

A DELPHI STUDY TO IDENTIFY PRINCIPAL PRACTICES OF MONTANA'S  
OFFICE OF PUBLIC INSTRUCTION FORMAL MENTORING  
PROGRAM FOR PRINCIPAL INTERNS

by

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A dissertation submitted in partial fulfillment  
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of

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## CHAPTER 1

## INTRODUCTION

Mentoring in the Professions

Traditionally, mentoring has been defined as a relationship between an older, more experienced worker (the mentor) and a younger, less experienced worker (the protégé = the intern) (Mish, 2001). This type of mentoring relationship served the purpose of helping and developing the intern's career (Kram, 1985; Levinson, 1978). The mentor utilized in this type of relationship may or may not be employed within the same organization, in the intern's organizational chain of command or even in the same profession (Ragins & Kram, 2007).

Kram's foundational book, *Mentoring at Work* (Kram, 1985), initiated an emphasis on research investigating mentoring. Since that time, a major emphasis at the national, state, and local levels has been focused on the concept of mentoring for the development and placement of personnel within public school districts, business, law, religion, and medicine. Fleming (1991) stated that the use of mentoring in the preparation of the individual for a career has become a major component in many work areas. The fields of education, business, law, religion, and medicine have traditionally used mentoring as a basis for training new personnel in either formal or informal programs within the field. Fleming (1991) suggested that mentoring is valuable to the mentee, the mentor, and the organization. This research further indicated that during the mentoring program, the protégé learns valuable skills associated with the profession. Examples of

skills learned and strengthened during mentoring include: communication skills, organizational survival skills, skills needed in the profession, how to set high standards and not to compromise them, demonstrating respect for people, and appropriate risk-taking behaviors that may be needed in the profession when necessary. Cohn and Sweeney (1992) stated that as a result of mentoring, a mentee's self-esteem and confidence increase and they tend to have higher career satisfaction. These benefits of mentoring suggested that new principals are, therefore, less likely to leave their jobs to pursue other occupational opportunities. Another benefit of mentoring, as noted by Cohn and Sweeney (1992), is that organizations are better able to retain individuals in whom the organization has invested time and resources through a mentoring program.

Both primary and secondary mentors in organizations are discussed in the literature by Crow and Matthews (1998). They describe primary mentors in an organization as those who provide a wide scope of assistance and in-depth mentoring and mentor the protégé in professional, career, and personal matters both inside and outside the professional role. Secondary mentors within the organization are brought in to mentor the protégé for a shorter period of time to assist the intern in the acquisition of specific technical skills, knowledge, or other organizational processes. Unlike primary mentors, secondary mentors generally do not provide mentoring to the intern for their professional, career, and personal matter inside and outside of the secondary mentor's professional role.

### Formal Principal Mentoring Programs

Formal programs for mentoring novice teachers have been in place for years. Most prevalent have been the mentoring that supervising teachers provide for pre-service student teachers prior to their graduation from university teacher education programs. Mentoring for in-service teachers has more recently been developed to assist teachers in learning new approaches to instruction and classroom management (Feiman-Nemser, 2003). Most recently, however, formal principal mentoring programs have been created to train and support new principals in their roles as educational leaders (Malone, R. J., 2002).

Mentoring for school administrators has traditionally been provided in the form of a pre-service internship (field experience), on the job internship, and continuing in-service education provided by the school district or an outside source or agency (Ragins & Kram, 2007). According to Malone (2000 & 2001), evidence exists that suggests that school leaders throughout all stages of their careers can benefit from a mentoring system in which a seasoned or more experienced administrator helps the protégé place theory and practice in the context of experience. According to Playko (1991), the mentoring process for aspiring or novice principals offers hope for those who seek to be leaders when the world around them does not always respond positively. The formal principal mentoring literature suggests that one of the best methods for career advancement in educational administration is through mentorship (Cullen & Luna, 1993; Daresh & Playko, 1994).

Principal mentoring typically occurs in either an informal or formal context. An example of informal mentoring would be an experienced principal being available to answer any questions a new principal in the district might have. Formal mentoring programs are characterized by a formal agreement or memorandum of understanding from the organization that a more experienced principal (mentor) is assigned to a new principal (intern) in order to answer the intern's questions as well as indoctrinate the intern into the organization's practices and customs.

Formal principal mentoring programs have been shown to be very beneficial to the school district organization. As a result of the literature review, the time and financial investment the mentor and school district organization devote to the intern will allow the intern to be happier in their position, be less inclined to move to another school district, and work well with both the individuals within their buildings as well as with individuals within the school district organization.

Additional benefits of a formal principal mentoring program would include the acquisition and development of high-level communication skills in a variety of venues, the acquisition and understanding of the survival skills needed on a building and organizational level, the development and understanding of skill sets needed for the particular administrative position, and the development of skill sets that allow the mentee to set high standards and not to compromise them in the face of adversity. Further benefits include the development and understanding of how to demonstrate the highest respect for all people, and the development of appropriate risk-taking behaviors that are necessary to survive and excel in the profession.

### State-Mandated Formal Principal Programs

According to the 2011 Education Commission of the States report (ECS, 2011), about half of the states in the United States have state-mandated Formal Principal Mentoring Programs. However, it is apparent from this report that most states leave the development and implementation of their Formal Principal Mentoring Programs to the individual school districts within the state. Due to this fact, the costs associated with the planning, implementation, and maintenance of a Formal Principal Mentoring Program are absorbed by each individual school district (ECS, 2011). In the states that do require each of their school districts to develop a formal principal mentoring program to strengthen the leadership abilities and professional capacity of the school district's new principals, each school district's development of a formal principal mentoring program, although similar in design to another school district in the state, is developed as a unique formal principal mentoring program that best meets the needs of the individual school district (ECS, 2011).

### Montana Office of Public Instruction Principal Internship Program

Like Colorado, Iowa, and Illinois plus many other states, Montana also has a state-mandated formal mentoring program for new and aspiring principals. The state of Montana is described by the federal government not as a rural state but as a frontier state. Many school districts in Montana are in very remote areas of the state without hospitals and basic services one would expect in larger urban areas. Due to these factors, school districts in these areas are limited in their selection of new principals to lead their schools.

As in many cases, potential candidates choose not to apply to these more remote school districts but to larger school districts in more urban areas of the state.

In order to help remote school districts acquire quality school principals, Montana has adopted and utilized the Administrative Rules of Montana (ARM), rule 10.55.607. This rule specifically allows the selected principal candidate who does not have a principal endorsement a period of time (maximum of three years) to complete the required principal coursework while working with a state university educational leadership mentor to gain the needed training and experience to earn their principal endorsement as an OPI Principal Intern while working as a school principal.

The Administrative Rules of Montana (ARM) speaks to the policies and requirements of the state's Principal Intern Program as overseen by the Montana Office of Public Instruction. Specifically, Montana's ARM 10.55.607 states the requirements necessary to participate in a principal internship in Montana for those eligible participants who do not currently have a principal's endorsement. The requirements outlined for principal interns specified by Montana's Administrative Rules include:

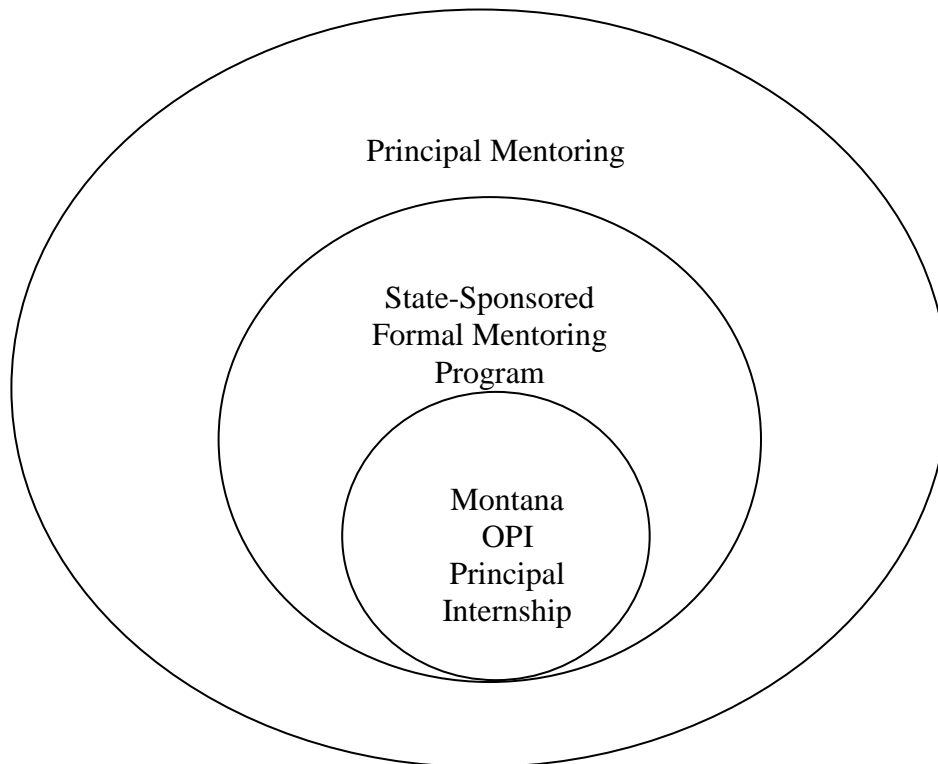
1. The intern will complete the requirements for the appropriate endorsement within three years.
2. The school district will provide local supervision and support of the intern.
3. The accredited educator preparation program will approve the coursework and provide support and periodic supervision.



- 4. School districts employing the principal intern must report the intern’s yearly progress toward completion of the program of study to the Montana Office of Public Instruction.

Figure 1, shown below, conceptualizes the process of principal mentorship across international boundaries, the United States, and within the state of Montana. The outer ring (Principal Mentoring) represents the need of the individual school district for mentoring of a new principal in the school district. The middle ring (State-Sponsored Formal Mentoring Program) represents the state of Montana’s requirement of participation for a new principal without a principal endorsement. The inner ring (Montana OPI Principal Internship) represents the program a new principal, without a principal endorsement, would participate in to meet the requirements of Montana.

Figure 1. The Process of Principal Mentoring



### Characteristics of Effective Formal Principal Mentoring Programs

The characteristics of an effective Formal Principal Mentoring Program are identified in the literature review of the research studies contributed by identified mentoring experts (Kram, 1983 & 1985). Daresh (2007) suggested that as each school district's new principals come into their new positions, each has different skill sets which would allow for different degrees and styles of mentoring to best meet their needs. An effective formal principal mentoring program that works in one school district may not be effective in another district. The Wallace Report (2007) also provided a similar finding as Daresh (2007) when the Wallace Foundation compared two large school districts' (New Your City Leadership Academy and Jefferson County, KY Public Schools) formal principal mentoring programs. Although the two school districts had very different formal principal mentoring programs that worked in their districts very well and with common themes, each formal principal mentoring program is unique to their particular school district and wouldn't necessarily work in another school district without revisions.

The research conducted by Bottoms and O'Neill (2001) indicated that induction mentoring programs for new principals must include experiences that help aspiring principals to become successful leaders. They also suggested that mentoring and other forms of principal induction programs focus on the traits associated with successful educational leaders and that a formal principal mentoring program should have a focused mission to improve student achievement that would include a vision of the elements of school, curriculum, and instructional practices that makes higher student achievement

possible. Hopkins-Thompson (2000) stated that even though mentoring programs are not all alike, the best programs share traits such as organizational support; clearly defined outcomes; screening, selection, and pairing; training mentors and protégés; and a learner-centered focus.

The literature identifies common program elements that have been identified with effective formal principal mentoring programs. Program features that are thought to provide new principals with supportive mentoring relationships include socialization, mentor/protégé matching, training, reflective practice, program understanding, and mentor commitment. These program characteristics provide a base of study utilized by mentoring experts in their research to determine what characteristics should be foundational in an effective, formal principal mentoring program.

### Problem Statement

The literature describes many different formal principal mentoring programs and the mentoring activities in which new principals are asked to participate. Common program features that have been identified for implementing effective formal principal mentoring programs include socialization, reflective practice, mentor/protégé matching, the training, program understanding, and mentor commitment (Daresh, 1995 & 2001; Gray, Bottoms & O'Neil, 2007; Bangert, 2012; Wallace, 2007). Although the effective formal mentoring program characteristics for new and aspiring principals have been identified by the literature, there have been no efforts to determine how Montana's

Formal Mentoring Program for new and aspiring principals incorporates these important program elements.

### Purpose Statement

The purpose of this descriptive study was to identify and describe the program characteristics of Montana's state-mandated formal mentoring program for new principal interns that mentoring experts agree are necessary to create a supportive learning experience for new principals.

### Research Questions

1. What principal practices do stakeholders identify as integrated with the Montana Office of Public Instruction Principal Internship Program?
2. To what extent do stakeholders agree on the identified principal practices of Montana's Office of Public Instruction Principal Internship Program?
3. How do stakeholders perceive the importance of agreed upon principal practices for Montana's Office of Public Instruction Principal Internship Program?

### Overview of Research Design and Procedures

A Delphi Study (Hsu & Sandford, 2007; Osborne, Collins, Ratcliffe, Millar & Duschl, 2003; and Gordon, 1994) was the research method used to identify and describe the essential program elements of Montana's Office of Public Instruction Principal

Internship Formal Mentoring Program. An anonymous group of mentoring experts was invited to participate in this study and to express their opinions of the program elements thought to be associated with effective formal principal mentoring programs. These experts were asked to engage in three rounds of discussions, each prompted by a separate and progressively more refined set of statements designed to capture their opinions of the most effective program characteristics.

In this study, a series of three questionnaires was utilized to provide consensus of the mentoring experts' opinions. Following the first questionnaire, each subsequent questionnaire was refined from the responses of the preceding questionnaire. At the conclusion of the third questionnaire, the mentoring experts were at a consensus point on some questions, and on other questions the reasons for disparate positions were very apparent.

The Delphi Method can be described as a controlled debate as the mentor experts participated through an online survey process that allowed the expression of their opinions without any interaction with the other mentor expert participants. Data was collected and analyzed from each questionnaire response given by the mentor expert participants. Based on those responses, questions were refined and added to a new questionnaire that was sent back to the mentor expert participants to gain their responses. After all questionnaire responses were gathered, the data was analyzed by comparing the mean of each question in order to determine the consensus of the group of mentoring experts.

### Context and Assumptions

The context of this study was the collection of data through a qualitative approach that utilized online discussions with identified experts that included Montana Office of Public Instruction personnel, University faculty, Intern Site supervisors, former Office of Public Instruction Principal Interns, and the School Administrators of Montana personnel. The identified expert participated as an online participant in the Delphi Method process for the purpose of collecting data through the data collection discussion procedures of the Delphi Method process.

An assumption of this study was that these individuals were considered mentoring experts as they were practitioners or participants in the Montana Office of Public Instruction Principal Internship Formal Mentoring Program.

### Scope, Limitations, and Delimitations

The elements discussed in this section are the scope, limitations, and delimitations of this Delphi Study. Powell (2002) suggests that a Delphi Study aims at using a panel of experts to achieve consensus responses to a problem or question.

The scope of this Delphi Study focused on individuals that were either a practitioner or a participant in the Montana Office of Public Instruction Principal Internship Formal Mentoring Program. Purposeful sampling, as suggested by Creswell and Clark (2007, p. 112), "...means that researchers intentionally select participants who have experience with the central phenomenon or the key concept being explored."

Creswell (2002) describes limitations as “potential weaknesses or problems with the study that are identified by the researcher” (p. 253). Limitations, as suggested by Creswell (2002), might also allow the readers of the study to identify the potential for generalization of the study to other populations. Below, the four identified study limitations are listed in no order of priority.

First, the study called for voluntary participation, because no one can be forced to participate in this study. This non-experimental study only accepted volunteers who understood the study, as noted by their signing of informed consent forms (Appendix A). Second, individuals were selected that were either a practitioner or participant in the Montana OPI Principal Internship Program. The selected individuals all lived in Montana at the time of their participation in the Delphi Study. Third, identification of the selected individual’s experience of participation in the Montana OPI Principal Internship Program was not addressed. As the focus of this study was to determine the current and recommended characteristics of the Montana OPI Principal Internship Program, the varying degree of the participant’s experience in the Montana OPI Principal Internship Program was not considered. Fourth, the identification of the researcher as a participant in the Montana OPI Principal Internship Program in the role of a university supervisor of principal interns was not addressed. This factor was not considered as the Delphi Study’s focus was to determine the current and recommended characteristics of the Montana OPI Principal Internship Program through the surveys in which the researcher acted as the collector of the survey results and did not participate by responding to the survey questions.

Delimitations describe the boundaries of a study and how the study affects external validity. Creswell (2002, p. 324) suggests that external validity is the “ability to generalize sample data to other persons, settings, and situations.” This study was confined to practitioners and participants of the Montana OPI Principal Internship Program in Montana. The focus of this study was to determine the current and recommended characteristics of the Montana OPI Principal Internship Program. The panelists were selected because of their experiences of involvement in the Montana OPI Principal Internship Program and only explored, through their responses to the surveys, their perceptions of what the current and recommended characteristics are for the Montana OPI Principal Internship Program.

#### Positionality of the Researcher

The author of this study has been a teacher, a principal at all K-12 levels, and a district superintendent of multiple pre K-12 school districts with experiences that span over forty years in public education in four different states. During this time the author has had many mentors and teachers, both formally and informally, that have helped the author to grow both personally and professionally to be successful in every endeavor. The author has served as a mentor to public school teachers and administrators during the past forty years. For the last three years, the author of this study has served as the clinical professor in the Department of Education, Educational Leadership Program at Montana State University and has been responsible for the administration and supervision of the Montana OPI Principal Internship Program which is now in its fifteenth year of practice



in the state of Montana and acts as the university mentor to the OPI Principal Interns. When the author of this study assumed the responsibilities of administration and supervision of the Montana OPI Principal Internship Program, the current and recommended program characteristics were very general and of an anecdotal nature. After the many years of the program's existence, the program had not been assessed to improve its delivery and expectations for those participating in the program (the intern, site mentor, and university mentor). The author of this study created this Delphi Study of the Montana OPI Principal Internship Program, which has never been done before, to collect and analyze the data for the purpose of exploring the resulting statements for current and recommended practices to determine the strengths and weaknesses of the current Montana OPI Principal Internship Program and to learn what recommendations could be used to strengthen the program in the future.

### Definitions of Key Terms

For the purpose of this study, several key terms were defined. In some cases, several variations on the definition are presented with the one selected for this research noted at the end.

#### 1. Delphi Study

- A research process that is essentially a controlled debate between anonymous, identified mentoring experts that provide their opinions in answering assigned questions regarding mentoring (Fish & Busby, 1996).

## 2. Mentoring Expert

- A person is considered a mentoring expert as they are practitioners or participants in the Montana Office of Public Instruction Principal Internship Formal Mentoring Program (Dalkey, 1972).

## 3. Expert Delphi Panel

- A group of mentoring experts assembled to participate in the Delphi Study of this research project (Linstone & Turoff, 1975).

## 4. Experienced Administrator

- A principal or assistant principal with more than three years of experience in administration (School Laws of Montana, 2013).
- According to Montana School Law (2013), “a person employed as a principal, assistant principal, or supervisor. . . . shall serve three years in such position in the same school district before acquiring continuing contract status as principal, assistant principal, or supervisor” (School Laws of Montana, 2013).

## 5. Intern, Mentee or Protégé

- The person who is receiving the assistance, coaching, and teaching of the mentor (Zey, 1984).

## 6. Mentor

- A teacher, role model, protector, trusted counselor or guide, tutor, coach, gate keeper, successful leader, a person who oversees the career development of another, usually junior, through teaching, counseling, supporting, protecting, and at times promoting or sponsoring (Zey, 1984).
- For the purpose of this study, the term mentor will be defined as a more experienced person who assumes the responsibility of assisting, coaching, and teaching a less experienced person (Zey, 1984).

## 7. Mentoring

- A partnership that links a senior, more experienced person, the mentor, with a less experienced and usually chronologically younger person, the mentee, in professions, other organizations, and almost any area of human endeavor (Matters, 1994).

- A dynamic process in which mentors and protégés move through several stages, phases, or levels... a progression from protégé dependence at the beginning of the relationship to autonomy and self-reliance as the protégé grows into a colleague and peer (Barnett, 1995).
- A relationship of ongoing professional development provided by a coach or mentor (Moir & Bloom, 2003).
- The establishment of a personal relationship for the purpose of professional instruction and guidance (Ashburn, Mann, & Purdue, 1987).
- For the purposes of this study, mentoring is defined as an ongoing relationship, formal or informal, where one person assists, coaches, and teaches another (Zey, 1984).

#### 8. Novice Administrator

- A principal or assistant principal with three years or less experience in administration (School Laws of Montana, 2013).
- A person employed as a principal, assistant principal, or supervisor that has served in that role less than three years in the same school district before acquiring continuing contract status as principal, assistant principal, or supervisor (School Laws of Montana, 2013).

#### 9. OPI Intern

- A person who is a practicing new administrator with a provisional administrative endorsement while under an Office of Public Instruction internship contractual agreement for either a principal or superintendent position. A state university representative supervises the OPI Intern in their school setting (School Laws of Montana, (2013).

#### 10. Program Characteristics (Factors)

- Key characteristics of a formal principal mentoring program, agreed upon by mentoring experts, which would be found in all principal mentoring programs (The Wallace Foundation, 2007).

#### 11. Pre-Service Internship (Field Experience)

- Advanced professional experience within the pre-service program—usually occurs in conjunction with a college or graduate course and/or part of degree requirements (Eby, Durley, Evans, & Ragins, 2006).

### Significance of the Study

The job expectations for today's school administrators extend beyond managing a building or school district. Anthes (2002, p. 1) stated that in today's world, school administrators are to be the instructional leaders that "understand effective instructional strategies while observing, coaching classroom teachers, and analyzing data to make more effective instructional decisions." Other expectations are that school administrators are to be a liaison between the school district and the community and a role model for the students and community that daily illustrate the values and expectations of the community.

New administrators learn the theories and proper application of those theories in the administrative coursework they take as they begin their transition into an administrative role, but in most cases the practical application of administrative-learned theories is learned and practiced on the job. In pre-service or as a first-year administrator, mentoring the new administrator is critical to the new administrator's immediate and future success. The benefits of a mentoring program provide many benefits for the mentors, protégés, and school districts. The benefits of mentoring relate to job satisfaction; increased peer recognition; practice of lifelong learning skills; exposure to new ideas; the development of more effective communication and collaboration skills; the development of reflective thinking skills; understanding of how theory is put into action in the workplace; learning subtle "tricks of the trade;" how to reduce the new administrator's perceived isolation in the job; how to create a high degree of motivation; and how to establish a peer support network for support and/or job advancement.

The research literature suggests that socialization, mentor commitment, mentor-protégé match and input, program understanding, and training to participate in mentoring are key program characteristics of mentoring programs. Current principal mentoring programs in use today have similarities in their designs but each are unique to the purposes they are designed for, whether utilized by state programs or by school district programs throughout the United States. Montana is considered a “frontier state” by the United States Department of Education. The Montana OPI Principal Internship Program design is utilized in the larger, urban school districts as it is in the very rural, non-urban school districts within the state. Each school district in Montana is a unique entity partly due to the location (urban or rural, non-urban) of the school district in Montana and to their student enrollment numbers which can be quite small.

The importance of this research study was to determine, through the Delphi process, what mentoring experts perceive are the key principal practices of Montana’s formal mentoring program for new and aspiring principals. Identifying the key principal practices of the Montana OPI Principal Internship Program will help design a better Principal Mentoring Program for Montana’s urban and rural school districts and provide information that other states might be able to use to better design their Formal Principal Mentoring Programs to support their new school principals in their urban and rural, non-urban school districts. Recognizing what these principal mentoring program key principal practices are and including these key principal practices into the development of principal mentoring programs at the state and school district levels could provide richer and more

robust information that could be used to enhance principal mentoring programs at all levels in and outside Montana as well as internationally.

The current research literature does suggest that mentoring, both formal and informal programs, is a critical component for the development of principals in public schools in both urban and rural school districts throughout the United States. Although the current research literature does suggest principal practices of effective principal mentoring programs, little evidence is found to exist that indicates how state-mandated formal mentoring programs, like the Montana OPI Principal Intern program, operate within the context of recommended formal mentoring practices. This study was designed to determine the principal practices of the Montana OPI Principal Internship Program to make it more effective to better benefit the needs of the state's public school students.

### Summary

Playko (1991) describes the term mentor as a patient counselor that shapes a less experienced colleague. During the last 30 years there has been a major emphasis at national, state, and local levels placed on the concept of mentoring for the development and placement of personnel within an organization. In the fields of education, business, law, religion, and medicine, mentoring has been a traditionally used method as a basis for training new personnel in either formal or informal programs. Daresh and Playko (1994) suggest that during the mentoring program, the mentee learns many valuable skills associated with the profession. Some examples of these learned skills are communication

skills, organizational survival skills, skills needed in the profession, and how to set high standards and not to compromise them.

Mentoring for principals has traditionally been provided in the form of a pre-service internship (field experience), on-the-job internship, and continuing in-service education (provided by the school district and an outside source or agency) once an administrative job has begun. Marzano, Waters and McNulty (2005) suggest that mentoring helps provide effective leadership which is critical for the success of an organization. They further suggest that this is especially for schools with new administrators who are trying to fit into their new environment during their first year. It is during this period of time that the school district, with the mentor's help, has the best opportunity to influence the behaviors of the new school administrator. This study will shed light on how state-mandated Formal Principal Mentoring Programs incorporate the essential principal practices of Formal Principal Mentoring Programs identified in the research literature.

## CHAPTER 2

## REVIEW OF THE LITERATURE

Introduction

The literature supporting this study comprises eleven topics which are as follows:

(1) Definition of Mentoring, (2) Mentoring of Corporate Business Professionals, (3) Relationship of Mentoring in the Corporate Business World and the Professional Educational World, (4) Teacher Mentoring Programs, (5) Mentoring of New Principals/Superintendents, (6) Benefits of Mentoring Programs for Corporate Business and Professional Education, (7) Benefits of Principal/Superintendent Mentoring Programs, (8) Formal vs. Informal Mentoring in Educational Programs, (9) Characteristics of Formal Mentoring Educational Programs, (10) Evaluating the Effectiveness of the Mentor Programs, and (11) Need for this Current Study. The topics discussed in this literature review will provide an overview of mentoring research that specifically focuses on the elements of an effective mentoring program for principals.

Definition of Mentoring

Mentoring is first spoken of in the Greek writing of Homer's "*Odyssey*" in which Odysseus placed a teacher, named Mentor, in charge of tutoring and caring for his son, Telemachus, before he left for the Trojan War (Carden, 1990; West, 2002). Homer's writings indicate that Mentor had three requirements in his teachings of Telemachus. These requirements were for the purpose of developing Telemachus to become the new



ruler of Odysseus' kingdom. The first requirement was that Mentor was to serve as Telemachus' tutor. The second requirement was that Mentor was asked to share his wisdom regarding the world with Telemachus. The third requirement was that Mentor was to be a companion to Telemachus as he passed into adulthood. This aspect of mentoring led to the French term *protégé*, meaning one who is protected by a person with experience and influence (Crow & Matthews, 1998). Playko (1991) describes the term mentor as a patient counselor that shapes a less experienced colleague. Fleming (1991) suggests that mentoring is a relationship in which a more experienced person (mentor) sponsors a younger promising associate, the intern, in order to promote the professional and personal development of the intern. Douglas (1997) suggests that mentoring is a sustained relationship between two people, one being experienced while the other is considered a beginner. In all definitions of mentoring, the concept of a strong relationship between the mentor and the protégé appears to provide a core element of any mentoring program.

During the last 30 years, a major emphasis at national, state, and local levels has been placed on the concept of mentoring for the development and placement of personnel. Fleming (1991) suggests that the utilization of mentoring in the preparation of the individual for a career has become a major component in many work areas. As examples to Fleming's statement, the fields of education, business, law, religion, and medicine have traditionally used mentoring as a basis for training new personnel in either formal or informal programs within the field. Daresh and Playko (1994) suggest that mentoring is valuable to the mentee, the mentor, and the organization. They further

suggest that during the mentoring program, the mentee learns many valuable skills associated with the profession. Some examples are communication skills, organizational survival skills, skills needed in the profession, how to set high standards and not to compromise them, demonstrating respect for people, and appropriate risk-taking behaviors that may be needed in the profession when necessary. Cohn and Sweeney (1992) suggest that due to mentoring, the mentee can increase their self-esteem and confidence and tend to have higher career satisfaction and are, therefore, less likely to leave their jobs to pursue other occupational opportunities. They also suggest that due to mentoring, the organization is better able to keep in its employ or retain the individuals in whom it has invested time and resources through the organization's mentoring program.

Crow and Matthews (1998) suggest that there are two types of mentors: primary and secondary. They define primary mentors as those who provide a wide scope of assistance and in-depth mentoring. Primary mentors will mentor the protégé in professional, career, and personal matters both inside and outside the professional role. Secondary mentors provide a more limited scope and degree of mentoring because they assist the protégé in technical skills, knowledge, or processes. Kram (1985) suggests that mentors are viewed as providing two types of functions to their protégés. One function is that the mentors may offer career functions that will help the protégés "learn the ropes" while preparing the protégés for advancement within the organization. The second function that mentors might provide is a psychosocial function which builds on trust, intimacy, and interpersonal bonds that will enhance the protégé's professional and personal growth, identity, self-worth, and self-efficacy.

### Mentoring of Corporate Business Professionals

For decades, the research suggests that a business professional's career took the form of a single cycle of stages as a learner moving from a novice to an expert between the professional's early and late career (Hall, 1976; Super, 1957). This concept of a career is supported by the fact that the professionals would often remain within a single organization while experiencing a hierarchical advancement over a long period of time which could possibly be the professional's entire career (Hall, 1976; Super, 1957).

In today's world, business professionals change jobs and industries and enact multiple career roles simultaneously that gives a new conceptualization that is gradually replacing the traditional one from prior years (Ragins & Kram, 2007). Hall (2002) proposed that the adult years of a person's career may now in fact be made up of multiple, short learning cycles. A learning cycle may last three to five years and consist of small stages of exploration into new areas of work, trial activities, becoming established in those new activities, achieving high mastery and performance, and followed by new exploration into a new area of work to repeat the process.

Hall and Mirvis (1995) suggested that there is little research completed on career change among older employees. However, there are some research studies that suggest some characteristics of the elements that are found in career changes. Bray, Campbell, and Grant (1974) and Howard and Bray (1988) tracked managers over their careers at the old AT&T organization, from their entry-level jobs to their late career. The researchers documented the many different types of change in their work activities, attitudes, and performance. The researchers found that the centrality of a manager's work tended to

decrease later in a manager's career and that supportive relationships and personal flexibility were important factors in a person's success at navigating these changes (Ragins & Kram, 2007).

Another study was conducted by Vaillant (1977) on a group of World War II era Harvard students that were tracked into their retirement. Vaillant's study suggested that good work and good relationships were deemed to be important in creating work fulfillment and a long, healthy life.

In Ibarra's (2004) research study, the first significant factor suggested is that the participants in the study tended to make a career change by taking action that included taking small steps and experimenting with new behaviors rather than conducting a lot of self-analysis first. The second factor in this study suggested that in the participants' new career change, the participants developed new connections and new relationships with new people who could help the participant move into new career roles.

Mintz (2003) completed a study of a group of highly successful business professionals at their midlife who had made major transformations of their careers and identities. Mintz's study suggested that key relationships and a number of personality factors facilitated the changes in these business professionals' careers. In all of these studies of major career changes, there is a common theme of relationships playing an important role in triggering and facilitating the career change process. Not all of these studies focused specifically on mentoring or developmental networks; however, some of the qualities that are now associated with good developmental relationships (personal

support, coaching, caring, challenge) were found to be present in the career-enhancing relationships that were examined in these studies (Ragins & Kram, 2007).

In today's world, Hamlin (2014) describes mentoring in the corporate world as when an experienced employee helps in the development of newer staff members. Mentoring can be different than managerial coaching in that mentoring can be done by a co-worker and does not require any kind of administrative paperwork. Mentoring, however, does need a certain kind of person who can be an efficient mentor and managers within the corporation need to identify the staff members that demonstrate strong mentoring skills and strengths and get those employees involved with staff development.

Hamlin (2014) suggests that corporate mentoring is an official relationship, often established through a formal program in which one person, generally a senior executive or other experienced team members, work with a less experienced employee to provide advice, guidance and assistance with career issues. He suggested that some reasons that corporations and/or companies institute mentoring programs is to help create a more collaborative and effective team environment, employees get to know each other outside of the typical boss-employee relationship. The relationships established by mentoring programs can support employee efforts to set and achieve career goals and provide guidance for handling problems or navigating the corporate culture (Hamlin, 2014). Another reason is that mentoring allows the corporations and/or companies to train and develop their workforce without hiring outside trainers and consultants which save thousands of dollars in training costs as well as contribute to employee satisfaction which

is due to the lower-level employees feeling more connected to upper management in most cases.

Corporate mentoring programs generally share certain characteristics. One characteristic is that the mentoring program is designed around a common, specific goal. A second characteristic is that participation in a mentor program is usually voluntary with both the mentor and protégé agreeing to the relationship. In the corporate structure, a third characteristic would be that the mentor should be at least two levels above the protégé and not within the same chain of command. A fourth characteristic is that the prospective mentor should be thoroughly trained in mentoring principles and procedures and that the mentoring coordinator, overseeing the mentor and protégé, should set clear expectations that determine how the relationship should work. Hamlin (2014) suggests that mentors have exceptional skills and strength as a listener, are also constantly working on their individual progress in order to be a better role model to the protégé, be organized in order to demonstrate better work habits, and to remain humble and exhibit humility in the face of something the mentor does not understand. Hamlin (2014) also suggests that mentors agree to make themselves available, either in person or by phone or email, to answer questions and provide feedback. One requirement for most corporate mentoring programs requires that the mentor have time to participate in the program. Corporate mentoring programs, in most cases, will include a feedback mechanism where mentors and protégé can rate the effectiveness of the mentoring experience or request a different relationship if the mentor and protégé do not or cannot make a relationship connection.

### Mentoring in the Education Professions

In the teacher education disciplines, mentoring and peer relationships have also been well received for several years (Jonson, 2002; Showers, 1985) as well as in the area of teacher professional growth (McCann & Radford, 1993; Wilkin, 1992; Zimpher & Rieger, 1988). For example, one of the most common forms of mentoring in education occurs when in-service teachers supervise teachers in training during their practice teaching experience. Unlike the mentoring programs developed for corporate business, the mentoring programs developed for the field of educational administration are considered a recent innovation that began in the mid-1980's (Daresh, 2004). Research completed by Barnett (1995), Crow and Matthews (1998), Daresh (2004), and Kirkham (1995) suggests that mentoring models for principals and superintendents were created in the late 1980's and early 1990's by university-based educational administrator programs and/or state policymakers to provide a model to enable reflective practice as well as to provide technical expertise, role clarification, and socialization in an environment that models the real world.

Educational leadership mentoring programs have become a large component of the educational leadership programs of the present. According to Alsbury and Hackmann (2006), these mentoring programs are well researched as they relate to administrative mentoring programs and are flourishing at this point in time. Bandura (1997), Daloz (1998), Phillips-Jones (1982), and Sheehy (1976) suggest that mentoring programs for principals provide huge opportunities to socialize the new administrators starting in their field. Harris and Crocker (2003) suggest that there are substantial benefits to the program

protégés, the mentor administrators, and to the school districts that have participants involved in a mentoring program. However, with that being said, declining financial support or insufficient funding of the mentoring program and intermittent planning efforts has caused the mentor programs in some school districts to suffer (Daresh, 2004). Due to the lack of funding, many educational mentoring programs have seen inadequate training for mentors as well as the protégés, lack clarity of goals and responsibilities, and utilize poorly conceived methods for selecting a mentor and selecting mentor and protégé pairings (Daresh, 1995 & 2004).

Except for the research studies of Caldwell and Carter (1993), Daresh and Playko (1988), and Kirkham (1995) that address pre-service internship experiences, research that is related to the effectiveness of mentoring programs for novice school administrators is minimal (Alsbury & Hackmann, 2006). Although over two-thirds of the states in the United States currently have laws and policies related to supporting mentoring educational administrators, Daresh (2004) notes that these programs are only “designed for individuals in the earliest stages of their work lives” (p. 504), and that these mentoring programs focus on novice administrators that are moving into the principalship and do not focus on principals that are moving into the role of the superintendent.

Spiro, Mattis, and Mitgang (2007) report that,

Nearly half of the states that require mentoring make no specific provisions for training mentors. In other places, training is minimal and often focuses more on compliance issues than on how to establish successful mentoring relationship ties both to identifying and addressing individual needs and realizing standards that support learning goals (p. 7).



In other words, mentor training for educational mentor programs is very limited and it appears to be one of the first things to be removed when funding becomes limited. In the corporate business world this wouldn't happen. As described in the literature, early educational mentoring programs describe the mentor as a colleague or "buddy" that has minimal or no training as a mentor. The support of this type of mentor would be "emotionally" or someone to talk to when you ran into a problem you couldn't answer but who doesn't have the knowledge in administrative practices and specific administrative skills to provide the protégé the ability to solve the problem (Rogus & Drury, 1998). Mitgang (2008) suggests that "quality remains a challenge for many of the new mentoring programs, particularly because the selection and training of the mentors is often weak" (p. 8). This is probably one of the most important factors why educational mentoring programs fail or are ineffective to a large degree. To support this statement, Bloom, Castagna, and Warren (2003) suggest that even when a mentor that is successful in their school or district, they may not possess the tools or skills that are needed to provide proper support for the new principal or protégé they are mentoring. Malone (2001) further states that, "part of the problem is that mentoring...lack(s) a theoretical base that can allow for the institutionalized support of mentor/protégé relationships" (p. 1). Rogus and Drury (1988) state that, "Mentors tend to be effective if they...are trained for the role" (p. 14) and yet, 20 plus years later, training mentors for educational mentor programs is still lacking in most of the states that employ educational mentoring programs. The corporate business world would never have allowed this to happen to their programs, yet this practice continues today in the educational mentoring programs.

### New Principal Mentoring

The development and use of formal mentoring of new principals is still relatively new to public education as compared to the business world where the use of mentoring relationships to facilitate and sustain professional development is an age-old tradition (Alsbury & Hackmann, 2006). The concept of mentoring in the field of educational administration began to take form in the mid-1980's (Daresh, 2004), with mentoring models for novice principals and superintendents being created in the late 1980's and early 1990's by university-level administrator preparation programs coupled with state policymakers' support as a vehicle to cause stimulating reflective practice while providing technical expertise, role clarification, and socialization in a more authentic context (Barnett, 1995; Crow & Matthews, 1998; Daresh, 2004; Kirkham, 1995). Hallinger (1992) suggested that there was little known about the type of help that new principals needed to help them be effective educational leaders within their assigned school and school district. Zachary (2000) suggested that by focusing on the principal's learning rather than focusing only on the individual structural components of mentoring (the development of the relationship between a mentor and protégé) will develop a better principal. Smylie and Bennett (2005) further suggest that We should develop our understanding of different means of school leader development not as generic, unintentional activities but as purposive ones that seek to achieve valued and defensible outcomes (p. 115).

An integral component of pre-service leadership mentoring programs is clinical experiences and is well documented in the professional literature base (Alsbury & Hackmann, 2006). As new principals enter into the educational field, effective mentoring programs that have been developed for them provide exceptional opportunities to socialize the new principals into the rapidly changing world of the education field (Bandura, 1997; Daloz, 1998; Phillips-Jones, 1982; Sheehy, 1976). These new educational mentoring programs provide benefits to new administrators, to the mentor administrators, and to the school districts (Harris & Crocker, 2003). However, Daresh (2004) suggests that many newly created mentoring programs have suffered from lack of sufficient funding and sporadic and poor planning efforts. Also because of the lack of sufficient funding, many newly created mentoring programs provide inadequate training for the mentor and their protégés, a lack of clear goal sets and responsibilities, and utilized poorly conceived methods in which to select mentor and pairings of the mentor/protégé (Daresh, 2004). Due to this realization, Alsbury and Hackmann (2006) suggest that additional research is needed to identify the necessary components of mentoring programs and should provide recommendations for the improvement of commonly overlooked, yet critical features of successful mentoring programs.

The consensus that is brought forth by the literature review is that having a “buddy” or a “friend” who is presently an administrator within the administrative ranks in the field, whether in the same or another school or in the same or another school district that can provide a friendly critique of the new principal’s skills on resolving the immediate and/or long-term issues, does not entirely meet a new principal’s needs. Also,

the consensus found in the literature review suggests that the school district in which the new principal is employed has to develop the mentoring policies needed to define the new principal's mentoring program training objectives as well as develop a mentoring program that will be able to train the new principal to achieve the stated mentoring objectives. More recently, the work of Marzano, Waters, and McNulty (2005) have suggested some broad frameworks to help guide the construction of content and activities needed for a mentoring program. From this context of Marzano, Waters, and McNulty (2005), a mentoring program may encompass many mentoring activities that find their sources from research that is focused on effective practices which would lead to the development of formative experiences for the new principal (Bangert, 2012). By connecting these mentoring activities within the mentoring program, a framework of varied experiential topics can be utilized by the mentor to engage and instruct the new principal so that leadership knowledge and skills are provided to meet the objectives of the developed mentoring program. Daresh (2003) (as cited by The Education Alliance at Brown University, p. 11) suggests that the educational communities are developing an understanding of an effective mentoring program as "a process that is much more sophisticated than simply sharing craft knowledge...It must be seen as a proactive instructional process in which a learning contract is established between the mentor and the protégé."

The meta-analysis, published by Marzano, Waters, and McNulty (2005), provides 21 leadership responsibilities that new principals would be expected to learn and achieve as they begin and move forward in their administrative careers. These leadership

responsibilities are: affirmation; change agent; contingent rewards; communication; culture; discipline; flexibility; focus; ideals/beliefs; input; intellectual stimulations; involvement in curriculum, instruction, and assessment; knowledge of curriculum, instruction, and assessment; monitoring/evaluating; optimizer; order; outreach; relationships; resources; situational awareness; and visibility. This is a daunting list of responsibilities for a new principal as well as a veteran principal and takes time and practice to achieve by any new principal.

#### Benefits of Mentoring Programs for Corporate Business and Education Professionals

When determining the benefits of mentoring programs designed for corporate business and then comparing those benefits to the benefits of mentoring programs designed for professional education, there are many similarities as well as some differences. When the formal mentoring program focuses on the functions of psychosocial, career development and role-modeling, the resulting benefits have been shown to affect the various protégés, mentors, and organizational outcomes (Ragins & Kram, 2007). Wanberg (2003) suggests that protégés that have a mentor in both the corporate business and professional education worlds have higher levels of compensation, salary growth, and promotions than do individuals without mentors and protégés. Mentors also suggest that their experiences positively affected their career satisfaction and increased their self-reported career success and income (Collins, 1994; Johnson, Yust, & Fritchie, 2001). Zey (1988) suggests that both corporate and business organizations and professional education can benefit from a formal mentoring program in

several areas. These areas would include: the speeding up of the employee integration process into the workforce; the reduction of staff turnover in their new positions; increasing the levels of communication; increasing the development of a management pool; succession planning; increased productivity; and socialization within the work place. Eby (1997) suggests that organizations provide alternative forms of mentoring which would include intra-team mentoring, inter-team mentoring, co-worker mentoring, manager-subordinate mentoring, hierarchical mentoring, external collegial peer mentoring, internal and external sponsor-protégé mentoring, and group-professional association mentoring.

De Janasz, Sullivan, and Whiting (2003) suggest that executives need multiple mentors to be able to address three critical career competencies which are people's beliefs and identities, knowledge and skills, and being able to network or form relationships with people. As suggested by de Janasz, Sullivan, and Whiting (2003), individuals may need a diverse network of mentors inside the organization, members of professional organizations, executive mentors, and friends and co-workers to assist them in continuous learning and development of new expertise. When the formal mentoring program focuses on leadership outcomes, the followers in the organization receive positive outcomes as suggested by Sosik and Godshalk (2000), but much of the literature provides evidence that because the formal mentoring program focuses on leadership, the organization realizes the greatest benefits. Sharmir et al. (1993) suggest that leaders inspire followers through the articulation of the long-term organizational vision and the leaders motivate the followers to work to achieve the broader organizational mission by

enhancing the followers' belief that they are being effective contributors to the organization's outcomes. Sosik (2006) also suggests that some benefits to an organization that come from a formal business leadership mentoring program include innovation, retention of employees, unit financial performance, market share, customer satisfaction, and occupational safety. From the professional educational mentoring viewpoint, benefits suggested in Sosik (2006) would include innovation, retention of employees, customer satisfaction, and occupational safety.

#### Benefits of Principal Mentoring Programs

Barth (2003), Daresh (2004), Daresh and LaPlant (1985), and Thody (1993) suggest that mentoring support programs for novice school leaders can be a critical element to their success as an administrator. An interesting point that is suggested in the research of Sosik, Lee, and Bouquillon (2005) is that the studies that focus on formal mentoring suggest that a single, traditional mentoring relationship can no longer meet the learning needs of employees facing the diverse and dynamic organizational contexts and careers in today's world. Eby (1997) suggests that in the context of organizational transitions, most individuals need to develop diversified skill sets to enable them to be marketable. Crow and Matthews (1998) suggest that mentoring is of the highest value not only to pre-service administration preparation programs but also to experienced administrators. They also suggest that in administrative practice of current principals and superintendents, it is common practice that informal mentoring relationships are developed and utilized. Many times, informal mentoring relationships are developed

through working with other administrators within a school district, at local and state association meetings, and at national administrative conferences. In their research they also suggest that practicing principals would cite that a mentor or mentors in the field serve as a primary source of providing assistance to become a successful school leader as opposed to educational leadership coursework or the professors of their educational leadership program. As stated previously, well designed mentoring programs can be beneficial, not only to new administrators but also to the mentor and the school district. As suggested by Daresh (2004), mentoring programs that are not well planned out can have limitations such as inadequate financial support, ineffective and/or uncommitted mentors (Crow & Matthews, 1998), poorly created mentor/protégé pairings (Malone, 2001; Walker & Stott, 1994), and poorly designed or lack of a goal focus (Kirkham, 1995). The research shows that a mentor program that is of poor design can result in a mentor relationship that is detrimental to protégé development (Alsbury & Hackmann, 2006). In a situation like this, a protégé may develop an over-reliance on the mentor that will lead the protégé into a near-sighted and inflexible approach in which to problem solve and slow down or even stifle the protégé's growth as an administrator. When a formal administrative mentoring program is ineffectively developed, the formal administrative mentoring program can be so systematic that the program produces mediocre and ineffective leadership methods that have the ability to perpetuate this style of leadership over time. However, when a formal administrative mentoring program's structure and goals are well thought out, the formal mentoring program has a great potential to guide the novice school leader into demonstrating greater confidence in their



professional competencies, demonstrating better effectiveness in translating educational theories into practice, development and utilization of improved communication skills, feeling more comfortable in their new positions, and becoming more aware of the “tricks of the trade” (Daresh, 2004, p. 504). It is shown that effective mentoring programs can also enhance the mentor’s professional growth through increased job satisfaction, increased recognition from peers, and further opportunities for personal career advancement (Alsbury & Hackmann, 2006). School districts also benefit from formal administrative mentoring programs by gaining more capable administrative staff members with higher motivation, improved self-esteem, and greater productivity (Daresh, 2004). Another very important aspect of a well-designed formal mentoring program is that mentoring of new school leaders increases the job placement opportunities for female and minority staff members by increasing candidate visibility, cultural acuity, networking, and access to job opportunities (Reyes, 2003).

#### Informal and Formal Mentoring in Educational Programs

Informal and formal mentoring in educational programs may differ in multiple areas when compared to each other (Ragins & Cotton, 1999). One area is in the way the mentoring relationship between the mentor and protégé is formed. If the mentoring relationship begins naturally and leads to a professional relationship through conversations with another individual(s) at the work place that lead to an informal matching of these two individuals, this would be considered a form of informal mentoring as it allows the individual (intern) to develop a professional relationship with

an individual (mentor) that can help the protégé grow professionally in their work. If, on the other hand, the matching process is initiated and sponsored by the educational system for the two individuals (the mentor and protégé) for a specified time period, this would be considered a formal mentoring program. Ragins and Kram (2007) suggest that there is little research that has addressed the informal/formal distinction between the mentoring programs. However, studies by Allen et al. (2004); Chao, Waltz, and Gardner (1992); and Ragins and Cotton (1999) suggest that informal mentoring and formal mentoring may not be equally beneficial and that additional research on this particular subject is needed to gain a clearer understanding. In fact, the evidence to date suggests that formal relationships, while beneficial, are not truly equal to informal relationships in respect to the human outcomes (Ragins & Kram, 2007).

An example of a formal mentoring program in education would be a mentoring program that is initiated through a school district program that assigns a mentor to a protégé and facilitates and supports a developmental relationship between the mentor and protégé for a specified period of time (Wanberg, Walsh, & Hezlett, 2003). Initially, these formal mentoring programs may have been of a traditional hierarchical form with a one-on-one approach to mentoring. As mentoring programs have evolved over the last 25 years in education, formal mentoring programs may now be taking the form of peer relationships, team mentoring, mentoring circles, and other structured networks (Douglas & McCauley, 1999; Kram & Hall, 1996). The latest variation of a formal mentoring program in education is that of E-Mentoring that utilizes the advancements in electronic

communication forms to provide many of the same benefits as face-to-face mentoring programs based on recent evidence.

In the United States, the national associations for principals and superintendents (National Association of Elementary School Principals [NAESP], National Association of Middle School Principals [NAMSP], National Association of Secondary School Principals [NASSP], National Association of School Superintendents [NASS], and the American Association of School Administrators [AASA]) all recommend and provide formal mentoring training opportunities for mentoring new and existing school principals and superintendents across the country. In Montana the state affiliates of the national organizations listed above also recommend and provide formal mentoring training to the state's educational leaders at both the state and district level. Montana's state universities' Educational Leadership Programs provide formal mentoring programs and faculty members to serve as mentors at all levels to new administrators in the state's public schools. Additional groups within Montana (School Administrators of Montana [SAM] and Montana School Boards Association [MTSBA]) also recommend and provide mentoring training to the state's school administrators. The larger school districts in Montana (AA and some A classification school districts) generally provide a formal mentoring program for their new principals and superintendents.

Informal mentoring programs in education are generally unconstrained in regard to their frequency, length, or content (Ragins & Kram, 2007) between the individuals involved, and the interactions may vary in length as well as their content. In most cases, informal mentoring begins in casual meetings which might begin in meetings between

two individuals, two or more individuals meeting at school or district-level meetings, regional meetings, state-level meetings, national meetings, etc. (Ragins & Kram, 2007). In any regard, over time these meetings will take on their own norms or discussion points in regard to the meeting styles (Ragins & Kram, 2007). Informal mentoring relationships tend to continue as long as the participants benefit from them. Over time, the nature of the informal mentoring relationships may change (Chao, 1997; Kram, 1983; Pollock, 1995). Some examples of informal mentoring programs in education as described by Kram (1985) would follow this format:

Through sponsorship, coaching, protection, exposure-and-visibility, or challenging work, the junior colleague learns the ropes of organizational life and prepares for advancement opportunities. Through role modeling, acceptance-and-confirmation, counseling, or friendship, he or she develops a sense of competence, confidence, and effectiveness in the managerial role. By providing a range of career and psychosocial functions, the senior colleague gains recognition and respect from peers and superiors for developing young talent, receives support from the junior colleague who seeks counsel, and experiences satisfaction by helping a less experienced adult navigate effectively in the world of work (p. 47).

This description of the informal mentoring process would fit most informal mentoring that takes place within an educational program whether it is principal to teacher, teacher to principal, principal to principal, or superintendent to principal. Currently, in Montana the adoption of the Common Core Standards is taking place. School principals and superintendents are being mentored by individuals from the Montana Office of Public Instruction, private contractors, employees from state and national associations acting as informal mentors to those (protégés) that are meeting to learn of these new standards. From that group of protégés, the protégés become the mentors to other teachers and

principals in how they and their schools and school districts are proceeding to implement these new standards. Informal mentoring programs in education provide an opportunity for teachers, principals, and superintendents to share their individual knowledge to better the school and school district and better the individual within the organization of a school and school district.

#### State-Mandated Formal Principal Mentoring Programs

Currently several states, but not all, within the United States have adopted formal mentoring programs for principals of their public schools. According to the 2011 Education Commission of the States report regarding each state's formal principal mentoring efforts, about half the states in the United States have state-mandated formal mentoring programs. However, with that being said, most states leave the development and implementation of their formal principal mentoring programs to the individual school districts within the state (ECS, 2011).

The states of Illinois, Iowa, and Colorado are representative examples of the states that have adopted formal principal mentoring programs. The state of Illinois with a current number of 1,101 total school districts, through the direction of the Illinois State Board of Education (ISBE), requires all Illinois school districts to provide a formal principal mentoring program designed to strengthen the leadership and professional capacity of school principals within their school district. All principals new to the profession in Illinois except those in one school district, the Chicago Public Schools, are mandated by the state legislature to meet the requirements of a certified principal

mentoring program, overseen by the ISBE, which requires that the hiring school district of the new principal be responsible for ensuring that their new principal is successfully matched with a mentor who is a successful principal with at least a minimum of three years of experience as a principal (ECS, 2011).

As each school district in Illinois is responsible for their district's new principal mentoring, the mentoring programs can be quite different when comparing each school district's formal principal mentoring programs. The differences generally are found to be based on each school district's distinct need (Daresh, 2007).

The state of Iowa, currently with 359 total school districts, specifies that each school board within the state should establish an administrator mentoring program for all beginning administrators and require that each school district's beginning administrator mentoring and induction program provides, at a minimum, one year of programming that supports the Iowa standards for school administrators. The Iowa program specifies that each school district's mentoring program plan should also include a description of the mentor selection process, a description of supports the program will provide for the beginning administrators, a description of the program's organizational and collaborative structures, a description of the development of a budget, a description of a budget, a description of the sustainability of the programs, and a process for program evaluation (ECS, 2011).

In Colorado, currently with 179 total school districts, each school district develops their own principal mentoring induction plan or program for the new administrators they hire. Each school district then submits to the Colorado State Board of

Education a copy of their proposed principal mentoring induction plan for review by this board and subsequent approval of the school district's submitted principal mentoring induction plan. It should be noted that the Colorado State Board of Education establishes the standards and criteria for the approval of proposed induction programs for initial principal licensees and for the review of approved induction programs for initial principal licensees that school districts utilize in developing their own induction programs. Once the Colorado State Board of Education approves a school district's principal mentoring induction plan, each school district is then responsible for administering the approved principal mentoring (ECS, 2011).

#### Montana's Formal Mentoring Program for Aspiring School Principals

The Administrative Rules of Montana (ARM) speak to the policies and requirements of the state's principal intern program as overseen by the Montana Office of Public Instruction. Specifically, Montana's ARM 10.55.607 states the requirements necessary to participate in a principal internship in Montana for those eligible participants who do not currently have a principal's endorsement. These requirements are:

1. As part of an internship agreement, the parties must agree to the following:
  - a. The intern will complete the requirements for the appropriate endorsement within three years;
  - b. The school district will provide local supervision and support of the intern;  
and

- c. The accredited educator preparation program will approve the coursework and provide support and periodic supervision.
2. If entering into internship agreements, the accredited Montana educator preparation program must report each enrolled intern to the Superintendent of Public Instruction no later than November 15 of each year.
3. For each intern a district desires to have deemed appropriately assigned, the school district must report to the Superintendent during the annual data collection, at the beginning of years two and three of each internship agreement, the intern's yearly progress toward completion of the program of study.
4. An intern may be considered appropriately assigned for up to three years while enrolled in and making progress toward completion of a Montana accredited educator preparation program. Extension may be granted at the discretion of the Superintendent of Public Instruction as authorized in ARM 10.57.109. Requests for extension must be submitted by the intern and supported by the accredited educator preparation program and the school district. A request for extension must demonstrate evidence of extreme hardship or other circumstances beyond the control of the intern which prevented timely completion of the agreed upon plan of study.
5. If an intern fails to show sufficient and satisfactory annual progress in the plan of study toward completion of a Montana accredited educator preparation



program, the Superintendent of Public Instruction may consider that intern inappropriately assigned.

6. An emergency authorization of employment granted by the Superintendent of Public Instruction pursuant to 20-4-111, MCA is not a license; it is granted to a district which, under emergency conditions, cannot secure the services of an appropriately licensed and endorsed teacher or principal. A person authorized under 20-4-111, MCA is not eligible for an internship (History: 20-2-121, MCA; IMP, 20-2-121, MCA; NEW, 2012 p. 2042, Eff. 7/1/13).

Currently in Montana, the Educational Leadership Programs of the state's public universities, Montana State University (Bozeman) and the University of Montana (Missoula), each manages and supervises the OPI Principal Interns that are enrolled in their respective universities. A private college, Rocky Mountain College (Billings), also does the same.

The program elements for the Montana State University OPI Principal Internship Program meet all the requirements as stated in Montana's ARM 10.55.607 and provide an experienced principal as the new principal intern's mentor throughout the time the new principal intern is enrolled in the OPI Principal Internship Program. The primary focus of Montana State University's OPI Principal Internship Program is on what are commonly thought of as characteristics of a formal mentoring program. These characteristics include: socialization, reflective practice, mentor commitment, mentor/protégé match, and training (The Wallace Foundation, 2007).

### Characteristics of Formal Mentoring Programs

When conducting the research for successful principal/superintendent formal mentoring programs, it has become evident that most formal mentoring programs for principals and superintendents are modeled after a corporate business design and share many of the same characteristics. These characteristics include the importance of socialization, networking, and the opportunity for professional reflection and introspection (Barnett, 1995; Crow & Matthews, 1998; Dappen, 2001; Gehrke, 1998).

#### Socialization

The importance of socialization becomes apparent to the protégé as they begin their new career as a principal or superintendent and would be considered an important piece of a successful mentoring program as the new principal/superintendent will generally feel a loss of the support systems they have relied on to this point in their careers (Hartzell, Williams, & Nelson, 1994) and feel “a deep sense of professional isolation and a lack of feedback” on their job performance (Daresh, 1990, p. 2).

Socialization can be accomplished in a variety of ways but generally can be accomplished by network building within the administrative framework of a school district. Networking can be accomplished by becoming a member of regional, state, and/or federal groups and associations so that opportunities are made available to work with other administrators on projects that the administrators share a common interest in. Crow and Matthews (1998), Crow et al. (1996), and Reyes (2003) suggest that a well-designed mentoring program will help the intern to develop networks in order to aid in

discovering potential job openings, developing and gaining friendships with other administrators in similar roles, providing opportunities for visibility with the group of administrative peers, as well as providing the possibility of discovering potential mentors in areas outside the current area in which the intern is currently working.

Crow and Matthews (1998) suggest that successful formal mentoring programs should also provide mentors that engage in social interactions that offer advice to new principals to protect them from making poor decisions that can damage a new principal's confidence while at the same time giving the new principal the confidence to take on challenging activities that require the new principal to demonstrate risk-taking abilities that they might otherwise not attempt. Barnett (1995) also makes the point to suggest that a component of a successful formal mentoring program for new principals is that the mentor should be facilitating the transitional change of the protégé from a dependent, novice problem solver into becoming an autonomous, expert problem solver.

### Reflective Practice

Reflective practice is considered a very important piece of a successful formal principal/superintendent mentoring program. Megginson and Clutterbuck (1995, p. 28) suggest that mentors need to ask reflective questions, rather than give prescriptive advice so that this approach “puts mentors where they need to be out of the action, looking on, and encouraging, rather than taking over and doing the work for the learner.” Gehrke (1998, p. 193) also suggests that mentors should give their protégés “wisdom and awakening” through “reflective conversation.” Barnett (1995) suggests the use of cognitive coaching techniques to utilize reflection as a catalyst to enhance the protégé's

growth. In all of these suggested techniques regarding the protégé's ability to reflect, the mentor is the one person that can cause this to happen for the protégé's development.

### Mentor Commitment

In a formal principal/superintendent mentoring program, the commitment of the mentor is a critical component to the success of the mentoring program within the organization (Allen, Eby, & Lentz, 2006b; Allen & Poteet, 1999; Ragins, Cotton, & Miller, 2000). Allen, Poteet, and Russel et al. (1997) suggest that the willingness of an individual to become a mentor is related to the individual's own high-quality relationship with their mentor. Also, previous experience as a mentor and as a protégé will positively relate to the future willingness to mentor others as suggested by Allen (2003). Kram (1985) has also suggested that individuals with previous mentoring experiences appear likely to appreciate the benefits of mentoring due to their first-hand knowledge of mentoring. The high degree of commitment of the mentor is based on many variables but it does appear that the literature suggests that when a mentor has experience in a mentoring program either as a protégé or as a mentor, commitment follows. Eby and Lockwood (2005) further suggest that unmet expectations and mentor neglect, both of which may come from a lack of mentor commitment, are two of the most commonly reported problems that occur among protégés participating in a formal mentoring program.

Bloom, Castagna and Warren (2003) suggest that there are many attributes that a high-quality mentor should be able to demonstrate in various situations. Some of these mentor attributes would include: the ability to conceptualize, understand, and share the

organization's history and policies as a guide for leadership practice; understand and be able to share with the protégé that there are multiple ways to solve very complex problems; demonstrate superior communication skills, be a positive role model for the protégé, and always demonstrate a high level of intelligence. Daresh (2001) also suggests that mentors be able to support the leadership practices within the social and political realities, be able to accept differing methods of leadership practice, be comfortable with the protégé's growth when it exceeds the mentor's skill, and be the role model that demonstrates continuous learning and self-reflection.

#### Mentor-Protégé Match

The selection process in matching mentors to protégés in a formal mentoring program differs from the process used in an informal mentoring program. In an informal mentoring program the mentor will generally have complete discretion over their choice of a protégé. In a formal mentoring program, the organization will generally have the final decision regarding the mentor/protégé relationships (Ragins & Kram, 2007) and in most organizations there are generally more protégés that would like a mentor than there are mentors. Mentor and protégé mismatches in the perspective of values, personalities, and work styles are suggested to be barriers to the mentor-protégé relationships (Eby & Lockwood, 2005). However, with that being said, Lind and Tyler (1988), Super (1994), Terry and Jimmieson (1999), and Thomas and Ganster (1995) suggest that when protégés have input in the matching process for their mentor, the protégé has a greater perceived control of the mentoring program that leads to a better attitude related to fairness and job satisfaction, better job performance, and enhanced self-esteem. Studies conducted by

Allen and Eby (2003), Ragins and Cotton (1999), and Sosik and Godshalk (2000) suggest that same-gender mentorships typically greatly outnumber cross-gender mentorships with the least common combinations being female mentors paired with male protégés. Studies completed in regard to the “Social Exchange Theory” suggest that individuals enter into a mentoring relationship in which the individuals believe the rewards will be greater than the costs (Blau, 1964; Homans, 1958; and Thibaut & Kelley, 1959). This theory suggests that mentors will be attracted to protégés that the mentor feels will bring something of value to the relationship. Kram (1985) suggested that mentors are attracted to high-performing protégés that have technical knowledge. Other mentors reported to being attracted to protégés who demonstrate personality characteristics such as a high degree of people skills, strong work ethic and initiative, competence, and a learning orientation (Allen, Poteet, & Burroughs, 1997).

### Training

Training for mentors and protégés is essential to the success of a formal mentoring program and is generally based on the organizational general needs within the organizational system as well as identified specific skills the organization needs. Using training to establish the benefits of mentoring could be useful in recruiting mentors to a mentoring program and in setting more realistic expectations as suggested by Eby, Durley, Evans, and Ragins (2006) and Lee, Dougherty, and Turbin (2000). Daresh’s (2001) published handbook provides guidance in the creation of effective formal mentoring programs for organizations in the areas of development, planning, the training needed, and evaluation of effective formal mentoring programs. The literature review

provides evidence that the training quality and the hours needed to accomplish the training needed in effective formal mentoring programs will vary from program to program due to the needs and purpose of the sponsoring organization. National educational organizations also provide models for training mentors and protégés. As an example, the National Association of Secondary School Principals (NASSP) has developed a model in which the mentors are trained in the skills of observation, understanding evaluation instruments, listening and feedback skills, communication skills, understanding normative scores, and understanding the mentoring program values and expectations of the mentoring program. Training for protégés is focused on needs analysis, self-development, and reflection. The important point to remember is that planning out an effective mentoring program is essential to the success of the program and that the training of the mentor and protégé, prior to implementation of the mentoring program, is the essential component of the effective mentoring program.

### Summary

As the research literature indicates, mentoring is extremely important for both educational professionals and corporate business professionals. Formal mentoring of public school administrators is considered a generally new procedure that began in the mid-1980's when Kram (1985) published *Mentoring at Work*. Since that time public school formal mentoring programs for principals and superintendents began to be developed by utilizing models that were already in place in the corporate business world. The research literature shows that well designed mentoring programs are very beneficial

not only to the new principals but also to the mentors and the school districts. By being in a well-designed mentoring program, the (new principal) generally shows a higher level of confidence in their professional competence, a higher degree of proficiency of translating educational theory into practice, lower anxiety about assuming a new administrative position, development of a more sophisticated manner of communication skills, and have a sense of being more aware of the “tricks of the trade” (Daresh, 2004, p. 504). These described mentoring traits are very important; not only to the new principal (protégé) but to the well-being of the school district that employs the new principal. Formal principal mentoring programs are modeled after corporate business models and share many of the same characteristics. These characteristics include socialization, reflective practice, mentor commitment, mentor/protégé match and input, and training (Barnett, 1995; Crow & Matthews, 1998; Dappen, 2001; Gehrke, 1998, and The Wallace Foundation, 2007).

However, although the current research does speak to the importance of formal mentoring programs for new principals as practiced in many states, questions remain about Montana’s OPI Formal Principal Mentoring Program that would include:

1. How do the stakeholders (Montana Office of Public Instruction personnel, University faculty, Intern Site Supervisors, former Office of Public Instruction Principal Interns, and the School Administrators of Montana personnel) perceive the implementation of Montana’s Office of Public Instruction Principal Internship Program for new principals?



2. How do the stakeholders perceive their roles in the implementation of Montana's Office of Public Instruction Principal Internship Program for new principals?
3. How do stakeholders perceive the learning activities of Montana's Office of Public Instruction Principal Internship Program for new principals?
4. How do stakeholders perceive the learning outcomes of Montana's Office of Public Instruction Principal Internship Program for new principals?

This study sheds light on the perceptions of the stakeholders that implement and lead Montana's mandated OPI Formal Principal Mentoring Program.

## CHAPTER 3

## METHODOLOGY

Introduction

The purpose of this descriptive study was to identify and describe the program characteristics of Montana's state-mandated Formal Mentoring Program for new principal interns that policy experts agree are necessary to create a supportive learning experience for new principals. The results of this study were used to inform the University Educational Leadership Program faculty, the Montana Office of Public Instruction (OPI), and other process stakeholders regarding current practices and potential improvement areas needed in the Montana OPI Internship Program and other formal principal mentoring programs that provide essential knowledge and skills to novice principals serving Montana public schools.

Research Questions

The research questions posed for this study are as follows:

1. What principal practices do stakeholders identify as integrated with the Montana Office of Public Instruction Principal Internship Program?
2. To what extent do stakeholders agree on the identified principal practices of Montana's Office of Public Instruction Principal Internship Program?
3. How do stakeholders perceive the importance of agreed upon principal practices for Montana's Office of Public Instruction Principal Program?

### Research Design

Due to the length of time involved and the financial costs associated with the geographic locations of the expert panelists (Ludwig, 1997; Na, 2006), an online modified Delphi Study methodology was conducted with the expert panelists to identify the current and recommended program factors of Montana's state-mandated Formal Principal Mentoring Program. The Delphi Technique Method was first developed, named, and utilized in the late 1940's and early 1950's by researchers working at the RAND Corporation (Hartman, Krahn, & Skulmoski, 2007; Loo, 2002; Woudenberg, 1991). Since the development of the Delphi Technique Method, it has been utilized in many research disciplines with success including education and other social sciences (Hartman et al., 2007; Loo, 2002). This research method uses an iterative process to collect and distill the judgments of experts using a series of questionnaires and participant feedback (Skulmoski, Hartman, & Krahn, 2007). The Delphi Method is a descriptive research design that often involves the collection of both qualitative and quantitative data. Three features characterize the Delphi Method and distinguish it from other group consensus approaches: anonymous group interaction and responses, multiple iteration of group responses with interspersed, controlled feedback, and the presentation of statistical analysis through group response (Martino, 1993; Rowe & Wright, 1999). The definitions of these three features are as follows:

1. Anonymity: Anonymity of participants helps to prevent domination by individuals who are participating in the study and allows aggregate individual responses if participants are hostile toward one another or where individual

personality styles might be distracting in a face-to-face meeting (Martorella, 1991).

2. **Multiple Iterations:** Repeating a process with the goal of approaching a desired goal or result. Each repetition in the Delphi Method is called an iteration and the result of one iteration is used as the starting point for the following iteration.
3. **Interspersed Feedback:** For the purpose of this study, feedback means that the participants' responses to the initial survey will lead to a new iteration of the second survey. The participants' second survey responses will lead to a new iteration of the third survey.

The Delphi Method does not require face-to-face contact, positioning it as a useful technique for involving experts who cannot come together physically and are anonymous to each other.

Delbecq, Van de Ven, and Gustafson (1975) suggest that the Delphi Method should only be used if: 1) there is adequate time; 2) participant skill in written communication; and 3) high participant motivation. As a rule of thumb, the Delphi Method minimal required time is about 45 days. The utilization of the Delphi Method should not be used with groups that have difficulty in reading or in expressing themselves in written communication. The Delphi Method needs high participant motivation because the selected participants do not have other people present to stimulate and maintain their motivation. This study meets all of the critical criteria needed to conduct a successful Delphi Method Study.

### Delphi Panel Selection

Hartman et al. (2007) and Adler and Ziglio (1996) suggested that Delphi participants should meet four “expertise” requirements: 1) knowledge and experience with the issues under investigation; 2) capacity and willingness to participate; 3) sufficient time to participate in the Delphi Method study; and 4) effective communication skills. In consensus research and especially Delphi methodology, the use of experts is fundamental to reliability. Expert Delphi panelists for this study were chosen according to criteria suggested by Hartman et al. (2007). The panelists recruited to participate in this Delphi Study were experts who have knowledge and practical experiences with Montana’s state-led Formal Principal Internship Program. Kaplan (1971) stated that in regard to any set standards for selecting Delphi expert participants, there is no exact criterion listed in literature concerning the selection of Delphi expert participants. Kaplan (1971, p. 24) also stated that, “throughout the Delphi literature, the definition of [Delphi subjects] has remained ambiguous.” Pill (1971) and Oh (1974) further suggest that individuals are considered eligible to be invited to participate in a Delphi Study if: 1) they have somewhat related backgrounds and experiences concerning the target issue (which in this study is the OPI Principal Internship Program); 2) are capable of contributing helpful inputs; and 3) are willing to revise their initial or previous judgments for the purpose of reaching or attaining consensus. Delbecq, Van de Ven, and Gustafson (1975) suggest specifically that three groups of people are well qualified to be participants of a Delphi Study. They also recommend that:

*“(1) the top management decision makers who will utilize the outcomes of the Delphi study;*  
*(2) the professional staff members together with their support team; and*  
*(3) the respondents to the Delphi questionnaire whose judgments are being sought”*  
(p.85).

Hsu and Sandford (2007) suggest that Delphi participants should be highly trained and competent within the specialized area of knowledge related to the target issue of the study. Oh (1974) indicated that choosing the appropriate participants in a Delphi Study is generally based on the judgment and discretion of the principal investigator(s). Jones and Twiss (1978) suggest that the principal investigator(s) of a Delphi Study should identify and select the most appropriate participants through a nomination process. Ludwig (1994) stated that, “solicitation of nominations of well-known and respected individuals from the members within the target groups of experts was recommended” (p. 52). Kaplan (1971) and Ludwig (1994) suggested that in general, the selection of possible Delphi Study candidates will come from a pool of subjects of positional leaders. Anderson and Schneider (1993) suggest that the participants in a Delphi Study basically consist of individuals who would be considered primary stakeholders with various interests related to the target issue or research effort.

#### Sources of Potential Panelists

For this study, four groups were selected from which to recruit expert panel participants. The first group was the education leadership faculty from Montana’s state and private universities and colleges (Montana State University, University of Montana,

and Rocky Mountain College). The second group was the Montana Office of Public Instruction (OPI). The third group was the principal/superintendent group of past and/or present site supervisors of the Montana OPI Principal Mentoring Program. The fourth group was the group of past Montana OPI Principal Mentoring Program Interns. From these four groups, sixteen (16) principal mentoring experts were recruited.

New mentoring expert participants included a total of five Educational Leadership faculty members from Montana State University, University of Montana, and Rocky Mountain College; a total of four Montana Office of Public Instruction (OPI) officials; a total of three past or present principal/superintendent site supervisors of OPI Principal Interns; and a total of four previous OPI Principal Interns. The four groups that were selected to provide experts have or had various roles in the OPI Principal Internship Program. The state universities and private college experts selected were the instructional staff members that were the instructors of their respective Educational Leadership courses the OPI Principal Interns complete to earn their administrative endorsements as well as supervising the OPI Principal Interns in the field during their internship. Experts selected from the Montana OPI were individuals involved with the OPI Principal Interns throughout their internship, during the intern's school district accreditation process, during the review of the intern's program of study prior to licensure, and approving the licensure of the principal intern when all requirements are met. Past or present principal/superintendents that have served in the capacity of supervising OPI Principal Interns on site have an excellent understanding of the OPI Principal Internship Program and why it is successful. Previous OPI Principal Interns also have an excellent

understanding of the OPI Principal Internship Program as they have successfully completed the program and earned the licensure as a Montana principal upon completion of the program.

### Procedures for Selecting Delphi Study Panelists

The selection of a panel of participants is critical in using the Delphi technique in a study (Lang, 1998). The success of the Delphi Study is based upon selecting appropriate experts for the Delphi Study panel that are qualified in the subject area of the study. The purposeful and effective selection of the panel of participants maximizes the quality of responses and gives the results of the Delphi Study credibility. Lang (1998) suggested that a random selection of the panel participants is not acceptable as characteristics and qualifications of desirable respondents should be identified to select the panel participants. For this study, the selection of experts was done primarily by telephone invitation and email. The advantages of a telephone invitation and email panel invitation and selection over a traditional recruitment approach is time and cost as suggested by Andrews and Allen (2002).

The identification of potential expert panelists for this study was made from the four identified groups: 1) Educational Leadership faculty from Montana's state and private universities and colleges (Montana State University, University of Montana, and Rocky Mountain College); 2) the Montana Office of Public Instruction (OPI); 3) the principal/superintendent group of past and/or present site supervisors of the OPI Formal Principal Mentoring Programs; and 4) the group of past OPI Formal Principal Mentoring



intern lists of the individuals that work or have participated in the OPI Principal Internship Program. The names of potential expert panelists for this study were acquired by the researcher from previous years and present year student lists of participants as interns, past and present site supervisors, university and college faculty lists, and lists of staff for licensure and supervisors from the Montana Office of Public Instruction. Using the criteria established by Hartman et al. (2007) and Adler and Ziglio (1996), the selected individuals from the four groups that met the criteria stated previously were contacted by telephone to explain the purpose of this Delphi Study. This initial telephone conversation was followed by an emailed informed consent letter (Appendix A) that invited the selected individuals to participate in this study. Panelists that agreed to participate after their review of the emailed informed consent letter replied by email with their agreement to participate and were placed on the roster of expert panelists for this study.

#### Final Delphi Panelists

Initially there were 16 out of 16 expert panelists agreeing to participate in the study. The 16 expert panelists were from the following groups: Educational Leadership faculty from Montana's state and private universities and colleges (Montana State University, University of Montana, and Rocky Mountain College), the Montana OPI Principal Internship Program past and/or present principal intern supervisors, and Montana OPI Principal Interns that have participated in the Montana OPI Principal Internship Program. Table 1 summarizes the number of participants by groups.

Table 1  
Number of Participants by Groups

Groups		Number of Participants
Educational Leadership Faculty		5
Montana State University	3	
University of Montana	1	
Rocky Mountain College	1	
Montana Office of Public Instruction		4
Licensure	3	
Licensure Director	1	
Principal/Superintendent Site Supervisors		3
Past Principal Interns		4

Note: n=16

The resulting 16-member panel of experts was eight females and eight males from four different groups. All panel experts identified for participation in this study currently have or have had experience by participation in the Montana OPI Principal Internship Program.

#### Number of Panelists Required for a Delphi Study

Depending on the Delphi Study problem, the size of the participant panel in a Delphi Study can vary. Commonly, the minimum number for a Delphi panel is considered to be 10 participants with reduction in error and improved reliability with increased group size (Cochran, 1983). Linstone and Turoff (1975) suggest a panel that ranges in size from 10 to 50 participants. Loo (2002) suggests that the small samples of participants should include at least five. Hartman et al. (2007) suggest that successful Delphi Technique Method studies have involved even fewer participants than five. Delbecq, Van de Ven and Gustafson (1975) suggest using 15 to 20 participants as more than that makes summarizing the items and ideas very difficult.

Linstone and Turoff (1975) suggest that consistency of consensus among expert participants will be found with a group size of 13. Delbecq, Van de Ven and Gustafson (1975) suggest that the validity and reliability of the Delphi process does not improve significantly once the expert participant group size exceeds 30 and they recommend that an expert participant group size of approximately 13 participants is optimal. Dalkey and Helmer (1963) also suggest that reliability increases when the participant number becomes larger but once 30 participants is surpassed, the increase is only a slight increase. The expert panel of 15 participants for this study falls within the recommended guidelines for conducting this Delphi Study research.

#### Instrument Design and Implementation

This Delphi Study utilized four rounds that are identified as Round 1, Round 2, Round 3, and Round 4. Questionnaires were constructed for each round of this Delphi Study. Clayton (1997) suggested that most Delphi studies that are more than three or four rounds do not add significant value to the outcome results. This Delphi Study went through four rounds of electronic surveys and controlled feedback to achieve consensus from the expert panel of participants. All expert participants remained anonymous throughout all rounds of this Delphi Study. As Martino (1993) suggests, this anonymity allowed all participants to avoid reputation, authority or affiliation, and allowed the participants to change their opinions without losing face. Each round took approximately two months to complete.

All 16 expert participants were invited to participate in four rounds of communication utilizing email, Desire to Learn (D2L), and Survey Monkey over the World Wide Web. All identities of the participants were completely confidential with each expert participant assigned a unique identifier that kept the expert panelist anonymous to the other participants. Table 2 outlines the four-round Delphi procedure that was utilized for this study.

Table 2  
Time Line of the Delphi Process

	Round 1	Round 2	Round 3	Round 4
Start Date	4/15/13	5/31/13	8/12/13	8/30/13
End Date	5/30/13	8/11/13	8/29/13	9/16/13
Instrument	Quest. 1	Quest. 2	Quest. 2	Quest. 3
Response Rate	11/16 (68.7%)	11/11 (100%)	1/11 (9%)	11/11 (100%)
Data Collected	Responses for current and recommended OPI Principal Intern Program practices	Level of agreement (on a six-point scale) of identified themes from Round 1	One ranking was changed by one participant on Round 2 submission	Revised rank level of agreement (on a six-point scale) for items included in Round 2
Data Analysis	Identify themes from responses in Round 1. Prepare Round 2 Questionnaire.	Compute mean, median, SD, IQR, frequency, and level of agreement for each item. Prepare Round 3 Questionnaire.	Due to one participant changing one response to one item, there was no change. Prepare Round 4 Questionnaire.	Compute median, SD, IQR, frequency and level of agreement for each item.

### Development of Delphi Round 1 Questionnaire

The development of the Delphi Round 1 Questionnaire began with an open-ended questionnaire (Appendix B) as suggested by Helmer (1983). The open-ended question format served to solicit information about the themes for both current and recommended characteristics of the Montana OPI Principal Internship Program. The first- round questionnaire (Appendix B) for this study consists of 11 open-ended questions that asked for the perceptions of the expert participants regarding the current Montana OPI Principal Internship Program practices. Four open-ended questions asked for the expert participants' perceptions regarding recommended Montana OPI Principal Internship Program practices. Each question provided space for the expert participants to write in their perception. The 11 open-ended questions for the current practices of the Montana OPI Principal Internship Program were:

1. Describe the current role and responsibilities of an OPI Principal Mentor in the program.
2. Describe the current role and responsibilities of an OPI Principal Intern in the program.
3. Describe the learning activities that occurred during the OPI Principal Internship activities.
4. Describe the learning outcomes that occurred during the OPI Principal Internship activities.

5. Please reflect upon your involvement with Montana's OPI Principal Internship Program and discuss how Montana's OPI Principal Internship Mentoring Program incorporates the following program elements as noted in 5a – 5f.
- 5a. Mentor-intern matching.
  - 5b. Orientation (training) for mentors and interns for participation in Montana's Formal Principal Internship Program.
  - 5c. Quality of orientation (training) for mentors and interns for participation in Montana's Formal Principal Internship Program.
  - 5d. Ensuring that mentors and interns understand the internship program, purposes, and outcomes.
  - 5e. Promoting reflective practice.
  - 5f. Mentor commitment.

The four open-ended questions for the recommended practices of the Montana OPI Principal Internship Program were:

- 1. What should the OPI principal mentors' roles and responsibilities be?
- 2. What should the OPI principal interns' roles and responsibilities be?
- 3. What learning activities should be or have been included in the OPI Principal Internship activities that were not?
- 4. What learning outcomes should be or should have been included in the OPI Principal Internship Program?

Previsions concerning clarity of directions and layout of the Round 1 survey questions were made as the result of a review by the committee chair and committee members.

A letter (Appendix C) was emailed to each expert participant that provided the access date for the Round 1 survey and the codes with instructions on how to access the Round 1 survey on the D2L website. Reminder emails were sent out to the expert participants who had not responded periodically after the initial email as reminders to begin their participation in the Round 1 survey.

During the time that the Round 1 survey was open for the expert participants to enter their responses, three of four participants from the Montana Office of Public Instruction group made the decision not to participate as well as one expert participant from the Principal/Superintendent Site Supervisor group and one expert participant from the past Principal Intern group. Even with the number of expert participants reduced to 11, the number of remaining expert participants fits within the recommended guidelines for this Delphi Study.

#### Development of Round 2 Questionnaires

The responses contributed by the expert participants to each open-ended question in Round 1 were recorded and coded qualitatively using procedures suggested by Miles and Huberman (1994) and Strauss (1987). Open-coding, axial coding, selective coding, and memoing were used to identify the expert participants' perceptions of the current and recommended program characteristics. The codes identified from a review of the discussion transcripts were revised as necessary after several rounds of transcript review

and reflection by the researcher. The development of the Round 2 statements was derived from the open-ended responses that were coded and analyzed. From the qualitative analysis of the open-ended response, themes were developed and statements were generated to represent each theme. From this, two sets of statements were generated. One set of statements was written to represent themes about expert participants' current perceptions of characteristics of the Montana OPI Principal Internship Program. The second set of statements was generated for the recommended perceptions of characteristics of the Montana OPI Principal Internship Program.

#### Administration of Delphi Round 2

The Round 2 Questionnaire condensed the responses from the Round 1 Questionnaire into scalable statements that were placed in a Survey Monkey web-based questionnaire. Each expert participant was asked to rate their level of agreement with each statement on a six point Likert scale (1 = Very Unimportant, 2 = Unimportant, 3 = Slightly Unimportant, 4 = Slightly Important, 5 = Important, 6 = Very Important) by clicking on the button associated with their level of agreement. The Round 2 Questionnaire statements were placed into the Survey Monkey web-based questionnaire in two parts. The first part (Part 1) consisted of 29 statements that presented the expert participants' perceptions of the current OPI Principal Internship Program. The second part consisted of 31 statements that presented the expert participants' perceptions regarding the recommended practices of the Montana OPI Principal Internship Program. Text boxes were provided for each statement on the questionnaire for the expert



participants to type a justification for their rating if they chose to do so. The items the expert panelists were asked to rate are found in Appendix G.

A letter (Appendix H) was emailed to each expert participant that provided the access date for the Round 2 survey and the codes with instructions on how to access the Round 1 survey on the Survey Monkey web-based site. Reminder emails were sent out to the expert participants who had not responded periodically after the initial email as reminders to begin their participation in the Round 2 survey. When an expert participant completed the Round 2 Questionnaire, the researcher was able to view all the responses at the Survey Monkey web-based site. Round 2 was completed in eight weeks following the initial email sent to the expert participants.

#### Development of Delphi Round 3 Questionnaire

The purpose of the Delphi Round 3 Questionnaire was to gain a higher degree of consensus among the expert participants. At the conclusion of the Round 2 Questionnaire on the Survey Monkey web-based site, all results: (a) mean, median, standard deviation, and frequency; (b) individual expert participant ratings for each item for Round 2; and (c) comments made by each participant were made available to each expert participant so that each expert participant could see where their responses stood in relation to that of the expert participant group. This feedback process allowed each of the expert participants to become aware of the range and scope of the expert participant group's opinions and supporting reasons for those opinions. Each expert participant was then given the opportunity to review the Round 2 results and go back and change any of their responses to their Round 2 Questionnaire. One expert participant did go back and change one or

more of their responses to their Round 2 Questionnaire after reviewing the Round 2 results. As this was the only expert participant to do so, there was no change in the results of the Round 2 Questionnaire.

### Administration of Delphi Round 3

Expert participants were sent an email (Appendix K) that asked each expert participant to review the results of the Round 2 survey found on the Survey Monkey web-based site, and to make revisions to their current responses recorded on the Round 2 survey. Instructions for completing this Survey Monkey questionnaire were provided in the email. The Delphi Study Round 3 Questionnaire was completed in two weeks with one expert participant responding.

### Round 4 Rankings of Delphi Study Statements

The purpose of the Delphi Round 4, Part 1 Questionnaire on the Survey Monkey web-based site was to rank the 20 statements agreed upon by the expert participants currently included in the Montana OPI Principal Internship Mentoring Program. The ranking for the Delphi Round 4 current practices will be in order of importance with “1” being considered the “Most Important Montana OPI Principal Internship Experience” and “20” being considered the “Least Important Montana OPI Principal Internship Experience.” The purpose of the Delphi Round 4 recommended practices questionnaire on the Survey Monkey web-based site was to rank the 21 statements agreed upon by the expert participants that are recommended to be included in the Montana OPI Principal Internship Mentoring Program. The ranking for the Delphi Round 4 recommended

statements will be in order of importance with “1” being considered the “Most Important Montana OPI Principal Internship Experience” and “21” being considered the “Least Important Montana OPI Principal Internship Experience.”

#### Administration of Delphi Round 4

Expert participants were sent an email (Appendix L) that asked each expert participant to rank statements (that expert participants agree are currently in the Montana OPI Principal Internship Program) in the Delphi Round 4 Questionnaire on the Survey Monkey web-based site in order of importance with “1” being considered the “Most Important Montana OPI Principal Internship Experience” and “20” being considered the “Least Important Montana OPI Principal Internship Experience.” In the Delphi Round 4 Questionnaire on the Survey Monkey web-based site, expert participants were asked to rank statements (that expert participants agree should be in the Montana OPI Principal Internship Program) with “1” being considered the “Most Important Montana OPI Principal Internship Experience” and “21” being considered the “Least Important Montana OPI Principal Internship Experience.” The Delphi Study Round 4 ranking Questionnaire was completed in two weeks.

Theoretically the Delphi Research process can be continually iterated until consensus is achieved. Typically, as suggested by Custer, Scarella and Stewart (1999), three iterations are sufficient to collect adequate data and reach consensus.

### Data Analysis

Procedures used by Osborne et al. (2003) and Fish and Busby (2005) were used to determine the level of consensus reached by formal principal mentoring experts regarding the program factors that are essential for supporting effective formal principal mentoring programs. There is little guidance in the literature to inform decisions about the minimum level of agreement that might constitute consensus. For this Delphi Study, consensus was defined as a minimum of two-thirds, or 66%, and a Median rating of  $\geq 5$  on the Likert-Scale (Fish & Busby, 2005 and Osborne, Collins, Ratcliffe, Millar, & Duschl, 2003). Osborne et al. (2003) suggested that stability of the consensus reached by expert participants from round to round of the study be considered. They suggest that stability in reaching consensus would be no more than a shift of one-third or less in participants' ratings between Round 2 and Round 3. The mean rank will be used to determine the most to the least important statements for both the current and recommended practices. The standard deviation will be used to measure dispersion of the results. In the case of non-agreement, categorical data analysis assessed significant differences between groups.

### Trustworthiness of the Data Collection and Analysis Procedures

This Delphi Study used both qualitative and quantitative methods. The strategies utilized to establish trustworthiness for the qualitative methods utilized in this Delphi Study included confidentiality of participants, the triangulation of stakeholders with multiple perspectives to develop the survey items which systematically focused the

collection of data in the four rounds of data gathering, and the progressive analyzing of survey responses.

The selection of mentoring experts as panelists for the study that are currently, or have been, practitioners or participants in the Montana Office of Public Instruction Principal Internship Mentoring Program established the credibility of this study. The expert panelists provided responses to four rounds of surveys in this Delphi Study. In analyzing the responses given by the expert panelists to open-ended questions in the Round 1 survey, open-coding, axial coding, selective coding, and memoing methods facilitated identification of the current and recommended practices of the Montana Office of Public Instruction Principal Internship Mentoring Program. This methodology provided for the triangulation of the responses submitted by the expert panelists who held different perspectives of the process and enabled the development of scalable statements to represent each practice for Round 2. The scalable statements were then rated by the expert panelists on a Likert Scale as either: Very Important, Important, Slightly Important, Slightly Unimportant, Unimportant, or Very Unimportant in the Round 2 and 3 surveys. This strategy provided the opportunity to verify the accuracy of responses from multiple perspectives across all perspectives of stakeholders involved in the process, thus providing dependability to the results of this study through peer checking and member checking. In the final round of this study, the expert panelists were asked to rank the current and recommended practice statements, from Round 2 and 3, in order of importance. This strategy established the necessary support to ensure internal validity, external validity, reliability, objectivity, and confirmability for this study. The strategy of

utilizing expert panelists to provide dense responses throughout their participation in the four rounds of questioning provided the needed dependability and confirmability of this study as suggested by Yin (2014). Transferability was established in this study by using and describing, richly and thickly, selected expert panelists that had extensive and varied experiences working with the Montana Office of Public Instruction Principal Mentoring Program. Their resulting responses to four rounds of survey questions, rating statements, and ranking the priority of current and recommended practices provided dense descriptions that can be used to correlate with existing mentoring research as well as to provide baseline data, criteria, and standards for state policy evaluations of principal and superintendent mentoring programs.

#### Positionality of the Researcher

The author of this study has been a teacher, a principal at all K-12 levels, and a district superintendent of multiple pre K-12 school districts with experiences that span over forty years in public education in four different states. During this time the author has had many mentors and teachers, both formally and informally, that have helped the author to grow both personally and professionally to be successful in every endeavor. The author has served as a mentor to public school teachers and administrators during the past forty years. For the last three years, the author of this study has served as a clinical professor in the Department of Education, Educational Leadership Program at Montana State University and has been responsible for the administration and supervision of the Montana OPI Principal Internship Program which is now in its fifteenth year of practice

in Montana and acts as the university mentor to the OPI Principal Interns. When the author of this study assumed the responsibilities of administration and supervision of the Montana OPI Principal Internship Program, the current and recommended program characteristics were very general and of an anecdotal nature. After the many years of the program's existence, the program had not been assessed to improve the program's delivery and expectations for those participating in the program (the intern, site mentor, and university mentor). The author of this study created this Delphi Study of the Montana OPI Principal Internship Program, which has never been done before, to collect and analyze the data for the purpose of exploring the resulting statements for current and recommended practices to determine the strengths and weaknesses of the current Montana OPI Principal Internship Program and to learn what recommendations could be used to strengthen the program in the future.

### Summary

This research study utilizes the Delphi Technique Method to conduct four unique iterative surveys to provide data from the expert participants that are currently participating or have participated in the Montana OPI Principal Internship Program. The responses gathered from the expert participants provided the consensus of responses that provided answers to the research questions of how stakeholders perceived the current and recommended implementation of the Montana OPI Principal Internship Program. During Round 1 of the Delphi Study, participants were asked to respond to very broad-based, open-ended questions that allowed the expert participants to freely express their opinions

to the survey questions. The responses collected from the Round 1 survey were analyzed to identify themes and statements representing current and recommended program characteristics of the Montana OPI Principal Mentoring Program. The themes and statements identified in Round 1 for current and recommended practices were used to develop the Round 2 survey items. The Round 2 survey asked expert participants to rate the importance of these statements (current and recommended) using a six (6) point Likert type scale, with “6” being “Very Important” to “1” being “Very Unimportant,” to further reduce the number of statements viewed as necessary for an effective Montana OPI Principal Internship Mentoring Program. All results of Round 2 of this Delphi Study were presented to the expert participant group for their review. Round 3 of this Delphi Study asked the expert participants to review the results of Round 2 and allowed each expert participant the ability to change, add, or delete any response they had made to their Round 2 survey after they had reviewed all of the results from Round 2. Once the data was collected from the Round 3 survey, the data was analyzed to determine the level of consensus experts have reached regarding the current and recommended characteristics of formal principal mentoring programs that expert participants agree are essential for effective principal mentoring. The Round 4 survey asked the expert participants to rank statements (that expert participants agree are currently in the Montana OPI Principal Internship Program) in the Delphi Round 4, Part 1 Questionnaire on the Survey Monkey web-based site, in order of importance with “1” being “Highest Importance” and “20” being “Lowest Importance.” The Round 4 survey also asked the expert participants in the Delphi Round 4, Part 2 survey on the Survey Monkey web-based site to rank statements



(that expert participants agree should be in the Montana OPI Principal Internship Program) with “1” being considered the “Most Important Montana OPI Principal Internship Experience” and “21” being considered the “Least Important Montana OPI Principal Internship Experience.”

Crisp, Pelletier, Duffield, Adams, and Nagy (1997) suggest that the ability to measure consensus in a Delphi Study is the least developed component. McKenna (1994) suggests that frequency distributions are often used to assess agreement. Generally, the criterion of at least 51% responding to any described response category, is utilized for the determination of consensus (McKenna, 1989). For this Delphi Study, consensus will be defined as a minimum of two-thirds, or 66%, and a Median rating of  $\geq 5$  on the Likert-scale (Fish & Busby, 2005 and Osborne, Collins, Ratcliffe, Millar, & Duschl, 2003). In addition, Osborne, Collins, Ratcliffe, Millar, and Duschl (2003) defined stability as a shift of one-third or less in participants' ratings between Round 2 and Round 3. The mean item rankings were used for numerical indication of support for each statement. The standard deviation was used to measure dispersion of the results. In the case of non-agreement, categorical data analysis will assess significant differences between groups.

## CHAPTER 4

## RESULTS

Introduction

The purpose of this descriptive study was to identify and describe the current and recommended program characteristics of Montana's state-mandated formal mentoring program for new principal interns that mentoring experts agree are necessary to create a supportive learning experience for new principals. The results of this study will be used to inform University Education Leadership Program faculty, the Montana Office of Public Instruction (OPI) and other OPI Principal Internship Program stakeholders what the current practices are and what potential improvement areas are needed in the OPI Principal Internship Program as well as other formal principal mentoring programs that provide essential knowledge and skills to novice principals serving Montana's public schools.

This chapter presents the results from the Delphi Study that was conducted with Montana OPI Principal Internship mentoring experts to identify the current practices used by Montana's state-mandated Formal Principal Mentoring Program. In addition, experts were also asked to identify recommended practices for training Montana principals participating in the OPI internship mentoring experience. Rounds 1, 2, 3, and 4 of this Delphi Study can be described as a controlled debate as the mentor experts participated through an online survey process that allows for the expression of their opinions without any interaction with the other mentor expert participants. This Delphi Study used an

iterative process to collect and distill the judgments of experts using a series of questionnaires and participant feedback (Skulmoski, Hartman, & Krahn, 2007). This Delphi Study presented the first survey (Round 1) to the panelists on the Desire to Learn (D2L) online format. The D2L format allowed open-ended questions to be asked of each panelist and provided a collection process of the panelists' responses to each open-ended question in a qualitative manner. Round 2, 3, and 4 survey questionnaires were provided to the panelists in a Survey Monkey Likert scale format that gave each panelist the ability to rate and/or rank each survey question. Based on the panelists' responses, the iteration of survey questions were refined and added to a new questionnaire that was sent back to the panelists to gain their responses. After all questionnaire responses were gathered from each round, the data was analyzed using descriptive statistics to compare the mean of each question to determine the consensus of the group of panelists. Iteration of the Delphi Study's next round of questions and statements was determined by the previous round's highest level of consensus of the group of panelists.

The research questions addressed in this study were:

1. What principal practices do stakeholders identify as integrated with the Montana Office of Public Instruction Principal Internship Program?
2. To what extent do stakeholders agree on the identified principal practices of Montana's Office of Public Instruction Principal Internship Program?
3. How do stakeholders perceive the importance of agreed upon principal practices for Montana's Office of Public Instruction Principal Internship Program?

### Expert Participants

The expert panel of participants for this Delphi Study was selected by using the suggestions of Hartman, et al. (2007) and Adler and Ziglio (1996). For this study, four groups were selected for recruiting expert panelists. The first group was the education leadership faculty from Montana's state and private universities and colleges (Montana State University, University of Montana, and Rocky Mountain College). The second group selected came from the Montana Office of Public Instruction (OPI) Licensure Division. The third group selected was the principals/superintendents of past and/or present site supervisors for the Montana OPI Principal Mentoring Program and the fourth group selected were composed of past Montana OPI Principal Mentor Program Interns. From these four groups, sixteen principal mentoring experts were recruited and invited to participate in the Delphi Study.

All of the education leadership faculty members have earned doctorate degrees in Educational Leadership. They have multiple years of experience as professors in the Educational Leadership programs at their respective universities and private college as well as having experience as public school teachers and/or K through 12 principals in public schools. All are or have been university supervisors or mentors to their students who have or are participating in the Montana OPI Principal Internship Program.

The selected panelists of OPI licensing personnel came from the Montana Office of Public Instruction (OPI) Education Licensure Division. These individuals include the director of the Teacher Licensure Division that oversees OPI's adherence to the state laws, policies, and regulations that determine OPI's authorization to issue teaching and

administrative licensure, and three staff members that work in the OPI Licensure Division. The OPI director has an earned doctorate in an educational field but there is no information as to whether or not the OPI director has ever been a classroom teacher or administrator in a public school. The remaining three staff members in the OPI Licensure Division have no known experience as a public school teacher or administrator, have obtained their positions through Montana's employment services, have several years of experience in their licensure positions, follow the state laws, policies, and regulations as their jobs require, and make their decisions to grant licensure to the individual based on the state laws, policies, and regulations. They do not have the ability to deviate from those constraints.

Principals and superintendents that have been past and/or present site supervisors for the OPI Formal Principal Intern Mentoring programs were also selected as expert panelists. The individuals in this group were administrators in Class B and Class C size school districts. One selected panelist in this group has an earned doctorate in Educational Leadership with the other panelists having earned Master's degrees in Educational Leadership. All panelists in this group have served as teachers, principals, and/or superintendents in public schools for many years. During their careers, they have served as mentors to other teachers and to administrators participating in the Montana OPI Principal Internship Program.

Montana OPI Principal Interns who have earned their Master's degree in Educational Leadership from Montana State University during the last three years were also selected as expert panelists. When these panelists were selected to be principals at

Class B and Class C schools, they had not completed the necessary coursework to earn the principal's license in order to accept their new principal positions. They enrolled in the Montana OPI Principal Internship Program in order to become the new principal at the school district that had offered them the position of principal. All of these individuals successfully completed their coursework while enrolled as a Montana OPI Principal Intern at Montana State University and all are now serving as fully licensed principals in Class B and Class C school districts.

From these four stakeholder groups, sixteen formal principal mentoring experts were recruited and invited to participate in the Delphi Study. Of these sixteen experts invited to participate, five panelists were selected from Montana's state and private universities; four panelists were selected from the Montana Office of Public Instruction (OPI); three panelists were selected from the past and/or present site supervisors of the OPI Formal Principal Mentoring programs; and four panelists were selected from the group of past OPI Formal Principal Mentoring Interns.

The individuals selected as panelists were initially contacted by telephone to explain the purpose of the Delphi Study and invited to participate in the study. After verbally agreeing to participate in this Delphi Study, an email informed consent letter (Appendix A) was sent to each individual to invite the selected individual to participate in this study. All panelists were asked to review the informed consent letter, sign off on the informed consent letter to give their consent to participate electronically preceding the Delphi Study's first round questionnaire, and mail the signed informed consent letter to the author of this study. When the Delphi Study Round 1 Questionnaire was initially

administered through D2L to take the panelists' responses, one panelist in the group of past OPI Formal Principal Mentoring Interns indicated by email that they would not be able to participate due to the time commitment needed. A second panelist in the group of past and/or present site supervisors of the OPI Formal Principal Mentoring Program, through lack of participation, declined to participate with no reason given. Three panelists from the Montana OPI at this point declined to participate with no reason given. The panelist groups and numbers of panelists are described in Table 3.

Table 3  
Delphi Study Participant Groups and Number of Participants in Each Group

Panelist Groups	Panelists	Round			
		1	2	3	4
Education Leadership Faculty	5	5	5	5	5
Montana Office of Public Instruction	4	1	1	1	1
Principals/Superintendents Site Supervisors	3	3	3	3	3
OPI Principal Interns	4	2	2	2	2
Response Rate		11/16	11/11	11/11	11/11
Percentage Rate		68.7%	100%	100%	100%

#### Delphi Study Round 1 Data Analysis

The Delphi Study Round 1 Questionnaire was presented in two parts to the panelists on D2L. Part 1 of the Delphi Study Round 1 Questionnaire presented open-ended questions that solicited information from the panelists as to what they perceive are currently the essential characteristics of an effective formal principal mentoring program found in the Montana OPI Principal Intern Program. The second part of the Delphi Study

Round 1 Questionnaire presents open-ended questions that solicited information from the panelists as to what they perceive are the essential characteristics that should be found in an effective Formal Montana OPI Principal Internship Program.

The Delphi Study Round 1 open-ended questions presented to panelists is presented in Appendix B. Part 1 of the Delphi Study Round 1 Questionnaire was written to solicit responses from the panelists as to their perceptions of the current roles, responsibilities, learning outcomes of OPI Principal Intern Mentors, and the current OPI Principal Internship Program practices that are essential characteristics of an effective formal principal mentoring program currently found in the Montana OPI Principal Internship Program. Part 2 of the Delphi Study Round 1 Questionnaire included the same open-ended items but asked the expert participants to make recommendations about roles, responsibilities, learning outcomes of OPI Principal Internship Mentors, and the OPI Principal Internship Program practices that are perceived by the panelists that should be included in an effective Montana OPI Principal Internship Program. The Delphi Study Round 1 statements for current and recommended practices are found in Appendix B.

#### Qualitative Analysis of Open-Ended Responses from Round 1

The Round 1 response rate was 68.7% with statements collected from 11 panelists. All of the panelists' responses obtained from the open-ended comments of the Delphi Study Round 1 Questionnaire were recorded and analyzed qualitatively by grouping and coding similar items using procedures suggested by Corbin and Strauss (2008). Through close examination of the panelists' responses to the Delphi Study Round



1 Questionnaire, open coding was used to parse, examine, compare, conceptualize, and categorize those responses. Line by line, each of the panelist's responses was broken down into discrete parts, closely examined, compared for similarities and differences, and questions were asked about each response collected in the data. By using this process, one's own and others' assumptions about the responses were explored. When analyzing each response in this manner, comparisons were made and questions were asked for each of the panelist's responses. When comparisons were made and questions were asked about each response, similar concepts emerged that were grouped into the same category. The names given to the categories were determined through the properties and characteristics identified from expert panelists' responses obtained from the Round 1 survey. From these responses of panelists in Round 1, the categories identified were mentor commitment, relationships, instructional leadership, intern support, training, intern socialization and intern networking. The coding and categorization of the Round 1 responses provided analytic scaffolding (Denson & Lincoln, 2005) that was utilized for the iteration of the Round 2 survey.

Table 4 shows the Round 1 open-ended questions for current practices and the expert panelists' comments in response to each question.

Table 4

Delphi Study Round 1: Open-Ended Questions for Current Practices and Expert Panelists' Comments

Round 1 Open-Ended Questions	Expert Panelists' Comments
<p>1. Describe the current role and responsibilities of an OPI Principal Mentor in the program.</p>	<p>a. Support and assist your intern.                      b. Collaborate with your intern.                      c. Mentor is a leadership coach to the intern.                      d. Mentor provides direction to the intern.                      e. Mentor provides guidance and input when appropriate.                      f. Mentor lets the intern vent to the mentor.                      g. Mentor provides unbiased, supportive, true feedback to the intern.                      h. Mentor is regularly available to the intern.</p>
<p>2. Describe the current role and responsibilities of an OPI Principal Intern in the program.</p>	<p>a. Intern must take the lead in setting leadership goals.                      b. Intern collaborates with the site mentor.                      c. Intern needs to reflect on what the current culture of the school is.                      d. Intern must maintain communication with the site mentor.                      e. Intern must maintain proficiency/competency levels as they align to the ISLLC standard rubrics.</p>
<p>3. Describe the learning activities that occurred during the OPI Principal Internship activities.</p>	<p>a. Activities vary from school to school.                      b. Teacher evaluation, non-renewal of teachers, discipline of teachers, completing OPI reports, student discipline issues, staff development planning, evaluation of classified personnel, fact-finding investigations, school management.                      c. Faculty meetings, supervision of students, school schedule, review academic achievement/skills data, review building climate.                      d. Activities are varied as they relate to the ISLLC standards.                      e. Board policy development.                      f. Ability to apply educational theory.                      g. Real world, real life, everyday principal activities.</p>

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(continued)

Table 4

Delphi Study Round 1: Open-Ended Questions for Current Practices and Expert Panelists' Comments (continued)

Round 1 Open-Ended Questions	Expert Panelists' Comments
<p>4. Describe the learning outcomes that occurred during the OPI Principal Internship activities.</p>	<p>a. Real world practices as a principal, decision maker in schools.                      b. Mentor modeled humble servant leadership balanced with the demands of organizational management.                      c. Internship must focus on national standards.                      d. School administrator is an education leader who promotes success of all students.                      e. Learning outcomes are grouped and aligned with the Montana PEPP Standards.                      f. Activities seemed focused on ISSLC standards 3, 4, and 6: management, engaging with parents and dealing with student/teacher discipline and community politics.                      g. Public relations, instructional leadership, focus groups, extracurricular, and legal issues.</p>
<p>5. Reflect on your involvement with OPI's Principal Internship Program and discuss how OPI's Principal Internship Mentoring Program incorporates the following program elements as Noted in 5a-5f.</p>	<p>a. Assist in the supervision of OPI Principal Internship placement.                      b. Coordinating on faculty at one university to develop and sustain an outstanding principal preparation program.</p>
<p>5a. Mentor-Intern matching.</p>	<p>a. There is no matching.                      b. Matching is done by convenience.                      c. Matching is dictated by the university/geographic affiliation.                      d. Primary consideration of the intern mentor match is the qualifications and expertise of the intern mentor.                      e. Matching was not an issue.                      f. Not sure how matching was done but never had an issue with it.                      g. No knowledge.</p>

(continued)

Table 4

Delphi Study Round 1: Open-Ended Questions for Current Practices and Expert Panelists' Comments (continued)

Round 1 Open-Ended Questions	Expert Panelists' Comments
5b. Orientation (training) for Mentors and Interns for participation in Montana's Formal Principal Internship Program.	<ul style="list-style-type: none"> <li>a. There was no orientation for mentors or interns.</li> <li>b. Unaware of a formal OPI training program existing currently.</li> <li>c. Unaware of orientation and/or training for either mentors or interns.</li> <li>d. Orientation is limited in that most information is shared informally through phone conversations or through email communication.</li> <li>e. The initial orientation activity takes place during the first meeting between the intern and mentor and is specific to the mentor and needs of the intern.</li> <li>f. I don't remember an orientation.</li> <li>g. There was no training, information, or knowledge of the process or events planned.</li> </ul>
5c. Quality of Orientation (training) for Mentors and Interns for participation in Montana's Formal Principal Internship Program.	<ul style="list-style-type: none"> <li>a. No orientation beyond individual meetings with the mentor at the intern's school.</li> <li>b. The quality is not good due to the informal nature. There is room for improvement.</li> <li>c. Initial orientation activity takes place during the first meeting between the intern and mentor and is specific to the mentor and needs of the intern. Follow up activities occur at a group meeting during the MCEL conference.</li> <li>d. NONE!</li> </ul>
5d. Ensuring that Mentors and Interns understand the Internship Program purposes and outcomes.	<ul style="list-style-type: none"> <li>a. I believe that an orientation/training for all mentors and interns would help.</li> <li>b. In addition to the Board of Public Education approved Principal Internship Program application, the intern is provided a departmental Internship Application which articulates in detail specific expectations and outcomes of the internship.</li> <li>c. The university supervisor did explain the internship to the extent of purposes and outcomes. Was OPI supposed to do something?</li> <li>d. This was explained. I don't recall a lot of discussion however.</li> </ul>

(continued)

Table 4

Delphi Study Round 1: Open-Ended Questions for Current Practices and Expert Panelists' Comments (continued)

Round 1 Open-Ended Questions	Expert Panelists' Comments
5e. Promoting Reflective Practice.	<p>a. I'm not aware of requirement for reflection from the OPI side of the equation.</p> <p>b. While this is an important element of the internship process, at this time interns are not asked to complete any formal reflective practice.</p> <p>c. Interns complete a reflective paper at the end of each year of their internship.</p> <p>d. Is reflection encouraged – yes. Is there a good understanding about what the expert feels is reflection and what the novice reflects upon – doubtful.</p> <p>e. I don't recall being asked to do any official reflective activities.</p> <p>f. This is a great objective.</p>
5f. Mentor Commitment.	<p>a. I would like to see mentors screened somehow to ensure that only the best folks in the field are mentors.</p> <p>b. Sometimes the most “vocal” members of a state organization are not always the best leaders. They are skilled however at self-promotion.</p> <p>c. Being a mentor is a huge responsibility and should be viewed as such. The qualities of the mentor's character and commitment to making schooling better for all kids should be so much a part of the fabric of the mentor's personhood that all who know them recognize integrity, authenticity, compassion and competence as central to their being.</p> <p>d. Mentor commitment is a significant component of a successful internship experience.</p> <p>e. Mentoring is a relationship and therefore each relationship is somewhat different based upon the players and events. Mentors should be available to the intern 24/7.</p> <p>f. Mentors play a critical role for the intern. The selection of mentors should not be taken lightly.</p> <p>g. Commitment is important. Mentor's commitment must be to the children and in helping the intern be the best administrator possible.</p>

The Round 1 Open-Ended questions for recommended practices and the expert panelists' comments in response to each question are shown in Table 5.

Table 5

Delphi Study Round 1: Open-Ended Questions for Recommended Practices and Expert Panelists' Comments

Round 1 Open-Ended Questions	Expert Panelists' Comment
<p>1. What should the OPI's Principal Mentor's role and responsibilities be?</p>	<ul style="list-style-type: none"> <li>a. Provide feedback, listen, and relate your experiences, guidance, and real-world application to coursework.</li> <li>b. Help the intern develop a common vision among staff as well as help the intern maintain a balanced life.</li> <li>c. Mentor must be a servant leader who wants to collaborative, collegial, and competent in all aspects of school leadership – both management and leadership.</li> <li>d. The mentor should model what Sergiovanni calls the “head, heart, and hands” of leadership and encourage the mentee to discover their own identity as a leader.</li> <li>e. The OPI Principal Mentor is to assist the intern as they transition from the classroom to the principalship.</li> <li>f. The Mentor should be available if the Intern has any questions.</li> <li>g. The role and responsibilities of an OPI Mentor should be as it currently is to help the Intern move from theory into practices.</li> </ul>
<p>2. What should the OPI Principal Intern's roles and responsibilities be:</p>	<ul style="list-style-type: none"> <li>a. The intern should learn the habits of mind.</li> <li>b. Listen humbly, have a sense of humor, be honest/vulnerable and communicate regularly and consistently with the mentor.</li> <li>c. The intern needs to understand the existing climate and culture of their school.</li> <li>d. Intern is responsible for the focus of educational efforts on the success of all students guided by the district's expectations and the Montana PEPP Standards for principals.</li> <li>e. Communicate with their mentor.</li> <li>f. The OPI Intern should function in the role of the position they are hired.</li> <li>g. Interns should take charge of a project in each area: athletics, instructional leadership, public relations, building/maintenance, budgeting, and staff relations.</li> </ul>

(continued)

Table 5

Delphi Study Round 1: Open-Ended Questions for Recommended Practices and Expert Panelists' Comments (continued)

Round 1 Open-Ended Questions	Expert Panelists' Comment
<p>3. What learning activities should be or have been included in the OPI Principal Internship activities that were not?</p>	<ul style="list-style-type: none"> <li>a. Instructional leader able to establish a common vision, engaging faculty in comparing where the school is and where the school wants to be, improving the use of data in faculty administrative decision making, engaging families as meaningful partners in instruction.</li> <li>b. Activities should be grouped into two main categories: management and leadership.</li> <li>c. The goals and needs of the school must align to the work of the intern.</li> <li>d. The primary learning activity for the intern is to lead from the authenticity of who they are rather than lead as though they were someone else.</li> <li>e. Interns should have the opportunity to meet with a cohort of interns and a leading professor to discuss things.</li> <li>f. Interns should be able to visit another school during their OPI Internship.</li> <li>g. Perhaps an opportunity to spend time in neighboring districts.</li> </ul>
<p>4. What learning outcomes should be or should have been included in the OPI Principal Internship Program?</p>	<ul style="list-style-type: none"> <li>a. The main outcomes of the program should be for the intern to experience all the day-in and day-out tasks that a principal must accomplish in pursuit of academic excellence for students.</li> <li>b. Decision-making and decision-making protocols should be well developed so that the intern understands a framework for how to make decisions, who to involve and what data, resources to collect ahead of time. Focus on instructional leadership.</li> <li>c. The intern should be exposed to all aspects – management and leadership of school administration.</li> <li>d. The internship is not the place to add required learning outcomes which could make the internship more difficult or even put the success of the principal intern at risk.</li> <li>e. Everything that pops up during the day in the life of a principal.</li> <li>f. The activities that ultimately result in school transformation – for example, establishing a common vision and shared mindset among faculty and staff, a focus on instructional improvement.</li> </ul>

(continued)



Table 5

Delphi Study Round 1: Open-Ended Questions for Recommended Practices and Expert Panelists' Comments (continued)

Round 1 Open-Ended Questions	Expert Panelists' Comment
<p>5. Please reflect upon your involvement with Montana's OPI Principal Internship Program and discuss how the OPI Principal Internship Mentoring program incorporates the following program elements noted in 5a-5f.</p>	<p>a. I assist in the supervision of OPI Principal Intern placements with specific goals to a level of competency set by our college.                      b. I see my role as coordinating faculty at on university to develop and sustain an outstanding principal preparation program and facilitate administrative practice in schools across the state.</p>
<p>5a. Mentor-Intern matching.</p>	<p>a. There is no matching.                      b. Matching is done via convenience. I'm unaware that other characteristics are examined to match people.                      c. Matching is dictated by your university/geographic affiliation.                      d. We work closely with the individual school district to determine a positive match between the intern and the mentor.                      e. The primary consideration of the intern mentor match is the qualifications and expertise of the intern mentor aligned to the specific requirements of the intern's job requirements.                      f. Matching was not an issue.                      g. No knowledge.</p>
<p>5b. Orientation (training for Mentors and Interns for participation in Montana's Formal Principal Internship Program.</p>	<p>a. There is no orientation for mentors or interns.                      b. I'm unaware that a formal OPI training program exists.                      c. The orientation is limited in that most of the information is shared informally through phone conversations or through email communication.                      d. The initial orientation activity takes place during the first meeting between the Intern and Mentor and is specific to the mentor and needs of the intern. Follow-up activities occur at a group meeting during the MCEL Conference.                      e. I don't remember an orientation.                      f. I don't recall much orientation.                      g. There was no training, information, or knowledge of the process or events planned.</p>

(continued)

Table 5

Delphi Study Round 1: Open-Ended Questions for Recommended Practices and Expert Panelists' Comments (continued)

Round 1 Open-Ended Questions	Expert Panelists' Comment
<p>5c. Quality of Orientation (training for Mentors and Interns for participation in Montana's Formal Principal Internship Program.</p>	<p>a. No orientation beyond individual meetings with the mentor at the intern's school.                      b. Since such orientation doesn't exist to my knowledge, quality is not applicable.                      c. The quality is not good due to the informal nature. I believe there is room for misinterpretation of the purpose and intent of the internship.                      d. Hmmm, still don't remember an orientation...                      e. Not much to say here. It was informal...                      f. NONE!</p>
<p>5d. Ensuring that Mentors and Interns understand the Internship Program and purposes and outcomes.</p>	<p>a. It would seem that more purposeful orientation with the Internship Program and purposes and outcomes.                      b. Several meetings during the internship should be done for all mentor/mentee pairs.                      c. I believe an orientation/training for all mentor/mentees would help here though.                      d. Our college makes every attempt to make sure the interns are keenly aware of the expectations by conducting ongoing communication in various ways and making occasional visits to the school.                      e. In addition to the Board of Public Education Approved Principal Internship Application which articulates in detail specific expectations and outcomes of the internship.                      f. The university supervisor did explain the internship program to the extent of purposes and outcomes. Was OPI supposed to do something?                      g. This was explained. I don't recall a lot of discussion however.</p>
<p>5e. Promoting Reflective Practice.</p>	<p>a. I am not aware of the requirements for reflection from the OPI side of the equation.                      b. Without question, reflection should be modeled by the mentor in the mentor-intern relationship and should be specifically embedded and encouraged in the program.                      c. While this is an important element of the internship process, at this time interns are not asked to complete any formal reflective practice.                      d. Interns complete a reflective paper at the end of each year of their internship.                      e. I believe this is what the mentor and intern make out of it.                      f. Is reflection encouraged – yes. Is there a good understanding about what the expert feels is reflection and what the novice reflects upon – doubtful.                      g. I don't recall being asked to do any official reflective activities.                      h. This is a great objective.</p>

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(continued)

Table 5

Delphi Study Round 1: Open-Ended Questions for Recommended Practices and Expert Panelists' Comments (continued)

Round 1 Open-Ended Questions	Expert Panelists' Comment
5f. Mentor Commitment.	<ul style="list-style-type: none"><li>a. I would like to see mentors screened somehow to ensure that only the best folks in the field are mentors.</li><li>b. Being a mentor in any relationship is a huge responsibility and should be viewed as such.</li><li>c. Mentor commitment is a significant component of a successful internship experience.</li><li>d. Mentoring is a relationship and therefore each relationship is somewhat different based upon the players and events. Mentors must make themselves available to the intern 24/7.</li><li>e. A mentor must display a high level of commitment to the intern and the program.</li><li>f. Commitment is important.</li><li>g. Mentors play a critical role for the intern.</li></ul>

## Delphi Study Round 2 and 3 Data Analysis

### Delphi Study Results for Current Practices

The Delphi Study Round 2 and 3 - Part 1 surveys utilized the “Survey Monkey” software platform instead of the Desire to Learn (D2L) platform in order to allow each participant to rate each item. The Delphi Study Round 2 and 3 surveys utilized a Likert scale that asked the panelists to rate the level of importance for each item. The panelists rated each item to be either: Very Important (6), Important (5), Slightly Important (4), Slightly Unimportant (3), Unimportant (2), or Very Unimportant (1). The panelists were permitted to make only one rating per statement and also had the opportunity to make comments regarding each statement in a comment section provided for each statement. At the conclusion of Round 2, all panelists were sent an e-mail (Appendix K) that asked each panelist to review the summary results from participant ratings of the Delphi Study Round 2 OPI internship current and recommended practices statements and provided instructions for completing the Delphi Study Round 3 survey. The purpose of the Delphi Study Round 3 survey was to determine if there was a shift in frequency in panelists’ ratings or in their initial ratings of current and recommended practice statements. The Delphi Study Round 3 Questionnaire was open for panelists to change their initial response(s) in both current and recommended practice for a period of two weeks. Only one panelist responded to the Round 3 current practices and changed one item which was statement number twelve, which was: “The OPI Principal Intern needs to learn habits of mind that characterize the professional practice of effective principals.” The panelists changed their initial response in their Round 2 survey from “Important” to “Very

Important” in their Round 3 survey. This one response change caused no shift in the stability of the initial results of the Delphi Study Round 2 data. Final results from the round 3 survey responses for both current and recommended practices are reported in this chapter. Table 6 presents the statements derived from the panelists’ responses to the open-ended Delphi Study Round 1 survey for current practices. These statements were rated by panelists and reviewed for consensus.

Table 6

Delphi Study Round 2 and 3: Statements Derived from Panelists’ Responses to the Open-Ended Delphi Study Round 1 Survey for Current Practices

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1. The OPI Principal Intern Site Mentor provides the OPI Principal Intern support on a daily basis that utilizes active listening skills.
2. The OPI Principal Intern Site Mentor provides the OPI Principal Intern support on a daily basis that utilizes collaboration to provide guidance and constructive dialogue to assist in the OPI Intern’s performance.
3. The OPI Principal Intern Site Mentor models what Sergiovani calls the “head, heart, and hands” of leadership for the OPI Principal Intern.
4. The OPI Principal Intern Site Mentor verbalizes poor performance to the OPI Principal Intern.
5. The OPI Principal Intern University Mentor assists the OPI Principal Intern in their transition from the classroom to the principalship
6. The OPI Principal Intern Site Mentor structures the job responsibilities for the OPI Principal Intern.
7. The OPI Principal Intern has the full responsibilities of a principal.
8. The OPI Principal Intern is responsible for the focus of educational efforts on the success of all students guided by the district’s expectations and the Montana Professional Educator Preparation Program (PEPP) standards for principals.
9. The OPI Principal Intern seeks advice from the Site Mentor.
10. The OPI Principal Intern seeks advice from the UniversityMentor.
11. The OPI Principal Intern needs to learn the habits of mind that characterize the professional practice of effective principals.

(continued)

Table 6  
 Delphi Study Round 2 and 3: Statements Derived from Panelists' Responses to the  
 Open-Ended Delphi Study Round 1 Survey for Current Practices (continued)

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12. The OPI Principal Intern learning activities focus on school management (ex. observation and evaluation of staff, completion of OPI reports, student discipline issues and supervision of activities).
  13. All OPI Principal Intern learning activities relate to the national Interstate School Leaders Licensure Consortium (ISLLC) Standards.
  14. The OPI Principal Intern learning activities include the ability to apply educational theory to the normal challenges of their current position as the building principal.
  15. The OPI Principal Intern learning activities include journaling.
  16. The OPI Principal Intern learning activities include weekly contact with the OPI Principal Intern site and university mentors.
  17. The OPI Principal Intern learning activities include professional reading.
  18. The OPI Principal Intern learning activities include coaching on supervision skills.
  19. The learning outcomes for an OPI Principal Intern are found in real world practice as a principal.
  20. The learning outcome for an OPI Principal Intern is to model being a humble servant leader that is balanced with the necessary demands of organizational management.
  21. The learning outcome for an OPI Principal Intern is focused on the national Interstate School Leaders Licensure Consortium (ISLLC) standards.
  22. The learning outcome for an OPI Principal Intern is focused on the Montana Professional Educator Preparation Program (PEPP) standards for principals.
  23. Learning outcomes aligned with the national Interstate School Leaders Licensure Consortium (ISLLC) standards are sufficient for meeting OPI standards.
  24. Learning outcomes aligned with the Montana Professional Educator Preparation Program (PEPP) standards are sufficient for meeting OPI Standards.
  25. OPI Principal Interns are matched to their mentors by convenience.
  26. There is no orientation for OPI Principal Interns to provide understanding of the OPI Principal Intern Program goals and expectations.
  27. There is no orientation for OPI Principal Intern Site Mentors to provide understanding of the OPI Principal Intern Program goals and expectations.
  28. Reflective practice is not a formal requirement of the OPI Principal Intern Program.
  29. Mentor commitment is a significant component of a successful OPI Principal Internship Program.
-

Delphi Study Results for Recommended Practices

The Delphi Study Round 2 and 3 - Part 2 were administered using the “Survey Monkey” software platform to allow each panelist to rank each item. The Delphi Study Round 2, Part 2 and 3 surveys utilized a Likert scale that asked the panelists to rate the level of importance for each item. The panelists rated each item to be either: Very Important (6), Important (5), Slightly Important (4), Slightly Unimportant (3), Unimportant (2), or Very Unimportant (1). The panelists could only make one rating per statement and also had the opportunity to make comments regarding each statement in a comment section provided for each statement. Table 7 presents the statements derived from the panelists’ responses to the open-ended Delphi Study Round 2 and 3 surveys for recommended practices.

Table 7

Delphi Study Round 2 and 3: Statements Derived from Panelists’ Responses to the Open-Ended Delphi Study Round 1 Survey for Recommended Practices

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1. The OPI Principal Intern Site Mentor should provide the OPI Principal Intern support on a daily basis to establish trusted lines of communication.
2. The OPI Principal Intern Site Mentor should provide the OPI Principal Intern support on a daily basis to be an active listener.
3. The OPI Principal Intern Site Mentor should provide the OPI Principal Intern support on a daily basis to use their experience to help provide guidance and/or constructive dialogue to the OPI Principal Intern.
4. The University OPI Principal Intern Mentor should contact the OPI Principal Intern on a regular basis through electronic communication (telephone, email, texting, etc.).
5. The University OPI Principal Intern Mentor should meet with the OPI Principal Intern on a regular basis.
6. The University OPI Principal Intern Mentor should be more like a “big brother” to the OPI Principal Intern.

(continued)

Table 7  
 Delphi Study Round 2 and 3: Statements Derived from Panelists' Responses to the Open-Ended Delphi Study Round 1 Survey for Recommended Practices (continued)

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7. The OPI Principal Intern Site Mentor should be a leader of the highest integrity and authenticity, humble, non-ego driven, collaborative, collegial, and competent in all aspects of school leadership.
8. The OPI Principal Intern Site Mentor should provide the OPI Principal Intern with opportunities to succeed.
9. The OPI Principal Intern Site Mentor should provide the OPI Principal Intern with feedback but allow for the Intern to develop their own style.
10. The OPI Principal Intern should be able to engage the University and Site mentors in dialogue regarding anything involved in school leadership.
11. The OPI Principal Intern should practice reflection of daily events on the job.
12. The OPI Principal Intern should have the full responsibilities of a principal.
13. The OPI Principal Intern should be open minded and seek out advice from the mentors.
14. The OPI Principal Intern should understand the existing administrative perspective of the school they work in.
15. The OPI Principal Intern is responsible for the focus of educational efforts on the success of all students.
16. The OPI Principal Intern learning activities should focus on school management.
17. The OPI Principal Intern learning activities should focus on the national Interstate School Leaders Licensure Consortium (ISLLC) standards.
18. The OPI Principal Intern learning activities should focus on student academic success.
19. The OPI Principal Intern learning activities should focus on leadership.
20. The OPI Principal Intern learning activities should focus on the politics associated with the principal's position.
21. Learning outcomes for OPI Principal Interns are found in real world practice as a principal.
22. The learning outcome for an OPI Principal Intern is to model being a humble servant leader that is balanced with the necessary demands of organizational management.
23. The learning outcomes for the OPI Principal Intern are grouped and aligned with the Montana Professional Educator Preparation Program (PEPP) Standards for principals.
24. OPI Principal Internship learning outcomes should include activities that ultimately result in school transformation that enhances the relationships with community, staff, and students. (continued)



Table 7  
 Delphi Study Round 2 and 3: Statements Derived from Panelists' Responses to the  
 Open-Ended Delphi Study Round 1 Survey for Recommended Practices (continued)

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25. OPI Principal Intern learning outcomes should focus on public relations.
  26. The hiring school district of an OPI Principal Intern as a principal in their school district should take the responsibility of matching a Site Mentor to the OPI Principal Intern.
  27. The hiring school district of an OPI Principal Intern as a building principal should provide orientation of the Intern and Site Mentor.
  28. The University Mentor should provide orientation to the OPI Principal Intern and Site Mentor.
  29. A more purposeful orientation, with several meetings between the OPI Principal Intern, OPI Principal Internship Site Mentor, and the University OPI Principal Internship Mentor should be done to ensure participants in the OPI Principal Internship Program a better understanding of program goals and objectives.
  30. Reflective practice should be embedded and encouraged in the OPI Principal Internship Program.
  31. Mentor commitment should be a significant component of Site Mentor selection.
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**Delphi Study Round 2  
 and 3 Current Practice Result**

When reviewing Table 8, it should be noted that consensus for statements are achieved when all panelists rate the statement at an agreement level of 66% or higher for the Important and Very Important categories and the statement reaches a median score equal to or greater than a median of 5. In other words, the higher the percentage of agreement for statements in Table 8, the higher degree of consensus for the statement.

Table 8  
 Delphi Study Round 2 and 3: Descriptive Statistics for Panelists' Ratings of Current Practice Statements

	RATINGS						M	Mdn	SD	Consensus (% who indicated rating ≥5)
	1	2	3	4	5	6				
9. The OPI Principal Intern seeks advice from the Site Mentor.					27.3 (3)	72.7 (8)	5.8 0	6.0 0	.45	100%
29. Mentor commitment is a significant component of a successful OPI Principal Intern program.					9.1 (1)	90.9 (10)	5.8 0	6.0 0	.45	100%
2. The OPI Principal Intern Site Mentor provides the OPI Principal Intern support on a daily basis that utilizes collaboration to provide guidance and constructive dialogue to assist in the OPI Intern's performance.					50.0 (5)	50.0 (5)	5.4 0	5.0 0	.55	100%
10. The OPI Principal Intern seeks advice from the University Mentor.					54.54 (6)	45.45 (5)	5.60	6.00	.55	100%
11. The OPI Principal Intern needs to learn the habits of mind that characterize the professional practice of effective principals.					50.0 (5)	50.0 (5)	5.6 0	6.0 0	.55	100%
19. The learning outcomes for an OPI Principal Intern are found in real world practice as a principal.				9.1 (1)	45.45 (5)	45.45 (5)	5.60	6.00	.55	91.0%

Table Note. 1 = Very Unimportant, 2= Unimportant, 3 = Slightly Unimportant, 4 = Slightly Important, 5 = Important, 6 = Very Important. <sup>a</sup>Frequencies are in parentheses.

(continued)

Table 8  
 Delphi Study Round 2 and 3: Descriptive Statistics for Panelists' Ratings of Current Practice Statements (continued)

	RATINGS						M	Mdn	SD	Consensus (% who indicated rating $\geq 5$ )
	1	2	3	4	5	6				
7. The OPI Principal Intern has the full responsibilities of a principal.				9.1 (1)	27.3 (3)	63.6 (7)	5.80	6.00	.45	90.9%
3. The OPI Principal Intern Site Mentor models what Sergiovani calls the "head, heart, and hands" of leadership from the OPI Principal Intern.		9.1 (1)			45.45 (5)	45.45 (5)	5.60	6.00	.55	90.9%
12. The OPI Principal Intern learning activities focus on school management (ex. observation and evaluation of staff, completion of OPI reports, student discipline issues, and supervision of activities).		9.1 (1)			45.45 (5)	45.45 (5)	5.40	5.00	.55	90.9%
8. The OPI Principal Intern is responsible for the focus of educational efforts on the success of all students guided by the district's expectation and the Montana Professional Educator Preparation Program (PEPP) Standards for principals.				9.1 (1)	45.45 (5)	45.45 (5)	5.20	6.00	1.30	90.9%
5. The OPI Principal Intern University Mentor assists the OPI Principal Intern in their transition from the classroom to the principalship.				18.2 (2)	54.5 (6)	27.3 (3)	5.40	5.00	.55	81.8%

Table Note. 1 = Very Unimportant, 2= Unimportant, 3 = Slightly Unimportant, 4 = Slightly Important, 5 = Important, 6 = Very Important. <sup>a</sup> Frequencies are in parentheses.

(continued)

Table 8  
 Delphi Study Round 2 and 3: Descriptive Statistics for Panelists' Ratings of Current Practice Statements (continued)

	RATINGS						M	Mdn	SD	Consensus (% who indicated rating $\geq 5$ )
	1	2	3	4	5	6				
14. The OPI Principal Intern learning activities include the ability to apply educational theory to the normal challenges of their current position as the building principal.			9.1 (1)	9.1 (1)	18.2 (2)	63.6 (7)	5.60	6.00	.55	81.8%
1. The OPI Principal Intern Site Mentor provides the OPI Principal Intern support on a daily basis that utilizes active listening skills.				18.2 (2) <sup>a</sup>	54.5 (6)	27.3 (3)	5.20	5.00	.84	81.8%
4. The OPI Principal Intern Site Mentor verbalizes poor performance to the OPI Principal Intern.				18.2 (2)	9.1 (1)	72.7 (8)	5.60	6.00	.89	81.8%
18. The OPI Principal Intern learning activities include coaching on supervision skills.				18.2 (2)	18.2 (2)	63.6 (7)	5.40	6.00	.89	81.8%
24. Learning outcomes aligned with the Montana Professional Educator Preparation Program (PEPP) standards are sufficient for meeting OPI Standards.		11.1 (1)		11.1 (1)	55.6 (5)	22.2 (2)	5.00	5.00	.71	77.8%

Table Note. 1 = Very Unimportant, 2= Unimportant, 3 = Slightly Unimportant, 4 = Slightly Important, 5 = Important, 6 = Very Important. <sup>a</sup>Frequencies are in parentheses.

(continued)

Table 8  
Delphi Study Round 2 and 3: Descriptive Statistics for Panelists' Ratings of Current Practice Statements (continued)

	RATINGS						M	Mdn	SD	Consensus (% who indicated rating $\geq 5$ )
	1	2	3	4	5	6				
26. There is no orientation for OPI Principal Interns to provide understanding of the OPI Principal Intern program goals and expectations.	11.1 (1)			11.1 (1)	44.4 (4)	33.3 (3)	5.20	5.00	.84	77.7%
27. There is no orientation for OPI Principal Intern Site Mentors to provide understanding of the OPI Principal Intern program.	11.1 (1)			11.1 (1)	44.4 (4)	33.3 (3)	5.20	5.00	.84	77.7%
23. Learning outcomes aligned with the national Interstate School Leaders Licensure Consortium (ISLLC) standards are sufficient for meeting OPI Standards.		12.5 (1)	12.5 (1)		62.5 (5)	12.5 (1)	4.60	5.00	.89	75.0%
17. The OPI Principal Intern learning activities include professional reading.			18.2 (2)	9.1 (1)	45.5 (5)	27.3 (3)	5.00	5.00	1.22	72.8%
20. The learning outcome for an OPI Principal Intern is to model being a humble servant leader that is balanced with the necessary demands of organizational management.		9.1 (1)		18.2 (2)	45.45 (5)	27.3 (3)	5.40	5.00	.55	72.75%
28. Reflective practice is not a formal requirement of the OPI Principal Intern program.	11.1 (1)		11.1 (1)	11.1 (1)	22.2 (2)	44.4 (4)	5.20	6.00	1.30	66.6%

Table Note. 1 = Very Unimportant, 2= Unimportant, 3 = Slightly Unimportant, 4 = Slightly Important, 5 = Important, 6 = Very Important. <sup>a</sup>Frequencies are in parentheses.

(continued)

Table 8  
 Delphi Study Round 2 and 3: Descriptive Statistics for Panelists' Ratings of Current Practice Statements (continued)

	RATINGS						M	Mdn	SD	Consensus (% who indicated rating $\geq 5$ )
	1	2	3	4	5	6				
13. All OPI Principal Intern learning activities relate to the national Interstate School Leaders Licensure Consortium (ISLLC) Standards.		9.1 (1)		27.3 (3)	27.3 (3)	36.4 (4)	5.20	5.00	.84	63.7%
21. The learning outcome for an OPI Principal Intern is focused on the national Interstate School Leaders Licensure Consortium (ISLLC) Standards.			18.2 (2)	18.2 (2)	45.45 (5)	18.2 (2)	4.60	5.00	1.14	63.65%
22. The learning outcome for an OPI Principal Intern is focused on the Montana Professional Educator Preparation Program (PEPP) Standards for principals.			9.1 (1)	27.3 (3)	54.5 (6)	9.1 (1)	4.80	5.00	.84	63.6%
16. The OPI Principal Intern learning activities include weekly contact with the OPI Principal Intern site and university mentors.		9.1 (1)		27.3 (3)	9.1 (1)	54.1 (6)	5.20	6.00	1.10	63.2%

Table Note. 1 = Very Unimportant, 2= Unimportant, 3 = Slightly Unimportant, 4 = Slightly Important, 5 = Important, 6 = Very Important. <sup>a</sup> Frequencies are in parentheses.

(continued)

Table 8  
 Delphi Study Round 2 and 3: Descriptive Statistics for Panelists' Ratings of Current Practice Statements (continued)

	RATINGS						M	Mdn	SD	Consensus (% who indicated rating $\geq 5$ )
	1	2	3	4	5	6				
6. The OPI Principal Intern Site Mentor structures the job responsibilities for the OPI Principal Intern.		9.1 (1)	9.1 (1)	36.4 (4)	45.45 (5)		4.00	4.00	.70	45.45%
15. The OPI Principal Intern learning activities include journaling.		9.1 (1)	18.2 (2)	36.4 (4)	27.3 (3)	9.1 (1)	4.00	4.00	1.22	36.4%
25. OPI Principal Interns are matched to their mentors by convenience.	9.1 (1)	27.3 (3)	9.1 (1)	36.4 (4)	18.2 (2)		4.20	4.00	.84	18.2%

Table Note. 1 = Very Unimportant, 2= Unimportant, 3 = Slightly Unimportant, 4 = Slightly Important, 5 = Important, 6 = Very Important. <sup>a</sup> Frequencies are in parentheses.

Table 8 provides the results of the Round 2 and 3 rating of statements by the panelists for current OPI Principal Internship practices. The panelists reached consensus on twenty-two statements out of the twenty-nine total statements. Of the twenty-two statements that reached consensus, five statements achieved the highest rated level of consensus (100%) by the panelists. These statements were: Statement two: “The OPI Principal Intern Site Mentor provides the OPI Principal Intern support on a daily basis that utilizes collaboration to provide guidance and constructive dialogue to assist in the OPI Intern’s performance;” Statement nine: “The OPI Principal Intern seeks advice from the Site Mentor;” Statement ten: “The OPI Principal Intern seeks advice from the University Mentor;” Statement eleven: “The OPI Principal Intern needs to learn the habits of mind that characterize the professional practice of effective principals;” and Statement twenty-nine: “Mentor commitment is a significant component of a successful OPI Principal Intern program.” One hundred percent of panelists rated these statements as “Important” or “Very Important” and the median score for each item was equal to or greater than 5.

Seven statements of the twenty-nine total current practice statements did not achieve the criteria for consensus as rated by the panelists. These were: Statement six, “The OPI Principal Intern Site Mentor structures the job responsibilities for the OPI Principal Intern” (45.45%); statement thirteen, “All OPI Principal Intern learning activities relate to the national Interstate School Leaders Licensure Consortium (ISLLC) Standards” (63.7%); statement fifteen, “The OPI Principal Intern learning activities include journaling” (36.4%); statement sixteen, “The OPI Principal Intern learning



activities include weekly contact with the OPI Principal Intern site and university mentors” (63.2%); statement twenty-one, “The learning outcome for an OPI Principal Intern is focused on the national Interstate School Leaders Licensure Consortium (ISLLC) Standards” (63.6%); statement twenty-two, “The learning outcome for an OPI Principal Intern is focused on the Montana Professional Educator Preparation Program (PEPP) Standards for principals” (63.6%); and statement twenty-five, “OPI Principal Interns are matched to their mentors by convenience” (18.2%). Less than 66% of the expert panelists rated these five statements as “Important” or “Very Important” for the current OPI Principal Internship Program.

#### Delphi Study Round 2 and 3 Recommended Practices Results

Again the criteria for consensus for the recommended practice statements in Table 9 is achieved for a statement when the panelists rate the statement at an agreement level of 66% or higher for the Important and Very Important categories and the statement reaches a median score equal to or greater than a median of 5. The higher the percentage of agreement for statements in Table 9, the higher degree of consensus reached by panelists for the statement.

Table 9  
 Delphi Study Round 2 and 3: Descriptive Statistics for Panelists' Ratings of Recommended Practice Statements

	RATINGS						M	Mdn	SD	Consensus (% who indicated rating $\geq 5$ )
	1	2	3	4	5	6				
13. The OPI Principal Intern should be open minded and seek out advice from the mentors.					50.0 (6)	50.0 (6)	5.80	6.00	.45	100%
10. The OPI Principal Intern should be able to engage the University and Site mentors in dialogue regarding anything involved in school leadership.					50.0 (6)	50.0 (6)	5.80	6.00	.45	100%
18. The OPI Principal Intern learning activities should focus on student academic success.					25.0 (3)	75.0 (9)	5.80	6.00	.45	100%
8. The OPI Principal Intern Site Mentor should provide the OPI Principal Intern with opportunities to succeed.					50.0 (6)	50.0 (6)	5.60	6.00	.55	100%
24. OPI Principal Internship learning outcomes should include activities that ultimately result in school transformation that enhances the relationships with community, staff, and students.				8.3 (1)	50.0 (6)	41.7 (5)	5.80	6.00	.45	91.7%

Table Note. 1 = Very Unimportant, 2= Unimportant, 3 = Slightly Unimportant, 4 = Slightly Important, 5 = Important, 6 = Very Important. <sup>a</sup>Frequencies are in parentheses.

(continued)

Table 9  
 Delphi Study Round 2 and 3: Descriptive Statistics for Panelists' Ratings of Recommended Practice Statements (continued)

	RATINGS						M	Mdn	SD	Consensus (% who indicated rating $\geq 5$ )
	1	2	3	4	5	6				
7. The OPI Principal Intern Site Mentor should be a leader of the highest integrity and authenticity, humble, non-ego driven, collaborative, collegial, and competent in all aspects of school leadership.			8.3 (1)		16.7 (2)	75.0 (9)	5.80	6.00	.48	91.7%
30. Reflective practice should be embedded and encouraged in the OPI Principal Intern program.				8.3 (1)	41.7 (5)	50.0 (6)	5.60	6.00	.55	91.7%
31. Mentor commitment should be a significant component of Site Mentor selection.				8.3 (1)	25.0 (3)	66.7 (8)	5.60	6.00	.55	91.7%
2. The OPI Principal Intern Site Mentor should provide the OPI Principal Intern support on a daily basis to be an active listener.				8.3 (1)	50.0 (6)	41.7 (5)	5.60	6.00	.89	91.7%
15. The OPI Principal Intern is responsible for the focus of educational efforts on the success of all students.				8.3 (1)	25.0 (3)	66.7 (8)	5.60	6.00	.89	91.7%

Table Note. 1 = Very Unimportant, 2= Unimportant, 3 = Slightly Unimportant, 4 = Slightly Important, 5 = Important, 6 = Very Important. <sup>a</sup>Frequencies are in parentheses.

(continued)

Table 9

## Delphi Study Round 2 and 3: Descriptive Statistics for Panelists' Ratings of Recommended Practice Statements (continued)

	RATINGS						M	Mdn	SD	Consensus (% who indicated rating $\geq 5$ )
	1	2	3	4	5	6				
9. The OPI Principal Intern Site Mentor should provide the OPI Principal Intern with feedback but allow for the Intern to develop their own style.			8.3 (1)		33.0 (4)	58.3 (7)	5.80	6.00	.45	91.6%
14. The OPI Principal Intern should understand the existing administrative perspective of the school they work in.				8.3 (1)	8.3 (1)	83.3 (10)	5.80	6.00	.45	91.6%
4. The University OPI Principal Intern Mentor should contact the OPI Principal Intern on a regular basis through electronic communication (telephone, email, texting, etc.)			8.3 (1)		33.3 (4)	58.3 (7)	4.80	5.00	11.1 0	91.6%
21. Learning outcomes for OPI Principal Interns are found in real world practice as a principal.			8.3 (1)		33.3 (4)	58.3 (7)	5.40	6.00	1.34	91.6%
28. The University Mentor should provide orientation to the OPI Principal Intern and Site Mentor.				10.0 (1)	40.0 (4)	50.0 (5)	5.20	5.00	.45	90.0%
19. The OPI Principal Intern should focus on leadership.				16.7 (2)	41.7 (5)	41.7 (5)	5.80	6.00	.45	83.4%
12. The OPI Principal Intern should have the full responsibilities of a principal.			16.7 (2)		41.7 (5)	41.7 (5)	4.60	5.00	.55	83.4%

Table Note. 1 = Very Unimportant, 2= Unimportant, 3 = Slightly Unimportant, 4 = Slightly Important, 5 = Important, 6 = Very Important. <sup>a</sup>Frequencies are in parentheses.

(continued)

Table 9  
 Delphi Study Round 2 and 3: Descriptive Statistics for Panelists' Ratings of Recommended Practice Statements (continued)

	RATINGS						M	Mdn	SD	Consensus (% who indicated rating $\geq 5$ )
	1	2	3	4	5	6				
11. The OPI Principal Intern should practice reflection of daily events on the job.				16.7 (2)	41.7 (5)	41.7 (5)	5.20	5.00	.84	83.4%
5. The University OPI Principal Intern Mentor should meet with the OPI Principal Intern on a regular basis.				16.7 (2)	58.3 (7)	25.0 (3)	5.00	5.00	.70	83.3%
29. A more purposeful orientation, with several meetings between the OPI Principal Intern, OPI Principal Intern Site Mentor, and the University OPI Principal Intern Mentor should be done to ensure participants in the OPI Principal Intern program have a better understanding of program goals and objectives.				16.7 (2)	8.3 (1)	75.0 (9)	5.60	6.00	.89	83.3%
16. The OPI Principal Intern learning activities should focus on school management.		8.3 (1)		16.7 (2)	58.3 (7)	16.7 (2)	5.00	5.00	.70	75.0%
22. The learning outcome for an OPI Principal Intern is to model being a humble servant leader that is balanced with the demands of organizational management.				27.3 (3)	45.5 (5)	27.3 (3)	5.40	6.00	.89	72.8%

Table Note. 1 = Very Unimportant, 2= Unimportant, 3 = Slightly Unimportant, 4 = Slightly Important, 5 = Important, 6 = Very Important. <sup>a</sup> Frequencies are in parentheses.

(continued)

Table 9

## Delphi Study Round 2 and 3: Descriptive Statistics for Panelists' Ratings of Recommended Practice Statements (continued)

	RATINGS						M	Mdn	SD	Consensus (% who indicated rating $\geq 5$ )
	1	2	3	4	5	6				
25. OPI Principal Intern learning outcomes should focus on public relations.		8.3 (1)		25.0 (3)	50.0 (6)	16.7 (2)	5.20	5.00	.45	66.7%
1. The OPI Principal Intern Site Mentor should provide the OPI Principal Intern support on a daily basis to establish trusted lines of communication.				33.3 (4)	41.7 (5)	25.0 (3)	4.40	4.00	.89	66.7%
3. The OPI Principal Intern Site Mentor should provide the OPI Principal Intern support on a daily basis to use their experience to help provide guidance and/or constructive dialogue to the OPI Principal Intern.				33.0 (4)	50.0 (6)	16.7 (2)	4.40	4.00	.89	66.7%
27. The hiring school district of an OPI Principal Intern as a building principal should provide orientation of the Intern and Site Mentor.			9.1 (1)	27.3 (3)	45.5 (5)	18.2 (2)	4.80	5.00	.84	63.7%
23. The learning outcomes for the OPI Principal Intern are grouped and aligned with the Montana Professional Educator Preparation Program (PEPP) Standards for principals.			10.0 (1)	30.0 (3)	30.0 (3)	30.0 (3)	4.60	5.00	1.14	60.0%

Table Note. 1 = Very Unimportant, 2 = Unimportant, 3 = Slightly Unimportant, 4 = Slightly Important, 5 = Important, 6 = Very Important. <sup>a</sup>Frequencies are in parentheses.

(continued)

Table 9

## Delphi Study Round 2 and 3: Descriptive Statistics for Panelists' Ratings of Recommended Practice Statements (continued)

	RATINGS						M	Mdn	SD	Consensus (% who indicated rating $\geq 5$ )
	1	2	3	4	5	6				
26. The hiring school district of an OPI Principal Intern as a principal in their school district should take the responsibility of matching a Site Mentor to the OPI Principal Intern.			16.7 (2)	33.3 (4)	33.3 (4)	16.7 (2)	4.60	4.55	.89	50.0%
17. The OPI Principal Intern learning activities should focus on the national Interstate School Leaders Licensure Consortium (ISLLC) standards.		8.3 (1)	8.3 (1)	33.3 (4)	33.3 (4)	16.7 (2)	4.40	4.00	1.14	50.0%
6. The University OPI Principal Intern Mentor should meet with the OPI Principal Intern on a regular basis.	9.1 (1)	27.3 (3)	9.1 (1)	18.2 (2)	16.7 (2)	18.2 (2)	4.40	5.00	1.51	34.9%
20. The OPI Principal Intern learning activities should focus on the politics associated with the principal's position.	8.3 (1)		16.7 (2)	33.3 (4)	25.0 (3)	9.1 (1)	3.40	4.00	1.52	34.1%

Table Note. 1 = Very Unimportant, 2= Unimportant, 3 = Slightly Unimportant, 4 = Slightly Important, 5 = Important, 6 = Very Important. <sup>a</sup> Frequencies are in parentheses.

Table 9 provides the results of the Round 2 and 3 rating of statements by the panelists for recommended OPI Principal Internship practices. The panelists reached consensus on twenty-five out of thirty-one total statements. Of the twenty-five statements that reached consensus, there were four statements that achieved the highest rated level of consensus (100%) as rated by the panelists. These statements were: Statement thirteen: “The OPI Principal Intern should be open minded and seek out advice from the mentors;” Statement ten: “The OPI Principal Intern should be able to engage the University and Site mentors in dialogue regarding anything involved in school leadership;” Statement eighteen: “The OPI Principal Intern learning activities should focus on student academic success;” and Statement eight: “The OPI Principal Intern Mentor should provide the OPI Principal Intern with opportunities to succeed.” One hundred percent of panelists rated these statements as “Important” or “Very Important” and the median score for each item was equal to or greater than 5.

Six statements of the thirty-one total recommended practice statements did not achieve the criteria for consensus. These statements were: Statement twenty: “The OPI Principal Intern learning activities should focus on the politics associated with the principal’s position” (34.1%); Statement six: “The University OPI Principal Intern Mentor should be more like a “big brother” to the OPI Principal Intern” (34.9%); Statement twenty-six: “The hiring school district of an OPI Principal Intern as a principal in their school district should take the responsibility of matching a Site Mentor to the OPI Principal Intern” (50.0%); Statement seventeen: “The OPI Principal Intern learning activities should focus on the national Interstate School Leaders Licensure Consortium



(ISLLC) standards” (50.0%); Statement twenty-three: “The learning outcomes for the OPI Principal Interns are grouped and aligned with the Montana Professional Educator Preparation Program (PEPP) standards for principals” (60.0%); Statement twenty-seven: “The hiring school district of an OPI Principal Intern as a building principal should provide orientation of the Intern and Site Mentor” (63.7%). Less than 66% of the expert panelists rated these six OPI internship recommended practice statements as “Important” or “Very Important” for the current OPI Principal Internship Program.

#### Delphi Study Round 4 Results for OPI Principal Internship Current Practices

All 11 panelists who participated in Round 2 and Round 3 participated in Round 4. The Delphi Study Round 4 Questionnaire asked the panelists to rank the current practices statements from round 3 that were rated as “Very Important” or “Important” by the panelists at a level of 90% or higher. There were ten current practice statements that met this criterion. For Round 4, panelists ranked these ten statements in order of importance with “1” considered the most important current practice and “10” considered the least important practice. The overall mean rank was determined from the mean statement rank from all participants’ statement rankings. The lower the mean rank for each current practice statement, the higher the importance attributed to that practice.

Table 10 provides the results of the Round 4 panelists’ rankings for current practice statements. As examples, the statement: “The OPI Principal Intern has the full responsibilities of a principal” was ranked the highest of the ten current practice statements as it achieved the lowest mean from the panelists’ ranking. Two statements

tied for the second highest ranking by the panelists. These statements were: “The OPI Principal Intern needs to learn the habits of mind that characterize the professional practice of effective principals” and, “The OPI Principal Intern seeks advice from the Site Mentor.” Both of these statements are recorded with a rank of two as shown in Table 10.

Table 10  
Current Practice Statements: Mean Rank, Standard Deviation, and Rank

Statement	Mean Rank	Mean Rank	SD	Rank
The OPI Principal Intern has the full responsibilities of a principal.	4.18	4.18	3.21	1
The OPI Principal Intern needs to learn the habits of mind that characterize the professional practice of effective principals.	4.27	4.27	1.95	2
The OPI Principal Intern seeks advice from the Site Mentor.	4.27	4.27	2.14	2
The OPI Principal Intern seeks advice from the University Mentor.	5.18	5.18	2.52	4
The OPI Principal Intern Site Mentor provides the OPI Principal Intern support on a daily basis that utilizes collaboration to provide guidance and constructive dialogue to assist in the OPI Intern’s performance.	5.18	5.18	3.21	4
Mentor commitment is a significant component of a successful OPI Principal Intern Program.	5.72	5.72	3.10	6
The OPI Principal Intern learning activities focus on school management (ex. observation and evaluation of staff, completion of OPI reports, student discipline issues, and supervision of activities).	6.18	6.18	2.56	7
The learning outcomes for an OPI Principal Intern are found in real world practice as a principal.	6.18	6.18	3.34	7
The OPI Principal Intern is responsible for the focus of educational efforts on the success of all students guided by the district’s expectation and the Montana Professional Educator Preparation Program (PEPP) Standards for principals. (Mean=6.81).	6.81	6.81	2.04	9
The OPI Principal Intern Site Mentor models what Sergiovani calls the “head, heart, and hands” of leadership for the OPI Principal Intern.	6.90	6.90	2.94	10

Delphi Study Results from Round 4  
Recommended OPI  
Principal Internship Practices

The Delphi Study Round 4 questionnaire asked the panelists to rank the recommended practices statements from round 3 that were rated as “Very Important” or “Important” by the panelists at a level of 90% or higher. There were fifteen recommended practice statements that met this criterion. For Round 4, panelists ranked these statements in order of importance with “1” considered the most important current practice and “15” considered the least important practice. The overall mean rank was determined from the mean statement rank from all panelists’ statement rankings. The lower the mean rank for each current practice statement, the higher the importance attributed to that practice.

Table 11 provides the results of the Round 4 panelists’ rankings for recommended practice statements. As examples, the statement: “The OPI Principal Intern learning activities should focus on student academic success” was ranked the highest of the fifteen recommended practice statements as it achieved the lowest mean from the panelists’ ranking. The statement that achieved the second highest ranking from the panelists was: “The OPI Principal Intern Site Mentor should provide the OPI Principal Intern with opportunities to succeed” as shown in Table 11.

Table 11  
Recommended Practice Statements: Mean Rank, Standard Deviation, and Rank

Statement	Mean Rank	SD	Rank
The OPI Principal Intern learning activities should focus on student academic success.	4.81	3.09	1
The OPI Principal Intern Site Mentor should provide the OPI Principal Intern with opportunities to succeed.	5.36	3.69	2
The OPI Principal Intern should be open minded and seek out advice from the mentors.	5.63	2.61	3
The OPI Principal Intern should be responsible for the focus of educational efforts on the success of all students.	5.63	3.93	3
OPI Principal Internship learning outcomes should include activities that ultimately result in school transformation that enhances the relationships with community, staff, and students.	7.63	4.05	5
The OPI Principal Intern Site Mentor should be a leader of the highest integrity and authenticity, humble, non-ego driven, collaborative, collegial, and competent in all aspects of school leadership.	7.81	4.68	6
Reflective practice should be embedded and encouraged in the OPI Principal Intern program.	8.00	3.34	7
Learning outcomes for OPI Principal Interns are found in real world practice as a principal.	8.36	5.85	8
Mentor commitment should be a significant component of Site Mentor selection.	8.54	4.56	9
The OPI Principal Intern Site Mentor should provide the OPI Principal Intern support on a daily basis to be an active listener.	8.81	2.82	10
The OPI Principal Intern should be able to engage the University and Site mentors in dialogue regarding anything involved in school leadership.	8.90	3.38	11
The OPI Principal Intern should understand the existing administrative perspective of the school they work in.	9.09	4.94	12
The OPI Principal Intern Site Mentor should provide the OPI Principal Intern with feedback but allow for the Intern to develop their own style.	9.36	4.34	13
The University Mentor should provide orientation to the OPI Principal Intern and Site Mentor.	10.72	5.64	14
The University OPI Principal Intern Mentor should contact the OPI Principal Intern on a regular basis through electronic communication (telephone, email, texting, etc.).	11.27	2.53	15

### Summary of Results

The purpose of this descriptive study was to identify and describe the current and recommended program practices of Montana's state mandated formal mentoring program for new principal interns. Using online survey software (Desire to Learn (D2L) and Survey Monkey) a Delphi Study consisting of four rounds of surveys was conducted to determine the panelist's perceptions of the current and recommended practices of the OPI Principal Internship program. The sixteen expert panelists selected for this Delphi Study were education leadership faculty, members of the Montana OPI Licensure Division, principals and/or superintendents that have had experience as site supervisors for OPI Principal Interns, and past OPI Principal Interns.

The first round of the Delphi Study asked the panelists open-ended questions regarding the current and recommended practices of the Montana OPI Principal Intern program. After analyzing the panelists' responses from the Round 1 surveys for current and recommended practices, twenty-nine statements were identified for current practices and thirty-one responses were identified for recommended practices.

In Rounds 2 and 3 of the Delphi Study, the panelists were asked to rate the level of importance of each statement that emerged from the panelists Round 1 comments. The highest rated current practices include statements related to mentor support of the intern, mentor commitment to the intern, the intern seeking advice from the mentor, the intern assuming the complete duties associated with the principalship, and that the intern is able to apply educational theory to real world practice of the principalship. These findings show that the panelists perceive that the intern is being provided support from the mentor;

that the mentor is committed to their intern; the intern is seeking advice from their mentor as needed; the intern is assuming the duties and responsibilities of the principalship; and that the intern, as the principal, is applying the educational theory learned in their coursework to the real world responsibilities of being the principal. The high level of consensus reached by the panelist's perceptions of current practices, suggest that currently the Montana OPI Principal Intern program has strong characteristics in place that are fundamental to the program's success.

The highest rated recommended practices included statements related to mentor advice, intern/mentor relationships, instructional leadership, mentor commitment, mentor communication, and intern socialization. These findings provide a perspective into what should be found in the Montana OPI Principal Intern program. These findings show that the panelists perceive that appropriate mentor advice to the intern is critical to an intern's success; that the relationship between an intern and their mentor must be very strong; that the intern must provide instructional leadership and lead the school in a transformative manner to higher levels of achievement for the students and staff; that the mentor's commitment to the intern is for the long term, not for the short term; that the mentor communicates with the intern on a regular basis in order to provide the best support possible; and provide the needed guidance to the intern in understanding the social constraints of their school, school district, community, and state. The high level of consensus reached by the panelists' perceptions of recommended practices regarding the stated categories, suggest that the Montana OPI Principal Intern program, even though these recommendations may be being undertaken to some degree presently, need to be

developed and strengthened to the point that they are considered to be taking place in a current form.

In the Delphi Study Round 4 Questionnaire, the panelists were asked to rank the current and recommended practice statements from Round 3 that reached a 90% or higher level of agreement by the panelists. Ten current practice statements and 15 recommended practice statements met this criterion. Results indicate that panelists ranked current practice statements related to interns demonstrating instructional leadership through a full range of principal responsibilities; the mentor providing appropriate support to the intern; and the mentor providing advice to the intern when there are challenging decisions to be made. The most important category in the Montana OPI Principal Intern Program is to allow the new principal be the principal with the full range of new principal experiences and be allowed to provide the instructional and moral leadership while transforming their school to higher levels of achievement for their students and staff. Secondary to this leading category, the mentor provides the support and needed advice for the new principal to achieve the first category. In other words, the mentor should not do the job for the new principal but be the intern's supporter while guiding the intern through the job experiences. The recommended practice statements ranked highest in importance by panelists included statements related to instructional leadership for student academic success, mentor support by providing the intern opportunities to succeed, mentor advice to new principals and learning outcomes related to school relationships with the students, teachers, staff, and community.

When comparing the results for current and recommended practices statement ratings, there are several common findings that emerge. Results indicated that the current and recommended practices statements that reached high levels of consensus and importance included those related to instructional leadership for school success; mentor support; mentor advice; mentor commitment; mentor relationships with the intern; and principal experience. The following chapter will present these conclusions, define the implications of these conclusions, and determine recommendation.



## CHAPTER 5

## DISCUSSION AND IMPLICATIONS

Chapter 5 presents a summary of this study, its purpose, research methodology and findings. The findings will be discussed and implementations and contributions to the existing body of research will be presented. Recommendations for further research will be provided and an overall summary of the study will conclude this chapter.

Purpose of the Study

The purpose of this descriptive study was to identify and describe the program characteristics of Montana's state-mandated Formal Mentoring Program for new principal interns that mentoring experts agree are necessary to create an effective learning experience for new principal interns. The study was initiated with a review of recent literature for the purpose of identifying mentoring practices that provide support and development of instructional leadership capacity for new principal interns. Utilizing a Delphi process, expert panelists were invited to participate in an initial survey by responding to open-ended statements to identify current and recommended characteristics of the Montana OPI Principal Internship Program. For the second and third round surveys, the expert panelists were asked to rate their statements from the first survey in order to measure the level of consensus for each statement in the surveys. The fourth and final round of the Delphi process asked the expert panelists to rank, from high to low, the importance of the identified statements from the second and third rounds. The resulting

data acquired from this study will be used to inform University Education Leadership Program faculty, the Montana Office of Public Instruction (OPI) and other OPI Principal Internship Program stakeholders what the identified current practices are and what recommended practices are needed to increase new principals' self-confidence and increasing the new principals' instructional leadership abilities.

### Problem and Research Questions

Although the research literature has investigated the effectiveness of formal principal mentoring programs, few studies have been undertaken to examine the program practices for Montana's OPI Principal Internship Mentoring Program.

The three research questions posed for this study are as follows:

1. What principal practices do stakeholders identify as integrated with the Montana Office of Public Instruction Principal Internship Program?
2. To what extent do stakeholders agree on the identified principal practices of Montana's Office of Public Instruction Principal Internship Program?
3. How do stakeholders perceive the importance of agreed upon principal practices for Montana's Office of Public Instruction Principal Internship Program?

Each research question is associated with a survey round in the Delphi process utilized in this study. As an example, question 1 is associated with the Round 1 Survey, question 2 associates with the Round 2 and 3 Surveys, and question 3 associates with the Round 4 Survey.

### Summary of Findings

Qualitative analysis of expert panelists' responses from the Round 1 open-ended questions identified seven broad categories of practices important for preparing OPI interns to be effective principals in their schools. The seven major categories of principal practices that emerged included: mentor commitment, mentor/intern relationships, instructional leadership, intern support, training, intern socialization, and intern networking. Within the limitations of what can be known from this study's data, the results suggest that Montana's OPI Principal Internship Program currently has characteristics that expert panelists rate with a high and low level of consensus. The current principal practices with the highest level of consensus are statements listed in Table 12.

Table 12  
Round 2 and 3: Current Program Practices with the Highest Level of Consensus among Panelists

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1. The OPI Principal Intern Site Mentor provides the OPI Principal Intern support on a daily basis that utilizes collaboration to provide guidance and constructive dialogue to assist in the OPI Intern's performance.
  2. The OPI Principal Intern seeks advice from the Site Mentor.
  3. The OPI Principal Intern seeks advice from the Mentor.
  4. The OPI Principal Intern needs to learn the habits of mind that characterize the professional practice of effective principals.
  5. Mentor commitment is a significant component of a successful OPI Principal Internship Program.
-

The highest-rated level of consensus statements listed in Table 12 suggests that the following principal practices currently emphasized in the program include: intern support by the mentor, mentor/intern relationships, instructional leadership in both content and activities areas, and mentor commitment. Results suggest that these practices are currently the most significant factors in helping an intern achieve success as a new principal.

The current principal practices with the lowest level of consensus are statements listed in Table 13. Internship practices including matching mentors to interns, intern journaling during their time in the intern program, having the intern's schedule structured by their mentor, weekly contact between the intern and their mentor, and focusing on either the ISLLC or PEPP standards and learning activities all failed to reach consensus as important to the OPI Principal Internship Program. As these practices achieved the lowest level of consensus by the expert panelists, the results suggest that these practices are currently, while important, not rated consistently as important by all stakeholders for helping an intern achieve success as a new principal.

Table 13  
Round 2 and 3: Current Program Practices with the Lowest Consensus among Panelists

1. OPI Principal Interns are matched to their mentors by convenience.
2. The OPI Principal Intern learning activities include journaling.
3. The OPI Principal Intern Site Mentors structure the responsibilities for the OPI Principal Intern.
4. The OPI Principal Intern learning activities include weekly contact with the OPI Principal Intern Site and University Mentors.
5. The learning outcome for an OPI Principal Intern is focused on the Montana Professional Educator Intern Preparation Program (PEPP) standards for principals.

(continued)

Table 13

Round 2 and 3: Current Program Practices with the Lowest Consensus among Panelists  
(continued)

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6. The learning outcomes for an OPI Principal Intern are focused on the national Interstate School Leaders Licensure Consortium (ISLLC) standards.
  7. All OPI Principal Intern learning activities relate to the national Interstate School Leaders Licensure Consortium (ISLLC) Standards.
- 

The highest-rated level of consensus statements for recommended practices listed in Table 14 suggests that the following principal practices include: the mentor should provide opportunities for the intern to succeed, the intern should have a good relationship with their mentor to be able to freely talk about in issue involving school leadership, the intern should be open-minded and seek advice from their mentor, and that the intern's learning activities should focus on leadership. As these characteristics achieved the highest level of consensus by the expert panelists, the results suggest that these practices should be included in the OPI Principal Internship Program with the practices currently in place in the program in order to further help the intern achieve success as a new principal.

Table 14

Round 2 and 3: Recommended Program Practices with the Highest Level of Consensus among Panelists

- 
1. The OPI Principal Intern Site Mentor should provide the OPI Principal Intern with opportunities to succeed.
  2. The OPI Principal Intern should be able to engage the University and Site Mentors in dialogue regarding anything involved in school leadership.
  3. The OPI Principal Intern should be open-minded and seek out advice from mentors.
  4. The OPI Principal Intern learning activities should focus on leadership.
-

The lowest-rated level of consensus statements for recommended practices listed in Table 15 suggest that the following practices include: the intern focusing on the politics of the principal position, the mentor acting as a “big brother” to the intern, the intern focusing on the Interstate School Leaders Licensure Consortium (ISLLC) or Professional Educator Preparation Program (PEPP) standards, and that the hiring school district provide intern orientation. The low rating of these characteristics suggest that although they may be important recommended practices, they were not perceived important consistently for all stakeholders.

Table 15  
Round 2 and 3: Recommended Program Practices with the Lowest Level of Consensus among Panelists

- 
1. The OPI Principal Intern learning activities should focus on the politics associated with the principal’s position.
  2. The University OPI Principal Intern Mentor should be more like a “big brother” to the OPI Principal Intern.
  3. The OPI Principal Intern learning should focus on the national Interstate School Leaders Licensure Consortium (ISLLC) standards.
  4. The learning outcomes for the OPI Principal Intern are grouped and aligned with the Montana Professional Educator Preparation Program (PEPP) Standards for Principals.
  5. The hiring school district of an OPI Principal Intern as a building principal should provide orientation of the Intern and Site Mentor.
- 

The highest-ranked consensus statements for current practices listed in Table 16 suggest that the OPI Principal Internship Program should provide opportunities for interns to experience the full responsibilities of a principal, guide instructional leadership activities, participate in effective mentor/intern relationships, and are provided with

offered mentor support. Results from this study suggest that these practices are currently perceived by stakeholders as the most important factors in helping an intern achieve success as a new principal.

Table 16  
Round 4: Highest-Ranked Current Practices

- 
1. The OPI Principal Intern has the full responsibilities of a principal.
  2. The OPI Principal Intern needs to learn the habits of mind that characterize the professional practice of effective principals.
  3. The OPI Principal Intern seeks advice from the Site Mentor.
  4. The OPI Principal Intern seeks advice from the University Mentor.
  5. The OPI Principal Intern Site Mentor provides the OPI Principal Intern support on a daily basis that utilizes collaboration to provide guidance and constructive dialogue to assist in the OPI Intern's performance.
- 

The highest-ranked consensus statements for recommended practices listed in Table 17 include: the intern should be focused on student academic success; the mentor should provide the intern with opportunities to succeed; the intern should have an open mind and purposefully seek out their mentor for advice; the intern should be responsible for the focus on the educational efforts for achieving student success; and that the intern should be focused on learning outcomes that result in school transformation that enhances the relationships with the community, staff, and students in their school. These results suggest that these statements which reached the highest level of stakeholder consensus should become incorporated into the practice of the OPI Principal Internship Program in collaboration with the highest-ranked practices currently in place in the program in order to further help the intern achieve success as a new principal.

Table 17  
 Round 4: Highest-Ranked Recommended Practices

- 
1. The OPI Principal Intern learning activities should focus on student academic success.
  2. The OPI Principal Intern Site Mentor should provide the OPI Principal Intern with opportunities to succeed.
  3. The OPI Principal Intern should be open minded and seek out advice from mentors.
  4. The OPI Principal Intern should be responsible for the focus of educational efforts on the success of all students.
  5. OPI Principal Internship learning outcomes should include activities that ultimately result in school transformation that enhances the relationships with community, staff, and students.
- 

Results from this study suggest that stakeholders hold similar perceptions of importance for both current and recommended principal intern practices. In both the current and recommended practices, the panelists rated and ranked the statements associated with mentor support of the intern, mentor/intern relationships, and instructional leadership in both content and activities areas at the highest levels of importance. In contrast to other research related to principal mentoring programs (Alsbury & Hackman, 2006; Browne-Ferrigno & Muth, 2004; and Crow & Matthews, 1998). Stakeholders failed to reach consensus about the importance of current and recommended practice statements which included mentor/intern matching, the intern having weekly contact with the mentors, the mentor structuring the intern's responsibilities, mentor commitment, the mentor being more like a "big brother" to the intern, the hiring school district providing orientation for the intern and mentor, and the learning outcomes for the intern being focused on the politics associated with the



principal's position as well as the national Interstate School Leaders Licensure Consortium (ISLLC) standards and the Montana Professional Educator Intern Preparation Program (PEPP) standards.

### A Review of the Findings Situated within the Mentoring Literature

The research literature is clear about the importance of the principal in promoting the improvement of learning for both the students and teachers. An example of this research is found in the work of Marzano, Waters, and McNulty (2005) regarding the impact of the principal in enhancing the level of instruction in their school buildings and a higher level of student achievement. The principal mentoring literature suggests that states and school districts need to be more engaged in developing mentoring programs that include experiences that will prepare new principals to be effective instructional leaders. This study identified the important current and recommended practices that characterize the Montana OPI Principal Internship Program. Results from this study shed light on the experiences that stakeholders associated with Montana's Principal Mentoring Program perceive as important for preparing new principals to lead effectively.

The literature has made recommendations for developing new learning activities and outcomes that support new principals in their acquisition of the knowledge and skills they need to meet these new demands (Darling-Hammond, LaPointe, Meyerson, & Orr, 2007; Hopkins-Thompson, 2000). For example, Bandura (1997); Daloz (1998); Phillips-Jones (1982); and Sheehy (1976) suggest that mentoring programs for principals should provide opportunities to socialize the new administrators starting in their field. Alsbury

and Hackmann (2006) suggest that early mentoring support for principals helps them to be better able to translate learned theory from their coursework into practice. Devita, Colvin, Darling-Hammond and Hancock (2007) suggest that new principal mentoring is important because it provides them with the experiences needed to guide their school in the implementation of sound instructional practices important for enhancing students' abilities to meet achievement goals set by the district, state and federal educational entities.

In the development of a Principal Mentoring Program, Gray, Fry, Bottoms, and O'Neill (2007) recommend that a research-based program framework be utilized for the design and implementation of the Program. Part of this design would be to recruit high-performing individuals into leadership positions and provide them with real-world training activities. They further suggest that the program training would focus on instruction and curriculum planning for the purpose of improving student achievement levels. Daresh (2001) suggests that an effective mentoring program for principals is developed to support the instructional leadership abilities of a new principal and that this requires a large investment of time by the mentor and intern and that the mentor provides effective support and goals for the intern that promote the professional development for both the mentor and intern. Daresh (2004) further recommends that the mentoring programs should also focus on the mentor receiving high quality training activities to enhance the mentor's growth as a professional. Activities that fall outside the intern's professional context are noted as being of marginal usefulness. In their research, Moir and Bloom (2003) indicated that the investment in relationships between the mentor and

intern is a key factor in contributing to the effectiveness of a mentor program for new principals. The research study of Browne-Ferrigno and Muth (2004) found that one of the most important characteristics of a new principal mentoring program is the support of the intern by the mentor. Mohen and Machell (2005) provided evidence that when a supportive relationship developed between the mentor and intern, it allowed for a higher level of communication regarding professional practices and the principal's role in the ever-changing school expectations. The research conducted by Crow and Matthews (1998) indicate that input by both mentor and intern is an essential element to establish an effective mentoring relationship. Alsbury and Hackman (2006) and Williams, Matthews and Baugh (2004) found that mentoring becomes more productive for the intern when the mentoring relationship is initiated at the start of the school year. They also suggested that an effective mentoring program for new principals requires some type of training prior to the start of the mentoring activities in the program.

The research of Browne-Ferrigno and Muth (2004) and Mullen, Gordon, Greenlee and Anderson (2002) indicated that in the relationship developed between the mentor and the intern and the support the mentor gives to the intern, the mentor will also realize an increase in their capacity as a leader. They also suggested that when the mentor and intern are engaged in collaborative problem-solving activities, both the mentor and intern have the opportunity to have a tremendous opportunity to build on their leadership capacities. The research study of Lave and Wegner (1991) suggests that the relationship developed between the mentor and the intern can be part of a larger professional community of practice that has been identified as critical for the improvement of the

performance of both the new and experienced school administrators. Hopkins-Thompson (2000) recommended that creating a clearly defined mentoring program that set goals for the intern and developed high levels of communication between the mentor and intern should be part of an effective mentoring program. Sustained reflection is a characteristic of an effective mentor program (Creasap, 2003). In addition, training prior to the start of the school year also provides socialization activities that begin the process of the relationship between the mentor and the intern (Alsbury & Hackman, 2006).

The research of Zachary (2000) indicates that mentor commitment is a key characteristic to the success of a mentoring program. Mentors are successful administrators who are very committed to spend the necessary time and effort to develop new educational leaders (Crow & Matthews, 1998). The time a successful administrator devotes to learning effective mentoring training skills in order to develop a better relationship with the intern is a good example of mentor commitment (Crow & Matthews, 1998).

Spiro, Mattis, and Mitgang (2007) report that,

Nearly half of the states that require mentoring make no specific provisions for training mentors. In other places, training is minimal and often focuses more on compliance issues than on how to establish a successful mentoring relationship ties both to identifying and addressing individual needs and realizing standards that support learning goals (p. 7).

The state of Montana and other states have initiated, developed and put in place policies that have created a model of a state-mandated Principal Internship Program. However, McLaughlin (1987) suggests that by simply adopting policy without a combination of pressure and support, it becomes very difficult for the policy to affect the desired

outcome. McLaughlin (1987, p. 173) indicated that a “successful implementation generally requires a combination of pressure and support...” It would seem that without this understanding in place, it would be very difficult for participants and practitioners to understand what characteristics are currently in place and what characteristics need to be in place to have a more effective Formal Principal Mentoring Program and help achieve the learning outcomes. Honig and Hatch (2004) recommended that any policymakers interested in “helping schools manage multiple external demands should consider providing funds not solely for implementation of new programs and policies as levers of policy coherence but for the development of people in schools as the crafters of coherence” (p. 27). The research data collected in this study is the first research data that has been collected in regards to the Montana OPI Principal Internship Program. The three research questions of this study provided expert panelists the opportunity to respond with their own statements, rate and rank, in level of importance, their own statements as to what they perceived are current and recommended practices of the Montana OPI Principal Internship Program.

When researching the literature for successful principal/superintendent formal mentoring programs, it became evident that most formal mentoring programs for principals and superintendents are modeled after a corporate business design and share many of the same characteristics. Some of the similar characteristics include the importance of socialization, networking, and the opportunity for professional reflection and introspection (Barnett, 1995; Crow & Matthews, 1998; Dappen, 2001; Gehrke, 1998).

### Research Question One

The first research question for this study, “What principal practices do stakeholders identify in the Montana Office of Public Instruction Principal Internship Program?” was answered by the Delphi Study Round 1 survey responses from the expert panelists as to what their perceptions were of current and recommended principal practices of the Montana OPI Principal Internship Program. The resulting responses from the expert panelists can be grouped into seven broad categories related to principal mentoring. These categories include: mentor commitment, mentor/intern relationships, instructional leadership, intern support, training, intern socialization, and intern networking.

### Mentor Commitment

Outcomes obtained from Round 1 current and recommended practices surveys in the Delphi Study included the statement, “Mentor commitment is a significant component of a successful OPI Principal Internship Program.” This statement, along with similar statements distilled from other open-ended comments submitted by the expert panelists in Round 1, provided support to the research literature that indicates mentor commitment is a needed and desired practice of a Formal Principal Mentoring Program.

The importance of mentor commitment has been discussed frequently in the research literature. Results from this research are similar to other studies related to formal mentoring that find that in a Formal Principal Mentoring Program, mentor commitment is a critical component to the success of the mentoring program and to the success of the intern within the organization (Allen, Eby, & Lentz, 2006; Allen & Poteet, 1999; Ragins,

Cotton, & Miller, 2000). Allen, Poteet, and Russel, et al. (1997) further suggest that the willingness of an individual to become a mentor is related to the individual's own high quality relationship with their mentor. The research of Allen (2003) suggests that previous experience as a mentor and as a protégé will positively relate to the future willingness to mentor others with a higher level of commitment. The research of Kram (1985) indicates that individuals with previous mentoring experiences appear likely to appreciate the benefits of mentoring due to their first-hand knowledge of mentoring and that the high degree of commitment of the mentor is based on many variables, but it does appear that when a mentor has experience in a mentoring program either as a protégé or as a mentor, commitment follows. Eby and Lockwood (2005) write that unmet expectations and mentor neglect are two of the most commonly reported problems that occur among interns participating in a Formal Mentoring Program.

#### Mentor/Intern Relationships

Outcomes from the Round 1 current and recommended surveys of the Delphi Study also indicate that interns need to be secure in their relationship with their mentor so that they feel comfortable seeking advice about professional issues or activities. Statements such as, "The OPI Principal Intern seeks advice from the Site Mentor," "The OPI Principal Intern seeks advice from the Mentor," and "The OPI Principal Intern should be open-minded and seek out advice from mentors" were submitted as responses to open-ended questions by the expert panelists in both the current and recommended components of the Round 1 surveys of the Delphi Study. These statements provided

examples that support the importance of a strong mentor-intern relationship with close communication as suggested in the research literature.

The importance of strong mentor-interrelationships identified by this study is supported by Crow and Matthews' (1998) research which suggests that in the administrative practice of current principals and superintendents, it is common practice that informal mentoring relationships are developed and utilized. Research results contributed by Alsbury and Hackmann (2006) indicate that a mentor program that is of poor design can result in a mentor relationship that is detrimental to intern development. Their research further found that when a formal administrative mentoring program is of a poor design, the formal administrative mentoring program can be so systematic that the program produces mediocre and ineffective leadership methods that have the ability to perpetuate this style of leadership over time. Additionally, when a formal administrative mentoring program's structure and goals are well thought out, the formal mentoring program has a very great potential to guide the novice school leader into demonstrating greater confidence in their professional competencies, demonstrating better effectiveness in translating educational theories into practice, development and utilization of improved communication skills, feeling more comfortable in their new positions, and becoming more aware of the "tricks of the trade" (Daresh, 2004, p. 504). As another example, research by Mohen and Machell (2005) seems to indicate that a supportive relationship that develops between the mentor and intern provides the opportunity for a higher level of communication regarding professional practices and the principal's role in the ever-changing school expectations.



### Instructional Leadership

The expert panel responses, from the Round 1 current and recommended surveys of the Delphi Study, distilled the importance of instructional leadership activities for principal interns to include: planning and conducting faculty meetings, developing a school schedule, being able to review and understand the school assessment data, development of Board policy, evaluating teachers and classified personnel, staff development planning, and conducting investigations. These distilled responses and suggested activities submitted by the panelists support the current research literature regarding instructional activities, provide support to the recognized practices of a Formal Principal Internship Program, and were currently and recommended as a practice of the current Montana OPI Principal Internship Program.

The meta-analysis, published by Marzano, Waters, and McNulty (2005), found as did this study that new principals are expected to learn instructional leadership abilities when they begin their administrative careers. According to Marzano, Waters, and McNulty (2005), effective principals are characterized by the following 21 leadership skills: affirmation; change agent; contingent rewards; communication; culture; discipline; flexibility; focus; ideals/beliefs; input; intellectual stimulations; involvement in curriculum, instruction, and assessment; knowledge of curriculum, instruction, and assessment; monitoring/evaluating; optimizer; order; outreach; relationships; resources; situational awareness; and visibility. Daresh (2001) writes that a mentoring program's activities, provided for the intern, should address the instructional leadership responsibilities that the new principal will need to master under the guidance of their

mentor. In support of this research, the statements, “The OPI Principal Intern learning activities should focus on leadership,” “The OPI Principal Intern needs to learn the habits of mind that characterize the professional practice of effective principals,” “The OPI Principal Intern learning activities should focus on student academic success,” “The OPI Principal Intern should be responsible for the focus of educational efforts on the success of all students,” and “OPI Principal Internship learning outcomes should include activities that ultimately result in school transformation that enhances the relationships with community, staff, and students” were submitted by the expert panelists in the Round 1 current and recommended surveys and provide reference to the instructional leadership activities and learned behaviors needed by the intern to lead their staff and students of the school where they are the principal.

#### Mentor Support of the Intern

In the outcomes of this study, the expert panelists responded to open-ended questions in the Round 1 current and recommended practices survey with the following statements, “The OPI Principal Intern Site Mentor provides the OPI Principal Intern support on a daily basis that utilizes collaboration to provide guidance and constructive dialogue to assist in the OPI Intern’s performance” and “The OPI Principal Intern Site Mentor should provide the OPI Principal Intern with opportunities to succeed.” These statements provide evidence of support to the current research literature in regard to the practice of intern support as provided by the intern’s mentor.

Lochmiller (2014), Barth (2003), Daresh (2004), Daresh and LaPlant (1985), and Thody (1993) all write that mentoring support programs for novice school leaders are a

critical element to their success as an administrator as indicated by findings from this study. The research of Sosik, Lee, and Bouquillon (2005) indicates that the focus on a single, formal, traditional mentoring relationship can no longer meet the learning needs of new principals facing the diverse and dynamic organizational contexts in today's world. For example, they recommend multiple mentoring relationships for the intern both inside and outside of the intern's school district. Crow and Matthews (1998) state that in the administrative practice of current principals and superintendents, it is common practice that informal mentoring relationships are developed and utilized. Further, they indicate that many times, informal mentoring relationships are developed through working with other administrators within a school district, at local and state association meetings, and at national administrative conferences.

### Training

The outcome of this study revealed that there is no training provided in the Montana Office of Public Instruction Principal Internship Program for interns or mentors. The statement, "There was no training information of the process or events planned" was representative to the responses recorded by the expert panelists for current practices. A statement that was submitted in the recommended practices section of the study, "The quality is not good due to the informal nature. I believe there is room for misinterpretation of the purpose and intent of the internship" was the only statement that suggested that there was some form of training but that is not good. The lack of statements in this study regarding training was an unexpected result in that the research

literature provides reference to a large degree of support for having training of the intern and mentor as a critical practice of an effective Principal Mentoring Program.

Research by Eby, Durley, Evans, and Ragins (2006) and Lee, Dougherty, and Turbin (2000) and like results from this study suggest that training of mentors and interns is essential to the success of a formal mentoring program and are generally based on the organizational general needs within the organizational system as well as identified specific skills the organization needs. Daresh's (2001) published handbook provides guidance in the creation of effective formal mentoring programs for organizations in the areas of development, planning, the training needed, and evaluation of effective formal mentoring programs. The research literature reviewed provides evidence that the training quality and the hours needed to accomplish the training needed in effective formal mentoring programs will vary from program to program due to the needs and purpose of the sponsoring organization. National educational organizations also provide models for training mentors and protégés. As an example, the National Association of Secondary School Principals (NASSP) has developed a model in which the mentors are trained in the skills of observation, understanding evaluation instruments, listening and feedback skills, communication skills, understanding normative scores, and understanding the mentoring program values and expectations of the mentoring program. Another example is the state's administrative support groups that, when working together with school districts and universities provide opportunities for the training of mentors and interns. In both of these examples, training for interns is focused on needs analysis, self-development, and reflection. Daresh (2001) recommends that planning out an effective

mentoring program is essential to the success of the program and that the training of the mentor and intern, prior to implementation of the mentoring program, is an essential component of an effective mentoring program. Rogus and Drury (1998) state that, “Mentors tend to be effective if they...are trained for the role” (p. 14) and yet, twenty plus years later, training mentors for educational mentor programs is still very lacking in most of the states that employ educational mentoring programs.

### Intern Socialization and Intern Networking

An outcome of this study concluded that there were no actual statements submitted by the expert panelists in the current and recommended practices of the Round 1 survey in regard to intern socialization and intern networking. The failure of panelists to recognize the importance of intern socialization and intern networking are in contrast with the research literature and does not compare to the need for intern socialization and networking as suggested in the research literature.

Research by Crow and Matthews (1998) indicates that intern socialization and networking are critical principal mentoring components and supports findings related to intern socialization and networking from this study. The importance of socialization and networking becomes apparent to the intern as they begin their new career as a principal. Each of these practices would be considered important practices of a successful mentoring program as the new principal will generally feel a loss of the support systems that they have relied on to this point in their careers (Hartzell, Williams, & Nelson, 1994). Daresh (1990, p.2) recommends that as the new principal begins their new career, they feel “a deep sense of professional isolation and a lack of feedback” on their job

performance. Socialization can be accomplished in a variety of ways but generally can be accomplished by network building within the administrative framework of a school district, becoming a member of regional, state, and federal groups and associations so that opportunities are made available to work with other administrators on projects that the administrators share a common interest. Crow and Matthews, 1998; Crow et al., 1996; and Reyes, 2003 indicate that a well-designed mentoring program will help the protégé to develop networks to aid in discovering potential job openings, develop and gain friendships with other administrators in similar roles, provide opportunities for visibility with the group of administrative peers, as well as provide the possibility of discovering potential mentors in areas outside of the known area the protégé is currently working in. Crow and Matthews (1998) also wrote that successful formal mentoring programs should provide mentors that engage in social interactions that will provide information and advice to new principals to protect them from making poor decisions that can damage a new principal's confidence while at the same time giving the new principal the confidence to take on challenging activities that require the new principal to demonstrate risk-taking abilities that they might otherwise not attempt. Barnett (1995) recommends that a component of a successful formal mentoring program for new principals is that the mentor should be facilitating the transitional change of the protégé from a dependent, novice problem solver into becoming an autonomous, expert problem solver.

### Research Question Two

The second research question for this study, "To what extent do stakeholders agree on the identified principal practices of Montana's Office of Public Instruction

Principal Internship Program?” was answered by the Delphi Study Round 2 and 3 survey responses. Results from the Round 2 and 3 surveys found that the expert panelists rated the statements associated with the mentoring practices related to mentor support, mentor/intern relationships, instructional leadership, and mentor commitment with a high level of consensus for both current and recommended practices.

### Mentor Support

Outcomes from this study conclude that interns need to be supported by their mentors. The statement, “The OPI Principal Intern Site Mentor provides the OPI Principal Intern support on a daily basis that utilizes collaboration to provide guidance and constructive dialogue to assist in the OPI Intern’s performance” was rated as having the highest level of consensus among the expert panelists in survey results from Round 2 and 3. This rating is consistent with the extensive research literature associated with the importance of intern support. For example, Crow and Matthews (1998) indicate that practicing principals would cite that a mentor or mentors in the field serve as their primary source of providing assistance in which to become a successful school leader as opposed to educational leadership coursework or the professors of their educational leadership program. In addition, Lochmiller (2014), Barth (2003); Daresh (2004); Daresh and LaPlant (1985); and Thody (1993) write that mentoring support programs for novice school leaders can be a critical element to their success as an administrator.

### Mentor-Intern Relationships

Another outcome from this study concluded that interns need to be secure in their relationships with their mentor so that they feel comfortable seeking advice about professional issues or activities. The statements, “The OPI Principal Intern seeks advice from the Site Mentor” and “The OPI Principal Intern seeks advice from the Mentor” were rated as having very high level of consensus by the expert panelists in survey results from Round 2 and 3 and represent the practice of mentor-intern relationships. The high rating received by this statement supports the research literature. The importance of the mentor-intern relationship is supported extensively by the research literature. The mentoring research indicates that a supportive relationship that develops between the mentor and intern provides the opportunity for a higher level of communication regarding professional practices and the principal’s role in the ever-changing school expectations (Mohen & Machel, 2005). In addition, Moir and Bloom (2003) indicate that the investment in a strong relationship between the mentor and intern is a key factor in contributing to the effectiveness of a mentor program for new principals and which would include close communication between the intern and the mentor.

### Instructional Leadership

Generally, practices related to Instructional Leadership was rated with a very high level of consensus for current and recommended practices by the expert panelists. Statements based on panelists’ comments used for rating current and recommended practices for the Round 2 and 3 surveys provide reference to the practice of instructional leadership activities as suggested by the expert panelists in the Round 1 survey. As



examples, the statements, “The OPI Principal Intern learning activities should focus on leadership,” “The OPI Principal Intern needs to learn the habits of mind that characterize the professional practice of effective principals,” “The OPI Principal Internship learning activities should focus on student academic success,” “The OPI Principal Intern should be responsible for the focus of educational efforts on the success of all students,” and “OPI Principal Internship learning outcomes should include activities that ultimately result in school transformation that enhances the relationships with community, staff, and students” connected the high level of consensus reached by the expert panelists to the extensive research literature that describes the practices of instructional leadership. As an example, the meta-analysis of Marzano, Waters, and McNulty (2005) recommends twenty-one instructional leadership responsibilities and activities that new principals would be expected to learn and achieve as they begin their first year as a new principal. Some of these leadership responsibilities and activities would include: becoming a change agent; developing good communication skills; understanding the school and community culture; developing discipline procedures; developing flexibility in the job; developing a focus on identified priorities; defining ideals/beliefs; becoming involved in curriculum, instruction, and assessment; developing a working knowledge of curriculum, instruction, and assessment; developing monitoring/evaluating techniques; developing relationships with students and staff; understanding the school and community resources; developing situational awareness skills; and being visible in the school and community.

Daresh (2001) indicates that a mentoring program’s activities for new principals should be developed to support the instructional leadership abilities of a new principal.

Some of these activities would include the new principal's focus on increased student achievement and developing the habits of mind to learn the management skills, leadership skills, and the ability to utilize educational theories in the real world environment for the purpose of transforming the school into a very high-achieving school. Mentor/Intern relationships are important for helping the intern gain the self-confidence they need to be the instructional leader of their school and be able to take the necessary risks needed to transform the school to a higher level of student achievement (Kram, 1985). Principal interns need the self-confidence to bring the staff together to work toward a common goal; be able to understand and utilize the student achievement data to enhance the curriculum offered to the students for the purpose of attaining higher levels of student achievement; and learn to make educational decisions that are proactive for the long-term rather than reactive for the short-term. All of the instructional leadership activities are designed to provide the principal intern the opportunity to lead their school to achieve higher levels of student achievement.

### Mentor Commitment

Another outcome from this study concluded that mentors will need to have a high degree of commitment to their intern in order to have a successful OPI Principal Internship Program. The statement, "Mentor commitment is a significant component of a successful OPI Principal Internship Program" was rated as having a very high level of consensus among the expert panelists in the current program practices survey results from Rounds 2 and 3. Principal internship practices that encourage mentor commitment are necessary for establishing effective intern/mentor relationships and are critical to the

success of any principal mentoring program (Allen, Eby & Lentz, 2006; Hansford & Erich, 2006; Wallace Foundation, 2007). However, the mentor's display of self-evaluation for improved performance is less likely to occur when mentors have little commitment to the mentoring relationship (Daresh, 2001). Results from this study likewise identified mentor support as very important for both current and recommended principal mentoring program practices. These results are similar to those identified by Alsbury and Hackmann's (2006) research which also suggests that providing a new principal with mentoring support at the early stages of their new career will help them to be better able to translate learned theory from their coursework into practice. According to Moir and Bloom (2003), one of the most effective manners to prepare and support a new principal is by providing a mentoring program for them to participate in. Providing novice principals with supportive experiences needed to guide their school in the implementation of sound instructional practices is a leadership skill critical for principals to acquire early in the careers to ensure that their students' are able to meet scholastic goals set by the district, state and federal educational entities (Devita, Colvin, Darling-Hammond & Hancock, 2007).

### Research Question Three

The third research question for this study, "How do stakeholders perceive the importance of agreed upon principal practices for Montana's Office of Public Instruction Principal Internship Program?" was answered by the Delphi Study Round 4 survey responses. The Round 4 survey asked the expert panelists to rank the highest-rated statements that represent current and recommended practices that were identified from

the Round 2 & 3 responses. Round 4 survey results concluded that the expert panelists gave their highest rankings of importance, for both current and recommended practices, to those related to instructional leadership, mentor-intern relationships, and mentor support of the intern. The highest rankings for both current and recommended practices were very similar to the highest-rated practices that were determined in Round 2 and 3 for both current and recommended practices. However, the ranking of the statements add a focus as to what are the most important practices of the Montana OPI Principal Internship Program.

#### Instructional Leadership

The highest-ranked result from this study, for both current and recommended practices, was the practice of Instructional Leadership. The statement, “The OPI Principal Intern has the full responsibilities of a principal,” which represents the practice of instructional leadership, was ranked the highest of the current practices by the expert panelists in the survey results of Round 4. The statement, “The OPI Principal Intern learning activities should focus on student academic success,” also representing the practice of instructional leadership, was ranked the highest of the recommended practices by the expert panelists in the survey results of Round 4. Also, the statement, “The OPI Principal Intern needs to learn the habits of mind that characterize the professional practice of effective principals,” representing instructional leadership, was ranked very high by the expert panelists in the current practices survey results of Round 4. The statements, “The OPI Principal Intern should be responsible for the focus of educational efforts on the success of all students” and “OPI Principal Internship learning outcomes

should include activities that ultimately result in school transformation that enhances the relationships with community, staff, and students” were ranked very high by the expert panelists in the recommended practices survey results of Round 4. These rankings are consistent with the extensive research literature, particularly Marzano, Waters, & McNulty’s (2005) meta-analysis which identified twenty-one instructional leadership responsibilities and activities that new principals would be expected to learn and become proficient at as they begin to first year as a new principal. Some of these leadership responsibilities and activities would include: becoming a change agent; developing good communication skills; understanding the school and community culture; developing discipline procedures; developing flexibility in the job; developing a focus on identified priorities; defining ideals/beliefs; becoming involved in curriculum, instruction, and assessment; developing a working knowledge of curriculum, instruction, and assessment; developing monitoring/evaluating techniques; developing relationships with students and staff; understanding the school and community resources; developing situational awareness skills; and being visible in the school and community. Some of these activities would include the new principal’s focus on increased student achievement and developing the habits of mind to learn the management skills, leadership skills, and the ability to utilize educational theories in the real world environment for the purpose of transforming the school into a very high-achieving school.

Mentor-intern relationships are necessary for principal interns to gain the self-confidence needed to be effective instructional leaders and be able to take the risks needed to transform the school to a higher level of student achievement. In addition,

Marzano, Waters, and McNulty (2005) write that principal interns need self-confidence when facilitating staff to achieve common goals; be able to understand and utilize the student achievement data to enhance the curriculum offered to the students for the purpose of attaining higher levels of student achievement; and learn to make educational decisions that are proactive for the long-term rather than reactive for the short-term. Also, all instructional leadership activities should be designed to provide the principal intern the experiences to promote higher levels of student achievement through effective instructional leadership.

#### Mentor-Intern Relationships

Another highly ranked outcome from this study for both current and recommended practices is the practice of Mentor-Intern Relationships. The statements, “The OPI Principal Intern seeks advice from the Site Mentor” and, “The OPI Principal Intern seeks advice from the Site Mentor,” representing mentor-intern relationships, were ranked very high by the expert panelists in the current practices survey results of Round 4. The statement, “The OPI Principal Intern should be open-minded and seek out advice from mentors,” representing mentor-intern relationships, was ranked very high by the expert panelists in the recommended practices survey of Round 4. These rankings are consistent with the extensive research literature associated with the importance of mentor-intern relationships and demonstrate that for both current and recommended practices, principal interns should be free to seek advice from their mentor. For example, studies suggest that when a supportive relationship develops between the mentor and intern, the relationship provides the opportunity for a higher level of communication

regarding professional practices and the principal's role to more easily occur (Mohen & Machell, 2005). In addition, Moir and Bloom (2003) indicate that the investment in a strong relationship between the mentor and intern is a key factor in contributing to the effectiveness of a mentor program for new principals and which would include close communication between the intern and the mentor.

### Mentor Support of the Intern

Mentor Support was an outcome of this study that was ranked high in importance by the panelists. The statement, "The OPI Principal Intern Site Mentor provides the OPI Principal Intern support on a daily basis that utilizes collaboration to provide guidance and constructive dialogue to assist in the OPI Intern's performance," representing mentor support of the intern, was ranked very high by the expert panelists in the current practices survey results of Round 4. The statement, "The OPI Principal Intern Site Mentor should provide the OPI Principal Intern with opportunities to succeed," representing mentor support of the intern, was ranked very high by the expert panelists in the recommended practices survey of Round 4. These rankings are consistent with the extensive research literature associated with the importance of mentor support of the intern and demonstrate that for both current and recommended practices, the critical nature of support the intern needs from the mentor. Eby and Lockwood's (2005) research found that mentor support is critical in meeting the expectations of the intern. If this is not done, the mentoring program will not remain effective to meet the intern's needs. Daresh (2001) writes that mentors should be able to support the leadership practices of the intern. The research of Alsbury and Hackmann (2006) indicates that providing a new principal with mentoring

support at the early stages of their new career will help them to be better able to translate learned theory from their coursework into practice. Crow and Matthews (1998) state that practicing principals would cite that a mentor or mentors in the field serve as their primary source of providing assistance in which to become a successful school leader as opposed to educational leadership coursework or the professors of their educational leadership program. In addition, Lochmiller (2014), Barth (2003), Daresh (2004), Daresh and LaPlant (1985), and Thody (1993) indicate that mentoring support programs for novice school leaders can be a critical element to their success as an administrator.

### Implications

Findings from this study and their alignment with the mentoring literature are far-reaching. However, it is clear that the current and recommended practices of the Montana OPI Principal Internship Program identified in this study describe effective practices in the intern program but the data does not describe how to mentor new principals in any area of leadership. Fullan (2008), for example, writes that “Good theories are critical because they give you a handle on the underlying reason (really the underlying thinking) behind actions and their consequences” (p.16) and that “The best theories are at their core solidly grounded in action” (p.1). Smylie and Bennett (2005) suggest, “...we face the problem of school leader development with remarkably weak evidence to guide us” (p.139).

The current and recommended principal practices identified by this study indicate that any mentor support is important for enhancing the new principal’s self-confidence as



an instructional leader when they begin their position as a new principal. As the current and recommended principal practices identified in this study and the literature suggest, an effective mentor provides an important role for the improvement of the instructional leadership of new principals. The importance of the role of the mentor for new principals is especially true as long as the mentor receives the necessary training, if there is a formal mentoring practice model developed to guide the process and, if there is continual supervision of the overall mentoring program. Having these components in place and utilizing a mentoring model to guide the mentor and new principal into the appropriate learning activities to enhance the new principal's abilities in the area of instructional leadership, the new principal is provided the best opportunities to bring about school transformation or school change that will increase the level of student achievement.

The meta-analysis research of Marzano, Waters, and McNulty (2005) identify leadership skills needed by new principals in order to achieve success. For example, they found that leadership skills include: being a change agent; having high level communication skills; understanding of student discipline procedures; being flexible; holding high ideals/beliefs; encouraging and seeking input; involvement in curriculum, instruction, and assessment; developing knowledge of curriculum, instruction, and assessment; developing monitoring/evaluating procedures; developing positive relationships; understanding what resources are available; demonstrating situational awareness; and being visible. Once the new principal is on the job, these leadership skills should be taught in a practical application under the guidance of a trained mentor. The depth and breadth of the learning activities should focus on the skills needed to enhance

instructional leadership and student outcomes in each district. However, as with any school-based program, internship experiences can vary drastically by organization. For example, the size, location, and available resources of the school district may or may not provide appropriate experiences or activities to the new principal to enhance instructional leadership skills.

Individual school districts generally do not have the resources or the personnel to research the needed mentor practices and then design and implement their own mentor training for new principals. Honig and Hatch (2004) suggest that the limitations of time to design and financial resources are the primary limitations that complicate school districts' abilities in this area. As Montana is considered a frontier state by the federal government, most of Montana's school districts are very rural along with many being isolated from larger communities. Many of these very rural school districts have one administrator that functions in the role of principal and superintendent. It would seem that to be the most effective for all of Montana's school districts and their administrators, the Montana OPI should provide mentor training that is undertaken by the appropriate research, funding investment, and with a determined implementation framework. It would seem that the Montana OPI would be the key player in setting school-leadership policy and expectations. Some states such as Ohio (Ohio Department of Education, 2013) and Pennsylvania (Boylan, 2013) have provided the guidance and support for establishing new principal mentoring programs to train a new generation of instructional leaders to replace those who have left the profession due to retirements and for other reasons.

Although the outcomes from this study are limited to the Montana Office of Public Instruction Principal Internship Program, findings from this study suggest a gap between the recommended practices and some current practices for Montana's current Principal Internship Program. More glaringly, Montana's Office of Public Instruction has made no recommendations for the field-based experiences that principal interns should engage in during their mentoring experience. This study, for the first time, has identified the current practices that stakeholders have identified as occurring during induction as well as those practices that stakeholders recommend to be implemented for effective principal preparation. The Montana Office of Public Instruction should use the identified results of this study to guide the development of a Formal Principal Mentoring Program which includes procedures for mentor training, mentor assignments, and new principal inductions. The development of these formal principal mentoring programs should be done with the necessary resources dedicated to provide all of Montana's school districts the needed support and determination to enhance the new principal's instructional leadership skills and abilities. However, as suggested by the National Staff Development Council, "Policies that set expectations do not automatically transform practice. Policies must be accompanied by sanctions and support" (Killion & Davin, 2009, p.17). The research literature that suggest effective practices for new principals' learning also suggest that requiring mentoring for new principals is not always sufficient. Several states have initiated the process of creating and supporting policy focused on administrative practices but few states can provide the data that the new administrative practices policy, without specific research-based designs of practice, really have changed

the instructional capacity of the new principals and/or higher levels of their students' learning.

The state of Montana considers itself to be an educationally progressive state where the school districts are guided by law and supported by some state and federal funds (Title II) to establish mentoring and induction programs to assist licensed staff (which includes principals) in meeting teaching standards (Montana OPI ARM 10.55.701, 5b). Recognizing that there is a limited response to this study's surveys, the resulting data suggests that school districts are providing limited mentor support, if any mentor support, to their new principals, especially in the smaller, rural school districts of the state.

School districts in Montana have the need to engage new principals in their professional responsibilities the day they report to start their new principal position and at the same time, school districts should begin to improve the new principal's level of instructional leadership. Engaging in professional responsibilities from the beginning also begins the enculturation of the new principal into their school district's processes and procedures. Montana's school districts currently utilize resources from the Montana Office of Public Instruction, school board associations, state administrator associations, private enterprises, and other funding sources to begin the transition toward new models of professionalism that are based on student achievement levels and professional practice. The results from this study provide outcomes that the Montana Office of Public Instruction can use to help focus the school districts' administrative time, discussion, and energy to learn and share promising practices for a new principal's learning through a

developed mentoring program housed within the school district. Findings from this study provide sources of information that contribute to good learning descriptions for new principals and are relevant to all administrators within the school district. Any school district that can commit to higher levels of learning for their new principals, present administrators, students, and teachers will be able to develop the school district's learning on support, relationships, communication, and district collaboration and will excel in transforming their school district into a high-achieving learning community. However, the differences in size, funding levels, location, lack of available mentors, and staffing numbers can limit the Montana small, rural school districts from participating in a mentoring program with the size and scope of a larger, urban Montana school district.

#### Recommendations for Future Research

Based on the Delphi survey results and limitations of this study, several recommendations for future research are suggested. One recommendation would be that stakeholders could be interviewed to provide a more in-depth description of their mentoring experiences. Results from interviews with principal interns, the principal mentors, and the principal intern's staff could provide insights into the types of leadership experiences that interns currently engage in and those that are not available but are needed to make the OPI Principal Internship Program more effective.

A second recommendation would be that continued research should be conducted to explore mentoring practices that support new principals in improving their instructional leadership skills while in their role as principal. An example would be that

yearly surveys of the OPI principal interns and their mentors could be conducted to provide more data to help determine the best authentic activities for a mentor to utilize to guide the principal intern to achieve higher levels of instructional leadership skills, abilities, and student achievement levels. This new data would build on the results of this study, and others, to further strengthen and support the need for a mentor program for new principals. State universities that administer the Montana OPI Principal Internship Program could oversee the interview process, analyze the data, and present the results to the Montana Office of Public Instruction for the purpose of enhancing the Principal Internship Program.

Montana's state laws and policies require mentoring of new principals. In many cases this does not seem to change the practice of mentoring in the school districts. A third recommendation is that research should be conducted to determine the actual practice of mentoring within Montana's school districts (Class AA, A, B, and C) for the purpose of determining what is the extent of the mentoring efforts within the school districts, the practices that are utilized, the level of mentor training, the perceived level of instructional leadership provided, where the mentoring effort is focused (administratively or directed for the benefit of the student), and what is the availability of mentors within or to the school districts.

It should be noted that an unintended finding in this study is the apparent disconnect between the Montana OPI and the OPI Principal Internship Program. To remedy this issue, research should be conducted yearly using a survey method (Appendix O) to inform the OPI personnel responsible for the OPI Principal Internship Program

what is working, what is not, what are the suggestions and criticisms, and to provide information that will help determine what will strengthen the program for new principal interns. From the survey information gained, a research-based Principal Mentoring Program could be designed and implemented which would include the enhancement of leadership skills that would contribute to the development of direct instruction curricular planning for the purpose of enhancing student academic performance while meeting the school district, state, and federal assessment mandates.

### Conclusion

The purpose of this descriptive Delphi Study was to identify and describe the program characteristics of Montana's state-mandated Formal Mentoring Program for new principal interns that mentoring experts agree are necessary to create a supportive learning experience for new principals. The outcomes of this study inform the Montana University System Education Leadership Program faculty and the Montana Office of Public Instruction (OPI) and other OPI Principal Internship Program stakeholders what the current practices are and what recommended improvement areas are needed in the OPI Principal Internship Program, as well as other formal principal mentoring programs that provide essential knowledge and skills to novice principals serving Montana's public schools.

This study identifies the current and recommended practices of the Montana OPI Principal Internship Program through the survey responses of expert panelists who have participated in the program at different levels. The results of this study provide the first

solid foundation to build upon to improve the existing program and to change the program to better meet the needs of Montana's new principals. From the results, it is apparent that the Montana OPI and the higher education program administrators should begin to work with the stakeholders of the program that include the administrators, school boards, and associated professional associations to support the development of a stronger framework for the existing program by incorporating the best research-based mentoring practices for the purpose of improving the professional development of new principals as well as principals and administrators already in place. To do otherwise would be to ignore the short-term and long-term consequences and implications for improved student learning and the professional needs of the multitude of new principals entering in the schools of Montana every year and are entrusted to implement the new models of education for the students of Montana. Results from this study should be used to guide those responsible for the practices and policies related to the preparation and licensure of future K-12 principals in Montana, in the states of our nation, and to find application internationally.



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APPENDICES

APPENDIX A

SUBJECT CONSENT FORM



Subject Consent Form for Participation in Human Subjects Research at  
Montana State University

Project Title: A Delphi Study to Identify Program Characteristics of Montana's Office of Public Instruction Formal Mentoring Program for Principal Interns.

Dear \_\_\_\_\_,

Following up our telephone conversation, I would like to invite you to be a member of the panel of experts in the Delphi study. Thank you very much for agreeing to work with me on my study to determine how Montana's formal mentoring program for new and aspiring principals incorporates the important program elements of Mentor-Intern matching, Mentor-Intern orientation (training) for mentoring, Mentor-Intern quality of orientation (training) for mentoring, Mentor-Intern program understanding, Intern socialization, Mentor commitment, and Intern reflective practice. Your expert opinion based on your experience in the field is of critical importance to the study.

The participation for this research is voluntary and you may withdraw from the study at any time without any negative consequences. During the first round of the study you will be asked to answer five, open-ended essay type questions about the Montana OPI's formal principal internship program. The remaining two rounds of the study will ask you to rate and rank statements derived from your comments in round one. You will also be asked to make comments about the importance of the statements in rounds two and three used to describe the OPI formal principal internship programs.

Being a member of the panel will involve no more than completing a 20-30 minute questionnaire every two weeks. The identities of the panel members will be kept confidential throughout the study. Each panel member will be assigned a pseudonym that ensures anonymity during panel discussions. The intention of pseudonyms is simply to remove the influence of peer pressure and group dynamics from the research. You do not have to answer every question. All results from this will be reported as group data.

There are no foreseeable risks involved in participating in this research and there are no direct benefits to you as a participant. However, your participation in this study will

bolster the understanding of formal mentoring programs and may guide future efforts guide the development of effective mentor programs for principals.

If you should have any questions regarding this research project, you can contact me, Gerald Pease by email at: [gerald.pease@montana.edu](mailto:gerald.pease@montana.edu) or at phone number: 406.994.5655.

Additional questions about the rights of human subjects can be answered by the Chair of the MSU Human Subjects Committee, Dr. Mark Quinn. Dr. Quinn's telephone number is: 406.994.5731 and his email is: [mquinn@montana.edu](mailto:mquinn@montana.edu)

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**AUTHORIZATION:** I have read the above and understand the discomforts, inconvenience, and risk of this study. I agree to participate in this research. I understand that I may later refuse to participate and that I may withdraw from the study at any time. Please feel free to print a copy of this consent form for my own records.

If you choose to participate, please click on the "next" button below to begin the survey. If you choose not to participate, please exit the survey by clicking on the "Exit this survey" button in the upper right hand corner of this page.

APPENDIX B

ROUND 1 QUESTIONNAIRE

## Round 1 Questionnaire

Please answer each of the following questions as you reflect upon your involvement with Montana's Office of Public Instruction (OPI) Principal Internship Program for training new principals.

1. Describe the current role and responsibilities of an OPI principal mentor in the program?
  - 1a. What should the OPI's principal mentor's role and responsibilities be?
2. Describe the current role and responsibilities of an OPI principal intern in the program?
  - 2a. What should the OPI principal intern's roles and responsibilities be?
3. Describe the learning activities that occurred during the OPI principal internship activities?
  - 3a. What learning activities should be or have been included in the OPI principal internship activities that were not?
4. Describe the learning outcomes that occurred during the OPI principal internship activities?
  - 4a. What learning outcomes should be or should have been included in the OPI principal internship program?
5. Please reflect upon your involvement with Montana's OPI principal internship program and discuss how Montana's OPI formal principal internship mentoring program incorporates the following program elements.
  - a. Mentor-Intern matching.
  - b. Orientation (training) for Mentors and Interns for participation in Montana's formal principal internship program.
  - c. Quality of Orientation (training) for Mentors and Interns for participation in Montana's formal principal internship program.

- d. Ensuring that Mentors and Interns understand the Internship program and purposes and outcomes.
- e. Promoting Reflective Practice.
- f. Mentor commitment.

APPENDIX C

THANK YOU LETTER TO PARTICIPANTS

## Thank You Letter to Participants

Date:

Dear

Following up on our telephone conversation, I would like to "Thank You" for agreeing to be a member of the anonymous panel of experts in the upcoming Delphi Study of Montana's Office of Public Instruction Principal Intern Program for new and aspiring principals. On Friday, April 12, 2013, you will receive a private email that will provide you with an anonymous User Name and Password that will enable you to access online (beginning on April 15, 2013) the first of three rounds of the Delphi Study survey questions. Again, thank you for taking the time to complete the surveys as we move forward through the Delphi Study process. If you have any questions, please contact me at your earliest convenience either by email ([gerald.pease@montana.edu](mailto:gerald.pease@montana.edu)) or by phone (406.570.1525).

Sincerely,

Jerry Pease

APPENDIX D

ROUND 1 D2L ENTRY INSTRUCTIONS TO PARTICIPANTS



## Round 1 D2L Entry Instructions to Participants

Date:

Dear

Thank you again for agreeing to participate as a member of the anonymous panel of experts in the upcoming Delphi Study of Montana's Office of Public Instruction Principal Intern Program for new and aspiring principals. On Monday, April 15, 2013, the first of three rounds of the Delphi Study survey questions will be activated on Desire 2 Learn (D2L) so that you may gain access to the Round 1 Questions. In order to gain access, you will need to utilize your unique and anonymous User Name (UN), which is: **XXXXXX** (case sensitive, use exactly as given) and your unique, anonymous Pass Word (PW), which is: **XXXXXX** (case sensitive, use exactly as given).

Please following the steps listed to gain access to D2L and the Round One Questions of the Delphi Study.

1. "Google" Montana State University (MSU). Click on Montana State University search result to go to the Montana State University homepage.
2. On the MSU Homepage, look at the bottom of the homepage for Desire 2 Learn (D2L) and click on D2L.
3. You will now be at the homepage for D2L at MSU and should see in the upper left corner, entry sites for your User Name and Password. Please enter each in the appropriate area (case sensitive) and click Login to enter.
4. Under "My Courses", "Ongoing Projects", you will see: "Delphi Study – OPI Principal Intern Program – MCC\_OPIDelphiStudy\_IF", Click on this title.
5. Now you are in the Delphi Study. Click on "Discussions" and you go to "Delphi Study – Round 1 Questionnaire".
6. To begin, Click On "1. Describe the current role and responsibilities of an OPI principal mentor in the program?" A page will now appear that states Question 1 at the top of this page. Click on "Compose" and a new page will appear to allow you to compose your response to Question 1. On this page, in the box labeled "Subject", type in your User Name only (ex. "DelphiXX). In the message box, type in your response to Question 1. Once you have completed your response to your satisfaction, click on the "Post" button in the bottom left hand corner of this page. This will enter you posting in the "Discussion" area. You will be able to see this when you go back into the "Discussion" area.
7. Please repeat this process for Questions 1a through 5f.
8. Between April 15, 2013 and April 29, 2013, Round 1 Questions will be open for your responses and for your comments to other anonymous participant's responses to the questions. During the time Round 1 Questions are open for posting responses, please read the responses of the other anonymous participants and add any comments you feel are needed and appropriate to bring out a rich and

in-depth discussion for each question. Feel free to check and add your comments as many times as you would like during the time Round 1 Questions are open for responses.

9. To leave the “Discussion” area and the survey, click on the upper right hand corner icon that has your User Name listed. Click on “Logout” to exit.
10. To re-enter D2L, repeat steps 1 – 5.

Again, thank you for taking the time to complete the surveys as we move forward through the three rounds of the Delphi Study process. If you have any questions or concerns at any time, please contact me at your earliest convenience either by email: [gerald.pease@montana.edu](mailto:gerald.pease@montana.edu) or by phone: 406.994.5655 (W) or 406.570.1525 (C).

Sincerely,  
Jerry Pease

APPENDIX E

INCENTIVE LETTER TO PARTICIPANTS

Incentive Letter to Participants

Date:

Greetings to Everyone Participating in the Delphi Study:

Round 1 of the Delphi Study was scheduled to close today, April 29<sup>th</sup>, but knowing that this is a very busy time in your schedule I am assuming that several of you just haven't had the time to participate in the Delphi Study at this point in time. So, to help with this the Delphi Study Round 1 questionnaire will remain open for initial postings and discussion responses until Monday, May 6<sup>th</sup>, to allow you more time to post your responses to the questions and to the discussion postings of others.

As an added incentive, by participating in all three rounds of the Delphi Study questionnaires, you will earn \$5.00/round, a total of \$15.00, which you will choose to receive in the form of a Starbucks gift certificate, an Amazon.com certificate, or as a Visa certificate. The amount isn't a lot but it does say "thank you" for your time, effort, and expert opinions for the completion of this research project.

Please let me know if you have any questions or concerns and thank you to those who have posted and will post during this week.

Sincerely,

Jerry Pease

APPENDIX F

DELPHI STUDY ROUND 2 SURVEY

## Delphi Study Round 2 Survey

Part 1: This Delphi Study Round 2 Survey asks you to rate the level of importance with each statement (from **Very Unimportant** to **Very Important**) with respect to the current OPI Principal Internship program. You have the option to comment after each statement. This survey should take no more than 15 minutes to complete. **You may save your responses as many times as you would like, but you can only submit your responses once.**

Part 2: This Delphi Study Round 2 Survey asks you to rate the level of importance with each statement (from **Very Unimportant** to **Very Important**) with respect to what should the OPI Principal Internship program include. You have the option to comment after each statement. This survey should take no more than 15 minutes to complete. **You may save your responses as many times as you would like, but you can only submit your responses once.**

### A. What is:

#### **Role of the Mentor:**

1. The OPI Principal Intern Site Mentor provides the OPI Principal Intern support on a daily basis that utilizes active listening skills.
2. The OPI Principal Intern Site Mentor provides the OPI Principal Intern support on a daily basis that utilizes collaboration to provide guidance and constructive dialogue to assist in the OPI Intern's performance.
3. The OPI Principal Intern Site Mentor models what Sergiovani calls the "head, heart, and hands" of leadership for the OPI Principal Intern.
4. The OPI Principal Intern Site Mentor verbalizes poor performance to the OPI Principal Intern.
5. The OPI Principal Intern University Mentor assists the OPI Principal Intern in their transition from the classroom to the principalship.
6. The OPI Principal Intern Site Mentor structures the job responsibilities for the OPI Principal Intern.

#### **Role and Responsibilities of OPI Principal Intern:**

7. The OPI Principal Intern has the full responsibilities of a principal.
8. The OPI Principal Intern is responsible for the focus of educational efforts on the success of all students guided by the district's expectations and the Montana Professional Educator Preparation Program (PEPP) Standards for principals.
9. The OPI Principal Intern seeks advice from the Site Mentor.
10. The OPI Principal Intern seeks advice from the University Mentor.

11. The OPI Principal Intern needs to learn the habits of mind that characterize the professional practice of effective principals.

**Learning Activities:**

12. The OPI Principal Intern learning activities focus on school management (ex. observation and evaluation of staff, completion of OPI reports, student discipline issues, and supervision of activities).
13. All OPI Principal Intern learning activities relate to the national Interstate School Leaders Licensure Consortium (ISLLC) Standards.
14. The OPI Principal Intern learning activities include the ability to apply educational theory to the normal challenges of their current position as the building principal.
15. The OPI Principal Intern learning activities include journaling.
16. The OPI Principal Intern learning activities include weekly contact with the OPI Principal Intern site and university mentors.
17. The OPI Principal Intern learning activities include professional reading.
18. The OPI Principal Intern learning activities include coaching on supervision skills.

**Learning Outcomes:**

19. The learning outcomes for an OPI Principal Intern are found in real world practice as a principal.
20. The learning outcome for an OPI Principal Intern is to model being a humble servant leader that is balanced with the necessary demands of organizational management.
21. The learning outcome for an OPI Principal Intern is focused on the national Interstate School Leaders Licensure Consortium (ISLLC) Standards.
22. The learning outcome for an OPI Principal Intern is focused on the Montana Professional Educator Preparation Program (PEPP) Standards for principals.
23. Learning outcomes aligned with the national Interstate School Leaders Licensure Consortium (ISLLC) standards are sufficient for meeting OPI Standards.
24. Learning outcomes aligned with the Montana Professional Educator Preparation Program (PEPP) standards are sufficient for meeting OPI Standards.

**Matching of Mentors to Interns:**

25. OPI Principal Interns are matched to their mentors by convenience.

**Orientation:**

26. There is no orientation for OPI Principal Interns to provide understanding of the OPI Principal Intern program goals and expectations.
27. There is no orientation for OPI Principal Intern Site Mentors to provide understanding of the OPI Principal Intern program goals and expectations.

**Reflective Practice:**

28. Reflective practice is not a formal requirement of the OPI Principal Intern program.

**Mentor Commitment:**

29. Mentor commitment is a significant component of a successful OPI Principal Intern program.

**B. What Should Be:**

**Role of the Mentor:**

30. The OPI Principal Intern Site Mentor should provide the OPI Principal Intern support on a daily basis to establish trusted lines of communication.
31. The OPI Principal Intern Site Mentor should provide the OPI Principal Intern support on a daily basis to be an active listener.
32. The OPI Principal Intern Site Mentor should provide the OPI Principal Intern support on a daily basis to use their experience to help provide guidance and/or constructive dialogue to the OPI Principal Intern.
33. The University OPI Principal Intern Mentor should contact the OPI Principal Intern on a regular basis through electronic communication (telephone, email, texting, etc.).
34. The University OPI Principal Intern Mentor should meet with the OPI Principal Intern on a regular basis.
35. The University OPI Principal Intern Mentor should be more like a “big brother” to the OPI Principal Intern.
36. The OPI Principal Intern Site Mentor should be a leader of the highest integrity and authenticity, humble, non-ego driven, collaborative, collegial, and competent in all aspects of school leadership.
37. The OPI Principal Intern Site Mentor should provide the OPI Principal Intern with opportunities to succeed.



38. The OPI Principal Intern Site Mentor should provide the OPI Principal Intern with feedback but allow for the Intern to develop their own style.

**Role and Responsibilities of the OPI Principal Intern:**

39. The OPI Principal Intern should be able to engage the University and Site mentors in dialogue regarding anything involved in school leadership?
40. The OPI Principal Intern should practice reflection of daily events on the job.
41. The OPI Principal Intern should have the full responsibilities of a principal.
42. The OPI Principal Intern should be open minded and seek out advice from the mentors.
43. The OPI Principal Intern should understand the existing administrative perspective of the school they work in.
44. The OPI Principal Intern is responsible for the focus of educational efforts on the success of all students.

**Learning Activities:**

45. The OPI Principal Intern learning activities should focus on school management.
46. The OPI Principal Intern learning activities should focus on the national Interstate School Leaders Licensure Consortium (ISLLC) standards.
47. The OPI Principal Intern learning activities should focus on student academic success.
48. The OPI Principal Intern learning activities should focus on leadership.
49. The OPI Principal Intern learning activities should focus on the politics associated with the principal's position.

**Learning Outcomes:**

50. Learning outcomes for OPI Principal Interns are found in real world practice as a principal.
51. The learning outcome for an OPI Principal Intern is to model being a humble servant leader that is balanced with the necessary demands of organizational management.
52. The learning outcomes for the OPI Principal Intern are grouped and aligned with the Montana Professional Educator Preparation Program (PEPP) Standards for principals.
53. OPI Principal Internship learning outcomes should include activities that ultimately result in school transformation that enhances the relationships with community, staff, and students.
54. OPI Principal Intern learning outcomes should focus on public relations.

**Matching of Mentors to Interns:**

55. The hiring school district of an OPI Principal Intern as a principal in their school district should take the responsibility of matching a Site Mentor to the OPI Principal Intern.

**Orientation (Training) of Mentors and/or Interns:**

56. The hiring school district of an OPI Principal Intern as a building principal should provide orientation of the Intern and Site Mentor.
57. The University Mentor should provide orientation to the OPI Principal Intern and Site Mentor.

**Program Understanding:**

58. A more purposeful orientation, with several meetings between the OPI Principal Intern, OPI Principal Intern Site Mentor, and the University OPI Principal Intern Mentor should be done to ensure participants in the OPI Principal Intern program a better understanding of program goals and objectives.

**Reflective Practice:**

59. Reflective practice should be embedded and encouraged in the OPI Principal Intern program.

**Mentor Commitment:**

60. Mentor commitment should be a significant component of Site Mentor selection.

APPENDIX G

DELPHI STUDY ROUND 2 SURVEY

## Delphi Study Round 2 Survey

Part 1: This Delphi Study Round 2 Survey asks you to rate the level of importance with each statement (from **Very Unimportant** to **Very Important**) with respect to the current OPI Principal Internship program. You have the option to comment after each statement. This survey should take no more than 15 minutes to complete. **You may save your responses as many times as you would like, but you can only submit your responses once.**

Part 2: This Delphi Study Round 2 Survey asks you to rate the level of importance with each statement (from **Very Unimportant** to **Very Important**) with respect to what should the OPI Principal Internship program include. You have the option to comment after each statement. This survey should take no more than 15 minutes to complete. **You may save your responses as many times as you would like, but you can only submit your responses once.**

### A. What is:

#### **Role of the Mentor:**

1. The OPI Principal Intern Site Mentor provides the OPI Principal Intern support on a daily basis that utilizes active listening skills.
2. The OPI Principal Intern Site Mentor provides the OPI Principal Intern support on a daily basis that utilizes collaboration to provide guidance and constructive dialogue to assist in the OPI Intern's performance.
3. The OPI Principal Intern Site Mentor models what Sergiovani calls the "head, heart, and hands" of leadership for the OPI Principal Intern.
4. The OPI Principal Intern Site Mentor verbalizes poor performance to the OPI Principal Intern.
5. The OPI Principal Intern University Mentor assists the OPI Principal Intern in their transition from the classroom to the principalship.
6. The OPI Principal Intern Site Mentor structures the job responsibilities for the OPI Principal Intern.

#### **Role and Responsibilities of OPI Principal Intern:**

7. The OPI Principal Intern has the full responsibilities of a principal.
8. The OPI Principal Intern is responsible for the focus of educational efforts on the success of all students guided by the district's expectations and the Montana Professional Educator Preparation Program (PEPP) Standards for principals.
9. The OPI Principal Intern seeks advice from the Site Mentor.
10. The OPI Principal Intern seeks advice from the University Mentor.

11. The OPI Principal Intern needs to learn the habits of mind that characterize the professional practice of effective principals.

**Learning Activities:**

12. The OPI Principal Intern learning activities focus on school management (ex. observation and evaluation of staff, completion of OPI reports, student discipline issues, and supervision of activities).
13. All OPI Principal Intern learning activities relate to the national Interstate School Leaders Licensure Consortium (ISLLC) Standards.
14. The OPI Principal Intern learning activities include the ability to apply educational theory to the normal challenges of their current position as the building principal.
15. The OPI Principal Intern learning activities include journaling.
16. The OPI Principal Intern learning activities include weekly contact with the OPI Principal Intern site and university mentors.
17. The OPI Principal Intern learning activities include professional reading.
18. The OPI Principal Intern learning activities include coaching on supervision skills.

**Learning Outcomes:**

19. The learning outcomes for an OPI Principal Intern are found in real world practice as a principal.
20. The learning outcome for an OPI Principal Intern is to model being a humble servant leader that is balanced with the necessary demands of organizational management.
21. The learning outcome for an OPI Principal Intern is focused on the national Interstate School Leaders Licensure Consortium (ISLLC) Standards.
22. The learning outcome for an OPI Principal Intern is focused on the Montana Professional Educator Preparation Program (PEPP) Standards for principals.
23. Learning outcomes aligned with the national Interstate School Leaders Licensure Consortium (ISLLC) standards are sufficient for meeting OPI Standards.
24. Learning outcomes aligned with the Montana Professional Educator Preparation Program (PEPP) standards are sufficient for meeting OPI Standards.

**Matching of Mentors to Interns:**

25. OPI Principal Interns are matched to their mentors by convenience.

**Orientation:**

26. There is no orientation for OPI Principal Interns to provide understanding of the OPI Principal Intern program goals and expectations.
27. There is no orientation for OPI Principal Intern Site Mentors to provide understanding of the OPI Principal Intern program goals and expectations.

**Reflective Practice:**

28. Reflective practice is not a formal requirement of the OPI Principal Intern program.

**Mentor Commitment:**

29. Mentor commitment is a significant component of a successful OPI Principal Intern program.

**B. What Should Be:**

**Role of the Mentor:**

30. The OPI Principal Intern Site Mentor should provide the OPI Principal Intern support on a daily basis to establish trusted lines of communication.
31. The OPI Principal Intern Site Mentor should provide the OPI Principal Intern support on a daily basis to be an active listener.
32. The OPI Principal Intern Site Mentor should provide the OPI Principal Intern support on a daily basis to use their experience to help provide guidance and/or constructive dialogue to the OPI Principal Intern.
33. The University OPI Principal Intern Mentor should contact the OPI Principal Intern on a regular basis through electronic communication (telephone, email, texting, etc.).
34. The University OPI Principal Intern Mentor should meet with the OPI Principal Intern on a regular basis.
35. The University OPI Principal Intern Mentor should be more like a “big brother” to the OPI Principal Intern.
36. The OPI Principal Intern Site Mentor should be a leader of the highest integrity and authenticity, humble, non-ego driven, collaborative, collegial, and competent in all aspects of school leadership.
37. The OPI Principal Intern Site Mentor should provide the OPI Principal Intern with opportunities to succeed.

38. The OPI Principal Intern Site Mentor should provide the OPI Principal Intern with feedback but allow for the Intern to develop their own style.

**Role and Responsibilities of the OPI Principal Intern:**

39. The OPI Principal Intern should be able to engage the University and Site mentors in dialogue regarding anything involved in school leadership?
40. The OPI Principal Intern should practice reflection of daily events on the job.
41. The OPI Principal Intern should have the full responsibilities of a principal.
42. The OPI Principal Intern should be open minded and seek out advice from the mentors.
43. The OPI Principal Intern should understand the existing administrative perspective of the school they work in.
44. The OPI Principal Intern is responsible for the focus of educational efforts on the success of all students.

**Learning Activities:**

45. The OPI Principal Intern learning activities should focus on school management.
46. The OPI Principal Intern learning activities should focus on the national Interstate School Leaders Licensure Consortium (ISLLC) standards.
47. The OPI Principal Intern learning activities should focus on student academic success.
48. The OPI Principal Intern learning activities should focus on leadership.
49. The OPI Principal Intern learning activities should focus on the politics associated with the principal's position.

**Learning Outcomes:**

50. Learning outcomes for OPI Principal Interns are found in real world practice as a principal.
51. The learning outcome for an OPI Principal Intern is to model being a humble servant leader that is balanced with the necessary demands of organizational management.
52. The learning outcomes for the OPI Principal Intern are grouped and aligned with the Montana Professional Educator Preparation Program (PEPP) Standards for principals.
53. OPI Principal Internship learning outcomes should include activities that ultimately result in school transformation that enhances the relationships with community, staff, and students.
54. OPI Principal Intern learning outcomes should focus on public relations.

**Matching of Mentors to Interns:**

55. The hiring school district of an OPI Principal Intern as a principal in their school district should take the responsibility of matching a Site Mentor to the OPI Principal Intern.

**Orientation (Training) of Mentors and/or Interns:**

56. The hiring school district of an OPI Principal Intern as a building principal should provide orientation of the Intern and Site Mentor.
57. The University Mentor should provide orientation to the OPI Principal Intern and Site Mentor.

**Program Understanding:**

58. A more purposeful orientation, with several meetings between the OPI Principal Intern, OPI Principal Intern Site Mentor, and the University OPI Principal Intern Mentor should be done to ensure participants in the OPI Principal Intern program a better understanding of program goals and objectives.

**Reflective Practice:**

59. Reflective practice should be embedded and encouraged in the OPI Principal Intern program.

**Mentor Commitment:**

60. Mentor commitment should be a significant component of Site Mentor selection.



APPENDIX H

ROUND 2 SURVEY INSTRUCTIONS TO PARTICIPANTS

## Round 2 Survey Instructions to Participants

Date:

Dear

The Round 1 Questionnaire of the Delphi Study of the Montana's Office of Public Instruction Principal Intern Program for new and aspiring principals has now been completed by the anonymous panel of experts. Due to the volume of themes that were determined through the analyzing process of the Round 1 data and the issues that arose in the D2L platform when entering that information, Round 2 of the Delphi Process has been set up on the web based "Survey Monkey" software which will allow you to point and click to rank your response to the statements. There are two parts to the Round 2 survey. Part 1 statements reflect "what is" currently taking place in the OPI Principal Intern program. Part 2 statements reflect "what should" be taking place in the OPI Principal Intern program. You are asked to rank each statement (there are 60 total) and as an option only, leave a comment for the statement if you feel the need to do so. Please enter your Delphi user name (ex. Delphi01) in the box at the beginning of the Part 1 survey statements. Your user name, rankings, and any comments you might have are completely anonymous to all expert participants.

To enter the "Survey Monkey" Delphi Study – Round 2 survey, click on the following address: "XXXXX" and you will be taken directly to the Round 2 – Part 1 survey. At the end of Part 1, click on "Next" and you will be taken to Round 2 - Part 2 of the survey. At the bottom of Part 2, once you are satisfied with your responses for Part 1 and Part 2, click on "Done" and your responses are saved and entered. The Round 2 survey, Part 1 and Part 2, are estimated to take between 15 – 30 minutes to complete. Once you begin the survey, you can stop and start again but once you click on "Done" at the bottom of Part 2, your responses are submitted and can't be changed. It would probably be best to complete the entire survey once you begin to be safe. **The data collected from the Delphi Study – Round 2 Survey will begin to be analyzed on June 10, 2013. Please complete the survey by June 10th so your expert participant responses are noted as the Round 3 survey (the last one) is formulated.**

Again, thank you for taking the time to complete the questionnaires as we move forward through the Delphi Study process. If you have any questions, please contact me at your earliest convenience either by email (gerald.pease@montana.edu) or by phone (406.570.1525).

Sincerely,

APPENDIX I

ROUND 2 REMINDER LETTER TO PARTICIPANTS

## Round 2 Reminder Letter to Participants

Date

Dear

Just a reminder note that if you haven't already done so please complete the Delphi Study Round 2 survey by this coming Monday, June 10, 2013. If you have completed the Delphi Study Round 2 survey, "Thank You" and please disregard this message.

Round 2 of the Delphi Process has been set up on the web based "Survey Monkey" software which will allow you to point and click to rank your response to the statements. There are two parts to the Round 2 survey. Part 1 statements reflect "what is" currently taking place in the OPI Principal Intern program. Part 2 statements reflect "what should" be taking place in the OPI Principal Intern program. You are asked to rank each statement (there are 60 total) and as an option only, leave a comment for the statement if you feel the need to do so. Please enter your Delphi user name (ex. Delphi01) in the box at the beginning of the Part 1 survey statements. Your user name, rankings, and any comments you might have are completely anonymous to all expert participants.

To enter the "Survey Monkey" Delphi Study – Round 2 survey, click on the following address: <https://www.surveymonkey.com/s/XDM8VC6> and you will be taken directly to the Round 2 – Part 1 survey. At the end of Part 1, click on "Next" and you will be taken to Round 2 - Part 2 of the survey. At the bottom of Part 2, once you are satisfied with your responses for Part 1 and Part 2, click on "Done" and your responses are saved and entered. The Round 2 survey, Part 1 and Part 2, are estimated to take between 15 – 30 minutes to complete. Once you begin the survey, you can stop and start again but once you click on "Done" at the bottom of Part 2, your responses are submitted and can't be changed. It would probably be best to complete the entire survey once you begin to be safe. **The data collected from the Delphi Study – Round 2 Survey will begin to be analyzed on June 10, 2013. Please complete the survey by June 10th so your expert participant responses are noted as the Round 3 survey (the last one) is formulated.**

Again, thank you for taking the time to complete the surveys as we move forward through the Delphi Study process. If you have any questions, please contact me at your earliest convenience either by email ([gerald.pease@montana.edu](mailto:gerald.pease@montana.edu)) or by phone (406.570.1525).

Sincerely,

Jerry Pease

APPENDIX J

ROUND 2 SURVEY STATEMENT RANKING INSTRUCTIONS TO PARTICIPANTS

## Round 2 Survey Statement Ranking Instructions to Participants

Date:

Dear

The Round 2 Survey of the Delphi Study of the Montana's Office of Public Instruction Principal Intern Program for new and aspiring principals has now been completed by the anonymous panel of experts. The data that has been collected from the Delphi Study Round 2 Survey has now been analyzed and attached you will find a document that provides you with each statements rank, the mean of the participant responses, the statement number, and the survey statement.

As part of the Delphi Study process, the attached information is being provided to you so you may review the results of the Delphi Study Round 2 survey and to allow you the opportunity, if you desire, to re-enter the "Survey Monkey" Delphi Study – Round 2 to change any response you feel you would like after reading the Delphi Study Round 2 survey results. You will have until July 26, 2013 to make any changes to your Delphi Study – Round 2 survey. On July 26, 2013 the researcher will run the statistical software to determine the final rankings and means for each statement. This new data information will be the basis for determining the construct of the Delphi Study – Round 3 survey (the final survey for this Delphi Study) which will be made available to you the last week of July, 2013.

If you choose to make changes to your Delphi Study – Round 2 Survey, click on or type into the URL the following address: <https://www.surveymonkey.com/s/XDM8VC6> and you will be taken directly to the Round 2 – Part 1 survey. At the end of Part 1, click on "Next" and you will be taken to Round 2 - Part 2 of the survey. At the bottom of Part 2, once you are satisfied with your responses for Part 1 and Part 2, click on "Done" and your responses are saved and entered. Once you begin the survey, you can stop and start again but once you click on "Done" at the bottom of Part 2, your responses are submitted and can't be changed. It would probably be best to complete the entire survey once you begin to be safe.

Again, thank you for taking the time to complete the questionnaires and surveys as we move forward through the Delphi Study process. If you have any questions, please contact me at your earliest convenience either by email ([gerald.pease@montana.edu](mailto:gerald.pease@montana.edu)) or by phone (406.570.1525).

Sincerely,

Jerry Pease

APPENDIX K

ROUND 3 SURVEY STATEMENT RANKING INSTRUCTIONS TO PARTICIPANTS

## Round 3 Survey Statement Ranking Instructions to Participants

Date:

Dear

The Round 2 Survey of the Delphi Study of the Montana's Office of Public Instruction Principal Intern Program for new and aspiring principals has been completed by the anonymous panel of experts. The data that has been collected from the Delphi Study Round 2 Survey is located in the beginning of the OPI Delphi Study Round 3 – parts 1 and 2. Please click on the link embedded in this email and review the results from the Delphi Study OPI Internship experts. After reviewing the results from the Delphi Study Round 2, parts 1 and 2, you may make revisions to your current responses. I encourage you to do so especially for the statements that were found to have the least agreement among the participants. You will have until August 19, 2013 to review the results from the Delphi Study Round 2 and revise your ratings of the statements.

After August 19, 2013, the Delphi Study Round 4 survey (the last and final survey for this Delphi Study) will be sent. This last and final survey will ask you to rank in order of importance the statements describing the current OPI internship experiences and the internship experiences OPI interns should be involved in. After you enter the "Survey Monkey" OPI Internship Delphi Study Round 3 survey, please review the results from Round 2. At the bottom of the last page of the results section, click on "Next" and you will be taken to a page which says, "Please click on the "Next" button to enter Part 1 of the survey", click on "Next". You have now entered into the "Delphi Study Round 3 – Part 1" survey. Once you have revised any of your ratings for Part I of the survey, at the bottom, click on "Next" and you will enter into the "Delphi Study Round 3 – Part 2" survey. After revising your ratings for the Part 2 survey, at the bottom, click on "Done" and your responses are saved and submitted. Once you begin the survey it is best to review the entire survey (Part 1 and Part 2) to be sure your responses are saved properly.

Again, thank you for taking the time to complete the questionnaires and surveys as we move forward through the Delphi Study process. If you have any questions, please contact me at your earliest convenience either by email ([gerald.pease@montana.edu](mailto:gerald.pease@montana.edu)) or by phone (406.570.1525).

Please type in the following address on your URL address bar to be taken to the OPI Internship Study Round 3 survey:

<https://www.surveymonkey.com/s/5NXY9BC>

Sincerely,



APPENDIX L

ROUND 4 SURVEY INSTRUCTIONS TO PARTICIPANTS

Date:

Dear

Based on the analyses of the results of the Round 3 Delphi Study of the OPI Principal Intern survey, the Round 4 survey, the last and final survey of this Delphi Study, is now available in Survey Monkey for you to complete.

The Round 4 Delphi Study Part 1 survey asks you to rank 20 statements that are agreed upon by the anonymous expert Delphi participants as experiences **that are currently included** in the Montana OPI Principal Internship mentoring program. You are asked to rank the statements in order of importance with “1” considered the “Most Important OPI Internship Experience that should be included and “20” considered the least important internship experience”. The Round 4 Delphi Study Part 2 survey also asks you to rank the 21 statements agreed upon by the anonymous expert Delphi participants as experiences that **should** be included in the Montana OPI Principal Intern mentoring program. Again, you are asked to rank these statements in order of importance with “1” considered the “Most Important OPI Internship Experience that should be included and “21” considered the least important internship experience”. Your user name and rankings are completely anonymous to all expert participants.

To enter the “Survey Monkey” Delphi Study – Round 4 survey, click on the following url: <https://www.surveymonkey.com/s/X6B7GML> and you will be taken directly to the Round 4 – Part 1 survey. Next to each statement is a box that has the statements current rank number and a down arrow. Click on the down arrow and numbers from 1 to 20 will appear. Click on the rank you feel the statement should be and the statement will be moved to your selected ranking. Go to the next statement and click on your ranking for that statement. After you have ranked all of the statements in Part 1, click on “**Next**” at the bottom of the page and you will be taken to Round 4 - Part 2 of the survey. Once you have ranked the statements found in Part 2, at the bottom of the page, click on “**Done**” and your responses are saved and entered. The Round 4 survey, Part 1 and Part 2, are estimated to take between 15 – 30 minutes to complete. **Please complete the survey by September 16, 2013 so your expert participant responses are noted in the analysis of the Round 4 responses. Once rankings are received from participants, that data will be analyzed and results of your statement ratings and rankings will be sent to you.**

Again, thank you for taking the time to participate in the Round 4 Delphi Study survey as we complete the Delphi Study process. If you have any questions, please contact me at your earliest convenience either by email (gerald.pease@montana.edu) or by phone (406.570.1525).

Sincerely,

Jerry Pease

APPENDIX M

ROUND 4 REMINDER LETTER TO PARTICIPANTS

## Round 4 Reminder Letter to Participants

Date:

Dear

Just a reminder note that if you haven't already done so please complete the Delphi Study Round 4 survey by this coming Monday, September 16, 2013. If you have completed the Delphi Study Round 4 survey, "Thank You" and please disregard this message.

The Round 4 Delphi Study Part 1 survey asks you to rank 20 statements that are agreed upon by the anonymous expert Delphi participants as experiences **that are currently included** in the Montana OPI Principal Internship mentoring program. You are asked to rank the statements in order of importance with "1" considered the "Most Important OPI Internship Experience that should be included and "20" considered the least important internship experience". The Round 4 Delphi Study Part 2 survey also asks you to rank the 21 statements agreed upon by the anonymous expert Delphi participants as experiences that **should** be included in the Montana OPI Principal Intern mentoring program. Again, you are asked to rank these statements in order of importance with "1" considered the "Most Important OPI Internship Experience that should be included and "21" considered the least important internship experience". Your user name and rankings are completely anonymous to all expert participants.

To enter the "Survey Monkey" Delphi Study – Round 4 survey, click on the following url: <https://www.surveymonkey.com/s/X6B7GML> and you will be taken directly to the Round 4 – Part 1 survey. Next to each statement is a box that has the statements current rank number and a down arrow. Click on the down arrow and numbers from 1 to 20 will appear. Click on the rank you feel the statement should be and the statement will be moved to your selected ranking. Go to the next statement and click on your ranking for that statement. After you have ranked all of the statements in Part 1, click on "Next" at the bottom of the page and you will be taken to Round 4 - Part 2 of the survey. Once you have ranked the statements found in Part 2, at the bottom of the page, click on "Done" and your responses are saved and entered. The Round 4 survey, Part 1 and Part 2, are estimated to take between 15 – 30 minutes to complete. **Please complete the survey by September 16, 2013 so your expert participant responses are noted in the analysis of the Round 4 responses. Once rankings are received from participants, that data will be analyzed and results of your statement ratings and rankings will be sent to you.**

Again, thank you for taking the time to participate in the Round 4 Delphi Study survey as we complete the Delphi Study process. If you have any questions, please contact me at your earliest convenience either by email (gerald.pease@montana.edu) or by phone (406.570.1525).

Sincerely,

Jerry Pease

APPENDIX N

ROUND 4A LETTER TO PARTICIPANTS

## Round 4A Letter to Participants

Date:

Dear

I just wanted to update you regarding the Delphi Study that you participated in during the last school year. I can't tell you how much I appreciated the time and effort you put in to complete the surveys and in providing a large amount of data to analyze. I am in the last stages of the data analysis and have one more request of you. **There is a very, very short Survey Monkey survey (5 minutes or less) that I am asking you to complete so the final data can be better clarified.** The survey site will only be open from the time you receive this email until Tuesday, April 29<sup>th</sup> and I promise I won't ask for your time anymore regarding the Delphi Study.

The Round 4A Delphi Study Part 1 survey asks you to rank 10 statements in order of importance with "1" considered the "Most Important" and "10" considered the "least important". The Round 4A Delphi Study Part 2 survey asks you to rank 15 statements in order of importance with "1" considered the "Most Important" and "15" considered the "least important". Your user name and rankings are completely anonymous to all expert participants. **However, when you do complete this very short survey, send me an email to let me know that you have completed it so I don't keep "bugging" you every day with phone calls and emails!**

To enter the "Survey Monkey" Delphi Study – Round 4A survey, click on the following url: <https://www.surveymonkey.com/s/3RBQ8XZ> and you will be taken directly to the Round 4A – Part 1 survey. Next to each statement is a box that has the statements current rank number and a down arrow. Click on the down arrow and numbers from 1 to 10 will appear. Click on the rank you feel the statement should be and the statement will be moved to your selected ranking. Go to the next statement and click on your ranking for that statement. After you have ranked all of the statements in Part 1, click on "Next" at the bottom of the page and you will be taken to Round 4A - Part 2 of the survey. Once you have ranked the statements found in Part 2, at the bottom of the page, click on "Done" and your responses are saved and entered. The Round 4A survey, Part 1 and Part 2, are estimated to take 5 minutes to complete. **Please remember to complete the survey by April 29<sup>th</sup> so your expert participant responses are noted in the analysis of the Round 4A responses. Once rankings are received from participants, the data will be analyzed and results of this study will will be sent to you.**

Again, thank you for taking the time to participate in the Round 4A Delphi Study survey as we complete the Delphi Study process. If you have any questions, please contact me at your earliest convenience either by email ([gerald.pease@montana.edu](mailto:gerald.pease@montana.edu)) or by phone (406.570.1525).

Sincerely,

Jerry Pease

APPENDIX O

MONTANA OPI PRINCIPAL INTERNSHIP PROGRAM EVALUATION FORM

**MONTANA STATE UNIVERSITY  
MONTANA OFFICE OF PUBLIC INSTRUCTION PRINCIPAL INTERNSHIP  
PROGRAM EVALUATION FORM  
2014-2015**

Person Completing the Montana OPI Principal Internship Program Evaluation Form  
(please check one):

- \_\_\_\_\_ OPI Principal Intern
- \_\_\_\_\_ OPI Principal Intern On-Site Mentor
- \_\_\_\_\_ OPI - MSU Ed. Leadership Mentor
- \_\_\_\_\_ Staff Member of the School being served by the OPI Principal Intern

**To the OPI Principal Intern On-Site Mentor, OPI Principal Intern, and Staff Member of the School being administered by the OPI Principal Intern:** As part of the MSU – Montana OPI Principal Internship Program process, each of you are requested to complete the following survey form. This survey will become part of the MSU – Montana OPI Principal Internship Program records. Your input is very important, so please take a few minutes to complete the survey with the OPI Intern identified. Thank you very much for your participation.

**Instructions:** Please read each numbered evaluation component below. Select the rating level, noted below, that best describes how you perceive the effectiveness of the OPI Principal Internship Principal mentoring program practices by circling one of the four options. **For each rating of “1”, please give an explanation for that score in the comment section.** When you have rated all of the components, please place this survey into an envelope and return to the MSU Ed. Leadership Mentor by April 1, 2015.

**Evaluation Components:**

- 3     **Highly effective**
- 2     **Usually effective.**
- 1     **Needs Improvement.**
- NA    **Not applicable/no basis for judgment.**

1.	The OPI Principal Intern learning activities focused NA on student academic success? Comments:	1	2	3
2.	The OPI Principal Intern On-Site Mentor provided NA the OPI Principal Intern with opportunities to succeed? Comments:	1	2	3
3.	The OPI Principal Intern is open minded and seeks out NA advice from the mentors? Comments:	1	2	3
4.	The OPI Principal Intern is responsible for the focus of NA educational efforts on the success of all students? Comments:	1	2	3



- |     |   |   |   |   |
|-----|---|---|---|---|
| 5.  | The OPI Principal Intern learning outcomes include<br>NA<br>activities that ultimately resulted in school transformation that enhanced the relationships with community, staff, and students?<br>Comments:            | 1 | 2 | 3 |
| 6.  | The OPI Principal Intern Site Mentor is a leader of<br>NA<br>the highest integrity and authenticity, humble, non-ego driven, collaborative, collegial, and competent in all aspect of school leadership?<br>Comments: | 1 | 2 | 3 |
| 7.  | Reflective practice is embedded and encouraged in the<br>NA<br>OPI Principal Intern program?<br>Comments:   | 1 | 2 | 3 |
| 8.  | Learning outcomes for OPI Principal Interns are found<br>NA<br>in real world practice as a principal?<br>Comments:  | 1 | 2 | 3 |
| 9.  | Mentor commitment is a significant component of<br>NA<br>OPI Principal Intern Site Mentor selection?<br>Comments:   | 1 | 2 | 3 |
| 10. | The OPI Principal Intern Site Mentor provided the<br>NA<br>OPI Principal Intern support on a daily basis as an active listener?<br>Comments:  | 1 | 2 | 3 |
| 11. | The OPI Principal Intern was able to engage the<br>NA<br>University and On-Site Mentors in dialogue regarding anything involved in school leadership?<br>Comments:  | 1 | 2 | 3 |
| 12. | The OPI Principal Intern understood the existing<br>NA<br>administrative perspective of the school they work in?<br>Comments:   | 1 | 2 | 3 |
| 13. | The OPI Principal Intern On-Site Mentor provided<br>NA<br>the OPI Principal Intern with feedback but allow for the Intern to develop their own style?<br>Comments:  | 1 | 2 | 3 |

