

ILLINOIS NEW PRINCIPAL MENTORING PROGRAM



NEW PRINCIPAL / MENTOR / PROVIDER MID-YEAR SURVEY

FEBRUARY 2011



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I. INTRODUCTION

The Illinois New Principal Mentoring Program, (NPMP) in partnership with ECRA Group, Inc., a leader in educational research, is continuing to study the experiences of NPMP participants through a mid-year survey. The study is in its second year and results of the current year's survey are analyzed in relation to prior responses. The 2011 mid-year survey was the third consecutive mid-year survey administered to New Principals, Mentors and Providers. This document contains the results of the 2011 mid-year survey. The surveys were designed as follows:

New Principal Survey:

- To identify means and degree of interaction with mentors
- To determine perceptions of the quality of the NPMP
- To determine how often new principals and mentors engage in various types discussion/learning/support
- To determine new principals' satisfaction with the support they are receiving from mentors in targeted areas of focus
- To determine the benefits of the NPMP
- To determine additional ways in which the NPMP can help

Mentor Survey:

- To identify means and degree of interaction with new principals
- To determine perceptions of the quality of the NPMP
- To determine how often mentors and new principals engage in various types discussion/learning/support
- To determine how proficient mentors feel their new principals are in each of those areas
- To determine the benefits of the NPMP
- To determine areas in which new principals need additional support

Provider Survey:

- To identify means and degree of interaction between mentors and providers
- To determine perceptions of the quality of the NPMP
- To determine how often providers offered professional development opportunities for mentors and new principals in various areas
- To determine how qualified providers feel mentors are to offer support to new principals in each of those areas
- To determine the most effective/successful components of the NPMP
- To determine areas for improvement

Because the surveys were self-rated instruments and many of the ratings tend to be on the higher end of the scale, program leadership should look at the items in relation to each other when determining strengths and areas for improvement.

Sample Demographics: New Principals

A total of 109 new principals participated in the 2011 mid-year survey. This is a significant decline over the previous mid-year surveys. It should be noted that the fall and mid-year surveys were conducted very close to each other in late 2010, which could have affected new principal participation in the second survey. Demographics of the sample are tabled below. Percentages might not add to 100 due to rounding. Most demographic representations are very similar to the previous surveys. Of note, the percentage of Hispanic principals has risen by 2 points.

Gender

Percent Male	Percent Female
54	46

School Setting

Setting	Percent of Principals
Rural	37
Suburban	49
Urban	14

Student Population

Number of Students	Percent of Principals
Under 100	6
100-500	67
500-1000	17
1000-2000	7
More than 2000	4

Type of School

Grade Levels	Percent of Principals
Early Childhood	5
Elementary	58
Middle	12
Junior High	2
Secondary	22
K-12	1

Race/Ethnicity

	Percent of Principals
White	90
Black	6
Hispanic	4
Other	0

Sample Demographics: Mentors

A total of 144 mentor surveys were completed by mentors when the survey was conducted in late 2010. This is a decline of approximately 40 mentors over the previous survey. Demographics of the sample are tabled below. The percentage of retired principals who took the survey has continued to increase over 2008-2010, while the percentage of current principals continues to decrease. Of note, while 4 percent of new principal respondents are of Hispanic ethnicity, there are no Hispanic mentors who responded to the survey.

Gender

Percent Male	Percent Female
58	42

Current Position

Setting	Percent of Mentors
Principal	13
Retired Principal	77
Other	9

Level of School(s) Served

Grade Levels	Percent of Mentors*
Early Childhood	1
Elementary	44
Middle	13
Junior High	3
Secondary	23
K-12	8
Other	8

Race/Ethnicity

	Percent of Mentors
White	96
Black	4
Hispanic	0
Other	0

Sample Demographics: Providers

15 providers participated in the 2011 mid-year survey. (This is similar to last year's participation of 19). It should be noted that specific *identification* information was collected from providers, but the provider as an entity – not an individual – did not suit itself to collecting demographic information similar to that of the new principals and mentors. The following information is available in list form upon request from the NPMP: Provider Name / Provider Contact / # of Mentors Recruited 2010-2011/ # of Mentors Available to Provide Services / # of New Principals Placed 2010-2011.

II. FINDINGS



1.

Overall Quality of the New Principal Mentoring Program

The New Principal Mentoring Program continues to be very highly regarded by its participants, including providers, mentors, and especially the new principals themselves. Perceptions of the quality of the program have consistently increased over the course of three survey administrations among each participant group. The level of interaction between new principals and mentors has been consistently frequent, with participants placing great value on telephone calls, emails, face-to-face discussions and site visits. New Principals especially appreciate that their mentors are accessible and responsive and a valuable resource whenever called upon. Mentors feel their new principals are dedicated to the program and to working toward excellence in their new roles. Providers agree that the mentors in the program are highly qualified in the majority of areas of focus. Program participants also appreciate the networking opportunities provided by the NPMP, and would like to see more sophisticated workshops on issues surrounding the current educational environment such as professional development, teacher evaluation and performance, navigating legislative issues, stakeholder engagement and dealing with highly charged political issues.



2.

Leadership Support

Leadership areas continue to show the highest levels of engagement and support in the program. These areas include maintaining high expectations for students and teachers, engendering faculty trust and commitment, implementing best practices of supervision, accepting accountability for decisions and actions, and facilitating teamwork at all levels of the organization. New principals are satisfied with their mentoring in these areas, and mentors feel that new principals are highly proficient and most prepared for their new role in these areas. Providers are also satisfied with the level of professional development opportunities in these areas.



3.

Instructional Support

The levels of engagement and support in implementing best practices in instruction and maintaining high academic standards are high. Areas for increased focus continue to include integrating diversity into curriculum and instruction and incorporating technology into the classroom to enhance learning. New principals especially appreciate their mentors' guidance in engaging faculty in new curricula as well as managing expectations.

**4.****Assessment and Continuous Quality Improvement Support**

New principals are highly satisfied with their mentors' support in providing clear feedback to subordinates, reporting assessment and evaluation findings, using assessment to improve instructional practices and appraising teaching methods, and mentors feel that new principals are fairly proficient in these areas by mid-year. At the same time, teacher appraisal is one area that was suggested for the program to provide additional support and development opportunities.

**5.****Planning Support**

Planning areas continue to be those in which new principals are least familiar with and mentors feel that they need the most support in. Goal-setting and organizational change are general strengths in this field, while additional assistance is needed in strategic planning, allocating resources and creating and implementing a budget. This finding is consistent with past surveys. Providers feel that additional professional development opportunities would be beneficial in these areas, especially.

**6.****Professional Development, Culture, and Communication Support**

Participants in the program are satisfied with the professional development guidance they receive from mentors; however, professional development was also a specific area in which it was suggested that the program provide additional workshops. Some participants would like to see a more sophisticated approach to highly relevant issues in education in the current environment. New principals feel supported in their efforts to foster a positive school culture and climate. They feel they would additionally benefit from a focus on how to better engage parents and community in their schools.

III. EVIDENCE

Part 1: Level of Interaction among New Principals/Mentors/Providers

For the first part of the survey, new principals and mentors were asked to indicate the level of interaction they had with each other in various capacities since the program began. Providers were asked to indicate the level of interaction they had with their mentors. Results are tabled below. Percentages for each row might not add to 100 due to rounding.

2011 New Principals' Estimated Level of Interaction with Mentors

<i>Means of Interaction</i>	<i>Percent 1-5 Times</i>	<i>Percent 6-10 Times</i>	<i>Percent 11-15 Times</i>	<i>Percent 16-20 Times</i>	<i>Percent 21+ Times</i>
Talked in person outside of school	74%	14%	14%	0%	5%
Talked by telephone	67%	18%	4%	3%	8%
Email or text message	20%	32%	17%	5%	28%
Participated in organized NPMP networking opportunity	95%	3%	0%	0%	2%
School visit	51%	30%	8%	1%	1%

The number of interactions of various forms that principals are reporting has not changed significantly over previous surveys.

Mentors' Estimated Level of Interaction with their New Principals

<i>Means of Interaction</i>	<i>Percent 1-5 Times</i>	<i>Percent 6-10 Times</i>	<i>Percent 11-15 Times</i>	<i>Percent 16-20 Times</i>	<i>Percent 21+ Times</i>
Talked in person outside of school	78%	25%	1%	1%	5%
Talked by telephone	70%	21%	4%	1%	3%
Email or text message	23%	29%	12%	6%	30%
Participated in organized NPMP networking opportunity	98%	2%	0%	0%	0%
School visit	51%	36%	9%	4%	2%

Mentors are reporting generally the same levels of interactions of various forms when compared to previous years.

Providers' Estimated Level of Interaction with their Mentors

<i>Means of Interaction</i>	<i>Percent 1-5 Times</i>	<i>Percent 6-10 Times</i>	<i>Percent 11-15 Times</i>	<i>Percent 16-20 Times</i>	<i>Percent 21+ Times</i>
Talked in person outside of school	73%	13%	7%	0%	7%
Talked by telephone	63%	28%	0%	0%	7%
Email or text message	23%	48%	7%	0%	20%
Participated in organized NPMP networking opportunity	98%	1%	0%	0%	0%
Workplace visit	82%	18%	0%	0%	6%

When compared to the previous mid-year surveys, it should be noted that there has been a slight decrease in the *number* of interactions of various forms that providers are reporting.




Part 2: Quality of the New Principal Mentoring Program

The next part of the survey asked new principals, mentors and providers to assign a letter grade (A through F) to various aspects of the NPMP. For the letter-grade section of the survey, results of the items are displayed in a table listing the mean ratings of new principal, mentor and provider responses. Mean ratings for the letter-grade items are based on a scale of 0 to 4, with 0 corresponding to an “F” grade and 4 corresponding to an “A” grade.

The following numerical assignment was used for mean calculations:

4 = A (Excellent)
3 = B (Good)
2 = C (Fair)
1 = D (Poor)
0 = F (Failing)

Higher mean ratings reflect higher grades. The following general rules can be used to interpret the mean ratings contained in this report. These rules are meant to provide a general framework for interpretation of items. However, they should not be interpreted as absolute standards.

KEY	 Highly positive ratings (3.30 or above)
	 Somewhat positive ratings (3.00 to 3.29)
	 Less favorable ratings (Less than 3.00)

Please consult the histograms in the appendices of this report to determine individual breakdowns (A through F) for each item.

Mean Ratings for the Quality of the New Principal Mentoring Program

Item	New Principals			Mentors			Providers		
	10/11	09/10	08/09	10/11	09/10	08/09	10/11	09/10	08/09
Overall quality of the NPMP	3.37	3.20	3.20	3.55	3.62	3.56	3.87	3.53	3.48
Quality of your mentor	3.82	3.74	3.71						
Commitment of your mentor to supporting you	3.85	3.78	3.75						
Commitment of your new principal(s) to the mentoring program				3.62	3.62	3.41	3.60	3.21	3.35
Commitment of your mentors to the mentoring program							4.00	3.84	3.85
Commitment of your mentor to professionalism	3.91	3.85	3.82						
Professionalism of your mentors							3.93	4.00	3.92
Networking opportunities provided by your mentoring provider	3.22	3.10	3.09	3.39	3.44	3.29			
Professional development support	3.29	3.23	3.21						
Initial training of your mentoring provider				3.60	3.72	3.61			
Professional development of your mentoring provider				3.51	3.55	3.54			
Guidance from the NPMP in relation to professional development opportunities							3.40	3.32	3.08
Guidance in mentoring techniques and leadership issues from your provider				3.53	3.51	3.47			
Guidance from the NPMP in relation to teaching mentoring techniques							3.47	3.00	3.12
Mentoring listserv				2.93	2.74	2.38	2.50	2.78	2.16
NPMP web site				3.21	3.18	3.08	3.33	3.42	3.23

KEY

- Highly positive ratings
- Somewhat positive ratings
- Less favorable ratings

Comments:

Please note that the current year survey ratings are in the left column of each category, followed by previous years. New principal ratings of the program have shown a steady increase over the course of the three surveys. They continue to rate their mentors very highly. Mentors consistently rate the program with the exception of the listserv and web site, although those ratings have increased. Providers continue to think very highly of the overall quality of the program, as well as both mentors and new principals. The only area targeted for improvement on the 2011 provider survey was the listserv.




Part 3: Discussion/Learning/Support and Professional Development Opportunities

Part 3 of the survey was multifaceted. First, new principals and mentors were asked to indicate how often they engaged in discussion/learning/support in various areas since the program started. Similarly, providers were asked to indicate how often they provided professional development opportunities in each of those areas.

The mean ratings for each group are tabled. These ratings are based on a scale of 0, indicating a lower level (fewer instances) of engagement/opportunities, to 4, indicating a greater level (more instances) of engagement/opportunities. The following numerical assignment was used for mean calculations:

- 4 = Often
- 3 = Sometimes
- 2 = Seldom
- 1 = Not at all

The highest mean rating possible is a 4.0. The following general rules can be used to interpret the mean ratings contained in this report. These rules are meant to provide a general framework for interpretation of items. However, they should not be interpreted as absolute standards.

-  Mean ratings of 3.3 or above reflect areas in which a greater level of engagement/opportunities took place.
-  Ratings between a 3.0 and 3.29 indicate areas in which a moderate level of engagement/opportunities took place.
-  Ratings below a 3.0 indicate areas in which a lower level of engagement/opportunities took place.




Next, survey participants were asked to do the following for each of the same items:

- New principals were asked to indicate their level of satisfaction of support in each area
- Mentors were asked to indicate the proficiency of their new principal in each area
- Providers were asked to indicate how qualified their mentors are to provide services in each area

Each stakeholder group was asked to use a scale appropriate to them in relation to those they were working with in the program. They were rating the same areas of focus, thus results are tabled according to the area of focus, the mean ratings for each group are tabled. The following numerical assignment was used for mean calculations:

Rating	New Principal rating of Satisfaction with Support	Mentor rating of New Principal Proficiency	Provider rating of Mentor Qualification
4	Very Satisfied	Very Proficient	Highly Qualified
3	Satisfied	Moderately Proficient	Qualified
2	Somewhat Satisfied	A Little Bit Proficient	Somewhat Qualified
1	Not Satisfied	Not at All Proficient	Not at all Qualified

The highest mean rating possible is a 4.0. The following general rules can be used to interpret the mean ratings contained in this report. These rules are meant to provide a general framework for interpretation of items. However, they should not be interpreted as absolute standards.

-  Mean ratings of 3.3 or above reflect areas of high satisfaction / proficiency / qualification.
-  Ratings between a 3.0 and 3.29 indicate areas of moderate satisfaction / proficiency / qualification.
-  Ratings below a 3.0 indicate areas of lower satisfaction / proficiency / qualification.

Please consult the histograms in the appendices of this report to determine individual breakdowns of ratings for each item.

A. LEADERSHIP

Mean Ratings for Leadership Items: *Level of Engagement / Opportunities Provided*

Item	Level of Engagement with Mentor as rated by NP			Level of Engagement with NP as rated by Mentor			Level of Professional Development Opps as rated by Providers		
	10/11	09/10	08/09	10/11	09/10	08/09	10/11	09/10	08/09
Engendering faculty/staff trust, confidence and commitment to the school	3.55	3.55	3.49	3.65	3.62	3.59	3.43	3.21	3.39
Maintaining high expectations for teacher and student performance	3.61	3.49	3.54	3.61	3.60	3.61	3.36	3.26	3.52
Implementing best practices of supervision	3.54	3.45	3.39	3.50	3.56	3.44	3.36	3.11	3.39
Facilitating teamwork at all levels of the organization	3.51	3.41	3.37	3.58	3.48	3.52	3.29	3.11	3.14
Accepting accountability for decisions and actions	3.37	3.36	3.30	3.31	3.35	3.34	3.43	2.95	3.23

- Areas of greater levels of engagement / opportunities
- Areas of moderate levels of engagement / opportunities
- Areas of lower levels of engagement opportunities

Mean Ratings for Leadership Items: *Satisfaction with Support and Qualification of Mentor*

Item	Satisfaction with Support as rated by NP		Level of NP Proficiency as Rated by Mentor		Qualification of Mentor(s) as rated by Provider		
	10/11	09/10	10/11	09/10	10/11	09/10	08/09
Year of Survey							
Maintaining high expectations for teacher and student performance	3.61	3.54	3.59	3.51	3.80	3.68	3.61
Engendering faculty/staff trust, confidence and commitment to the school	3.59	3.52	3.46	3.44	3.80	3.63	3.57
Implementing best practices of supervision	3.51	3.52	3.38	3.37	3.80	3.53	3.52
Accepting accountability for decisions and actions	3.57	3.50	3.57	3.53	3.86	3.53	3.61
Facilitating teamwork at all levels of the organization	3.53	3.44	3.35	3.40	3.73	3.47	3.39

- Areas of high satisfaction / proficiency/ qualification
- Areas of moderate satisfaction / proficiency/ qualification
- Areas of lower satisfaction / proficiency/ qualification

B. INSTRUCTIONAL FOCUS AND RIGOR

Mean Ratings for Instructional Focus and Rigor Items: *Level of Engagement / Opportunities Provided*

Item	Level of Engagement with Mentor as rated by NP			Level of Engagement with NP as rated by Mentor			Level of Professional Development Opportunities as rated by Providers		
	10/11	09/10	08/09	10/11	09/10	08/09	10/11	09/10	08/09
Implementing best practices in instruction	3.43	3.38	3.32	3.42	3.41	3.37	3.29	3.42	3.27
Maintaining high academic standards	3.48	3.37	3.39	3.45	3.51	3.54	3.36	3.47	3.43
Integrating diversity into curriculum and instruction	2.78	2.84	2.79	2.70	2.77	2.71	2.86	2.63	2.52
Incorporating technology into the classroom to enhance learning	2.72	2.76	2.64	2.68	2.67	2.62	2.86	2.74	2.43

- Areas of greater levels of engagement / opportunities
- Areas of moderate levels of engagement / opportunities
- Areas of lower levels of engagement opportunities

**Mean Ratings for Instructional Focus and Rigor Items:
Satisfaction with Support and Qualification of Mentor**

Item	Satisfaction with Support as rated by NP		Level of NP Proficiency as Rated by Mentor		Qualification of Mentor(s) as rated by Provider		
	10/11	09/10	10/11	09/10	10/11	09/10	08/09
Year of Survey							
Maintaining high academic standards	3.50	3.41	3.48	3.47	3.77	3.68	3.64
Implementing best practices in instruction	3.49	3.39	3.47	3.39	3.71	3.63	3.55
Incorporating technology into the classroom to enhance learning	3.20	3.17	3.33	3.15	3.07	3.00	2.91
Integrating diversity into curriculum and instruction	3.27	3.16	3.13	3.02	3.36	3.16	3.17

- Areas of high satisfaction / proficiency/ qualification
- Areas of moderate satisfaction / proficiency/ qualification
- Areas of lower satisfaction / proficiency/ qualification

C. ASSESSMENT AND CONTINUOUS QUALITY IMPROVEMENT (CQI)

Mean Ratings for Assessment and CQI Items: *Level of Engagement / Opportunities Provided*

Item	Level of Engagement with Mentor as rated by NP			Level of Engagement with NP as rated by Mentor			Level of Professional Development Opportunities as rated by Providers		
	10/11	09/10	08/09	10/11	09/10	08/09	10/11	09/10	08/09
Providing clear feedback to subordinates without offending or patronizing people	3.44	3.41	3.29	3.46	3.42	3.39	3.29	3.00	3.04
Using assessment to improve instructional practices	3.30	3.25	3.17	3.22	3.31	3.31	3.21	3.06	3.39
Appraising teaching methods to ensure alignment to curriculum	3.23	3.14	3.14	3.26	3.22	3.07	3.23	3.28	2.87
Reporting assessment and evaluation findings	3.15	3.13	3.03	3.06	3.19	3.15	3.31	3.06	3.04

- Areas of greater levels of engagement / opportunities
- Areas of moderate levels of engagement / opportunities
- Areas of lower levels of engagement opportunities

**Mean Ratings for Assessment and CQI Items:
Satisfaction with Support and Qualification of Mentor**

Item	Satisfaction with Support as rated by NP		Level of NP Proficiency as Rated by Mentor		Qualification of Mentor(s) as rated by Provider		
	10/11	09/10	10/11	09/10	10/11	09/10	08/09
Providing clear feedback to subordinates without offending or patronizing people	3.58	3.46	3.36	3.32	3.79	3.56	3.61
Reporting assessment and evaluation findings	3.43	3.40	3.25	3.18	3.71	3.44	3.43
Using assessment to improve instructional practices	3.47	3.37	3.36	3.16	3.57	3.28	3.52
Appraising teaching methods to ensure alignment to curriculum	3.38	3.32	3.28	3.16	3.57	3.61	3.43

- Areas of high satisfaction / proficiency/ qualification
- Areas of moderate satisfaction / proficiency/ qualification
- Areas of lower satisfaction / proficiency/ qualification

D. PLANNING

Mean Ratings for Planning Items: *Level of Engagement / Opportunities Provided*

Item	Level of Engagement with Mentor as rated by NP			Level of Engagement with NP as rated by Mentor			Level of Professional Development Opportunities as rated by Providers		
	10/11	09/10	08/09	10/11	09/10	08/09	10/11	09/10	08/09
Understanding and implementing organizational change	3.52	3.47	3.33	3.47	3.39	3.32	3.14	3.06	3.17
Goal-setting	3.38	3.39	3.30	3.45	3.40	3.37	3.50	3.17	3.26
Strategic planning	3.15	3.18	3.14	3.05	2.95	2.93	3.07	2.76	2.87
Allocating resources	2.56	2.66	2.51	2.51	2.69	2.56	2.93	2.50	2.52
Implementing a budget	2.26	2.42	2.28	2.22	2.41	2.32	2.71	2.28	2.39
Creating a budget	2.25	2.43	2.25	2.16	2.33	2.24	2.71	2.39	2.26

- Areas of greater levels of engagement / opportunities
- Areas of moderate levels of engagement / opportunities
- Areas of lower levels of engagement opportunities

Mean Ratings for Planning Items: *Satisfaction with Support and Qualification of Mentor*

Item	Satisfaction with Support as rated by NP		Level of NP Proficiency as Rated by Mentor		Qualification of Mentor(s) as rated by Provider		
	10/11	09/10	10/11	09/10	10/11	09/10	08/09
Goal-setting	3.50	3.50	3.24	3.26	3.86	3.67	3.61
Understanding and implementing organizational change	3.53	3.49	3.21	3.12	3.64	3.33	3.48
Strategic planning	3.45	3.33	3.09	3.00	3.50	3.28	3.30
Allocating resources	3.71	3.15	3.11	3.05	3.71	3.56	3.48
Creating a budget	3.09	3.13	2.88	2.82	3.50	3.50	3.43
Implementing a budget	3.11	3.12	3.02	2.95	3.50	3.61	3.52

- Areas of high satisfaction / proficiency/ qualification
- Areas of moderate satisfaction / proficiency/ qualification
- Areas of lower satisfaction / proficiency/ qualification

E. PROFESSIONAL DEVELOPMENT

Mean Ratings for Professional Development Items: *Level of Engagement / Opportunities Provided*

Item	Level of Engagement with Mentor as rated by NP			Level of Engagement with NP as rated by Mentor			Level of Professional Development Opportunities as rated by Providers		
	10/11	09/10	08/09	10/11	09/10	08/09	10/11	09/10	08/09
Year of Survey									
Mentoring staff to improve their instruction	3.34	3.33	3.17	3.39	3.34	3.28	3.29	3.33	3.22
Implementing best practices in staff development opportunities	3.39	3.32	3.21	3.29	3.31	3.19	3.36	3.39	3.13
Recognizing and celebrating the professional accomplishments of faculty/staff	3.33	3.32	3.11	3.23	3.28	3.13	3.55	3.17	3.22
Coaching classroom management strategies	3.10	3.14	2.94	3.01	3.10	3.02	3.31	2.94	2.96

- Areas of greater levels of engagement / opportunities
- Areas of moderate levels of engagement / opportunities
- Areas of lower levels of engagement opportunities

**Mean Ratings for Professional Development Items:
Satisfaction with Support and Qualification of Mentor**

Item	Satisfaction with Support as rated by NP		Level of NP Proficiency as Rated by Mentor		Qualification of Mentor(s) as rated by Provider		
	10/11	09/10	10/11	09/10	10/11	09/10	08/09
Mentoring staff to improve their instruction	3.43	3.43	3.26	3.21	3.79	3.61	3.48
Recognizing and celebrating the professional accomplishments of faculty/staff	3.45	3.42	3.44	3.41	3.71	3.44	3.57
Coaching classroom management strategies	3.33	3.39	3.25	3.25	3.71	3.56	3.48
Implementing best practices in staff development opportunities	3.43	3.39	3.28	3.25	3.64	3.50	3.43

- Areas of high satisfaction / proficiency/ qualification
- Areas of moderate satisfaction / proficiency/ qualification
- Areas of lower satisfaction / proficiency/ qualification

F. CULTURE AND COMMUNICATION

Mean Ratings for Culture and Communication Items: *Level of Engagement / Opportunities Provided*

Item	Level of Engagement with Mentor as rated by NP			Level of Engagement with NP as rated by Mentor			Level of Professional Development Opportunities as rated by Providers		
	10/11	09/10	08/09	10/11	09/10	08/09	10/11	09/10	08/09
Communicating effectively with teachers, counselors, deans and other administrators	3.61	3.61	3.45	3.60	3.60	3.51	3.43	3.32	3.22
Promoting a culture of respect within the school	3.60	3.54	3.41	3.52	3.60	3.48	3.50	3.26	3.35
Using collaboration to make decisions	3.47	3.45	3.34	3.43	3.44	3.36	3.50	3.16	3.04
Maintaining an open-door policy	3.37	3.43	3.28	3.17	3.31	3.32	3.46	3.21	3.00
Negotiating school conflicts	3.53	3.35	3.20	3.35	3.35	3.36	3.29	3.21	2.91
Providing timely feedback to all stakeholders	3.27	3.31	3.08	3.13	3.27	3.08	3.29	3.16	2.83
Engaging parents to promote achievement	3.16	3.16	2.96	3.14	3.05	3.02	3.21	3.00	2.74
Engaging the community in support of the school	3.00	2.99	2.75	2.91	2.89	2.78	3.07	2.63	2.52
Partnering with the civic and business community to enhance education	2.65	2.77	2.56	2.57	2.49	2.36	2.93	2.58	2.22

- Areas of greater levels of engagement / opportunities
- Areas of moderate levels of engagement / opportunities
- Areas of lower levels of engagement opportunities

**Mean Ratings for Culture and Communication Items:
Satisfaction with Support and Qualification of Mentor**

Item	Satisfaction with Support as rated by NP		Level of NP Proficiency as Rated by Mentor		Qualification of Mentor(s) as rated by Provider		
	10/11	09/10	10/11	09/10		09/10	08/09
Communicating effectively with teachers, counselors, deans and other administrators	3.61	3.57	3.48	3.49	3.79	3.68	3.65
Promoting a culture of respect within the school	3.63	3.55	3.57	3.57	3.86	3.74	3.59
Maintaining an open-door policy	3.62	3.53	3.67	3.64	3.71	3.56	3.68
Providing timely feedback to all stakeholders	3.54	3.52	3.44	3.37	3.79	3.47	3.52
Using collaboration to make decisions	3.58	3.49	3.28	3.28	3.86	3.63	3.57
Negotiating school conflicts	3.58	3.41	3.31	3.23	3.79	3.42	3.57
Engaging parents to promote achievement	3.39	3.39	3.22	3.18	3.57	3.26	3.52
Engaging the community in support of the school	3.36	3.30	3.04	3.06	3.36	3.16	3.36
Partnering with the civic and business community to enhance education	3.24	3.16	2.85	2.87	3.29	3.11	3.27

- Areas of high satisfaction / proficiency/ qualification
- Areas of moderate satisfaction / proficiency/ qualification
- Areas of lower satisfaction / proficiency/ qualification

ITEM GROUPINGS BY RATING

G. QUALITY RATINGS BY NEW PRINCIPALS

Highly Positive Aspects as Rated by New Principals

Item		
2010/2011	2009/2010	2008/2009
Overall quality of the NPMP		
Quality of your mentor	Quality of your mentor	Quality of your mentor
Commitment of your mentor to supporting you	Commitment of your mentor to supporting you	Commitment of your mentor to supporting you
Commitment of your mentor to professionalism	Commitment of your mentor to professionalism	Commitment of your mentor to professionalism

Somewhat Positive Aspects as Rated by New Principals

Item		
2010/2011	2009/2010	2008/2009
Networking opportunities provided by your mentoring provider	Networking opportunities provided by your mentoring provider	Networking opportunities provided by your mentoring provider
Professional development support	Professional development support	Professional development support

(There were no new principal ratings of the quality of the NPMP that could be considered less favorable in 2011.)

H. QUALITY RATINGS BY MENTORS

Highly Positive Aspects as Rated by Mentors

Item		
2010/2011	2009/2010	2008/2009
Overall quality of the NPMP	Overall quality of the NPMP	Overall quality of the NPMP
Commitment of your new principals to the mentoring program	Commitment of your new principals to the mentoring program	Commitment of your new principals to the mentoring program
Initial training of your mentoring provider	Initial training of your mentoring provider	Initial training of your mentoring provider
Professional development of your mentoring provider	Professional development of your mentoring provider	Professional development of your mentoring provider
Guidance in mentoring techniques and leadership issues from your provider	Guidance in mentoring techniques and leadership issues from your provider	Guidance in mentoring techniques and leadership issues from your provider
Networking opportunities provided by your mentoring provider	Networking opportunities provided by your mentoring provider	

Somewhat Positive Aspects as Rated by Mentors

Item		
2010/2011	2009/2010	2008/2009
NPMP web site	NPMP web site	NPMP web site

Less Favorable Aspect as Rated by Mentors

Item		
2010/2011	2009/2010	2008/2009
NPMP listserv	NPMP listserv	NPMP listserv

I. QUALITY RATINGS BY PROVIDERS

Highly Positive Aspects as Rated by Providers

Item		
2010/2011	2009/2010	2008/2009
Overall quality of the NPMP	Overall quality of the NPMP	Overall quality of the NPMP
Commitment of your new principals to the mentoring program		Commitment of your new principals to the mentoring program
Professionalism of your mentors	Professionalism of your mentors	Professionalism of your mentors
Commitment of your mentors to the mentoring program	Commitment of your mentors to the mentoring program	Commitment of your mentors to the mentoring program
NPMP website	NPMP website	
Guidance from the New Principal Mentoring Program in relation to professional development opportunities	Guidance from the New Principal Mentoring Program in relation to professional development opportunities	
Guidance from the NPMP in relation to teaching mentoring techniques		

Less Favorable Aspect as Rated by Providers

Item		
2010/2011	2009/2010	2008/2009
NPMP listserv	NPMP listserv	NPMP listserv

J. LEVEL OF ENGAGEMENT RATINGS BY NEW PRINCIPALS

Greater Levels of Engagement in Discussion/Learning/Support with Mentors as Rated by New Principals

Item		
2010/2011	2009/2010	2008/2009
Implementing best practices of supervision	Implementing best practices of supervision	Implementing best practices of supervision
Facilitating teamwork at all levels of the organization	Facilitating teamwork at all levels of the organization	Facilitating teamwork at all levels of the organization
Maintaining high expectations for teacher and student performance	Maintaining high expectations for teacher and student performance	Maintaining high expectations for teacher and student performance
Engendering faculty/staff trust, confidence and commitment to the school	Engendering faculty/staff trust, confidence and commitment to the school	Engendering faculty/staff trust, confidence and commitment to the school
Accepting accountability for decisions and actions	Accepting accountability for decisions and actions	Accepting accountability for decisions and actions
Maintaining high academic standards	Maintaining high academic standards	Maintaining high academic standards
Implementing best practices in instruction	Implementing best practices in instruction	Implementing best practices in instruction
Understanding and implementing organizational change	Understanding and implementing organizational change	Understanding and implementing organizational change
Goal-setting	Goal-setting	Goal-setting
Promoting a culture of respect within the school	Promoting a culture of respect within the school	Promoting a culture of respect within the school
Communicating effectively with teachers, counselors, deans and other administrators	Communicating effectively with teachers, counselors, deans and other administrators	Communicating effectively with teachers, counselors, deans and other administrators
Using collaboration to make decisions	Using collaboration to make decisions	Using collaboration to make decisions
Mentoring staff to improve their instruction.	Mentoring staff to improve their instruction.	
Implementing best practices in staff development opportunities	Implementing best practices in staff development opportunities	
Recognizing and celebrating professional accomplishments of faculty/staff	Recognizing and celebrating professional accomplishments of faculty/staff	
Negotiating school conflicts	Negotiating school conflicts	
Maintaining an open door policy	Maintaining an open door policy	
Providing clear feedback to subordinates without offending or patronizing people	Providing clear feedback to subordinates without offending or patronizing people	
Using assessment to improve instructional practices		

Moderate Levels of Engagement in Discussion/Learning/Support with Mentors as Rated by New Principals

Item		
2010/2011	2009/2010	2008/2009
Engaging parents to promote achievement	Engaging parents to promote achievement	
Coaching classroom management strategies	Coaching classroom management strategies	
Appraising teaching methods to ensure alignment to curriculum	Appraising teaching methods to ensure alignment to curriculum	Appraising teaching methods to ensure alignment to curriculum
Reporting assessment and evaluation findings	Reporting assessment and evaluation findings	Reporting assessment and evaluation findings
Strategic planning	Strategic planning	Strategic planning
Providing timely feedback to all stakeholders		Providing timely feedback to all stakeholders
Engaging the community in support of the school		

Lower Levels of Engagement in Discussion/Learning/Support with Mentors as Rated by New Principals

Item		
2010/2011	2009/2010	2008/2009
Integrating diversity into curriculum and instruction	Integrating diversity into curriculum and instruction	Integrating diversity into curriculum and instruction
Incorporating technology into the classroom	Incorporating technology into the classroom	Incorporating technology into the classroom
Creating a budget	Creating a budget	Creating a budget
Implementing a budget	Implementing a budget	Implementing a budget
Allocating resources	Allocating resources	Allocating resources
Partnering with the civic/business community to enhance education	Partnering with the civic/business community to enhance education	Partnering with the civic/business community to enhance education

K. LEVEL OF ENGAGEMENT RATINGS BY MENTORS

Greater Levels of Engagement in Discussion/Learning/Support with New Principals as Rated by Mentors

Item		
2010/2011	2009/2010	2008/2009
Implementing best practices of supervision	Implementing best practices of supervision	Implementing best practices of supervision
Facilitating teamwork at all levels of the organization	Facilitating teamwork at all levels of the organization	Facilitating teamwork at all levels of the organization
Maintaining high expectations for teacher and student performance	Maintaining high expectations for teacher and student performance	Maintaining high expectations for teacher and student performance
Engendering faculty/staff trust, confidence and commitment to the school	Engendering faculty/staff trust, confidence and commitment to the school	Engendering faculty/staff trust, confidence and commitment to the school
Accepting accountability for decisions and actions	Accepting accountability for decisions and actions	Accepting accountability for decisions and actions
Maintaining high academic standards	Maintaining high academic standards	Maintaining high academic standards
Implementing best practices in instruction	Implementing best practices in instruction	Implementing best practices in instruction
Providing clear feedback to subordinates without offending or patronizing people	Providing clear feedback to subordinates without offending or patronizing people	Providing clear feedback to subordinates without offending or patronizing people
Understanding and implementing organizational change	Understanding and implementing organizational change	Understanding and implementing organizational change
Goal-setting	Goal-setting	Goal-setting
Promoting a culture of respect within the school	Promoting a culture of respect within the school	Promoting a culture of respect within the school
Communicating effectively with teachers, counselors, deans and other administrators	Communicating effectively with teachers, counselors, deans and other administrators	Communicating effectively with teachers, counselors, deans and other administrators
Negotiating school conflicts	Negotiating school conflicts	Negotiating school conflicts
Using collaboration to make decisions	Using collaboration to make decisions	Using collaboration to make decisions
Mentoring staff to improve their instruction	Mentoring staff to improve their instruction	

Moderate Levels of Engagement in Discussion/Learning/Support with New Principals as Rated by Mentors

Item		
2010/2011	2009/2010	2008/2009
Appraising teaching methods to ensure alignment to curriculum	Appraising teaching methods to ensure alignment to curriculum	Appraising teaching methods to ensure alignment to curriculum
Reporting assessment and evaluation findings	Reporting assessment and evaluation findings	Reporting assessment and evaluation findings
Coaching classroom management strategies	Coaching classroom management strategies	Coaching classroom management strategies
Recognizing and celebrating the professional accomplishments of faculty/staff	Recognizing and celebrating the professional accomplishments of faculty/staff	Recognizing and celebrating the professional accomplishments of faculty/staff
Providing timely feedback to all stakeholders	Providing timely feedback to all stakeholders	Providing timely feedback to all stakeholders
Engaging parents to promote achievement	Engaging parents to promote achievement	Engaging parents to promote achievement
Using assessment to improve instructional practices		
Maintaining an open-door policy		
Implementing best practices in staff development opportunities		Implementing best practices in staff development opportunities
Strategic planning		

**Lower Levels of Engagement in Discussion/Learning/Support
with New Principals as Rated by Mentors**

Item		
2010/2011	2009/2010	2008/2009
Integrating diversity into curriculum and instruction	Integrating diversity into curriculum and instruction	Integrating diversity into curriculum and instruction
Incorporating technology into the classroom	Incorporating technology into the classroom	Incorporating technology into the classroom
Creating a budget	Creating a budget	Creating a budget
Implementing a budget	Implementing a budget	Implementing a budget
Allocating resources	Allocating resources	Allocating resources
Partnering with the civic and business community to enhance education	Partnering with the civic and business community to enhance education	Partnering with the civic and business community to enhance education
Engaging the community in support of the school	Engaging the community in support of the school	Engaging the community in support of the school

L. LEVEL OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Greater Levels of Professional Development Opportunities as Rated by Providers

Item		
2010/2011	2009/2010	2008/2009
Maintaining high academic standards	Maintaining high academic standards	Maintaining high academic standards
Implementing best practices of instruction	Implementing best practices of instruction	
Implementing best practices in staff development opportunities	Implementing best practices in staff development opportunities	
Communicating effectively with teachers, counselors, deans and other administrators	Communicating effectively with teachers, counselors, deans and other administrators	
Implementing best practices of supervision		Implementing best practices of supervision
Maintaining high expectations for teacher and student performance		Maintaining high expectations for teacher and student performance
Engendering faculty/staff trust, confidence and commitment to the school		Engendering faculty/staff trust, confidence and commitment to the school
Promoting a culture of respect within the school		Promoting a culture of respect within the school
Using collaboration to make decisions		
Maintaining an open-door policy		
Recognizing and celebrating professional accomplishments of faculty/staff		
Goal-setting		
Reporting assessment and evaluation findings		
Accepting accountability for decisions and actions		
Coaching classroom management strategies		

Moderate Levels of Professional Development Opportunities as Rated by Providers

Item		
2010/2011	2009/2010	2008/2009
Using assessment to improve instructional practices	Using assessment to improve instructional practices	
Appraising teaching methods to ensure alignment to curriculum	Appraising teaching methods to ensure alignment to curriculum	
Providing timely feedback to all stakeholders	Providing timely feedback to all stakeholders	
Negotiating school conflicts	Negotiating school conflicts	
Engaging parents to promote achievement	Engaging parents to promote achievement	
Facilitating teamwork at all levels of the organization	Facilitating teamwork at all levels of the organization	Facilitating teamwork at all levels of the organization
Providing clear feedback to subordinates without offending or patronizing people	Providing clear feedback to subordinates without offending or patronizing people	Providing clear feedback to subordinates without offending or patronizing people
Understanding and implementing organizational change	Understanding and implementing organizational change	Understanding and implementing organizational change
Mentoring staff to improve their instruction		Mentoring staff to improve their instruction
Strategic planning		
Engaging the community in support of the school		

Lower Levels of Professional Development Opportunities as Rated by Providers

Item		
2010/2011	2009/2010	2008/2009
Integrating diversity into curriculum and instruction	Integrating diversity into curriculum and instruction	Integrating diversity into curriculum and instruction
Incorporating technology into the classroom	Incorporating technology into the classroom	Incorporating technology into the classroom
Creating a budget	Creating a budget	Creating a budget
Implementing a budget	Implementing a budget	Implementing a budget
Allocating resources	Allocating resources	Allocating resources
Partnering with the civic and business community to enhance education	Partnering with the civic and business community to enhance education	Partnering with the civic and business community to enhance education

M. NEW PRINCIPALS' SATISFACTION WITH SUPPORT RECEIVED

Higher Levels of Satisfaction with Support Received as Rated by New Principals

Item	
2010/2011	2009/2010
Implementing best practices of supervision	Implementing best practices of supervision
Facilitating teamwork at all levels of the organization	Facilitating teamwork at all levels of the organization
Maintaining high expectations for teacher and student performance	Maintaining high expectations for teacher and student performance
Engendering faculty/staff trust, confidence and commitment to the school	Engendering faculty/staff trust, confidence and commitment to the school
Accepting accountability for decisions and actions	Accepting accountability for decisions and actions
Maintaining high academic standards	Maintaining high academic standards
Implementing best practices in instruction	Implementing best practices in instruction
Using assessment to improve instructional practices	Using assessment to improve instructional practices
Appraising teaching methods to ensure alignment to curriculum	Appraising teaching methods to ensure alignment to curriculum
Providing clear feedback to subordinates without offending or patronizing people	Providing clear feedback to subordinates without offending or patronizing people
Reporting assessment and evaluation findings	Reporting assessment and evaluation findings
Understanding and implementing organizational change	Understanding and implementing organizational change
Goal-setting	Goal-setting
Strategic planning	Strategic planning
Mentoring staff to improve their instruction	Mentoring staff to improve their instruction
Implementing best practices in staff development opportunities	Implementing best practices in staff development opportunities
Coaching classroom management strategies	Coaching classroom management strategies
Recognizing and celebrating the professional accomplishments of faculty/staff	Recognizing and celebrating the professional accomplishments of faculty/staff

Higher Levels of Satisfaction with Support Received as Rated by New Principals (continued)

Item	
2010/2011	2009/2010
Providing timely feedback to all stakeholders	Providing timely feedback to all stakeholders
Promoting a culture of respect within the school	Promoting a culture of respect within the school
Communicating effectively with teachers, counselors, deans and other administrators	Communicating effectively with teachers, counselors, deans and other administrators
Negotiating school conflicts	Negotiating school conflicts
Using collaboration to make decisions	Using collaboration to make decisions
Maintaining an open-door policy	Maintaining an open-door policy
Engaging parents to promote achievement	Engaging parents to promote achievement
Engaging the community in support of the school	Engaging the community in support of the school
Allocating resources	

Moderate Levels of Satisfaction with Support Received as Rated by New Principals

Item	
2010/2011	2009/2010
Creating a budget	Creating a budget
Implementing a budget	Implementing a budget
Integrating diversity into curriculum and instruction	Integrating diversity into curriculum and instruction
Incorporating technology into the classroom to enhance learning	Incorporating technology into the classroom to enhance learning
Partnering with the civic and business community to enhance education	Partnering with the civic and business community to enhance education

There were no areas of lower levels of satisfaction with support received as rated by new principals in 2011.

N. MENTORS' RATINGS OF NEW PRINCIPAL PROFICIENCY

Higher Levels of New Principal Proficiency as Rated by Mentors

Item	
2010/2011	2009/2010
Implementing best practices of supervision	Implementing best practices of supervision
Facilitating teamwork at all levels of the organization	Facilitating teamwork at all levels of the organization
Maintaining high expectations for teacher and student performance	Maintaining high expectations for teacher and student performance
Engendering faculty/staff trust, confidence and commitment to the school	Engendering faculty/staff trust, confidence and commitment to the school
Accepting accountability for decisions and actions	Accepting accountability for decisions and actions
Maintaining high academic standards	Maintaining high academic standards
Implementing best practices in instruction	Implementing best practices in instruction
Providing clear feedback to subordinates without offending or patronizing people	Providing clear feedback to subordinates without offending or patronizing people
Recognizing and celebrating the professional accomplishments of faculty/staff	Recognizing and celebrating the professional accomplishments of faculty/staff
Promoting a culture of respect within the school	Promoting a culture of respect within the school
Communicating effectively with teachers, counselors, deans and other administrators	Communicating effectively with teachers, counselors, deans and other administrators
Maintaining an open door policy	Maintaining an open door policy
Providing timely feedback to all stakeholders	Providing timely feedback to all stakeholders
Incorporating technology into the classroom to enhance learning	
Using assessment to improve instructional practices	
Negotiating school conflicts	

Moderate Levels of New Principal Proficiency as Rated by Mentors

Item	
2010/2011	2009/2010
Integrating diversity into curriculum and instruction	Integrating diversity into curriculum and instruction
Appraising teaching methods to ensure alignment to the curriculum	Appraising teaching methods to ensure alignment to the curriculum
Reporting assessment and evaluation findings	Reporting assessment and evaluation findings
Understanding and implementing organizational change	Understanding and implementing organizational change
Goal-setting	Goal-setting
Strategic planning	Strategic planning
Allocating resources	Allocating resources
Mentoring staff to improve their instruction	Mentoring staff to improve their instruction
Implementing best practices in staff development opportunities	Implementing best practices in staff development opportunities
Coaching classroom management strategies	Coaching classroom management strategies
Using collaboration to make decisions	Using collaboration to make decisions
Engaging parents to promote achievement	Engaging parents to promote achievement
Engaging the community in support of the school	Engaging the community in support of the school

Lower Levels of New Principal Proficiency as Rated by Mentors

Item	
2010/2011	2009/2010
Creating a budget	Creating a budget
Partnering with the civic and business community to enhance education	Partnering with the civic and business community to enhance education

O. QUALIFICATION RATINGS OF MENTORS BY PROVIDERS

High Qualification of Mentors as Rated by Providers

Item		
2010/2011	2009/2010	2008/2009
Implementing best practices of supervision	Implementing best practices of supervision	Implementing best practices of supervision
Facilitating teamwork at all levels of the organization	Facilitating teamwork at all levels of the organization	Facilitating teamwork at all levels of the organization
Maintaining high expectations for teacher and student performance	Maintaining high expectations for teacher and student performance	Maintaining high expectations for teacher and student performance
Engendering faculty/staff trust, confidence and commitment to the school	Engendering faculty/staff trust, confidence and commitment to the school	Engendering faculty/staff trust, confidence and commitment to the school
Accepting accountability for decisions and actions	Accepting accountability for decisions and actions	Accepting accountability for decisions and actions
Maintaining high academic standards	Maintaining high academic standards	Maintaining high academic standards
Implementing best practices in instruction	Implementing best practices in instruction	Implementing best practices in instruction
Appraising teaching methods to ensure alignment to curriculum	Appraising teaching methods to ensure alignment to curriculum	Appraising teaching methods to ensure alignment to curriculum
Providing clear feedback to subordinates without offending or patronizing people	Providing clear feedback to subordinates without offending or patronizing people	Providing clear feedback to subordinates without offending or patronizing people
Reporting assessment and evaluation findings	Reporting assessment and evaluation findings	Reporting assessment and evaluation findings
Understanding and implementing organizational change	Understanding and implementing organizational change	Understanding and implementing organizational change
Goal-setting	Goal-setting	Goal-setting
Creating a budget	Creating a budget	Creating a budget
Implementing a budget	Implementing a budget	Implementing a budget
Allocating resources	Allocating resources	Allocating resources
Mentoring staff to improve their instruction	Mentoring staff to improve their instruction	Mentoring staff to improve their instruction
Recognizing and celebrating the professional accomplishments of faculty/staff	Recognizing and celebrating the professional accomplishments of faculty/staff	Recognizing and celebrating the professional accomplishments of faculty/staff
Implementing best practices in staff development opportunities	Implementing best practices in staff development opportunities	Implementing best practices in staff development opportunities
Coaching classroom management strategies	Coaching classroom management strategies	Coaching classroom management strategies

High Qualification of Mentors as Rated by Providers (continued)

Item		
2010/2011	2009/2010	2008/2009
Promoting a culture of respect within the school	Promoting a culture of respect within the school	Promoting a culture of respect within the school
Communicating effectively with teachers, counselors, deans and other administrators	Communicating effectively with teachers, counselors, deans and other administrators	Communicating effectively with teachers, counselors, deans and other administrators
Negotiating school conflicts	Negotiating school conflicts	Negotiating school conflicts
Using collaboration to make decisions	Using collaboration to make decisions	Using collaboration to make decisions
Maintaining an open-door policy	Maintaining an open-door policy	Maintaining an open-door policy
Providing timely feedback to all stakeholders	Providing timely feedback to all stakeholders	Providing timely feedback to all stakeholders
Using assessment to improve instructional practices		Using assessment to improve instructional practices
Strategic planning		Strategic planning
Engaging parents to promote achievement		Engaging parents to promote achievement
Engaging the community in support of the school		Engaging the community in support of the school
Integrating diversity into curriculum and instruction		

Moderate Qualification of Mentors as Rated by Providers

Item		
2010/2011	2009/2010	2008/2009
Incorporating technology into the classroom to enhance learning	Incorporating technology into the classroom to enhance learning	
Partnering with the civic and business community to enhance education	Partnering with the civic and business community to enhance education	Partnering with the civic and business community to enhance education

There were no areas of lower qualification ratings of mentors as rated by providers in 2011.

Part 4: Benefits, Areas for Improvement and Additional Comments

The next part of each survey asked a series of questions to determine the greatest benefits and successes of the NPMP, as well as to target areas for improvement. Each stakeholder group was asked a set of unique open-ended questions. The summaries below are based on major themes that emerged in each groups' responses.

P. NEW PRINCIPALS

In what ways has the New Principal Mentoring Program benefited you since you started the program?

As in years' past, the greatest benefit new principals express as receiving from their mentors is having an experienced professional with whom to discuss issues and concerns and bounce ideas off of. New principals also credit mentors with helping them effectively transition into their new role and encouraging continuous quality improvement in their thinking and performance. New principals are also complimentary toward "Hot Topics," saying that the tool has opened up communication about important issues between new principals and mentors. New principals also appreciate they can trust their mentors with tough issues and confidentiality. They feel that mentors are there to call upon when needed, and that the reflective nature of the program has been beneficial – specifically noting the Leadership Performance Planning Worksheet. Having the opportunity to talk with someone outside of the new principal's district also was credited as a benefit, and new principals enjoy the site visits and networking opportunities.

In what additional ways could your mentor be of benefit to you?

Again, the vast majority of new principals were highly complimentary of their mentors and have no suggestions for improvement. While some feel that having a mentor outside of the district is a strength of the program, a few others express that having a mentor who is more familiar with or within their district would be beneficial. Some feel that while their mentors are valued, having a retired principal instead of a working principal mentor would afford them more opportunities to meet. Others feel that they could use additional guidance in navigating legal issues, the use of technology, and suggestions for helpful literature to subscribe to and organizations to join.

Q. MENTORS

In what ways do you feel the New Principal Mentoring Program and you, as a mentor, have benefited your new principal?

Mentors are also complimentary of the skills and professionalism of their new principal mentees. They feel they are of greatest benefit as a trusted administrative resource for the new principals to call upon when needed. They also receive the benefit of having a colleague to engage in meaningful discussions with and to reflect on the profession. They appreciate the opportunity to discuss current issues in education, including student achievement, school improvement, teacher performance, etc. They also feel that the program benefits new principals in improving their administrative operational duties of running a school; time management and communication skills; prioritizing and goal-setting; and promoting a positive school culture and climate.

In what areas do you feel your new principal needs additional support?

One area that emerged as a theme in the responses was helping new principals achieve balance in their new role and to maintain balance in life. Professional development is also an area to target, and some mentors feel that while the professional development guidance and workshops offered by the NPMP are beneficial, that they could be fine-tuned to deal with somewhat more complicated and sophisticated issues in education. Other mentors feel that new principals are struggling with the changing educational climate including legislative mandates, and scarcity in resources. As in years past, other areas that emerged were time management, communication, budgeting, planning, engaging staff, parents and community in education, and creating a vision. Dealing with teacher evaluation is also a big issue.

R. PROVIDERS

What were the most effective professional development opportunities you have offered this year based on evaluations, and how were they beneficial?

Providers feel that the networking opportunities, including administrator roundtables, provided by the program are most beneficial to its participants. The specific topics that were found to be most beneficial to attendees include:

- School improvement planning
- Public relations with various stakeholder groups
- TIPS from the NNPS site
- Home-school connections
- Health life safety
- Launching your principalship
- Student assessment
- Employee evaluations
- What great principals do differently
- The LPPW tool

What mentoring techniques have your mentors and new principals said were most successful in providing quality mentoring?

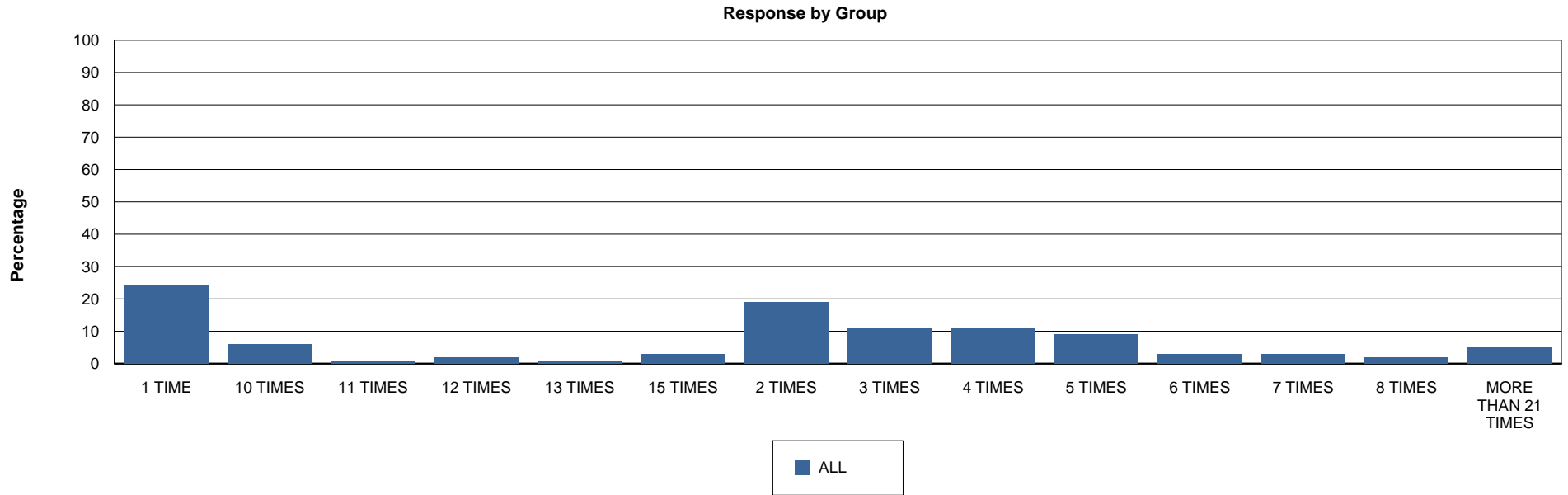
As in years past, simply giving program participants the opportunity to meet one-on-one or through networking events is perceived to be the most beneficial aspect of the program. Site visits are also highly regarded.

Please provide any additional suggestions for improvement:

A new suggestion includes providing the opportunity for program providers to meet and share ideas, along with one or two statewide professional development networking opportunities per year. As in years past, providers suggested that second-year mentoring could be beneficial to some. They also note that the NPMP's use of technology for communication is valued.

APPENDIX A: NEW PRINCIPAL HISTOGRAMS

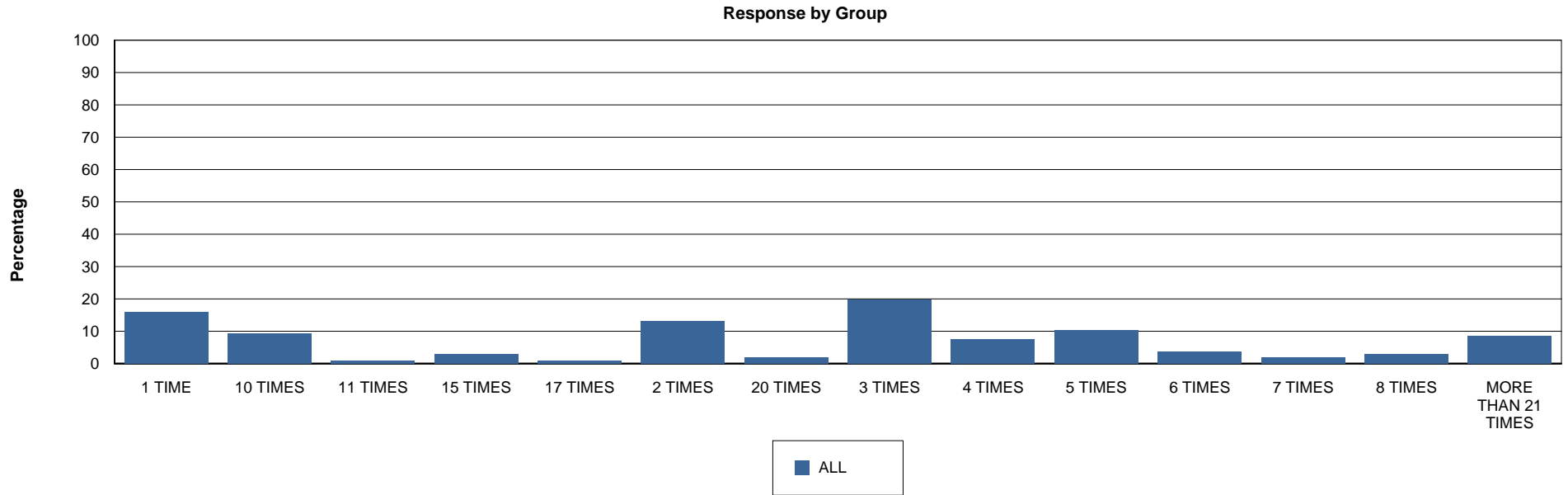
1 Talked in person outside of school



		ALL
1 TIME	Percentage Count	24% 24
10 TIMES	Percentage Count	6% 6
11 TIMES	Percentage Count	1% 1
12 TIMES	Percentage Count	2% 2
13 TIMES	Percentage Count	1% 1
15 TIMES	Percentage Count	3% 3

		ALL
2 TIMES	Percentage Count	19% 19
3 TIMES	Percentage Count	11% 11
4 TIMES	Percentage Count	11% 11
5 TIMES	Percentage Count	9% 9
6 TIMES	Percentage Count	3% 3
7 TIMES	Percentage Count	3% 3
8 TIMES	Percentage Count	2% 2
MORE THAN 21 TIMES	Percentage Count	5% 5

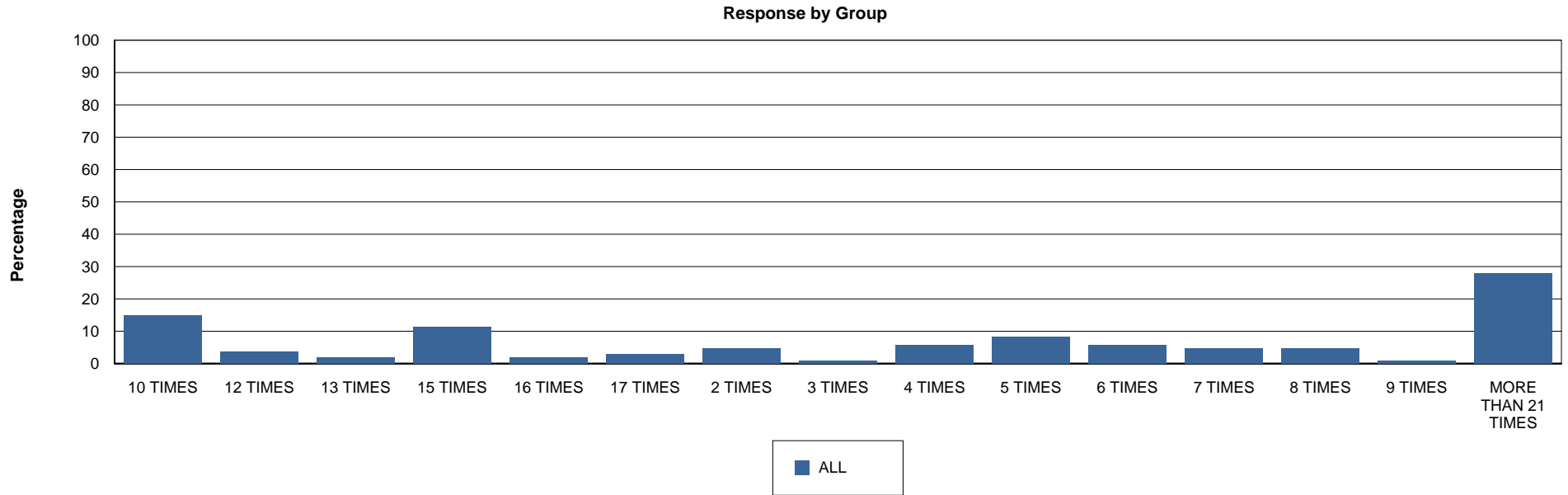
2 Talked by telephone



		ALL
1 TIME	Percentage Count	16% 17
10 TIMES	Percentage Count	9% 10
11 TIMES	Percentage Count	1% 1
15 TIMES	Percentage Count	3% 3
17 TIMES	Percentage Count	1% 1
2 TIMES	Percentage Count	13% 14

		ALL
20 TIMES	Percentage Count	2% 2
3 TIMES	Percentage Count	20% 21
4 TIMES	Percentage Count	8% 8
5 TIMES	Percentage Count	10% 11
6 TIMES	Percentage Count	4% 4
7 TIMES	Percentage Count	2% 2
8 TIMES	Percentage Count	3% 3
MORE THAN 21 TIMES	Percentage Count	8% 9

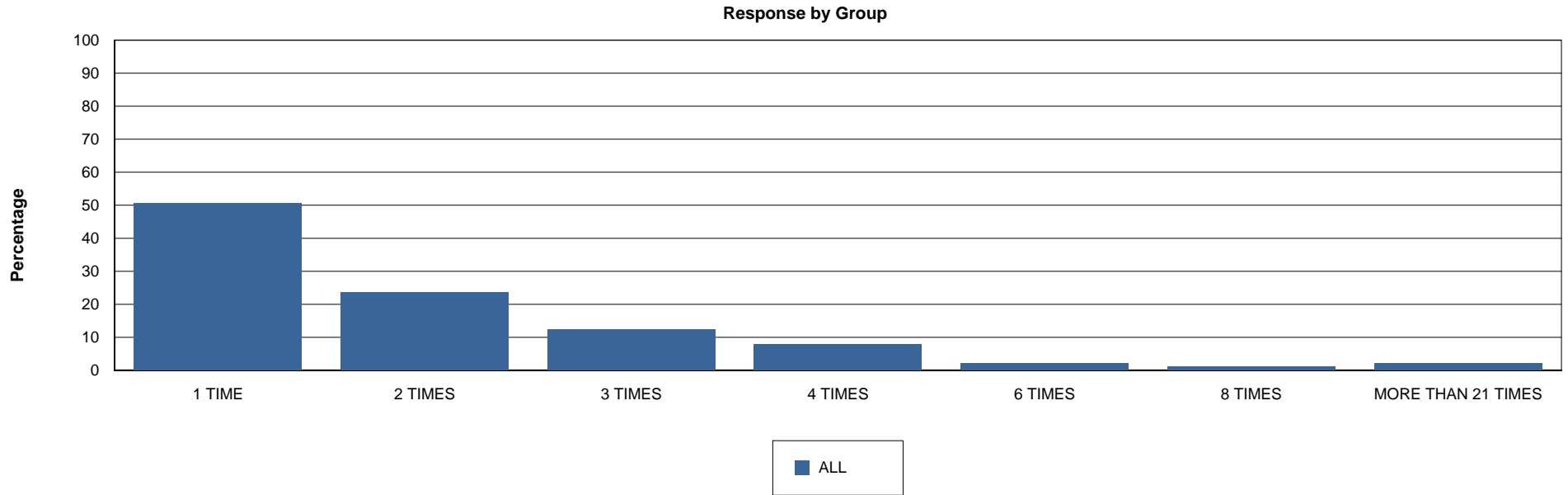
3 Communicated through e-mail or text messages



		ALL
10 TIMES	Percentage Count	15% 16
12 TIMES	Percentage Count	4% 4
13 TIMES	Percentage Count	2% 2
15 TIMES	Percentage Count	11% 12
16 TIMES	Percentage Count	2% 2
17 TIMES	Percentage Count	3% 3

		ALL
2 TIMES	Percentage Count	5% 5
3 TIMES	Percentage Count	1% 1
4 TIMES	Percentage Count	6% 6
5 TIMES	Percentage Count	8% 9
6 TIMES	Percentage Count	6% 6
7 TIMES	Percentage Count	5% 5
8 TIMES	Percentage Count	5% 5
9 TIMES	Percentage Count	1% 1
MORE THAN 21 TIMES	Percentage Count	28% 30

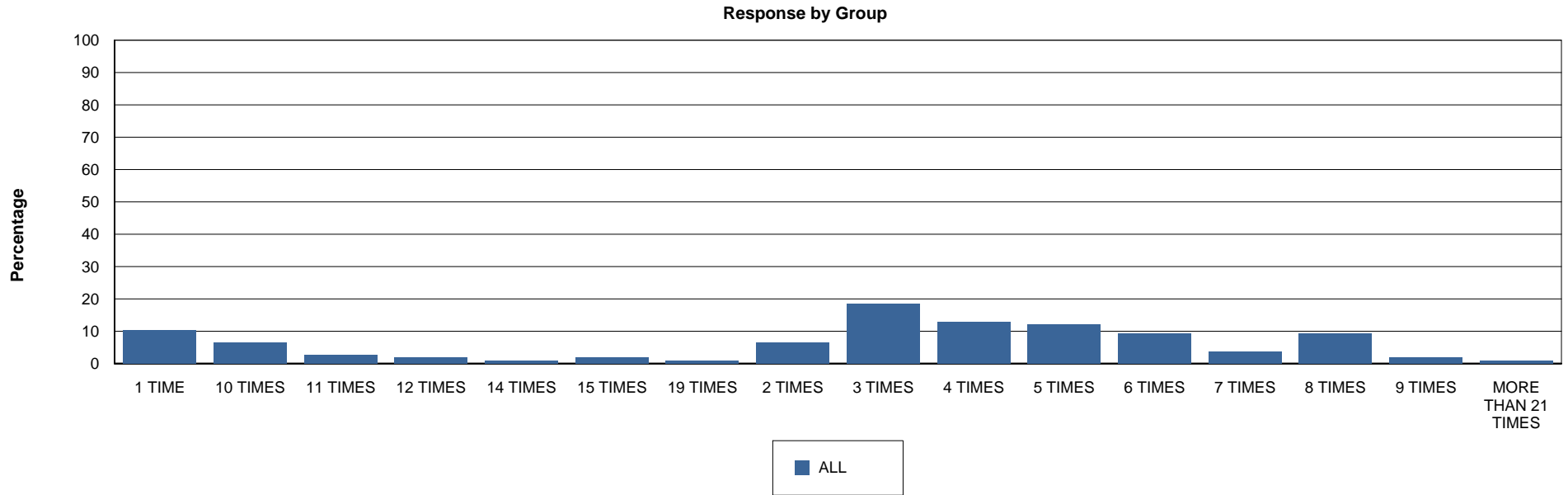
4 Participated in an organized networking opportunity in conjunction with the mentoring program



		ALL
1 TIME	Percentage Count	51% 45
2 TIMES	Percentage Count	24% 21
3 TIMES	Percentage Count	12% 11
4 TIMES	Percentage Count	8% 7
6 TIMES	Percentage Count	2% 2
8 TIMES	Percentage Count	1% 1

		ALL
MORE THAN 21 TIMES	Percentage Count	2% 2

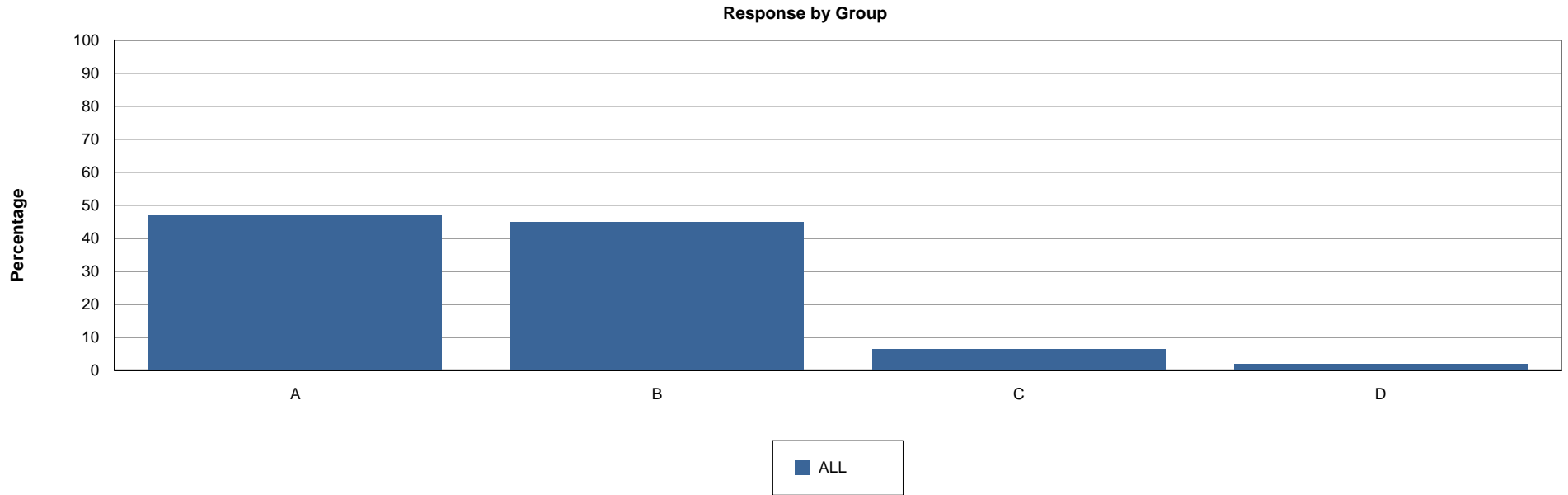
5 School visit



		ALL
1 TIME	Percentage Count	10% 11
10 TIMES	Percentage Count	6% 7
11 TIMES	Percentage Count	3% 3
12 TIMES	Percentage Count	2% 2
14 TIMES	Percentage Count	1% 1
15 TIMES	Percentage Count	2% 2

		ALL
19 TIMES	Percentage Count	1% 1
2 TIMES	Percentage Count	6% 7
3 TIMES	Percentage Count	19% 20
4 TIMES	Percentage Count	13% 14
5 TIMES	Percentage Count	12% 13
6 TIMES	Percentage Count	9% 10
7 TIMES	Percentage Count	4% 4
8 TIMES	Percentage Count	9% 10
9 TIMES	Percentage Count	2% 2
MORE THAN 21 TIMES	Percentage Count	1% 1

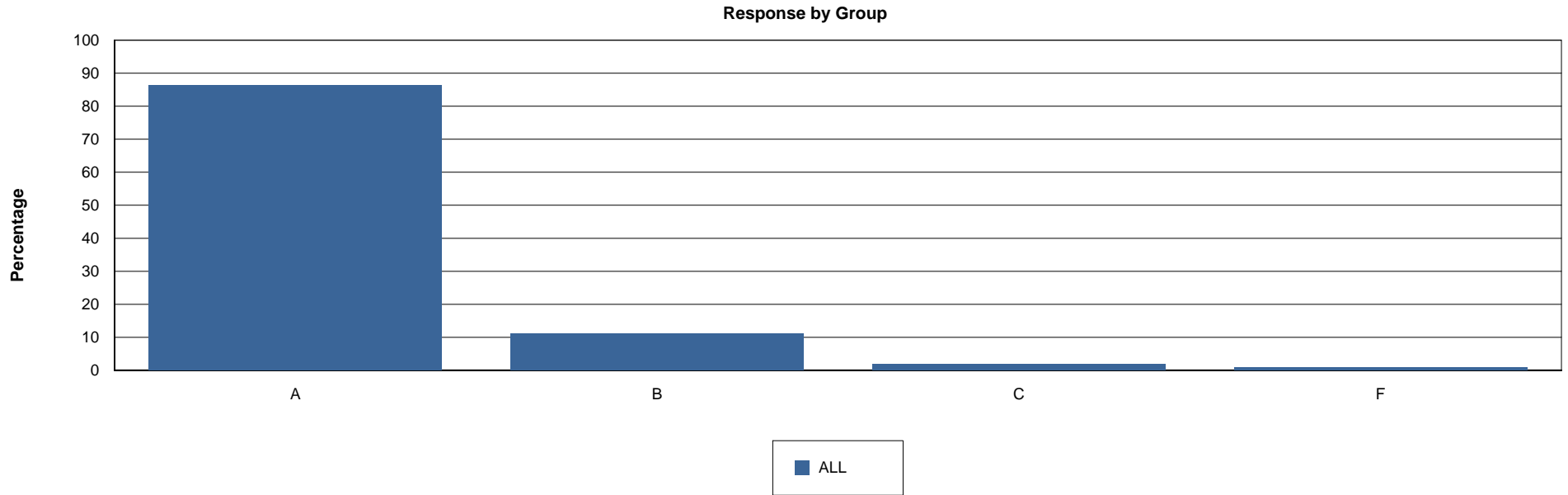
7 Overall quality of the New Principal Mentoring Program



		ALL
A	Percentage	47%
	Count	51
B	Percentage	45%
	Count	49
C	Percentage	6%
	Count	7
D	Percentage	2%
	Count	2

Q7	Mean	3.37
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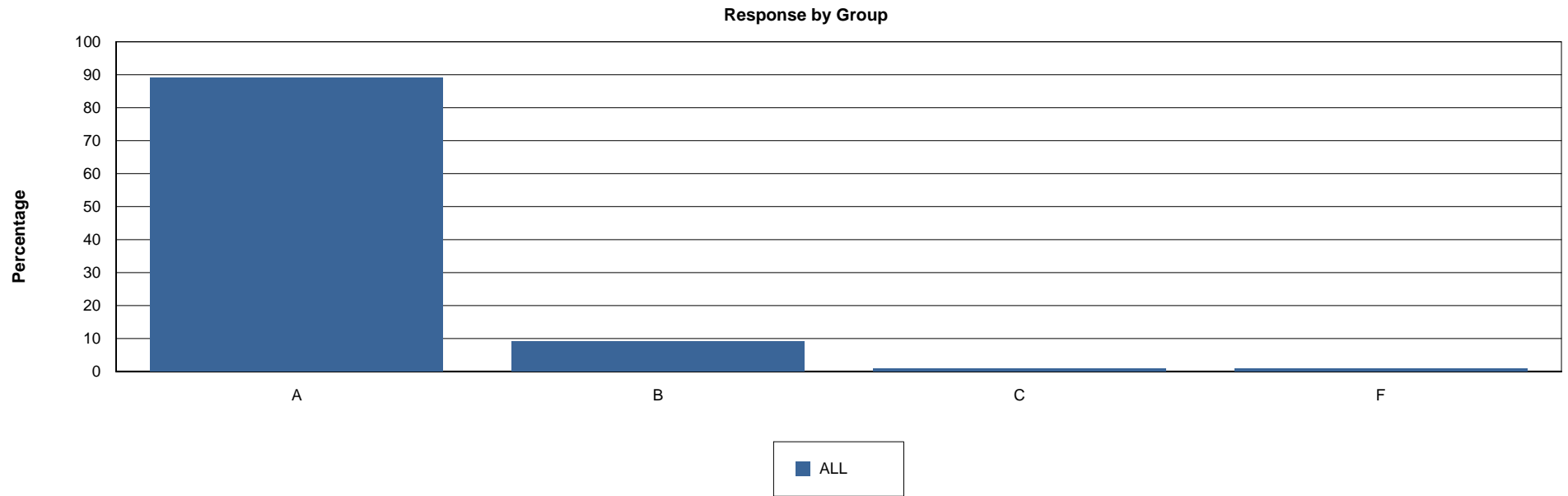
8 Quality of your mentor



		ALL
A	Percentage	86%
	Count	94
B	Percentage	11%
	Count	12
C	Percentage	2%
	Count	2
F	Percentage	1%
	Count	1

Q8	Mean	3.82
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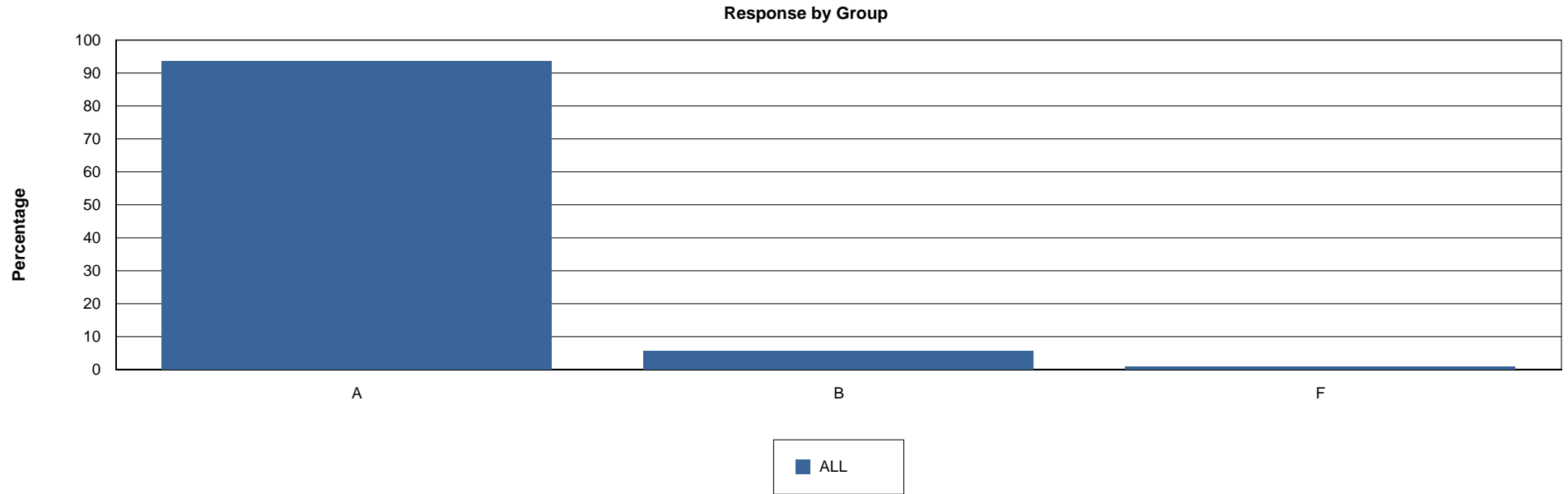
9 Commitment of your mentor to supporting you



		ALL
A	Percentage	89%
	Count	97
B	Percentage	9%
	Count	10
C	Percentage	1%
	Count	1
F	Percentage	1%
	Count	1

Q9	Mean	3.85
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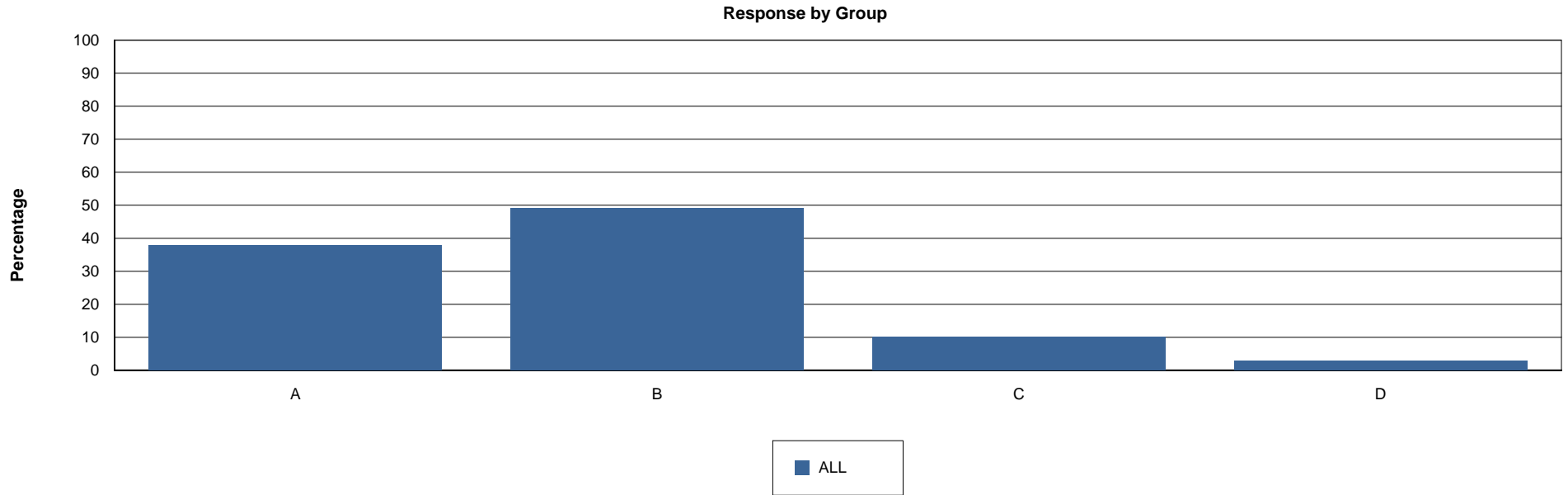
10 Commitment of your mentor to professionalism



		ALL
A	Percentage	94%
	Count	102
B	Percentage	6%
	Count	6
F	Percentage	1%
	Count	1

Q10	Mean	3.91
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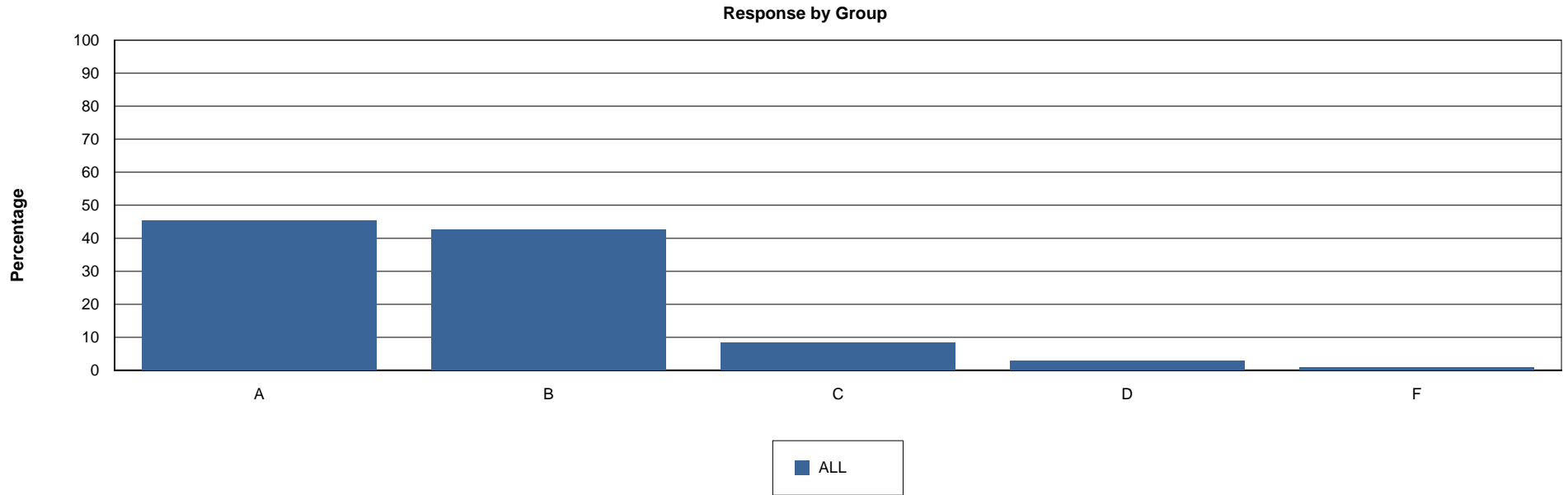
11 Networking opportunities provided by your mentoring provider



		ALL
A	Percentage	38%
	Count	41
B	Percentage	49%
	Count	53
C	Percentage	10%
	Count	11
D	Percentage	3%
	Count	3

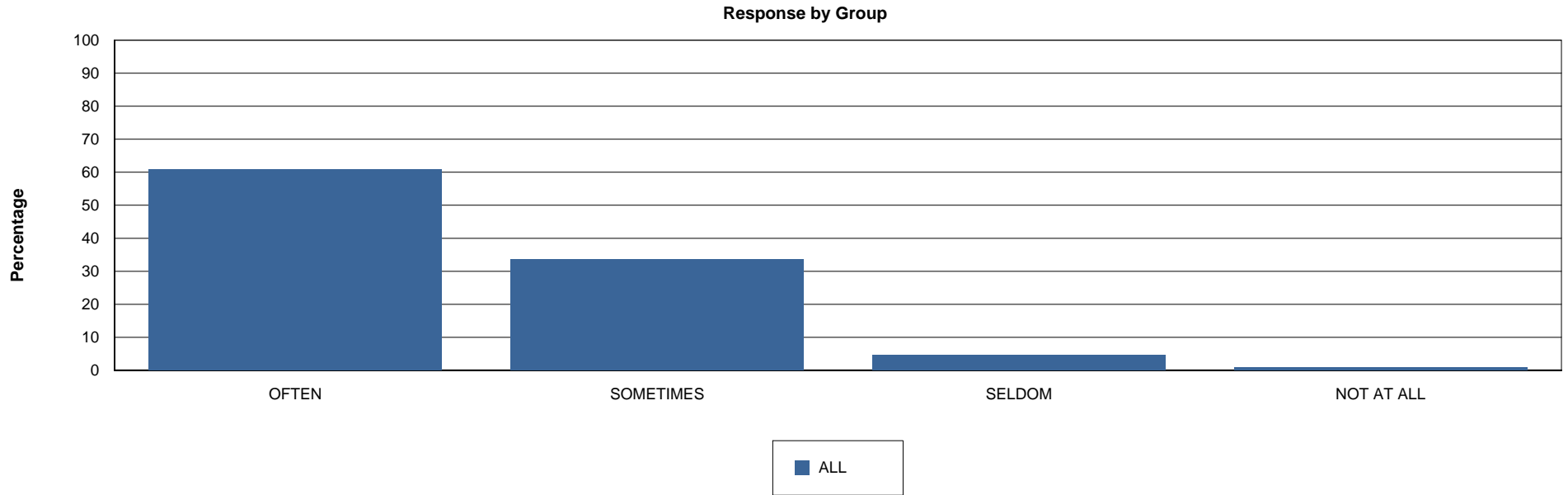
Q11	Mean	3.22
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12 Professional development support



		ALL
A	Percentage	45%
	Count	49
B	Percentage	43%
	Count	46
C	Percentage	8%
	Count	9
D	Percentage	3%
	Count	3
F	Percentage	1%
	Count	1
Q12	Mean	3.29

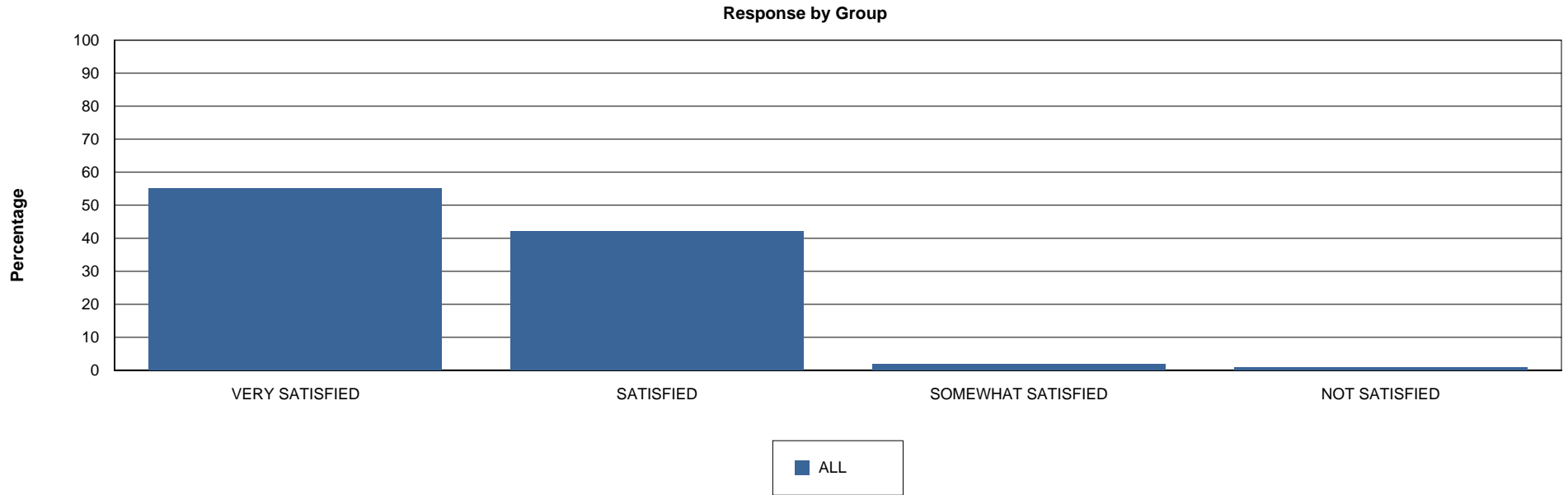
13 Implementing best practices of supervision



		ALL
OFTEN	Percentage	61%
	Count	65
SOMETIMES	Percentage	34%
	Count	36
SELDOM	Percentage	5%
	Count	5
NOT AT ALL	Percentage	1%
	Count	1

Q13_1	Mean	3.54
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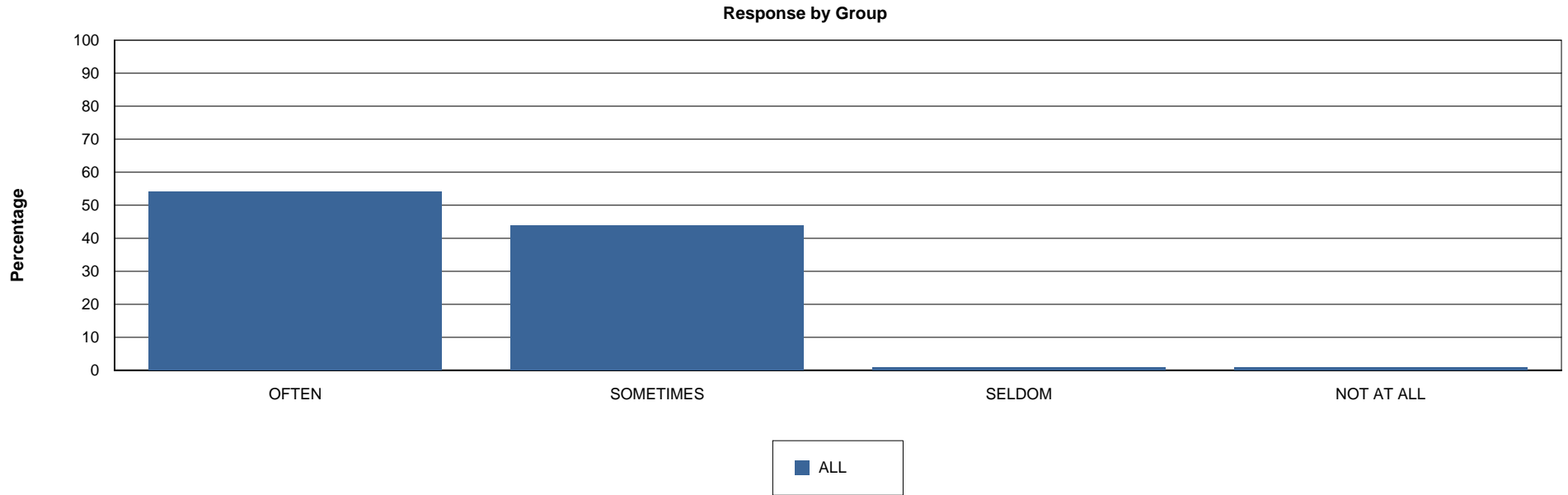
13 Implementing best practices of supervision



		ALL
VERY SATISFIED	Percentage	55%
	Count	59
SATISFIED	Percentage	42%
	Count	45
SOMEWHAT SATISFIED	Percentage	2%
	Count	2
NOT SATISFIED	Percentage	1%
	Count	1

Q13_2	Mean	3.51
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14 Facilitating teamwork at all levels of the organization

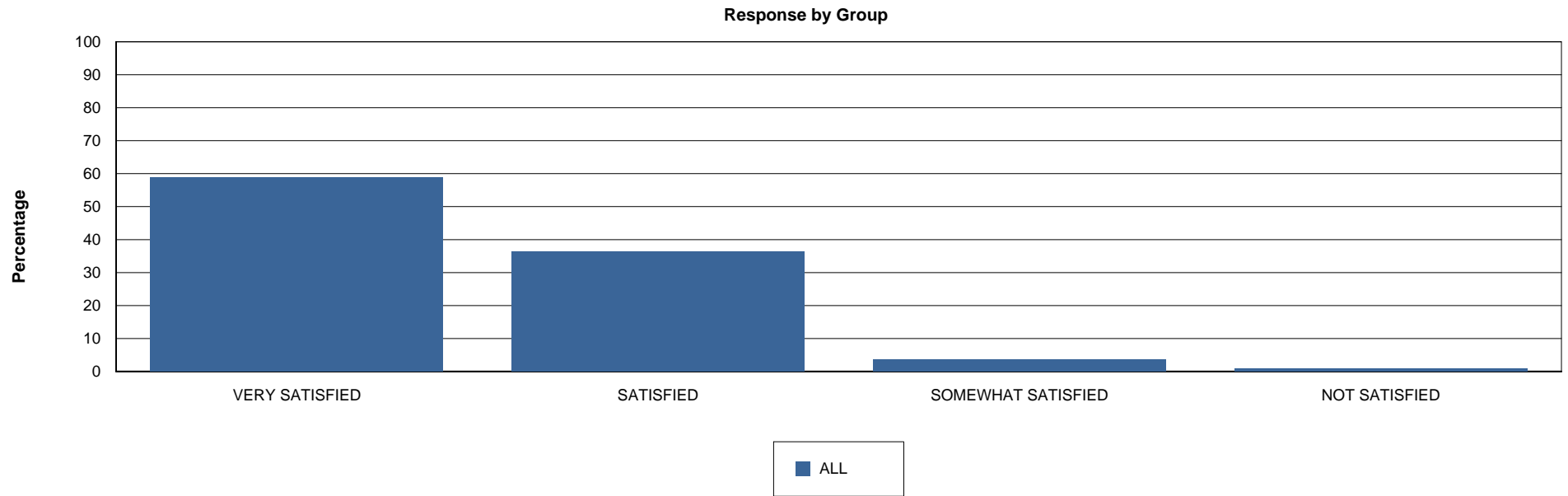


		ALL
OFTEN	Percentage	54%
	Count	58
SOMETIMES	Percentage	44%
	Count	47
SELDOM	Percentage	1%
	Count	1
NOT AT ALL	Percentage	1%
	Count	1

Q14_1	Mean	3.51
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14

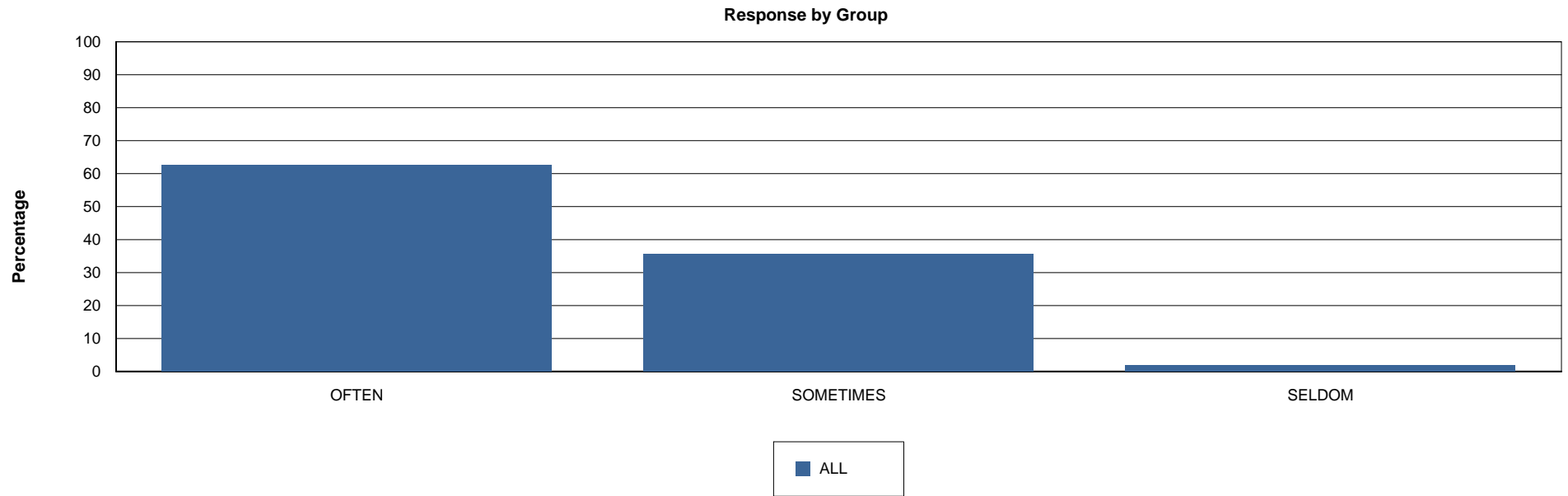
Facilitating teamwork at all levels of the organization



		ALL
VERY SATISFIED	Percentage Count	59% 63
SATISFIED	Percentage Count	36% 39
SOMEWHAT SATISFIED	Percentage Count	4% 4
NOT SATISFIED	Percentage Count	1% 1

Q14_2	Mean	3.53
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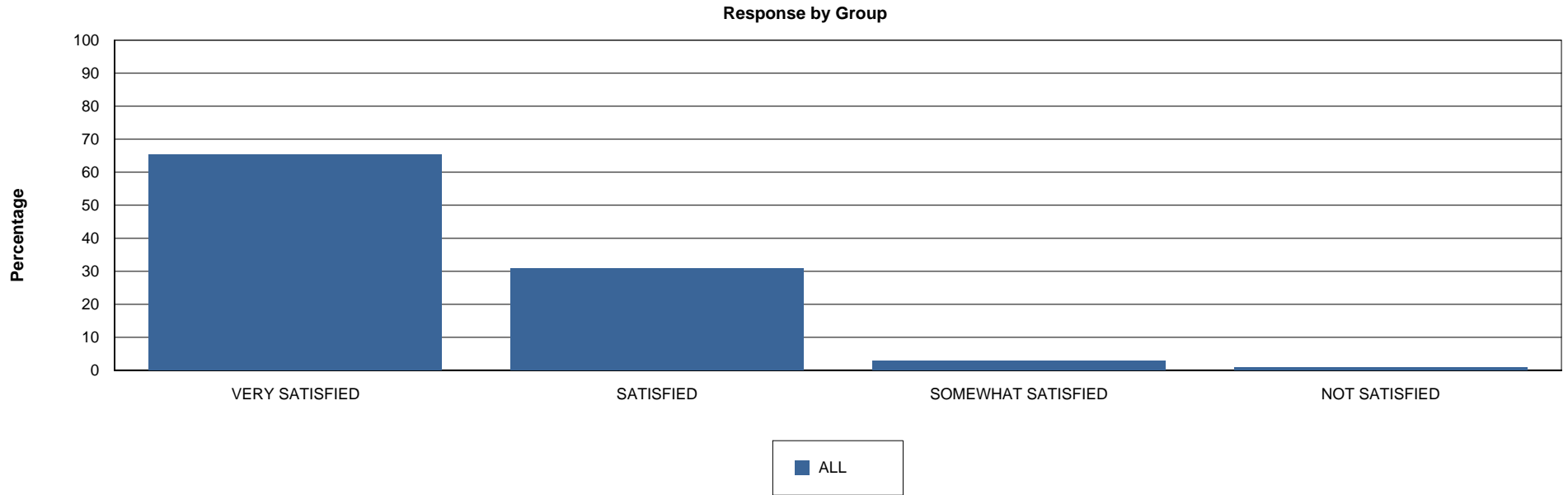
15 Maintaining high expectations for teacher and student performance



		ALL
OFTEN	Percentage	63%
	Count	67
SOMETIMES	Percentage	36%
	Count	38
SELDOM	Percentage	2%
	Count	2

Q15_1	Mean	3.61
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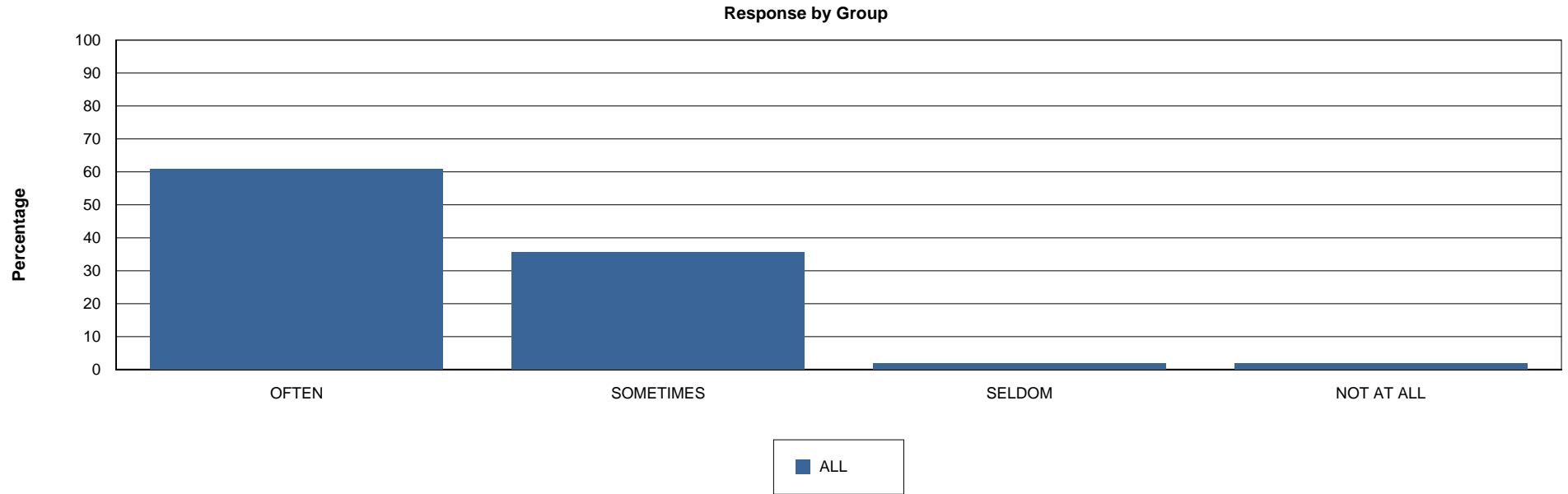
15 Maintaining high expectations for teacher and student performance



		ALL
VERY SATISFIED	Percentage Count	65% 70
SATISFIED	Percentage Count	31% 33
SOMEWHAT SATISFIED	Percentage Count	3% 3
NOT SATISFIED	Percentage Count	1% 1

Q15_2	Mean	3.61
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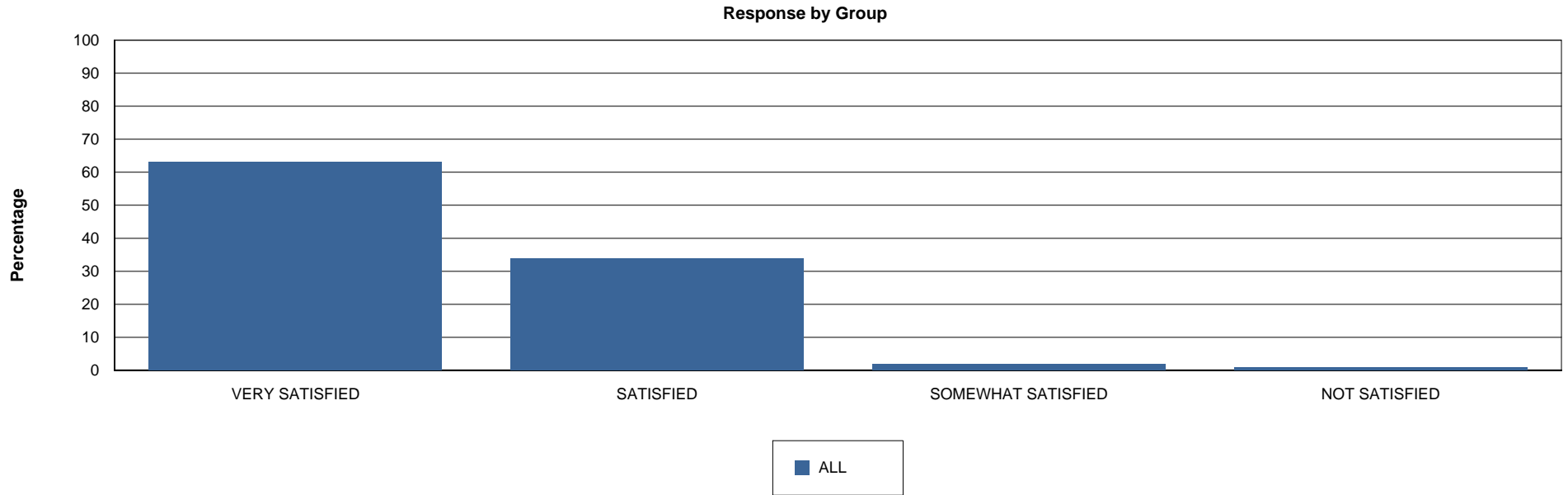
16 Engendering faculty/staff trust, confidence and commitment to the school



		ALL
OFTEN	Percentage	61%
	Count	65
SOMETIMES	Percentage	36%
	Count	38
SELDOM	Percentage	2%
	Count	2
NOT AT ALL	Percentage	2%
	Count	2

Q16_1	Mean	3.55
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16 Engendering faculty/staff trust, confidence and commitment to the school

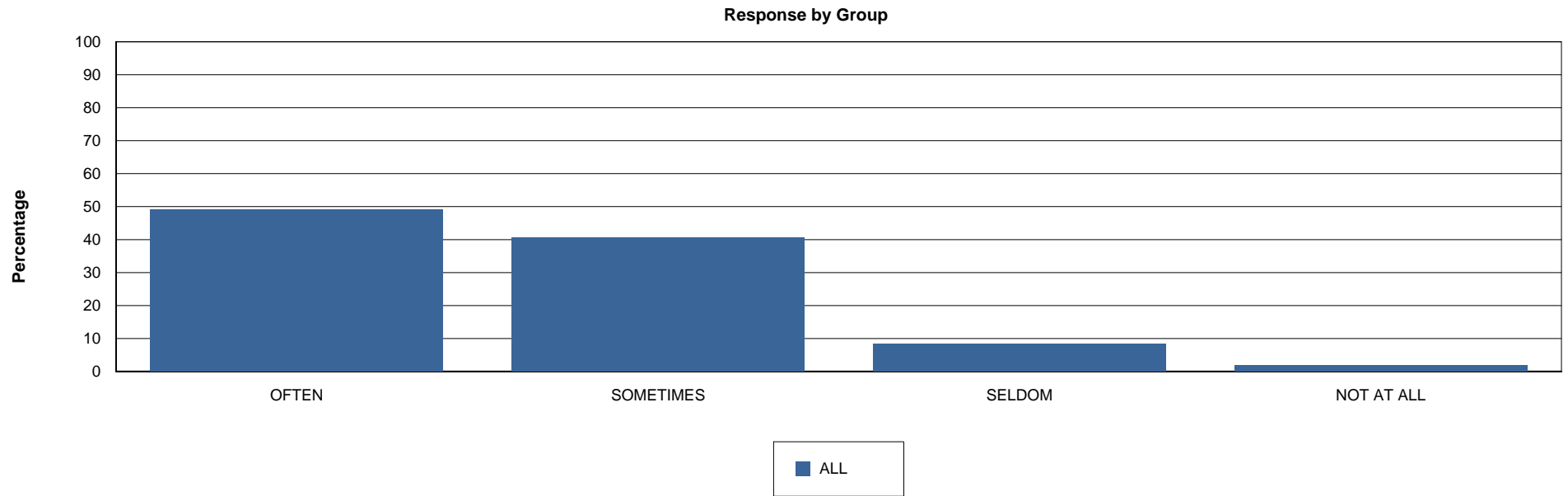


		ALL
VERY SATISFIED	Percentage Count	63% 67
SATISFIED	Percentage Count	34% 36
SOMEWHAT SATISFIED	Percentage Count	2% 2
NOT SATISFIED	Percentage Count	1% 1

Q16_2	Mean	3.59
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17

Accepting accountability for decisions and actions

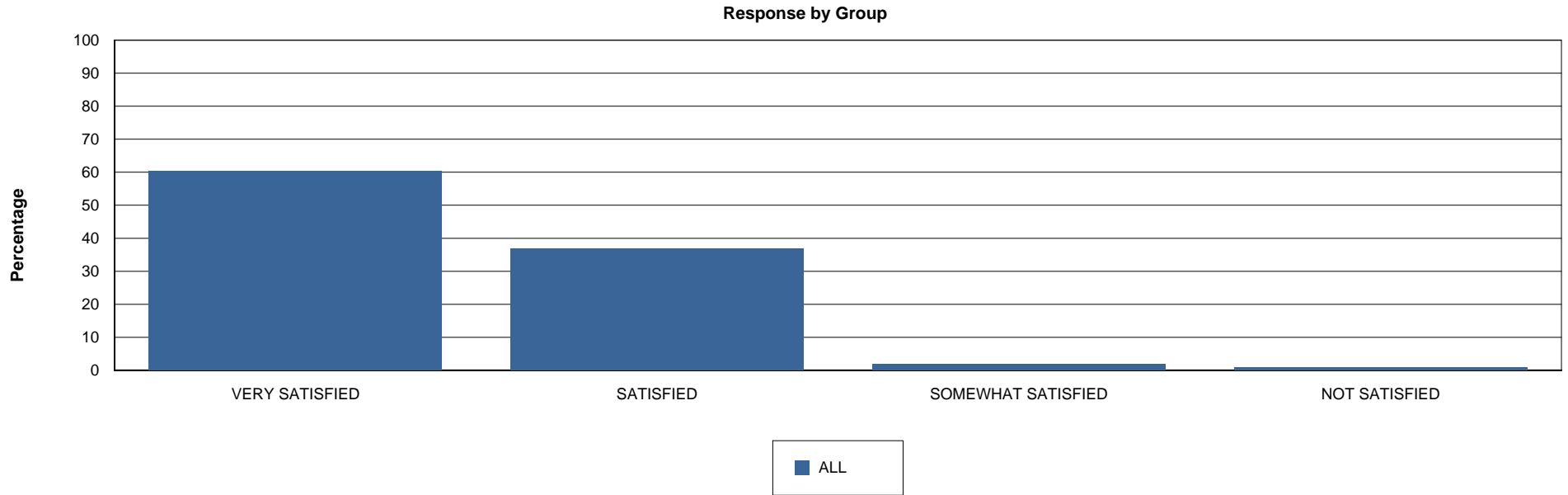


		ALL
OFTEN	Percentage	49%
	Count	52
SOMETIMES	Percentage	41%
	Count	43
SELDOM	Percentage	8%
	Count	9
NOT AT ALL	Percentage	2%
	Count	2

Q17_1	Mean	3.37
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17

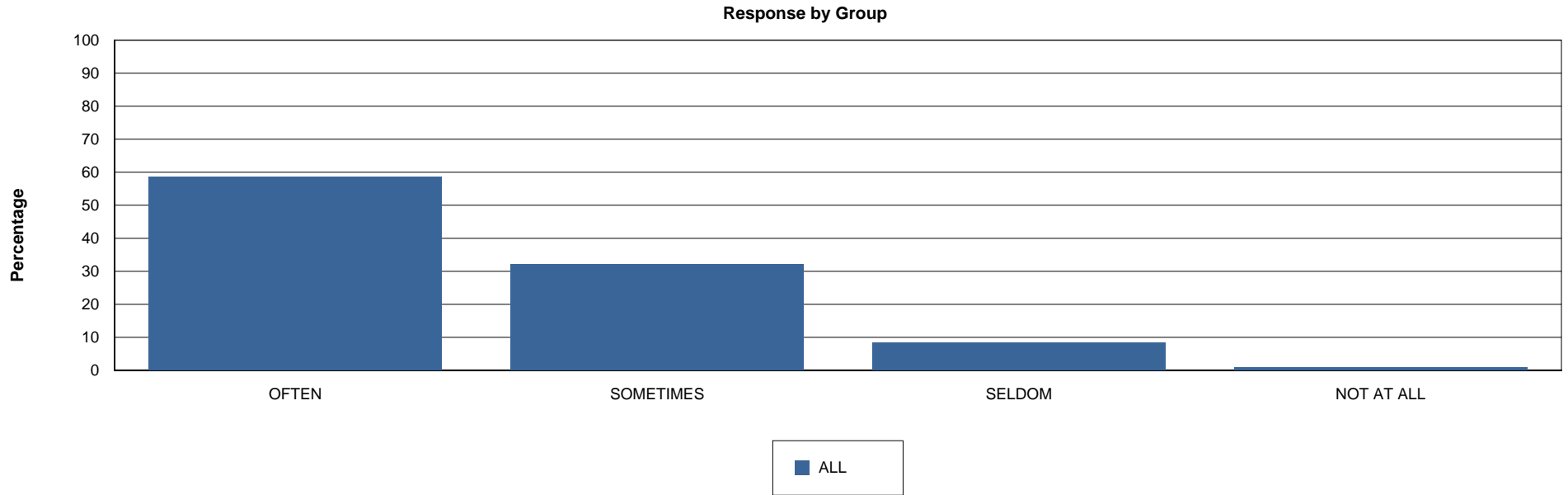
Accepting accountability for decisions and actions



		ALL
VERY SATISFIED	Percentage	60%
	Count	64
SATISFIED	Percentage	37%
	Count	39
SOMEWHAT SATISFIED	Percentage	2%
	Count	2
NOT SATISFIED	Percentage	1%
	Count	1

Q17_2	Mean	3.57
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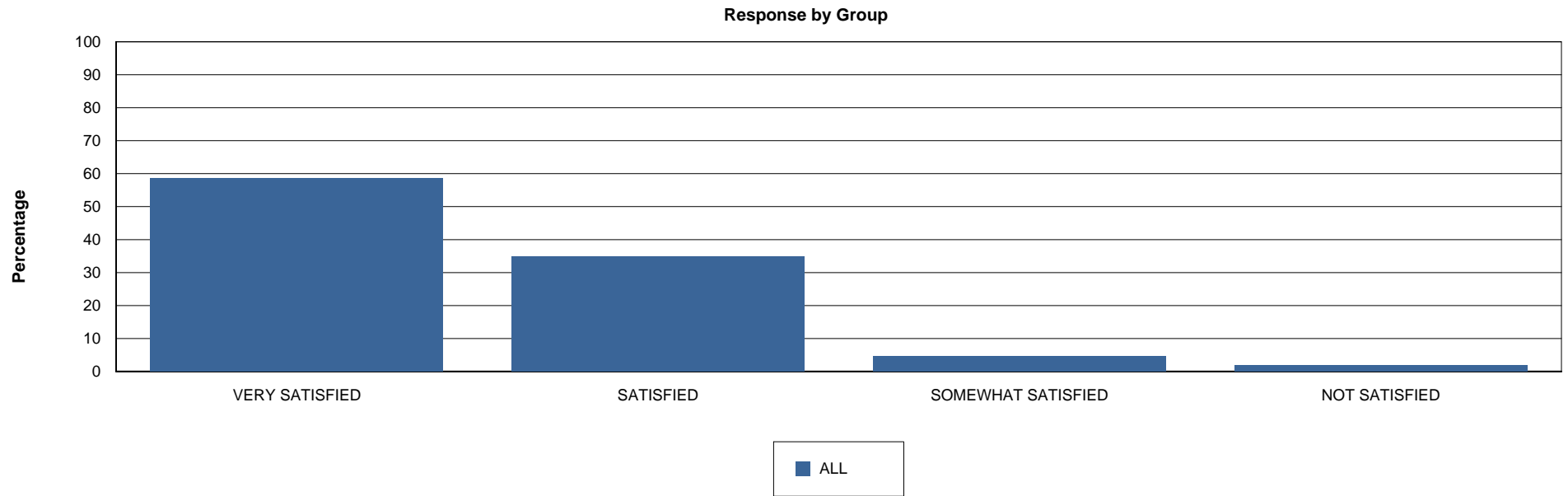
18 Maintaining high academic standards



		ALL
OFTEN	Percentage	58%
	Count	62
SOMETIMES	Percentage	32%
	Count	34
SELDOM	Percentage	8%
	Count	9
NOT AT ALL	Percentage	1%
	Count	1

Q18_1	Mean	3.48
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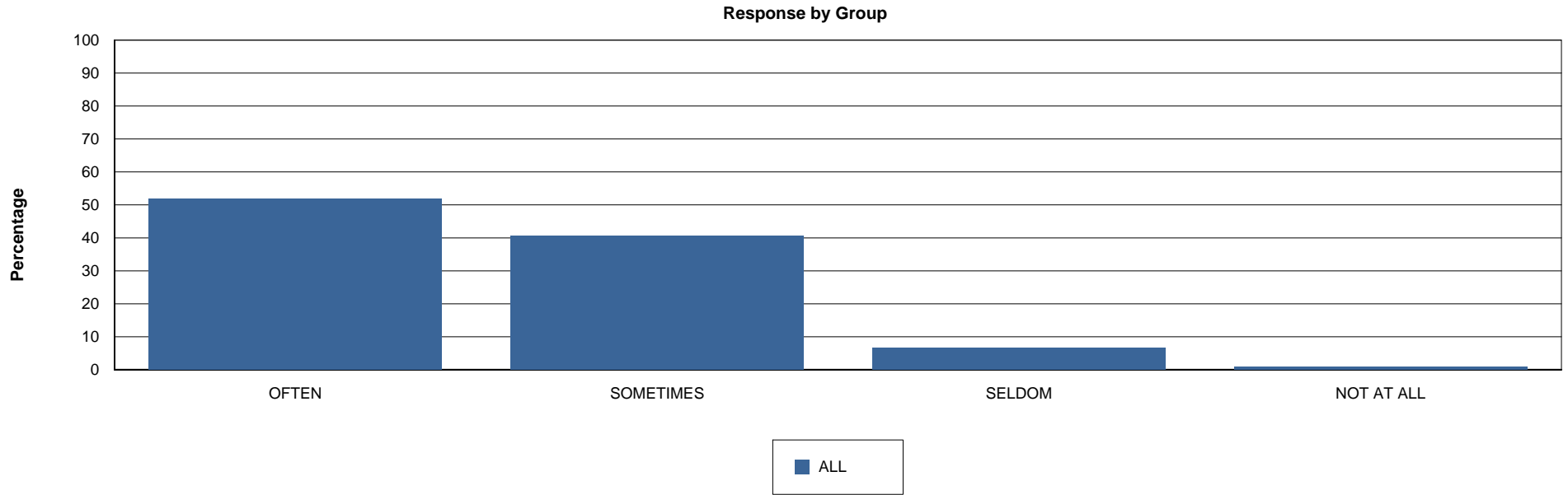
18 Maintaining high academic standards



		ALL
VERY SATISFIED	Percentage	58%
	Count	62
SATISFIED	Percentage	35%
	Count	37
SOMEWHAT SATISFIED	Percentage	5%
	Count	5
NOT SATISFIED	Percentage	2%
	Count	2

Q18_2	Mean	3.50
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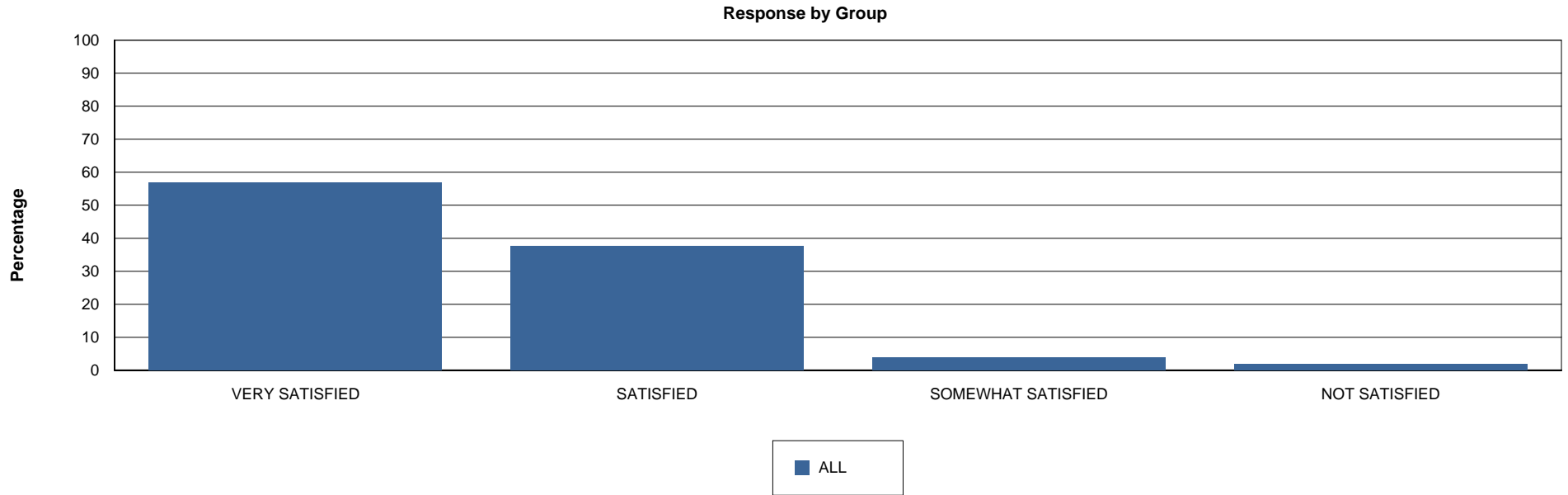
19 Implementing best practices in instruction



		ALL
OFTEN	Percentage	52%
	Count	55
SOMETIMES	Percentage	41%
	Count	43
SELDOM	Percentage	7%
	Count	7
NOT AT ALL	Percentage	1%
	Count	1

Q19_1	Mean	3.43
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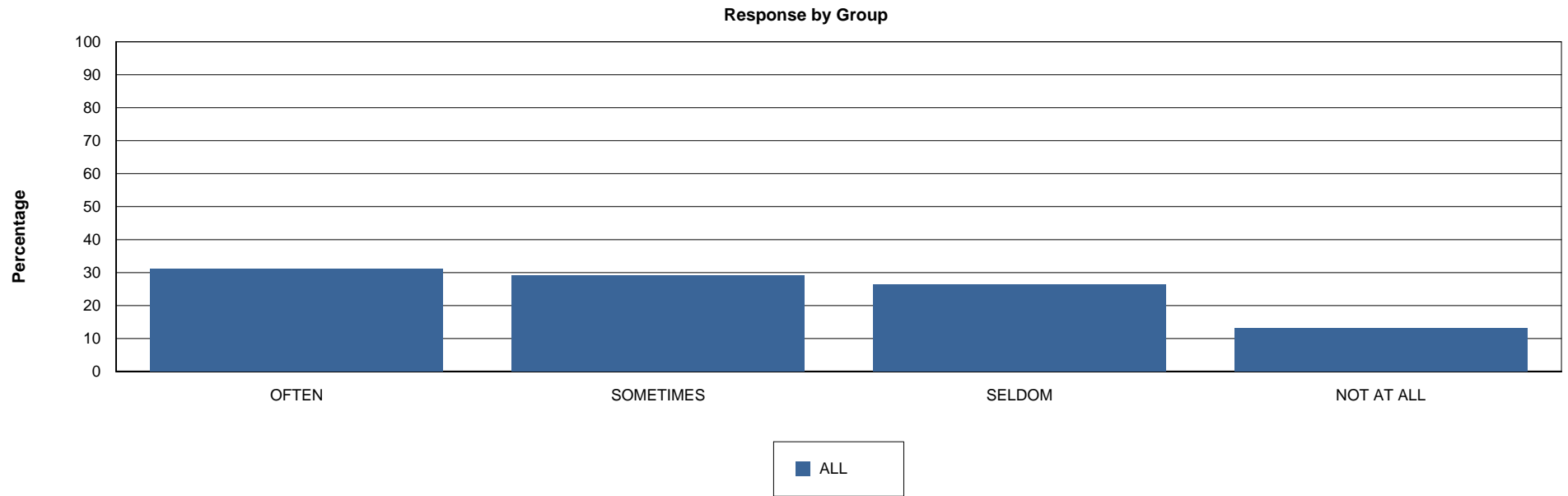
19 Implementing best practices in instruction



		ALL
VERY SATISFIED	Percentage	57%
	Count	59
SATISFIED	Percentage	38%
	Count	39
SOMEWHAT SATISFIED	Percentage	4%
	Count	4
NOT SATISFIED	Percentage	2%
	Count	2

Q19_2	Mean	3.49
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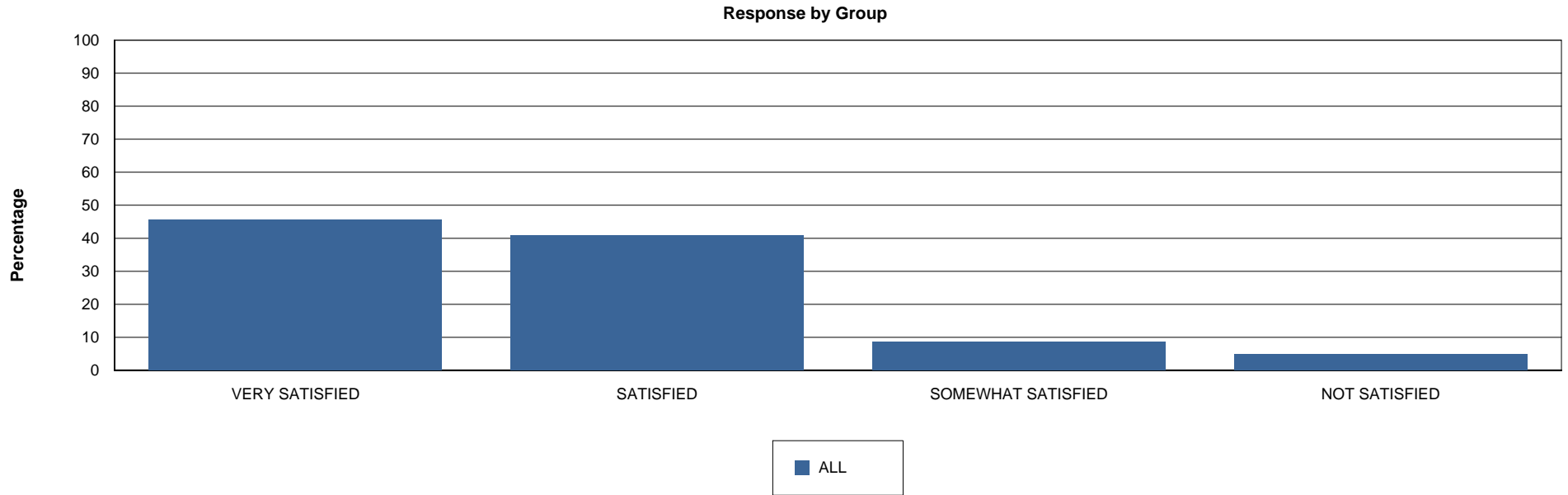
20 Integrating diversity into curriculum and instruction



		ALL
OFTEN	Percentage	31%
	Count	33
SOMETIMES	Percentage	29%
	Count	31
SELDOM	Percentage	26%
	Count	28
NOT AT ALL	Percentage	13%
	Count	14

Q20_1	Mean	2.78
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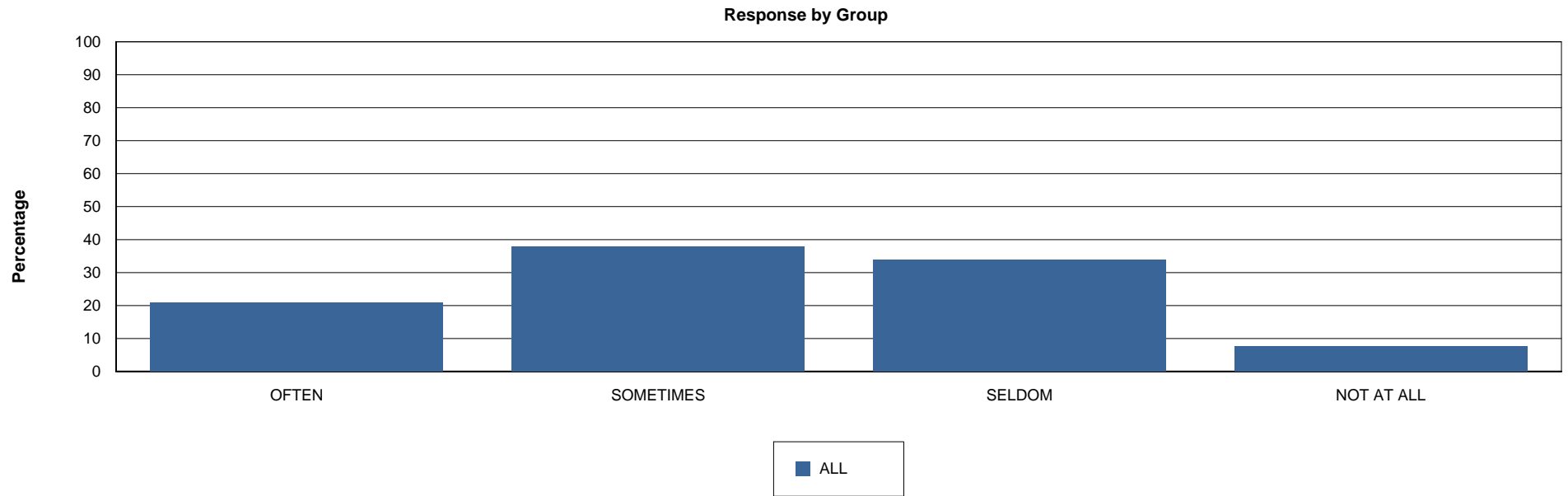
20 Integrating diversity into curriculum and instruction



		ALL
VERY SATISFIED	Percentage Count	46% 47
SATISFIED	Percentage Count	41% 42
SOMEWHAT SATISFIED	Percentage Count	9% 9
NOT SATISFIED	Percentage Count	5% 5

Q20_2	Mean	3.27
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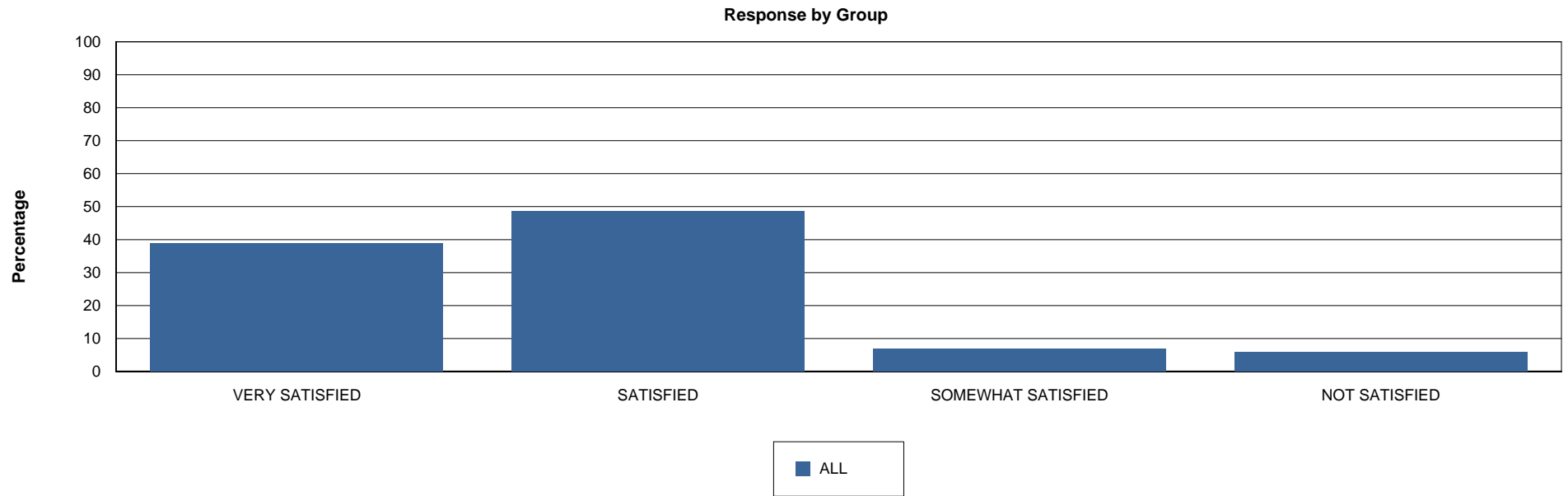
21 Incorporating technology into the classroom to enhance learning



		ALL
OFTEN	Percentage	21%
	Count	22
SOMETIMES	Percentage	38%
	Count	40
SELDOM	Percentage	34%
	Count	36
NOT AT ALL	Percentage	8%
	Count	8

Q21_1	Mean	2.72
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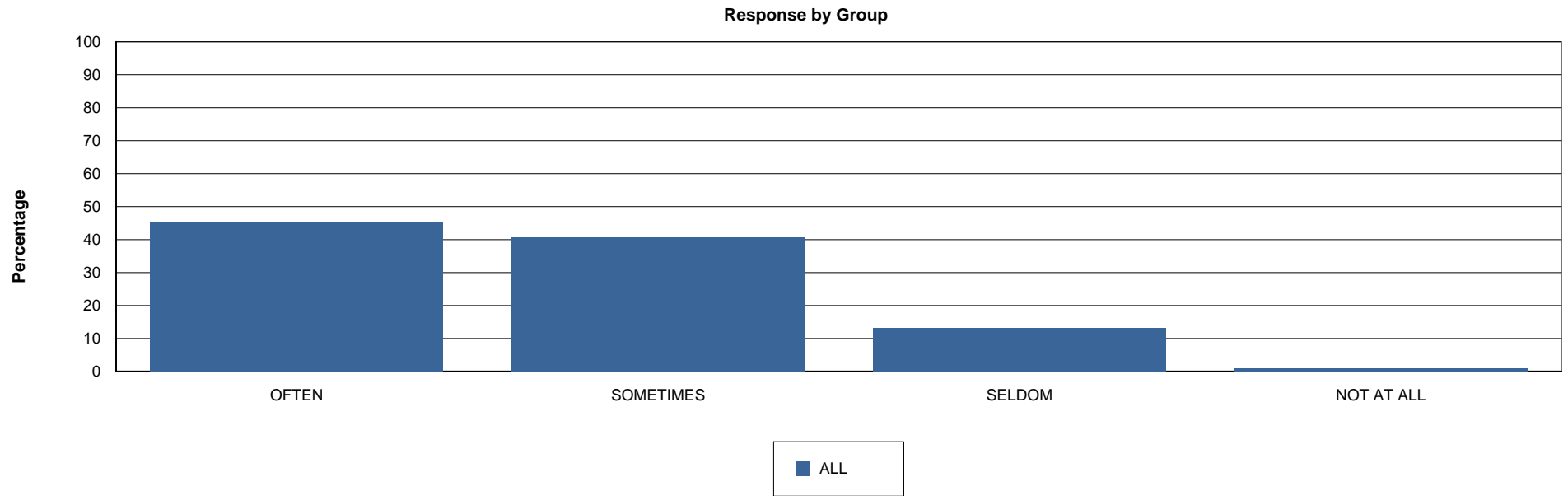
21 Incorporating technology into the classroom to enhance learning



		ALL
VERY SATISFIED	Percentage Count	39% 40
SATISFIED	Percentage Count	49% 50
SOMEWHAT SATISFIED	Percentage Count	7% 7
NOT SATISFIED	Percentage Count	6% 6

Q21_2	Mean	3.20
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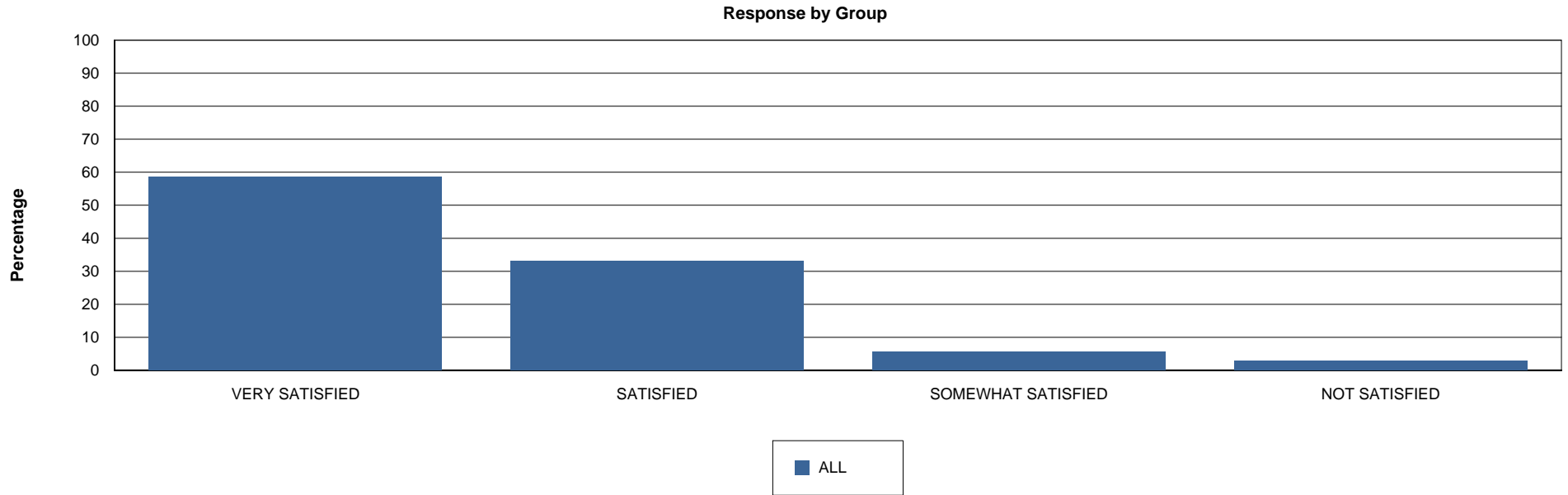
22 Using assessment to improve instructional practices



		ALL
OFTEN	Percentage	45%
	Count	48
SOMETIMES	Percentage	41%
	Count	43
SELDOM	Percentage	13%
	Count	14
NOT AT ALL	Percentage	1%
	Count	1

Q22_1	Mean	3.30
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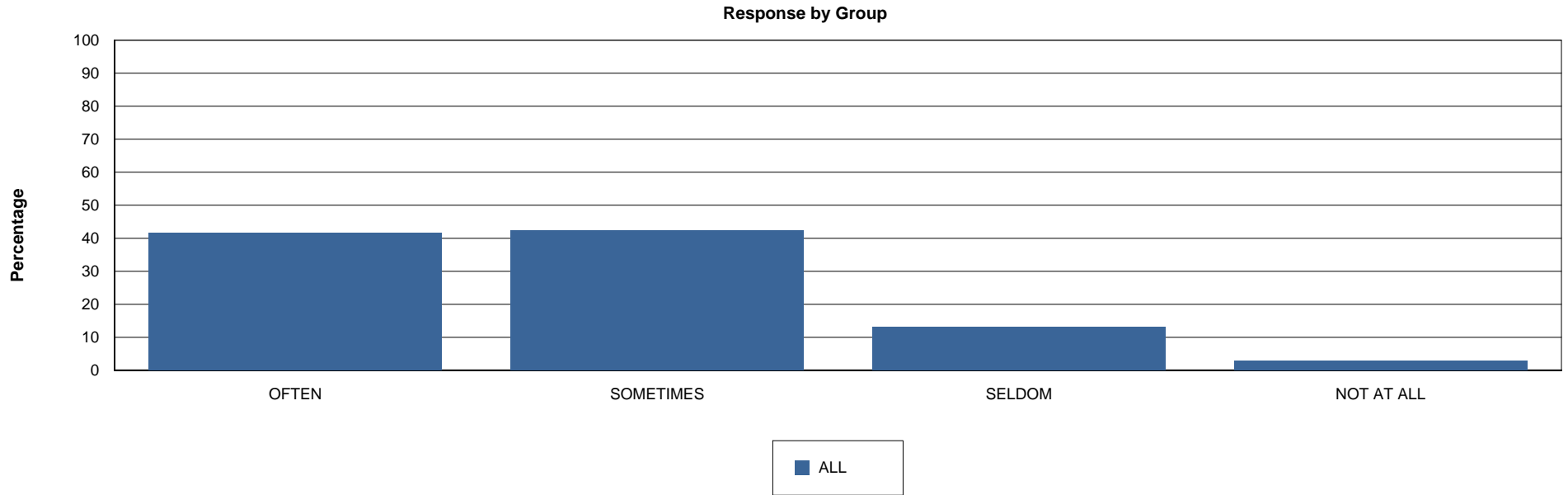
22 Using assessment to improve instructional practices



		ALL
VERY SATISFIED	Percentage	58%
	Count	62
SATISFIED	Percentage	33%
	Count	35
SOMEWHAT SATISFIED	Percentage	6%
	Count	6
NOT SATISFIED	Percentage	3%
	Count	3

Q22_2	Mean	3.47
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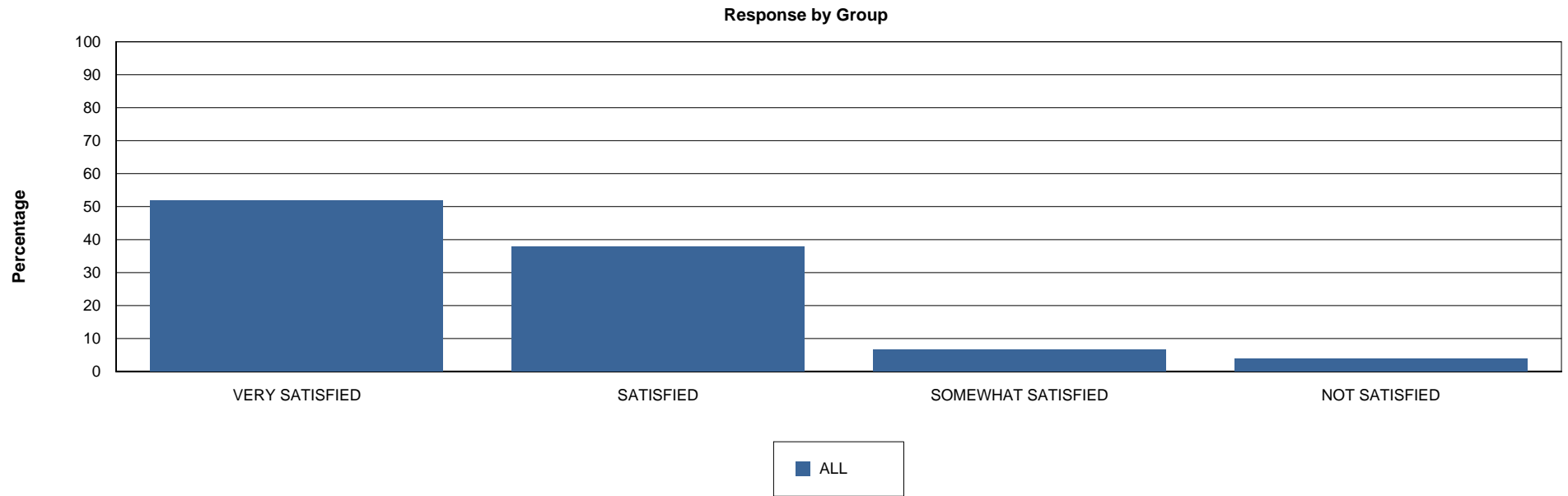
23 Appraising teaching methods to ensure alignment to curriculum



		ALL
OFTEN	Percentage	42%
	Count	44
SOMETIMES	Percentage	42%
	Count	45
SELDOM	Percentage	13%
	Count	14
NOT AT ALL	Percentage	3%
	Count	3

Q23_1	Mean	3.23
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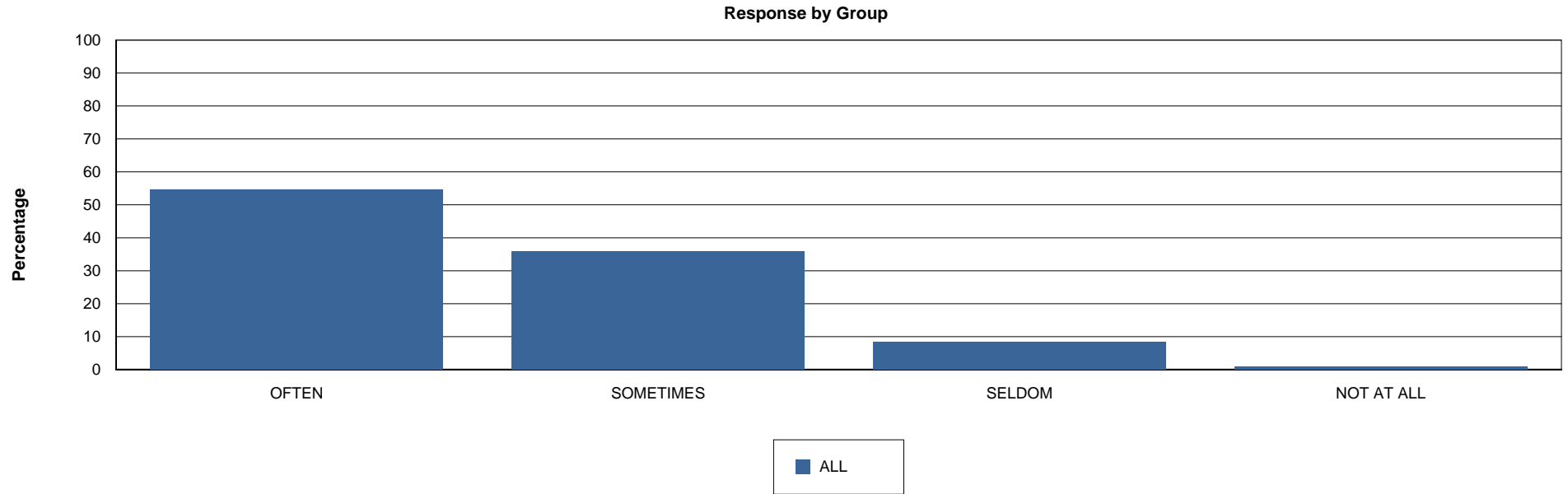
23 Appraising teaching methods to ensure alignment to curriculum



		ALL
VERY SATISFIED	Percentage	52%
	Count	55
SATISFIED	Percentage	38%
	Count	40
SOMEWHAT SATISFIED	Percentage	7%
	Count	7
NOT SATISFIED	Percentage	4%
	Count	4

Q23_2	Mean	3.38
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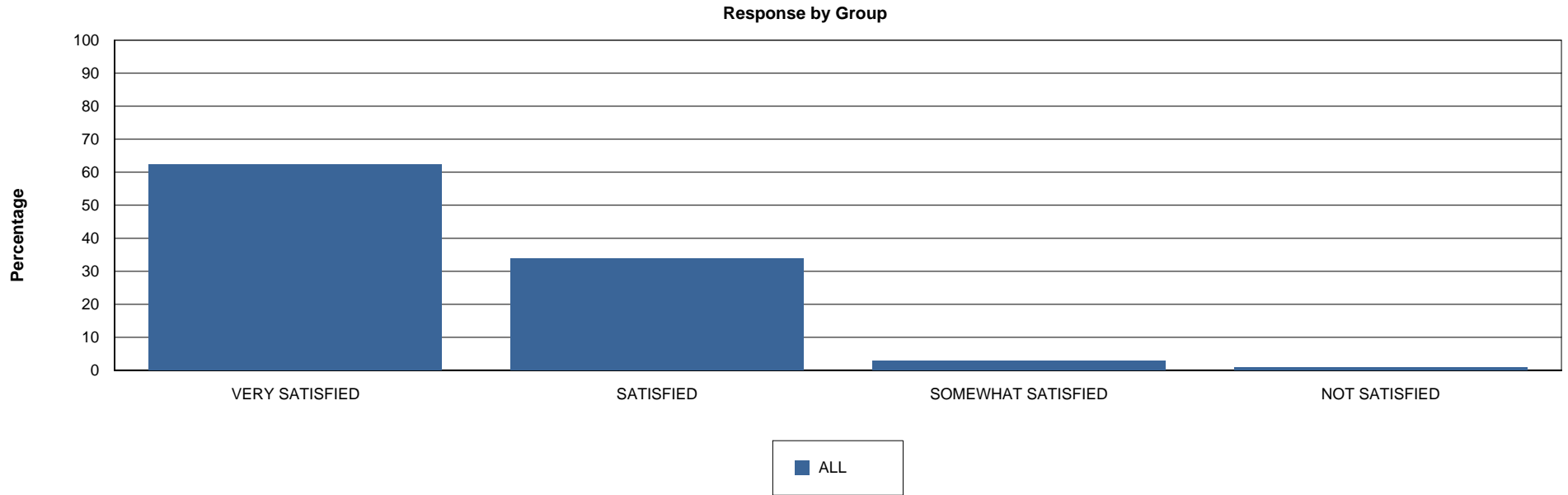
24 Providing clear feedback to subordinates without offending or patronizing people



		ALL
OFTEN	Percentage	55%
	Count	58
SOMETIMES	Percentage	36%
	Count	38
SELDOM	Percentage	8%
	Count	9
NOT AT ALL	Percentage	1%
	Count	1

Q24_1	Mean	3.44
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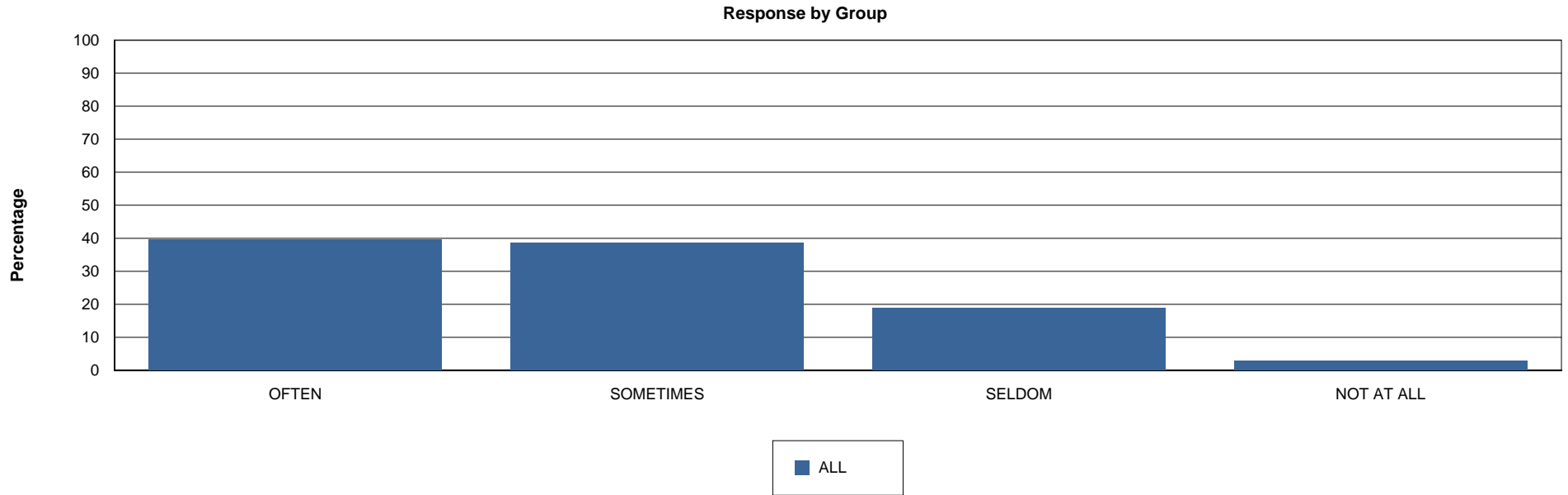
24 Providing clear feedback to subordinates without offending or patronizing people



		ALL
VERY SATISFIED	Percentage	62%
	Count	66
SATISFIED	Percentage	34%
	Count	36
SOMEWHAT SATISFIED	Percentage	3%
	Count	3
NOT SATISFIED	Percentage	1%
	Count	1

Q24_2	Mean	3.58
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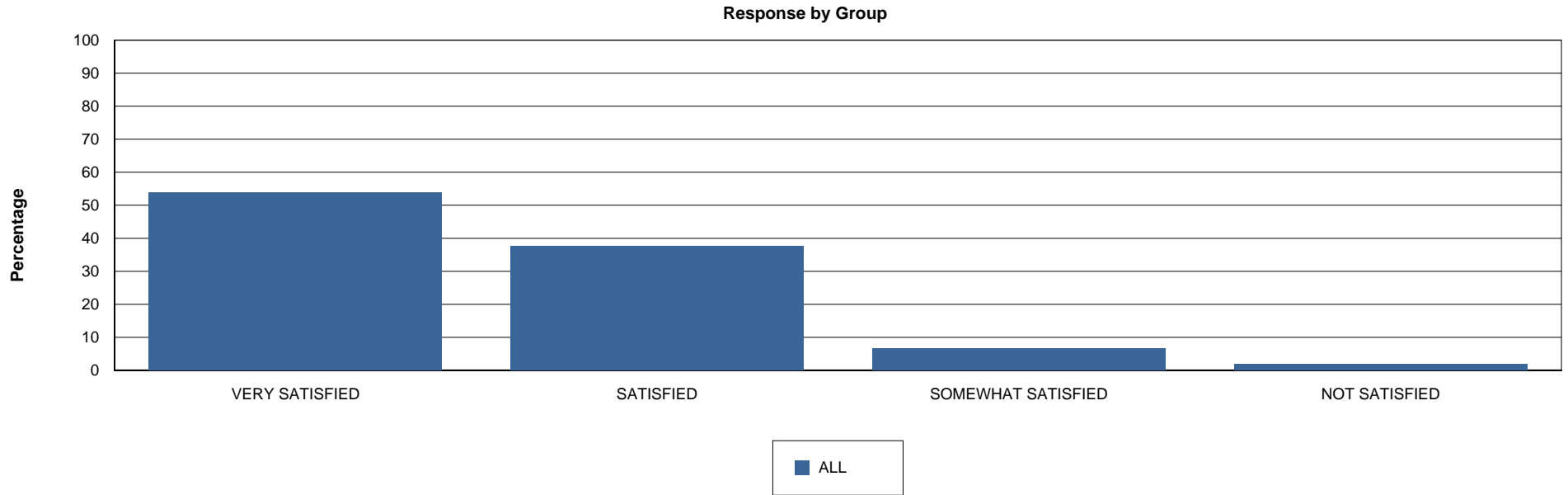
25 Reporting assessment and evaluation findings



		ALL
OFTEN	Percentage	40%
	Count	42
SOMETIMES	Percentage	39%
	Count	41
SELDOM	Percentage	19%
	Count	20
NOT AT ALL	Percentage	3%
	Count	3

Q25_1	Mean	3.15
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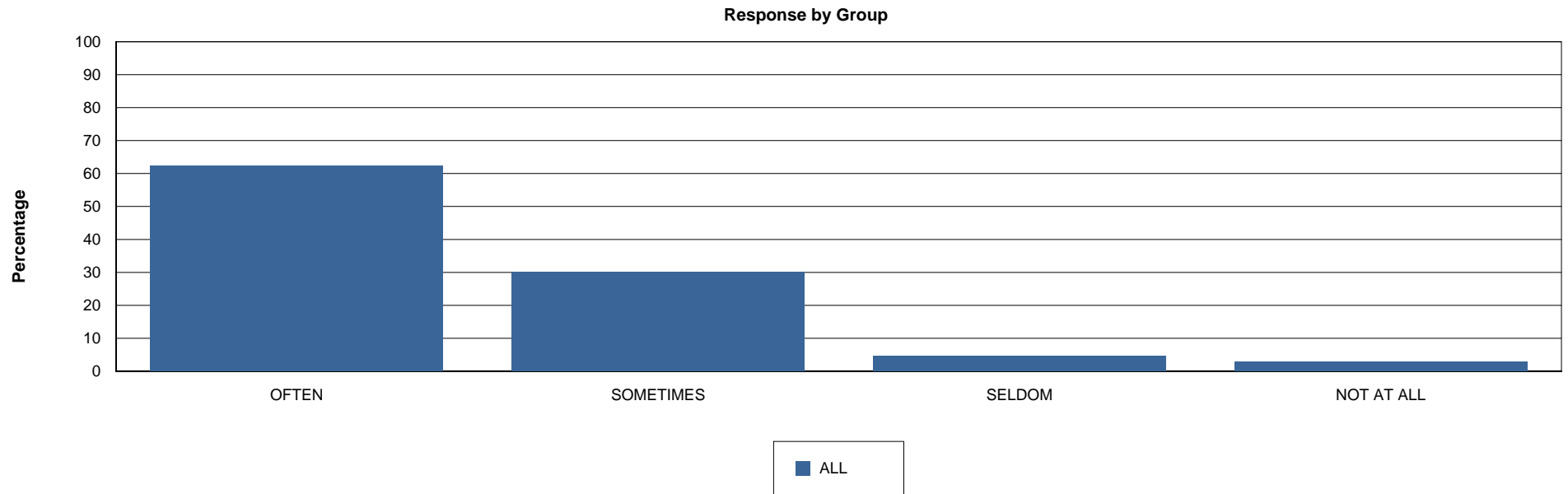
25 Reporting assessment and evaluation findings



		ALL
VERY SATISFIED	Percentage	54%
	Count	56
SATISFIED	Percentage	38%
	Count	39
SOMEWHAT SATISFIED	Percentage	7%
	Count	7
NOT SATISFIED	Percentage	2%
	Count	2

Q25_2	Mean	3.43
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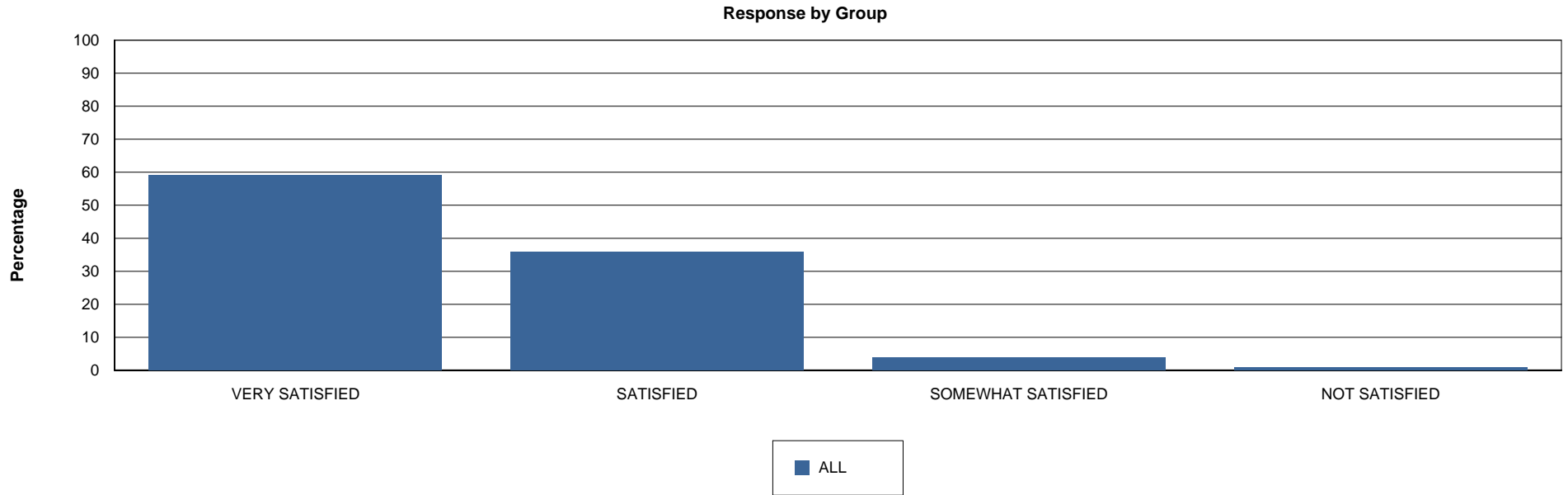
26 Understanding and implementing organizational change



		ALL
OFTEN	Percentage	62%
	Count	66
SOMETIMES	Percentage	30%
	Count	32
SELDOM	Percentage	5%
	Count	5
NOT AT ALL	Percentage	3%
	Count	3

Q26_1	Mean	3.52
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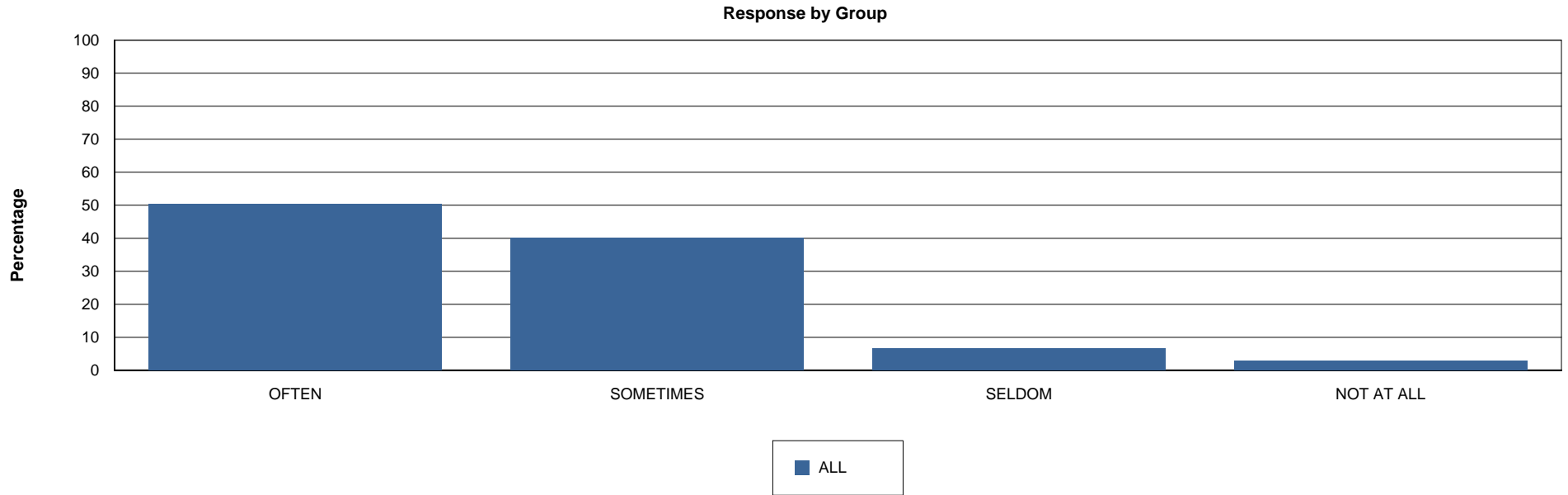
26 Understanding and implementing organizational change



		ALL
VERY SATISFIED	Percentage	59%
	Count	61
SATISFIED	Percentage	36%
	Count	37
SOMEWHAT SATISFIED	Percentage	4%
	Count	4
NOT SATISFIED	Percentage	1%
	Count	1

Q26_2	Mean	3.53
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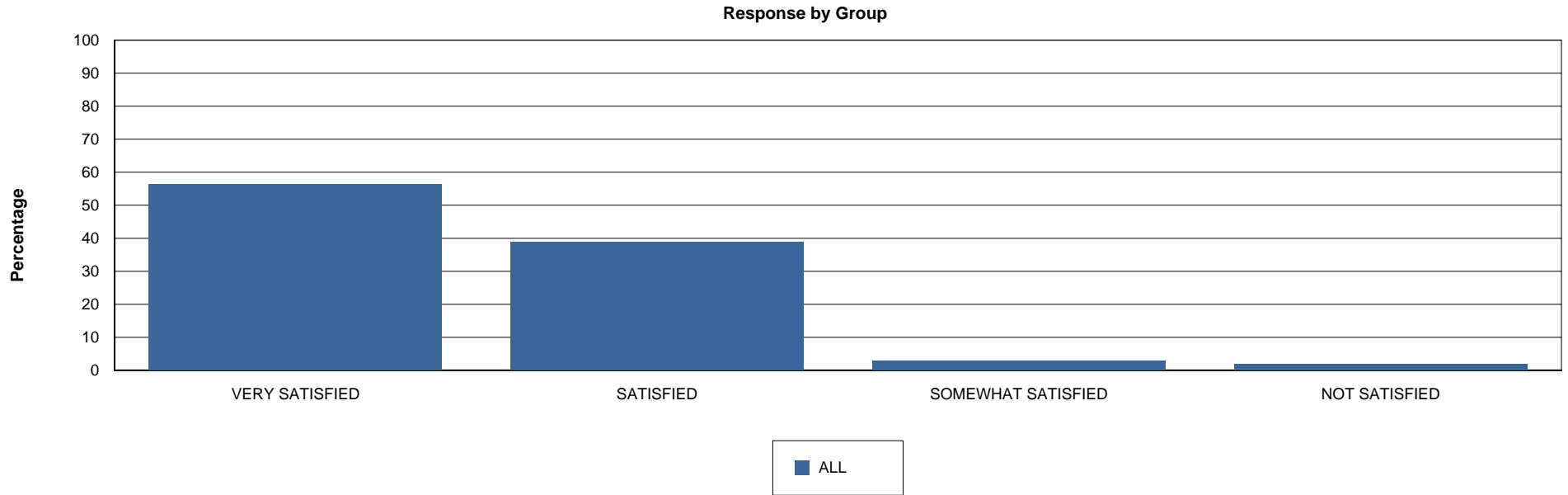
27 Goal-setting



		ALL
OFTEN	Percentage	50%
	Count	53
SOMETIMES	Percentage	40%
	Count	42
SELDOM	Percentage	7%
	Count	7
NOT AT ALL	Percentage	3%
	Count	3

Q27_1	Mean	3.38
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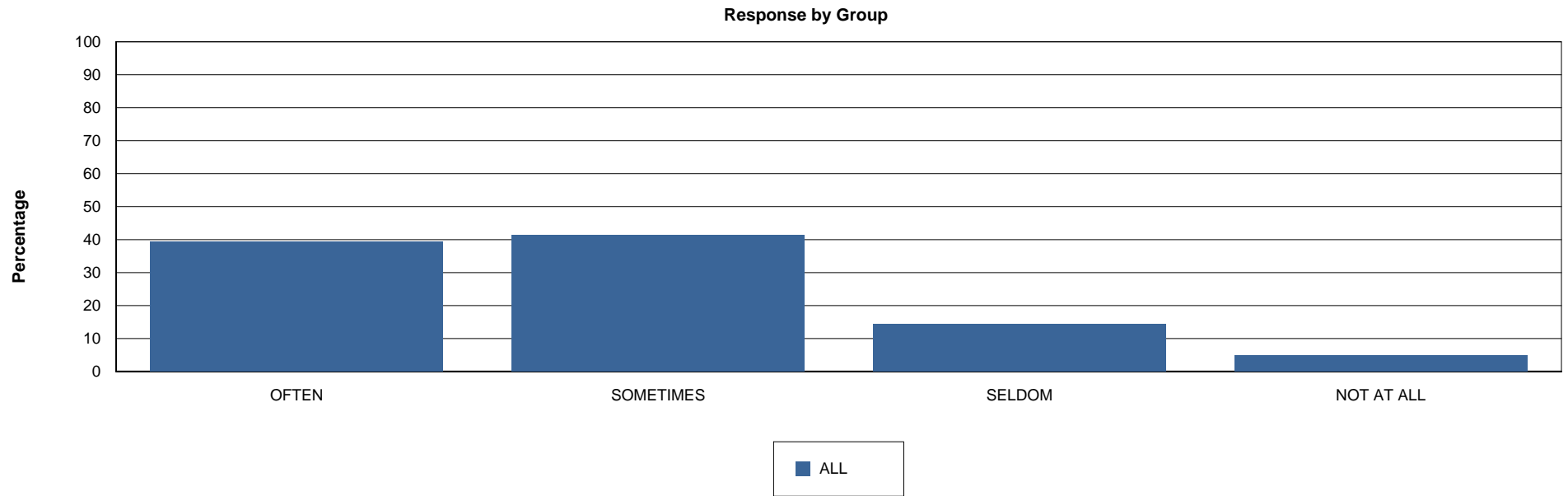
27 Goal-setting



		ALL
VERY SATISFIED	Percentage	56%
	Count	58
SATISFIED	Percentage	39%
	Count	40
SOMEWHAT SATISFIED	Percentage	3%
	Count	3
NOT SATISFIED	Percentage	2%
	Count	2

Q27_2	Mean	3.50
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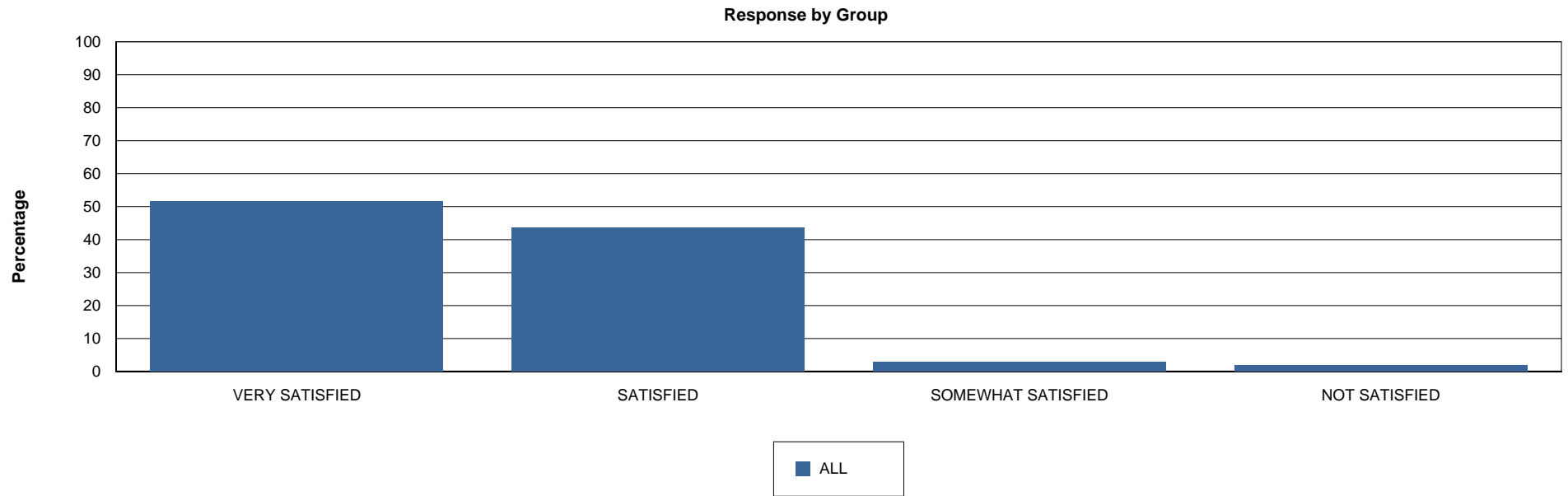
28 Strategic planning



		ALL
OFTEN	Percentage	39%
	Count	41
SOMETIMES	Percentage	41%
	Count	43
SELDOM	Percentage	14%
	Count	15
NOT AT ALL	Percentage	5%
	Count	5

Q28_1	Mean	3.15
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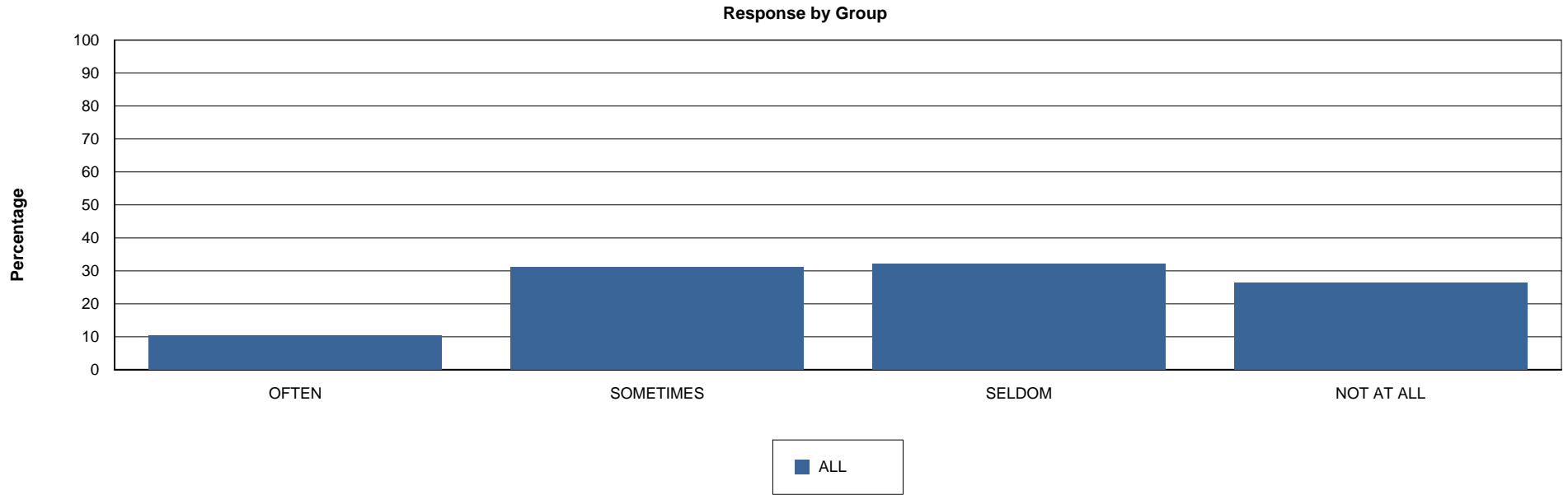
28 Strategic planning



		ALL
VERY SATISFIED	Percentage	51%
	Count	52
SATISFIED	Percentage	44%
	Count	44
SOMEWHAT SATISFIED	Percentage	3%
	Count	3
NOT SATISFIED	Percentage	2%
	Count	2

Q28_2	Mean	3.45
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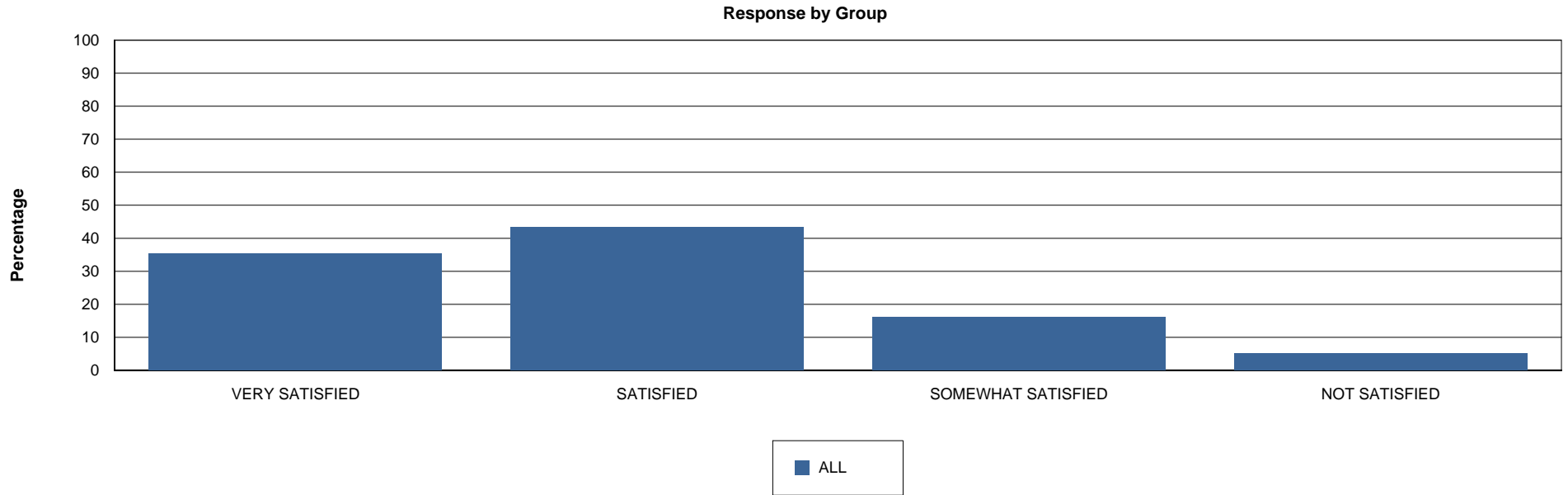
29 Creating a budget



		ALL
OFTEN	Percentage	10%
	Count	11
SOMETIMES	Percentage	31%
	Count	33
SELDOM	Percentage	32%
	Count	34
NOT AT ALL	Percentage	26%
	Count	28

Q29_1	Mean	2.25
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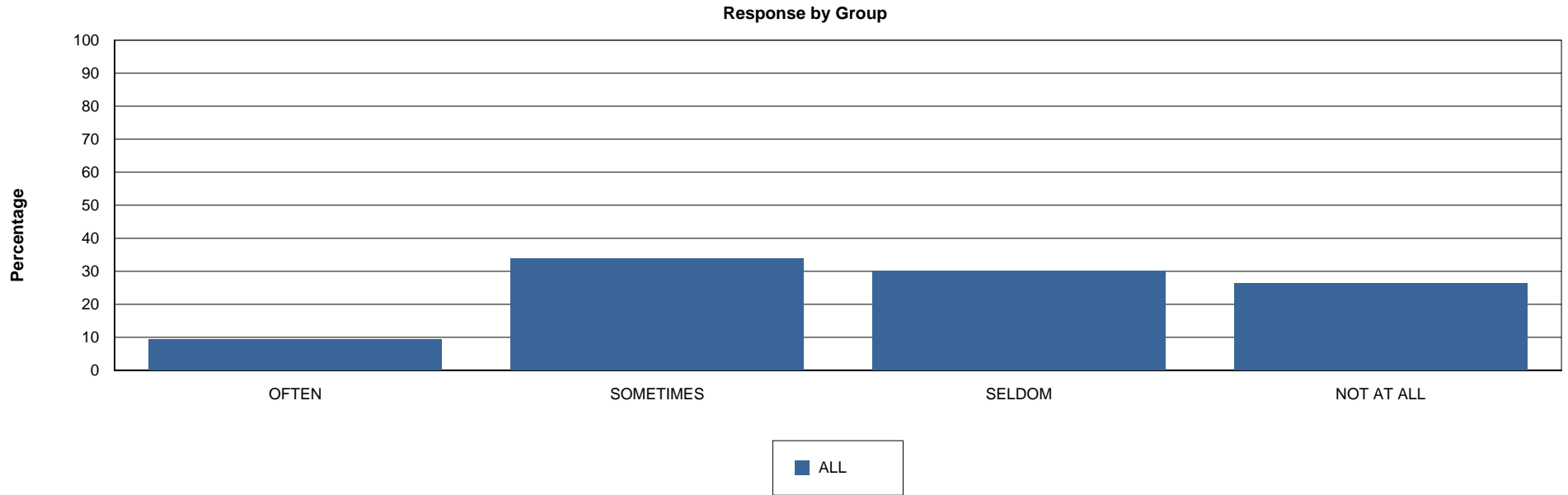
29 Creating a budget



		ALL
VERY SATISFIED	Percentage	35%
	Count	35
SATISFIED	Percentage	43%
	Count	43
SOMEWHAT SATISFIED	Percentage	16%
	Count	16
NOT SATISFIED	Percentage	5%
	Count	5

Q29_2	Mean	3.09
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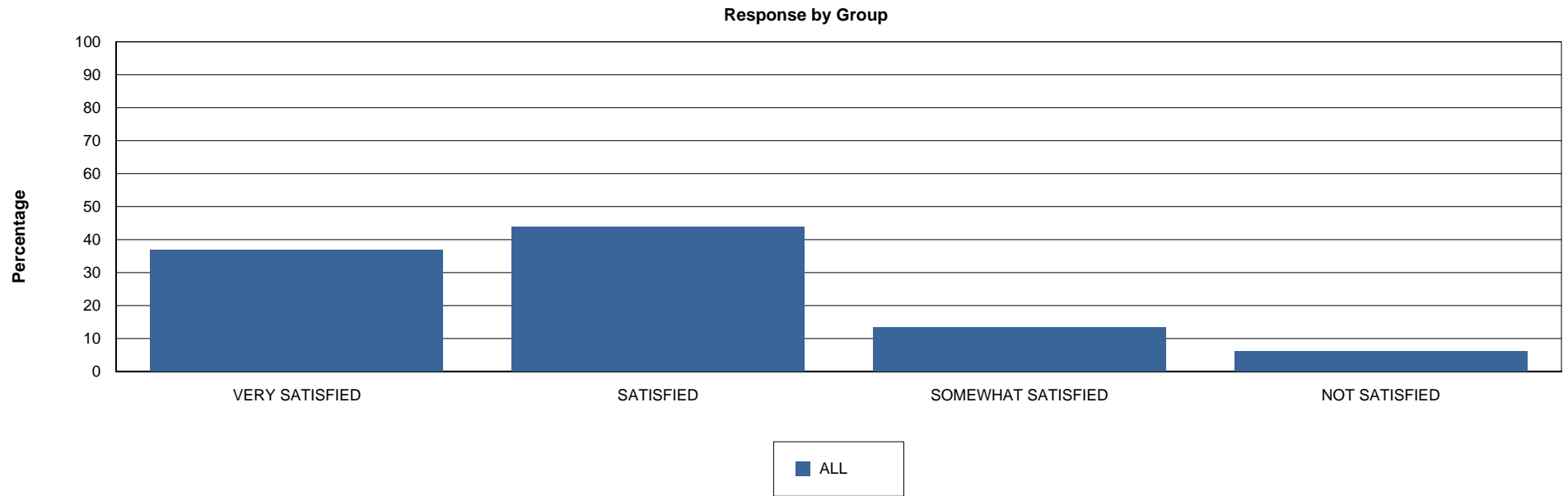
30 Implementing a budget



		ALL
OFTEN	Percentage	9%
	Count	10
SOMETIMES	Percentage	34%
	Count	36
SELDOM	Percentage	30%
	Count	32
NOT AT ALL	Percentage	26%
	Count	28

Q30_1	Mean	2.26
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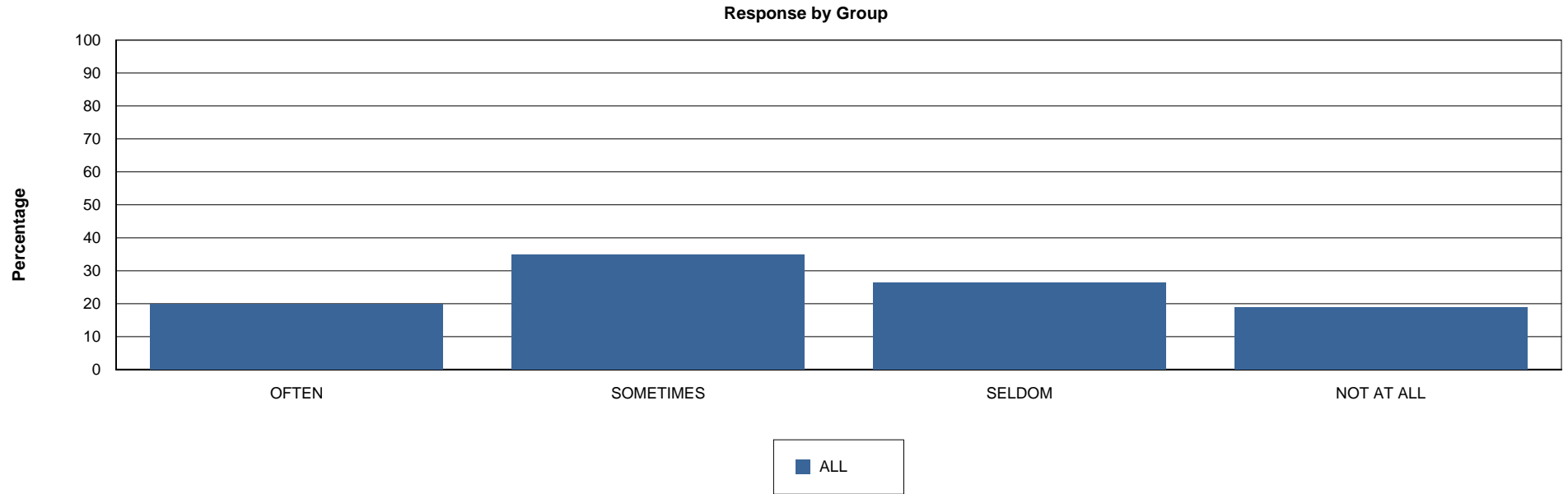
30 Implementing a budget



		ALL
VERY SATISFIED	Percentage	37%
	Count	36
SATISFIED	Percentage	44%
	Count	43
SOMEWHAT SATISFIED	Percentage	13%
	Count	13
NOT SATISFIED	Percentage	6%
	Count	6

Q30_2	Mean	3.11
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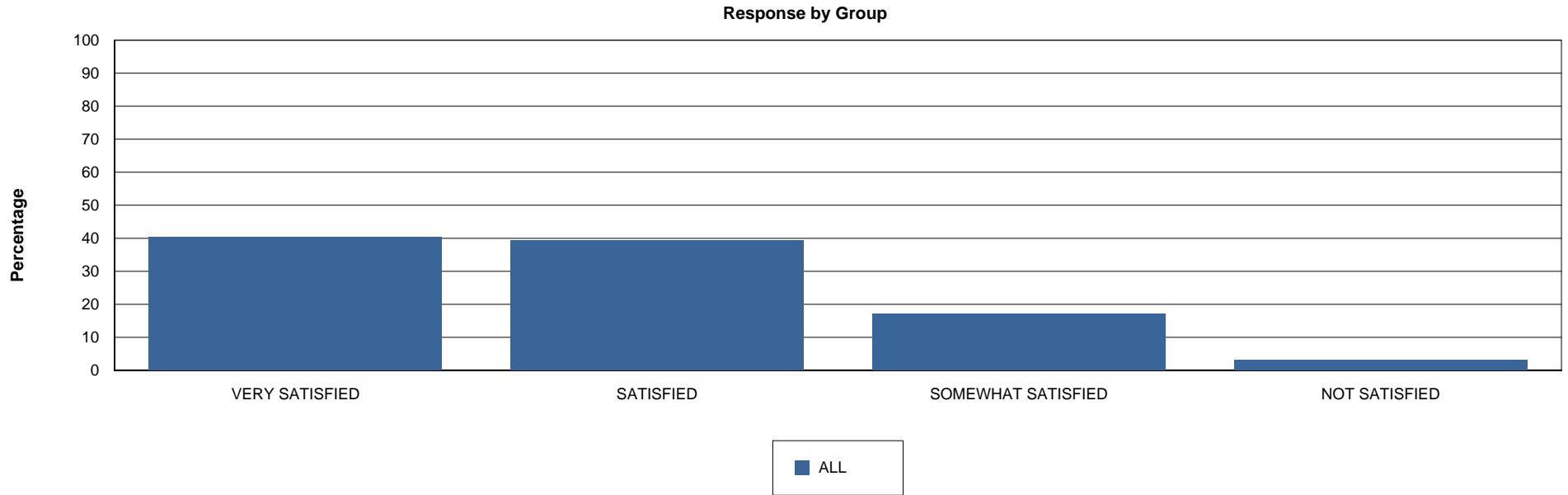
31 Allocating resources



		ALL
OFTEN	Percentage	20%
	Count	21
SOMETIMES	Percentage	35%
	Count	37
SELDOM	Percentage	26%
	Count	28
NOT AT ALL	Percentage	19%
	Count	20

Q31_1	Mean	2.56
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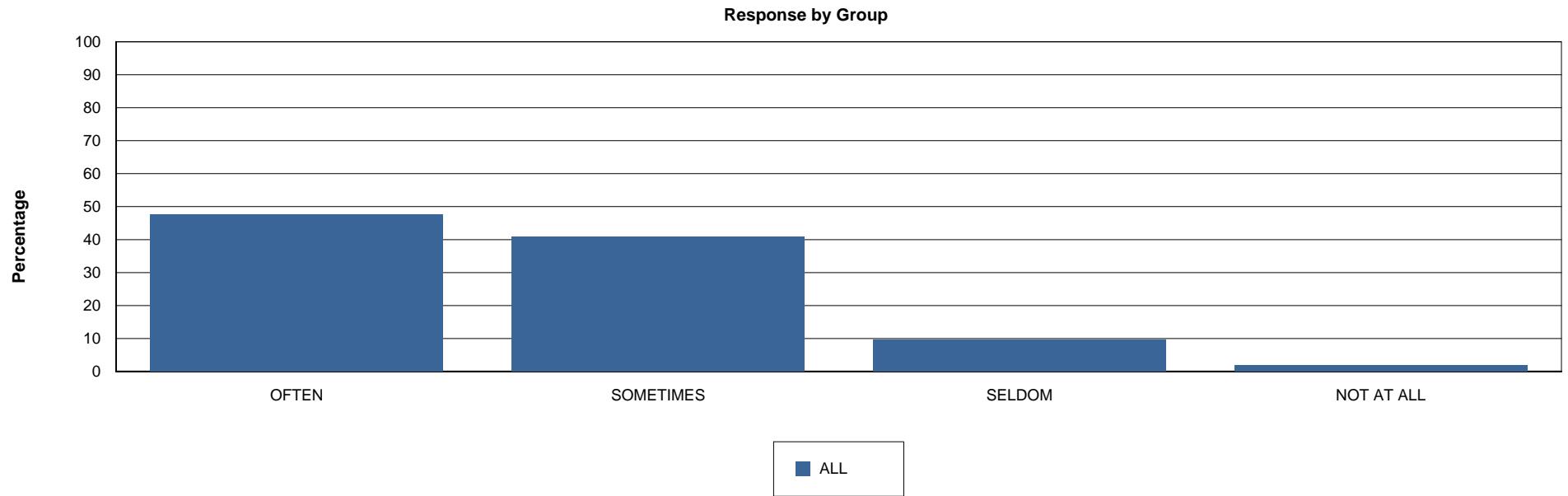
31 Allocating resources



		ALL
VERY SATISFIED	Percentage	40%
	Count	40
SATISFIED	Percentage	39%
	Count	39
SOMEWHAT SATISFIED	Percentage	17%
	Count	17
NOT SATISFIED	Percentage	3%
	Count	3

Q31_2	Mean	3.17
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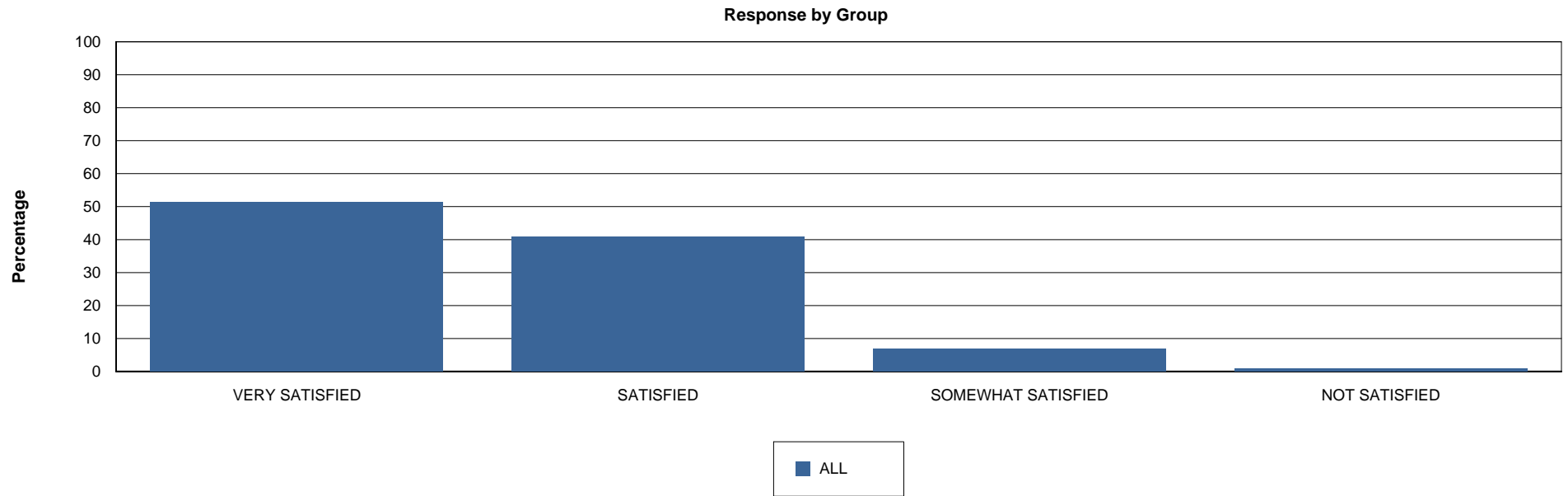
32 Mentoring staff to improve their instruction



		ALL
OFTEN	Percentage	48%
	Count	50
SOMETIMES	Percentage	41%
	Count	43
SELDOM	Percentage	10%
	Count	10
NOT AT ALL	Percentage	2%
	Count	2

Q32_1	Mean	3.34
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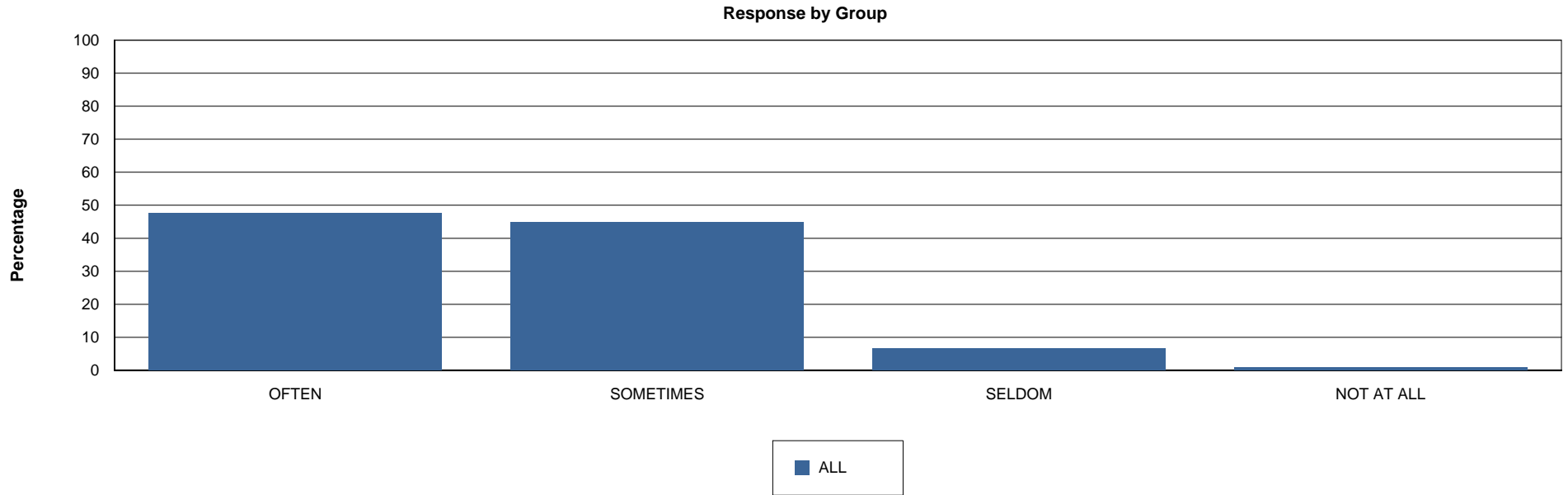
32 Mentoring staff to improve their instruction



		ALL
VERY SATISFIED	Percentage Count	51% 53
SATISFIED	Percentage Count	41% 42
SOMEWHAT SATISFIED	Percentage Count	7% 7
NOT SATISFIED	Percentage Count	1% 1

Q32_2	Mean	3.43
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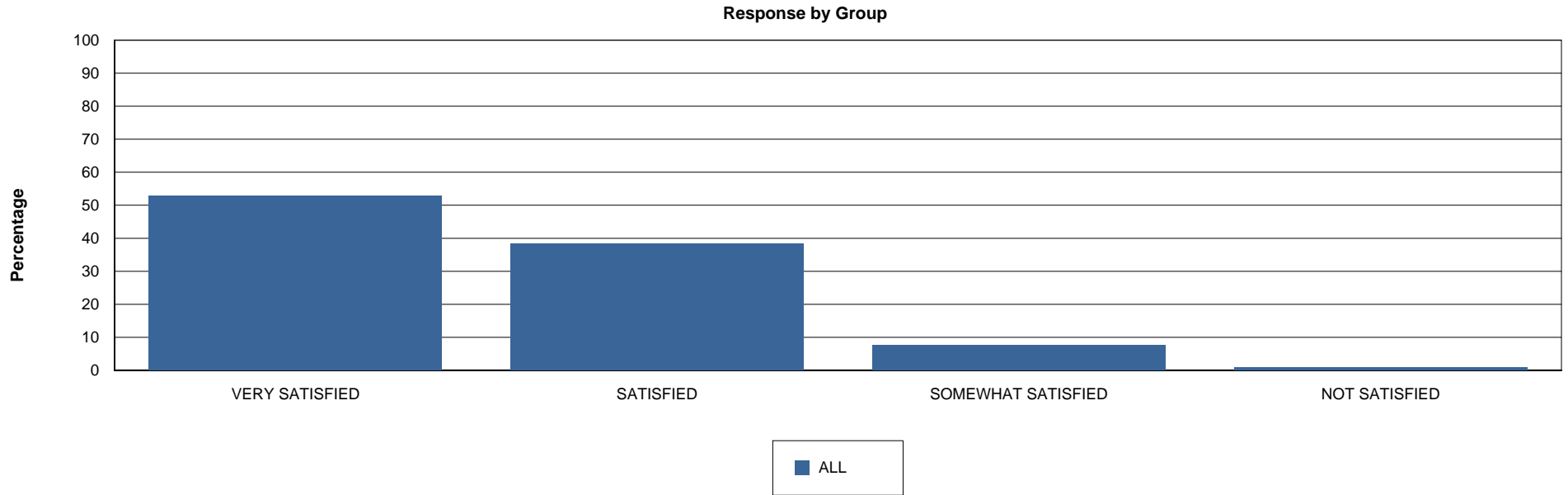
33 Implementing best practices in staff development opportunities



		ALL
OFTEN	Percentage	48%
	Count	50
SOMETIMES	Percentage	45%
	Count	47
SELDOM	Percentage	7%
	Count	7
NOT AT ALL	Percentage	1%
	Count	1

Q33_1	Mean	3.39
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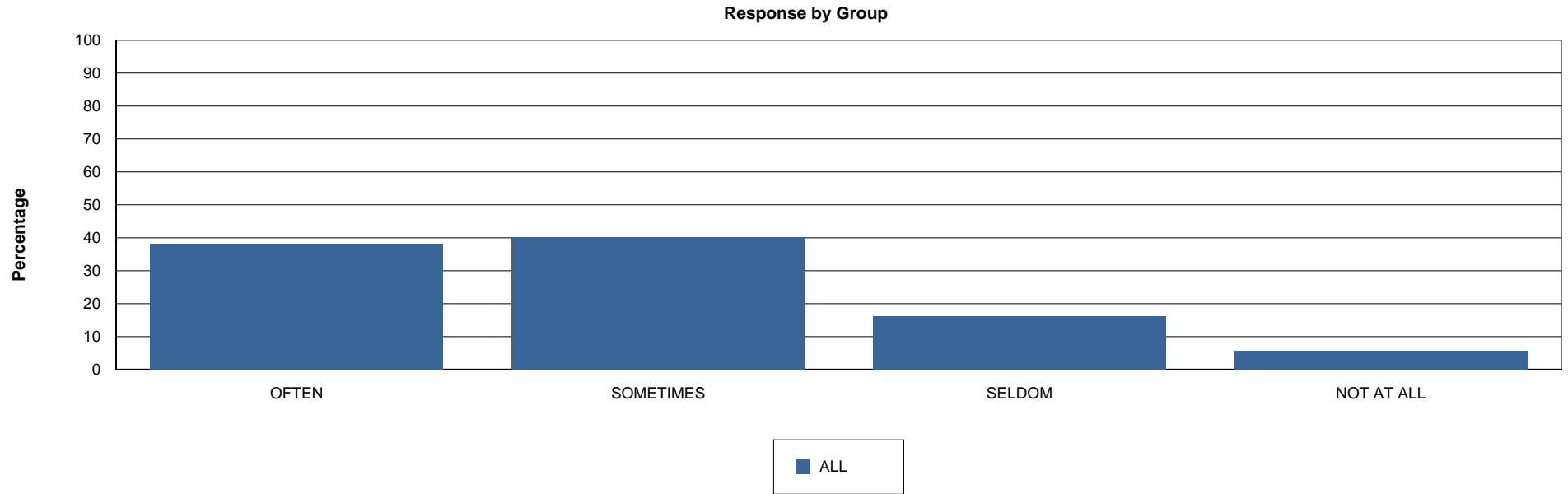
33 Implementing best practices in staff development opportunities



		ALL
VERY SATISFIED	Percentage Count	53% 55
SATISFIED	Percentage Count	38% 40
SOMEWHAT SATISFIED	Percentage Count	8% 8
NOT SATISFIED	Percentage Count	1% 1

Q33_2	Mean	3.43
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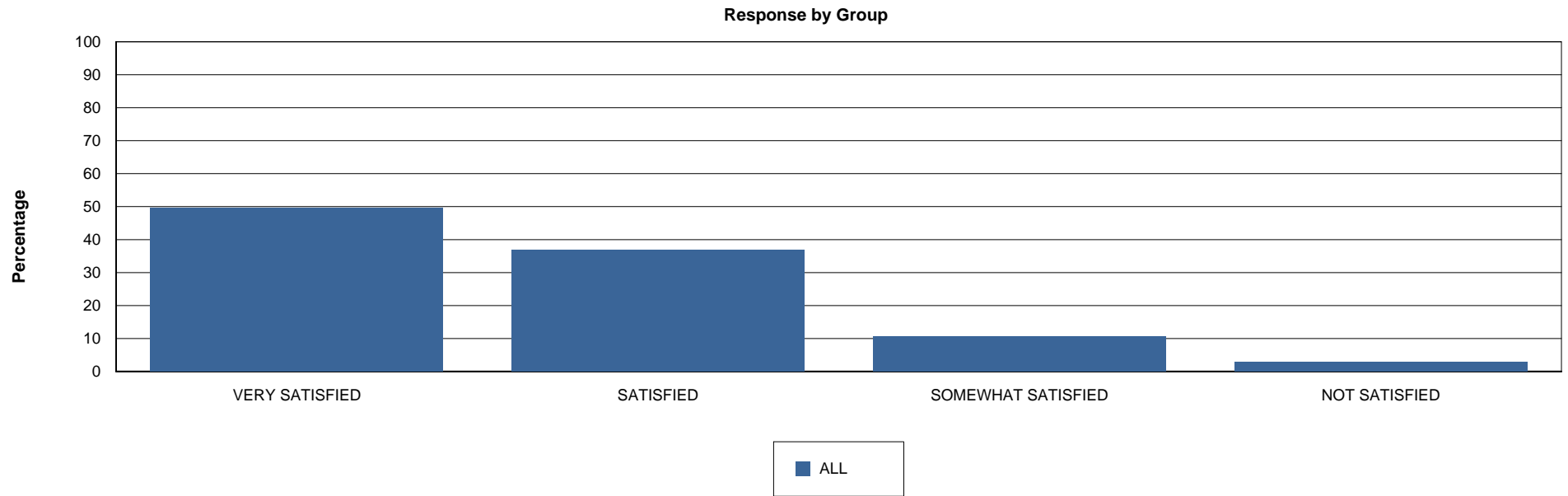
34 Coaching classroom management strategies



		ALL
OFTEN	Percentage	38%
	Count	40
SOMETIMES	Percentage	40%
	Count	42
SELDOM	Percentage	16%
	Count	17
NOT AT ALL	Percentage	6%
	Count	6

Q34_1	Mean	3.10
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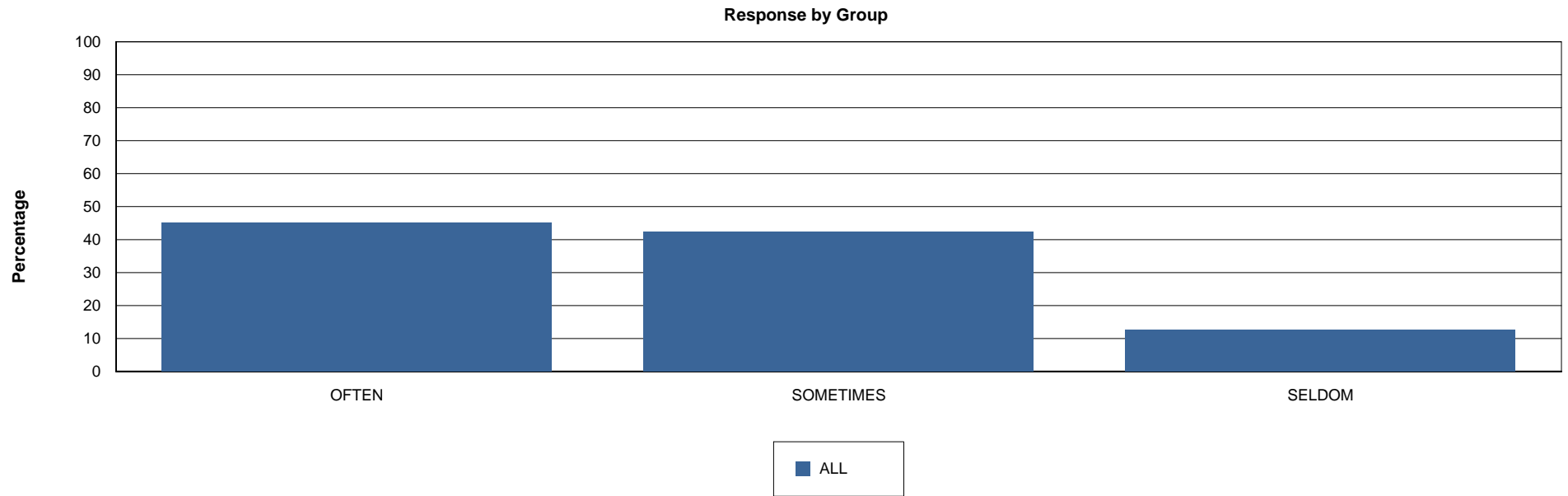
34 Coaching classroom management strategies



		ALL
VERY SATISFIED	Percentage Count	50% 51
SATISFIED	Percentage Count	37% 38
SOMEWHAT SATISFIED	Percentage Count	11% 11
NOT SATISFIED	Percentage Count	3% 3

Q34_2	Mean	3.33
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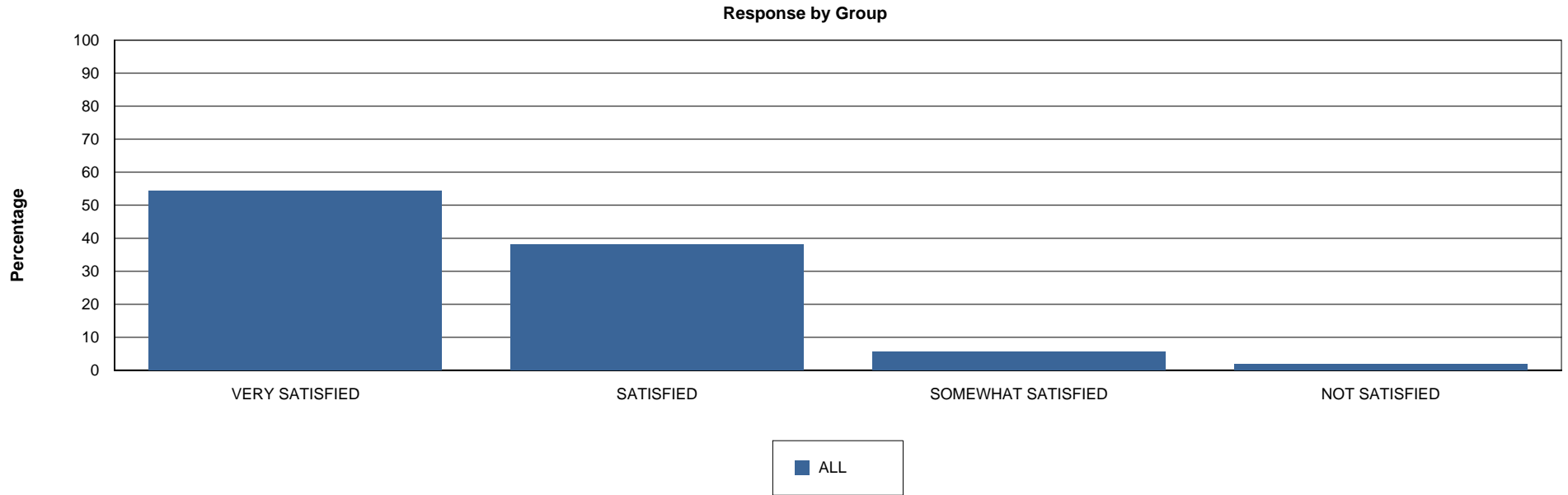
35 Recognizing and celebrating the professional accomplishments of faculty/staff



		ALL
OFTEN	Percentage	45%
	Count	47
SOMETIMES	Percentage	42%
	Count	44
SELDOM	Percentage	13%
	Count	13

Q35_1	Mean	3.33
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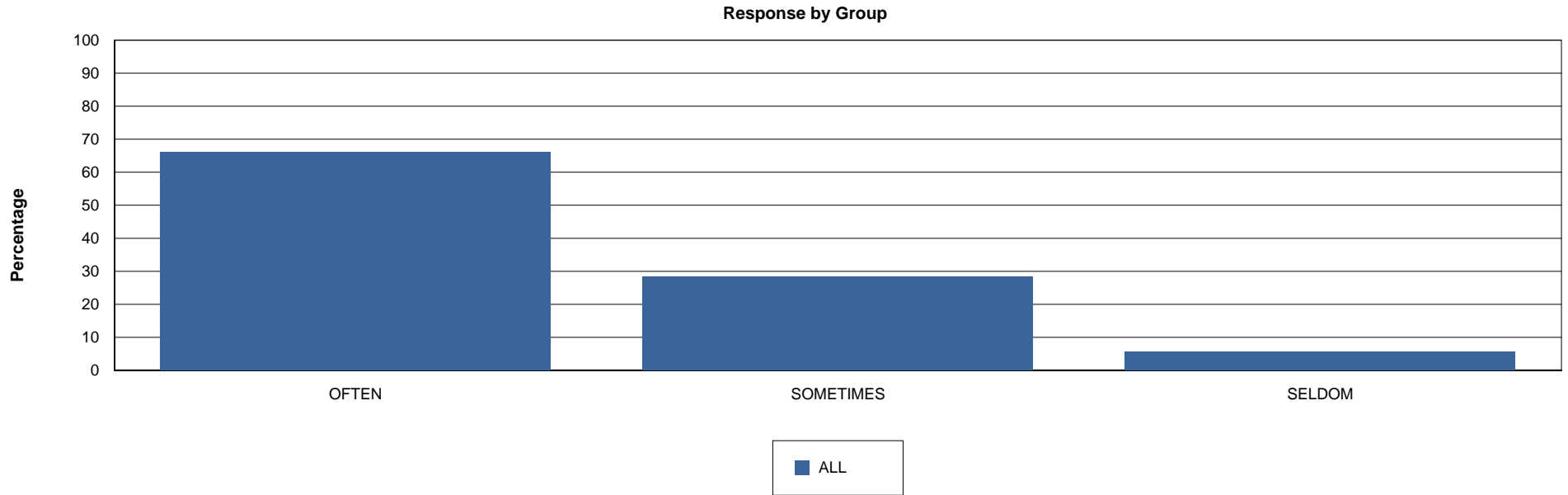
35 Recognizing and celebrating the professional accomplishments of faculty/staff



		ALL
VERY SATISFIED	Percentage	54%
	Count	57
SATISFIED	Percentage	38%
	Count	40
SOMEWHAT SATISFIED	Percentage	6%
	Count	6
NOT SATISFIED	Percentage	2%
	Count	2

Q35_2	Mean	3.45
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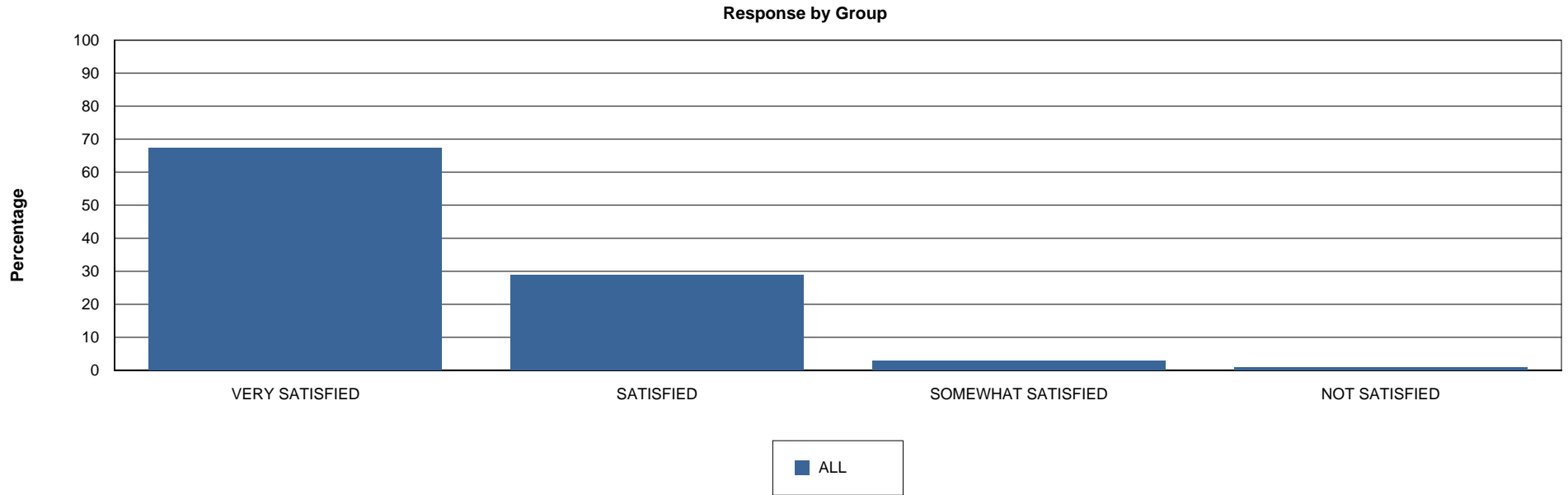
36 Promoting a culture of respect within the school



		ALL
OFTEN	Percentage	66%
	Count	70
SOMETIMES	Percentage	28%
	Count	30
SELDOM	Percentage	6%
	Count	6

Q36_1	Mean	3.60
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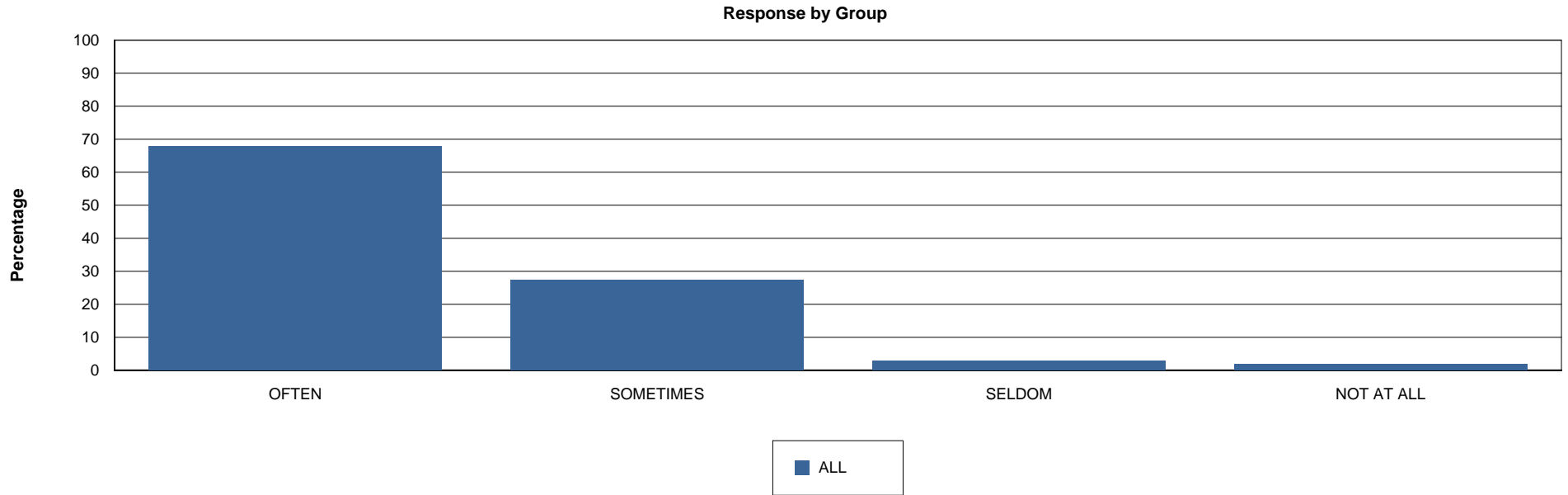
36 Promoting a culture of respect within the school



		ALL
VERY SATISFIED	Percentage	67%
	Count	70
SATISFIED	Percentage	29%
	Count	30
SOMEWHAT SATISFIED	Percentage	3%
	Count	3
NOT SATISFIED	Percentage	1%
	Count	1

Q36_2	Mean	3.63
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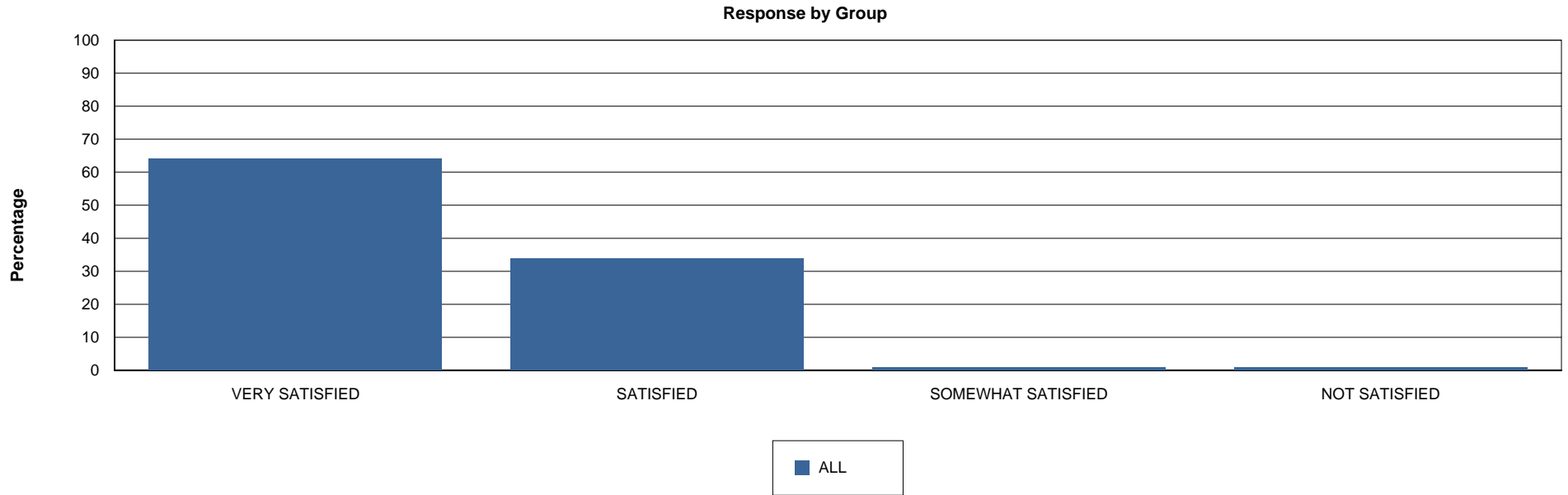
37 Communicating effectively with teachers, counselors, deans and other administrators



		ALL
OFTEN	Percentage	68%
	Count	72
SOMETIMES	Percentage	27%
	Count	29
SELDOM	Percentage	3%
	Count	3
NOT AT ALL	Percentage	2%
	Count	2

Q37_1	Mean	3.61
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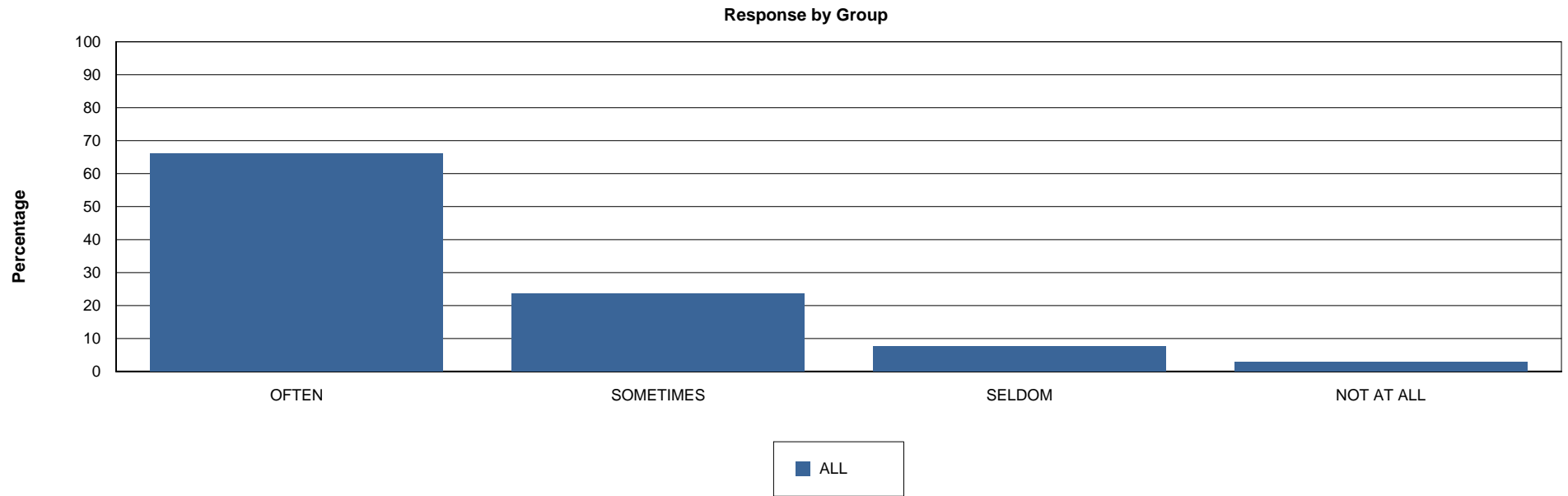
37 Communicating effectively with teachers, counselors, deans and other administrators



		ALL
VERY SATISFIED	Percentage	64%
	Count	68
SATISFIED	Percentage	34%
	Count	36
SOMEWHAT SATISFIED	Percentage	1%
	Count	1
NOT SATISFIED	Percentage	1%
	Count	1

Q37_2	Mean	3.61
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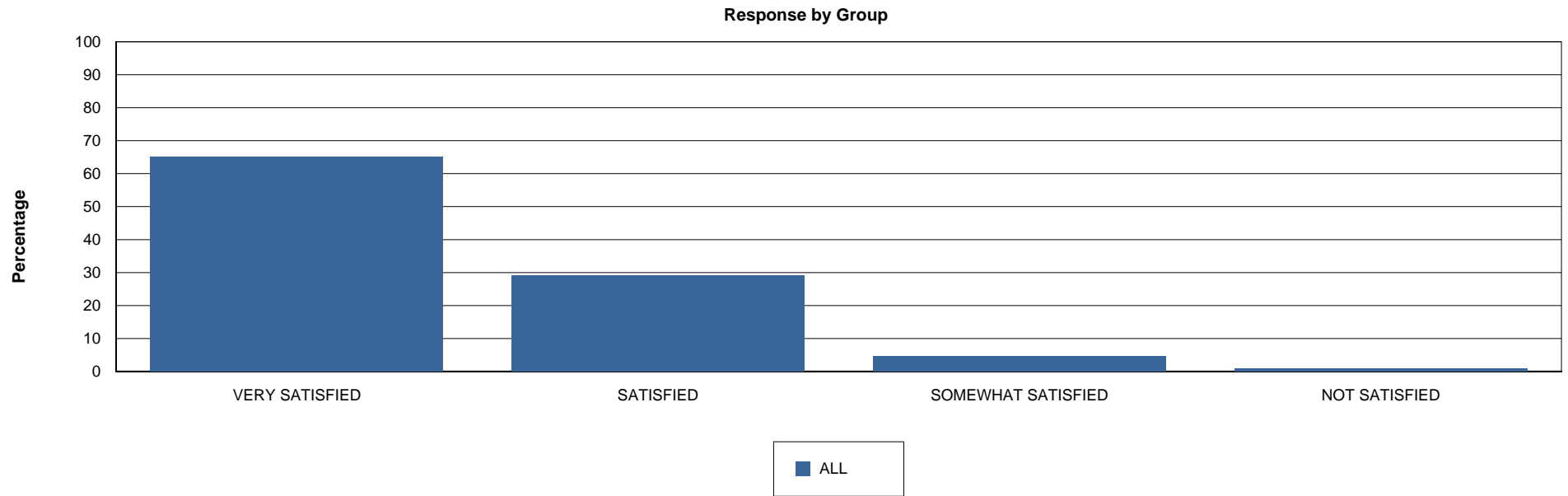
38 Negotiating school conflicts



		ALL
OFTEN	Percentage	66%
	Count	70
SOMETIMES	Percentage	24%
	Count	25
SELDOM	Percentage	8%
	Count	8
NOT AT ALL	Percentage	3%
	Count	3

Q38_1	Mean	3.53
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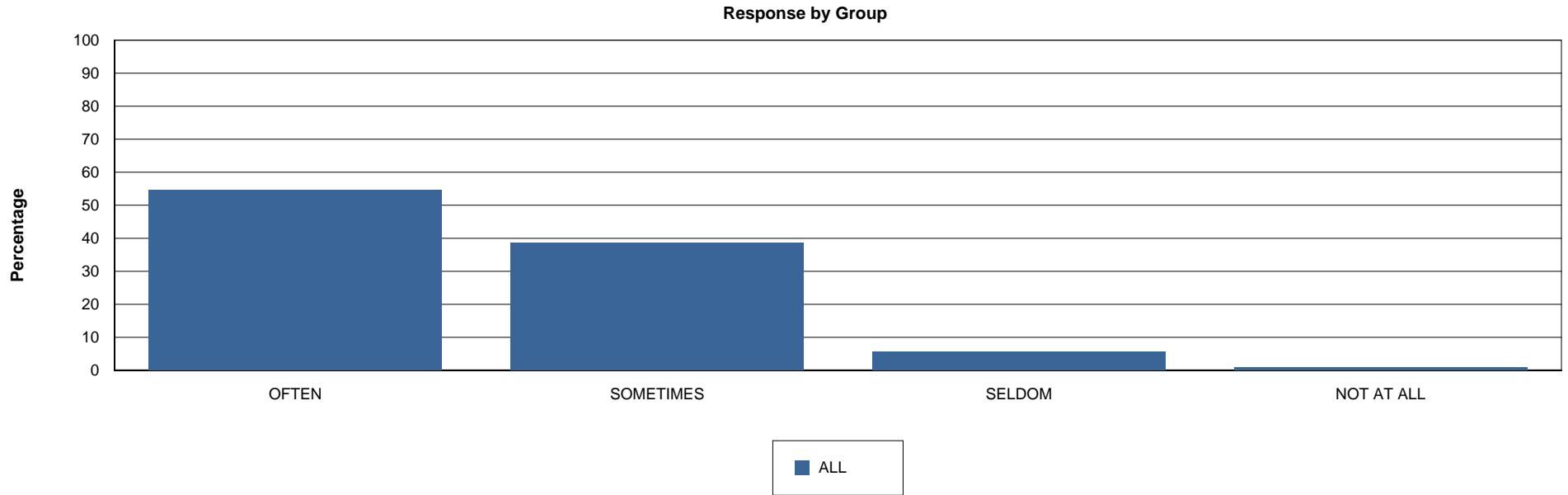
38 Negotiating school conflicts



		ALL
VERY SATISFIED	Percentage Count	65% 69
SATISFIED	Percentage Count	29% 31
SOMEWHAT SATISFIED	Percentage Count	5% 5
NOT SATISFIED	Percentage Count	1% 1

Q38_2	Mean	3.58
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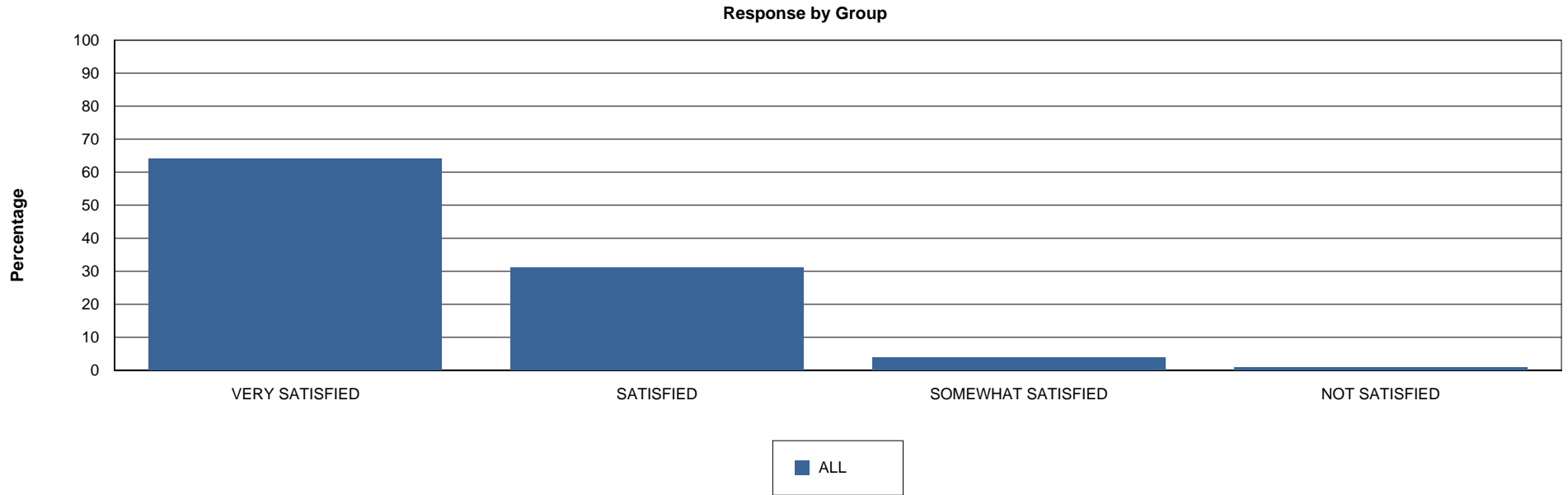
39 Using collaboration to make decisions



		ALL
OFTEN	Percentage	55%
	Count	58
SOMETIMES	Percentage	39%
	Count	41
SELDOM	Percentage	6%
	Count	6
NOT AT ALL	Percentage	1%
	Count	1

Q39_1	Mean	3.47
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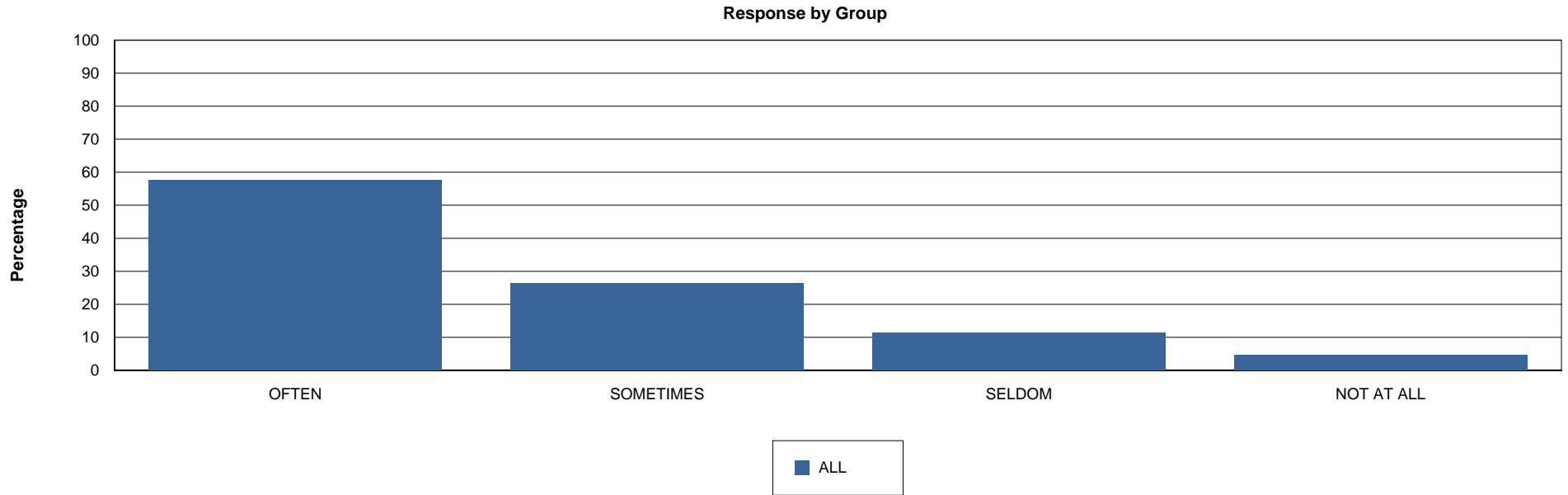
39 Using collaboration to make decisions



		ALL
VERY SATISFIED	Percentage	64%
	Count	68
SATISFIED	Percentage	31%
	Count	33
SOMEWHAT SATISFIED	Percentage	4%
	Count	4
NOT SATISFIED	Percentage	1%
	Count	1

Q39_2	Mean	3.58
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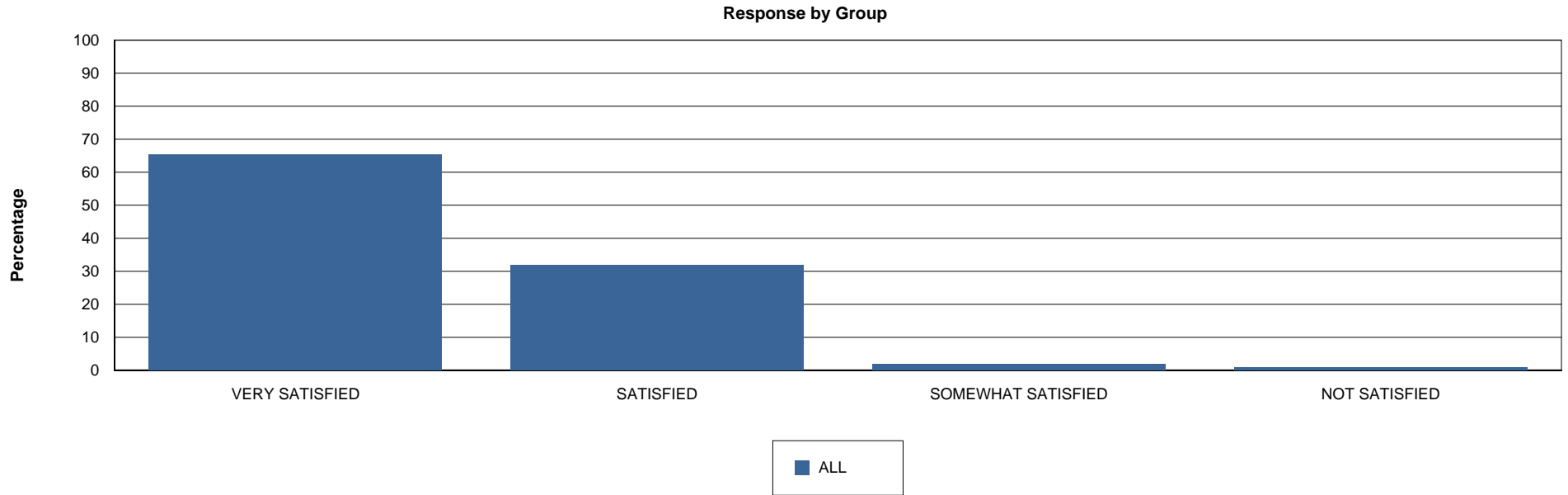
40 Maintaining an open-door policy



		ALL
OFTEN	Percentage	58%
	Count	61
SOMETIMES	Percentage	26%
	Count	28
SELDOM	Percentage	11%
	Count	12
NOT AT ALL	Percentage	5%
	Count	5

Q40_1	Mean	3.37
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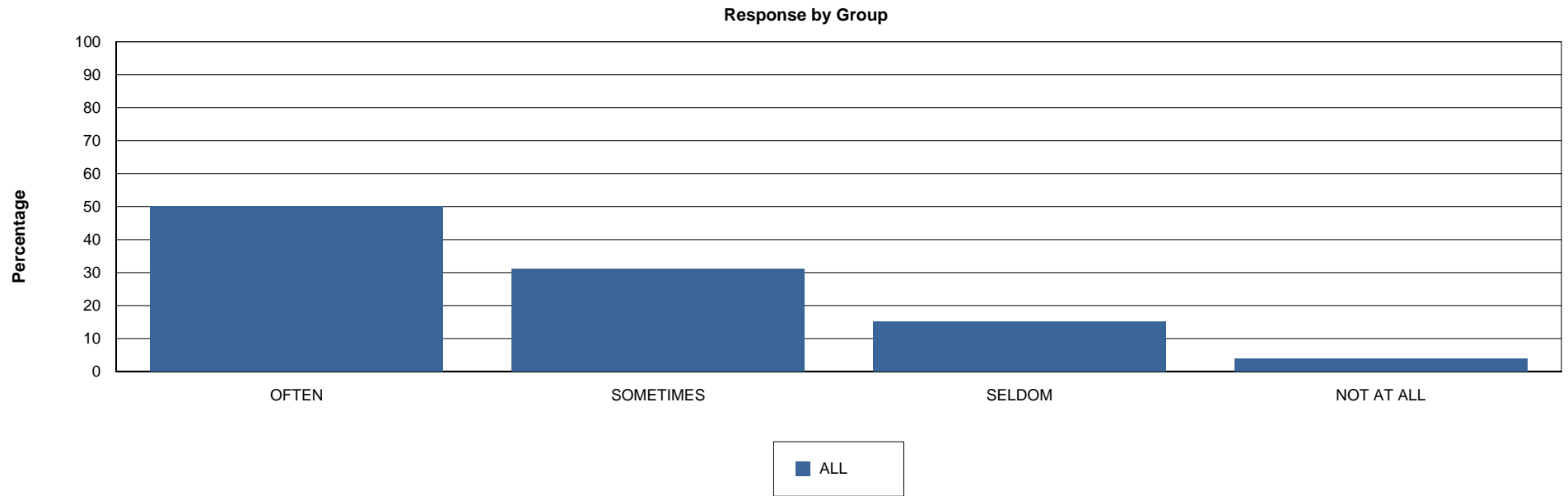
40 Maintaining an open-door policy



		ALL
VERY SATISFIED	Percentage	65%
	Count	68
SATISFIED	Percentage	32%
	Count	33
SOMEWHAT SATISFIED	Percentage	2%
	Count	2
NOT SATISFIED	Percentage	1%
	Count	1

Q40_2	Mean	3.62
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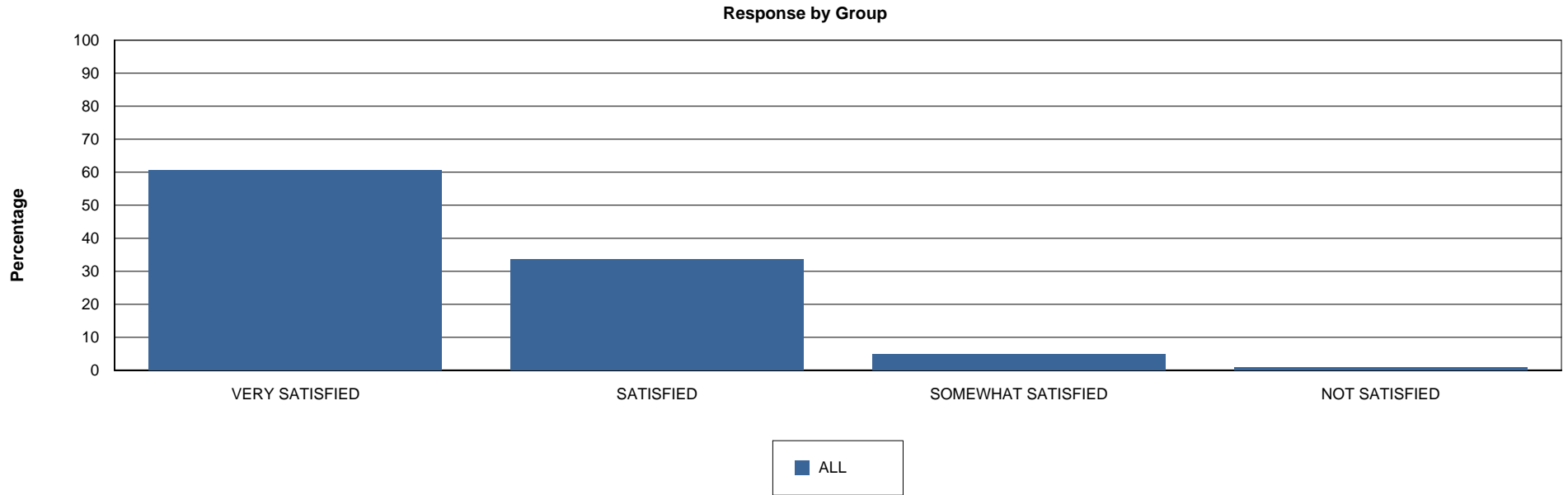
41 Providing timely feedback to all stakeholders



		ALL
OFTEN	Percentage	50%
	Count	53
SOMETIMES	Percentage	31%
	Count	33
SELDOM	Percentage	15%
	Count	16
NOT AT ALL	Percentage	4%
	Count	4

Q41_1	Mean	3.27
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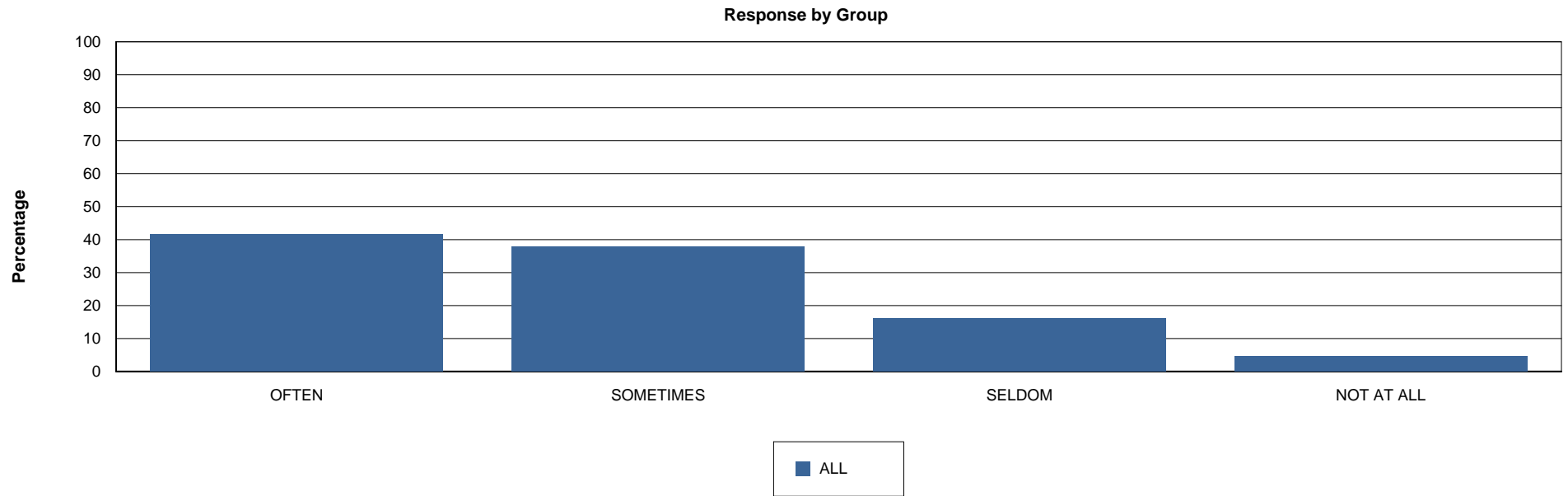
41 Providing timely feedback to all stakeholders



		ALL
VERY SATISFIED	Percentage Count	61% 63
SATISFIED	Percentage Count	34% 35
SOMEWHAT SATISFIED	Percentage Count	5% 5
NOT SATISFIED	Percentage Count	1% 1

Q41_2	Mean	3.54
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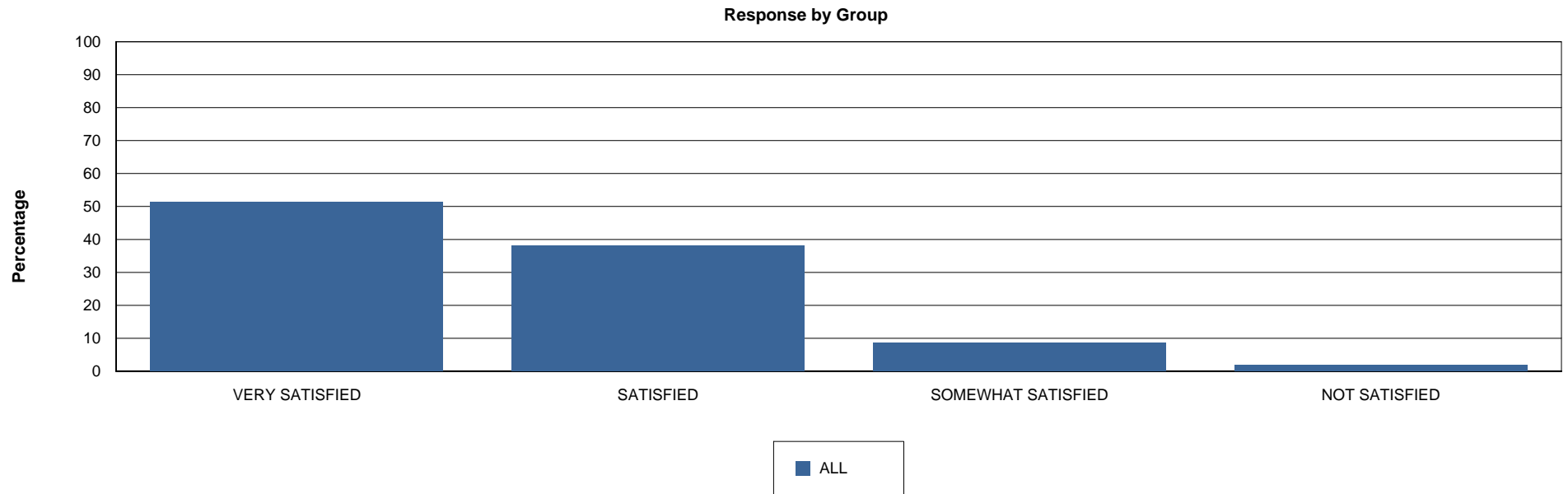
42 Engaging parents to promote achievement



		ALL
OFTEN	Percentage	42%
	Count	44
SOMETIMES	Percentage	38%
	Count	40
SELDOM	Percentage	16%
	Count	17
NOT AT ALL	Percentage	5%
	Count	5

Q42_1	Mean	3.16
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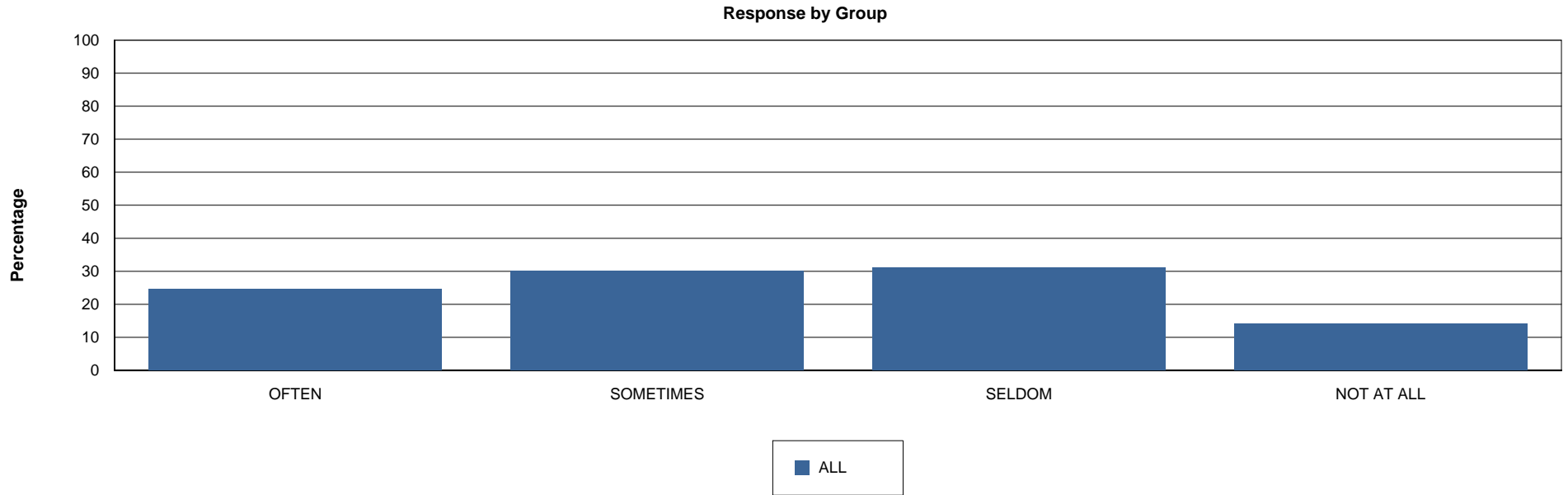
42 Engaging parents to promote achievement



		ALL
VERY SATISFIED	Percentage	51%
	Count	54
SATISFIED	Percentage	38%
	Count	40
SOMEWHAT SATISFIED	Percentage	9%
	Count	9
NOT SATISFIED	Percentage	2%
	Count	2

Q42_2	Mean	3.39
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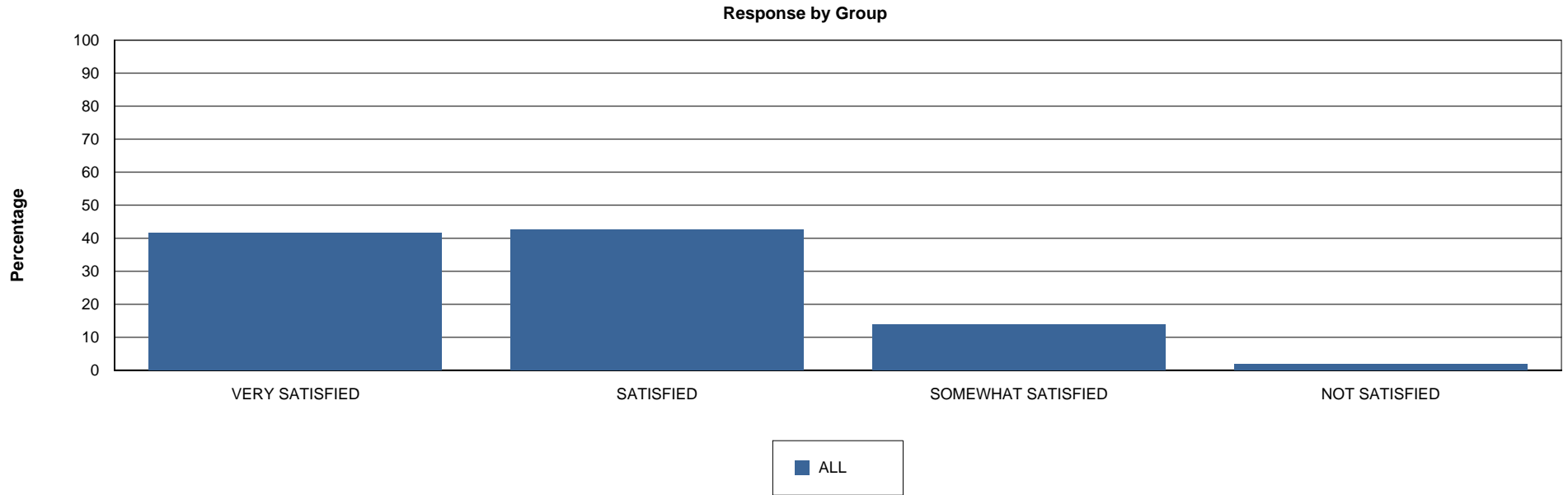
43 Partnering with the civic and business community to enhance education



		ALL
OFTEN	Percentage	25%
	Count	26
SOMETIMES	Percentage	30%
	Count	32
SELDOM	Percentage	31%
	Count	33
NOT AT ALL	Percentage	14%
	Count	15

Q43_1	Mean	2.65
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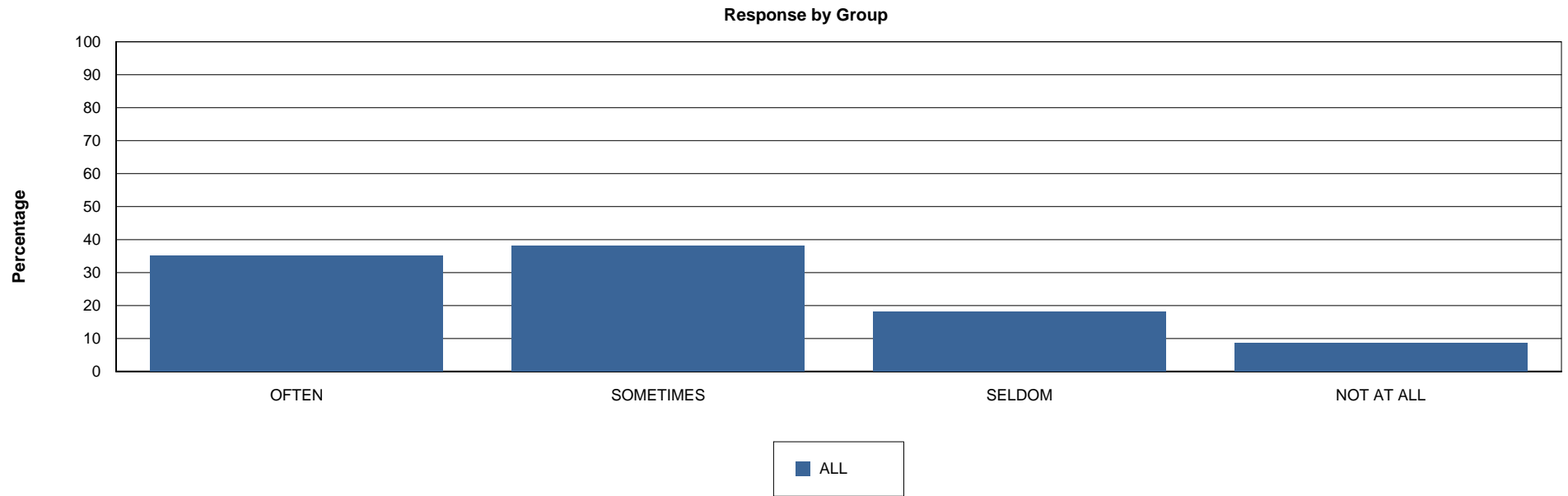
43 Partnering with the civic and business community to enhance education



		ALL
VERY SATISFIED	Percentage	42%
	Count	42
SATISFIED	Percentage	43%
	Count	43
SOMEWHAT SATISFIED	Percentage	14%
	Count	14
NOT SATISFIED	Percentage	2%
	Count	2

Q43_2	Mean	3.24
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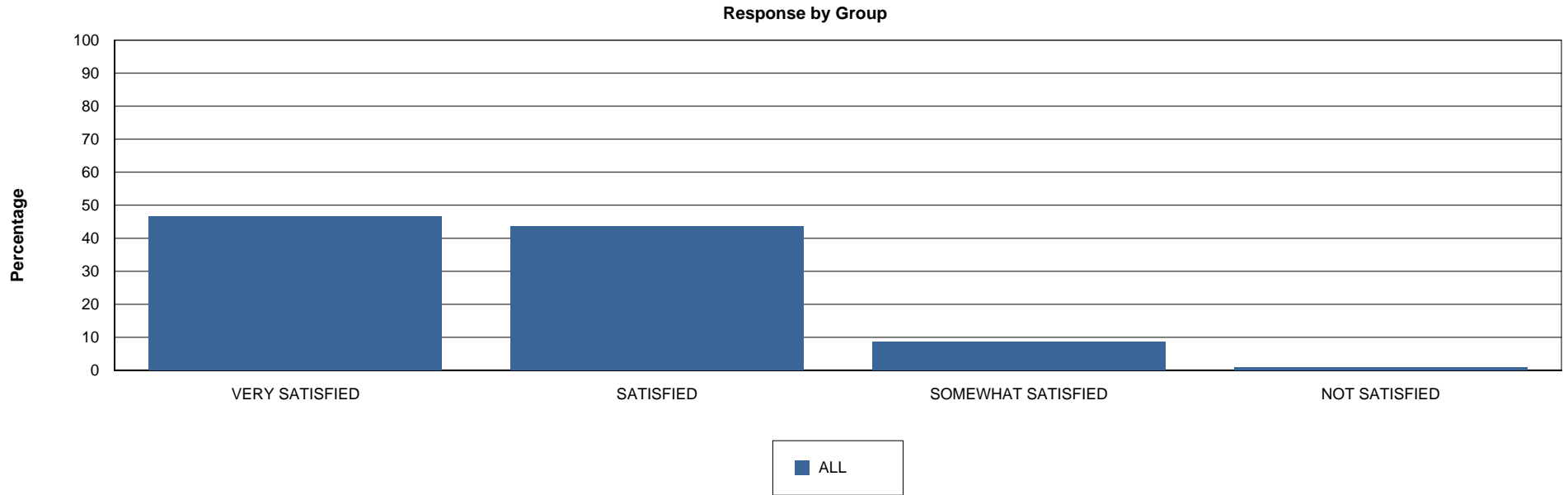
44 Engaging the community in support of the school



		ALL
OFTEN	Percentage	35%
	Count	37
SOMETIMES	Percentage	38%
	Count	40
SELDOM	Percentage	18%
	Count	19
NOT AT ALL	Percentage	9%
	Count	9

Q44_1	Mean	3.00
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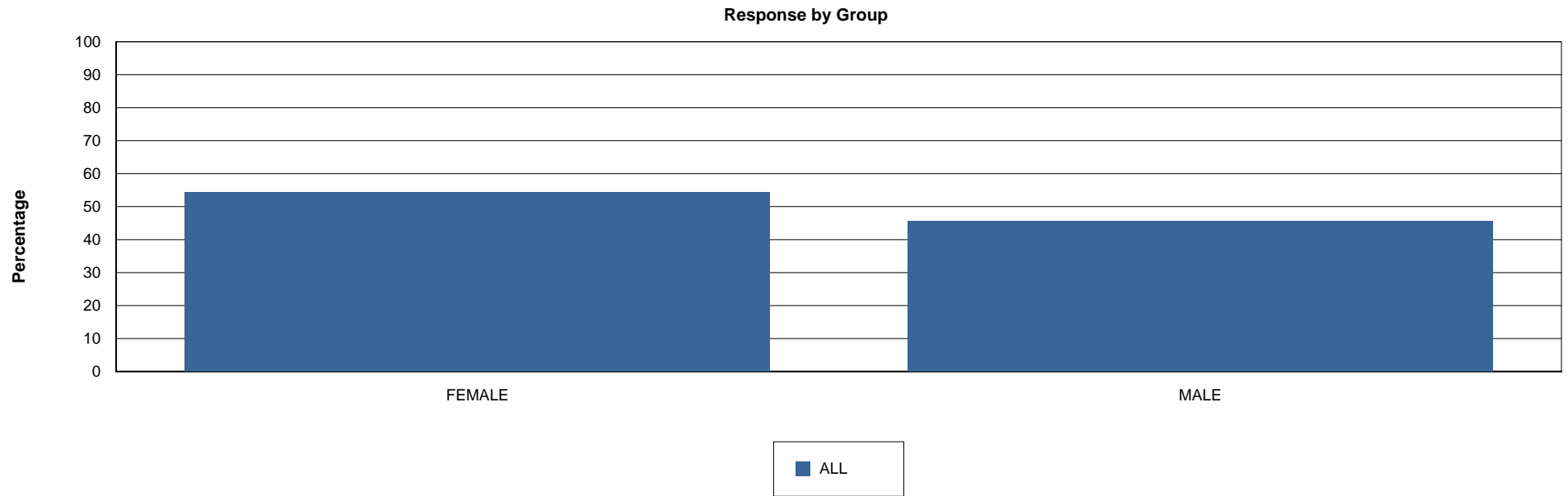
44 Engaging the community in support of the school



		ALL
VERY SATISFIED	Percentage	47%
	Count	48
SATISFIED	Percentage	44%
	Count	45
SOMEWHAT SATISFIED	Percentage	9%
	Count	9
NOT SATISFIED	Percentage	1%
	Count	1

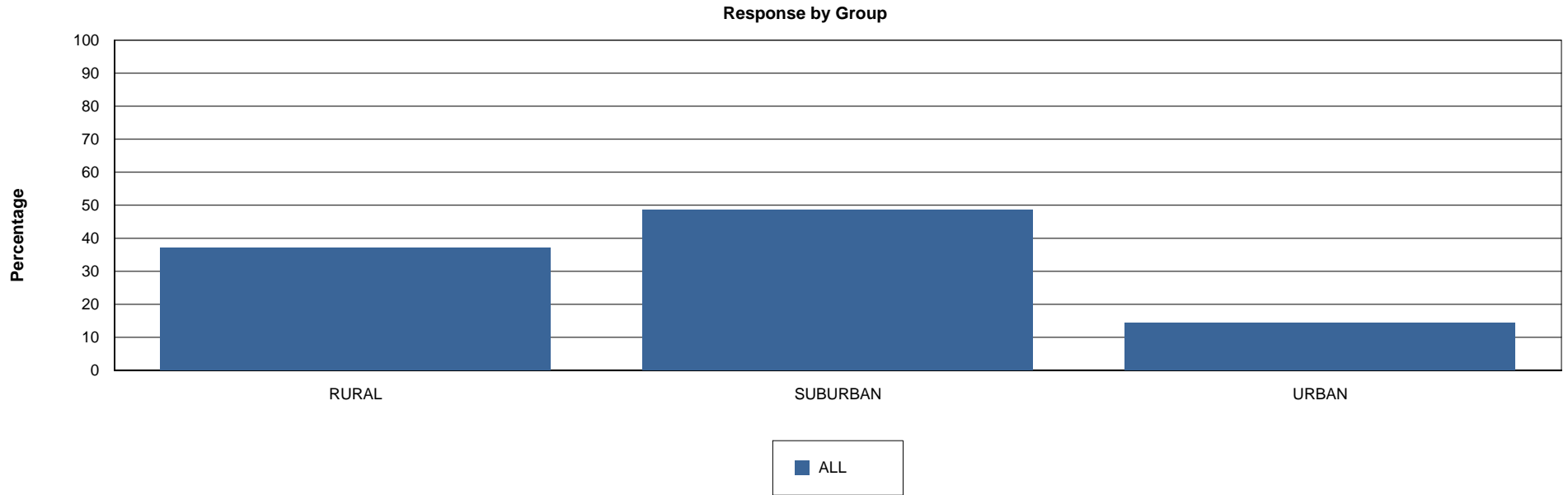
Q44_2	Mean	3.36
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47 Please identify your gender:



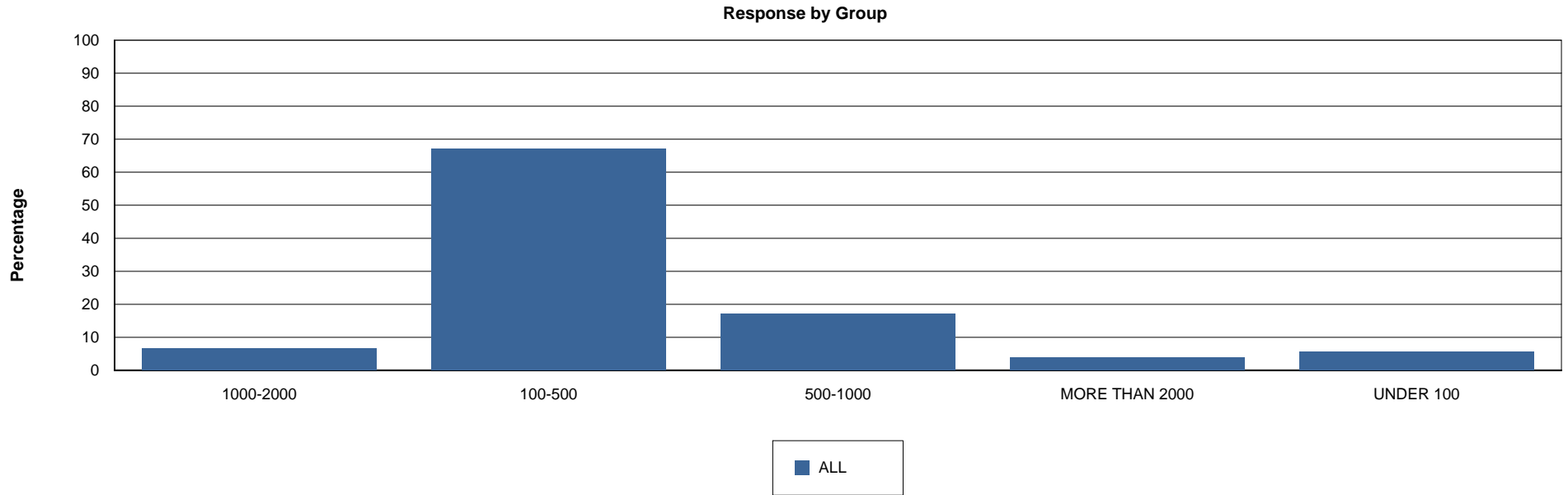
		ALL
FEMALE	Percentage	54%
	Count	57
MALE	Percentage	46%
	Count	48

48 Please indicate the school setting that most closely fits your school:



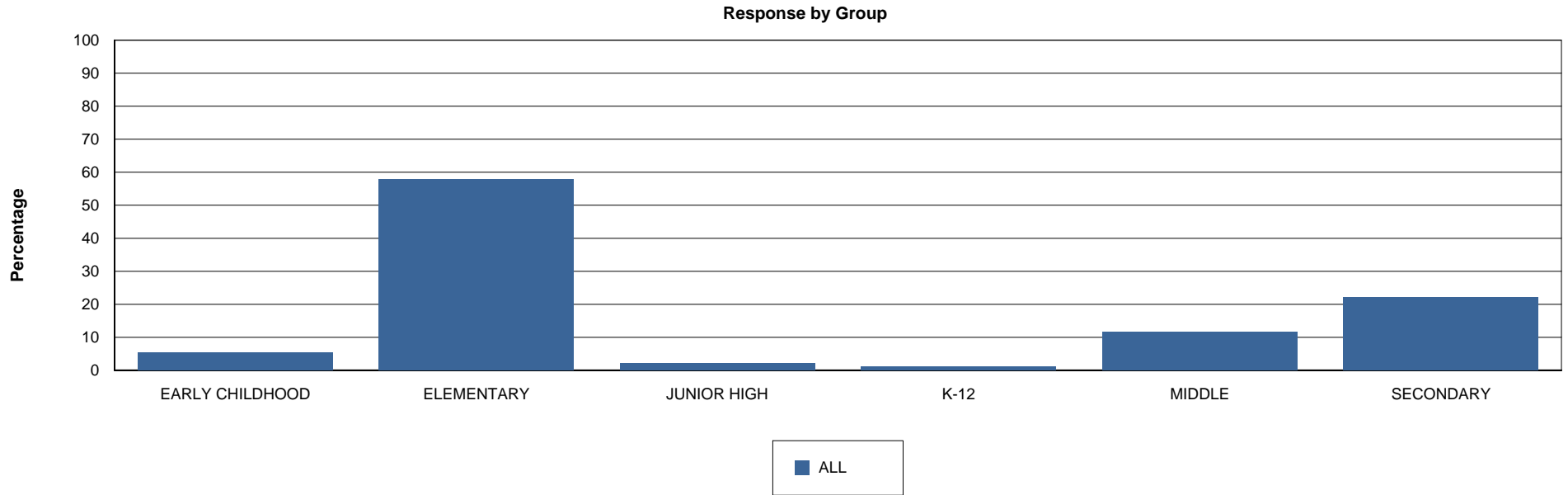
		ALL
RURAL	Percentage	37%
	Count	39
SUBURBAN	Percentage	49%
	Count	51
URBAN	Percentage	14%
	Count	15

49 Please indicate the size of the student population at your school:



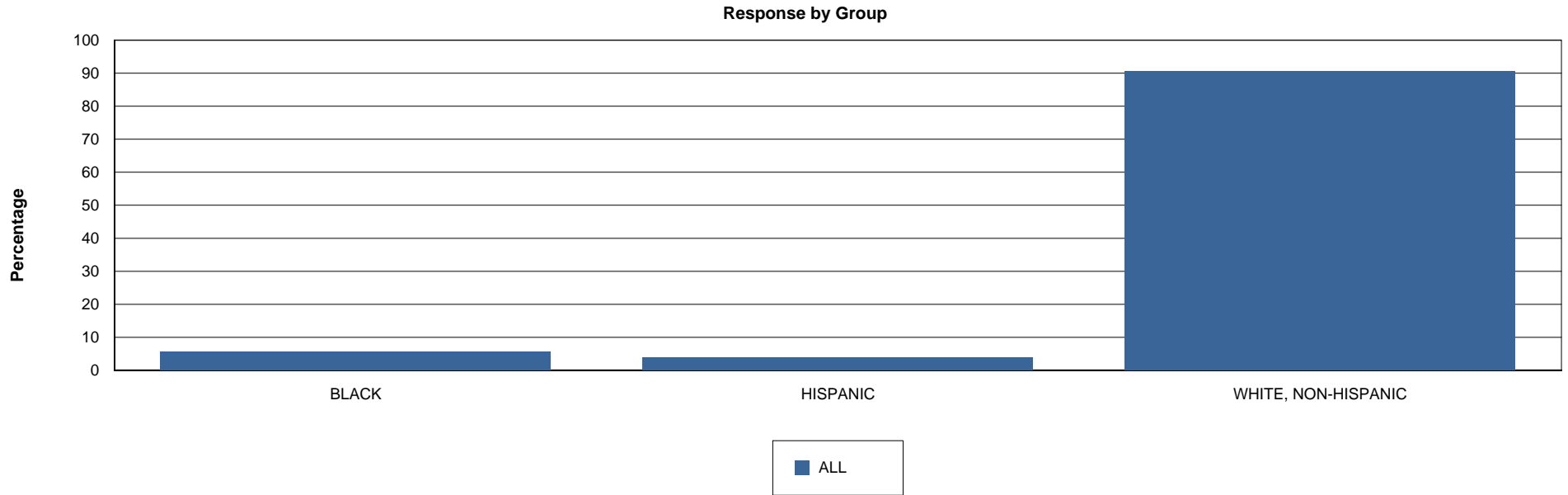
		ALL
1000-2000	Percentage	7%
	Count	7
100-500	Percentage	67%
	Count	71
500-1000	Percentage	17%
	Count	18
MORE THAN 2000	Percentage	4%
	Count	4
UNDER 100	Percentage	6%
	Count	6

50 Please identify the level of your school: (Choose only one.)



		ALL
EARLY CHILDHOOD	Percentage Count	5% 5
ELEMENTARY	Percentage Count	58% 55
JUNIOR HIGH	Percentage Count	2% 2
K-12	Percentage Count	1% 1
MIDDLE	Percentage Count	12% 11
SECONDARY	Percentage Count	22% 21

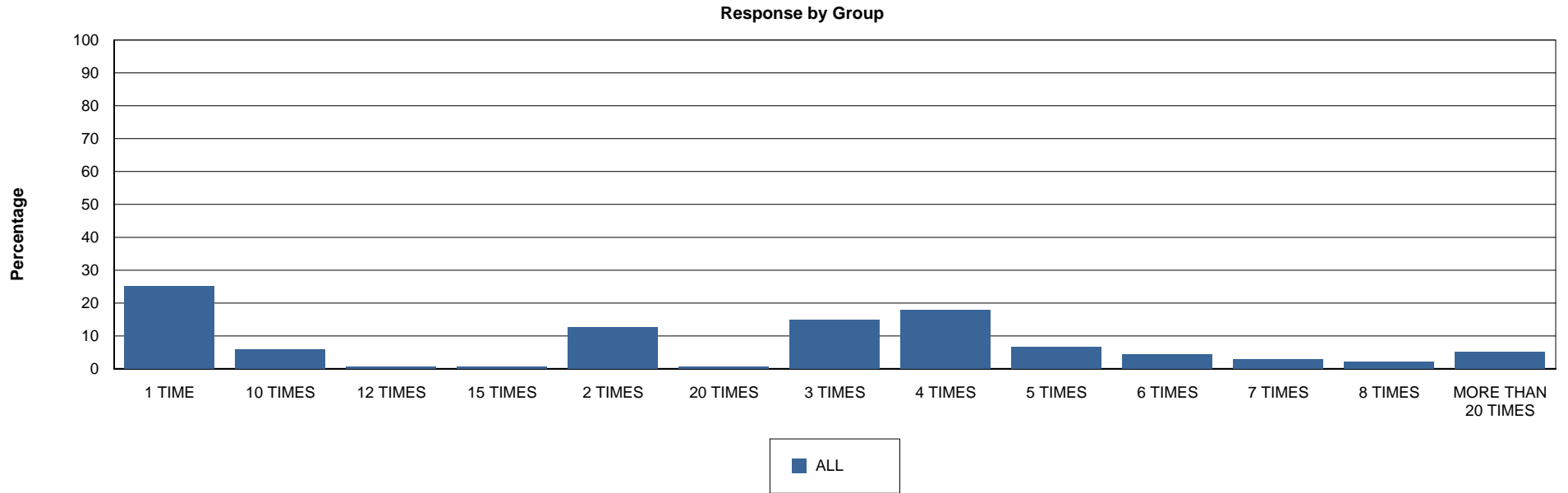
51 Please indicate your race/ethnicity:



		ALL
BLACK	Percentage	6%
	Count	6
HISPANIC	Percentage	4%
	Count	4
WHITE, NON-HISPANIC	Percentage	90%
	Count	95

APPENDIX B: MENTOR HISTOGRAMS

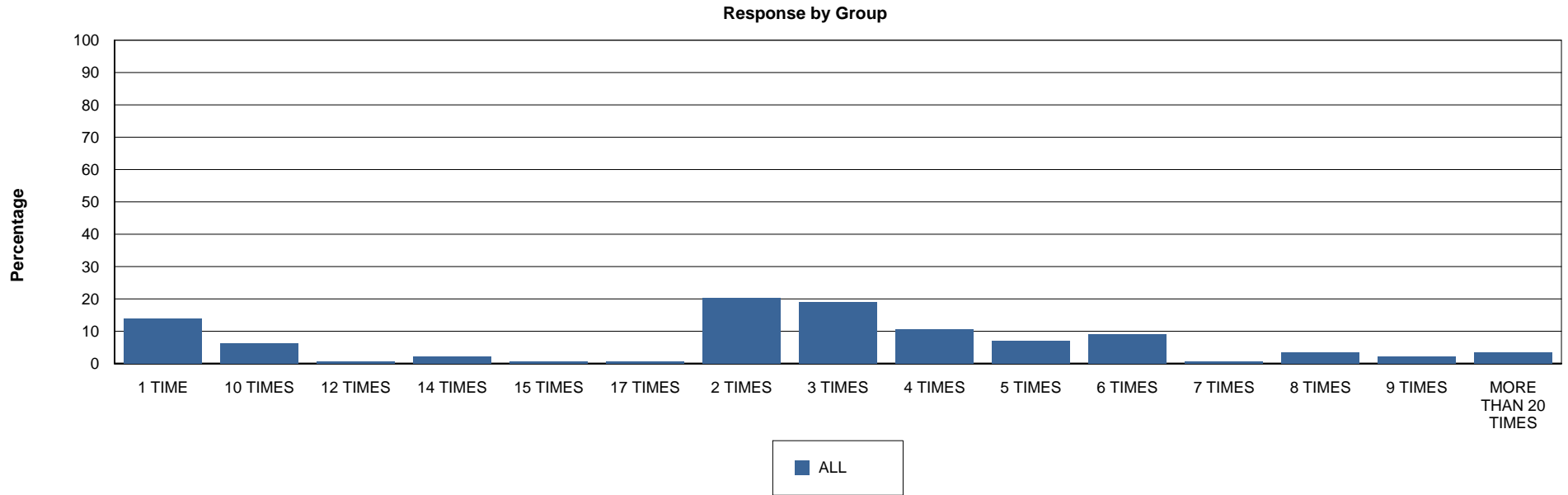
1 Talked in person outside of school



		ALL
1 TIME	Percentage Count	25% 34
10 TIMES	Percentage Count	6% 8
12 TIMES	Percentage Count	1% 1
15 TIMES	Percentage Count	1% 1
2 TIMES	Percentage Count	13% 17
20 TIMES	Percentage Count	1% 1

		ALL
3 TIMES	Percentage Count	15% 20
4 TIMES	Percentage Count	18% 24
5 TIMES	Percentage Count	7% 9
6 TIMES	Percentage Count	4% 6
7 TIMES	Percentage Count	3% 4
8 TIMES	Percentage Count	2% 3
MORE THAN 20 TIMES	Percentage Count	5% 7

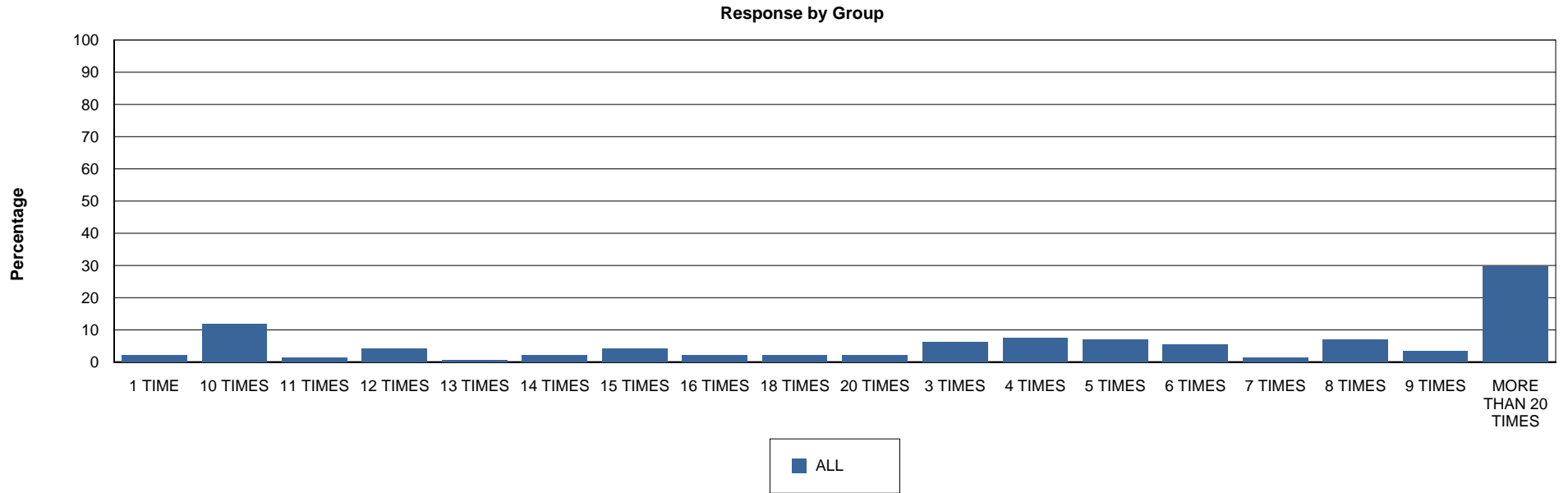
2 Talked by telephone



		ALL
1 TIME	Percentage Count	14% 20
10 TIMES	Percentage Count	6% 9
12 TIMES	Percentage Count	1% 1
14 TIMES	Percentage Count	2% 3
15 TIMES	Percentage Count	1% 1
17 TIMES	Percentage Count	1% 1

		ALL
2 TIMES	Percentage Count	20% 29
3 TIMES	Percentage Count	19% 27
4 TIMES	Percentage Count	10% 15
5 TIMES	Percentage Count	7% 10
6 TIMES	Percentage Count	9% 13
7 TIMES	Percentage Count	1% 1
8 TIMES	Percentage Count	3% 5
9 TIMES	Percentage Count	2% 3
MORE THAN 20 TIMES	Percentage Count	3% 5

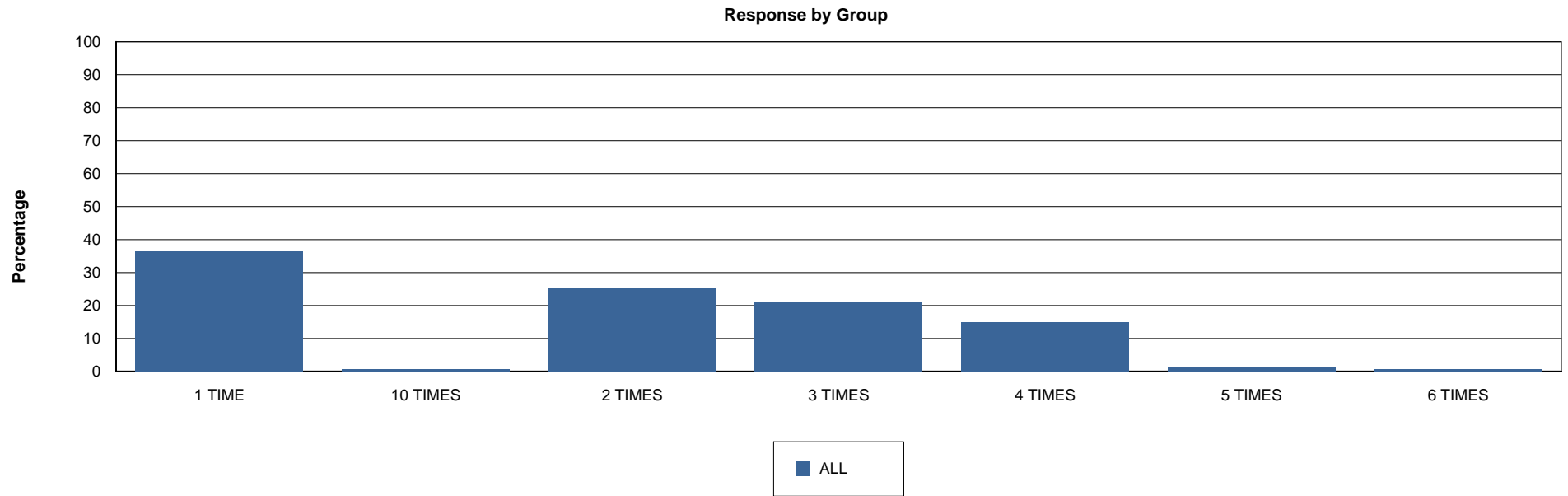
3 Communicated through e-mail or text messages



		ALL
1 TIME	Percentage Count	2% 3
10 TIMES	Percentage Count	12% 17
11 TIMES	Percentage Count	1% 2
12 TIMES	Percentage Count	4% 6
13 TIMES	Percentage Count	1% 1
14 TIMES	Percentage Count	2% 3

		ALL
15 TIMES	Percentage Count	4% 6
16 TIMES	Percentage Count	2% 3
18 TIMES	Percentage Count	2% 3
20 TIMES	Percentage Count	2% 3
3 TIMES	Percentage Count	6% 9
4 TIMES	Percentage Count	8% 11
5 TIMES	Percentage Count	7% 10
6 TIMES	Percentage Count	6% 8
7 TIMES	Percentage Count	1% 2
8 TIMES	Percentage Count	7% 10
9 TIMES	Percentage Count	3% 5
MORE THAN 20 TIMES	Percentage Count	30% 43

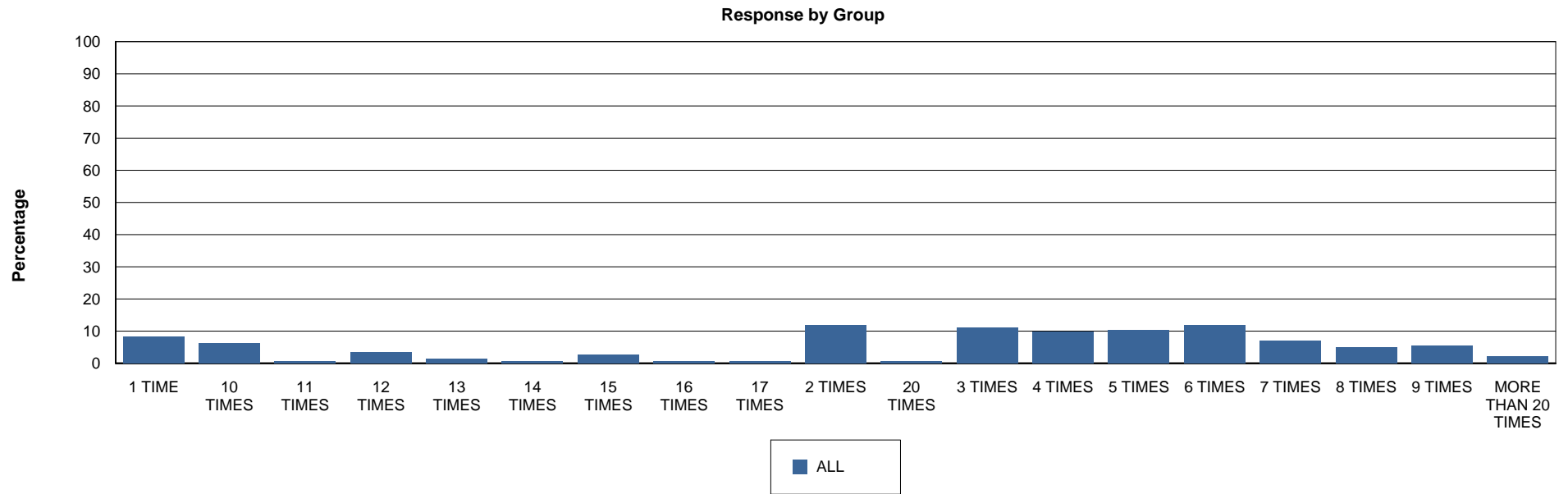
4 Participated in an organized networking opportunity in conjunction with the mentoring program



		ALL
1 TIME	Percentage Count	36% 49
10 TIMES	Percentage Count	1% 1
2 TIMES	Percentage Count	25% 34
3 TIMES	Percentage Count	21% 28
4 TIMES	Percentage Count	15% 20
5 TIMES	Percentage Count	1% 2

		ALL
6 TIMES	Percentage Count	1% 1

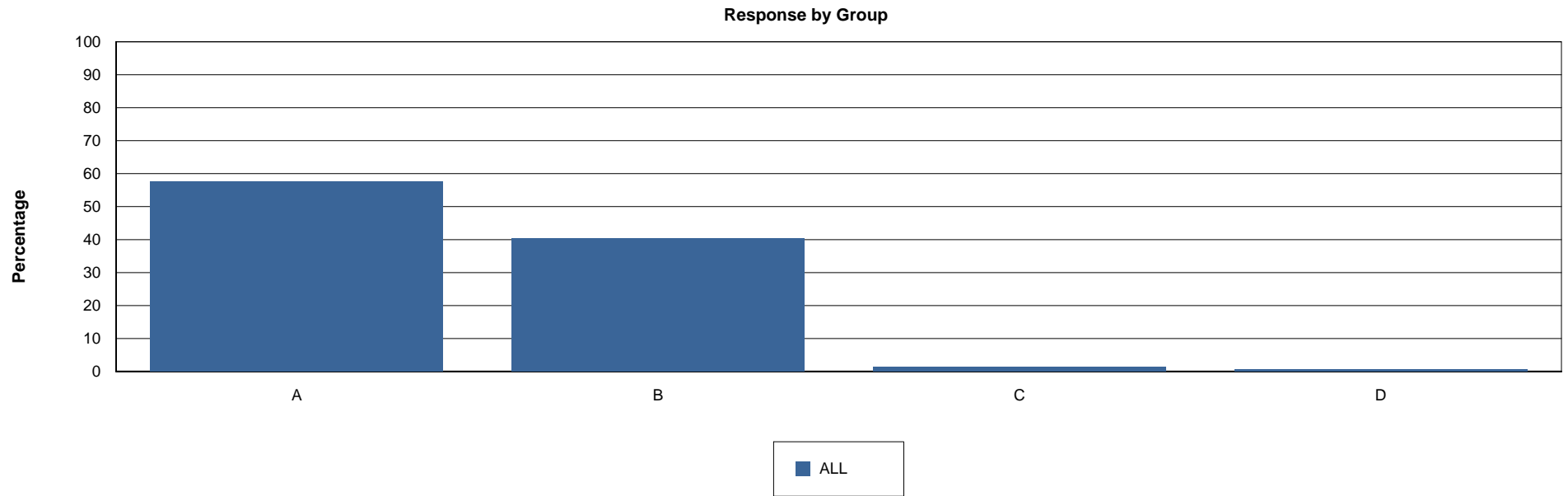
5 School visit



		ALL
1 TIME	Percentage Count	8% 12
10 TIMES	Percentage Count	6% 9
11 TIMES	Percentage Count	1% 1
12 TIMES	Percentage Count	3% 5
13 TIMES	Percentage Count	1% 2
14 TIMES	Percentage Count	1% 1

		ALL
15 TIMES	Percentage Count	3% 4
16 TIMES	Percentage Count	1% 1
17 TIMES	Percentage Count	1% 1
2 TIMES	Percentage Count	12% 17
20 TIMES	Percentage Count	1% 1
3 TIMES	Percentage Count	11% 16
4 TIMES	Percentage Count	10% 14
5 TIMES	Percentage Count	10% 15
6 TIMES	Percentage Count	12% 17
7 TIMES	Percentage Count	7% 10
8 TIMES	Percentage Count	5% 7
9 TIMES	Percentage Count	6% 8
MORE THAN 20 TIMES	Percentage Count	2% 3

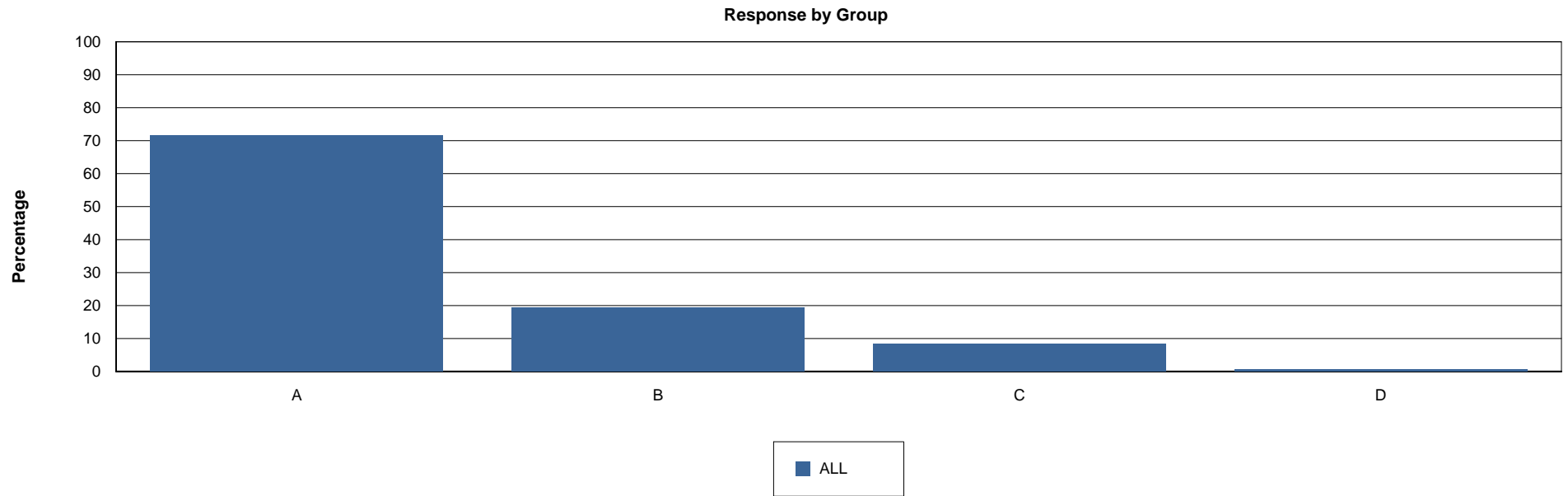
7 Overall quality of the New Principal Mentoring Program



		ALL
A	Percentage	58%
	Count	83
B	Percentage	40%
	Count	58
C	Percentage	1%
	Count	2
D	Percentage	1%
	Count	1

Q7	Mean	3.55
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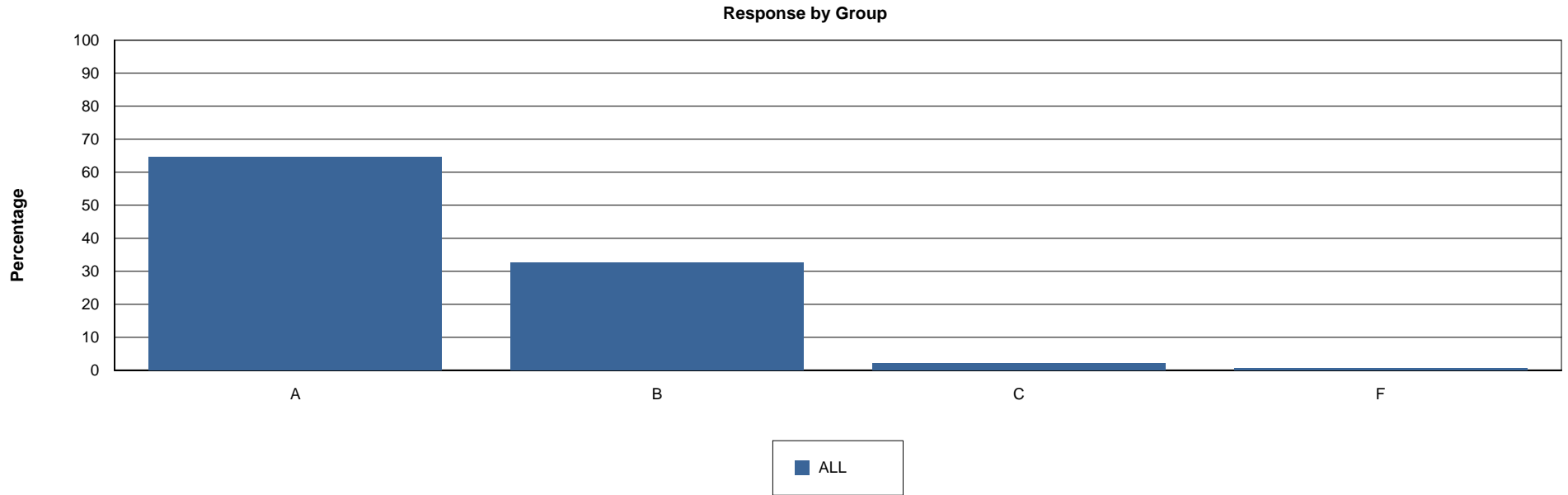
8 Commitment of your new principal to the mentoring program



		ALL
A	Percentage	72%
	Count	103
B	Percentage	19%
	Count	28
C	Percentage	8%
	Count	12
D	Percentage	1%
	Count	1

Q8	Mean	3.62
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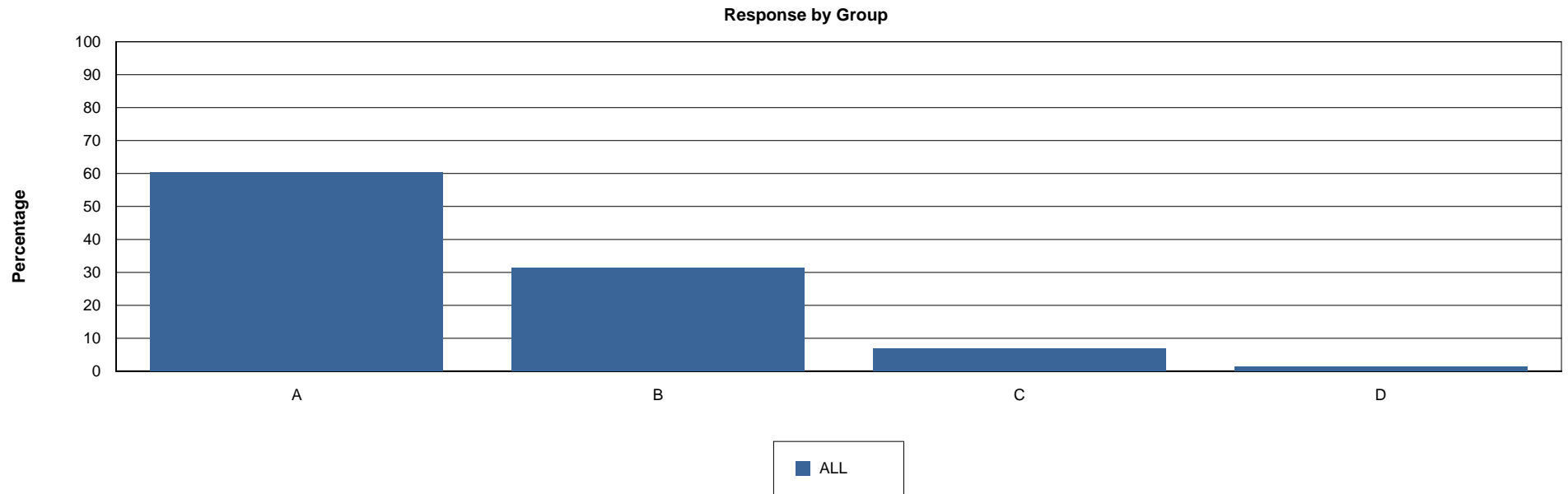
9 Initial training of your mentoring provider



		ALL
A	Percentage	65%
	Count	93
B	Percentage	33%
	Count	47
C	Percentage	2%
	Count	3
F	Percentage	1%
	Count	1

Q9	Mean	3.60
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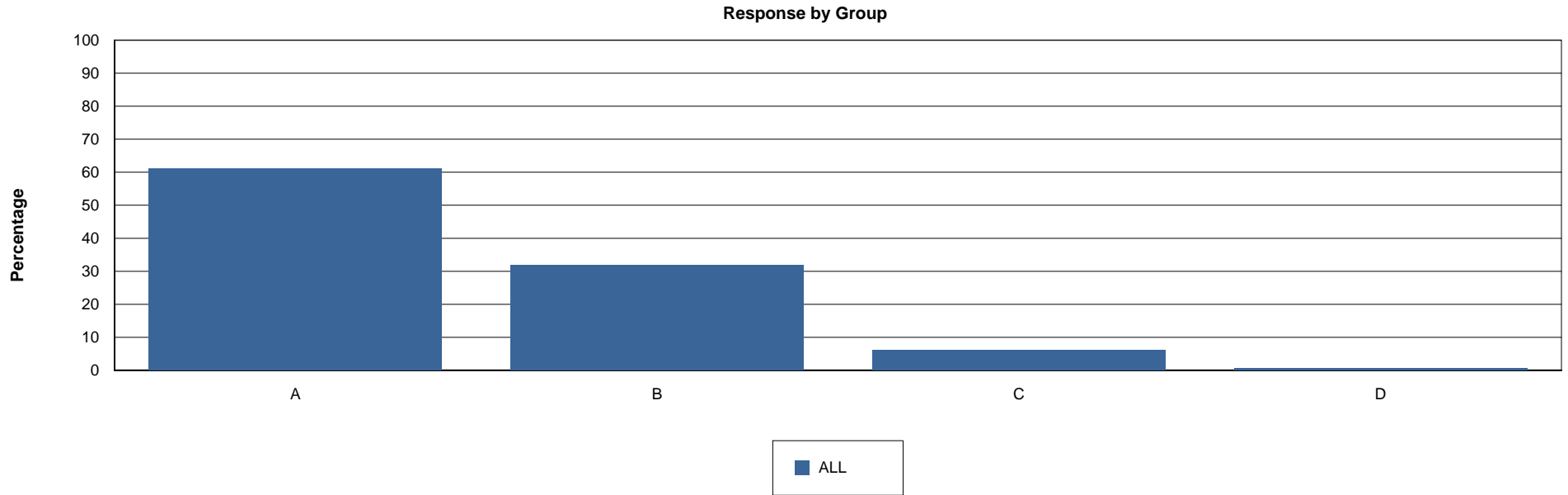
10 Professional development from your provider



		ALL
A	Percentage	60%
	Count	87
B	Percentage	31%
	Count	45
C	Percentage	7%
	Count	10
D	Percentage	1%
	Count	2

Q10	Mean	3.51
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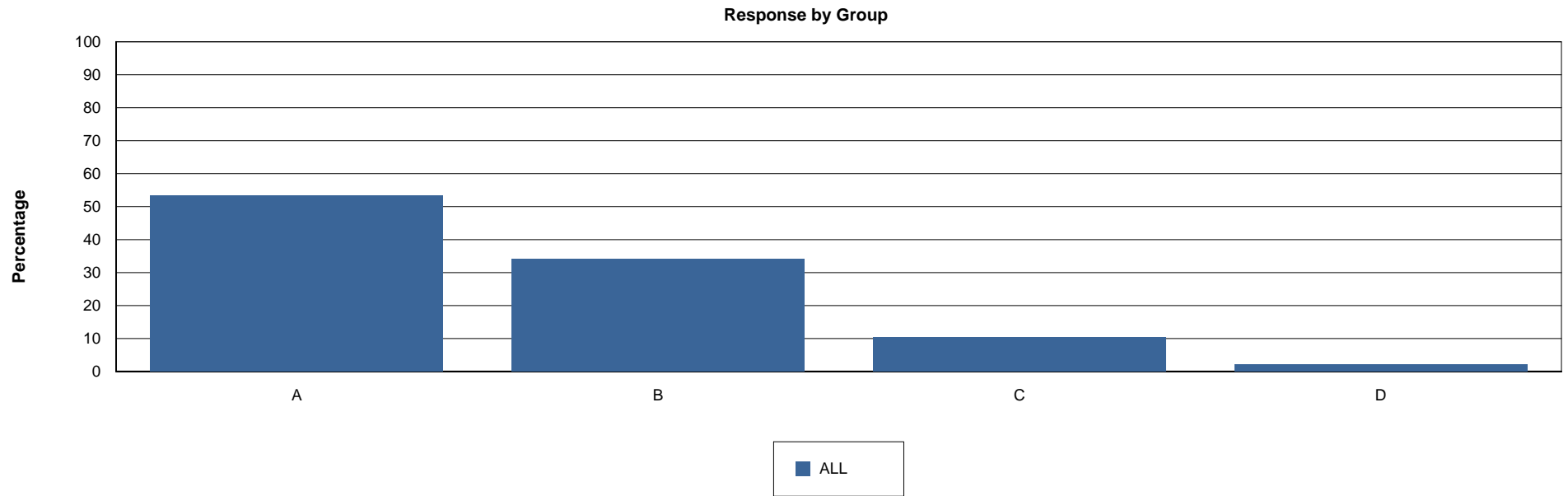
11 Guidance in mentoring technique and leadership issues from your profider



		ALL
A	Percentage	61%
	Count	88
B	Percentage	32%
	Count	46
C	Percentage	6%
	Count	9
D	Percentage	1%
	Count	1

Q11	Mean	3.53
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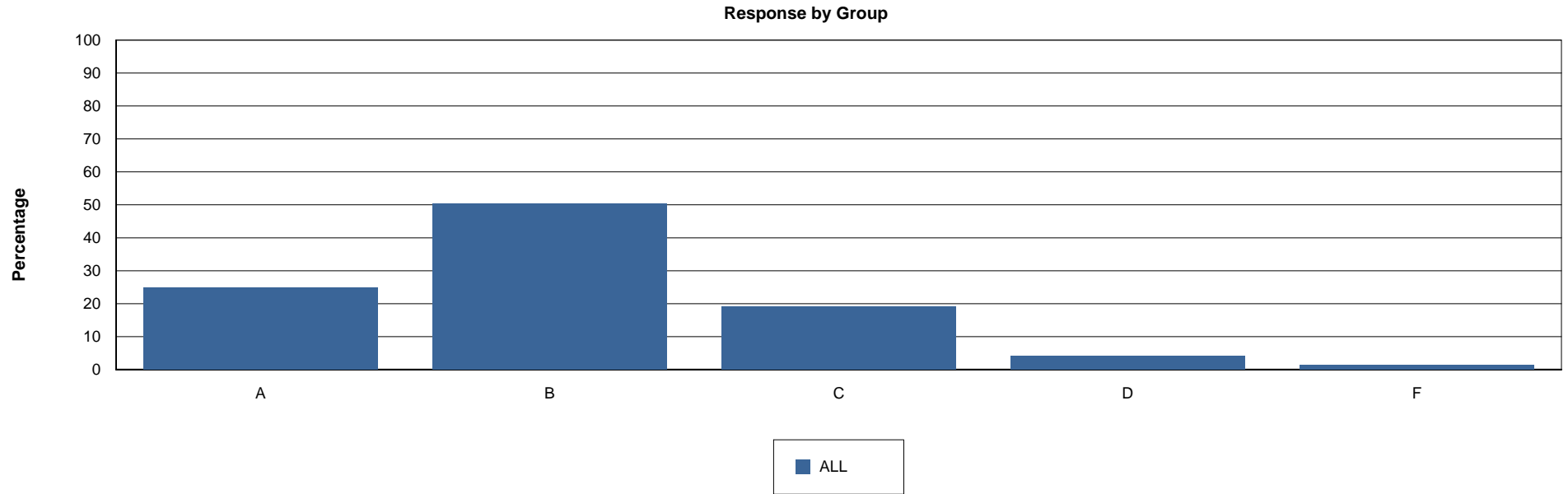
12 Networking opportunities



		ALL
A	Percentage	53%
	Count	77
B	Percentage	34%
	Count	49
C	Percentage	10%
	Count	15
D	Percentage	2%
	Count	3

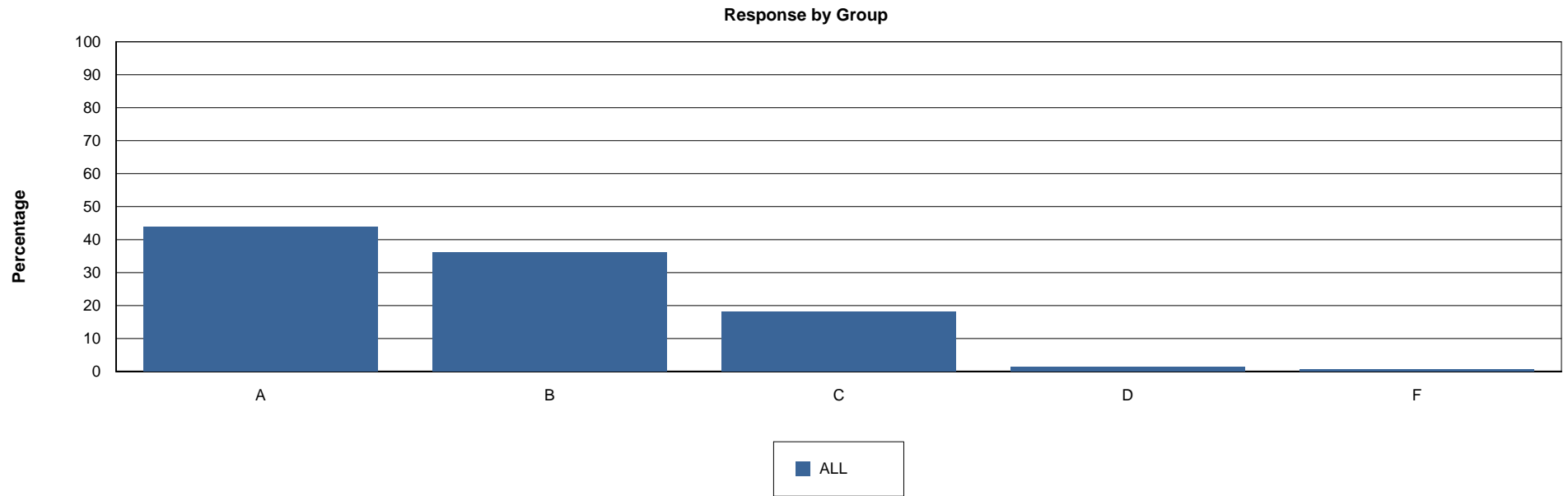
Q12	Mean	3.39
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13 Mentoring listserv



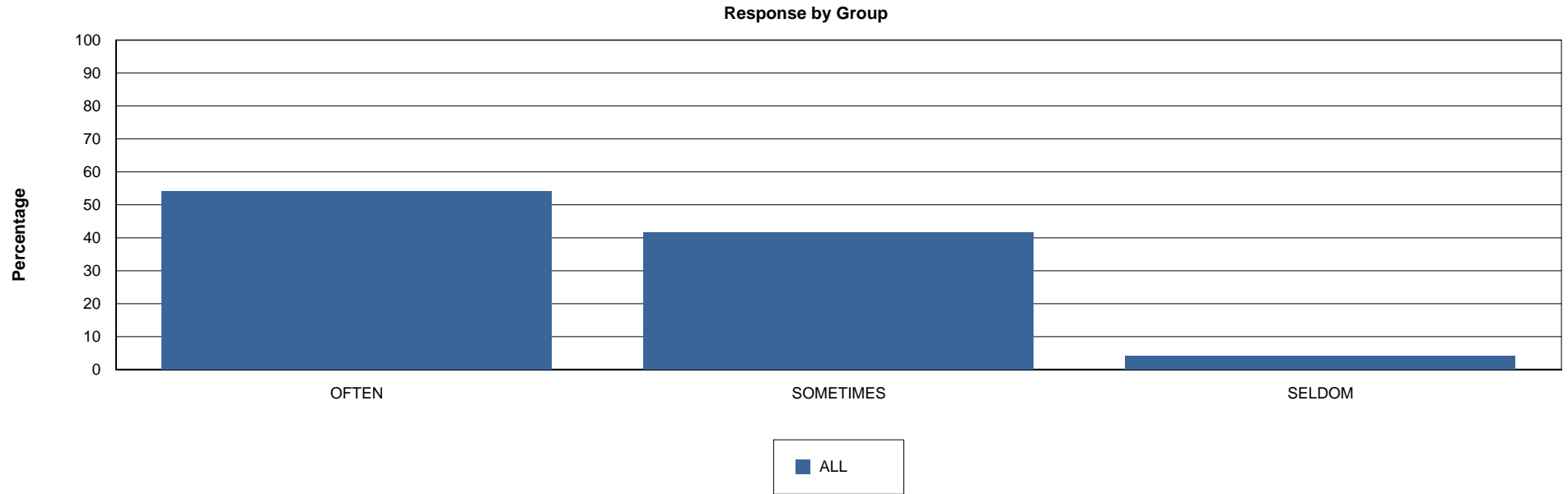
		ALL
A	Percentage	25%
	Count	35
B	Percentage	50%
	Count	71
C	Percentage	19%
	Count	27
D	Percentage	4%
	Count	6
F	Percentage	1%
	Count	2
Q13	Mean	2.93

14 New Principal Mentoring Program web site



		ALL
A	Percentage	44%
	Count	63
B	Percentage	36%
	Count	52
C	Percentage	18%
	Count	26
D	Percentage	1%
	Count	2
F	Percentage	1%
	Count	1
Q14	Mean	3.21

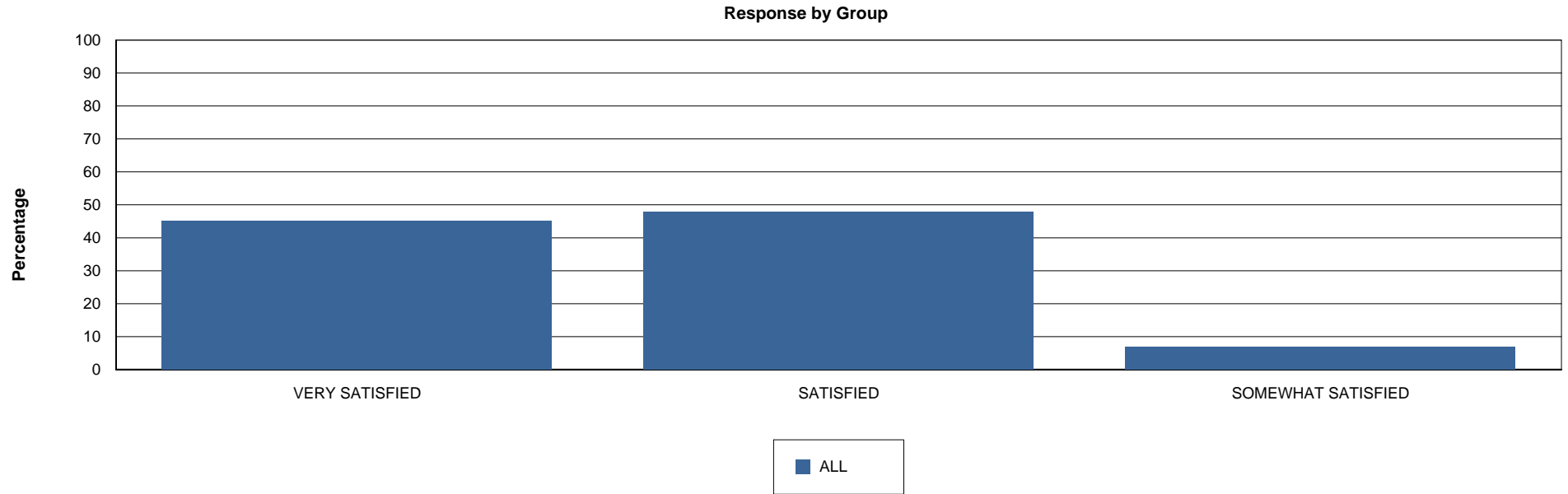
15 Implementing best practices of supervision



		ALL
OFTEN	Percentage	54%
	Count	77
SOMETIMES	Percentage	42%
	Count	59
SELDOM	Percentage	4%
	Count	6

Q15_1	Mean	3.50
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15 Implementing best practices of supervision

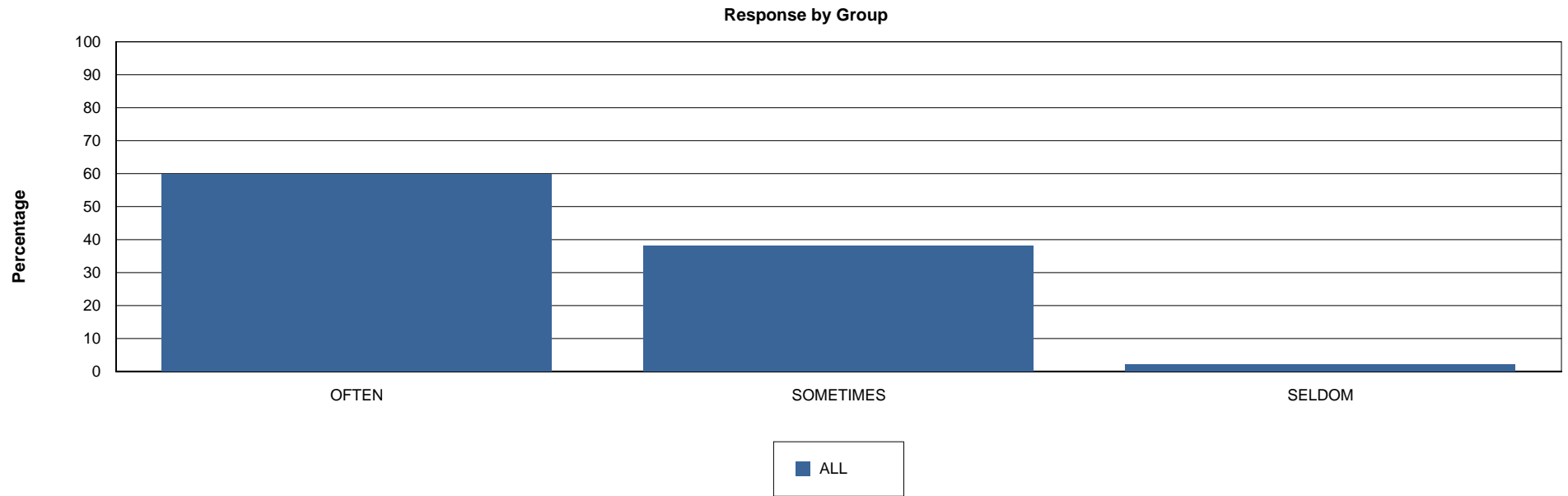


		ALL
VERY SATISFIED	Percentage	45%
	Count	65
SATISFIED	Percentage	48%
	Count	69
SOMEWHAT SATISFIED	Percentage	7%
	Count	10

Q15_2	Mean	3.38
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16

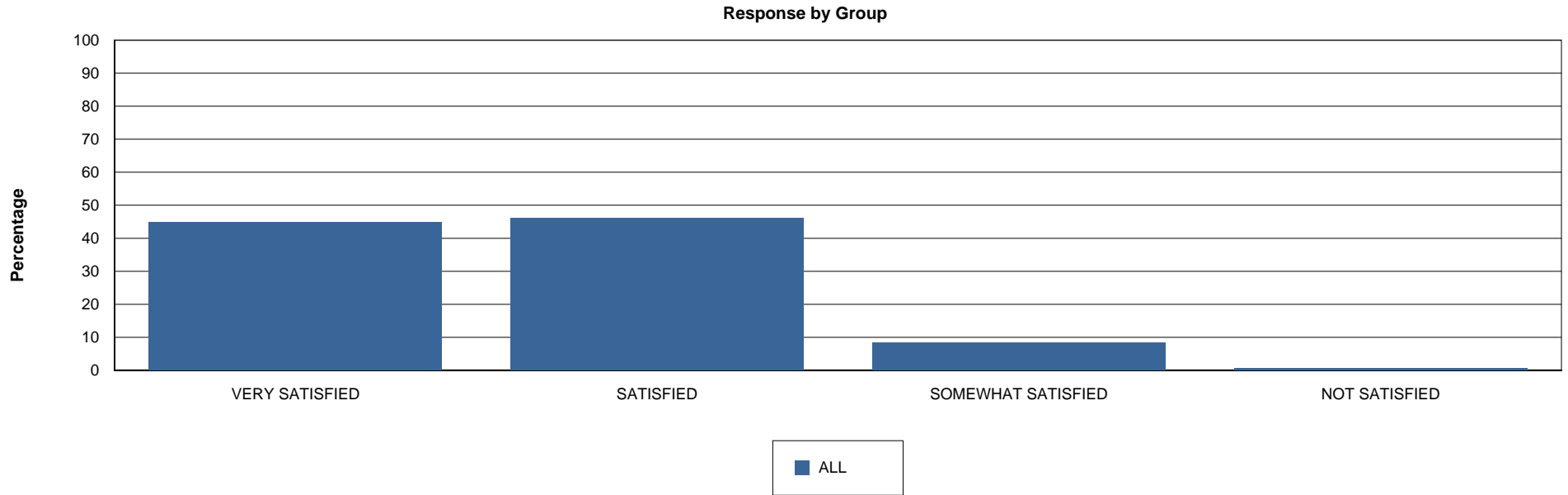
Facilitating teamwork at all levels of the organization



		ALL
OFTEN	Percentage	60%
	Count	85
SOMETIMES	Percentage	38%
	Count	54
SELDOM	Percentage	2%
	Count	3

Q16_1	Mean	3.58
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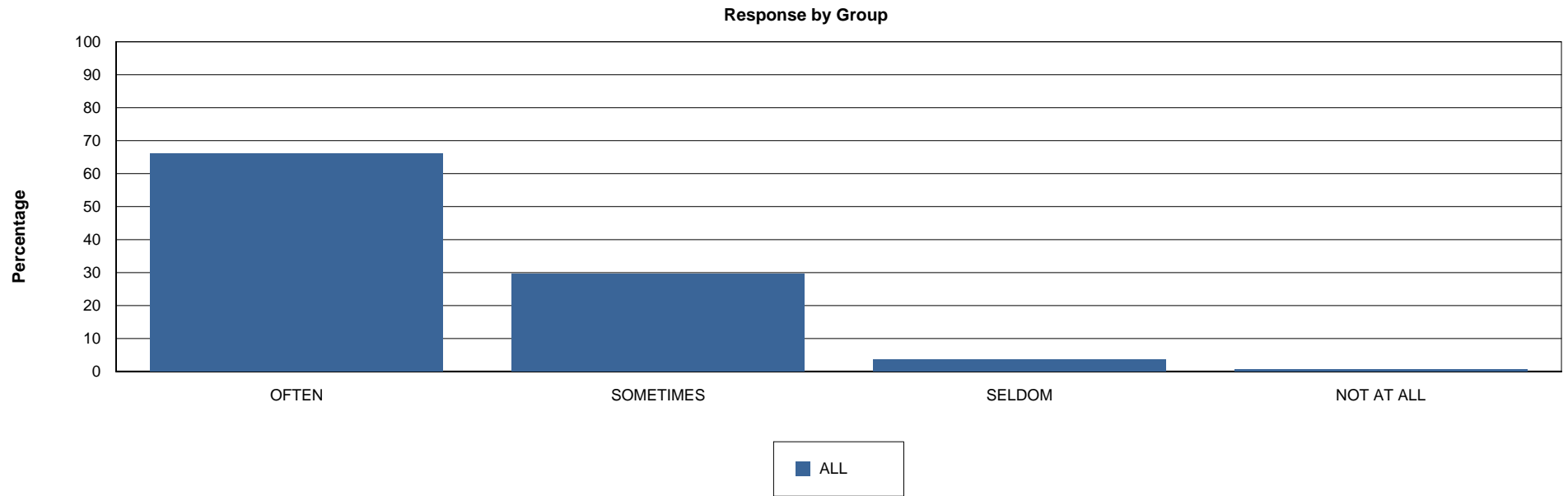
16 Facilitating teamwork at all levels of the organization



		ALL
VERY SATISFIED	Percentage Count	45% 64
SATISFIED	Percentage Count	46% 66
SOMEWHAT SATISFIED	Percentage Count	8% 12
NOT SATISFIED	Percentage Count	1% 1

Q16_2	Mean	3.35
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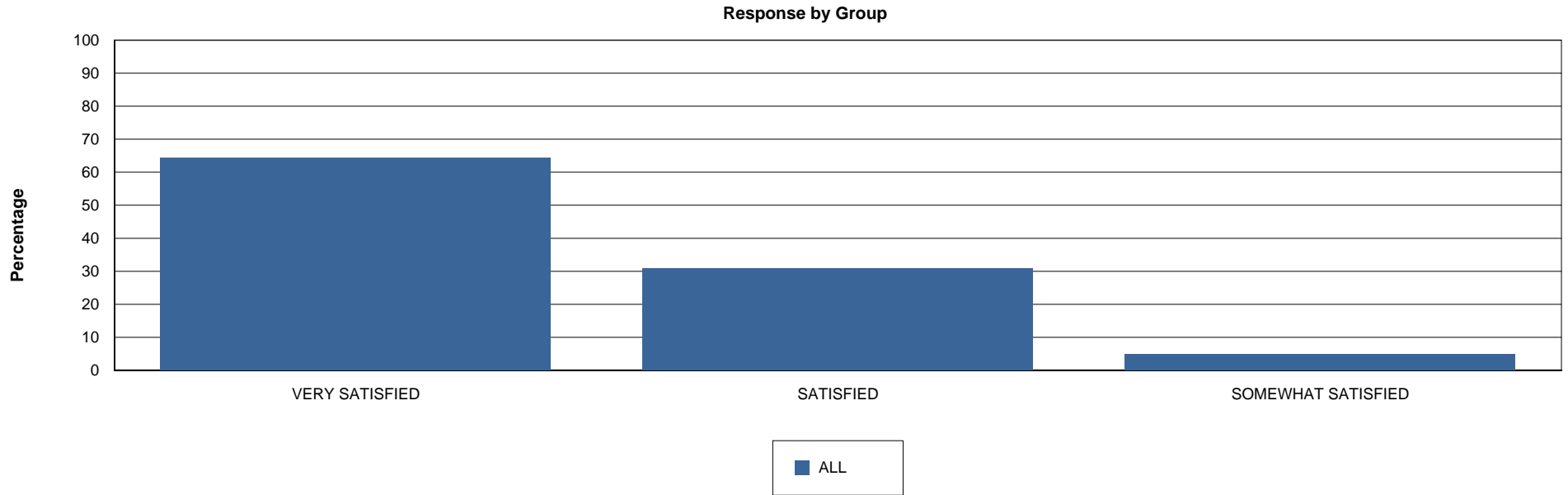
17 Maintaining high expectations for teacher and student performance



		ALL
OFTEN	Percentage	66%
	Count	94
SOMETIMES	Percentage	30%
	Count	42
SELDOM	Percentage	4%
	Count	5
NOT AT ALL	Percentage	1%
	Count	1

Q17_1	Mean	3.61
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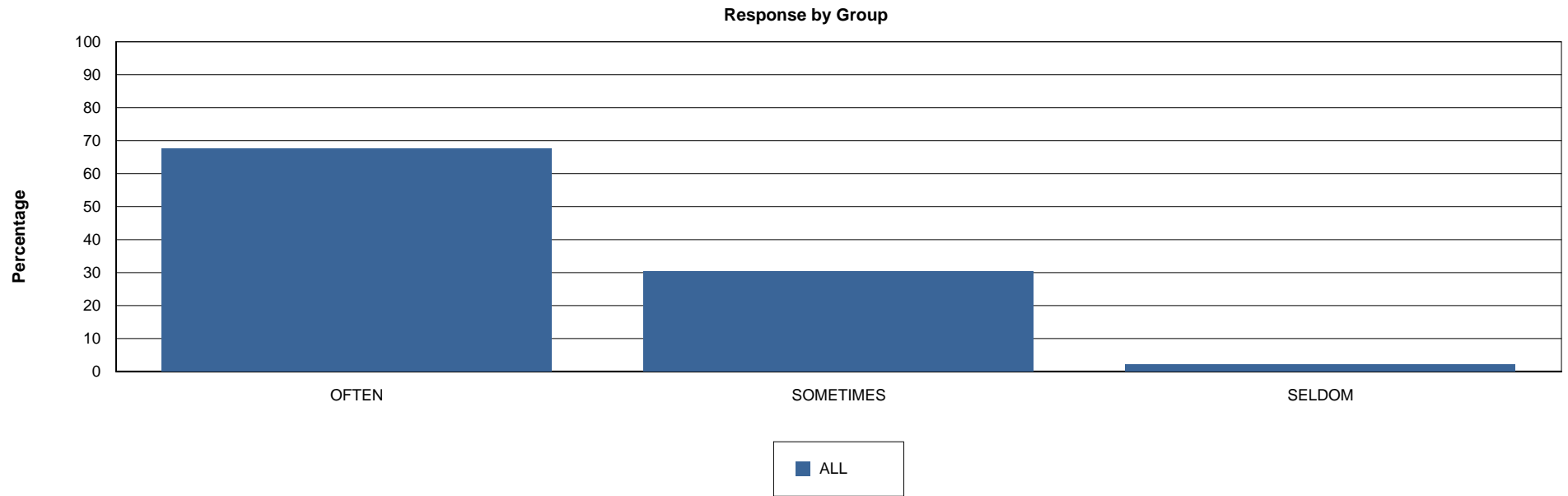
17 Maintaining high expectations for teacher and student performance



		ALL
VERY SATISFIED	Percentage	64%
	Count	92
SATISFIED	Percentage	31%
	Count	44
SOMEWHAT SATISFIED	Percentage	5%
	Count	7

Q17_2	Mean	3.59
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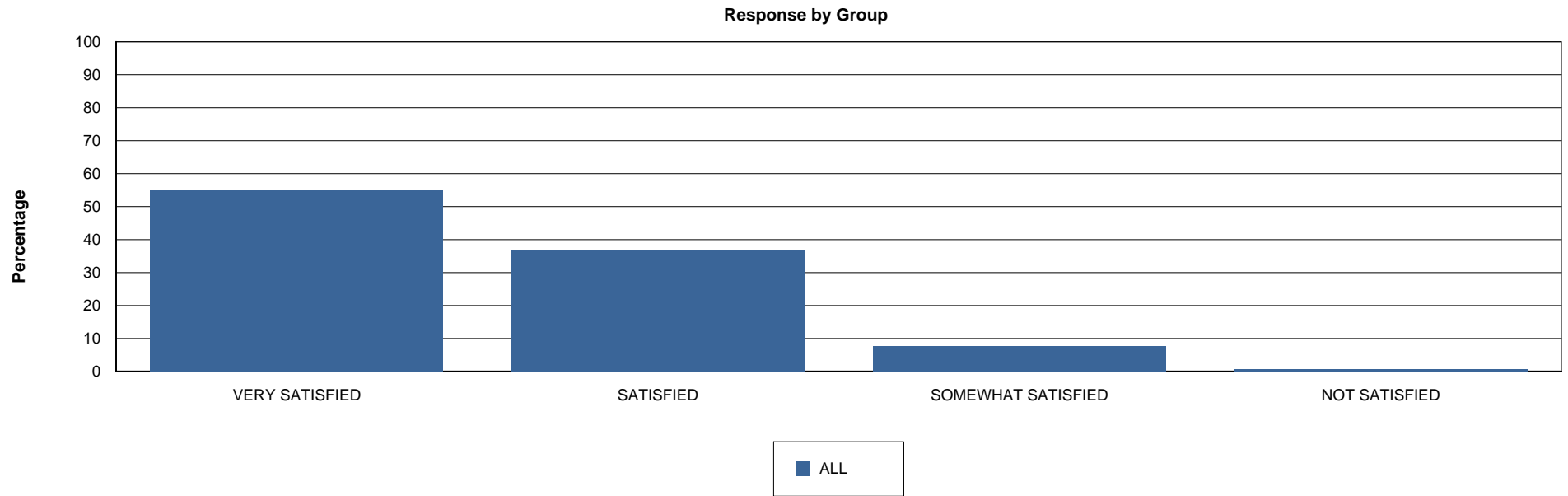
18 Engendering faculty/staff trust, confidence and commitment to the school



		ALL
OFTEN	Percentage	68%
	Count	96
SOMETIMES	Percentage	30%
	Count	43
SELDOM	Percentage	2%
	Count	3

Q18_1	Mean	3.65
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18 Engendering faculty/staff trust, confidence and commitment to the school

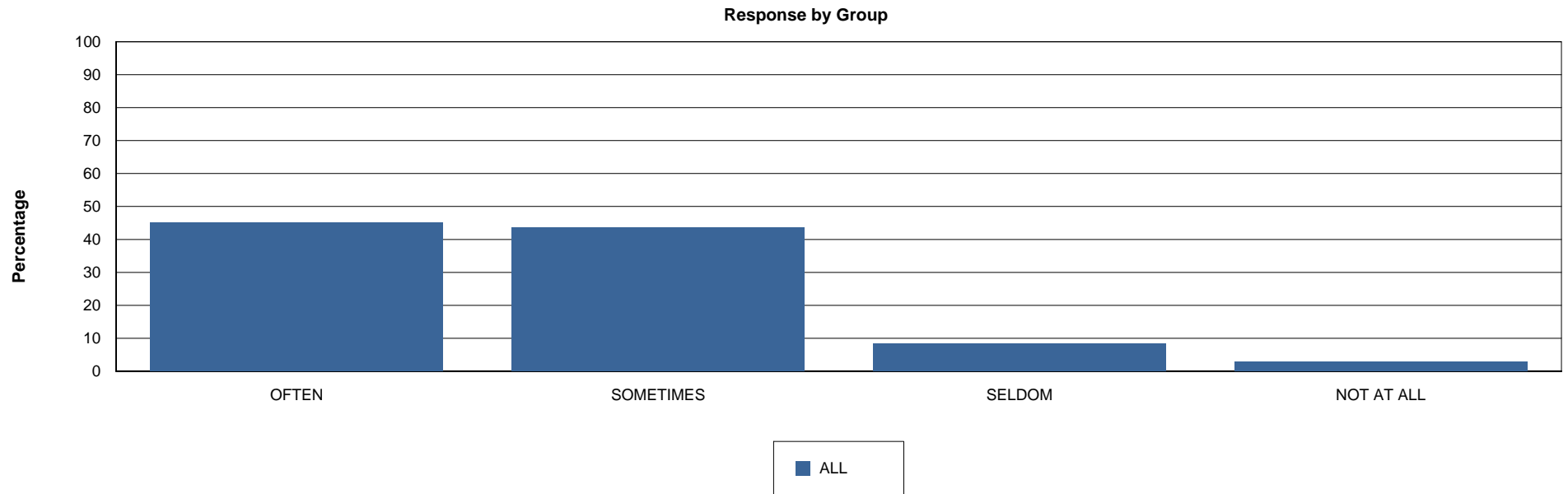


		ALL
VERY SATISFIED	Percentage	55%
	Count	79
SATISFIED	Percentage	37%
	Count	53
SOMEWHAT SATISFIED	Percentage	8%
	Count	11
NOT SATISFIED	Percentage	1%
	Count	1

Q18_2	Mean	3.46
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19

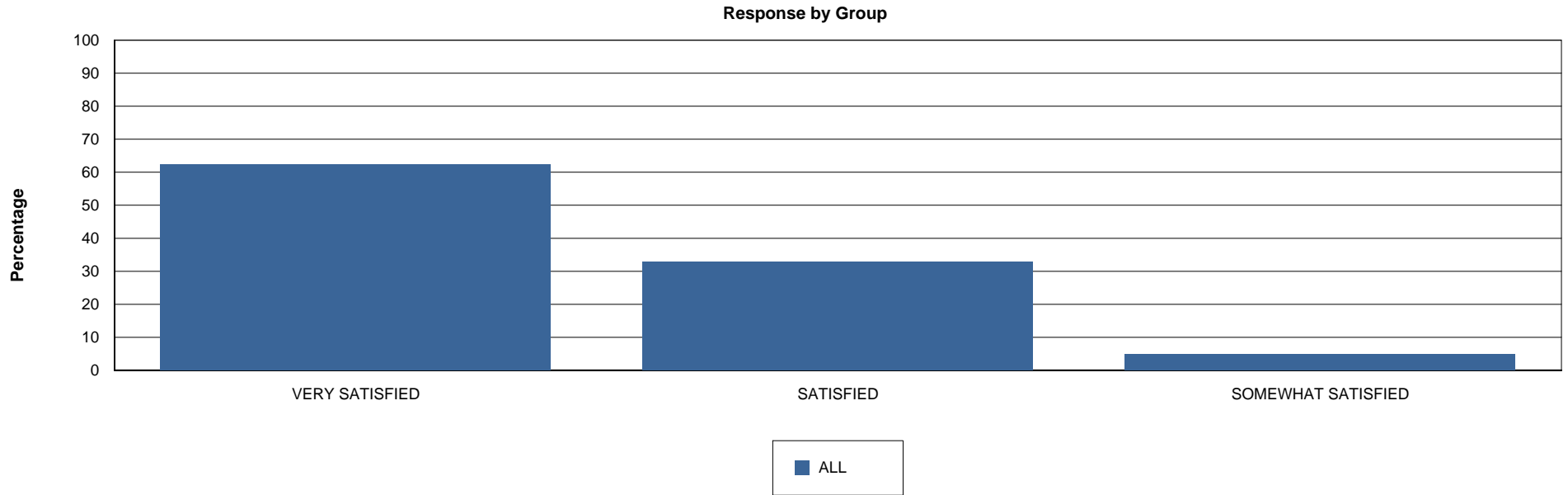
Accepting accountability for decisions and actions



		ALL
OFTEN	Percentage	45%
	Count	64
SOMETIMES	Percentage	44%
	Count	62
SELDOM	Percentage	8%
	Count	12
NOT AT ALL	Percentage	3%
	Count	4

Q19_1	Mean	3.31
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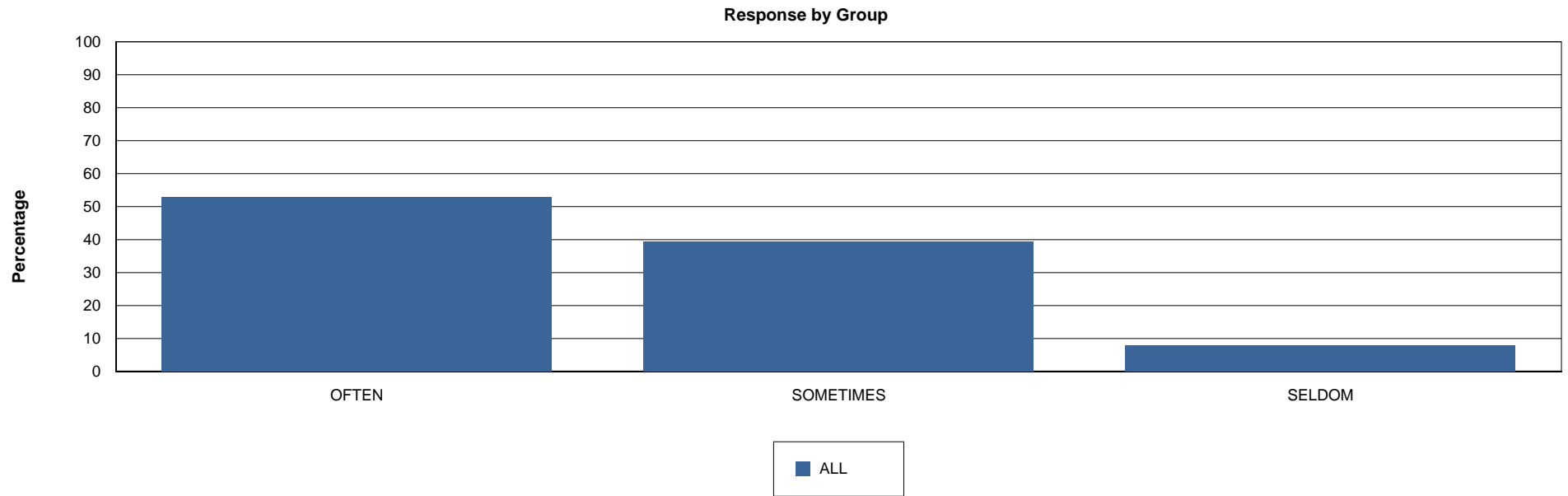
19 Accepting accountability for decisions and actions



		ALL
VERY SATISFIED	Percentage	62%
	Count	89
SATISFIED	Percentage	33%
	Count	47
SOMEWHAT SATISFIED	Percentage	5%
	Count	7

Q19_2	Mean	3.57
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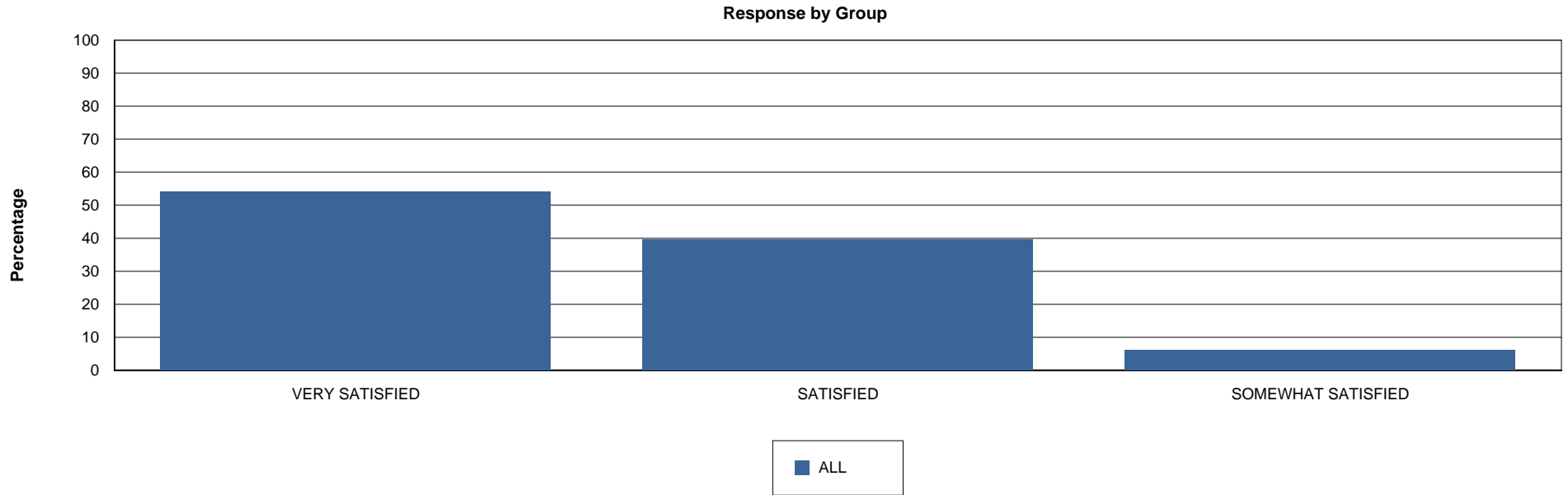
20 Maintaining high academic standards



		ALL
OFTEN	Percentage	53%
	Count	75
SOMETIMES	Percentage	39%
	Count	56
SELDOM	Percentage	8%
	Count	11

Q20_1	Mean	3.45
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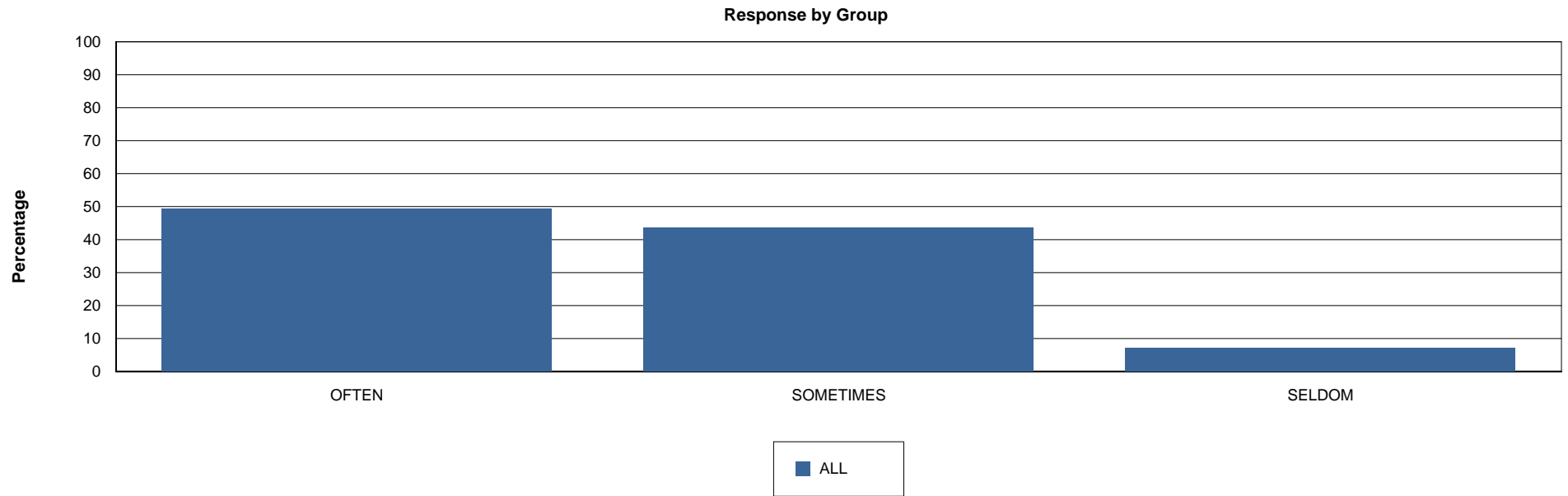
20 Maintaining high academic standards



		ALL
VERY SATISFIED	Percentage	54%
	Count	78
SATISFIED	Percentage	40%
	Count	57
SOMEWHAT SATISFIED	Percentage	6%
	Count	9

Q20_2	Mean	3.48
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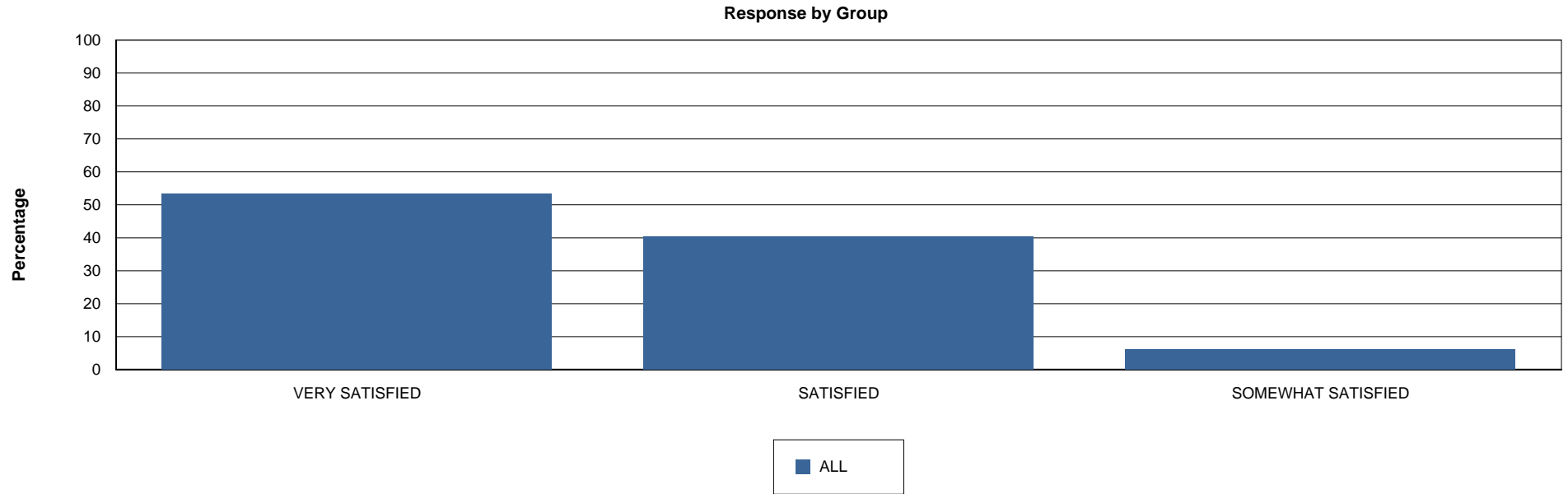
21 Implementing best practices in instruction



		ALL
OFTEN	Percentage	49%
	Count	69
SOMETIMES	Percentage	44%
	Count	61
SELDOM	Percentage	7%
	Count	10

Q21_1	Mean	3.42
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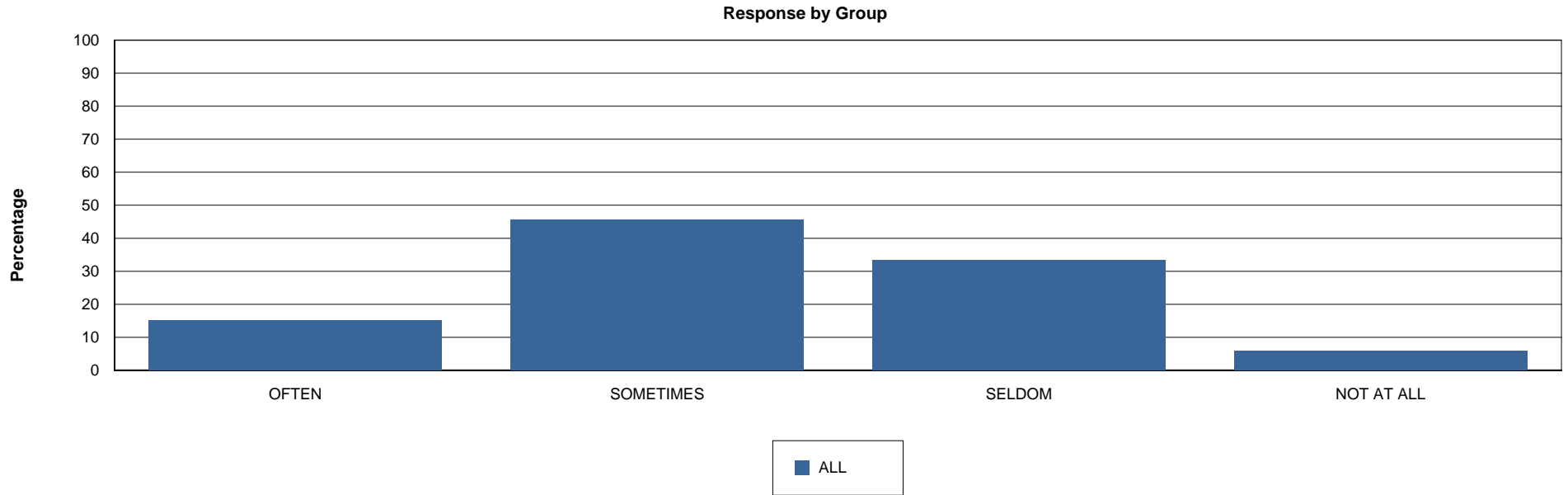
21 Implementing best practices in instruction



		ALL
VERY SATISFIED	Percentage	53%
	Count	77
SATISFIED	Percentage	40%
	Count	58
SOMEWHAT SATISFIED	Percentage	6%
	Count	9

Q21_2	Mean	3.47
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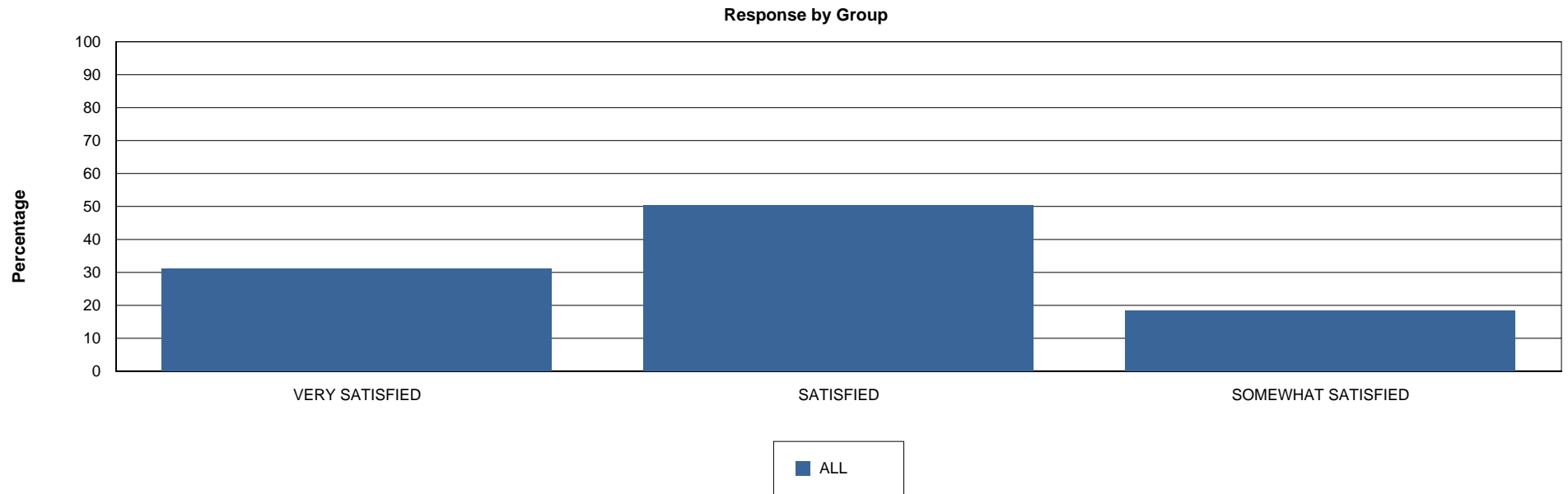
22 Integrating diversity into curriculum and instruction



		ALL
OFTEN	Percentage	15%
	Count	21
SOMETIMES	Percentage	46%
	Count	63
SELDOM	Percentage	33%
	Count	46
NOT AT ALL	Percentage	6%
	Count	8

Q22_1	Mean	2.70
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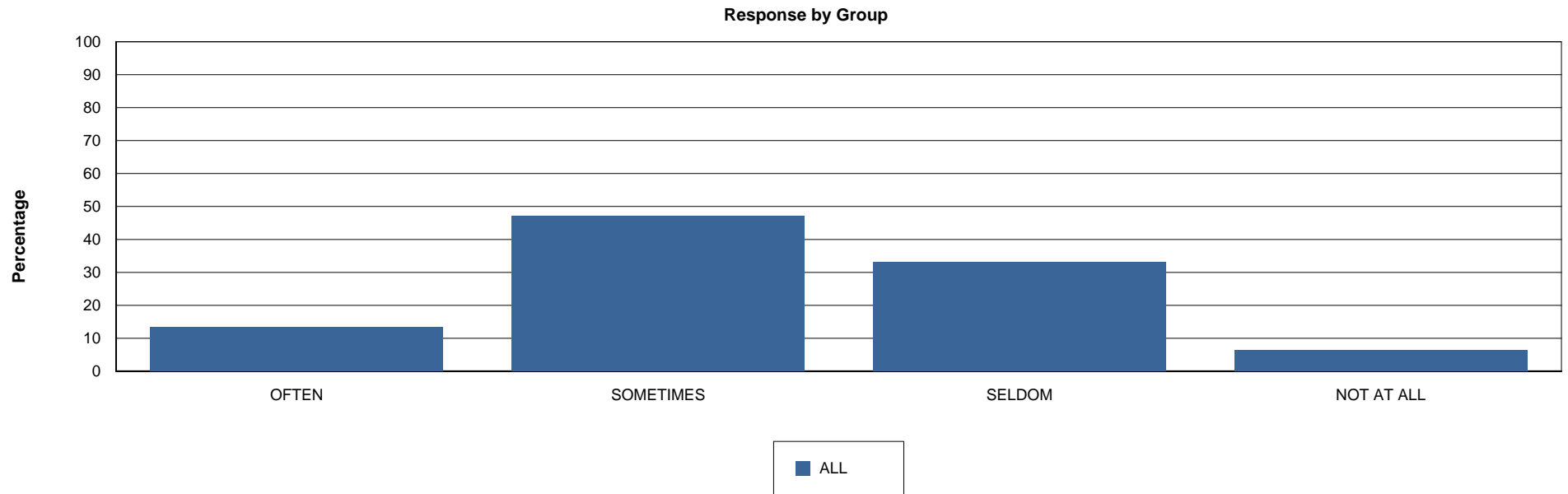
22 Integrating diversity into curriculum and instruction



		ALL
VERY SATISFIED	Percentage	31%
	Count	44
SATISFIED	Percentage	50%
	Count	71
SOMEWHAT SATISFIED	Percentage	18%
	Count	26

Q22_2	Mean	3.13
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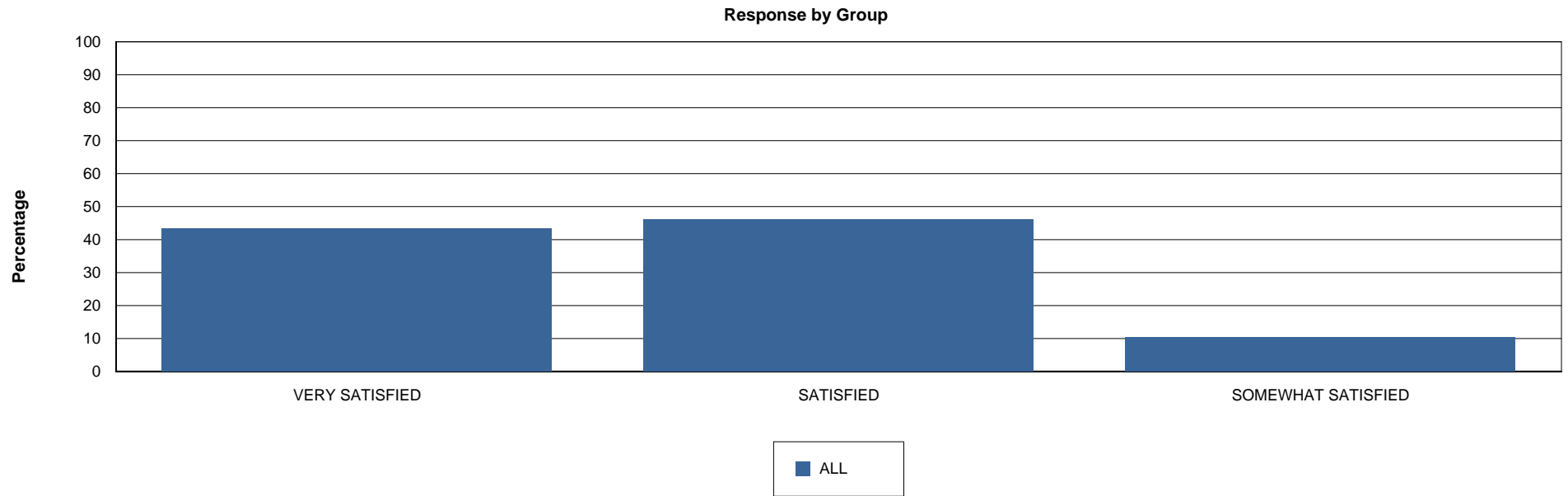
23 Incorporating technology into the classroom to enhance learning



		ALL
OFTEN	Percentage	13%
	Count	19
SOMETIMES	Percentage	47%
	Count	67
SELDOM	Percentage	33%
	Count	47
NOT AT ALL	Percentage	6%
	Count	9

Q23_1	Mean	2.68
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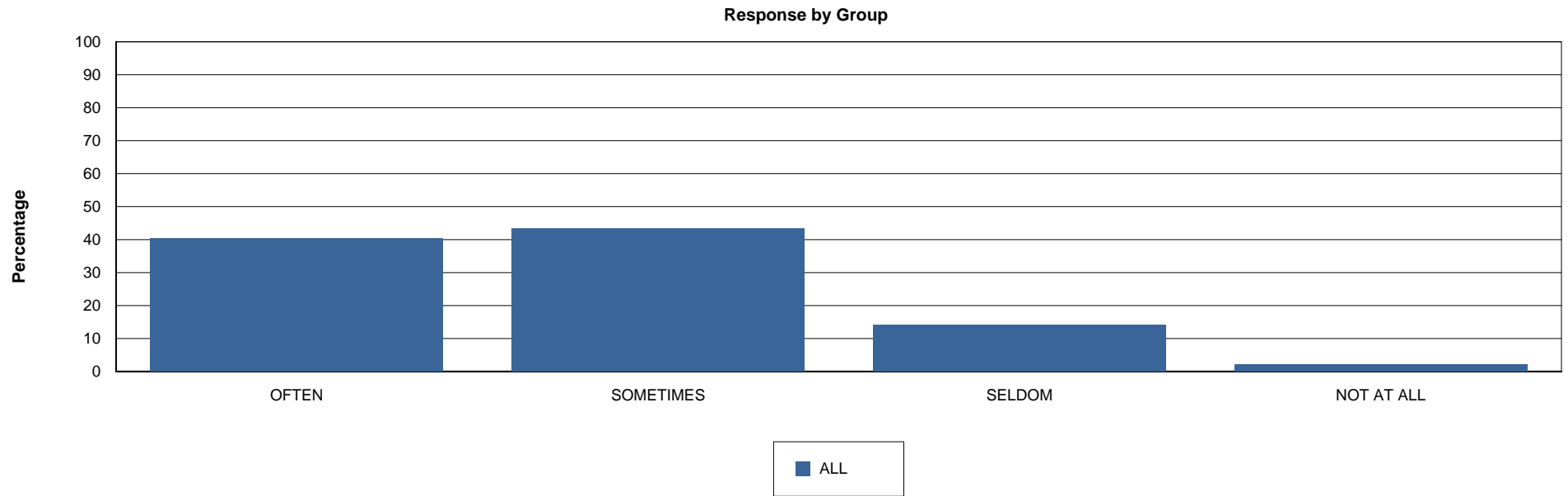
23 Incorporating technology into the classroom to enhance learning



		ALL
VERY SATISFIED	Percentage	43%
	Count	62
SATISFIED	Percentage	46%
	Count	66
SOMEWHAT SATISFIED	Percentage	10%
	Count	15

Q23_2	Mean	3.33
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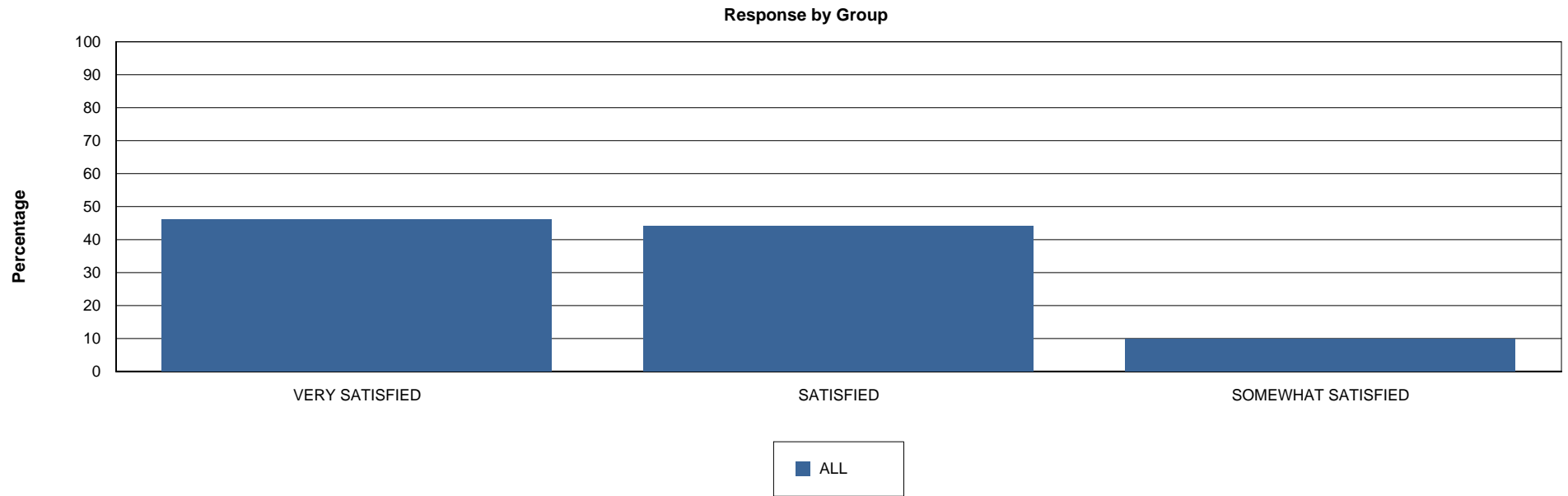
24 Using assessment to improve instructional practices



		ALL
OFTEN	Percentage	40%
	Count	57
SOMETIMES	Percentage	43%
	Count	61
SELDOM	Percentage	14%
	Count	20
NOT AT ALL	Percentage	2%
	Count	3

Q24_1	Mean	3.22
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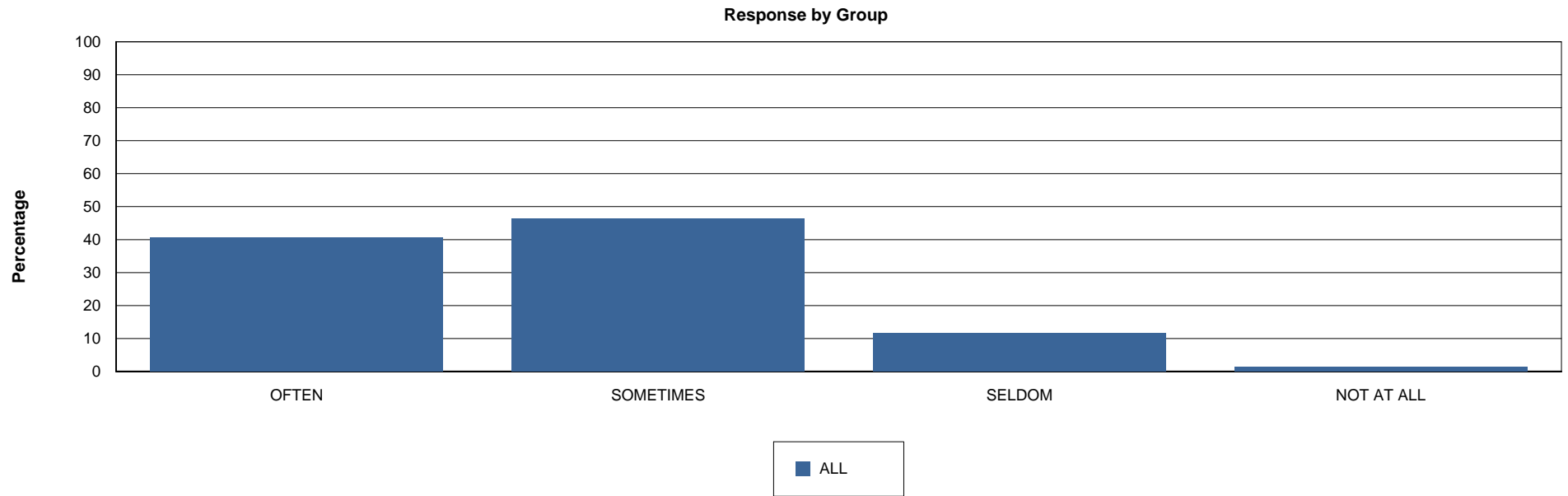
24 Using assessment to improve instructional practices



		ALL
VERY SATISFIED	Percentage	46%
	Count	66
SATISFIED	Percentage	44%
	Count	63
SOMEWHAT SATISFIED	Percentage	10%
	Count	14

Q24_2	Mean	3.36
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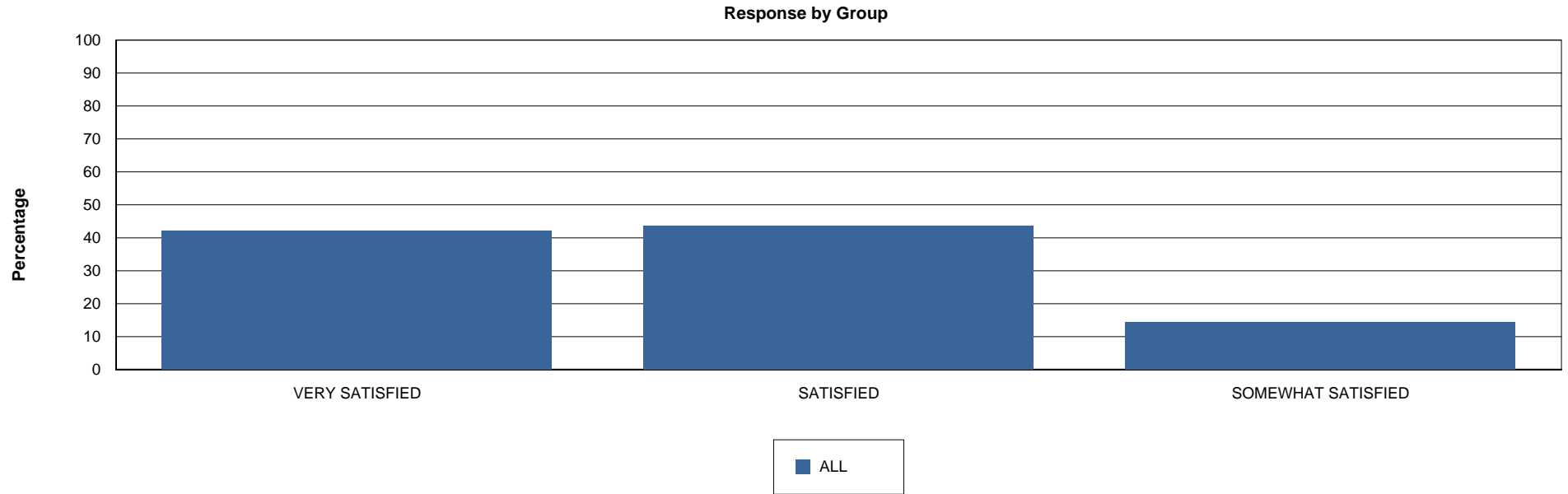
25 Appraising teaching methods to ensure alignment to curriculum



		ALL
OFTEN	Percentage	41%
	Count	56
SOMETIMES	Percentage	46%
	Count	64
SELDOM	Percentage	12%
	Count	16
NOT AT ALL	Percentage	1%
	Count	2

Q25_1	Mean	3.26
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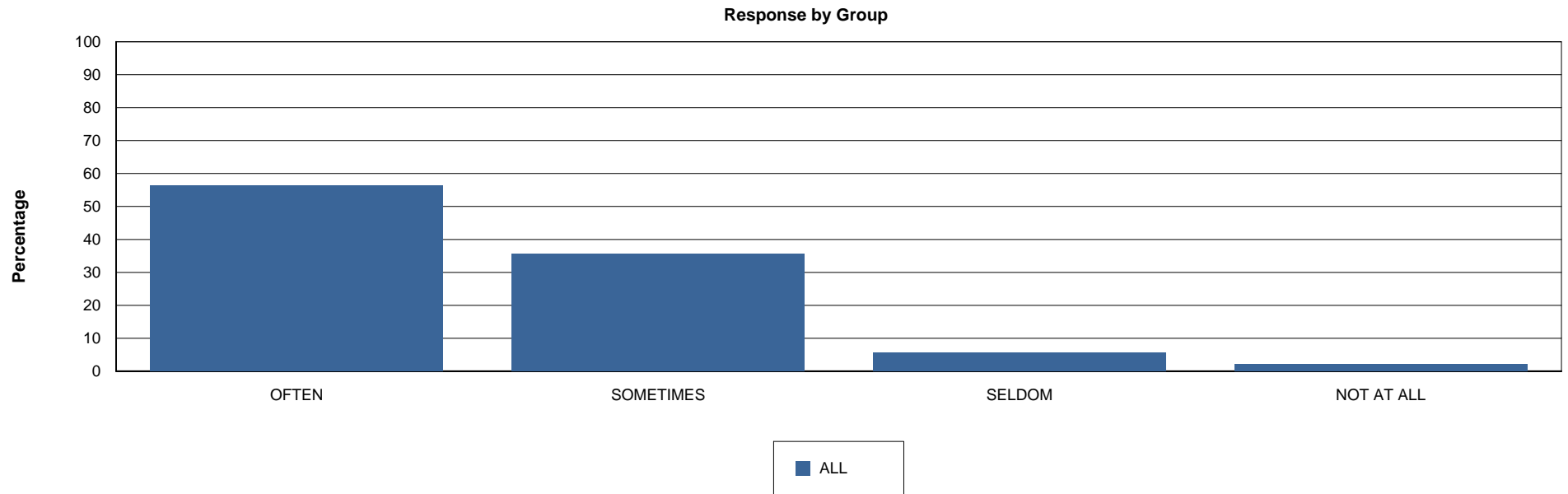
25 Appraising teaching methods to ensure alignment to curriculum



		ALL
VERY SATISFIED	Percentage	42%
	Count	59
SATISFIED	Percentage	44%
	Count	61
SOMEWHAT SATISFIED	Percentage	14%
	Count	20

Q25_2	Mean	3.28
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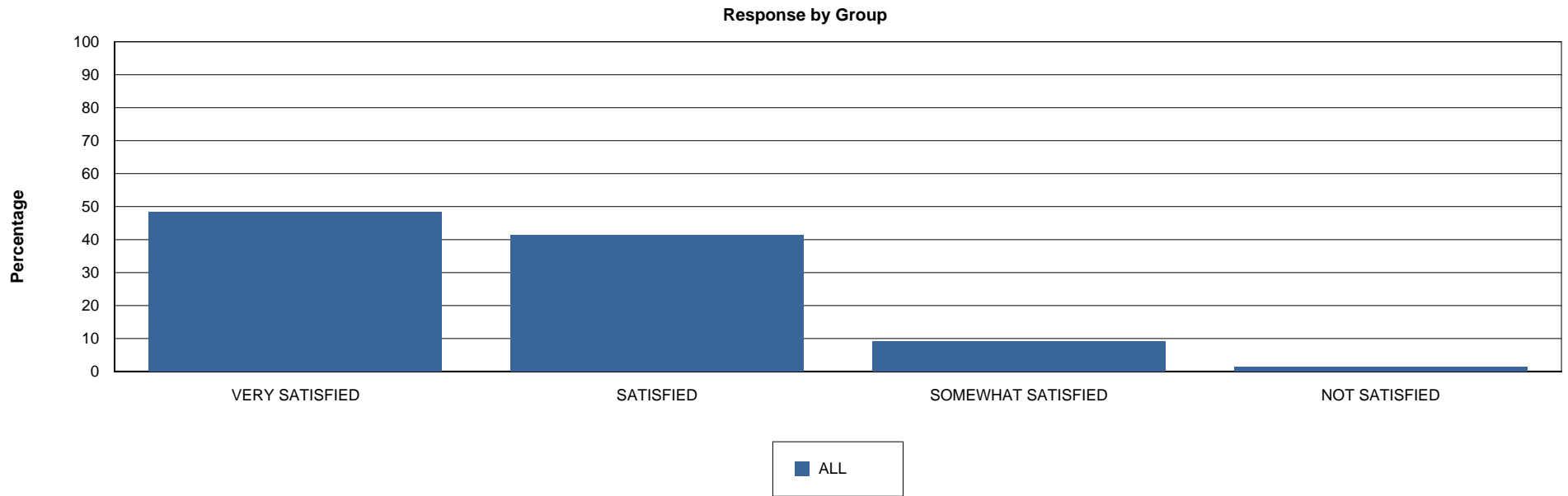
26 Providing clear feedback to subordinates without offending or patronizing people



		ALL
OFTEN	Percentage	56%
	Count	79
SOMETIMES	Percentage	36%
	Count	50
SELDOM	Percentage	6%
	Count	8
NOT AT ALL	Percentage	2%
	Count	3

Q26_1	Mean	3.46
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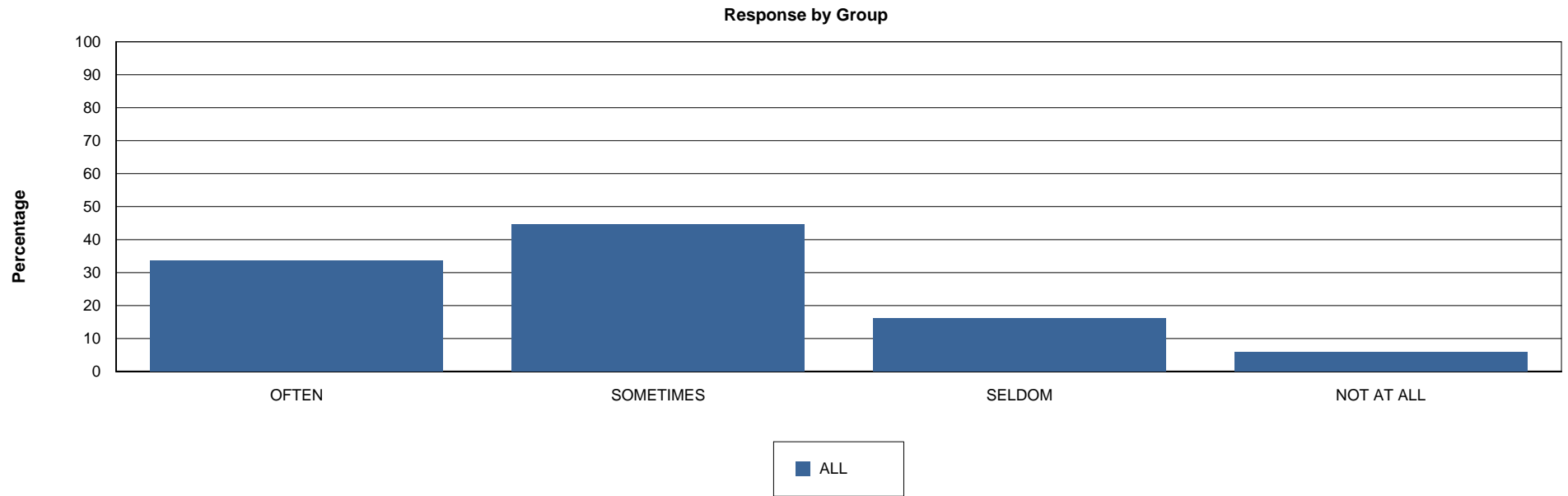
26 Providing clear feedback to subordinates without offending or patronizing people



		ALL
VERY SATISFIED	Percentage	48%
	Count	69
SATISFIED	Percentage	41%
	Count	59
SOMEWHAT SATISFIED	Percentage	9%
	Count	13
NOT SATISFIED	Percentage	1%
	Count	2

Q26_2	Mean	3.36
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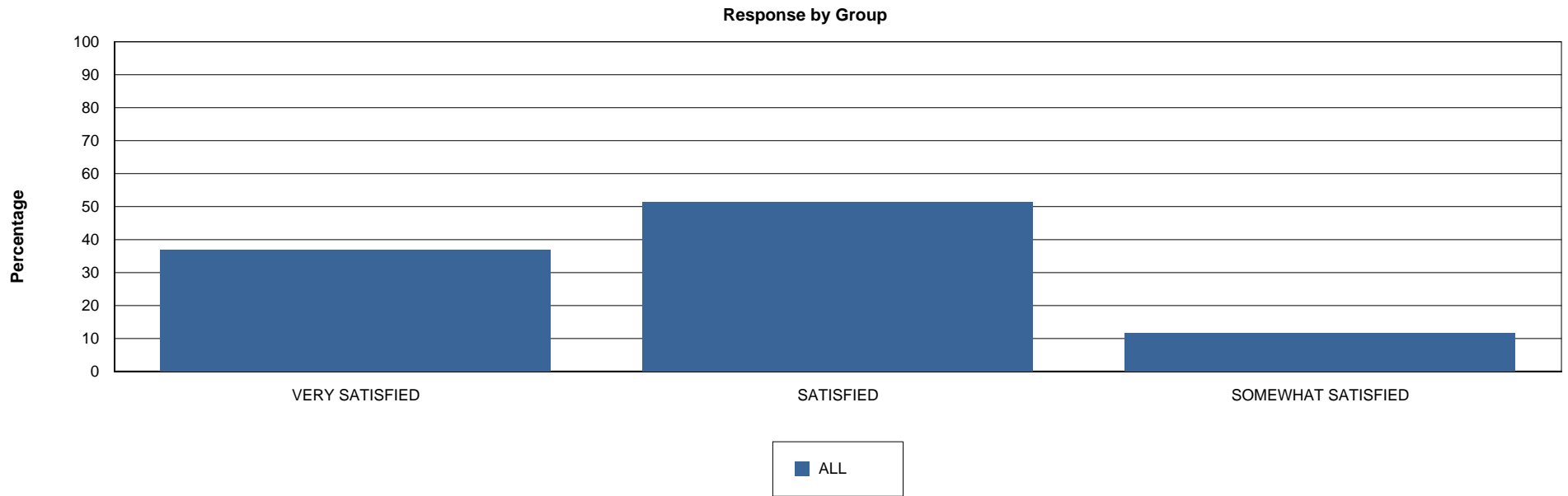
27 Reporting assessment and evaluation findings



		ALL
OFTEN	Percentage	34%
	Count	46
SOMETIMES	Percentage	45%
	Count	61
SELDOM	Percentage	16%
	Count	22
NOT AT ALL	Percentage	6%
	Count	8

Q27_1	Mean	3.06
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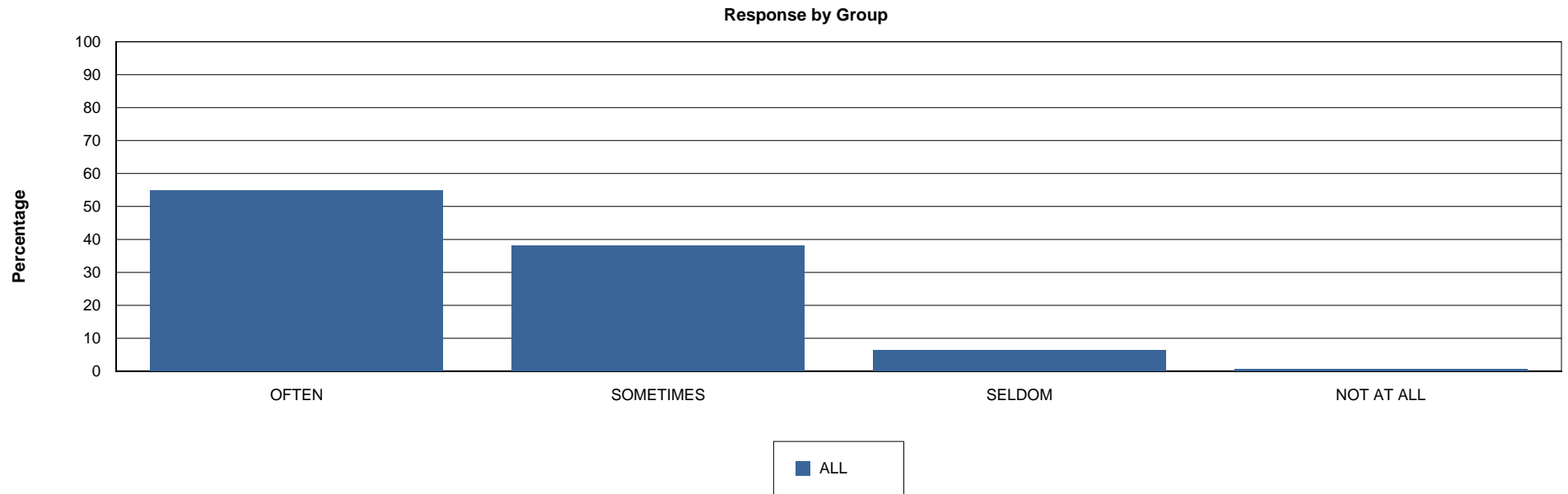
27 Reporting assessment and evaluation findings



		ALL
VERY SATISFIED	Percentage	37%
	Count	51
SATISFIED	Percentage	51%
	Count	71
SOMEWHAT SATISFIED	Percentage	12%
	Count	16

Q27_2	Mean	3.25
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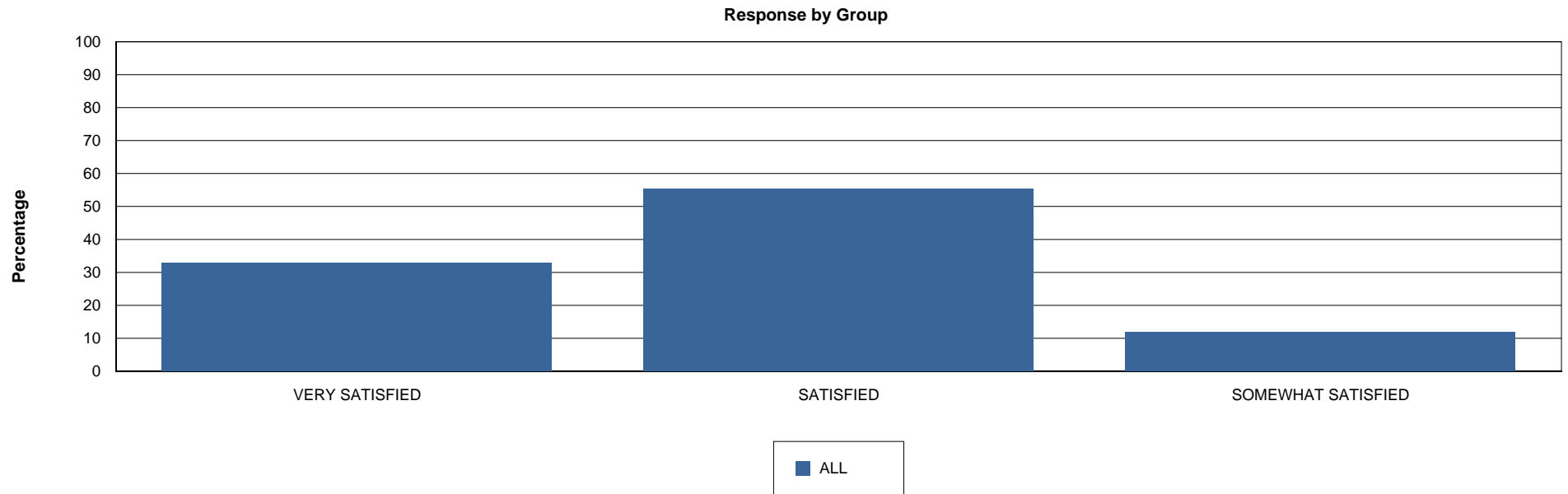
28 Understanding and implementing organizational change



		ALL
OFTEN	Percentage	55%
	Count	78
SOMETIMES	Percentage	38%
	Count	54
SELDOM	Percentage	6%
	Count	9
NOT AT ALL	Percentage	1%
	Count	1

Q28_1	Mean	3.47
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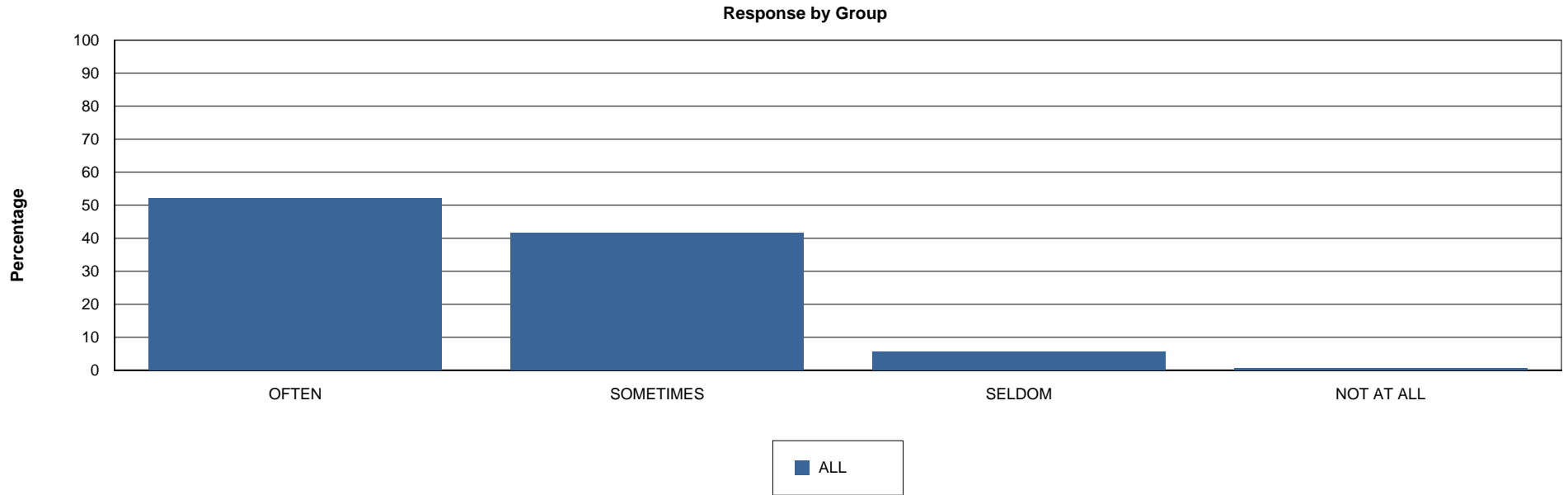
28 Understanding and implementing organizational change



		ALL
VERY SATISFIED	Percentage	33%
	Count	47
SATISFIED	Percentage	55%
	Count	79
SOMEWHAT SATISFIED	Percentage	12%
	Count	17

Q28_2	Mean	3.21
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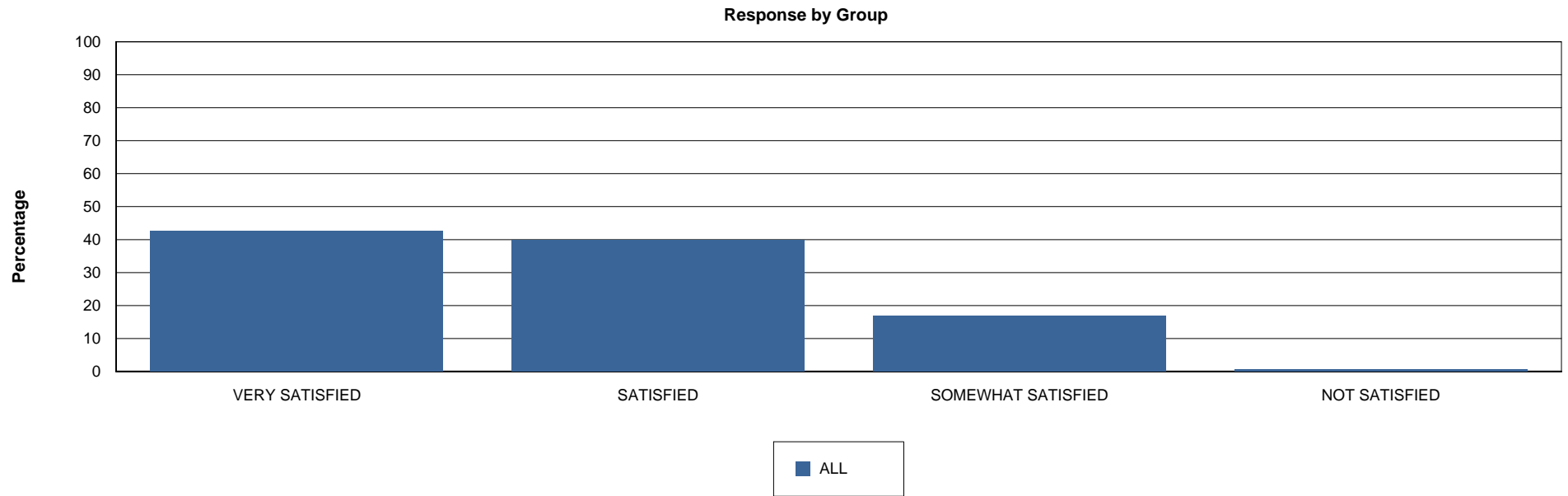
29 Goal-setting



		ALL
OFTEN	Percentage	52%
	Count	74
SOMETIMES	Percentage	42%
	Count	59
SELDOM	Percentage	6%
	Count	8
NOT AT ALL	Percentage	1%
	Count	1

Q29_1	Mean	3.45
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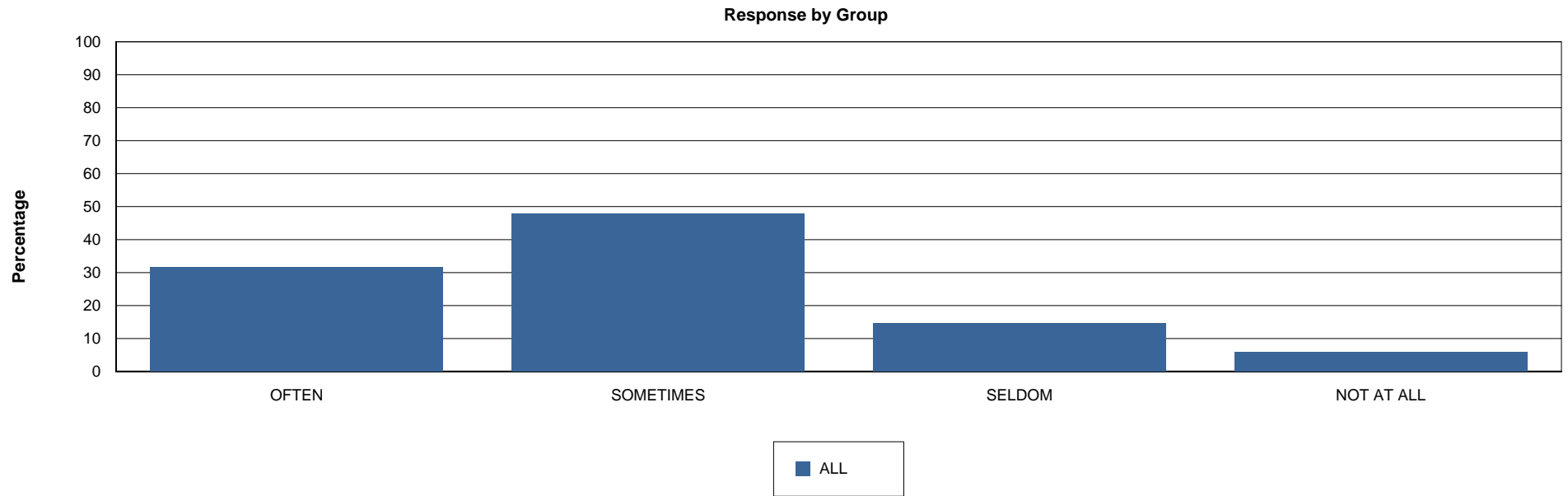
29 Goal-setting



		ALL
VERY SATISFIED	Percentage Count	43% 61
SATISFIED	Percentage Count	40% 57
SOMEWHAT SATISFIED	Percentage Count	17% 24
NOT SATISFIED	Percentage Count	1% 1

Q29_2	Mean	3.24
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30 Strategic planning

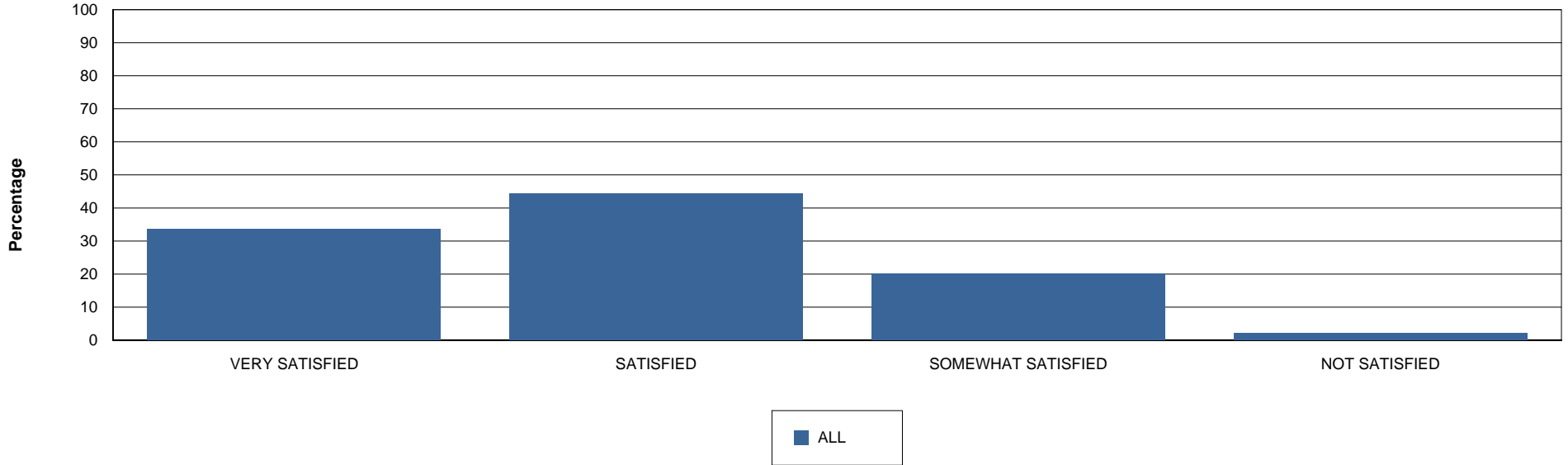


		ALL
OFTEN	Percentage	32%
	Count	43
SOMETIMES	Percentage	48%
	Count	65
SELDOM	Percentage	15%
	Count	20
NOT AT ALL	Percentage	6%
	Count	8

Q30_1	Mean	3.05
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30 Strategic planning

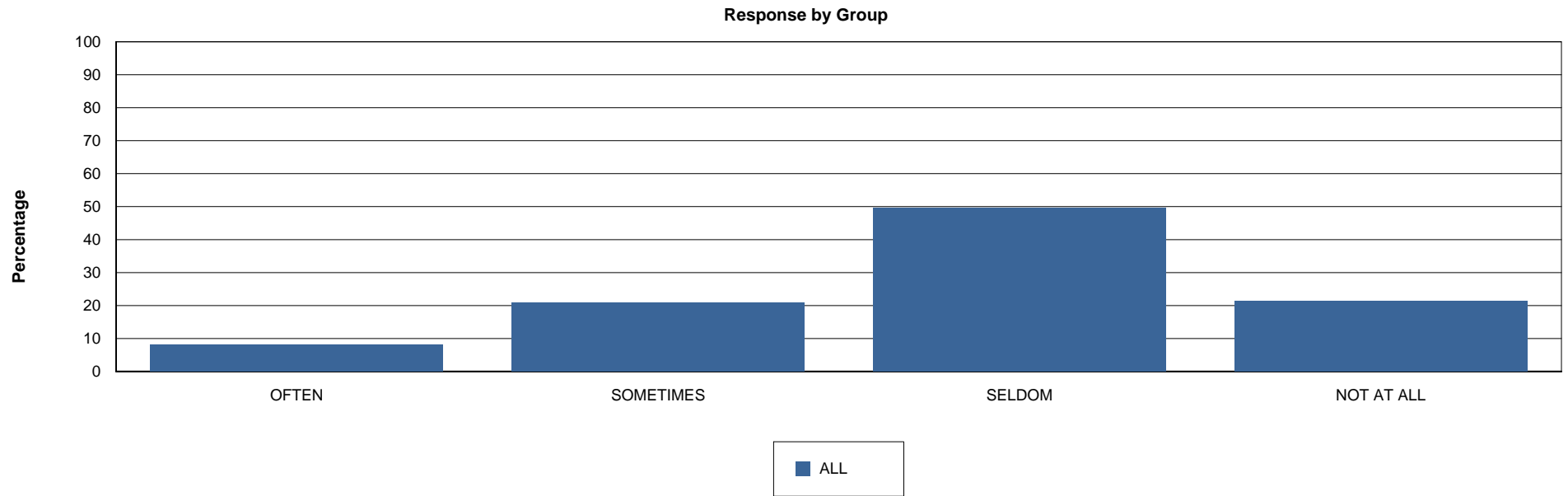
Response by Group



		ALL
VERY SATISFIED	Percentage Count	34% 47
SATISFIED	Percentage Count	44% 62
SOMEWHAT SATISFIED	Percentage Count	20% 28
NOT SATISFIED	Percentage Count	2% 3

Q30_2	Mean	3.09
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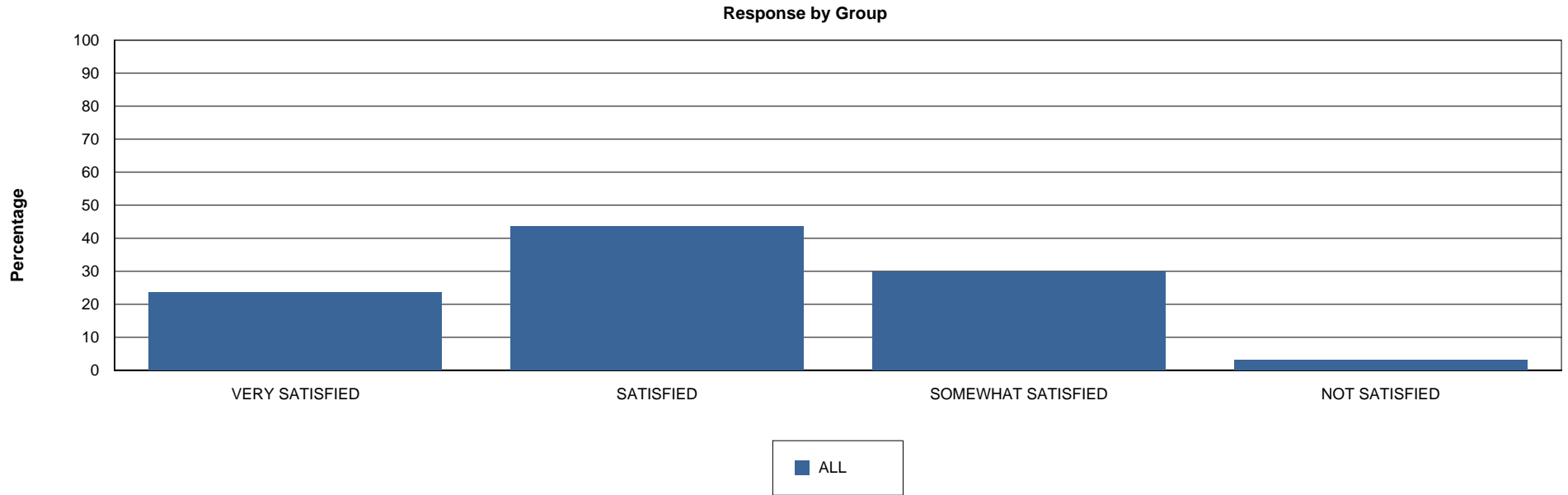
31 Creating a budget



		ALL
OFTEN	Percentage	8%
	Count	11
SOMETIMES	Percentage	21%
	Count	28
SELDOM	Percentage	50%
	Count	67
NOT AT ALL	Percentage	21%
	Count	29

Q31_1	Mean	2.16
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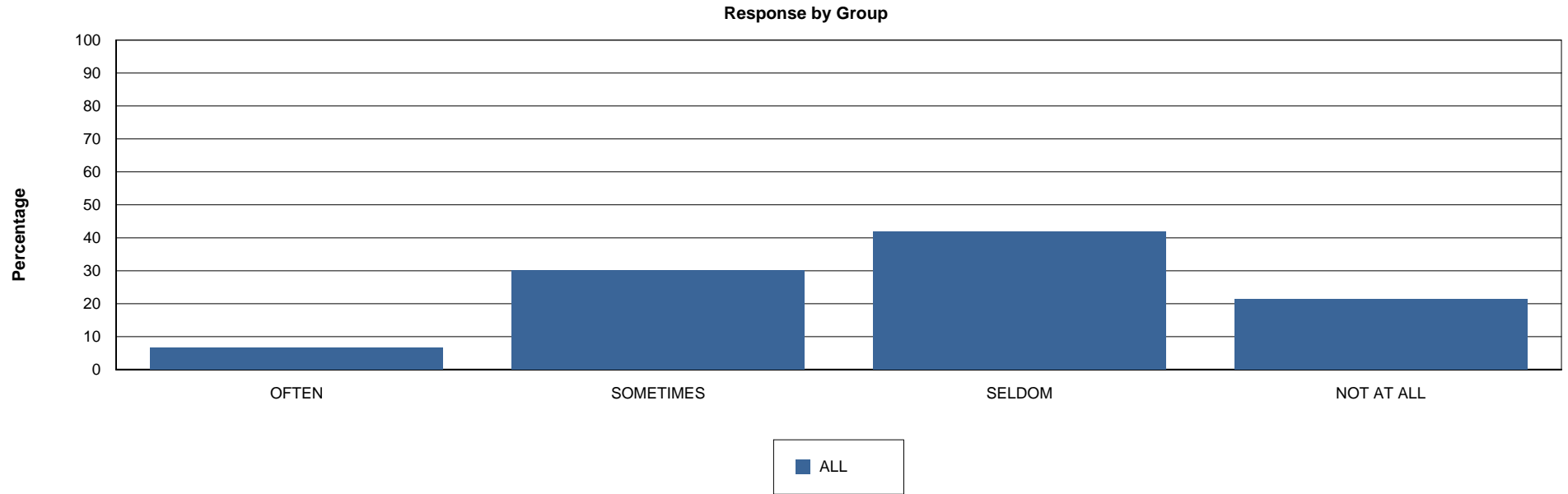
31 Creating a budget



		ALL
VERY SATISFIED	Percentage Count	24% 31
SATISFIED	Percentage Count	44% 57
SOMEWHAT SATISFIED	Percentage Count	30% 39
NOT SATISFIED	Percentage Count	3% 4

Q31_2	Mean	2.88
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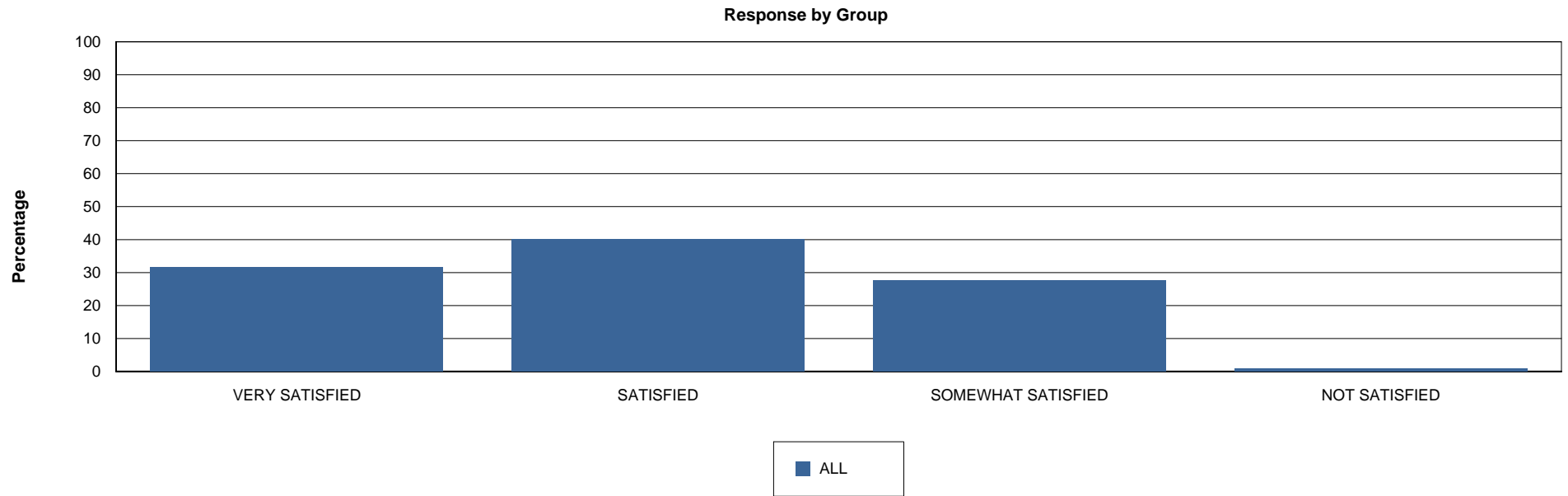
32 Implementing a budget



		ALL
OFTEN	Percentage	7%
	Count	9
SOMETIMES	Percentage	30%
	Count	41
SELDOM	Percentage	42%
	Count	57
NOT AT ALL	Percentage	21%
	Count	29

Q32_1	Mean	2.22
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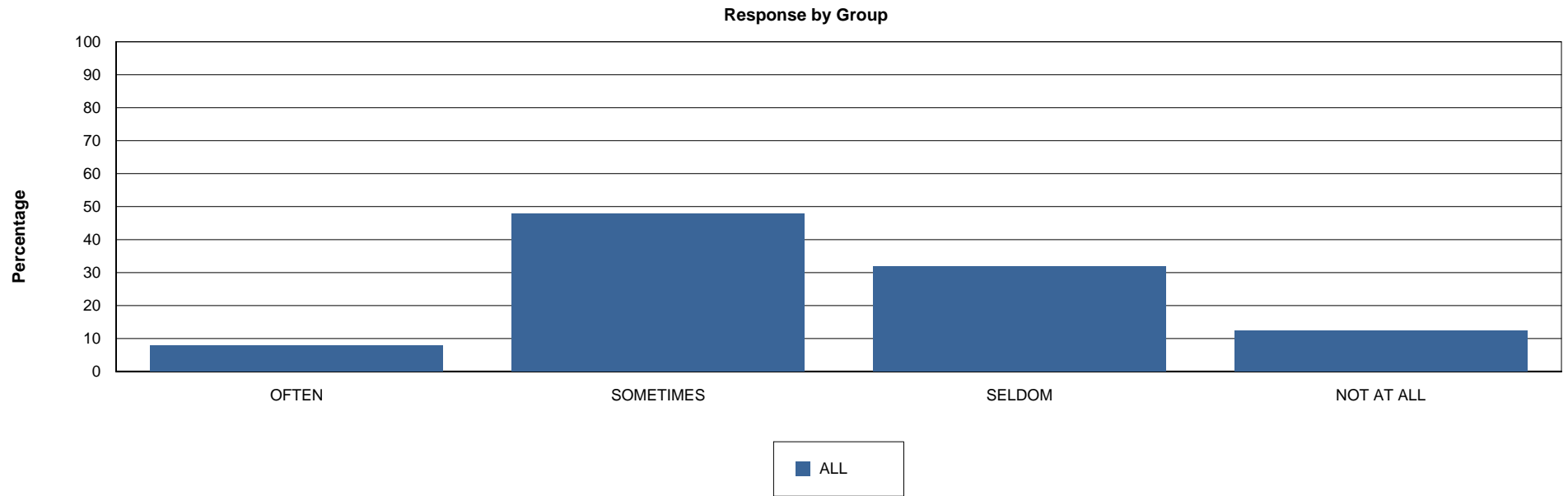
32 Implementing a budget



		ALL
VERY SATISFIED	Percentage	32%
	Count	41
SATISFIED	Percentage	40%
	Count	52
SOMEWHAT SATISFIED	Percentage	28%
	Count	36
NOT SATISFIED	Percentage	1%
	Count	1

Q32_2	Mean	3.02
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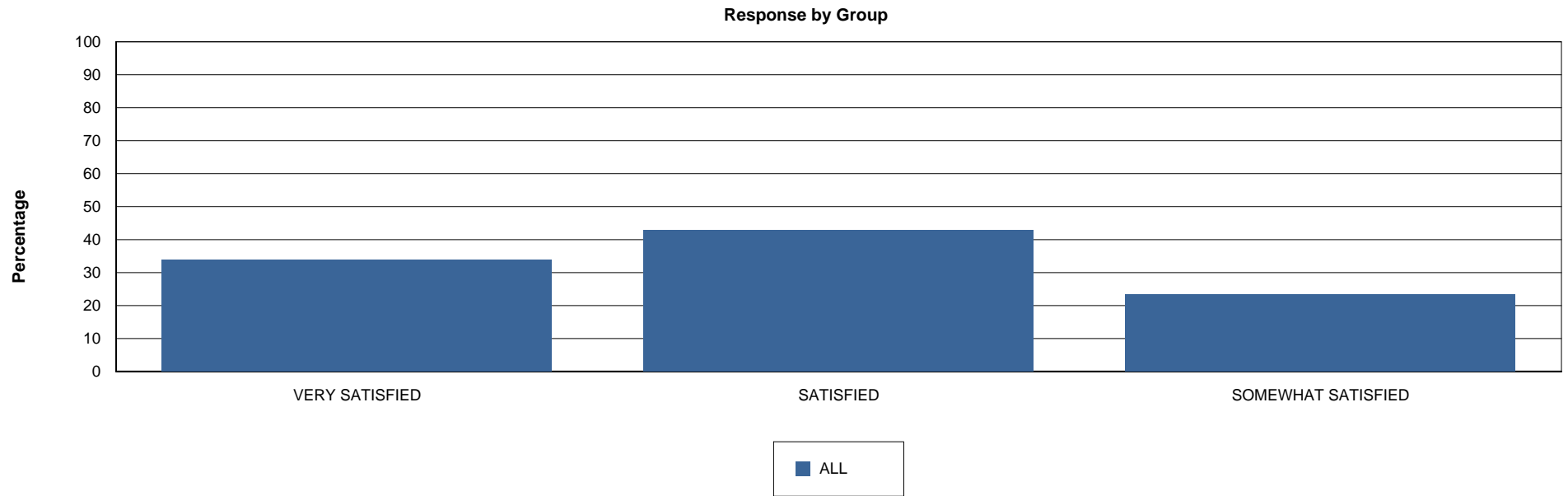
33 Allocating resources



		ALL
OFTEN	Percentage	8%
	Count	11
SOMETIMES	Percentage	48%
	Count	66
SELDOM	Percentage	32%
	Count	44
NOT AT ALL	Percentage	12%
	Count	17

Q33_1	Mean	2.51
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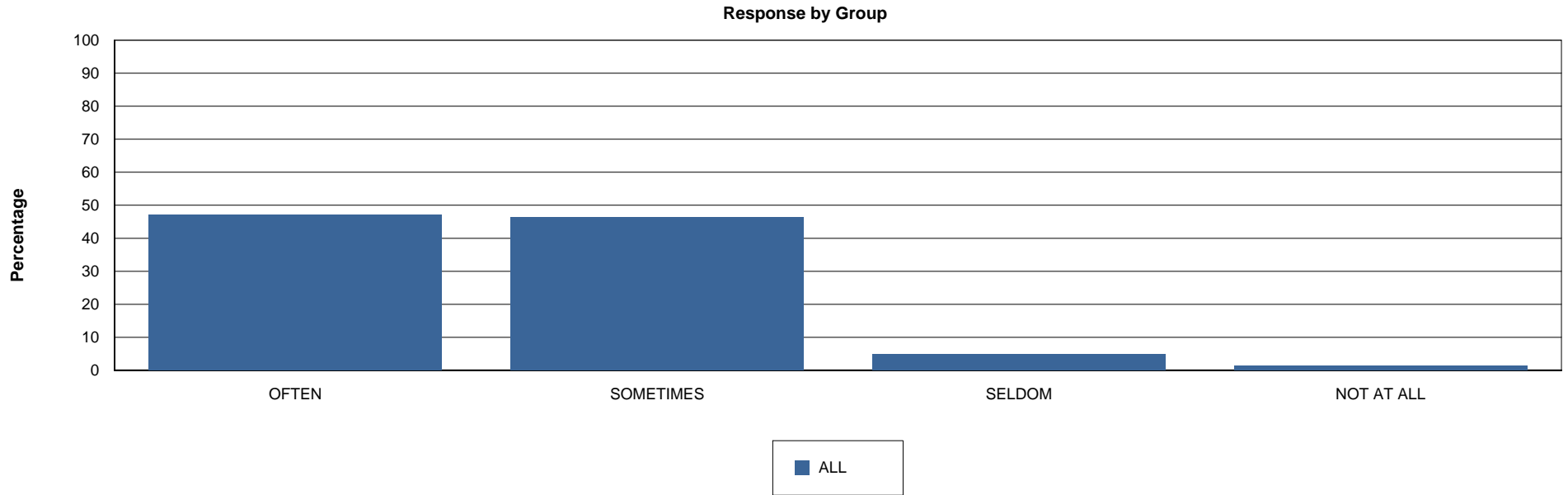
33 Allocating resources



		ALL
VERY SATISFIED	Percentage	34%
	Count	45
SATISFIED	Percentage	43%
	Count	57
SOMEWHAT SATISFIED	Percentage	23%
	Count	31

Q33_2	Mean	3.11
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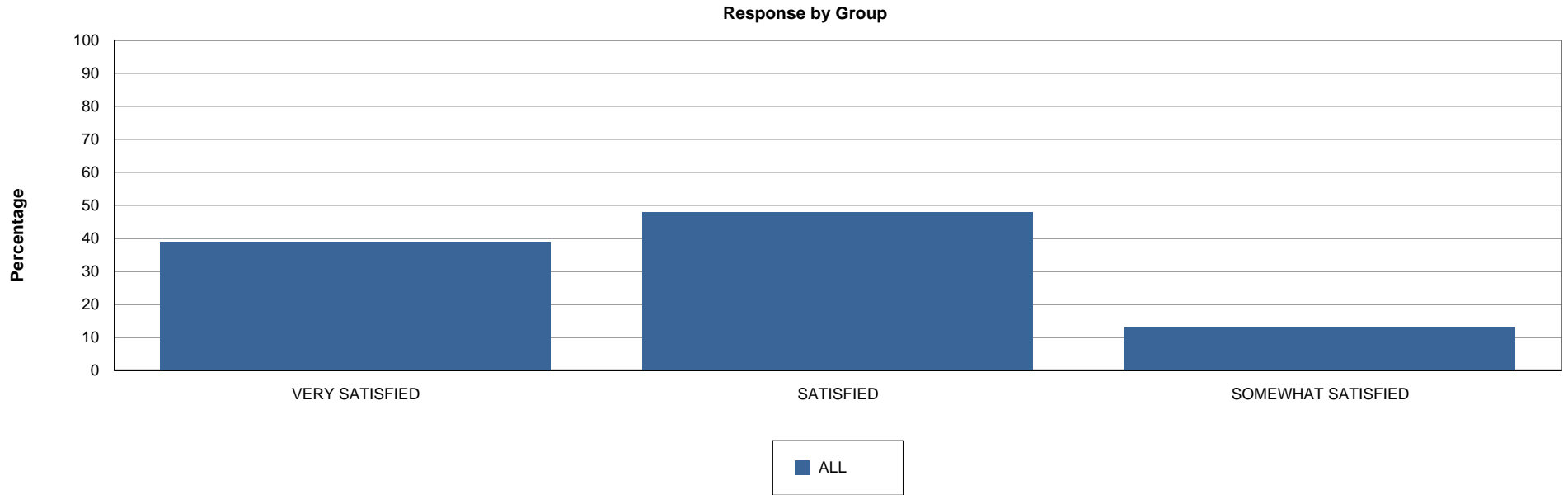
34 Mentoring staff to improve their instruction



		ALL
OFTEN	Percentage	47%
	Count	67
SOMETIMES	Percentage	46%
	Count	66
SELDOM	Percentage	5%
	Count	7
NOT AT ALL	Percentage	1%
	Count	2

Q34_1	Mean	3.39
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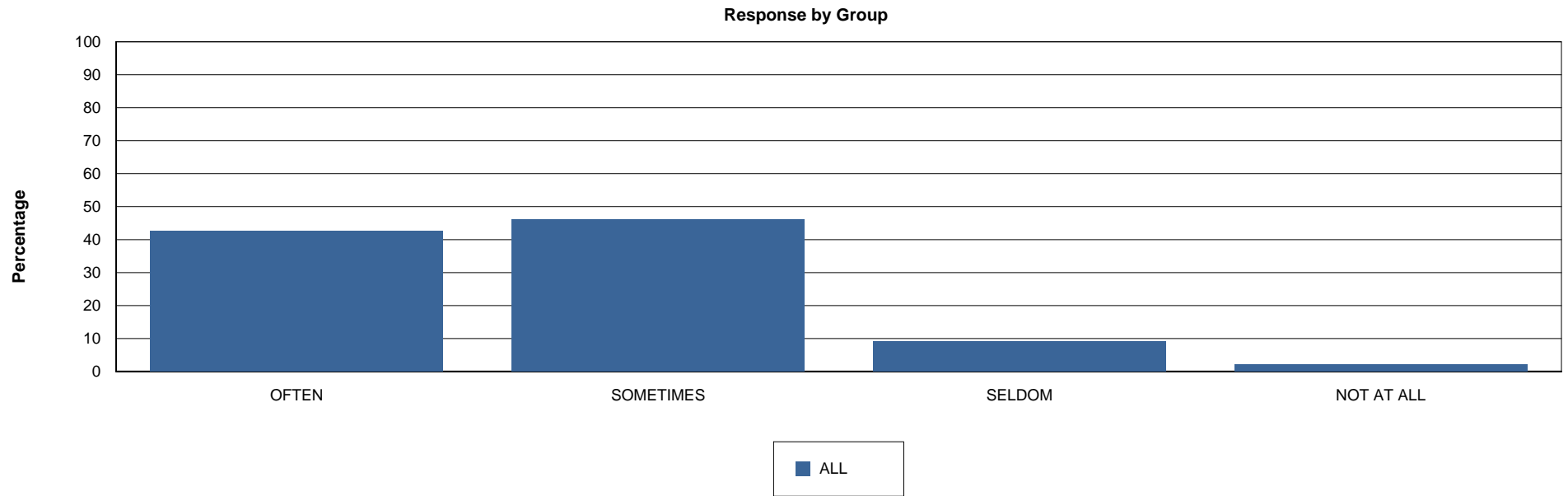
34 Mentoring staff to improve their instruction



		ALL
VERY SATISFIED	Percentage	39%
	Count	56
SATISFIED	Percentage	48%
	Count	69
SOMEWHAT SATISFIED	Percentage	13%
	Count	19

Q34_2	Mean	3.26
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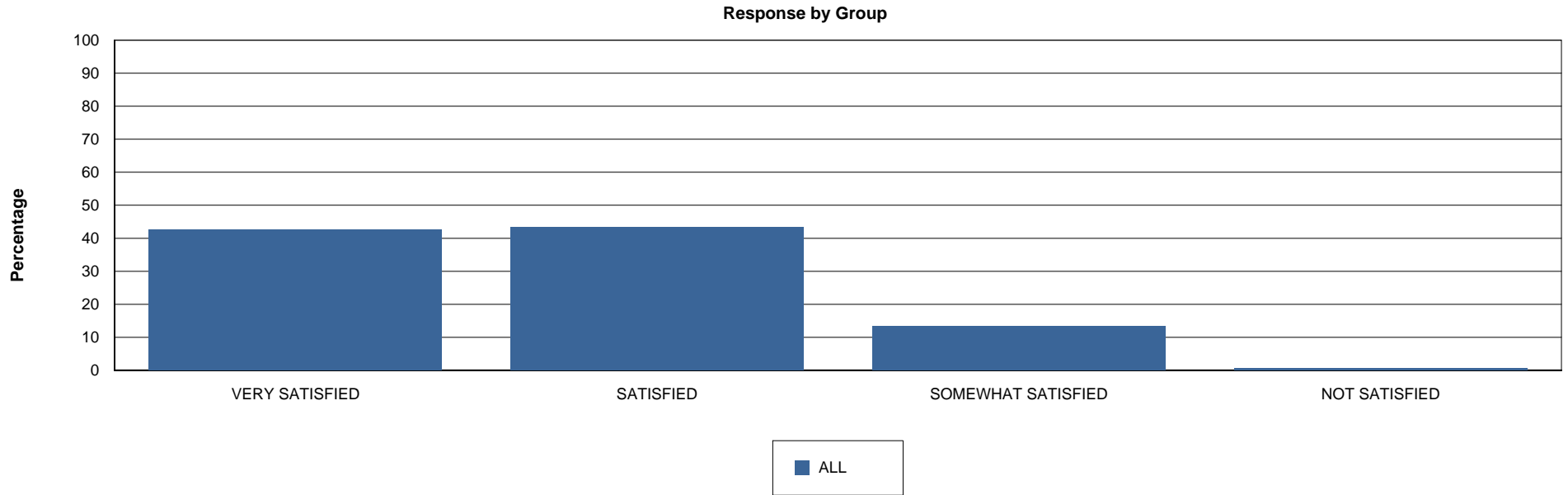
35 Implementing best practices in staff development opportunities



		ALL
OFTEN	Percentage	43%
	Count	60
SOMETIMES	Percentage	46%
	Count	65
SELDOM	Percentage	9%
	Count	13
NOT AT ALL	Percentage	2%
	Count	3

Q35_1	Mean	3.29
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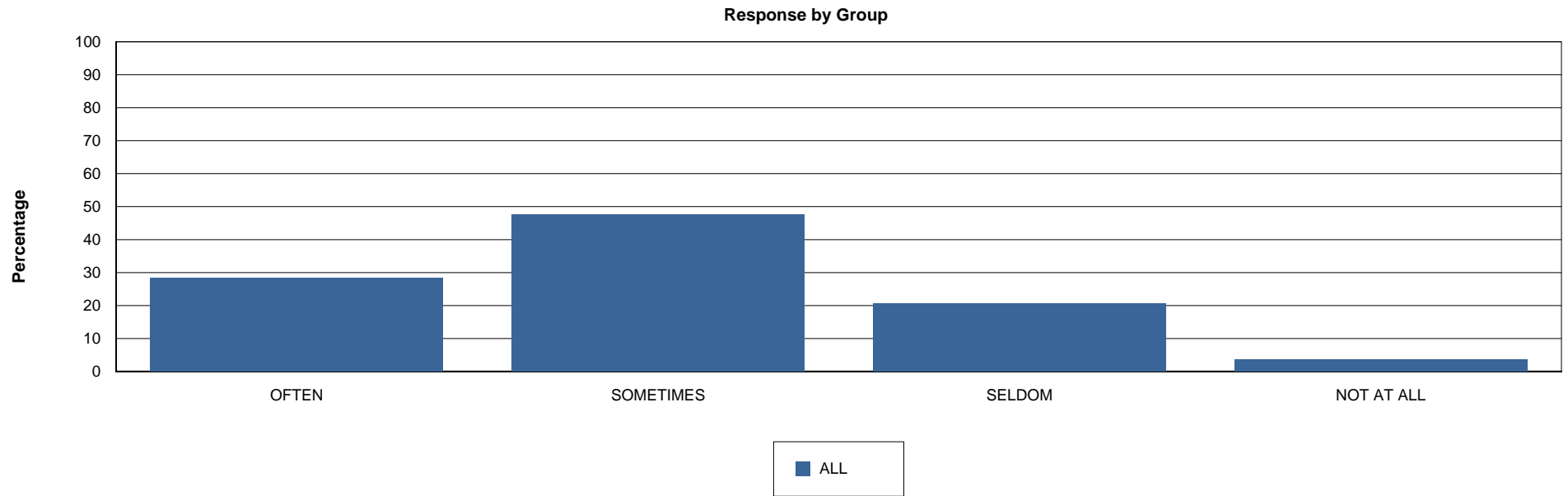
35 Implementing best practices in staff development opportunities



		ALL
VERY SATISFIED	Percentage Count	43% 61
SATISFIED	Percentage Count	43% 62
SOMEWHAT SATISFIED	Percentage Count	13% 19
NOT SATISFIED	Percentage Count	1% 1

Q35_2	Mean	3.28
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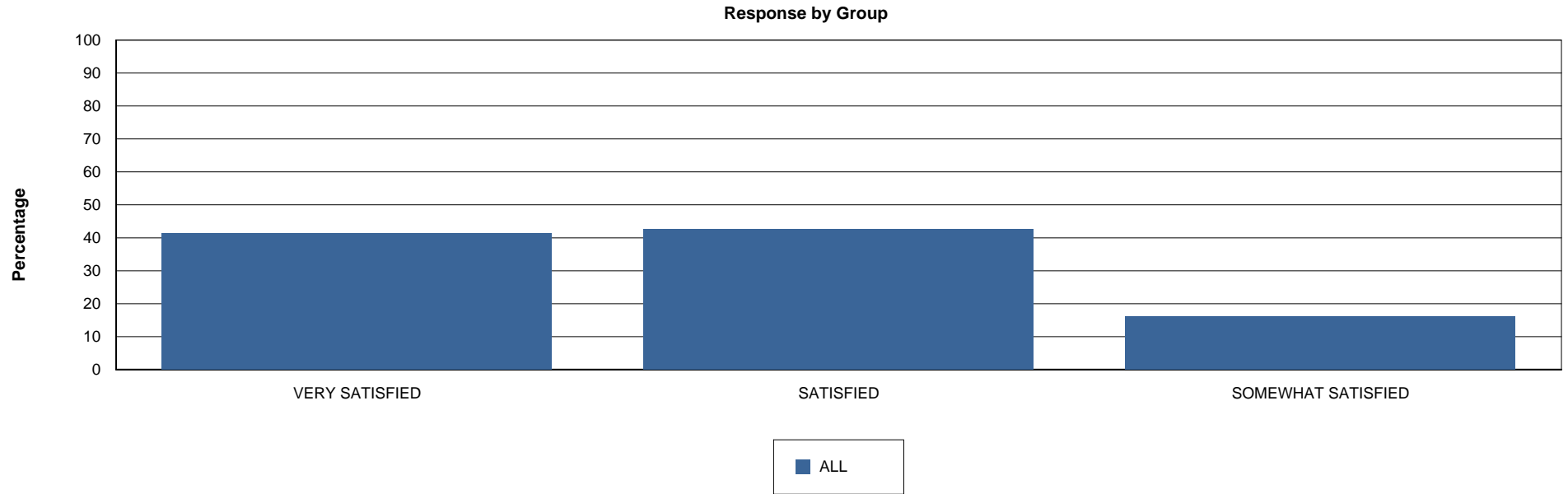
36 Coaching classroom management strategies



		ALL
OFTEN	Percentage	28%
	Count	40
SOMETIMES	Percentage	48%
	Count	67
SELDOM	Percentage	21%
	Count	29
NOT AT ALL	Percentage	4%
	Count	5

Q36_1	Mean	3.01
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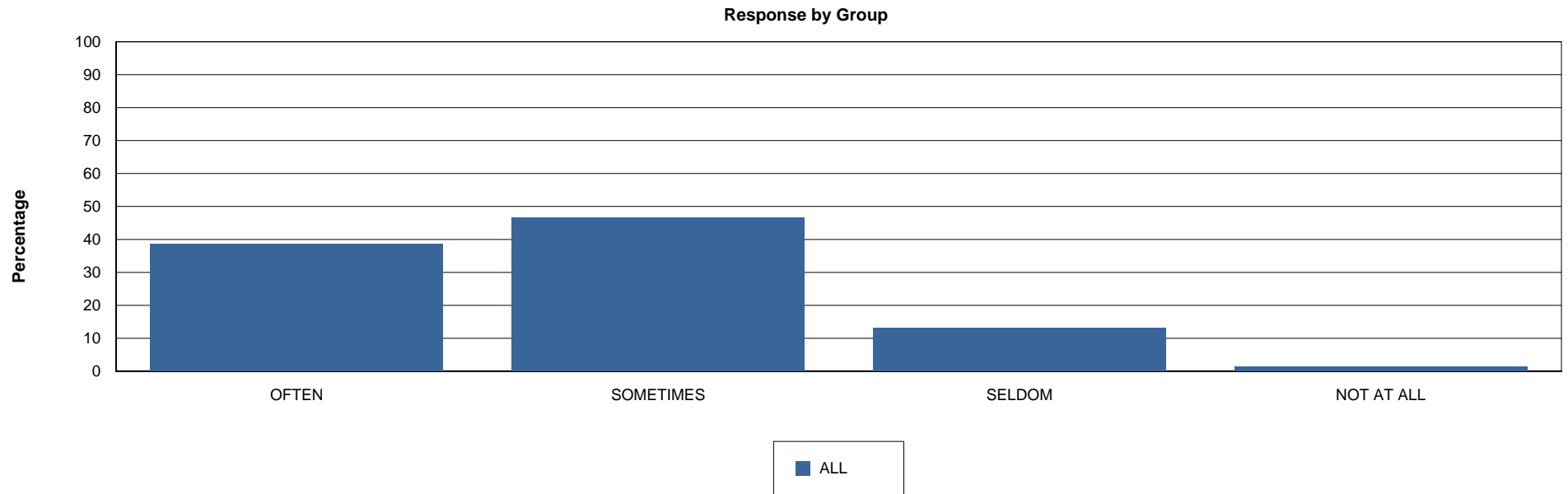
36 Coaching classroom management strategies



		ALL
VERY SATISFIED	Percentage	41%
	Count	59
SATISFIED	Percentage	43%
	Count	61
SOMEWHAT SATISFIED	Percentage	16%
	Count	23

Q36_2	Mean	3.25
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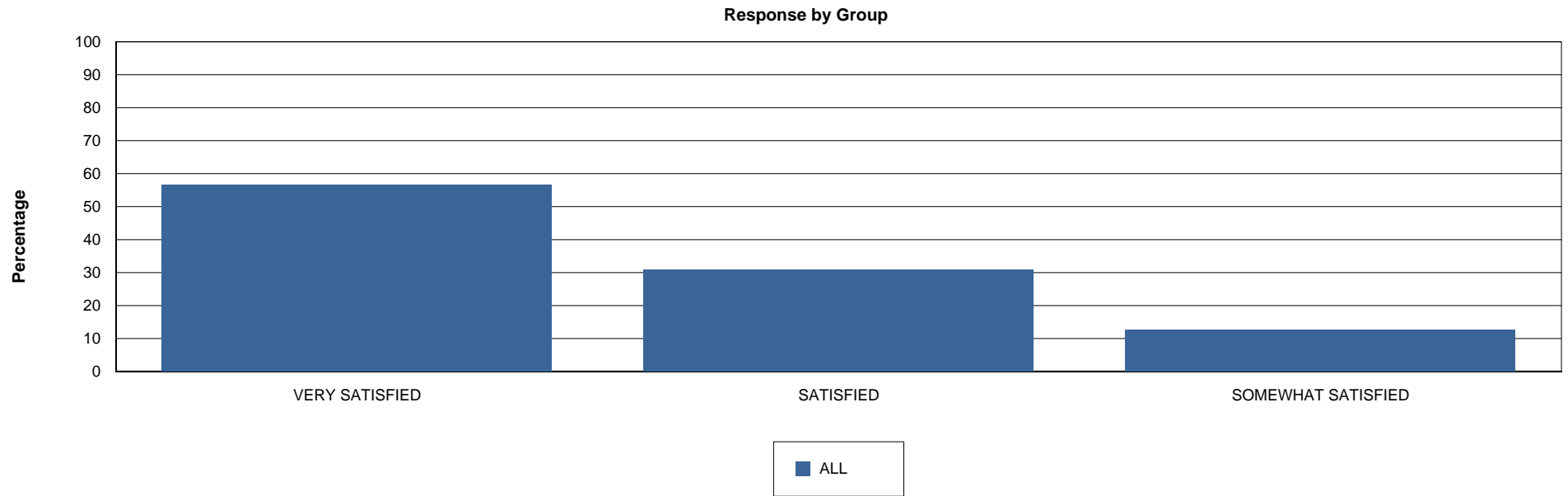
37 Recognizing and celebrating the professional accomplishments of faculty/staff



		ALL
OFTEN	Percentage	39%
	Count	53
SOMETIMES	Percentage	47%
	Count	64
SELDOM	Percentage	13%
	Count	18
NOT AT ALL	Percentage	1%
	Count	2

Q37_1	Mean	3.23
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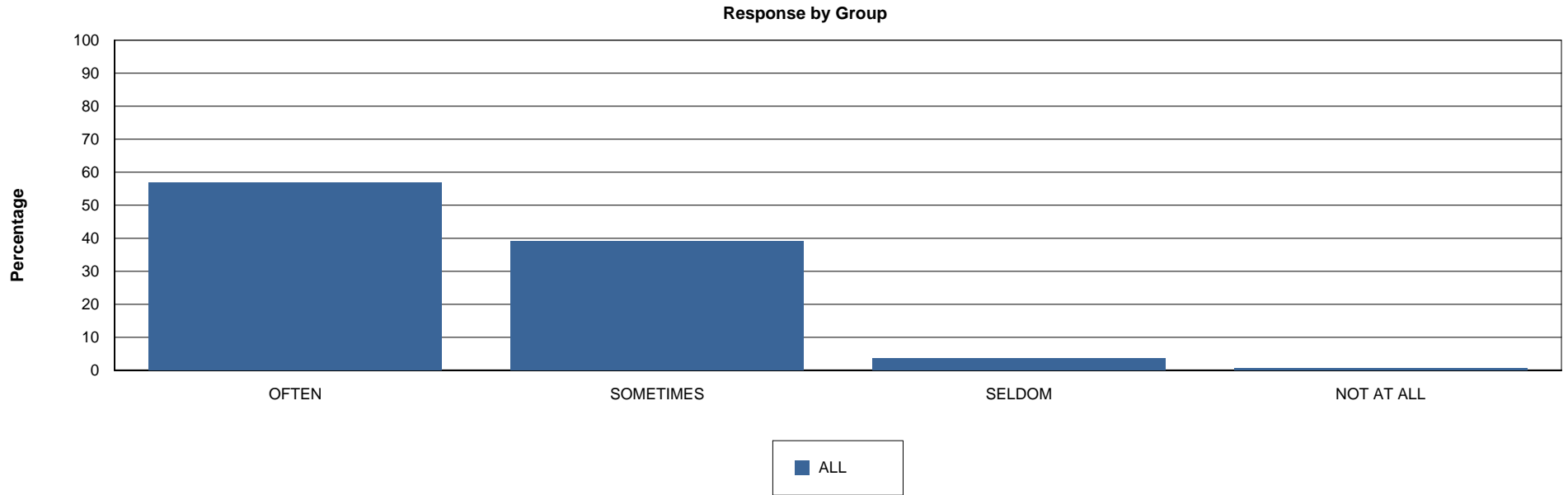
37 Recognizing and celebrating the professional accomplishments of faculty/staff



		ALL
VERY SATISFIED	Percentage	57%
	Count	81
SATISFIED	Percentage	31%
	Count	44
SOMEWHAT SATISFIED	Percentage	13%
	Count	18

Q37_2	Mean	3.44
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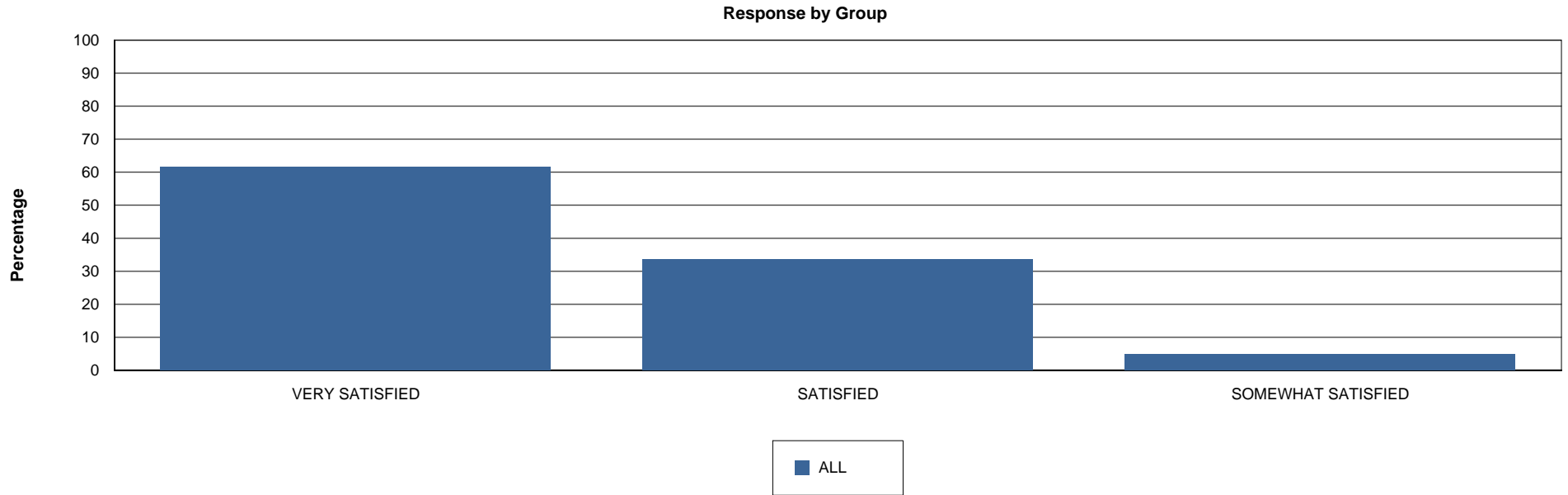
38 Promoting a culture of respect within the school



		ALL
OFTEN	Percentage	57%
	Count	80
SOMETIMES	Percentage	39%
	Count	55
SELDOM	Percentage	4%
	Count	5
NOT AT ALL	Percentage	1%
	Count	1

Q38_1	Mean	3.52
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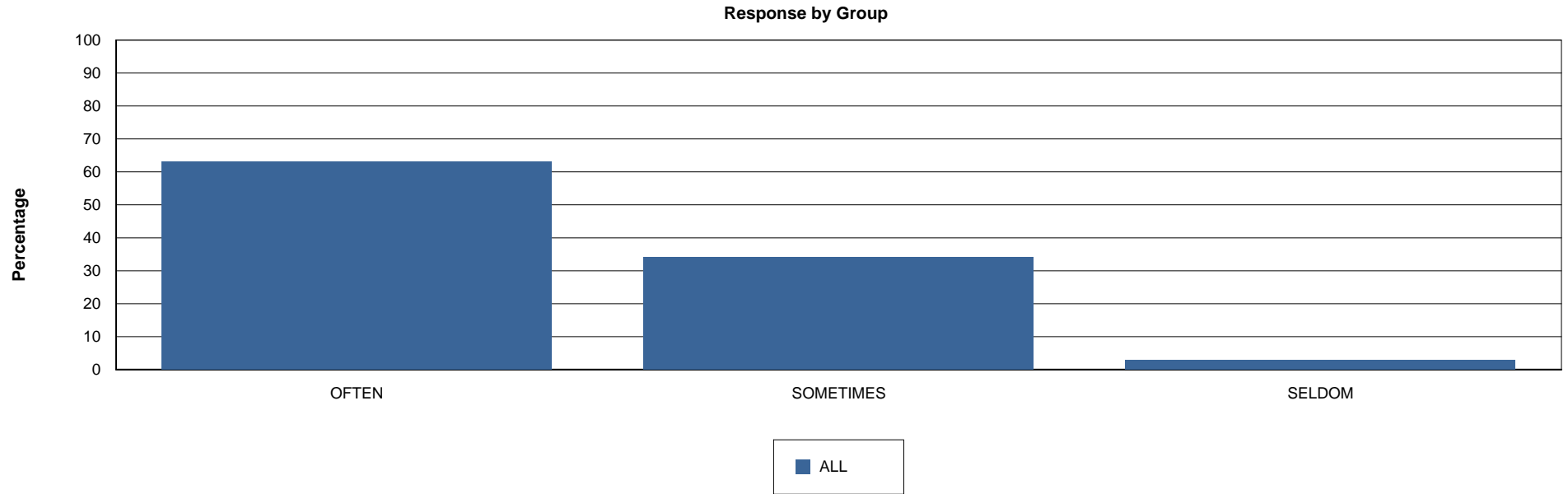
38 Promoting a culture of respect within the school



		ALL
VERY SATISFIED	Percentage	62%
	Count	88
SATISFIED	Percentage	34%
	Count	48
SOMEWHAT SATISFIED	Percentage	5%
	Count	7

Q38_2	Mean	3.57
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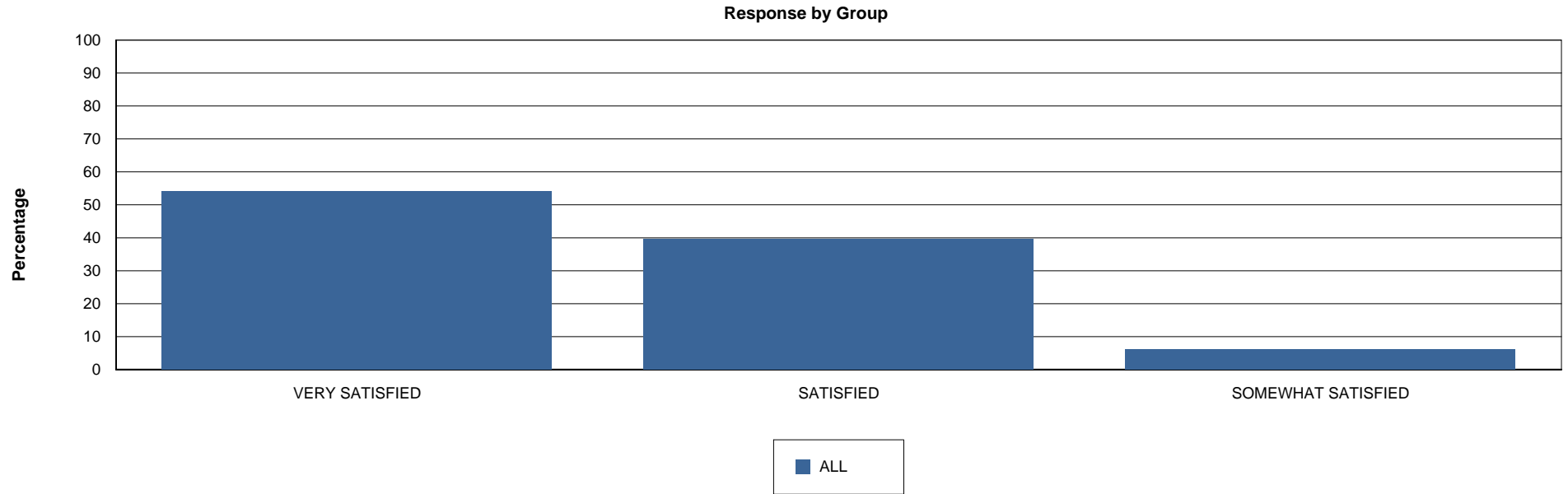
39 Communicating effectively with teachers, counselors, deans and other administrators



		ALL
OFTEN	Percentage	63%
	Count	89
SOMETIMES	Percentage	34%
	Count	48
SELDOM	Percentage	3%
	Count	4

Q39_1	Mean	3.60
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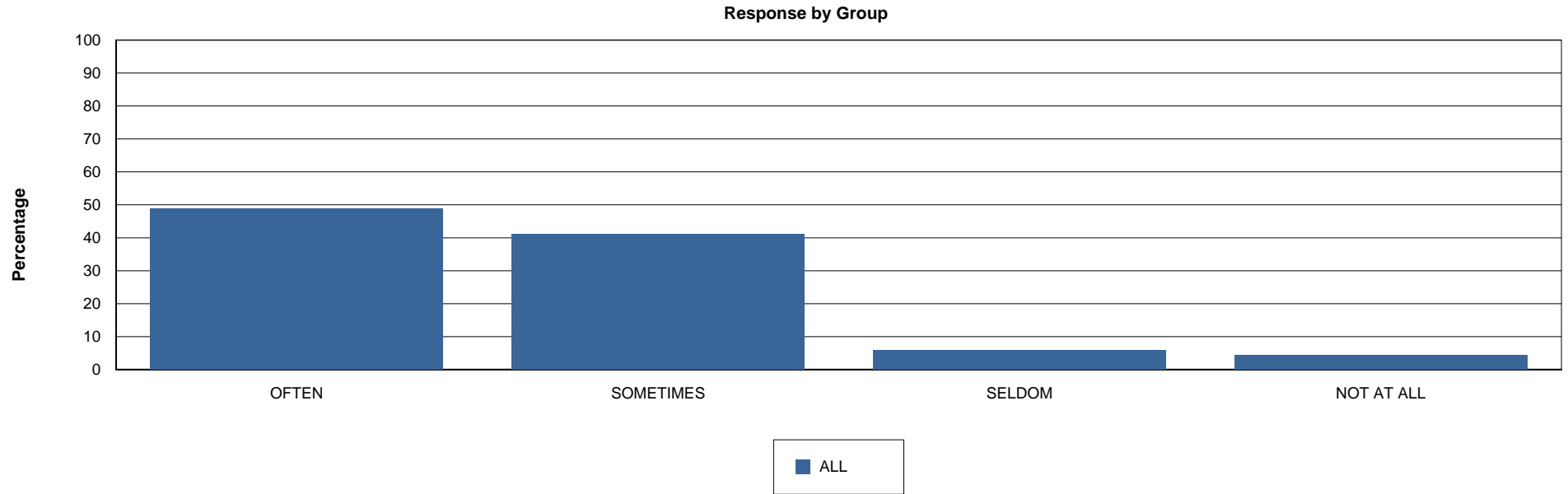
39 Communicating effectively with teachers, counselors, deans and other administrators



		ALL
VERY SATISFIED	Percentage	54%
	Count	78
SATISFIED	Percentage	40%
	Count	57
SOMEWHAT SATISFIED	Percentage	6%
	Count	9

Q39_2	Mean	3.48
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40 Negotiating school conflicts

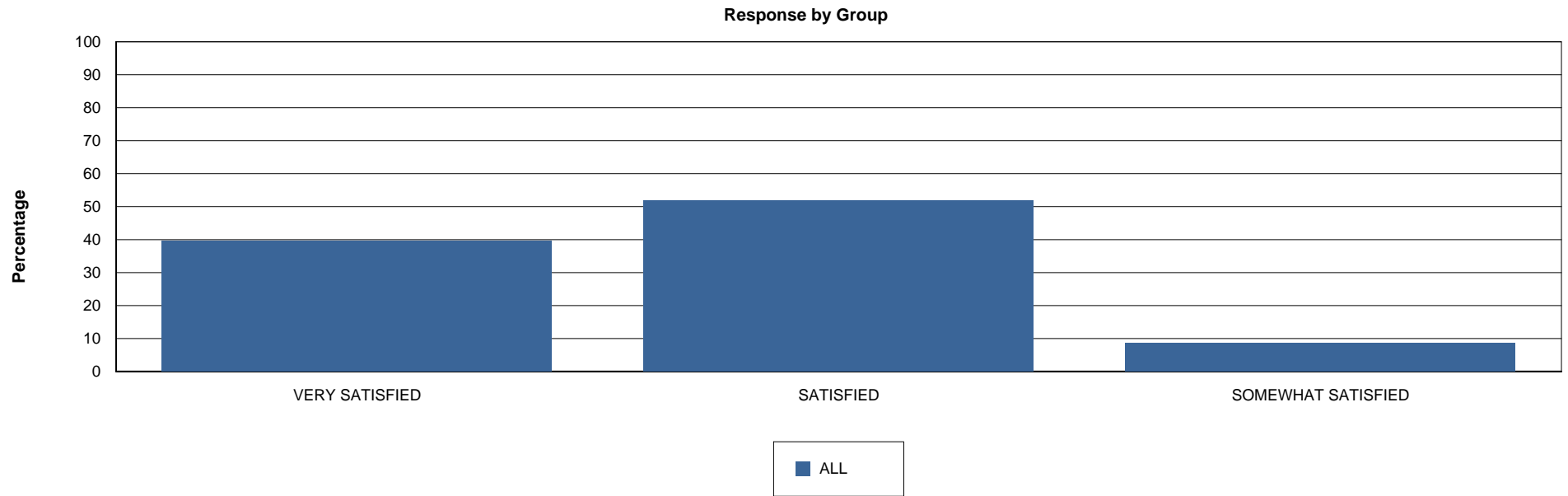


		ALL
OFTEN	Percentage	49%
	Count	68
SOMETIMES	Percentage	41%
	Count	57
SELDOM	Percentage	6%
	Count	8
NOT AT ALL	Percentage	4%
	Count	6

Q40_1	Mean	3.35
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40

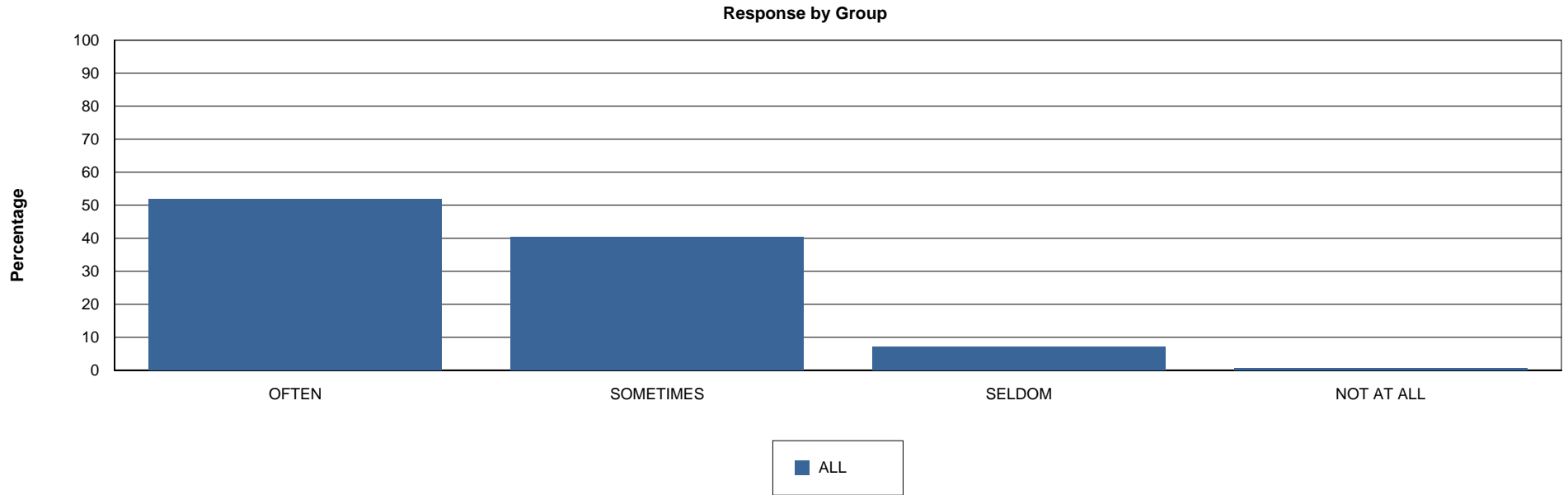
Negotiating school conflicts



		ALL
VERY SATISFIED	Percentage	40%
	Count	55
SATISFIED	Percentage	52%
	Count	72
SOMEWHAT SATISFIED	Percentage	9%
	Count	12

Q40_2	Mean	3.31
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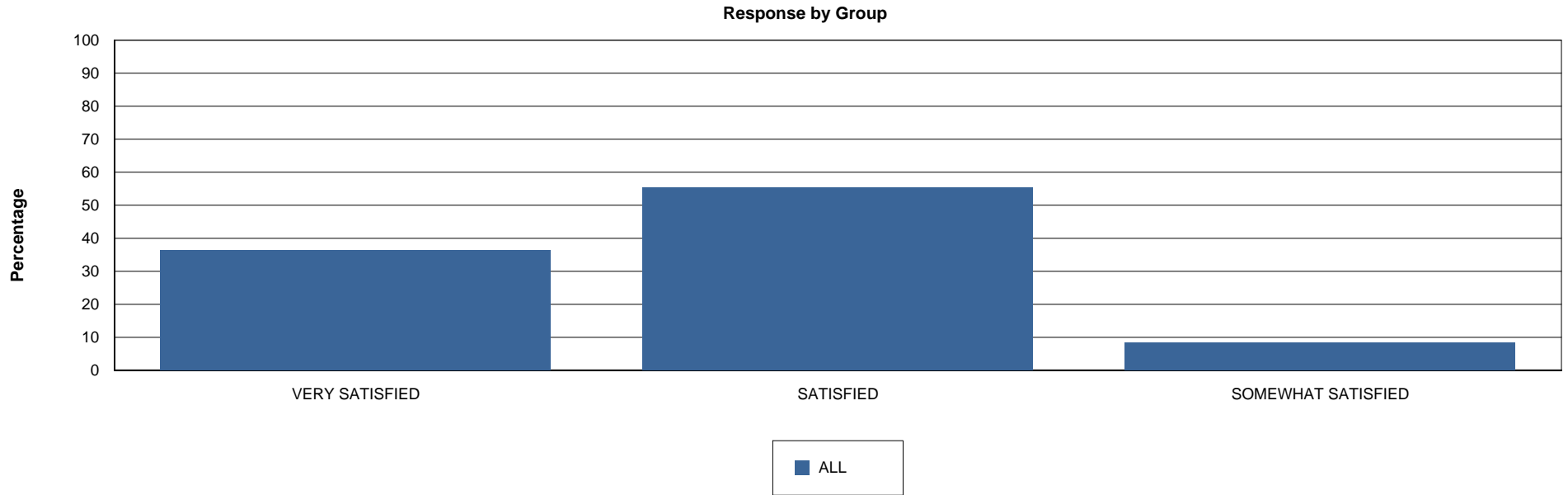
41 Using collaboration to make decisions



		ALL
OFTEN	Percentage Count	52% 73
SOMETIMES	Percentage Count	40% 57
SELDOM	Percentage Count	7% 10
NOT AT ALL	Percentage Count	1% 1

Q41_1	Mean	3.43
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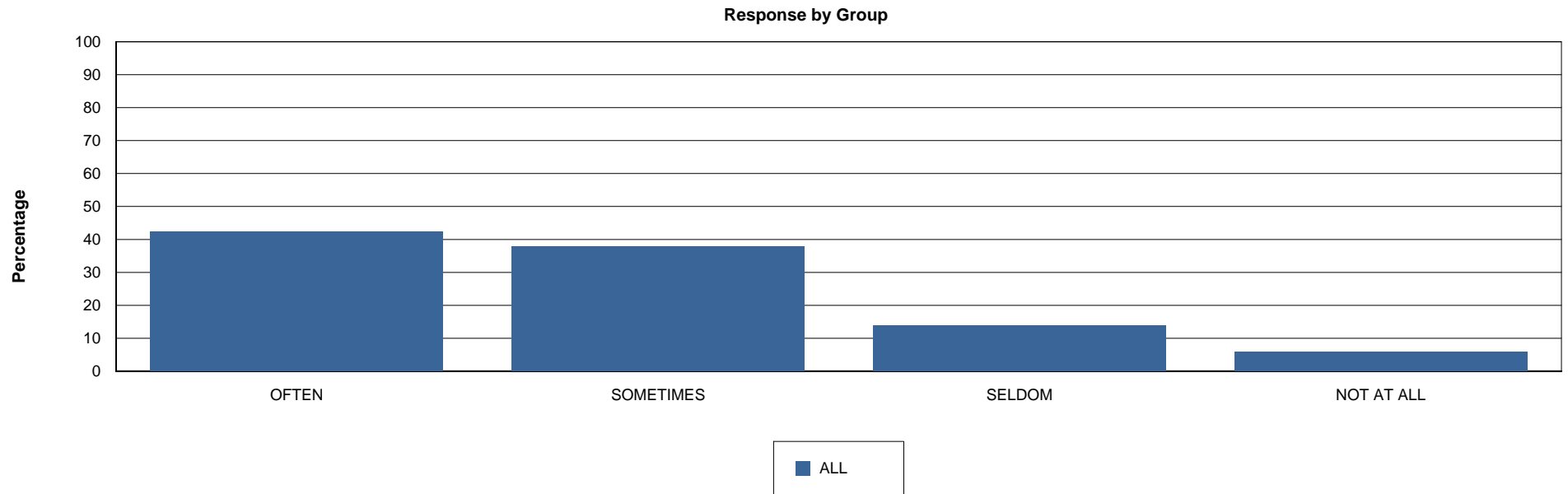
41 Using collaboration to make decisions



		ALL
VERY SATISFIED	Percentage	36%
	Count	52
SATISFIED	Percentage	55%
	Count	79
SOMEWHAT SATISFIED	Percentage	8%
	Count	12

Q41_2	Mean	3.28
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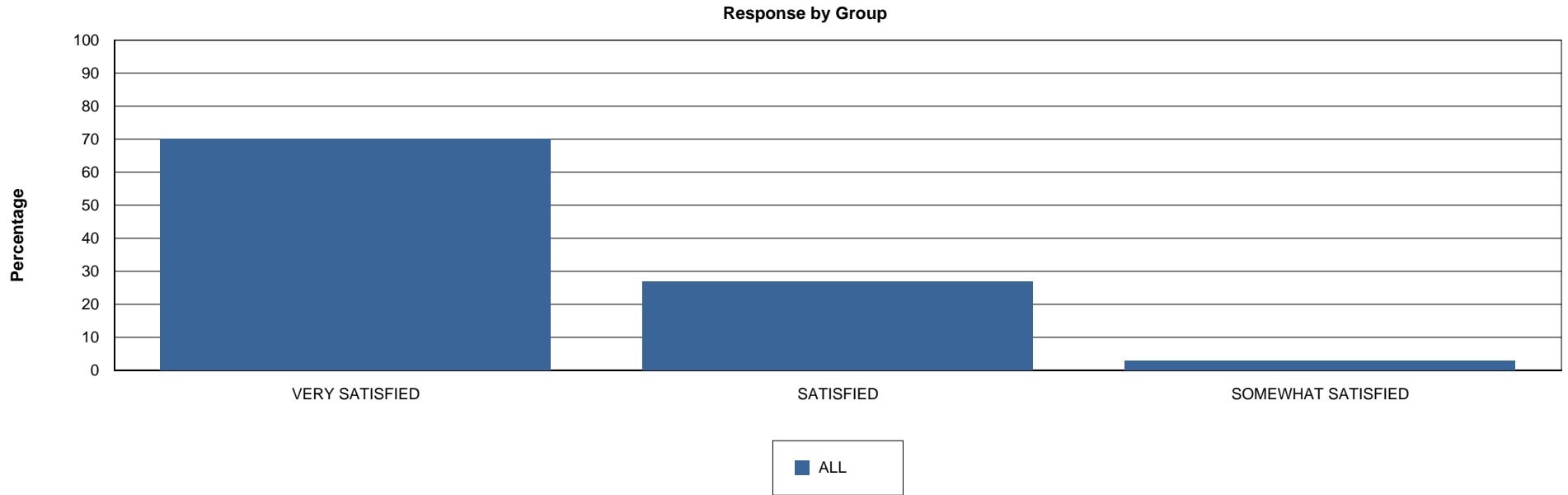
42 Maintaining an open-door policy



		ALL
OFTEN	Percentage	42%
	Count	58
SOMETIMES	Percentage	38%
	Count	52
SELDOM	Percentage	14%
	Count	19
NOT AT ALL	Percentage	6%
	Count	8

Q42_1	Mean	3.17
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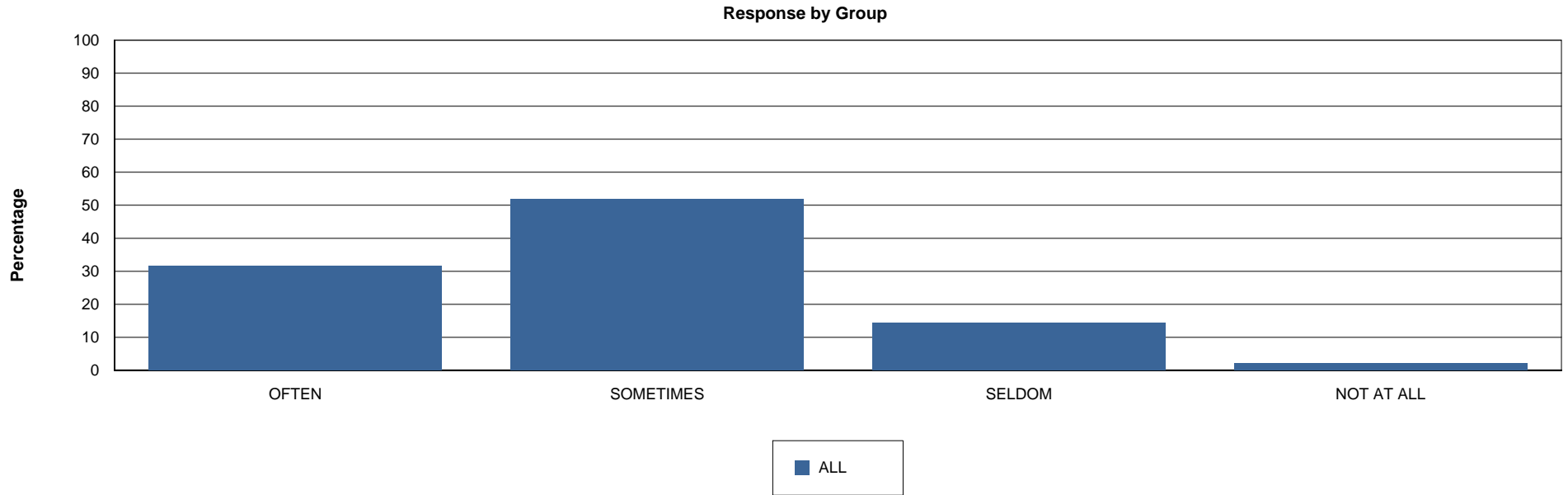
42 Maintaining an open-door policy



		ALL
VERY SATISFIED	Percentage	70%
	Count	99
SATISFIED	Percentage	27%
	Count	38
SOMEWHAT SATISFIED	Percentage	3%
	Count	4

Q42_2	Mean	3.67
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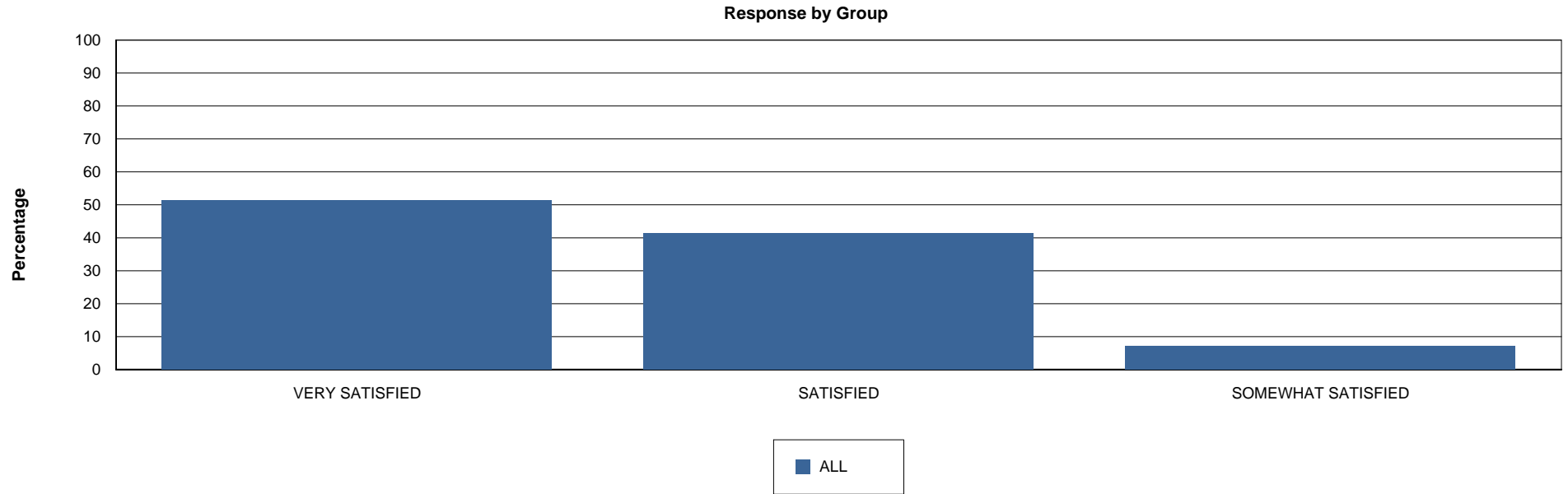
43 Providing timely feedback to all stakeholders



		ALL
OFTEN	Percentage	32%
	Count	44
SOMETIMES	Percentage	52%
	Count	72
SELDOM	Percentage	14%
	Count	20
NOT AT ALL	Percentage	2%
	Count	3

Q43_1	Mean	3.13
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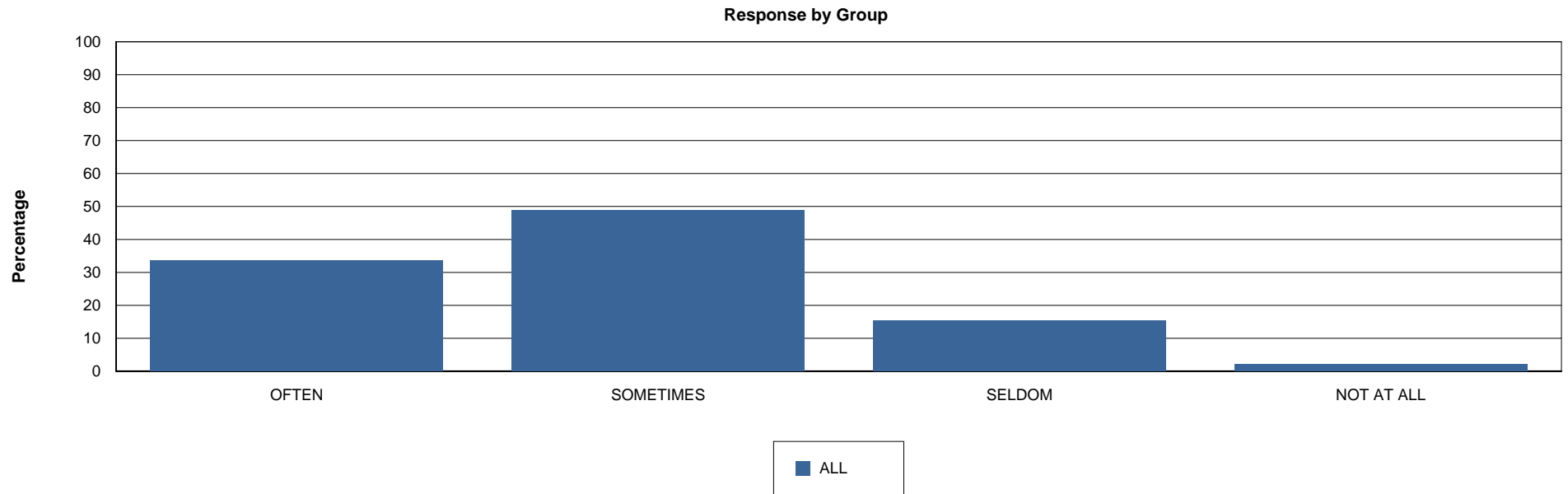
43 Providing timely feedback to all stakeholders



		ALL
VERY SATISFIED	Percentage	51%
	Count	72
SATISFIED	Percentage	41%
	Count	58
SOMEWHAT SATISFIED	Percentage	7%
	Count	10

Q43_2	Mean	3.44
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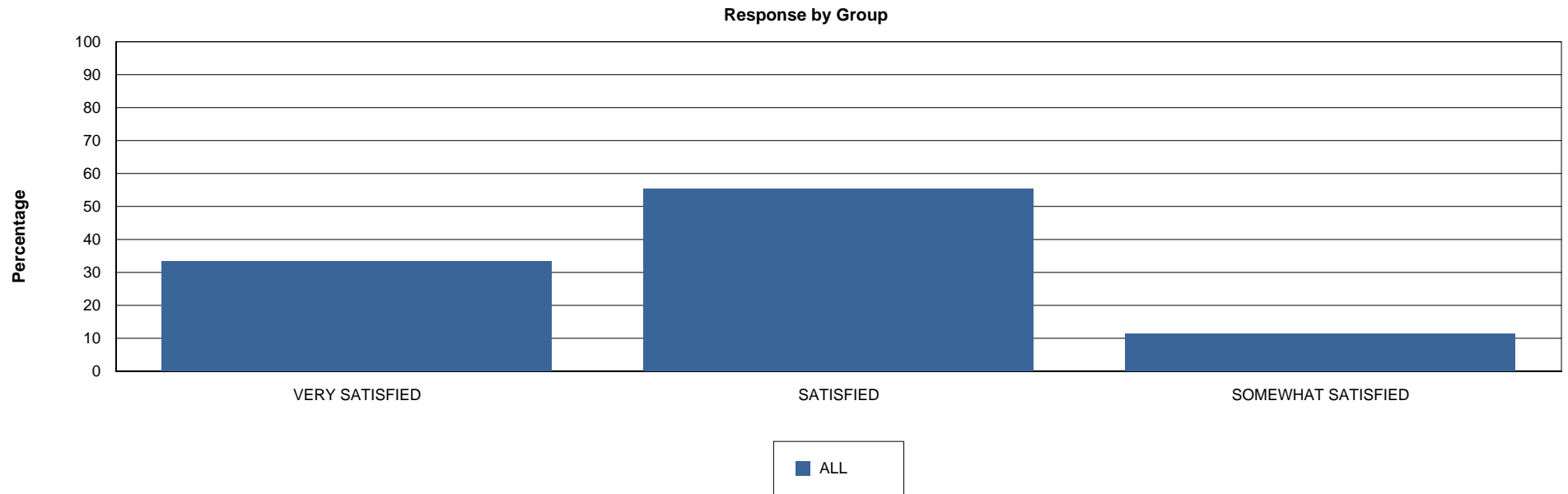
44 Engaging parents to promote achievement



		ALL
OFTEN	Percentage	34%
	Count	46
SOMETIMES	Percentage	49%
	Count	67
SELDOM	Percentage	15%
	Count	21
NOT AT ALL	Percentage	2%
	Count	3

Q44_1	Mean	3.14
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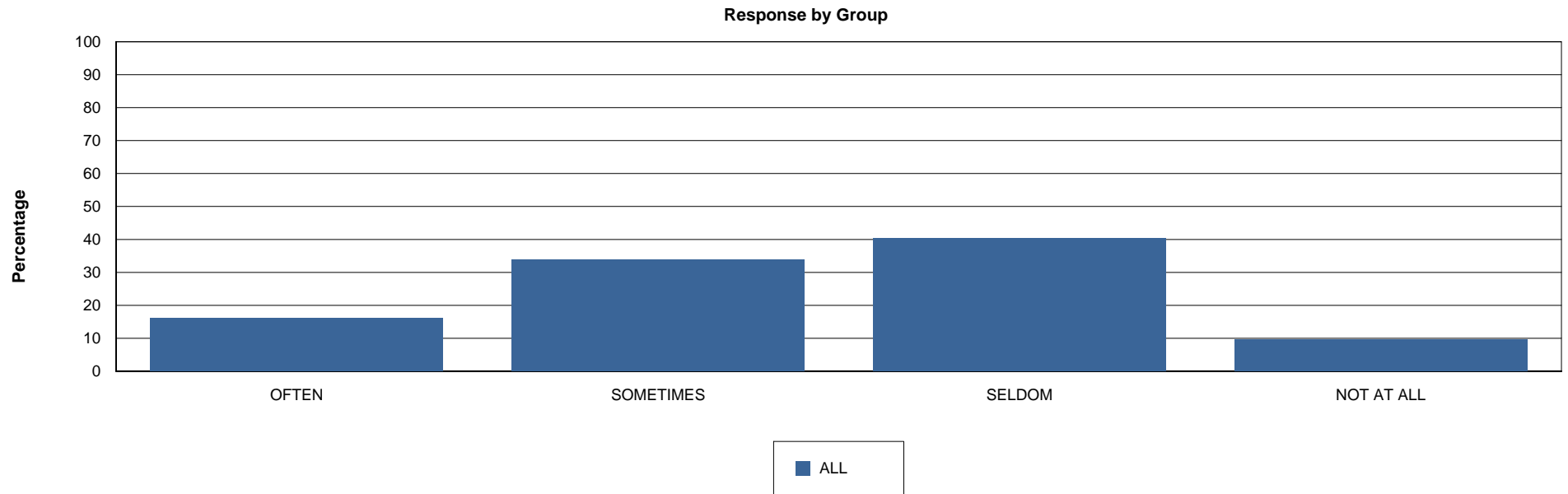
44 Engaging parents to promote achievement



		ALL
VERY SATISFIED	Percentage Count	33% 47
SATISFIED	Percentage Count	55% 78
SOMEWHAT SATISFIED	Percentage Count	11% 16

Q44_2	Mean	3.22
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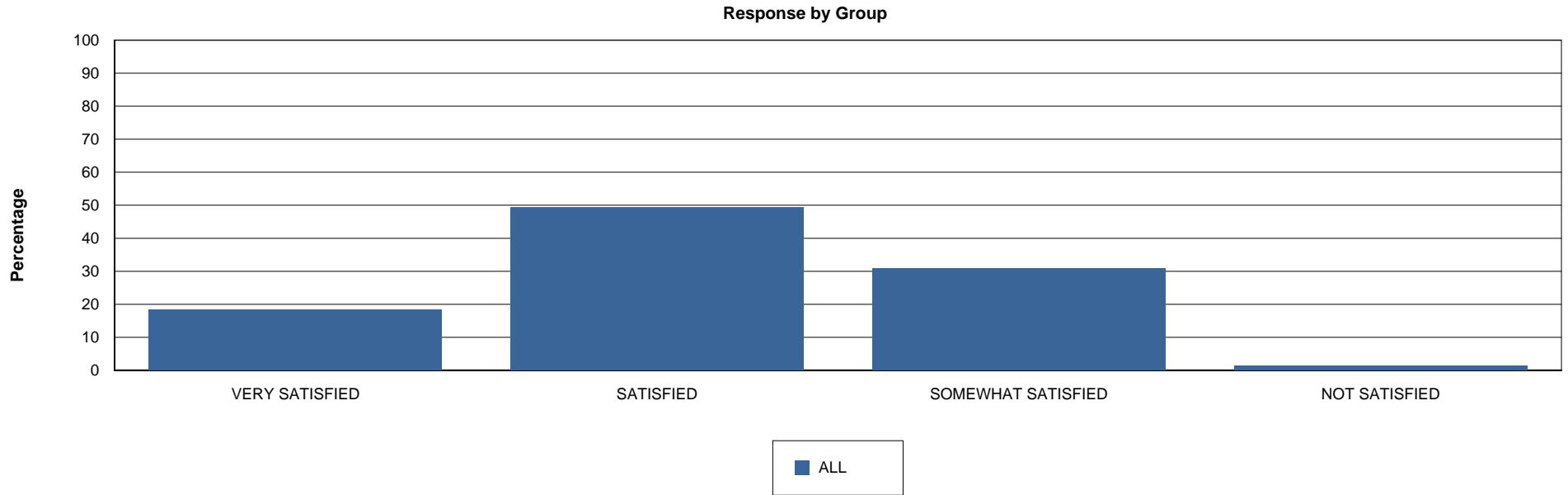
45 Partnering with the civic and business community to enhance education



		ALL
OFTEN	Percentage Count	16% 22
SOMETIMES	Percentage Count	34% 46
SELDOM	Percentage Count	40% 55
NOT AT ALL	Percentage Count	10% 13

Q45_1	Mean	2.57
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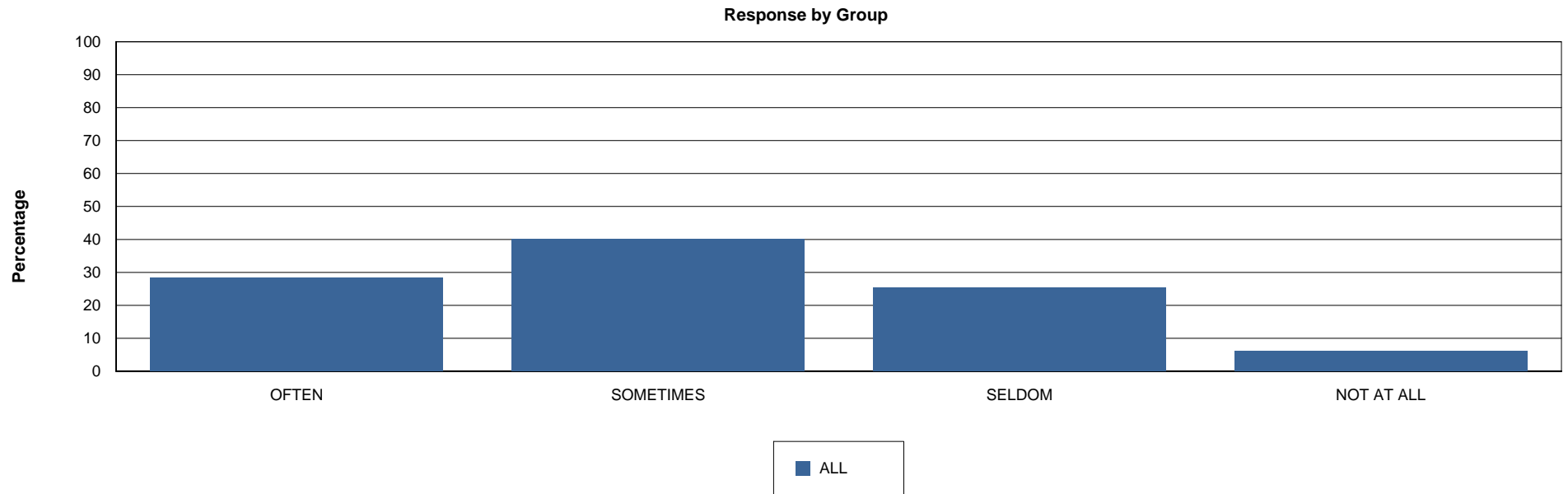
45 Partnering with the civic and business community to enhance education



		ALL
VERY SATISFIED	Percentage Count	18% 25
SATISFIED	Percentage Count	49% 67
SOMEWHAT SATISFIED	Percentage Count	31% 42
NOT SATISFIED	Percentage Count	1% 2

Q45_2	Mean	2.85
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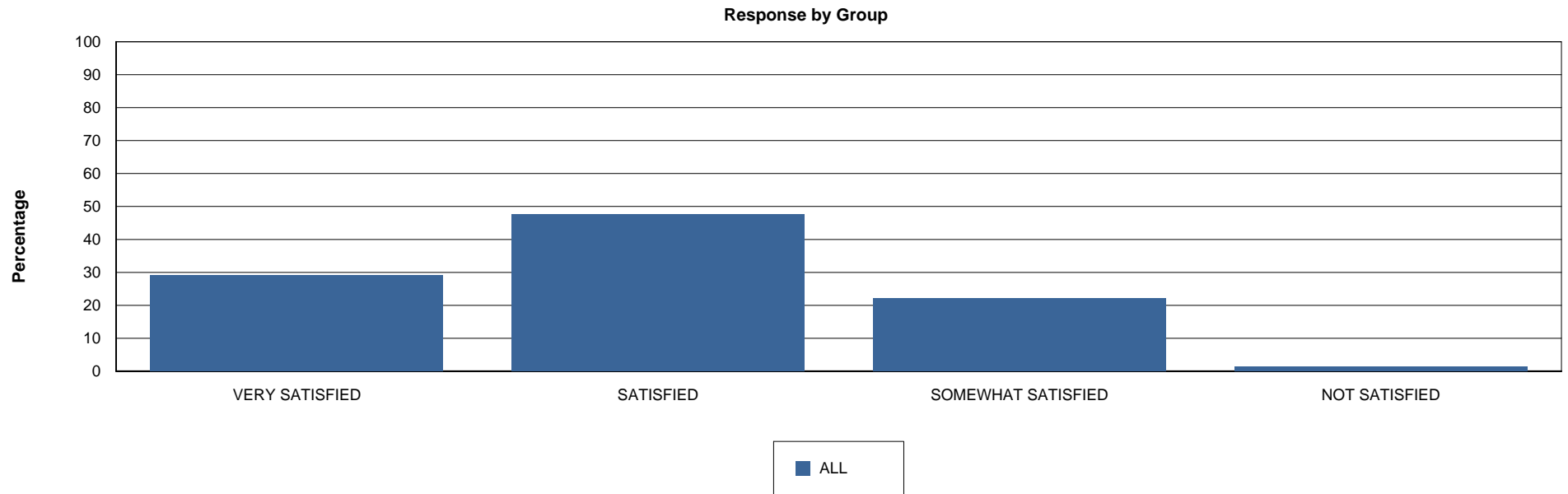
46 Engaging the community in support of the school



		ALL
OFTEN	Percentage	28%
	Count	37
SOMETIMES	Percentage	40%
	Count	52
SELDOM	Percentage	25%
	Count	33
NOT AT ALL	Percentage	6%
	Count	8

Q46_1	Mean	2.91
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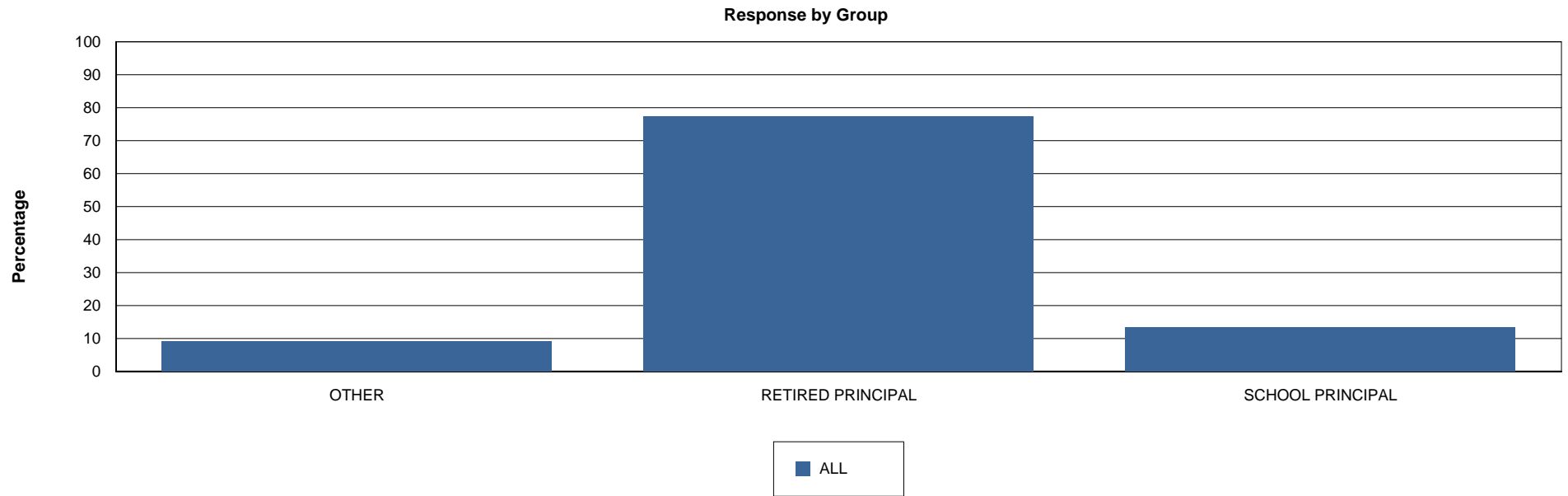
46 Engaging the community in support of the school



		ALL
VERY SATISFIED	Percentage Count	29% 41
SATISFIED	Percentage Count	48% 67
SOMEWHAT SATISFIED	Percentage Count	22% 31
NOT SATISFIED	Percentage Count	1% 2

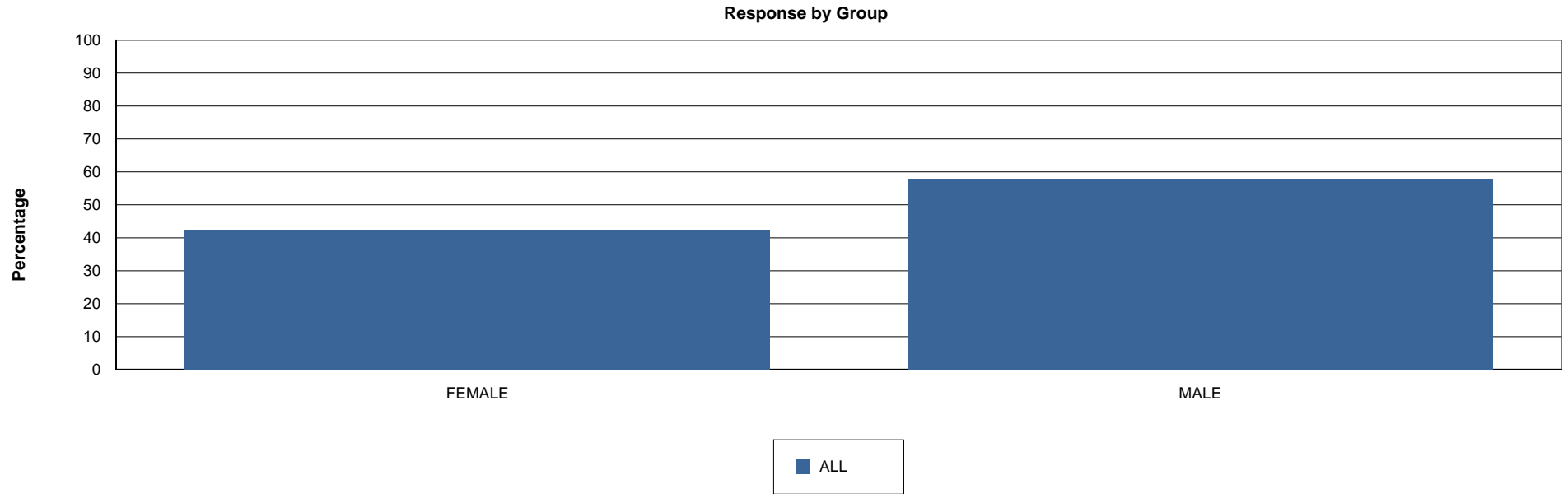
Q46_2	Mean	3.04
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49 Please identify your current position: (Choose only one.)



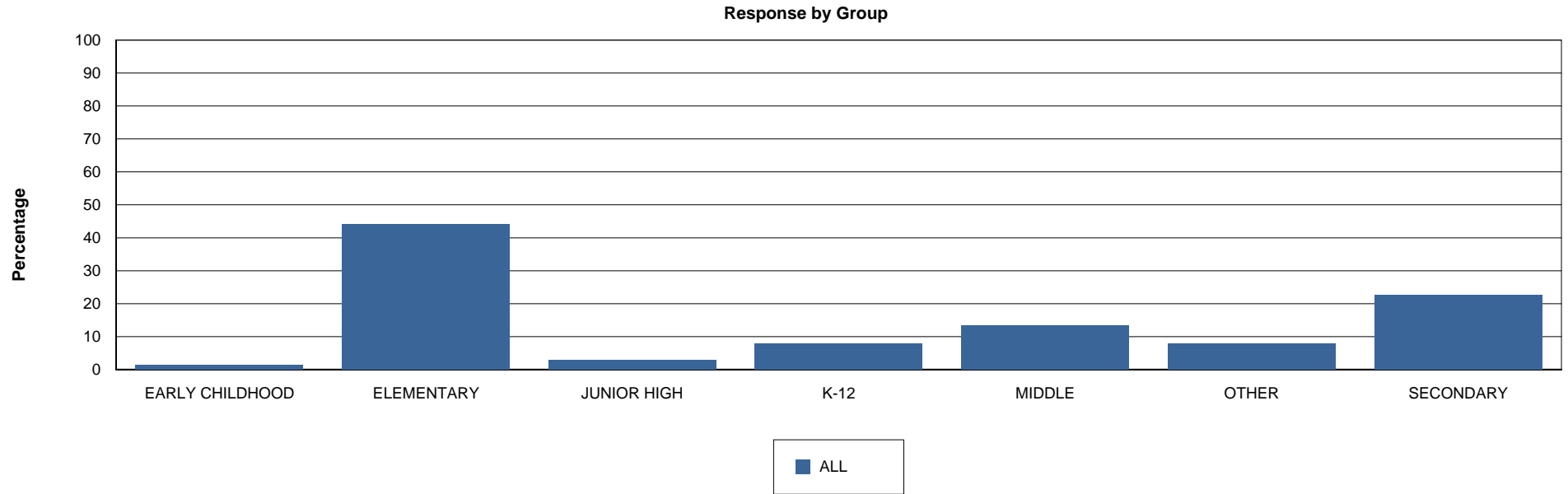
		ALL
OTHER	Percentage	9%
	Count	13
RETIRED PRINCIPAL	Percentage	77%
	Count	110
SCHOOL PRINCIPAL	Percentage	13%
	Count	19

50 Please identify your gender:



		ALL
FEMALE	Percentage	42%
	Count	59
MALE	Percentage	58%
	Count	80

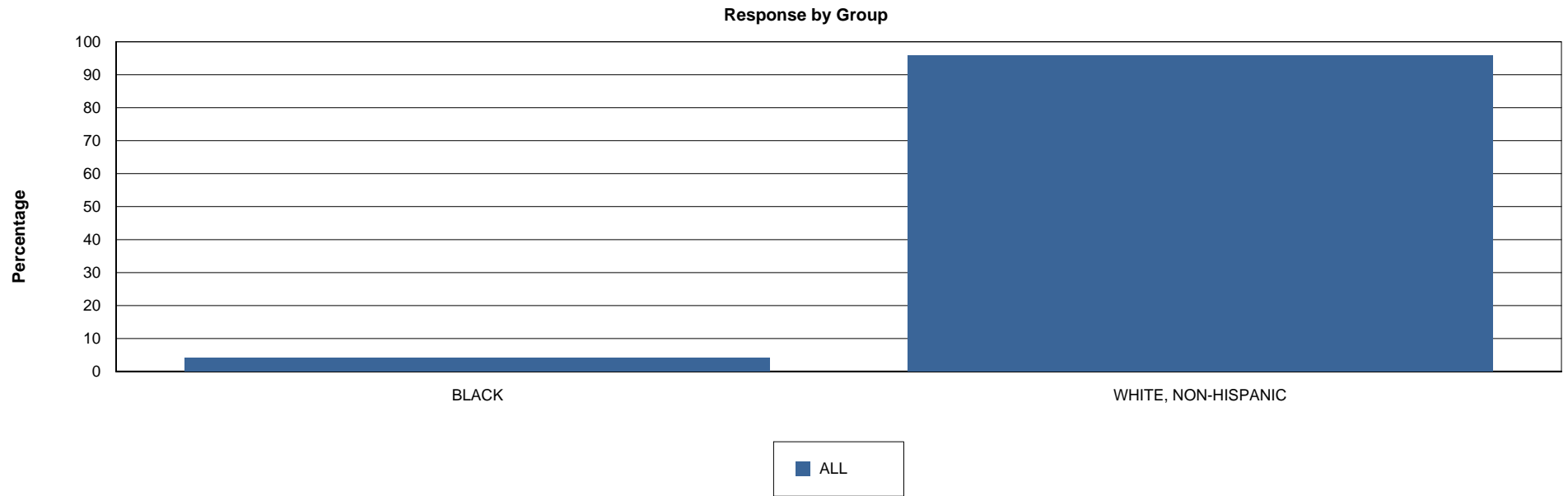
51 Please identify the level of your school: (Choose only one.)



		ALL
EARLY CHILDHOOD	Percentage Count	1% 2
ELEMENTARY	Percentage Count	44% 62
JUNIOR HIGH	Percentage Count	3% 4
K-12	Percentage Count	8% 11
MIDDLE	Percentage Count	13% 19
OTHER	Percentage Count	8% 11

		ALL
SECONDARY	Percentage Count	23% 32

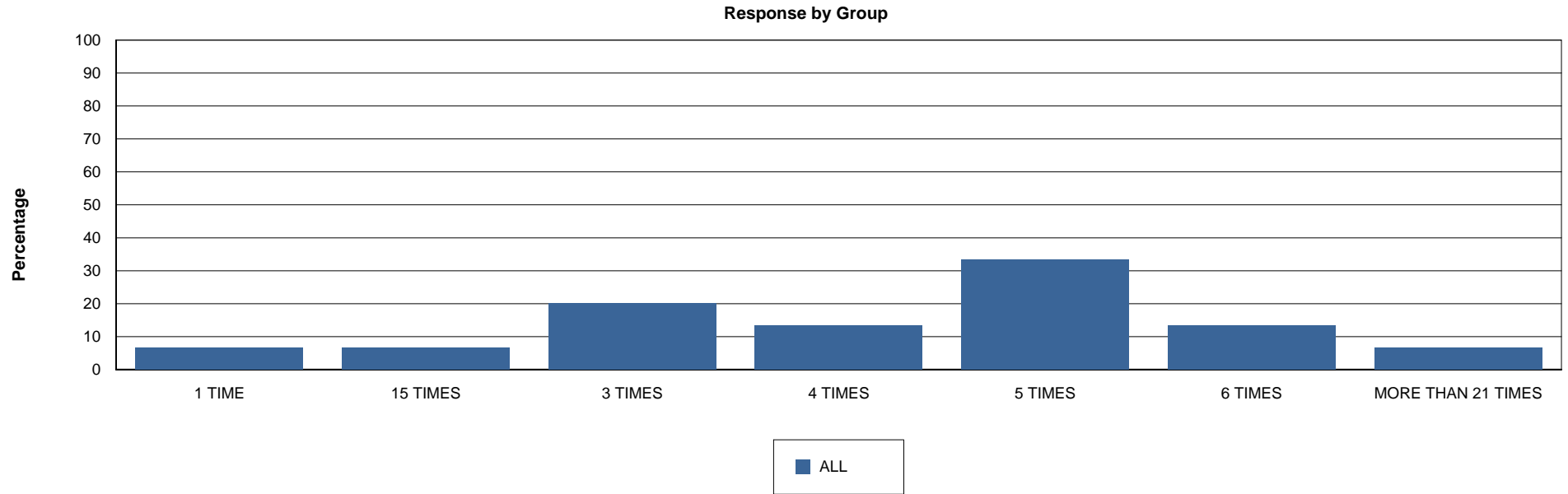
52 Please indicate your race/ethnicity:



		ALL
BLACK	Percentage	4%
	Count	6
WHITE, NON-HISPANIC	Percentage	96%
	Count	137

APPENDIX C: PROVIDER HISTOGRAMS

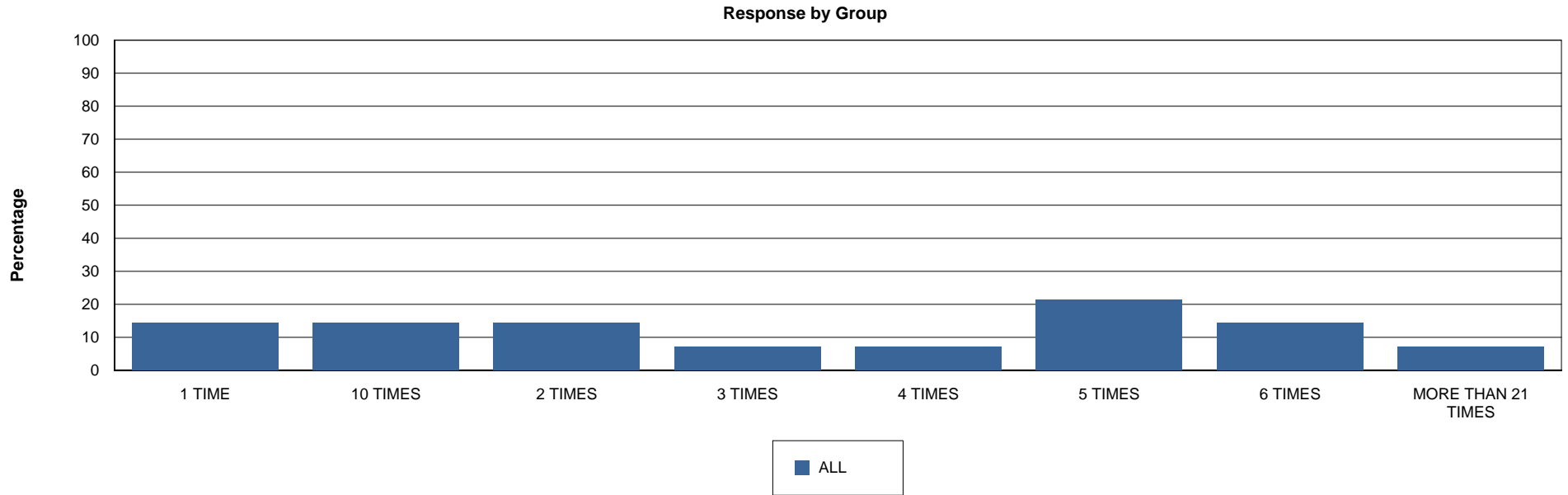
1 Talked in person outside of school



		ALL
1 TIME	Percentage Count	7% 1
15 TIMES	Percentage Count	7% 1
3 TIMES	Percentage Count	20% 3
4 TIMES	Percentage Count	13% 2
5 TIMES	Percentage Count	33% 5
6 TIMES	Percentage Count	13% 2

		ALL
MORE THAN 21 TIMES	Percentage Count	7% 1

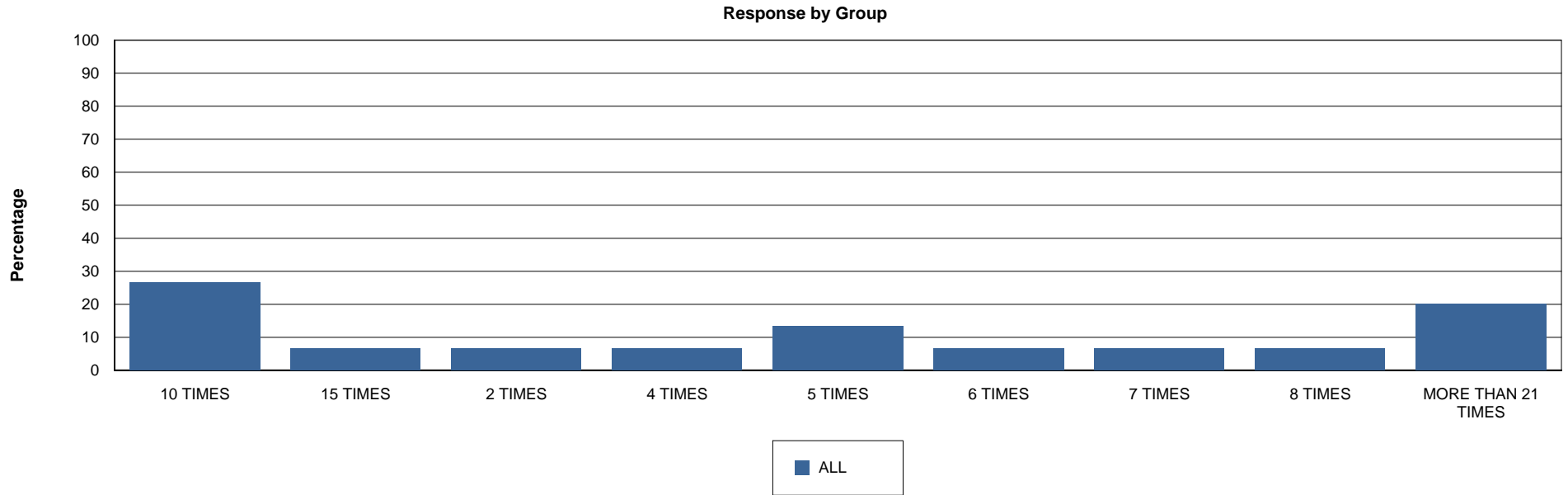
2 Talked by telephone



		ALL
1 TIME	Percentage	14%
	Count	2
10 TIMES	Percentage	14%
	Count	2
2 TIMES	Percentage	14%
	Count	2
3 TIMES	Percentage	7%
	Count	1
4 TIMES	Percentage	7%
	Count	1
5 TIMES	Percentage	21%
	Count	3

		ALL
6 TIMES	Percentage Count	14% 2
MORE THAN 21 TIMES	Percentage Count	7% 1

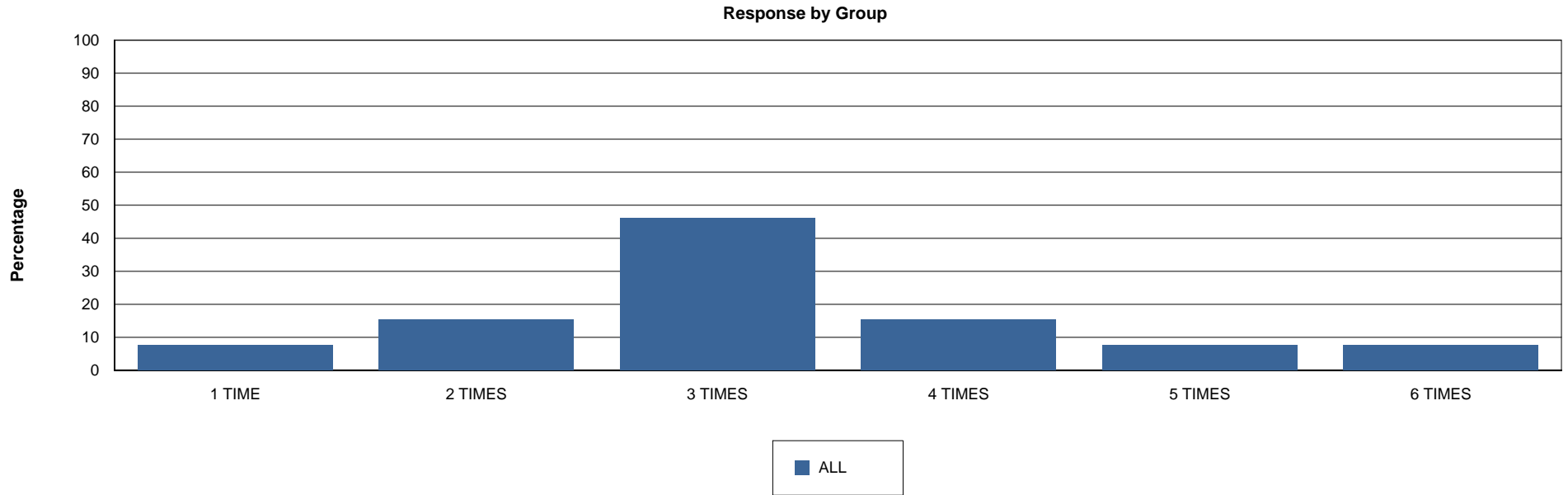
3 Communicated through e-mail or text messages



		ALL
10 TIMES	Percentage Count	27% 4
15 TIMES	Percentage Count	7% 1
2 TIMES	Percentage Count	7% 1
4 TIMES	Percentage Count	7% 1
5 TIMES	Percentage Count	13% 2
6 TIMES	Percentage Count	7% 1

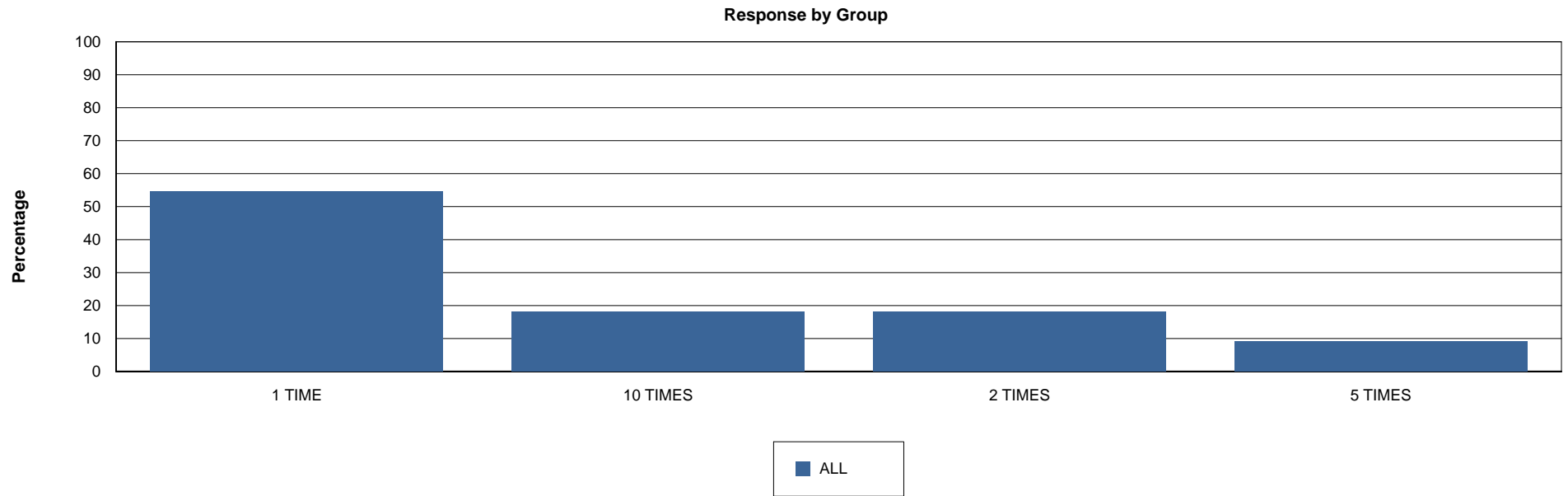
		ALL
7 TIMES	Percentage Count	7% 1
8 TIMES	Percentage Count	7% 1
MORE THAN 21 TIMES	Percentage Count	20% 3

4 Participated in an organized networking opportunity in conjunction with the mentoring program



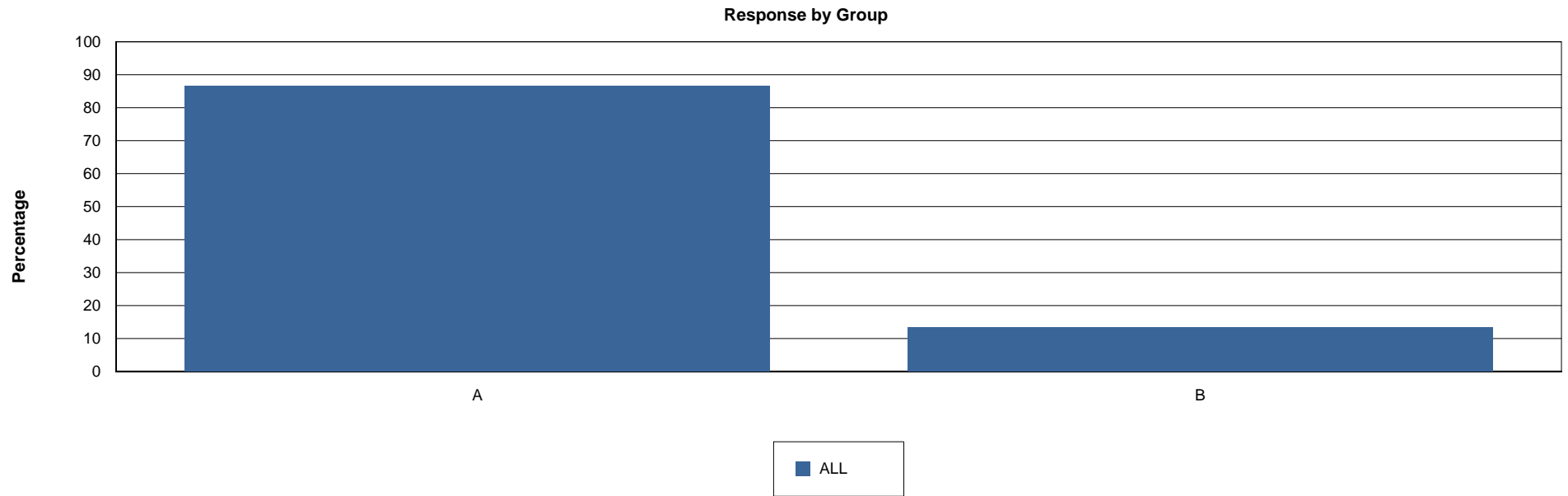
		ALL
1 TIME	Percentage	8%
	Count	1
2 TIMES	Percentage	15%
	Count	2
3 TIMES	Percentage	46%
	Count	6
4 TIMES	Percentage	15%
	Count	2
5 TIMES	Percentage	8%
	Count	1
6 TIMES	Percentage	8%
	Count	1

5 Workplace visit



		ALL
1 TIME	Percentage Count	55% 6
10 TIMES	Percentage Count	18% 2
2 TIMES	Percentage Count	18% 2
5 TIMES	Percentage Count	9% 1

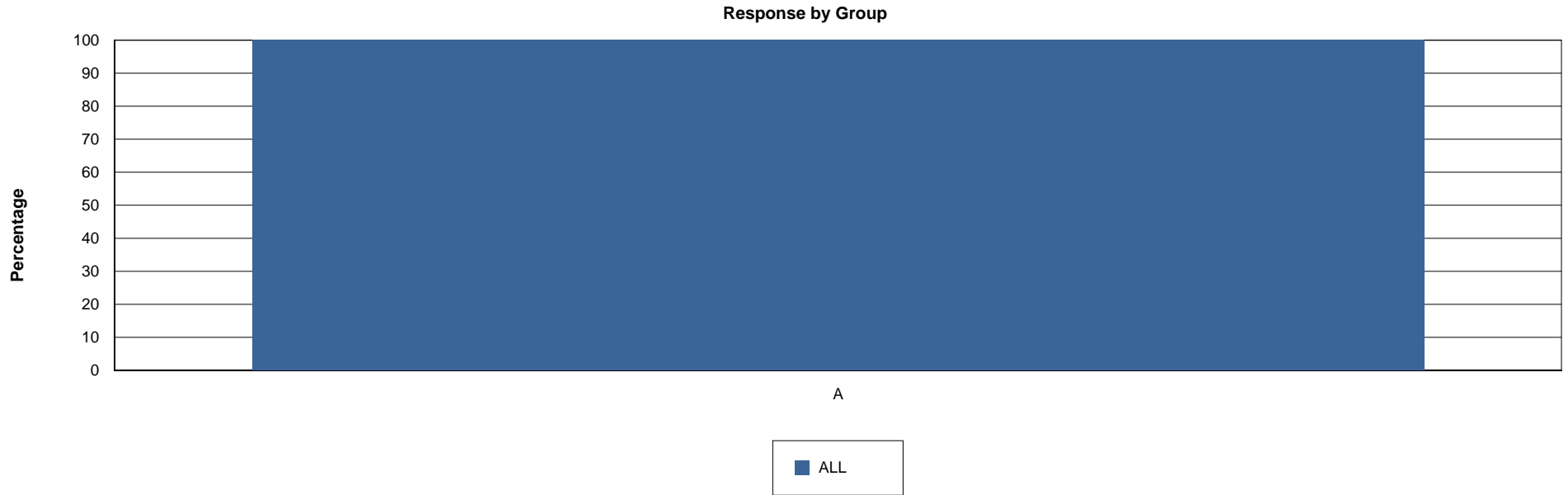
7 Overall quality of the New Principal Mentoring Program



		ALL
A	Percentage	87%
	Count	13
B	Percentage	13%
	Count	2

Q7	Mean	3.87
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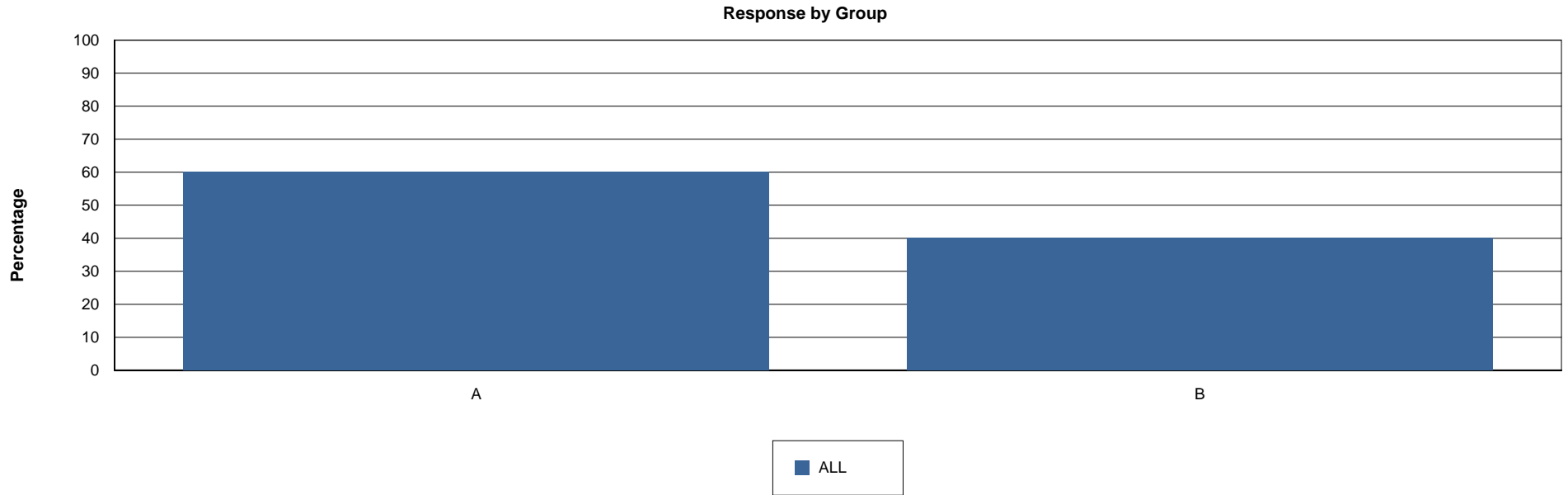
8 Commitment of your mentors to the mentoring program



		ALL
A	Percentage Count	100% 15

Q8	Mean	4.00
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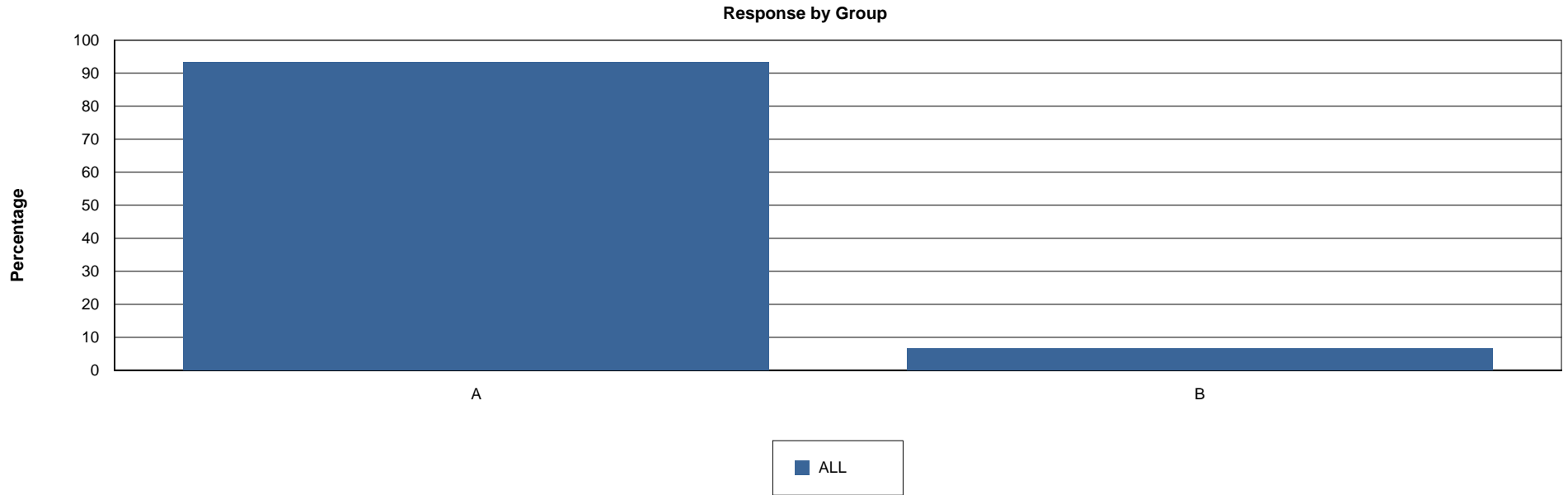
9 Commitment of your new principal to the mentoring program



		ALL
A	Percentage Count	60% 9
B	Percentage Count	40% 6

Q9	Mean	3.60
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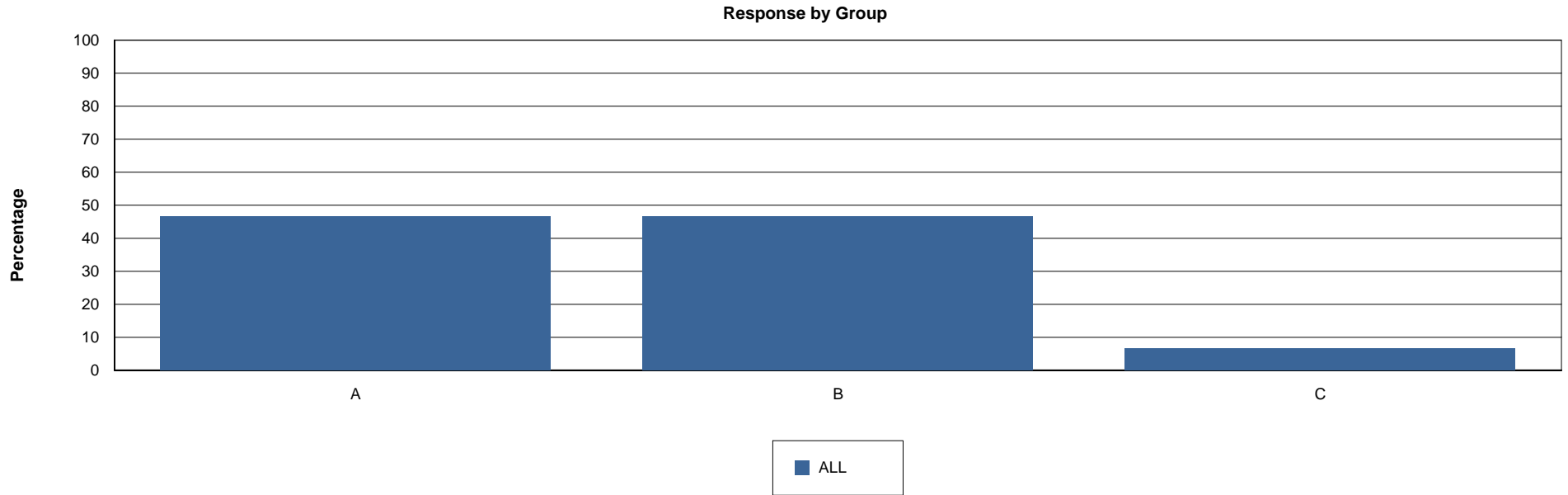
10 Professionalism of your mentors



		ALL
A	Percentage	93%
	Count	14
B	Percentage	7%
	Count	1

Q10	Mean	3.93
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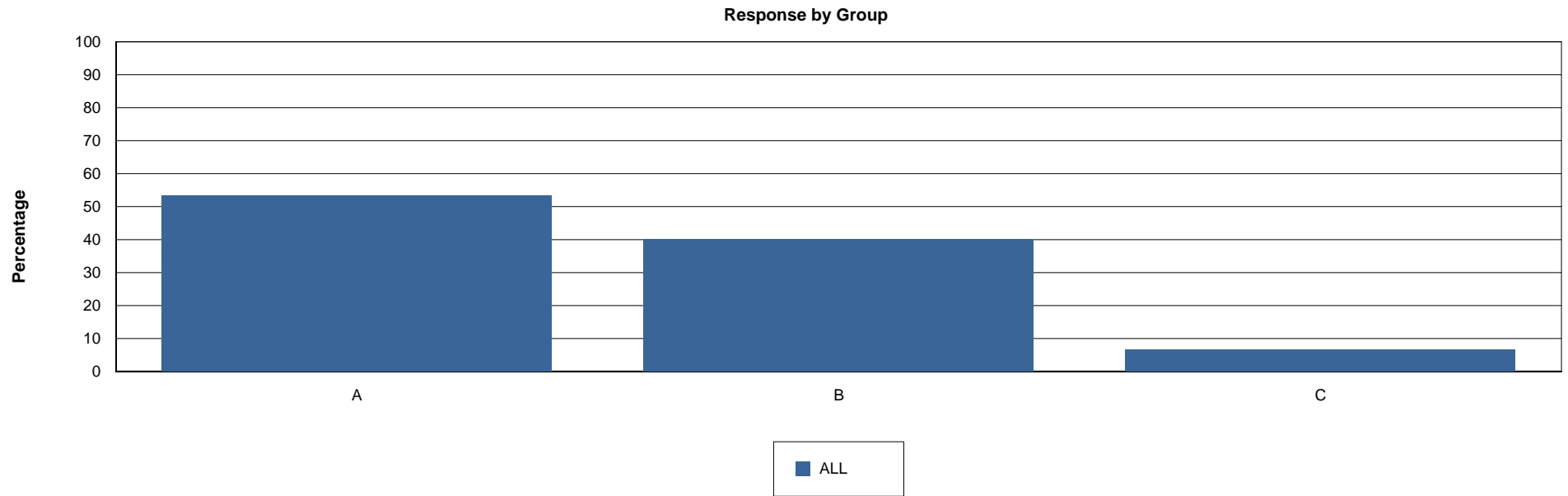
11 Guidance from the New Principal Mentoring Program in relation to professional development opportunities



		ALL
A	Percentage	47%
	Count	7
B	Percentage	47%
	Count	7
C	Percentage	7%
	Count	1

Q11	Mean	3.40
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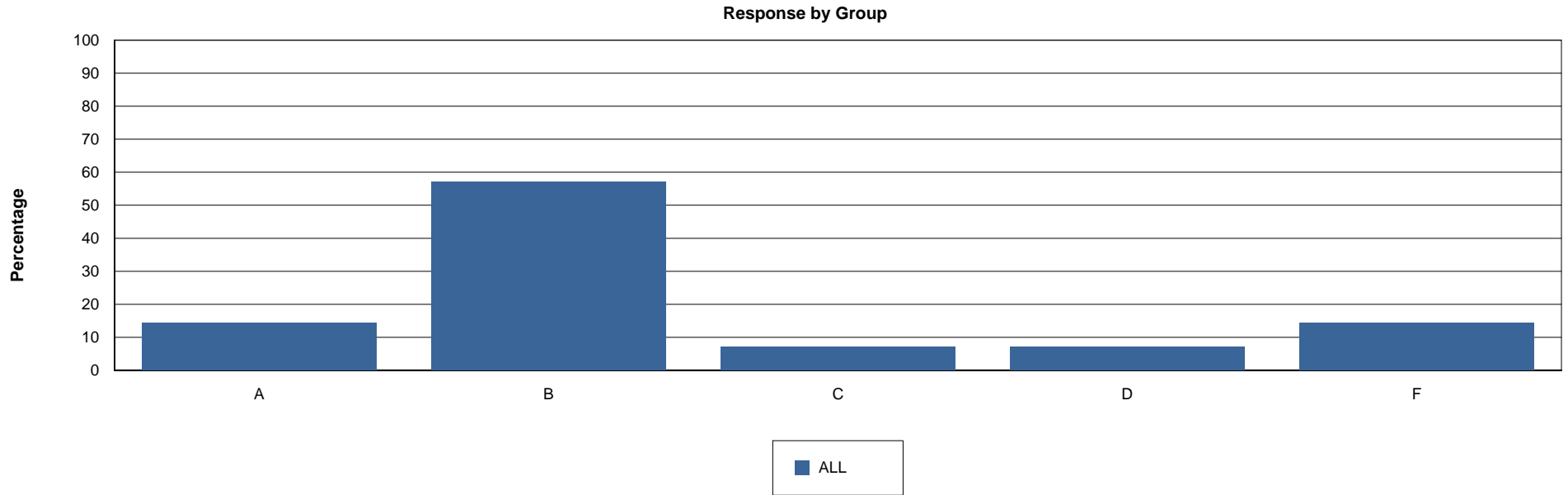
12 Guidance from the New Principal Mentoring Program in relation to teaching mentoring techniques



		ALL
A	Percentage	53%
	Count	8
B	Percentage	40%
	Count	6
C	Percentage	7%
	Count	1

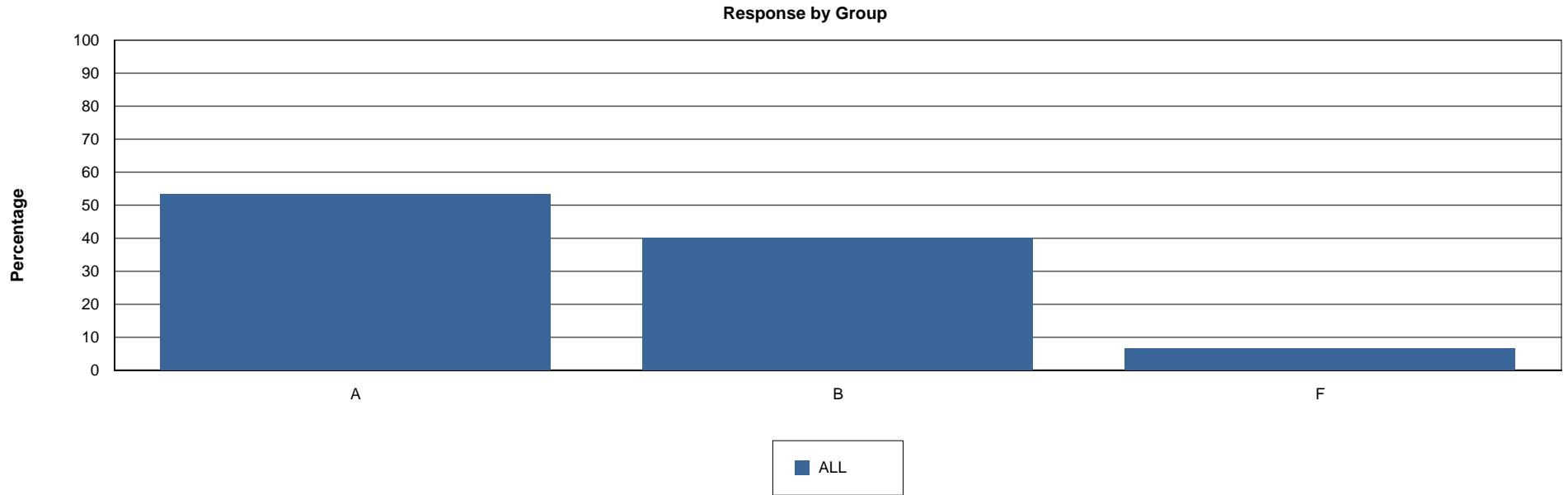
Q12	Mean	3.47
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13 Mentoring listserv



		ALL
A	Percentage	14%
	Count	2
B	Percentage	57%
	Count	8
C	Percentage	7%
	Count	1
D	Percentage	7%
	Count	1
F	Percentage	14%
	Count	2
Q13	Mean	2.50

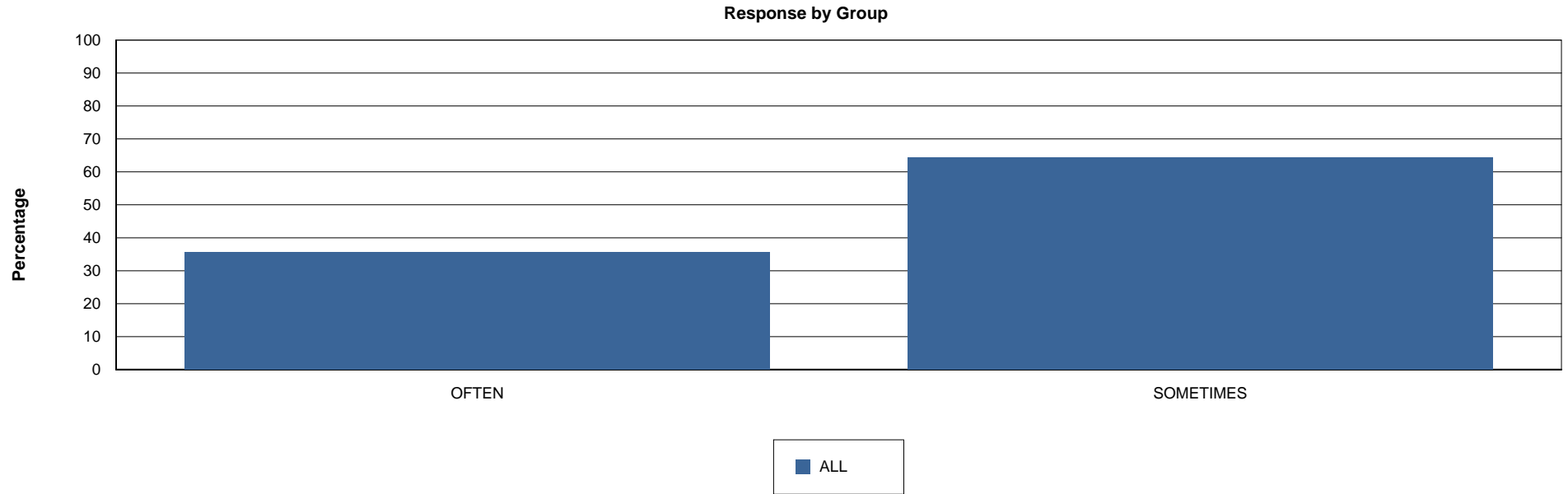
14 New Principal Mentoring Program web site



		ALL
A	Percentage	53%
	Count	8
B	Percentage	40%
	Count	6
F	Percentage	7%
	Count	1

Q14	Mean	3.33
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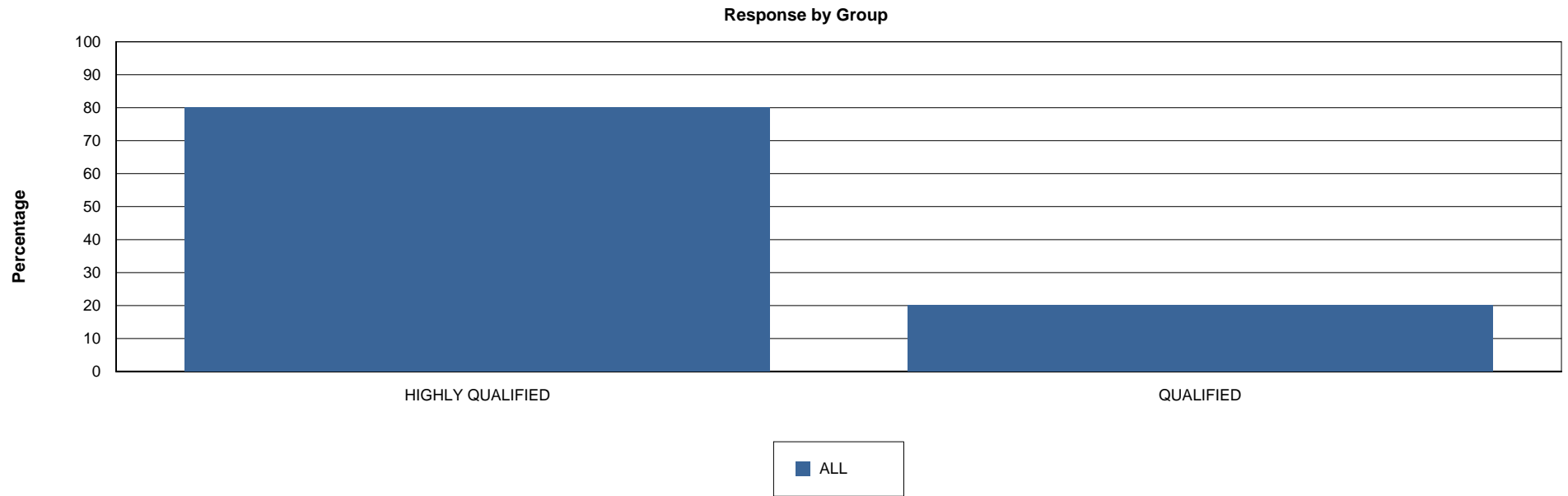
15 Implementing best practices of supervision



		ALL
OFTEN	Percentage	36%
	Count	5
SOMETIMES	Percentage	64%
	Count	9

Q15_1	Mean	3.36
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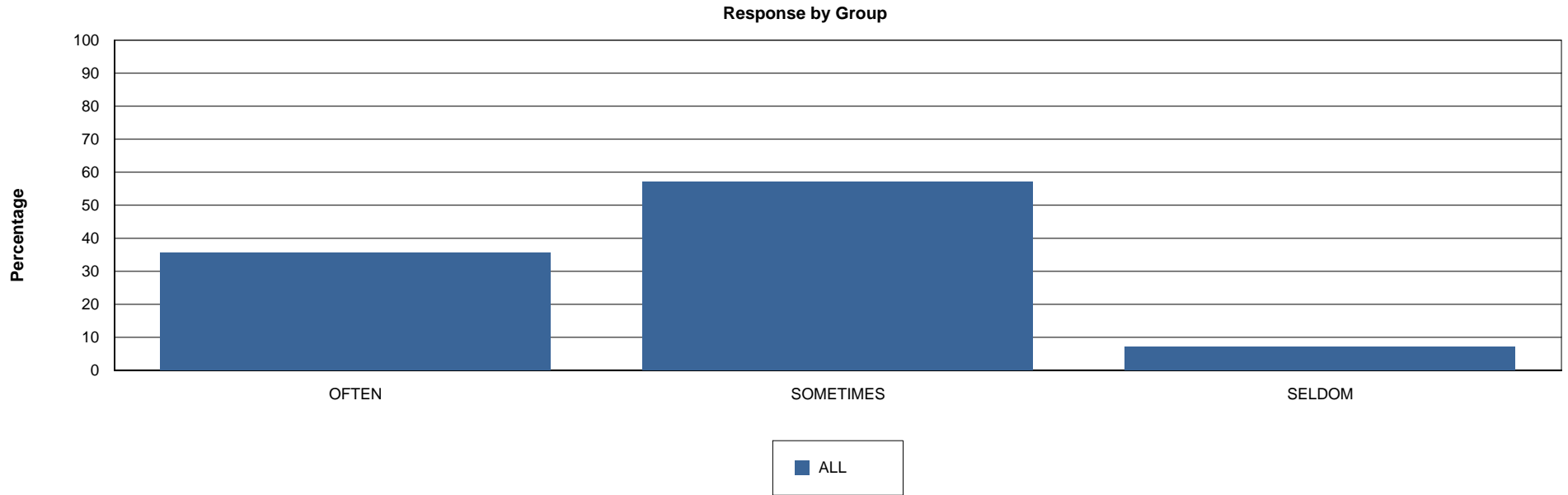
15 Implementing best practices of supervision



		ALL
HIGHLY QUALIFIED	Percentage	80%
	Count	12
QUALIFIED	Percentage	20%
	Count	3

Q15_2	Mean	3.80
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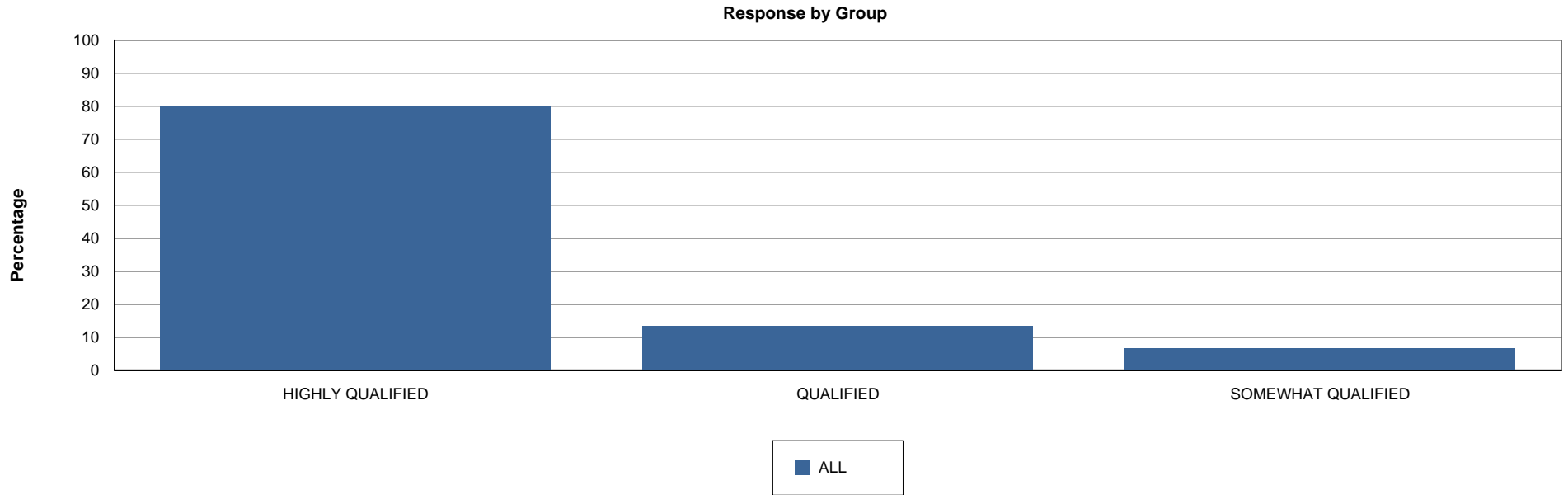
16 Facilitating teamwork at all levels of the organization



		ALL
OFTEN	Percentage	36%
	Count	5
SOMETIMES	Percentage	57%
	Count	8
SELDOM	Percentage	7%
	Count	1

Q16_1	Mean	3.29
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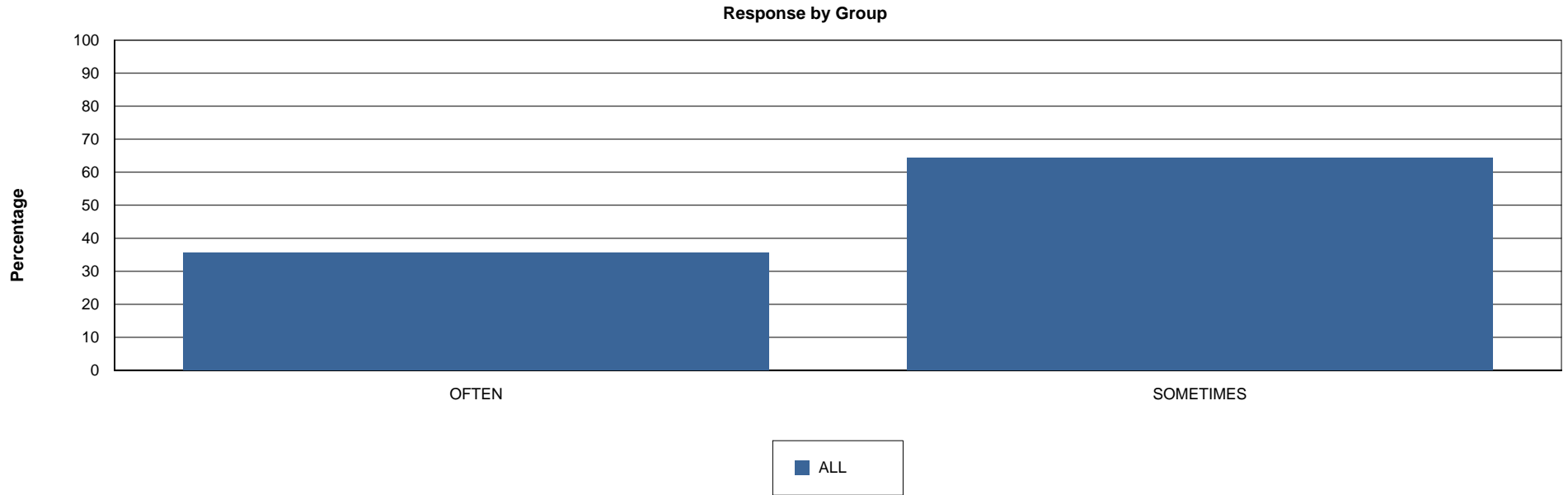
16 Facilitating teamwork at all levels of the organization



		ALL
HIGHLY QUALIFIED	Percentage Count	80% 12
QUALIFIED	Percentage Count	13% 2
SOMEWHAT QUALIFIED	Percentage Count	7% 1

Q16_2	Mean	3.73
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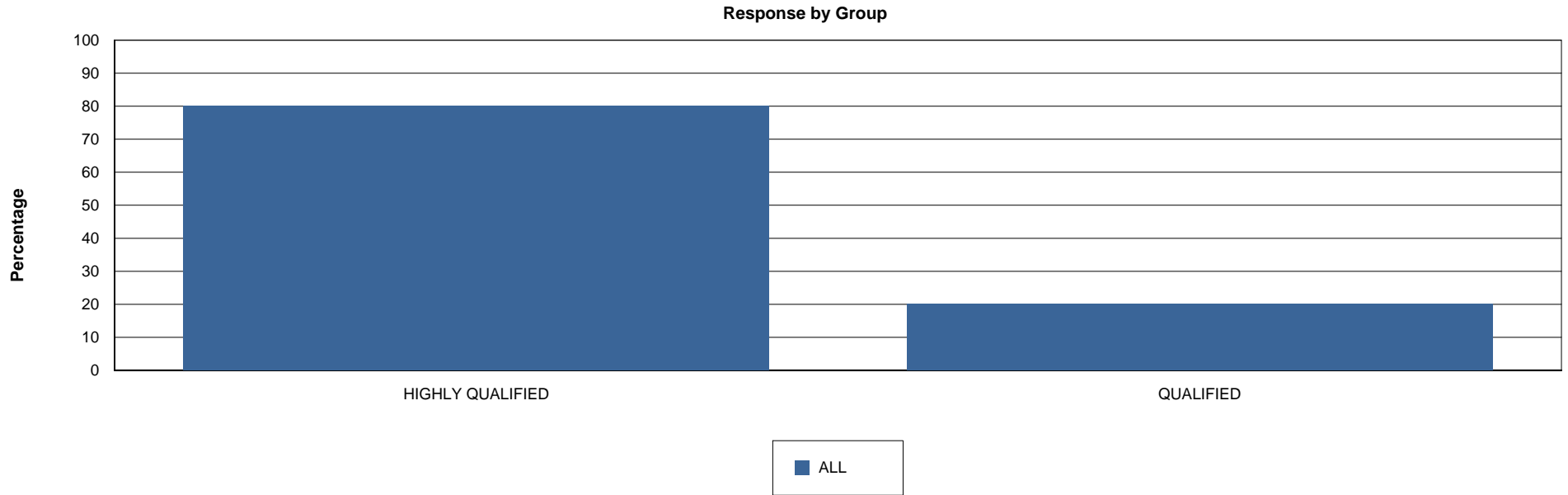
17 Maintaining high expectations for teacher and student performance



		ALL
OFTEN	Percentage	36%
	Count	5
SOMETIMES	Percentage	64%
	Count	9

Q17_1	Mean	3.36
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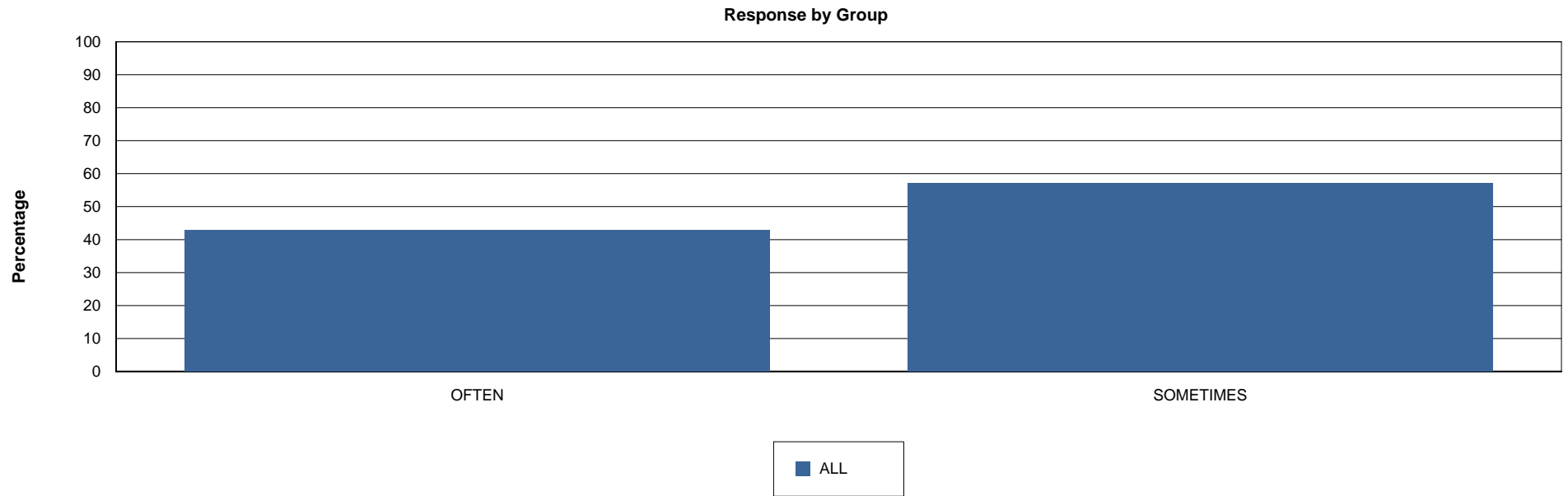
17 Maintaining high expectations for teacher and student performance



		ALL
HIGHLY QUALIFIED	Percentage	80%
	Count	12
QUALIFIED	Percentage	20%
	Count	3

Q17_2	Mean	3.80
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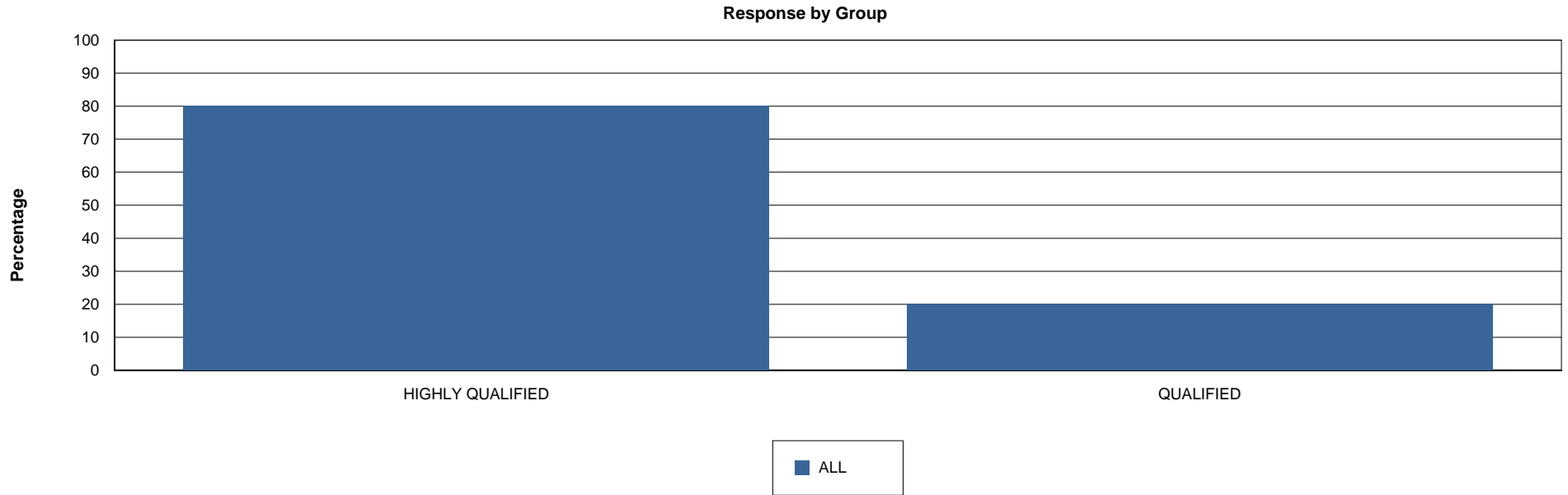
18 Engendering faculty/staff trust, confidence and commitment to the school



		ALL
OFTEN	Percentage	43%
	Count	6
SOMETIMES	Percentage	57%
	Count	8

Q18_1	Mean	3.43
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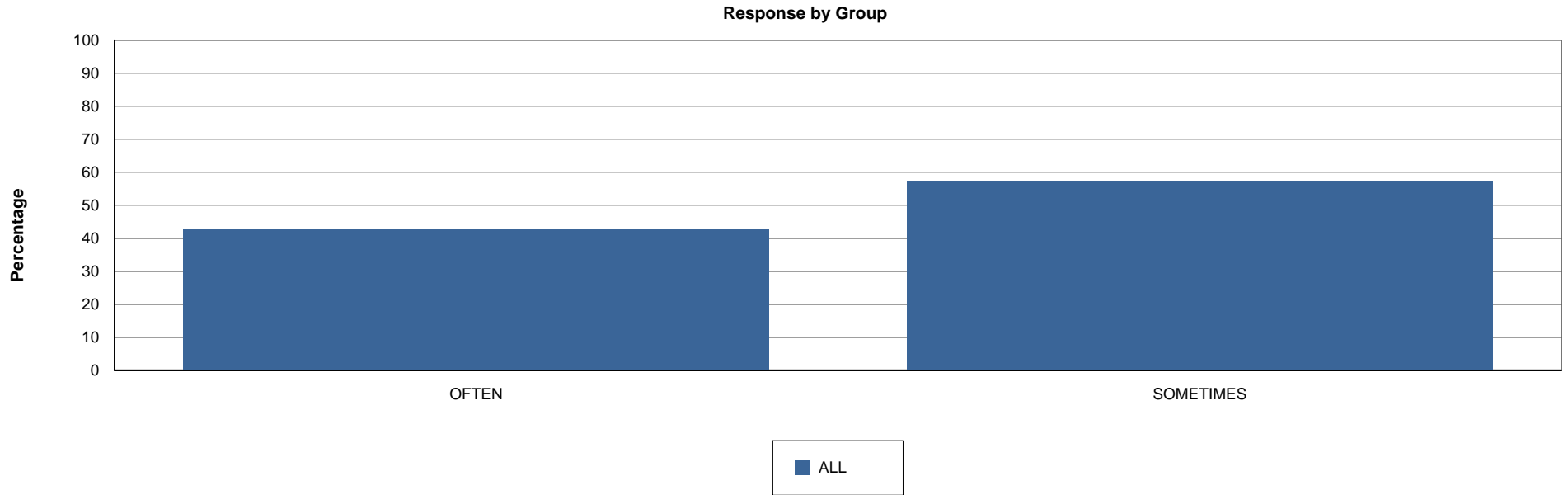
18 Engendering faculty/staff trust, confidence and commitment to the school



		ALL
HIGHLY QUALIFIED	Percentage	80%
	Count	12
QUALIFIED	Percentage	20%
	Count	3

Q18_2	Mean	3.80
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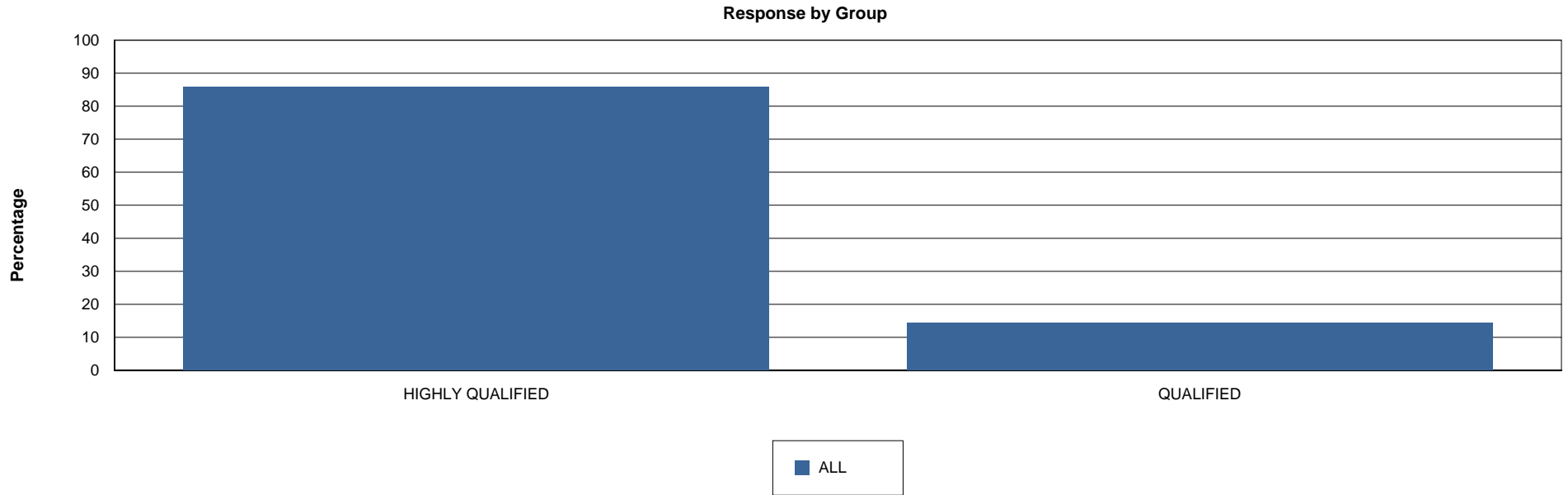
19 Accepting accountability for decisions and actions



		ALL
OFTEN	Percentage	43%
	Count	6
SOMETIMES	Percentage	57%
	Count	8

Q19_1	Mean	3.43
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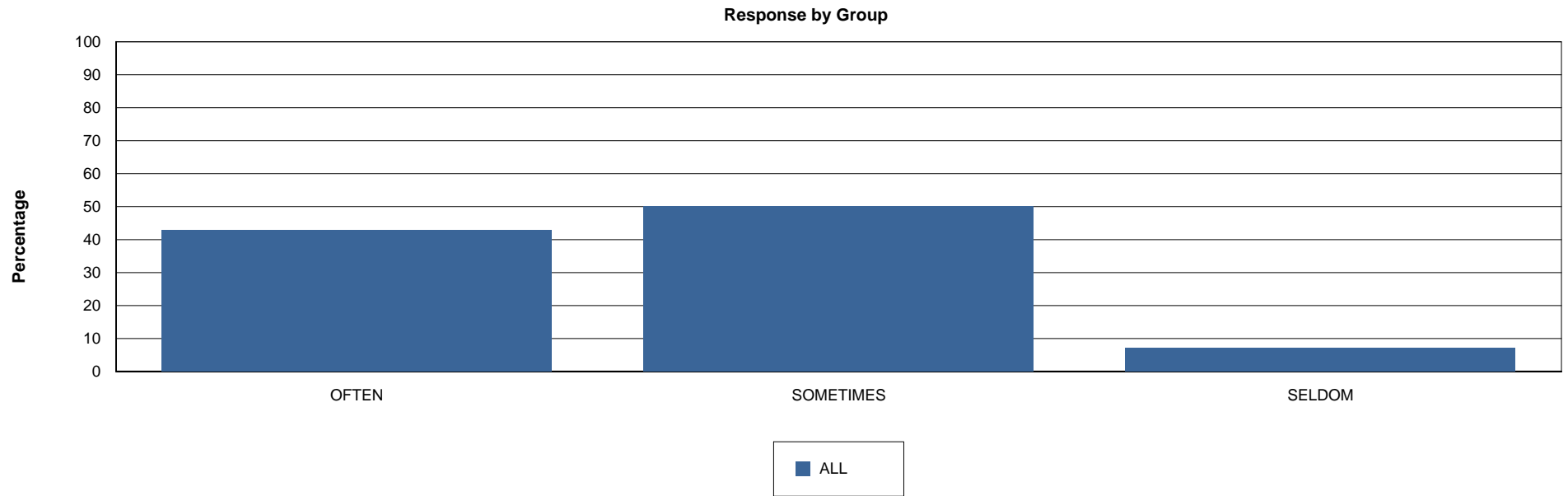
19 Accepting accountability for decisions and actions



		ALL
HIGHLY QUALIFIED	Percentage	86%
	Count	12
QUALIFIED	Percentage	14%
	Count	2

Q19_2	Mean	3.86
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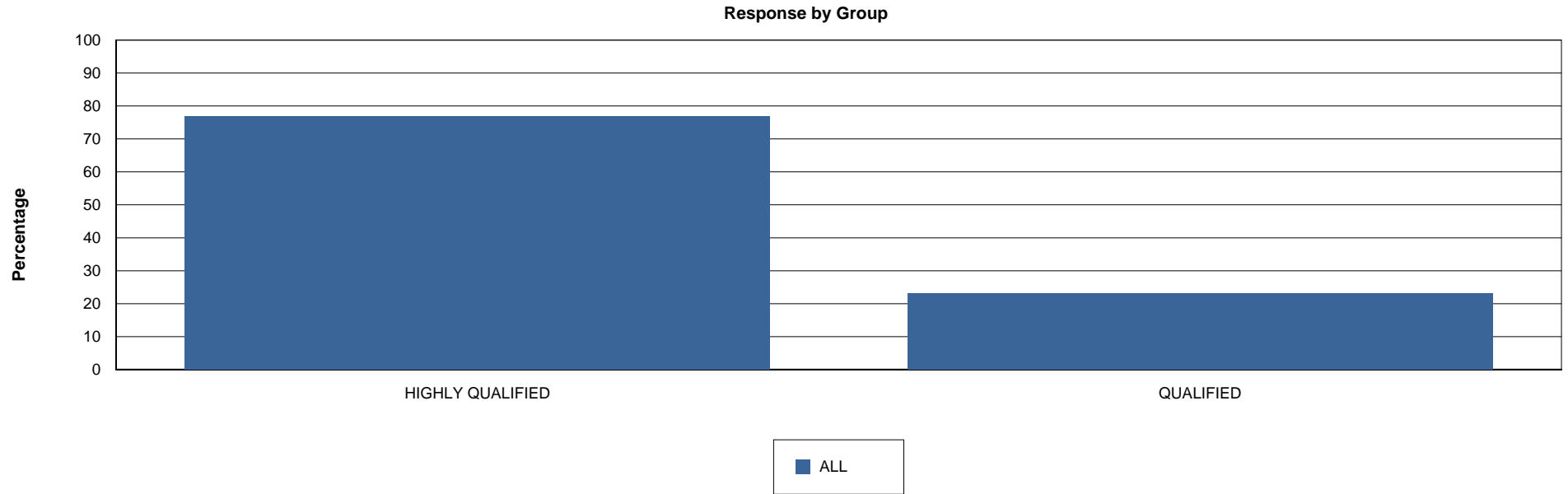
20 Maintaining high academic standards



		ALL
OFTEN	Percentage	43%
	Count	6
SOMETIMES	Percentage	50%
	Count	7
SELDOM	Percentage	7%
	Count	1

Q20_1	Mean	3.36
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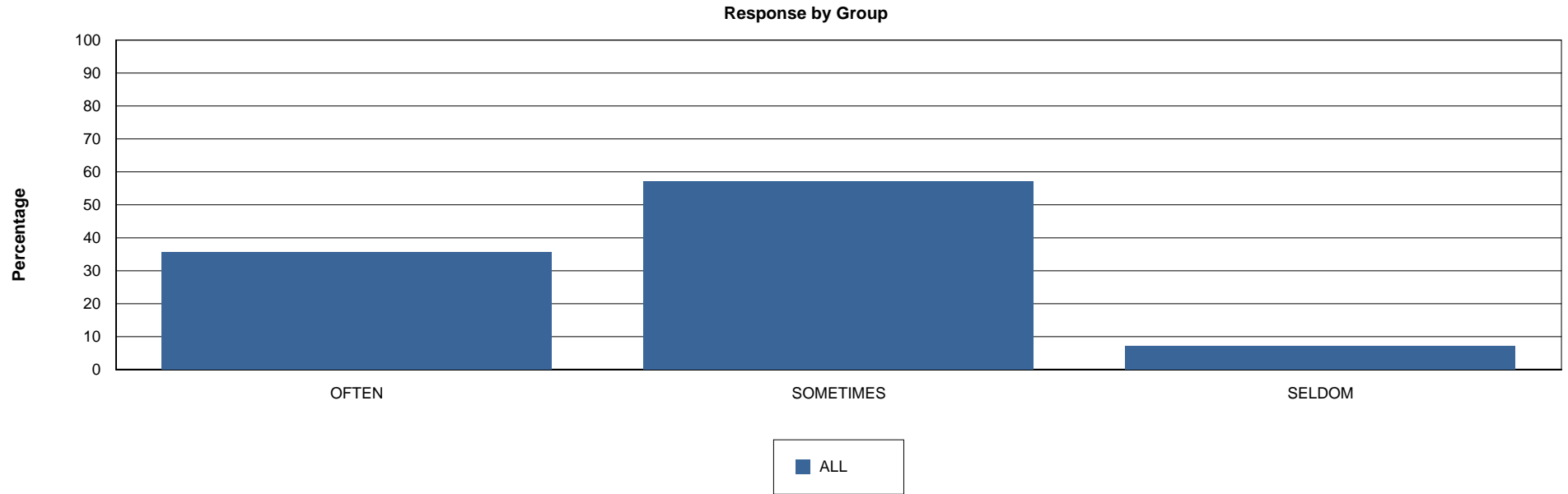
20 Maintaining high academic standards



		ALL
HIGHLY QUALIFIED	Percentage	77%
	Count	10
QUALIFIED	Percentage	23%
	Count	3

Q20_2	Mean	3.77
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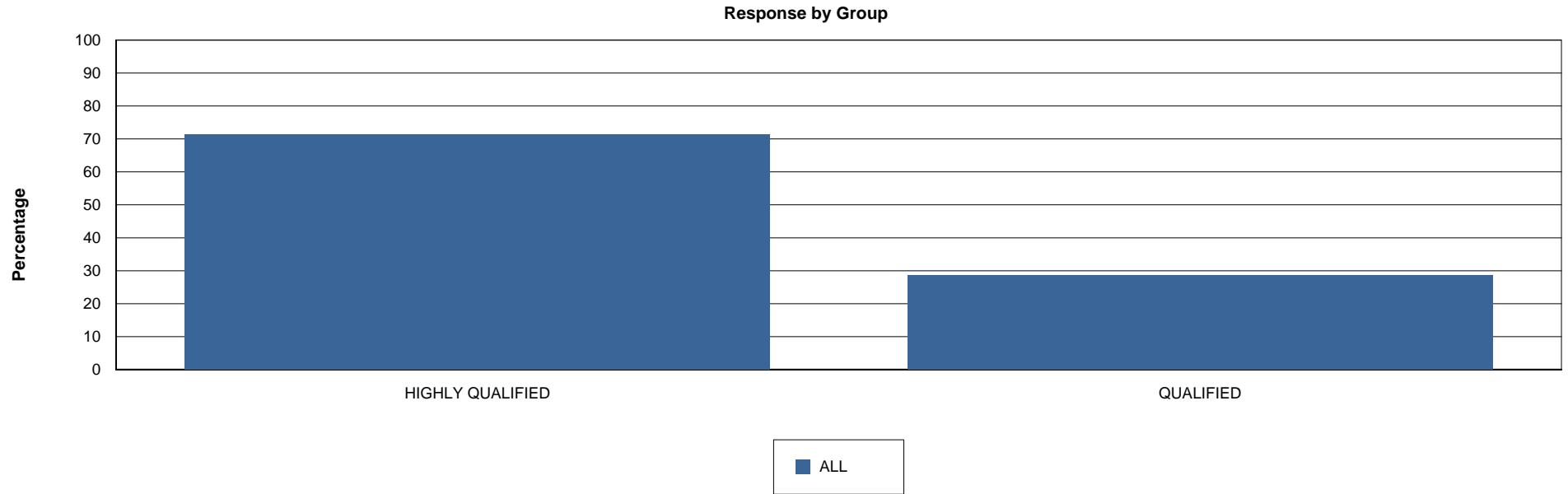
21 Implementing best practices in instruction



		ALL
OFTEN	Percentage	36%
	Count	5
SOMETIMES	Percentage	57%
	Count	8
SELDOM	Percentage	7%
	Count	1

Q21_1	Mean	3.29
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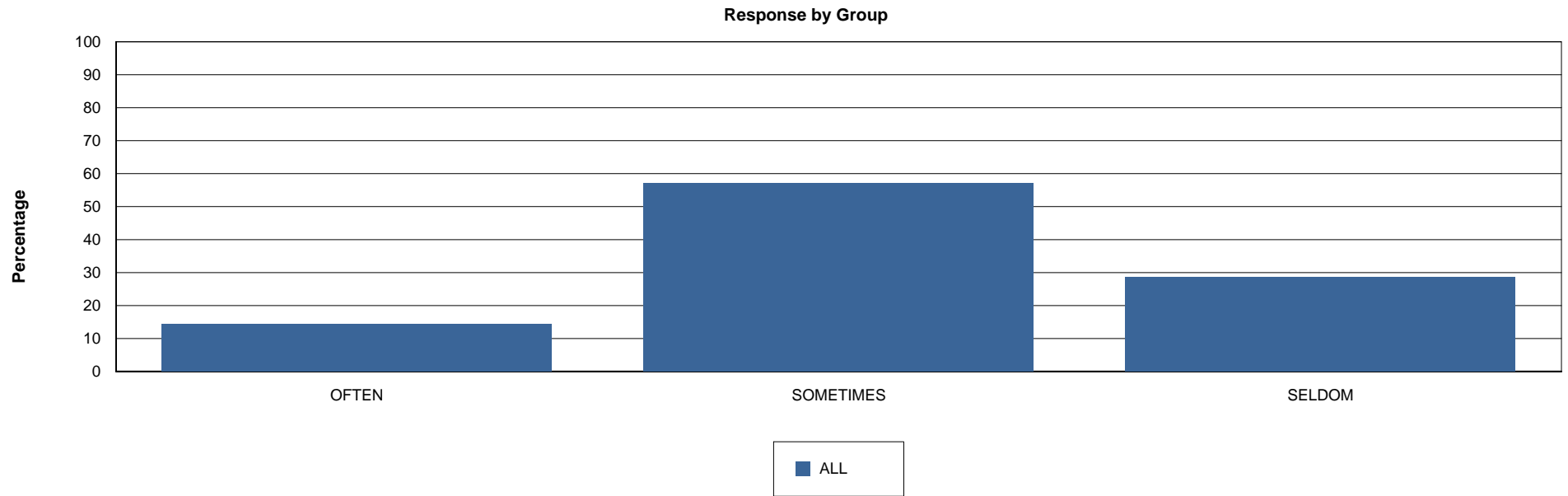
21 Implementing best practices in instruction



		ALL
HIGHLY QUALIFIED	Percentage	71%
	Count	10
QUALIFIED	Percentage	29%
	Count	4

Q21_2	Mean	3.71
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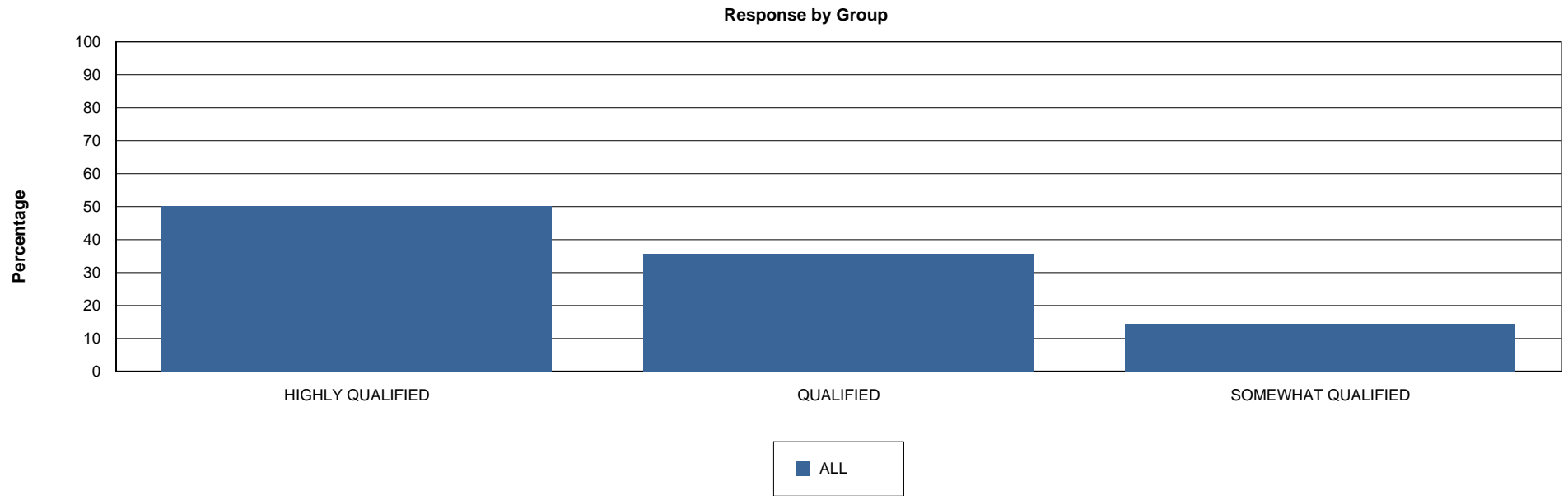
22 Integrating diversity into curriculum and instruction



		ALL
OFTEN	Percentage	14%
	Count	2
SOMETIMES	Percentage	57%
	Count	8
SELDOM	Percentage	29%
	Count	4

Q22_1	Mean	2.86
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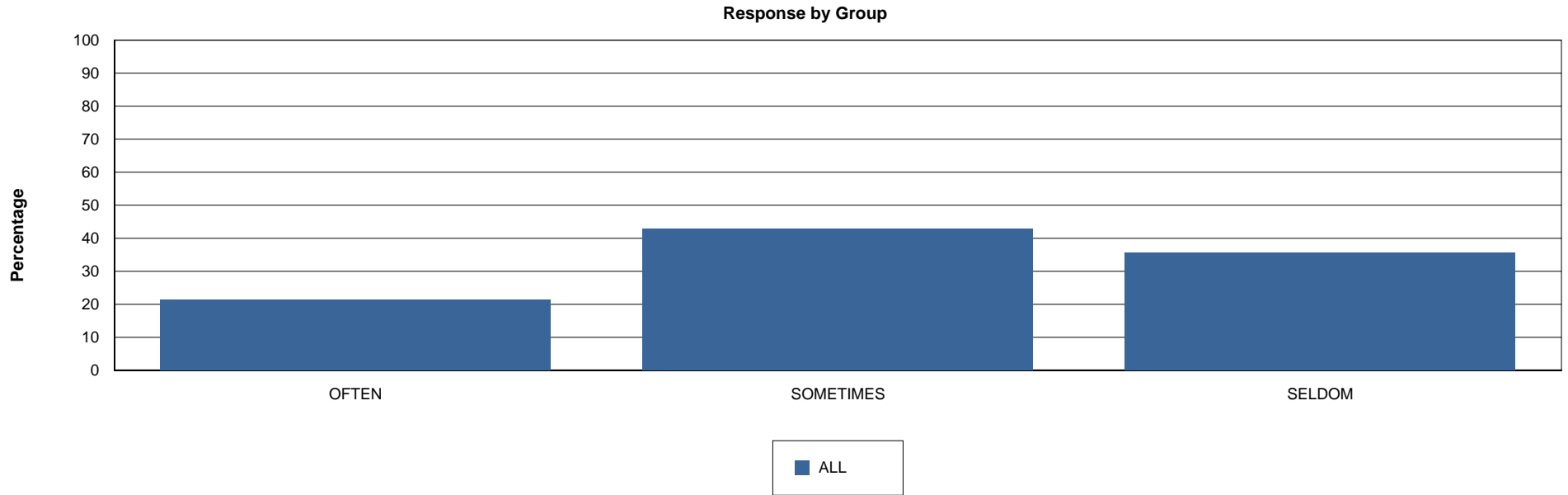
22 Integrating diversity into curriculum and instruction



		ALL
HIGHLY QUALIFIED	Percentage Count	50% 7
QUALIFIED	Percentage Count	36% 5
SOMEWHAT QUALIFIED	Percentage Count	14% 2

Q22_2	Mean	3.36
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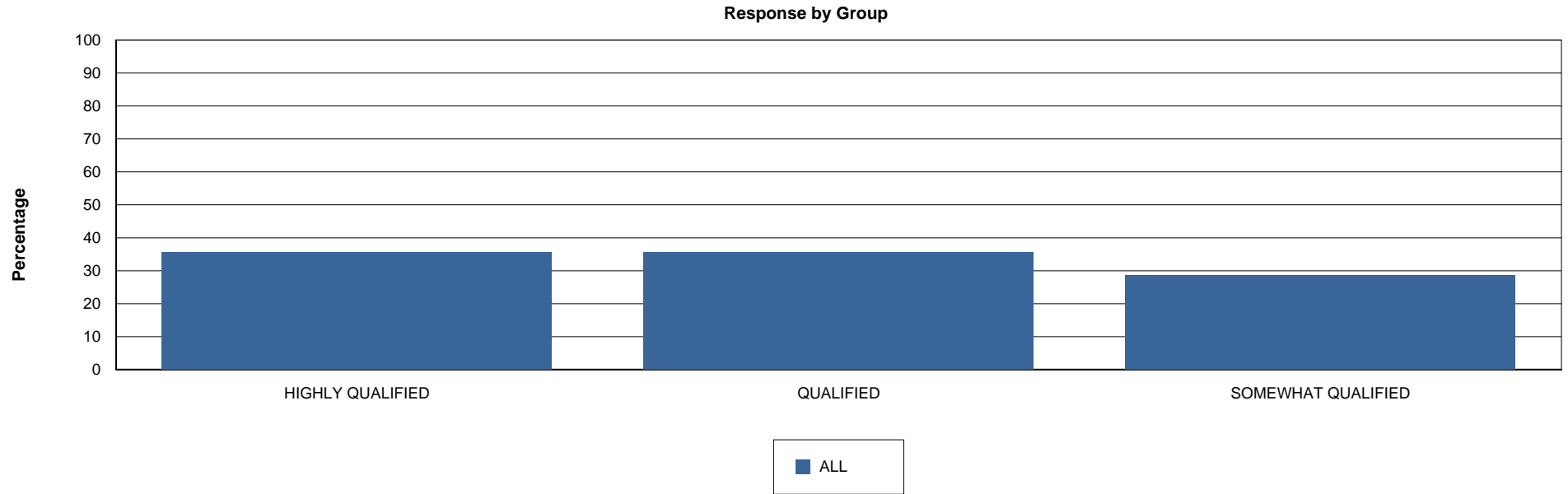
23 Incorporating technology into the classroom to enhance learning



		ALL
OFTEN	Percentage	21%
	Count	3
SOMETIMES	Percentage	43%
	Count	6
SELDOM	Percentage	36%
	Count	5

Q23_1	Mean	2.86
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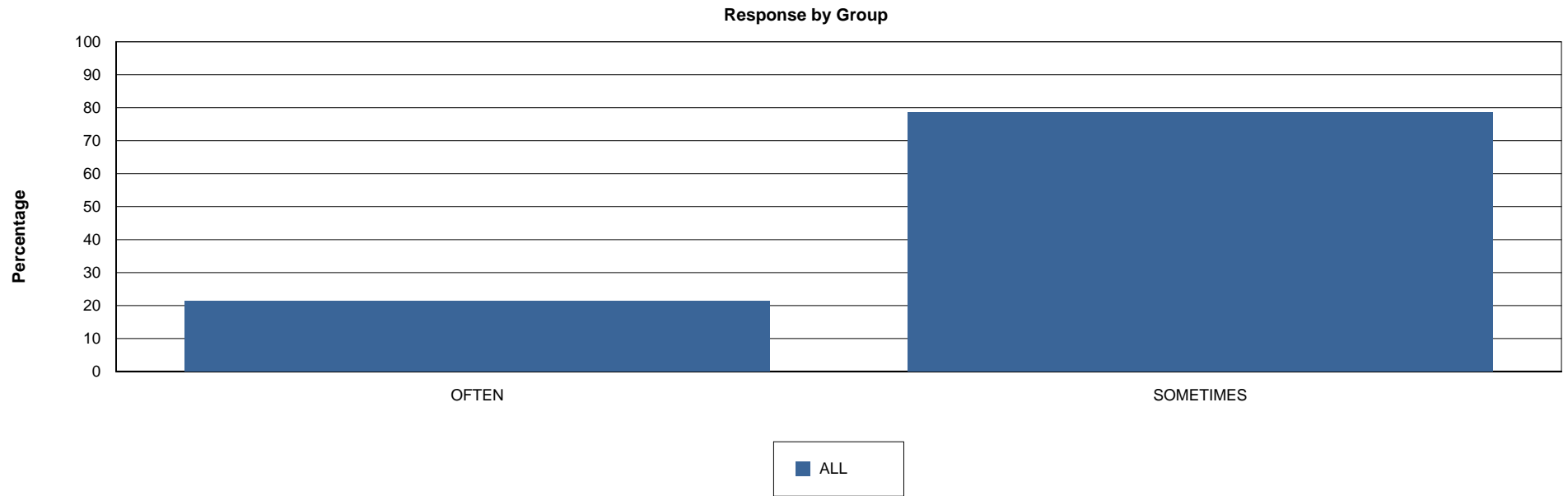
23 Incorporating technology into the classroom to enhance learning



		ALL
HIGHLY QUALIFIED	Percentage Count	36% 5
QUALIFIED	Percentage Count	36% 5
SOMEWHAT QUALIFIED	Percentage Count	29% 4

Q23_2	Mean	3.07
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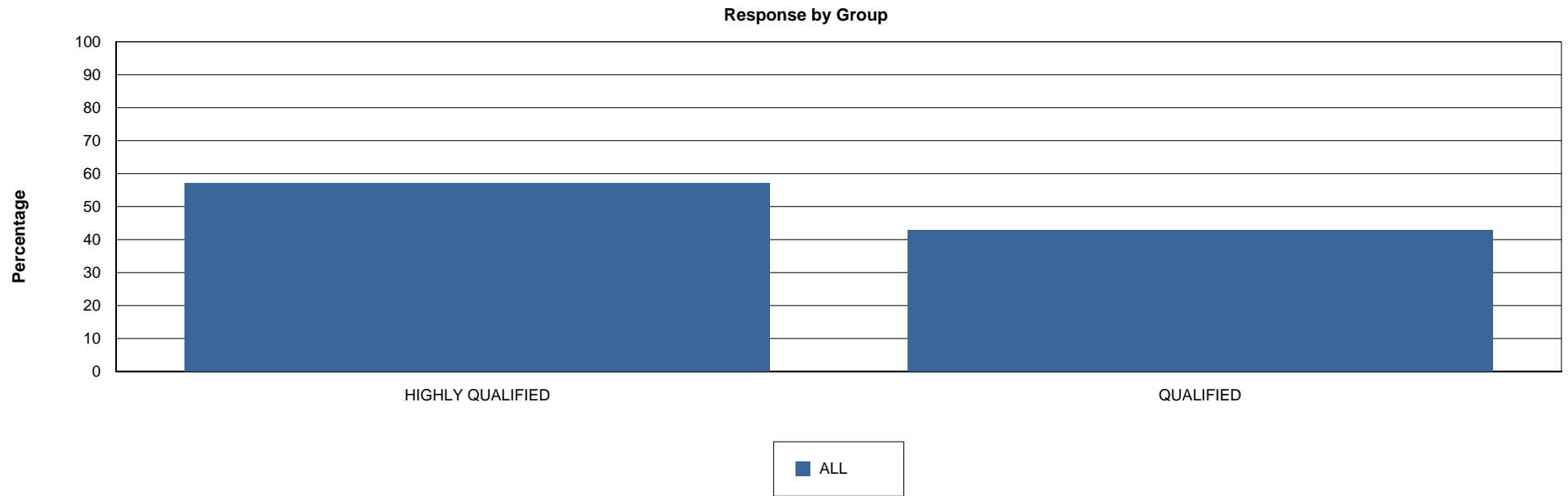
24 Using assessment to improve instructional practices



		ALL
OFTEN	Percentage	21%
	Count	3
SOMETIMES	Percentage	79%
	Count	11

Q24_1	Mean	3.21
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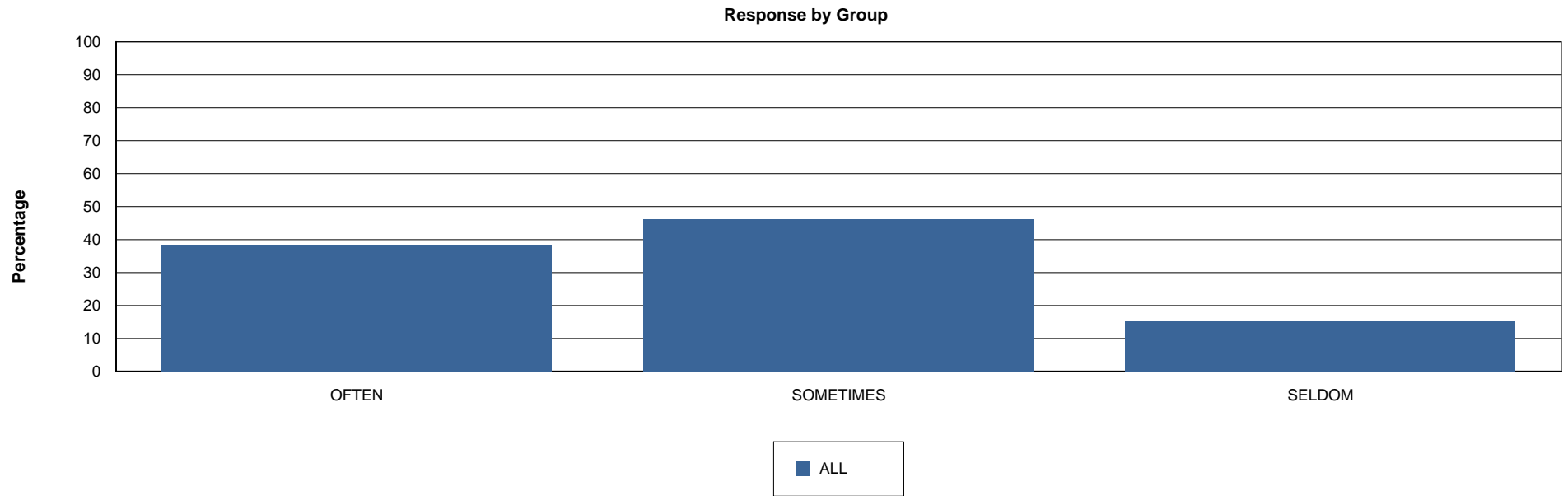
24 Using assessment to improve instructional practices



		ALL
HIGHLY QUALIFIED	Percentage Count	57% 8
QUALIFIED	Percentage Count	43% 6

Q24_2	Mean	3.57
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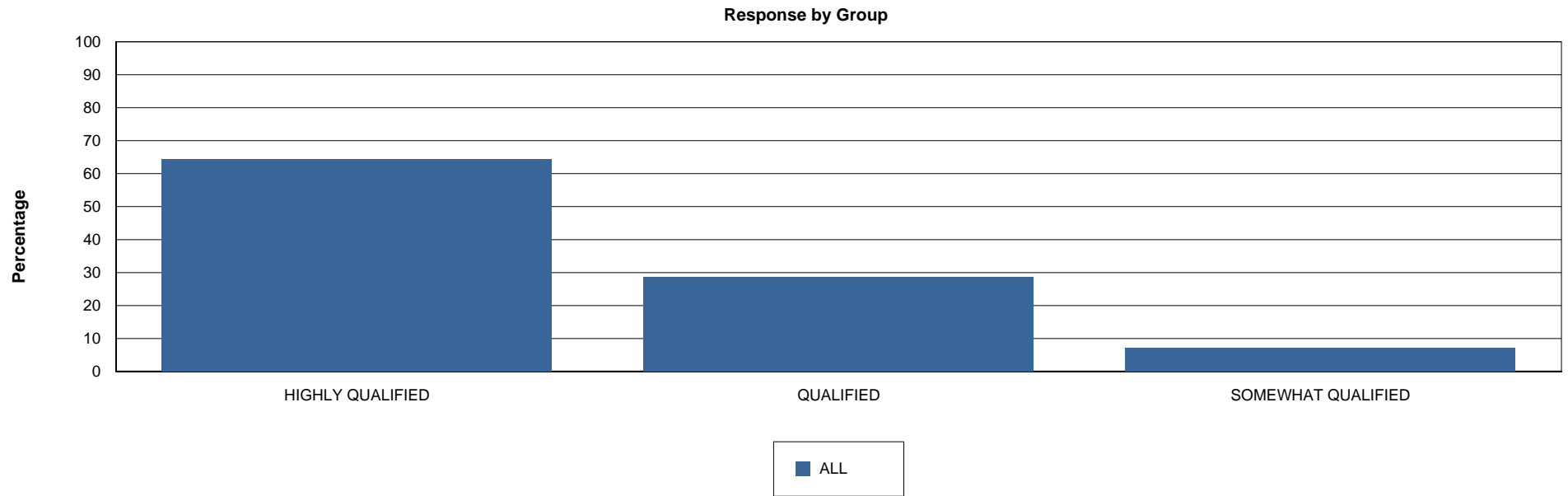
25 Appraising teaching methods to ensure alignment to curriculum



		ALL
OFTEN	Percentage	38%
	Count	5
SOMETIMES	Percentage	46%
	Count	6
SELDOM	Percentage	15%
	Count	2

Q25_1	Mean	3.23
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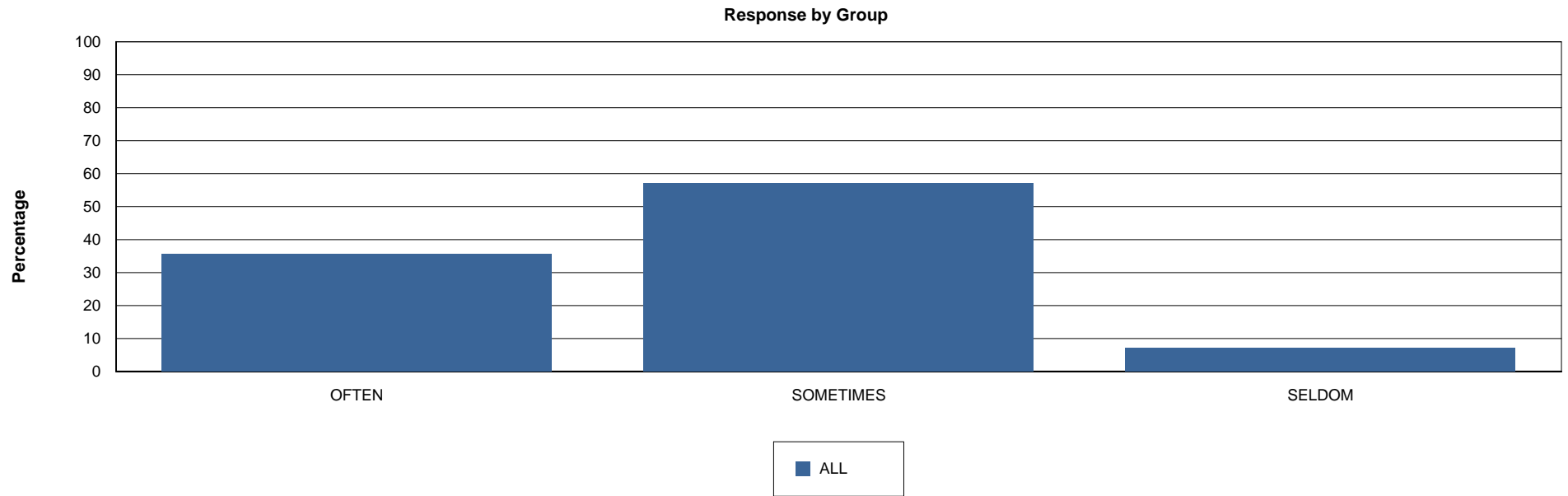
25 Appraising teaching methods to ensure alignment to curriculum



		ALL
HIGHLY QUALIFIED	Percentage Count	64% 9
QUALIFIED	Percentage Count	29% 4
SOMEWHAT QUALIFIED	Percentage Count	7% 1

Q25_2	Mean	3.57
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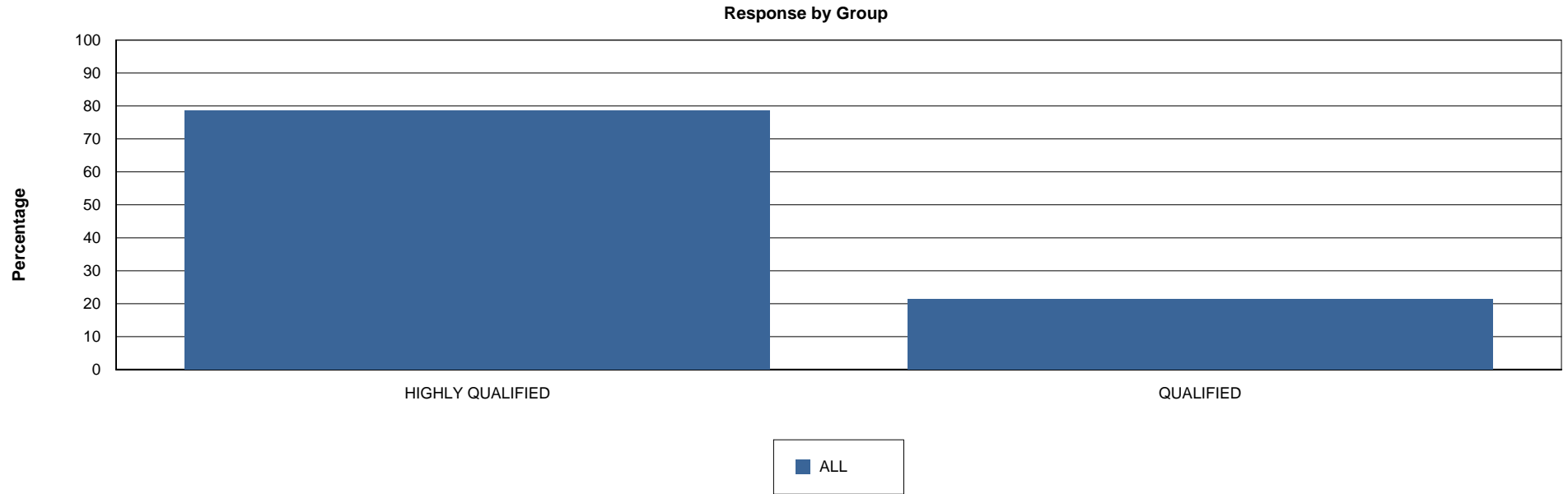
26 Providing clear feedback to subordinates without offending or patronizing people



		ALL
OFTEN	Percentage	36%
	Count	5
SOMETIMES	Percentage	57%
	Count	8
SELDOM	Percentage	7%
	Count	1

Q26_1	Mean	3.29
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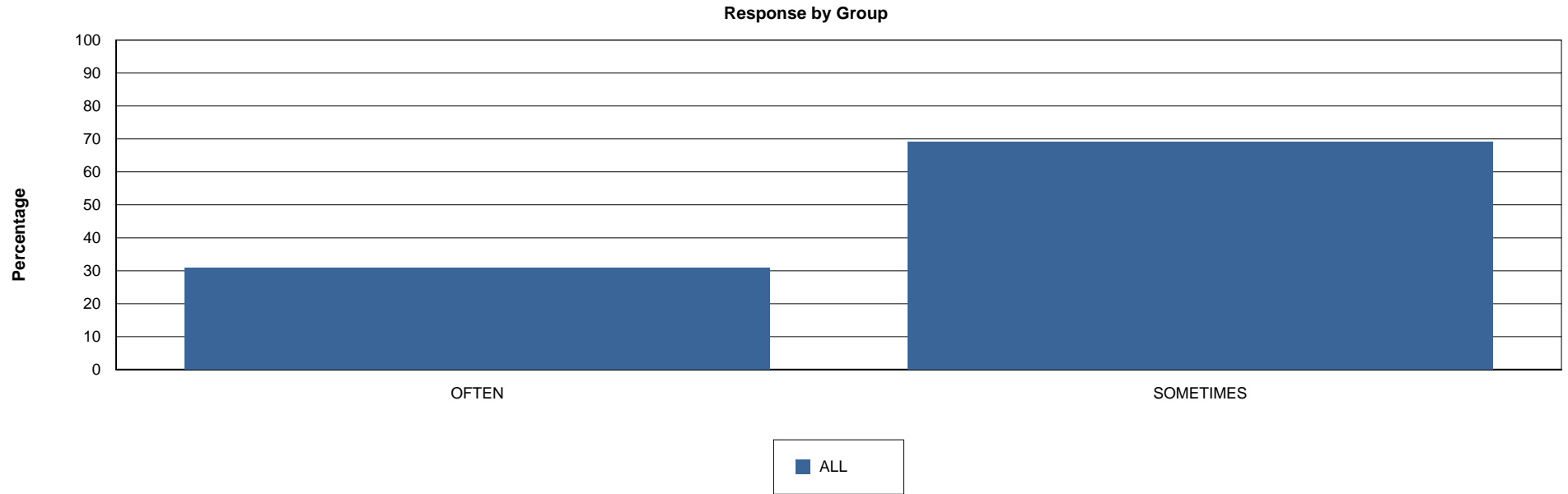
26 Providing clear feedback to subordinates without offending or patronizing people



		ALL
HIGHLY QUALIFIED	Percentage	79%
	Count	11
QUALIFIED	Percentage	21%
	Count	3

Q26_2	Mean	3.79
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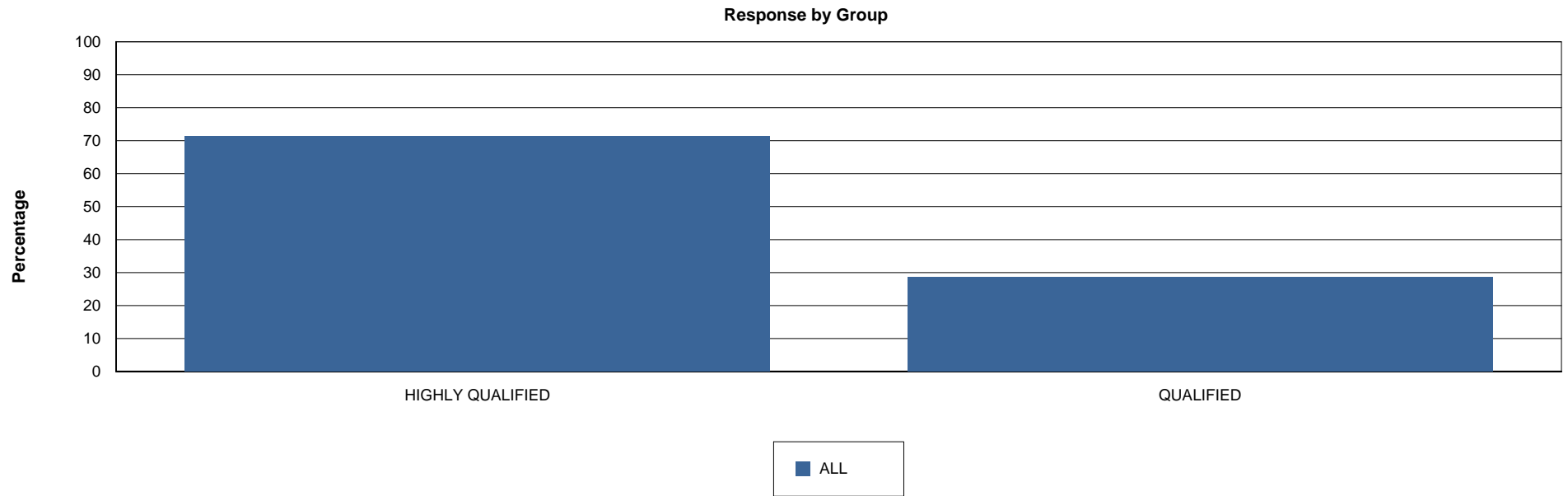
27 Reporting assessment and evaluation findings



		ALL
OFTEN	Percentage	31%
	Count	4
SOMETIMES	Percentage	69%
	Count	9

Q27_1	Mean	3.31
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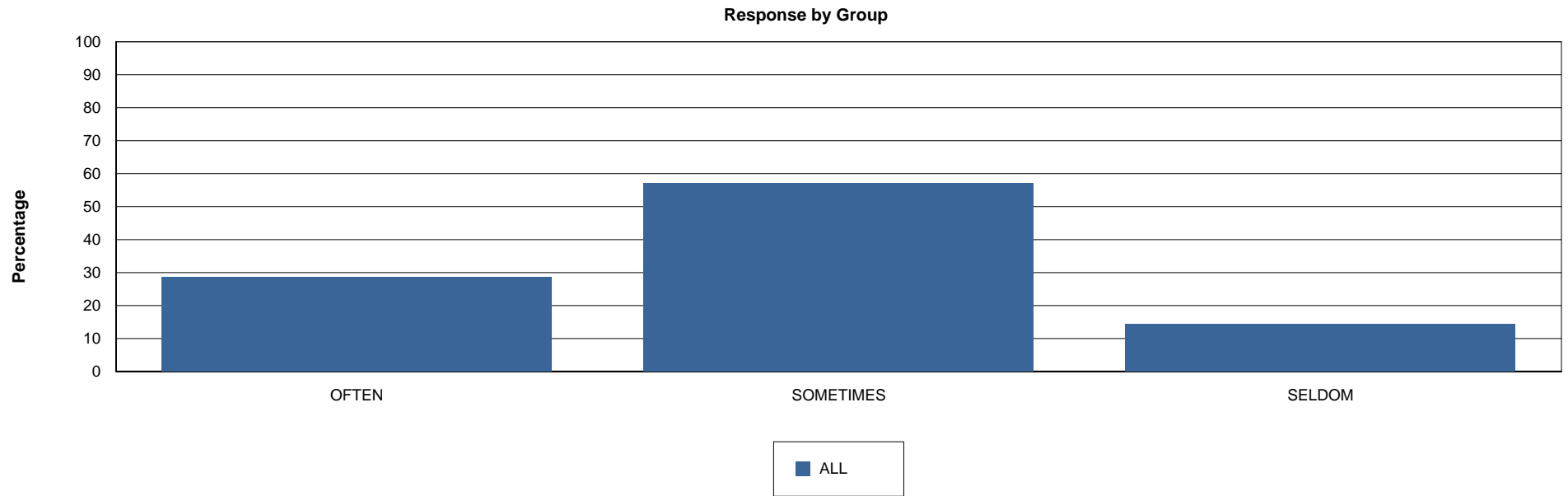
27 Reporting assessment and evaluation findings



		ALL
HIGHLY QUALIFIED	Percentage	71%
	Count	10
QUALIFIED	Percentage	29%
	Count	4

Q27_2	Mean	3.71
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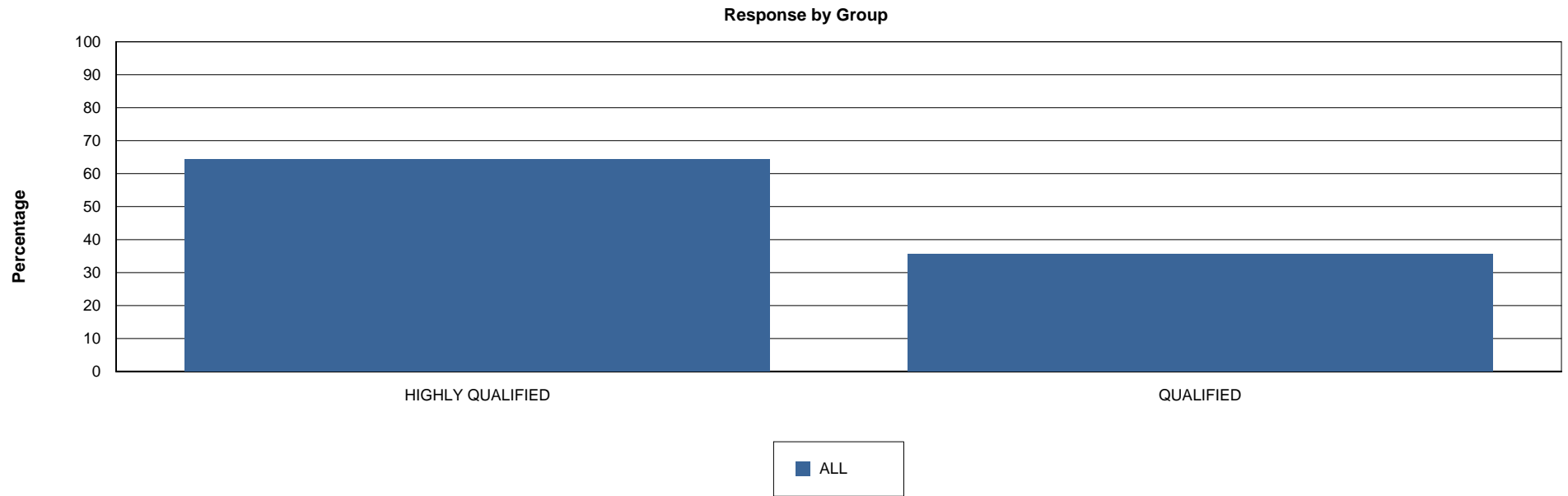
28 Understanding and implementing organizational change



		ALL
OFTEN	Percentage	29%
	Count	4
SOMETIMES	Percentage	57%
	Count	8
SELDOM	Percentage	14%
	Count	2

Q28_1	Mean	3.14
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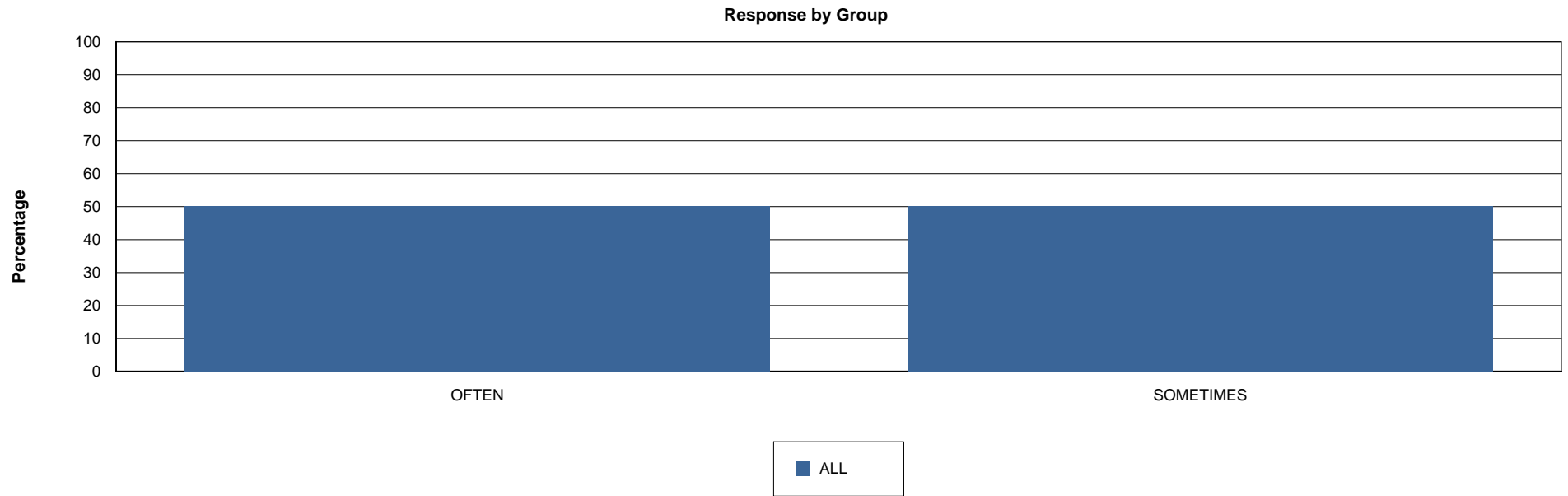
28 Understanding and implementing organizational change



		ALL
HIGHLY QUALIFIED	Percentage Count	64% 9
QUALIFIED	Percentage Count	36% 5

Q28_2	Mean	3.64
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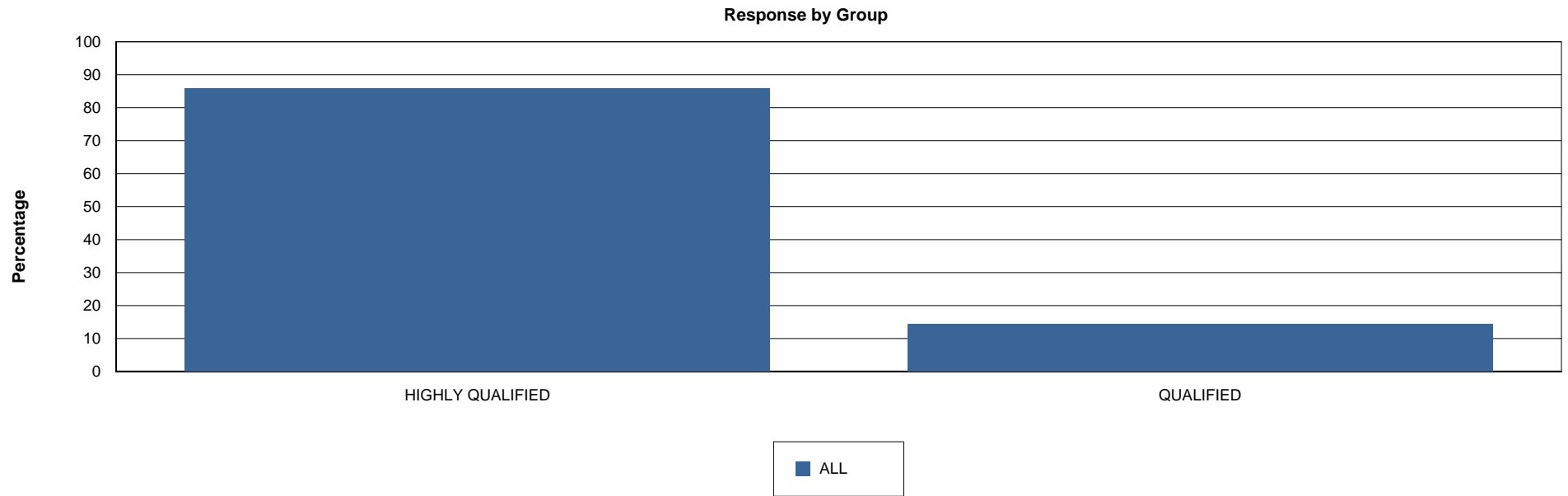
29 Goal-setting



		ALL
OFTEN	Percentage	50%
	Count	7
SOMETIMES	Percentage	50%
	Count	7

Q29_1	Mean	3.50
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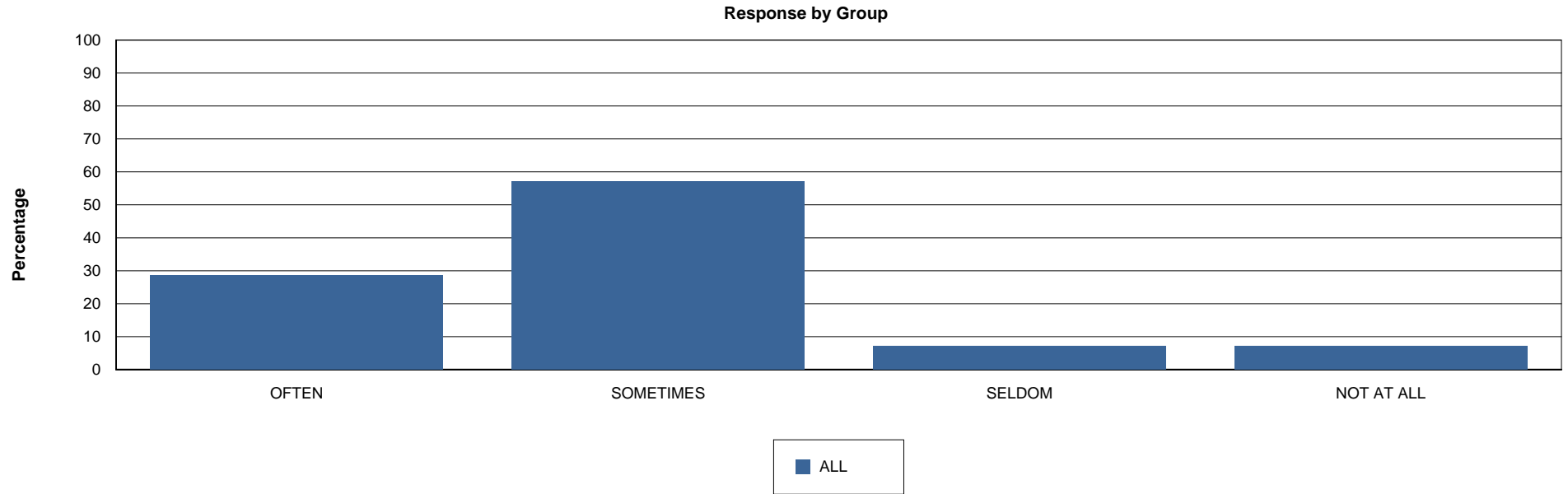
29 Goal-setting



		ALL
HIGHLY QUALIFIED	Percentage	86%
	Count	12
QUALIFIED	Percentage	14%
	Count	2

Q29_2	Mean	3.86
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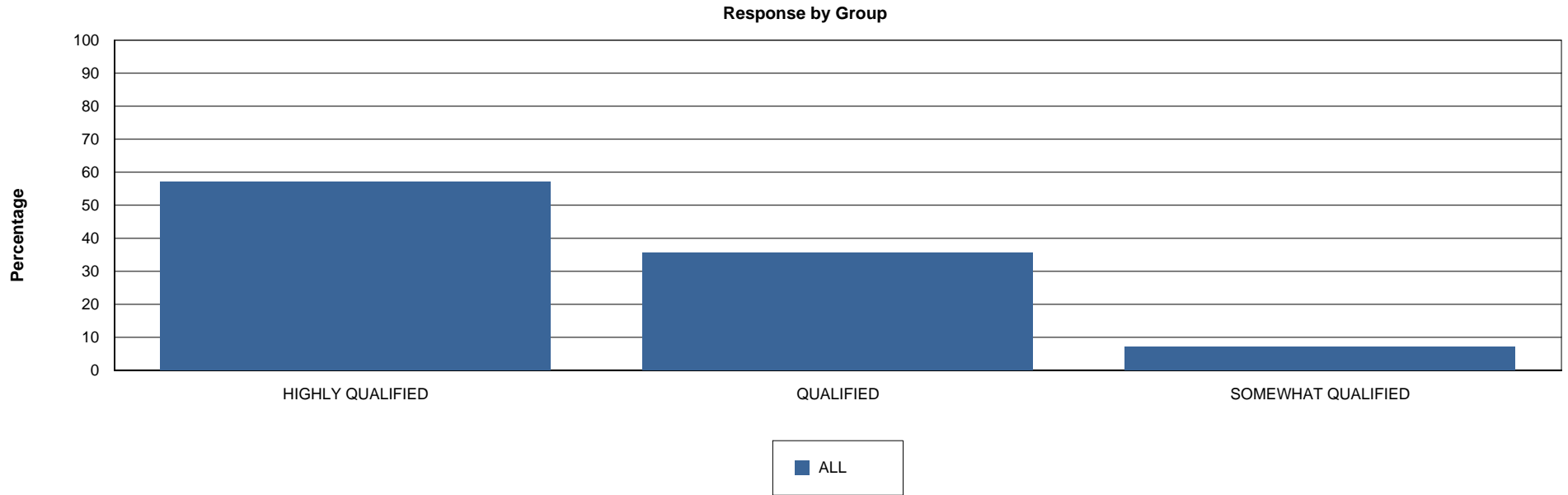
30 Strategic planning



		ALL
OFTEN	Percentage	29%
	Count	4
SOMETIMES	Percentage	57%
	Count	8
SELDOM	Percentage	7%
	Count	1
NOT AT ALL	Percentage	7%
	Count	1

Q30_1	Mean	3.07
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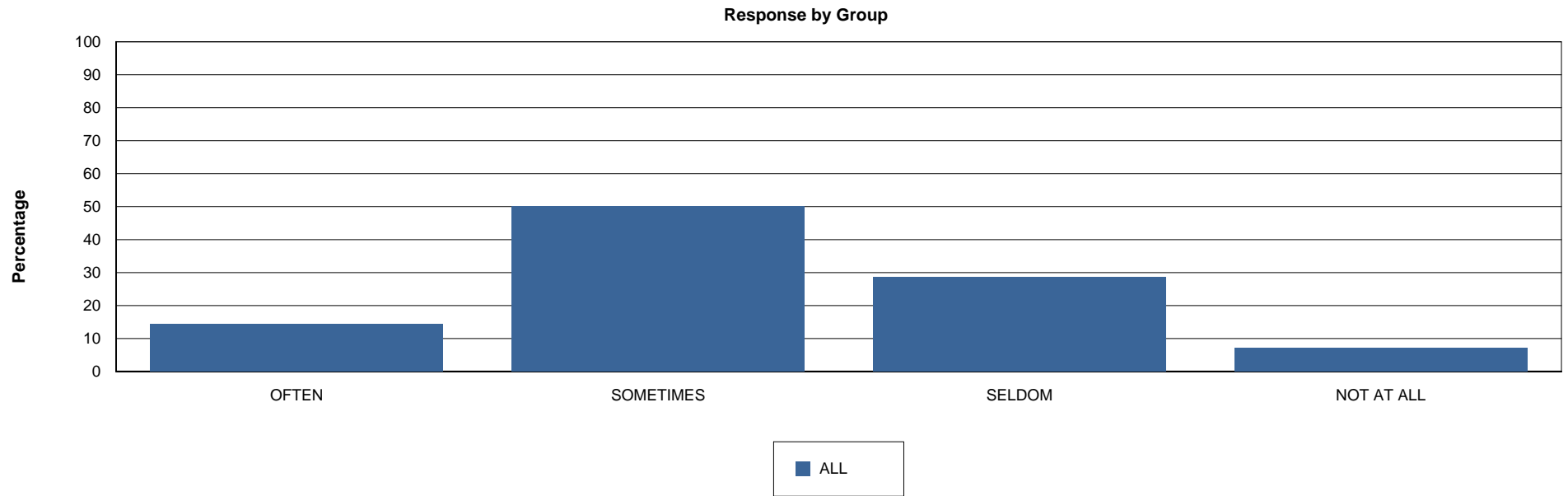
30 Strategic planning



		ALL
HIGHLY QUALIFIED	Percentage	57%
	Count	8
QUALIFIED	Percentage	36%
	Count	5
SOMEWHAT QUALIFIED	Percentage	7%
	Count	1

Q30_2	Mean	3.50
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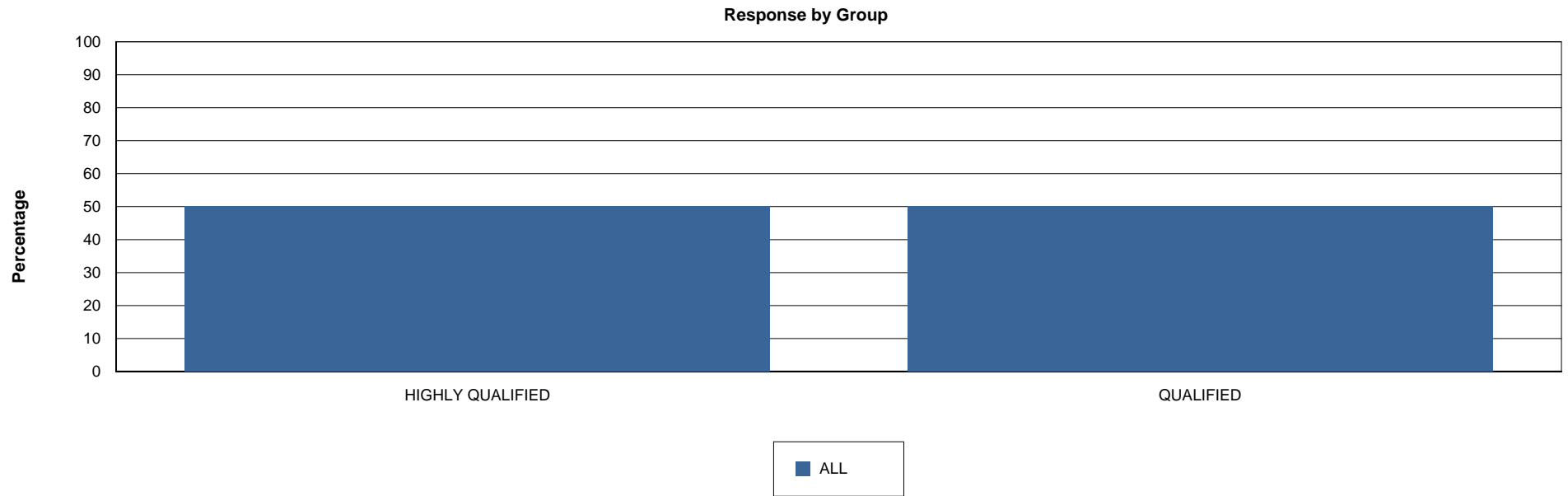
31 Creating a budget



		ALL
OFTEN	Percentage	14%
	Count	2
SOMETIMES	Percentage	50%
	Count	7
SELDOM	Percentage	29%
	Count	4
NOT AT ALL	Percentage	7%
	Count	1

Q31_1	Mean	2.71
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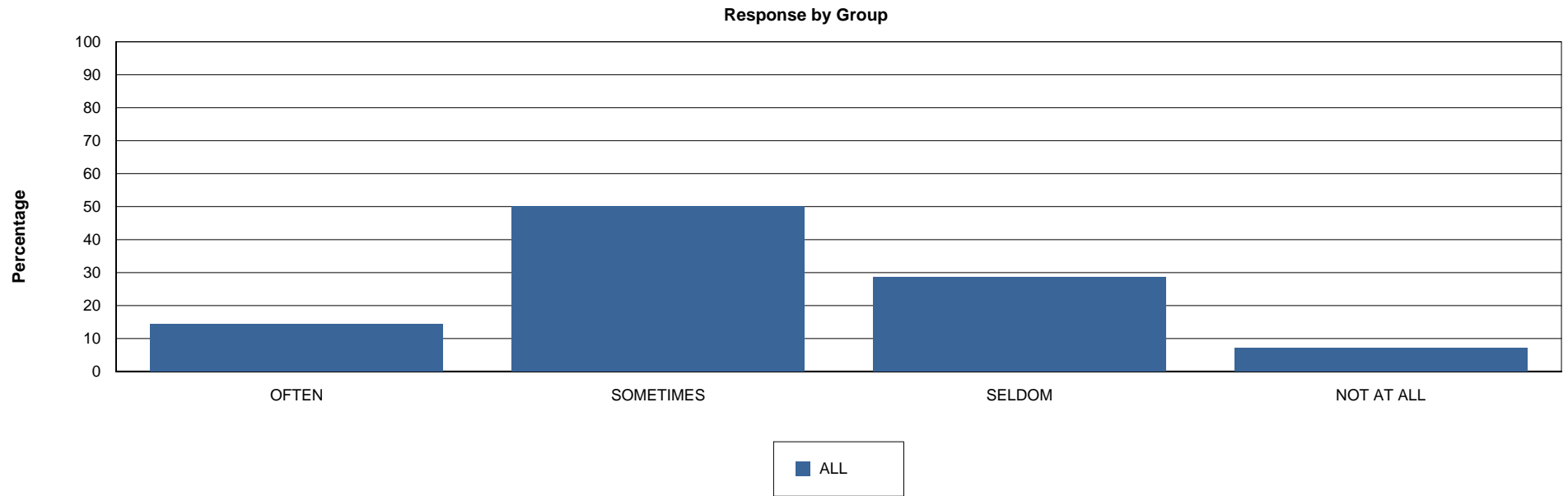
31 Creating a budget



		ALL
HIGHLY QUALIFIED	Percentage	50%
	Count	7
QUALIFIED	Percentage	50%
	Count	7

Q31_2	Mean	3.50
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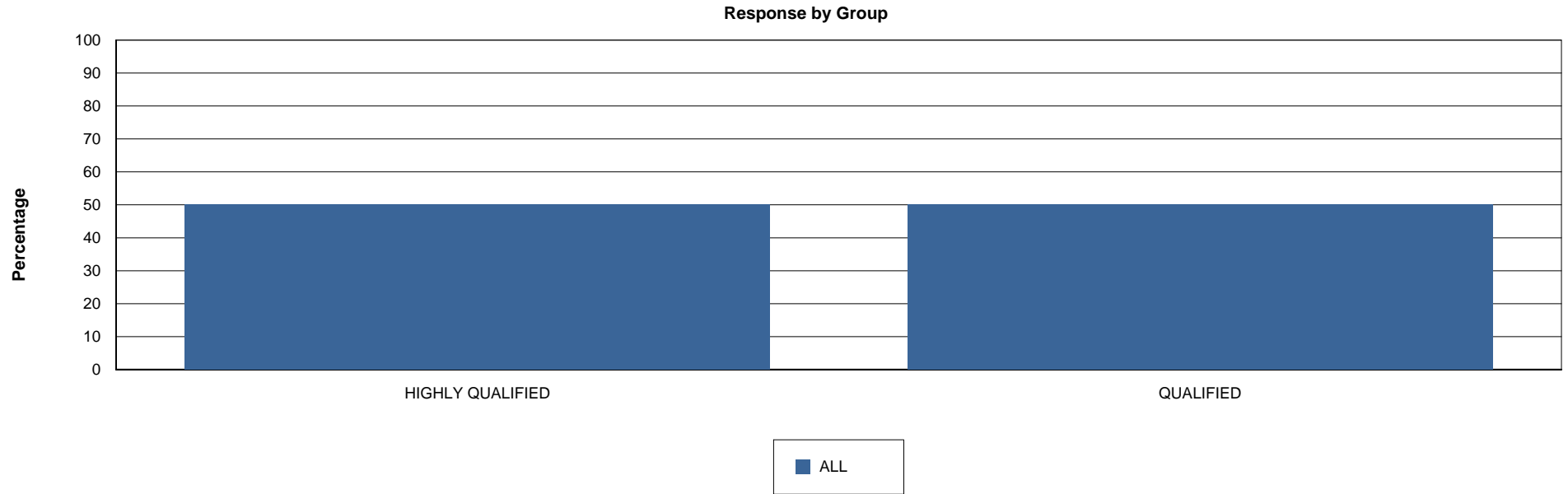
32 Implementing a budget



		ALL
OFTEN	Percentage	14%
	Count	2
SOMETIMES	Percentage	50%
	Count	7
SELDOM	Percentage	29%
	Count	4
NOT AT ALL	Percentage	7%
	Count	1

Q32_1	Mean	2.71
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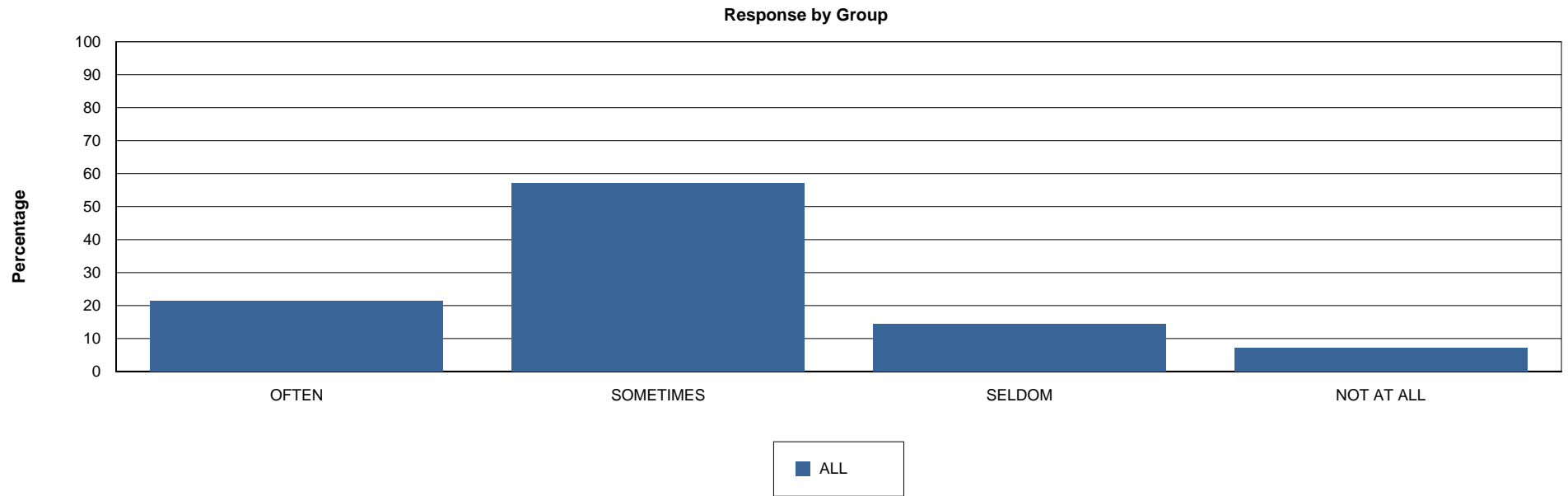
32 Implementing a budget



		ALL
HIGHLY QUALIFIED	Percentage	50%
	Count	7
QUALIFIED	Percentage	50%
	Count	7

Q32_2	Mean	3.50
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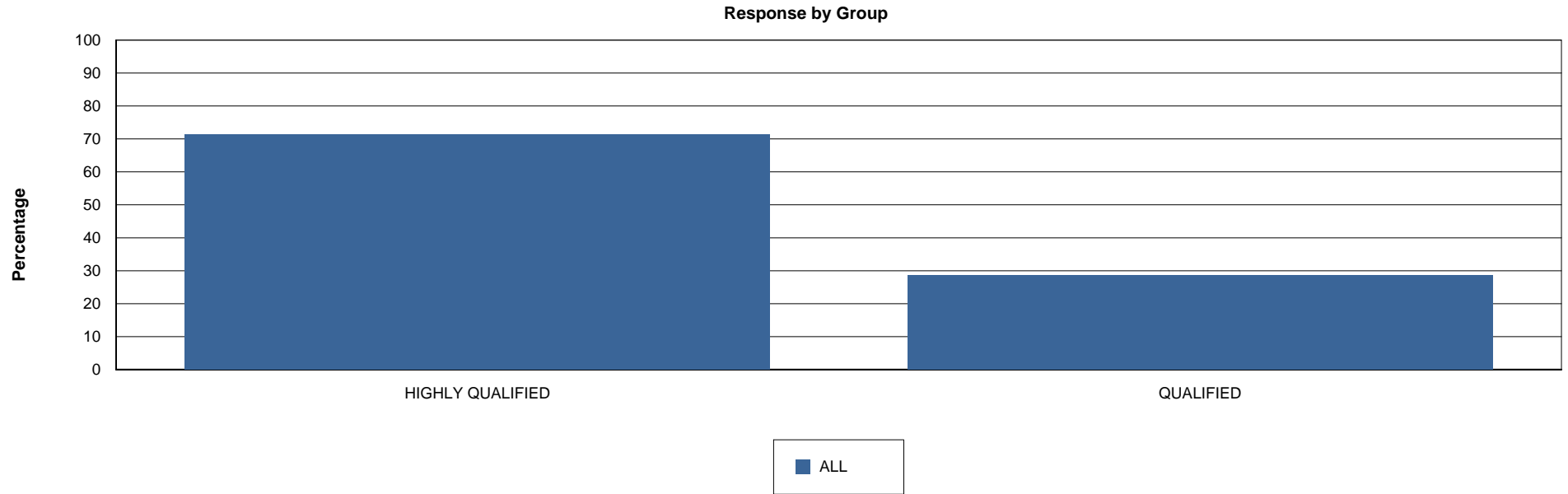
33 Allocating resources



		ALL
OFTEN	Percentage	21%
	Count	3
SOMETIMES	Percentage	57%
	Count	8
SELDOM	Percentage	14%
	Count	2
NOT AT ALL	Percentage	7%
	Count	1

Q33_1	Mean	2.93
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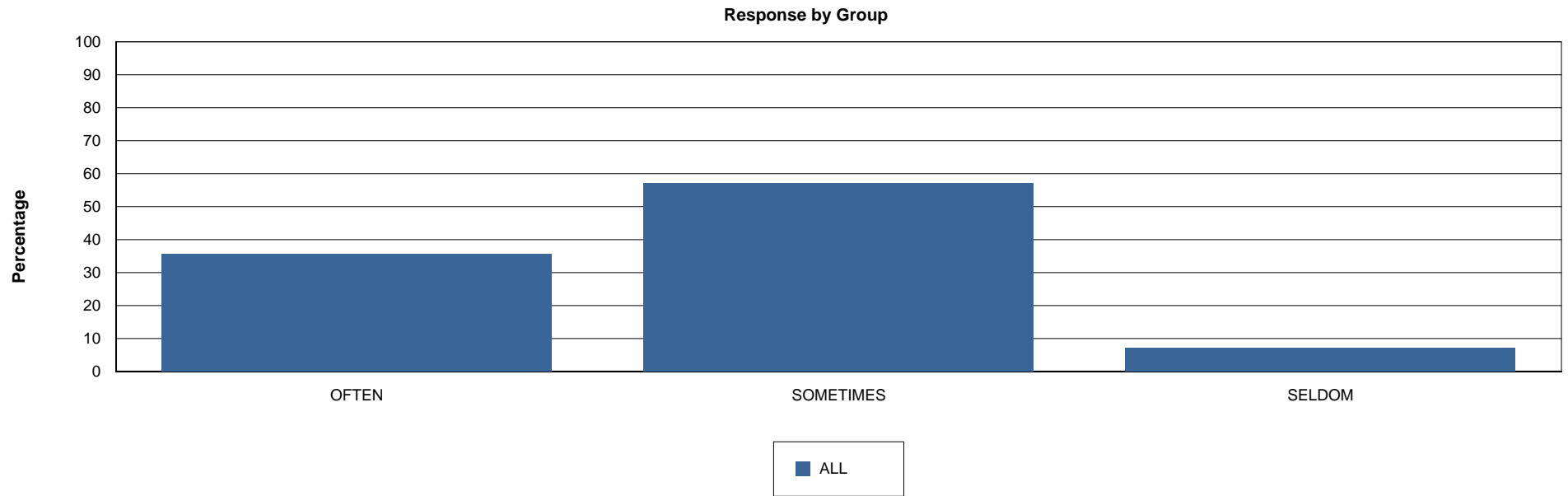
33 Allocating resources



		ALL
HIGHLY QUALIFIED	Percentage	71%
	Count	10
QUALIFIED	Percentage	29%
	Count	4

Q33_2	Mean	3.71
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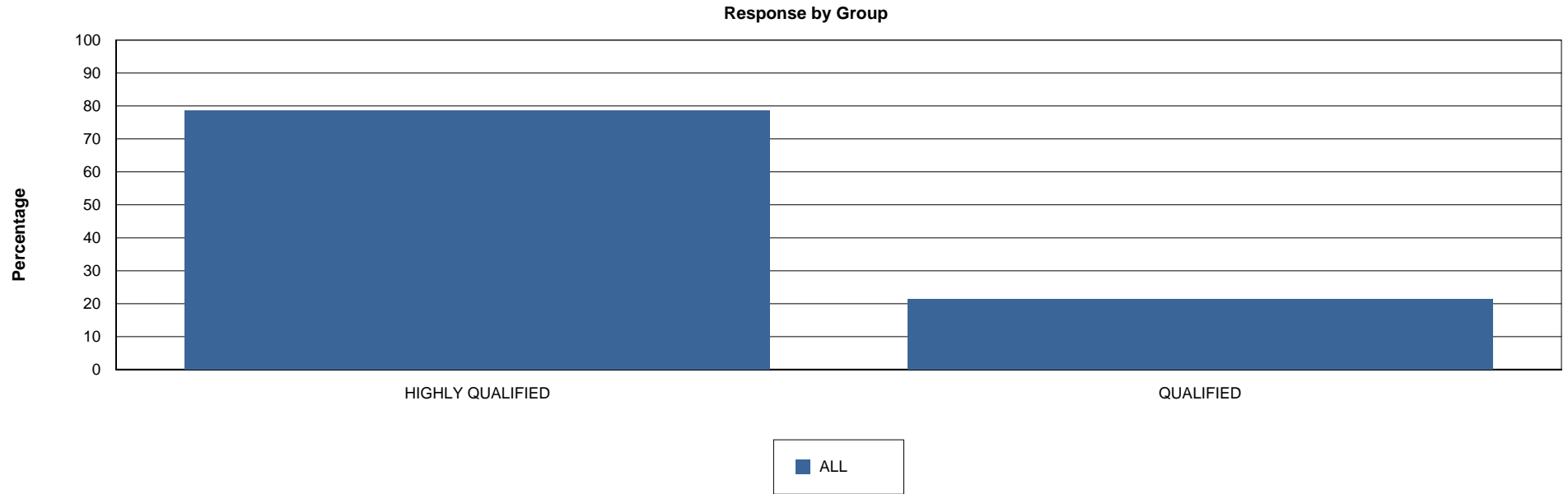
34 Mentoring staff to improve their instruction



		ALL
OFTEN	Percentage	36%
	Count	5
SOMETIMES	Percentage	57%
	Count	8
SELDOM	Percentage	7%
	Count	1

Q34_1	Mean	3.29
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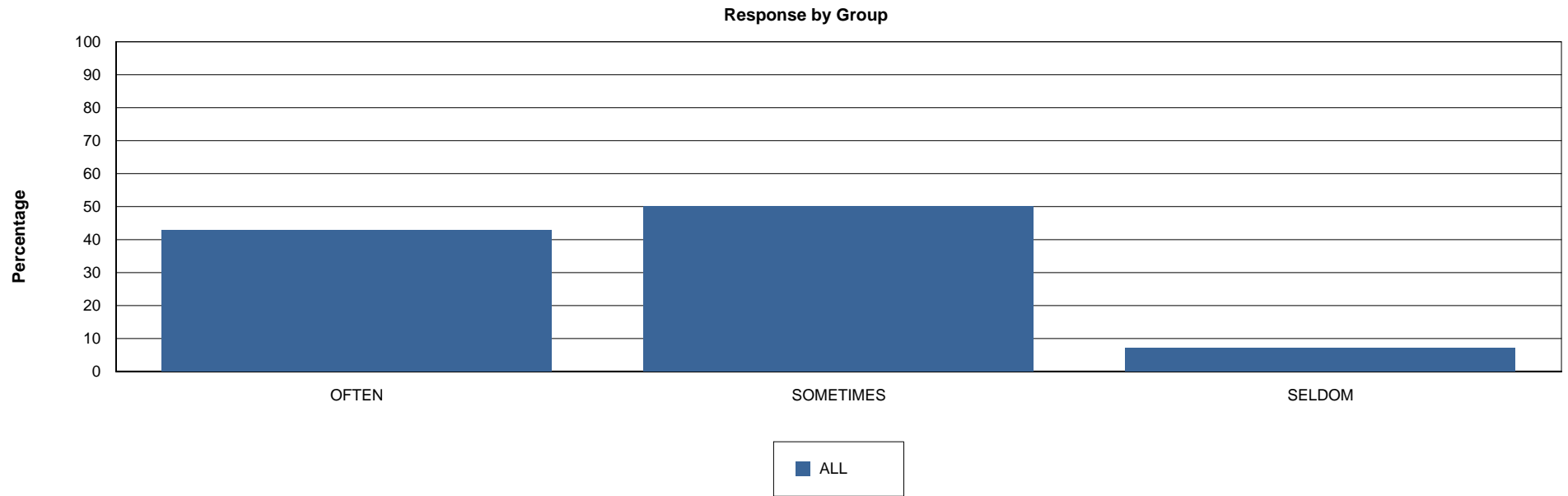
34 Mentoring staff to improve their instruction



		ALL
HIGHLY QUALIFIED	Percentage	79%
	Count	11
QUALIFIED	Percentage	21%
	Count	3

Q34_2	Mean	3.79
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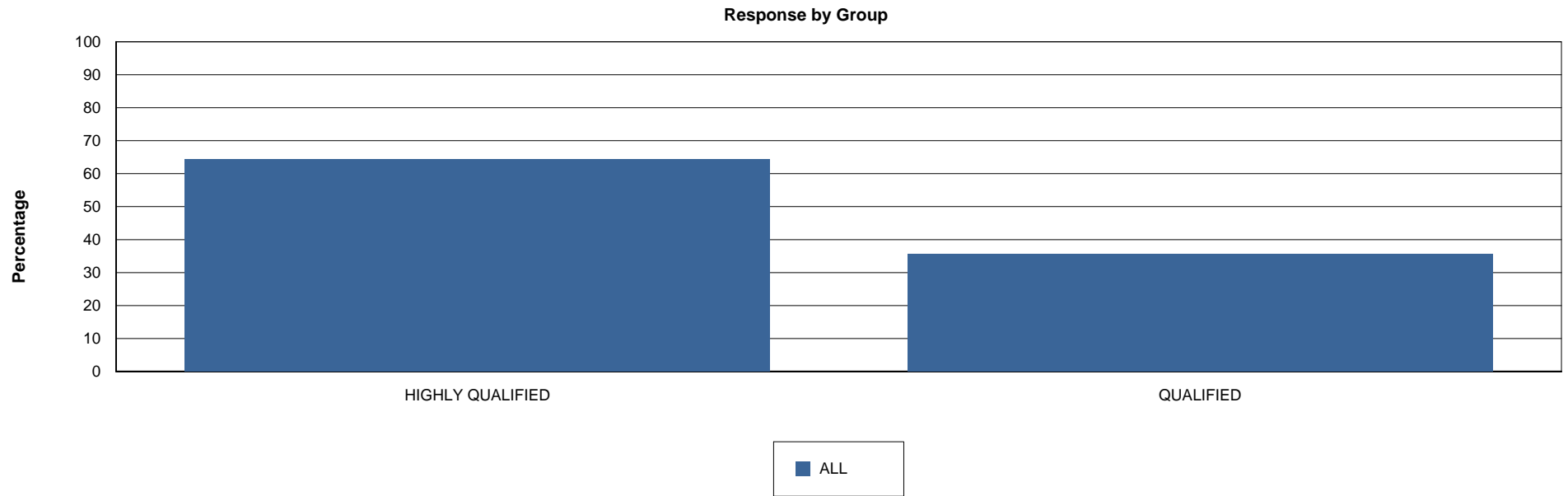
35 Implementing best practices in staff development opportunities



		ALL
OFTEN	Percentage	43%
	Count	6
SOMETIMES	Percentage	50%
	Count	7
SELDOM	Percentage	7%
	Count	1

Q35_1	Mean	3.36
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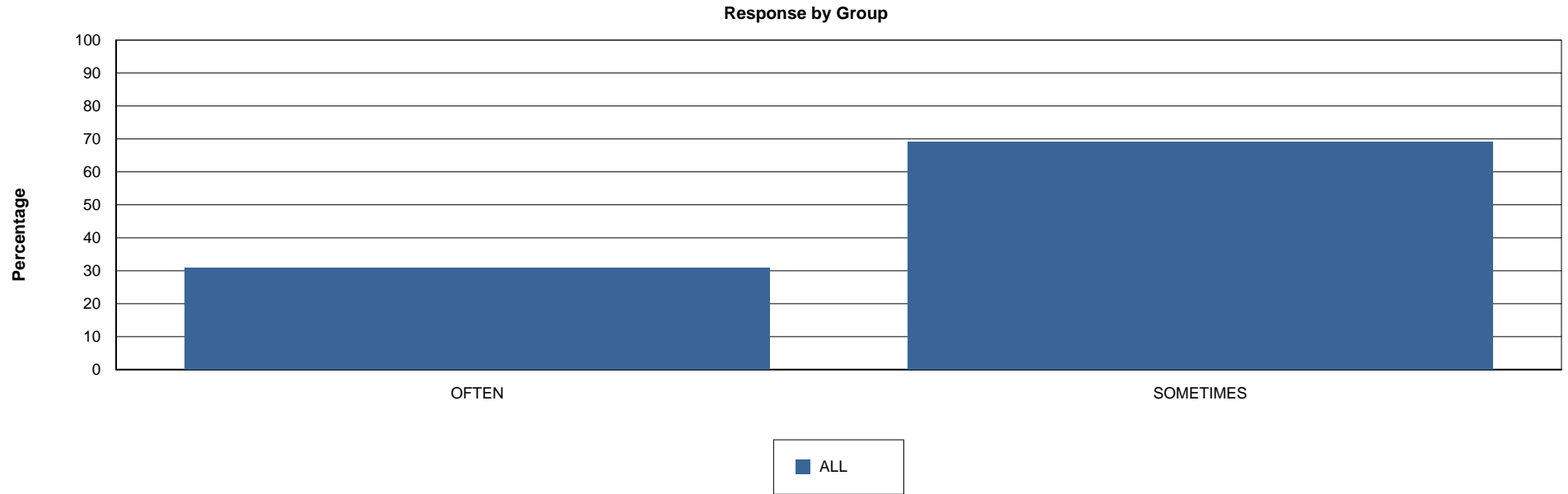
35 Implementing best practices in staff development opportunities



		ALL
HIGHLY QUALIFIED	Percentage Count	64% 9
QUALIFIED	Percentage Count	36% 5

Q35_2	Mean	3.64
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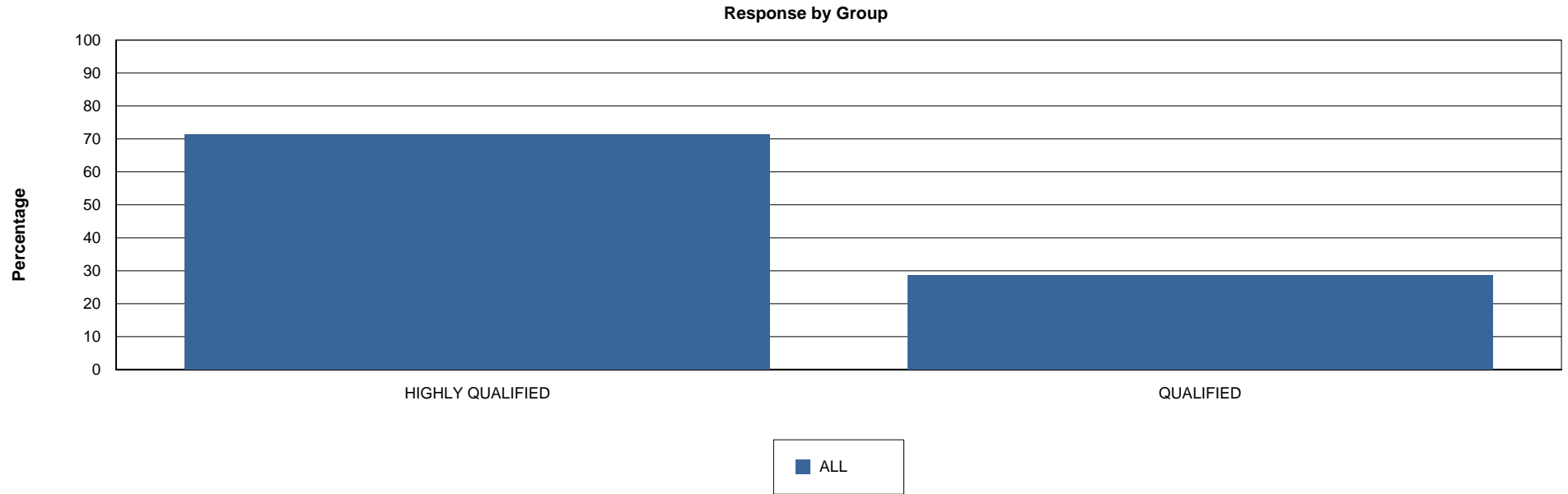
36 Coaching classroom management strategies



		ALL
OFTEN	Percentage	31%
	Count	4
SOMETIMES	Percentage	69%
	Count	9

Q36_1	Mean	3.31
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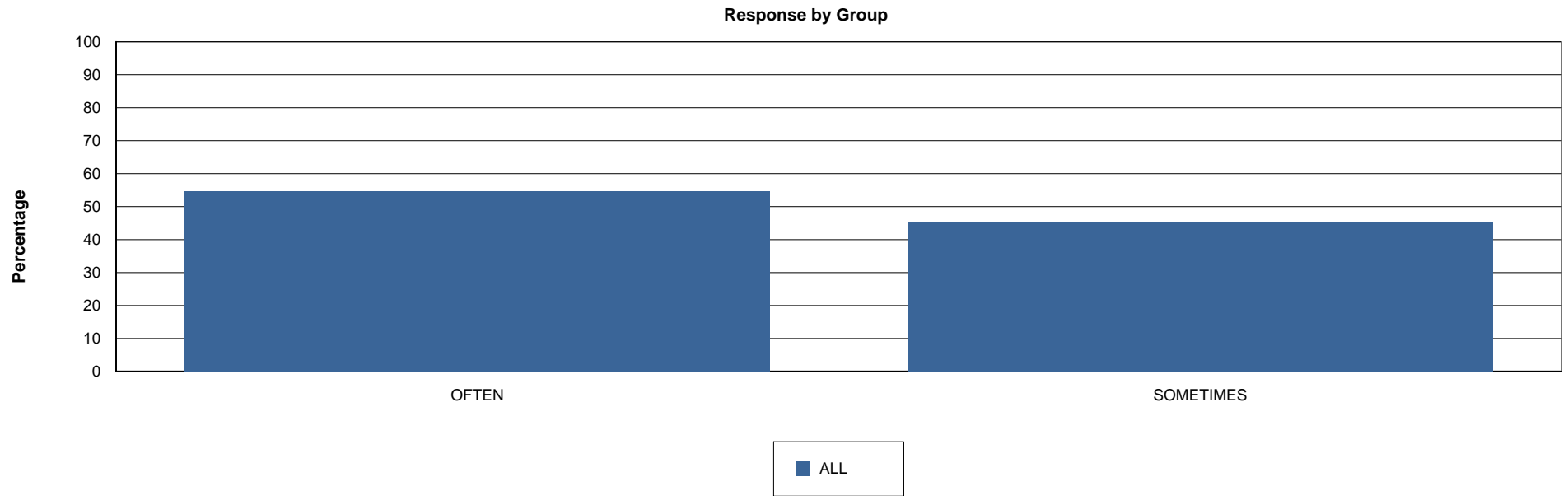
36 Coaching classroom management strategies



		ALL
HIGHLY QUALIFIED	Percentage Count	71% 10
QUALIFIED	Percentage Count	29% 4

Q36_2	Mean	3.71
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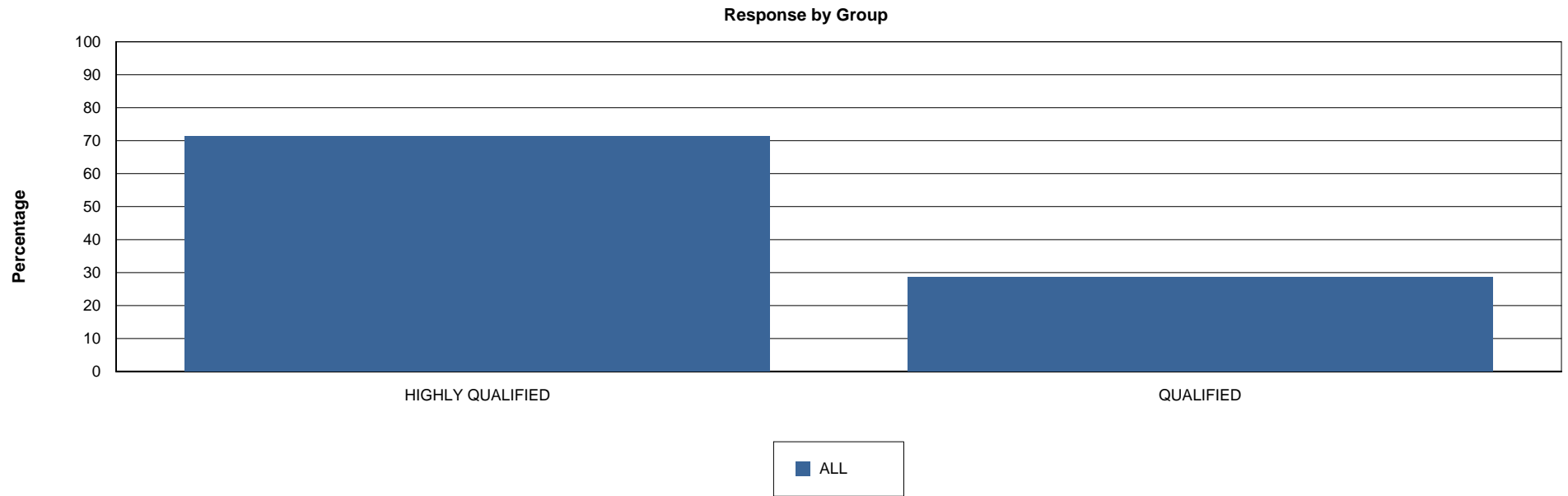
37 Recognizing and celebrating the professional accomplishments of faculty/staff



		ALL
OFTEN	Percentage	55%
	Count	6
SOMETIMES	Percentage	45%
	Count	5

Q37_1	Mean	3.55
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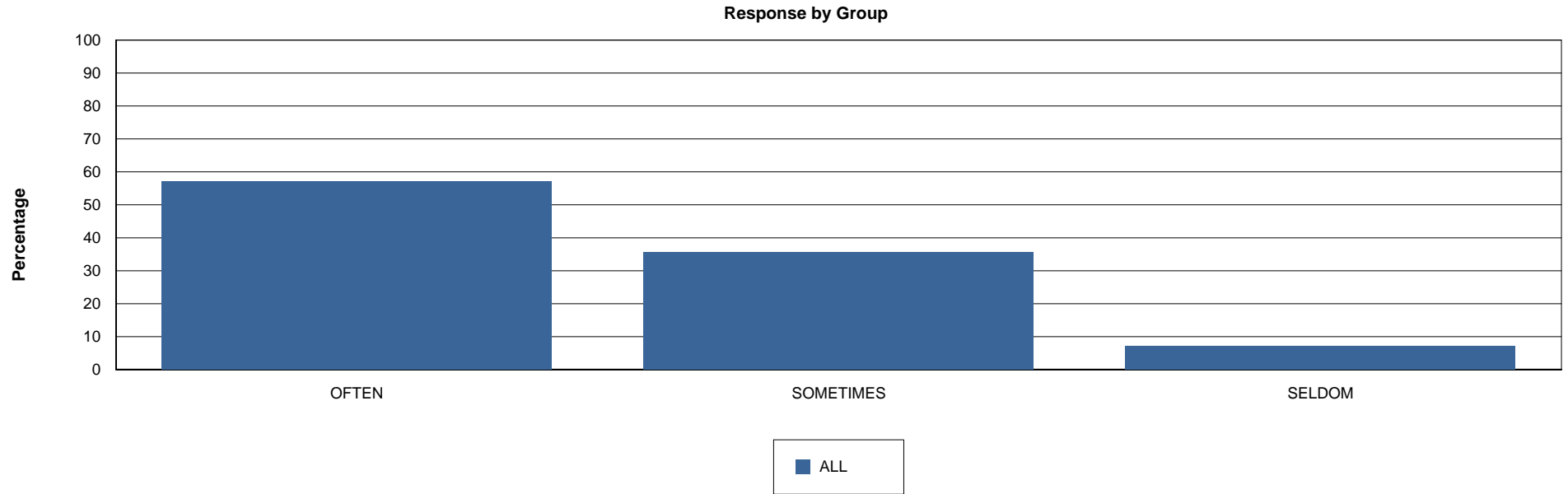
37 Recognizing and celebrating the professional accomplishments of faculty/staff



		ALL
HIGHLY QUALIFIED	Percentage	71%
	Count	10
QUALIFIED	Percentage	29%
	Count	4

Q37_2	Mean	3.71
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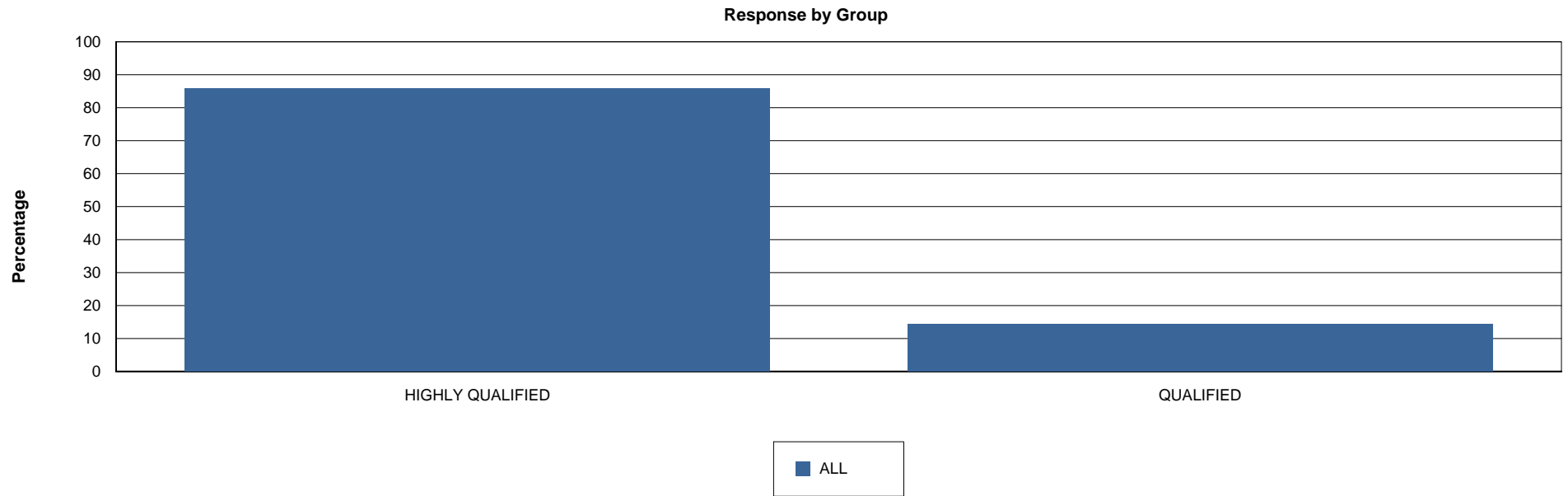
38 Promoting a culture of respect within the school



		ALL
OFTEN	Percentage	57%
	Count	8
SOMETIMES	Percentage	36%
	Count	5
SELDOM	Percentage	7%
	Count	1

Q38_1	Mean	3.50
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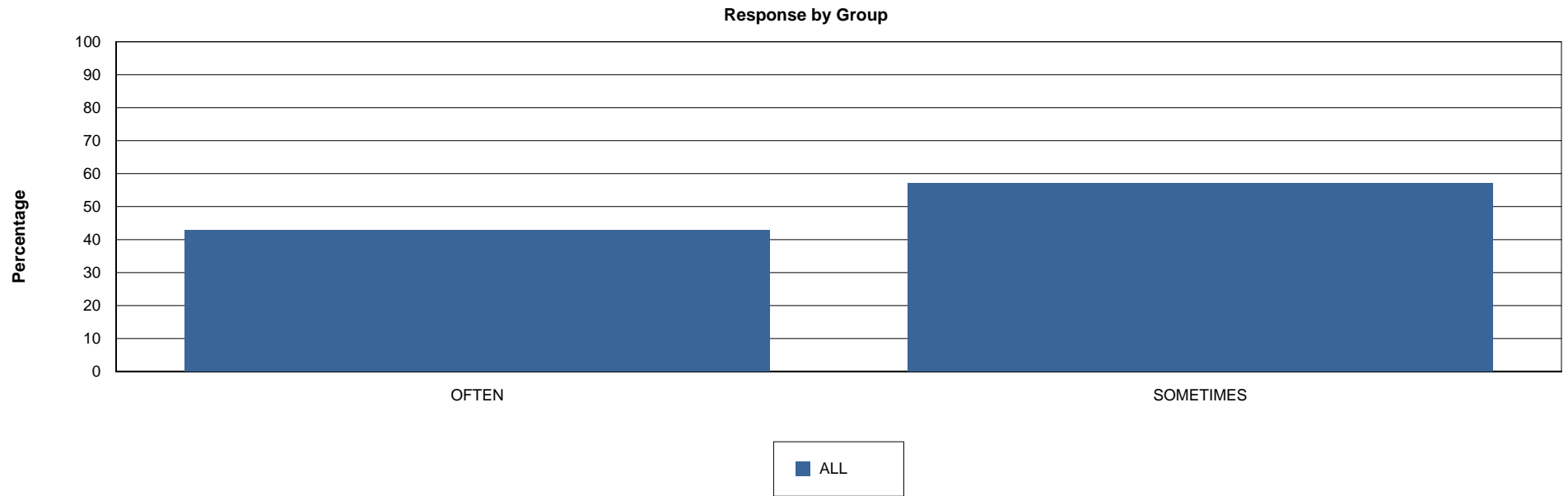
38 Promoting a culture of respect within the school



		ALL
HIGHLY QUALIFIED	Percentage	86%
	Count	12
QUALIFIED	Percentage	14%
	Count	2

Q38_2	Mean	3.86
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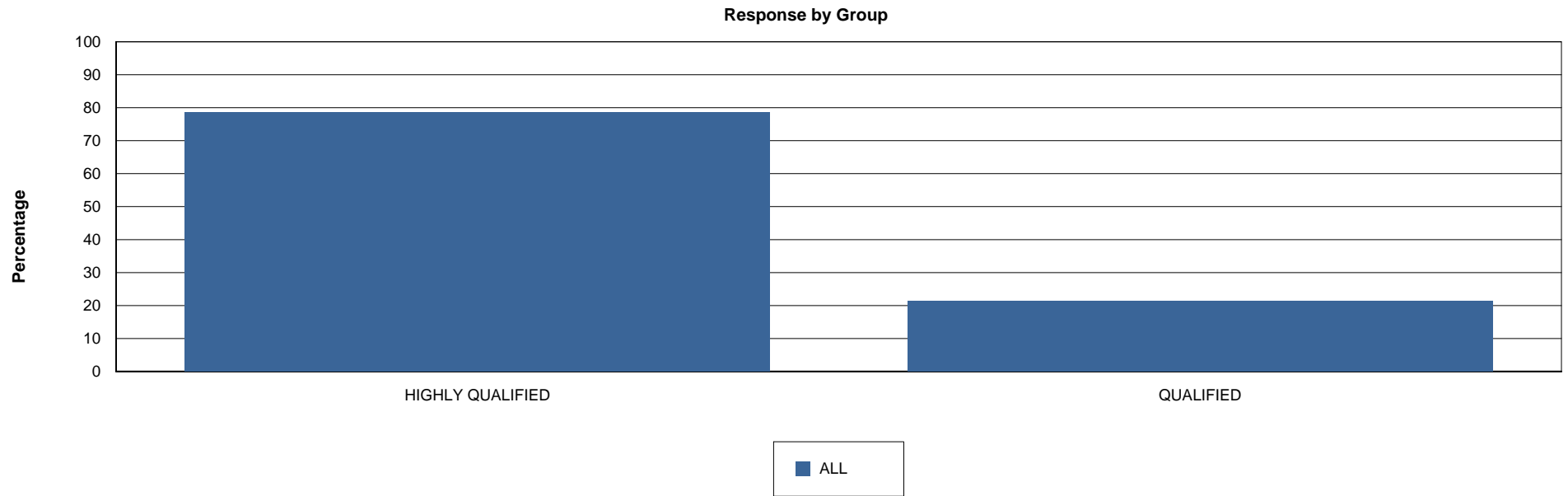
39 Communicating effectively with teachers, counselors, deans and other administrators



		ALL
OFTEN	Percentage	43%
	Count	6
SOMETIMES	Percentage	57%
	Count	8

Q39_1	Mean	3.43
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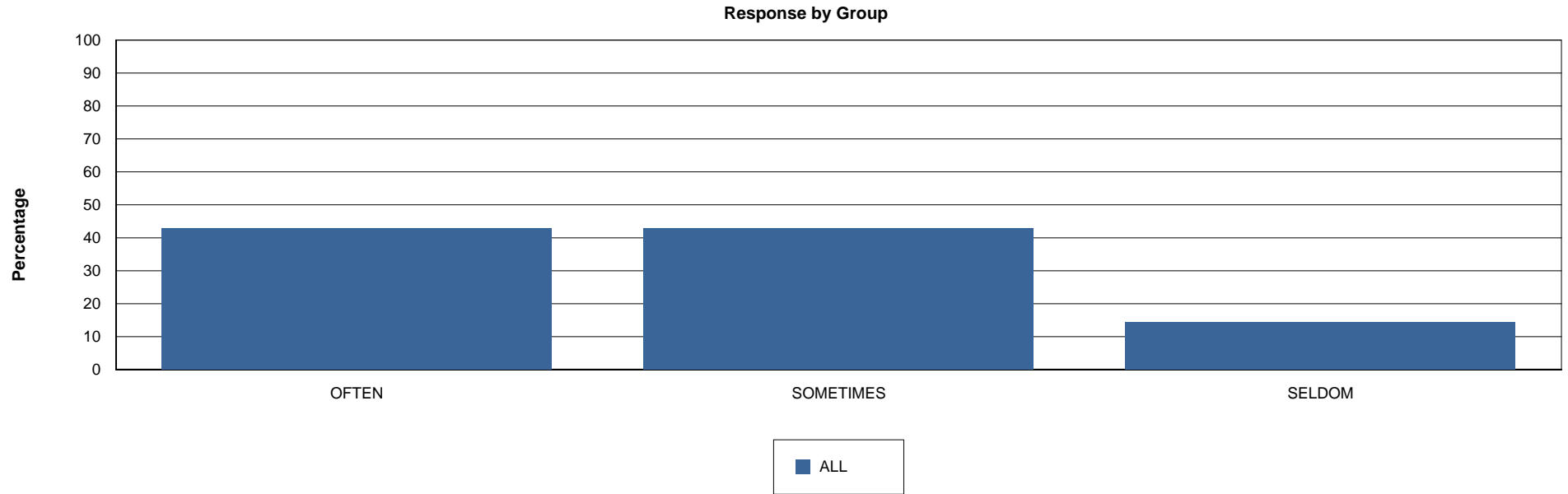
39 Communicating effectively with teachers, counselors, deans and other administrators



		ALL
HIGHLY QUALIFIED	Percentage	79%
	Count	11
QUALIFIED	Percentage	21%
	Count	3

Q39_2	Mean	3.79
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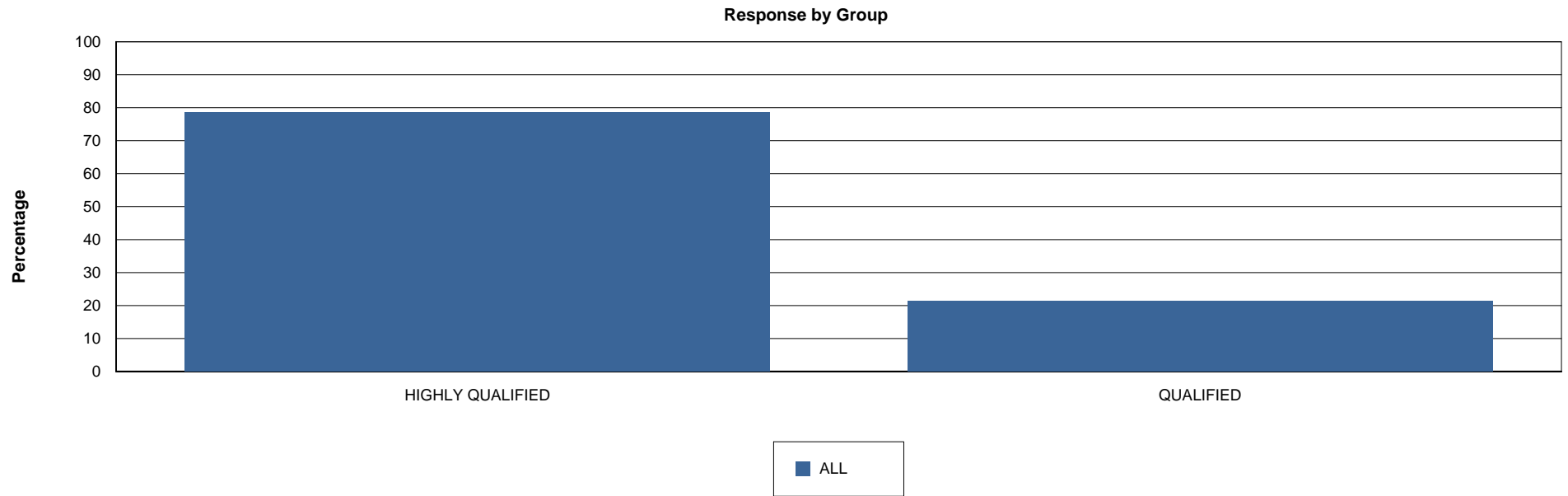
40 Negotiating school conflicts



		ALL
OFTEN	Percentage	43%
	Count	6
SOMETIMES	Percentage	43%
	Count	6
SELDOM	Percentage	14%
	Count	2

Q40_1	Mean	3.29
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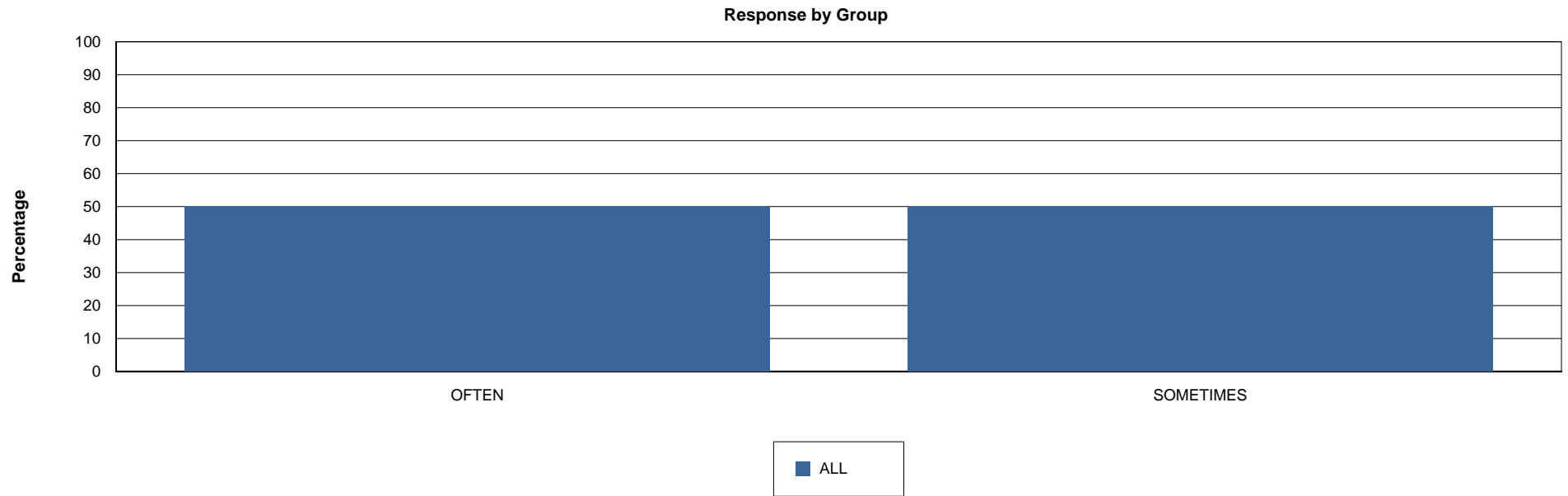
40 Negotiating school conflicts



		ALL
HIGHLY QUALIFIED	Percentage Count	79% 11
QUALIFIED	Percentage Count	21% 3

Q40_2	Mean	3.79
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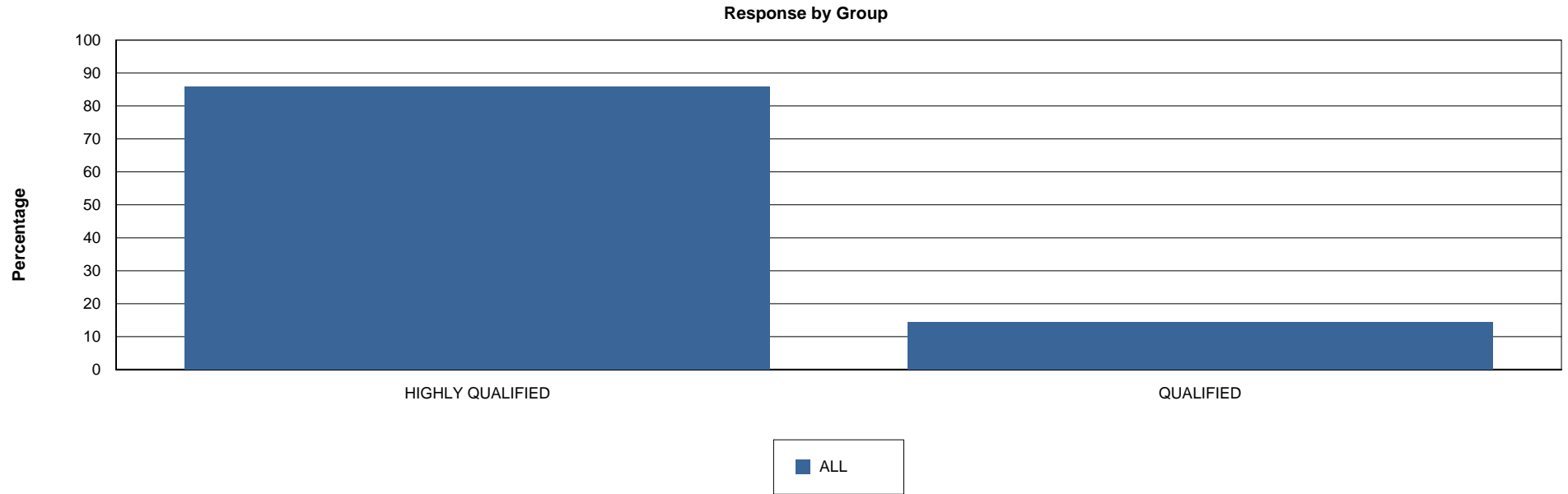
41 Using collaboration to make decisions



		ALL
OFTEN	Percentage	50%
	Count	7
SOMETIMES	Percentage	50%
	Count	7

Q41_1	Mean	3.50
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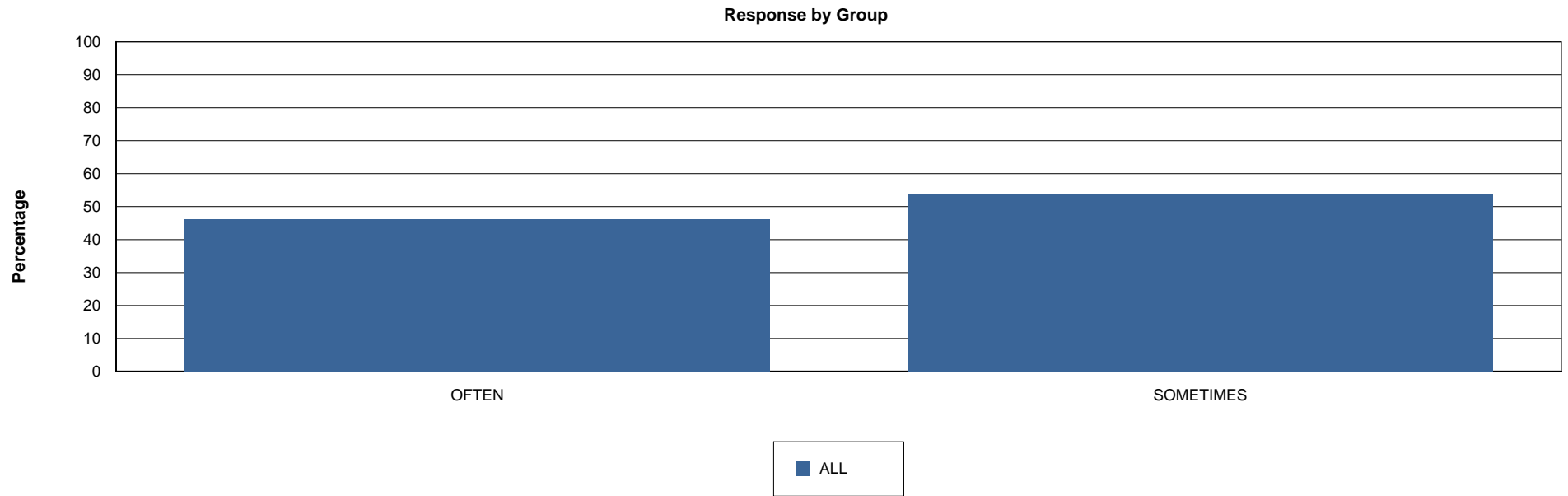
41 Using collaboration to make decisions



		ALL
HIGHLY QUALIFIED	Percentage	86%
	Count	12
QUALIFIED	Percentage	14%
	Count	2

Q41_2	Mean	3.86
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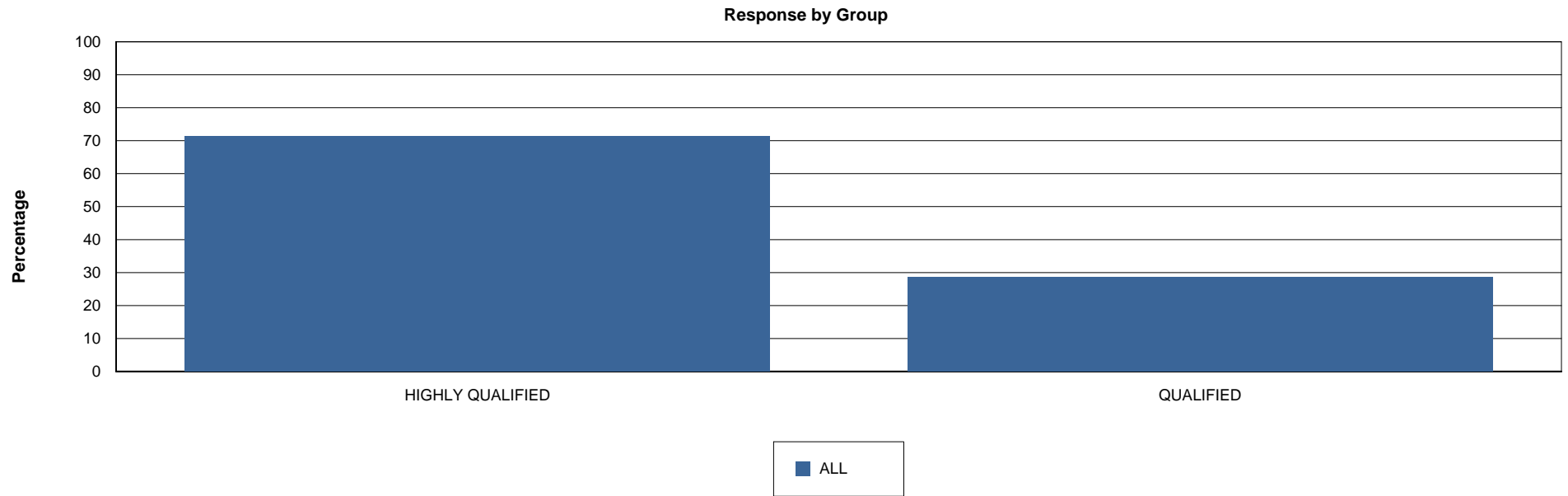
42 Maintaining an open-door policy



		ALL
OFTEN	Percentage	46%
	Count	6
SOMETIMES	Percentage	54%
	Count	7

Q42_1	Mean	3.46
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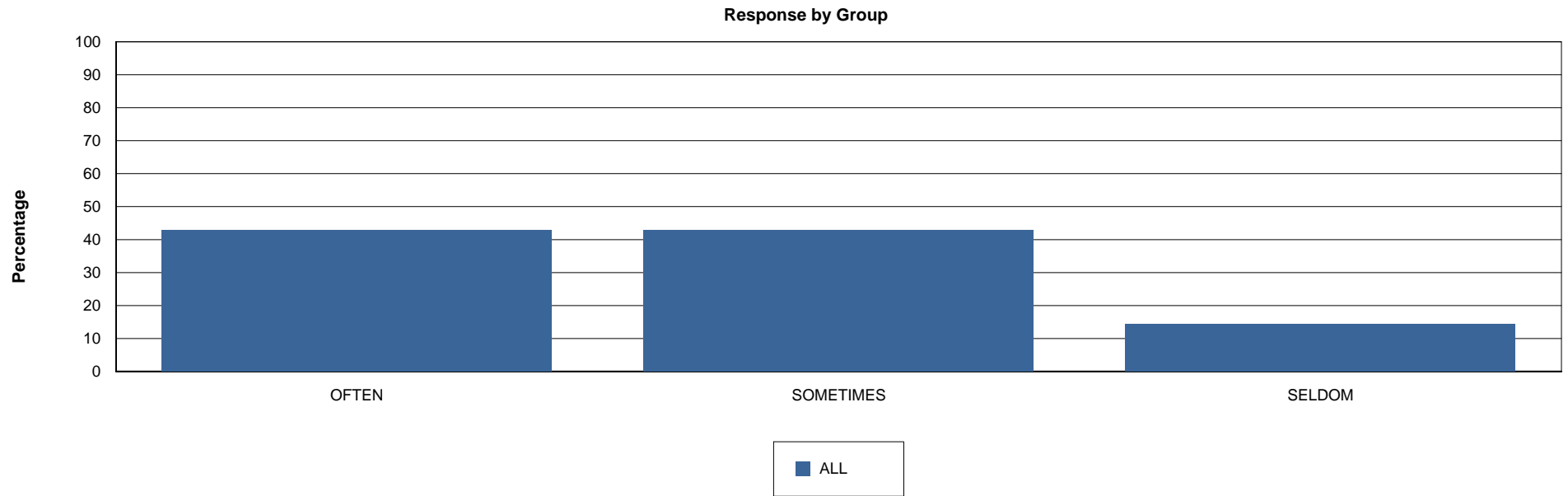
42 Maintaining an open-door policy



		ALL
HIGHLY QUALIFIED	Percentage	71%
	Count	10
QUALIFIED	Percentage	29%
	Count	4

Q42_2	Mean	3.71
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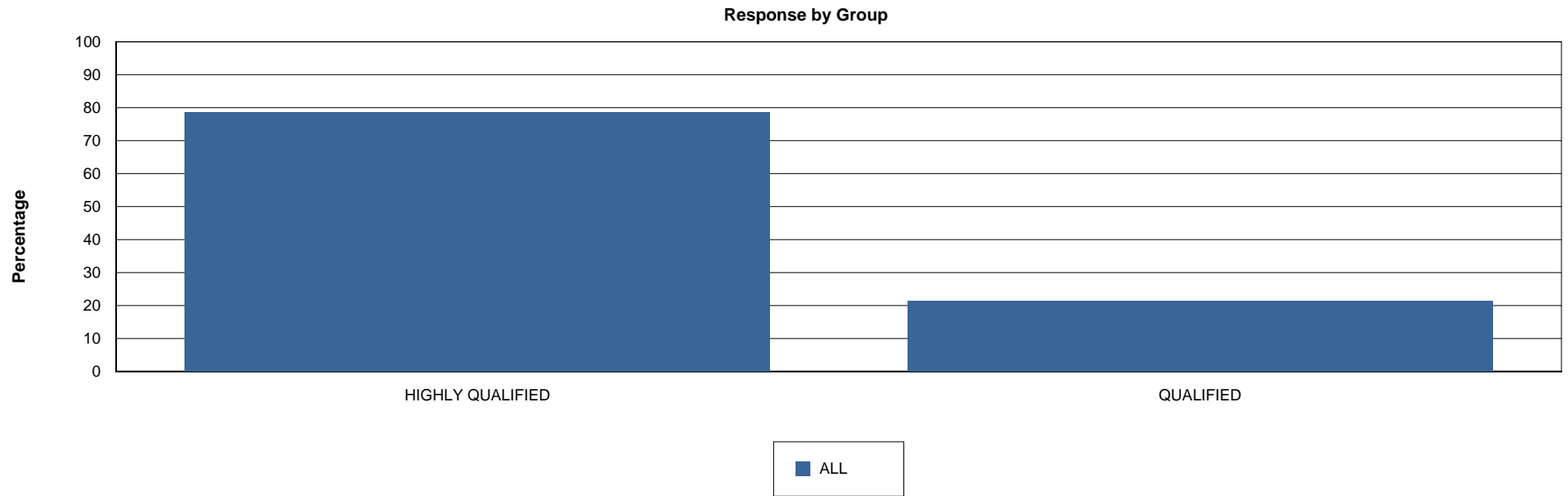
43 Providing timely feedback to all stakeholders



		ALL
OFTEN	Percentage	43%
	Count	6
SOMETIMES	Percentage	43%
	Count	6
SELDOM	Percentage	14%
	Count	2

Q43_1	Mean	3.29
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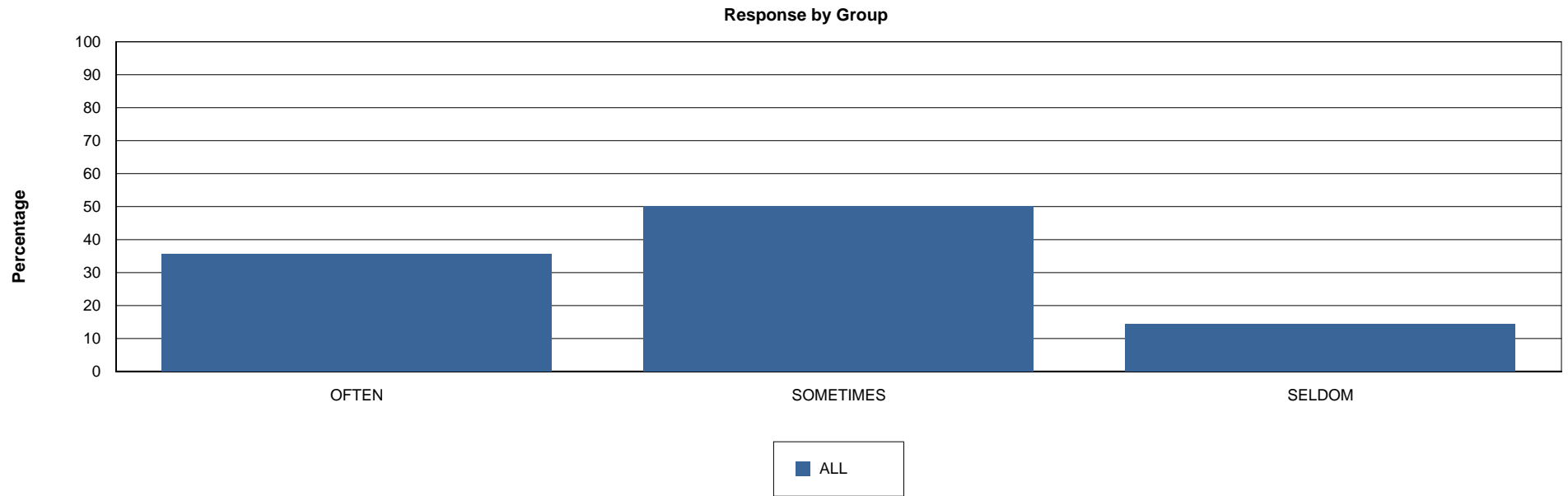
43 Providing timely feedback to all stakeholders



		ALL
HIGHLY QUALIFIED	Percentage	79%
	Count	11
QUALIFIED	Percentage	21%
	Count	3

Q43_2	Mean	3.79
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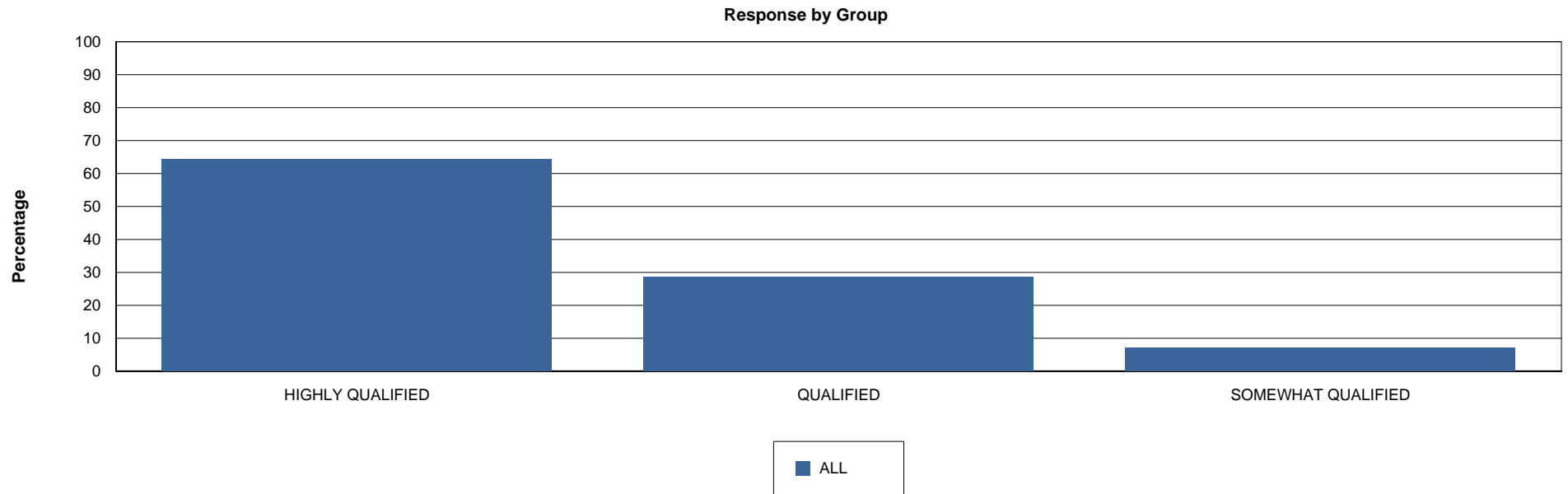
44 Engaging parents to promote achievement



		ALL
OFTEN	Percentage	36%
	Count	5
SOMETIMES	Percentage	50%
	Count	7
SELDOM	Percentage	14%
	Count	2

Q44_1	Mean	3.21
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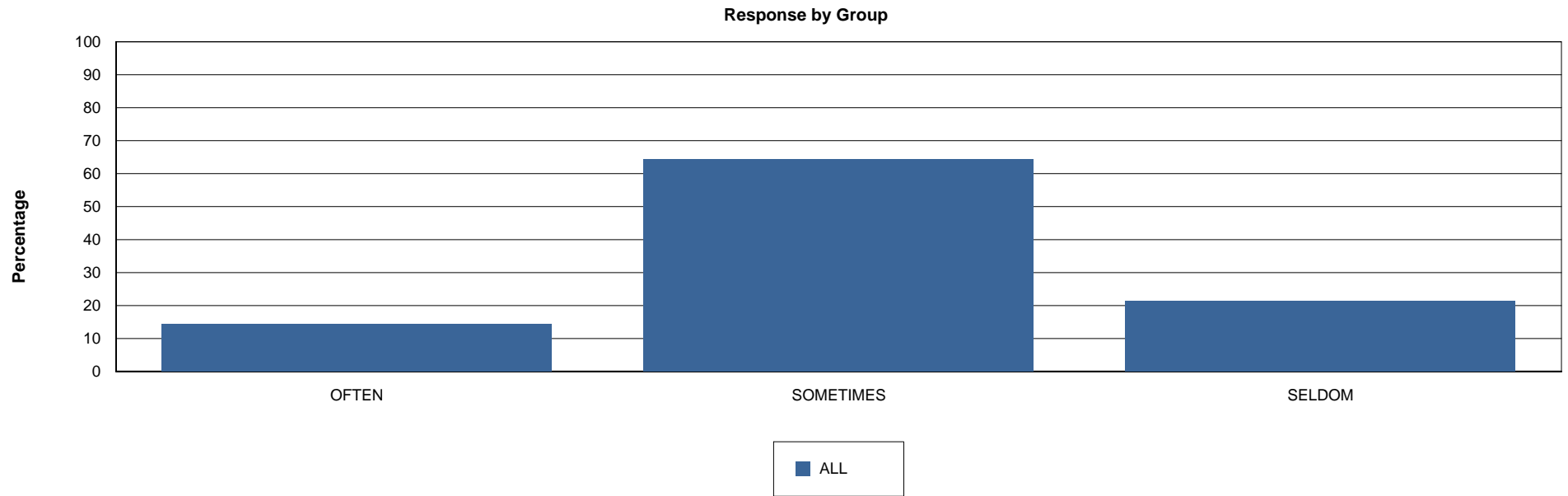
44 Engaging parents to promote achievement



		ALL
HIGHLY QUALIFIED	Percentage Count	64% 9
QUALIFIED	Percentage Count	29% 4
SOMEWHAT QUALIFIED	Percentage Count	7% 1

Q44_2	Mean	3.57
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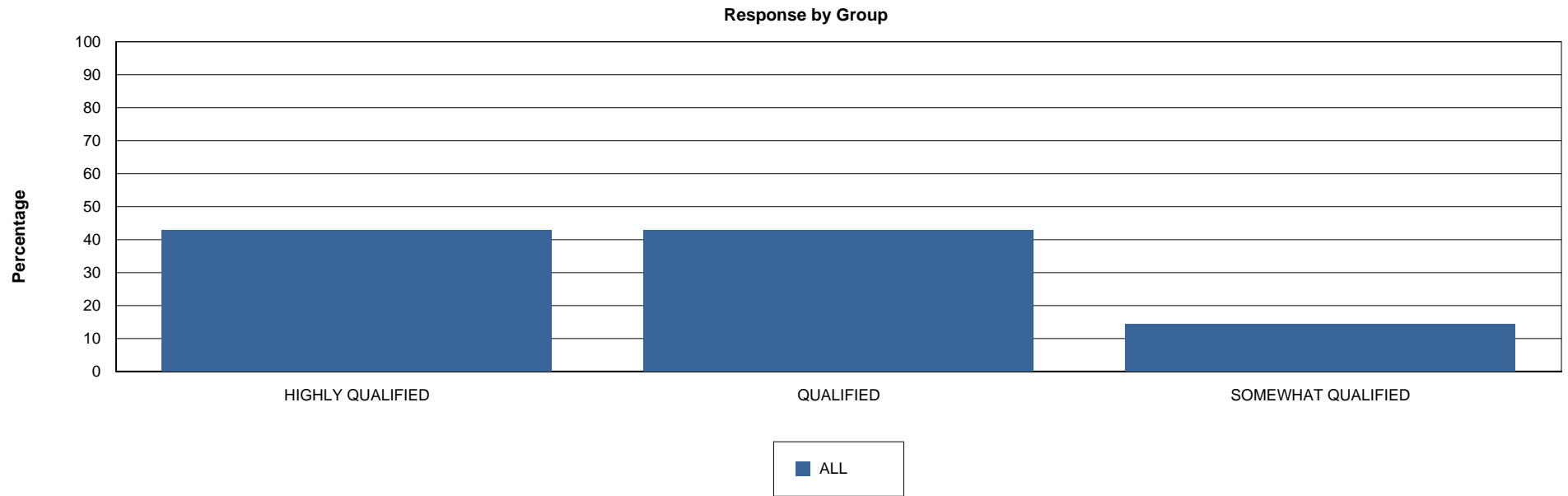
45 Partnering with the civic and business community to enhance education



		ALL
OFTEN	Percentage	14%
	Count	2
SOMETIMES	Percentage	64%
	Count	9
SELDOM	Percentage	21%
	Count	3

Q45_1	Mean	2.93
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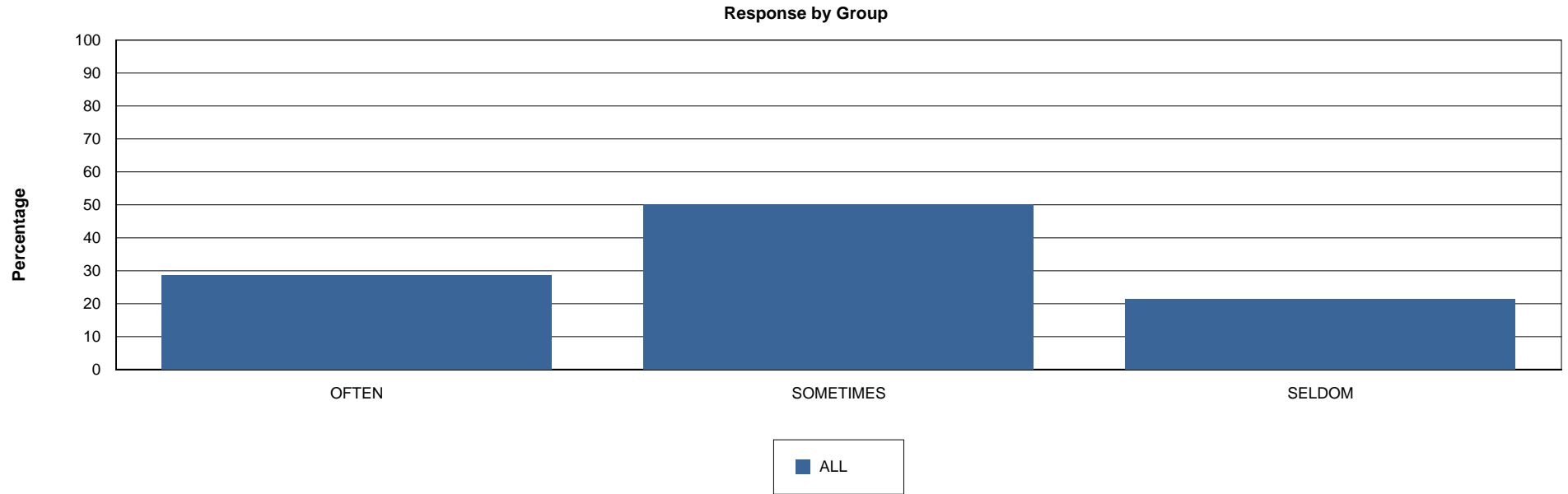
45 Partnering with the civic and business community to enhance education



		ALL
HIGHLY QUALIFIED	Percentage	43%
	Count	6
QUALIFIED	Percentage	43%
	Count	6
SOMEWHAT QUALIFIED	Percentage	14%
	Count	2

Q45_2	Mean	3.29
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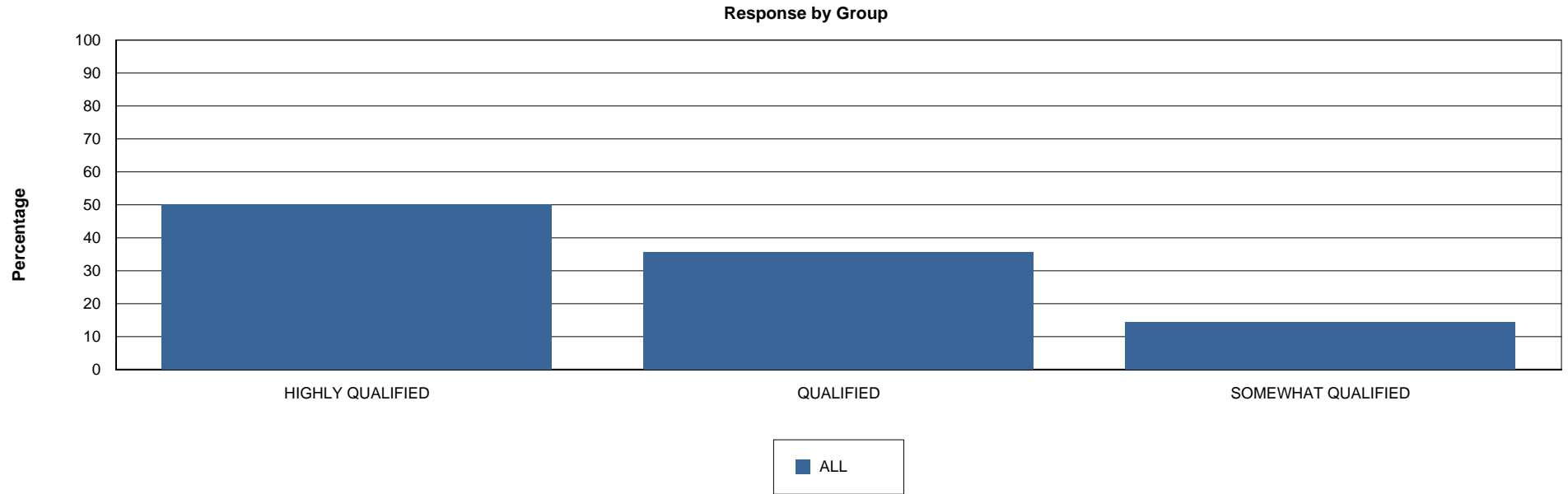
46 Engaging the community in support of the school



		ALL
OFTEN	Percentage	29%
	Count	4
SOMETIMES	Percentage	50%
	Count	7
SELDOM	Percentage	21%
	Count	3

Q46_1	Mean	3.07
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46 Engaging the community in support of the school



		ALL
HIGHLY QUALIFIED	Percentage Count	50% 7
QUALIFIED	Percentage Count	36% 5
SOMEWHAT QUALIFIED	Percentage Count	14% 2

Q46_2	Mean	3.36
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