

Letter from the Editor

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Letter from the Editor – May 27, 2019

As I review our readership dashboard I am pleased that JOEL has a regional, national and international presence in the marketplace of ideas about leadership and this issue is no exception. This, our Spring 2019 edition offers three articles about school leadership and principal preparation for your consideration from authors in Jamaica, Fordham in New York, and North Carolina neighbors from East Carolina University.

From the University of the West Indies, Disraeli Hutton investigated leadership dimensions used to assess high-performance principals. While the author found more similarities in ratings than variation by region I found the dimensions themselves interesting and informative.

In our second article, a team from Fordham analyzed data about teacher's perceptions of principal supervisors, past and present. With careful methodology that eliminated other factors the authors observed that "absence [and time] make the heart grow fonder." These factors alone seemed to explain differences teachers felt about their current and former supervisors. The axiom is true in life and seems to be true of the relationship between teachers and principals.

At my home university, Gardner-Webb, instructional leadership is a critical component of our teacher-leader, principal, and superintendent preparation programs. There are high expectations for our graduates to be effective instructional leaders, so I was particularly interested in our final article from Travis Lewis and Karen Jones from East Carolina University. The authors show evidence that virtual coaching of administrators in training by experienced mentors can improve principal self-efficacy. These are encouraging results and helpful research from practitioner-scholars. I know it will add to the discussion in my workplace. Read on!

Jim Palermo, Ed.D

Editor