles and functions of the school administrator. Gain experiences as a school principal or administrator through a variety of school-site internship activities.

Develop specific administrative skills as outlined in the NCATE Curriculum Guidelines.

Gain awareness of, and sensitivity to, the complexities of various areas of administration.

Translate administrative theory into practice.

Understand the inter-disciplinary approach to administrative leadership practice and public policy.

#### C. York

The Principal's Qualification Program focuses on knowledge, abilities, skills, and practice so that candidates learn how to:

Uphold the Standards of Practice in the Teaching Profession and the Ethical Standards of Practice in the Teaching Profession.

Build and sustain learning communities that support diversity and promote excellence, accountability, anti-racism, equity, partnerships, and innovation.

Demonstrate accountability for the achievement of all students and promote student success and life long learning in partnership with staff, parents and the community.

Align, develop, and monitor programs, structures, processes, resources, and staff to support student achievement.

Manage and direct the human, material, capital and technological resources for efficient and effective schools.

Initiate, facilitate, and manage change, and operate successfully in a dynamic environment that is characterized by increasing complexity.

Understand and apply education and student-related legislation in Ontario and district school board policies that have an impact on the school, students, staff and community.

Liaise with educational stakeholders concerning all aspects of provincial and district school board issues and initiatives.

#### D. ACSI

Implement a one-year Administrative Internship Program. Administrators and ACSI select excellent classroom teachers who have the potential for Christian school leadership. Interns are matched with a mentor who is a veteran Christian school administrator and is most often from their own

school. Interns follow a carefully prescribed internship curriculum while they continue to teach. Upon completion, ACSI issues an ACSI administrative certificate. Interns will be available for administrative placement the following year.

#### E. General Remarks

Expected outcomes are carefully framed by the intern shadowing the mentor. By observing how to apply theory, one learns from the experiences of reflecting on successes and failures. Both the mentor and intern must be deeply committed to the process and to one another's success in order to maximize the intern's chances of being productive.

### 7. Standards Followed for Internship

#### A. Liberty

Follow established guidelines by the state of Virginia for state licensure certification (Appendix D).

#### B. Concordia

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community in alignment with the Educational Leadership Constituent Council ELCC and State of Illinois Standards.

#### C. York

Professional learning must reflect the Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching



Profession. These are the foundation for the development of the Principal's Qualification Program in addition, the Professional Learning Framework for the Teaching Profession supports the Standards of Practice, articulates the principles on which effective learning is based and provides a range of options to promote continuous learning.

D. ACSI

No particular established standards adhered to.

E General Remarks

Each of the three universities follow different standards (Virginia - Appendix D), Educational Leadership Constituent Council (ELCC) / Illinois Standards, and Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession) when it comes to measuring the performance of principal candidates.

8. Minimum Required Hours for Internship

A. Liberty

90 days of full-time school internship

500 hours cumulative for state licensure

320 of the 500 hours in structured internship

120 required hours for non-licensure certification

B. Concordia

Fall and spring internships are 16 weeks in length. The summer internships are 12 weeks in length. All internships last for the total length of the semester in which the intern is enrolled. The student is expected to

complete 120 hours during this internship. The 120 hours does not include time in which the candidate prepares or works on his/her portfolio.

C. York

It is expected that the duration of the practicum will be a minimum of 60 hours.

D. ACSI

This program is a practical introduction to school administration. The intern will remain in the classroom during the one calendar year of internship (Jan. 1 - Dec. 31). An integral part of this program is the two weeks (one week in the spring and one week in the fall) of “shadowing” the mentor. During this time the school would be required to release the intern from all teaching and non-teaching responsibilities.

E. General Remarks

All four of the institutions have different required time commitments for their designated internship. Even within the university ranks, the time requirements vary considerably. From 500 hours of on the job full-time training to 60 hours for another program is a significant difference in philosophy.

9. Required Internship Project(s)

A. Liberty

The candidate must select at least six specific projects to be completed during the internship. The proposal must follow the guidelines provided and must be signed by the candidate and by the internship supervisor. The proposal must contain at least six specific projects to be completed during

the internship. One project should be chosen from 6 of the 7 following competencies noted below. Projects should be selected which provide exposure to the variety of responsibilities required of an administrator or supervisor. The candidate must discuss projects and options with the internship supervisor. Each proposed activity must be described clearly so that all parties (supervisor, graduate chair, and candidate) understand the expectations. All activities must be submitted, with documentation (supervisor statements, attendance sheets, digital pictures, accumulated hour grid, etc.) through Blackboard Drop-box to the assigned graduate faculty member. The following are the seven areas of competencies: Vision and school community; Positive school culture and school practice; Organization, operations, and resource management; Family and community collaboration; Integrity, fairness and ethics; School in context; and Field Experience.

#### B. Concordia

Community Paper - Type a four to six page double-spaced report that summarizes community factors such as the school, members of Local School Council and Board, economics, religion, racial considerations, local politics and recent political events, profile of students, teachers and stakeholders, school data—drop-out rates, attendance, AYP (adequate yearly progress as relates to NCLB), mobility, budget—conditions of school buildings, types of families, crime and gang activities, and how the makeup of the school impacts on the surrounding community. Community factors to be considered are its history, major employers, and other

diversity factors. Explain how this information impacts on the operation and culture of the school.

Activity and Assessment Paper - Each intern shall document internship activities for this semester in a five to ten page paper. Your viewpoint should be a final overall look at the experiences (your total graduate leadership program) you have had to date including the activities of this internship. Evaluate yourself against the conceptual framework as found on page 1 of this syllabus. The purpose of this paper is to make explicit connections between your graduate classroom experiences, your professional life as an educator, and your reality-based internship experiences. Provide a conclusion which states how this program has helped or hindered you to become an effective school administrator.

Daily or Weekly Reflection Journal - Maintain a reflection journal including items such as a log of activities, hours worked, and a self-improvement plan that can help guide you in selecting administrative experiences with your on-site mentor. Bring your journal to the scheduled class sessions or during on-site supervisor meetings for review by your university supervisor.

Log Hours - Maintain a log of the hours that you put into your intern experience. Total the number of hours should be recorded at the bottom of each page of the log. Your on-site mentor must sign off on your final log of hours. This signature verifies the number of hours logged. Hours used for portfolio development are not counted as intern hours.

**Administrative Interviews** - In addition to observing and interfacing with your on-site mentor, interview two other administrators (public and non-public) who work outside your district and who are new to you. Prepare a one-page summary of each interview. Sample questions include: What are the most difficult aspects of the job? Why did you select administration as a career? What are examples of your daily activities? What are keys to success in your job?

**Public Policy Project** - After selecting a major project, begin by completing an assessment of the issue (e.g., organizational survey, interviews with staff and an assessment similar to a GAP analysis (i.e., what is working well, and what is not working well), which might include an analysis of the school improvement plan or what is actually occurring in the school. Then, develop an action plan (a project based upon a public policy topic) for addressing the issues(s) working under the auspices of your on-site mentor. The public policy project should include identification of the problem, background, identification of policy alternatives, and solutions with rationale defending the solution. The result of this work will be the completion of a paper (actual product/policy paper of five to ten pages). The purpose of this paper is to make explicit connections and demonstrate a relationship of the project to the policies of the school district. Attach a copy of the policy that supports your project.

**Final Reflection Paper** - Near the end of the course review your daily and weekly "Reflection Log" and complete an overall assessment of this internship experience only. Prepare a 4-5 page paper that should focus on

the quality of your experiences as they relate to the seven ELCC/State of Illinois standards. Self-reflect on your administrative strengths and areas for further professional growth, if you state areas for growth include a professional improvement plan showing how you will turn that area for growth into a future strength.

### C. York

Practical Leadership Project - Candidates identify a specific leadership project related to the role of principal to which they apply appropriate legislation, school board policies and related research or theoretical concepts. This inquiry project must apply to a school setting and be mentored by a practicing qualified principal or vice-principal. The inquiry project is intended to provide candidates with an opportunity to act as a member of a school administrative team and work with students, staff, parents and the community.

Leadership Project Log - Candidates are expected to use a log to describe and document the activities they have engaged in throughout the inquiry project process. This description and documentation may include such things as agendas, minutes, meetings with mentors and/or advisors, and samples of work. The log may also include descriptions of professional learning activities such as conferences, workshops, and research and professional reading related to the leadership project.

Leadership Project Reflective Journal - Candidates are required to keep a journal that details their reflections on professional learning and personal growth throughout the leadership project process. The journal will include

descriptions of both the difficulties and successes they experienced during the inquiry process.

Practicum Final Report - Candidates are required to prepare a written report of approximately 2000-2500 words on the practicum learning experiences (observations and practical leadership project).

#### D. ACSI

The internship curriculum contains a number of administrative electives.

The intern is expected to do a minimum of one assignment from each elective for each semester. While there are suggested projects, the intern/mentor may design their own assignment for the elective. At the end of year the mentor will be required to verify that all elements of the internship were satisfactorily completed.

#### E. General Remarks

Required projects vary in number and in kind according to approved standard categories which each institution believes is relevant and essential to the successful preparation of principals. Projects range from interviews to proposed policy revisions, each requiring a detailed paper of the experience and reflective conclusions of working aspects and areas of valuable learning. The goal of each program is to provide a sufficient number of hands-on experience to lend itself to building up a professional base of knowledge on which to rely in one's first year of being a principal.

### 10. Internship Portfolio Requirement

#### A. Liberty

Required items to be completed include:

A journal, of the internship experience, detailing problems, issues, recommended changes, and other appropriate entries.

A summary of the six specific projects completed (describing the activity, the process, and the outcome). The proposal must specify the area, activities to be performed, and the method of verifying the activities were performed.

A log documenting the amount of time spent performing administrative duties.

#### B. Concordia

The first checkpoint for the Leadership Program Portfolio will take place during initial internship. This formative evaluation will take into account the artifacts developed during course work and other professional activities. Your university supervisor will serve as a resource in the development of your professional portfolio. Artifacts generally are professional items that are developed by you. However, some documents might be appropriately placed in your portfolios that are not of your making. For example, you might include the school safety plan even though you didn't author it. As a principal, you'd expect to have a safety plan posted in each classroom in order to assure the safe egress of students from the building in case of a fire. The final checkpoint for the Leadership Program Portfolio will take place during the second internship. This formative evaluation will demonstrate the relationship between the artifacts developed in courses, internships, and professional experiences relative to each of the program standards. The LiveText Portfolio solution



makes it easy to create an on-line portfolio. Designed to be flexible, the LiveText Portfolio solution allows you to customize your on-line presentation, offering a series of style templates that best fit your personality. Further, universities can customize their own document templates by college, by department, or even by degree.

C. York

In order to support personal and professional growth of candidates, the formative and summative evaluation of the program will provide candidates with the opportunity to demonstrate their learning through performance, written and oral assessments that include the compilation of a portfolio. The candidate will create a portfolio that includes examples of work with concomitant reflections that demonstrate the integration of formal and experiential learning relevant to the role of the principal.

D. ACSI

Not required.

E. General Remarks

A portfolio is a documentation of one's philosophy that is supported by cumulative demonstrated experiences in a multitude of ways. Portfolios are becoming the proof of one's ability and are being used as extensive résumés when applying for jobs. Concordia University now requires interns to build a professional portfolio online and maintain it. These are considered to be a living documentation of one's knowledge and ability. The online aspect provides simple and quick access via the Internet to a candidate's test scores, evaluations, and even real-life situations using

video recordings.

## 11. Internship Online / Technology Requirement

### A. Liberty

All activities must be submitted, with documentation (supervisor statements, attendance sheets, digital pictures, accumulated hour grid, etc.) through the university's email network to the assigned graduate faculty member.

### B. Concordia

Students will complete intern experiences in which they are to use internet or other technology programs to further their skills. Students will complete an online portfolio in which they are to use computer software programs.

### C. York

Instructors may use technology to increase pedagogical effectiveness via on-line interactive communications and other forms of distance learning, connections to quality resources, and links to other sites. If there is a distance learning component of this program, it should be limited to approximately 35 of the 100 hours of contact time with candidates.

### D. ACSI

Not required.

### E. General Remarks

The online and technological aspect to connect practicing principals and interns is still very minimal. It is an idea in the making, but the motivation for the involved parties to collectively agree upon the most important ways to bring experience and technology together for the greater good is

still in the distance.

## 12. Internship Mentoring Component Requirement

### A. Liberty

All professionals owe something toward the perpetuity of the profession. Perhaps the greatest contribution that an administrator can make in this direction is the sharing of years of experience with a candidate in training. The future administrators and supervisors whose training is thus enriched will carry on the successful plans and techniques acquired for many years to come in other schools and school systems. Through them, the rich experience of an administrator will bring about better instruction for pupils and increasing excellence in the practice of administration and supervision.

### B. Concordia

The mentor is expected to provide meaningful experiences for the intern and regular coaching regarding his or her performance and final evaluation sessions.

### C. York

Candidates will select a mentor who will agree to work with them throughout the duration of the inquiry project. The mentor is a fully qualified, experienced, practicing principal or vice principal.

### D. ACSI

Every intern must have a mature and experienced mentor. The mentor should be a division head working at the level (lower, middle, high school) that the intern aspires to lead. The mentor should be someone with whom

they are comfortable working. The mentor and the intern will spend much time talking and sharing experience and insights. The intern should spend a minimum of one hour per week with their mentor during the year of internship. The mentor will be required to evaluate the intern's gifting and aptitude for Christian school administration. Therefore, the mentor must be someone that the intern trusts and has confidence in for constructive coaching. The mentor should be a person that the intern relates to easily. In most internships, the mentor is an administrator within the intern's own school. This arrangement seems to work best because many of the intern's assignments occur in his own school, and the mentor is expected to observe and coach him in his performance. Although other administrators may contribute to his training, the intern may have only one primary mentor. The intern's mentor will receive 5 ACSI professional CEUs for the mentoring experience.

#### E. General Remarks

An ideal mentor is one who has experience as a principal, is currently a principal, understands the importance of developing a meaningful relationship with a protégé, and recognizes the necessity of cultivating more effective school leaders for the task of leading schools in the 21<sup>st</sup> century.

### 13. On-site Supervisor's (Principal's / Mentor's) Duties Outlined

#### A. Liberty

Plan the proposal with the candidate before the 90-day internship;

Confer with the candidate at least once per week during the internship

with respect to purposes, techniques, and standards of accomplishment;

Verify at the conclusion of the internship that the candidate has completed the activities that were outlined in the proposal; and

Evaluate the effectiveness with which the internship was accomplished.

#### B. Concordia

The mentor is expected to provide meaningful experiences for the intern and regular coaching regarding his or her performance and final evaluation sessions.

The intern is required to work with an on-site school mentor (i.e., an administrator with a Type 75 administrative endorsement) at a site outside of your school that affords you experiences in diverse settings. Samples of experiences include administrative activities such as staff meetings, board meetings, state meetings, administrative conferences, etc. Your on-site mentor should work with you in obtaining these experiences.

#### C. York

In the delivery of the content of the Principal's Qualification Program, instructors/mentors use strategies that are relevant, meaningful and practical in providing candidates with learning experiences about the principalship. Instructors honor the principles of adult learning, utilizing candidates' prior learning, capitalizing on candidates' experience, involving their participation, and responding to individual needs. The skills and knowledge of the candidates are extended through case studies, in-basket exercises and the practicum. Instruction is varied to include large group, small group, and individual learning. As well, professional reading

and reflection on all aspects of the principal's role are integral parts of the program.

#### D. ACSI

The mentor and the intern will spend much time talking and sharing experience and insights. The intern should spend a minimum of one hour per week with his mentor during the year of internship. The mentor will be required to evaluate the intern's gifting and aptitude for Christian school administration. In most internships, the mentor is an administrator within his own school. This arrangement seems to work best because many of the intern's assignments occur in his own school and the mentor is expected to observe and coach him in his performance.

#### E. General Remarks

The on-site supervisor is most likely a practicing principal who takes his responsibilities seriously and exposes the protégé to as many administrative activities as possible. He will insist that the intern participates often and completely while learning by observing and asking questions. The effective supervisor will lead the protégé into times of reflection, and in the end have had a significant impact upon the protégé's life.

### 14. Institution (University, etc.) Director's Duties Outlined

#### A Liberty

The chair of the graduate program is to receive any educational internship proposals at least one semester prior to the internship in order to allow time for the approval process. The chair is responsible for making sure

that the following elements are part of the proposal and coordinates all details between the university and the assisting school.

Letter from the cooperating school containing the:

Name of school, grade levels, and accrediting agency

Name of internship supervisor (include credentials, title, address, and phone number) – required: master’s degree in education or related field, licensure as a school administrator, and at least three years of experience as a school administrator

Dates and times for the internship (must be full-time for 90 days)

Duties to be performed during the internship (Duties must be broad enough to include the varied functions performed by an administrator and provide a true perspective of the day-to-day responsibilities of a school principal.)

Proposal from the candidate should state the candidate’s name and social security number and describe at least six specific projects to be completed during the internship. The proposal must follow the guidelines provided and must be signed by the candidate and by the internship supervisor.

#### B. Concordia

The university supervisor participates in periodic discussions with the on-site principal/mentor regarding the candidate’s performance and activities (e.g., phone calls, visits, email, conferences, etc.).

#### C. York

The Principal’s Qualification Program provider designates a Leadership Practicum Coordinator who:

Co-ordinates and directs the leadership practicum program

Develops assessment criteria for evaluation of the leadership practicum

Provides guidelines for Advisor and Mentor roles

Ensures Advisors and Mentors understand the requirements and responsibilities in the process

Establishes criteria for leadership practicum proposals and ensures advisors adhere to criteria

Receives evaluations of the candidates' learning

Maintains records

Hears and decides appeals of unsatisfactory evaluation results

“Signs-off” to indicate successful completion of the leadership practicum

Provides a record of the successful completion of the leadership practicum

Reports the successful completion of Part I to the Ontario College of Teachers

The Principal's Qualification Program provider designates an Advisor who may also be the Practicum Coordinator or an instructor in the Principal's Qualification Program.

The Advisor:

Delivers the leadership practicum program

Ensures all candidates and mentors understand the requirements and responsibilities in the process

Assists the candidate with the development of the proposal, including the outline, schedule of activities, learning outcomes, assessment processes and evaluation criteria



Approves the leadership practicum proposal

Completes summative evaluation of the candidate's practicum learning and makes a recommendation of completion/non- completion of the leadership practicum

D. ACSI

Not applicable.

E. General Remarks

The institution supervisor plays a critical role in most internship situations. They are responsible for creating a smooth transition in and out of the internship program for the intern. They are responsible to balance the hard knocks of reality with words of encouragement. They are to protect as needed, always support, and without wavering be honest to share with the internship the reality of his future as a school principal.

15. Evaluation of Intern

A. Liberty

Checklist and evaluation form implemented using a scale:

Unsatisfactory, Satisfactory, Excellent and Outstanding

Part A: Leadership Competencies: knowledge, skills, & dispositions

Part B: Administration/Supervision Competencies: knowledge, skills, & dispositions

B. Concordia

The university supervisor will consult with the mentor in completing the midterm- progress evaluation that is based on the ELCC standards. The

mentor should complete a final progress evaluation and review it with the candidate, university supervisor. Emphasis should be placed on the writing appropriate comments as opposed to just providing a circled rating.

#### Assessment of Candidate's Dispositions

Candidate\_\_\_\_\_ Evaluator\_\_\_\_\_

Date\_\_\_\_\_

Rating Scale: 1 (never), 2 (occasionally), 3 (generally), 4 (most often),  
5 (always)

#### C. York

In order to support personal and professional growth of candidates, the formative and summative evaluation of the program will:

Assist the candidate in understanding the role of principal in the context of the Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession.

Provide opportunities for the candidate to demonstrate capacity to perform key aspects of the principal's role.

Provide evidence that candidates have acquired the knowledge and skills required for certification as a principal.

Promote the ongoing development of candidates for the role of principal.

A balanced and varied approach to candidate assessment is used. There are opportunities for both formative assessment and summative evaluation.

Within the program there is a combination of self and peer assessment and instructor feedback and evaluation.

Candidates are provided with specific expectations for success at the beginning of each part of the program. Candidates are given opportunities to demonstrate their learning through performance and written and oral assessments.

The following list of assessment strategies is intended to serve as an example only; it is not an exhaustive list.

Performance assessment Example: develop a school budget that supports the school plan and takes into consideration equity and distribution of funds.

Written Assessment Example: analyze a case study that requires the application of concepts and principles, analysis of key elements and issues, identification of actions or conditions that contributed to the case, articulation of goals that need to be achieved for resolution and selection of strategies best suited to accomplish goals.

Written Test Example: respond to questions or write an essay on any aspect of the course content.

Oral Presentation Example: research Alternative Dispute Resolution, make a presentation, and engage colleagues in a dialogue about the skills involved in negotiation to resolve disputes.

Portfolio Example: create portfolios that include examples of work with concomitant reflections that demonstrate the integration of formal and experiential learning relevant to the role of the principal.

D. ACSI

The mentor will be required to evaluate the intern's gifting and aptitude for Christian school administration. Therefore, the mentor must be someone that the intern trusts and has confidence in for constructive coaching.

#### E. General Remarks

One of, if not the most important, aspects of the internship is the evaluation process. The intern should be fully aware of the expectations placed upon him, and have clear knowledge of the performance standards that he will be held to. Open and continuous communication between parties will avoid surprises and aid the intern in acknowledging his shortcomings and gaining confidence in his strengths.

#### Chapter Summary

The aspect of mentoring has been going on for hundreds of years. It has taken on many styles and appearances to accomplish numerous objectives. Bierema and Merriam (2002) formulated a generally accepted definition of online mentoring that takes into account the computer mediated element that benefits all parties involved in a mentoring relationship that promotes learning while encouraging and modeling appropriate behavior. It is imperative - according to Wilmore and Bratlien (2005) - that future school leaders be mentored aggressively in order to reach intended goals and established benchmarks to reach maximum performance and preparation.

Using the theory-in-use concept provided this study with the foundation to build a working structure. When implemented, the theory-in-use over time will help shape the success and effectiveness of an online principal mentoring program. The theory-in-use becomes the premise by which one's online motives and actions can be better understood

and clarified. This theory helps us to understand the differences between a defensive posture and a productive approach found when confronting the perceptions of developing school leadership online.

Coupled with the theory-in-use is the idea that Joan Halford describes as the value and priority for both mentors and protégés. This crucial idea is the ability to learn from reflecting on an individual's personal involvement and performances in order to grow exponentially (Scherer, 1999). As Argyris and Schön (1974) alluded to regarding the fighting off of the "self-sealing" idea, there must be acceptance to input and flexibility to adjust one's behavior in order to improve upon one's current performance. If this isn't performed periodically, then it hinders one's progress to be the best possible school leader.

According to Gene Bottoms and Kathy O'Neill (2001), school leaders are not less effective today, but rather the challenges today are far greater. These authors believe the paradigm of principal preparation programs must be changed drastically. They claim that America cannot have rock solid schools without rock solid leadership. The change in leadership preparation must come first.

With the expansion of the Internet, innovative ways of teaching, learning and communicating are being discovered in a host of new venues. Contributing to the apparent shortage of qualified principals are other challenges that have in turn slowed the growth of articulating an online principal mentoring plan. These existing basic challenges include relatively new nationally accepted principal standards, lack of coordinated programming between universities and school districts, time restraints on the parts of both educators and principal interns, and unclear responsibilities. As theories and strategies are implemented, technology will conquer many program deficiencies, but at

the same time create additional obstacles. There are many unknown features of the online component that are yet to be answered. A few basic examples would include the level confidence of online participants to communicate adequately in written form. Another concern is the impact of decreased community and social interaction. Also, can concepts be as clearly explained online as they can occur verbally?

Many of the same issues concerning school leadership preparation reported over 25 years ago still exist today. These concerns from over two decades ago outlined in The Preparation and Selection of Principals are still prevalent in our colleges and schools today. Courses are too theoretical, field-based experiences are not well thought out and constructed, insufficient communication still remains between educators at different levels, and a lack of time commitment exists in assisting interns to focus on real issues.

In closing, in order for online mentoring to be of quality nature and have maximum effectiveness, perhaps the number one most important feature of an effective online mentoring program is the notion of a quality relationship that must be established between a mentor and the protégé. The ability to develop a purposeful online relationship will be crucial in cultivating a spirit of avid trust and thirst for competence in developing the school leaders of tomorrow.

## Chapter 3 - Methodology

### Introduction

The goal of this study was to determine the mindset of key constituents involved in the process of preparing potential school principals for school leadership careers. Many conflicting variables or any combination of these variables provide motivation to consider more effective ways to prepare school principals for the daunting task with which they are challenged. The literature suggests that there is a disjointed effort by the various parties that seems to lend the mentoring process of new principals less than effective.

With the significant advances of technology continuing to expand by leaps and bounds into the 21<sup>st</sup> century, the art of mentoring has escalated in many online forums. The answers to the research questions in this study will provide insight into the perceptions held by those who have a high stake in the actual preparation process regarding the realistic feasibility of connecting online technology mentoring with the preparation of new school principals.

### General Research Perspective and Research Type

In order to understand better the current trend of thinking by strategic personnel who are directly responsible for the preparation of principals, a qualitative study was conducted with both quantitative and qualitative perspectives reported. The Theory-in-Use presented by Argyris and Schön (1974) gives credence to the concept that what a person thinks or believes is what he or she will practice. Therefore, those responsible for providing the required principal preparation instruction must believe there are better ways of training novice principals. Once the theory-in-use is implemented, a commitment is

made not only to the theory, but also to the practice and methods in guiding new principals to maximum productivity. If instructors neglect the advantages of advanced technological tools, then they will be likely to continue falling behind other progressive endeavors.

In addition, the reflective theory by Valli (1992) depicts the necessity to give concentrated consideration to what one has experienced and how this would apply to new scenarios. In practicing this theory, both the mentor and protégé will become more effective at their responsibilities as they learn from their success and improve upon their mistakes.

Online mentoring is not new to a multitude of venues in both the casual sense and in the professional or corporate sense. In keeping with this knowledge, this study explored the feasibility of connecting similar principles of traditional mentoring to the online mentoring of school principal interns. A cross section of educational professionals with different perspectives was represented. University supervisors, mentoring principals, and interns were invited to complete a survey that examined beliefs pertaining to the feasibility of using online methods to convey critical principal standards.

A survey using correlation research was conducted to analyze responses from university professors who instructed principal interns, on-site principals who supervised interns, practicing principals who themselves were mentored early in their careers, and school leader interns. Measured responses from these groups provided a basis by which to determine any significant difference in perceptions about the feasibility of online mentoring of new school principals. The research problems were:



(a) 1. Problem Statement: Is there a significant difference among college educators, principals, and interns on perceptions regarding a mentor's ability to teach an intern principal standards using online mentoring tools?

(b) 1. Problem Statement: Is there a significant difference among college educators, principals, and interns on perceptions regarding a mentor's ability to assist an intern in the implementation of principal standards using various online mentoring tools?

(c) 1. Problem Statement: Is there a significant difference between instructional types (face-to-face and online methods) and a mentor's ability to teach and assist in the implementation of principal standards to an intern?

A one-way analysis of variance (ANOVA) and an independent t-test were conducted by using the Statistical Package for the Social Sciences which is now the Statistical Product and Service Solutions (SPSS). In addition, the Delphi procedure was used which helped predict outcomes of similarities and differences. Three components characterized this approach: anonymity, statistical analysis, and feedback of reasoning. While an advantage to the Delphi technique is ease of answering electronically versus the paper and pencil approach of the past, the disadvantage included investigator bias in the formation of questions and the interpretation of responses (Lang, 1998).

#### Research Context

The literature indicates that there appears to be no certain method or standards that are typically followed when preparing principals. Each institution adheres to guidelines they or the state or another governing body has established to be followed. The Educational Leadership Constituent Council (ELCC) is a specialized professional organization (SPA) and is a part of the National Policy Board for Educational Administration (NPBEA). NPBEA's purpose is to develop professional standards for

educational leadership programs and improve the preparation and practice of school and district leaders. The NPBEA consists of 10 national administrator stakeholder organizations: AACTE, AASA, ASCD, CCSSO, NAESP, NCATE, NASSP, NCPEA, NSBA, and UCEA. The majority of universities and colleges offering programs in educational administration align their programs to the ELCC standards for approval by their respective state departments of education. Therefore, the Standards for Advanced Programs in Educational Leadership approved in January of 2002 are widely accepted and highly regarded as the measuring stick for a principal's performance.

There are the seven standards in which sub-standards are tied. These are the seven primary standards:

1. VISION - Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
2. INSTRUCTION – Candidates who are effective school principals are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
3. MANAGEMENT - Candidates who are effective school principals are educational leaders who have 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.

4. **COLLABORATION** – Candidates who are effective school principals are educational leaders who have 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.
5. **ACTIONS** – Candidates who are effective school principals are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.
6. **WISDOM** – Candidates who are effective school principals are educational leaders who have 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.
7. **INTERNSHIP** – Candidates who are effective principals have the knowledge and ability to promote the success of all students by synthesizing and applying the knowledge and practice and developing the skills identified in Standards 1-6. This is accomplished through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school personnel for graduate credit.

These standards include the all important internship that is considered as the cornerstone for gauging one's potential for professional growth and quality performance.

Since the internship is acknowledged as the central component to the process, this particular standard was used to examine perceptions about its importance and the feasibility of achieving these seven national standards using modern technology tools in an online mentoring setting. Additional details regarding the inclusion of 10 specific sub-standards of the 27 in the actual survey is discussed in the “Instrument” section.

The research for this study takes place when the training of principals by university programs and other institutions are suspect pertaining to the quality of product that is being produced. The “No Child Left Behind” act has placed more responsibilities and added pressure squarely on the shoulders of school principals to produce better overall results. Therefore, college educational administrator graduate programs are being scrutinized for how well they prepare students for the challenges that await them. Other leaders have become frustrated with the bureaucracies at the state and local professional levels and have sought independent avenues for training new principals. Obstacles including differences in philosophy and time commitment among district superintendents, on-site principals, interns, and university leaders have thwarted and discouraged cooperation.

For these reasons, the online component takes center stage as to the part it might play in the future programming of principal course work. However, as the following email notes, the process is slow and tedious.

Dr. Smith (real contact name not used),

I am an Ed. D. candidate student at Liberty University doing my dissertation on "The Feasibility of Effective Online Mentoring of School Principals." In my research, I discovered a report by The Educational Leadership Constituent Council published in August of 2005 indicating that your Principal certification

degree/program received national recognition being in compliance with ELCC standards in January of 2005. It also states that you have a "Pilot - Electronic" program available to students... At your convenience, please let me know if this Pilot currently exists and where I would find guidelines and expectations for it.

Don - We are doing some communication electronically during the Intern experience at the end of the program - however this is not yet formalized, and I would be hesitant to advertise it as such - we have had to delay implementation because the University will be adopting a policy and protocol for all distance ed in the Fall - then we can continue development and go live - so I do not think I will be able to help you at this time.

Dr. Smith

August 3, 2006

Four institutions were selected to help determine if the literature was true to form. The first, the Association of Christian Schools International is the world's largest organizations of its kind. Working with Christian school leaders and Christian college education departments both in the States and throughout the world, ACSI representatives saw the need to establish a principal mentoring program. ACSI chose to set a program in motion that enabled capable and interested teachers with potential administrative skills to pursue appropriate hands-on leadership training. Their goal is to produce effective school leaders who will be successful in their early years of being principal and be encouraged to make a long term commitment to the field of educational leadership.

Liberty University was chosen due to its growing educational online program and accreditation status with the Southern Association of Colleges and Schools (SACS) and the National Council for Accreditation of Teacher Education (NCATE). This university

with one of the largest distance learning programs in the world has exploded with record numbers of applicants. With the success of their online distance course program, one of the goals of this study was to explore to what degree an online component within the principal training requirements was evident.

Concordia University was selected from a list of colleges and universities highly ranked for having a Nationally Recognized Educational Leadership Program. The departments of educational leadership of these ranked institutions have successfully gone through the National Council for Accreditation of Teacher Education (NCATE) accreditation process. Out of 201 universities to be directly interviewed by the Educational Leadership Constituent Council (ELCC), 152 have received “National Recognition” for one or more of their school administrator preparation programs. Leadership programs adhered to approved professional standards for educational leadership programs established by the National Policy Board for Educational Administration (NPBEA). Concordia communicated in their information literature that an online component was a requirement in achieving an administrative degree.

York University of Canada was selected as an example due to the research literature depicting them as having a quality online component to their administrative degree. Also, being the third largest university in Canada, and known for its aggressive accomplishments in the field of education, they became another excellent resource to use for comparison.

### Research Participants

#### Pilot Group Participants

An initial group of nine educational professionals representing four different status categories participated in the survey. These participants were asked to engage in an

online pilot survey (Appendix E & F) to help determine the reliability and dependability of a consistent interpretation of the formulated survey to be implemented with a larger representation. The selection of these individuals was solely based upon having at least one qualified representative in each of the four different status categories. These were the four categories with a total of nine representatives.

1. I currently serve as a university professor and am (or have been) involved in preparing pre-service principals.

1 - Director of Field Experience with a University Educational Department in Virginia

2. I currently serve or have served as a school principal and have mentored a novice principal.

1 – Superintendent of a public school in Kentucky with 10 years of administrative experience.

1 - Director of Leadership and Professional Development with an educational institution in the west. Has fourteen years experience as a principal.

1 – Superintendent of a private school in Ohio with 29 years of administrative experience.

3. I am a novice or intern principal and am currently being mentored.

1 - Elementary School Principal of a school in Kentucky with one year of administrative experience.

4. I have been mentored and have served for at least one year.

1 – Elementary School Principal of a private school in Ohio with 21 years of experience.

1 – Administrator of a private school in Kentucky with nine years of experience.

1 - High School principal of a private school in Kentucky with 8 years of administrative experience.

1 – Assistant Middle School principal of a public school in Ohio with six years of experience.

### Actual Survey Participants

Once the revised pilot study was completed, it was then sent out to the broader base of survey prospects for the actual survey to be conducted. (For suggested revisions from pilot participants see Appendix G. See the Instrument section of this chapter for the actual revisions made to the survey instrument.) An emailed introductory letter (Appendix H) with a link to the survey was sent to five groups to make the pool of survey recipients a total of 473. Table 2 outlines the following survey recipient details.

1. The first group receiving the emailed introductory letter with a link to the survey included 88 individuals who had participated in the ACSI Administrator Mentoring Program over the past five years. ACSI headquarters in Colorado Springs, CO was instrumental in providing the names and last email address on record for these individuals. The survey was emailed to these 88 on October 31, 2006.
2. The second group receiving the emailed introductory letter with a link to the survey included 24 constituents consisting of pilot group members and miscellaneous professional educators. The survey was emailed to these 24 on October 31, 2006.
3. The third group receiving the emailed introductory letter with a link to the



survey included 43 colleges who were stated members with the Association of Christian Schools International. Emails were sent to email addresses of admission directors or education departments located in the 2006-2007 ACSI Directory. The survey was emailed to these 43 colleges on October 31, 2006.

4. The fourth group receiving the emailed introductory letter with a link to the survey included 40 colleges that were listed as Nationally Recognized Colleges by the Educational Leadership Constituent Council (ELCC) in an August 2005 publication. This publication was retrieved July 25, 2006, on the World Wide Web at [www.npbea.org/ELCC/index.html](http://www.npbea.org/ELCC/index.html). Emails were sent primarily to education departments.
5. The fifth group receiving the emailed introductory letter with a link to the survey included 301 recipients. To enlarge the potential for reaching a larger base of educators who would qualify (in one of the four status categories as previously noted) to take the survey, the Ohio River Valley Region Office of the Association of Christian School International was contacted. The regional Director had previously agreed to send the introductory letter with a link to the survey to their electronic base of school members consisting primarily of elementary and high school principals. The survey was emailed to 301 individuals October 31, 2006.

Upon sending 496 emails, a total of 23 emails were returned as undeliverable emails. This provided a base of 473 email recipients for the survey. These totals are documented in Table 2.

Table 2

Compilation of Surveys Emailed

Survey Sent To	Date	Number
ACSI Mentored Program	10.31.06	88
Participants	11.13.06 Reminder	
731 Chapel Hills Drive		
Colorado Springs, CO 80920-		
1027 Main Phone: 719-528-		
6906,FAX: 719-531-0631,		
Coordinator, Cynthia Daniels		
Pilot Group and Select	10.31.06	24
Professional Contacts	11.13.06 Reminder	
Select ACSI Member Colleges	10.31.06	43
	11.13.06 Reminder	
Select Nationally Recognized	10.31.06	40
Colleges by the Educational	11.13.06 Reminder	
Leadership Constituent Council		
(ELCC)		
ACSI Ohio River Valley		
Region Schools	11.02.06	301
ACSI Ohio River Valley Office	11.13.06 Reminder	
3019 Cleveland Ave.		
SW, Suite 207 Canton, OH		
44707 (330) 484-7750 Fax:		

(table continues)

(330) 484-7760 Randall Ross,

Ed. D., Director,

[randy\\_ross@acsi.org](mailto:randy_ross@acsi.org)

Undeliverable Emails Returned

-23

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Total emails sent (less the undeliverable ones) inviting qualified educators  
to participate in the online survey equals

473

#### Instruments Used in the Data Collection

This research project includes a survey tool that was original with the author of this study. The survey combines criteria established by the National Policy Board for Educational Administration (NPBEA) for measuring a principal's readiness and performance.

The NPBEA standards for advanced programs in educational leadership for principals, superintendents, curriculum directors, and supervisors include 27 sub-standards. A selection process by this researcher was undertaken to capture aspects of the standards that would convey the diverse responsibilities of the principal's role to the survey participant. A total of ten sub-standards were chosen as a representation of the standards. It was intended that some of the selected ten sub-standards would be easier to communicate and implement via online than others. Doing this would discourage the survey participant from responding in an automatic fashion. Choosing only ten sub-standards would also enable the survey participant to complete it in less time while being easier to manage for the participant. However, it would still require the participant to contemplate and reflect on personal choices of responses. These are the ten sub-standards used in the survey.

1. Standard 1 A. Ability to develop a vision for the school
2. Standard 2 A. Ability to apply best practice to student learning
3. Standard 2 B. Ability to design comprehensive professional growth plans for staff
4. Standard 3 A. Ability to manage the organization
5. Standard 4 A. Ability to collaborate with families and other community members
6. Standard 5 A. Ability to act with integrity
7. Standard 6 A. Ability to understand the larger context
8. Standard 7 A. Ability to accept responsibility
9. Standard 7 B. Ability to demonstrate knowledge and skill
10. Standard 7 C. Ability to learn from supervisors

Each of these ten sub-standards were then measured by survey participants in regards to how feasible it would be to communicate and implement each sub-standard by way of three online tools that included email, chat group, and video conferencing, in addition to the traditional face-to-face. Representatives from the four different perspectives (status categories) involved in the mentoring process provided online response opinions in order to compare perceptions about the feasibility of online mentoring of professors, school principal mentors, and protégés.

The initial concept of the survey was shared with two well-known avid researchers and authors in the area of mentoring. Here are their responses:

I have printed and reviewed your survey and find it well thought out and easy to follow: both are important characteristics in survey development. The only additional thing you may wish to add would be to have a spot within each

standard for open-ended responses from the participants. This could provide excellent qualitative data which would add power and interest to your conclusions and recommendations. I wish you the very best! May 17, 2006

Thank you for your email and good luck on your research! I think e-mentoring for school principals is very feasible. Normally, I would love to review your instrument and provide feedback. What I could do and I hope it is helpful, is to attach a recent review paper that I wrote with a colleague that you may find interesting, I have other articles posted (on my website). Please know I am very committed to this field and want to help out anyway I can.

October 22, 2006

After the pilot survey was sent out and returned by nine participants an evaluation was conducted to review the suggested revisions and incorporate them into the revised survey. The pilot survey results summary is located in Appendix I. In addition to the pilot survey, pilot group participants were asked to complete an additional eight questions (Appendix G) to gain further insights into any necessary revisions. These were the questions in their order:

1. How long did it take you to complete this survey?
2. Did the introduction to the survey provide sufficient background to adequately complete the questionnaire?
3. Was the terminology for each online tool or method clearly described?
4. Was the definition of online mentoring by Bierema and Merriam (2002) clearly defined?
5. Were you able to properly relate to the category you represented (i.e. mentor, professor, intern, or been mentored, and now a principal for at least one year)?

6. Were you able to make a clear distinction between the instructions for each column

Column one – “...mentor’s ability to effectively communicate the standard...”

and Column two – “...mentor’s ability to assist the intern or novice principal in the practical implementation of the standard...”

7. Was the ranking scale (1, 2, 3, 4, 5) appropriate for each standard?
8. Did you find the survey to be user friendly from the beginning to the end?
9. General Comments

As a result of the two-part pilot evaluation, these were the revisions that were made to the original survey document:

1. Changed the wording in the instructions for clarification purposes.
2. Reduced the number of questions to shorten the time to take the survey.
3. Changed the format from an online manual survey to using an online company (SurveyMonkey) to make the survey more “user friendly” and easier in compiling the results.

One of the more valuable revisions to the pilot survey format was converting the online manual survey over to an automated online survey software. SurveyMonkey is a company that utilizes “intelligent survey software for serious primates of all species (surveymonkey.com).” SurveyMonkey (surveymonkey.com) allows the user to create professional online surveys quickly and easily. Note these three self-acclaimed attractive features.

Design Survey: Using just your web browser, create your survey with our intuitive survey editor. Select from over a dozen types of questions (single choice, multiple choice, rating scales, drop-down menus, and more...). Powerful

options allow you to require answers to any question, control the flow with custom skip logic, and even randomize answer choices to eliminate bias. In addition, you have complete control over the colors and layout of your survey.

**Collect Responses:** Tired of shuffling papers or poring over email responses? Simply cut and paste a link to your survey that you can post or print anywhere. Use the popup invitation generator to maximize the response rate, or use the automated email notification and list management tool to track respondents. Collecting meaningful information has never been easier!

**Analyze Results:** View results as they are collected in real-time. Watch live graphs and charts, and then dig down to get individual responses. Securely share survey results with others. Powerful filtering allows one to display only the responses he is interested in. If one is a statistics nut, he can even download the raw data into Excel or SPSS.

Taking the necessary time to learn the MonkeySurvey program and re-create this researcher's original survey using the MonkeySurvey tool was worth the invested time. The feedback from members of the pilot group who took both surveys commented on the ease of the survey's usability. The compilation of results was also time-saving.

4. Changed the choice of used rating scale wording to evaluate each sub-standard to encourage more definitive responses.

<u>Pilot Scale</u>	<u>Actual Scale</u>
1 = very difficult	1 = unlikely
2 = difficult	2 = difficult
3 = doable	3 = doable
4 = easy	4 = easy

5 = very easy

5. Changed the number of choices offered on the pilot scale to the actual scale from five to four choices in order to solicit a stronger opinion one way or the other.
6. Reduced the number of online method tools to be evaluated from five to four. Eliminating the Bulletin Board method reduced the number of items to evaluate, saving time and streamlining the survey.

#### Procedures Used in Collecting Data

The pilot survey candidates were selected based upon qualifying for one of these category statuses: (1) university professors involved in preparing pre-service principals, (2) principals who have mentored another novice principal, (3) novice or intern principals being mentored, and (4) principals who have been mentored and have served as principal for at least one year.

The author of this study hand selected 12 individuals whom the author of this study respects for their years of experience and reputation in education. In addition, the author stated in his introduction letter (Appendix E) that he had asked pilot participants to “provide an accurate and honest account of their findings.”

To gain a more accurate perspective, pilot participants were pre-assigned to one of the four status categories in which the author of this study knew they had fulfilled at one time or another in their career. The objective was to have a qualified representative in each status category. However, participants were given the option to choose another more appropriate status category from the one assigned. The author made the following statement in his introduction letter to pilot survey participants. “Read the directions carefully and note the specific category in which I have purposely listed you. As you read



the directions you will note that you are afforded the flexibility to change this status if you prefer to answer the questions from a more accurate perspective.”

In conclusion, nine participated in the pilot survey. The time requested to complete and submit the online survey was 3-5 days (Appendix E). From the first day of emailing the online survey to pilot participants, the last completed one was returned ten days later.

Once the revisions were made, the Association of Christian Schools International (ACSI) Headquarter Office was contacted to gain access to the names and email addresses of those on record of having completed the ACSI Principal Mentoring Program. They provided the researcher with 88 names that they had on file of completing the program within the past five years. These names and last known email addresses were emailed to the researcher to include in his data input of survey prospects. An introductory email letter (Appendix H) with a link to the survey was sent specifically to this group listing.

Next, 43 colleges were selected from the ACSI 2006-2007 directory (Appendix J). These colleges were selected based upon having an education department and having at least 500 students in the college. These colleges were located throughout the United States. An introductory email letter with a link to the survey was sent specifically to this group email listing. Most email addresses listed were to admission directors. In the introductory email letter they were asked to forward the email on to the appropriate department and/or individual.

The researcher then selected 40 colleges from a listing of 152 colleges having been recently nationally recognized for one or more of their Educational Leadership Preparation Programs based upon the Educational Leadership Constituent Council

(ELCC) performance standards (Appendix J). Colleges were selected based primarily upon their location being in the Midwest to eastern United States and having a principal, educational administration, supervision, or superintendent preparation program. Four selected colleges were noted as having a “Pilot – Electronic” element in their program. These four colleges were: University of Colorado, Denver, CO; Miami University of Oxford, OH; Duquesne University of Pittsburgh, PA; and East Stroudsburg University, East Stroudsburg, PA. An introductory email letter with a link to the survey was sent specifically to this group email listing. Email addresses were searched for on the World Wide Web. Earnest attempt was given to locate an email address for the educational department.

The final group of 301 email addresses was provided by the ACSI Ohio River Valley Region in Canton, OH. These email addresses represented primarily elementary and secondary schools with a few colleges. This group was representative of the 2006-2007 ACSI Directory’s Ohio River Valley Region listing of member schools. An introductory email letter with a link to the survey was sent specifically to this group email listing by the ACSI Ohio River Valley Region office.

Emails to these five groups were sent on October 31, 2006. An email reminder was sent to members of the five groups on November 13, 2006. The deadline for completing the online survey was November 20, 2006. Once November 20<sup>th</sup> expired, the online survey with MonkeySurvey was closed and no more additions or deletions were permitted.

Unlike the pilot survey, no one in the actual real survey was pre-assigned a status category. From the five groups and/or institutions with a total of 473 prospective qualified survey takers, there was realistic hope that each of the status categories would

be strongly represented. The five groups and/or institutions that were sent invitations to participate in the survey were targeted audiences geared to the four status groups: college professors training principals, mentoring principals, novice principals, and mentored principals.

#### Method for Analyzing Data

The results summary produced from the pilot survey group was compiled manually. The nine returned online surveys were converted to a matrix format (Appendix I) providing helpful data.

This information was not statistically calculated since the purpose of the pilot survey was to insure clear and consistent interpretation of the directions for all online survey participants. However, this exercise allowed the researcher to have a mini preview of what the final survey results would look like and produce. The results produce helpful insights for this study's three research hypothesis statements:

1. There is no significant difference in the mean of consensus among college educators, practicing principals, and interns in perceptions regarding the feasibility of online mentoring as it relates to preparing principals, framed within the National Policy Board for Educational Administration's Standards for Educational Leadership.
2. There is no significant difference in perceptions among college educators, practicing principals, and interns concerning a mentor's ability to teach and communicate to an intern what the national standards for a principal's preparation consist of using various online mentoring tools.
3. There is no significant difference in perceptions among college educators, practicing principals, and interns concerning a mentor's ability to assist an

intern in the practical implementation of the national standards for a principal's preparation using various online mentoring tools.

In both the pilot and actual survey each of the ten sub-standards were to be answered from this perspective, is online mentoring feasible? Is it feasible to communicate the specific standard, and is it feasible to assist the online protégé in the implementation of the standard. A sample of the actual survey format and produced results generated through the SurveyMonkey tool is found in the following Table 3. The provided information in this format will make it convenient to transfer to the Statistical Product and Service Solutions (SPSS) program to determine significant importance between comparable data. For example, we can tell from the following question and responses that university professors responsible for preparing principals had the highest ratings in their perceptions that communicating a school vision using online method tools was “doable.” Participants that have been mentored and have served as a principal for at least one year held the lowest perceptions that a school's vision could be effectively communicated with online method tools, while protégés indicated that it was “doable.” According to this study's survey results (Appendix L), a general consensus can be considered regarding important differences of perceptions among the core constituents responsible for preparing principals. Although the traditional face-to-face mentoring approach ranks the strongest when having to communicate a school vision, it is important to recognize that no participant taking the survey said it was unlikely. This assertion extended the feasibility of consensus among the key parties.

Table 3

Standard	Four (4) Status Categories				
	A	B	C	D	
	I currently serve as a university professor and am (or have been) involved in preparing pre-service principals.	I currently serve or have served as a school principal and have mentored a novice principal.	I am a novice or intern principal and am currently being mentored.	I have been mentored and have served as a principal for at least one year.	Total number of survey participants who completed the entire survey.
(6) Participants	(35) Participants	(8) Participants	(24) Participants	(73) Participants	
<p>Rank each standard element on if you believe that mentors are able to effectively COMMUNICATE the standard to an intern or novice principal via the given methods.</p> <p>Standard 1 A. Ability to develop a Vision for the school via:</p> <p>1 = Unlikely    2 = Difficult    3 = Doable    4 = Easy</p> <p>Averages for each Status Category are noted in below figures.</p>					
	A	B	C	D	
Email	3.00	2.49	2.63	2.36	2.51

Chat Group	3.17	2.71	3.00	2.52	2.72
Video Conf.	3.17	2.91	3.38	2.96	3.00
Face- to- Face (Trad.)	3.83	3.74	3.75	3.70	3.74

Relevant charts, tables, graphs, and narrative data are provided in chapter four to help communicate insights into the three research hypothesis statements. Data was converted to the SPSS program to make the determination of significant differences in total responses.

#### Chapter Summary

This chapter establishes the “problem” – determining the mindset (perceptions) of all stake holders towards online mentoring, how that will be tested, as well as helpful information learned from the pilot survey. The reader is then presented with the step-by-step process/procedure and all “players” involved with their background schema. These items are the criteria for the content of chapter three. The next chapter will present the results obtained by the established procedures and formal online survey.

## Chapter 4 – Results

### Introduction

In Chapters 1 and 2, this study reported in detail the challenges of effectively preparing school principals in light of numerous obstacles such as limited internship opportunities. Research was conducted to examine the perceptions of the parties involved in the preparation of school principals toward the feasibility of utilizing online learning methods as a bridge between traditional principal mentoring and online principal mentoring. The relevancy of mentoring school principal interns and novice principals was thoroughly reviewed. This chapter is organized in terms of restating each of the three research problems outlined in Chapter 1 followed by a narrative summary of the research results.

The research survey portion of this study included sending 496 emails to various educators and inviting those who met the survey criteria to participate. Twenty-three of the emails were returned as “undeliverable.” Of the remaining 473 potential survey takers, 104 participants completed some portion of the online survey. This study reflects the results from the 73 survey takers who completed the entire survey for a 15.43 percent return of the surveys. These totals are documented in Table 4.

Table 4

#### Compilation of Surveys Received

<u>Qualifying Status Categories</u>	Totally
These totals represent completed online surveys received from October 20, 2006 to November 20, 2006.	Completed the Survey

I currently serve as a university professor and am (or have been)

involved in preparing pre-service principals	6
I currently serve or have served as a school principal and have mentored a novice principal	35
I am a novice or intern principal that is being mentored.	8
I have been mentored and have served as a principal for at least one year	24
The response of 473 total emails sent was 15.43 %	73

Several participants responded to a series of optional demographic questions. Forty (58.8%) were male and 28 (41.2%) were female. The frequencies and percents for the participants' "Years of Experience as a Principal or Professor" and "Degree of Personal Technological Ability" are listed in Tables 5 and 6 respectively.

Table 5

Frequencies & Percents for Participants' Years Experience as a Principal or Professor

Years Experience	Frequency	Percent
1 to 2 years	12	16.9
3 to 5 years	10	14.1
6 to 10 years	17	23.9
11 to 15 years	7	9.9
16 or more years	24	33.8
NA	1	1.4



Table 6

Frequencies & Percents for Participants' Degree of Personal Technological Ability

<u>Ability</u>	<u>Frequency</u>	<u>Percent</u>
Average	28	39.4
Above Average	24	33.8
Excellent	17	23.9
Superior	2	2.8

In addition to the following descriptive and inferential statistics, Appendix K provides powerful narrative data. The data reflects the participants' perceptions toward the use of online methods versus the traditional face-to-face mentoring approach as it applies to communicating and implementing national standards. Applied national standards are outlined in the survey.

The following response provides helpful statistical information in answering this research problem.

Research Problem (a)

A one-way ANOVA was conducted to determine if there was a significant difference on perceptions regarding the mentor's Ability to Teach and Communicate via online or distance learning methods by Profession (University Professor, Principal who has Mentored Others, Novices/Interns and Practicing Principals). The means and standard deviations of Ability to Teach and Communicate via distance learning methods by Profession are listed in Table 7. The ANOVA (Table 8) failed to reveal a significant difference between the groups,  $F(3, 64) = 1.42, p > .05$ .

Table 7

Means & Standard Deviations of Ability to Teach and Communicate by Profession

<u>Profession</u>	<u>N</u>	<u>M</u>	<u>SD</u>
University Professor	6	2.98	0.51
Principal who has mentored others	34	2.65	0.47
Novice or intern	8	2.95	0.35
Practicing Principals	20	2.70	0.56

Table 8

One-Way ANOVA on Ability to Teach and Communicate by Profession

<u>Source</u>	<u>Sum of Squares</u>	<u>Df</u>	<u>Mean Square</u>	<u>F</u>	<u>Sig.</u>
Between Groups	1.02	3	0.34	1.42	.25
Within Groups	15.31	64	0.24		
Total	16.33	67			

The following response provides helpful statistical information in answering this next research problem.

Research Problem (b)

A one-way ANOVA was conducted to determine if there was a significant difference on perceptions regarding the mentor's Ability to Assist in Practical Implementation via online or distance learning methods by Profession. The means and standard deviations of Ability to Assist in Practical Implementation by Profession are listed in Table 9. The ANOVA (Table 10) failed to reveal a significant difference between the groups,  $F(3, 59) = 0.69, p > .05$ .

Table 9

Means & Standard Deviations of Ability to Assist in Practical Implementation

Profession	<u>N</u>	<u>M</u>	<u>SD</u>
University Professor	6	2.71	0.68
Principal who has mentored others	27	2.49	0.47
Novice or intern	7	2.79	0.59
Practicing Principals	23	2.54	0.60

Table 10

One-Way ANOVA on Ability to Assist in Practical Implementation by Profession

Source	Sum of Squares	Df	Mean Square	<u>F</u>	Sig.
Between Groups	0.63	3	0.21	0.69	.57
Within Groups	18.08	59	0.31		
Total	18.71	62			

The following responses provide further helpful statistical information in answering the final research problem.

Research Problem (c)

An independent samples t-test was conducted to determine if there was a significant difference between Instructional Types (Face-to-Face vs. Online) and the Ability to Teach and Communicate Standards. The means and standard deviations of Ability to Teach and Communicate by Instructional Types are listed in Table 11. The test revealed a significant difference between the two groups,  $t(136) = 11.69$ ,  $p < .01$ . Face-to-Face ( $M = 3.62$ ,  $SD = .40$ ) instruction scored significantly higher on Ability to Teach and Communicate than Online or Distance ( $M = 2.73$ ,  $SD = .49$ ) learning.

Table 11

Means & Standard Deviations of Ability to Teach and Communicate by InstructionalType

<u>Instructional Type</u>	<u>N</u>	<u>M</u>	<u>SD</u>
Face-to-Face	70	3.62	0.40
Online	68	2.73	0.49

An independent samples t-test was also conducted to determine if there was a significant difference between Instructional Types (Face-to-Face vs. Online) and the Ability to Assist in Practical Implementation. The means and standard deviations of Ability to Assist in Practical Implementation by Instructional Types are listed in Table 12. The test revealed a significant difference between the two groups,  $t(127) = 1.14$ ,  $p < .01$ . Face-to-Face ( $M = 3.53$ ,  $SD = .43$ ) instruction scored significantly higher on Ability to Assist in Practical Implementation than Online or Distance ( $M = 2.56$ ,  $SD = .55$ ) learning.

Table 12

Means & Standard Deviations of Ability to Assist in Practical Implementation byInstructional Type

<u>Instructional Type</u>	<u>N</u>	<u>M</u>	<u>SD</u>
Face-to-Face	66	3.53	0.43
Online	63	2.56	0.55

Chapter Summary

The results presented above indicate that perceptions among college educators, principals, and interns are similar regarding the use of online methods to prepare school principals. There is considerable evidence concerning the preferred approach to use when

mentoring novice principals. However, the opinions among the parties in this study remain cautious as to the best ways to use technology in the mentoring process.

Narrative data noted in Appendix K was provided by the survey takers and gives additional insight into the professional views and perceptions of how to best communicate and implement national standards in a mentoring process using both the traditional face-to-face and online methods. With a continuing strong perspective toward the traditional face-to-face mentoring approach, there seems to be sufficient support to consider incorporating online methods into the process. A detailed summary and a discussion of these findings are presented in the next chapter.

## Chapter 5 – Summary and Discussion

### Introduction

To assist the reader, Chapter 5 will present an overview of the research process used in this study followed by a discussion of the results. This final chapter will restate the research problems and include a summary of the methodology used to generate the data results. A significant portion of this chapter will focus on a summary of the results and discuss their implications.

### Statement of the Problem

In Chapters 1 and 2, the reader was presented with research pertaining to the challenges of preparing new and novice school principals. Preparation efforts have been hampered by the number of new principals needed to fill the posts of the substantial number of retiring principals (Malone, 2001). Additionally, challenges that accompany today's youth culture creates such burdens on school principals that may lead to discouragement and often times an eagerness to submit an early resignation. Therefore, the need to replace existing principals is essential, and more importantly, one that requires qualified candidates who are prepared to successfully address the demands of current day schools while producing positive results.

A twofold issue addressed in this study includes the need for more principals, and secondly, the need for qualified principals. The problem is how to better prepare principals for the difficult task of being effective school leaders. A contributing element of the preparation process is the strategic internship where an extended hands-on training takes place in the real school world. With only 50% of trained principals experiencing an

internship (Malone, 2001), many new principals are forced to take a straight line approach from classroom theory directly to an action packed school setting.

Today's technology advancements afford the opportunity of bringing communities and parties separated by great distances closer together with various online tools. This study reported the benefits of traditional mentoring and how similar guidelines can aptly be applied to the online mentoring and preparation of principal protégés. When conducted within an established structure and with reasonable expectations, the online approach to mentoring provides an alternative to the typical face-to-face endeavor.

The research problems for this project were:

(a) 1. Problem Statement: Is there a significant difference among college educators, principals, and interns on perceptions regarding a mentor's ability to teach an intern principal standards using online mentoring tools?

(b) 1. Problem Statement: Is there a significant difference among college educators, principals, and interns on perceptions regarding a mentor's ability to assist an intern in the implementation of principal standards using various online mentoring tools?

(c) 1. Problem Statement: Is there a significant difference between instructional types (face-to-face and online methods) and a mentor's ability to teach and assist in the implementation of principal standards to an intern?

### Review of the Methodology

Driven by the "Theory-in-Use" by Argyris and Schön (1974), a concept bridge was built between the old way of thinking and the new way of thinking. When new ways of preparing principals are considered and practiced using an agreed upon technology plan, the "Theory-in-Use" implies that a credible and viable thought process of belief in something or someone's actions will lead to the fulfilling of that belief. Although, there

will be numerous moments of reflecting on what works best and revising the original process, the end product will result in a more effective approach. In this study, the end product would be a more effective and better prepared principal due to the benefits of an online mentoring or preparation program.

A pilot tested online survey tool was developed by this researcher to record the beliefs of four different categories of educators. Beliefs were measured by using a Likert scale instrument: 1 = Unlikely, 2 = Difficult, 3 = Doable, and 4 = Easy. Perceptions were recorded regarding the feasibility of being able to communicate and assist in the implementation of given national principal preparation standards via online tools to principal protégés. The four groups of professional educators were:

1. University educators responsible for preparing principals,
2. School principals who have mentored student principal interns,
3. Student principal interns who are currently being mentored, and
4. Those who have been mentored and have served as principal for at least one year.

Results from participants taking the online survey provided helpful quantitative and narrative data to determine how each of these four categories of educators viewed the prospects of using online tools in the mentoring process. Educators invited to participate in the survey were randomly selected from five different sources: (a) the Association of Christian Schools International (ACSI) Administrative Internship Program, (b) colleges nationally recognized by the Educational Leadership Constituent Council (ELCC), (c) colleges that are members of ACSI, (d) secondary schools that are members of the ACSI Ohio River Valley Region, and (e) a small group of experienced educators.

#### Summary of the Results



The long-time cornerstone of providing valuable training for new school principals beyond the college classroom has been to involve a protégé in some type of organized school internship. Knowing that only about half of all principals enjoy the experience of an internship, this study highlighted the importance of a mentoring relationship and the possibilities of accomplishing similar achievements of principal preparation by using available online tools. The objective resulting from this study was to consider and determine how each category of educators viewed an online approach as compared to a traditional face-to-face approach when preparing school principals.

1. Data from the survey was statistically compiled using a one-way ANOVA procedure for all four categories of the survey takers. Each category's results were compared with the others regarding how they each responded to both communicating and assisting with the implementation of specific principal preparation standards using both online and face-to-face approaches. There was no significant difference of perceptions regarding the feasibility of online mentoring between university professors, active principals who have mentored novice principals, novice principals currently being mentored, and principals who have been mentored and have served as a principal for at least one. This research failed to reject the null hypothesis for research problems (a) and (b).
  - However, the lowest average Likert scale mark assigned by survey participants to any of the national standards for principals via an online method was 2.11, Standard 3 A. Belief that mentors are able to assist the intern in the practical implementing of the ability to manage the organization (Appendix L).

- The highest average Likert scale mark assigned by survey participants to any of the national standards for principals via online method was 3.06, Standard 7 C. Belief that mentors are able to effectively communicate to interns the ability to learn from supervisors.
  - The Likert scores on the usage of online methods (email, chat groups, and video conference) ranged from 2.11 to 3.06. All survey participants recorded a “2 = difficult” or higher score for each suggested online tool used in a principal mentoring relationship to both communicate and assist in the implementation of national standards for principal preparation.
  - No recorded scores were below a “2” with a “1 = unlikely.” Such data may suggest a degree of feasibility of being able to use online methods to communicate and assist in the implementation of national principal preparation standards when mentoring school principals.
2. Next, the data from the survey was statistically compiled using an independent samples t-test to determine if there was a significant difference of perception between instructional type (face-to-face and online) and a mentor’s ability to communicate to protégés the national standards for principal preparation. The test revealed a significant difference between the two instructional types, and thus the null hypothesis for (c) is rejected.

- A mean of 2.73 was recorded by educators pertaining to a mentor's ability to teach and communicate by online methods. A mean of 3.62 was recorded by educators pertaining to a mentor's ability to communicate by face-to-face.
  - The widest discrepancy of total mean scores by surveyed participants pertaining to any of the specified principal preparation national standards and a mentor's ability to teach and communicate to a protégé by online or distance versus face-to-face methods was 1.14 (3.63 face-to-face and 2.49 online). This difference was recorded for Standard 3 A. Belief that a mentor is able to effectively communicate the management of the organization (Appendix L).
  - The smallest discrepancy of total mean scores by surveyed participants pertaining to any of the specified principal preparation national standards and a mentor's ability to teach and communicate to a protégé by online versus face-to-face methods was .76 (3.62 face-to-face and 2.86 online). This difference was recorded pertaining to Standard 2 B. Belief that a mentor is able to effectively communicate the design of comprehensive professional growth plans for staff.
3. Third, the data from the survey was statistically compiled using an independent samples t-test to note differences of perceptions between instructional type (face-to-face and online) and the mentor's ability to assist a protégé in the practical implementation of the national standards

for principal preparation. The test revealed a significant difference between the two instructional types, and thus the null hypothesis for (c) is rejected.

- A mean of 2.56 was recorded by educators pertaining to a mentor's ability to assist in the practical implementation online methods. A mean of 3.53 was recorded by educators pertaining to a mentor's ability to assist in the practical implementation via face-to-face.
- The widest discrepancy of total mean scores by surveyed participants pertaining to any of the specified principal preparation national standards and a mentor's ability to assist a protégé in the practical implementation by online versus face-to-face methods was 1.20 (3.54 face-to-face and 2.34 online). This difference was recorded for Standard 3 A. Belief that a mentor is able to assist the protégé in the practical implementation of standards for management of the organization.
- The smallest discrepancy of total mean scores by surveyed participants pertaining to any of the specified principal preparation national standards and a mentor's ability to assist a protégé in the practical implementation by online versus face-to-face methods was .90 (3.56 face-to-face and 2.66 online). This difference was recorded pertaining to Standard 2 B. Belief that a mentor is able to assist a protégé in the implementation of designing a comprehensive professional growth plan for staff.

4. Finally, the narrative data appears to reflect a preference on the part of

surveyed educators to continue using face-to-face mentoring as the primary approach. One survey participant offers, “I still prefer sitting and talking, being able to read faces and interact.” Other key insights recorded by surveyed participants include:

Related to National Standards: (used for preparing school principals)

- Although never easy, developing a vision for a school will involve a great deal of input from others. To explain what it is can be accomplished, but I believe it would be more dimensional than e-mail would support.
- Direct knowledge of the particular school setting based on personal observation will be the most effective mentorship situation. Face-to-face time initially is very important. Down the road, email follow-up support may be sufficient.
- Most professional growth plans are unique to a school. The mentor only needs to guide this process.
- The mentor can make suggestions in the area of organization management, but the mentor should at least visit the novice principal’s school to get an understanding of the culture and issues that are to be faced with management.
- Collaboration with families and other members of the community really do need to be accomplished in person in order to maximize both the communication and implementation. While some of the alternative modes might be faster, face-to-face is what really works.

- Integrity calls for a close look and I am not sure these methods give that. Too easy to hide behind the screen, or the small frame, and make big statements that are not backed-up.
- While communicating the perspectives of the larger context seems feasible online, the actual implementation of those same areas lends themselves to a more direct, personal approach.
- It would be acceptable to convey the paperwork portion of responsibility via an online approach; however, the day to day follow-up would necessitate direct involvement.
- Knowledge and skill might be best introduced via textbooks or journal articles. Implementation often needs personal interaction with a grass-roots mentor.
- More mentoring should be done even if it is done through online methods. A mentee can learn many valuable lessons through discussing daily situations with a mentor. The mentor can also train by presenting the mentee with opportunities to answer and address issues by thinking them through.

#### General Statements:

- Both parties must first be comfortable and able to use technology.
- Setting aside the time is the most difficult.
- Written communication has so much room for confusion without instant clarification.
- Email and chat groups would be “easy” to “doable.”

- Online community seems to be a growing thing.
- Although communication via technology is “doable,” the most effective is face-to-face.
- I think the plan (online approach) needs to unfold (sell it) before I would be more optimistic.
- I do not think anything can replace the one-on-one contact during the beginning years of administration.
- Internship is very difficult if it is to be accomplished totally through email. Email can be an important tool, but not exclusively. A blended approach including all of the noted techniques might be most effective.
- I believe in all areas that personal contact is better than technology. It does not mean that training or mentoring cannot be done through the use of email, chat groups, or video conferences, but the traditional methods work better.
- Training is important, but practice and hands-on experience are imperative.

### Discussion of the Results

#### Researchers' Interpretation and Insights of the Findings

The statistical data gained from this study's research indicates a similar comparison to a report by the U.S. Department of Labor indicating that “40% of the country's 93,200 principals are nearing retirement” (Malone, 2001, p. 1). Slightly more than one third of this study's survey participants fell in the highest category for years of experience, i. e., having administrated 16 or more years. This pattern gives credence to

the practical fact that by 2012 the number of needed educational administrators is on track to grow at a greater rate than the average for all occupations (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2004-2005). The urgency for replacing retiring school principals is paramount. But, even more critical is the necessity to equip new and novice principals with the knowledge and abilities to take existing schools beyond the accomplishments of their predecessor. The preparation process of school principal protégés has been a constant challenge for school districts, universities, and state departments, causing frustration and confusion in the minds of those charged with carrying out mandates to lead productive schools. These challenges will not go away nor will they be resolved in the near future. With a determined mindset and a state of uncompromising cooperation, appropriate changes can take place bridging effective former mentoring techniques and 21<sup>st</sup> century technological ideologies.

Change is rarely an easy path, and the way is usually wrought with cumbersome obstacles. However, the prospect of change enables one to think outside his or her comfort zone and be creative in finding better ways to do things. This study allows the reader to view the possibilities of online school principal mentoring from four unique sets of “eyes.” These “eyes” reflect the belief of key constituents who play strategic roles in the mentoring process of principal protégés.

All four professional groups of constituents appeared to be in agreement in regards to their perspective toward the online mentoring concept. The perceptions of university professors who train principals appear to be similar to the practicing principals who have the primary responsibility of doing the mentoring. These two parties are essential to the process of resolving the best practice struggle between local universities and local school districts. They each concur that the mentoring of young novice



principals ought to take place whenever possible in face-to-face encounters. But, in the same breath, it is important that representatives from these categories recognize the feasibility of using online methods and tools to support the traditional mentoring approach.

It is helpful to understand that of the 73 surveyed participants, not one of the participants ranked any of the suggested online methods in the “unlikely” category. It is important to recognize at the least, that some hope appears to exist by members of all four professional groups toward some aspect of online mentoring and principal preparation. An over-riding factor influencing the survey results may be the fact that all of the participants ranked themselves as average or higher in their degree of personal technological ability. This familiarity with computer mediated methods is a key element to the success of any online program or approach.

Of the ten national standards listed in the survey, the one receiving the lowest ranking was Standard 3 A. This standard states the belief that mentors are able to assist the intern in the practical implementation of his or her ability to manage the organization. Although the mean consensus was ranked 2.11, or just above the “difficult” level, this provided insight into the “feasibility perspective” of educators. In other words, there is a sense that although preparing principals online may be unknown territory with a great deal of reservation, it should continue to be explored. However, the general belief appears to be consistent among educators that implementing the national standards related to managing a school organization would be the most difficult to accomplish using online methods.

The national standard most likely to be achieved by mentors using online methods according to the survey data appears to be Standard 2 B. the ability to communicate to

interns the ability to design comprehensive professional growth plans for staff members. With just under the “3 = doable” ranking (2.86), this reflects a favorable opinion among the protégé as well as the university professor and the acting principal that certain aspects of the principal preparation are more easily achievable via online methods than other aspects.

The general opinion of survey participants is that it would be easier to use online methods to communicate how to develop professional growth plans to a novice principal rather than using online methods to assist the novice principal in the implementation of managing a school organization.

Of the three online method choices provided (email, chat room, and video conferencing), 14 of 20 categories (including both the communicating and implementation perspectives) ranked by the four groups of professionals indicated emailing to be the most difficult method for conveying essential national principal preparation standards. The second most difficult was via chat rooms, and the third most difficult was video conferencing. The general assumption was that face-to-face mentoring would be the most effective way to convey standards to novice principals. This is not a surprise since we have been using this traditional mentoring approach for centuries. In light of 21<sup>st</sup> century technological advances, however, society and its members are recognizing the potential possibilities of unlimited uses of online methods.

Another insight noticed by the researcher was that the university professor category ranked the highest in 6 of the 10 principal preparation national standards in communicating with online methods. In contrast, the novice principal category ranked highest in assisting in the implementation of 8 out of 10 principal preparation national standards as it relates to the use of online methods. Each of these two categories;

university professors and novice principals may represent the most progressive thinkers. In concept, the university professor is expected to be on the cutting edge of new theories and approaches, and the novice principal is being exposed to a world of technological extremes that have never been experienced by past principals. Therefore, on one hand the professor indicates a strong desire to lead the way using online methods to teach and communicate while the protégé is indicating the likelihood that not only can standards be communicated via online methods, but they can also be implemented using the same methods. These may very well be the two professional categories that drive the transitional reality of traditional mentoring to effective online mentoring in the educational realm.

It is also noteworthy that the novice principal mentoring experience ranked highest in 8 out of 10 and 10 out of 10 standards respectively in communicating standards and assisting in the implementation of standards via a traditional face-to-face approach. Over-all, there is a social presence dynamic that cannot be denied in the mentoring process. Being able to physically connect with another in order to tangibly witness one's communication style still remains a strong aspect to be recognized.

In concluding this section, Kasprisin (2003) states that online mentoring has fewer reinforcement cues to encourage the strengthening of an online relationship and therefore, "research confirmed that it was relatively easy for participants to sign up for e-mentoring programs, but then failed to follow through, and even ignored repeated email messages from either the program staff or their e-mentoring partners" (p. 306). In light of these comments, this study's survey resulted in a total of 104 individuals who answered at least one of the questions on the electronic survey, but only 73 who completed the entire

survey. Without personal contact or personal accountability, an online approach may lend itself to a half-hearted attitude.

In order for an online principal mentoring approach to succeed, sufficient time will be needed to meet expectations. As with a traditional approach, that takes large amounts of invested mentoring time, so will any online approach. An appropriate time commitment along with quality reflective time to consider the how, when, and what the best practices would be for any given situation is imperative to successfully execute one's principal duties and responsibilities. Survey participants for this study commented on the difficulty of thinking through the various standards as to how they might be conveyed through online methods. One participant noted, "I am having a hard time getting my mind around this kind of thing actually being successful." Another commented, "We are seeing more and more international teaching through the Internet. I think it is the next step up in education." As the art of theory-in-use in the field of online mentoring is practiced, steady progress will continue to be made in this field.

#### Relationship of the Current Study to Previous Research

According to the research conducted by Wilmore and Bratlien (2005), "no formal mentor training is provided in 60% of the responding programs" (p. 29). Any online mentoring approach to principal preparation must have active involvement and specific direction from a mentor and facilitator. This transition from a face-to-face mentoring to an online endeavor will require key constituents to carefully think through what elements or standards could be successfully achieved through online tools. Carefully crafted roles and responsibilities must be clearly identified and defined according to Wilmore and Bratlien (2005) in order to connect the past to the future. There is sufficient documentation concerning the success of how mentoring seems to work well in the

original practice of face-to-face. Information from this study's survey may bring to the fore-front the fresh feasibility of literally transferring traditional successes to the computer mediated world using the various Internet tools at one's disposal.

With each college principal training program comes a different philosophy and different requirements. The varying requirements from one university to the next noted in the literature paralleled the four institution examples. From different standards being used to the amount of time required in the internship, the goal of each is to break away from what Theodore Creighton (2001) refers to as a "weak experience and inappropriate practice field" at best (p.3). The internship must deliver more. This study yields data to encourage the continued pursuit of seeking alternative online methods to help support a traditional principal mentoring relationship.

Wilmore and Bratlien (2005) shows the importance of mentoring and setting benchmarks to be reached as guided by professionals from within and without the system to achieve powerful results. This study insists on the necessity of a cooperative relationship of all four key constituents (four professional status groups) in order to produce a long lasting effective mentoring program conducive to effective principal preparation. This type of commitment will require innovative ways to connect educational professionals as the U.S. Department of Education reported in a 2006 publication to minimize the frustration of seeking, preparing, and keeping quality principals.

This study also reveals some level of desire on the part of each category of educational professionals to explore alternative online methodologies. One thing is certain -- time is a key ingredient. Few people have enough of it, and everyone seems to have more to do than the allotted time allows. It was learned in a 2006 publication by the

U.S. Department of Education entitled, “Innovations in Education: Innovative Pathways to School Leadership,” that very few people have the resources, including “extra” time to help a novice principal develop his or her skills. The point was made that “candidates must come with these qualities fully developed” (p. 3). If this is going to be the case, then consideration needs to be given to more convenient means for developing these skills. Perhaps the online methodology will be a pre-cursor to the required on-sight experience for principal protégés in training.

If time is an issue, then how are school leaders expected to properly prepare and plan? One must not ignore the importance of the time needed to carry out one’s school duties successfully. Riede (2003) shared a comment by a novice principal who stated, “I’m not planning properly, because I’m not reflecting properly!” (p.26). On one hand, technology is allowing individuals to reduce the amount of time it takes to do something. On the other hand, technological advances seem to multiply the number of things a person must do. Results from this study indicate that educational professionals are busy in their own world of school issues. Therefore, attempting to work through another new concept is exhausting. However, as Aristotle described “phronesis” or practical wisdom, (Schön, 1983, 1991, and Halverson, Linnekin, Gomez, Spillane, 2004, p.2), much of one’s personal and professional wisdom is derived through the process of timely reflections of complex experiences. Quality reflection time is necessary to accurately and efficiently understand and execute the best current methods of managing a top-notch school.

Balancing the need for quality time to plan and map out strategic action steps, while also being asked to learn a new method of strategy can cause conflicts in focus and time. For example, Ensher (2003) outlined five challenges of online mentoring. This

study touched on at least 1 of the 5 challenges. The first challenge she notes is the likelihood of miscommunication. A clear delineation was made from the data results of this study that emailing was the least favorite of the three online methods. As Segall (2000) concludes, it is the inability to see or hear a number of non-verbal cues that can lead to potential higher rates of inappropriate diagnoses or suggestions. This would necessitate essential online rules of engagement between the mentor and the novice principal. The detailing and defining of expectations and objectives would be imperative for any degree of success to transpire. As stated earlier, this study indicated that the communicating of standards regarding the ability to manage the organization was considered to be the most difficult standard to effectively teach via online methods. Therefore, until further research is done to focus on the specifics of how to accomplish better online communication, these kinds of miscommunications will continue to occur. The hope and vision of progress in this area is present as long as parties can see the benefit and end product of their invested time. As one survey participant noted, "I feel like it's easy to communicate with "constant" communication, or communication that doesn't stop (it flows)." This is necessary whether in person or online. If a major hindrance to the online mentoring of school principals is the lack of clear communication, then perhaps a step in a better direction is to support Single & Single's (2005) recommendation to utilize online mentoring as a supplemental tool to be considered in expanding the entire mentoring opportunity.

Along with the online communication dilemma, Ensher (2002) discussed a required shift in emphasis when moving into the cyber world. A refocus from the outward appearances to the inner thoughts and feelings becomes a natural occurrence when developing online relationships. The foundation of an online relationship is based

on the commonality of interests and goals, rather than stereotypes, assumptions, or personal bias. Once the focus is re-directed and the feasibilities are confirmed, a certain mindset and confidence begins to be formulated toward achieving the best results from online methods. Although there was no significant difference determined among the four professional status groups in their beliefs about the online mentoring of school principals, it was evident by survey participants that the possibilities do exist.

Young, et al. (2005) mention Zachary's four phases of a mentoring relationship. These may apply to all mentoring approaches. The first phase is preparing, the second is negotiating, the third is enabling, and the final phase is closure. In the transition state of moving from the more popular mode of face-to-face to an online mentoring approach, each of these phases will also need to be worked through. It will take diligence on the part of educators to prepare the way for the successful coordination of these two mentoring instructional types (face-to-face and online). There will need to be a high level of negotiating as details and unique characteristics to each institution are determined. Then the enabling factor takes place as university professors, principals, and principal protégés are entrusted with established guidelines to help obtain the maximum output of goals to signify accomplishments. And, of course, closure to any relationship means the "baton must be passed" on to new leadership using new methods and reaching new standards. This progression can be partially observed in this research study. There was a greater acknowledgement that mentors could communicate and teach national principal preparation standards online (average 2.73) than the ability to assist in the implementation (2.56) of those same standards. The indication is that to some degree, the feasibility of executing different facets of online mentoring exists.



In closing this section, this researcher believes it is important to remember that the heavily favored traditional mentoring approach is not a panacea. It too has negative attributes. It was Crocker and Harris (2004) who shared common patterns of protégé frustration in three key areas. These included the feeling that interns were not doing enough and wanted to be doing more. Next, protégés believed that the mentors were unclear as to their responsibilities, and finally, protégés felt that their mentors were too busy even to the point where the protégé felt he or she was in the way. Interesting data results from this study's survey revealed that the total means ranking on the Likert scale for face-to-face mentoring was 3.59 (3 = doable and 4 = easy). Therefore, as progress is made to enhance current, already accepted approaches, improvements must continue to be made to reflect the times of our culture and society.

#### Theoretical Implications of the Study

The primary premise for this study articulated in Chapter 2 was Argyris and Schön's (1974) theory-in-use. This theory provides the stimulus for researchers and practitioners to act on those firmly held beliefs and to convert them into the bold adventure of trying new things. In cultivating this spirit of "can do-ism", one's confidence in one's action supported by one's belief can be responsible for the production of creative ideas leading to newer, better, and stronger ways of successful thinking and doing. Such is the case with the online mentoring of school principals. The governing proposition of the traditional mentoring approach is instrumental to "if we do this, then this will happen." Adequate research has been conducted and documented in this study to suggest positive results will be produced when an appropriate online mentoring relationship is fulfilled. To what degree it will be fulfilled depends on many

factors beginning with the level of significant belief and attitude toward the success of the process and the satisfaction in the end product.

The gradual transition of bridging the gap between the ineffective mentoring of school principals and effective mentoring is more likely to be a combination of carefully thought out action steps. A crucial element of bridging traditional face-to-face and online mentoring will first be to recognize the similarities between the two. These similarities establish a working base for the theory-in-use to be implemented in the formal online world of school principals. Consistently learning from previous behaviors and mentoring methods will help future researchers to connect the former with the latter.

Educators, law makers, and new principals must be careful not to cloak the “self-sealing” property discussed by Argyris and Schön (1974). Our theory-in-use practices must be open for review and critical analysis. This will lead to new actions based on the evaluation of past performances leading to the refining of personal beliefs. If this doesn’t happen, the “if and then” concept of potential change will become stagnant and lose its effectiveness. The long-term goals for online mentoring to succeed must include constant evaluation and a willingness to seek accomplishments based on Argyris and Schön’s (1974) model II. This model implies that a continuous learner will be the most productive when driven by an intrinsic sense of personal accomplishment.

The second part of this study’s theory relevancy is implementing the theory-in-use with the understanding of the power of reflection upon one’s practice. The two theories are to compliment one another to be effective in carrying through personal beliefs to a solid plan of action. This is the crux of the matter that drives effective school leadership. Leaders figure out problems by constantly assessing and evaluating coordinated plans, desired outcomes, end results, and new approaches. This means that

school principals, beginning with principals in training, must have hands on preparation, but also utilize sufficient opportunities to read, study, and evaluate systematically constructed problems. In this study, the survey participants appeared to be exasperated by the mere thought of shifting gears to consider a newer concept of principal mentoring. The significant lower ranking scores noted by the online marks compared to those given to face-to-face indicates a firm belief in one instructional type (face-to-face). One participant in the survey conveyed, "I may be too much of a cynic, and I do not want to squash the possibilities here. I think the plan needs to unfold (sell it) before I would be more optimistic." Can this type of individual mindset be built upon to improve the former and more established tradition of mentoring? By holding true to the premises for both the theory-in-use and reflective theory, positive progress will continue in this important venue for training.

To conclude this section on theory implications, the question was stated earlier, "How do you know when you know something?" The answer is, "When you can produce what you say you know." Using both the theory-in-use and reflective theories to connect related patterns of traditional and online mentoring, thinking and beliefs will result in a person's ability to consistently behave and implement new values.

#### Explanation of Unanticipated Findings

The fact that this study failed to reject the null hypothesis for two of the research statement may be contributed to a number of issues. One of the issues is the number of survey participants represented in each of the four professional status categories (university professor involved in preparing principals, currently serving principal having mentored a principal, novice principals currently being mentored, and principals who have been mentored and have served for at least one year). In two of the four categories,

the participants were well represented, but in the university professor and novice principal categories, more representation was needed. Although the percentage of survey participants was lower than anticipated, this may have resulted due to fewer survey prospects being qualified to complete the survey. In other words, there were fewer who had actually mentored another principal or themselves, had been mentored. This was necessary to participate. Though the ratios were probably close to being accurate since these two categories would have been the more difficult to recruit, an equal number of participants representing each category would have made the statistical outcomes more interesting.

It was anticipated that a larger difference in attitude toward online mentoring would be noticed between the novice or intern principal and the other three professional status categories. The reasoning behind this consideration was that new and possibly younger principals would have more of a mindset that matches their generational trends (i.e. technological opportunities), and be better equipped to aggressively welcome the online mentoring approach. Other than skewed representatives in each category, one other reason possibly contributing to this observation is that 60.5% of survey participants indicated that they possessed technical skills of above average to superior. This level of computer mediated confidence across all four status categories may have resulted in being the equalizer of the responses from survey participants.

Although rich with data results, the broad scope of this study might have produced additional specified details if it had narrowed its focus. Even though the survey instrument was critiqued by over a dozen educators in the pilot testing, it still may have attempted to accomplish too much, and thus actually hindered a more specific intended outcome. For example, maybe only the communication or only the implementation online

tactic needed to be examined versus both of them side-by-side. Also, a more simplified version of the test tool and a better concerted effort to specifically target the desired survey participants for each group may have produced stronger and more compelling results.

Finally, with only approximately 16% of potential participants completing the survey, and only 75% of those who answered the first question chose to complete the entire survey, the question of survey fatigue is raised. Reducing the number of questions and narrowing the focus to fewer standards may have generated a larger participation base.

### Implications for Practice

The adage, “before its time” applies to most things that are cutting edge or innovative. It can also be applied to this current study. With only three dissertations written to date pertaining to some aspect of online mentoring in the preparation of school principals, this study provides a thorough review of the literature regarding current trends of online mentoring practices for principals and data that can be built upon in future research. With the enormous leaps of technology advances occurring daily and the current difficulties encountered in adequately preparing principals, it is time to seriously consider how to integrate online mentoring methods and techniques into the principal preparation process.

Acting principals who have been mentored or have mentored an intern were ranked the lowest in 17 out of 20 standard categories in this study pertaining to the usage of online methods. Could this be contributed to the hectic schedules and grueling demands and stresses placed upon both veteran and inexperienced principals? With the constant barrage of maintaining educational standards and accomplishing hundreds of

other daily tasks, it is no wonder that educators are shying away from school leadership opportunities. There simply is not enough time in the day nor are there enough resources to help complete the job in a self-fulfilling way for the majority of stakeholders. But before it becomes better, practitioners must recognize that the principal internship must be more than an afterthought. Educators from all sides must forge ahead with creative innovations and acknowledge the window of opportunity to use 21<sup>st</sup> century technology advances to connect the old and new ways of accomplishing objectives. Although this study showed a significant difference in instructional preference with survey participants leaning heavily toward a face-to-face mentoring approach, there is evidence to support continued research in the use of online methods.

In the four institution examples provided in this study, one might find glimmers of prospects regarding initial integration of online methods into the actual preparation of principals. Concordia University required an online LiveText portfolio. Other than optional DVD courses available online, it would appear that little if any inclusion of online methods are being consistently and intentionally implemented for mentoring purposes other than the normal day-to-day communication. This “self-sealing” mode of operation needs to be evaluated. Effective change on a larger scale will require the cooperation of all parties with a similar goal in mind...to produce quality school leadership. Although there are no quick-fix solutions for improving principal preparation programs across the United States, an excellent beginning point is to design programs with built-in self-improvement guides that (a) evaluate progress, (b) help individuals discover their own theories-in-use leading to inferring theories-in-use, (c) alter theories-in-use, and test new theories of action; and finally, (d) generate directly observable data (Argyris and Schön, 1974). This process must be purposefully designed to be an

unending looping mechanism that, when conducted properly, will lend itself to overcoming objections to change. Naturally, this involves time to be reflective in practice and evaluation. Perhaps the beginning accountability for a principal protégé should begin long before the final semester of his or her school career. As it often is with other education department requirements, consideration needs to be given to requiring a student to observe the experts so many hours within a school prior to their senior year. This could also include involvement with online narratives to begin preparing the student for real life situations. Much like aviation pilots who train extensively in simulators before ever being placed in a live airplane, and then only after hours of practice flying with a co-pilot instructor are they allowed to journey on their first flight alone. In one of the most complex and difficult cultures anywhere to be successful --school leadership, why should the preparation of school principals be any different?

The Interstate of School Leaders Licensure Consortium (ISLLC) standards created by the Council of Chief State School Leaders were used in this study's survey instrument. These standards parallel Cordeiro and Smith-Sloan's (1995) five themes of principal mentoring beginning with the importance of authentic and real experiences. The second theme is the relevancy factor. The third theme is the concept of independence. Another theme was the ability and opportunity to work closely with another person, and the final one was the theory-in-use application. According to Hicks, Glasgow, and McNary (2005) in their book, What Successful Mentors Do, when principal mentors are pro-active in the mentoring relationship, and routinely follow-up with a protégé, the outcomes are productive. Thus, several of the ISLLC standards need to be considered and coordinated with either an online narrative case follow through program or other similar programs to introduce certain standards while accomplishing these stated themes.

Clear and consistent communication between the mentor and protégé is a key to achieving the prior noted standards and themes. Ensher (2003) reminds the reader that to strengthen one's confidence and to maintain a successful on line mentoring relationship, it is generally accepted that informal mentoring relationships with frequent contact are better than organized relationships with limited frequency. Harasim, et al. (1995) concludes that online mentoring is more student-centered and requires a unique role for the teacher. This role is one of facilitator rather than lecturer. The online mentor directs the instruction, sets the pace, and is responsible for keeping order and the learners on task. The implications for practice are many, including the insights by Capasso and Daresh (2005) who state that mentors must be master technicians and know the right questions to ask of aspiring administrators. Always providing the "right" answer is not the solution. If any online mentoring approach is to succeed, then a commitment to the communication factor is significant.

The implications for practice are promising when one considers that online benefits will explode even more as Internet capabilities increase. When one considers the vast amounts of time children, teenagers, and adults spend intrigued by unending creative programs online, this will only enhance interactive instructional programs via Internet tools. Emery (1999) seems to be on the correct path when he reports that online mentoring will increase motivation, increase retention rates, allow different pathways to knowledge, provide flexibility for the facilitator, apply a higher order of questions, responses, and understanding from students, and be able to do it all from the comfortable surroundings of one's location choice. The combination of established national standards, creative communication, and assistance in the implementation of standards via the



Internet will be a powerful influence upon the way school principals are trained to be effective leaders.

Levine (2005) reported that 55% of surveyed principals stated that college departments of education are out of step with the times. It would therefore be advantageous for key professionals in the university education departments, local school districts, and state lawmaking chambers to have a positive outlook on the future of combining the best of both face-to-face and online mentoring approaches. With reservations resulting from previous failed attempts (Brent, 1998) to readjust the principal preparation paradigm, little will change until there are committed leaders of change at every level – local, state, and national.

In conclusion, to reach maximum preparation effectiveness with online mentoring, Boyer (2003) says the basic components must be interwoven into the success equation. These essential components include the need for reliable equipment and appropriate internet connections, clear goals, adequate time for exchanging of ideas, sufficient scheduled time for meaningful opportunities, and open lines of communication. As these are defined and refined over time, and integrated into technological capabilities, the possibilities abound with expectations and will ultimately produce quality school leaders.

#### Recommendations for Educators

The data from this study's research showed a significant difference in the means of professional responses toward face-to-face and distance (or online) mentoring in both the communicating of standards and with the implementation of proposed standards. This was anticipated and only solidifies the challenge of developing a stronger mindset toward

integrating additional online methodologies into principal training practices primarily at the university level.

A more meaningful dialogue and cooperative agreement between agencies involved in the mentoring of school principals is an absolute must if consistent and effective guidelines are going to be developed and embraced by community parties. This type of teamwork is critical to the over-all future accomplishments of online training efforts.

The ability to communicate online was preferred by survey participants as being more feasible to accomplish than the actual implementation of the given standards. Beginning with standards that are easily communicated is an excellent starting point in choosing what could be effectively taught online versus face-to-face.

#### Delimitations of the Study

Considering the scope of this research, it is helpful to understand various potential delimitations, or boundaries, of the study. Since most research about mentoring is perceived as being in person or face-to-face and varies in styles and expectations, it would lead to a basic assumption that any previous experience with traditional mentoring may influence one's opinion concerning a new tactic. Additionally, variations exist in requirements such as credentials, experience, and time allotment by state guidelines, colleges, and individual organizations for a formal mentoring program. The research method chosen in this study does not intend to help define what online mentoring should look like. It does, however, indicate whether or not an online mentoring program shows any correlation between online methods used, effective communication and implementation of established standards.

#### Suggestions for Additional Research

In five years, a similar but more condensed follow-up research would be a worthy endeavor. Building upon this research would be another step toward a better understanding of current views toward the feasibility of online principal mentoring and the reservations that persist. Would the differences between the professional status categories be more polarized with stronger representation in every category? Would the results be more convincing in five years as technology trends speed even further ahead in developing innovative ways with greater reliability pertaining to online mentoring?

Additional research might include a closer examination of online effectiveness using narrative case studies to prepare principals. These creative story lines may hold the key to practical online training as protégés try new theories, practice their newly discovered knowledge, experience situations in real time or in simulated scenarios, and finally reflect on the process for steady improvements.

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Appendix A  
ERIC (EBSCOhost) Search  
Mentoring Topics  
and  
Articles  
August 8, 2006  
Between 1995-2006

Topic Title of Search	Number of Abstracts
1. Electronic Mentoring	133
2. Mentor & Principal	212
3. Telementor & Principal	0
4. Cybermentor & Principal	0
5. Electronic & Mentoring & Principal	10
6. Mentoring & Principal	286
7. Mentoring & Administrator	350
8. Mentor & Electronic & Principal	10
9. Mentor & Electronic & Administrator	4
10. Electronic & Internship & Principal	3
11. Electronic & Internship	60
12. Principal & Internship	272
13. Electronic & Mentor	40
14. Telementoring	40
15. Cybementoring	5
16. Administrator & Internship	512
17. Digital & Mentoring	18
18. Digital & Mentor	9
19. Online Mentoring	106
20. Online & Principal & Mentoring	5
TOTAL	2,075

## Appendix B

Dissertation Abstracts Search  
Mentoring Topics  
and  
Number of Produced Dissertations  
August 8, 2006  
Between 1995-2006

Topic Title of Search	Number of Abstracts
1. Electronic Mentoring	38
2. Mentor & Principal	124
3. Telementor & Principal	0
4. Cybermentor & Principal	0
5. Electronic & Mentoring & Principal	1
6. Mentoring & Principal	148
7. Mentoring & Administrator	74
8. Mentor & Electronic & Principal	1
9. Mentor & Electronic & Administrator	0
10. Electronic & Internship & Principal	1
11. Electronic & Internship	8
12. Principal & Internship	51
13. Electronic & Mentor	23
14. Telementoring	12
15. Cybementoring	1
16. Administrator & Internship	24
17. Digital & Mentoring	6
18. Digital & Mentor	3
19. Online Mentoring	42
20. Online & Principal & Mentoring	1
TOTAL	558



## Appendix C

## World Wide Web Mentoring Sites

1. <http://www.ed.gov/admins/recruit/prep/alternative/index.html>  
(U.S. Dept. of Education: Innovations in Education)
2. [http://www.edschools.org/reports\\_leaders.htm](http://www.edschools.org/reports_leaders.htm)  
(The Education Schools Project)
3. [http://www.ignatiuspiazza.com/charities/children/MENTOR\\_NationalMentoringPartnership.html](http://www.ignatiuspiazza.com/charities/children/MENTOR_NationalMentoringPartnership.html)  
(National Mentoring Partnership)
4. <http://www.mentoring.org/>  
(Mentor)
5. <http://www.mentornet.net/>  
(MentorNet)
6. <http://www.mentors.net/03articles.html>  
(Mentoring Leadership and Resources network)
7. <http://www.nlms.org/NLWeb/Index.jsp>  
(New Leaders for New Schools)
8. <http://www.nwrel.org/mentoring/>  
(National Mentoring Center)
9. <http://www.peer.ca/mentorprograms.html#TEACHSTUD>  
(Mentors Peer Resources)
10. [http://www.techtamers.com/free\\_resources/educational\\_technology/onlinementor.htm](http://www.techtamers.com/free_resources/educational_technology/onlinementor.htm)  
(TechTamers Online Mentoring Resources)

11. <http://www.telementor.org/>

(International Telementor Program)

12. <http://www.wallacefoundation.org/WF/ELAN/>

(Educational Leadership Action Network)

Appendix D  
Licensure Regulations  
Governing Support Personnel

8 VAC 20-21-580. Administration and supervision preK-12.

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- A. An individual may become eligible for an endorsement in administration and supervision preK-12 by completing the requirements in one of the options described in this section.
- B. Virginia's approved program. The candidate must have:
1. A master's degree from an accredited college or university.
  2. Completed three years of successful, full-time experience as a classroom teacher in an accredited nonpublic or public school.
  3. Completed an approved administration and supervision program in Virginia which shall ensure that the candidate has demonstrated the following competencies:
    - a. Knowledge and understanding of student growth and development, including:
      - (1) Applied learning and motivational theories;
      - (2) Curriculum design, implementation, evaluation and refinement;
      - (3) Principles of effective instruction, measurement, evaluation and assessment strategies;
      - (4) Diversity and its meaning for educational programs; and
      - (5) The role of technology in promoting student learning.
    - b. Knowledge and understanding of systems and organizations, including:

- (1) Systems theory and the change process of systems, organizations and individuals;
- (2) The principles of developing and implementing strategic plans;
- (3) Information sources and processing, including data collection and data analysis strategies;
- (4) Learning goals in a pluralistic society; and
- (5) Effective communication, including consensus building and negotiation skills.

c. Knowledge and understanding of theories, models, and principles of organizational development, including:

- (1) Operational procedures at the school and division/district level;
- (2) Principles and issues of school safety and security;
- (3) Human resources management and development, including adult learning and professional development models;
- (4) Principles and issues related to fiscal operations of school management;
- (5) Principles and issues related to school facilities and use of space;
- (6) Legal issues impacting school operations and management; and
- (7) Technologies that support management functions.

d. Knowledge and understanding of the conditions and dynamics of the diverse school community, including:

- (1) Emerging issues and trends that impact the school community;

(2) Community resources and partnerships of school, family, business, government and higher education institutions; and

(3) Community relations and marketing strategies and processes.

e. Knowledge and understanding of the purpose of education and its role in a modern society, including:

(1) The philosophy and history of education;

(2) Various ethical frameworks and professional ethics;

(3) The value of the diverse school community; and

(4) The role of leadership in modern society.

f. Knowledge and understanding of principles of representative governance that undergird the system of American schools, including:

(1) The role of public education in developing and renewing a democratic society and an economically productive nation;

(2) The law as related to education and schooling;

(3) The political, social, cultural and economic systems and processes that impact schools;

(4) Models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling;

(5) Global issues and forces affecting teaching and learning; and

(6) The importance of diversity and equity in a democratic society.

## Appendix E

Dear Fellow Educator,

I am currently in the final stages of my dissertation. My degree is in Educational Leadership from Liberty University and my main topic is: "The Feasibility of Effective Online Mentoring of School Principals". The Survey tool that I am proposing to use is a strategic element of my research.

I have specifically selected you to assist me in this first stage of preparation for finalizing my Survey tool. I appreciate you for your dedication and for your valuable influence in the realm of education. I would like to invite you to help me with this important aspect of my dissertation research. In this pilot stage I am asking individuals whom I believe will provide an accurate and honest account of their findings to assist me.

I am asking that you first complete the attached Survey tool. Read the directions carefully and note the specific category in which I have purposely listed you. As you read the directions you will note that you are afforded the flexibility to change this status if you prefer to answer the questions from a more accurate perspective.

Secondly, once you have completed the Survey tool, then complete the second attachment. This is a brief eight question evaluation about the Survey tool itself. In this pilot stage, your input is critical in providing me with information that will be helpful in making any necessary improvements on this Survey tool. The objective here is to make any revisions in the Survey tool that ultimately will reflect clarity and produce the same understanding among each participant.

I am asking that both attachments be emailed back to me within 3-5 days if at all possible. Thank you for your precious time.

Don James  
Calvary Christian School  
(859) 356-9201  
don.james@calvarychristianky.org

## Appendix F

Liberty University

[don.james@calvarychristianky.org](mailto:don.james@calvarychristianky.org)

Donald C. James

Appendix A

## Pilot Survey

Main Topic: Feasibility of Effective Online Mentoring of School Principals

Sub Topic: Identifying the feasibility of presenting  
national standards to school principals through online mentoring.

Many university programs do not have an internship requirement for a Master's level principal degree primarily due to time and financial restraints on the part of involved parties. This study will help determine if there is consensus between university educational professors, mentoring principals and principal interns being mentored regarding the feasibility of conveying national standards to intern principals through online mentoring using various electronic methods verses traditional face-to-face mentoring ("online mentoring" is defined later).

Utilizing acceptable criteria established by the National Policy Board for Educational Administration for a school principal's success, this survey is part of a larger study. Your response to this survey will help determine which national standards for intern principals could be more readily communicated and implemented in an online mentoring relationship using various electronic methods.

All responses on the survey will remain confidential. This project has been approved by the Liberty University Institution Review Board. Approval of this project only signifies that the procedures adequately protect the rights and welfare of the

participants. Please note that absolute confidentiality cannot be guaranteed due to the limited protections of Internet access. Participants can withdraw from the survey at any time. Data will be analyzed in aggregate and no individual responses will be reported. By completing this survey, you indicate your consent to participate in the study. General definitions have been given to the following online tools and methods used in mentoring.

### Terminology

Email - Short for electronic mail, the transmission of messages over communications networks. The messages can be notes entered from the keyboard or electronic files stored on disk, flash drive, etc... Most mainframes, minicomputers, and computer networks have an e-mail system. Some electronic-mail systems are confined to a single computer system or network, but others have gateways to other computer systems, enabling users to send electronic mail anywhere in the world. Companies that are fully computerized make extensive use of e-mail because it is fast, flexible, and reliable.

Chat Groups - A virtual room is where a chat session takes place between two or more individuals accessing the same Internet link via their computers. Technically, a chat room is really a channel, but the term room is used to promote the chat metaphor.

Video Conferencing - Conducting a conference between two or more participants at different location sites by using computer networks to transmit audio and video data. For example, a point-to-point (two-person) video conferencing system works much like a video telephone. Each participant has a video camera, microphone, and speakers mounted on his or her computer. As the two participants speak to one another, their voices are carried over the network and delivered to the other's speakers, and whatever images appear in front of the video camera appear in a window on the other participant's monitor.



Multipoint videoconferencing allows three or more participants to sit in a virtual conference room and communicate as if they were sitting right next to each other.

Face to Face Mentoring – on-sight and on-hands in-person traditional method of learning, advising, encouraging, promoting, and modeling.

This survey will take about 30 minutes to complete. If you have questions please call Don James at 859-468-3602 or send an email to [don.james@calvarychristianky.org](mailto:don.james@calvarychristianky.org). Thank you in advance for your time and help with this study.

In regards to this survey your appropriate status below has already been chosen. However, if a better category fits your situation pertaining to this survey, please cross out the one previously checked and mark the appropriate one.

- I currently serve as a university professor responsible for preparing pre-service principals (University: \_\_\_\_\_)
- I currently serve or have served as a principal and have mentored a novice principal
- I am a novice or intern principal currently being mentored
- I have been mentored and have served as a principal for at least one year

As a guide we will use researchers Bierema and Merriam's (2002) online mentoring definition as follows:

E-mentoring (online) is a computer-mediated, mutually beneficial relationship between a mentor and a protégé which provides learning, advising, encouraging, promoting, and modeling.

Based upon your educational expertise, technological knowledge, and personal belief and perspective rank the following National Standards for School Principals in each of these two categories:

Column (1) by the ease of ability to communicate the standard via the various given tools and methods.

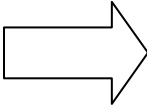
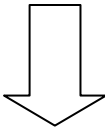
Column (2) by the ease of the ability to assist in the practical implementation of the standard via the various given tools and methods.

You may cut and paste this survey into a word document and then follow these directions. When recording the answer that best describes your response, underline and bold the number (i.e. 1, 2, 3, 4, 5) to indicate your choice. When you have finished the survey save it and then email it to my attention as an attachment. You may also choose to print this document and circle the answer that best describes your response and when completed mail it to: Don James @ 3044 Winding Trails Drive, Covington, KY 41017.

Thank you for your assistance with this research.

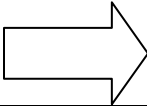
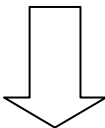
**STANDARD 1**

**VISION** – Candidates who are effective principals have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation and stewardship of a school vision of learning supported by the school community.

Ranking 	Rank each standard element from 1-5 on the <u>mentor's</u> ability to <u>effectively communicate</u> the standard to an intern or novice principal via the given methods. 1 = very difficult 2 = difficult 3 = doable 4 = easy 5 = very easy		Rank from 1-5 the <u>mentor's</u> ability to assist the intern or novice principal in the <u>practical implementation of the</u> standard via the given methods.  1 = very difficult 2 = difficult 3 = doable 4 = easy 5 = very easy							
Methods 										
Standard 1 A. Ability to develop a Vision for the school via:										
Email	1	2	3	4	5	1	2	3	4	5
Chat Groups	1	2	3	4	5	1	2	3	4	5
Video Conf.	1	2	3	4	5	1	2	3	4	5
Face to Face (traditional)	1	2	3	4	5	1	2	3	4	5
Open-ended response:										

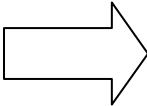
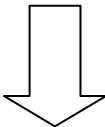
## STANDARD 2

INSTRUCTION – Candidates who are effective school principals are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

<p>Ranking</p> 	<p>Rank each standard element from 1-5 on the <u>mentor's</u> ability to <u>effectively teach</u> the standard to an intern or novice principal via the given methods.</p> <p>1 = very difficult 2 = difficult 3 = doable 4 = easy 5 = very easy</p>					<p>Rank from 1-5 the <u>mentor's</u> ability to assist the intern or novice principal in the <u>practical implementation</u> of the standard via the given methods.</p> <p>1 = very difficult 2 = difficult 3 = doable 4 = easy 5 = very easy</p>				
<p>Methods</p> 										
<p>Standard 2 A. Ability to apply best practice to student learning via:</p>										
Email	1	2	3	4	5	1	2	3	4	5
Chat Groups	1	2	3	4	5	1	2	3	4	5
Video Conf.	1	2	3	4	5	1	2	3	4	5
Face to Face (traditional)	1	2	3	4	5	1	2	3	4	5
Open-ended response:										
<p>Standard 2 B. Ability to design comprehensive professional growth plans for staff via:</p>										
Email	1	2	3	4	5	1	2	3	4	5
Chat Groups	1	2	3	4	5	1	2	3	4	5
Video Conf.	1	2	3	4	5	1	2	3	4	5
Face to Face (traditional)	1	2	3	4	5	1	2	3	4	5
Open-ended response:										

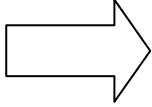
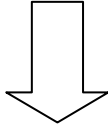
STANDARD 3

MANAGEMENT - Candidates who are effective school principals are educational leaders who have 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.

<p>Ranking</p> 	<p>Rank each standard element from 1-5 on the <u>mentor's</u> ability to <u>effectively teach</u> the standard to an intern or novice principal via the given methods.</p>	<p>Rank from 1-5 the <u>mentor's</u> ability to assist the intern or novice principal in the <u>practical implementation of</u> the standard via the given methods.</p>
<p>Methods</p> 	<p>1 = very difficult                  2 = difficult                  3 = doable                  4 = easy                  5 = very easy</p>	<p>1 = very difficult                  2 = difficult                  3 = doable                  4 = easy                  5 = very easy</p>
<p>Standard 3 A. Ability to manage the organization via:</p>		
<p>Email</p> <p>Chat Groups</p> <p>Video Conf.</p> <p>Face to Face (traditional)</p>	<p>1    2    3    4    5</p> <p>1    2    3    4    5</p> <p>1    2    3    4    5</p> <p>1    2    3    4    5</p>	<p>1    2    3    4    5</p> <p>1    2    3    4    5</p> <p>1    2    3    4    5</p> <p>1    2    3    4    5</p>
<p>Open-ended response:</p>		

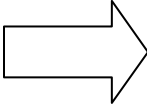
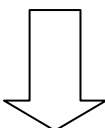
## STANDARD 4

COLLABORATE – Candidates who are effective school principals are educational leaders who have 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.

Ranking 	Rank each standard element from 1-5 on the <u>mentor's</u> ability to <u>effectively teach</u> the standard to an intern or novice principal via the given methods.	Rank from 1-5 the <u>mentor's</u> ability to assist the intern or novice principal in the <u>practical implementation of</u> the standard via the given methods.
Methods 	1 = very difficult 2 = difficult 3 = doable 4 = easy 5 = very easy	1 = very difficult 2 = difficult 3 = doable 4 = easy 5 = very easy
Standard 4 A. Ability to collaborate with families and other community members via:		
Email Chat Groups Video Conf.  Face to Face (traditional)	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5  1 2 3 4 5	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5  1 2 3 4 5
Open-ended response:		

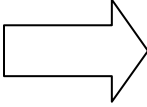
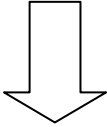
## STANDARD 5

**ACTIONS** – Candidates who are effective school principals are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Ranking 	Rank each standard element from 1-5 on the <u>mentor's</u> ability to <u>effectively teach</u> the standard to an intern or novice principal via the given methods.	Rank from 1-5 the <u>mentor's</u> ability to assist the intern or novice principal in the <u>practical implementation of</u> the standard via the given methods.
Methods 	1 = very difficult 2 = difficult 3 = doable 4 = easy 5 = very easy	1 = very difficult 2 = difficult 3 = doable 4 = easy 5 = very easy
Standard 5 A. Ability to act with integrity via:		
Email Chat Groups Video Conf.  Face to Face (traditional)	1    2    3    4    5 1    2    3    4    5 1    2    3    4    5  1    2    3    4    5	1    2    3    4    5 1    2    3    4    5 1    2    3    4    5  1    2    3    4    5
Open-ended response:		

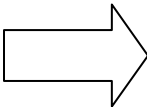
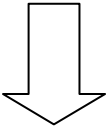
## STANDARD 6

WISDOM – Candidates who are effective school principals are educational leaders who have 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.

<p>Ranking</p> 	<p>Rank each standard element from 1-5 on the <u>mentor's</u> ability to <u>effectively teach</u> the standard to an intern or novice principal via the given methods.</p>	<p>Rank from 1-5 the <u>mentor's</u> ability to assist the intern or novice principal in the <u>practical implementation of</u> the standard via the given methods.</p>
<p>Methods</p> 	<p>1 = very difficult 2 = difficult 3 = doable 4 = easy 5 = very easy</p>	<p>1 = very difficult 2 = difficult 3 = doable 4 = easy 5 = very easy</p>
<p>Standard 6 A. Ability to understand the larger context via:</p>		
<p>Email Chat Groups Video Conf.  Face to Face (traditional)</p>	<p>1 2 3 4 5 1 2 3 4 5 1 2 3 4 5  1 2 3 4 5</p>	<p>1 2 3 4 5 1 2 3 4 5 1 2 3 4 5  1 2 3 4 5</p>
<p>Open-ended response:</p>		

## STANDARD 7

INTERNSHIP – Candidates who are effective principals have the knowledge and ability to promote the success of all students by synthesizing and applying the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school personnel for graduate credit.

<b>Ranking</b> 	Rank each standard element from 1-5 on the <u>mentor's</u> ability to <u>effectively teach</u> the standard to an intern or novice principal via the given methods.  1 = very difficult 2 = difficult 3 = doable 4 = easy 5 = very easy		Rank from 1-5 the <u>mentor's</u> ability to assist the intern or novice principal in the <u>practical implementation</u> of the standard via the given methods.  1 = very difficult 2 = difficult 3 = doable 4 = easy 5 = very easy							
<b>Methods</b> 										
<b>Standard 7 A. Ability to accept responsibility via:</b>										
Email	1	2	3	4	5	1	2	3	4	5
Chat Groups	1	2	3	4	5	1	2	3	4	5
Video Conf.	1	2	3	4	5	1	2	3	4	5
Face to Face (traditional)	1	2	3	4	5	1	2	3	4	5
Open-ended response:										
<b>Standard 7 B. Ability to demonstrate knowledge and skill via:</b>										
Email	1	2	3	4	5	1	2	3	4	5
Chat Groups	1	2	3	4	5	1	2	3	4	5
Video Conf.	1	2	3	4	5	1	2	3	4	5
Face to Face (traditional)	1	2	3	4	5	1	2	3	4	5
Open-ended response:										



Standard 7 C. Ability to learn from supervisors via:										
Email	1	2	3	4	5	1	2	3	4	5
Chat Groups	1	2	3	4	5	1	2	3	4	5
Video Conf.	1	2	3	4	5	1	2	3	4	5
Face to Face (traditional)	1	2	3	4	5	1	2	3	4	5
Open-ended response:										

OPTIONAL INFORMATION

Name:

Male or Female:

Date:

Email Address:

Check Degree of Personal Technology Ability:

Low     Average     Above Average     Excellent     Superior

Name of Institution Where Employed:

Title and Primary Area of Responsibility:

Number of Years Experience as a Principal or Professor:

Return to Don James at:

[don.james@calvarychristianky.org](mailto:don.james@calvarychristianky.org) OR

3044 Winding Trails Drive

Edgewood, KY 41017

(859) 356-9201

## Appendix G

LIBERTY UNIVERSITY

[don.james@calvarychristianky.org](mailto:don.james@calvarychristianky.org)

Donald C. James

September, 2006

Dissertation Pilot Survey Totals for Nine Participants

In partial fulfillment for dissertation completion requirements this pilot survey is being conducted with select individuals who would represent various aspects of the research project that I am conducting. The title of my dissertation is, "The Feasibility of Effective Online Mentoring of School Principals".

Your valuable input regarding the proposed survey will be helpful to me as I finalize the survey with the goal of mailing it to a larger base of participants the later part of this October 2006. Thank you for taking the time to assist me with this evaluation.

Once you have completed the enclosed survey, please place an "X" to the left of the answer that best describes your experience regarding the completion of this survey.

1. How long did it take you to complete this survey?
  - A. 2 10-20 minutes
  - B. 4 21-30 minutes
  - C. 2 31-40 minutes
  - D. 1 Other \_\_\_\_\_

Comments:

- 1) I did not understand the survey. Am I measuring what I think is possible to mentors in general or a specific mentor. All of this in my mind would depend on a lot of other variables that are not accounted for.

2. Did the introduction to the survey provide sufficient background to adequately complete the questionnaire?
  - A. 1 The introduction was incomplete
  - B. 3 The introduction was satisfactory
  - C. 5 The introduction was helpful and well done

Comments \_\_\_\_\_

3. Was the terminology for each online tool or method clearly described?
  - A. 0 The terminology explanations were insufficient
  - B. 3 The terminology explanations were satisfactory
  - C. 6 The terminology explanations were helpful and well done

Comments:

- 1) Definitions were well-stated, just not the directions of the survey.

4. Was the definition of online mentoring by Bierema and Merriam (2002) clearly defined?

- A. 0 The definition of online mentoring was insufficient  
 B. 2 The definition of online mentoring was satisfactory  
 C. 7 The definition of online mentoring was helpful and necessary

Comments \_\_\_\_\_

---

5. Were you able to properly relate to the category you represented (i.e. mentor, professor, intern or been mentored and now a principal for at least one year)?

- A. 1 I was unable to make the connection between my personal experiences and my assignment on the survey.  
 B. 4 I was able to make the connection between my personal experiences and my assignment on the survey with few questions.  
 C. 4 I was able to make the connection between my personal experiences and my assignment on the survey with no questions.

Comments \_\_\_\_\_

---

6. Were you able to make a clear distinction between the instructions for each column (Column one – "...mentor's ability to effectively communicate the standard..." and Column two – "...mentor's ability to assist the intern or novice principal in the practical implementation of the standard...")

- A. 0 The distinction between the two columns was not clear  
 B. 3 The distinction between the two columns was satisfactory  
 C. 6 The distinction between the two columns was clearly written and understood

Comments \_\_\_\_\_

---

7. Was the ranking scale (1,2,3,4,5) appropriate for each standard?

- A. 1 Using a different ranking scale would be more effective  
 B. 4 The ranking scale was adequate for most of the standards  
 C. 4 The ranking scale was clear and suitable for all standards

Comments \_\_\_\_\_

---

8. Did you find the survey to be user friendly from the beginning to the end?

- A. 2 I found the survey to be difficult to follow in many places  
 B. 3 The survey was user friendly in most aspects  
 C. 4 The survey had a nice flow and was easy to follow

Comments \_\_\_\_\_

---

#### General Comments

- 1) Is this what you are asking below? Otherwise, I assume you want me to rank a specific mentor? And if so, who? What are their qualifications? Have they been

adequately trained to utilize on-line communication? I'm not sure you are asking the right questions. "Rank each standard element from 1-5 on if you believe that mentors are able to effectively communicate the standard to an intern or novice principal via the given methods."

- 2) For me, a hard copy would have been easier to complete. I printed one off to help me keep track of the standards and rating scale as I scrolled down. I needed it for reference.
- 3) The survey could be completed in ½ the time and you would have more data (more would respond) if you used an online survey tool like survey monkey (free) or another tool to take surveys online. I do not know how good those tools are for what you want to do Don. I think they would tally the data for you.

Bierema, L. & Merriam, S. (2002). E-mentoring: Using Computer Mediated Communication to Enhance the Mentoring Process. Innovative Higher Education, 26, (3), 211-227.

## Appendix H

Dear Fellow Educators:

I am currently serving as a school administrator of a private Christian school in the greater Cincinnati Ohio, area. In completing the final stages of my doctoral dissertation at Liberty University, I am asking for your assistance in completing one of my degree requirements. My degree is in Educational Leadership, and the primary topic of my dissertation is “The Feasibility of Effective Online Mentoring of School Principals.” The online survey that I am submitting to you is a strategic element of my research and can be accessed at the connecting survey link below.

The online survey has twenty questions, is simple to use, and will take approximately 15-20 minutes to complete. Your response will provide valuable research data to help in the ongoing preparation of school principals. I am asking for your support to complete this educational, online survey if you qualify in one of the following categories below:

Categories:

- I serve or have served as a university professor responsible for preparing pre-service principals.
- I serve or have served as a principal and have mentored a novice principal.
- I am a novice or intern principal that is being mentored (this can include current college students taking principal preparation course work).
- I have been mentored and have served as a principal for at least one year.

If there are others in your profession and institution that are also qualified to complete this online survey, please forward this email to them as well.

Please complete this online survey by November 20, 2006. “Thank you” for your time and willingness to assist me. I appreciate you for your dedication and valuable influence in the realm of education. A reminder notice will be sent in ten days.

Survey Link: <http://www.surveymonkey.com/s.asp?u=776862731362>

If you have any questions or comments, feel free to contact me at [don.james@calvarychristianky.org](mailto:don.james@calvarychristianky.org) or by calling (859) 356-9201.

Educating for Eternity,

Don James  
Administrator

Appendix I

<p><b>LIBERTY UNIVERSITY</b>  <b>PILOT SURVEY</b>                  Donald C. James                  Dissertation Topic: Feasibility of Effective Online Mentoring of School Principals</p> <p><b>OPINION FEEDBACK FROM NINE (9) PILOT SURVEY PARTICIPANTS</b></p> <p>A. I currently serve as a university professor responsible for preparing pre-service principals                  B. I currently serve or have served as a principal and have mentored a novice principal                  C. I am a novice or intern principal currently being mentored                  D. I have been mentored and have served as a principal for at least one year</p>																									
STANDARD	EMAIL					CHAT GROUPS					VIDEO CONF.					FACE-TO-FACE									
	1=very difficult					2=difficult					3=doable					4=easy					5=very easy				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
<p>See the total number of survey pilot opinions registered for standard to the left with each above four methods of online communication.</p>																									
<b>Standard 1 A.</b> COMMUNICATE Ability to develop a Vision for the School via:	A			1					1					1					1						
	B		2	1			1		2				2	1					3						
	C				1					1					1				1						
	D		1	1	1	1	1		1	1	1			1	2	1			2	2					
<b>Standard 1 A.</b> IMPLEMENT Ability to develop a Vision for the School via:	A			1					1				1					1							
	B		1	1		1			2		1			1	1	1			3						
	C					1		1							1				1						
	D	1		3			1		2	1			1		3			1	1	2					
<b>Standard 2 A.</b> COMMUNICATE Ability to apply best practice to student learning via:	A				1				1					1					1						
	B	1		2					2	1				1	2				3						
	C			1				1						1					1						
	D		1	1	1	1	1		1	1	1			1	1	2			1	3					
<b>Standard 2 A.</b> IMPLEMENT Ability to apply best practice to student learning via:	A			1					1					1				1							
	B		1	2					3					1	2				3						
	C			1				1						1					1						
	D	1	1	2			1		3				1	1	2			1	2	1					

<p>A. I currently serve as a university professor responsible for preparing pre-service principals                  B. I currently serve or have served as a principal and have mentored a novice principal                  C. I am a novice or intern principal currently being mentored                  D. I have been mentored and have served as a principal for at least one year</p>																									
STANDARD	EMAIL					CHAT GROUPS					VIDEO CONF.					FACE-TO-FACE									
	1=very difficult					2=difficult					3=doable					4=easy					5=very easy				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
<p>See the total number of survey pilot opinions registered for standard to the left with each above four methods of online communication.</p>																									
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5				
<b>Standard 2 B.</b> COMMUNICATE Ability to design comprehensive professional growth staff plans via:	A			1				1				1				1						1			
	B		1		2				1	1				2		1							3		
	C					1			1							1							1		
	D		2	1		1	1		2		1				2	1	1					2	2		
<b>Standard 2 B.</b> IMPLEMENT Ability to design comprehensive professional growth staff plans via:	A			1				1					1									1			
	B		1		2				2	1				2		1							3		
	C					1			1							1							1		
	D	1	2			1	1	1	1		1		2	1	1						1	1	2		
<b>Standard 3 A.</b> COMMUNICATE Ability to manage the organization via:	A				1					1								1						1	
	B			2	1				2	1							3						3		
	C			1			1				1												1		
	D		1	1	1	1		2		1	1		1	1	2							1	3		
<b>Standard 3 A.</b> IMPLEMENT Ability to manage the organization via:	A			1					1						1							1			
	B			2	1				2	1						3						1	2		
	C			1			1				1												1		
	D	1	1	1	1		2		1	1	1		1	2								3	1		
<b>Standard 4 A.</b> COMMUNICATE Ability to collaborate with community via:	A				1					1								1						1	
	B	1			2		1		2		1			1	1							1	2		
	C			1					1							1							1		
	D		1	1	1	1	1		2	1			1	1	2							1	3		

Standard 4 A. IMPLEMENT Ability to collaborate with community via:	A			1				1				1						1		
	B	1			2		1		2		1		1	1				1	2	
	C			1				1					1						1	
	D	1	1	2			1	2	1			1		3				1	1	2
<p>A. I currently serve as a university professor responsible for preparing pre-service principals</p> <p>B. I currently serve or have served as a principal and have mentored a novice principal</p> <p>C. I am a novice or intern principal currently being mentored</p> <p>D. I have been mentored and have served as a principal for at least one year</p>																				
STANDARD	EMAIL					CHAT GROUPS					VIDEO CONF.					FACE-TO-FACE				
	1=very difficult 2=difficult 3=doable 4=easy 5=very easy																			
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
See the total number of survey pilot opinions registered for standard to the left with each above four methods of online communication.																				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Standard 5 A. COMMUNICATE Ability to act with integrity via:	A			1				1						1					1	
	B			3				3					2	1				1	2	
	C				1				1					1					1	
	D	1		1	2	1		1	2		1		1	2				1	3	
Standard 5 A. IMPLEMENT Ability to act with integrity via:	A		1				1					1						1		
	B		1	2				3					2	1				1	2	
	C				1				1					1					1	
	D	1		1	2	1	1	2	1		1		2					1	3	
Standard 6 A. COMMUNICATE Ability to understand larger context via: (*Notation below)	A																			
	B		1	2			1	2				1		1	1			1	2	
	C				1		1							1					1	
	D	1	2		1	1	1	1	1			1	2	1				1	3	
Standard 6 A. IMPLEMENT Ability to understand larger context via:	A			1				1					1					1		
	B		1	2			1	2				1		1	1			1	2	
	C				1		1						1						1	
	D	1	1	2		1	1	2				1	2	1				1	2	1
Standard 7 A. COMMUNICATE Ability to accept responsibility via:	A			1				1						1					1	
	B		1	2				3					2	1					3	
	C				1				1					1					1	
	D		1	2	1	1		2	1			1	1	2				2	2	



Standard 7 A. IMPLEMENT Ability to accept responsibility via:	A		1				1					1						1		
	B		1	2				3					2	1						3
	C					1					1					1				1
	D	1	2	1			1	1	1	1			2		2				1	2
<p>A. I currently serve as a university professor responsible for preparing pre-service principals</p> <p>B. I currently serve or have served as a principal and have mentored a novice principal</p> <p>C. I am a novice or intern principal currently being mentored</p> <p>D. I have been mentored and have served as a principal for at least one year</p>																				
STANDARD	EMAIL					CHAT GROUPS					VIDEO CONF.					FACE-TO-FACE				
	1=very difficult 2=difficult 3=doable 4=easy 5=very easy																			
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<p>See the total number of survey pilot opinions registered for standard to the left with each above four methods of online communication.</p>																				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Standard 7 B. COMMUNICATE Ability to demonstrate knowledge & skill via: *(Notation below)	A			1				1						1					1	
	B			1	1			2						1	1					2
	C					1					1				1					1
	D	1	1	1	1	1	1		2	1			1	1	2					2
Standard 7 B. IMPLEMENT Ability to demonstrate knowledge & skill via: *(Notation below)	A			1				1						1					1	
	B			1	1			2						1	1					2
	C					1					1				1					1
	D	1	1	1		1	1	1		1		2		1	1				1	1
Standard 7 C. COMMUNICATE Ability to learn from supervisors via:	A				1				1						1					1
	B		1	2				1	2					3						3
	C				1				1					1						1
	D	1	2		1	1			2	1			1	2	1					1
Standard 7 C. IMPLEMENT Ability to learn from supervisors via:	A			1				1						1						1
	B		1	2				1	1	1				3						3
	C				1				1					1						1
	D	1		2		1	1		1	1	1		1	1	1	1			1	1

\* Notation: The noted above standards have survey responses from only eight (8) participants instead of nine (9). The reason is that two participants inadvertently skipped these sections of the survey.

## Appendix J

ACSI COLLEGES GROUP

John Brown University, AZ	Houghton College, NY
Baptist College of Florida, FL	Nyack College, NY
Southeastern University Inc., FL	Southeastern Baptist Theological Sem., NC
Beacon University, GA	Cedarville University, OH
Moody Bible Institute, IL	Temple Baptist College, OH
Trinity International University, IL	Mount Vernon Nazarene University, OH
Lincoln Christian College, IL	Oral Roberts University, OK
Trinity Christian College, IL	Baptist Bible College, PA
Taylor University at Ft. Wayne, IN	Messiah College, PA
Huntington University, IN	Lancaster Bible college, PA
Indiana Wesleyan University, IN	Philadelphia Biblical University, PA
Bethel College, IN	Eastern University, PA
Taylor University, Upland, IN	Columbia International University, PA
Grace College, IN	Tennessee Temple University, TN
Faith Baptist College, IA	Bryan College, TN
Dardt College, IA	Johnson Bible College, TN
Asbury College, KY	Liberty University, VA
Louisiana Baptist University, LO	Regent University, VA
Calvin College, MI	Ozark Christian College, MO
Cornerstone University, MI	Central Baptist College, MO
Crown College, MN	Evangel University, MO
Southwest Baptist University, MO	

ELCC NATIONALLY RECOGNIZED COLLEGES GROUP

Harding University, AR

University of Colorado, CO

North GA College &amp; State University

Bradley University, IL

Chicago State University, IL

Concordia University, IL

DePaul University, IL

Eastern Illinois University, IL

Illinois University, IL

Loyola University, IL

Northern Illinois University, IL

Southern Illinois University, IL

Louisiana State University, LA

Northwestern State University, LA

Southern University, LA

University of Louisiana, LA

College of Notre Dame, MD

University of Maryland, MD

Boston College, MA

Central Michigan University, MI

Central Missouri State University,  
MOSouthwest Missouri State University,  
MO

University of Missouri, MO

Seton Hall University, NJ

Fordham University, NY

Syracuse University, NY

Teachers College, NY

Ashland University, OH

Miami University, OH

Ohio University, OH

University of Dayton, OH

Duquesne University, PA

East Stroudsburg University, PA

Furman University, SC

James Madison University, VA

Old Dominion, VA

University of Massachusetts, MA

Mississippi State University, MS

Western Michigan University, MI

Jackson State University, MS

## Appendix K

Summary of Survey Narrative Results

## Standard 1 A. Open Ended Response:

Able to effectively communicate and implement the standard to an intern or novice principal via the given methods. Standard 1 A. Ability to develop a Vision for the school.

---

1. We all hear "it just takes money" to get the current technology we need to be a current tech school, but it is possible through clever planning, donations, fundraisers, and grants (state or federal). The question is how important is it to the school's vision and that included the Administration and staff and parents.
2. When it comes to implementation of the vision for a school, there needs to be more hands-on work on the part of the mentor and the intern.
3. I still prefer sitting and talking, being able to read faces, interact.
4. Email and chat groups would be easy-to-doable.
5. But both parties must first be comfortable / able to use technology.
6. We do not do video conferencing in our school district.
7. Setting aside the time is the most difficult. While e-mail has fewer time constraints, it is not the best way to develop the relationship that is necessary.
8. Written communication has so much room for confusion without instant clarification. Face-to-face enables simple clarification that can provide

(table continues)

significant awareness for the novice.

9. Implementing a school's vision is never easy.
10. Implementation is certainly more difficult to monitor or direct in any mode other than in person. Communication would be much easier to complete in an online mode.
11. Any type of timely communication will work in a mentoring relationship.
12. Face to face should work best because of the traditional value of community.  
  
However, online community seems to be a growing thing. I am not sure of its final effect though.
13. Although never easy, developing a vision for a school will involve a great deal of input from those the Lord has called to be accountable to the named ministry. To explain what it is can be accomplished, but I believe it would be more "dimensional" than e-mail would support.
14. The same e-mail can be read completely differently by two different people. That is my biggest concern.
15. An onsite mentor who has a knowledge base of the particular school setting is by far the best mentor in my opinion.
16. I'm not sure that most people are comfortable with communication via chat rooms and video conferencing except in certain topics. Something that requires the interpersonal necessities such as mentoring doesn't seem to fit very well with those.
17. Although communication via technology is doable, the most effective is face to face.

(table continues)

18. One learns best with personal interaction.
19. First of all, mentoring in terms of vision is difficult in the perfect situation; it takes time and good relationship. Maybe if these procedures went along with some other types of contact it would be better.
20. Face to face is easier whether it is in person or via video conferencing.
21. It is best to use a combination of all of these as we are talking about developing a group vision. Not all individuals communicate effectively in a group using any of these. However, they can and should all be used, which would provide the most effective results.
22. I feel like it's easy to communicate with "constant" communication, or communication that doesn't stop (it flows). Although e-mail may work, it's a lot of stop-and-go. I like the other methods better.

#### Standard 2 A. Open Ended Response

Able to effectively communicate and implement the standard to an intern or novice principal via the given methods. Standard 2 A. Ability to apply best practice to student learning.

1. We are seeing more and more international teaching thru the internet. I think it is the next step up in education.
2. Interpersonal relations in person are always necessary to some degree.
3. Once again time is an issue. There needs to be some time for the novice principal to see it being practiced. Online methods are definitely a means to keep two people in contact to discuss issues that arise.
4. Implementation in my thinking involves trouble shooting and specific Q/A. On-line approaches can be effective especially if travel is a concern.

(table continues)

5. Once again, implementation remains more difficult to accomplish online than the communication piece mentioned for best practices in student learning.
6. Again, the dynamics of personal touch are applicable.
7. Practical implementation is best learned by observation and by trial and error. This is very difficult on-line.
8. Again, direct knowledge of the particular school setting based on personal observation will be the most effective mentorship situation. Face-to-face time initially is very important. Down the road, email follow-up support may be sufficient.
9. Though one can learn through the other methods, the greater impact is personal interaction.
10. I may be too much of a cynic, and I do not want to squash the possibilities here. I think the plan needs to unfold (sell it) before I would be more optimistic.
11. See previous response. Ditto
12. As I mentioned for Standard 1A, constant communication is better than stop and go e-mail.

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Standard 2 B. Open Ended Response:

Able to effectively communicate and implement the standard to an intern or novice principal via the given methods. Standard 2 B. Ability to design comprehensive professional growth plans for staff.

---

1. Time is an issue. Most professional growth plans are unique to a school. The mentor only needs to guide this process.

(table continues)



2. Plans are often easiest to establish in writing with time to read and edit the novices' ideas. Dialogue in writing can be effective when documented plans are the focus.
3. See response to #7
4. I believe that in-house observation of each particular situation is needed to tailor make these types of plans to meet the needs of each school.
5. Though one can learn through the other methods, the greater impact is personal interaction.
6. Normally questions will arise that require more immediate feedback.
7. Again, all of these methods can be used, but face-to face or combinations are a preference.

---

Standard 3 A. Open Ended Response:

Able to effectively communicate and implement the standard to an intern or novice principal via the given methods. Standard 3 A. Ability to manage the organization.

---

1. I don't think we can say any of these standards are "easy." Communication is always challenging, especially in the area of oversight.
2. Time is an issue. The mentor can make suggestions in this area. The mentor should at least visit the novice principal's school to get an understanding of the culture and issues that are to be faced with management.
3. Management is such a face-to-face experience. It is difficult to mentor such activity unless face-to-face opportunities occur. Novice principals can ask questions over email, but mentoring is much more effective in person.

(table continues)

4. Management of an organization, in my experience, is considerably more effective through a more traditional, in person manner.
5. Personal touch wins again.
6. Mentoring through implementation will benefit from more modeling and true shoulder-to-shoulder guidance.
7. I do not think anything can replace the one-on-one contact during the beginning years of administration.
8. Though one can learn through the other methods, the greater impact is personal interaction.
9. I think too many problems arise out of not knowing culture or facilities. I am having a hard time getting my mind around this kind of thing actually being successful!
10. Again, face-to-face (traditional or video conferencing) is still the best way.
11. Management requires all of these forms of communication today. The methods can serve different needs for communication. All should be used.
12. As I mentioned for Standard 1A, constant communication is better than stop and go e-mail.

Standard 4 A. Open Ended Response:

Able to effectively communicate and implement the standard to an intern or novice principal via the given methods. Standard 4 A. Ability to collaborate with families and other community members.

1. As I take this survey, I am seeing my incredible preference for face-to-face training. I have not tried much email training, but my limited exposure has been less than satisfying.

(table continues)

2. Collaboration with families and other members of the community really do need to be accomplished in person in order to maximize both the communication and implementation. While some of the alternative modes might be faster, face-to-face is what really works!
3. I rate this as such because of the lack of some individuals to possess such capabilities (i.e. no computer).
4. Communication is something that I believe could be evaluated in a format other than face-to-face contact.
5. Through face-to-face, some things are just learned by error and much repetition.
6. Parents are busy and hard to get a hold of. Email addresses change all the time, so getting the correct address is difficult.
7. As I mentioned for Standard 1A, constant communication is better than stop and go e-mail.

Standard 5 A. Open Ended Response:

Able to effectively communicate and implement the standard to an intern or novice principal via the given methods. Standard 5 A. Ability to act with integrity.

1. There must be procedures and a high accountability for implementing integrity... and steadfast and applicable follow-throughs.
2. It seems to me that integrity has to be seen lived out. Writing or conferencing doesn't provide much opportunity.
3. How could one observe integrity by way of technology?
4. The difference between communicating the standard and assisting with the practical implementation is the difference between content training and

(table continues)

practical coaching. The first is proactive information sharing and the later is a reactive exchange of perspectives.

5. While it would be possible to communicate the standard of integrity, monitoring its implementation would be difficult at a distance.
6. Personal touch again.
7. I believe face-to-face contact is necessary to evaluate this element.
8. Integrity calls for a close look, and I am not sure these methods give that. Too easy to hide behind the screen, or the small time frame, and make big statements that are not backed up.
9. The written word is hard to have any kind of emotion connected with it. Parents have to interpret the emotion and many times get the wrong impression of what was said or if they can trust what was said.
10. As I mentioned for Standard 1A, constant communication is better than stop and go e-mail.

Standard 6 A. Open Ended Response:

Able to effectively communicate and implement the standard to an intern or novice principal via the given methods. Standard 6 A. Ability to understand the larger context.

1. Social contexts can be learned by new communication means.
2. Some of this comes from actual experience. Either watching the mentor perform his duties or from the mentor counseling the mentee.
3. The larger context of a school's culture and climate is very difficult to teach. Each context is extremely unique. The vision of the principal and the openness of the school body are waters that must be traversed with great care and wisdom - such things are most difficult to communicate, especially

(table continues)

on-line.

4. While communicating the perspectives of the larger context seems feasible online, the actual implementation of those same areas lends themselves to a more direct, personal approach.
5. In my opinion this is something that is sort of textbook and can come through

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various means.

Standard 7 A. Open Ended Response:

Able to effectively communicate and implement the standard to an intern or novice principal via the given methods. Standard 7 A. Ability to accept responsibility.

---

1. Internship is very difficult if it is to be accomplished totally through email. Email can be an important tool, but not exclusively. A blended approach including all of the techniques listed above might be most effective.
  2. It would be acceptable to convey the paperwork portion of responsibility via an online approach; however, the day-to-day follow up of responsibility would necessitate direct involvement.
  3. I think that personal knowledge is important to evaluate the needs in this area and mentor implementation.
  4. As I mentioned for Standard 1A, constant communication is better than stop and go e-mail.
- 

Standard 7 B. Open Ended Response:

Able to effectively communicate and implement the standard to an intern or novice principal via the given methods. Standard 7 B. Ability to demonstrate knowledge and skill.

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(table continues)

1. Knowledge and skill might be best introduced via text books or journal articles. Implementation often needs personal interaction with a grass-roots mentor.
2. Leaders may readily communicate their ability to demonstrate knowledge and skill levels via an online approach, but the bottom line implementation would be difficult to assess using that mode.
3. Again, implementation is something that would need face-to-face evaluation to provide a true picture.
4. I believe in all areas that personal contact is better than technology. It does not mean that training or mentoring cannot be done through the use of email, chat groups, or video conferences, but the traditional methods work better.
5. As I mentioned for Standard 1A, constant communication is better than stop and go e-mail.

Standard 7 C. Open Ended Response:

Able to effectively communicate and implement the standard to an intern or novice principal via the given methods. Standard 7 C. Ability to learn from supervisors.

1. Observations involve lots of practice. Training is important but practice and hands-on experience are imperative.
2. More mentoring should be done even if it is done through online methods. A mentee can learn many valuable lessons through discussing daily situations with a mentor. The mentor does not have to be in person for these lessons to be learned. The mentor can also train by presenting the mentee with opportunities to answer and address issues by thinking them through. It is nice if mentees are able to get involved with the mentor for some face-to-

(table continues)

face interaction, especially to experience events with the mentor's school and the mentor's associations. This gives the mentee a broader more practical view of how or how not to do things.

3. New leaders may glean plenty of information from supervisors using an online format, but the ease in implementing what is learned from supervisors needs to be personally observed.
4. Best with personal contact.

Appendix L

LIBERTY UNIVERSITY DISSERTATION

SUMMARY OF SURVEY RESULTS

Donald C. James

November 20, 2006

Standard	Status Categories				
	I currently serve as a university professor and am (or have been) involved in preparing pre-service principals.	I currently serve or have served as a school principal and have mentored a novice principal.	I am a novice or intern principal and am currently being mentored.	I have been mentored and have served as a principal for at least one year.	This column represents the total number of survey participants who completed the entire survey.
	(6) Participants	(35) Participants	(8) Participants	(24) Participants	(73) Participants
<p>1 = Unlikely    2 = Difficult    3 = Doable    4 = Easy                      Averages for each Status Category are noted in below figures.</p>					
<p>Rank each standard element on if you believe that mentors are able to effectively COMMUNICATE the standard to an intern or novice principal via the given methods.                      Standard 1 A. Ability to develop a Vision for the school via:</p>					
Email	3.00	2.49	2.63	2.36	2.51
Chat Group	3.17	2.71	3.00	2.52	2.72
Video Conference	3.17	2.91	3.38	2.96	3.00



Online Means	3.11	2.70	3.00	2.61	2.74
Face-to-Face (Traditional)	3.83	3.74	3.75	3.70	3.74
	(6) Participants	(35) Participants	(8) Participants	(24) Participants	(73) Participants
Rank each standard element on if you believe that mentors are able to assist the intern or novice principal in the practical IMPLEMENTATION of the standard via the given methods. Standard 1 A. Ability to develop a Vision for the school via:					
Email	2.67	2.56	2.75	2.26	2.35
Chat Group	2.67	2.56	2.88	2.35	2.54
Video Conference	2.67	2.88	3.25	2.78	2.87
Online Means	2.67	2.67	2.96	2.46	2.59
Face-to-Face (Traditional)	3.5	3.56	4.00	3.57	3.60
Rank each standard element on if you believe that mentors are able to effectively COMMUNICATE the standard to an intern or novice principal via the given methods. Standard 2 A. Ability to apply best practice to student learning via:					
Email	3.00	2.40	2.63	2.50	2.51
Chat Group	3.17	2.49	2.88	2.71	2.66
Video Conference	3.00	2.74	3.38	3.08	2.95
Online Means	3.06	2.54	2.96	2.76	2.71
Face-to-Face (Traditional)	3.50	3.63	3.88	3.54	3.62
Rank each standard element on if you believe that mentors are able to assist the intern or novice principal in the practical IMPLEMENTATION of the standard via the given methods. Standard 2 A. Ability to apply best practice to student learning via:					
Email	2.50	2.26	2.38	2.17	2.26
Chat Group	2.67	2.42	2.50	2.38	2.44
Video Conference	2.50	2.71	2.88	2.83	2.75
Online Means	2.56	2.46	2.59	2.46	2.48
Face-to-Face (Traditional)	3.50	3.68	3.75	3.50	3.61
Rank each standard element on if you believe that mentors are able to effectively COMMUNICATE the standard to an intern or novice principal via the given methods.					

Standard 2 B. Ability to design comprehensive professional growth plans for staff via:					
Email	3.17	2.77	2.88	2.75	2.81
Chat Group	3.17	2.63	2.88	2.79	2.75
Video Conference	3.17	2.91	3.25	3.08	3.03
Online Means	3.17	2.77	3.00	2.87	2.86
Face-to-Face (Traditional)	3.83	3.54	3.88	3.58	3.62
	(6) Participants	(35) Participants	(8) Participants	(24) Participants	(73) Participants
Rank each standard element on if you believe that mentors are able to assist the intern or novice principal in the practical IMPLEMENTATION of the standard via the given methods.					
Standard 2 B. Ability to design comprehensive professional growth plans for staff via:					
Email	2.67	2.44	2.25	2.46	2.44
Chat Group	3.00	2.67	2.38	2.54	2.62
Video Conference	3.17	2.88	2.88	2.96	2.93
Online Means	2.95	2.66	2.88	2.96	2.66
Face-to-Face (Traditional)	3.60	3.59	3.63	3.50	3.56
Rank each standard element on if you believe that mentors are able to effectively COMMUNICATE the standard to an intern or novice principal via the given methods.					
Standard 3 A. Ability to manage the organization via:					
Email	3.17	2.31	2.38	2.21	2.36
Chat Group	3.17	2.29	2.50	2.25	2.37
Video Conference	3.17	2.57	2.75	2.83	2.73
Online Means	3.17	2.39	2.54	2.43	2.49
Face-to-Face (Traditional)	3.67	3.63	3.88	3.54	3.63
Rank each standard element on if you believe that mentors are able to assist the intern or novice principal in the practical IMPLEMENTATION of the standard via the given methods.					
Standard 3 A. Ability to manage the organization via:					
Email	2.83	2.00	2.13	2.08	2.11
Chat Group	2.83	2.18	2.25	2.21	2.25
Video Conference	2.83	2.56	2.71	2.71	2.65

Online Means	2.83	2.25	2.36	2.33	2.34
Face-to-Face (Traditional)	3.67	3.58	3.75	3.38	3.54
Rank each standard element on if you believe that mentors are able to effectively COMMUNICATE the standard to an intern or novice principal via the given methods.					
Standard 4 A. Ability to collaborate with families and other community members via:					
Email	3.00	2.83	3.38	2.75	2.88
Chat Group	3.17	2.63	3.00	2.46	2.66
Video Conference	3.17	2.83	3.13	2.58	2.81
Online Means	3.11	2.76	3.17	2.60	2.78
Face-to-Face (Traditional)	3.83	3.60	3.75	3.58	3.63
	(6) Participants	(35) Participants	(8) Participants	(24) Participants	(73) Participants
Rank each standard element on if you believe that mentors are able to assist the intern or novice principal in the practical IMPLEMENTATION of the standard via the given methods.					
Standard 4 A. Ability to collaborate with families and other community members via:					
Email	2.83	2.53	3.13	2.50	2.61
Chat Group	2.83	2.36	2.88	2.38	2.46
Video Conference	2.67	2.59	2.88	2.54	2.61
Online Means	2.78	2.49	2.96	2.47	2.56
Face-to-Face (Traditional)	3.50	3.58	3.75	3.42	3.54
Rank each standard element on if you believe that mentors are able to effectively COMMUNICATE the standard to an intern or novice principal via the given methods.					
Standard 5 A. Ability to act with integrity via:					
Email	3.00	2.71	2.88	2.54	2.70
Chat Group	3.50	2.57	2.88	2.63	2.70
Video Conference	3.17	2.88	3.38	2.79	2.93
Online Means	3.22	2.72	3.05	2.65	2.78
Face-to-Face (Traditional)	3.83	3.71	3.88	3.67	3.72
Rank each standard element on if you believe that mentors are able to assist the intern or novice principal in the practical IMPLEMENTATION of the standard via the given methods.					

Standard 5 A. Ability to act with integrity via:					
Email	2.83	2.37	2.75	2.38	2.45
Chat Group	3.17	2.23	2.88	2.38	2.42
Video Conference	2.67	2.56	3.13	2.63	2.65
Online Means	2.89	2.39	2.92	2.46	2.52
Face-to-Face (Traditional)	3.50	3.66	3.75	3.54	3.62
Rank each standard element on if you believe that mentors are able to effectively COMMUNICATE the standard to an intern or novice principal via the given methods.					
Standard 6 A. Ability to understand the larger context via:					
Email	2.33	2.31	2.63	2.38	2.37
Chat Group	2.67	2.40	2.63	2.50	2.48
Video Conference	2.33	2.80	3.38	2.92	2.86
Online Means	2.44	2.50	2.88	2.60	2.57
Face-to-Face (Traditional)	3.17	3.37	4.00	3.33	3.41
	(6) Participants	(35) Participants	(8) Participants	(24) Participants	(73) Participants
Rank each standard element on if you believe that mentors are able to assist the intern or novice principal in the practical IMPLEMENTATION of the standard via the given methods.					
Standard 6 A. Ability to understand the larger context via:					
Email	2.17	2.14	2.25	2.29	2.21
Chat Group	2.50	2.23	2.38	2.42	2.33
Video Conference	2.33	2.49	3.13	2.79	2.64
Online Means	2.51	2.29	2.59	2.50	2.39
Face-to-Face (Traditional)	2.83	3.29	4.00	3.29	3.33
Rank each standard element on if you believe that mentors are able to effectively COMMUNICATE the standard to an intern or novice principal via the given methods.					
Standard 7 A. Ability to accept responsibility via:					
Email	2.83	2.43	3.13	2.54	2.58
Chat Group	3.17	2.51	3.00	2.50	2.62
Video Conference	2.83	2.77	3.25	2.79	2.84

Online Means	2.94	2.57	3.13	2.61	2.68
Face-to-Face (Traditional)	3.50	3.57	3.75	3.54	3.58
Rank each standard element on if you believe that mentors are able to assist the intern or novice principal in the practical IMPLEMENTATION of the standard via the given methods.					
Standard 7 A. Ability to accept responsibility via:					
Email	2.50	2.09	2.88	2.42	2.32
Chat Group	2.83	2.23	2.63	2.33	2.36
Video Conference	2.33	2.51	3.00	2.58	2.58
Online Means	2.55	2.28	2.84	2.44	2.42
Face-to-Face (Traditional)	3.17	3.53	3.88	3.33	3.47
Rank each standard element on if you believe that mentors are able to effectively COMMUNICATE the standard to an intern or novice principal via the given methods.					
Standard 7 B. Ability to demonstrate knowledge and skill via:					
Email	3.00	2.63	2.63	2.67	2.67
Chat Group	2.83	2.57	2.63	2.75	2.66
Video Conference	2.83	2.91	3.25	3.13	3.01
Online Means	2.89	2.70	2.84	2.85	2.78
Face-to-Face (Traditional)	3.67	3.63	3.88	3.50	3.62
	(6) Participants	(35) Participants	(8) Participants	(24) Participants	(73) Participants
Rank each standard element on if you believe that mentors are able to assist the intern or novice principal in the practical IMPLEMENTATION of the standard via the given methods.					
Standard 7 B. Ability to demonstrate knowledge and skill via:					
Email	2.67	2.39	2.63	2.38	2.44
Chat Group	2.83	2.32	2.75	2.63	2.51
Video Conference	2.67	2.65	2.88	2.92	2.76
Online Means	2.72	2.45	2.75	2.64	2.57
Face-to-Face (Traditional)	3.67	3.54	3.88	3.54	3.59
Rank each standard element on if you believe that mentors are able to effectively COMMUNICATE the standard to an intern or novice					

principal via the given methods.

Standard 7 C. Ability to learn from supervisors via:

Email	2.67	2.63	2.63	2.74	2.67
Chat Group	2.83	2.66	2.75	2.74	2.71
Video Conference	2.67	2.97	3.38	3.18	3.06
Online Means	2.72	2.75	2.92	2.87	2.81
Face-to-Face (Traditional)	3.33	3.62	3.88	3.74	3.66

Rank each standard element on if you believe that mentors are able to assist the intern or novice principal in the practical  
IMPLEMENTATION of the standard via the given methods.

Standard 7 C. Ability to learn from supervisors via:

Email	2.67	2.46	2.63	2.54	2.52
Chat Group	3.00	2.31	2.63	2.54	2.48
Video Conference	2.67	2.63	3.13	2.96	2.79
Online Means	2.78	2.47	2.80	2.68	2.60
Face-to-Face (Traditional)	3.33	3.63	3.88	3.58	3.62

