

GROW YOUR OWN LEADERS: ON-THE-JOB MENTORING FOR ASPIRING ASSISTANT PRINCIPALS

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I used a sequential, mixed-method, explanatory design to explore the perceived and actual roles and duties of assistant principals in New York State, with a focus on respondents' potential for being mentored by their principals to advance to a principalship in the future. Findings indicated that assistant principals considered their daily work insufficient to prepare them to become effective school leaders. Assistant principals reported that they were eager to develop mentoring relationships with their principals. The results suggested that in the intensified, test-oriented, education environment, there is a definite need for schools to "grow their own" qualified leaders. This may be best achieved by utilizing on-the-job mentoring and coaching by current principals.