MENTORING AND COACHING SCHOOL LEADERS: A PHENOMENOLOGICAL STUDY OF ADAPTIVE EXPERTISE FOR SCHOOL ADMINISTRATORS

by

Joanne Robinson

A Dissertation Presented in Partial Fulfillment

of the Requirements for the Degree

DOCTOR OF EDUCATION IN SCHOOL LEADERSHIP

University of Phoenix

July 2010

MENTORING AND COACHING SCHOOL LEADERS: A PHENOMENOLOGICAL STUDY OF ADAPTIVE EXPERTISE FOR SCHOOL ADMINISTRATORS

by

Joanne Robinson

July 2010

Approved: James Bailey, Ph.D.

Carol Risik Hall, Ed.D.

Norma J. Turner, Ph.D.

Accepted and Signed:_____
James Bailey Date

Accepted and Signed:_____
Carol Risik Hall Date

Accepted and Signed:_____
Norma J. Turner Date

_____
Jeremy L. Moreland, Ph.D. Date
Dean, School of Advanced Studies
University of Phoenix

ABSTRACT

The purpose of this qualitative phenomenological study was to examine adaptive expertise acquired through a MentoringCoaching program in two diverse school districts in the province of Ontario, Canada. The inquiry has been based upon the following three questions:

1. What aspects of MentoringCoaching programs influence school leaders' growth and expertise in the domains of setting direction, building relationships and developing people, developing the organization, leading the instructional program, and securing accountability?
2. How does a MentoringCoaching relationship benefit the expertise of mentors, the mentees, and a school system as a whole?
3. What features of a MentoringCoaching program in a school district are viewed as building tri-level leadership capacity that focuses on powerful instruction and student learning?

Interviews and focus group conversations with mentors, mentees, and steering committee members have been transcribed and analyzed to present the data. A volunteer self-reflection questionnaire was completed by 63% of the participants and confirmed the results of the transcribed data. Findings and interpretations are based on the lived experiences of all participants.

The findings from the study concluded that the domains of expert performance of school leadership in Ontario are positively affected by participation in a MentoringCoaching program. The benefits are equally positive for the mentors, the mentees, and the steering committee members. Setting direction is the area of expertise most strongly influenced by

the program. The blending of a formal mentoring program with individual coaching skills is a “recipe” for broad impact on the culture of a school district. A formal MentoringCoaching program that places instructional leadership and improved student learning at the core of the goal-setting process has greater potential for a system focus on academic press. The acquisition of expertise in school leadership can be accelerated for all participants who take part in a MentoringCoaching program.

DEDICATION

To my husband Brian who has been my rock and inspiration.

To my children and grandchildren who have waited patiently for my attention.

To my mom who has always been my loudest cheerleader.

ACKNOWLEDGMENTS

Finishing this journey without the support and encouragement from all my family, friends, and colleagues in school leadership would have been impossible.

The staff at the Ontario Principals Council has rescued me many times over the months and years of completing this program, and I would like to thank them for their unwavering support.

Dr. James Bailey, Dr. Carol Hall, and Dr. Norma Turner, as my committee, have provided guidance and direction that I sincerely appreciate.

TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION

In the province of Ontario, Canada, education is a provincial government responsibility. Within the education sector in Ontario, a school leader must certify and successfully complete a rigorous licensure program. Data published by the Ontario College of Teachers have indicated that by the year 2010 over 75% of educators qualified as principals or vice principals would be eligible to retire (McIntyre, 2000, p. 4). A shortage of qualified principals and vice principals is inevitable. In a research report submitted in June 2008 to the Institute for Educational Leadership (IEL) by The Learning Partnership (2008), the shortage is confirmed: 58% of elementary and 65% of secondary principals are over the age of 50 (p. 34). Mentoring and coaching programs in schools and districts throughout North America represent a proactive and timely response to the shortage of school leaders (Zachary, 2005). This study has examined features of MentoringCoaching programs perceived to have helped novice school leaders develop expertise. Chapter 1 includes an introduction to the background and significance of the problem, along with the nature of the study, an overview of the research method and design appropriateness, the theoretical framework for the study, the research questions, definitions of terms, a description of assumptions, and the scope and limitations of the study.

Background of the Problem

The exodus of school leaders identified by the Ontario College of Teachers (2000) and the Learning Partnership (2008) has resulted in school leaders with limited teaching experience assuming the position of principal or vice principal. School districts are unclear as to how to establish mentoring and coaching programs that contribute to

meaningful leadership development (Wallace Foundation, 2007). Making learning and teaching the top priority for all school leaders requires tri-level capacity building through mentoring and coaching programs that include a focus on powerful instruction and student learning. A culture of mentoring that supports an emphasis on learning and teaching throughout the district can build awareness of powerful teaching strategies, collective efficacy, and academic press (Leithwood, 2006, p. 19). Leithwood (2006) used the phrase "academic press" to describe school leaders' focus on student learning (p. 19). In the province of Ontario, the identification of models of MentoringCoaching programs for school leaders can attract and retain better leaders with better instructional knowledge who are "leaders of change who put teaching and learning first in their schools" (Wallace Foundation, 2007, p. 3).

In May 2007, the Ministry of Education for Ontario invited proposals from school districts and professional associations to pilot MentoringCoaching programs for school administrators with less than three years' experience. The professional association for principals, the Ontario Principals Council (OPC), successfully submitted a proposal for a partnership and study among six school districts across Ontario, Canada. Each district received common elements of support from the OPC and designed an implementation plan unique to the school board. The pilot funding was for one school year and required a reporting process defining the participants' and associations' recommendations for a provincial MentoringCoaching program. Within each school board, a steering committee of practicing principals and at least one supervisory official was responsible for coordinating the initiative at the district level and working with the association coordinator and research team.

Each participating school district, with support from the OPC, determined the method for matching mentors with mentees, the expected frequency of meetings for mentors and mentees, and the expectations for reporting growth and experiences. Individuals in school leadership acquire expertise through the experiences, reflections, and adaptations made while in the leadership role. The availability of a veteran (mentor) who has knowledge, understanding, and "automaticity" (Feltovich, Prietula, & Ericsson, 2006, p. 53) in the role allows a newly appointed leader to learn, take risks, focus on learning and teaching, and acquire expertise in school leadership.

Six school districts volunteered to participate in the pilot, and two of the participating school districts have been selected to share their views of the phenomena experienced and the expertise adapted through the program. The pilot MentoringCoaching programs were initiated during the 2008–2009 school year and are continuing throughout 2009–2010. A small rural district and a large district with a blend of urban, suburban, and rural areas were selected for data collection in order to ensure a manageable amount of high quality data that represents participants' views of the effectiveness of the program.

The MentoringCoaching program in each school district had common features that were provided through the Ontario Principals Council and design features that were unique to the individual districts. From the OPC, the participating districts received training for mentors, steering committee members, and some mentees on the features of an effective mentoring program. The content of this training consisted of the work of Lois Zachary. From the OPC, the districts also received training from certified professional coaches at minimally three intervals throughout the year. This coaching

training was for the mentors and the steering committee members, but in some districts the mentees were also invited to the training. Within each district, the identification of the participants who would act as mentors, mentees, and lead mentors was a process performed by the steering committee members. Steering committee members also had other organizational and motivational responsibilities for the successful implementation of the MentoringCoaching program. The specific design and implementation of the MentoringCoaching program in each district was unique to the district.

Research on the acquisition of expertise and the accumulation of expert knowledge in a particular domain exists for many fields (Ericsson, 2006), but little research exists on the development of expertise in school leadership. Succession planning practices across Ontario will benefit from this qualitative phenomenological study and the investigation of the impact of MentoringCoaching on the development of expertise among novice and veteran school leaders. A study to investigate the leadership practices and competencies that are enhanced through MentoringCoaching programs is timely in the province of Ontario.

Statement of the Problem

School leadership in Ontario is in crisis. Many principals and vice principals are eligible or will soon be eligible to retire. In Ontario, educators are eligible to retire with a full pension when years of experience and age total 85. The expertise acquired by the experienced principals and vice principals during their tenure will be lost unless school districts strategically implement mentoring and coaching programs in school districts across Ontario. School leadership is a complex, demanding position, and fewer quality teachers are aspiring to the position at a time when the highest caliber of leaders is

necessary (Learning Partnership, 2008). Although many factors serve to deter teachers from aspiring to a leadership role, a key factor is the perceived high risk of the position. Demands from supervisory officers, the school board, parents, unions, and teachers and the expectation of improved student achievement, all without sufficient support, autonomy, or significant additional compensation, discourage teachers from aspiring to attain a leadership position.

Being a principal does yield rewards. Veteran principals and vice principals consistently report intrinsic benefits, such as influencing student achievement and making a difference in the lives of students (Learning Partnership, 2008) as key factors in job satisfaction. The problem is the need to identify the features of mentoring and coaching programs that will help to defray the anxiety associated with school leadership and to tap into the expertise of experienced administrators.

Purpose of the Study

The purpose of the proposed qualitative phenomenological study was to examine adaptive expertise acquired through MentoringCoaching in two of six participating school districts in Ontario, Canada. The features of the programs perceived as contributing to the development of expertise among novice and veteran school leaders has been investigated. Research indicates quality principals have a positive impact on student performance (Gray, Fry, Bottoms, & O'Neill, 2007). School leadership is a science that improves with time, experience, practice, and reflection. According to Feltovich, Prietula, and Ericsson (2006), "Research on what enabled some individuals to reach expert performance, rather than mediocre achievement, revealed that expert and elite performers seek out teachers and engage in specially designed training activities

(deliberate practice)" (p. 61). The use of MentoringCoaching programs results in an opportunity for novice principals and vice principals to receive teaching and deliberate practice with the guidance of a veteran in a supportive learning culture.

Significance of the Study

Schools are complex institutions requiring a high level of performance from the individuals who lead them. The roles of principals and vice principals are demanding and multifaceted. The certification and preparatory programs required for a teacher to be eligible to accept the position of school administrator are time bound and often include a focus on legislative and operational aspects of the role. Only through experience and time in the position can administrators gain the leadership qualities that help to raise performance to expert levels.

Support during the initial years of practice, in the form of mentoring relationships with colleagues who have a breadth and depth of experience, can help to minimize the frustrating and challenging situations that detract from a leader's development and growth. An investigation of participants' changes in practice and competencies as a result of the MentoringCoaching experience resulted in significant information for school boards across Ontario as the expectation for establishing a mentoring program increases. The study has also been informative for professional associations responsible for supporting school leadership in all 72 school districts in Ontario.

Ontario has identified five domains of leadership practices and competencies school leaders in Ontario must demonstrate: setting directions, building relationships and developing people, developing the organization, leading the instructional program, and securing accountability (see Appendix A). Because leadership expertise in Ontario is a

learning continuum that can be accelerated through the MentoringCoaching program, a study regarding the features of a MentoringCoaching program that supports the development of practices and competencies required in complex school environments is important.

Ken Leithwood and his colleagues have identified school leadership as second only to classroom instruction among all school-related factors that contribute to student learning (Leithwood, Louis, Anderson, & Wahlstrom, 2004), yet the process for developing and refining expertise in school leadership is unclear. Zimmerman (2006) claimed, "The attainment of expertise in diverse fields requires more than nascent talent, initial task interest, and high-quality instruction; it also involves personal initiative, diligence, and especially practice" (p. 705). Such factors also contribute to the potential significance of the study because the intent of the study was to identify ways to develop expertise in school leadership through the use of MentoringCoaching.

Nature of the Study

The study to determine the impact of MentoringCoaching programs implemented in two of the six participating school districts in Ontario, Canada, has used a phenomenological design. The gathering and analysis of data occurred through the collection of "authentic and compelling narratives" (Janesick, 2003, p. 58) from the participants. A holistic search for an understanding of relationships and social interactions among the participants, without "making predictions" (Janesick, 2003, p. 57) of the outcomes, has resulted in uniformity throughout the study. The researcher is the coordinator of the provincial MentoringCoaching program and has direct involvement

with the volunteer participants and is competent to gather information from the participants (Janesick, 2003).

Each of the six school districts involved in the MentoringCoaching pilot program approached the project in subjective ways unique to the individual system, allowing each participant a subjective and unique experience. Capturing the commonalities among the complexities of the programs required the use of qualitative research to document the uniqueness of each social context (Freebody, 2004). Data collection in two of the six districts in the study occurred through the use of interviews and questionnaires among the system level leaders and steering team members in each district, the mentors, and the mentees. Triangulation of the data from multiple sources indicating participants' perceptions of the impact of the MentoringCoaching program has resulted in valuable information that can be made public and accessed by others in the field (Freebody, 2004).

Overview of the Design Appropriateness

The qualitative phenomenological design is appropriate for this study because "perception is regarded as the primary source of data" (Moustakas, 1994, p. 52). The main source of data is participants' views of the experience and expertise in school leadership acquired during the project. All participants in two of the six participating school districts have had the opportunity to describe the phenomena related to their MentoringCoaching experience through the use of individual and team interviews. The use of self-reflection questionnaires completed by the district steering committees, mentors, and mentees has augmented the data collection process. All participants from two of the six participating school districts received an invitation to contribute responses to the study. Discussions in the interviews originated with the research questions

identified for the study. The use of horizonalization helped to organize the statements into clusters of meanings or phenomenological concepts. The concepts have been compiled to provide textural and structural descriptions of the MentoringCoaching experience (Creswell, 1998, p. 54). Creswell (1998) explained that an understanding of the phenomenon through the voices of the participants and bracketing of preconceived ideas to suspend judgment (epochè) about MentoringCoaching are integral to the methodology. Presentation of the data includes "verbatim examples of data collection, data analysis, synthesis of data, horizonalization, meaning units, clustered themes, textural and structural descriptions, and a synthesis of meanings and essences of the experience" (Creswell, 1998, p. 177).

Research Questions

A draft form of Ontario's leadership framework emerged in March 2007 (see Appendix A**).** The organization of the practices and competencies identified in the document consisted of five domains: setting direction, building relationships and developing people, developing the organization, leading the instructional program, and securing accountability. To ensure the study was relevant to the leadership framework, participants in the MentoringCoaching program answered interview questions regarding the aspects of the program that had the greatest influence on their growth and expertise in the five domains. Mentoring and coaching programs require participation and support from all levels of leadership. The collection of information from all participants, including the steering committee of each board, has informed the perceived benefits of the program to the mentees, the mentors, and the system as a whole.

Fink and Resnick (2001) asserted that despite an espoused commitment to instructional leadership, most principals are generic managers with little time for such leadership. Determination of the features of the MentoringCoaching programs in each school district that help to build tri-level leadership capacity, with a focus on powerful instruction and student learning, is essential. The following three research questions will form the basis of the interviews and self-reflection questionnaires:

1. What aspects of MentoringCoaching programs influence school leaders' growth and expertise in the domains of setting direction, building relationships and developing people, developing the organization, leading the instructional program, and securing accountability?

2. How does a MentoringCoaching relationship benefit the expertise of mentors, the mentees, and a school system as a whole?

3. What features of a MentoringCoaching program in a school district are viewed as building tri-level leadership capacity that focuses on powerful instruction and student learning?

The three research questions underlay the development of the research study and its processes.

Theoretical Framework

The theoretical framework aligned with the study of MentoringCoaching programs in Ontario was consistent with cognitive theory and adaptive expertise (Zimmerman, 2006). Although each participant in the MentoringCoaching program demonstrated some knowledge and proficiency in school leadership by virtue of being promoted to the role of school administrator, expertise "involves personal initiative,

diligence, and especially practice" (Zimmerman, 2006, p. 705). According to Ericsson (2006), experts in any field generally engage in preparatory activities in the domain with support from masters in the discipline. The National Academy of Sciences (as cited in Bransford, Brown, & Cocking, 2000) published the following:

> Adaptive experts are able to approach new situations flexibly and to learn throughout their lifetimes. They not only use what they have learned, they are metacognitive and continually question their current levels of expertise and attempt to move beyond them. They don't simply attempt to do the same things more efficiently; they attempt to do things better. (p. 48)

The participants in the MentoringCoaching study had the opportunity to reflect on their own leadership capacity. The participants reflected upon their ability to influence colleagues, solve leadership challenges in novel and creative ways, and identify the learning continuum and growth pattern that may impact learning and teaching in their schools and districts. Bransford (2001) noted MentoringCoaching program participants have the potential to develop into leaders motivated by challenge and ambiguity who always see more to learn (para. 13).

As experience and expertise grow, so does the ability of school leaders to respond to situations in innovative and creative ways. Bransford et al. (2000) and Chi, Glaser, and Farr (as cited in Crawford, Schlager, Toyama, Riel, & Vahey, 2005) described four hallmarks of expert performance. First, experts notice features and meaningful patterns of information that are not noticed by novices. Second, experts can retrieve from memory relevant knowledge quickly and with little attentional effort. Third, experts tend toward routinization and automaticity in their performance, which increases speed and

efficiency. Fourth, experts have rich, complex domain-specific knowledge schemas, constructed from large amounts of experience that are differentiated and hierarchically integrated (p. 4).

The development of expertise in the domain of school leadership occurs on a continuum of learning that develops over time as problems to be solved emerge and leaders acquire an ability to transfer knowledge of known solutions to new and challenging situations. Problems in education are unpredictable and unfamiliar (Barnett & Koslowski, 2002). With time and experience, new administrators acquire the hallmarks of expert performance that help to address the challenges of the role with efficiency and innovation. Knowledge and confidence come with expertise. The intent of MentoringCoaching relationships is to support newly appointed leaders to build knowledge and confidence and share the expertise of veteran school leaders.

Administrators in Ontario can be appointed to the position of principal or vice principal with as little as five years' experience as a teacher. The amount, breadth, and depth of leadership experience preceding an appointment vary widely. In a commentary on expertise research, Hatanoo and Oura (2003) claimed, "learners in a given domain initially possess the necessary ability and interest" (p. 27) to begin, and "the process of gaining expertise is assisted by other people and artifacts" (Hatanoo & Oura, 2003, p. 26). The use of MentoringCoaching programs can help to provide such assistance and support growth along the expertise continuum in school leadership domains. The relationships that form during the programs allow the participants to explore ideas, discuss the potential advantages and disadvantages of a decision, give and receive guidance, and benefit from others' experience and expertise. A focus on relationships

may help to move a district beyond the sink-or-swim treatment of newly appointed leaders to a culture of support and a community of learners.

A study to identify the impact of MentoringCoaching programs on the acquisition of leadership practices and competencies for school leadership in Ontario is timely. Principals and vice principals must be adaptive experts, and an inquiry to establish the relationship between MentoringCoaching and adaptive expertise has been worth exploring. The specific leadership competencies and practices recognized for school leaders in Ontario (see Appendix A) are the key domains for the identification of adaptive expertise and form the basis of the research questions for the present study.

The independent variables for the proposed study are multifaceted. Each mentor received common training in mentoring and coaching through the OPC. Participating school boards designed MentoringCoaching programs in unique formats that reflected the populations of their individual districts. The features of two of the programs comprised one of the distinguishing features studied as part of the research.

Definition of Terms

Throughout the study, a few terms are frequently referenced. The expressions coaching, expertise, instructional leadership, mentee, mentoring, MentoringCoaching, Ontario's Leadership Framework, and tri-level leadership may require some clarification. For the purposes of the study, the following operational definitions apply.

Coaching. In the pilot study, the use of coaching helped to facilitate the desired change through a co-created process and relationship of ongoing support and challenge. The skills and principles of coaching include a focus on taking an individual or group from where they were to where they want to be. Coaching serves as a tool for building

individual and team learning capacity and for developing competency and self-awareness. Coaching supports the job-embedded, context-specific, and results-driven principles of effective professional development (Nishimura & Sharpe, 2007).

Expertise. According to Ericsson (2006b), expertise refers to the characteristics, skills, and knowledge that distinguish experts from novices and less experienced people. Individuals acquire adaptive expertise by the deliberate "structuring of specific tasks to facilitate setting appropriate personal goals, monitoring informative feedback, and providing opportunities for repetition and error correction" (Ericsson, Krampe, & Tesch-Romer as cited in Zimmerman, 2006, p. 705). For the purposes of this study, the acquisition of expertise in school leadership occurs through the MentoringCoaching program, which provides the goal setting, feedback, and learning opportunities to allow candidates to grow and improve.

Instructional leadership. Instructional leadership refers to practices and competencies with a focus on learning and teaching programs that benefit students and learning environments in schools (Institute for Education Leadership, 2007).

Mentee. Mentee is the term used to identify newly appointed principals and vice principals with less than three years of experience as an administrator who are working with a mentor in the MentoringCoaching program.

Mentor: Mentor is the term used to identify the experienced principals who are trained with professional coaching skills to work with a mentee or newly appointed administrator or a group of newly appointed administrators in the MentoringCoaching program.

Mentoring. In this study, mentoring refers to a reciprocal learning relationship in which mentors and mentees agree to a partnership in which they work collaboratively toward the achievement of mutually defined goals to develop a mentee's skills, abilities, knowledge, and thinking (Zachary, 2007).

MentoringCoaching. MentoringCoaching is a term adopted for the study in Ontario to represent bringing the framework and skills of coaching to that of mentoring because it expands what is possible within the relationship and emerging support network as the rigor and depth of the effective partnership develop (Nishimura & Sharpe, 2007).

Ontario's Leadership Framework. *Ontario's Leadership Framework* is a publication released through the Institute for Education Leadership in Ontario to fulfill the mandate of defining and supporting school leadership development in the province. The domains of effective leadership identified in the framework include setting direction, building relationships and developing people, developing the organization, leading the instructional program, and securing accountability. Each domain consists of specific practices, competencies, skills, knowledge, and attitudes that further define effective leadership in Ontario (see Appendix A).

Tri-level leadership. Tri-level leadership refers to the necessity of bringing coherence and alignment to initiatives mandated at the provincial (or state) level, the district level, and the school level (Fullan, Hill, & Crevola, 2006). In the MentoringCoaching program in Ontario, the provincial priority of supporting developing leaders at both the district and the school level resulted in the coherence and alignment required for success.

Assumptions

The qualitative study on the impact of MentoringCoaching programs in two school districts in Ontario was based on assumptions about the participants and the programs. The first assumption was the school districts had identified members of the steering committee who were responsible for identifying the participants. Mentees were school administrators with less than three years' experience. An assumption was mentors were practicing principals who had experience in the district and were respected by their colleagues and senior administration in the district. Candidates participating in the study were volunteers who had expressed interest in taking part in the study. The senior administration in each district had supported the steering committee, and the committee consisted of school principals who were willing to serve on a committee to organize the program.

The second assumption related to the distinct role of the professional association. Each district received specific training for the mentors through the OPC. The training consisted of three coaching sessions for the mentors in each district as well as a training session with a mentor training expert from Arizona. Although the program included common training opportunities, the feedback from the participants reflected the distinct program in each district.

A third assumption was participation in the MentoringCoaching program in each district was free from a supervisory or appraisal dimension. The participating educators had a focus on building capacity both within themselves and in others, without judgment or fear of reprisal. The final assumption was the participants who accepted the invitation

to participate in the study and volunteered to share interpretations of their experiences would provide accurate and authentic information.

Scope and Limitations

The scope of the inquiry was extensive in that it included 75 participants in two school districts in the province of Ontario, Canada. The data included feedback from mentors, mentees, and the supervisory officials responsible for leadership development in the districts. The present study included documentation of growth in leadership competencies and practices as the expertise of participants evolved from both a personal perspective and a system perspective. The participants represented the diversity and demographics of the province, and the MentoringCoaching program for each district was unique. The key focus for the participants was to identify the elements of the MentoringCoaching program in their district that contributed to their leadership capacity.

One limitation of the study involved the time constraint for the data-gathering process. Conducting interviews with participants in two locations over a few weeks was challenging, but manageable. The two districts are approximately 500 miles apart. As Janesick (2003) confirmed, "Qualitative design demands that the researcher stays in the setting over time" (p. 57). Participants were aware of the expectations and eager to contribute.

Research bias may have limited the generalizations that emerged from the study. Participants were volunteers who expressed an interest and willingness to participate. The study would not have revealed the implications of the MentoringCoaching program if the program had taken place in a culture of resistance and unwillingness to participate. The participants have continued with the MentoringCoaching program through the 2008–

2009 and continued through the 2009–2010 school year, and involvement has been voluntary.

Delimitations

A delimitation of the study involved interviewing the participants in two of the six participating six school districts. The study included one small, rural district with a focus on one-to-one relationships and one larger, urban district that has embraced a tiered program that includes large-group activities, small-group sessions, and one-to-one MentoringCoaching relationships for another perspective on the merits of the program. While gathering information from participants in two diverse districts ensured a manageable amount of valid and reliable data, generalizability was limited to groups that would be comparable to the participants in the present study.

Summary

Adaptive expertise in the field of school leadership has been worthy of investigation. The results of a study of MentoringCoaching in two school districts in Ontario determine the nature of expertise the participants feel they developed as a result of participation in the program. Expertise generally accrues over a period of years and a variety of experiences. If an expert is “someone whose level of performance exceeds that of most others” (Cianciolo, Matthew, Sternberg, & Wagner, 2006, p. 614), a study to determine the leadership practices and competencies demonstrated by the experts and novices who participated in the MentoringCoaching program is important. An inquiry into the impact of MentoringCoaching programs for novice school leaders may result in important information for school districts, professional associations, and the Ontario Ministry of Education.

Chapter 2 includes a review of the literature on mentoring and coaching programs in both the education and the corporate communities and as presented in the literature on adaptive expertise. The review may indicate the benefits of implementing MentoringCoaching as a human resource management strategy. Adaptive expertise is an increasingly popular field of study, but little research exists in relation to its influence in the education sector.

CHAPTER 2: REVIEW OF THE LITERATURE

The literature contains thorough research and documentation with regard to mentoring and coaching in the realm of leadership development. Mentoring programs have existed either formally or informally in school districts for many years. A consensus exists that mentoring and coaching are beneficial both for the mentees and for the veterans who act as mentors or coaches. The research study has resulted in valuable information for school districts and leadership development programs in Ontario and beyond through a determination of the following three perspectives. First, the findings helped in understanding various models of MentoringCoaching programs influencing school leaders' growth and expertise in setting direction, building relationships and developing people, developing the organization, leading the instructional program, and securing accountability (see Appendix A). Second, the present study was designed to explore the ways in which a MentoringCoaching relationship can benefit mentors, mentees, and public school systems as a whole. Third, the study resulted in greater awareness of the features of a MentoringCoaching program in a school district viewed as capable of building tri-level leadership capacity.

In the corporate world, mentoring programs represent a key approach for supporting and retaining quality leaders throughout an organization. A review of the literature helped to substantiate the role of mentoring programs and coaching in a universal leadership development strategy. The literature review for the study proceeded with the intent to discover possible designs of mentoring and coaching programs for principals and vice principals. Although some programs exist in jurisdictions outside

Ontario, the focus was on distinguishing features that influence the development of leadership competencies and practices defined for Ontario province.

Principals and vice principals are appointed to the positions they have because they are perceived as having a level of expertise qualifying them to lead in a school environment. The expertise that leaders develop and acquire through the mentoring and coaching process is ongoing and exponential. The review of the literature on adaptive expertise and the influence of motivation, encouragement, and social environments on the continuance of school leaders' growth resulted in significant background information for the study.

Chapter 2 begins with an outline of the historical importance of mentoring as a strategy for developing the competence and confidence to perform in a field. Chapter 2 includes a review of the literature on school leadership competencies and practices relating to the leadership framework for Ontario, resulting in confirmation that the framework is founded on substantial research and study. A review of the literature on mentoring and coaching in the corporate world and education indicated the need for a study to determine the impact of mentoring and coaching on developing the practices and competencies specific to school leadership in Ontario. Chapter 2 concludes with a review of the literature on adaptive expertise and the realization that few studies currently exist linking mentoring and coaching opportunities with the development of expertise in school leadership.

Documentation

An in-depth review of the literature was conducted in support of the research questions concerning the impact of MentoringCoaching programs on the development of

school leadership expertise for mentees, mentors, and entire districts in Ontario. The literature review included 19 books, 19 journal articles, 11 Web-based resources, 4 provincial documents, 4 research reports, and 2 published dissertations. Search topics included the history of mentoring as an organizational capacity-building strategy, school leadership competencies and practices internationally recognized as effective. Additional topics included the merits of mentoring programs in the corporate community and in the education community, and scientific research on expertise and expert performance. A comprehensive review of the literature revealed a need for this study to identify the aspects of school leadership expertise that are enhanced through MentoringCoaching.

Literature Review

Mentoring and coaching are longstanding facets of human interaction. The label for the mutually supportive relationship called mentoring in the English language has its origin in Greek mythology:

> Around 1200 B.C. Odysseus was leaving for the siege of Troy when he appointed his friend, Mentor, to be a surrogate father to his son, Telemachus. Historical records show that skills, culture, and values in preparation for manhood were learned in this paired relationship. (Nefstead & Nefstead, 2005**,** p. 1)

Historical Perspective

The idea of experts taking younger, less experienced individuals under their wings is timeless. The notion of young people learning a craft or trade through apprenticeship and shadowing has been a pillar of the human condition and progressive evolution for centuries. So has the concept of specialists adopting protégés who will acquire the

expertise of a trade and further advance the field. As Nefstead and Nefstead (2005) posited,

> Over the years, informal mentoring relationships have advanced careers and guided skill building through a profession or organization. As societies become more complex and impersonal, the need for person-to-person mentoring becomes even more important. People must develop skills to succeed in today's complex and rapidly changing job market. As a result, mentoring assumes an emphasis beyond the standard employer/employee relationship. (p. 1)

The inquiry into mentoring and coaching in education in Ontario identified the virtues of personal, trusting relationships in complex school and district environments. The study has investigated a previously unexplored area: expertise in principal leadership acquired through the deliberate involvement of purposeful engagement and learning (Ericsson, 2006b) jointly determined by and enhanced through a mentoring relationship. The advancement in skills and expertise measured through the study has helped to inform the field of leadership development and succession planning in education throughout the province of Ontario and beyond.

Principal Leadership

Broad investigation and definition exist with regard to the field of school leadership. The practices and competencies identified by the province of Ontario (see Appendix A) comply with the available research. Ontario's leadership framework was released in March 2007 through the Institute for Education Leadership.

Core Leadership Competencies

The identification of leadership practices and competencies is necessary to address the research questions regarding the benefits of the MentoringCoaching program. The leadership framework for principals and vice principals in Ontario (see Appendix A) was based on research published by Leithwood and Riehl (2003) entitled *What We Know about Successful School Leadership*. The competencies determined to be apposite for administrators in Ontario stemmed directly from the conclusions drawn by Leithwood and Riehl (2003) concerning the core set of competencies required for successful leadership in most educational contexts.

As indicated in Chapter 1 and Appendix A, the practices and competencies comprise five domains: "(a) setting direction, (b) building relationships and developing people, (c) developing the organization, (d) leading the instructional program, and (e) securing accountability" (Institute for Education Leadership, 2007, pp. 10-11). Setting direction includes "identifying and articulating a vision, creating shared meanings, creating high performance expectations, fostering the acceptance of group goals, monitoring organizational performance, and communicating" (Leithwood & Riehl, 2003, pp. 5-6). Building relationships and developing people comprises "intellectual stimulation, providing individualized support, and providing an appropriate model" (Leithwood & Riehl, 2003, p. 6). Developing the organization encompasses "strengthening the school culture, modifying organizational structure, building collaborative processes, and managing the environment" (Leithwood & Riehl, 2003, p. 7).

Hallinger and Heck (1996) informed the studies of Leithwood and Riehl (2003) by addressing the role of principals in school effectiveness. According to Hallinger and Heck, "Principal leadership that makes a difference is aimed toward influencing internal school processes that are directly linked to student learning" (p. 38). Leithwood and Riehl (2003) introduced a similar proposition emphasizing the importance of vision, school goals, focus on student learning, and engagement of others in the achievement of the goals. Leithwood and Riehl contended six claims about school leadership are identifiable within the practices and competencies expected for school leaders in Ontario. What is not evident in the research or Hallinger and Heck or Leithwood and Riehl is the process by which school leaders are able to acquire the practices, competencies, skills, knowledge, and attitudes of effective leaders. The study of MentoringCoaching programs in Ontario included an investigation of the links between the core practices characterizing expertise in school leadership in Ontario and one possible process for developing school leaders and expertise.

Cotton (2003) confirmed that the importance of principals as the key to improved student learning recently gained additional support. Throughout school systems across North America and Europe, the accountability for student achievement rests on the principal and the district administration. Cotton identified 26 areas in which principals of high-achieving schools are effective. The 26 leadership behaviors and traits positively related to student achievement fall into five domains correlating closely with the practices and competencies outlined in Ontario in March 2007. Those domains include establishing a clear focus on student learning, interactions and relationships, school culture, instruction, and accountability (Cotton, 2003, p. ix). Cotton's work aligns with the

direction declared by the Institute for Education Leadership in Ontario as creditable for school leaders in Ontario. Cotton did not prescribe the professional supports such as mentoring and coaching that promote the development of expertise in leadership practices.

Hopkins (2005) described reforms in education as a transition from prescription to professionalism with the following four drivers required for success: personalized learning, professionalized teaching, networks and collaboration, and intelligent accountability. School leaders are pivotal in ensuring each condition prevails in the schools and systems for which they are responsible. Metacognition and assessment for learning form the two key components of personalized learning and correlate with the last two of the five domains included in Ontario's March 2007 leadership framework: leading the instructional program and securing accountability.

Hopkins' (2005) professionalized teaching driver was similar to leading the instructional program in Ontario's leadership framework in that it refers to the repertoire of strategies used to engage and stretch students in a learning culture. Hopkins' learning culture required continual professional learning of everyone: students, teachers, and administrators. The third driver, networks and collaboration, most closely aligned with the MentoringCoaching pilots in Ontario. Hopkins claimed, "Facilitated networks are needed to spread best practice and ensure it generates improvement across the system" (p. 10), and networks and collaboration are the essence of MentoringCoaching. A study of MentoringCoaching programs in two districts may result in a level of professional practice that raises the bar on school leadership. The study may also include an exploration of creative and innovative means for deliberately developing expertise by

ensuring networks and collaboration among veterans and newly appointed school leaders. Hopkins' (2005) fourth driver, "intelligent accountability" (p. 11) is parallel to Ontario's domain of securing accountability. According to Hopkins (2005), if every school is to be a great school, a balance between internal and external assessment is necessary. The MentoringCoaching pilots in Ontario may result in clear feedback on the processes for internal and external accountability that build capacity among the participants.

In a meta-analysis of the research on specific leadership behaviors that impact student achievement, Marzano, Walters, and McNulty (2005) identified 21 responsibilities of school administrators. The leadership practices and competencies recognized in Ontario and encompassed by the domains of Ontario's March 2007 leadership framework reflect all 21 responsibilities. The practices include "affirmation; change agent; contingent rewards; communication; culture; discipline; flexibility; focus; ideals/beliefs; input; intellectual stimulation; involvement in curriculum, instruction, and assessment; knowledge of curriculum, instruction, and assessment; monitoring/ evaluation; optimizer; order; outreach; relationships; resources; situational awareness; and visibility" (pp. 42-43). The leadership capacities valued throughout North America (Marzano et al., 2005) comprise a valuable standard for determining the significance of the project and measuring the impact of the MentoringCoaching program in Ontario.

An emphasis on instructional leadership and its impact on student achievement prevailed throughout the literature. The results of a recent study (Quint, Akey, Rappaport, & Willner, 2007) regarding instructional leadership, teaching quality, and student achievement in three urban U.S. school districts reinforced the pivotal role of school leaders in influencing student achievement. Quint et al. contended "the greater the

importance principals place on professional learning, the more committed teachers are to attending instruction-related professional development and improving the quality of classroom instruction" (p. 35). The results of the study align with the work of Leithwood, Day, Sammons, Harris, and Hopkins (2006) with regard to how leadership influences student learning. Leithwood et al. claimed, "Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school" (p. 5). School administrators conclusively influence high-performing school results (Leithwood & Mascall, 2008, p. 552) by their ability to distribute leadership and influence teaching practice. MentoringCoaching programs in Ontario include a focus on instructional leadership and the capacity built across the system to encourage student achievement. The study includes an investigation into the aspects of the programs that support veterans and newly appointed leaders working together and enhancing their expertise in the area of instructional leadership and its impact on student achievement.

The research and literature on the practices and competencies aligned with effective school leadership are consistent with the direction adopted by the Institute for Education Leadership in Ontario in March 2007 (see Appendix A). The research lacks documentation of the influence of mentoring and coaching programs on developing and nurturing the acclaimed leadership competencies for Ontario. The study was necessary to determine how the use of mentoring and coaching can help to support the development and acquisition of areas of expertise associated with effective school leadership.

Mentoring and Coaching

Mentoring and coaching are ways of generating professionalism and expertise among newly appointed employees and the veterans who support them. Within any

profession or domain, the individuals who genuinely understand the breadth and depth of the trade have experience in the position and authentic practice and wisdom. Matching veterans with less experienced employees is of paramount importance

Corporations

In a study of the mentoring relationships of chief executive officers (CEOs), Rosser (2004**)** concluded each CEO benefited from more than one mentor; different mentors emerged for key roles assumed by the CEOs at various points in their careers (p. 151). Rosser documented contributions to both the career development and the psychosocial functioning of CEOs through their mentoring experiences. The programs in Ontario comprise a blend of mentoring and coaching. The purpose of blending a formal, structured mentoring program with coaching training is to ensure participants benefit from the culture of support nurtured through mentoring, along with the individual skills and knowledge learned through coaching. In Ontario, mentoring is defined as a developmental relationship with a focus on the overall effectiveness of a role, and coaching is a sharing of expertise in specific aspects of a role. Using the dual focus, MentoringCoaching in Ontario has included an investigation of the features of the programs that support both the career development and the psychosocial growth of participants.

Rosser (2004) contended a mentoring relationship is mutually beneficial to the mentor and the mentee. Rosser discovered CEOs as mentors are generally humble about describing their positive influence, but confident when discussing the characteristics of the relationship with mentees. The CEOs were also clear about the importance of mentoring for professional growth. In parallel with Rosser's findings regarding mutual

benefits, the inquiry in two school districts in Ontario took place with the intent to identify benefits to the mentees, mentors, and school systems as a whole.

Collins (2001) outlined the qualities of leaders in any organization ranging from Level 1 to Level 5, with Level 5 being the types of leaders who have made the transition from "good" to "great." Collins described Level 5 leaders as a "paradoxical mix of personal humility and professional will, with ambitions for the company and not themselves" (p. 39). Collins (2001) described Level 5 leaders who will have the most significance for the MentoringCoaching project in Ontario. Collins said, "Level 5 leaders set up their successors for even greater success in the next generation . . . [and] look out the window to attribute success to factors other than themselves" (p. 39). When plans do not go well, the leaders are quick to take full responsibility. Collins claimed potential Level 5 leaders exist in every organization and unleashing the potential is imperative. The MentoringCoaching project in Ontario has resulted in valuable feedback on the potential for growth and development of Level 5 leaders in Ontario's education system.

Zachary (2005) revealed participants in mentoring programs in fields throughout North America reported benefits to both mentors and mentees. Mentees noted they obtained a safety net, an opportunity to test out ideas, candid feedback, less stress, quicker learning, needed support, help in navigating the organization, more strategies for being productive, and cultural knowledge (Zachary, 2008, slide 7). Zachary (2008, slide 8) also noted that mentors said they acquired satisfaction from helping others, more knowledge about operations and best practices in other parts of the company. The mentors claimed they expanded their perspectives, gained opportunities to share experiences and wisdom, reconnected with their people, reaffirmed approaches, and

shared meaningful relationships. Education in Ontario includes a clearly defined set of practices and competencies established for school leaders (see Appendix A). The study has helped to determine and expand the benefits of mentoring programs for mentors and mentees (Zachary, 2005). The study also includes an investigation of the impact of a mentoring program across school districts through identification of the benefits of MentoringCoaching programs to leadership development at a system level.

Mentoring is a highly recognized and acclaimed strategy for attracting, developing, and sustaining leaders across the corporate sector and beyond. A gap exists in the research with regard to the aspects of a MentoringCoaching program that influences the areas of expertise that school leaders in Ontario are seeking to develop. The study has informed the body of knowledge on the impact of mentoring and coaching in developing leadership expertise among school leaders.

Education

In a study regarding advice given by seasoned veterans to the next generation of school administrators, Michael and Young (2006) reported 80 participants, with an average of 20 years of experience, agreed networking and mentoring are essential to a facile transition into the role of school leader (para. 4). Although Michael and Young did not report any recommendations concerning the type of formal mentoring programs that may benefit novice principals, they did confirm veterans believed a formalized system of mentoring during a new leader's first years would present an advantage for inexperienced leaders (para. 10).

Alsbury and Hackman (2006) completed a comprehensive report of the initial findings of a mentoring/induction program for novice principals and superintendents. The

results of the evaluation study confirmed the importance of mentoring relationships in socializing new administrators into networks and becoming reflective practitioners (p. 183). Protégés in the study did not place much significance on skill development (Alsbury & Hackman, 2006, p. 183), despite the value they placed on their mentoring relationships. The project in Ontario includes an attempt to maximize the socialization benefits of mentoring with the skill development benefits of coaching in school district programs.

In a review of the research on developing successful principals, Davis, Darling-Hammond, LaPointe, and Meyerson (2005) addressed the role of the mentor. Davis et al. confirmed the "the primary role of the mentor is to guide the learner in his or her search for strategies to resolve dilemmas, to boost self-confidence, and to construct a broad repertoire of leadership skills" (p. 10). The MentoringCoaching program in Ontario has resulted in more clearly defined relationships among mentors, mentees, and district leadership. Davis et al. confirmed the cohort group model has positive effects and results in greater feelings of attachment, confidence, and acceptance emanating from the support and motivation that come from being part of a larger cohort (p. 10). Results of the study in Ontario indicated a comparison of the participants' views of cohorts versus one-to-one mentoring programs.

Daresh (2004) described mentoring as "an effective approach to acquiring new knowledge, skills, and behaviors needed to achieve career success and personal satisfaction (development)" (p. 497). As professionals move from one role in education to another, the required new identities, expertise, and ability to meet individual needs may develop more smoothly with the support of a seasoned veteran. The study on

MentoringCoaching in Ontario included an investigation into the relevance of Daresh's (2004) claims that mentor/mentee relationships must evolve and be part of the personal and professional growth of participants (p. 502). Daresh (2004) asserted mentoring new school leaders is a "critical responsibility" and must include training and support (p. 503).

The study included a report of the training and support features participants perceive are beneficial to their learning. Daresh (2007) furthered the understanding of the role of mentors, portraying them as "developmental guides" (p. 25) toward expertise in instructional leadership. In relation to demands for accountability in student achievement, Daresh (2007**)** claimed principals must become more personally responsible for student learning and instruction (p. 25). Daresh (2007) indicated the best mentors recognize that mentees possess a variety of backgrounds and expertise and it is important to begin the support at whatever point on the leadership expertise continuum the mentee falls (p. 26). The MentoringCoaching programs in Ontario have included training the mentors to offer guidance in developing personal instructional leadership skills rather than simply providing immediate answers to complex situations.

The Wallace Foundation (2007) published a study of well-researched guidelines for implementing mentoring programs for principals that may help to move mentoring programs "beyond a buddy system" (p. 4) to programs that may help to increase the leadership capacity of new principals. The main point of view presented in the Wallace Foundation study is mentoring programs implemented in a formalized and structured manner can positively influence the retention of school leaders and their ability to lead the instructional program (p. 5). The research indicated most mentoring programs fall short of the intended outcomes and only scratch the surface of the potential to influence

student learning (The Wallace Foundation, 2007, p. 4). The same study, conducted in 22 states and districts, revealed that roughly half of the states in the United States have adopted mentoring programs for new principals. Site visits and interviews occurred in New York City, Jefferson County, and Kentucky public schools because of the schools' focused effort to make mentoring part of the emphasis on teaching and learning.

Like the Wallace Foundation (2007) study, the Ontario study includes a focus on the leadership qualities that enhance student learning and the effect of MentoringCoaching on the expertise required for instructional leadership. Although no single mentoring program will be ideal for all districts, the study included an examination of the main elements identified for districts' consideration. In Ontario, key leadership competencies toward which leaders aspire and the aspects of mentoring programs that move new principals along the declared expertise continuum have been worthy of investigation.

Reedy (2005) strived to provide information for educators seeking to develop administrative mentoring programs based on role socialization theory. Reedy's study included an examination of the effects of various program structures and a report of the impact of the programs on the retention, commitment, and performance of participants. According to Reedy, mentoring helps new administrators develop the skills and behaviors associated with the role (p. 27). Reedy investigated the attributes of mentoring programs for new school leaders who facilitate ongoing and developing relationships among mentors and mentees. Reedy also examined the growth and evolving expertise of less experienced administrators with the recognition that each relationship is incremental and unique to the individuals in the relationship. Reedy's most important information and

findings included four attributes identified as having a positive impact on first-year principals:

> (a) time for the mentor and mentee to meet and develop a trusting relationship, (b) a sense of immediacy that gave the mentees the immediate feedback needed to proceed in their roles with confidence, (c) a trusting, genuine relationship that allowed for authentic and cherished feedback, and (d) recognition that the mentee was a unique individual with valuable skills. The adult learning model with declared goals for improvement made the experience valuable for both the mentor and the mentee. (pp. 81-93)

The Ontario program is a tri-level initiative supported and financed through district and provincial sponsorship. An assumption of the study was that experienced school leaders consider nurturing and supporting novice administrators part of their role. The implication is mentoring programs in school districts, if well-implemented, will serve to address the challenges of appointing, retaining, and developing school principals with the confidence to lead schools in a complex society. The study included an investigation of the specific features of MentoringCoaching programs that contribute to the challenges of appointing, retaining, and developing school leaders in an attempt to fill the gap in the literature.

Adaptive Expertise

Hatano and Inagaki first applied the term adaptive expertise to describe Hatano's theory of motivation for comprehension (Inagaki & Miyake, 2007). Inagaki and Miyake (2007) noted that Hatano's theory is based on the idea that people feel motivated to improve and further their understanding of a skill or concept when they feel inadequate.

Hatano's theory is a model for successful learning, but its study in relation to the field of school leadership development through mentoring or coaching programs does not exist.

According to Barnett and Koslowski (2002), school leaders must deal with a plethora of complex and ambiguous challenges and problems on a daily, weekly, and annual basis. Predicting exactly what educators will face and need to know is impossible (p. 237). The ability to maintain a focus on leadership practices and competencies that influence learning accrues only with time and experience. The transformation of an individual in school leadership from novice to expert requires further investigation. The study is an attempt to understand the types of experiences that lead to expert performance and transfer of knowledge to "novel problems" (Barnett & Koslowski, 2002, p. 237) through MentoringCoaching programs.

The Institute for Education Leadership defined expertise in the domain of school leadership in Ontario in the document entitled *From Purpose to Practice: Ontario's Leadership Framework*. Many teachers train and successfully apply for the position of vice principal or principal with limited experience as teachers and leaders. Most school districts no longer have the luxury of a multi-year leadership development program. The inquiry into MentoringCoaching programs in Ontario helped identify the value of veterans working with novice school leaders to support the transformation of school leaders as they grow along the continuum from novice to expert. The process would potentially result in faster leadership development. Feltovich et al. (2006) contended "little transfer from high-level proficiency in one domain to proficiency in other domains—even when the domains seem, intuitively, very similar" (p. 47) exists. The transfer from teaching to school leadership requires a high level of support and guidance.

The research on expertise and the processes for moving from novice to expert comprised an area of scientific research that included a substantial body of empirical findings (Ericsson, 2006a). Research existed on approaches, theories, and methods for investigation into the expertise in professions, the arts, and sports. Research was also found on other types of expertise and on general issues pertaining to expertise, as evidenced in the edited handbook by Ericsson, Charness, Feltovich, and Hoffman (2006). The research did not indicate the relationship between expertise in school leadership and the role of mentoring and coaching in transforming novice school leaders into experts capable of managing "adaptive challenges" (Heifetz & Linsky, 2002, p. 13).

Conclusion

The leadership framework for principals and vice principals comprised an outline of the domains of effective leadership declared essential for school leaders across the province of Ontario. The domains of effective leadership determined for Ontario were consistent with the research on successful leadership. The framework was released in March 2007. The initial response to the framework from principals and vice principals was positive, but they perceived the framework as lofty. Within the framework (see Appendix A), school districts and the school leaders themselves must determine the specificity in expertise among school leaders (Institute for Education Leadership, 2007, p. 7).

Six school districts in the province of Ontario have been working with the principals' professional association, the OPC, to implement six unique MentoringCoaching programs for school leaders with less than three years of experience. The intent of the MentoringCoaching programs was to support and train MentorCoaches

as they worked with novice school leaders in developing leadership practices and competencies that define expertise for school leaders in Ontario. The results of many studies on mentoring and coaching programs helped to confirm the validity of the programs' impact on developing leaders and supporting the growth and development of mentees. The design and format of the MentoringCoaching programs with the greatest influence is an area for further investigation. The inquiry into the MentoringCoaching programs in Ontario helped to address the gap in knowledge between what is known about adaptive expertise in other domains and its application to the field of school leadership development. The study was especially helpful because of its particular emphasis on the capacity of MentoringCoaching to support the development of expertise.

Summary

Expertise in school leadership is not a static, fixed set of practices and competencies. Expertise is fluid and varies with the complexity and diversity of the school and district environment. Veterans with many years of experience continue to learn and acquire new competencies alongside novice colleagues. A school district that embraces a culture of mentoring and supportive networks for school leaders will help to maximize the learning climate for all staff and students. Chapter 3 includes an outline of the process and methodology for gathering and analyzing data in this phenomenological qualitative study.

CHAPTER 3: METHOD

T he effectiveness of MentoringCoaching programs in building the expertise of school principals depends to a great extent on the immediate but complex and varied experience of different participants. A qualitative approach is most appropriate for the study. According to Creswell (1998), a qualitative study "builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting" (p. 15). A phenomenological approach is also appropriate because the use of a phenomenological framework helps to gather meaning from participants' experiences (Creswell, 1998, p. 38) and results in collective understanding. The use of a phenomenological approach determines the "universal meanings" or "the essences or structures of the experience" (Moustakas, 1994, p. 13) for analysis, interpretation, and reporting. The purpose of this qualitative phenomenological study was to determine the features of the MentoringCoaching programs perceived as contributing to the development of expertise among novice school leaders.

Research Method and Design Appropriateness

According to Creswell (1998), qualitative research often begins with a "*how* or *what*" (p. 17) to capture participants' perceptions of the experience "from the inside" (Miles & Huberman, 1994, p. 6). The study began with questions asking how the experience has influenced leadership development and what relationship exists between the program and growth in expertise. A pressing need or "compelling reasons" (Creswell, 1998, p. 17) existed for such research as a result of the shortage of effective leaders in Ontario. Participants in the study have provided detailed descriptions of their experiences during interviews that occur in the natural setting (Creswell, 1998) of the districts in

which participants work. Creswell (1998) posited the methodology should include "sufficient time and resources to spend on extensive data collection in the field and detailed data analysis" (p. 18) for the inquiry. Creswell (1998) noted two additional reasons for the selection of a qualitative approach that apply to the study of MentoringCoaching in Ontario: the audience for the research (Ministry, principals, and school districts) must be receptive to the qualitative data and the researcher must be "an active learner who can tell the story as a participant" (p. 18) in the program. The purpose of this qualitative phenomenological study was to examine adaptive expertise acquired through MentoringCoaching programs in two of six participating school districts. In Ontario, the MentoringCoaching programs were initiated during the 2007-2008 school year and have continued through 2009–2010. The study was designed determine the features of the programs perceived as contributing to the developing expertise among novice school leaders.

Research Questions

Chapter 1 included an introduction to the research questions as they related to the influence of MentoringCoaching opportunities on developing expertise in school leadership. The research questions that were used to guide the study follow:

1. What aspects of MentoringCoaching programs influence school leaders' growth and expertise in the domains of setting direction, building relationships and developing people, developing the organization, leading the instructional program, and securing accountability?

2. How does a MentoringCoaching relationship benefit the expertise of mentors, the mentees, and a school system as a whole?

3. What features of a MentoringCoaching program in a school district are viewed as building tri-level leadership capacity that focuses on powerful instruction and student learning?

Population

The participants in the MentoringCoaching programs in Ontario volunteered to participate in response to an offer made through the executive members of the Ontario Principals Council (OPC). The Ministry of Education had previously announced an opportunity for professional associations to receive funding to pilot various models of mentoring and coaching during the year 2007-2008. The participating six school districts independently selected a model for MentoringCoaching and designed, developed, and implemented the program in the respective districts. Common support from the OPC included presentations on developing a culture of mentoring in school districts and coaching sessions for mentors with certified professional coaches.

Participants in each district included the supervisory officers who supported the program and the inquiry, the mentors who worked with newly appointed administrators (mentees), and mentees with less than three years of experience in the role of vice principal or principal. Through interviews with the participants, "the essential, invariant structure (or essence) or the central underlying meaning of the experience and intentionality of consciousness where experiences contain both the outward appearance and inward consciousness based on memory, image and meaning" were investigated (Creswell, 1998, p. 52). The participants in the study were aware of the investigation and knew the interest in the program included a focus on leadership expertise developed through involvement.

Two contrasting districts provided data for the study. The first is a northern district covering a geographical area of 70,534 square kilometers with only 40 elementary schools and 11 secondary schools serving approximately 11,500 students. Selection of the northern region as one of the districts for data collection occurred because of its MentoringCoaching focus on one mentor working with one mentee and its challenges related to distance and training. The first program is unique because of innovations such as Web cameras to facilitate communication and MentoringCoaching sessions embedded in monthly administrative meetings. Every school administrator in the district was either a mentor or a mentee. The steering committee, consisting of one superintendent, one centrally assigned principal, and three practicing principals, as well as a volunteer sample of participants from the 27 mentors and 27 mentees involved in the program, volunteered to participate in the study.

The second district in southwestern Ontario had a geographically smaller board, covering 7,000 square kilometers, with 154 elementary schools and 30 secondary schools that serve over 80,000 students. Selection of the second board occurred because of its blend of urban, suburban, and rural regions and its unique MentoringCoaching implementation model. The second board had seven cohort lead mentoring positions, called navigators. The navigators were veteran principals who facilitate and support the one mentor for one mentee relationships among 34 pairs of mentors and mentees. The second board had two cohorts of the model because of the large number of newly appointed principals and vice principals in the district. The steering committee members, consisting of two superintendents, one retired principal who serves as coordinator, and four practicing principals, as well as a volunteer sample of participants of the 14

navigators and 66 pairs of mentors and mentees, volunteered to participate in the study. The inclusion of the second board was in contrast with the first board because of its more complex and comprehensive model of MentoringCoaching in a more densely populated and larger school system. The support and training programs provided to the districts through the OPC were identical. The collection of data from two unique and diverse school systems resulted in the identification of commonalities and the influence of the program.

Sampling Frame

The participants in the study are volunteers who expressed an interest in establishing a MentoringCoaching program in their school district. The potential for a positive bias toward the program existed because the mentors, mentees, and steering committee in each district believed the program would enhance leadership development and promote a more positive attitude toward the position of school principal or vice principal. The participants and the senior administration supported the program in each district. Each district welcomed the opportunity for training with the mentors, mentees, and steering committees and the opportunity to work with groups of leaders from other districts. Two of the six participating school districts received requests to participate in the study.

The study included the collection of data from the mentors, mentees, and members of senior administration who served on the steering committee. The participants in the first and second groups represent the diverse challenges and opportunities experienced by the districts and have provided input into the data collection process. The use of a random purposeful sample (Miles & Huberman, 1994) of the volunteers who

have agreed to participate in the interviews resulted in a "meaningful set of data to inform the study" (p. 28). The dates for the interviews and site visits were set, and available volunteers were contacted using a representative sample approach to ensure representation of the steering committee, the mentors, and the mentees. "Maximum variation" (Miles & Huberman, 1994, p. 28) must be a consideration in selecting the participants to "minimize positive bias and increase confidence in the conclusions" (p. 29).

Informed Consent

The participants in two of the six participating districts provided data for the study on a voluntary basis. Confirmation of participation occurred using an informed consent signature (see Appendix B). Members of the steering committee and volunteers from the mentors and mentees signed the consent form prior to commencement of the interviews. Once the dates of the interviews in each of the participating school districts were announced, the participants were invited to confirm their interest. A schedule was established, and the participants were asked to sign the consent form prior to beginning the interviews.

Confidentiality

Each school district in the MentoringCoaching program approached the project in ways unique to its own system, and each individual in the study participated in a subjective and unique manner. According to Freebody (2004), "Capturing the commonalities among the complexities of the programs" required the use of qualitative research "to ensure documentation of the uniqueness of each social

context" (p. 38). Participants who responded to the self-reflection questionnaires (see Appendix C) and the interviews received assurances of the confidentiality. Although the names of the participating school districts in the pilot are public knowledge, the individual responses and the identity of the contributors remain anonymous. School districts received a designation of District A or District B, and the participants received a number as a mentor, mentee, or steering committee member. Documentation of the results identified the school board as either A or B. The researcher and research assistant have sole access to data as they are stored electronically in password-protected format. All electronic data will be erased and all other data will be destroyed three years after completion of the research report and approval of the dissertation.

Participants were identified by their role in the study as mentor, mentee, or steering committee member. Individuals were assigned a participant number. For the transcribers, the identity was simply Board A Mentor #1, Board B Mentee #2, Board B Steering Committee # 2, and so forth. Transcribed data were stored on a private server in a password-protected folder. Only the researcher and one research assistant had permission to access the folder and were able to read, write, and modify the data. Data were saved on an encrypted backup tape. The tape had an overwrite protection period of three years. At the end of the three-year overwrite protection period, the data on the tape was overwritten. Once overwritten, data were irretrievable.

Analysis of the interview transcriptions included the use of numbers and letters to identify participants and their category of participant (e.g., District A, Mentee 1). Clustering of responses according to mentor, mentee, or steering committee member determined the influence of the program according to the themes of each interest group.

The influence of the program was distinctly different for the participants, depending on the lens through which they were assessing their participation-mentor, mentee, or district steering committee member. Proper names were not used in the interviews or in the transcriptions of the data. Data (transcriptions) were destroyed within 60 days of the completion of the research report.

Geographic Location

The two districts selected to provide data represent the spectrum of rural, suburban, urban, and northern and southern regions, as well as the spectrum of implementation design chosen by the school districts. The first district is a school district in the far north of Ontario, with one small urban center. The second district is a district in southwestern Ontario, with several urban centers, a suburban region, and surrounding rural areas.

Data Collection

Participants' views of their experience and expertise in school leadership acquired through the MentoringCoaching program were the main source of data. Data collection occurred using three methods: individual interviews, focus group discussions, and individual self-reflection questionnaires (see Appendix C). Discussions in the interviews originated with the research questions identified for the study. The use of horizonalization helped to organize the statements for transformation into clusters of meanings or phenomenological concepts. Associations between concepts helped in the generation of "the textural description of what was experienced and structural descriptions of how it was experienced" (Creswell, 1998, p. 54) during the MentoringCoaching program. Understanding the phenomenon through the voices of the

participants and the use of bracketing (epochè) preconceived ideas about MentoringCoaching were integral to the methodology.

The presentation of the data included "verbatim examples of data collection, data analysis, synthesis of data, horizonalization, meaning units, clustered themes, textural and structural descriptions, and a synthesis of meanings and essences of the experience" (Creswell, 1998, p. 177). The interview questions, topics for discussion with focus groups, and self-reflection questionnaires were based on the research questions. Interviews included a focus on the individual participants' perceptions of the experience and domains and the level of leadership expertise acquired through the MentoringCoaching program. Focus group discussions centered upon perceptions of the overall impact of the program on building leadership capacity at all levels of the system. Self-reflection questionnaires gave specific data on individuals' perceptions of the areas of leadership expertise participants acquired prior to the MentoringCoaching experience and following the MentoringCoaching experience.

Instrumentation

The use of a standard instrument was not appropriate for this qualitative phenomenological study. Recording and transcription of interviews and focus group discussions with participants in the study occurred. Volunteers from among the mentors, mentees, steering committees, and the senior administration from each district had the opportunity to express opinions on the impact of the MentoringCoaching programs on leadership expertise development in their district. The intent of discussions with individuals and focus groups was to procure candid and honest views of the project.

The use of the following questions guided the discussion and encouraged a free flow of ideas. Using specific ideas helped to determine the perceived effect of the MentoringCoaching program on the acquisition of school leadership expertise as defined by the Ontario Leadership Framework (see Appendix A). Steering committee members were guided by the following:

1. Describe the structure of the MentoringCoaching program in your district.
2. What aspects of the program have you found to be the most/least helpful?
3. Describe, with examples, how the program has affected leadership expertise in your district.
4. Describe, with examples, some of the challenges that your district has experienced in implementing the MentoringCoaching program. How have you addressed the challenges?
5. What features of the MentoringCoaching program do you perceive as essential for future leadership development and succession planning?
6. What features of the MentoringCoaching program have you put in place for the upcoming school year?

Individual mentors will be guided by the following questions:

1. What aspects of the training provided through OPC have you found to be most valuable? Why?
2. What resources have you continued to find useful? Why?
3. Describe the benefits/challenges of being involved in this program.

4. Looking at Ontario's leadership framework for principals and vice principals, identify the competency (or competencies) most affected by this initiative, in light of your own leadership development and expertise.

5. Have there been any challenges involved in your role as MentorCoach? Which domains of your own leadership expertise were valuable in solving the challenges you faced?

6. Will you continue in your role as a mentor?

Individual mentees will be guided by the following questions:

1. What supports through this project have you found to be most helpful in your role as a new vice principal or principal?

2. Describe the benefits/challenges of being involved in this program.

3. Looking at Ontario's leadership framework for principals and vice principals, identify the competencies most affected by this initiative in light of your own leadership expertise and development.

4. Have you encountered any challenges in your role as a mentee participating in this project? How have you addressed these challenges?

5. Will you continue in the program for the next school year as a mentee? As a mentor?

Elaboration on and probing along the aforementioned questions for deeper understanding of the participants' perceptions of their experiences occurred.

Validity and Reliability

The validity was derived from "continuous confirmation of the invariant constituents and themes with the complete transcriptions for explicit parallels,

compatibility, or researcher bias that require elimination" (Moustakas, 1994, p. 121). The use of triangulation among the individual interviews, focus group discussions, and self-reflection questionnaires ensured validity through cross-referencing of the participants' authentic experiences. Professional colleagues reviewed the data and confirmed the invariant constituents and themes.

Confirmation of the reliability of the research occurred when a cross-section of the population was asked to contribute to the study and share their experiences. The invariant constituents were consistent across all responses and transcriptions. The researcher's familiarity with the phenomenon and the settings for the study and experience in a multidisciplinary approach (Miles & Huberman, 1994) through her experience as a principal and provincial coordinator of the program enhanced the reliability of the study based on the researcher's ability to draw people out and use probing techniques (Miles & Huberman, 1994, p. 38).

Following the identification of patterns and preliminary groupings of the data, consultations with colleagues helped to confirm perceptions of the emerging horizons. According to Moustakas (1994), "confirmation of clustering and thematizing the invariant constituents" (p. 121) occurs through consultations between the researcher and colleagues. The use of summary notes shared with the participants seeking feedback and the opportunity for participants to revise the responses enhanced the reliability of the study. Colleagues and other researchers reviewed a random number of quotes to ensure reliability of the data, with an aim of 80% or greater agreement.

Data Analysis

Analysis of the data in the study was based on Moustakas's (1994) modification of the Van Kaam (1996) method of analyzing phenomenological data. Transcription and analysis of the entire tape recording of each participant's response was completed. An initial listing and preliminary grouping (horizonalization) of participants' perceptions of the impact of the MentoringCoaching experience was developed (Moustakas, 1994). The groupings were based on participants' views of leadership practices and competencies (expertise) adapted through the participation in the program.

Filtering the data through the reduction and elimination of unrelated or vague expressions and the identification of passages that relate to the research questions resulted in identification of the invariant constituents. Clustering and giving thematic labels to the invariant constituents initially occurred in draft form, with confirmation achieved through discussions with colleagues and participants. Coding the excerpts to identify their place in the original transcript facilitated retrieval of the data to confirm the conclusions. The final step involved the creation of a "textural–structural description" (Moustakas, 1994, p. 121) for each research participant that clarified the results of the MentoringCoaching experience. The invariant constituents and themes were drawn from the "textural-structural descriptions" (Moustakas, 1994, p. 121) and comprised the composite meanings and essences of the group as a whole. Conclusions were shared with colleagues, and critical feedback was encouraged. Sharing conclusions with the participants and giving the opportunity for revision was essential to the merit of the study.

Summary

The present phenomenological study included the data gathered from participants in two of the six participating school districts. The analysis of invariant constituents and themes from each participant yielded meanings and essences of the impact of MentoringCoaching on leadership expertise. Data collection was through individual interviews and group discussions with the participants and the researcher, who had direct involvement in the MentoringCoaching program. As a voluntary option, participants completed self-reflection questionnaires (see Appendix C) to provide additional data on the impact of the program specific to the domains of leadership expertise recognized in Ontario. The use of horizonalization and subsequent triangulation of the data yielded valid and reliable results of the participants' perceptions of the MentoringCoaching phenomenon.

Chapter 4 contains the results of the study. Chapter 4 includes a report of the validity and reliability analysis of the instruments, followed by the descriptive statistics of the phenomena of the MentoringCoaching program. Chapter 4 also includes a report of the data gathered for each research question.

CHAPTER 4: ANALYSIS OF DATA

The purpose of the present phenomenological study was to examine adaptive expertise acquired through MentoringCoaching programs in two of six participating school districts in Ontario. The features of the programs perceived as contributing to the development of expertise among novice and veteran school leaders comprised the focus of the study. Interviews were conducted over the 2009 fall term with 20 members of the steering committees, 28 principals who served as mentors, and 27 principal or vice principals mentees in their school districts.

Research Questions

The purpose of reporting the data was to answer the following key research questions:

1. What aspects of MentoringCoaching programs influence school leaders' growth and expertise in the domains of setting direction, building relationships and developing people, developing the organization, leading the instructional program, and securing accountability?

2. How does a MentoringCoaching relationship benefit the expertise of mentors, the mentees, and a school system?

3. What features of a MentoringCoaching program in a school district are viewed as building tri-level leadership capacity that focuses on powerful instruction and student learning?

Chapter 4 provides an overview of the results of the interviews with the participants in two districts and focus group conversations with steering committee members in the project. Many participants (63%) in both districts also completed a

voluntary self-reflection questionnaire (see Appendix C) that identified the skills and competencies of the Ontario leadership framework (see Appendix A) most influenced by the experience of the MentoringCoaching program. The results of this questionnaire have been used to help triangulate the data results from the interviews. A phenomenological study was chosen as the method of research because participants' lived experiences revealed the meanings and essences (Moustakas, 1994, p. 21) of the impact of the program. Each question allowed participants to share their personal views of the impact of the experience.

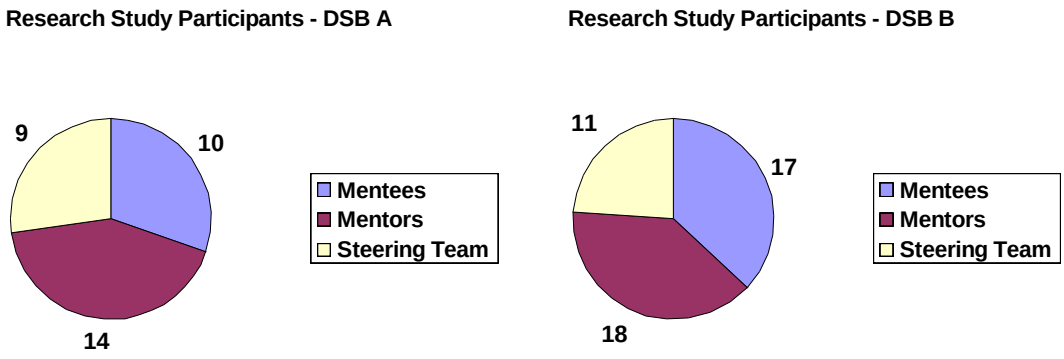


Figure 1. Volunteer participants from each district provide comparable data

Data Analysis

Analysis of the data is based on Moustakas' (1994) modification of the Van Kaam (1996) method of analyzing phenomenological data. Following the transcription of the interviews, the entire interview collection was read and re-read to develop an initial listing and preliminary grouping (horizontalization) of participants' perceptions of the impact of the MentoringCoaching experience. The interviews were initially clustered according to type of participant: mentor, mentee, or steering committee. The questions

that guided the interviews provided the second stage of thematic grouping: features of the organizational structure that influenced participants' perceptions of the program; the domains of leadership expertise impacted by the program; and the benefits and challenges of participation in the program.

Reducing and eliminating unrelated or vague expressions helped to identify the passages that related to the research questions. Discussions with colleagues confirmed the clustering and thematic labels identified in draft form. Coding of the original transcripts facilitated retrieval of the data and extraction of exact quotes that have been used to represent the themes that have emerged. The codes used were representative of the participant group, the questions asked, and the most frequent category of response.

For the mentors, the following codes were assigned: Mentor/Structure/coaching (MSc); Mentor/Structure/matching (MSm); Mentor/Structure/resources (MSr); Mentor/ Structure/networking (MSn); Mentor/Expertise/awareness (MEa); Mentor/Expertise/ instruction (MEi); Mentor/Benefits and Challenges/coaching (MBCc); Mentor/Benefits and Challenges/reflection (MBCrf); Mentor/Benefits and Challenges/recognition (MBCrc); Mentor/Benefits and Challenges/networking (MBCn); and Mentor/Benefits and Challenges/time (MBCt).

Similar codes were used for the Mentees: Mentee/Structure/alignment (MeSa); Mentee/Structure/matching (MeSm); Mentee/Structure/networking (MeSn); Mentee/ Structure/funding (MeSf); Mentee/Structure/goals (MeSg); Mentee/Expertise/ domains (MeEd); Mentee/Benefits and Challenges/reflection (MeBCr); Mentee/Benefits and Challenges/networking (MeBCn); Mentee/Benefits and Challenges/role-modeling (MeBCrm); Mentee/Benefits and Challenges/time (MeBCt).

The codes used for steering committee members followed the same pattern: Steering Committee/Structure/the Ontario Principals Council (SCSopc); Steering Committee/Structure/funding (SCSf); Steering Committee/Expertise/setting direction (SCEsd); Steering Committee/Expertise/professional growth (SCEpg); Steering Committee/Benefits and Challenges/goals (SCBCg); Steering Committee/Benefits and Challenges/collective efficacy (SCBCce); and Steering Committee/Benefits and Challenges/time (SCBCt). Rosser (2004) documented contributions to both the career development and the psychosocial functioning of CEOs through their mentoring experiences, and the analysis of the feedback from the participants in the MentoringCoaching program revealed similar dual benefits.

Analysis 1: Themes from Mentors

The first analysis comprised the data collected from the mentors in the MentoringCoaching program. Three themes emerged from the analysis, each of which reflected different aspects of the research questions. In Theme 1, the focus was on features of the MentoringCoaching program benefitting mentors; in Theme 2, the adapted expertise acquired by mentors through the MentoringCoaching program was highlighted; and in Theme 3, the benefits and challenges of participating in the program became the focus.

Theme 1: Features of the MentoringCoaching Program from Mentors' Perspective

The mentors in each of the two districts were asked to describe the structure of the program in their region. Common components of the program provided through the Ontario Principals Council (OPC) consisted of professional coaching sessions offered three times throughout the school year and workshops based on Lois Zachary's (2000)

resource *The Mentor's Guide: Facilitating Effective Learning Relationships.* Although the small northern district chose to implement a one-to-one mentor to mentee structure and the larger southern district chose to implement a complex layered structure, all of the mentors spoke favorably of the common features provided through OPC.

Each of the mentors in both school districts placed positive value on the coaching sessions and the opportunity to practice coaching with peers before actually beginning their mentoring assignment. The role of mentor was not new to all of the participants. Many had served as traditional mentors in their school districts in previous years, but found that the coaching sessions provided a specific set of skills that focused on listening and asking thought-provoking questions. As Mentor 1 in District A said, "Particularly what jumps out is the coaching one where it was all done on the questioning technique and not finding answers for the mentee and that was a huge shift for me because I'm a problem solver." Confirmation came from Mentor 9 in District B:

> It allowed me to really step back and evaluate how I interact with other people. My personality is such that I like to solve problems, and I like to offer solutions, and what it really encouraged me to do was just stop basically and reflect before doing that, and it took a lot of reflection on my part, and it really was a paradigm shift for me, so that's the piece that was highly valuable.

The coaching training was held at intervals to give the mentors time to practice the new skills and build it into their expertise. The impact was significant for each of the mentors. The effective listening skills that allowed the mentors to break away from just giving advice and solving others' problems to asking the probing questions and guiding

the mentees through their own decision making and learning process comprised a key theme throughout the interviews

The process for matching mentees to mentors through identification of strengths and areas for growth according the leadership framework was a strong theme during the conversations with the mentors. In each district, the steering committee had orchestrated an opportunity for the mentors and the mentees to identify their strengths and their areas for growth, and the matching was done accordingly. In both districts, mentoring programs had existed previously, but matching had been done either by a superior or informally among peers. The participants in the Ontario MentoringCoaching program believed that determining the matches from a professional growth perspective based on the leadership framework brought a higher level of commitment and focus on professional growth to the experience. As Mentor 7 in District A explained,

> And I think that's why our program was successful because we used the leadership framework. We didn't know the person's name, and we just chose because we felt we knew where our strengths and deficiencies were, and we based it on the person's strengths instead of their names.

The resources provided in the program served as a reference for mentors to use on a continual basis as a reminder of the MentoringCoaching skills. In the interviews, the mentors often expressed appreciation for the binder and resource books. The mentors also mentioned the cue cards that helped them embed coaching into their repertoire of leadership expertise, particularly Level 1 and Level 2 listening techniques, models of effective partnerships, and self-evaluation strategies.

Mentors often listed networking and the opportunity to learn with, and from, colleagues in both districts. Two very different structures were used in each district, yet the mentors recognized commonalities around the level of comfort, confidence, and accelerated expertise that came with participation in the program. The small northern board benefited from all of the candidates knowing each other prior to the start of the program. As Mentor 5 in District A agreed, "In our school board we already have a very good collaborative framework between elementary and secondary administrators that was already there."

The larger southern board held large group sessions that gave all of the participants an opportunity to become familiar with each other and with other veterans from the board. Mentors in both school districts thought the structure of the MentoringCoaching program provided unprecedented possibilities for collaboration, cooperation, and commitment to learning as evidenced by the following comment from Mentor 12 in District B: "It was a personal challenge, a personal confidence piece that I actually had something worthwhile to bring to the table … and just that collaborative piece too." Mentor 4 from District B stated, "I think the coaching training also led to a greater depth of professionalism within the dialogues that you went beyond the surface."

Theme 2: Adaptive Expertise Acquired Through the MentoringCoaching Program from the Mentors' Perspective

The Ontario Leadership Framework (see Appendix A) is the current outline of the practices and competencies associated with principal and vice principals expertise in Ontario. The Ontario Leadership Framework was introduced as a draft document in 2007 and has been adopted by school districts at varying rates of acceptance by the 72 publicly

funded school districts in Ontario throughout the 2007–2008, 2008–2009 and 2009–2010 school years. In the study of MentoringCoaching programs in two school districts, the practices and competencies most strongly impacted by the program were in the domain of setting direction. The results of the questionnaire (see Appendix D) confirmed that all categories of participants–mentor, mentee, and steering committee–believed that the area of expertise most influenced by the program was setting direction. Yet many mentors also said that the experience heightened their sensitivity and awareness of all five domains of the leadership framework and that the framework served as the backdrop for conversations with mentees. The framework allowed the participants to keep the focus on the bigger picture of student achievement rather than getting caught up in daily routines and challenges. Mentor 10 in District B explained it as follows:

> Well, one of the things it does, it helps you to, and I don't want to say compartmentalize, but it helps you frame, if you're looking at the big picture of like, you know, the job specs. There aren't many job specs for the leader … that's where the framework helps you to say, "O.K., am I paying attention to said practices, for example, am I paying attention to those kinds of things?" It also gives you the indicators or the look-fors, the indicators that say, "O.K., am I really accomplishing these things?" So in that way, it gives me a daily appraisal of how I'm doing, whether I'm consciously looking at it or not. But having gone through the program, it brings it to an awareness level or a conscious level, so the framework does help you.

In the southern district, during the large group sessions and smaller cohort meetings as well as meetings with pairs of mentors and mentees, the mentors believed

that the focus on leading the instructional program was an advantage of participating in the larger group activities. The topics became the focus of the sessions in the smaller groups and in the one-to-one meetings. Mentor 4 in District B explained,

> When we met as a group, one of the things that we were doing was looking at data collection and how we did it and how we presented it to staff. Getting a chance, in a small group, four other people, to see four other ways of doing it was wonderful, and then talking about the strengths and weaknesses of that as a group with the mentors, so they could select and pull things that fit for them and fit for their schools. When I went back, I was looking at my professional development goals for this year, and it shifted down, and my focus has changed and gotten a lot more clear. As far as keeping me on track and that's good, it is because of the networking with the other mentors as well as the protégés and also the navigator [lead mentor] groups. You're going deeper and finding the practices. You're not just having that in-service where everybody goes back to their [sic] school to try something. It's something that's ongoing, and it is deeper, and it makes for real change, and it makes all of us better administrators.

Mentor 10 in District B confirmed,

> So it was just sort of, you know, a domino effect where it starts with the larger group, came to a good discussion, and learning something, and then making a plan for the next, for another project initiative that we took on together as a result of that. So it was learning for both of us there.

The presentations on topics like using data walls, moderated marking, and the school effectiveness framework raised the instructional leadership expertise of the participants

and provided clear direction for the conversations between mentors and mentees. Feltovich et al. (2006) claimed,

> The future expert performers need to acquire representations and mechanisms that allow them to monitor, control, and evaluate their own performance, so they can gradually modify their own mechanisms while engaging in training tasks that provide feedback on performance as well as opportunities for repetition and gradual refinement. (p. 61)

The more complex layered structure in District B provided the opportunity for the continuum of instructional leadership expertise to be accelerated and refined through conversations among participants.

Theme 3: Benefits and Challenges of Participation in the Program from Mentors' Perspective

The mentors who participated in the present study in both school districts most frequently referred to the benefits of the coaching training that they received from the professional coaches on a regular basis throughout the year. Many mentors discussed the transferability of the skills learned in the coaching sessions to their leadership style in the school. In District 7, Mentor 9's response to the question about the benefits of the program follows:

> I think for my own professional growth, it was huge. I mean, I learned an awful lot about the role, about how to be a good mentor, and about how it doesn't just affect your professional life. It affects your personal life as well.

The training the mentors received, helped to clarify the values and principles as a school leader in a self-reflective way that goes deeper than principals usually take time to

do, as evidenced by the comment from Mentor 10 in District B: “the tools were very effective for me, and of course, it also gave me that reflective piece in my own practice.” Zimmerman (2006) suggested, “Deliberate attention (i.e., strategic awareness) is believed to be necessary to overcome prior habits, to self-monitor accurately, and to determine necessary adjustments” (p. 705). The MentoringCoaching program provided the opportunity for the mentors to raise their level of expertise through self-reflection and adjustments.

Many mentors appreciated the recognition that as a veteran there is still much to learn, but they have much to share. The recognition from the board and from colleagues that veterans have expertise that is worth sharing with less experienced leaders provides a motivating sense of being valued in a new and very professional way. Mentor 13 in District B described the benefit as follows:

> Well, I think from a mentor’s perspective, it gives us a sense of being valued. It gives us a voice, I think, and a feeling of being invested in the whole of the board and what happened with the board and succession and all of those kinds of good things. It gives you a good feeling, like when you’re able to help your colleagues who are just learning. Certainly it has, for many of us. It goes beyond just that collegial thing, and you make some good friends.

Many mentors were also quick to recognize that newly appointed leaders have areas of expertise from which they could learn and continue their professional growth. Mentor 7 in District B stated, “In the last dozen or so years, I’ve been in administration. It [MentoringCoaching program] has probably had the biggest impact on what I have done for myself, even though in theory I wasn’t doing it for myself.” The same sentiment came

from Mentor 1 in District B: “It [MentoringCoaching program] is excellent professional development for experienced principals as well as new administrators.”

In the large district, mentors spoke of the benefits of working with and getting to know so many colleagues that they had not known before the MentoringCoaching program. Expanding the network of colleagues and lines of communication was a positive impact of the program in both districts. Mentor 9 in District B said, “the format of the program offers you an opportunity for networking and dialoguing and professional reflection, and I think without that, I’m not sure we’d have the time, or maybe we don’t force ourselves to take the time**.”** The sense of shared responsibility and diminished competition was common in the small district, but a new phenomenon for the larger district.

The MentoringCoaching program was not without its challenges involved with implementation. The majority of the mentors acknowledged that finding the time was the biggest challenge. Initially, the small board put time on the monthly principals’ meetings to work in mentor/mentee relationships, but when that waned, the time to meet became more difficult. Mentor 8 in District A confirmed, “Well, I think it was the time and it was, even though we were aware of the resources there to meet during the day, it just didn’t seem to be something that worked.” The one line in the budget for this project that did not get fully spent was the release time for the administrators to meet during the school day. In the larger district, three levels of support were set up for the program: the whole group meeting that provided much of the training and instructional material, the smaller cohort organized by a lead mentor, and the paired mentor and mentee time. Finding the time to meet was a challenge as Mentor 8 from District B confirmed:

> Time is the biggest challenge. Now with Cohort 2, there wasn't the financial support for release time, but I'm going to suggest to you that what I'm talking about that's not relevant, specific to what I'm talking about. It's the emotional and practical time of being able to move away from your community that you're supposed to be taking caring of--and not feeling guilty about it--and then emotional time to actually sit down and share with your mentor.

The high priority for the program as a board initiative seemed to make it less difficult. As Mentor 4 in District B advised,

> With the time, it was just a matter of making it a priority and where, and also meeting outside of the school ... We ended up meeting, getting up really early and just going for breakfast because we needed to have that time outside of the building and just trying to adjust to make sure you're doing those things.

Mentor 9 in District A verified, "The biggest challenge as a mentor was connecting with my mentee–the time. We certainly did a lot of juggling of time." In both districts, the establishment of the program as a high priority for the school leaders helped to overcome the challenge of finding the time to make the MentoringCoaching program effective.

To summarize, the mentors articulated many benefits to participation in the Ontario MentoringCoaching program that are consistent with the literature. In a review of mentoring research, Wanburg et al. (2003) reported two broad categories of mentoring functions: career and psychosocial (p. 4). The mentors in the Ontario program articulated recognition from colleagues and supervisors as a motivating factor for getting involved as a career benefit. The networking and building teams of principals who share expertise

and implementation strategies aligns with the concept of Wanburg et al. regarding psychosocial functions like exposure, friendship, and acceptance. The mentors in Ontario describe additional advantages beyond the report of Wanburg et al. regarding "intrinsic (e.g. personal satisfaction when helping others) and extrinsic (e.g. more supporters in the organization) benefits" (p. 13).

The coaching skills that are essential to the formal MentoringCoaching program gave the mentors a skill set beyond their current leadership expertise. The practice of asking thought-provoking questions and refraining from making suggestions to mentees, based on experience is a transferable skill that each mentor valued. Daresh (2007) claimed, "Changing the role of mentors from 'answer providers' to development guides is anything but a simple task" (p. 25), but providing training as professional coaches may be the key to making that change for mentors to be "not simply providers of information about 'how to do' the tasks of administration; they must above all be guides to help newcomers learn how to think very differently about their roles" (Daresh, 2007, p. 26).

Analysis 2: Themes from Mentees

The second analysis comprised the data collected from the mentees in the MentoringCoaching program. Three themes emerged from the analysis, each of which reflected different aspects of the research questions. In Theme 1, the focus was on features of the MentoringCoaching program benefitting mentees; in Theme 2, the adapted expertise acquired by mentees through the MentoringCoaching program was highlighted; and in Theme 3, the benefits and challenges of mentees' participating in the program became the focus.

Theme 1: Features of the MentoringCoaching Program from Mentees' Perspective

The mentees in both school districts described positive experiences in the program. Alignment of the MentoringCoaching program with other initiatives in the district was a theme recurring throughout the interviews. In the small northern board, the sense of community and support was strong prior to the MentoringCoaching program, and new leaders did not have the fear of getting lost in the milieu of leadership. As Mentee 1 in District A said,

> We've always felt closeness and camaraderie with our team. We've got a very small team compared to southern Ontario, so we had the benefit of knowing each other fairly well, and it's just reaffirming that nobody should be doing this alone. It is a team effort; there is no competition. We are all in this to support each other and to become the best that we can be.

The mentees expressed appreciation for the extra attention and support they received. As Mentee 4, District A explained, "Her [the mentor's] frameworks for her PLC [Professional Learning Community] meetings, you know, I was able to take those and tweak them for my own purposes." The one-to-one relationships established in the small northern board could personalize the learning concepts for the mentee in a coaching modality.

In the larger board, with a more layered structure, the mentees benefited from direction and a learning structure provided in the whole group and smaller cohort sessions. The alignment of the learning focus for mentees was strong, in that the topics covered in the whole group (e.g. teaching learning critical pathways) continued in the smaller group sessions, but differentiated according to the small group needs (e.g.

teaching learning critical pathways for junior level math students). The paired mentees and mentors followed up with personalizing the learning concepts with coaching through the leadership expertise required to implement the learning focus.

The mentees expressed appreciation for the matching process used in both school districts. The event at which matching mentors with mentees according to self-declared strengths was a highlight of their experience and a success. As Mentee 12 in District B said, "The people [doing the] matching took the time to know who I was and found a mentor that was … a personal connection." The most notable sentiment was that mentees believed that it was important to have input into the selection of the mentors. As Mentee 7 in District A said, "The support that I found most helpful was getting to be involved in my own selection process for who [sic] I was mentoring with."

In the small northern district, mentees were more familiar with each other and with all of the mentors. Mentee 4 stated,

> I have a lot of mentors, like I have one that's down on paper, but I have lots of people that I go to and access their knowledge, and they have no problem sharing, and I think it's more a culture of sharing now among all of us and … I have no problem asking anybody sitting beside me a question, and I'm pretty sure that I would get an answer that I'm looking for.

As a group, they knew who would be a valuable resource for the specific duties associated with their new leadership role and were not timid about contacting people other than their assigned mentor when faced with a leadership challenge.

In the large southern board, mentees thought that the opportunity to interact with each other and with other more experienced school leaders whom they would not

otherwise have known was one of the features of the program that gave the mentees an advantage. Mentee 3 commented, “I think the networking is huge. It’s the opportunity to meet other people, as you say, in different buildings to get a different perspective.”

Mentee 1 concurred, “There’s an abundance of ideas, whether it is dealing with discipline or programming ideas. You get the benefit of hearing all kinds of different ideas and deciding what things you might want to bring back to your position.” This theme is aligned with Daresh’s (2004) view that one of the benefits of mentoring for the mentees is “Mentoring programs bring about discussions not limited to concerns of beginners alone. Instead, discussions take place concerning a wide array of issues of concern to mentors and protégés” (p. 504).

Within the program structure, funding was provided for participants to spend time together during the school day to visit schools and to have in-depth conversations, knowing their classrooms were covered. Although the funding was not always accessed, the mentees thought to have those funds available was important. Funding for classroom coverage gave the message that the MentoringCoaching program was a high priority for the district. Despite Daresh’s (2004) opinion that financial resources for mentoring programs for school administrators is restricted (p. 509), the Ontario government has made it a financially viable priority.

All mentees believed that the requirement to set personal goals and use the goals as the catalyst for deeper conversations was one of the most valuable components of the program. Mentee 6 in District B stated,

> One of the things that the mentorship program did, especially for me being a single administrator in a school, was that I was accountable to my group for goals

> that I had set up for myself. So the goals that I had set for myself were, of course, reflective of the goals I had for the building and for the staff. But you know, to be honest, we get into our buildings, and we do our day-to-day things, and we don't always take the time to reflect on what those goals are and whether or not we have followed through with the commitments that we've made. And again, this group for me helped secure accountability in that particular way.

Setting goals and monitoring growth through discussions with colleagues have been a key benefits for the mentees in both districts because of the opportunities to reflect, revise, and plan for improvement in a risk-free learning environment.

Theme 2: Adaptive Expertise Acquired Through the MentoringCoaching Program from Mentees' Perspective

The Ontario Leadership Framework was new to the mentees and familiarity with the specific domains or the skills and competencies of each domain was initially not known among the mentees. Mentees were required to use the framework to identify their own strengths and areas for growth and to articulate their personal goals. The identification process and articulation of goals helped them become more accustomed to the framework and start to speak the language. The area of expertise most influenced by participation in the program was setting direction. The questionnaire (see Appendix D) confirmed this phenomenon for all participants.

The expertise that was acquired through the more complex, three-tiered program used in the large southern board was significant for instructional leadership and the domain entitled *Leading the Instructional Program* in the leadership framework. Mentee 16 in District B explained,

> But the focus on the instructional leadership piece and the PLC [Professional Learning Communities] piece start to focus more on the accountability, like not only how you do the PD [Professional Development], but how do you move your staff forward, and you gain a lot by listening to other people and their experiences, what they've done, and recommend what you don't do. Sometimes you learn from that as well, so it was good that way.

The events organized for the whole group in District B and by the lead mentors were in-depth presentations of specific instructional leadership competencies (e.g. teaching learning critical pathways). The follow-up paired sessions used the content and strategies to understand further their personal capacity related to instructional leadership.

The one-to-one relationships in District A focused on personal growth and building confidence in the role. Mentee 6 articulated these sentiments:

> To me, the biggest benefit of the program is because you do feel alone sometimes out there and you're not sure. Not all the answers are black and white, and to have that trust between you and, in my case, a very experienced mentor … To me, I built confidence in myself as a leader in my building, and I just reaffirmed some of the things I was already doing.

Mentees made frequent reference to the domain entitled *Building Relationships and Developing People*, but they often perceived they had been appointed as a result of that strength. The expertise and confidence gained through the MentoringCoaching program transferred directly to relationships with staff and parents. Mentee 4 in District A described, "It helped me to reflect on not only my relationship with my mentor and the things we were discussing, but also to take that practice back and use it with my staff and

parents." **S**etting direction was not something the mentees had experienced as teachers so believed their expertise had grown the most in this domain. Mentee 6 in District B synthesized it by saying,

> So this is the first time as a new principal of a school that you are charged with setting the direction of your school and creating a vision for your school with your staff and that requires a certain skill set … So we definitely talked a lot about that.

The participants who completed the self-reflective questionnaire confirmed that the area of expertise most improved by the MentoringCoaching program was setting direction (see Appendix D).

Theme 3: Benefits and Challenges of Participation in the Program from Mentees' Perspective

One common result of the mentee experience was that self-reflection became part of the program, with many mentees commenting that new administrators often find they are continually racing. The MentoringCoaching program, however, forced them to be more thoughtful and purposeful in their leadership practice. Mentee 2 in District A described self-reflection as, "Reflecting on what are my strengths and what are my areas to work on and working through that with my mentor … has been a huge benefit." Mentees, as expected, expressed appreciation for the time spent with the mentors and the opportunity to share ideas and concerns in a risk-free environment.

Building networks of colleagues for newly appointed administrators proved to be a distinct advantage that helped the mentees overcome the feelings of isolation and anxiety that often accompany entry into a new position. Reedy (2005) substantiated this conclusion in her study of high quality mentoring programs:

> Evidence has been presented which clearly demonstrates that a strong relationship between a mentor and first-year principal hastens first-year principal socialization and enhances first-year principal learning … by the presence of a caring and competent mentor. (p. 131)

In the northern district, mentees were previously comfortable with accessing the network of colleagues because the culture of the district was such that networking was common practice. In the southern district, mentees grew from the opportunity to expand networks and to become familiar with other colleagues in the district and areas of expertise. Mentee 7 clarified, "It is not just the one-to-one relationship, but again you're getting seven or eight points of view with your own group, and a lot of people going through the same situations, so I think everyone is benefiting there."

Mentees learned by example and experienced the role modeling and advanced expertise that experienced leaders demonstrate. Mentors demonstrated that they do not have all the answers to the challenges of the role and but could coach the mentees through a problem-solving process that supported them finding their own solutions. Mentor 4 in District B explains,

> The shift from immediate problem solver to listening to other people, seeing how they are solving problems, watching them solve problems, watching other people in the interview and listening to your mentee and keeping your mouth shut because, and it's really good to watch their thought process, and I found that it really helped me with some of the things I had to deal with.

The coaching skills demonstrated by the mentors transferred to the skills the mentees used with their staff and community, no longer believing that they had to know all the

answers, but able to ask the thought-provoking questions that initiated a problem-solving process.

The only significant challenge that mentees commonly mentioned involved the time to meet and make it a priority when so many issues seemed to be pulling mentees in varying directions. When asked about the challenges, Mentee 2 in District B responded, "Probably meeting time because that was always the challenge."

In conclusion, the Ontario MentoringCoaching program concurs with the report of Wanburg et al. (2003), which concluded "mentoring is positively related to both subjective and objective outcomes for protégés" (p. 9). The goal setting and self-reflection that is embedded in the Ontario program require thoughtful and purposeful leadership on the part of the mentees. The capacity for setting direction for the school that aligns with the district improvement plans has been a significant outcome of the experience for the mentees. Daresh (2004) suggested that "the best an effective mentoring program might be able to do in supporting a vision of instructional leadership is to keep talking about that goal" (p. 26), and the study of MentoringCoaching in Ontario confirmed that keeping the vision of instructional leadership as the main purpose of the program was valid. The mentees in the study have continually spoken positively of the experience of setting goals, monitoring growth, and sharing expertise with colleagues.

Analysis 3: Themes from Steering Committees

The third analysis comprised the data collected from the mentors in the MentoringCoaching program. Three themes emerged from the analysis, each of which reflected different aspects of the research questions. In Theme 1, the focus was on features of the MentoringCoaching program benefiting members of the Steering

Committee; in Theme 2, the adapted expertise acquired by members of the Steering Committee through the MentoringCoaching program was highlighted; and in Theme 3, the benefits and challenges of participating in the program became the focus.

Theme 1: Features of the MentoringCoaching Program from the Perspective of the Steering Committees

The members of the steering committee in both school districts were a blend of experienced principals and senior level administrators willing to organize and manage the project. Each had volunteered for the position and fulfilled his or her duties in the MentoringCoaching project along with the regular work duties. The steering committees committed to moving ahead with as much input from the participants as possible. Each district chose the model of the program they thought was most appropriate for the region. The result was one-to-one in the small northern board and the three tiered, more complex structure in the large southern district. Members of the steering committees expressed appreciation to the Ontario Principals' Council for the training it provided and believed that the coaching sessions and the mentoring workshops were the foundation of the success of the program. As Steering Committee member in District A commented:

> In terms of OPC commitment, the training that we had from the professional coaches was by far critical to the program, and the financial support that was given to us through OPC from the ministry was critical … and coming to Toronto for the mentoring workshops from Lois Zachary and to meet with other districts.

Each of the steering committees took an active role in matching the mentors with mentees but used various means to elicit input from both the mentors and the mentees. Options and suggestions for matching came from the Lois Zachary training they had

received from OPC. The leadership framework self-identifying strengths and areas for growth was one source of data used, but other factors like geography and common areas of interest were also considered.

The initial autonomy given to the steering committees to design and manage the project was positive during the first year of the program. Members of both committees did perceive their input was less influential in subsequent years of the program because the funding no longer came directly from the professional association (OPC) but was funneled from the Ministry to the boards. Steering Committee Member 6 (District A) commented, "Originally, the way funding was filtered right to the committee … people knew ahead of time that they had permission and funds to meet during the day and gave credence to the program." In both districts, in spite of the challenges related to funding, the steering committees continued to "champion the program and promote it …and work together so closely to help one another and develop that collaborative culture" (Steering Committee Member 2, District B).

The MentoringCoaching program continued to be an integral component of the succession planning goals in both districts. The roles of consistent communication, matching through a professional lens, aligning with other system initiatives, maintaining the momentum with expectations, and providing resources were meaningful contributions of both steering committees. All participants agreed that the profound impact of the program was a direct result of the expertise and organization of the steering committees.

Theme 2: Adaptive Expertise Acquired Through the MentoringCoaching Program from the Perspective of the Steering Committees

The members of the steering committees explained that the framework served as a guide for self-reflection and helped the mentors and the mentees focus on their own professional growth. Steering Committee Member 5 (District A) thought it "reduced the tendency to revert to casual conversations that are nice but don't get you anywhere" and raised the level of professional discussion in the relationship.

Many principals who served on the steering committee also had a role as a mentor or a lead mentor. The interviews were done separately, but views overlapped as to the relevance of the expertise acquired through the program. The steering committee members, similar to the mentors, thought that 'building relationships and developing people' was the focus of the program as a whole, but their understanding and capacity in "setting directions" was the area of greatest development. The results of the self-reflective questionnaire (see Appendix D) confirmed "setting direction" as the area of greatest improvement in the steering committee members' views. The committee members themselves believed their role on the committee was "developing the organization" in establishing MentoringCoaching as an embedded part of the culture of the organization (school district). Steering Committee Member 1 (District B) described her role in this initiative as "the management and construct, if you will, of developing the organization … and working together to include everyone's ideas that would be involved."

Theme 3: Benefits and Challenges of Participation in the Program from the Perspective of the Steering Committees

The interviews with the steering committee revealed benefits from a system perspective. The shift in culture from casual conversations to in-depth challenging conversations was important. Building reflection into development of leadership expertise as a norm was significant. Establishing goals and using goals as the central point of conversation during the meetings was a major shift in both districts. Steering Committee Member 5 in District A described, "I think that it's a nice way for us to reflect back later on to see if we've been able to meet those goals." Steering Committee Member 1 in District B confirmed,

> The focus on learning which I think became more and more clear as we went along and developed not only our personal but our team goals, and we even came up with norms where we talked about commitments and the fact that we needed a focus on learning.

The steering committee members had a pivotal role to play in their districts to ensure that everyone received communications in a timely fashion. The messaging had to be consistent for all participants. The motivation and commitment to the program was due in large part to the work of the steering committees in making everyone feel valued, trusted, and essential to the success of the program. Steering Team Member 8 from District B described the role as "to help build a shift in a culture that says you are a valued member and you have contributions." The accountability aspect of the program, the expectation to follow through and the feedback process was the responsibility of the

steering committees. The collective efficacy of the participants was largely a result of the steering committees' accountability measures.

In conclusion, the Steering Committee participants have identified results of the Ontario MentoringCoaching program that the report of Wanburg et al. (2003) revealed with respect to the difference between formal and informal mentoring programs (p. 35). Both school districts had previously engaged in informal mentoring but found the structures, matching processes, suggested meeting frequencies, goal setting and training sessions of the formal mentoring program to be an advantage. The role of the Steering Committee in both districts was organizational as well as motivational.

The communication and momentum originated with the steering committees and confirmed the report of Wanburg et al. (2003) "that formal program characteristics such as frequency of meeting guidelines, specified program objectives, or participant input into the matching process may be related to the outcomes" (p. 40). The Ontario program also focused on the relationship between mentors and mentees and the leadership expertise defined by the Ontario leadership framework (see Appendix A), giving the program a clear set of criteria for measuring progress. Steering committee members continually monitored the participation and satisfaction of the mentors and the mentees, providing a level of accountability and professionalism to the program. Time to participate is a continuous challenge as all participants confirmed, but the value of the program superseded this challenge–in large measure due to the activities and focus on professional growth provided by the steering committees.

Steering Committees in both district took the responsibility of matching mentors with mentees very seriously and spent large amounts of time deliberating over the best

scenarios. Daresh (2004) claimed, "An ideal arrangement for mentoring would involve the careful matching of mentors and those who are to be mentored … based on professional goals, interpersonal styles, learning needs and perhaps other variables" (p. 503). The matching process for Ontario reflects Daresh's (2004) ideal arrangement through the work of the steering committee members.

Summary

The present phenomenological qualitative study investigated the lived experiences of mentors, mentees and steering committee members as they participated in a unique MentoringCoaching program offered through the professional association for principals and vice principals in the province of Ontario. The program is unique in its design and development. The program strategically combines coaching training for the mentors and steering committee members with mentoring workshops through Dr. Lois Zachary, based on her work in developing cultures of mentoring in many sectors. Participants completed the interviews and self-reflection questionnaires during the fall of 2009 after districts had implemented the programs and ran them for two school years.

The data was analyzed initially using the participant category as the first theme: mentors, mentees, and steering committee member. The questions used to guide the interviews determined the second stage of analysis: structure of the program; expertise acquired through the program; and benefits and challenges associated with the program. The third stage of analysis was determining the themes of the responses most commonly mentioned by the participants. For mentors, the themes relative to the structure of the program included the coaching training, the process for matching mentors with mentees, the resources provided in the program, and the networking with colleagues that the

program provided. The mentors' themes relative to leadership expertise included awareness of the leadership framework and the role of a school leader in setting direction. Leading the instructional program was another theme that mentors expressed positively. When asked about the benefits and challenges of the program, mentors most frequently referred to the coaching skills, the opportunity to reflect on their own practice, the recognition they received, and the networking opportunities provided through the program. The only challenge reported was time and the ability to make participation a priority.

For mentees, the themes that emerged relative to the structure of the program included the positive impact of aligning the MentoringCoaching program with other initiatives in the district, the process for matching mentors with mentees, the networking, the funding for the program, and the necessity to set goals and monitor progress. The themes of leadership expertise for mentees were more general. While mentees identified setting direction as a domain with which they became familiar, awareness of the skills and competencies associated with leadership expertise was new to them. The benefits and challenges for mentees emerged as favorable toward self-reflection, the networking provided by the program, and the role modeling of the mentors. As with the mentors, the only challenge reported was finding the time to benefit fully from the program.

The themes that emerged from the steering committee members related to the structure of the program were positive about the training and support from OPC and the funding that allowed them to organize the program as they envisioned. The area of expertise the steering committee members most often mentioned was setting direction. Professional learning associated with familiarity with the leadership framework was a

general theme among steering committee members. The benefits and challenges that emerged from interviews with the steering committee members involved the necessity to set goals, monitor progress, and evaluate the collective efficacy of all participants in the program to make it meaningful and valuable to the system.

The findings of the study of MentoringCoaching in Ontario are closely aligned with previous studies with documented benefits to mentors, mentees, and to organizations. Zachary (2009) listed some key advantages for mentees: help in navigating the organizational culture; increased confidence, risk-taking and competence; as well as increased visibility and networking. This statement was similar to the report of Wanburg et al. (2003) regarding career and psychosocial benefits. The mentors in the Ontario study reported benefits consistent with the current research: increased job satisfaction, positive recognition, and revitalization as a result of interaction with mentees (Daresh, 2004, p. 505).

The key distinction between the Ontario study and the current body of knowledge on mentoring is the addition of coaching training for participants. Feltovich et al. (2006) concluded that "expert performers acquire skills to develop complex representations that allow them immediate and integrated access to information and knowledge relevant to the demands of action in current situations and tasks" (p. 52). Through thought-provoking questions and guided decision making, the mentees in the study reported accelerated development of the skills and competencies required to lead a school (see Appendix A). Mentees were able to "acquire representations and mechanisms that allow them to monitor, control and evaluate their own performance … and gradual refinement"

(Feltovich et al., 2006, p. 61). The mentors also reported a deeper understanding of their own leadership style outside of the mentor-mentee relationship.

The embedded practice of goal setting, self-reflection, and monitoring growth is consistent with the claim of Feltovich et al. (2006) that expertise involves reflection. The mentors themselves were continually engaged in the metacognition of analyzing their practice and restructuring, reorganizing, and refining their practice (Feltovich et al., 2006). They were able to ask probing questions of the mentees to encourage them to analyze and refine their practice continually.

Chapter 5 continues with the conclusions relative to the effect of MentoringCoaching programs for school leaders and the design of the program that has enhanced the development of leadership expertise in participating school districts. The conclusions drawn from this study can be used by other school districts and school leaders to develop programs in their region or to inform their succession planning efforts. Recommendations for further study complete the phenomenological study of MentoringCoaching for school leaders in Ontario.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

The recognition of the Ontario Leadership Framework (see Appendix A) as the acknowledged set of skills and competencies associated with school leadership expertise in Ontario has evolved and grown since its introduction in March 2007. The introduction of the leadership framework coincided with the initial opportunity for school districts to express an interest in participating in the launch of a MentoringCoaching program through the Ontario Principals Council (OPC). The purpose of the present study was to investigate the adaptive expertise influenced by participation in the program that aligns with the new MentoringCoaching program based on the following three research questions:

1. What aspects of MentoringCoaching programs influence school leaders' growth and expertise in the domains of setting direction, building relationships and developing people, developing the organization, leading the instructional program, and securing accountability?
2. How does a MentoringCoaching relationship benefit the expertise of mentors, the mentees, and a school system as a whole?
3. What features of a MentoringCoaching program in a school district are viewed as building tri-level leadership capacity that focuses on powerful instruction and student learning?

Chapter 5 focuses on the interpretation of the data and the implications for leadership development and the science of adaptive expertise. The interpretation of the data and the implications were drawn from the interviews and focus group conversations with the mentors, mentees, and steering committee members who participated in the

study. The interpretation of the data and the implications were then corroborated by the results of a self-reflection questionnaire (see Appendix D) completed by 63% of the participants. The results of the study are presented as findings and interpretations of the themes according to categories of participants (mentors, mentees, and steering committee members). The results are based on the responses to their views of the structure of the program, the leadership expertise acquired through participation, and the benefits and challenges of being involved. The chapter concludes with recommendations for further research.

Findings and Interpretations of Themes from Mentors' Perspective

One of the features of the MentoringCoaching program that was common to both districts was the coaching training and embedded practice of using a new set of listening and questioning skills in conversations with mentees. The shared experience among all mentors was the ability to shift from traditional mentor and problem solver to coach and guide using active listening and thought-provoking questions. The defined domains of expertise associated with school leadership in Ontario (see Appendix A) were new to the mentors as well as the mentees and permitted the mentors to make the paradigm shift of experienced expert to co-learner more facilely. Chi (2006) identified a study of experts and their comparison to novices as the *relative* approach and allowed for expertise to be acquired on a continuum of learning and "assumes that the fundamental capacities and domain-general reasoning abilities of experts and non-experts are more or less identical" (p. 23).

The mentors in the Ontario study engaged themselves and the mentees in a pattern of self-reflection and deliberate professional growth made more powerful by the sense of

shared learning and mutual understanding in which the only difference in expertise between mentors and mentees was the level of experience and exposure to leadership opportunity. Chi (2006) cautioned, "Greater domain knowledge can also be deleterious by creating mental set or functional fixedness … [and] that they may have more difficulty coming up with creative solutions" (p. 27). In Ontario, the mentors' expertise was not superior or deleterious because of their eagerness to learn with mentees in new and professional ways.

The process for matching mentors with mentees in both districts was based on reflection and self-identified areas of strength and growth, according to the domains of expertise for Ontario (see Appendix A). Mentors and mentees went through the exercise independently and were matched to maximize the learning experience and growth for mentees. Feltovich et al. (2006) proposed that "future expert performers need to acquire representations and mechanisms that allow them to monitor, control, and evaluate their own performance …while engaging in training tasks that provide feedback on performance, as well as opportunities for repetition and gradual refinement" (p. 62).

The structure of the MentoringCoaching program in Ontario supported the opportunity for both mentors and mentees to "monitor, control and evaluate their own performance" (Feltovich et al., 2006, p. 62). Mentors benefited from the self-awareness and self-analysis of their own leadership capacity through the reflective process. Mentors also benefited from the intentional support they were able to offer their mentees based on a clearer understanding of their own expertise. The calculated process for matching experienced and novice school leaders built a culture of trust and commitment to

professional growth that can be adapted by other school districts to maximize learning for mentors and for mentees.

The benefits to the mentors involved in the MentoringCoaching program are both psychosocially and career-based (Wanburg et al., 2003, p. 4). This view aligns with Mieg's (2006) view that "the main mediating socio-psychological process during the development of expertise is *socialization"* (p. 756). Educational leadership development is often perceived as something that is done "by" the district "to" leaders and aspiring leaders. In the Ontario study, mentors had the opportunity to meet with mentees, colleagues, learning teams, and with lead mentors, continually bringing an enhanced level of expertise related to their professional practice through socialization and "the personal networks [that] play an important role and enhance the development of individual competence" (Mieg, 2006, p. 757).

The networking and chance to learn interactively from and with colleagues across the district were positive results of the MentoringCoaching program in Ontario. According to Reedy (2005), the socialization of mentoring programs is a clear benefit for mentees (p. 147), and results of this study indicate the MentoringCoaching program yields positive results for mentors as well. The principal's job can be perceived as isolated and remote, but the opportunities to meet, to collaborate, and to share expertise among mentors in the Ontario study emerged as one of the strong conclusive benefits of the program.

The focus on instructional leadership expertise was motivational to experienced principals who were also on steep learning curves with new system initiatives. While the mentors maintained their role as "developmental guides" (Daresh, 2007, p. 25), the

learning was definitely reciprocal. School districts that provide opportunities for principals and vice principals to experience the socialization benefits of their profession benefit from a raised level of expertise among all leaders

The mentors' ability to listen attentively and ask insightful, probing questions was a transferable skill that carried over to other relationships within mentors' leadership roles (i.e., parents, teachers, support staff, students). The conclusion is that a program that combines formal mentoring as a district initiative with coaching training for mentors will have a broad impact on the leadership capacity of the experienced mentors. Mentors who have been trained as coaches are more effective leaders in their schools and in their communities.

The study of MentoringCoaching relative to the areas of expertise defined for school leadership in Ontario (see Appendix A) revealed that the domain of setting direction was most influenced by the experience. Mentors expressed this view through interviews and self-reflection questionnaires (see Appendix D). With the provincial and district focus on student learning and improved student achievement, the new directions for experienced and novice administrators have been extensive in Ontario.

Setting direction for student achievement has required new learning for all administrators. The integration and the interconnectedness of all five domains of the leadership framework (see Appendix A) cannot be ignored. The leadership framework (see Appendix A) was new to the mentors as well as the mentees and, for the first time in the province, articulated a set of criteria for effective leadership performance. Mentors benefited from clarifying the "characteristics, skills and knowledge" (Ericsson, 2006, p. 3) that define principal and vice principals expertise while they were working with

mentees and raising their level of self-awareness related to their own leadership practice. The leadership framework gave the mentors a set of "objective criteria" (Ericsson, 2006, p. 3) for analyzing their performance on "representative tasks" (Ericsson, 2006, p. 3) in each of the five domains of school leadership expertise.

Current research touts the benefits to mentors as an increased level of job satisfaction and renewed motivation for the job, along with pride in seeing the school system for which they feel ownership being left in the hands of a new generation (Daresh, 2004, p. 505). The study of MentoringCoaching in Ontario confirmed Daresh's (2004) phenomenon. School districts can conclude that strategically identifying and training experienced school leaders will motivate them to feel ownership for future succession planning efforts and embrace the opportunity to influence and nurture new leaders in the system. A school system that is known to provide supportive learning environments for school leaders is more likely to have a wealth of talented leaders wishing to come forward for leadership positions.

In summary, from the mentors' perspective, the MentoringCoaching program in Ontario has identified a "recipe" for building capacity and leadership expertise among the experienced leaders in a school district. Combining a district mentoring program with all the features known to be effective (i.e., strategic matching of mentors with mentees; specific goal-setting expectations for the mentors and the mentees; and system support for implementation with coaching training for mentors) is a winning strategy for refining the leadership expertise of mentors and the district as a whole.

Findings and Interpretations of Themes from Mentees' Perspectives

Hunt (2006) revealed, "The acquisition of expertise requires substantial effort [and] the social support provided during the learning phase is extremely important" (p. 14). He added, "People will do this only if they have some initial success, enjoy the work, and are supported by the social climate" (p. 36). The structure of the MentoringCoaching program in Ontario provided the social support that mentees required. The paired relationships and the group activities provided the opportunity for shared learning that raised mentees' confidence and acquisition of expertise. Effective mentoring programs embed goal-setting and measurement of progress into the relationship between mentor and mentee (Zachary, 2009, p. 31).

In Ontario, the mentees' goals were required to be aligned with the provincial and district priorities related to instructional leadership practice and student achievement. The conclusion can be drawn from this study that mentoring programs that break down the barriers of isolation and provide opportunities for mentees to grasp the importance of their role within the context of a school district is very powerful. Regardless of the size of the school district, school leaders can learn to work in teams and pairs to receive common messages and to reflect, revise, and plan for improvement. The more school leaders work together, the quicker the pace of adapting recognized expertise to mentees' practice is going to be accelerated. Mentees will have the initial success that supports enjoyment of the work within a positive social climate (Hunt, 2006, p. 36).

Mentees in the Ontario study became familiar with the domains of the leadership framework simultaneously with the mentors in the program. Mentees used the common language of the framework to establish the learning goals for their MentoringCoaching

relationship. Like the mentors, the mentees revealed that expertise in setting direction was the domain most influenced by participation in the program. Prior to a role in school administration (teachers), the novice leaders had little exposure to the task of setting direction for the district or the school. The capacity to ensure a clearly articulated vision that was acted upon by all was a steep learning curve for mentees. The study of adaptive expertise through MentoringCoaching in Ontario offers a glimpse into understanding "the social and motivational factors that push and pull people to persevere in the requisite daunting regimes of training" (Feltovich et al., 2006, p. 62). Defining expert performance and providing support through coaching and insights from trained mentors is a successful strategy that can be applied by school districts universally.

The results of the study of MentoringCoaching in Ontario concurred with the current research results that identified the benefits to mentees. The mentees were more confident in their professional practice, had a deeper understanding of implementing theory into practice, benefited from regular interaction on an array of common issues, learned some best practices, and knew there was concern for their well-being (Daresh, 2007, p. 504). Adaptive expertise is a field of scientific research that is largely untapped in the realm of education leadership development.

In Ontario, the "characteristics, skills and knowledge that distinguish experts" (Ericsson, 2006, p. 3) have only been defined since March 2007. One conclusive result of the study in Ontario is that a formal MentoringCoaching program, such as the one provided through the Ontario Principals Council, is an effective training method that allows individual mentees to acquire levels of performance and expertise that have been accelerated by the experience. Feltovich et al. (2006) provided evidence of "human

adaptations that are possible in response to specialized extended training" p. 62) in the field of school leadership development.

In summary, the MentoringCoaching program in Ontario aligns with much of the current literature on the benefits of a formalized mentoring program for mentees and novice school leaders. The present study distinguished between a formal mentoring program that has embedded coaching skills for the mentors and potentially for the mentees and traditional mentoring programs. This distinction may contribute to the body of knowledge on effective succession planning and strategies for accelerating expertise development in a climate in which many experienced school leaders are approaching retirement age.

Findings and Interpretations of Themes from Steering Committee Members' Perspectives

In the field of scientific research on adaptive expertise, many parallels exist between the study of expert team performance (Salas, Rosen, Burke, Goodwin, & Fiore, 2006) and the roles and accomplishments of steering committee members in the study of MentoringCoaching in Ontario. The steering committees in both districts held great ownership for the success of the program and its potential for long-term impact in the district. The structure of the MentoringCoaching program in Ontario and the leadership challenges accepted by the steering committee members demonstrated that the "dream team" (Salas et al., 2006, p. 439) atmosphere signified the work of the steering committees.

As the steering committee, members defined the structure of the program most appropriate for their school district, hosted organizational meetings that articulated the

expectations and responsibilities of all participants, and conferred with colleagues to refine the vision. The steering committee sought and received feedback on alignment with other initiatives, strategically matched mentors with mentees, delivered supporting resources and learning opportunities, and provided continuous monitoring and accountability measures. The steering committee communicated frequently and consistently with participants and each other, and they also provided motivation and momentum for ongoing improvement. As Salas et al. (2006) noted, the steering committee performed as an expert "dream team" (p. 439) for the program.

Salas et al. (2006) synthesized the research on expert team performance into nine characteristics: shared mental models; optimized resources by learning and adapting; possession of clear roles and responsibilities, and a clear, valued, and shared vision. Expert team performance also demonstrates "engagement in a cycle or discipline of prebrief → performance → debrief; strong team leadership; a strong sense of "collective," trust, teamness, and confidence; managed and optimized outcomes; and cooperation and coordination" (p. 447). The expert team performance of the steering committee in both districts can serve as a model for other districts in establishing organizational models of MentoringCoaching programs. Expert team performance in educational leadership is an area of scientific research that has not yet been studied.

The steering committee members identified setting direction as the domain most strongly impacted by participation in the MentoringCoaching program. This finding reflected the data provided through interviews with the mentors and the mentees, corroborated by the self-reflection questionnaire (see Appendix D). The distinction expressed by the steering committee members relative to their unique role in the program

was the responsibility they felt for developing the organization. The domain of leadership expertise defined for the province of Ontario entitled *Developing the Organization* identified skills and competencies like building a collaborative culture, collaborating and networking with others inside and outside the school, and obtaining knowledge of models of effective partnerships. Members of the steering committee in both districts individually performed at the expert level in this domain. As a team, they performed at the "dream team" (Salas et al., 2006, p. 439) level, creating a model for other school districts to follow.

The benefits of the MentoringCoaching program in Ontario, through the lens of steering committee members, are focused on the district and the change in culture and organizational vitality (Zachary, 2005, p. 5) that a formal mentoring program can bring. "Professions are often characterized as privileged, autonomous occupational groups, each profession having gained control of a specific, socially relevant section of work" (Mieg, 2006, p. 754). Until March 2007 with the introduction of the leadership framework (see Appendix A), the "specific, socially relevant section of work" (Mieg, 2006, p. 754) of school leadership was undefined in Ontario.

Characterizing professional expertise of principals and vice principals through implementation of the leadership framework (see Appendix A) launched a deeper level of professional dialogue among colleagues, mentors, mentees, staff, and parents. Steering committee members consistently described the elevation in professional conversations among the participants as a major cultural shift within their district. The experience in Ontario complied with Mieg's (2006) suggestion that defining standards and performance criteria in a profession (e.g. school principal) can address issues of public confidence and

trust in expert services (p. 754). Setting goals and measuring progress against the defined standards of expertise also built internal confidence among participants.

In summary, the results of the study of MentoringCoaching in Ontario from the steering committee members' perspective has informed the science of adaptive expertise research by clarifying expert team performance within the structure of organizing a MentoringCoaching program. Setting direction and establishing the vision is a key responsibility of the team amid the overall task of building the organization. The power of defining performance criteria of leadership expertise can profound the impact of training programs like MentoringCoaching.

In conclusion, the analysis of the data of the study of MentoringCoaching in Ontario has provided insights into the three research questions that formed the impetus for the inquiry. The domains of leadership expertise defined for Ontario (setting direction, building relationships and developing people, developing the organization, leading the instructional program, and securing accountability) have been positively impacted by participation in the program. The mentors, mentees and steering committee members simultaneously became familiar with the language of the framework and used it as a foundation upon which to base the conversations, to establish goals for professional growth and to identify measures of success.

Mentoring programs for school leadership that clearly articulate the skills and competencies that are required will have a heightened level of exchange between mentors and mentees with a focus on adapting the expertise associated with effective practice. In public education in Ontario there are many new initiatives relative to leading the instructional program. Experience is not necessarily synonymous with expertise and

mentors benefited from the MentoringCoaching experience as equal partners with the mentees. The data has confirmed setting direction as the domain most influenced by the MentoringCoaching program from all participants' perspectives and the opportunity to learn with colleagues about effective strategies for setting direction within the context of numerous new initiatives was an unmistakable benefit of participation.

The second research question was directed toward the benefits of the program for mentors, mentees and the school system as a whole. The MentoringCoaching program initiated and supported through the Ontario Principals' Council (OPC) embedded two essential features that had profound impact on the leadership expertise of the participants. Understanding the qualities of a mentoring program that changes the culture of an organization, through the work of Lois Zachary was significant toward developing a conception of the overall plan and the key roles of all the participants.

The certified professional coaching training that was presented to all of the mentors and many of the mentees was the pivotal element that inspired a genuine change in leadership practice for mentors, mentees and the steering committee members. Reflective practice, active listening, though-provoking questioning, and deliberate humility were the competencies that participants highlighted and believed accounted for the positive influence of the program. The effect was not solely directed toward the MentoringCoaching relationships, but toward the leadership expertise that was adapted in daily practice inside and outside the school environments.

The third research question was intended to identify the features of a MentoringCoaching program that builds tri-level leadership capacity that focuses on powerful instruction and student learning. In Ontario, the MentoringCoaching program

and the exercise of setting goals and measuring progress required alignment with the provincial and district priorities. As steering committees met with lead mentors, mentors and mentees the direction and priorities for each district, relative to improved student learning and instructional leadership capacity, were made known and support was provided. As the relationships of the participants were established and strengthened, the personal growth along the continua of the domains of leadership expertise (see Appendix A) for each person was reflected upon and discussed in order to establish strategies for continued growth. The overall impact of this in-depth strategy has been to build a culture of expectation that the school leader's role is to set direction and lead the instructional program to build a culture of what Leithwood and Mascall (2008) call academic press to schools and districts as a whole.

Adaptive expertise is a field of scientific research that has been broadly studied in many sectors and professions. Expertise has been studied as "elite achievement resulting from superior learning environments" (Ericsson, 2006, p. 12). In educational leadership in Ontario the representative tasks that identify expert performance have been nebulous and vague. The introduction of the leadership framework (see Appendix A) in 2007 that classifies the skills and competencies associated with effective leadership has served to specifically define expert performance in school leadership. The "superior learning environments" (Ericsson, 2006, p. 12) created by the MentoringCoaching program provides information to the education community that will heighten awareness of this professional learning strategy that will accelerate leadership expertise development. MentoringCoaching that is structured on the known features of effective mentoring programs, initially clarifies the expertise to be intentionally practiced, and expects

participants to “monitor, control and evaluate their own performance” (Feltovich et al., 2006, p. 62) through coaching relationships and networks of mentors and mentees is a ‘recipe’ for school leaders to reach expert performance levels at an enhanced pace.

Recommendations for Further Research

The findings from the study of MentoringCoaching in Ontario have inspired further questions related to adaptive expertise in educational leadership. The criteria for expert performance in the role of principal and vice principal are identified by the leadership framework (see Appendix A) in Ontario. MentoringCoaching programs are one avenue through which the continuum of adaptive expertise can be accelerated. Further studies to provide evidence of other professional learning opportunities that would complement MentoringCoaching programs in a school district would benefit the education sector as a whole. As the current generation of experienced school leaders continues to retire at unprecedented rates, the necessity to hasten the process for preparing newly appointed school leaders and to raise their level of expertise is pressing.

The study of MentoringCoaching programs has aroused the question of continued expertise development for experienced school leaders. The domains of the leadership framework are explicit in the skills, competencies, knowledge and attitudes associated with effective leadership for principals and vice principals. The specific activities that each leader performs in response to a situation remain subjective and vary according to the context and the individuals involved. Continued research into the expert performance that becomes automatic in classic school leadership scenarios, and the processes for developing the automaticity, is worthy of continued inquiry into adaptive expertise in school leadership development.

The third and final area of recommended further research relates to the potential to generalize the findings from the study of adaptive expertise through MentoringCoaching programs in educational leadership to other professions and human resource development programs. The process for developing leadership expertise that was adapted at an accelerated pace in school leaders has the potential to be transferable to other sectors and careers.

Implications for Leadership Development

Developing school leaders is a key responsibility in any school district. As experienced principals retire and new leaders are appointed, the necessity to provide learning opportunities that incorporate clarity around expert performance, goal-setting based on recognized expertise, support for self-reflection and planned improvement, and feedback is strong. The model of MentoringCoaching in Ontario is a program for leadership development that districts throughout North America can adapt. The concept of experienced leaders interacting with inexperienced leaders through focused conversations on student learning and instructional leadership is powerful.

Practicing school leaders have the potential to benefit from the results of this study through similar self-reflection and goal-setting strategies. As principals and vice principals experience the opportunity to collaborate, problem solve and share expertise, the level of expert performance is elevated for everyone. The concept of principal learning teams has the potential heighten the leadership capacity for everyone--experienced and inexperienced. The traditional expectation for principals to have all of the answers will disappear and be replaced by leaders who coach others through their own creative solutions to challenges.

Summary

The results of the present study on MentoringCoaching in two school districts in Ontario, Canada, have supported the belief that clearly articulating the skills and competencies that define expert performance in school leadership will maximize the effect of all professional learning programs, especially MentoringCoaching. The capacity to set direction for the school and the district amid so many pressing initiatives is a key area of expertise that is enhanced for school leaders by MentoringCoaching, but the interconnectedness of the areas of expert performance is irrefutable.

Blending the features of a formal mentoring program with professional coaching skills for mentors and organizing committee members and others in the district will enhance the leadership capacity within the system. The ability to listen actively, ask thought-provoking questions, and guide others through a critical thinking process are skills that will elevate the expert performance of all leaders, regardless of the level of experience. Formal MentoringCoaching program that require participants to set goals and measure progress aligned with provincial and district initiatives and improved student learning will positively influence the culture of "academic press" (Leithwood, 2008, p. 19) in a school and across a district. Finally, scientific research in the area of adaptive expertise in school leadership will benefit from the clarity around performance tasks that represent expert performance. MentoringCoaching is a means to provide "superior learning environments" (Ericsson, 2006, p. 12) for school leaders and accelerate the development of leadership expertise.

REFERENCES

Alsbury, T. L., & Hackman, D. G. (2006). Learning from experience: Initial findings of a mentoring/induction program for novice principals and superintendents. *Planning and Changing, 37*(3/4), 169-189. Retrieved June 24, 2009, from EBSCOhost database.

Barnett, S. M., & Koslowski, B. (2002). Adaptive expertise: Effects of the type of experience and the level of theoretical understanding it generates. *Thinking and Reasoning 8*, 237-267. Retrieved January 30, 2008, from http://www.tandf.co.uk /journals/pp/13546783.html

Bransford, J. (2001). *Thoughts on adaptive expertise.* Retrieved December 11, 2007, from http://www.vanth.org/docs/AdaptiveExpertise.pdf

Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school.* Washington, DC: National Academy Press.

Chi, M. T. H. (2006). Two approaches to the study of experts' characteristics. In K. A. Ericsson, N. Charness, P. J. Feltovich, & R. R. Hoffman (Eds.), *The Cambridge handbook of expertise and expert performance* (pp. 21-30). New York: Cambridge University Press.

Cianciolo, A. T., Matthew, C., Sternberg, R. J., & Wagner, R. K. (2006). Tacit knowledge, practical intelligence, and expertise. In K. A. Ericsson, N. Charness, P. J. Feltovich, & R. R. Hoffman (Eds.), *The Cambridge handbook of expertise and expert performance* (pp. 613-632). New York: Cambridge University Press.

Collins, J. (2001). *From good to great: Why some companies make the leap . . . and others don't.* New York: HarperCollins.

Cotton, K. (2003). *Principals and student achievement: What the research says.* Alexandria, VA: ASCD.

Crawford, V. M., Schlager, M., Toyama, Y., Riel, M., & Vahey, P. (2005, April). *Characterizing adaptive expertise in science teaching.* Report on a laboratory study of teacher reasoning presented at the American Education Research Association Annual Conference in Montreal, Quebec, Canada.

Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions.* Thousand Oaks, CA: Sage.

Daresh, J. (2004). Mentoring school leaders: Professional promise or predictable problems? *Educational Leadership Quarterly, 40*(4), 495-517. Retrieved June 24, 2009, from EBSCOhost database.

Daresh, J. (2007). Mentoring for beginning principals: Revisiting the past or preparing for the future? *Mid-Western Educational Researcher, 20*(4), 21-26. Retrieved June 24, 2009, from EBSCOhost database.

Davis, S., Darling-Hammond, L., LaPointe, M., & Meyerson, D. (2005). *School leadership study: Developing successful principals.* Retrieved June 8, 2007, from http://seli.stanford.edu

Ericsson, K. A. (2006). An introduction to *The Cambridge handbook of expertise and expert performance:* Its development, organization, and content. In K. A. Ericsson, N. Charness, P. J. Feltovich, & R. R. Hoffman (Eds.), *The Cambridge handbook of expertise and expert performance* (pp. 41-67). New York: Cambridge University Press.

Ericsson, K. A. (2006). The influence of experience and deliberate practice on the development of superior expert performance. In K. A. Ericsson, N. Charness, P. J. Feltovich, & R. R. Hoffman (Eds.), *The Cambridge handbook of expertise and expert performance* (pp. 683-703). New York: Cambridge University Press.

Ericsson, K. A., Charness, N., Feltovich, P. J., & Hoffman, R. R. (Eds.). (2006). *The Cambridge handbook of expertise and expert performance.* New York: Cambridge University Press.

Feltovich, P. J., Prietula, M. J., & Ericsson, K. A. (2006). Studies of expertise from psychological perspectives. In K. A. Ericsson, N. Charness, P. J. Feltovich, & R. R. Hoffman (Eds.), *The Cambridge handbook of expertise and expert performance* (pp. 41-67). New York: Cambridge University Press.

Freebody, P. (2004). *Qualitative research in education: Interaction and practice.* Thousand Oaks, CA: Sage.

Fink, E., & Resnick, L. (2001). Developing principals as instructional leaders. *Phi Delta Kappan, 82*(8), 598-606. Retrieved June 24, 2009, from EBSCOhost database.

Fullan, M., Hill, P., & Crevola, C. (2006). *Breakthrough.* Thousand Oaks, CA: Corwin.

Gray, C., Fry, B., Bottoms, G., & O'Neill, K. (2007). *Good principals aren't born—They're mentored*. Retrieved November 12, 2007, from http://www.wallacefoundation.org

Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education, 33*(3), 329-351. Retrieved June 24, 2009, from EBSCOhost database.

Hallinger, P., & Heck, R. H. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995. *Educational Administration Quarterly, 32*(1), 5-44. Retrieved June 24, 2009, from EBSCOhost database.

Hatano, G., & Oura, Y, (2003). Commentary: Reconceptualizing school learning using insight from expertise research. *Educational Researcher, 32*(8), 26-29. Retrieved June 24, 2009, from EBSCOhost database.

Heifetz, R. A., & Linsky, M. (2002). *Leadership on the line: Staying alive through the dangers of leading.* Boston: Harvard Business School.

Hopkins, D. (2005, June). Every school a great school. *IARTV Seminar Series.* A lecture to celebrate the launch of The London Centre for Leadership in Learning. London, England: University of London. Retrieved September 10, 2008, from http://www.ioe.ac.uk

Hopkins, D. (2007). *Every school a great school: Realizing the potential of system leadership.* Berkshire, England: Open University Press/McGraw–Hill.

Hunt, E. (2006). Expertise, talent and social encouragement. In K. A. Ericsson, N. Charness, P. J. Feltovich, & R. R. Hoffman (Eds.), *The Cambridge handbook of expertise and expert performance* (pp. 31-38). New York: Cambridge University Press.

Inagaki, K., & Miyake, N. (2007). Perspectives on the research history of Giyoo Hatano. *Human Development, 50,* 7-15. Retrieved January 4, 2007, from http://www.karger.com.hde

Institute for Education Leadership. (2007). *Putting Ontario's leadership framework into action: A guide for school and system leaders.* Toronto, ON. Retrieved September 12, 2008, from http://www.education-leadership-ontario.ca/resources.shtml

Janesick, V. J. (2003). The choreography of research design: Minuets, improvisations, and crystallization. In N. K. Denzin & Y. S. Lincoln (Eds.), *Strategies of qualitative inquiry* (pp. 46-79). Thousand Oaks, CA: Sage.

Learning Partnership. (2008, June). *Succession planning: Schools and school boards*. Final report submitted to the Institute for Education Leadership, Toronto, Ontario, Canada.

Leithwood, K. (2006). *Teacher working conditions that matter: Evidence for change.* Toronto: Elementary Teachers Federation of Ontario.

Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins. D. (2006). *Seven strong claims about successful school leadership.* Retrieved November 12, 2007, from http://www.ncsl.org.uk/media.767/B2

Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004, September). *Review of research: How leadership influences student learning*. Report from the Center for Applied Research and Educational Improvement and Ontario Institute for Studies in Education to the Wallace Foundation.

Leithwood, K., & Mascall, B. (2008). Collective leadership effects on student achievement. *Education Leadership Quarterly*, *44*(4), 529-561. Retrieved June 24, 2009, from EBSCOhost database.

Leithwood, K., & Riehl, C. (2003, Autumn). *What we know about successful school leadership: A report by Division A of AERA.* Retrieved January 23, 2008, from

http://www.ncsl.org.uk/mediastore/image2/randd-leithwood-successful-leadership.pdf

Malone, R. J. (2002). Principal mentoring: An update. *National Association of Elementary School Principals Research Roundup*, *18*(2). (ERIC Document Reproduction). (ED457535)

Marzano, R. J., Walters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results.* Alexandria, VA: ASCD.

McIntyre, F. (2000, December). *Exodus to continue until 2010*. Retrieved November 27, 2007, from http://www.oct.ca

Michael, C. N., & Young, N. D. (2006). *Preparing the next generation of school administrators: Advice from veteran leaders.* Retrieved January 23, 2008, from Education Resources Information Center. (ERIC No. ED491530)

Mieg, H. A. (2006). Social and sociological factors in development of expertise. In K. A. Ericsson, N. Charness, P. J. Feltovich, & R. R. Hoffman (Eds.), *The Cambridge handbook of expertise and expert performance* (pp. 743-760). New York: Cambridge University Press.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed). Thousand Oaks, CA: Sage.

Moustakas, C. (1994). *Phenomenological research methods.* Thousand Oaks, CA: Sage.

Nefstead, S., & Nefstead, S. (2005). *Mentoring in the '90s and beyond.* Retrieved January 23, 2008, from http://www.extension.umn.edu/distribution/citizenship/DH647.html

Nishimura, J., & Sharpe, K. (2007). *MentorCoach training for educators: Introduction to fundamental coaching skills, principles and mindset for administrators serving as MentorCoaches*. Toronto, Ontario, Canada: Ontario Principals Council.

Quint, J. C., Akey, T. M., Rappaport, S., & Willner, C. J. (2007). *Instructional leadership, teaching quality and student achievement: Suggestive evidence from three urban school districts.* Retrieved January 7, 2008, from http://www.mdrc. org

Reedy, P. A. (2005). High quality mentoring programs: Attributes of mentoring programs that have significant effects on first year principals and schools. (Doctoral dissertation, The University of Wisconsin-Madison, 2005). *Dissertation Abstracts International, 6*(08), 2799A. (UMI No. AAT 3186139)

Ross, K. G., Shafer, J. L., & Kleiccn, G. (2006). Professional judgments and "naturalistic decision-making." In K. A. Ericsson, N. Charness, P. J. Feltovich, & R. R. Hoffman (Eds.), *The Cambridge handbook of expertise and expert performance* (pp. 403-419). New York: Cambridge University Press.

Rosser, M. H. (2004). Chief executive officers: Their mentoring relationships. (Doctoral dissertation, Texas A&M University, 2004). Dissertation Abstracts International, *65*(12), 4431A. (UMI No. AAT 3157031)

Salas, E., Rosen, M. A., Burke, C. S., Goodwin, G. F. & Fiore, S. M. (2006). The making of a dream team: When expert team do best. In K. A. Ericsson, N. Charness, P. J. Feltovich, & R. R. Hoffman (Eds.), *The Cambridge handbook of expertise and expert performance* (pp. 439-453). New York: Cambridge University Press.

Wallace Foundation. (2007, March). *Getting principal mentoring right: Lessons from the field.* Retrieved November 26, 2007, from http://www.wallacefoundation.org

Wanburg, C. R., Welsh, E. T., & Hezlett, S. A. (2003). Mentoring research: A review and dynamic process model. *Research in Personnel and Human Resources Management, 22*, 39-124. Retrieved March 2, 2008, from http://www.sciencedirect.com/science

Zachary, L. J. (2000). *The mentor's guide: Facilitating effective learning relationships.* San Francisco: Jossey–Bass.

Zachary, L. J. (2005). *Creating a mentoring culture: The organizational guide.* San Francisco: Jossey–Bass.

Zachary, L. J. (2007). What leaders must do to ensure mentoring success. *Learning Solutions, 6*(12), 18-21. Retrieved June 24, 2009, from EBSCOhost database.

Zachary, L. J. (2008, January). *Mentoring for leading and learning*. Presentation at the Ontario Principals' Council Mentor Certification Symposium, Toronto, Canada.

Zachary, L. J. (2009). *The mentee's guide: Making mentoring work for you.* San Francisco: Jossey-Bass.

Zimmerman, B. J. (2006). Development and adaptation of expertise: The role of self-regulatory processes and beliefs. In K. A. Ericsson, N. Charness, P. J. Feltovich, & R. R. Hoffman (Eds.), *The Cambridge handbook of expertise and expert performance* (pp. 705-722). New York: Cambridge University Press.

APPENDIX A: LEADERSHIP FRAMEWORK

LEADERSHIP FRAMEWORK

FOR PRINCIPALS AND VICE PRINCIPALS

PART 1: PRACTICES AND COMPETENCIES

Understanding the framework

The leadership framework for principals and vice principals consists of two parts:

- Part 1: Leader Practices and Competencies is displayed on this page
- Part 2: System Practices and Procedures is displayed on a separate page

The System Practices and Procedures portion of the framework is common to both the framework for principals and vice principals and the framework for supervisory officers.

Assumptions about leadership

- There is an evolving body of professional knowledge about good leadership
- Leadership must be responsive to the diverse nature Ontario's communities
- Leadership is contextual and multi-dimensional

  The practices and competencies of leaders will evolve as leaders move through a variety of career stages

  - Leadership practices and competencies are distributed members of school and system professional learning teams working together to accomplish goals

SETTING DIRECTIONS

The principal builds a shared vision, fosters the acceptance of group goals and sets and communicates high performance expectations.

PRACTICES

The principal:

- ensures the vision is clearly articulated, shared, understood and acted upon by all;
- works within the school community to translate the vision into agreed objectives and operational plans which promote and sustain school improvement;
- demonstrates the vision and values in everyday work and practice;
- motivates and works with others to create a shared culture and positive climate;
- ensures creativity, innovation and the use of appropriate technologies to achieve excellence;
- ensures that strategic planning takes account of the diversity, values, and experience of the school community
- provides ongoing and effective communication with the school community.

COMPETENCIES

Skills:

The principal is able to:

- think strategically and build and communicate a coherent vision in a range of compelling ways;
- inspire, challenge, motivate and empower others to carry the vision forward;
- model the values and vision of the board;
- actively engage the diverse community, through outreach, to build relationships and alliances.

Knowledge:

The principal has knowledge and understanding of:

- local, national and global trends;
- ways to build, communicate and implement a shared vision;

- strategic planning processes;
- ways to communicate within and beyond the school;
- new technologies, their use and impact;
- leading change, creativity and innovation.

Attitudes:

The principal demonstrates:

- commitment to setting goals that are not only ambitious and challenging, but also realistic and achievable;
- a belief that all students can learn;
- commitment to an inclusive, respectful, equitable school culture.

BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE

The principal strives to foster genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. The principal affirms and empowers others to work in the best interests of all students.

PRACTICES

The principal:

- treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture;
- develops effective strategies for staff induction, professional learning and performance review
- engages staff in professional learning;
- develops and implements effective strategies for leadership development;

- uses delegation effectively to provide opportunities for staff to self-actualize;
- acknowledges and celebrates the achievements of individuals and teams;
- encourages colleagues to take intellectual risk
- leads by example, modelling core values;
- demonstrates transparent decision-making and consistency between words and deeds;
- maintains high visibility in the school and quality interactions with staff and students.

COMPETENCIES

Skills:

The principal is able to:

- foster an open, fair and equitable culture;
- develop, empower and sustain individuals and teams;
- give and receive effective feedback;
- challenge, influence and motivate others to attain high goals;
- communicate effectively with a diverse range of people, including the public and the media;
- manage conflict effectively;
- listen empathetically and actively;
- foster anti-discriminatory principles and practices.

Knowledge:

The principal has knowledge and understanding of:

- the significance of interpersonal relationships, adult learning and models of continuing professional learning;
- strategies to promote individual and team development;

- the relationship between performance management and school improvement;
- the impact of change on organizations and individuals.

Attitudes:

The principal demonstrates:

- commitment to effective working relationships;
- commitment to shared leadership for improvement;
- commitment to effective teamwork;
- confidence, optimism, hope, and resiliency;
- integrity.

DEVELOPING THE ORGANIZATION

The principal builds collaborative cultures, structures the organization for success, and connects the school to its wider environment.

PRACTICES

The principal:

- builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities;
- nurtures and empowers a diverse workforce;
- provides equity of access to opportunity and achievement;
- supervises staff effectively;
- uses performance appraisal to foster professional growth;
- challenges thinking and learning of staff to further develop professional practice;
- develops a school culture which promotes shared knowledge and shared responsibility for outcomes.

COMPETENCIES

Skills:

The principal is able to:

- create efficient administrative routines to minimize efforts on recurring and predictable activities;
- collaborate and network with others inside and outside the school;
- perceive the richness and diversity of school communities;
- foster a culture of change;
- engage in dialogue which builds community partnerships;
- listen and act on community feedback;
- engage students and parents.

Knowledge:

The principal has knowledge and understanding of:

- building and sustaining a professional learning community;
- change management strategies;
- models of effective partnership;
- strategies to encourage parent involvement;
- ministry policies and procedures;
- models of behaviour and attendance management.

Attitudes:

The principal demonstrates:

- acceptance of responsibility for school climate and student outcomes;
- ethical behaviour.

LEADING THE INSTRUCTIONAL PROGRAM

The principal sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instruction. The principal manages the school effectively so that everyone can focus on teaching and learning.

PRACTICES

The principal:

- ensures a consistent and continuous school-wide focus on student achievement, using system and school data to monitor progress;
- ensures that learning is at the centre of planning and resource management;
- develops professional learning communities to support school improvement;
- participates in the recruitment, hiring and retention of staff with the interest and capacity to further the school's goals;
- provides resources in support of curriculum instruction and differentiated instruction;
- buffers staff from distractions that detract from student achievement;
- implements strategies which secure high standards of student behaviour and attendance;
- fosters a commitment to equity of outcome and to closing the achievement gap.

COMPETENCIES

Skills:

The principal is able to:

- demonstrate the principles and practice of effective teaching and learning;
- access, analyse and interpret data;
- *initiate* and support an inquiry-based approach to improvement in teaching and

learning;

- establish and sustain appropriate structures and systems for effective management of the school;
- make organizational decisions based on informed judgements;
- manage time effectively;
- support student character development strategies.

Knowledge:

The principal has knowledge and understanding of:

- strategies for improving achievement;
- effective pedagogy and assessment;
- use of new and emerging technologies to support teaching and learning;
- models of behaviour and attendance management;
- strategies for ensuring inclusion, diversity and access;
- curriculum design and management;
- tools for data collection and analysis;
- school self-evaluation;
- strategies for developing effective teachers and leaders;
- project management for planning and implementing change;
- legal issues;
- the importance of effective student character development.

Attitudes:

The principal demonstrates:

- commitment to raising standards for all students;

- commitment to equity of outcome and closing the achievement gap;
- belief in meeting the needs of all students in diverse ways;
- commitment to sustaining a safe, secure and healthy school environment;
- commitment to upholding human rights.

SECURING ACCOUNTABILITY

The principal is responsible for creating conditions for student success and is accountable to students, parents, the community, supervisors and to the board for ensuring that students benefit from a high quality education. The principal is specifically accountable for the goals set out in the school improvement plan.

PRACTICES

The principal:

- ensures individual staff accountabilities are clearly defined, understood, agreed to and subject to rigorous review and evaluation;
- measures and monitors teacher and leader effectiveness through student achievement;
- aligns school targets with board and provincial targets;
- supports the school council so it can participate actively and authentically in its advisory role;
- develops and presents a coherent, understandable, accurate and transparent account of the school's performance to a range of audiences (e.g., ministry, board, parents, community);
- reflects on personal contribution to school achievements and takes account of feedback from others;
- participates actively in personal external evaluation and makes adjustments to better

meet expectations and goals;

- creates an organizational structure which reflects the school's values and enables management systems, structures and processes to work within legal requirements;
- makes connections to ministry goals to strengthen commitment to school improvement efforts;
- develops and applies appropriate performance management practices to goals and outcomes identified in the school improvement plan.

COMPETENCIES

Skills:

The principal is able to:

- engage the school community in the systematic and rigorous evaluation of school effectiveness;
- collect and use a rich set of data to understand and assess the strengths and weaknesses of the school;
- combine the outcomes of regular school self-review with provincial and other external assessments for school improvement.

Knowledge:

The principal has knowledge and understanding of:

- accountability frameworks including self-evaluation;
- the contribution that education makes to developing, promoting and sustaining a fair and equitable society;
- the use of a range of evidence to support, monitor, evaluate and improve school performance;

- the principles and practices of performance management.

Attitudes:

The principal demonstrates:

- commitment to individual, team and whole-school accountability for student outcomes;
- commitment to the principles and practices of school self-evaluation;
- commitment to personal self-evaluation.

APPENDIX B: INFORMED CONSENT

Ontario Principals' Council

MentoringCoaching Project

I,_____understand that I am voluntarily taking part in a study that serves two purposes, one being to gather information on OPC's MentoringCoaching Project in order to inform future MentoringCoaching programs and leadership development programs. This study is also to support a doctoral research paper: *MentorCoaching for School Leadership in Ontario.* The main purpose of this research is to gather participant perceptions of the merits and challenges of mentoring/coaching programs established for school leaders initiated during the 2007-08 school year.

The interview and discussion is voluntary. It will last from 30 to 45 minutes. The interview will be recorded. A detailed summary of the interview and discussion will be sent to you and you will have full discretion to make any changes to the record. Any changes you do make will become the official version of the transcript for research purposes and all other versions, including the original audiotapes, will be destroyed immediately. This is to ensure that the record of the interview and discussion is one that you believe accurately reflects your views and ideas. All material will be kept secure by the OPC. Access to the revised records will be limited to each participant and to the researcher.

Your school district, school or individual people will not be identified specifically. However, individual comments may be anonymously quoted in a final report.

Your signature on this form indicates that you have understood to your satisfaction the information regarding participation in this research interview or focus group discussion and agree to participate as a subject. You are free to withdraw from the study at any time and/or refrain from answering any questions you prefer to omit, without prejudice or consequence. Your continued participation should be as informed as your initial consent, so you should feel free to ask for clarification or new information throughout your participation.

By signing this form I acknowledge that I understand the nature of the study, the potential risks to me as a participant, and the means by which my identity will be kept confidential. My signature on this form also indicates that I am 18 years old or older and that I give my permission to voluntarily serve as a participant in the study described.

_____ _____

Participant's Signature Date

_____

District School Board

APPENDIX C: MENTORING COACHING REFLECTIVE QUESTIONNAIRE

MentoringCoaching Assessment

ROLE: **Mentee ____** **Mentor____** **Steering Team_____** **Other_____**

DSB: **_____**

Please mark the level for each statement, which best represents your experience prior to and following the MentoringCoaching pilot project.

Level 1	Level 2	Level 3	Level 4
Able to demonstrate little of the essential knowledge and skills for planning and implementation. Considerable additional mastery is required.	Able to demonstrate some of the essential knowledge and skills. Some further mastery is required to meet the required standard.	Able to demonstrate most of the essential knowledge and skills for thorough planning and implementation. Meets the required standard.	Able to demonstrate almost all or all of the essential knowledge and skills for thorough planning and implementation. Achievement surpasses the required standard.

SETTING DIRECTIONS	**Pre Pilot Project**				**Post Pilot Project**			
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 1**	**Level 2**	**Level 3**	**Level 4**
PRACTICES								
Ensures the vision is clearly articulated, shared, understood and acted upon by all								
Works within the school community to translate the vision into agreed objectives and operational plans which promote and sustain school improvement								
Demonstrates the vision and values in everyday work and practice								
Motivates and works with others to create a shared culture and positive climate								
Ensures that strategic planning takes account of diversity, values and experience of the school community								
Provides ongoing and effective communication with school community								
COMPETENCIES								
Skills:								
Think strategically and build and communicate a coherent vision in a range of compelling ways								
Inspire, challenge, motivate and empower other to carry the vision forward								
Model and values and vision of the board								
Actively engage the diverse community through outreach, to build relationships and alliances								
Knowledge:								
Local, national and global trends								
Ways to build, communicate and implement a shared vision								
Strategic planning processes								
Ways to communicate within and beyond the school								
New technologies, their use and impact								
Leading change, creativity and innovation								
Attitudes:								
Commitment to setting goals that are not only ambitious and challenging, but also realistic and achievable								
A belief that all students can learn								
Commitment to an inclusive, respectful, equitable school culture								

BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE	Pre Pilot Project				Post Pilot Project			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
PRACTICES								
Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture								
Develops effective strategies for staff induction, professional learning and performance review								
Engages staff in professional learning								
Develops and implements effective strategies for leadership development								
Uses delegation effectively to provide opportunities for staff to self-actualize								
Acknowledges and celebrates the achievements of individuals and teams								
Encourages colleagues to take intellectual risk								
Leads by example, modeling core values								
Demonstrates transparent decision-making and consistency between words and deeds								
Maintains high visibility in the school and quality interactions with staff and students								
COMPETENCIES								
Skills:								
Foster an open, fair and equitable culture								
Develop, empower and sustain individuals and teams								
Give and receive effective feedback								
Challenge, influence and motivate others to attain high goals								
Communicate effectively with a diverse range of people, including the public and the media								
Manage conflict effectively								
Listen empathetically and actively								
Foster anti-discriminatory principles and practices								
Knowledge:								
The significance of interpersonal relationships, adult learning and models of continuing professional learning								
Strategies to promote individual and team development								
The relationship between performance management and school improvement								
The impact of change on organizations and individuals								
Attitudes:								
Commitment to effective working relationships								
Commitment to shared leadership for improvement								
Commitment to effective teamwork								
Confidence, optimism, hope and resiliency								
Integrity								

DEVELOPING THE ORGANIZATION	Pre Pilot Project				Post Pilot Project			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
PRACTICES								
Builds a collaborative learning culture within the school and actively engages other schools to build effective learning communities								
Nurtures and empowers a diverse workface								
Provides equity of access to opportunity and achievement								
Supervises staff effectively								
Uses performance appraisal to foster professional growth								
Challenges thinking and learning of staff to further develop professional practice								
Develops a school culture which promotes shared knowledge and shared responsibility for outcomes								
COMPETENCIES								
Skills:								
Create efficient administrative routines to minimize efforts on recurring and predictable activities								
Collaborate and network with others inside and outside the school								
Perceive the richness and diversity of school communities								
Foster a culture of change								
Engage in dialogue which builds community partnerships								
Listen and act on community feedback								
Engage students and parents								
Knowledge:								
Building and sustaining a professional learning community								
Change management strategies								
Models of effective partnership								
Strategies to encourage parent involvement								
Ministry policies and procedures								
Models of behaviour and attendance management								
Attitudes:								
Acceptance of responsibility for school climate and student outcomes								
Ethical behaviour								

LEADING THE INSTRUCTIONAL PROGRAM	Pre Pilot Project				Post Pilot Project			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
PRACTICES								
Ensures a consistent and continuous school-wide focus on student achievement, using system and school data to monitor progress								
Ensures that learning is at the centre of planning and resource management								
Develops professional learning communities to support school improvement								
Participates in the recruitment, hiring and retention of staff with the interest and capacity to further the school's goals								
Provides resources in support of curriculum instruction and differentiated instruction								
Buffers staff from distractions that detract from student achievement								
Implements strategies which secure high standards of student behaviour and attendance								
Fosters a commitment to equity of outcome and to closing the achievement gap								
COMPETENCIES								
Skills:								
Demonstrate the principals and practice of effective teaching and learning								
Access, analyse and interpret data								
Initiate and support an inquiry-based approach to improvement in teaching and learning								
Establish and sustain appropriate structures and systems for effective management of the school								
Make organizational decisions based on informed judgments								
Manage time effectively								
Support student character development strategies								
Knowledge:								
Strategies for improving achievement								
Effective pedagogy and assessment								
Use of new and emerging technologies to support teaching and learning								
Models of behaviour and attendance management								
Strategies for ensuring inclusion, diversity and access								
Curriculum design and management								
Tools for data collection and analysis								
School self-evaluation								
Strategies for developing effective teachers and leaders								
Project management for planning and implementing change								
Legal issues								
The importance of effective student character development								
Attitudes:								
Commitment to raising standards for all students								
Commitment to equity of outcome and closing the achievement gap								
Belief in meeting the needs of all students in diverse ways								
Commitment to sustaining a safe, secure and healthy school environment								
Commitment to upholding human rights								

SECURING ACCOUNTABILITY	Pre Pilot Project				Post Pilot Project			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
PRACTICES								
Ensures individual staff accountabilities are clearly defined, understood, agreed to and subject to rigorous review and evaluation								
Measures and monitors teacher and leader effectiveness through student achievement								
Aligns school target with board and provincial targets								
Supports the school council so it can participate actively and authentically in its advisory role								
Develops and presents a coherent, understandable, accurate and transparent account of the school's performance to a range of audiences (e.g. ministry, board, parents, community)								
Reflects on personal contribution to school achievements and takes account of feedback from others								
Participates actively in personal external evaluation and makes adjustments to better meet expectations and goals								
Creates an organizational structure which reflects the school's values and enables management systems, structures and processes to work within legal requirements								
Makes connections to ministry goals to strengthen commitment to school improvement efforts								
Develops and applies appropriate performance management practices to goals and outcomes identified in the school improvement plan								
COMPETENCIES								
Skills:								
Engage the school community in the systematic and rigorous evaluation of school effectiveness								
Collect and use a rich set of data to understand and assess the strengths and weaknesses of the school								
Combine the outcomes of regular school self-review with provincial and other external assessments for school improvement								
Knowledge:								
Accountability frameworks including self-evaluation								
The contribution that education makes to developing, promoting and sustaining a fair and equitable society								
The use of a range of evidence to support, monitor, evaluate and improve school performance								
The principles and practices of performance management								
Strategies for ensuring inclusion, diversity and access								
Attitudes:								
Commitment to individual, team and whole-school accountability for student outcomes								
Commitment to the principles and practices of school self-evaluation								
Commitment to personal self-evaluation								

THANK YOU FOR YOUR FEEDBACK!

APPENDIX D: ASSESSMENT DATA ANALYSIS

MentoringCoaching Assessment Data Analysis

The following results were obtained after carefully transferring, organizing and analyzing the results in a spreadsheet. Given five dimensions (Setting Directions, Building Relationships and Developing People, Developing the Organization, Leading the Instructional Program, and Securing Accountability), the participants had to choose one of the four levels in which they felt their abilities and skills were located before and after the Pilot Project.

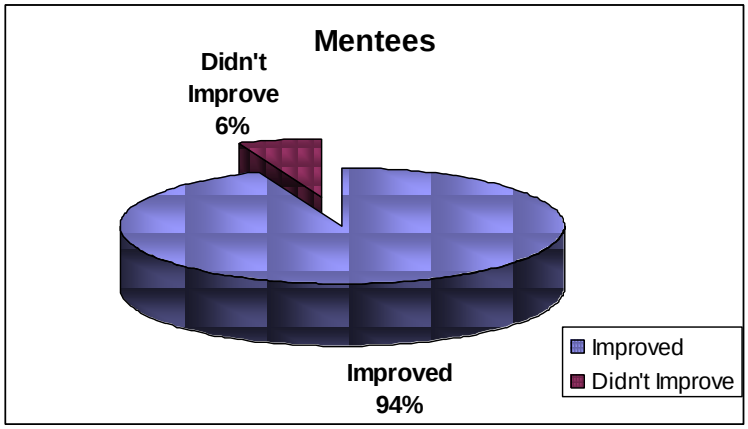
The results were classified separately in each role (Mentee, Mentor, or Steering Team). This allowed a better way to analyze the provided data as entered by each participant in the survey. The table bellow summarizes the number of participants per role, and the total number of individuals that were analyzed.

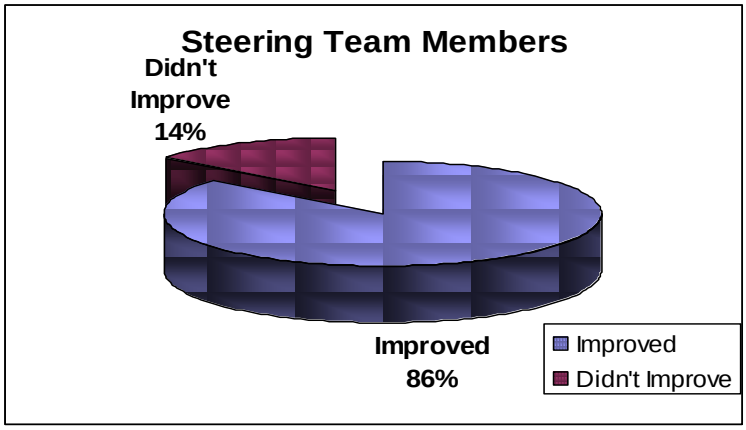
Role	**No. of Participants**
Mentee	16
Mentor	18
Steering Team	7
TOTAL	**41**

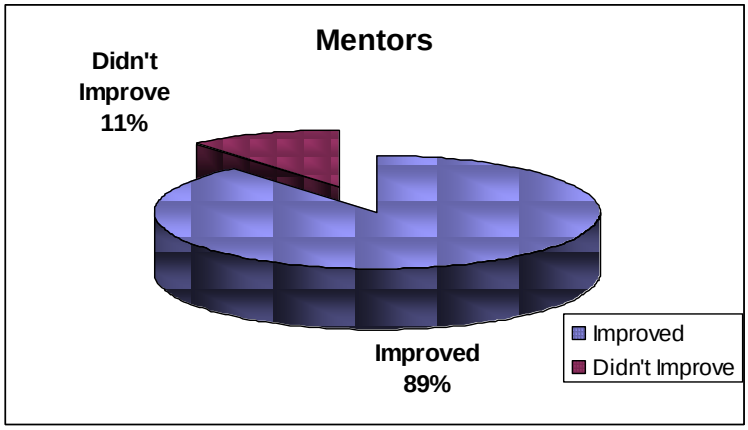
The following charts summarize the most outstanding findings of the analysis providing a better understanding of how the Pilot Project contributed to the improvement of the skills and abilities of each participant.

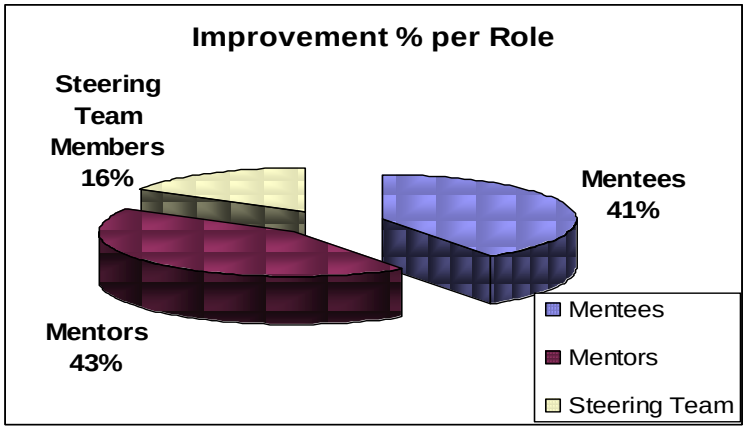
Improvement Rate per Role:

Role	Improved	Didn't Improve
Mentee	15	1
Mentor	16	2
Steering Team	6	1





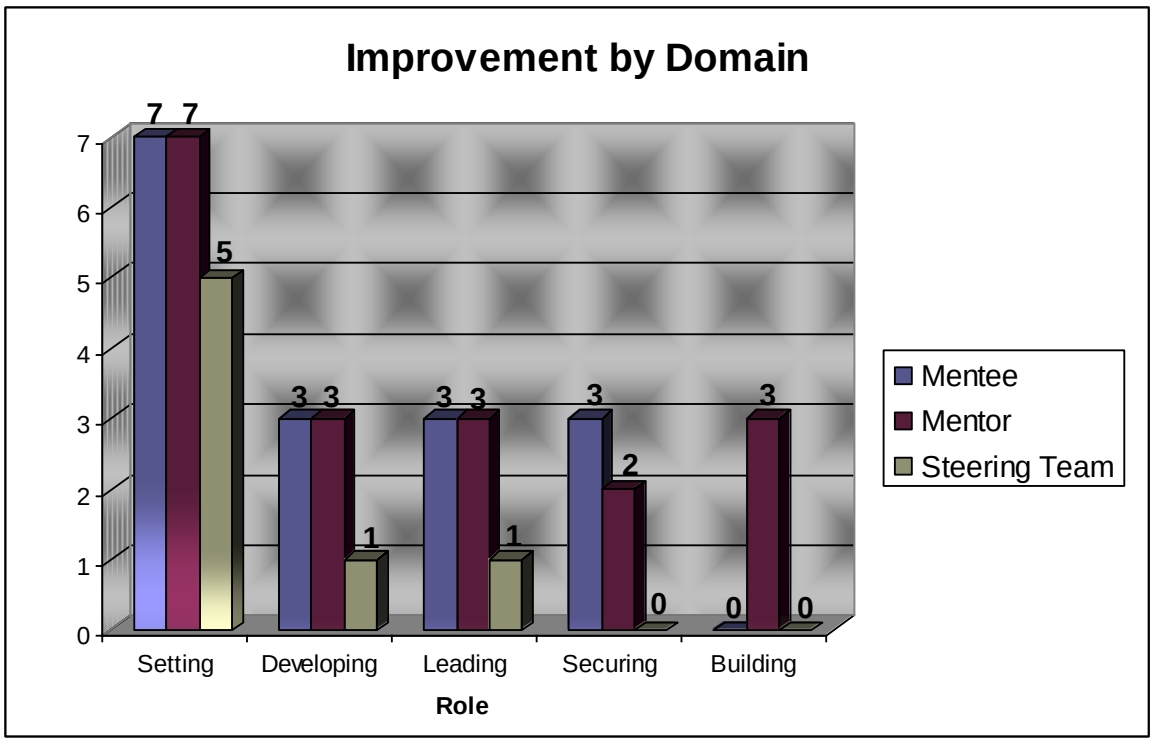




Improvement by Domain:

In all three roles, the domain that showed the highest improvement was “Setting Directions” followed by “Developing the Organization”, “Leading the Instructional Program”, “Securing Accountability”, and “Building Relationships and Developing “People” as shown in the following two figures:

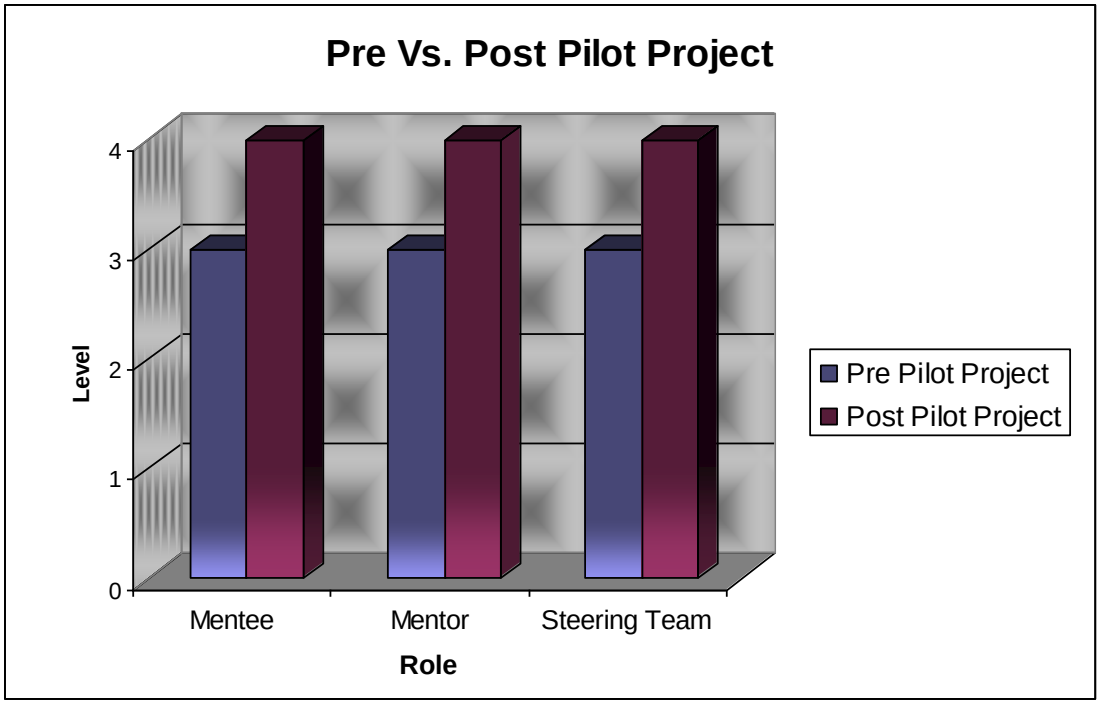
Domain	Mentee	Mentor	Steering Team
Setting Directions	7	7	5
Developing the Organization	3	3	1
Leading the Instructional Program	3	3	1
Securing Accountability	3	2	0
Building Relationships and Developing People	0	3	0



Most Improved Level:

The results show an average dimension improvement from a level 3 to a level 4 in all three roles

Role	Pre-Pilot Project	Post-Pilot Project
Mentee	3	4
Mentor	3	4
Steering Team	3	4



Specific skills or components that showed the highest improvement (from Level 1 to Level 4) are listed below:

Role: Mentor

Foster a culture of change

Access, analyze and interpret data

School self-evaluation

Give and receive effective feedback

Role: Mentee

No major improvement from Level 1 to Level 4 in skills or components was shown

Role: Steering Team

Foster a culture of change

Engage in dialogue which builds community partnerships

Access, analyze and interpret data