

Appendices




Office of Research Compliance
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E-mail: ctgreen@vt.edu
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FWA00000572(expires 7/20/07)
IRB # is IRB00000667.

DATE: April 17, 2006

MEMORANDUM

TO: Larry Byers
Ashley Cramp

FROM: Carmen Green 

SUBJECT: **IRB Exempt Approval:** "Opinions, Beliefs, and Attitudes, Including Perceived Value, that Virginia Principals and Assistant Principals Have Towards Mentoring for their Job Assignment", IRB # 06-228

I have reviewed your request to the IRB for exemption for the above referenced project. I concur that the research falls within the exempt status. Approval is granted effective as of April 17, 2006.

As an investigator of human subjects, your responsibilities include the following:

1. Report promptly proposed changes in previously approved human subject research activities to the IRB, including changes to your study forms, procedures and investigators, regardless of how minor. The proposed changes must not be initiated without IRB review and approval, except where necessary to eliminate apparent immediate hazards to the subjects.
2. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

cc: File

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VIRGINIA POLYTECHNIC INSTITUTE UNIVERSITY AND STATE UNIVERSITY

An equal opportunity, affirmative action institution



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FWA000005721 (expires 7/20/07)
IRB # is IRB00000867.

DATE: April 18, 2006

MEMORANDUM

TO: Larry Byers
Ashley Cramp

FROM: Carmen Green 

SUBJECT: **IRB Amendment 1 Approval:** "Opinions, Beliefs, and Attitudes, Including Perceived Value, that Virginia Principals and Assistant Principals Have Towards Mentoring for their Job Assignment" , IRB # 06-228

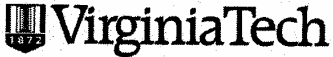
This memo is regarding the above referenced protocol which was previously granted approval by the IRB on April 17, 2006. You subsequently requested permission to amend your IRB application. Approval has been granted for requested protocol amendment, effective as of April 18, 2006.

As an investigator of human subjects, your responsibilities include the following:

1. Report promptly proposed changes in previously approved human subject research activities to the IRB, including changes to your study forms, procedures and investigators, regardless of how minor. The proposed changes must not be initiated without IRB review and approval, except where necessary to eliminate apparent immediate hazards to the subjects.
2. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

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FWA000005721 expires 7/20/07
IRB # is IRB00000667.

DATE: May 8, 2006

MEMORANDUM

TO: Larry Byers
Ashley Cramp

FROM: Carmen Green 

SUBJECT: **IRB Amendment 2 Approval:** "Opinions, Beliefs, and Attitudes, Including Perceived Value, that Virginia Principals and Assistant Principals Have Towards Mentoring for their Job Assignment" , IRB # 06-228

This memo is regarding the above referenced protocol which was previously granted approval by the IRB on April 17, 2006. You subsequently requested permission to amend your IRB application. Approval has been granted for requested protocol amendment, effective as of May 8, 2006.

As an investigator of human subjects, your responsibilities include the following:

1. Report promptly proposed changes in previously approved human subject research activities to the IRB, including changes to your study forms, procedures and investigators, regardless of how minor. The proposed changes must not be initiated without IRB review and approval, except where necessary to eliminate apparent immediate hazards to the subjects.
2. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

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Appendix B

Administrator Mentoring Survey

The purpose of this survey is to compare responses of novice (three years or less experience) and experienced (more than 3 years experience) administrators with regards to their opinions, beliefs, and attitudes, including perceived value, of mentoring for new administrators. Administrators includes principals and assistant principals.

Section A—The Value of and Need for Mentoring

To what extent do you agree with the following statements?				
	SD-strongly disagree	D-disagree	A-agree	SA-strongly agree
1. Mentoring for new administrators is helpful.	SD	D	A	SA
2. I don't recommend that new administrators receive mentoring.	SD	D	A	SA
3. It is not important for administrators to have someone experienced to assist them.	SD	D	A	SA
4. Mentoring for new administrators should be required.	SD	D	A	SA
5. Mentoring those in new positions is valuable.	SD	D	A	SA

Section B—Mentor Programs

How important would each of the following be as a component of a mentor program?				
	VI-very important	I-important	SI-somewhat important	L/NI-little/no importance
	VI	I	SI	L/NI
6. Formal training of mentors	_____	_____	_____	_____
7. Education level of mentor	_____	_____	_____	_____
8. Experience level of mentor	_____	_____	_____	_____
9. The mentor/mentee matching	_____	_____	_____	_____
10. Same school location of mentor/mentee	_____	_____	_____	_____
11. Same gender matching of mentor/mentee	_____	_____	_____	_____
12. Mentor is in a superior position (ex: mentee is an assistant principal--the mentor is at least a principal)	_____	_____	_____	_____
13. Time commitment required	_____	_____	_____	_____
14. One-to-one mentoring	_____	_____	_____	_____
15. Time for reflection alone	_____	_____	_____	_____
16. Time for reflection/discussion with mentor/mentee	_____	_____	_____	_____
17. Mentor is at same level as mentee (ex: both in high schools)	_____	_____	_____	_____
18. Mentor is older (in age) than mentee	_____	_____	_____	_____

Section C—Type of Mentoring Needed

a. How helpful would it be for new administrators to be mentored on the following topics focused on <u>INSTRUCTION</u>?				
	Very Helpful	Helpful	Somewhat Helpful	Little/No Help
19. Instructional Planning	_____	_____	_____	_____
20. Classroom Management	_____	_____	_____	_____
21. Accommodating diverse needs of students	_____	_____	_____	_____
22. Assessment and grading	_____	_____	_____	_____
23. Supervision and evaluation of staff	_____	_____	_____	_____
24. Curriculum	_____	_____	_____	_____
25. Staff Development	_____	_____	_____	_____
26. Scheduling	_____	_____	_____	_____
27. Special Education	_____	_____	_____	_____
28. Technology	_____	_____	_____	_____
29. Developing a vision	_____	_____	_____	_____
b. How helpful would it be for new administrators to be mentored on the following topics focused on <u>COMMUNITY</u>?				
	Very Helpful	Helpful	Somewhat Helpful	Little/No Help
30. Working with parents	_____	_____	_____	_____
31. Working with teachers	_____	_____	_____	_____
32. Working with district administrators	_____	_____	_____	_____
33. Developing relationships	_____	_____	_____	_____
34. Making connections with other administrators	_____	_____	_____	_____
35. Community Involvement	_____	_____	_____	_____
36. Fostering collaboration	_____	_____	_____	_____
c. How helpful would it be for new administrators to be mentored on the following topics focused on <u>MANAGEMENT</u>?				
	Very Helpful	Helpful	Somewhat Helpful	Little/No Help
37. Problem Solving	_____	_____	_____	_____
38. Paperwork/record-keeping	_____	_____	_____	_____
39. School Management	_____	_____	_____	_____
40. Finance and Accounting	_____	_____	_____	_____
41. Personnel decisions	_____	_____	_____	_____
42. Discipline Policies/Procedures	_____	_____	_____	_____
43. Learning the daily “ins and outs”	_____	_____	_____	_____
44. Communication	_____	_____	_____	_____
45. Being an effective agent of change	_____	_____	_____	_____
46. Focusing on “the big picture”	_____	_____	_____	_____

Section D—Other Suggestions and Comments

47. What other comments do you have regarding your opinions, beliefs, and attitudes, including perceived value, of mentoring for new administrators? If you have received mentoring while in administration, was it valuable? Why or why not?

Section E—Demographic Information

48. Have you received any formal mentoring while in administration? (yes or no) _____
49. Have you received any informal mentoring while in administration? (yes or no) _____
50. Have you served as a formal mentor to someone while in administration? (yes or no) _____
51. Have you served as an informal mentor to someone while in administration? (yes or no) _____
52. Your highest level of Education
 Bachelors Degree
 Masters Degree
 Masters Plus
 Doctorate
 Other _____
53. Level of School
 Elementary
 Middle/Junior High
 Secondary/High
 Other _____
54. Current position (circle)
 Principal
 Assistant Principal
 Other _____
55. Total years in administration _____
56. Total years in education _____
57. Gender _____
58. Ethnicity
 Caucasian
 African-American
 (non-Hispanic)
 Hispanic
 Asian
 Other _____

Appendix C

Initial Post Card to Participants

Dear Principal or Assistant Principal:

I am a principal of an elementary school in Virginia and I am also a doctoral student. I am surveying practicing administrators from across the state of Virginia in an attempt to determine the value, if any, a mentoring program would have for new administrators.

You have been randomly selected to participate in my survey that is designed to take 10 minutes or less of your time. In a few weeks you will receive an email from me that will directly link you to an online survey. The email I have for you is:



If this email is not correct, please contact me at 703-257-8650 or acramp@manassas.k12.va.us. I thank you in advance for your participation and assistance to a fellow colleague.

Ashley Cramp



Appendix D

Initial Letter/Email to Participants

Dear Principal or Assistant Principal

I am a principal of an elementary school in Manassas, Virginia. I am also a doctoral student. I need your assistance in completing my doctoral research.

A few weeks ago, you received a post card from me via mail notifying you of this survey. I am attempting to determine the value, if any, a mentoring program may have for new administrators. Specifically, the opinions, beliefs, and attitudes you may have towards mentoring for your job assignment. If practicing administrators feel there is value to a mentoring program, perhaps districts will consider this in the future for newly assigned administrators. As a fellow administrator, I have great interest in this topic.

At this time, I ask that you complete the survey. The survey can be found online at [SurveyLink]. No identifying information is required on the survey. This survey is designed to take 10 minutes or less of your time, as I know it is valuable.

You will not be monetarily compensated for participation in the survey. Completion of the survey is permission to use your answers in the analysis of the results.

I ask that you complete the survey by May 20, 2006. Thank you in advance for your participation in the survey. If you need to contact me, please feel free to call me at 703-257-8650 or e-mail me at acramp@manassas.k12.va.us.

Sincerely,

Ashley M. Cramp

If you wish to decline participation, click [RemoveLink]

Appendix E

Second Letter/Email to Participants

Dear Principal or Assistant Principal

I am a principal of an elementary school in Manassas, Virginia. I am also a doctoral student. I need your assistance in completing my doctoral research.

Last week you received an email from me asking you to complete my survey. I am attempting to determine the value, if any; a mentoring program may have for new administrators. Specifically, the opinions, beliefs, and attitudes you may have towards mentoring for your job assignment. If practicing administrators feel there is value to a mentoring program, perhaps districts will consider this in the future for newly assigned administrators. As a fellow administrator, I have great interest in this topic.

At this time, I ask again that you complete the survey. The survey can be found online at [SurveyLink]. No identifying information is required on the survey. This survey is designed to take 10 minutes or less of your time, as I know it is valuable.

You will not be monetarily compensated for participation in the survey. Completion of the survey is permission to use your answers in the analysis of the results.

I ask that you complete the survey by May 31, 2006. Thank you in advance for your participation in the survey. If you need to contact me, please feel free to call me at 703-257-8650 or e-mail me at acramp@manassas.k12.va.us.

Sincerely,

Ashley M. Cramp

If you wish to decline participation, click [RemoveLink]

Appendix F

Follow-Up Thank You to Participants

Dear Principal or Assistant Principal

About a month ago I sent an email asking you to respond to my doctoral research survey. Thank you again for taking the time to respond with your opinions about Administrative Mentoring.

If you are interested in viewing the results, please go to:
<http://www.surveymonkey.com/Report.asp?U=210870965140>

Thanks again!

Ashley Cramp

If you wish to decline participation, click [\[RemoveLink\]](#)

Appendix G

ANOVA Tables for Research Questions 2-10

Table 24

The Value of and Need for Mentoring-ANOVA for Gender

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Mentoring is helpful					
Gender	1	.000	.000	.000	.986
Error	151	100.209	.664		
Don't recommend mentoring					
Gender	1	.305	.305	.726	.395
Error	150	62.889	.419		
Assistance is not important					
Gender	1	.020	.020	.033	.857
Error	150	93.032	.620		
Mentoring should be required					
Gender	1	1.057	1.057	1.706	.194
Error	147	91.117	.620		
Mentoring is valuable					
Gender	1	1.001	1.001	2.806	.096
Error	150	53.519	.357		

Table 25

Components of Mentor Programs-ANOVA for Gender

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Formal Training of Mentors					
Gender	1	2.643	2.643	4.709	.032
Error	150	84.199	.561		
Education Level of Mentor					
Gender	1	1.386	1.386	1.854	.175
Error	150	112.088	.747		
Experience Level of Mentor					
Gender	1	.003	.003	.011	.917
Error	149	42.686	.286		
The Mentor/Mentee Matching					
Gender	1	1.307	1.307	4.219	.042
Error	149	46.176	.310		
Same School Location					
Gender	1	5.376	5.376	4.480	.036
Error	150	179.992	1.200		
Same Gender Matching					
Gender	1	.003	.003	.002	.966
Error	148	261.330	1.766		

Table 25 (continued)

Components of Mentor Programs-ANOVA for Gender

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Mentor in a Superior Position					
Gender	1	.572	.572	.351	.555
Error	150	244.632	1.631		
Time Commitment Required					
Gender	1	.048	.048	.106	.745
Error	150	68.346	.456		
One-to-One Mentoring					
Gender	1	.321	.321	.670	.414
Error	150	71.758	.478		
Time for Reflection Alone					
Gender	1	.003	.003	.006	.939
Error	146	84.017	.575		
Time for Discussion Together					
Gender	1	.050	.050	.158	.691
Error	150	47.713	.318		
Mentor at Same School Level					
Gender	1	.136	.136	.205	.651
Error	147	97.716	.665		

Table 25 (continued)

Components of Mentor Programs-ANOVA for Gender

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Mentor Older in Age					
Gender	1	.030	.030	.018	.893
Error	149	244.778	1.643		

Table 26

Type of Mentoring Needed with Instruction-ANOVA for Gender

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Instructional Planning					
Gender	1	.455	.455	1.136	.288
Error	146	58.437	.400		
Classroom Management					
Gender	1	.078	.078	.128	.721
Error	145	88.589	.611		
Diverse Needs of Students					
Gender	1	.835	.835	2.165	.143
Error	145	55.913	.386		
Assessment and Grading					
Gender	1	4.030	4.030	7.527	.007*
Error	144	77.100	.535		
Supervision and Evaluation					
Gender	1	.000	.000	.000	.993
Error	145	40.136	.277		
Curriculum					
Gender	1	.400	.400	1.028	.312
Error	145	56.349	.389		

Table 26 (continued)

Type of Mentoring Needed with Instruction-ANOVA for Gender

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Staff Development					
Gender	1	.074	.074	.190	.664
Error	144	56.316	.391		
Scheduling					
Gender	1	.098	.098	.345	.558
Error	144	40.779	.283		
Special Education					
Gender	1	.686	.686	2.420	.122
Error	146	41.388	.283		
Technology					
Gender	1	.590	.590	1.008	.317
Error	146	85.430	.585		
Developing a Vision					
Gender	1	.000	.000	.001	.975
Error	145	73.319	.506		

Note. * $p(F) < .01$.

Table 27

Type of Mentoring Needed for Community-ANOVA for Gender

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Working with Parents					
Gender	1	.019	.019	.043	.835
Error	148	63.315	.428		
Working with Teachers					
Gender	1	.321	.321	.933	.336
Error	146	50.240	.344		
Working with District Administrators					
Gender	1	.001	.001	.001	.972
Error	147	67.718	.461		
Developing Relationships					
Gender	1	.020	.020	.037	.848
Error	146	80.054	.548		
Making Connections with Other Administrators					
Gender	1	.168	.168	.331	.566
Error	146	74.075	.507		
Community Involvement					
Gender	1	.060	.060	.163	.687
Error	148	54.500	.368		

Table 27 (continued)

Type of Mentoring Needed for Community-ANOVA for Gender

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Fostering Collaboration					
Gender	1	.033	.033	.089	.765
Error	144	52.358	.364		

Table 28

Type of Mentoring Needed for Management-ANOVA for Gender

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Problem Solving					
Gender	1	.004	.004	.010	.921
Error	146	58.564	.401		
Paperwork/Record-Keeping					
Gender	1	.145	.145	.239	.626
Error	146	88.578	.607		
School Management					
Gender	1	.012	.012	.029	.865
Error	146	58.981	.404		
Finance and Accounting					
Gender	1	.025	.025	.068	.794
Error	147	52.741	.359		
Personnel Decisions					
Gender	1	.779	.779	1.662	.199
Error	145	67.929	.468		
Discipline					
Gender	1	.131	.131	.323	.571
Error	144	58.308	.405		

Table 28 (continued)

Type of Mentoring Needed for Management-ANOVA for Gender

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Learning Daily 'Ins and Outs'					
Gender	1	.294	.294	.560	.456
Error	145	76.169	.525		
Communication					
Gender	1	.043	.043	.097	.756
Error	146	63.985	.438		
Effective Agent of Change					
Gender	1	.076	.076	.177	.675
Error	145	62.386	.430		
Focusing on the Big Picture					
Gender	1	.005	.005	.014	.904
Error	144	48.057	.334		

Table 29

The Value of and Need for Mentoring-ANOVA for Novice and Experienced Administrators

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Mentoring is helpful					
Novice/Experienced	1	.272	.272	.416	.520
Error	154	100.671	.654		
Don't recommend mentoring					
Novice/Experienced	1	.134	.134	.320	.572
Error	153	63.737	.417		
Assistance is not important					
Novice/Experienced	1	.320	.320	.523	.471
Error	153	93.577	.612		
Mentoring should be required					
Novice/Experienced	1	.307	.307	.498	.481
Error	150	92.535	.617		
Mentoring is valuable					
Novice/Experienced	1	.159	.159	.444	.508
Error	153	55/234	.361		

Table 30

Components of Mentor Programs-ANOVA for Novice and Experienced Administrators

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Formal Training of Mentors					
Novice/Experienced	1	.428	.428	.752	.387
Error	153	87.082	.569		
Education Level of Mentor					
Novice/Experienced	1	.826	.826	1.106	.295
Error	153	114.270	.747		
Experience Level of Mentor					
Novice/Experienced	1	.441	.441	1.561	.214
Error	152	42.917	.282		
The Mentor/Mentee Matching					
Novice/Experienced	1	.101	.101	.317	.574
Error	152	48.295	.318		
Same School Location					
Novice/Experienced	1	6.111	6.111	5.084	.026
Error	153	183.928	1.202		
Same Gender Matching					
Novice/Experienced	1	1.629	1.629	.939	.334
Error	151	261.913	1.735		

Table 30 (continued)

Components of Mentor Programs-ANOVA for Novice and Experienced Administrators

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Mentor in a Superior Position					
Novice/Experienced	1	.919	.919	.564	.454
Error	153	249.468	1.631		
Time Commitment Required					
Novice/Experienced	1	.465	.465	1.045	.308
Error	153	68.077	.445		
One-to-One Mentoring					
Novice/Experienced	1	.295	.295	.610	.436
Error	130	74.053	.484		
Time for Reflection Alone					
Novice/Experienced	1	.169	.169	.296	.587
Error	149	85.182	.572		
Time for Discussion Together					
Novice/Experienced	1	.009	.009	.028	.867
Error	153	48.610	.318		
Mentor at Same School Level					
Novice/Experienced	1	.000	.000	.001	.980
Error	150	101.552	.677		

Table 30 (continued)

Components of Mentor Programs-ANOVA for Novice and Experienced Administrators

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Mentor Older in Age					
Novice/Experienced	1	.251	.251	.152	.697
Error	152	250.658	1.649		

Table 31

*Type of Mentoring Needed with Instruction-ANOVA for Novice and Experienced**Administrators*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Instructional Planning					
Novice/Experienced	1	.015	.015	.039	.844
Error	149	59.534	.400		
Classroom Management					
Novice/Experienced	1	1.307	1.307	2.210	.139
Error	148	87.526	.591		
Diverse Needs of Students					
Novice/Experienced	1	.528	.528	1.371	.243
Error	148	56.965	.385		
Assessment and Grading					
Novice/Experienced	1	.518	.518	.937	.335
Error	147	81.281	.553		
Supervision and Evaluation					
Novice/Experienced	1	.047	.047	.167	.683
Error	148	41.313	.279		
Curriculum					
Novice/Experienced	1	.305	.305	.790	.376
Error	148	57.188	.386		

Table 31 (continued)

*Type of Mentoring Needed with Instruction-ANOVA for Novice and Experienced**Administrators*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Staff Development					
Novice/Experienced	1	.303	.303	.784	.377
Error	147	56.864	.387		
Scheduling					
Novice/Experienced	1	1.058	1.058	3.813	.053
Error	147	40.794	.278		
Special Education					
Novice/Experienced	1	.786	.786	2.766	.098
Error	149	42.314	.284		
Technology					
Novice/Experienced	1	.000	.000	.000	.992
Error	149	86.079	.578		
Developing a Vision					
Novice/Experienced	1	.641	.641	1.294	.257
Error	148	73.359	.496		

Table 32

*Type of Mentoring Needed for Community-ANOVA for Novice and Experienced**Administrators*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Working with Parents					
Novice/Experienced	1	.019	.019	.045	.833
Error	151	64.033	.424		
Working with Teachers					
Novice/Experienced	1	.006	.006	.018	.893
Error	149	51.226	.344		
Working with District					
Administrators					
Novice/Experienced	1	.142	.142	.312	.577
Error	150	68.253	.455		
Developing Relationships					
Novice/Experienced	1	.623	.623	1.163	.283
Error	149	79.748	.535		
Making Connections with Other					
Administrators					
Novice/Experienced	1	.384	.384	.772	.381
Error	149	74.053	.497		

Table 32 (continued)

*Type of Mentoring Needed for Community-ANOVA for Novice and Experienced**Administrators*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Community Involvement					
Novice/Experienced	1	.081	.081	.222	.638
Error	151	54.861	.363		
Fostering Collaboration					
Novice/Experienced	1	.568	.568	1.586	.210
Error	147	52.640	.358		

Table 33

*Type of Mentoring Needed for Management-ANOVA for Novice and Experienced**Administrators*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Problem Solving					
Novice/Experienced	1	.098	.098	.248	.619
Error	149	59.173	.397		
Paperwork/Record-Keeping					
Novice/Experienced	1	.285	.285	.479	.490
Error	149	88.642	.595		
School Management					
Novice/Experienced	1	.214	.214	.536	.465
Error	149	59.534	.400		
Finance and Accounting					
Novice/Experienced	1	.338	.338	.953	.331
Error	150	53.241	.355		
Personnel Decisions					
Novice/Experienced	1	.008	.008	.017	.895
Error	148	69.432	.469		
Discipline					
Novice/Experienced	1	.164	.164	.408	.524
Error	147	59.044	.402		

Table 33 (continued)

*Type of Mentoring Needed for Management-ANOVA for Novice and Experienced**Administrators*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Learning Daily 'Ins and Outs'					
Novice/Experienced	1	.013	.013	.026	.873
Error	148	77.160	.521		
Communication					
Novice/Experienced	1	.245	.245	.566	.453
Error	149	64.470	.433		
Effective Agent of Change					
Novice/Experienced	1	.380	.380	.894	.346
Error	148	62.880	.425		
Focusing on the Big Picture					
Novice/Experienced	1	.088	.088	.267	.606
Error	147	48.677	.331		

Table 34

The Value of and Need for Mentoring-ANOVA for Principals and Assistant Principals

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Mentoring is helpful					
Principal/Asst. Principal	2	.810	.405	.616	.541
Error	152	99.861	.657		
Don't recommend mentoring					
Principal/Asst. Principal	2	1.397	.698	1.691	.188
Error	151	62.369	.413		
Assistance is not important					
Principal/Asst. Principal	2	2.287	1.144	1.889	.155
Error	151	91.427	.605		
Mentoring should be required					
Principal/Asst. Principal	2	.263	.132	.212	.810
Error	148	92.108	.622		
Mentoring is valuable					
Principal/Asst. Principal	2	.558	.279	.770	.465
Error	151	54.669	.362		

Table 35

Components of Mentor Programs-ANOVA for Principals and Assistant Principals

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Formal Training of Mentors					
Principal/Asst. Principal	2	.455	.227	.395	.675
Error	151	89.955	.576		
Education Level of Mentor					
Principal/Asst. Principal	2	3.282	1.641	2.247	.109
Error	151	110.302	.730		
Experience Level of Mentor					
Principal/Asst. Principal	2	.338	.169	.591	.555
Error	150	42.891	.286		
The Mentor/Mentee Matching					
Principal/Asst. Principal	2	.131	.066	.204	.816
Error	150	48.117	.321		
Same School Location					
Principal/Asst. Principal	2	.843	.421	.337	.714
Error	151	188.794	1.250		
Same Gender Matching					
Principal/Asst. Principal	2	4.262	2.131	1.228	.296
Error	149	258.554	1.735		

Table 35 (continued)

Components of Mentor Programs-ANOVA for Principals and Assistant Principals

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Mentor in a Superior Position					
Principal/Asst. Principal	2	.503	.251	.153	.858
Error	151	247.763	1.641		
Time Commitment Required					
Principal/Asst. Principal	2	.795	.398	.895	.411
Error	151	67.133	.445		
One-to-One Mentoring					
Principal/Asst. Principal	2	.657	.329	.678	.509
Error	151	73.194	.485		
Time for Reflection Alone					
Principal/Asst. Principal	2	.065	.033	.057	.945
Error	147	84.528	.575		
Time for Discussion Together					
Principal/Asst. Principal	2	.663	.332	1.049	.353
Error	151	47.733	.316		
Mentor at Same School Level					
Principal/Asst. Principal	2	2.455	1.228	1.842	.162
Error	148	98.644	.667		

Table 35 (continued)

Components of Mentor Programs-ANOVA for Principals and Assistant Principals

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Mentor Older in Age					
Principal/Asst. Principal	2	4.852	2.426	1.483	.230
Error	150	245.384	1.636		

Table 36

*Type of Mentoring Needed with Instruction-ANOVA for Principals and Assistant**Principals*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Instructional Planning					
Principal/Asst. Principal	2	.158	.079	.196	.822
Error	147	59.176	.403		
Classroom Management					
Principal/Asst. Principal	2	.198	.099	.164	.849
Error	146	88.580	.607		
Diverse Needs of Students					
Principal/Asst. Principal	2	.582	.291	.749	.475
Error	146	56.667	.388		
Assessment and Grading					
Principal/Asst. Principal	2	1.359	.679	1.226	.296
Error	145	80.344	.554		
Supervision and Evaluation					
Principal/Asst. Principal	2	1.235	.617	2.249	.109
Error	146	40.067	.274		
Curriculum					
Principal/Asst. Principal	2	2.387	1.194	3.177	.045
Error	146	54.848	.376		

Table 36 (continued)

*Type of Mentoring Needed with Instruction-ANOVA for Principals and Assistant**Principals*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Staff Development					
Principal/Asst. Principal	2	.854	.427	1.104	.334
Error	145	56.085	.387		
Scheduling					
Principal/Asst. Principal	2	.862	.431	1.530	.220
Error	145	40.867	.282		
Special Education					
Principal/Asst. Principal	2	1.029	.514	1.802	.169
Error	147	41.965	.285		
Technology					
Principal/Asst. Principal	2	1.782	.891	1.554	.215
Error	147	84.278	.573		
Developing a Vision					
Principal/Asst. Principal	2	.790	.395	.792	.455
Error	146	72.847	.499		

Table 37

*Type of Mentoring Needed for Community-ANOVA for Principals and Assistant**Principals*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Working with Parents					
Principal/Asst. Principal	2	.642	.321	.757	.471
Error	149	63.194	.424		
Working with Teachers					
Principal/Asst. Principal	2	.824	.412	1.205	.303
Error	147	50.269	.342		
Working with District					
Administrators					
Principal/Asst. Principal	2	1.460	.730	1.627	.200
Error	148	66.408	.449		
Developing Relationships					
Principal/Asst. Principal	2	.246	.123	.227	.797
Error	147	79.647	.542		
Making Connections with Other					
Administrators					
Principal/Asst. Principal	2	.233	.117	.233	.792
Error	147	73.640	.501		

Table 37 (continued)

*Type of Mentoring Needed for Community-ANOVA for Principals and Assistant**Principals*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Community Involvement					
Principal/Asst. Principal	2	.433	.216	.596	.552
Error	149	54.087	.363		
Fostering Collaboration					
Principal/Asst. Principal	2	.743	.371	1.031	.359
Error	145	52.230	.360		

Table 38

*Type of Mentoring Needed for Management-ANOVA for Principals and Assistant**Principals*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Problem Solving					
Principal/Asst. Principal	2	.960	.480	1.217	.299
Error	147	58.000	.395		
Paperwork/Record-Keeping					
Principal/Asst. Principal	2	4.257	2.128	3.719	.027
Error	147	84.117	.572		
School Management					
Principal/Asst. Principal	2	3.806	1.903	5.023	.008*
Error	147	55.694	.379		
Finance and Accounting					
Principal/Asst. Principal	2	1.487	.744	2.121	.124
Error	148	51.890	.351		
Personnel Decisions					
Principal/Asst. Principal	2	2.886	1.442	3.179	.045
Error	146	66.282	.454		
Discipline					
Principal/Asst. Principal	2	2.163	1.082	2.761	.067
Error	145	56.810	.393		

Table 38 (continued)

*Type of Mentoring Needed for Management-ANOVA for Principals and Assistant**Principals*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Learning Daily 'Ins and Outs'					
Principal/Asst. Principal	2	.423	.211	.403	.669
Error	146	76.544	.524		
Communication					
Principal/Asst. Principal	2	.564	.282	.649	.524
Error	147	63.810	.434		
Effective Agent of Change					
Principal/Asst. Principal	2	.541	.270	.632	.533
Error	146	62.506	.428		
Focusing on the Big Picture					
Principal/Asst. Principal	2	1.254	.627	1.922	.150
Error	147	47.313	.326		

Note. * $p(F) < .01$.

Table 39

The Value of and Need for Mentoring-ANOVA for Administrators at Various Levels

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Mentoring is helpful					
School Level	3	1.246	.415	.625	.600
Error	149	98.924	.664		
Don't recommend mentoring					
School Level	3	2.196	.732	1.776	.154
Error	148	61.008	.412		
Assistance is not important					
School Level	3	1.675	.558	.903	.441
Error	148	91.529	.618		
Mentoring should be required					
School Level	3	.616	.205	.326	.806
Error	145	91.183	.629		
Mentoring is valuable					
School Level	3	1.478	.493	1.370	.254
Error	149	53.233	.360		

Table 40

Components of Mentor Programs—ANOVA for Administrators at Various Levels

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Formal Training of Mentors					
School Level	3	.473	.158	.273	.845
Error	148	85.606	.578		
Education Level of Mentor					
School Level	3	.221	.074	.096	.962
Error	148	113.614	.768		
Experience Level of Mentor					
School Level	3	.430	.143	.495	.686
Error	147	42.537	.289		
The Mentor/Mentee Matching					
School Level	3	.352	.117	.362	.780
Error	147	47.595	.324		
Same School Location					
School Level	3	1.741	.580	.458	.712
Error	148	187.627	1.268		
Same Gender Matching					
School Level	3	4.871	1.624	.941	.423
Error	146	251.962	1.726		

Table 40 (continued)

Components of Mentor Programs—ANOVA for Administrators at Various Levels

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Mentor in a Superior Position					
School Level	3	1.107	.369	.223	.880
Error	148	244.472	1.652		
Time Commitment Required					
School Level	3	.571	.190	.419	.740
Error	148	67.265	.454		
One-to-One Mentoring					
School Level	3	.762	.254	.516	.672
Error	148	72.916	.493		
Time for Reflection Alone					
School Level	3	3.501	1.167	2.106	.102
Error	144	79.796	.554		
Time for Discussion Together					
School Level	3	.786	.262	.823	.483
Error	148	47.109	.318		
Mentor at Same School Level					
School Level	3	2.870	.957	1.461	.228
Error	145	94.929	.655		

Table 40 (continued)

Components of Mentor Programs--ANOVA for Administrators at Various Levels

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Mentor Older in Age					
School Level	3	1.539	.513	.311	.817
Error	147	242.501	1.650		

Table 41

Type of Mentoring Needed with Instruction-ANOVA for Administrators at Various Levels

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Instructional Planning					
School Level	3	1.535	.512	1.290	.280
Error	144	57.133	.397		
Classroom Management					
School Level	3	2.957	.986	1.768	.156
Error	143	79.710	.557		
Diverse Needs of Students					
School Level	3	.917	.306	.783	.505
Error	143	55.790	.390		
Assessment and Grading					
School Level	3	3.578	1.193	2.195	.091
Error	142	77.162	.543		
Supervision and Evaluation					
School Level	3	.502	.167	.588	.624
Error	143	40.682	.284		
Curriculum					
School Level	3	.164	.055	.138	.937
Error	143	56.571	.396		

Table 41 (continued)

Type of Mentoring Needed with Instruction-ANOVA for Administrators at Various Levels

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Staff Development					
School Level	3	1.185	.395	1.015	.388
Error	142	55.254	.389		
Scheduling					
School Level	3	.390	.130	.449	.718
Error	142	41.089	.289		
Special Education					
School Level	3	.541	.180	.619	.604
Error	144	42.892	.291		
Technology					
School Level	3	1.571	.524	.915	.436
Error	144	82.449	.573		
Developing a Vision					
School Level	3	.854	.285	.563	.640
Error	143	72.262	.505		

Table 42

Type of Mentoring Needed for Community-ANOVA for Administrators at Various Levels

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Working with Parents					
School Level	3	1.792	.597	1.417	.240
Error	146	61.542	.422		
Working with Teachers					
School Level	3	.269	.090	.257	.856
Error	144	50.292	.349		
Working with District Administrators					
School Level	3	.700	.233	.501	.682
Error	145	67.461	.465		
Developing Relationships					
School Level	3	2.021	.674	1.255	.292
Error	144	77.296	.537		
Making Connections with Other Administrators					
School Level	3	1.646	.549	1.088	.356
Error	144	72.598	.504		
Community Involvement					
School Level	3	1.348	.449	1.240	.298
Error	146	52.925	.363		

Table 42 (continued)

Type of Mentoring Needed for Community-ANOVA for Administrators at Various Levels

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Fostering Collaboration					
School Level	3	1.711	.570	1.596	.193
Error	142	50.761	.357		

Table 43

*Type of Mentoring Needed for Management-ANOVA for Administrators at Various**Levels*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Problem Solving					
School Level	3	.538	.179	.461	.710
Error	144	56.029	.389		
Paperwork/Record-Keeping					
School Level	3	2.284	.761	1.363	.257
Error	144	80.439	.559		
School Management					
School Level	3	.353	.118	.289	.833
Error	144	58.620	.407		
Finance and Accounting					
School Level	3	.013	.004	.012	.998
Error	145	52.860	.365		
Personnel Decisions					
School Level	3	3.505	1.168	2.562	.057
Error	143	65.202	.456		
Discipline					
School Level	3	.769	.256	.631	.596
Error	142	57.704	.406		

Table 43 (continued)

*Type of Mentoring Needed for Management-ANOVA for Administrators at Various**Levels*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
<i>Learning Daily 'Ins and Outs'</i>					
School Level	3	4.234	1.411	2.874	.038
Error	143	70.229	.491		
<i>Communication</i>					
School Level	3	.905	.302	.711	.547
Error	144	61.122	.424		
<i>Effective Agent of Change</i>					
School Level	3	.882	.294	.683	.564
Error	143	61.580	.431		
<i>Focusing on the Big Picture</i>					
School Level	3	.996	.332	1.002	.394
Error	142	47.065	.331		

Table 44

*The Value of and Need for Mentoring-ANOVA for Administrators of Various Ethnic**Backgrounds*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Mentoring is helpful					
Ethnicity	3	5.358	1.786	2.808	.042
Error	149	94.759	.636		
Don't recommend mentoring					
Ethnicity	3	.762	.254	.598	.617
Error	148	62.791	.424		
Assistance is not important					
Ethnicity	3	.869	.290	.498	.684
Error	148	86.019	.581		
Mentoring should be required					
Ethnicity	3	.110	.037	.058	.982
Error	145	92.065	.635		
Mentoring is valuable					
Ethnicity	3	.410	.137	.373	.773
Error	148	54.300	.367		

Table 45

*Components of Mentor Programs-ANOVA for Administrators of Various Ethnic**Backgrounds*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Formal Training of Mentors					
Ethnicity	3	.478	.159	.274	.844
Error	148	85.989	.581		
Education Level of Mentor					
Ethnicity	3	2.644	.881	1.161	.327
Error	148	112.297	.759		
Experience Level of Mentor					
Ethnicity	3	.143	.048	.166	.919
Error	147	42.254	.287		
The Mentor/Mentee Matching					
Ethnicity	3	1.800	.600	1.912	.130
Error	147	46.147	.314		
Same School Location					
Ethnicity	3	2.926	.975	.783	.505
Error	148	184.443	1.246		
Same Gender Matching					
Ethnicity	3	8.756	2.919	1.682	.173
Error	146	253.304	1.735		

Table 45 (continued)

*Components of Mentor Programs-ANOVA for Administrators of Various Ethnic**Backgrounds*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Mentor in a Superior Position					
Ethnicity	3	9.441	3.147	1.990	.118
Error	148	234.026	1.581		
Time Commitment Required					
Ethnicity	3	.183	.061	.134	.939
Error	148	67.080	.453		
One-to-One Mentoring					
Ethnicity	3	1.892	.631	1.308	.274
Error	148	71.371	.482		
Time for Reflection Alone					
Ethnicity	3	1.471	.490	.863	.462
Error	144	81.826	.568		
Time for Discussion Together					
Ethnicity	3	.844	.281	.885	.451
Error	148	47.051	.318		
Mentor at Same School Level					
Ethnicity	3	2.499	1.166	1.767	.156
Error	145	95.723	.660		

Table 45 (continued)

*Components of Mentor Programs-ANOVA for Administrators of Various Ethnic**Backgrounds*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Mentor Older in Age					
Ethnicity	3	.881	.294	.174	.914
Error	147	247.980	1.687		

Table 46

*Type of Mentoring Needed with Instruction-ANOVA for Administrators of Various Ethnic**Backgrounds*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Instructional Planning					
Ethnicity	3	.431	.144	.355	.786
Error	144	58.326	.405		
Classroom Management					
Ethnicity	3	.248	.083	.135	.939
Error	143	87.888	.615		
Diverse Needs of Students					
Ethnicity	3	.698	.233	.594	.620
Error	143	56.036	.392		
Assessment and Grading					
Ethnicity	3	1.640	.547	.981	.404
Error	142	79.100	.557		
Supervision and Evaluation					
Ethnicity	3	.314	.105	.366	.778
Error	143	40.870	.286		
Curriculum					
Ethnicity	3	.334	.111	.282	.838
Error	143	56.414	.395		

Table 46 (continued)

*Type of Mentoring Needed with Instruction-ANOVA for Administrators of Various Ethnic**Backgrounds*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Staff Development					
Ethnicity	3	.970	.323	.827	.481
Error	142	55.469	.391		
Scheduling					
Ethnicity	3	.796	.265	.933	.426
Error	142	40.389	.284		
Special Education					
Ethnicity	3	.590	.197	.676	.568
Error	144	41.843	.291		
Technology					
Ethnicity	3	1.467	.489	.846	.471
Error	144	83.263	.578		
Developing a Vision					
Ethnicity	3	.379	.126	.249	.862
Error	143	72.736	.509		

Table 47

*Type of Mentoring Needed for Community-ANOVA for Administrators of Various Ethnic**Backgrounds*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Working with Parents					
Ethnicity	3	.956	.319	.745	.527
Error	146	62.437	.428		
Working with Teachers					
Ethnicity	3	.829	.276	.796	.498
Error	144	49.982	.347		
Working with District					
Administrators					
Ethnicity	3	1.089	.363	.801	.495
Error	145	65.703	.453		
Developing Relationships					
Ethnicity	3	.582	.194	.361	.782
Error	144	77.492	.538		
Making Connections with Other					
Administrators					
Ethnicity	3	.631	.210	.426	.735
Error	144	71.119	.494		

Table 47 (continued)

*Type of Mentoring Needed for Community-ANOVA for Administrators of Various Ethnic**Backgrounds*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Community Involvement					
Ethnicity	3	.130	.043	.116	.950
Error	146	54.144	.371		
Fostering Collaboration					
Ethnicity	3	.431	.144	.392	.759
Error	142	52.041	.366		

Table 48

*Type of Mentoring Needed for Management-ANOVA for Administrators of Various**Ethnic Backgrounds*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Problem Solving					
Ethnicity	3	1.274	.425	1.070	.364
Error	144	57.179	.397		
Paperwork/Record-Keeping					
Ethnicity	3	.211	.070	.116	.951
Error	144	87.033	.604		
School Management					
Ethnicity	3	1.053	.351	.873	.457
Error	144	57.920	.402		
Finance and Accounting					
Ethnicity	3	1.018	.339	.947	.420
Error	145	51.949	.358		
Personnel Decisions					
Ethnicity	3	.965	.322	.680	.566
Error	143	67.647	.473		
Discipline					
Ethnicity	3	1.899	.633	1.589	.195
Error	142	56.573	.398		

Table 48 (continued)

*Type of Mentoring Needed for Management-ANOVA for Administrators of Various**Ethnic Backgrounds*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
<i>Learning Daily 'Ins and Outs'</i>					
Ethnicity	3	.847	.282	.549	.650
Error	143	73.615	.515		
<i>Communication</i>					
Ethnicity	3	.544	.181	.413	.744
Error	144	63.314	.440		
<i>Effective Agent of Change</i>					
Ethnicity	3	1.806	.062	1.417	.240
Error	143	60.738	.425		
<i>Focusing on the Big Picture</i>					
Ethnicity	3	1.417	.472	1.437	.234
Error	142	46.645	.328		

Table 49

The Value of and Need for Mentoring-ANOVA for Administrators Who Have and Have

Not Received Formal Mentoring

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Mentoring is helpful					
Formal Mentoring	1	.285	.285	.436	.510
Error	154	100.657	.654		
Don't recommend mentoring					
Formal Mentoring	1	1.281	1.281	3.132	.079
Error	153	62.590	.409		
Assistance is not important					
Formal Mentoring	1	.595	.595	.975	.325
Error	153	93.302	.610		
Mentoring should be required					
Formal Mentoring	1	.199	.199	.322	.571
Error	150	92.643	.618		
Mentoring is valuable					
Formal Mentoring	1	.368	.368	1.022	.314
Error	153	55.026	.360		

Table 50

Components of Mentor Programs-ANOVA for Administrators Who Have and Have Not

Received Formal Mentoring

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Formal Training of Mentors					
Formal Mentoring	1	.304	.304	.533	.466
Error	153	87.206	.570		
Education Level of Mentor					
Formal Mentoring	1	.021	.021	.028	.867
Error	153	115.076	.752		
Experience Level of Mentor					
Formal Mentoring	1	.299	.299	1.055	.306
Error	152	43.058	.283		
The Mentor/Mentee Matching					
Formal Mentoring	1	.173	.1731	.545	.462
Error	152	48.223	.317		
Same School Location					
Formal Mentoring	1	1.335	1.335	1.083	.300
Error	153	188.703	1.233		
Same Gender Matching					
Formal Mentoring	1	3.111	3.111	1.804	.181
Error	151	260.431	1.725		

Table 50 (continued)

*Components of Mentor Programs-ANOVA for Administrators Who Have and Have Not**Received Formal Mentoring*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Mentor in a Superior Position					
Formal Mentoring	1	.973	.973	.597	.441
Error	153	249.414	1.630		
Time Commitment Required					
Formal Mentoring	1	.193	.193	.432	.512
Error	153	68.349	.447		
One-to-One Mentoring					
Formal Mentoring	1	.682	.682	1.417	.236
Error	153	73.666	.481		
Time for Reflection Alone					
Formal Mentoring	1	1.030	1.030	1.820	.179
Error	149	84.321	.566		
Time for Discussion Together					
Formal Mentoring	1	.173	.173	.546	.461
Error	153	48.446	.317		
Mentor at Same School Level					
Formal Mentoring	1	.314	.314	.465	.496
Error	150	101.239	.675		

Table 50 (continued)

*Components of Mentor Programs-ANOVA for Administrators Who Have and Have Not**Received Formal Mentoring*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
<i>Mentor Older in Age</i>					
Formal Mentoring	1	.049	.049	.030	.863
Error	152	250.860	1.650		

Table 51

Type of Mentoring Needed with Instruction-ANOVA for Administrators Who Have and Have Not Received Formal Mentoring

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Instructional Planning					
Formal Mentoring	1	.259	.259	.651	.421
Error	149	59.291	.398		
Classroom Management					
Formal Mentoring	1	.071	.071	.119	.731
Error	148	88.762	.600		
Diverse Needs of Students					
Formal Mentoring	1	1.646	1.646	4.361	.038
Error	148	55.848	.377		
Assessment and Grading					
Formal Mentoring	1	.678	.678	1.228	.270
Error	147	81.121	.552		
Supervision and Evaluation					
Formal Mentoring	1	.020	.020	.073	.788
Error	148	41.340	.279		
Curriculum					
Formal Mentoring	1	.016	.016	.041	.839
Error	148	57.477	.388		

Table 51 (continued)

Type of Mentoring Needed with Instruction-ANOVA for Administrators Who Have and Have Not Received Formal Mentoring

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Staff Development					
Formal Mentoring	1	.403	.403	1.043	.309
Error	147	56.765	.386		
Scheduling					
Formal Mentoring	1	.587	.587	2.092	.150
Error	147	41.265	.281		
Special Education					
Formal Mentoring	1	1.296	1.296	4.618	.033
Error	149	41.804	.281		
Technology					
Formal Mentoring	1	.011	.011	.020	.889
Error	149	86.068	.578		
Developing a Vision					
Formal Mentoring	1	.508	.508	1.023	.313
Error	148	73.492	.497		

Table 52

Type of Mentoring Needed for Community-ANOVA for Administrators Who Have and Have Not Received Formal Mentoring

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Working with Parents					
Formal Mentoring	1	.147	.147	.348	.556
Error	151	63.905	.423		
Working with Teachers					
Formal Mentoring	1	.010	.010	.029	.865
Error	149	51.222	.344		
Working with District Administrators					
Formal Mentoring	1	.003	.003	.006	.940
Error	150	68.392	.456		
Developing Relationships					
Formal Mentoring	1	.012	.012	.023	.881
Error	149	80.359	.539		
Making Connections with Other Administrators					
Formal Mentoring	1	.184	.184	.369	.545
Error	149	74.253	.498		

Table 52 (continued)

Type of Mentoring Needed for Community-ANOVA for Administrators Who Have and Have Not Received Formal Mentoring

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Community Involvement					
Formal Mentoring	1	.179	.179	.493	.484
Error	151	54.763	.363		
Fostering Collaboration					
Formal Mentoring	1	.162	.162	.449	.504
Error	147	53.046	.361		

Table 53

Type of Mentoring Needed for Management-ANOVA for Administrators Who Have and Have Not Received Formal Mentoring

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Problem Solving					
Formal Mentoring	1	.106	.106	.268	.606
Error	149	59.165	.397		
Paperwork/Record-Keeping					
Formal Mentoring	1	.529	.529	.892	.346
Error	149	88.393	.593		
School Management					
Formal Mentoring	1	.254	.254	.635	.427
Error	149	59.495	.399		
Finance and Accounting					
Formal Mentoring	1	.029	.029	.082	.775
Error	150	53.550	.357		
Personnel Decisions					
Formal Mentoring	1	.367	.367	.786	.377
Error	148	69.073	.467		
Discipline					
Formal Mentoring	1	.562	.562	1.409	.237
Error	147	58.646	.399		

Table 53 (continued)

Type of Mentoring Needed for Management-ANOVA for Administrators Who Have and Have Not Received Formal Mentoring

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Learning Daily 'Ins and Outs'					
Formal Mentoring	1	.015	.015	.029	.866
Error	148	77.158	.521		
Communication					
Formal Mentoring	1	.319	.319	.737	.392
Error	149	64.397	.432		
Effective Agent of Change					
Formal Mentoring	1	.661	.661	1.564	.213
Error	148	62.599	.423		
Focusing on the Big Picture					
Formal Mentoring	1	.178	.178	.537	.465
Error	147	48.588	.331		

Table 54

The Value of and Need for Mentoring-ANOVA for Administrators Who Have and Have Not Received Informal Mentoring

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Mentoring is helpful					
Informal Mentoring	1	.710	.710	1.090	.298
Error	154	100.233	.651		
Don't recommend mentoring					
Informal Mentoring	1	.263	.263	.633	.427
Error	153	63.608	.416		
Assistance is not important					
Informal Mentoring	1	.396	.396	.649	.422
Error	153	93.500	.611		
Mentoring should be required					
Informal Mentoring	1	.002	.002	.003	.964
Error	153	92.840	.619		
Mentoring is valuable					
Informal Mentoring	1	.009	.009	.024	.877
Error	153	55.385	.362		

Table 55

Components of Mentor Programs-ANOVA for Administrators Who Have and Have Not

Received Informal Mentoring

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Formal Training of Mentors					
Informal Mentoring	1	.823	.823	1.452	.230
Error	153	86.687	.567		
Education Level of Mentor					
Informal Mentoring	1	2.182	2.182	2.956	.088
Error	153	112.915	.738		
Experience Level of Mentor					
Informal Mentoring	1	1.028	1.028	3.693	.057
Error	152	42.329	.278		
The Mentor/Mentee Matching					
Informal Mentoring	1	.755	.755	2.408	.123
Error	152	47.641	.313		
Same School Location					
Informal Mentoring	1	.009	.009	.007	.933
Error	153	190.030	1.242		
Same Gender Matching					
Informal Mentoring	1	1.201	1.201	.691	.407
Error	151	262.341	1.737		

Table 55 (continued)

*Components of Mentor Programs-ANOVA for Administrators Who Have and Have Not**Received Informal Mentoring*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Mentor in a Superior Position					
Informal Mentoring	1	.025	.025	.016	.901
Error	153	250.362	1.636		
Time Commitment Required					
Informal Mentoring	1	.134	.134	.300	.585
Error	153	68.408	.447		
One-to-One Mentoring					
Informal Mentoring	1	.638	.638	1.325	.252
Error	153	73.710	.482		
Time for Reflection Alone					
Informal Mentoring	1	.082	.082	.144	.705
Error	149	85.269	.572		
Time for Discussion Together					
Informal Mentoring	1	.652	.652	2.078	.151
Error	153	47.968	.314		
Mentor at Same School Level					
Informal Mentoring	1	.551	.551	.819	.367
Error	150	101.001	.673		

Table 55 (continued)

*Components of Mentor Programs-ANOVA for Administrators Who Have and Have Not**Received Informal Mentoring*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
<i>Mentor Older in Age</i>					
Informal Mentoring	1	.003	.003	.002	.964
Error	152	250.906	1.651		

Table 56

Type of Mentoring Needed with Instruction-ANOVA for Administrators Who Have and Have Not Received Informal Mentoring

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Instructional Planning					
Informal Mentoring	1	.176	.176	.442	.507
Error	149	59.374	.398		
Classroom Management					
Informal Mentoring	1	.400	.400	.670	.414
Error	148	88.433	.598		
Diverse Needs of Students					
Informal Mentoring	1	.810	.810	2.116	.148
Error	148	56.683	.383		
Assessment and Grading					
Informal Mentoring	1	.000	.000	.000	.994
Error	147	81.799	.556		
Supervision and Evaluation					
Informal Mentoring	1	.488	.488	1.769	.186
Error	148	40.872	.276		
Curriculum					
Informal Mentoring	1	.220	.220	.568	.452
Error	148	57.274	.387		

Table 56 (continued)

Type of Mentoring Needed with Instruction-ANOVA for Administrators Who Have and Have Not Received Informal Mentoring

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Staff Development					
Informal Mentoring	1	.318	.318	.821	.366
Error	147	56.850	.387		
Scheduling					
Informal Mentoring	1	.143	.143	.504	.479
Error	147	41.709	.284		
Special Education					
Informal Mentoring	1	.915	.915	3.231	.074
Error	149	42.185	.283		
Technology					
Informal Mentoring	1	.121	.121	.210	.647
Error	149	85.958	.577		
Developing a Vision					
Informal Mentoring	1	.268	.268	.538	.464
Error	148	73.732	.498		

Table 57

Type of Mentoring Needed for Community-ANOVA for Administrators Who Have and Have Not Received Informal Mentoring

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Working with Parents					
Informal Mentoring	1	.198	.198	.467	.495
Error	151	63.855	.423		
Working with Teachers					
Informal Mentoring	1	.019	.019	.056	.814
Error	149	51.213	.344		
Working with District Administrators					
Informal Mentoring	1	.002	.002	.003	.953
Error	150	68.393	.456		
Developing Relationships					
Informal Mentoring	1	1.725	1.725	3.268	.073
Error	149	78.646	.528		
Making Connections with Other Administrators					
Informal Mentoring	1	.583	.583	1.177	.280
Error	149	73.854	.496		

Table 57 (continued)

Type of Mentoring Needed for Community-ANOVA for Administrators Who Have and Have Not Received Informal Mentoring

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Community Involvement					
Informal Mentoring	1	.219	.219	.606	.438
Error	151	54.722	.362		
Fostering Collaboration					
Informal Mentoring	1	.009	.009	.025	.876
Error	147	53.199	.362		

Table 58

Type of Mentoring Needed for Management-ANOVA for Administrators Who Have and Have Not Received Informal Mentoring

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Problem Solving					
Informal Mentoring	1	.000	.000	.001	.974
Error	149	59.271	.398		
Paperwork/Record-Keeping					
Informal Mentoring	1	.004	.004	.006	.937
Error	149	88.923	.597		
School Management					
Informal Mentoring	1	.039	.039	.097	.756
Error	149	59.710	.401		
Finance and Accounting					
Informal Mentoring	1	.124	.124	.347	.557
Error	150	53.455	.356		
Personnel Decisions					
Informal Mentoring	1	.000	.000	.000	1.000
Error	148	69.440	.469		
Discipline					
Informal Mentoring	1	.009	.009	.022	.882
Error	147	59.199	.403		

Table 58 continued)

Type of Mentoring Needed for Management-ANOVA for Administrators Who Have and Have Not Received Informal Mentoring

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Learning Daily 'Ins and Outs'					
Informal Mentoring	1	.667	.667	1.291	.258
Error	148	76.506	.517		
Communication					
Informal Mentoring	1	.688	.688	1.601	.208
Error	149	64.027	.430		
Effective Agent of Change					
Informal Mentoring	1	.043	.043	.100	.752
Error	148	63.217	.427		
Focusing on the Big Picture					
Informal Mentoring	1	.093	.093	.281	.597
Error	147	48.672	.331		

Table 59

The Value of and Need for Mentoring-ANOVA for Administrators Who Have and Have

Not Served as a Formal Mentor

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Mentoring is helpful					
Formal Mentor	1	.105	.105	.161	.689
Error	154	100.837	.655		
Don't recommend mentoring					
Formal Mentor	1	.566	.566	1.367	.244
Error	153	63.305	.414		
Assistance is not important					
Formal Mentor	1	.302	.302	.051	.821
Error	153	93.865	.613		
Mentoring should be required					
Formal Mentor	1	.784	.784	1.277	.260
Error	150	92.058	.614		
Mentoring is valuable					
Formal Mentor	1	2.020	2.020	5.789	.017
Error	153	53.374	.349		

Table 60

Components of Mentor Programs—ANOVA for Administrators Who Have and Have Not Served as a Formal Mentor

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Formal Training of Mentors					
Formal Mentor	1	.236	.236	.413	.521
Error	153	87.274	.570		
Education Level of Mentor					
Formal Mentor	1	.297	.297	.396	.530
Error	153	114.800	.750		
Experience Level of Mentor					
Formal Mentor	1	.056	.056	.196	.659
Error	152	43.301	.285		
The Mentor/Mentee Matching					
Formal Mentor	1	.015	.015	.048	.826
Error	152	48.381	.318		
Same School Location					
Formal Mentor	1	2.003	2.003	1.630	.204
Error	153	188.036	1.229		
Same Gender Matching					
Formal Mentor	1	3.347	3.347	1.943	.165
Error	151	260.195	1.723		

Table 60 (continued)

Components of Mentor Programs—ANOVA for Administrators Who Have and Have Not Served as a Formal Mentor

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Mentor in a Superior Position					
Formal Mentor	1	2.690	2.690	1.662	.199
Error	153	247.697	1.619		
Time Commitment Required					
Formal Mentor	1	.480	.480	1.079	.301
Error	153	68.062	.445		
One-to-One Mentoring					
Formal Mentor	1	.330	.330	.682	.410
Error	153	74.018	.484		
Time for Reflection Alone					
Formal Mentor	1	.545	.545	.957	.330
Error	149	.84.806	.569		
Time for Discussion Together					
Formal Mentor	1	2.828	2.828	9.449	.003*
Error	151	45.791	.299		
Mentor at Same School Level					
Formal Mentor	1	1.482	1.482	2.222	.138
Error	150	100.070	.667		

Table 60 (continued)

*Components of Mentor Programs--ANOVA for Administrators Who Have and Have Not**Served as a Formal Mentor*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
<i>Mentor Older in Age</i>					
Formal Mentor	1	4.292	4.292	2.645	.106
Error	152	246.618	1.622		

Note. * $p(F) < .01$.

Table 61

Type of Mentoring Needed with Instruction-ANOVA for Administrators Who Have and Have Not Served as a Formal Mentor

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Instructional Planning					
Formal Mentor	1	.892	.892	2.266	.134
Error	149	58.658	.394		
Classroom Management					
Formal Mentor	1	.290	.290	.484	.488
Error	148	88.544	.598		
Diverse Needs of Students					
Formal Mentor	1	.794	.794	2.073	.152
Error	148	56.699	.383		
Assessment and Grading					
Formal Mentor	1	.145	.145	.260	.611
Error	147	81.654	.555		
Supervision and Evaluation					
Formal Mentor	1	.093	.093	.334	.564
Error	148	41.267	.279		
Curriculum					
Formal Mentor	1	.056	.056	.145	.704
Error	148	57.437	.388		

Table 61 (continued)

Type of Mentoring Needed with Instruction-ANOVA for Administrators Who Have and Have Not Served as a Formal Mentor

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Staff Development					
Formal Mentor	1	.028	.028	.072	.788
Error	147	57.140	.389		
Scheduling					
Formal Mentor	1	.265	.265	.936	.335
Error	147	21.587	.283		
Special Education					
Formal Mentor	1	.004	.004	.013	.908
Error	149	43.095	.289		
Technology					
Formal Mentor	1	.086	.086	.149	.700
Error	149	85.994	.577		
Developing a Vision					
Formal Mentor	1	.509	.509	1.025	.313
Error	148	73.491	.497		

Table 62

Type of Mentoring Needed for Community-ANOVA for Administrators Who Have and Have Not Served as a Formal Mentor

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Working with Parents					
Formal Mentor	1	.000	.000	.001	.978
Error	151	64.052	.424		
Working with Teachers					
Formal Mentor	1	.074	.074	.216	.643
Error	149	51.158	.343		
Working with District Administrators					
Formal Mentor	1	1.336	1.336	2.988	.086
Error	150	67.059	.447		
Developing Relationships					
Formal Mentor	1	.515	.515	.962	.328
Error	149	79.856	.536		
Making Connections with Other Administrators					
Formal Mentor	1	2.116	2.116	4.360	.038
Error	149	72.321	.485		

Table 62 (continued)

Type of Mentoring Needed for Community-ANOVA for Administrators Who Have and Have Not Served as a Formal Mentor

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Community Involvement					
Formal Mentor	1	.002	.002	.005	.942
Error	151	54.939	.364		
Fostering Collaboration					
Formal Mentor	1	.045	.045	.125	.724
Error	147	53.163	.362		

Table 63

Type of Mentoring Needed for Management-ANOVA for Administrators Who Have and Have Not Served as a Formal Mentor

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Problem Solving					
Formal Mentor	1	.059	.059	.148	.701
Error	149	59.213	.397		
Paperwork/Record-Keeping					
Formal Mentor	1	.573	.573	.967	.327
Error	149	88.354	.593		
School Management					
Formal Mentor	1	.014	.014	.034	.854
Error	149	59.735	.401		
Finance and Accounting					
Formal Mentor	1	.207	.207	.581	.447
Error	150	53.372	.356		
Personnel Decisions					
Formal Mentor	1	.002	.002	.004	.948
Error	148	69.438	.469		
Discipline					
Formal Mentor	1	.514	.514	1.286	.259
Error	147	58.694	.399		

Table 63 (continued)

Type of Mentoring Needed for Management-ANOVA for Administrators Who Have and Have Not Served as a Formal Mentor

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Learning Daily 'Ins and Outs'					
Formal Mentor	1	.647	.647	1.251	.265
Error	148	76.527	.517		
Communication					
Formal Mentor	1	.348	.348	.806	.371
Error	149	64.367	.432		
Effective Agent of Change					
Formal Mentor	1	.010	.010	.022	.881
Error	148	63.250	.427		
Focusing on the Big Picture					
Formal Mentor	1	.103	.103	.312	.577
Error	147	48.662	.331		

Table 64

The Value of and Need for Mentoring-ANOVA for Administrators Who Have and Have

Not Served as an Informal Mentor

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Mentoring is helpful					
Informal Mentor	1	2.327	2.327	3.607	.059
Error	152	98.069	.645		
Don't recommend mentoring					
Informal Mentor	1	.158	.158	.377	.540
Error	151	63.502	.421		
Assistance is not important					
Informal Mentor	1	.528	.528	.857	.356
Error	151	93.002	.616		
Mentoring should be required					
Informal Mentor	1	.367	.367	.593	.442
Error	148	91.527	.618		
Mentoring is valuable					
Informal Mentor	1	.300	.300	.826	.365
Error	151	54.759	.363		

Table 65

Components of Mentor Programs-ANOVA for Administrators Who Have and Have Not Served as an Informal Mentor

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Formal Training of Mentors					
Informal Mentor	1	.699	.699	1.223	.270
Error	151	86.242	.571		
Education Level of Mentor					
Informal Mentor	1	.052	.052	.069	.792
Error	151	113.830	.754		
Experience Level of Mentor					
Informal Mentor	1	.096	.096	.336	.563
Error	150	43.002	.287		
The Mentor/Mentee Matching					
Informal Mentor	1	.009	.009	.030	.864
Error	150	48.089	.321		
Same School Location					
Informal Mentor	1	.587	.587	.473	.493
Error	151	187.426	1.241		
Same Gender Matching					
Informal Mentor	1	.005	.005	.003	.957
Error	149	258.180	1.733		

Table 65 (continued)

*Components of Mentor Programs-ANOVA for Administrators Who Have and Have Not**Served as an Informal Mentor*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Mentor in a Superior Position					
Informal Mentor	1	6.490	6.490	4.057	.046
Error	151	241.562	1.600		
Time Commitment Required					
Informal Mentor	1	.052	.052	.117	.733
Error	151	67.830	.449		
One-to-One Mentoring					
Informal Mentor	1	.238	.238	.488	.486
Error	151	73.527	.487		
Time for Reflection Alone					
Informal Mentor	1	.017	.017	.029	.864
Error	147	84.560	.575		
Time for Discussion Together					
Informal Mentor	1	.951	.951	3.041	.083
Error	151	47.219	.313		
Mentor at Same School Level					
Informal Mentor	1	5.187	5.187	7.985	.005*
Error	148	96.146	.650		

Table 65 (continued)

*Components of Mentor Programs-ANOVA for Administrators Who Have and Have Not**Served as an Informal Mentor*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
<i>Mentor Older in Age</i>					
Informal Mentor	1	7.733	7.733	4.784	.030
Error	150	242.271	1.616		

Note. * $p(F) < .01$.

Table 66

Type of Mentoring Needed with Instruction-ANOVA for Administrators Who Have and Have Not Served as an Informal Mentor

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Instructional Planning					
Informal Mentor	1	.407	.407	1.021	.314
Error	148	58.927	.398		
Classroom Management					
Informal Mentor	1	.070	.070	.117	.733
Error	147	88.708	.603		
Diverse Needs of Students					
Informal Mentor	1	.323	.323	.865	.354
Error	147	54.925	.374		
Assessment and Grading					
Informal Mentor	1	.366	.366	.670	.414
Error	146	79.708	.546		
Supervision and Evaluation					
Informal Mentor	1	.035	.035	.135	.714
Error	147	38.207	.260		
Curriculum					
Informal Mentor	1	.294	.294	.786	.377
Error	147	54.954	.374		

Table 66 (continued)

Type of Mentoring Needed with Instruction-ANOVA for Administrators Who Have and Have Not Served as an Informal Mentor

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Staff Development					
Informal Mentor	1	.823	.823	2.224	.138
Error	146	54.008	.370		
Scheduling					
Informal Mentor	1	.000	.000	.001	.975
Error	146	39.108	.268		
Special Education					
Informal Mentor	1	.000	.000	.001	.979
Error	148	40.273	.272		
Technology					
Informal Mentor	1	.665	.665	1.170	.281
Error	148	84.109	.568		
Developing a Vision					
Informal Mentor	1	2.216	2.216	4.665	.032
Error	147	69.811	.475		

Table 67

Type of Mentoring Needed for Community-ANOVA for Administrators Who Have and Have Not Served as an Informal Mentor

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Working with Parents					
Informal Mentor	1	.027	.027	.067	.796
Error	149	59.245	.398		
Working with Teachers					
Informal Mentor	1	.021	.021	.067	.797
Error	147	45.832	.312		
Working with District Administrators					
Informal Mentor	1	.039	.039	.089	.766
Error	148	65.054	.440		
Developing Relationships					
Informal Mentor	1	1.437	1.437	2.753	.099
Error	147	76.738	.522		
Making Connections with Other Administrators					
Informal Mentor	1	.968	.968	1.994	.160
Error	147	71.341	.485		

Table 67 (continued)

Type of Mentoring Needed for Community-ANOVA for Administrators Who Have and Have Not Served as an Informal Mentor

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Community Involvement					
Informal Mentor	1	.003	.003	.009	.925
Error	149	52.964	.355		
Fostering Collaboration					
Informal Mentor	1	.017	.017	.049	.825
Error	145	50.650	.349		

Table 68

Type of Mentoring Needed for Management-ANOVA for Administrators Who Have and Have Not Served as an Informal Mentor

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Problem Solving					
Informal Mentor	1	.020	.020	.052	.819
Error	147	56.852	.387		
Paperwork/Record-Keeping					
Informal Mentor	1	.133	.133	.229	.633
Error	147	85.585	.582		
School Management					
Informal Mentor	1	.158	.158	.407	.525
Error	147	57.090	.388		
Finance and Accounting					
Informal Mentor	1	.057	.057	.165	.685
Error	148	50.777	.343		
Personnel Decisions					
Informal Mentor	1	.217	.217	.475	.492
Error	146	66.756	.457		
Discipline					
Informal Mentor	1	.010	.010	.027	.870
Error	145	56.602	.390		

Table 68 (continued)

Type of Mentoring Needed for Management-ANOVA for Administrators Who Have and Have Not Served as an Informal Mentor

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p(F)</i>
Learning Daily 'Ins and Outs'					
Informal Mentor	1	1.589	1.589	3.170	.077
Error	146	73.168	.501		
Communication					
Informal Mentor	1	2.266	2.266	5.542	.020
Error	147	60.097	.409		
Effective Agent of Change					
Informal Mentor	1	.652	.652	1.582	.211
Error	146	60.179	.412		
Focusing on the Big Picture					
Informal Mentor	1	.108	.108	.325	.570
Error	145	48.259	.333		

Appendix H

Open-Ended Responses to Item 47

1. Mentoring is essential to the development and sustaining of teachers as research shows. In our field it would only make sense to continue wise development of "people" resources at the administrative level. I would have relished a mentor in my new position in a new school district (as a new AP) but had none. I have never felt so isolated in my educational experience as I did that year. My overall professional experience includes 9 state to state moves and at least that many different teacher positions and tasks. As a novice building administrator (in a new district) I was offered little personal support. It wasn't my first "rodeo" so I made it through. Perhaps a mentoring opportunity would have increased my competence, avoided some of the major faux pas events, and yielded a better level of quality support to my school and community.

2. It is the most important contribution we experienced administrators can make to the profession. When I became a principal, I had no mentor. It was a very difficult first year.

3. Most administrators are in there current positions because they were strong in some of the topics such as classroom management. The greatest benefit would be in the area of managing and motivating adults.

4. Whatever mentoring model is used, it should be conduct on a regular and sustained basis - at least for the first school year. Weekly meetings (no more than 1 hour - topics chosen by the Mentee) seem to be a good model.

5. I did receive mentoring in Florida and it was somewhat helpful. Choose mentors who actually are good mentors and who actually are successful in their field of knowledge. Not all principal experiences or experienced principals fit the mold.

6. Assistant Principal's are usually mentored by their principal. However, it is the Principal that would really benefit from Principal to Principal mentoring (at the same grade level in the same district).

7. Ideally, a mentoring program would be flexible enough to accommodate different needs and situations versus a "this is the program for all."

8. New administrators should come from a University Program in Education Leadership such as an advanced masters program or Ed Specialist program; Experience as a teacher should be for at least 5 years. Mentoring does not mean another job for adm but some tips for day to day operations when needed. The admin degree should prepare the new adm for all concerns about finance, discipline, management, etc... The internship required of my EdSpec degree was a good training ground for what is to be expected. I love my job as a new admin but I too am I doctoral candidate and each day is a learning experience in the field of education. I have rec'd some valuable mentoring but only when I asked. Some with experience and lots of years are more structured to the "old schooling" and not open minded to change and trying new ideas; it depends on the personality of the principal. Some mentoring was valuable and some was not. A lot of the time I can see how personalities and ego's can get in the way.

9. 19-29 are things we probably know or we would not haven been placed as a principal. The other items happen after you become a principal and that first yr. you don't know what hit you.

10. While a Principal brings to the school many experiences it is important for the Principal to mentor an assistant Principal. Likewise, I feel it is invaluable for assistant principals to meet regularly to discuss many of the items you addressed in you survey. New Principals should be mentored by experienced Principals with similar school demographics.

[11.](#) I had a great internship, and was paired with an administrator. a mentor would have been very helpful.

[12.](#) I have not received mentoring in my position as an assistant. Most of what I know has been because of the longevity/ experiences on the job. Also, I have observed the head principal. I think it may be difficult for some males to mentor females. Some of the males that I have worked with tend to think they are smarter and can do the job better.

[13.](#) Prioritizing each day's activities is a key concept that needs to be addressed so new administrators don't become overly focused on the "urgent" but not so important.

[14.](#) Mentoring is useful and beneficial if the mentee is open to it and is willing to participate in that relationship. Mandating mentoring does not work for students or for adults. The attitude, ability, personality, maturity and confidence of the mentor will severely impact the outcome of this relationship. Both people need to be able to participate in an adult relationship where one does not have " power" over the other or is not a big brother/little sister arrangement rather than two professionals who can bounce ideas off of each other and tap into each others' experiences to work through situations.

[15.](#) I did not receive mentoring during my training. I learned on the job and was lucky enough to have a great principal who taught me many things. I do believe a mentoring program for administrators would be beneficial to the person and the school system!

[16.](#) I did not receive mentoring until I sought it out myself to deal with concerns with my supervisor. It would have also helped me immensely to learn through preparation vs. from my mistakes. I equate my first year of administration to drinking from a fire hose--especially with being in charge of special education and child study without prior experience.

17. I am in a fortunate position in which I have worked with excellent administrator that served as role models for me. I am unofficially mentored by my current principal daily. He willingly shares his knowledge and experience in an effort to grow me into an effective administrator.

18. I notice as I complete the survey my opinions are based on what I think are my personal needs. There are some areas that I chose "important" instead of "very important" because I feel that a newer administrator programs have emphasized these areas and we can contribute back to our mentors. For example, school vision, special education, instruction, and curriculum. These are areas in which I feel I have been able to share with our administrative team. I marked important because I think that we can always benefit from collaboration. I rely on my mentors in the areas of management, community and discipline. The experience of a veteran administrator helps in these areas due to their consistency and variety of experiences. I have a formal mentor and many informal mentors. Our whole administrative team (APs and Principal) have embraced me and have been extremely supportive. Each administrator has different strengths and has been very helpful.

19. I did receive mentoring during my first three years of being an asst. principal. I owe a lot to my two mentors during that time as to my successes as an administrator today. I have also mentored two asst. principals during the last three years which I think has helped them navigate the first couple years of the job. The most important thing to me is that first year administrators need someone that can take time with them and has a strong record of success themselves. Like teachers, it cannot be in name only and it cannot be with someone that struggles in administrative rolls.

20. I have provided mentoring and hopefully, it was useful.

21. I did not receive mentoring except in an informal manner, however now our school division does offer new principals a mentor and I have mentored other principals. My experience has helped others. The school division must allow for time on the clock for the two principals to network.

22. I did receive mentoring from an ex-superintendent. I have found my experience to be invaluable.

23. A school administrator should have someone to ask questions to. However, mentor or not, once the school is yours, the buck stops with the principal.

24. I worked closely with my building principal who also served as my mentor. She has prepared me for my new position, principal! I am hoping we will continue our professional relationship.

25. Stepping out of the classroom into an administrative role, requires different skills and knowledge. During this transition, it is important to have a mentor as one adjusts to the whole school outlook. I informally had a mentor and that experience was valuable for me during the transition from teacher to administrator.

26. I believe a mentoring program designed for new administrators is as important as a structured program for teachers. While formal training is necessary the benefit of learning from a fellow colleague is essential.

27. I received mentoring when I was a new principal. It was very valuable. The mentor was always there to help me work through problems. To know you had someone to call when you needed advice without it being your boss. This was comforting.

28. As a new principal I purposeful located a principal at another school similar in demographic and ethnicity to mentor me. He is a veteran of twenty or more years and has had experience at several levels. I can't begin to describe the needed support I have received from him. I realized

early on that I did not have all the answers and found it was very important to consult with him in making hard decisions. My lack of experience could have caused me some unnecessary grief if I had not consulted him before making some of my decisions. He would listen, ask me what did I think I should do and thereafter tell me quickly, based on his experiences, if my thinking was accurate or if I was on the wrong path - the main idea with mentoring is the mentee's willingness to communicate and mentor's willingness to share.

[29.](#) someone to bounce ideas off is very helpful

[30.](#) I do believe it is vital that beginning administrators have a mentor to help guide them.

[31.](#) Mentoring is about the ability to have conversations about the work. The relationship has to be there in order for this to work. I have found in my years of experience, the best mentoring occurs on a more informal basis. Every new person benefits from a person who is assigned to them to help them in the beginning with the many questions a new administrator will have. However, the best mentoring occurs when someone trusts you, and is willing to have reflective conversations that challenge your professional growth.

[32.](#) It has been my experience that having a fellow administrator to direct questions, share ideas, get opinions, and learn methods for specific tasks was helpful.

[33.](#) I have been in an administrative cohort for the first two years of my position as Assistant Principal. It has been invaluable. I would have loved to have had a one-on-one mentor as well.

[34.](#) The roles of the principals and assistant principals are so diverse and different today that it would be difficult for a principal that has been out of the assistant principal role for a number of years to mentor a new assistant principal. Huge demands of the assistant principals' time involve special education and testing. It would have been great to have had another AP serve as a mentor this year to address those two components alone.

[35.](#) Although not an issue for me at this time, your survey refreshed my memory on the importance of appropriate mentoring.

[36.](#) I began as an administrative intern. That experience was very helpful. The principal was my mentor. I felt very confident when appointed to an assistant principal position.

[37.](#) When I was an assistant principal, I received mentoring from the principal but it was on the middle school level. It was valuable but, now I am a principal at an elementary school and I have not received any mentoring. I feel that I need that mentoring assistance.

[38.](#) There are many programs (schools) with different requirements that we aspiring administrators go through. The actual hands on application is much different. I would hope everyone would benefit from a mentor but the time involved would have to be a major factor for all. Everyone is stressed enough at this time without adding anything new to handle.

[39.](#) I did not receive a mentor when became an assistant principal. I could have benefited from having a mentor. I learned many things on my own through trial and error. I highly recommend mentoring to new administrators.

[40.](#) Every administrator needs someone to confide in and to have just for listening ear and crying shoulder.

[41.](#) I did receive mentoring and it was extremely valuable. My mentor was in my school and they helped me to learn valuable information about my school and school community. They were also able to provide me with direct guidance and they were easily accessible for me to go to if I had an immediate question. Since they also had a vested interest in our school and institutional knowledge about our school they were able to provide me with advice that would benefit our school community.

[42.](#) I have mentored 3 aspiring-to-be principals and 2 of them are currently serving in this position. I think that the conversations that we held were very beneficial to them as well as to me. I picked up some ideas to try myself in addition to both of us posing some questions that neither of us could readily answer. We talked about those questions then talked with others. Afterwards we re-visited the topic and came to agreement about what was PROBABLY the best way to deal with something. I do think mentoring can be extremely helpful (I certainly would have liked to have had this guidance when I first started my administrative career in the 70's) to both mentor and mentee provided there is a good "match" between them and they are willing to talk freely, openly, and with trust! I have grown professionally by being a mentor and all 3 mentees said that they learned a lot from our time together!

[43.](#) I have informally received mentoring as an assistant principal through my principals. This has occurred thanks to having good principals that see the value in collaborating. They have taken the time to work with me, but more time and focused discussions would have been nice. It is difficult to get teachers/parents to see the value in and participate in collaboration while administrators aren't able to benefit from this as well.

[44.](#) I think it is very important for school administrators to have effective and meaningful mentors; not just to check the box or cover a policy. It should be a long term, professional and/or semi-personal relationship that fosters the growth and development of the mentee in the educational profession. A short term (school year) mentoring relationship does not establish a meaningful bond! Equally, the relationship should be a mutually supportive "choice"; not a burden or an assignment. I did not receive "meaningful" mentoring as a novice administrator. Currently, as an assistant principal, I have a supportive principal, but I do not consider him/her a mentor. I have not received any meaningful mentoring from central office personnel, though they

have offered bits of professional information and advice. Given the opportunity, I plan to serve as a mentor for any junior administrators who may express an interest in my professional knowledge and support. Excellent survey, may need more information related to standardized testing (SOLs, NCLB, etc). Good Luck.

[45.](#) I did not receive formal mentoring as a new administrator. I think that for me, this would have made transitions and confidence in the new position much smoother and more productive.

[46.](#) The mentoring I was on the job training' which started 20 years ago. However, today a formal process of mentoring is crucial to the principalship because of the immense responsibilities that we have garnered over time. Mentoring is a very valuable and necessary program much needed in all school systems and districts.

[47.](#) In several instances my responses were relative; for example, gender may or may not be important to mentor assignments when one is a member of a small school system. Mentoring new administrators takes time, interest, and dedication. This role is not an easy one. Not just anyone is suited to that role.

[48.](#) Mentoring is critical for new administrators, especially because there is usually no one else in the building who is able to give advice and counsel in the case of a building principal. I was assigned a mentor and it was somewhat valuable. A formal mentoring situation would have been more valuable.

[49.](#) I have received mentoring from my principal. Her input has allowed me to grow as an administrator. She has been in education for over 30 years and her experience has been of great assistance to me. The only problem is that she is already stretched thin with her time so she can't do as much as I know she would like to. I think it would be very valuable to have a mentor who may be a retired administrator.

50. With the influx of special education students and the impact of NCLB, more time is needed at looking at the laws for students with disabilities as well as the structure of an IEP as well as the best practices for teaching students with disabilities in a collaborative/inclusive setting.

51. Administrator mentoring is very valuable for inexperienced assistant principals being placed in a principal's position within 2 to 3 years. AP's sometimes does not get to experience the responsibilities of leading the school, problem solving, and initiating ideas toward school improvement.

52. I did not receive any formal mentoring as a new administrator. I am in my 8th year as a principal and have always served as a mentor for my new APs.

53. The content of your mentoring plan is very comprehensive, and I cannot think of anything else to add. The extent of my mentoring by others was the assignment of a fellow administrator that I could call if I had questions or needed someone for support. I am retiring at the end of this year after 41 years in the business which includes 4 principalships in 3 states over the last 22 years. Expectations of principals have changed so much that there is not time for "floundering" on the job. Mentoring is essential to enhance job performance.

54. As an Assistant Principal, I consider my Principal as my mentor. Every building runs differently and it would not be beneficial for another administrator to be assigned to mentor me when it may not coincide with my principal's vision. I think at the principal level they have the director of education to work as their "mentor". I don't feel a Mentor program needs to be created for administration. I do feel that we already have that in place in Loudoun County, it just doesn't have a label. I would hope that all good to GREAT administrators are mentoring already!

55. If you should choose a formal mentoring system, it is important to make sure that the proper model is chosen to fit the needs of your school district and your school.

56. I am a new principal with a very strong mentor. I feel very lucky to have connected with another principal in our county. Although this is not a formal mentoring program, the mentoring that is taking place is invaluable. Unfortunately, not all new administrators are as lucky as I am.

57. I had a mentor and found the experience to be VERY helpful as I moved to a new school. I am currently mentoring an AP and a Dean of Students. It has been no problem mentoring two at the same time. Both came highly motivated, talented and knowledgeable.

58. I did not receive any mentoring as a new administrator and I can see where it has hindered some of my growth. Having a seasoned administrator is extremely important.

59. I have not had a mentor because my principal got his job the same year I got mine. Neither of us had any previous administration experience. It has been difficult at times to arrive at solutions with neither of us having experience. I feel that you should serve as an assistant to an administrator who is experienced. If neither have experience it is trial and error and learning may not be accomplished. Thank you for the opportunity to participate in your survey.

60. Having a mentoring type of relationship with my principal has been key to fulfilling my job successfully. She has taught me the ins and outs and what is important through countless conversations. It was not a planned mentoring relationship but I feel our work together will give me the means to eventually be a principal. Training for new administrators is much needed.

61. I believe that it is important although my mentoring was very non-structured and should have been more- especially when I became a principal. It was much more than I had thought it would be after serving as an assistant principal for 8 years. It was helpful to know that my mentor was always available to talk to and get advice and to this day- four years later I still call her.

62. I am presently an assistant principal at a middle school. The student population is 1,600. This year we have a new principal who implemented a new model for the administrative team. We

have a six man administrative team. (Principal, 2 assistant principals and 3 administrative assistants) An administrative assistant is assigned to each grade level- 6,7,8. The other AP and myself are the instructional leaders. I am responsible for math/science and he is responsible for language arts/social studies. The principal takes care of health/pe and electives. The AP and I have been mentors to the administrative assistants. They are appropriately matched at each grade level and because the AP and I have been relieved of the discipline duties, we are more accessible to support the administrative assistants. Prior to this school year and previous administrations, the mentoring relationships at my school have not been as successful because the structure was not conducive to success. The leadership and vision of the new principal has made the present situation work better at this middle school.

63. I'm a 3rd year AP in a division with no formal mentoring program, and actually, no support system for APs. I have made it a point to seek out our newly appointed APs to share my knowledge AND mistakes during my first two years. Job satisfaction is very dependent on a mentoring program. It's an awful feeling not knowing how to do something common because you've never been shown how.

64. In my experience, a new principal should be paired up with a principal who has several years experience in a similar type of school.

65. I am a senior administrator currently involved with a leadership institute/mentoring program for our system. Leadership and management are complementary skills required of successful administrators. Seasoned, knowledgeable, experienced administrators should be involved in direct mentoring programs in which succession planning within a school system is conducted. Leadership is all about opportunity to affect "change" and management is organizational and "sustaining". All specific skills to which you refer in your questions fall under one of the two

categories. One on one mentoring and a "high level" dialogue among colleague mentors and mentees is essential to the success of any program. Otherwise, the program is nothing more than a lecture course. I was most fortunate to have been the recipient of valuable mentor experiences from the beginning of my administrative career which now spans more than 32 years.

[66.](#) New administrators new to a county or building I do believe would benefit from an experienced administrator (one who shares the same position or is a superior). I believe Internships are valuable and believe all counties, as does the county I currently work in, should have 11 month paid Administrative Internship positions (where personnel does not "teach," but share the same responsibilities as administrators, with the goal to learn the ropes).

[67.](#) I am in my second year and have received mentoring and it was very valuable.

[68.](#) The bonding and development of an administrative team takes time and planning but is essential for successful schools to prosper.

[69.](#) This is my second year and I did not receive any mentoring. I wish I could have had a good mentor.

[70.](#) I did not have the benefits of a mentor but would have enjoyed the opportunity. Today's schools need administrators who are well-versed in diversity, special education, and effective communication. The responsibilities of school principals has greatly increased over the past 10 years, especially in the area of accountability. New administrators become easily frustrated and overwhelmed because a lot of the challenges they face today are not necessarily covered in coursework. There is a great need for on-site mentoring.

[71.](#) Mentoring can only help a new administrator in the role of school leader.

[72.](#) I had an excellent recently retired elementary principal as my mentor. It was an invaluable experience for me! I was very appreciative of her insights and advice.

73. One variable that will influence a school division's ability to have a mentorship program for administrators is funding. In order for a mentor to be available to a mentee, unless before and after school hours, his or her duties would have to be covered by someone in their absence.

74. A structured mentoring program would be so valuable. There are so many variables for a new administrator to contend with and a mentor would be of great assistance.

75. A new administrator in a negative situation has an uphill struggle but can learn even in a less than positive situation with little or no mentoring. I think veteran administrators with new administrators should be carefully monitored and a review of whether that situation is a good match is very important to someone new to administration.

76. I did not receive mentoring but I did have someone that I felt free to call when necessary. Usually if a new principal moved up through the appropriate steps he/she would require less mentoring than when someone moves into the position without the appropriate background.

77. The mentor should be someone who is a noted strong administrator in the majority of these fields. If a mentee sees things through only the eyes of his/her mentor, the mentee will tend to approach issues much the same way - which may be good, but may also be bad. A more interesting concept, IMO, is having multiple mentors at once....perhaps 3.

78. I believe administrators should be required to be mentored for at least the first 3-5 years of their principalship.

79. All of the above are important. I believe it needs to be specific to the mentee. We all come to these positions with different strengths and weaknesses as well as different experiences. It shouldn't be a "one size fits all" program.

80. It is key that the mentor-mentee be well matched, even if they are not in the same school. The mentee should feel comfortable seeking advice from the person and the mentor should be willing and insightful in giving it.

81. Need 1. time management skills. 2. supervision of events and crowd control 3. some APs are also building managers - what about all the tasks required with that responsibility? - custodians, key 4. safety and security - crisis plans (evacuation, shelter in place, lockdown, etc.)

82. Modeling is an important aspect of mentoring new administrators.

83. As a new assistant principal, my principal was my mentor. It would have been helpful to have another assistant principal, with some experience, to mentor me also. As a new principal, I found my own mentors to whom I went for help, advice, and "how do I do this" questions.

84. I was not assigned a mentor, however, I was able to develop a similar relationship with someone on my own in this capacity. I do not regret my lack of being assigned a mentor, however, my circumstances were unique.

85. I did not receive mentoring when I was a new administrator four years ago, but I think it would have been very helpful. The division did provide a "group" mentor for all 1st and 2nd year APs during my second year, and that provided a valuable opportunity to learn from an experienced (retired) administrator as well as to form a network with other APs. I have acted as a mentor to new APs during the last 3 years, but there was no formal training and the relationship is informal- not as helpful as it could be, I believe, if it were somewhat formalized and structured.

86. I have received mentoring and it has been one on one and then with a group of new administrators. It is great to have both. The group time makes you realize you aren't in this alone

and others have the same concerns/worries. It also allows you to build relationships with others in your position.

87. It is hard to balance attending training and needing to be in your school.

88. I did have a mentor; however, with no accountability to them, I received little or no real help.

89. Mentoring of new administrators (particularly AP's) is essential. In FCPS, we participate in both a once a month topical "beginning administrators cohort" and have a mentor at our site. My mentor was extremely helpful to me my first year (this is my 4th). Both the county level cohort and the mentor provided me with the information I needed to get up to speed quickly. Kids and parents will eat you alive otherwise - the learning curve is steep and you need to get it quick. One other thing is that in FCPS AP's don't do the master schedule, so that question didn't have relevance to me, but might in other systems. Good luck to you.

90. If you've done a good job hiring administrators, they should already be highly competent in many of the areas that are mentioned here, and therefore should need less mentoring.

91. Mentoring cannot be accomplished during just one year. In order to build a strong foundation for our new administrators, we must draw them into the administrative arena providing them time to absorb the information.

92. My mentorship was more formal and involved a 6-month internship. Taking over this position in the middle of the year was a disadvantage for me as I had little time to learn the policies, routines, and "ins and outs" that are so important on a daily basis. I received assistance from the other administrators primarily through my initiation. Listening and observing were integral factors in my training. As in many cases, my secretary served as my mentor and sounding board, and thank heavens for her patience and assistance. She carried me through a lot

of those "little trivial questions" which end up being the most significant for a new administrator or for anybody taking on a new position.

[93.](#) It is very important. I did receive mentoring from a retired principal, but that person was not allowed to communicate with my principal. It would have been more helpful if there had been more direct communication/reports.

[94.](#) As with new teachers receiving mentors or being part of an "academy" to help navigate the course of teaching and learning, classroom management, making connections with students, colleagues, parents, and the community, so is having a formalized mentoring initiative for newly appointed administrators (A.P.'s or Principals).

[95.](#) The mentoring I received was very informal and was extremely helpful. I think all new administrators would benefit from a formalized mentoring program.

[96.](#) I would love to see the results of this survey!