

**University of Nevada, Las Vegas
Urban Leadership Development Program**

**Great Teaching and Learning Fund Final
Annual Report**

Building Leadership Capacity

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SUMMARY

Overall Goals/Objectives of Program

This report of the Great Teaching and Leading Grant *Developing Leadership Capacity* will examine whether the grantee met the overall goal of the program, improving the pool of highly effective school administrators. Three project effectiveness outcomes were outlined in the grant to achieve this overall goal. Specifically, did implementing mentoring and coaching between practicing principals and pre-service school administrators, as part of a pre-service field-based administrator leadership preparation program, positively impact:

1. Mentor principals' knowledge and practices in instructional leadership?
2. Mentor and coaching practices as perceived by principal mentors, coaches, and aspiring principals?
3. Pre-service administrators' leadership knowledge and skills?

The grantee's theory of action to improve the pool of highly effective school leaders included:

1. Field-based experiences for pre-service administrators, supported by effective practicing principals, results in more effective early-career school administrators.
2. Partnerships between pre-service preparation providers and school districts results in impactful field-based experiences.
3. Screening pre-service principals will improve the pool of potential school administrators.
4. Mentoring and coaching by highly effective practicing principals improves pre-service administrator's practices.
5. Screening mentors results in more effective mentoring and coaching for school administrators.

6. Mentoring and coaching improves practicing principal practices.

Using the theory of action, the grantee defined four goals and related objectives to achieve the desired effectiveness outcomes.

1. Recruit and select district-wide mentor principals and pre-service administrator candidates to be highly effective instructional leaders
 - a. *Objective 1:* Using a highly selective process, recruit and select principals to serve as district-wide mentors for pre-service administrator candidates to begin September 2015.
 - b. *Objective 2:* Using highly selective admission criteria, recruit and select pre-service administrator candidates for cohort matriculating in January 2016.
2. Enhance district-wide mentor principals' knowledge and skills through professional development in mentoring/coaching and instructional leadership.
 - a. *Objective 1:* Provide initial training for district-wide mentor principals in the area of mentoring and coaching, followed by continuous support through professional learning community meetings throughout the year.
 - b. *Objective 2:* Develop capacity building of district-wide mentor principal cadre by teaming experienced mentors with new mentors.
 - c. *Objective 3:* Provide professional development to district-wide mentor principals in the area of effective instructional leadership practices.
3. Enhance site-based principals' knowledge and skills through professional development in mentoring/coaching.
 - a. *Objective 1:* Provide introductory training for site-based principals in the area of

mentoring and coaching.

4. Develop pre-service administrators' knowledge and skills in school leadership focused on instructional leadership, school improvement, and the NEPF Standards for School Administrators through the integration of course work with field-based experience
 - a. *Objective 1:* Provide pre-service administrator candidates mentoring from selected district-wide mentor principals and experienced site-based principals.
 - b. *Objective 2:* Provide pre-service administrator candidates opportunities to engage in meaningful, site-based fieldwork aimed at improving student

Abstract and Results Overview

The *Developing Leadership Capacity* project's theory of action and project features are grounded in the research supporting effective school leadership preparation programs. The project included a university/district partnership between the University of Nevada, Las Vegas (UNLV) and the Clark County School District (CCSD), field-based leadership activities supported by practicing principals, mentoring by highly effective principals, training for principal mentors and coaches, and selection criteria for pre-service administrators and mentors. There is strong evidence school administrator preparation programs that partner with district/public schools to provide field-based activities, with the support of mentoring and coaching by practicing principals, are more effective in preparing aspiring principals to meet the demands of school administration (Clayton, Sanzo, & Myran, 2013; Crow & Whiteman, 2016; Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007; Jackson & Kelley, 2002; Jacobson, McCarthy, & Pounder, 2015) (See Appendix A for references). Additionally, there is evidence that a strong selection process, for both pre-service principals (Darling-Hammond et

al., 2007) and principal mentors/coaches (Browne-Ferrigno & Muth, 2004), yields school administrator candidates better prepared to meet the challenges of school leadership and affect student outcomes (Darling-Hammond et al., 2007; Gates et al., 2014; Orphanos & Orr, 2013). Research further suggests that training principal mentors and coaches to work with aspiring principals results in improved practice for both the mentor and pre-service administrator (Browne-Ferrigno & Muth, 2004).

A unique feature included in the *Developing Leadership Capacity* grant combined mentoring and coaching supports for pre-service principals from two different practicing school principals. Pre-service administrators were assigned mentors for whom they did not work and these mentors had no evaluative responsibility related to the mentee. The mentors were to support and engage the pre-service principal in reflective practice throughout the grant year through monthly meetings and shadowing experiences. The site-based coach was to guide the aspiring principal through field-based leadership activities, primarily a year-long school improvement process activity. The pre-service administrator generally worked at the site-based principal's school and the site-based principal was the aspiring principal's immediate supervisor with evaluative responsibilities. Site-based principals were to support the pre-service principal by providing direct feedback and guidance related to field-based projects. Although the literature suggests leadership mentoring and coaching separately are effective in school leadership development, there is no current research suggesting how having both principal support systems outlined in this grant may affect aspiring principals.

Results Overview

Findings for this grant report support that the grantee met goals and objectives outlined in the grant, with evidence that the project effectiveness outcomes were also met. This overview summarizes results by goal and then by the project effectiveness outcomes.

Goal #1. The grantee developed and implemented highly selective process in choosing mentors (Objective 1) and pre-service administrators (Objective 2).

Goal #2. The grantee enhanced mentor principals' knowledge and skills in mentoring by providing two day mentor training to each mentor. Mentors enhanced skills in mentoring and instructional leadership through monthly online meetings and reflections among the mentors, facilitated by a trained facilitator (Objective 1). Experienced and new mentors met twice during the grant period in order to share experiences and support new mentors. These meetings resulted in experienced mentors sharing experiences with and answering questions of new mentors (Objective 2). There is evidence that objective three within goal 2, increasing mentor principals' instructional leadership practices, was met, although the effective measures differed from those outlined in the grant application. The original grant application outlined a quantitative survey as an outcome measure. Quantitative measures of effectiveness were limited to a pre-assessment due to timing of mentor training and support. Qualitative measures indicated mentors perceived that their instructional leadership skills improved (Objective 3).

Goal #3. The grantee enhanced site-based principals' knowledge and skills in mentoring and coaching by providing training to site-based principals (Objective 1). Training occurred in two forms, individual meetings with all site-based mentors and a two-day training for a sub-set of site-based principals. Site-based principal coaches perceived that the training enhanced mentoring and coaching knowledge and skills.

Goal #4. Pre-service administrators integrated course work and field-based experiences with the support of mentors and site-based principal coaches to develop knowledge and skills related to instructional leadership, school improvement, and the NEPF Standards for School Administrators. Mentors, site-based principals, and pre-service administrators indicated that the mentoring and coaching process effectively supported pre-service administrator growth as school leaders (objective 1). Analysis of pre-service administrators' field-based projects by UNLV faculty also indicated that pre-service administrators were engaged in meaningful learning related to the NEPF standards and improving student achievement (objective 2).

Project effectiveness outcomes. Findings indicate that the grant activities positively impacted mentor principal knowledge and practices in instructional leadership, mentor and coaching practices, and pre-service administrators' leadership knowledge and skills.

Next Steps

The findings of the *Developing Leadership Capacity* project suggest several next steps. These next steps are outline below.

1. The UNLV/CCSD partnership should continue working together to prepare pre-service principals, using the screening processes for pre-service principals and mentors to develop further a potential pool of effective entry-level school administrators. The evaluation of the screening process should continue and include more outcome-based measures of pre-service principals' knowledge and skills as these candidates move to entry-level school administrative positions. Additionally, there should be a greater effort to recruit mentors and pre-service administrators to match better the ethnicity of student populations in CCSD.

2. The UNLV/CCSD partnership should continue to provide both coaches and mentors, as outlined in this report, to support field-based experiences of pre-service principals. The evaluation of the coaching and mentoring process should include more outcome measures related to the effects of coaching and mentoring on the leadership practices of pre-service administrators to tease out how this process specifically affects pre-service administrators' dispositions, knowledge, and skills as they move to entry-level administrative positions.
3. The UNLV/CCSD partnership should continue to support the mentoring and coaching process through training and structured ongoing interactions among new mentors and coaches. The training provided had a positive effect on practicing principals' mentoring skills that may be used with staff, as well as with pre-service administrators. Additionally, ongoing interactions among mentors and coaches may also improve other leadership skills associated with improved instructional leadership practices. The UNLV/CCSD partnership should consider developing an in-house training and on-going support process rather than relying on contract services. The evaluation of the support for mentors and coaches should continue, examining how the processes may improve specific leadership practices.
4. CCSD should develop structures and processes to utilize the trained and nationally certified mentors and coaches developed as part of this project to support first year entry-level administrators and first year principals in CCSD. The positive outcomes identified by pre-service administrators as a result of being mentored and coached may also be experienced by first year administrators.

GRANT FUNDED ACTIVITIES

Four specific activities were directly and indirectly funded by the GTLF to accomplish the goals of the *Developing Leadership Capacity* program. These activities were: 1) Development and implementation of a selection process for mentors and pre-service administrators (Goal 1); 2) development of principal mentors (Goal 3); 3) development of site-based principals (Goal 3), and 4) development of pre-service administrators (Goal 4).

Grant Funded Activity #1: Recruit and select district-wide mentor principals and pre-service administrator candidates to be highly effective instructional leaders

Funding was provided for two UNLV faculty to develop and implement a rigorous selection process for mentors and pre-service administrators in conjunction with CCSD leadership. The mentor selection process began with an open call for pre-service mentors via four email blasts to CCSD district principals. A two-person team of one district administrator and one UNLV faculty interviewed all applicants. Each of the two-person team completed a rubric developed by CCSD administrators and UNLV faculty which rated prospective principal mentors. After discussion based on the rubrics completed by each of the interview team, the interview team sent recommendations to principal supervisors who further screened and made final selections of mentors.

UNLV faculty supported by funding from the GTLF, with feedback from CCSD district administration, developed a recruiting and selection process for pre-service administrators who would be admitted to a pre-service master's degree cohort in January 2016. Pre-service administrator candidates were recruited through CCSD email blasts, web presence on the UNLV website, emails to Teach for American alumni, and two informational meeting advertised through CCSD and the Teach for American network.

Participants:

Funding for this activity supported the selection of seven mentors and 28 pre-service administrators. Demographics for mentors is presented in Appendix B and for Cohort II pre-service principal in Appendix C. The majority of mentors were white (86%), with 14 percent Hispanic and no mentors were African American. The majority of mentors were female (57%). The majority of pre-service administrators were white (54%), with 25 percent Hispanic, and 21 percent African American. The majority of pre-service administrators were female at 71%.

Areas of Effectiveness Measure:

The area of effectiveness measures was improving Recruitment/Selection of Effective Principals.

Effectiveness Measures/Rational for Measures:

Effectiveness measures for mentor selection were the percentages of mentors selected based on the total number of applicants. Selection was based on consensus by the two-person interview team and further screening by district administrations. This process ended with a 35 percent acceptance rate. Twenty principals were interviewed to become mentors. Eight principals were recommend to district administration for further screening and seven were selected.

There were 39 applicants for the 2016 UNLV cohort. Using a scoring matrix, a two-member UNLV faculty team independently evaluated the applications. All 39 applicants were interviewed by a two-member team composed of one UNLV faculty member and one CCSD administrator using a six-question interview protocol

Cohort size was predetermined to be a maximum of 28 pre-service administrators based on the number of faculty available to teach in the program. The acceptance rate for the cohort

matriculating in January 2016 was 71.8 percent.. The mean rating of the written application and interview indicators was 80.03 out of 100 compared to a mean rating of 55.59 out of 100 for those not accepted. Mean scores for the written part of the selection process was 19.25 out of 25 for those selected compared to 12.91 for those not selected. Mean scores for interview portion of the selection process was 20.66 for those selected and 15.11 for those not selected. The differences in scores between those selected and those not selected indicated accepted candidates were in the upper quartile of the candidate pool

Implications for Future Implementation

Research suggests that rigorous selection of mentors and pre-service principals is important in the effective preparation of future school administrators. The current analysis of effectiveness measures of the Development/Implementation of the Mentors and Pre-service Administrator Selection Process activities indicates that grant Goal 1 was met. The selection processes implemented as part of the *Developing Leadership Capacity* project, for both mentor and pre-service principals, was rigorous and should be continued. However, the grantee should conduct further evaluation of the effectiveness of these selection processes. Future effectiveness measures should include comparing school outcomes between selected mentors and applicants that were not selected, i.e., how did student achievement in the schools led by mentors compare to those principals not selected? Additionally, the grantee should compare the percentage of pre-service administrators selected from this preparation program to pre-service principals in other programs with less rigorous selection processes.

Additionally, the grantee should consider how to recruit and select mentors and pre-service administrators that are more representative of the ethnicity of students in CCSD. Specifically, the current student population of CCSD is 43.4 percent Hispanic and 21 percent

African American (Clark County School District Budget Finance Department, 2016) compared to the 25 percent Hispanic and 21 percent African American pre-service administrators selected and 14 percent minority status of mentors. Although the 46 percent minority status of pre-service administrators is 22% higher than the current teacher population in CCSD which is 24 percent (Takahashi, 2012), there is room to reduce the gap between minority school administrators and the CCSD student population.

Grant Funded Activity #2: Enhance district-wide mentor principals' knowledge and skills through professional development in mentoring/coaching and instructional leadership.

Funding provided support for the development of mentors through a contract with the National Association of Elementary School Principals (NAESP). NAESP provided training and national certification for practicing principals to become effective mentors and in so doing improve instructional leadership skills. The NAESP training and certification builds effective mentoring skills based on six mentor competencies and six leadership standards described in Appendix D. NAESP training involves two days of direct instruction and small group activities. Certification is a 9-month process of monthly activities between the mentor and mentee (protégé), mentor and/or coaching reflections, and a final project that indicates how mentoring and/or coaching affected the mentor and protégé.

Participants:

The funding for this activity resulted in seven mentors being trained through the National Association of Elementary School Principals (NAESP). Of the seven, five mentors went through the 9-month NAESP National Principal Mentor Certification Program. Demographics for these participants are presented in Appendix E.

Areas of Effectiveness Measure:

Improving Training of Effective Mentor Principals

Effectiveness Measures/Rational for Measures:

Effectiveness measures for mentor training were the November 2015 surveys completed after each day of the two-day NAESP training, the pre-service administrators' exit surveys, the NAESP National Principal Mentor Certification Program Final Project Self-Reflections, and recorded and transcribed meetings between experienced and novice mentors. The November 2015 surveys discussed the mentors' perceptions of their training, which included both quantitative and qualitative data. The mentors rated 12 statements about the training using a Likert scale from one (strongly disagree) to five (strongly agree) (See Appendix F). Also, the mentors answered open-ended questions and added any additional comments about the training. Overall, the mentors' perceptions of their training was high with an average score for all of the 12 statements at 4.98 out of 5.00. The individual mentor's averages for each of the 12 statements are presented in Appendix F. In reviewing the open-ended questions, the mentors found the most relevant parts of the training were (a) discussion and feedback with other mentors; (b) case study practice/role-playing; (c) self-reflection exercises, and; (d) movement exercises. In order to improve the training sessions, the mentors suggested more role-playing, more reflective questions and a notebook with materials. Additional comments were positive about the training. For example, "I feel I'm a stronger leader walking out of here."

The pre-service administrators' exit surveys asked participants to explain the mentees perceptions of effectiveness of the mentors and their training. The common themes among mentees perceptions of valuable concepts learned from their mentors included self-reflection, networking, budgeting, hiring/scheduling/staffing, Nevada Educator Performance Framework

(NEPF) skills, being an instructional leader by promoting a collaborative culture, clear communication with staff, and accepting feedback from staff to make collaborative decisions. Comments included “[d]iscipline with dignity” and “I also learned about the skill of developing leaders on campus so that systems, protocols, and internal knowledge can continue to flourish and develop across the campus over time.”

The NAESP National Principal Mentor Certification Program Final Project Self-Reflection asked mentors to summarize what they had learned through the training and the certification process. According to their self-reflections, mentors learned to become better leaders, which encompassed being better listeners, better communicators, gaining a deeper understanding about themselves through self-reflection, learning to build supportive and strong positive relationships with their mentees, and striving to demonstrate the NAESP School Leadership Mentor Competencies while encompassing the six Principal Standards in Leading Learning Communities. For example, one mentor stated “[m]y goal was to support, develop, and prepare my protégé for the role of an administrator while modeling best practice for leaders. I strived to do my best to demonstrate the NAESP School Leadership Mentor Competencies while encompassing the six Principal Standards in Leading Learning Communities.” Another mentor stated “I wasn’t expecting that I would learn so much more about myself as a leader, and how that, in turn, would positively impact my daily practices.”

In addition to NAESP training, two-one hour training sessions were facilitated by UNLV faculty to support co-training among experienced and new mentors. Six experienced and seven new mentors participated in these sessions. These sessions were recorded, transcribed, and analyzed for common themes. Two themes emerged from the data analysis. First, it is critical to develop a safe, confidential environment for mentees in order to build trust. Second, when

meeting with pre-service administrators, mentors should balance time between the expressed needs of the mentee (mentee questions) and an agenda of topics related to the mentors' daily work.

Implications for Future Implementation:

The current analysis of effectiveness measures of the Mentor Development activities indicates that grant Goal 2 was met. Data analysis indicates the mentors learned a variety of concepts, which improved their skills as mentors and their leadership skills. As a result, mentor training and certification should continue as part of the supports for pre-service administrators. However, those mentors that did not participate in the trainings and certification should be encouraged to do so. Further incentive may need to be offered to encourage participation. Additionally, follow-up trainings or development of professional learning communities of nationally certified principals should be considered as a means to continue to encourage effective mentoring and instructional leadership activities.

Related to future evaluation, the grantee should conduct additional evaluations of the effectiveness of the mentor training. Future effectiveness measures should include more in-depth surveys before the NAESP trainings, immediately after the NAESP trainings, one month after the NAESP trainings, and after the certifications process is completed, as well as focus group analysis to understand better how these activities change mentor knowledge and skills. Additionally, evidence suggests the NAESP trainings should be improved by providing more role-playing, more reflective questions, and a notebook with materials. Finally, mentor participation in training should be correlated to mentee outcomes, such as the percentage of pre-service principals hired as entry-level administrators mentored by trained mentors compared to those pre-service administrators hired that were mentored by principals that were not trained.

Grant Funded Activity #3: Enhance site-based principal’s knowledge and skills through professional development in mentoring/coaching.

Funding provided through the GTLF supported the development of site-based principals’ coaching and instructional leadership skills through participation in NAESP mentor training and certification. Site-based principals were offered the opportunity to participate in both the training and certification. District administrators gave individual approval for site-based principals to participate in this training. Additionally, site-based coaches received three individual training sessions by UNLV faculty related to how to support field-based activities required of the pre-service administrator as part of the UNLV pre-service administrator program.

Participants:

The funding for grant funded activity three resulted in 30 site-based principal coaches being trained by NAESP in two separate trainings conducted in March 2016 and June 2016. Additionally, 24 of the 30 these site-based principals also chose to participate in the NAESP National Certification. Appendix G lists the demographics of the funded participants engaged in the training.

Areas of Effectiveness Measure:

Improving Training of Effective Site-based Principals

Effectiveness Measures/Rational for Measures:

Effectiveness measures of site-based principal training were the March and June 2016 surveys completed after each day of the two-day NAESP training. Qualitative data related to those site-based principals involved in NAESP National Certificate Program were not reported as the participants have yet to complete the certification process. The surveys discussed the site-based principals’ perceptions of their training, which included both quantitative and qualitative

data. The mentors rated 12 statements about the training using a Likert scale from one (strongly disagree) to five (strongly agree) (See Appendix H for questions). Also, the site-based principals answered open-ended questions and added any additional comments about the training. Overall, the mean score of the site-base principals' perceptions of their training was high, with a score of 4.83 out of 5.00 for all 12 questions. The individual averages for each of the 12 statements for each day of the training are presented in Appendix H. In reviewing the open-ended questions, the mentors found the most relevant parts of the training were the; 1) importance of reflection as a leader, 2) opportunities to reflect, 2) need to listen to protégé, and 3) purpose of mentoring and coaching. In order to improve the training sessions, the site-based principal coaches suggested more time for participants to discuss topics. Overall, qualitative comments about the training were positive as exemplified by such comments as, "I believe this training will truly impact my own practice in leading, in addition to improving mentoring."

Implications for Future Implementation

The current analysis of effectiveness measures of the site-based principal development activities indicates that grant Goal 3 was met. Data analysis indicates the professional development through the NAESP training enhanced site-based principal leadership skills in self-reflection and communication. Additionally, site-based principals connected these skills to their role as effective coaches. As a result, site-based coaching training should continue as a means to support the learning of pre-service administrators in their field experiences and to increase site-based coaches' leadership skills. However, many site-based principals did not take advantage of the NAESP training, with only about half of each training session being filled. CCSD district administration may need to enhance recruitment efforts to increase the number of site-base

principals who engage in the training. Increased incentives may also need to be implemented to increase site-based principal participation.

As with mentor training, additional evaluation measures should be included to better understand how the training may have changed site-based principal's knowledge and skills related to supporting pre-service administrators. Future effectiveness measures should include more in-depth surveys before the NAESP trainings, immediately after the NAESP trainings, one month after the NAESP trainings, and after the certifications process is completed, as well as focus group analysis. Site-based principal participation in the NAESP training should also be correlated to pre-service administrator outcomes, such as how trained site-based principal's affect specific pre-service administrators' leadership behaviors compared to site-based principals who did not participate in the trainings. Additionally, evidence suggests the NAESP trainings should be improved by providing more activities that allow site-based principals to interact.

Grant Funded Activity #4: Develop pre-service administrators' knowledge and skills in school leadership focused on instructional leadership, school improvement, and the NEPF Standards for School Administrators through the integration of course work with field-based experience

Funding provided support for the development of pre-service administrators through engaging with mentors and coaches. Although pre-service administrators did not receive funds directly, the primary purpose for funding this project was to support the growth and development of pre-service administrators. The grant supported coaching and mentoring to improve pre-service administrators' skills and knowledge in school leadership focused on instructional leadership, school improvement, and the NEPF Standards for School Administrators through the integration of course work with field-based experience. The grant funds were targeted to include

the effectiveness of mentoring related to pre-service administrators growth and pre-service administrators meaningful engagement in field-based work aimed at improving student achievement.

Participants

Participants included two cohorts of pre-service administrators in the UNLV Urban Leadership program who received mentoring and coaching through the GTLF. Cohort I included 27 pre-service administrators who graduated in June 2016. Cohort II was admitted January 2016, will graduate in June 2017, and included 28 pre-service administrators. The field-experience activities supported by mentors and coaches occurred from September 2015 through June 2016 with Cohort I in the second half of their program. Therefore, the outcome measures for participation in the GTLF are based on Cohort I activities and evaluations as they concluded their pre-service program. The demographics of Cohort I are included in Appendix I and Cohort II in Appendix C.

Areas of Effectiveness Measure:

The area of effectiveness measure was Assisting Administrators, specifically assisting pre-service administrators.

Effectiveness Measures/Rational for Measures

Four effectiveness measures were used to measure the development of pre-service administrators:

1. Focus group interviews with mentors
2. Qualitative survey of pre-service administrators
3. Qualitative survey of site-based principals
4. Evaluation of aspiring principals final project and field-based experiences

The mentor focus groups allowed mentors to outline the growth and development of mentees over the course of the year in which they worked with pre-service administrators. The focus group questions were conducted in February and June. A qualitative survey of pre-service administrators at the conclusion of their program provided perceptions of the kinds of activities Cohort I engage in relative to the NEPF Standards for School Leaders. These perceptions provided evidence of the kinds of skills and knowledge gained by pre-service administrators as a result of field-experiences. Qualitative surveys of site-based principal coaches outlined the activities in which the aspiring principal engaged relative to the NEPF Standards for School Leaders, indicating learning related to each standard. Finally, aspiring principals demonstrated their understanding of instructional leadership, school improvement, and the NEPF Standards for School Leaders by presenting field-based experiences in which they engaged, including implementation of a school improvement plan through a visual display and presentation to district administrators and community leaders. A rubric was used to evaluate aspiring principals' knowledge and skill presented through the display.

Mentor focus group meetings were recorded and transcribed. Grant evaluators recorded themes related to the mentor's perceptions of mentee's areas of growth. Mentors noted that the mentor-mentee relationship resulted in pre-service principal learning, specifically related to effective leadership dispositions and knowledge. As one mentor noted mentees learned, "No matter what it seems like, it's going back to trying to do something about dispositions." Mentors noted the most common dispositional change was understanding the importance of developing a mission and vision to guide the school. Mentors suggested the most important knowledge gained was how to build culture and climate in a school.

All but one pre-service administrator completed the qualitative survey outlining their perceptions of experiences relative the NEPF Standards for School Leaders. Pre-service administrators perceived that they had adequately participated in NEPF activities as a result of mentoring/coaching and field-based experiences, with an overall mean score of 3.21 on a four point scale. Family and Community Engagement as part of the Professional Responsibility Domain was the only standard that pre-service principals felt they had only some experiences relative to the NEPF (2.74 out of 4).

Because site-based principal coaches supervised pre-service principals' field experiences, they were in the best position to determine what skills pre-service principals may have gained related to the NEPF Standards for Administrators. Twenty-two of the 27 principals returned the questionnaire for an 81.48% response rate. Site-based principal coaches perceived that pre-service principals were sufficiently able to engage in all NEPF standards upon completion of the program, with a mean score of 3.28 out of 4.00. Additionally, site-based principals perceived that pre-service administrators were adequately prepared to engage in each NEPF standard.

A two-person team composed of UNLV faculty evaluation pre-service principals' visual displays that demonstrated pre-service administrators' competence in planning and implementation of the school improvement process, as well as competence in engaging in NEPF standard activities. The mean score for planning and implementing the school improvement process was 2.29 out of 3.00 indicating competence. The mean score for competence in the NEPF standards was 2.72 out of 3.00 indicating competence in school leadership, including instructional leadership.

Implications for future Implementation

The current analysis of effectiveness measures of grant activity number four indicates that grant Goal 4 was met. The results of the analysis provided evidence that field-based activities supported by principal coaches and mentors effectively contributed to pre-service administrators' skills and knowledge. Additionally, this analysis suggests pre-service principals may be better served by having two types of principal supports. While both mentors and site-based coaches supported pre-service principals' knowledge and skills, mentor principals appeared to also contribute to pre-service administrators' dispositions that are associated with effective leadership. These dispositions included the importance of school mission, vision, and creating a positive school culture. This analysis supports the continuation of pre-service administrators' involvement in field-based activities supported by both trained principal mentors and site-based coaches.

Although Goal 4 was met as determined by the analysis of effective measures, there are implications for additional implementation and research. Further research should be conducted to understand how mentor and site-based coaches' roles in supporting pre-service administrators may differ and at what levels these supports may impact pre-service administrators. Additionally, the effects outlined in this grant are based primarily on perceptual data. There is a need to connect the mentoring and coaching activities outlined in this report to outcomes such as hiring rates of those mentored and coached compared to pre-service administrators that did not receive these supports.

BUDGET SUMMARY

Overview

The *Building Leadership Capacity* project was awarded \$266,815. These funds were expended to support the development of pre-service administrator candidates as well as provide professional development for district-wide mentor principals and site principals as coaches who work with aspiring leaders in the Urban Leadership program. Specifically, funds were used to provide professional development for veteran principals serving as mentors and site-based coaches for aspiring leaders enrolled in UNLV's principal preparation program. Funds were also used to support UNLV faculty serving as the Principal Investigator and Co-Principal Investigator for activities related to the direction, oversight, and evaluation of the project.

Description of Expenditures

Professional Salaries: The Principal Investigator and the Co-Principal Investigator were paid a total of \$15,000 (Object 100) plus \$256.28 in benefits (Object 200). The scope of their work under this grant included: collaboration with CCSD to select mentor principals; conducting meetings with site-based principal coaches; providing professional development to mentor principals and site-based principal coaches in the area of instructional leadership; making all arrangements for mentor principal training provided by NAESP (including developing contracts, making travel arrangements, and arranging scheduling and facilities); facilitating meetings with mentor coaches and district leadership administrators as continued professional development and planning; recruiting aspiring administrators for the MA in Urban Leadership; collaborating with CCSD Leadership administration to assign cohort members to mentor principals; directing and

oversee aspiring administrators' field experience and final poster portfolio presentations; administering pre- and post-evaluation instruments, analyzing data , and evaluating the project.

Purchase of Professional Services: The project purchased professional development training from the National Association of Elementary Principals for a total expenditure of \$85,550 (Object 300). This included 3 two-day training sessions held locally and conducted by nationally certified staff from NAESP (including travel and materials) plus 9-month on-line follow up support for participants seeking national certification. The professional development provided training and skill development for veteran principals serving as mentors to aspiring leaders in UNLV's educational leadership preparation program.

Purchase of Rights to Use Evaluation Instrument: The project purchased one-year rights to use the Principal Instructional Management Rating Scale (PIMRS) at a cost of \$500 (Object 600). The instrument was used as a pre-assessment to measure mentor principals' instructional leadership practices.

Mentor Principal and Site-Based Coach Stipends: The project paid stipends to 11 mentor principals and 47 site-based coaches to support aspiring leaders in UNLV's principal preparation program for a total cost of \$122,880.52. Mentor principals met monthly with aspiring leaders to provide guidance and to engage mentees in reflective practice to connect course-based learning with practice. Site-based coaches provided support and assistance for aspiring leaders' year-long field experience conducted at their buildings. Funds were distributed as follows:

- Sub-Award to Clark County School District of \$119,880.52 (\$77,250 for site-based coaches; \$37,500 for mentor principals; \$2504.03 benefits; plus \$2626.49 indirect costs). (Object 800)

- Stipends to Charter School Principals: \$3,000 to 2 charter principals who supervised aspiring leaders in the program. (Object 300)

Indirect Costs: UNLV collected \$26,378.48 as indirect costs per approved rate. (Object 893)

Total Expenditures: \$250,565.28

Awarded Funds vs. Unexpended Funds

The difference of \$16,249.72 between the amount awarded (\$266,815) and the amount expended (\$250,565.28) was due to fewer mentor principals and site-based coaches than anticipated in the grant proposal, resulting in a lower sub-award to CCSD than expected. The unexpended funds were returned to NDE on September 1, 2016.

APPENDIX A: References

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APPENDIX B: Demographics Mentor Group 2 and Pre-service Administrators Cohort II

Demographics of Mentor Group 2

Mentor	School Level	Gender	Ethnicity
1	Elementary	Female	White
2	Middle School	Male	White
3	Middle School	Female	White
4	Middle School	Male	White
5	High School	Female	Hispanic
6	High School	Male	White
7	Middle School	Female	White

APPENDIX C: Pre-service Administrators Cohort II

Pre-Service Administrators	Gender	Ethnicity	School Level
1	F	Hispanic	MS
2	F	Hispanic	MS
3	F	Hispanic	ES
4	F	White	HS
5	F	Hispanic	ES
6	F	African American	ES
7	F	White	ES
8	F	African American	HS
9	M	White	HS
10	M	Hispanic	MS
11	F	White	MS
12	F	White	ES
13	F	White	MS
14	F	White	ES
15	F	Hispanic	ES
16	M	Hispanic	HS
17	F	African American	HS
18	F	African American	ES
19	M	African American	MS
20	F	White	ES
21	M	White	MS
22	M	White	MS
23	F	White	ES
24	M	White	MS
25	F	White	MS
26	F	African American	ES
27	F	White	HS
28	M	White	ES

**APPENDIX D: National Association of Elementary School Principals Mentor
Competencies and Principal Standards**

SCHOOL LEADERSHIP MENTOR COMPETENCIES

Competency One: An effective mentor sets high expectations for self-development in high quality professional growth opportunities.

Strategies:

Demonstrates adult learning practices through professional growth activities

Practices professional learning that increases mentor effectiveness

Competency Two: An effective mentor has knowledge of and utilizes mentoring and coaching best practices.

Strategies:

Utilizes effective oral and written communication skills

Applies effective listening skills and provides constructive feedback

Communicates a clear vision

Understands and practices adult learning theory

Competency Three: An effective mentor is active in instructional leadership. Strategies:

Is grounded in national, state, and local student common core curriculum and professional standards for principals

Focuses on new principals growth in applying skills as an instructional leader resulting in school improvement and student achievement

Takes a leadership role in the development and study of professional practice

Competency Four: An effective mentor respects confidentiality and a code of ethics in the mentor protégé relationship.

Strategies:

Demonstrates a confidential and trusting environment

Encourages open and reflective conversations in collaboration with protégé

Competency Five: An effective mentor contributes to the body of knowledge as it pertains to principal and administrative mentoring.

Strategies:

Conducts action research in collaboration with protégé through a growth model

Utilizes assessment information to adjust the mentoring process as needed

Maintains a reflection portfolio for self and encourages the protégé to do the same

Competency Six: An effective mentor fosters a culture that promotes formal and informal mentoring relationships.

Strategies:

Engages in professional outreach activities which include the use of technology and networking to endorse the sustainability of mentor programming for school leaders

Acknowledges and supports the need for mentoring and coaching throughout the career continuum.

NAESP PRINCIPAL STANDARDS

Standard One: Lead schools in a way that places student and adult learning at the center.

Stay informed of the continually changing context for teaching and learning.

Embody learner-centered leadership.

Capitalize on the leadership skills of others.

Align operations to support student, adult and school learning needs.

Advocate for efforts to ensure that policies are aligned to effective teaching and learning.

Standard Two: Set high expectations and standards for the academic, social, emotional and physical development of all students.

Build a consensus on a vision that reflects the core of the school community.

Value and use diversity to enhance the learning of the entire school community.

Broaden the framework for child development beyond academics.

Develop a learning culture that is adaptive, collaborative, innovative and supportive.

Standard Three: Demand content and instruction that ensure student achievement of agreed-upon standards.

Ensure alignment of curriculum with district and school goals, standards, assessments and resources.

Invest in a technology-rich culture that connects learning to the global society.

Hire, retain and support high-quality teachers.

Ensure rigorous, relevant and appropriate instruction for all students.

Standard Four: Create a culture of continuous learning for adults tied to student learning and other school goals.

Invest in comprehensive professional development for all adults to support student learning.

Align the schoolwide professional development plan with school and learning goals.

Encourage adults to broaden networks to bring new knowledge and resources to learning environments.

Provide time, structures and opportunities for adults to plan, work, reflect and celebrate together to improve practice.

Standard Five: Manage data and knowledge to inform decisions and measure progress of student, adult and school performance.

Make performance data a primary driver for school improvement.

Measure student, adult and school performance using a variety of data.

Build the capacity of adults and students to use knowledge effectively to make decisions.

Benchmark high-achieving schools with comparable demographics.

Make results transparent to the entire school community.

Standard Six: Actively engage the community to create shared responsibility for student performance and development.

Engage parents, families and the community to build relationships that support improved performance.

Serve as civic leaders who regularly engage with numerous stakeholders to support students, families and schools in more effective ways.

Shape partnerships to ensure multiple learning opportunities for students, in and out of school.

Market the school's distinctive learning environment and results to inform parents' choices of options that best fit their children's needs.

Advocate for high-quality education for every student.

APPENDIX E: Demographics Mentor Group 1 and NAESP Certified Mentor Group

Demographics of Mentor Group 1

Mentor	School Level	Gender	Ethnicity
1	Elementary School	Female	White
2	Elementary School	Female	White
3	Elementary School	Female	Asian
4	Elementary School	Female	White
5	Middle School	Female	White
6	Middle School	Female	White
7	Middle School	Male	White

Demographics of NAESP Certified Mentor Group I

Mentor	School Level	Gender	Ethnicity
1	Elementary School	Female	White
2	Elementary School	Female	White
3	Elementary School	Female	Asian
4	Elementary School	Female	White
5	Middle School	Female	White

APPENDIX F: Mentor Group 1 Evaluation of NEASP Training

1.	Presenters were knowledgeable about the topics.	5.00
2.	Presenters were well-organized.	5.00
3.	Session presentation materials were relevant and top-quality.	4.90
4.	Description of session matched the presentation.	5.00
5.	I will be able to apply what I learned today.	4.95
6.	Training was of high quality.	5.00
7.	Facilitators presented in a way to help me learn the content.	5.00
8.	Organization and timing of the presentation was good.	5.00
9.	I learned new content today to become a more effective mentor.	4.95
10.	I am able to view the mentor pedagogy in new ways.	4.90
11.	I participated in the learning collaboratively with colleagues to value others viewpoints.	5.00
12.	The Training today was relevant to the school leadership mentor competencies.	5.00
	Overall Mean:	4.98

APPENDIX G: Demographics Site-Based Principal Participants in NAESP Two-Day

Training

Training Participant	School Level	Training Dates	Will Participate in National Training?	Gender	Ethnicity
1	Elementary School	3/14/16 - 3/15/16	YES	Male	White
2	Elementary School	3/14/16 - 3/15/16	YES	Female	Black
3	Elementary School	3/14/16 - 3/15/16	YES	Female	White
4	Elementary School	3/14/16 - 3/15/16	YES	Female	White
5	Elementary School	3/14/16 - 3/15/16	YES	Female	Hispanic
6	Middle School	3/14/16 - 3/15/16	YES	Female	White
7	Elementary School	3/14/16 - 3/15/16	YES	Male	White
8	Elementary School	3/14/16 - 3/15/16	YES	Male	White
9	Elementary School	3/14/16 - 3/15/16	YES	Female	Hispanic
10	Elementary School	3/14/16 - 3/15/16	YES	Male	White
11	High School	3/14/16 - 3/15/16		Male	Hispanic
12	Middle School	3/14/16 - 3/15/16		Male	White
13	High School	3/14/16 - 3/15/16		Female	Hispanic
14	High School	3/14/16 - 3/15/16		Male	White
15	Middle School	3/14/16 - 3/15/16	YES	Female	White
16	Middle School	6/6/16 - 6/7/16	YES	Female	White
17	Elementary School	6/6/16 - 6/7/16		Female	White
18	Middle School	6/6/16 - 6/7/16	YES	Male	White
19	High School	6/6/16 - 6/7/16		Male	Black
20	Elementary School	6/6/16 - 6/7/16	YES	Female	White
21	Elementary School	6/6/16 - 6/7/16	YES	Female	White
22	Middle School	6/6/16 - 6/7/16	YES	Female	White
23	Middle School	6/6/16 - 6/7/16	YES	Male	White
24	Middle School	6/6/16 - 6/7/16	YES	Female	White
25	Middle School	6/6/16 - 6/7/16	YES	Female	Hispanic
26	Middle School	6/6/16 - 6/7/16	YES	Male	White
27	Middle School	6/6/16 - 6/7/16	YES	Male	White
28	Elementary School	6/6/16 - 6/7/16	YES	Female	White
29	Elementary School	6/6/16 - 6/7/16	YES	Female	White
30	Middle School	6/6/16 - 6/7/16	YES	Female	White

APPENDIX H: Site-Based Principal Coaches Evaluation of NEASP Training

1.	Presenters were knowledgeable about the topics.	4.94
2.	Presenters were well-organized.	4.90
3.	Session presentation materials were relevant and top-quality.	4.74
4.	Description of session matched the presentation.	4.79
5.	I will be able to apply what I learned today.	4.75
6.	Training was of high quality.	4.87
7.	Facilitators presented in a way to help me learn the content.	4.77
8.	Organization and timing of the presentation was good.	4.77
9.	I learned new content today to become a more effective mentor.	4.79
10.	I am able to view the mentor pedagogy in new ways.	4.81
11.	I participated in the learning collaboratively with colleagues to value others viewpoints.	4.87
12.	The Training today was relevant to the school leadership mentor competencies.	4.93
	Overall Mean:	4.83

APPENDIX I: Pre-service Administrators Cohort I

Pre-Service Administrators	Gender	Ethnicity	School Level
1	Female	African American	MS
2	Female	Pacific Islander	ES
3	Female	Hispanic	ES
4	Female	White	MS
5	Female	African American	ES
6	Female	White	ES
7	Female	White	ES
8	Male	White	HS
9	Female	Hispanic	ES
10	Male	White	HS
11	Female	White	ES
12	Female	White	ES
13	Female	White	ES
14	Female	White	HS
15	Female	White	HS
16	Male	White	MS
17	Female	White	MS
18	Female	African American	ES
19	Female	White	MS
20	Female	White	ES
21	Female	White	HS
22	Male	African American	MS
23	Male	White	MS
24	Female	White	HS
25	Female	African American	ES
26	Female	White	ES
27	Female	White	ES
28	Male	White	ES