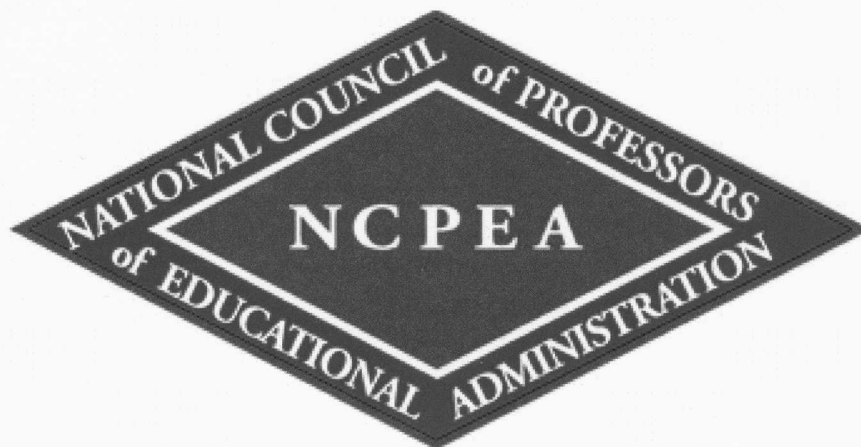




**NATIONAL COUNCIL OF PROFESSORS OF  
EDUCATIONAL ADMINISTRATION  
65<sup>th</sup> Annual Summer Conference**

***Blazing New Trails: Preparing Leaders to Improve  
Access & Equity in Today's Schools***

**Portland, Oregon  
August 2-5, 2011**



**Friday 11:20 - 12:00**

**PARLIAMENT 4**

2010-1026 Jackie McBride, Steve Bounds, Joe Nichols

**Mentoring in the Development of Aspiring Principals and Program Directors**

Mentoring aspiring principals or program directors is of vital importance in the development of new school leaders. The nature and scope of the administrative internship and the selection of appropriate mentors for mentoring throughout the internship process will be discussed. Profiles of mentors who are self-selected by aspiring school leaders for candidates in one school leadership program will be presented. The following concepts as discussed in current literature will be addressed: roles and responsibilities of mentors for aspiring school leader; selection of mentors for aspiring school leaders; professional development for mentors of aspiring school leaders; role of the mentor in assessing candidate performance in the internship; school/university partnerships for mentoring aspiring school leaders; issues related to compensation for mentors.

**Friday 11:20 - 12:00**

**PARLIAMENT 4**

2011-1300 Haim Gaziel

**Roles perceptions and job stress among special education school principals: Do they differ from principals of regular schools?**

The objective of the present study was to compare principals perceptions of their leadership roles in regular (Dovno, 1999) versus special education (Zaretzky, Faircloth & Moreau, 2005), and how these perceptions affect feelings of job stress (Friedman, 2001; Margalit, 1999). We predicted that regular school principals would differ in their perceived roles and job stress from their counterparts. Using data obtained from samples of (n=104) principals in regular education and principals in special education (n=60). Hypotheses were examined and supported partially. Implications for school principals training will be discussed further.

**Friday 11:20 - 12:00**

**WINDSOR**

2011-1309 Guy Banicki, Randy Crump, Joe Pacha

**Board of Education Closed Sessions: Does the Superintendent Make a Difference?**

Holding closed sessions in school board meetings is generally discouraged to reach major policy decisions; but, school boards occasionally use this tactic if conflict and tension arise. (Lunenburg & Ornstein, 2000). Therefore the questions of "how often does a Board of Education encounter conflict and tension" and "how is the decision made to schedule a closed session to discuss school issues" are extremely relevant in these times of public transparency.