

Mock Interview Strategy: An action research study of administrator and teacher candidates' preparation for interview field experience

Rayma Harchar, Ed.D.¹

Abstract: Schools of graduate and undergraduate education can be of great help to each other. To be an effective interviewer or interviewee, a person must have experience. The perceived self-efficacy of interviewing skills may help in actual interviews. A mock interview strategy is proposed to help administrator and teacher candidates become proficient in the interview process while helping one another. Action Research methods were used as the research design and theoretical framework. Data were gathered from: observation, reflection on practice, narratives and student surveys. A total of 170 surveys were completed. Results indicated that perceived self-efficacy was improved and the experience was worthwhile. Improvements and changes to the strategy were implemented.

I. Introduction

In the interest of helping schools improve, graduate classrooms must model the “how to” in everyday teaching and learning strategies. Providing as much field experience as possible is necessary to teach teachers and future administrators. Administrators are seen as the instructional leader in their schools, as they supervise, fill vacancies and initiate improvements. Principals especially must learn in an open public arena. This takes courage. At the graduate level, providing mock scenarios before implementing them in the field could foster this courage.

To elicit richer empirical data about the phenomena of school leadership, research needs a qualitative approach, examining such corollaries as beliefs, relationships, and experiences of the people involved in education. (Hallinger, 1990) In other words, leaders must act, perform, and teach before an audience, then reflect on these actions. Even though we may study all of these elements in the graduate classroom, how can they be learned in action? The action of practicing in class in front of peers and the mock interview performed in front of professors provided a stage for practice and reflection.

This research focuses on three graduate level classes in *School Personnel Administration* and undergraduate student teachers who participated in “Mock Interview Night.” All administrator candidates were experienced teachers and had fulfilled requirements for admission to the Graduate College at Southeastern Louisiana University. The three graduate level classes studied the interview process, practiced developing questions, and interviewed each other, before performing in the mock interview. Undergraduate teacher candidates also studied how to proceed through the interview process by reading sample interview questions, participating in class discussions, and practicing resume writing. They were given a “Frequently Asked Questions”

¹ Southeastern Louisiana University, Hammond, Louisiana; rharchar@selu.edu.

guide before making the appointment for “Mock Interview Night.” (See Appendix 1)

Action Research techniques were used in order to improve this mock field experience for graduate and undergraduate candidates. Precisely, these research questions were posed: What interview skills are needed for selecting new teachers? What skills do teacher candidates need for effective interviewing? Did “Mock Interview Night” improve perceived interview self-efficacy for undergraduate teacher candidates? Did “Mock Interview Night” improve perceived interviewer self-efficacy for graduate administrative candidates? How can the university professors improve “Mock Interview Night?”

II. Literature Review

Since this mock experience includes both administrator and teacher candidates who practice together and help each other refine skills for interviewing, research which included perceived self efficacy and peer tutoring were sought. The construct of self-efficacy is defined by Bandura (1997) as the impact of how people feel, think and act in stressful situations that reflect accomplishments and personal development. People with low self-efficacy have pessimistic thoughts about their achievement and accomplishments in certain domains, and are fearful of talking about their expertise. Practicing for situations like interviewing could help improve perceived self-efficacy in the domain of teaching methods and interview skills by all participants, thereby helping shed the most positive light on their strengths.

Reciprocal Peer Tutoring (RPT) is one technique that several researchers have studied at the post-secondary level where students alternated role of tutor and tutee (Fantuzzo et. al, 1989). During Mock Interview (MI) both students advised each other on ways to improve interviewer and interviewing skills, but will not switch roles. Thus, like RPT, MI students have the related advantages of preparing for interviews and interviewing by receiving instruction, encouragement and advice from a peer. In RPT, students received extrinsic rewards and took graded tests (Fantuzzo, 2004).

Rittschoff and Griffin (2001) explored the relationships among conditions and academic achievement, test anxiety and academic self-efficacy. They found that the students liked the experiences and felt that it improved their performance on tests. However, no significant differences were found between the control group and the Reciprocal Peer Tutoring group in test score performance.

In research on peer tutoring at the secondary level, Mann (1994) found that good tutors understood interpersonal nature of tutoring better, were more flexible problem-solvers, and received greater satisfaction from conflict resolution than ineffective tutors. Schmidt and Moust (1995) studied peer tutors in health sciences college courses. As a result of peer tutoring positive changes were found in both the tutors' personal qualities and course knowledge. Schmidt et. al (1994) studied peer tutors in relationship with staff tutors. It was found that peer tutors were rated as more supportive in early stages, while staff tutors were rated as more supportive in the later phases. Staff tutors asked better questions of their tutees and were rated as more knowledgeable. This research supported the notion of using interviewer peers (administrative candidates) who had degrees and were currently teaching in the field for the research. It was hoped that the teacher candidates would rate the peer interviewers as excellent or good.

McKellar (1986) discovered positive responses to peer tutoring when tutors were willing to elaborate on their explanations, bring in new information, and asked if the tutee had comments. The administrative candidate interviewers discussed and practiced these strategies during classroom preparation for Mock Interview night. They realized through practicing with

each the importance of this dialog.

Results of Morgan's study (2000) demonstrated the effectiveness of a peer-mediation strategy to assist teacher candidates in developing specific instructional behaviors and perceived teaching efficacy. In addition, results also showed benefit to the investigator/professors' teaching efficacy. The premise of this research is to evaluate and improve teaching and learning at the undergraduate and graduate levels of the field of education.

III. Procedures and Methodology

The Action Research model was chosen as the methodology because it simultaneously assists in practical problem solving, improvement of instructional methods and expands scientific knowledge. It can be seen as a study of a system while concurrently collaborating with members of the system to improve or change it. David A. Kolb's study of Kurt Lewin's work with Action Research emphasized that educational research should be concerned with the integration of theory and practice (Shields, Aaron & Wall, 2002).

Action Research is especially relevant for social situations and schools. Dick, (1997) states, "Action Research is a process by which change and understanding can be pursued at one time. It is usually described as cyclic, with action and critical reflection taking place in turn (p. 18)." Baskerville (1999) describes four steps to each cycle: plan, act, observe and reflect. That knowledge is derived from practice, and practice informed by knowledge, in an ongoing process, is a cornerstone of action research. Field (2004) describes six steps in the process, identifying issues and developing questions, learning more about the issue, developing a strategy, gathering and analyzing data, taking action and sharing results, and personal reflection. Field's process was used as the procedure for this study.

The first goal of the study was to enhance teaching methods in the graduate and undergraduate classes in the Department of Education and Human Development. The second goal was to help students to both levels improve their perceived self efficacy in interview situations. The strategies for the study followed the action research model where the participants are also the researchers. Intervention action occurred by the researchers as the actions progressed. Data were coded from themes, patterns and chart patterns, and then summarized to analyze what was learned as the research progressed, by noting images, metaphors, and any new questions. Understandings were checked by triangulating evidence (same theme, code, pattern appears in more than two types of data), and by talking to peers and students (O'Brien, 1998).

Two sets of data were gathered. Observation of in role play, and interaction and reflection was only used in the graduate candidate classes. The teacher candidates were not observed in the college classroom.

Data were gathered from administrator candidate, School Personnel Administration classes about the following aspects of "Mock Interview Night":

1. Dialog and role-play of teaching and practicing the interview process in class;
2. Reflection on interview role play with peers;
3. Observation of the Mock Interview Night performance;
4. Administrator candidate scaled survey and open ended questions;

Data were gathered from senior teacher candidates about the following aspects of "Mock Interview Night":

1. Observation of Mock Interview Night performance
2. Teacher candidate scaled survey and open ended questions.

Taking action and sharing the results with others occurred next. Lastly, personal reflection about

the learning process the researcher experienced as a result of completing the study.

The participants/students were volunteers and consented to be included in this research study. Two groups of participants made up the sample. Fifty administrator candidates enrolled in three different sections of School Personnel Administration participated in the “Mock Interview Night,” while 120 teacher candidates enrolled in student teaching made up the sample. The administrator candidates were all teachers with two or more years of teaching experience. They ranged in age from 25 to 55 years old. Ten were male and 40 were female. Forty two were white and 8 were minorities. All teacher candidates were college seniors and will be seeking teaching positions and going through the interview process. They ranged in age from 21 to 36 years old. Twenty two were male and 98 were female. Eighty seven were white and 33 were minorities. All participants were enrolled at Southeastern Louisiana University.

IV. Presentation of the Data

A. Observation of School Personnel Administration Classes

Teaching and interview role play in class. The School Personnel Administration classes were taught as seminars, with candidates and instructors freely interchanging research information and samples of recruitment, selection, resume writing, and interviewing. Candidates worked in small groups to create interview protocols from their personal research. A role play situation was designed for the class. On practice night, candidates came prepared with their interview protocol and were chosen by the instructor at random by drawing names from a basket, to play the role of the interviewer or interviewee. The rest of the class observed. The participants were very nervous and afraid to perform in front of the whole class. They said, “To be observed by your peers is intimidating. This feels like a test. I am so afraid how my peers will judge me.” This enlightened the participants about the fear involved from the viewpoint of the interviewees.

Reflection on role play. Upon reflection, several candidates commented, “It is frightening performing in front of the class. It is even more frightening being the interviewee. I can see that a novice teacher may not know some of these things I am asking and maybe my questions are too difficult.” They said that it was much easier being on the interviewer side of the table. Class discussion revolved around how to have a comfortable dialog with the interviewees and share experiences while easing the tension. Participants expressed their concern about the time limit of twenty minutes for each interview by saying, “We will have to spend some time making the interviewee feel comfortable.” Candidates formed small groups and helped each other to make adjustments to their protocols based on these reflections.

B. Observation of Mock Interview Night

Administrator and teacher candidates’ performance. The Mock Interview Night took place in a large multi-purpose room on campus. Professors set up numbered interview stations with tables and chairs. The administrator candidates arrived at 5:00 PM to check in and find their table. Appointments for interviews were made at 25-minute intervals. As the teacher candidates began to arrive, a buzz of excitement was heard. Administrator candidates did a good job warming up to the interviewees. Some didn’t want to leave when their time was over. Most candidates appeared to be having a good time. The open-ended questionnaire supported this observation.

C. Scaled Survey Results

Administrator candidates. Five questions were posed to the administrator candidates. One hundred percent of those who completed the interview process ranked the experience as very beneficial. The second question asked the administrator candidates to rank each of the four interviewees from excellent to poor. The majority of the rankings were in the “good” category at 43%, with 38% excellent, 12% fair and 7% poor. The third question asked interviewers to rank the feedback from the interviewees. Twenty three percent ranked this question excellent, 23% ranked it very good, 6% poor, and 48% marked no feedback. Many commented in their written statements that the interviewee wasn’t asked for feedback. The fourth question asked administrator candidates to rank their confidence level or perceived interview self efficacy as a result of the mock interview experience. Forty one percent ranked their confidence level as very confident or excellent and 59% ranked their confidence level as confident or good. The fifth and final question asked the graduates to rank their own performance. Seventy six percent ranked their performance as excellent and 24% as very good. This was verified by observation and the grades received on their final report. (See Table 1)

Teacher candidates. When asked to rank the over-all experience, 65% ranked the experience as excellent, 28% as good, and 7% as fair. When asked to rank the interviewer, 63% ranked the interviewer excellent, 33% ranked the interviewer good, and 4% ranked the interviewer fair. When teacher candidates were asked to rank the feedback they received from the graduate candidates, 67% responded with a rank of excellent, 31% good, and 2% said that they didn’t receive feedback. This may have been due to time restraints, as reported by both sets of candidates in the comment section. Self-efficacy was evaluated as a result of the experience by 52% feeling very confident about real interviews, 35% confident, and 13% same as before the mock interview. When asked to rank their own performance during the interview 45% reported that their performance was excellent, 36% very good, 13% fair, and 6% poor. Some of the teacher candidates remarked that they wished they would have been better prepared and some said that the experience was very difficult to prepare for since they had been working all day student teaching in the field. A comparison of administrator teacher candidates scaled responses are shown in Table 1.

D. Open-ended Responses: Administrator Candidates

Recommendations for future Mock Interview nights. The administrator candidates recommended that the professors should provide a panel interview, since this was like the “real world.” Panel interviews seem to be the technique some of the more affluent school districts are using. Others disagreed, by pointing out that their school district only had the principal as the interviewer. However, they said that the teacher candidates should be permitted to interview more than once. “Then the teacher candidates could practice their new strategies.” The third recommendation was for the professors to provide more information and practice critiquing resumes and resume writing. Many of the interviewees asked the administrator candidates to critique their resume. Some of the administrator candidates admitted that they didn’t know much about resumes resume writing or critiquing resumes. Others attempted to answer the resume question based on former personal experience in resume writing for securing their first position as a teacher. Finally, it was recommended to increase the length of time for each interview, so more dialog could occur between administrator candidates and teacher candidates. This was viewed as an important peer tutoring session between the two sets of students.

Another category of recommendations centered on interviewing experienced teachers for employment and interviewing administrative candidates for principals' positions. The administrator candidates said that talking with an interviewer in a central office position or a building level principal would be very helpful prior to the mock experience. Experienced teachers bring a different set of possibilities to the interview situation. Most of the administrator candidates are looking forward to the administrative job search; therefore they need experience being the interviewee. They recommended that another "Mock Interview Night" could be provided for these purposes.

Advice for future administrator candidates. Several administrator candidates advised future students to answer their own questions to ensure reliability. Another suggestion was to develop a rubric, a checklist, or a rating system, to prevent having to write everything the interviewee said. In order to emphasize the relevance of the experience one graduate candidate said, "Remember that this is an important experience to prepare teacher candidates for future teaching job opportunities." Future administrator candidates were told that they should value the experience of role-playing in class in order to feel the apprehension and anxiety of the interviewees. Showing a relaxed demeanor, being well prepared and having a good bank of questions were other words of advice.

Advice for teacher candidates. In order to help future teachers, administrator candidates offered many words of advice. They reminded the teacher candidates that being confident, calm, prepared, honest and professional is very important in the interview. Dressing appropriately and bringing a well-prepared resume is necessary, because you will never have a second chance to make a good first impression. They told them that if they relaxed, made eye contact and were honest, that it would help them. Administrator candidates recommended practicing interviewing before the Mock Interview night by verbalizing answers, so responses could be practiced. Anticipating possible questions by taking notes of various questions and types of questions before and during the mock interview would be of help. They suggested that there are many sources where questions can be found, including the Internet. One item that is on every educator's mind is whether new teachers would be knowledgeable of current trends in schools, legislation and accountability. One administrator candidate said, "Take a deep breath and use this learning experience in a safe environment. Remember, the graduate candidates are here to help teacher candidates refine their interview skills in order to secure their first teaching position."

E. Open-ended Responses: Teacher Candidates

Recommendations for future Mock Interview Nights. Many teacher candidates recommended that more time should be provided for interviews. One said, "I know that time is important, but I would have loved to have more time with my interviewer. She was great!" Another said, "This was a wonderful experience for me. I feel much more confident about future interviews." Many commented that it was wonderfully planned and organized and all student teachers should be encouraged to attend. They recommended that future "Mock Interview Nights" should be scheduled on a day when teacher candidates are on campus, rather than at their field-based assignment, to provide more time for planning. One teacher candidate wanted the activity to be held in her own school district, so it would be more convenient. Some said, "I enjoyed the experience and would not change anything."

Teacher candidates were asked what suggestions were received from administrator candidates. They were told to not chew gum or mints. Administrator candidates gave teacher

candidates a picture of the skills they would need in the “real world” of education by making these comments: With the law “No Child Left Behind” individual differences must be met and each applicant should be able to explain how this should be accomplished. Schools are looking for teachers who can accommodate every student and their learning abilities. Administrator candidates told the student teachers that administrators would be looking for teachers who are willing to improve themselves by attending workshops and collaborating with other teachers. They expressed that it was important to be a team player and read professional journals and literature. One teacher candidate, when asked about parental involvement and parent-teacher conferences, said she had to admit that she was very nervous about this subject and didn’t feel confident about dealing with parents. One student teacher said, “I was told that I was too nervous and it was good to show confidence in myself.” Some of the teacher candidates said that they wanted more feedback and suggestions from graduate candidates. One said, “I would have liked them to spend more time going over my resume with me.” This may be possible if more time were provided for each interview. One administrator candidate told her interviewee to be relaxed, show her true self and keep the enthusiasm. Most teacher candidates said they received positive encouragement and praise and felt more confident about the job search and the interview process.

Advice for future teacher candidate interviewees. Teacher candidates gave a wide range of advice for future participants. They reported that it was a very helpful experience. Most importantly, many said that they felt much more comfortable about attending their first interview. This perceived self-efficacy was supported by other teacher candidates when they said, “I know now what to expect,” and “The advice I received boosted my self confidence.” The teacher candidates said that future interviewees should go in with a positive attitude and be open to suggestions and take the process seriously. In order to perform well they recommended that interviewees know how to assess their knowledge formally and provide examples from their student teaching experience. They said that each interviewee needs to know how to set up a classroom and implement their preferred discipline policy. Most advised that every future teacher candidate attend the “Mock Interview Night” and be well prepared. One very important piece of advice to future interviewees was to ask for clarification of questions if the questions are not understood, because it gives interviewees more time to organize their answer and does not indicate lack of knowledge. One teacher candidate said, “Relax and enjoy what you have learned over the last four years. Use this experience as a tool and take advantage of the whole opportunity by asking questions when the interview is over.” Future teacher candidates were advised to reflect back on all of their experiences of student teaching and acquired knowledge. Both sets of candidates had similar comments about advice and recommendations

V. ANALYSIS OF THE DATA

A. Scaled survey results.

Since the overall experience was ranked as excellent by 100% of administrator candidates compared to 65% of teacher candidates, it appears that administrator candidates benefited from the Mock Interview experience more than the teacher candidates. The reason for this difference could be that one of the objectives of the School Personnel Administration course was to learn skills of interviewing and selection of new teachers, while teacher candidates do not have a specific course or course objective for acquiring a teaching position and interviewing skills. When comparing the perceived quality of the interviewer and interviewee, teacher candidates

ranked their interviewer much higher than the interviewer ranked teacher candidates (63% excellent compared to 38% excellent.) Teacher candidates received more feedback from the interviewer. There could be two reasons for this: Most participants said that the 20 minute time limit was too short, thereby not allowing enough time for feedback. Administrator candidates assumed they were the tutors and the teacher candidates were the tutees, therefore feedback from teacher candidates was not sought. Both groups of participants had similar feelings of perceived interview self efficacy, with 41% excellent and 59% good for administrator candidates and 52% excellent and 35% good for teacher candidates. However, 13% of teacher candidates didn't feel more confident. Since this was one of the major objectives of this exercise, these were positive results. When the two groups are compared by ranking their own performance, they differed greatly. Seventy six percent of administrator candidates compared to 45% of teacher candidates ranked their own performance as excellent. This discrepancy points to a discrete set of objectives for the skills of interviewing skills between administrator candidates and teacher candidates. This could be remedied by adding a course or course objectives that cover resume writing and interviewing skills for teacher candidates. (See Table 1)

B. Skills needed for the interviewer.

Administrator candidates discovered that they need to spend time helping the interviewee feel comfortable, in order to elicit the sincere personality and knowledge of entry year teachers. The ability to critique and evaluate resumes should be a skill of interviewers and taught in the School Personnel Administration class. A good protocol is necessary in order to reveal the types of answers interviewers wish to elicit from prospective teacher candidates. To develop this questionnaire the interviewers need to answer the questions themselves and practice the questions on skilled, experienced teachers. Skill in developing rubrics for recording answers during the interview could be helpful. The "Mock Interview" was seen as a good practice for real field experience by graduate students. Finding a match between characteristics and needs of the school or school district with the applicant is probably the most important skill. This is very difficult to do in a mock scenario, but something to consider.

C. Skills needed for the interviewee.

Exercises in resume writing should be part of teacher candidates' practice for the job search process. Teacher candidates need to be aware of current trends in educational research and legislation. With the recent emphasis on increased parental involvement, student candidates need much more knowledge about how to deal with parents as partners in the education. They need to be knowledgeable and be able to cite examples of their student teaching experience. Skill development should include practice with sample questions and answers, eye contact with interviewer, poise and confidence about the self-efficacy of the teaching process. Teacher candidates should take advantage of the "Mock Interview Night" as practice for real experience.

From the viewpoint of the university and undergraduate classes several curriculum changes could be made. New courses could be added to address these issues or content could be added to existing classes. These skills need to be addressed; resume writing and interviewing skills, conducting parent conferences, use of informal assessment techniques to address multiple on-going assessments, addressing differing needs of a wide range of students, study and knowledge of current legislation that affects teaching and learning like, "No Child Left Behind." Many of the undergraduate students seemed very surprised at the breadth of knowledge they

seemed to be lacking.

Table 1: Summary of Scaled Responses

Administrator Candidates' Responses

Question #	Excellent	Good	Fair	Poor/None
1. Overall experience	100%	0%	0%	0%
2. Rank of interviewer or interviewee	38%	43%	12%	7%
3. Feedback received	23%	23%	6%	48%
4. Perceived interview self efficacy	41%	59%	0%	0%
5. Rank of own performance	76%	24%	0%	0%

Teacher Candidates' Responses

Question #	Excellent	Good	Fair	Poor/None
1. Overall experience	65%	28%	7%	0%
2. Rank of interviewer or interviewer	63%	33%	4%	0%
3. Feedback received	67%	31%	0%	2%
4. Perceived interview self efficacy	52%	35%	0%	13%
5. Rank of own performance	45%	36%	13%	6%

D. Perceptions of perceived interview self-efficacy.

Both administrator and teacher graduate candidates reported improved feelings of self-efficacy for interview skills as exhibited in the scaled survey and open-ended responses. Generally, the teacher candidates reported feeling more confident about the job search and interviewing process. One teacher candidate said, "I was so nervous about interviewing. This process helped me to become aware of my own strengths. My interviewer taught me how to confront my

weaknesses and emphasize my recent acquisition of new knowledge and student teaching experience.” Administrator candidates had similar feelings of self-efficacy by commenting that they learned how to listen carefully and show compassion for those entering the profession at the entry level. Several reported that their first interview questions were much too difficult and they may lose the opportunity to hire an excellent entry-level teacher. Some of these novice teachers have the potential of touching students’ lives and if they concentrated solely on high levels of knowledge these important qualities would be missed. Many of the administrator candidates remarked how well prepared they felt for conducting actual interviews. This perceived interview self-efficacy was supported by the scaled survey, observation of the School Personnel Administration class and classmates and observation during the Mock Interview experience

E. Improvements for “Mock Interview Nights.”

Even though the program was a success, several improvements could be created. These suggestions for improvements were made from dialog, role-play, and reflection in the School Personnel class, observation of the Mock Interview night, scaled survey results and open ended responses. The School Personnel Administration classroom activities were very beneficial for administrator candidates and no changes need to be made. However, teacher candidates could benefit from the same type of class and activities, so it has been suggested that this course or objective be added to the teacher candidate program. “Mock Interview Night” could be provided on a night when teacher candidates are on campus rather than off campus student teaching. If two different nights were offered teacher candidates, they could have two interviews for practice. The interviews could be lengthened to 45 minutes. This could improve the experience greatly, since both candidates reported on the likert-style questionnaire and comments that they needed more time to cover all parts of the experience. Panel interviews would be very difficult to arrange; however, it may be possible to practice with administrative candidates. The professors may want to study this type of mock interview scenario further. These changes would be feasible, but fewer teacher candidates may be able to experience this interview practice.

Some of the teacher candidates felt stress from having worked all day student teaching in the field and didn’t have enough time to thoroughly prepare for the “Mock Interview Night.” This was shown when they ranked their performance as “fair” and “poor,” and verified when they wrote about stress and rushing around to participate in the event.

An additional “Mock Interview Night” should be considered for experienced teachers and administrator candidates. A new set of questions and skills would be needed for this type of experience. Experience could be gained for all groups of candidates, precisely graduate candidate interviewers, teacher candidates, teacher leaders and administrative candidates.

VI. Reflections and Implications

Previous research has established the benefits of Reciprocal Peer Tutoring at the post secondary level. But his peer tutoring strategy differed by including both administrative and teacher candidates who practiced together to help each other refine skills for interviewing. The two groups of students weren’t exactly peers, because one group had experience in the field and a higher level of education. In RPT, students alternated between the roles of tutor and tutee in contrast to this study, *Mock Interview (MI)*, where the students did not alternate roles. However, during MI both students advised each other on ways to improve interviewer and interviewing skills. Thus, like RPT, Mock Interview students have the related advantages of preparing for

interviews and interviewing by receiving instruction, encouragement and advice from a peer. Unlike, RPT, Mock Interview students did not receive extrinsic rewards, but intrinsic rewards on a job well done and perceived interview self-efficacy. This strategy using a mock experience before field work is relatively understudied at the post secondary level and more research is needed in this area. As universities across the nation strive to redesign and improve the school leadership course work in graduate administrative programs, more research must be conducted on effective practice for field experiences. This study was only one small example of an effort to evaluate a mock experience before real interviews are conducted in the field. More mock experiences that address other leadership skills could benefit field experiences through increased practice.

The findings from this study showed that administrator and teacher candidates can work together for the perceived benefit of both. This study could be expanded to see if the professors' perceived self-efficacy improved as a result of the strategy and action research. Feedback through action research has proven very motivational for professors (Morgan, 2000). To bring credence to the notion of self-efficacy, further research could discover if administrator and teacher candidates actually did benefit from this mock interview strategy in the field. Each administrator and teacher candidate could be surveyed within a year. Some suggestions for questions are provided in Table 2.

Table 2:

	Entry Year Teacher Survey
1	When you were invited to be interviewed for the first time, did you feel confident about your upcoming performance?
2	After your first 'real' interview experience, what did you attribute your success or failure?
3	Reflecting back on Mock Interview what factors helped you the most?
4	What advice do you have for the professors conducting future Mock Interviews?"
	Entry Year Administrator Survey
1	"When preparing for interviewing prospective teachers, did you feel confident in your knowledge about types of questions and strategies to use?
2	After the interviews, did you feel like you had enough information to make a good choice?
3	If you perceived that you would be successful administering the interview process, did those feelings remain after the sessions?
4	Could you attribute this confidence level to the Mock Interview strategy used in School Personnel Administration? How and Why?

This extension of this study could provide more information for improving or changing teaching strategies for administrative and teacher candidate preparation courses and field experience. Courses in educational administration and teacher education could implement improvements based on this survey, like suggested improvements from this study can impact courses at Southeastern Louisiana University. Bringing the classes back together for discussion

and reflection may prove useful for future analysis and improvement of the mock interview strategy and perceived interview self-efficacy.

References

- Bandura, A. J. (Ed.).(1995). Self-efficacy in changing societies. Cambridge University Press. Cambridge:United Kingdom.
- Baskerville, Richard L. (1999). Investigating Information Systems with Action Research. *Communications of the Association for Information Systems*, 2, 9-19.
- Dick, B. (1997). Action learning and action research. Retrieved May 19, 2004 from <http://www.scu.edu.au/schools/gcm/ar/arp/actlearn.html>
- Field, T. (2004). Action Research Steps. *Center for Technology in Education*, John Hopkins University. Retrieved August 17, 2004 from <http://www.sitesupport.org/actionresearch/>
- Fantuzzo, J. W., Riggio, R. E., Connelly, S., and Dimeff, L. A. (1989). Effects of reciprocal peer tutoring on academic achievement and psychological adjustment: A component analysis. *Journal of Educational Psychology*, 81(2), 173-177
- Fantuzzo, J. W. (2004). Intervention: Reciprocal peer tutoring. What Works Clearing House: A trusted source of scientific evidence of what works in education. Retrieved May 19, 2004 from <http://www.w-w-c.org/Intervention/>
- Hallinger, P. (1990). Developing the strategic thinking of instructional leaders. *The Elementary School Journal*, 91(2). 89-108.
- Mann, A. F. (1992). A Quantitative and Qualitative Evaluation of Peer Tutor-training Course: A Cognitive-development Model. Unpublished doctoral dissertation, North Carolina State University.
- McKellar, P. (1986). The effectiveness of peer tutoring in higher and further education. Retrieved August 19, 2004 from www.city.londonmet.ac.uk/deliberations/seda-pubs/Topping.html
- Mickelson, W. T., Yetter, G., Lemberger, M., Hovater, S., Ayers, R. (April, 2003). Reciprocal peer tutoring: An embedded assessment technique to improve student learning and achievement. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Ill. Retrieved September 12, 2004 from <http://www.gen.umn.edu/artist/articles/Mickelson.pdf>
- Morgan, R. L., Whorton, J. E., Wille, J. (March, 2000). Use Of Peer-Mediation To Develop Instructional Behavior In Pre-Service Teachers. *College Student Journal*. Retrieved September 17, 2004 from <http://www.findarticles.com/p/articles>.
- O'Brien, R. (1998) An overview of the methodological approach of action research. Retrieved September 17, 2004 from <http://www.web.net/~robrien/papers/arfinal.html>
- Rittschof, Kent A. & Griffin, Bryan W. (2001) Reciprocal Peer Tutoring. *Educational Psychology*. 21 (3). (pp. 313-319).

Schmidt, H. G., & Moust, J. H. C. (1995, April). What makes a tutor effective? A structural equations modeling approach to learning in problem-based curricula. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Shields, R.W., Aaron, D. & Wall, S. (2002). What is Kolb's model of experiential education, and where does it come from? Retrieved September 16, 2004 from http://fcis.oise.utoronto.ca/~daniel_schugurensky/faqs/qa8.html

Smith, M. K. (2001) 'Kurt Lewin, groups, experiential learning and action research', *The encyclopedia of informal education*, Retrieved September 16, 2004 from <http://www.infed.org/thinkers/et-lewin.htm>