

ILLINOIS NEW PRINCIPAL MENTORING PROGRAM



END-YEAR SURVEY REPORT

SEPTEMBER 2011



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I. INTRODUCTION

In the spring of 2011, the Illinois New Principal Mentoring Program (NPMP) in partnership with ECRA Group completed a three-year cycle of NPMP surveys in the spirit of continuous quality improvement. This report contains the results of the 2011 end-year surveys and comparisons to the previous years. The purpose of each survey was as follows:

New Principal Survey:

- To assess the quality and effectiveness of the NPMP
- To identify the areas in which new principals focused their leadership time
- To determine the major aspects of school leadership which received the most focus when working with mentors
- To determine the amount of time new principals spent with mentors discussing/learning/or supporting specific professional learning areas
- To allow new principals an opportunity to comment and reflect on the NPMP

Mentor Survey:

- To assess the quality and effectiveness of the NPMP
- To identify the areas in which new principals focused their leadership time
- To determine the major aspects of school leadership which received the most focus when working with principals
- To determine the amount of time new principals spent with mentors discussing/learning/or supporting specific professional learning areas
- To allow mentors an opportunity to comment and reflect on the NPMP

Superintendent Survey:

- To assess the quality and effectiveness of the NPMP
- To determine the areas of leadership development where the NPMP contributed significantly to the growth of new principals and where they may benefit from additional mentoring
- To allow superintendents an opportunity to comment and reflect on the NPMP

Provider Survey:

- To assess the quality and effectiveness of the NPMP
- To determine the level and quality of preparation and training for mentors
- To determine the level and quality of support provided by the NPMP Providers and Program manager
- To allow providers an opportunity to reflect and comment on the NPMP

Sample Demographics: New Principals

Approximately 70 new principals participated in the survey. Demographics of the sample are tabled below. Percentages might not add to 100 due to rounding.

Gender

Percent Male		Percent Female	
2010	2011	2010	2011
47	43	53	57

School Setting

Setting	Percent of Principals 2010	Percent of Principals 2011
Rural	47	43
Suburban	44	45
Urban	9	12

Student Population

Number of Students	Percent of Principals 2010	Percent of Principals 2011
Under 100	5	5
100-500	66	68
500-1000	21	20
1000-2000	4	4
More than 2000	3	4

Type of School

Grade Levels	Percent of Principals 2010	Percent of Principals 2011
Early Childhood	5	19
Elementary	49	47
Middle	10	12
Junior High	7	4
Secondary	16	18
K-12	1	0
Other	12	12

Race/Ethnicity

	Percent of Principals 2010	Percent of Principals 2011
White	89	95
Black	7	0
Hispanic	3	5
Other	1	0

Sample Demographics: Mentors

Approximately 100 mentors participated in the survey. Demographics of the sample are tabled below. Percentages might not add to 100 due to rounding or because mentors were allowed multiple responses on applicable items.

Gender

Percent Male		Percent Female	
2010	2011	2010	2011
46	48	54	52

Current Position

Position	Percent of Mentors 2010	Percent of Mentors 2011
School Principal	24	19
Retired Principal	64	70
Other	12	11

Race/Ethnicity

	Percent of Mentors 2010	Percent of Mentors 2011
White	91	92
Black	7	8
Hispanic	0	0
Other	2	0

Level of School Served

Grade Levels	Percent of Mentors 2010	Percent of Mentors 2011
Early Childhood	27	21
Elementary	74	52
Middle	44	35
Junior High	37	25
Secondary	32	23
K-12	18	14

Sample Demographics: Providers

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 2008-2011 / # of Mentors Available to Provide Services / # of New Principals Placed 2009-2011.

II. FINDINGS



1.

Overall Quality of the New Principal Mentoring Program

The New Principal Mentoring Program continues to be perceived positively and of great value to New Principals, Mentors and Providers. Participants are highly satisfied with the quality of mentors and mentoring services and the impact it has on New Principal learning in the first year of leadership – so much so that a significant number of participants feel that New Principals would benefit from an additional year of support. There is also a high level of satisfaction among participants with training and professional development opportunities offered by providers.

However, Superintendent perceptions of satisfaction with the program were less positive in 2011 than in previous years, with just over half indicating that they were satisfied with the mentoring services provided as compared to more than 80 percent satisfaction in previous years. This issue may require further exploration, however, reasons cited for this included superintendents wanting more involvement and information regarding the program throughout the year, and more clear expectations for mentors in terms of their work with the principals.



2.

Focus of Leadership Efforts and Mentoring

Participants' focus of leadership efforts and mentoring over the years has consistently clustered in several prominent areas. The top two areas include effective communication among all stakeholder groups, developing and maintaining positive school culture. Other common areas of focus were visionary leadership, promoting collaborative environments and professional learning communities, aligning the curriculum and instructional program while implementing standards, dealing with difficult staff and parent behaviors as to not let this disrupt the student learning experience, teacher evaluation, using data to improve instruction and to drive decisions, and time management.

3.**Levels of Engagement**

While areas of focus during mentor-mentee interactions and the means of interaction were consistent with previous years, participants in the program indicated less frequency in the level of engagement in these interactions, meaning it appears that New Principals and Mentors spent less time interacting throughout the year while extracting the same quality of experience with the program. Participants continue to note that the 50-hour requirement for the program is somewhat demanding.

4.**Areas for Additional Support**

The large majority of participants in the program agree that the NPMP should continue the provision of its excellent mentoring services and training and professional development opportunities. However, there were some specific areas that emerged as needing more attention. These areas include educational and school law, especially in terms of special education, dealing with stakeholder politics in general and community relations, and fiscal management. Participants offered very few suggestions for improvement of the program, and those who did were limited by very individual experiences. The main concern cited for the future was in relation to continued funding to keep the program going at the same high quality that it is currently offered.

III. EVIDENCE

Part 1: Focus of Leadership Efforts

New principals and mentors were asked to report on the areas of leadership in which the new principals focused the greatest amounts of their time to improve teaching and learning over their first year. Their responses are depicted in the following table:

New Principals' Areas of Focus During their First Year

<i>Area of Focus</i>	<i>Percent who Chose this Area as an Area of Focus (2011)</i>	<i>2010 Percent</i>	<i>2009 Percent Distribution*</i>
Establishing open lines of communication with and among teachers, staff and students.	56	56	18
Fostering shared beliefs and a sense of community and cooperation.	49	38	13
Being involved directly in the design, alignment and implementation of curriculum, instruction and assessment practices.	38	30	12
Establishing clear, school wide goals and keeping those goals prominent in the work of the school.	36	32	14
Becoming aware of the operational details and social undercurrents in the running of the school and using this information to address current and potential problems.	35	52	17
Showing that I care and am aware of the personal lives of teachers, staff and students.	26	24	8
Adapting my leadership behavior to situational needs and being open to dissenting opinions.	22	19	7
Minimizing issues and influences that would detract from teaching time or teachers' focus on student learning.	17	26	7
Communicating and operating from strong ideals and beliefs about schooling.	10	9	3
Recognizing and celebrating accomplishments and acknowledging failures.	3	13	2

*In 2009 percent distribution was used, and this was changed to the actual percent of new principals who chose that item in subsequent years.

Establishing open lines of communication has consistently been the top area of focus chosen by new principals each year, with fostering shared beliefs and a sense of community and cooperation close behind among 2011 principals. In 2011, new principals placed less attention on becoming aware of operational details and social undercurrents in the running of the school as in previous years. Other areas remain fairly consistent, with the least focus placed on communicating and operating from strong ideals and beliefs, and recognizing and celebrating accomplishments and acknowledging failures.

Mentors were then asked to report on what were the areas of focus for their principal-mentees in ways to improve teaching and learning over the past year. Their responses are depicted in the following table:

New Principals’ Areas of Focus During their First Year as Reported by Mentors

<i>Area of Focus</i>	<i>Percent who Chose this Area as an Area of Focus (2011)</i>	<i>2010 Percent</i>	<i>2009 Percent</i>
Establishing clear school wide goals and keeping those goals prominent in the work of the school.	53	41	41
Being involved directly in the design, alignment and implementation of curriculum, instruction and assessment practices.	45	32	31
Establishing open lines of communication with and among teachers, staff and students.	44	51	43
Becoming aware of the operational details and social undercurrents in the running of the school and using this information to address current and potential problems.	38	52	53
Adapting leadership behavior to situational needs and being open to dissenting opinions.	26	31	28
Fostering shared beliefs and a sense of community and cooperation.	25	31	35
Minimizing issues and influences that would detract from teaching time or teachers’ focus on student learning.	21	20	27
Communicating and operating from strong ideals and beliefs about schooling.	17	19	23
Showing that they care and are aware of the personal lives of teachers, staff and students.	10	16	10
Recognizing and celebrating accomplishments and acknowledging failures.	4	8	9

Mentors’ top and bottom choices were generally consistent with those of the new principals, with the exception of a couple of areas. Principals felt more focus was placed fostering shared beliefs and a sense of community than the mentors perceived, while mentors felt establishing school goals and keeping goals prominent in the work of the school was more prominent in focus.

Providers and Mentors were further asked to assess the areas in which each believed the mentors were best suited to provide advice to a new principal. Their responses are depicted in the following tables:

Mentors’ Self-Assessment of Personal Leadership Strengths

<i>Area of Focus</i>	<i>Percent who felt they were best suited to mentor in this area (2011)</i>	<i>2010 Percent</i>	<i>2009 Percent</i>
Developing and sustaining a positive school culture and instructional program.	65	78	82
Making data-driven decisions that focus on the improvement of student performance.	44	55	53
Developing and sustaining a collaborative professional learning community.	44	54	63
Facilitating a vision of learning within a learning community.	41	46	49
Effectively managing the operations, resources and safety of a school.	30	44	34
Positively influencing the greater political, social, economic, legal and cultural context of learning communities to effectively advocate for students.	9	22	20

**Percents total greater than 100 because of multiple responses.*

Mentors feel most confident in their ability to mentor in relation to school culture and the instructional program, followed by making data-driven decisions and promoting collaboration. These are all consistent with previous years. They appear to be less confident in positively influencing the greater political, social, economic, etc. context to advocate for students.

Providers' Assessment of Leadership Strengths of Mentors

<i>Area of Focus</i>	<i>Percent who felt they were best suited to mentor in this area (2011)</i>	<i>2010 Percent*</i>	<i>2009 Percent</i>
Developing and sustaining a positive school culture and instructional program	85	82	12
Effectively managing the operations, resources and safety of a school.	63	74	29
Developing and sustaining a collaborative professional learning community.	47	44	28
Facilitating a vision of learning within a learning community.	37	48	12
Making data-driven decisions that focus on the improvement of student performance.	26	41	12
Positively influencing the greater political, social, economic, legal and cultural context of learning communities to effectively advocate for students.	11	11	8

**Respondents were allowed to choose three responses on the 2010 survey.*

Providers are very positive in their perception of mentors' leadership in relation to school culture and the instructional program, as well as managing operations, resources and safety.

Part 2: Mentorship Focus

Mentors and Principals were asked to reflect on the areas in which the mentors spent the most time working with new principals to improve their abilities to be effective school leaders.

Principal / Mentor Focus as Reported by Mentors

<i>Area of Focus</i>	<i>2011 Percent Most Time Spent</i>	<i>2010 %</i>	<i>2009 %</i>	<i>2011 Percent Least Time Spent</i>	<i>2010 %</i>	<i>2009 %</i>
Maintaining a collegial and collaborative relationship with teachers and staff conducive to participatory/distributive decision-making.	58	65	62	8	8	9
Building a school culture to support the school’s vision, mission and core beliefs.	49	46	55	7	11	6
Managing school operations to support the school’s mission, vision, core beliefs and improvement priorities. (This includes operations such as budgeting and resource management, staffing, scheduling).	41	51	47	13	17	20
Shaping a common vision of teaching and learning.	39	28	28	11	22	17
Developing and implementing a school improvement plan that sets a strategic direction and expected results for improving teaching and learning.	24	26	26	25	20	20
Using disaggregated data in analyzing and reporting student learning progress.	16	12	8	38	37	49
Aligning curriculum, instruction and assessment with rigorous student performance standards at each grade level and for each content area.	15	16	18	18	39	38
Communicating regularly with all parents about positive and negative classroom and individual student learning issues.	14	17	13	58	44	41
Using disaggregated data to identify student learning needs that require changes in teaching practices.	9	14	13	36	36	46
Aligning school policies and procedures with the school’s mission, vision and core beliefs.	9	12	13	33	28	24
Creating a school mission, vision and set of core beliefs that support continuous learning for both students and adults.	8	13	17	31	37	29

Principal / Mentor Focus as Reported by Principals

<i>Area of Focus</i>	<i>2011 Percent Most Time Spent</i>	<i>2010 %</i>	<i>2009 %</i>	<i>2011 Percent Least Time Spent</i>	<i>2010 %</i>	<i>2009 %</i>
Maintaining a collegial and collaborative relationship with teachers and staff conducive to participatory/distributive decision-making.	72	63	58	1	6	8
Managing school operations to support the school's mission, vision, core beliefs and improvement priorities. (This includes operations such as budgeting and resource management, staffing, scheduling).	51	56	43	20	11	12
Building a school culture to support the school's vision, mission and core beliefs.	36	48	41	9	13	12
Shaping a common vision of teaching and learning.	30	23	17	16	19	11
Developing and implementing a school improvement plan that sets a strategic direction and expected results for improving teaching and learning.	25	23	23	17	30	19
Communicating regularly with all parents about positive and negative classroom and individual student learning issues.	22	19	12	30	26	28
Aligning school policies and procedures with the school's mission, vision and core beliefs.	16	12	9	33	28	20
Aligning curriculum, instruction and assessment with rigorous student performance standards at each grade level and for each content area.	10	15	15	26	45	36
Using disaggregated data in analyzing and reporting student learning progress.	10	11	12	49	43	41
Creating a school mission, vision and set of core beliefs that support continuous learning for both students and adults.	4	13	12	35	36	30
Using disaggregated data to identify student learning needs that require changes in teaching practices.	4	19	10	45	42	34

Areas of focus have remained consistent through the years, with no major shifts. New Principals tend to place more focus on relationships, managing operations and school culture during their first year as opposed to using data to make decisions.

Matching Mentors and New Principals: Open-Ended

In matching New Principals with Mentors, providers listed the following factors as being important:

- Common demographic experience, including grade level experience, student demographics and community demographics
- Gender
- Proximity in location
- Personality type
- Input regarding strengths/areas for improvement

Part 3: Professional Learning

Mentors and Principals were asked to indicate how often they engaged together in discussion/learning/support in professional learning areas. Their responses are as follows:

Professional Learning Area	Level of Engagement in area as rated by New Principal 2011	2010	2009	Level of Engagement in area as rated by Mentor 2011	2010	2009
Completing a standards-based assessment of the principal’s leadership performance.	1.79	2.74	1.40	1.61	2.57	2.55
Using the standards-based assessment to develop a professional learning plan.	1.74	2.69	1.30	1.49	2.62	2.59
Supporting and monitoring the principal’s professional learning.	2.48	3.59	2.22	2.30	3.39	3.49
Identifying professional development resources that were relevant to the principal’s professional learning needs.	2.34	3.50	2.11	2.43	3.48	3.46
Creating a network of colleagues who could support the principal in his or her professional learning.	2.23	3.26	1.90	2.23	3.17	3.24

- Areas of greater levels of engagement / opportunities (3.00 and above)
- Areas of moderate levels of engagement / opportunities (2.00 to 2.99)
- Areas of lower levels of engagement opportunities (below 2.00)

Levels of engagement in each area declined somewhat from 2010 but are still higher than 2009 levels according to New Principal perceptions, meaning New Principals perceived that they spent somewhat less time on each of the professional learning areas in 2011 than New Principals in 2010 perceived they spent. Mentors’ perceptions of the levels of engagement were much lower than in 2009 and 2010, which is somewhat more significant because many of the mentors are the same from year to year.

Professional Learning: Open-Ended

Professional Learning Plans

New Principals were asked to list aspects of their leadership performance that they addressed in professional learning plans. Aspects clustered among several prominent areas. The most prominent were related to communication and building relationships with all stakeholder groups, including other administrators, teachers and staff, students and parents. This includes communicating clear expectations to staff, as well as providing effective feedback. Communication has been consistently the top issue addressed by New Principals in their plans.

Another of the most consistently prominent areas related to creating a positive school culture and climate. Other New Principals included building a professional network and learning communities in their plans, as well as developing a sense of community among stakeholders. They also mentioned working on school improvement plans, the alignment of vision, curriculum and instruction, using data to improve instruction, instructional leadership in general, and improving student achievement. Several noted dealing with difficult employee matters and improving the teacher evaluation process. Finally, some included time management initiatives in their professional learning plans.

Mentors' perceptions of learning plan focus generally mirrored those of the New Principals. Prominent issues listed by mentors included dealing with difficult staff as well as community politics in general, communication with all stakeholder groups, developing a positive school culture, visionary leadership and alignment of vision, curriculum and instruction, using data effectively to improve instruction and drive decision-making, developing goals and school improvement plans, addressing core standards, RtI and other school initiatives, delegation, and teacher evaluation.

Major Areas of Learning

New Principals were asked to describe one or two areas in which they learned the most in their first year as a principal, and the impact this learning had on their school. The areas of learning New Principals described were well aligned to those mentioned in their professional learning plans. Principals felt they impacted their schools by becoming stronger leaders and building professional learning communities within their schools. They felt that they were able to create a culture and climate that reflected their leadership skills and positive influence. Much of this involved improving communication. Others were better able to deal with staff behaviors and not allowing these to interfere with student learning. Others felt improvement in both the teacher evaluation process as well as the principal evaluation process. Still others learned to better deal with board and community politics. Other areas of growth included curriculum and instructional leadership and development, time management and organization, delegation and prioritization, school improvement plans, implementation of standards, and working with data.

Mentors' perceptions of their New Principals' learning experiences were much the same. However, several mentors also noted that their New Principals learned not only how to deal with difficult staff, but with difficult parents that were disruptive to the learning process. They also noted that their mentees learned the importance of trust in leadership and facilitating change.

Part 4: Reflections of the Mentoring Experience

New principals and mentors were asked to reflect and report on the interactions they had with their mentors or mentees, respectively, over the year. The respondents were asked to list the three most true and least true statements. Results are tabled below:

New Principals' Experience and Interactions with Mentors

<i>Means of Interaction</i>	<i>Most True % 2011</i>	<i>2010 %</i>	<i>2009 %</i>	<i>Least True % 2011</i>	<i>2010 %</i>	<i>2009 %</i>
My mentor was always there for me when I needed support.	55	59	21	1	1	2
The time spent with my mentor added value to my work as a school leader.	38	43	14	6	4	2
My mentor shared many useful tips that shortened my learning curve.	35	44	14	10	15	4
My mentor helped me to understand the big picture of what a principal needs to know and be able to do.	30	35	14	14	23	6
My mentor coached me through some difficult times.	28	34	10	16	8	7
My mentor helped me to think differently about how to approach issues.	28	28	9	12	22	7
My mentor was flexible in meeting my schedule.	20	32	10	4	2	2
I called on my mentor regularly for support.	9	12	7	54	61	22
Not a week went by without some contact with my mentor.	6	11	2	41	53	25
I wish my mentor could have spent more time at my school.	1	2	2	62	71	23

Mentors' Experience and Interactions with New Principals

<i>Means of Interaction</i>	<i>Most True % 2011</i>	<i>2010 %</i>	<i>2009 %</i>	<i>Least True % 2011</i>	<i>2010 %</i>	<i>2009 %</i>
The time I spent with this new principal added value to his or her work as a school leader.	44	41	40	3	3	3
I helped this new principal to understand the big picture of what a school leader needs to know and be able to do.	43	50	47	13	18	19
I was always there for the new principal when he/she needed my support.	40	36	40	3	6	8
I helped this new principal to think differently about how to approach issues.	32	50	39	15	19	19
I shared many useful tips that shortened this new principal's learning curve.	31	35	34	10	18	34
I was flexible in meeting this new principal's schedule.	25	28	31	6	4	8
I coached this new principal through some difficult times.	22	25	30	31	36	32
This new principal called on me regularly for support.	13	12	18	50	65	58
Not a week went by without some contact with this new principal.	6	15	10	59	64	65
I wish I could have spent more time at this new principal's school.	3	7	12	59	61	59

New Principals continue to value their mentors and believed that their mentors were there for them when needed. In turn, mentors felt that their work with the New Principals added value as well. Participants in the program indicate that adequate time is being spent between mentor and mentee.

New Principals’ Further Reflections

<i>Question</i>	<i>2011 % Yes</i>	<i>2010 % “Yes”</i>	<i>2009 % “Yes”</i>	<i>2011 % No</i>	<i>2011 % I Don’t Know</i>
Do you wish you could have a mentor next year?	38	37	39	62	0
Has your mentoring experience made it more likely that you will continue to serve as a principal for the next five years or longer?	78	74	74	9	13

More than one-third of New Principals continue to indicate that they would like a mentor during the second year of their principalship. In addition, a large majority say the experience has influenced their desire to continue to serve as a principal. Open-ended comments reflected these largely positive ratings.

Additional Support: Open-Ended

New Principals, Mentors and Providers were asked to list areas of leadership development they feel themselves or their mentees could use additional support during the next school year. Many of the areas listed were continuations of what they learned the first year. However, there appears to be a significant need for additional mentoring on educational and school law, particularly in dealing with special education. Other areas listed include staff collaboration and shared decision-making, creating and maintaining professional learning communities, conflict resolution, classroom walkthrough training, curriculum development and implementing common core standards, using data, teacher evaluation, improving staff meetings, school improvement plans, time management, fiscal management, developing a vision, communication and community relations, continuing to deal with difficult teachers and parents, and professional development initiatives.

Survey participants were also asked to elaborate on what they feel is missing from the mentoring experience, how the program might be changed to improve it, and how New Principals might benefit from a second of support. Many commented that the NPMP was excellent as it is and that New Principals stood to benefit simply *from* an additional year of support. As in years past, participants noted that New Principals might benefit from an earlier start to the mentoring – prior to the start of the first school year. Some would like to see additions to the growing library of webinars, or increased site visits, but most commented that the program should continue its excellent professional development learning opportunities. Other areas that survey participants listed were curriculum development and leadership, budgeting and grant information, use of technology, use of data, policy and procedures, and again, time management.

Still others would like more frequent email or newsletter communications from providers and the NPMP on issues facing New Principals as well as professional development opportunities, and mentors would like a formal way to continue to connect with their New Principals during the second year. Several mentioned that the 50-hour requirement in the first year continues to be too demanding.

A total of 24 superintendents participated in the survey. Superintendents were asked to report as to whether the principals whom they supervised received the quality of mentoring services that were expected. Their results are as follows:

Superintendents’ Report on Quality of Mentoring

<i>Means of Interaction</i>	<i>2011 % Yes</i>	<i>2010 % Yes</i>	<i>2009 % Yes</i>	<i>2011 % No</i>	<i>2010 % No</i>	<i>2009 % No</i>
Did your new principal(s) receive the quality of mentoring services you expected?	53	89	84	47	11	16

Superintendent Reflections on the Program: Open-Ended

While just over half of the superintendents participating in the survey this year feel that their New Principals received the quality of services expected, a significantly larger percentage of superintendents stated they did not than in previous years. Those who answered “no” described various issues with the program, including that it was paperwork intensive, that the mentor focused more on management as opposed to instructional leadership, that they had hoped for more communication between the mentor and mentee, that more focus would have been placed on time management and visibility in the school, that mentors were more versed on best practices as opposed to strictly operations, and that the program should work more closely with superintendents to be successful. Others noted that their New Principals were already experienced and that the program was simply not beneficial.

Superintendents also listed positive comments about the program. Individuals felt that the crisis management mentoring was quite valuable in light of the difficult situations New Principals faced, and that simply having a sounding board in a mentor and getting feedback from an experienced administrator was important. Others lacked awareness in services provided.

Like the other participant groups, superintendents were also asked to list areas of leadership development in which they feel New Principals would benefit from an additional year of support. These areas included effective communication (including communication with the superintendent), evaluation, budgeting, data-based decision-making, professional learning communities, how to deal with challenging staff and parents, school improvement, implementation of systemic change, team building, effective assessment, public relations and time management.

Principals Who Did Not Complete the Mentoring Program

<i>As Reported By:</i>	<i>2011 % of Mentors or Providers Reporting that they had one or more New Principals Who Failed to Complete Program</i>	<i>2010 %</i>	<i>2009 %</i>
Mentors	1 % Yes	1 % Yes	3 % Yes
Providers	12 % Yes	0	5% of providers indicated one or more principals in their organization failed to complete the program.

Provider Reflections on the Program: Open-Ended

Only two providers (which, because of the amount of survey participants, equals 12 percent of the sample) indicated that they had New Principals who did not complete the program this year.

Areas of Satisfaction

Providers were very positive in their reflections on the NPMP as a whole, and this has been consistent from year to year. Areas in which providers were very satisfied with the program included New Principal training on use of data – specifically the IIRC web site, group and shared administrator activities, relationship development, professional development, leadership responsibilities, workshops on Common Core Standards, teacher evaluation, administrator panels, roundtables and webinars, and refresher training.

Areas for Improvement

They were also asked to list areas they would like to strengthen in the provision of training and professional development opportunities. These included data-driven decision-making, teacher evaluation, additional group meeting opportunities, time management, operations, additional development of the listserv, more high school-level mentors, direction on holding staff meetings, budgeting, and Common Core Standards implementation.

Monitoring Effectiveness

Providers were asked to give examples of the steps they took to monitor the effectiveness of their participants' interaction. They listed continuous conversations with mentors and mentees via telephone, email and face-to-face discussions; periodic meetings and quarterly emails; ongoing opportunities for mentor-mentee dialogue about the challenges; mentor-mentee roundtables; and regular meetings.

Monitoring the Quality of Mentoring Services

Providers described various ways in which they monitored the quality of mentoring services. Some asked that participants keep reflective diaries of their experiences throughout the school year, while others conducted reflective surveys, inventories and group discussions. Providers met periodically with their mentors throughout the year to discuss the support they were providing, and mentioned specifically using the LPPW worksheet which focuses on reflection. Others provided reading materials for participants to discuss. In addition, providers collected feedback throughout the year on the quality of mentoring services through discussion groups, surveys, evaluations, written assessments and other anecdotal information. This feedback was used to plan mentoring activities for the following year, follow up individually with mentors or mentees on how services could be improved, and how to better provide expectations and resources to participants.

New Principal Support

In terms of providing support for instructional leadership, providers provided numerous seminars and regular hand-outs to New Principals. They emphasized instructional leadership during conversations and site visits, and used seminars to promote data use and the IIRC web site. Ongoing opportunities for discussion and dialogue was the main venue for providing support, whether it be through emails, phone calls, face-to-face conversations, meetings, professional development opportunities, webinars, etc.

Providers also worked to support New Principals in being collaborative leaders. This included guidance for classroom walkthroughs, allowing participants to share their collaborative experiences with each other, and encouraging New Principals to empower their staff when making curriculum and assessment decisions. Providers used frequent opportunities for discussion as listed before and consistent monitoring of the mentor and mentee relationship in this area, as well.

Providers were also asked to describe how they supported New Principals in implementing their professional learning plans. In addition to the ways already listed, providers shared workshop and administrator academy offerings, emphasized participating in IPA membership and events, and focused on the need for professional development and evaluating instructional goals on an ongoing basis.

IPA Support

Finally, providers were asked to list specific areas in which the IPA offered support for the NPMP, as well as areas for improvement. Providers appreciated initial and refresher training, the IPA conference, support from IPA personnel who were available to answer questions and provide direction, constant email communications and updates on surveys, etc., information about legislation changes and new Core Standards, regional meetings, and webinars. Providers were very positive about IPA support and their main concern was funding for the future.