Developing Effective School Leaders: Perceptions of Participants in a District-led

Principal Training Program

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EXECUTIVE SUMMARY

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The field of education is experiencing a period of increased principal turnover as
more than twenty percent of principals are leaving their positions each year due to
retirements, changes in positions within the profession, or departures from the profession
(Beteille, Kalogrides & Loeb, 2012). As a result, inexperienced leaders who are ill-
prepared for the complex demands of the job assume the role of principal with little on-
the-job experience. These administrators are hindered by inadequate training and the
absence of professional development which promotes the enhancement of critical skills
and knowledge essential to being effective school leaders. Given the important role
principals play in student achievement and overall school success, it is crucial that school
districts re-evaluate how they develop school leaders over a period of time.

The purpose of this research was to serve as a first-step program evaluation of a
school leader development program designed to prepare aspiring leaders for the
principalship in a mid-Atlantic school district. This study explored the perceptions of
participants in the Associate Principal Training Program of Mid-Atlantic Public Schools
(MAPS), as well as the mentoring principals with whom they serve. The development of
this program was a result of a perceived weak pipeline of future school leaders and an
increasing number of principal vacancies. The data collection for this research was two-
fold: (a) survey of associate principals and mentoring principals and (b) interviews of
three groups (associate principals, mentoring principals, and alumni mentoring

principals) from the elementary and secondary school levels. The framework for this study was built upon the concepts of effective school leadership as enumerated in the Interstate School Leader Licensure Consortium (ISLLC, 2008) Standards and successful program elements drawn from empirical studies.

Findings from this study provided insight on the perceptions of the participants in this in-service training program, thus encouraging reflective dialogue regarding the district's approach to school leader development and will assist in promoting the successful, ongoing professional development of aspiring leaders. As a result of this study, recommendations for future implementation of this training program have been suggested to insure a well-trained pipeline of school leaders for this school district. Overall, the participants agreed that the training program contributed to the development of their skills and knowledge to be effective school leaders. However, the emergent themes of the study resulted in the following recommendations for future implementation of the training program:

1. Clarify the status and priority of the Principal Succession Plan, particularly as it pertains to the role of associate principal.

2. Provide training and professional learning opportunities for mentoring principals to understand the role of the associate principal and how to support this position.

3. Provide consistent, meaningful Quarterly Associate Principal Meetings.

4. Re-evaluate Standard 7's required activities/experiences.

5. Adjust the Elementary Associate Principal Contract to a 12-month contract.

6. Designate a formal mentor district leader for each associate principal.

7. Establish a University-District Partnership Training Program.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

FIGURE   Page

CHAPTER ONE: INTRODUCTION

According to The Bureau of Labor Statistics Occupation Outlook Handbook

(United States Department of Labor, 2014) 40 percent of the current school

administrators in the United States could leave the profession over the decade of 2006-

2016. To put this in perspective, there were over 231,500 principals in 2012; therefore,

about 93,000 were projected to be nearing retirement or leaving the position for other

reasons. A subsequent survey on principal attrition and mobility supported that

prediction, finding that in 2012, 22 percent of those who were principals in the 2011-

2012 school year had left their positions due to retirement, a change in jobs within

education, or a departure from the profession entirely (Goldring & Taie, 2014).

The growing complexity of the principal's job makes filling the positions more

difficult. Traditionally, the assistant principal position has been viewed not only as an

extension of the principal to accomplish organizational and administrative duties, but also

as a training opportunity for aspiring school leaders (Goodson, 2000). The

responsibilities delegated to assistant principals, however, are frequently more

managerial in nature and narrow in scope (e.g. bus duty, scheduling, assembly

development, discipline) than those assigned to the principal, and thus do not offer the

necessary preparation for the responsibilities of the principalship (Bloom & Krovetz,

2001).

The school principal is often referred to as the instructional leader of the building, however, assistant principal activities often do not include instructional areas for which the principal is responsible, such as curriculum and student achievement. Nor is the assistant principal involved in matters of budget, community relations, and the implementation of federal and state policies (Bloom & Krovetz, 2001). Without intentional efforts to provide assistant principals with training and leadership experiences, this detrimental trend will continue and aspiring principals will be ill-prepared for the broader range of responsibilities of a building principal.

As a result of brief terms as assistant principals with a relatively narrow set of responsibilities and a limited skill-set, the aspiring leaders frequently assume the role of principal without being fully prepared for the expectations and duties of the principalship (Bloom & Krovetz, 2001). Not only are the school leaders assuming this increasingly complex role with limited experience, they are also being hampered by inadequate or non-existent in-service training which would promote the continued development of critical skills and knowledge essential to being school leaders (Davis & Darling-Hammond, 2012; Levine, 2005; Young, 2002).

In light of the recognized issues for school administrators, the problem of practice this researcher will addressed is how school districts support ongoing development of effective school leaders. Specifically, this study focused on how one district in a mid-Atlantic state develops its own pipeline of administrators through the implementation of a district-led leadership development program. A component of this "grow your own" program consists of the associate principal position as a training position for the principalship. Associate principals are selected from the corps of assistant principals who

were identified as having principal potential. Aspiring leaders are required to participate in a variety of activities and experiences (e.g. data analysis, shared decision-making, instructional leadership) that are closely aligned with research-based leadership practice standards and effective program design elements. Through this in-service training, Mid-Atlantic Public Schools (MAPS) has the opportunity to focus on internal leadership development reflective of its specific needs. Given the importance of placing strong leaders in the role of principal, it is imperative that school systems rethink how they develop school leaders over a period of time and provide them with the appropriate and ongoing training that will prepare them to assume this role.

Background

Over the past decade, there has been much debate about the existence of a shortage of qualified school principals as a result of the large number of principals retiring, changing positions, or leaving the profession (Gates, Ringel, Santibanez, Ross & Chung, 2003; Pounder, Galvin & Sheppard, 2003). Shelton (2012) cited information from The National Commission on Teaching and America's Future that stated more than half of the country's principals were baby boomers born between 1946 and 1964 and projected that schools could lose one-third of their most accomplished and experienced leaders to retirement by 2019. Goldring and Taie's (2014) study of 114,330 principals revealed that 78 percent had remained in their positions from the previous year, six percent had moved to a different schools, 12 percent had left the profession due to retirement, and another five percent had an unknown status. While retirements and position changes are to be expected, it is those who leave the profession for unknown reasons that is troublesome. Hitt, Tucker, and Young (2012) maintained that

understanding why principals leave the profession might assist in recruiting and retaining talented educators. Darling-Hammond, LaPointe, Meyerson, and Orr (2010) found that principals who participated in well-planned pre and in-service programs were more likely to remain as principals and did not feel that the stresses of the job were "not worth it." In addition, they argued that strong recruiting of committed candidates is key to retaining principals.

The importance of strong leadership in schools has been established through strong research and evidence of the value of a highly effective principal in increasing student achievement (Branch, Hanushek, & Rivkin, 2012; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Louis, Leithwood, Wahlstrom, & Anderson, 2010; Waters, Marzano, & McNulty, 2003). While there are many out of school variables, such as socio-economic status, health, parental involvement, etc., that can effect student achievement, there is general agreement that next to teacher quality or classroom instruction, principal leadership is the second most critical determinant of student learning (Leithwood & Riehl, 2003). Branch et al. (2012) reported that a highly effective principal can raise student achievement by two to seven additional months of learning in a single year and that the converse is true as well. Another study found that students in a school led by an effective leader performed ten percentage points higher than those led by an average principal (Waters et al., 2003). Branch et al.'s study indicated that the principal and teacher together were responsible for 60 percent of school related variables' effect on student achievement, 25 percent and 35 percent respectively.

The Wallace Foundation (2012) concluded that these results were made possible because a highly effective principal can bring all of the in-school factors together

(instruction, curriculum, guidance, etc.) to improve student achievement on a large scale. The determination of vision and goals, as well as the provision of resources and processes to support quality teaching, are the powerful ways in which a school leader influences student learning (Branch et al., 2012).

Position of Principal

Replacing principals who leave the profession with qualified, effective leaders is critical to successful student outcomes. If principals who are leaving the profession are doing so because of inadequate training or poor performance, it is important to identify the problems, revise training programs to reflect the identified deficiencies, and appropriately train aspiring administrators. Two areas of interest that might impact administrators' decisions to the leave the field are compensation and job satisfaction. There is evidence that the job requirements are prohibitive; however research has indicated that compensation does not seem to be a major factor in principal mobility (Pounder & Merrill, 2001).

Compensation. There is little evidence to suggest that salary is a reason for principals leaving their positions. Gates et al. (2003) asserted that principals' compensation is commensurate with other managerial professions and counterparts with similar positions in the private sector. According to the United States Department of Labor's Occupational Outlook Handbook (2014), the median annual wage in 2012 for elementary, middle, and secondary principals was $87,760 with the lowest 10 percent earning $58,530 and the top 10 percent earning over $130,000. Hitt et al. (2012) commented that those who become principals are driven less by monetary benefits than by job satisfaction.

Job satisfaction. Burkhauser, Gates, Hamilton, and Ikemoto (2012) reported that almost 20 percent of new principals leave their schools within one to two years due to the stresses and frustrations of the position. Gross (2009) identified some of the stressors as: the complexities of the job with inadequate preparation; a sense of isolation from peers; assimilation into the culture of the school; the psychological shift from "us" to "them" mentality in relation to teachers; and role conflict in balancing the needs of the school versus the district. Drago-Severson (2007) indicated that other overwhelming challenges are inadequate school funding, labor intensive job requirements, increasing curricular standards, and growing and diverse student populations with varying needs. Young and Szachowicz (2014) suggested that many of the principals may have been great teachers but lacked the training, skills, and support in instructional leadership to be successful as principals. Writing for The Center for Public Education (2012), Hull stated that new principals find themselves working ten-hour days due to the increase in state and national policies and mandates with no decrease in their existing managerial and administrative duties, and find the job is not "doable."

Perhaps Rousmaniere (2013) best described the complexities, frustrations and dichotomies that principals face:

> In American public schools, the principal is the most complex and contradictory figure in the pantheon of educational leadership. The principal is both the administrative director of state educational policy and a building manager, both an advocate for school change and the protector of bureaucratic stability. Authorized to be employer, supervisor, professional figurehead, and inspirational leader, the principal's core training and identity is as a classroom teacher. A single person, in a single professional role, acts on a daily basis as the connecting link between a large bureaucratic system and the individual daily experiences of a large number of children and adults. Most contradictory of all, the principal has always been responsible for student learning, even as the position has become increasingly disconnected from the classroom. (2013, para. 2)

Whatever the reason principals leave their positions, retirement, job change, or the pursuit of a career outside education, researchers have found that this turnover in principals results in more teacher turnover and lower student achievement gains (Beteille, Kalogrides & Loeb, 2011). In addition to principal attrition and mobility, a publication of the Bureau of Labor Statistics (United States Department of Labor, 2014) stated that the need for principals is projected to grow six percent from 2012-2022 and will be driven by increased school enrollment. The research clearly indicates there is critical need for more well-trained leaders who are ready for the challenges of the principalship.

Federal Policy Context

Many researchers have documented the changes that have occurred in the principal's job since the 1830s when it was recognized that there was a need to identify a leader of the school (Federal Education Budget Project, 2014; Forte, 2010; Hunt, 2013; Levine, 2005; National Association of Secondary School Principals, 2007; United States Department of Education, 2014). The "principal teacher" moniker evolved out of the states' push to establish graded schools. With this title, the school leader was tasked with addressing administrative issues within the school. Even so, the leader's primary responsibility was teaching (Pierce, 1935).

During the last sixty years, the federal government has become increasingly involved with curriculum and policy issues in schools. The following federal policies have significantly impacted not only education, but the demands on and the accountability of school leaders: (a) National Defense Education Act (NDEA) in 1958, (b) Elementary and Secondary Education Act (ESEA) in 1965, (c) National Commission on Excellence in Education in 1983 as a response to *A Nation at Risk,* (d) No Child Left

Behind Act (NCLB) in 2001, and (e) Every Student Succeeds Act (ESSA) in 2015. ESSA, the latest reauthorization of the ESEA, was signed by President Obama in December of 2015 but has yet to be implemented. It is intended to expand the opportunities for all students and to prepare all students for success in college and careers. It eliminates many cumbersome elements of NCLB while maintaining the expectations of accountability and positive change in low and underperforming schools.

These pieces of legislation changed the principal's job description greatly from the early role of "principal teacher." Forte (2010) maintained that the intent of the acts and their mandates was to provide a more equal education for all students in all schools, groups, and subgroups and to prepare them for a career and college. The mandates came with the expectations that schools would improve student outcomes through curriculum changes, teacher quality, and the accountability of the principal to insure that all students demonstrate achievement not only on end of year tests, but also on classroom grades, and graduation rates.

Over 180 years have passed since the designation of the title "principal teacher." Although the contemporary principal shares a responsibility with the "principal teacher" of the past: to facilitate, cultivate and maintain the stability of the school culture, the position of principal now includes the responsibility of implementing federal and state educational policy at the school. Major differences for the present-day school leader are the modern challenges of ever-changing law and policy, inconsistent fiscal support structures, the growing diversity of communities, and the intricacies of the youth culture (Rousmaniere, 2013).

Conceptual Framework

Quality school leadership is perceived to be "among the most pressing matters on a list of issues in public education" (Simpkin, Charner, & Suss, 2010, p. 3). The problem of practice for this research was to explore the development of leadership capacity in aspiring principals of one school district as it strives to develop a pipeline of well-prepared future principals. Key to this research was the perceptions of the participants as to the effectiveness of their training. The Interstate School Leaders Licensure Consortium (ISLLC) leadership practice standards was one lens for understanding the principal's role and evaluating the district's efforts in developing aspiring leaders. The standards were written to delineate the skills and knowledge necessary for effective school leadership. Currently, the ISLLC (2008) Standards are recognized as the national leadership standards that guide the development and evaluation of school leaders (Canole & Young, 2013). Mid-Atlantic Public Schools (MAPS) has adopted the standards as the basis for training its future principals.

With the ISLLC (2008) Standards serving as the guidelines for the skills and knowledge effective school leaders should possess, several researchers have provided empirical evidence of successful leadership development programs and the elements they use to implement the standards in an effective manner (Darling-Hammond et al., 2010; Davis, Darling-Hammond, LaPointe, & Meyerson, 2005; Joseph, 2010; Joseph & Roach, 2014). The researchers maintained that an effective program has these elements: (a) entrance standards are aligned with the role and expectations of the principalship; (b) involves a substantive internship; (c) is founded in clear, research-based standards; (d) emphasizes reflective practice; (e) provides extensive mentoring; and (f) learning occurs

in a cohort or collaborative model. This study used the combination of the ISLLC (2008) Standards and the program elements as the framework from which to view MAPS's implementation of an in-service program to develop a pipeline of leaders.

Purpose of the Study

This study investigated the problem of practice, leadership development, in a medium-sized public school district in a mid-Atlantic state by focusing on the Mid-Atlantic Public Schools district's approach to supporting the ongoing development of effective school leaders for promotion into the school principalship. More specifically, this study explored the implementation of the Associate Principal Training Program, designed to prepare aspiring leaders for the principalship, by surveying the associate principals, the mentoring principals, and the alumni mentoring principals about their perceptions of the various components of the training, as well as conducting interviews with selected individuals. The development of this program was a result of the district's concerns about the increasing number of principal vacancies and a perceived weak pipeline of aspiring leaders who were not prepared to assume the role of the principalship.

Since the inception of the MAPS Associate Principal Training Program in 2011, there has been no follow-up research conducted as to the effectiveness of the program. By ascertaining the perceptions of the associate principals and mentoring principals, this research provided feedback to the school district as to the effectiveness of the program, offered suggestions for improvement, and provided an outlet for the participants to share their perceptions and experiences.

CHAPTER TWO: LITERATURE REVIEW

The literature review consists of research supporting the ISLLC (2008) Standards, a discussion of the most effective methods to implement the ISLLC (2008) Standards, and a description of various principal preparation and development programs. The inclusion of these areas provides research-based support for understanding the relevance of and approach to MAPS's program for the development of effective school leaders, as the program aligns with the ISLLC (2008) Standards, utilizes recommended program elements, and provides on-site training that was deemed to be best suited for MAPS's district needs.

Interstate School Leaders Licensure Consortium (ISLLC) Standards

Prominent research brought to light the importance and necessity of using research-based standards to direct school leadership (Canole & Young, 2013). In 1996, the National Policy Board for Educational Administration (NPBEA), a consortium made up of various stakeholders in the educational leadership community, assembled a panel of educational experts to develop a set of standards for school leadership training and facilitated the adoption of the leadership standards that were developed, known as the ISLLC Standards (Taylor, Tucker, Pounder, Crow, Orr, Mawhinney, & Young, 2012).

With research supporting the substantial effect school leaders have on student outcomes, policy guidelines were developed that informed the functions and behaviors of

effective leaders (Canole & Young, 2013). These guidelines were developed based on empirical research and scholarship that emphasized improving student achievement and the need to place greater emphasis on instructional leadership responsibilities (Young & Mawhinney, 2012).

Within 10 years of this initial development and adoption, the standards gained nation-wide acceptance (Canole & Young, 2013). By 2005, 46 states had adopted or heavily adapted the standards in developing their own guidelines (Young, Crow, Murphy, & Ogawa, 2009). The ISLLC Standards became the nationally recognized leadership standards (Canole & Young 2013).

The purpose of the standards was not only to support the increase in expectations for student achievement, but also to provide a common vision and set of expectations for school leaders. To achieve these goals, a standardized examination was developed, the School Leaders Licensure Assessment (SLLA), which was aligned with the ISLLC Standards (Canole & Young, 2013). Further impact of these standards is reflected in their influence on states' accreditation guidelines and processes for school leaders' licensure. The standards serve as the foundation for the preparation, practice, and evaluation of educational leaders (Canole & Young, 2013).

In 2008, the ISLLC Standards were updated and revised. Revisions were based on newer research, as well as response to the increase in educational leader accountability which was brought about by national policies and programs, such as NCLB (2001). The standards were then renamed the Educational Policy Standards: ISLLC 2008 or Educational Leadership Policy Standards (Taylor et al., 2007). Another revision of the standards was approved in November of 2015, and has been renamed the 2015

Professional Standards for Educational Leaders. While they include the six existing standards, they also include additional standards that reflect the social aspects of education and an emphasis on instructional leadership (Council of Chief State School Officers, 2014). The ISLLC (2008) Standards and the literature base supporting them offer a framework for the development of effective leaders. The following is a brief description of the ISLLC (2008) Standards and the research supporting them.

Standard 1: **An instructional leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders**.

Odden (2011) maintained that vision, specifically instructional vision, serves as the driving force behind an organization's programs. Vision serves as the cornerstone of decision-making and requires strategic planning and organizational change to be aligned with this vision to ensure success (Sanders & Kearney, 2008). Therefore, a school leader should develop, preferably through a collaborative process, a shared vision of instruction, leadership, and student learning. This vision should include high standards and expectations for all students (Leithwood et al., 2004: Louis et al., 2010).

Furthermore, effective leaders should clearly communicate this vision to all stakeholders, both within the school and in the larger community. Brewer (1993) indicated that principals with instructionally oriented goals have a tendency to select like-minded teachers who also promote the goals, high expectations, and vision. Research conducted by the Wallace Foundation confirmed that goal and vision-setting are areas in which school leaders can most impact student learning (The Council of Chief State School Officers, 2008).

Hargreaves and Fullan (2012) provided evidence from a three-year study of 300 teachers in 100 schools focusing on factors determining teacher quality and effectiveness that supported the impact of a leader's shared vision. In this study, 75 percent of teachers who demonstrated sustained commitment attributed this ability to good leadership, particularly in regard to expressing a clear vision, being approachable, trusting teachers and caring about people. Leithwood and Riehl (2003) maintained that leaders influence student learning by promoting vision and goals, and the research confirmed that there is a relationship between effective leadership and school improvement and student outcomes, albeit indirect, due to the fact that the principal works through teachers to improve outcomes (Leithwood & Jantzi, 2005; Leithwood et al., 2004; Louis et al., 2010). Porter, Murphy, Goldring, Elliott, Polikoff, and May (2008) noted that a shared vision of success is essential for the overall achievement of students.

Standard 2: **An educational leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Collective leadership supports the cultivation of leadership among individuals other than the principal and impacts the culture by encouraging the participation and input of other stakeholders. Empowering others to assume leadership and decision-making roles allows for all stakeholders to take part in achieving the vision (Leithwood et al., 2004). Through this process, the climate is influenced by promoting ownership on behalf of those who are participating. Effective leadership from a variety of sources positively impacts student learning, in part due to access to collective knowledge

(Hallinger, 2003; Leithwood & Sun, 2012; Young, O'Doherty, Gooden, & Goodnow, 2011).

Strong leaders foster learning by all educators and students (Sanders & Kearney, 2008). By working with individuals to build knowledge and skills, leaders can contribute to developing capacity, commitment, and efficacy among teachers (Leithwood, Harris & Hopkins, 2008). White and Bowers (2011) emphasized the importance of a leader's influence on teachers through the selection of those who are committed to the same vision and goals and who are willing to collaborate and participate in staff development to build skills.

Louis et al. (2010) maintained that effective principals recruit and retain effective teachers and work to improve the effectiveness of the teachers they have. They do this by improving the teachers' instructional abilities emphasizing the value of research-based strategies. Effective leaders encourage teacher collaboration and provide adequate time for teacher planning, and they observe the teachers frequently and provide immediate feedback (The Wallace Foundation, 2012). As noted by Hale and Moorman (2003), principals need to be visible in the schools and in the classrooms, and they need to be instructionally aware of what is taking place in classrooms and lessons.

Grissom, Loeb, and, Master (2013) found that for a principal to make a walk-through effective, it must be in conjunction with a substantive interaction with the teacher. Face time alone in the classroom is not enough. More important is spending time coaching teachers and assisting them in evaluating curricula, both of which are associated with improvements in student math achievement (Grissom, et al., 2013).

This intense focus on instruction has been labeled instructional leadership, and it emphasizes alignment of vision, direction, goals, and professional development with instruction and student achievement (Hallinger, 2003). Therefore, leaders who emphasize instructional leadership will be more likely to create an environment that supports collaboration, development, and goals dedicated to improving instruction (Robinson, Lloyd, & Rowe, 2008). By creating a workplace environment that supports teacher motivation, school leaders are able to indirectly and positively influence student achievement. School leaders whose effectiveness as instructional leaders is estimated to be one standard deviation above the mean can have gains between .05 to .10 standard deviations greater than average per student (Branch et al., 2012). Darling-Hammond (2007) stated that it is the school leader who "recruits and retains high-quality staff - indeed, the number one reason for teachers' decisions about whether to stay in a school is the quality of administrative support – and it is the leader that must develop this organization" (p. 17).

In addition to instructional leadership, transformational leadership has been identified by the research to impact student outcomes positively (Marks & Printy, 2003; Robinson et al., 2008). The emphasis of transformational leadership in shared or distributed leadership focuses on building the organization's capacity to develop a mission and its supports (Hallinger, 2003). The principal's role is one of understanding the needs of the staff rather than controlling their actions. Robinson et al. (2008) estimated the mean effect size of impact for transformational leadership to be .11, considered a small effect. Although the impact of instructional leadership is three to four times that of transformational leadership, it is worth noting that transformational

leadership is focused on relationships between leaders and followers, as well (Robinson et al., 2008).

More importantly, the combination of instructional and transformational leadership has demonstrated stronger effects on student achievement than other types of leadership (Robinson et al., 2008). Marks and Printy (2003) stated that this "integrated leadership" resulted in an effect size of .56, considered to be a moderate effect, on student outcomes and was the best predictor of intellectual quality of student work in both math and social studies. Robinson et al. (2008) took the results one step further by suggesting, "Effective leaders do not get the relationships right and then tackle the educational challenges - they incorporate both sets of considerations in their problem-solving" (p. 659).

Another facet to developing people is the encouragement of reflection. Blase and Blase (2000) reported positive teacher perceptions of effective leaders who promoted reflection of practice through dialogue and feedback. Praise throughout the evaluation process also cultivates a positive environment, while also building efficacy. Providing opportunities to positively support teachers through collaboration and reflection contributes to the impact a leader has on the culture (Blase & Blase, 2000).

Standard 3: **An educational leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.**

Goldring**,** Porter**,** Murphy, Elliott, and Cravens (2007) maintained that a principal should create a safe and orderly environment conducive to education, one in which students feel that they are supported and that their needs are important and responded to.

Portin, Knapp, Dareff, Feldman, Russell, and Samuelson (2008) noted that a climate conducive to learning would include: a sense of safety for everyone, respect for all members of the school community, an upbeat and welcoming attitude, and an effort to involve staff and students in school wide functions.

One of the variables principals have direct influence over that impacts student learning is cultivating a safe environment conducive to promoting standards with high expectations while maintaining a hospitable climate. Hallinger (2005) described the role of the principal as a culture builder who fosters academic press of both students and teachers. Developing this environment is closely tied with the principal's influence and vision. Leithwood et al. (2008) noted that managing the organization involves allowing teachers to make the most of their motivations, commitments, and capacities. They commented that effective leadership from a variety of sources – principals, teachers, and others - is associated with better student performance on math and reading tests.

Another facet of managing the organization is looking outward for help and gaining direction from the community: the school board, parent-teacher organizations, athletic boosters, volunteers in the schools, churches, park and recreational boards, local businesses which employ students, and those who provide enrichment opportunities, such as tutors. All of these people have a stake in and something of value to offer to schools. Louis et al. (2010) suggested that principals do not lose influence by consulting the people, but rather they gain "the collective knowledge embedded within their communities" (p 35).

Standard 4: **An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Effective school leaders understand the importance of collaboration with various stakeholders to encourage and support diversity. The recognition of the importance of diversity and its influence on the overall organization is critical to a leader's impact on the instructional program (Sanders & Kearney, 2008). Leaders embrace the diversity of the communities as a resource and collaborate with all members of the community to build a shared vision and to support the various needs of the students.

A function of an effective school leader is to build and sustain positive relationships with families and caregivers, as well as to encourage productive relationships with community partners (Council of Chief State School Officers, 2008). Not only do school leaders collaborate with outside stakeholders, they also assist teachers in effectively communicating with families to work together to support student learning (Sanders & Kearney, 2008).

Standard 5: **An educational leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.**

Staratt (2007) described an ethical leader as one who embraces the idea of ethical behavior by "treating everyone in the school with care and compassion, treating them as citizens with rights and responsibilities in the pursuit of the common good and engaging them in the core work of the school, namely authentic teaching and learning" (p 131). Leithwood & Riehl (2003) suggested that ethical leaders shape the culture of the school that includes shared norms, beliefs, values, and an attitude of caring and respect for

everyone. Rebore (2011) indicated that it is difficult to see one's staff and students as

individuals with individual needs or to evaluate all decisions from an ethical stance

unless he has an ethical base from which to make decisions. Heathfield (2011) stated that

principals reflect their values and ethics in their leadership styles and actions and that

they use reflection as a method to assess their actions and decisions.

Perhaps Linda Darling-Hammond (2007) summarized it best when she spoke

about teachers and administrators:

> Visit almost any public school and you will see kids getting not only math,
> reading, science, and social studies but also love, confidence, encouragement,
> someone to talk to, someone to listen, standards to live by. Nearly all teachers and
> principals provide upright examples, the faith and assurance of responsible and
> caring people……They strive to find the best in their students. They reach out to
> those who struggle and those who soar. They leave the world better than they
> found it each day. (p. 24)

Standard 6: **An educational leader promotes the success of every student by**
understanding, responding to, and influencing the political, social, economic, legal,
and cultural environment.

An issue closely related to ethics is that of a principal's responsibility to promote

equality and fairness in the school and to advocate for every student's civil rights

(Rebore, 2011). The principal must communicate to all students and staff his belief in and

insistence on honoring the rights of others, regardless of race, religious belief, cultural

background, physical or mental capacity, sexual orientation, or socio-economic status.

When students feel valued and respected, they are more likely to miss fewer days of

school (Branch et al., 2012). Leithwood and Riehl (2003) maintained that by setting an

appropriate model that is consistent with the school's vision and values, a principal can

bring about positive change in the culture of the school.

By communicating his beliefs and vision to both students and their families, the principal can enlist more parental involvement, understanding, cooperation, and exchange of ideas. The principal can strengthen the school culture (Leithwood & Riehl, 2003) by promoting trust and communication, providing education and support, helping with needed resources, and understanding the various cultures within the school.

As discussed in the Standard 5 section, the principal must communicate and share his vision for the school with all of the shareholders in the community: service clubs, government agencies, mental and health agencies, the school board, business leaders, and state and federal agencies (Leithwood & Riehl, 2003; Staratt, 2007). From all of these groups, a principal can take the pulse of the community and gauge its expectations for the school, as well as find help for students in need. He can gain information about the youth culture through learning what music they listen to, what movies they are seeing, or what social media they are using. Leithwood & Riehl (2003) stated that school leaders pursue these positive interactions with the goal of fostering shared meanings, garnering resources and support, and establishing productive inter-organizational relationships.

The six ISLLC (2008) Standards provided the framework for MAPS's training program and activities as shown in Appendix A. A detailed discussion of the development program will be provided in the Methodology section.

Recommended Elements of Principal Preparation and Development Programs

Fullan (2001) pointed out the need to avoid making the mistake of combating the urge for increased numbers of school leaders by decreasing the standards and criteria for recruitment, selection, and rigorous or relevant programs. "We cannot solve the problem of producing better leaders by attempting to produce a greater number" (p. 135). Through

studies of successful pre and in-service principal development programs, researchers have discussed several components necessary for the successful development of the skills and knowledge encompassed in the ISLLC (2008) Standards.

Empirical studies have identified several components of an effective principal development program: (a) has entrance standards aligned with the role and expectations of the principalship, (b) involves a substantive internship, (c) is founded in clear, research-based standards, (d) emphasizes reflective practice, (e) provides extensive mentoring, and (f) occurs in a cohort or collaborative model. Many of the researchers (Darling-Hammond et al., 2007, 2010; Davis et al., 2012; Joseph, 2010; Joseph & Roach, 2014) also included a component concerning strong partnerships among districts, schools of education, states, and the federal government. Joseph (2010) and Joseph and Roach (2014) focused on "grow your own", in-service, district programs, while the other researchers included both pre and in-service programs; but the components for successful programs are the same.

Selection

Davis et al. (2005) and Young (2002) maintained that contributing factors to the perception of inadequate preparation are the selection standards and process for candidates that often lack clear or consistent definitions and rigor, resulting in applicants being easily admitted into programs and graduating without adequate assessment of the knowledge and skills needed to be an effective school leader. They commented that many aspiring administrators are easily admitted to and passed through on the basis of academic coursework, rather than on the knowledge and skills needed to be effective principals. Other research suggested that many candidates are admitted on grade point

averages and Graduate Record Exam (GRE) scores, rather than prior teaching experience or expertise (Creighton & Jones, 2001). Hitt et al. (2012) emphasized that in order to be accepted into a principal training program, candidates must have earned an advanced degree, exhibited success as a classroom teacher, demonstrated success in leading adults in some capacity, and possessed a passion and commitment for leadership. Darling-Hammond (2007) stated that candidates should be recruited who are excellent teachers with strong leadership potential who have served in a leadership position and who reflect the population of the school.

Internship

Another specific area that has not been an area of true focus for traditional preparation programs is the emphasis on internship experience and site-based mentoring (Southern Regional Education Board, 2007; Styron & LeMire, 2009). With the expanding expectations and responsibilities of modern-day administrators, it is critical for the individuals to develop the skills and knowledge to integrate theory and practice into effective school leadership. Internships and continued on-the-job professional development allow for administrators to incorporate effective leadership practices into everyday school experiences. Site-based mentoring also provides opportunities for the guidance and reflection necessary for professional growth (Davis et al., 2005).

Research-based Standards

Young et al. (2011) suggested that programs which contain strong research-based approaches, theory, and authentic field-based experiences encourage cognitive development. Hitt et al. (2012) noted that while the ISLLC (2008) Standards created a framework for designing a curriculum aligned with the challenges leaders face in diverse

communities with ever-changing technology and in collaboration with outside agencies, the features of the program are important as well. They cited research that finds programs that included "a leadership-for-learning focus, coherence, challenging and reflective content, student-centered instructional practices, competent faculty, and positive student relationships" are likely to produce well prepared leaders (p. 7). Opportunities that promote problem-solving and collaborative scenarios lead to the effective professional development of aspiring leaders. These findings are consistent with adult learning, which is crucial to understanding how best to approach educational leadership development (Davis et al. 2005).

Reflection

Effective training encourages reflection. Schön (1987) described the process of reflection as finding oneself in a unique or puzzling situation with little past experience to help in making a decision. One may think about past experiences and attempt to relate them to this new situation or talk about it with a mentor or members of a cohort. The acts encourage the person to explore his actions to gain a better understanding of a situation. Blase and Blase (2005) reported positive teacher perceptions of effective leaders who promoted reflection of practice through a repertoire of flexible alternatives, rather than collecting rigid teaching procedures. They also found that praise cultivated a positive environment, while building efficacy. Davis et al. (2005) noted that the best training programs link adult learning theory with deep reflection, both for teachers and aspiring leaders.

Mentors

Mentors are usually veteran administrators within the schools in which the assistant principals work and with whom they are in close daily contact (Joseph, 2010). Davis et al. (2005) suggested that the primary role of a mentor is to guide the learner in his search to solve problems, to boost self-confidence, and to build a repertoire of leadership skills. He does this through coaching, encouraging self-reflection, and providing feedback. Hitt et al. (2012) commented that mentors should be interested in developing others by utilizing their own skills, past experiences, and commitment to educational leadership.

Cohort Model

Cohorts are groups of aspiring principals who are trained as a group at the same time, and research has shown it to be the most effective method of providing training (Darling-Hammond et al, 2010; Hitt et al., 2012; Joseph, 2010). Barnett and Caffarella (1992) suggested that cohorts should include the following: initial development activities through which teamwork can be fostered and bonds formed; reflective seminars in which insights from experiences can be shared; individual learning opportunities in which individual learning and plans can be developed; and long term involvement by which cohort relationships can continue among the members. Cohort members have the opportunity to share best practices and experiences and make helpful suggestions to one another. Hitt et al. (2012) suggested that a sense of community is built by shared experiences, peer support, and trust. Joseph (2010) maintained that the relationships fostered in the cohort model often extended into beneficial relationships after the trainees

become principals. He also emphasized that cohorts can help learners build individual and group knowledge and see problems from different perspectives.

Mid-Atlantic Public Schools Principal Development Program Elements

Mid-Atlantic Public Schools (MAPS) has implemented a "grow your own" district program that serves as ongoing professional development for aspiring leaders. Program elements of this in-service training are closely aligned with those identified by the empirical research previously discussed, specifically those of Joseph (2010) and Joseph and Roach (2014) as they are focused specifically on in-service training.

Selection

Recruitment and selection of aspiring leaders begins with an application process for individuals who want to hold leadership positions in the district. If an individual is in a leadership position, he is eligible to apply to participate in the Aspiring Leaders Assessment Center. The Assessment Center consists of various graded activities germane to the principalship, resulting in evaluation scores. Participants who earn scores in the Assessment Center above a specified total are eligible to apply for the associate principal position, and successful interview candidates are appointed to associate principal positions.

Internship

Per the MAPS's Principal Succession Plan, the associate principal position has been established as a training position for the principalship. Individuals who accept the appointment of associate principal agree to participate in required activities and experiences that accompany this position. The experiences, as outlined in Appendix A,

are closely aligned with the ISLLC (2008) Standards and the expected skills and knowledge of effective school leaders.

Research-based MAPS Standards

The design of the Associate Principal Training Program is research-based. The components of the program reflect the best research on recommended program elements. Additionally, the required activities and experiences are aligned with the ISLLC (2008) Standards, which are research-based skills and knowledge reflective of effective school leaders.

Reflection

Incorporated into the activities is the expectation that the associate principal will meet with his or her mentoring principal monthly. The meetings consist of reflective conversations regarding the associate principal's experiences and performance. Quarterly meetings are also held to provide support for the ongoing training of the aspiring leaders. During the meetings, associate principals have the opportunity to share and reflect on experiences.

Mentors

Each associate principal is paired with a mentoring principal. The mentoring principals have the opportunity to work with the associate principal frequently, as most are assigned to the same school (elementary schools share associate principals). Moreover, a designee from those serving in upper leadership positions within the district provide support and mentoring for the associate principals.

Cohort Model

As each new cohort begins, individuals are encouraged to communicate and
collaborate with the others in the cohort. At the Quarterly Associate Principal Meetings,
time is set aside for individuals belonging to specific cohorts to form break-out groups in
order to discuss specific topics or reflect on experiences. The members of the various
cohorts serve as a support system for the various associate principals. Figure 1 reflects
the program elements of the associate principal training program as it relates to MAPS'S
on-going development of its aspiring leaders.
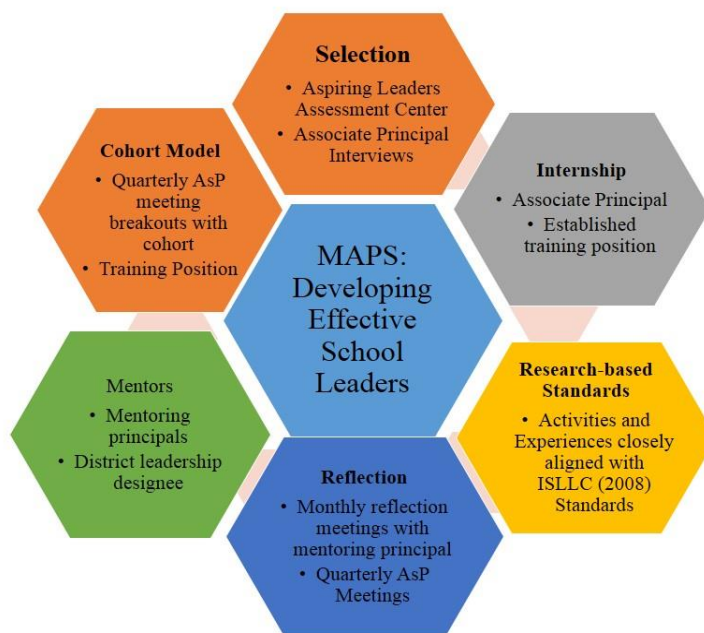
Figure 1: The diagram reflects the elements of MAPS's process of developing effective
school leaders through the training of associate principals.

Preparation of School Leaders

There is little research that empirically demonstrates how to adequately train
aspiring leaders to take on the unique and complex challenges of the school principalship.
According to research by Young, O'Doherty, Gooden, and Goodnow (2011), the role of

principal is complex and becoming even more so, which makes it increasingly difficult for preparation programs to adequately address the various needs of the individuals.

Orr (2006) acknowledged that even with the growing body of research regarding the positive impact of a school leader's instructional focus and skill, more research is needed to identify the necessary preparation, specific skills, and behaviors for instructional leadership. There are recent evaluations of exemplary pre- and in-service principal development programs, as well as various "grow your own" leader programs that have been instituted throughout the nation; but more extensive research is necessary to judge the effectiveness of the various principal training programs (Darling-Hammond, LaPointe, Myerson, & Orr, 2007; Joseph, 2010).

The ISLLC (2008) Standards have provided a context for drawing attention to principal preparation programs. According to Olson (2000), "The remarkable degree to which groups are coming together to focus on a single issue is bringing with it millions of dollars in research grants and program funding, with a strong emphasis on reshaping the training and preparation of principals" (p. 16). Although there is growing research that demonstrates the impact that administrators have on schools and student achievement, there is a dearth of research regarding how to assist principals in developing the capacity to become an effective school leader (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005).

University Based Programs

Young and Brewer (2008) reported that university-based preparation programs are primarily the method by which school administrators are trained. Of the existing university programs, around 500 offer principal leadership preparation, including master,

specialist and doctoral degrees (Styron & LeMire, 2009). Farkas, Johnson, and Duffet (2003) maintained that many programs are not aligned with the current expectations and experiences of principals, and they are lacking in vision, purpose, and relevancy.

Creighton and Jones (2001) reviewed 450 principal certification programs and found that a candidate's admittance into the program was based primarily on the GRE scores and undergraduate grade point averages. Less than 40 percent of the principal certification programs sought candidates with prior teaching experience or expertise. Despite being certified, the administrators lacked the capacity to serve as instructional leaders and were ill-prepared to embrace the expectations and demands of the principalship without further training. Styron and LeMire (2009) agreed with Creighton and Jones's (2001) review that many university-led principal preparation programs are not grooming aspiring administrators for the challenges of 21st century school leadership. This may be one reason why districts employ support systems for principals to develop the necessary skills and dispositions to effectively lead (Davis et al., 2005).

Gates et al. (2003) and Tucker and Codding (2002) acknowledged that many so-called elite educational administration programs lack a strong connection between the curriculum and the real-life demands and expectations of the aspiring leaders. Darling-Hammond et al. (2007) stated that 80 percent of superintendents and 69 percent of principals believed that many school of education leadership training programs are out of touch with the realities of the constraints and expectations of educational leadership.

Levine (2005) argued that at times education schools are declared failures due to unrealistic expectations. He conceded that the evolving nature of the principalship and the myriad responsibilities assumed by this leader provide the crux of inadequate

preparation. This changing role places preparation programs in the precarious position of training aspiring leaders for the demands and expectations of the present and the future. It is difficult for preparation programs, as well as professional development, to be current and relevant (Styron & LeMire, 2009). However, education schools have also under-responded to the increasing diversity, needs of its students, and to education in general (Gates et al., 2003; Levine, 2005).

Despite the criticisms, many graduate schools have aligned programs with the ISLLC (2008) Standards and included a curriculum with a strong research and theory base, field based experiences, and real life problem solving skills. Orr (2006) commented, however, that many schools of education have been slow to change due to faculty complacency, lack of support from the universities, failure to obtain resources, and tenure and promotion issues. She noted that they are still the best venue for principal preparation due to established faculties and locations all around the country, and many have begun to effect the necessary changes in programs. Orr mentioned innovations in five areas: recognition of leadership as pivotal to improve teaching and learning; new insights into how content, pedagogy, and field-based learning experiences can be designed to aid in preparing leaders; redesign of the doctorate as an intensive mid-career development activity, use of partnerships for richer program opportunities; and a commitment to ongoing improvement.

Alternative Programs

As competition for students has grown and criticism of education schools' practices has increased, more alternative programs have been developed, many of which are only concerned with licensure and certification. Participants in many of the

programs- professors, administrators and alumni- agree that academic rigor is minimal,

thus resulting in inadequate preparation (Levine, 2005). In the principal survey portion of

Levine's research, only 63 percent of principals found alternative licensure courses

valuable. A limitation of this study was the inclusion of programs that do not specifically

address school principal preparation, but rather have a general administration and

supervision focus.

Collaborations between Universities and School Districts

While the programs are considered alternative, they are more hybrid, meaning

they are not strictly university based programs nor district programs. One such program

is the Principals Excellence Program (PEP), a partnership among the University of

Kentucky, Morehead State University, and the Pike County School District in the heart of

Appalachia. This program received grant funding from the U.S. Department of Education

and was commended for its efforts to provide better instruction to its mainly low income

population of students (Styron & Lemire, 2009). In this case, the districts described

problems to which universities responded with programs that addressed identified needs.

New Mexico State has developed programs that focus on Native Americans tribes, and

The University of Texas, San Antonio formed a district partnership for leadership

preparation for predominantly Hispanic and African American schools (Orr, 2006).

Perhaps the most well-known is The Leadership Advancement Program (LAP), a

collaborative effort launched in the fall of 2012 by the Department of Education and the

New York City Leadership Academy. LAP is an innovative leadership program with an

intense focus on preparing teacher-leaders to become school administrators. Successful

completion of LAP, which includes completion of coursework and a part-time residency,

earns candidates their School Building Leader (SBL) certification. Key program design elements include strengthening instructional prowess, deepening content knowledge, facilitating adult learning, managing teams, and developing a systematic approach to school improvement (Corcoran, Schwartz, & Weinstein, 2012). Both of the above programs require that graduates work in the school system for a pre-determined number of years in exchange for training.

Darling-Hammond et al. (2007) discussed several pre-service and in-service programs including the Principal's Institute at Bank Street College in New York. In collaboration with Bank Street College, Region 1 developed a leadership preparation program that includes pre-service, induction, and in-service support which are closely linked to the district's instructional reforms.

For-Profit Programs

The National Institute for School Leaders (NISL) which operates in 19 states claimed statistically significant gains on test scores at hundreds of schools in two states where principals were trained by the institute. Two studies by Old Dominion and Johns Hopkins Universities claimed this training is cost effective. Districts are charged $15,750 to prepare in-district trainers who would then train aspiring principals and veteran principals. The cost for individuals to take this training ranged from $2,500 to $5,250 depending on the number of participants in the 12 – 15 month program (Butrymowicz, 2011).

Certification for Aspirants from Outside Education

Individuals from outside the field of education encounter barriers to entering school administration due to the licensing and certification process of state and/or local

policies regarding hiring practices of school leaders. States have specific requirements

pertaining to the experience and education necessary for those pursuing positions as

school administrators. Many states are developing alternative routes to certification,

which allow pathways for career switchers interested in becoming school leaders.

Oklahoma granted such a pathway to individuals with a master's degree, two years of

supervisory/administrative experience and passing scores on designated tests (Styron &

Lemire, 2009).

Development of School Leaders

All of the MAPS associate principals had already earned advanced degrees and

administrative endorsements; therefore, they had previously participated in pre-service

training. The district felt that further in-service learning opportunities were necessary to

develop the future principals to better serve the needs of the district.

Increased accountability coupled with a shortage of adequately prepared future

administrators have provided encouragement for some school districts to internally

develop school leaders through district-run programs which are often associated with a

nearby university (Joseph, 2010; Mitgang, 2003). Some systems, especially larger

districts such as MAPS, have implemented their own in-service, district-led programs to

develop individuals in leadership positions. The programs are cost effective in that they

eliminate the expense of having outside agencies train aspiring principals. The principal

candidates are trained on the job and do not have to leave positions to obtain the training

they need to deal effectively with the situations particular to the district. In addition,

candidates work with a cohort of other aspiring principals that offers opportunities to

discuss and reflect on experiences. Another aspect is that they are being trained by

district leaders who are in positions to interview and hire principals. Unfortunately, in-service training detracts from contractual hours. There is scarce research on the effectiveness of these grow your own programs due to the lack of critical program evaluations necessary for improvement (Joseph, 2010).

The adoption of a district-led leader development program by MAPS has many advantages. Hitt et al. (2012) proposed that districts are best able to identify worthy candidates in their schools, reduce the expenses of leadership preparation, and recruit candidates who reflect the diversity of the district. Joseph (2010) agreed that district-led programs reduce costs by using school facilities and utilizing the talents of those experienced personnel in the district.

In addition, districts are able to identify school leader competencies they want their principals to possess and to structure principal recruitment, selection, induction, development, and performance management accordingly (Marzano, Waters, & McNulty, 2005; Pounder & Crow, 2005). Orr, King, and Lapointe (2010) maintained that by understanding the problems and challenges a district faces, it is better able to design a program for its particular needs. The information on the perceptions of the associate principals and mentors gained from this study will aid MAPS in accessing the effectiveness of its principal training program.

CHAPTER THREE: METHODOLOGY

To provide initial feedback on the training of MAPS associate principals, it was important to gain an understanding of the perceptions of its participants, as well as those individuals working directly with the associate principals. Although it was early in the implementation of the program, not yet completing its fifth year, insight into the perceived effectiveness in building the required skills and knowledge of effective school leaders was useful in providing feedback to district leadership.

Design and Research Questions

The associate principal training program serves as ongoing professional learning for administrators to develop and improve skills and knowledge to become effective school leaders. To evaluate the implementation of this training program, a mixed methods approach was utilized to explore the perceptions of the associate principals and mentoring principals on the various components of the training. All participants in the training program completed a survey, followed by an interview with a smaller population of associate principals, mentoring principals, and alumni mentoring principals.

The first group, associate principals, were those individuals currently participating in the training position and were the focus of the training program. The second group, mentoring principals, were those principals who were working directly with the associate principals in their schools and providing mentorship for those associate principals. The third group, alumni mentoring principals, were current principals who had served as

associate principals in the district and participated in the training. Effective strategies and suggestions for improvement are broad categories of data that were collected and will be shared with the leaders.

Through survey instruments, all associate principals and mentoring principals were asked to rate their perceptions of how the program contributed to the development of the skills and knowledge of effective school leaders. Selected participants for the interview portion of the study were asked questions regarding their perceptions of the training program's impact on skills and knowledge, allowing the researcher an opportunity for follow-up questions. Through the qualitative data collection, the researcher interpreted trends and perceptions from the interviewees, as well as clarified any ambiguous data gathered from the quantitative portion of the study (Patton, 2008).

The research questions were:

1. How do the associate principals in the training program perceive the required experiences as contributing to their overall development as effective school leaders?

2. How do the associate principals in the training program perceive the required experiences as contributing to their development as effective school leaders for each leadership standard?

3. How do mentoring principals of associate principals participating in the training program perceive the required experiences as contributing to the associate principals' development as effective school leaders?

4. What are the differences in the perception of the impact of the training program on participants' development based on cohort of associate principals,

school level and role (associate principal, mentoring principal, and alumni

mentoring principal)?

Site Description

Mid-Atlantic Public Schools is a suburban school district located in a Mid-

Atlantic state. It serves nearly 50,000 students with diverse racial and economic

backgrounds, ranging from pre-kindergarten to grade 12. Within this district, there are

approximately 3,700 teachers, 47 assistant principals, 61 associate principals, 72

principals (46 elementary, 12 middle, 9 high, and 4 technical center and special

programs), and over 6,600 total employees. The school board is made up of five elected

members who represent the five electoral areas of the county.

Principal turnover. MAPS had experienced increased principal turnover over the

past ten years. The number of individuals who had retired in the recent past, as well as

the number of principals who were expected to retire in the near future, was cause for

concern for the district leadership. Since 2009, 45 new principals had been appointed in

Mid-Atlantic's 71 schools and centers (Moomaw, 2013). This is consistent with the

literature on principal turnover. The National Commission on Teaching and America's

Future (2009) stated that more than half of principals are baby boomers, and Shelton

(2012) projected that by 2022 schools could lose one-third of their most accomplished

leaders to retirement.

Moreover, there was a recognition that some turnover was due to inadequate

preparation of school leaders, resulting in unsuccessful experiences and lackluster school

outcomes. Shelton (2012) described this as a concern throughout the nation, particularly

in urban areas. Burkhauser, Gates, Hamilton, and Ikemoto (2012) suggested 20 percent of

new urban school principals left their positions within two years. Therefore, an emphasis on developing a strong pipeline of effective future leaders was important to counteract principal turnover based on a lack of adequate preparation and the impending retirement wave.

Mid-Atlantic Public School policy. In response to these concerns, Mid-Atlantic Public Schools implemented MAPS regulation *P4-01-006 Leadership Development AND Succession Planning* (Mid-Atlantic Public Schools, 2012) regarding a formal Principal Succession Plan. The purpose of this policy is to ensure a workforce of well-prepared, effective leaders in the district and to prepare the next generation of leaders in a strategic manner. This plan includes a multi-step process to recruit, hire, train, and evaluate aspiring leaders within the district. The Principal Succession Plan is designed to develop and maintain a corps of well-prepared aspiring leaders to assume the principalship, bolstering the pipeline of leadership within Mid-Atlantic's district.

In 2012, the state in which MAPS is located applied for and was awarded waivers from some of the specific requirements of NCLB (2001) (Department of Education, 2014). As part of the this agreement, the state was required to establish standards and measurable objectives in order to reduce the achievement gap between students in the lowest and highest performing schools. The Annual Measurable Objectives (AMO) were used to measure the achievement of all students and student sub-groups in the state. The goal of implementing the AMOs is to have all students and sub-groups attain a 78 percent pass rate in reading and a 73 percent pass rate in math by 2016-2017.

The 2015-2016 summary of AMO results for MAPS indicated AMO achievement in Reading for All Students, but did not achieve the state set AMOs for Gap Group 1

(Students with Disabilities, English Language Learners, and Economically Disadvantaged Students) by five percent and Gap 3 Students (Hispanic Students) by one percent; however, MAPS reduced the failure rate by 10 percent for Gap 2 Students (Black Students), missing the AMO mark by 1 percent. All Students and all Gap Groups achieved the set AMOs for Math (Department of Education, 2015).

Due to the increased focus on accountability for school leaders, the ISLLC (2008) Standards were used to guide not only the development, but also the evaluation of administrators. Aspiring leaders participating in this program were evaluated on the basis of rubrics designed from the standards (Jones, 2013). Furthermore, specific activities required of all associate principals have been aligned with the educational leadership standards.

State policies. To align with evolving federal policy regarding school leadership, many states such as MAPS's state developed guidelines to strengthen administrator licensure requirements (Davis & Darling-Hammond, 2012). The state's Department of Education maintains specific requirements that aspiring administrators must hold prior to being appointed to a leadership position. The ISLLC (2008) Standards served as the basis for the licensure regulations. Minimum licensure requirements to be an assistant principal or principal include: master's degree from a regionally accredited college or university; at least three years of success in an instructional position; completion of an approved program in administration and supervision from a regionally accredited college or university; 320 clock hours of a structured internship; and a passing score on the school leaders licensure assessment (Department of Education, 2013).

MAPS's principal succession plan. Mid-Atlantic's structure for the identification and professional development of future leaders consists of a multi-step process. The initial step in the Succession Plan was to create a training position called the associate principal who would be selected from the current pool of assistant principals who had successfully completed of the Leadership Assessment Center and interview process.

MAPS's Aspiring Leader Assessment Center was developed by district leaders to assist in identifying, recruiting and assessing potential school leaders. The Aspiring Leader Assessment Center involves a four hour testing period consisting of various activities, such as role-plays, emergency response scenarios, specific writing samples, classroom observation/conferencing evaluations, and meeting facilitation skills. Assistant Superintendents, Directors of Instruction, and Principals serve as assessors. Results from the Center, in the form of a leadership profile of evaluation scores based on the ISLLC (2008) Standards, are provided to each participant, detailing specific areas of strength and opportunities for growth. The results are a major component of qualifying to be interviewed for associate principal positions. The Leadership Assessment Center is an ongoing component of the Succession Plan. Interested individuals can apply and participate in the center every year; but they must hold a leadership position of some kind, such as administrative intern, administrative aide, department chair, etc.

Once appointed to an associate principal position, those individuals are expected to participate in a wide-ranging array of experiences that are purposefully aligned with the leadership strands supported by the ISLLC (2008) Standards. Each set of activities is a distinct strand corresponding to an educational leadership standard. Within each strand,

there are suggested activities, as well as mandated activities for each associate principal

to complete. Appendix A provides a list of the required activities of the training

program. The requirement of specific activities/experiences and the determination of

being "second in command" are the major distinctions between associate principals and

assistant principals. These activities served as the focus for specific items in the proposed

questionnaire. Additionally, associate principals were expected to participate in a

monthly reflection discussion with the mentoring principal, record meaningful responses

to the conversations and experiences, and attend quarterly meetings designed to provide

an environment to promote critical reflection among other associate principals and

district leadership team members.

Table 1 is a crosswalk of the ISLLC (2008) Standards and MAPS's Performance

Standards. The information demonstrates the alignment between the two. Although

there is not a strict association, the similarities between the two sets of standards is clear.

Table 1

ISLLC (2008) Standards and MAPS's Performance Standards Crosswalk

ISLLC (2008) Standard	MAPS's Performance Standard
Standard 1: An instructional leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.	**Performance Standard 1 - Instructional Leadership:** The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.
Standard 2: An educational leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	**Performance Standard 2 - School Climate:** The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders

(continued)

Table 1 *(cont.)*

ISLLC (2008) Standard	MAPS's Performance Standard
Standard 3: An educational leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.	**Performance Standard 3 – Human Resources Manager**: The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating and retaining quality instructional and support personnel.
	Performance Standard 4- Organizational Management: The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.
Standard 4: An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.	**Performance Standard 5 – Communication and Community Relations:** The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.
Standard 5: An educational leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	**Performance Standard 6 – Professionalism:** The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.
Standard 6: An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural environment.	
	Performance Standard 7 – Student Academic Progress: The principal's leadership focuses on acceptable, measurable student academic progress based on established standards.

Participants

The participants in this study were the individuals serving as associate principals in MAPS and the mentoring principals who supervised them. There was one associate principal at each high school and middle school, but at the elementary level, associate

principals were shared between schools. There were 61 associate principals and 72

participating principals who served as mentors.

Data Collection

Data collection for this study was accomplished through a survey instrument for

two separate groups (associate principals, mentoring principals) and an interview of three

groups (two associate principals, two mentoring principals, and two alumni mentoring

principals). The survey instrument was developed by the researcher and constructed

from the required activities and experiences mandated for associate principals and

aligned with the standards established by ISLLC (2008).

Questionnaire. The surveys served as effective tools to collect the perceptions of

a larger population of participants, particularly of an organization (Remler & Van Ryzin,

2011). An Internet survey, delivered through email, is the most cost and time effective

manner to implement the survey, particularly due to the pre-existing email distribution

list of the population and automated data storage through the web survey software

(Remler & Van Ryzin, 2011). The purpose of the surveys was to allow for a systematic

collection of data that was easily comparable to various groups and generalizable.

Additionally, the surveys maintained the anonymity of the participants while affording

them flexibility and ease of use through email delivery and online access.

The associate principals completed a 40-item survey instrument (see Appendix B)

focusing on their perceptions of whether the activities and experiences required during

the training program developed or improved skills for each leadership standard or

activity. Respondents were asked to rate the extent to which they agreed or disagreed

that a specific activity was useful in building the necessary skill and knowledge to be an

effective leader. The survey was designed with a five-point Likert scale for 36 items, two open-ended items, and two items requesting demographic information. Participants were asked to select from five possible responses with 4 representing that the participant strongly agreed with the specific item through 1 representing that the participant strongly disagreed with the item addressed and 0 for the option of Not Applicable or N/A.

There were 30 items for the seven leadership standards evaluated, six items pertaining to required associate principal training activities and two demographic questions. The two open-ended items allowed the participants to provide more detailed and unstructured responses regarding perceptions of the program. A second questionnaire for mentoring principals (see Appendix C) solicited perceptions of the training program using an instrument designed in the same manner as the associate principals' survey. Forty-one total items were incorporated, 36 of which were items rated on a 5-point scale, two questions were open-ended, and three items requested demographic information, one of which asked if a mentoring principal had previously participated in the associate principal program.

The surveys were distributed through email by the Research and Planning Department of Mid-Atlantic Public Schools. All participants were asked to participate in the study anonymously using a link provided by Survey Monkey. Remler and Van Ryzin (2011) suggested that with the use of computer-assisted personal interviewing (CAPI), confidentiality of sensitive information could be maintained and the data stored immediately in an electronic form. The only identifying information collected through the surveys was the participant's cohort (item 39), school level (item 40), and whether the mentoring principal had previously participated in the associate principal training

program. The survey did not collect personally identifiable information, such as the individuals' names and addresses. Although a comparison of perceptions among cohort groups and levels was incorporated into research question four, there was no intended future use of this demographic information.

Interviews. The selection of two associate principals, two mentoring principals, and two alumni mentoring principals allowed the researcher to collect more in depth information than a survey. Through the interview (see Appendices D and E), the researcher was able to probe more intensely about the perception of the impact of the training program. One associate principal, mentoring principal, and alumni mentoring principal were selected from the elementary and secondary levels of the district. This researcher believed it to be important to collect interview data from administrators from each level as their experiences might differ.

The advantage of using the interview method was that the researcher was able to obtain the perceptions of the interviewees in a semi-structured format, which allowed for follow-up questions and in depth answers (Patton, 2008). Although generalizations cannot be made based on this data, it provided an opportunity for more detailed, descriptive feedback.

Data Analysis

Multiple methods of data analysis were used to address the data collected. Quantitative data collected from the surveys was analyzed using descriptive statistics: means, standard deviations, and t-tests or ANOVA (Ravid, 2011). Interview data was analyzed through the use of a coding process to clarify information from the surveys, as

well as to provide an opportunity to gain a fuller understanding of the training program (Remler, & Van Ryzin, 2011).

Questionnaire. Information collected from the surveys was stored through Survey Monkey and exported to the SPSS software program, which was used to analyze the data. The use of Survey Monkey also allowed for initial analysis of the data through the program's Question Trends, Data Trends, and Individual Responses options.

The individual research questions included different questionnaire data analysis methods (see Table 2). For Research Questions 1 through 3, the primary form of analysis was the use of means and standard deviations derived from 38 of the 40 survey items based upon the Likert scale. Research Question 4 had three components that were analyzed through the use of t-tests or ANOVA and compared the responses of the various cohorts, school levels, and roles (associate principal, mentoring principal, or alumni mentoring principal) (Becker, 2000; Mitchell & Jolley, 2004; Ravid, 2011). The purpose of this analysis was to determine if there was any significant variation of perception among associate principals who had participated in the program for differing lengths of time, among those associate principals from different instructional levels, or among the associate principals, mentoring principals, and alumni mentoring principals.

Table 2

Questionnaire Data Analysis for Research Questions

Research Question	Questionnaire Data Analysis
1. How do the associate principals in the training program perceive the required experiences as contributing to their overall development as effective school leaders?	mean and standard deviation
2. How do the associate principals in the training program perceive the required experiences as contributing to their development as effective school leaders for each leadership standard?	mean and standard deviation
3. How do mentoring principals of associate principals participating in the training program perceive the required experiences as contributing to the associate principals' development as effective school leaders?	mean and standard deviation
4. What are the differences in the perception of the impact of the training program on participants' development based on cohort of associate principals, school level, and role (associate principal, mentoring principal, and alumni mentoring principals)?	t-test and ANOVA

Survey items 37 and 38 were open-ended response questions. Their purpose was to collect data that would allow the researcher the opportunity to provide recommendations for future training. While the survey did not afford the opportunity for follow-up to the responses, the open-ended items provided useful information.

Analysis of individual survey items with a focus on pattern development was useful in providing a critical evaluation of the training program. Analysis of patterns, or perhaps the lack of patterns, permitted the researcher to establish certain activities and experiences as effective in the development of the necessary skills and knowledge of an effective school leader. The open-ended questions contributed to providing validity to

activities and experiences that were perceived as impactful. Furthermore, the inclusion of the participants' feedback as to what activities were not included, but deemed potentially useful, was important for future recommendations.

Interviews. Data from the interviews was analyzed for themes and patterns of comments by coding the transcripts. The results of this portion of the study provided opportunities for in depth answers that could not be ascertained through the surveys. Additionally, the interviews allowed the researcher to clarify ambiguous data collected from the surveys and gain more detailed perceptions of the interviewees. The qualitative data proved useful in describing the program content, how it was implemented, and what the outcomes signified (Patton, 2008).

The initial item in the interview was demographic-based to allow the researcher to learn more about the participant and to answer research question four. For the mentoring principal interview, a question was included regarding whether or not the principal had previously participated in the associate training program prior to becoming a principal. Information from an individual who once participated in the training served useful; however, the researcher acknowledges that this data could not be generalizable.

The second part to the question, asking why or why not the participant felt the training positively impacted their skills and knowledge to be an effective leader, contributed to research question three. Moreover, this question provided the researcher with beneficial information contributing to meaningful feedback to district leaders. The succeeding four questions addressed the participant's perceptions of activities as they related to each leadership standard, thus addressing research question two. These questions offered the prospect of identifying perceptions pertaining to the individual

standards of the activities and if there were some standards more appropriately addressed than others. The final question was designed to provide data that could be relevant to developing meaningful feedback pertinent to current perceptions of the training program and to the future implementation of the program.

The interviews were recorded via "Voice Memo," an application available on iPhones. From this recording, a transcript was typed and coded. A hybrid method of coding was used, including both pre-set codes and emergent codes. The pre-set codes addressed answers regarding the demographic backgrounds and were: (a) elementary, (b) secondary, (c) associate principal, (d) mentoring principal, (e) 1 year, (f) 2 years, (g) 3 years, (h) 4 years, or (i) 5 years. The semi-structured nature of the interviews assisted in making the process systematic and comprehensive (Patton, 2008).

Research Time Frame

Data collection and analysis for this study took place from June through August, 2015. A two-phase process was used for the field research portion of this study. Phase one data collection was reflective of Dillman's (2007) tailored design method in order to reduce non-response bias.

- Phase 1: Data Collection
    - July, 2015: Initial email invitation was sent from Mid-Atlantic Public Schools to all associate principals and mentoring principals announcing the study and inviting their participation in the survey and interview. The link for each survey was provided in the email, as well as the time-frame for participation. An invitation for those administrators who wished to

participate in the interview phase of the study was provided in this email.
There was a two-week window for the survey.

- o Seven days after the initial email, MAPS distributed a follow-up email
  with the link to the survey as a reminder for those who had not
  participated.

- o August, 2015: Researcher interviewed the two associate principals, two
  mentoring principals, and two alumni mentoring principals.

- Phase 2: Data Analysis, Summary, and Recommendations

  - o August, 2015- February, 2016: Analysis of data collected in Phase 1 was
    conducted. A summary of results was developed to contribute
    recommendations that will be presented to the Director of School
    Improvement of MAPS for consideration of future use.

Declarations and Limitations

Within this study, there are certain limitations that deserve to be acknowledged.
The researcher concedes that personal perceptions of program effectiveness can reflect
other factors that cannot be accounted for or measured through this evaluation. It is
understood that some participants believe that they already possessed the skills and
knowledge to be an effective school leader, regardless of participation in the training
program. However, as an initial evaluation of this leadership professional development,
perceptions of the participants served as an adequate starting point.

Professional positions held can influence perceptions of the impact of the training
program. To a degree, this is a welcome comparison, particularly between the associate
principals and mentoring principals. Moreover, there may be influences on perceptions

due to associate principals' personal beliefs about their own advancement. Another limitation of this study resides in the researcher's own participation in the training program which might cause potential for bias. However, Patton (2008) suggested that engaging in the culture of the study and its participants can lend credibility to the research. Triangulation, using multiple methods to confirm a finding, was used to limit potential bias (Remler & Van Ryzin, 2011). By using survey data and interviews, this researcher was able to address ambiguous data, confirm trends, and clarify information. Additionally, interview participants were provided a transcript to review and confirm that it was accurate and reflective of their experiences and perceptions.

It is important to note that the population of this study has the potential to be small, depending on the participation rate. There are 61 associate principals and 72 mentoring principals that can participate. It is necessary to be careful when developing conclusions formulated from the data collected from a small population.

The intended uses of the results from this study are as follows:

- Provide Mid-Atlantic Public Schools, particularly the Department of School Improvement, with a written report pertaining to the perceptions of associate principals and mentoring principals regarding the associate principal training program.

- Present the findings to the Director of School Improvement in a brief presentation.

- Encourage reflective conversation emphasizing the district's approach to effective school leader development.

- Assist the district in promoting a successful, ongoing professional development program for aspiring leaders.

- Assist administrators in developing the necessary skills and knowledge to be effective school leaders.

Through this study, recommendations for future implementation of the associate principal training program were provided, thus encouraging the development of a well-trained pool of aspiring leaders. Additionally, this study contributed to the limited, yet growing, body of research on the development of effective school leaders.

CHAPTER FOUR: FINDINGS

Purpose

The purpose of this research was to serve as a first-step program evaluation of a school leader development program designed to prepare aspiring leaders for the principalship in a mid-Atlantic school district. This study explored the perceptions of participants in the MAPS's associate Principal Training Program, as well as the mentoring principals with whom they serve. The development of this program was a result of a perceived weak pipeline of future school leaders and an increasing number of principal vacancies. The data collection for this research was two-fold: (a) survey of associate principals and mentoring principals and (b) interviews of three groups (associate principals, mentoring principals, alumni mentoring principals) from the elementary and secondary school levels.

This chapter provides an analysis of the data collected through the survey instruments and interviews. Quantitative and qualitative data were collected from the Associate Principals Survey and Mentoring Principals Surveys. The interviews were conducted among three groups from the elementary and secondary school level. The associate principals, mentoring principals, and alumni mentoring principals who participated in the individual interviews allowed the researcher to collect qualitative data pertaining to the perceptions of the training program.

This chapter reports the data analysis of the research questions of the study. The data analysis incorporated the survey data, as well as data collected through the open-ended questions of the survey, and interview protocols. The research questions were as follows:

1. How do the associate principals in the training program perceive the required experiences as contributing to their overall development as effective school leaders?

2. How do the associate principals in the training program perceive the required experiences as contributing to their development as effective school leaders for each leadership standard?

3. How do mentoring principals of associate principals participating in the training program perceive the required experiences as contributing to the associate principals' development as effective school leaders?

4. What are the differences in the perception of the impact of the training program on participants' development based on cohort of associate principals, school level and role (associate principal, mentoring principal, and alumni mentoring principal)?

Design Overview

This study used a mixed methods approach to investigate the perceptions of the associate principals and mentoring principals on the multiple components of the training. The instruments used for data collection were online surveys and interviews of a smaller population of individuals. The surveys were emailed to associate principals and mentoring principals within the district. Those individuals interested in participating in

the interview portion were given the opportunity to volunteer to do so. The interview portion of data collection focused on three groups of participants (associate principals, mentoring principals, and alumni principals) from two different school levels (elementary and secondary).

Results

Demographic Findings

The district employs 72 principals and 61 associate principals. The response rate for the study was 33.9 percent, 40 responses received from 118 invitations. The response rate for associate principals was 37.3 percent as 22 associate principals responded out of 59 who were invited. The response rate for mentoring principals was 30.5 percent; 18 mentor principals responded out of the 59 who were invited. Per a decision by the Research and Planning Department of MAPS, 13 principals, an associate principal, and this researcher were excluded from participation in the study due to reasons associated with human resources.

There was an equal response rate among the associate principals between the elementary and secondary levels. Of the 22 associate principals who participated in the survey, 11 each were from the elementary level and secondary level. Eighteen mentoring principals submitted survey responses. Fourteen of the mentoring principals were elementary level, and four secondary mentoring principals participated. Moreover, of the 18 principals, seven had previously been associate principals (see Table 3).

Table 3

Demographic Characteristics of Participants

Characteristic	*n*	%
School Level		
Associate Principal at Elementary Level	11	27.5%
Associate Principal at Secondary Level	11	27.5%
Mentoring Principal at Elementary Level	14	35.0%
Mentoring Principal at Secondary Level	4	10.0%
Mentoring Principal served as an Associate Principal		
Yes	7	38.9%
No	11	61.1%
Years as an Associate Principal		
1 year	3	14.3%
2 years	10	47.6%
3 years	4	19.0%
4 years	3	14.3%
5 years	1	4.8%

Note: n= 40

Research Questions

The following section gives an analysis of each research question. This analysis

draws upon the data collected from the survey-instrument and interviews. The survey

instrument not only provided quantitative data, but also qualitative data from the open-

ended questions incorporated in the survey. For the purpose of understanding means and

standard deviations, *n = 22* unless N/A or Not Applicable was a response. For instances

of N/A, these items were excluded from the calculations of means and standard

deviations due to the possibility of skewing the data.

Research question 1: How do the associate principals in the training program

perceive the required experiences as contributing to their overall development as

effective school leaders? To answer Research Question 1, means and standard

deviations were calculated for the survey items associated with the overall perceptions of

associate principals in the associate principal training program, as well as the qualitative

data collected from the open-ended survey items and interviews of the two associate

principals. The key findings for Research Question 1 were:

- Supported impact of overall Associate Principal Training Program with a M =

  3.05 and SD = .350.

- Required activities/experiences perceived as contributing to overall development

  as effective school leaders.

- Of the six strands for activities/experiences associated with overall training

  program, only two scored below a mean of three.

  - Bloom & Krovetz (2009) *Powerful Partnerships* was assigned reading

    - M = 2.63, SD = .597

  - "Prior to my participation in the Associate Principal Training Program, I

    feel I was adequately prepared to be an effective leader."

    - M = 2.86, SD = .727

- Data from open-ended questions and interview responses supported the

  quantitative data from the survey.

Survey data. Table 4 summarizes the six items that addressed the associate

principal's perceptions of the training program's impact on the associate principal's

skills/knowledge and the overall Training Program Impact rating. Eighteen of the

associate principals perceived four of the six activities to positively impact their skills

and knowledge. While most participants felt that they had been adequately prepared prior

Table 4

Associate Principal Perceptions of Training Program Impact

The extent to which you agree or disagree that the associate principal training has prepared you for each skill/element	Strongly Agree	Agree	Disagree	Strongly Disagree	M (SD)
The activities incorporated in the Associate Principal Training Program have positively impacted my capacity to be an effective leader.*	28.6% (6)	57.1% (12)	14.3% (2)	-	3.14 (.655)
Prior to my participation in the Associate Principal Training Program, I feel that I was adequately prepared to be an effective leader.*	19.0% (4)	47.6% (10)	33.3% (7)	-	2.86 (.727)
Because of my participation in the Associate Principal Training Program, I feel that I am adequately prepared to be an effective school leader.**	21.1% (4)	73.7% (14)	5.3% (1)	-	3.16 (.501)
I perceive the quarterly collaborative in-service meeting with other Associate Principals and other members of the District Leadership Team and Human Resources as useful in building my skills and knowledge in order to be an effective school leader.**	26.3% (5)	68.4% (13)	-	5.3% (1)	3.16 (.688)
The assigned text, Bloom & Krovetz (2009) "Powerful Partnerships," was useful in building my capacity to be an effective school leader.**	5.3% (1)	52.6% (10)	42.1% (8)	-	2.63 (.597)
The monthly reflective discussions held with my principal positively impacted the development of my capacity to be an effective school leader.***	30.0% (6)	60.0% (12)	10.0% (2)	-	3.20 (.616)
Overall Standard 7					3.05 (.350)

*Note: N = 22, * n = 21, ** n = 19, *** n = 20.*

to the training program, a third did not. The monthly discussion groups were strongly

supported by a third of the participants, as well.

Four of the six items had means above three, indicating that the associate

principals who participated in the survey agreed they perceived the associate principal

training program impacted their skills/knowledge for the items connected to the overall

training program. The second item, "Prior to my participation in the Associate Principal

Training Program, I feel that I was adequately prepared to be an effective leader," had a

lower mean (M = 2.86); however, the finding supported the perception that as result of

participation in the training, the associate principal felt prepared to be an effective leader.

The activity/experience involving the assigned text by Bloom & Krovetz (2009) was

found to have a significantly lower mean than any within this standard. This finding

suggested that the associate principals did not find this book to be useful to their work or

believed the activities/experiences requiring hands-on experience were more impactful.

Open-ended survey data. There were two items within the survey that were open-

ended. Item 37 asked, "What were the most useful activities/experiences during the

Associate Principal Training Program?" Of the 13 activities and/or experiences that were

submitted, three items were included five times each. Of the three responses, two of

them were specific to the overall program. The Quarterly Associate Principal Meetings

and reflective conversations with the mentoring principal were perceived to be two

activities that positively impacted the capacity of the associate principals. The third item,

opportunities for using and understanding data analysis, was present in multiple standards

through the training program. On the job training and opportunity to participate in the

activities was another item submitted via the open-ended question by two respondents.

Furthermore, item 38 posed the question, "What additional activities/experiences could contribute to the effectiveness of the Associate Principal training program?" Fifteen responses were submitted, however, there were no repeated suggestions. The following were suggestions presented by the participating associate principals: (a) more realistic scenarios within the activities/experiences, (b) more opportunities to meet with other associate principals, (c) a collaborative principal partnership, (d) mid-year and final evaluations, and (e) designation of a central office mentor. The suggested activities/experiences submitted focused on the overall impact of the training program rather the more specific items connected to each standard.

*Interview data***.** The two associate principals interviewed did not share the same perceptions of the training program. The associate principal from the elementary level believed the training program was beneficial in building the skills and knowledge necessary to be an effective school leader. However, the secondary associate principal disagreed. This associate principal stated that he was able to gain the necessary skills and knowledge through the assigned responsibilities and experiences he had as an assistant principal at a previous school.

Both associate principals perceived the relationship with the principal and the role that principal assumed in assisting the associate principal as the most critical component of the training program. Reflective conversations with the principal were perceived as impactful in building skills and knowledge due to the dialogue established. The elementary associate principal had worked for two different principals during her tenure in the position and said,

> I was able to experience two different leadership styles and approaches to the job. Although I think I have had more support in my current location, I did learn a lot

from my first principal because of some of the experiences she did not want to do and passed on to me.

The secondary associate principal did not believe the opportunities he was afforded were as rich and he felt,

My principal was more of a micro-manager. She did not trust me or the other administrators to do things the way she wanted, therefore she did not allow the flexibility for us to do things on our own. I was able to do and experience more in my previous position because my principal allowed it.

Additionally, the quarterly associate principal meetings were perceived as positively contributing to building capacity. The elementary associate principal reflected,

One of my favorite parts of the program is to be able to meet with other AsPs to discuss our experiences. I like to listen to all the great ideas that others are doing, as well as be around other people who can relate to the job. It gives me a chance to reflect on my experiences, especially in relation to others.

Moreover, both interviewees mentioned they believed the meetings to be too infrequent and lacking in thoughtful design and meaningful discourse, specifically during the 2014-2015 school year.

Summary. Although the two associate principals interviewed did not perceive the impact of the training program in the same manner, collectively, the data supported that those associate principals who participated in the survey perceived the required experiences as contributing to their overall development as effective school leaders. The mean of the overall impact of the training program was 3.05 with a standard deviation of .350, thus reflecting the participants (81.5 percent) agreed the training program contributed to their overall development.

Research question 2: How do the associate principals in the training program perceive the required experiences as contributing to their development as effective school leaders for each leadership standard? To answer Research Question 2,

descriptive statistics were reported. In addition, means and standard deviations were

calculated for each individual activity/experience within each standard from the surveys.

Qualitative data collected from the open-ended survey questions and interviews of the

two associate principals were summarized. The key findings for Research Question 2

were:

- Seven total standards made up the categories.

- Perception of the activities/experiences was positive and contributed to the

  development of the associate principals' skills and knowledge to be effective

  school leaders.

- Five of the seven standards had overall means above three.

    - Standard 5: M = 2.93, SD = .707

    - Standard 6: M = 2.98, SD = .633

- Data from open-ended questions and interview responses supported the

  quantitative data from the survey.

  Standard 1 survey data. Table 5 lists the results of the four items that comprised

Standard 1 (The principal fosters the success of all students by facilitating the

development, communication, implementation, and evaluation of a shared vision of

teaching and learning that leads to student academic progress and school improvement.)

and the overall Standard 1 rating. There were 75 responses to all of the items under the

Standard 1 category. All strands of activities/experiences within this standard were

generally thought to be impactful. However, the fourth item, "Work with CARS

(Coordinator of Assessment and Remediation) to develop the schools remediation plan

(secondary)," was the only item to have a response of strongly disagree, as well as two

responses of disagree. Additionally, there were nine N/A responses which indicated that many of the individuals were either not at the secondary level or did not have the opportunity to participate in this activity; therefore, it was not an item perceived as impactful.

Table 5

Associate Principal Perceptions of Standard 1

The extent to which you agree or disagree that the associate principal training has prepared you for each skill/element	Strongly Agree	Agree	Disagree	Strongly Disagree	M (SD)
Use data analysis to assess effectiveness, identify goals, and collaboratively create and implement the Continuous School Improvement Plan	40.9% (9)	54.5% (12)	4.5% (1)	-	3.36 (.581)
Choose an area of weakness in school performance data and develop and implement an instructional plan of action to improve student learning	45.5% (10)	45.5% (10)	9.1% (2)	-	3.36 (.658)
Use data to examine student achievement needs, assign interventionists, and monitor/track student performance (elementary).*	47.1% (8)	47.1% (8)	5.9% (1)	-	3.41 (.618)
Work with CARS to develop the school's remediation plan (secondary). **	15.4% (2)	61.5% (8)	15.4% (2)	7.7% (1)	2.85 (.801)
Overall Standard 1					3.29 (.574)

*Note: N = 22, *n = 21, **n = 19, ***n = 20.*

The mean overall rating for Standard 1 was 3.29 which indicated that participants perceived the activities/experiences within Standard 1 as having positively impacted their development as an effective school leader. The standard deviation for the overall rating of Standard 1 was .574, indicating fairly consistent responses. The fourth

activity/experience within this standard, "Work with CARS to develop the school's remediation plan only applied to those associate principals at the secondary level. The mean for this strand was 2.85 with a standard deviation of .801 which reflected more variation in the associate principal's experiences for this item.

Standard 2 survey data. The results of the three items that comprised Standard 2 (The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.) are displayed in Table 6. For each of the three items, 18 of the 21 respondents (85.7 percent) either agreed or strongly agreed that the activities positively supported the building of the skill and knowledge to be an effective leader. Associate principals most strongly agreed with the third item, "Lead an effort to cultivate collaboration across general education and special education," as being positively impactful to their development.

For all three of the activities/experiences, each mean was at or above 3.00 which indicated that the participants perceived the experiences as contributing to the development of the skills and knowledge to be an effective leader in regards to items associated with Standard 2. Furthermore, the overall Standard 2 rating had a mean of 3.22 and a standard deviation of .646.

Table 6

Associate Principal Perceptions of Standard 2

The extent to which you agree or disagree that the associate principal training has prepared you for each skill/element	Strongly Agree	Agree	Disagree	Strongly Disagree	M (SD)
Lead a faculty meeting and an instructional staff development session.*	33.3% (7)	52.4% (11)	14.3% (3)	-	3.19 (.680)
Plan and facilitate a Leadership Team Meeting.*	28.6% (6)	57.1% (12)	14.3% (1)	-	3.14 (.655)
Lead an effort to cultivate collaboration across general education and special education lines.*	47.6% (10)	38.1% (8)	14.3% (3)	-	3.33 (.730)
Overall Standard 2					3.22 (.646)

*Note: N = 22, * n = 21.*

Standard 3 survey data. Table 7 lists the results of the four items that comprised

Standard 3 (The principal fosters effective human resources management by assisting

with selection and induction, and by supporting, evaluating, and retaining quality

instructional and support personnel*).* Two strands of activities/experiences from this

standard had over 95 percent of the respondents agree that the items contributed to the

development of their skills and knowledge to be an effective leader. Moreover, the two

strands had a possibility of a strong connection due to the nature of the activities. The

first item, "Conduct a difficult conversation with a staff member," could be directly

associated with item four, "Participate in documenting the performance of a teacher who

is not meeting PQRS. This could be through a Structured Growth Plan or a non-renewal

case," in that a difficult conversation would be required when documenting the

underperformance of a teacher, perhaps leading to non-renewal. Furthermore, for the

first and fourth items, 59.1 percent and 47.6 percent of the associate principals strongly

agreed the activities/experiences positively impacted their capacity. Over half of the

respondents either disagreed or strongly disagreed with the second item having a positive

impact on their leadership development.

Table 7

Associate Principal Perceptions of Standard 3

The extent to which you agree or disagree that the associate principal training has prepared you for each skill/element	Strongly Agree	Agree	Disagree	Strongly Disagree	M (SD)
Conduct a difficult conversation with a staff member.	59.1% (13)	36.4% (8)	4.5% (1)	-	3.55 (.596)
Provide assistance/support to at least 2 teachers to enter a quality submission to the MAPS technology lesson process.*	10.5% (2)	36.8% (7)	47.4% (9)	5.3% (1)	2.53 (.772)
Follow the PGEP process according to the guidelines. Videotape at least 2 conferences and provide a post-observation conference report for one or more conferences where you took a more directive approach.*	15.8% (3)	63.2% (12)	21.1% (4)	-	2.95 (.621)
Participate in documenting the performance of a teacher that is not meeting PQRS. This could be through a Structured Growth Plan or a non-renewal case.**	47.6% (10)	47.6% (10)	4.8% (1)	-	3.43 (.598)
Overall Standard 3					3.16 (.529)

*Note: N = 22, * n = 19, ** n = 21.*

The first and fourth items for Standard 3 had means of 3.55 (SD= .596) and 3.43

(SD= .598) respectively. The second item had a distinctly lower mean (M = 2.53) than

the rest of the items in the standard. The mean and standard deviation for the overall

Standard 3 was 3.16 and .529. For this standard, the mean reflected that the associate

principals perceived the activities associated with this standard as having contributed to their development as effective school leaders.

   Standard 4 survey data. Table 8 lists the results of the four items that comprised Standard 4 (The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources). For three of the four strands of activities/experiences listed within this standard, over 85 percent of participants agreed that they were impactful in developing their skills and abilities. The fourth item, "Create and send a School Messenger message and author a letter to go home to parents," indicated 100 percent of the associate principals perceived this activity as having developed their capacity to be an effective school leader. The activity/experience, "Collaborate with the building principal in the budgeting process," was the lone strand to have well below 85 percent agree; 63.6 percent agreed that this item contributed to developing their skills and knowledge.

Table 8

Associate Principal Perceptions of Standard 4

The extent to which you agree or disagree that the associate principal training has prepared you for each skill/element	Strongly Agree	Agree	Disagree	Strongly Disagree	M (SD)
Use data to develop the school's master schedule.	59.1% (13)	27.3% (6)	13.6% (3)	-	3.45 (.739)
Collaborate with the building principal in the budgeting process.	18.2% (4)	45.5% (10)	31.8% (7)	4.5% (1)	2.77 (.813)
Work with the school's maintenance and custodial staff on issues of facilities management.*	38.1% (8)	47.6% (10)	9.5% (2)	4.8% (1)	3.19 (.814)

Table 8 *(cont.)*

The extent to which you agree or disagree that the associate principal training has prepared you for each skill/element	Strongly Agree	Agree	Disagree	Strongly Disagree	M (SD)
Create and send a School Messenger message and author a letter to go home to parents.*	57.1% (12)	42.9% (9)	-	-	3.57 (.507)
Overall Standard 4					3.25 (.546)

*Note: N = 22, *n = 21.*

The activity/experience, "Use data to develop the school's master schedule," had a mean of 3.45. The fourth item, "Create and send a School Messenger message and author a letter to go home to parents," had a mean of 3.57. The two strands had the largest means of associate principals who perceived the impact of the activities/experiences as having contributed to the development of the skills and knowledge to be an effective leader. The second strand, "Collaborate with the building principal in the budgeting process," had a mean of 2.77, which was the lowest rated item in any of the standards.

Standard 5 survey data. Table 9 lists the results of the five items that comprised Standard 5 (The principal fosters the success of all students by communicating and collaborating effectively with stakeholders). It is worth highlighting that for this particular standard, the number of N/A responses was notably higher. Although the responses have been excluded from the percentages, the smaller population of responses impacted the percentages. The third and fourth strands of activities/experiences had 12 and 15 N/A responses respectively. The second item reflected that 40.9 percent of the respondents disagreed or strongly disagreed with the impact of this activity. It was rated much lower than any other strand in Standard 5.

Table 9

Associate Principal Perceptions of Standard 5

The extent to which you agree or disagree that the associate principal training has prepared you for each skill/element	Strongly Agree	Agree	Disagree	Strongly Disagree	M (SD)
Organize and lead a small group event for parents (such as a principal's coffee).*	38.1% (8)	42.9% (9)	14.3% (3)	4.8% (1)	3.14 (.854)
Design a way to increase parental involvement. Track its success. Involve other staff members to develop distributed leadership.	22.7% (5)	36.4% (8)	31.8% (7)	9.1% (2)	2.73 (.935)
Lead a PTA meeting.**	31.6% (6)	31.6% (6)	36.8% (7)		2.95 (.848)
Attend a MAHSL (HS only)/ MSAC (MS only) meeting.***	50% (5)	40.0% (4)	10.0% (1)	-	2.40 (.699)
Facilitate a parent Booster's meeting (HS only).****	14.3% (1)	57.1% (4)	14.3% (1)	14.3% (1)	2.71 (.951)
Overall Standard 5					2.93 (.707)

*Note: N = 22, * n = 21, ** n = 19, *** n = 10, ****n = 7.*

Only one of the five activities/experiences associated with this standard had a mean above three. The high number of N/A responses indicated that a large number of participants either did not have an opportunity to participate in the activities/experiences or they did not serve at the specific school level relevant to the activity. Furthermore, those individuals who did respond did not perceive the activities with a low response rate (or higher N/A count) to be impactful to their development as effective school leaders. The overall mean for Standard 5 was 2.93 with a standard deviation of .707; this mean was lower than any other standard.

Standard 6 survey data. Table 10 lists the results of the three items that
comprised Standard 6 (The principal fosters the success of all students by demonstrating
professional standards and ethics, engaging in continuous professional development, and
contributing to the profession). Of the three strands of activities/experiences within
Standard 6, the first item, "Attend a Principal's Meeting with your principal OR as your
principal's designee," was the only one to have over 80 percent of the associate principals
perceive it as impacting their development. Overall, fewer respondents agreed that the
items in this standard contributed to the development of their skills and knowledge.

Table 10

Associate Principal Perceptions of Standard 6

The extent to which you agree or disagree that the associate principal training has prepared you for each skill/element	Strongly Agree	Agree	Disagree	Strongly Disagree	M (SD)
Attend a Principals' Meeting with your principal OR as your principal's designee.*	33.3% (7)	47.6% (10)	19.1% (4)	-	3.14 (.727)
Attend an event where it is possible to observe and/or become a participant in the larger educational context.*	23.8% (5)	47.6% (10)	23.8% (5)	4.8% (1)	2.90 (.831)
Establish/cultivate a business partnership. Track its success.**	26.3% (5)	36.8% (7)	31.6% (6)	5.3% (1)	2.84 (.898)
Overall Standard 6					2.98 (.633)

*Note: N = 22, * n = 21, ** n = 19.*

The first required item for this standard had a mean of 3.14. The other two
strands had means below three. The Standard 6 overall rating had a mean of 2.98, which
was lower than all but one other standard.

Standard 7 survey data. Table 11 lists the results of the seven questions that comprised Standard 7 (The principal's leadership focuses on acceptable, measurable student academic progress based on established standards). Of the seven activities/experiences included in this standard, five of the strands had well over 80 percent of respondents who agreed or strongly agreed that the items contributed to their development. Specifically, at least 90 percent of respondents agreed that the first and fourth items positively impacted the building of skill and knowledge of a school leader. Several items for this standard also had an increased number of N/A. Multiple strands had at least five N/A responses and one item had six N/A responses. N/A responses were excluded from the calculations of response rates.

Table 11

Associate Principal Perceptions of Standard 7

The extent to which you agree or disagree that the associate principal training has prepared you for each skill/element	Strongly Agree	Agree	Disagree	Strongly Disagree	M (SD)
Submit a packet to the disciplinary review hearing officer. If this is not possible, lead efforts to support a student with significant behavioral issues.	45.5% (10)	45.5% (10)	9.1% (2)	-	3.36 (.658)
Conduct at least one parent appeal meeting, acting as the principal's designee (MS and HS only).*	23.5% (5)	47.1% (8)	29.4% (4)	-	3.06 (.748)
Work with the school's Coalition for Equitable and Inclusive Schools.*	29.4% (5)	52.9% (9)	17.6% (3)	-	3.12 (.697)

(continued)

Table 11 *(cont.)*

The extent to which you agree or disagree that the associate principal training has prepared you for each skill/element	Strongly Agree	Agree	Disagree	Strongly Disagree	M (SD)
Serve as the administrator in the collaborative creation of a Functional Behavioral Assessment and a Behavioral Intervention Plan.**	55.0% (11)	35.0% (7)	10% (2)	-	3.45 (.686)
Organize and regularly work with a student group around issues of the Coalition.***	31.6% (6)	36.8% (7)	31.6% (6)	-	3.00 (.816)
Serve as the administrator in a Manifestation Meeting for a student.****	31.3% (5)	56.3% (9)	12.5% (2)	-	3.19 (.655)
Monitor the school's anti-bullying efforts.	18.2% (4)	68.2% (15)	13.6% (3)	-	3.05 (.575)
Overall Standard 7					3.21 (.488)

*Note: N = 22, * n = 17, ** n = 20, *** n = 19, **** n = 16.*

All seven items for this standard had means above three. Comparatively, item one, "Submit a packet to the disciplinary review hearing officer. If this is not possible, lead efforts to support a student with significant behavior issues and item four, "Serve as the administrator in the collaborative creation of a Functional Behavioral Assessment and a Behavioral Intervention Plan," had means much larger than other items within this standard.

Open-ended survey data. There were two items within the survey that were open-ended. Question 37 asked, "What were the most useful activities/experiences during the associate principal training program?" Thirteen activities and/or experiences were submitted for question 37. Table 12 shows the activities/experiences that were submitted by associate principals, the standards to which they are related, and the number of

responses per item. The Quarterly Associate Principal Meetings, partnerships with the mentoring principal, and data analysis were perceived to be most useful to the development of the associate principals.

Table 12

Most Useful Activities and Experiences: Associate Principals

Activities/Experiences	Standard	Number of Responses
Quarterly Associate Principal Meetings	Overall	5
Partnership with Mentoring Principal	Overall	5
Data Analysis	Various	5
On the Job Training/Opportunity to Participate in Activities	Overall	2
Master Schedule	Standard 4	1
Interviewing	Standard 3	1
Discipline	Standard 7	1
Conflict Resolution	Standard 3 and 7	1
Post-Conference Filming Reviews	Standard 3	1
County Policies	Various	1
Response to Intervention (RtI)	Standard 1 and 7	1
Leadership Academy	Various	1
Coordinator for Assessment and Remediation (CAR)	Standard 1	1

Question 38, "What additional activities/experiences could contribute to the effectiveness of the Associate Principal training program?" received fifteen responses with no repeated suggestions. Pertinent to Research Question 2, the following submissions were made as activities/experiences that should be included: (a) Continuing School Improvement Plan (CSIP) in Standard 1, (b) Master Schedule in Standard 4, (c) teacher evaluation in Standard 3, (d) budget process in Standard 4, and (e) human resources in Standard 3. The remaining responses were more general in nature and applied to the overall training program.

Interview data. The two associate principals interviewed perceived the experiences as contributing to their development of skills and knowledge to be an effective school leader. Additionally, both associate principals reported the role of the

principal as the most influential factor. This component was perceived as crucial due to the impact it had on the opportunities to participate in the required experiences, as well as to what extent the involvement entailed.

The elementary level associate principal believed that all activities/experiences impacted development. The associate principal believed the items within Standard 1 related to data analysis were very important, as were the activities connected to RtI and CSIP. For Standard 2, all activities were perceived as positively impacting skills and knowledge, but leading a leadership team meeting was one that this participant listed as most pertinent to become a successful leader. Conducting difficult conversations with staff members was emphasized as most impactful within Standard 3. Specific required activities/experiences within Standard 4 that supported perceived growth were those involved with the master schedule and budget process. Three of the five activities/experiences incorporated into Standard 5 applied to those at the elementary level; of the three activities, participation in activities involving parents was impactful.

The associate principal agreed with the importance of participating in events involving the broader context; however, this individual mentioned that this is not something promoted by the district due to financial restrictions (tuition reimbursement, approved absences, conference reimbursement). Activities/experiences under Standard 7 were perceived as contributing to skill and knowledge development, but this associate principal did not believe that there were enough activities that promoted capacity building for student academic progress or achievement. The elementary associate principal stated, "We use a lot of data when working with our students, but there are few items in

Standard 7 that really promote how to improve student achievement or performance. I would like to see more support in that area."

The secondary level associate principal stated that participating in specific activities and experiences specific to the focus of each standard was important, but there were some standards that did not support skill and knowledge development. This associate principal stated that many experiences listed under each standard were satisfied under a previous role of assistant principal at a different school. The principal significantly influenced the experience of associate principal at the current assignment.

Standard 1 impact for this associate principal focused on the data analysis portion of working with the CSIP. The associate principal did not perceive Standard 2 to adequately contribute to the development of skill and knowledge, with specific mention of the principal influencing this. The Quarterly Associate Principal Meetings that targeted discussions around human resources issues (Standard 3), as well as connected activities, were viewed as supporting development of skills and knowledge. For Standard 4, it was stated that prior to the 2014-2015 school year, there had been no structured training dedicated to the master schedule and was dependent on the partnership with the principal and school counseling director. A Standard 5 activity/experience that was suggested for inclusion was dialogue surrounding improving parental and community involvement within the Quarterly Associate Principal Meetings. Participation in a monthly principal meeting was noted as impactful in that it afforded the associate an opportunity to witness how principals operated within the meeting. The items included under Standard 7 were viewed as important experiences; however, the associate principal believed there was an omission of activities focused on improving student academic progress and performance.

The secondary associate principal said, "I understand that it is necessary to include the items they have for Performance Standard 7, but it seems that if we are to be instructional leaders and improve student outcomes, they would have included more items that are proactive."

Summary. For Research Question 2, there were seven standards that made up the categories for the required activities/experiences. Five of the seven standards had an overall mean of at least 3.16. The data analyzed from open-ended questions reflected support of the means for each standard. The themes from the interviews also supported the results of the quantitative data. Collectively, data associated with Research Question 2 maintained that the associate principals who participated in the study perceived the required experiences for five of the seven standards as contributing to their development as effective school leaders.

Research question 3: How do mentoring principals of associate principals participating in the training program perceive the required experiences as contributing to the associate principals' development as effective school leaders? To answer Research Question 3, means and standard deviations were calculated for the survey items associated with the overall perceptions of mentoring principals of the associate principal training program. Qualitative data collected from the open-ended survey items and interviews of the four mentoring principals (two mentoring principals and two alumni mentoring principals) were used to answer this research question, as well. The mentoring principals were asked an additional demographic question in the survey regarding their previous experience in the associate principal training program. Within the interview protocol, alumni mentoring principals were asked to share their perceptions

of their own experience participating in the associate principal training program, as well as perceptions they have of the program's impact on the associate principal they supervise. The key findings for Research Question 3 were:

- The data supported the impact of overall Associate Principal Training Program with a M = 3.00 and SD = .403.
- The participants perceived the required experiences as having contributed to the associate principals' development as effective school leaders.
- Of the 6 strands for activities/experiences associated with overall training program, only one scored below a mean of three.
  - Bloom & Krovetz (2009) *Powerful Partnerships* was assigned reading
    - M = 2.5, SD = .966
- Data from open-ended questions and interview responses supported the quantitative data from the survey.

Survey data. Table 13 lists the results of the six items that reflected the perceptions of the mentoring principals regarding the extent the Associate Principal Training Program impacted the associate principal's skills/knowledge. Appendix G contains the data collected from the mentoring principal's survey regarding each specific standard. For the program as a whole, five of the strands within this category had at least 86 percent of the participants agree that the activities/experiences contributed to the development of the skills and knowledge of their associate principal. There were two important items that reflected the impact of the overall program. The first and third items, had 94.4 percent and 87.5 percent of the mentoring principals agree that the training

program positively impacted the building of capacity of the associate principals to be

effective school leaders.

Table 13

Mentoring Principals Perceptions of Training Program Impact

The extent to which you agree or disagree that the associate principal training has prepared your associate principal for each skill/element	Strongly Agree	Agree	Disagree	Strongly Disagree	M (SD)
The activities incorporated in the Associate Principal Training Program have positively impacted my associate principal's capacity to be an effective leader.	27.8% (5)	66.7% (12)	5.6% (1)	-	3.22 (.548)
Prior to my associate principal's participation in the Associate Principal Training Program, I feel that he/she was adequately prepared to be an effective leader.*	20.0% (3)	66.7% (10)	13.3% (2)	-	3.07 (.594)
Because of my associate principal's participation in the Associate Principal Training Program, I feel that he/she is adequately prepared to be an effective school leader.**	12.5% (2)	75.0% (12)	12.5% (2)	-	3.00 (.516)
I perceive the quarterly collaborative in-service meeting with other Associate Principals and other members of the District Leadership Team and Human Resources as useful in building my associate principal's skills and knowledge in order to be an effective school leader.***	17.6% (3)	70.6% (12)	5.9% (1)	5.9% (1)	3.00 (.707)
The assigned text, Bloom & Krovetz (2009) "Powerful Partnerships," was useful in building my associate principal's capacity to be an effective school leader.**	12.5% (2)	43.8% (7)	25.0% (4)	18.8% (3)	2.50 (.966)

Table 13 *(cont.)*

The extent to which you agree or disagree that the associate principal training has prepared your associate principal for each skill/element	Strongly Agree	Agree	Disagree	Strongly Disagree	M (SD)
The monthly reflective discussions held with my associate principal positively impacted the development of his/her capacity to be an effective school leader.**	37.5% (6)	56.3% (9)	6.3% (1)	-	3.31 (.602)
Overall Standard 7					3.00 (.403)

*Note: N = 18, * n = 15, ** n = 16, *** n = 17.*

Of the six strands that constituted the activities/experiences for the overall

program, five items scored a mean of three or above. Two of the highest rated items were

an overall assessment of the program and the monthly reflective discussions with the

associate principal. The overall mean rating for the perception of the training program on

behalf of the mentoring principals was 3.00 and standard deviation of .403.

Open-ended survey data. Question 37 in the Mentoring Principal Survey, "What

were the most useful activities/experiences during the associate principal training

program?" had six items submitted. The three items that were most frequently submitted

pertained to the overall training program: a) the monthly reflective discussions with the

associate principal, b) the quarterly associate principal meetings, and c) the overall

activities/experiences included in the training program. Table 14 lists the six items

submitted and the number of responses per item.

Table 14

Most Useful Activities and Experiences: Mentoring Principals

Activities/Experiences	Number of Responses
Monthly Reflective Conversations with Associate Principal	5
Quarterly Associate Principal Meetings	5
Overall Activities/Experiences	4
Partnership Between Principal and Associate Principal	3
Meeting Facilitation	1
Big Picture Activities	1

Question 38, "What additional activities/experiences could contribute to the effectiveness of the Associate Principal Training Program?" had eight total responses submitted. Of the eight items, two had multiple individuals submit them: increased number of meetings for associate principals and training on the budget process. The other responses were more specific to each standard.

Interview data. All four mentoring principals agreed that the Associate Principal Training Program positively impacted the development of their associate principals' skills and knowledge to be effective school leaders. Furthermore, the alumni mentoring principals provided insight into how the program prepared them to be principals, how the current training program impacted their associate principals, and how the two experiences differed.

The two mentoring principals interviewed had not previously served as associate principals. They perceived the required activities/experiences and the overall training program as useful in providing the associate principals opportunities to gain valuable experience. Both reflected that there was a lack of awareness as to all the expectations of the associate principals during the training program, and that this, perhaps, could have impacted the associate principals' experience. One principal stated,

> I felt guilty having my AsP lead a faculty meeting and hesitated doing so because that had always been my role. Once I understood that this was an expectation of the AsP to run the meeting, I felt a little more comfortable. The first time my associate principal led the meeting, I left the room so that the faculty would be focused on the AsP, not my reaction to what was being said.

The role of the principal was critical in supporting the associate principal. Moreover, providing training or education for the mentoring principals as to how they can further assist the associate principals throughout the training was voiced multiple times by each of the mentoring principals.

The elementary level mentoring principal remarked, "Having the program is imperative. With the demands of a principal today, there has to be some training ground for AsPs to become principals, outside of just serving in the role." Additionally, this principal also provided feedback that the elementary associate principal's contract is a hindrance to the process and experience. Because it is not a 12-month contract, meaning the associate principal is not expected to work all year around, this associate principal missed out on a critical time during the summer, particularly July, when there are important decisions to be made collaboratively regarding such things as the master schedule, strategies for promoting academic achievement, and designing other impactful programs.

The secondary mentoring principal echoed the importance of the training program and added, "I believe this program had a positive impact. It provided opportunities for experiences and reflection upon those experiences." Furthermore, the principal acknowledged,

> You can never really be fully prepared to be a principal. I thought I was a very good assistant principal, with a lot of experience under my belt, but you never know what the job is until you do it. However, we can do a better job of offering training programs, whether it is inside or outside the building.

This principal believed that there needs to be some clarification of the MAPS Succession Plan and associate principal position within this plan, so that the position can clearly be seen as a stepping stone to the principalship for those with aspirations to be school leaders.

The alumni mentoring principals agreed that the training program, not only impacted their development and preparation as principals, but contributed to the development of the associate principals with whom they work. Both principals also acknowledged that the training program appeared to have changed over the course of time from when they participated. The changes observed by the alumni mentoring principals were a lack of emphasis on the training, less understanding on behalf of the principals as to their role in assisting the associate principal, and less accountability for the participation of the associate principals.

The elementary level alumni principal reflected more on the relationship between mentoring principal and the associate principal as it had a direct influence on the opportunities the associate had to participate in the in the required activities/experiences. The principal agreed that all experiences were important and contributed to developing skills and knowledge; however, it was important that the mentoring principal allow the associate principal to do certain activities and support and encourage them to do so. This alumni mentoring principal reflected, "If you have a good principal over top of you, they will push you. The Associate Principal Training Program was overall beneficial, but I think it is the principal that you are paired with that is important." Having more central office or district leadership involvement was suggested in order to offer an opportunity for feedback from leaders outside the building and the opportunity to discuss career

goals. This was, at one point, an aspect of the training program that did not appear to be part of it anymore.

The secondary alumni mentoring principal supported the benefit of the Associate Principal Training Program on personal experiences, as well as the development of his associate principal. However, the principal admitted to a lack of knowledge as to what exactly the required activities/experiences of the associate principal were. The principal stated, "The training program provides opportunities and experiences that may not have been available before because the assistant principal position was more managerial. This offers a chance to see a bigger picture." Consequently, the principal also recommended a readjustment of focus on this training program and position. Most of the original architects of this plan were no longer in the district, allowing the emphasis and priority to wane.

Summary. Overall, the survey data demonstrated that the mentoring principals perceived the required experiences as having contributed to the associate principals' development as effective school leaders. The open-ended questions further supported the reflective discussions with the associate principal and the quarterly associate principal meetings as two specific items within the entire experience that were particularly impactful. The interviews of all four participating mentoring principals supported the data presented.

Research question 4: What are the differences in the perception of the impact of the training program on participants' development based on cohort of associate principals, school level and role (associate principal, mentoring principal, and alumni mentoring principal)? To answer Research Question 4, either an independent

sample t-test between variables of two groups or an analysis of variance between groups with more than 2 variables were run. An independent sample t-test compared the means of two independent groups (data from two different groups of participants). ANOVA is a general technique that can be used to test the hypothesis that the means among two or more groups are equal with the assumption that the sampled populations are normally distributed. If only two means are being compared, the ANOVA will give the same results as the *t* test for independent samples.

Effect size measures the treatment effect independent of the sample size. Effect size was measured using Cohen's d, defined as the difference between the means divided by the standard deviation of either group. Cohen's d is given as a counter-point to significance tests which it gives an indication of how big or small a significant difference is. This difference can then be compared to Cohen's estimates of what is typical of a small, medium, or large effect. The scale is as follows: "small", d=.2; "medium", d=.5; and, "large", d=.8. The key findings for Research Question 4 were:

- There were very few statistically significant differences among the comparison groups.
- The differences that were statistically significant were more specific to individual activities/experiences rather than the overall impact of the training.
- Overall, the participants believed the training program contributed to the associate principals' development of the skills and knowledge to be effective school leaders.
- Data from open-ended questions and interview responses supported the quantitative data from the survey.

Cohort Year

An independent sample t-test was run to determine if there was a statistically significant difference between how the different cohort years of associate principals perceived the impact of the training program. The mean survey response for each associate was calculated for each survey item and overall standard rating. An independent sample t-test was carried out between the cohort years on responses to the perceived impact of the training program. The majority of items, as well as the overall ratings, were found not to be statistically different between the groups. One question was found to be statistically significant. Table 15 shows the results of the statistically significant responses. For item 5.1, the mean of cohort years 1 - 2 (M = 3.43, SD = 0.634) was higher than the mean of cohort years 3 - 5 (M = 2.80, SD = 0.919). The effect size, d, was computed to be 0.798, which is a large effect size.

Table 15

Group Differences: Cohort Groups

Measure Activity/Experience	Cohort Years 1 -2		Cohort Years 3 – 5		df	t
	M	SD	M	SD		
Organize and lead a small group event for parents (such as a principal's coffee) (activity 5.1).	3.43	.634	2.80	.919	36	2.383*

*Note: *p < .05*

The data analyzed for this particular aspect of Research Question 4 reflected that there was no statistically significant difference in perceptions among the associate principal cohort groups for all but one item. Due to the nature of the cohort groups, the researcher divided the groups corresponding to years served in the position. The first group was made up of individuals with one to two years' experience, and the second

group was made up of individuals with three to five years' experience. Thirty-five items

demonstrated a similar perception of impact between the two compared groups. The

open-ended items from the survey, as well as the interviews, supported this finding.

Associate Principal versus Mentoring Principal

An independent sample t-test was run to determine if there was a statistically

significant difference between how associate principals and mentoring principals

perceived the impact of the training program. The mean survey response for each

associate and mentoring principal was calculated for each participant for each survey

question and overall standard rating. An independent sample t test was carried out

between associate principals and mentoring principals on perceived responses to the

impact of the training program. The majority of responses, as well as the overall ratings,

were found not to be statistically different between the groups. Two items were found to

be statistically significant. Table 16 shows the results of the statistically significant

responses. For item 3.4, the mean of associate principal (M = 3.43, SD = 0.598) was

higher than the mean of mentoring principal (M = 3.00, SD = 0.791). The effect size, d,

was computed to be 0.613, which is a moderate effect size. For item 5.4, the mean of

associate principal (M = 2.40, SD = 0.699) was lower than the mean of mentoring

principal (M = 3.00, SD = 0.001). The effect size, d, was computed to be 0.518, which is

a moderate effect size.

Table 16

Group Differences: Associate Principal Versus Mentoring Principal

	Associate Principal		Mentoring Principal			
Measure Activity/Experience	*M*	*SD*	*M*	*SD*	*df*	*t*
Participate in documenting the performance of a teacher who is not meeting PQRS. This could be through a Structured Growth Plan or a non-renewal case (3.4)	3.43	0.598	3.00	0.791	36	1.904*
Attend a MAHSL (HS only)/ MSAC (MS only) meeting (5.4)	2.40	0.699	3.00	0.001	9	2.714*

*Note: *p < .05*

The data analyzed for this particular aspect of Research Question 4 reflected that

there was no statistically significant difference in perceptions between the associate

principal group and the mentoring principal group other than two items. Thirty-four

items demonstrated a similar perception of impact between the two compared groups.

The open-ended items from the survey, as well as the interviews, supported this finding.

Alumni Mentoring Principal versus Mentoring Principal

An independent sample t-test was run to determine if there was a statistically

significant difference between how alumni mentoring principals (mentoring principals

who were associate principals) and mentoring principals (those who were not associate

principals) perceived the impact of the training program. The mean survey response for

each group was calculated for each participant for each survey question and overall

standard rating. An independent sample t test was carried out between alumni mentoring

principals and mentoring principals on perceived responses to the impact of the training

program. The majority of questions, as well as all the overall ratings, were found not to

be statistically different between the groups. Two items were found to be statistically

significant. Table 17 shows the results of the statistically significant responses. For item

7.6, the mean of the alumni mentoring principals (M = 2.25, SD = 0.500) was lower than

the mean of mentoring principals (M = 3.33, SD = 0.816). The effect size, d, was

computed to be 0.623, which is a moderate effect size. For Question 35, the mean of

alumni mentoring principal (M = 3.43, SD = 0.535) was higher than the mean of

mentoring principal (M = 2.70, SD = 0.675). The effect size, d, was computed to be

0.514, which is a moderate effect size.

Table 17

Group Differences: Alumni Mentoring Principal Versus Mentoring Principal

Measure Activity/Experience	Alumni Mentoring Principal		Mentoring Principal			
	M	*SD*	*M*	*SD*	*df*	*t*
Serve as the administrator in a Manifestation Meeting for a student (activity 7.6).	2.25	.500	3.33	.816	8	2.348*
I perceive the quarterly, collaborative in-service meeting with other Associate Principals and members of the Division Leadership Team and Human Resources as useful in building his/her skills and knowledge in order to be an effective school leader.	3.43	.535	2.70	.675	15	2.375*

*Note: *p* < .05*

The data analyzed for this particular aspect of Research Question 4 reflected that

there is no statistically significant difference in perceptions between the alumni

mentoring principals and the mentoring principals other than two items. There was no

statistically significant difference among the other 34 items. The open-ended item,

"What were the most useful activities/experiences during the associate principal training

program?," supported the claim that the alumni mentoring principals perceived the

impact of the Quarterly Associate Principal meetings as positively contributing to the development of the associate principals' skills and knowledge. However, of the eight responses contributed by the mentoring principals to answer this question, the value of the Quarterly Associate Principal meetings was an item submitted two times. The other items submitted as many times were the reflective discussions with the principal and overall required activities/experiences. The interviews of the alumni principals and the mentoring principals also supported the data from the surveys.

Associate Principal versus Alumni Mentoring Principal

An independent sample t-test was run to determine if there was a statistically significant difference between how sitting associate principals and alumni mentoring principals perceived the impact of the training program. The mean survey response for each group was calculated for each participant for each survey question and overall standard rating. An independent sample t test was carried out between associate principals and alumni mentoring principals on perceived responses to the impact of the training program. The majority of questions, as well as all the overall ratings, were found not to be statistically different between the groups. Two items were found to be statistically significant.

Table 18 shows the results of the statistically significant responses for items compared between associate principals and alumni mentoring principals. For item 3.4, the mean of the associate principals (M =3.43, SD = 0.598) was higher than the mean of the alumni mentoring principals (M = 2.71, SD =0.951). The effect size, d, was computed to be 0.412, which is a small effect size. For item 7.6, the mean of the associate principals (M = 3.19, SD = 0.655) was lower than the mean of the alumni mentoring principals (M

= 2.25, SD =0.500). The effect size, d, was computed to be 0.628, which is a moderate

effect size.

Table 18

Group Differences: Associate Principal Versus Alumni Mentoring Principal

Measure Activity/Experience	Associate Principal		Alumni Mentoring Principal			
	M	*SD*	*M*	*SD*	*df*	*t*
Participate in documenting the performance of a teacher who is not meeting PQRS. This could be through a Structured Growth Plan or a non-renewal case (activity 3.4).	3.43	.598	2.71	.951	26	2.354*
Serve as the administrator in a Manifestation Meeting for a student (activity 7.6).	3.19	.655	2.25	.500	18	2.654*

*Note: *p < .05*

The data analyzed for this particular aspect of Research Question 4 reflected that

there was no statistically significant difference in perceptions between the associate

principal group and the mentoring principal group other than two items. Thirty-four

items demonstrated a similar perception of impact between the two compared groups.

The open-ended items from the survey, as well as the interviews, supported this finding.

School Level and Principal Type

A 1 x 4 Analysis of Variance (ANOVA) was run to determine if there was a

statistically significant difference between four levels of variables: elementary associate

principals, elementary mentoring principals, secondary associate principals, and

secondary mentoring principals. The mean survey response for each group was

calculated for each participant for each survey question and overall standard rating. A 1

x 4 ANOVA was carried out between school level and principal type on responses to the

perceived impact of the training program. The majority of questions, as well as all the

overall ratings, were found not to be statistically different between the groups. Five items

were found to be statistically significant. Table 19 shows the results of this analysis.

Table 19

Summary of School Level and Principal Type

Source Activity/Experience	Sum of Squares	df	Mean Square	F	η^2
Lead a PTA meeting (activity 5.3).					
Factor	7.058	3	2.353	5.038*	.321
Within Groups (Error)	14.942	32	.467		
Total	22.000	35			
Work with the school's Coalition for Equitable and Inclusive Schools (7.3).					
Factor	4.644	3	1.548	3.996*	.286
Within Groups (Error)	11.621	30	.387		
Total	16.265	33			
Serve as the administrator in a Manifestation Meeting for a student (7.6).					
Factor	5.538	3	1.846	4.888*	.400
Within Groups (Error)	8.308	22	.378		
Total	13.846	25			
The assigned text, Bloom & Krovetz (2009) "Powerful Partnerships," was useful in building my capacity to be an effective school leader.					
Factor	5.484	3	1.828	3.756*	.267
Within Groups (Error)	15.087	31	.487		
Total	20.571	34			
Overall Standard 5.					
Factor	5.198	3	1.733	5.433*	.318
Within Groups (Error)	11.163	35	.319		
Total	16.361	38			

*Note: *p<0.05*

The comparison of the four groups (elementary associate principals, elementary

mentoring principals, secondary associate principals, and secondary mentoring

principals) resulted in the following differences. For survey items 5.3, 7.3, and 7.6, the

effect size for each item revealed that although the relationship was not due to chance, it was small. Post hoc analyses using the Bonferroni post hoc criterion for significance indicated that there was a statistically significant difference between the perceptions elementary associate principals and secondary associate principals (Mitchell & Jolley, 2004). The question 35 effect size reflected a small relationship, but statistically significant difference between mentoring principals at the elementary and secondary levels. Last, for Standard 5 Overall, the effect size indicated a small but statistically significant difference among the perceptions of elementary associate principals *(M = 3.39, SD = 0.574)*, secondary associate principals *(M = 2.47, SD = 0.504)*, elementary mentoring principals *(M = 3.18, SD = 0.647)*, and secondary mentoring principals *(M = 2.47, SD = 0.504)*.

The data analyzed for this particular aspect of Research Question 4 reflected that there was no statistically significant difference in perceptions between the associate principal group and the mentoring principal group other than the five items. Thirty-one items reflected a similar perception of impact between the two compared groups. The open-ended items from the survey, as well as the interviews, supported this finding.

CHAPTER FIVE: DISCUSSION AND ACTION COMMUNICATIONS

Overview

Purpose of the Research

This study investigated the problem of practice, leadership development, in a medium-sized public school district in a mid-Atlantic state by focusing on the Mid-Atlantic Public School district's approach to supporting the ongoing development of effective school leaders for promotion into the school principalship. Specifically, the researcher explored the implementation of the Associate Principal Training Program, designed to prepare aspiring leaders for the principalship, by surveying the associate principals, the mentoring principals, and the alumni mentoring principals about their perceptions of the various components of the training, as well as conducting interviews with selected individuals. The research on the perceptions of the associate principals and mentoring principals provided feedback to the school district as to the effectiveness of the program, offered recommendations for future implementation, and provided an outlet for the participants to share their perceptions and experiences.

Conceptual Framework

This study used the combination of the ISLLC (2008) Standards and empirically supported elements of successful leadership development programs as the framework from which to view MAPS's implementation of an in-service program to develop a pipeline of leaders (Darling-Hammond et al., 2010; Davis, Darling-Hammond, LaPointe,

& Meyerson, 2005; Joseph, 2010; Joseph & Roach, 2014). Specifically, the following elements were used: (a) has entrance standards aligned with the role and expectations of the principalship; (b) provides a substantive internship; (c) is founded in clear, research-based standards; (d) emphasizes reflective practice; (e) provides extensive mentoring; and (f) learning occurs in a cohort or collaborative model.

Study Methodology

This study used a mixed methods approach that explored the perceptions of the associate principals and mentoring principals on the various components of the training. Individuals in the training program were invited to participate in a survey, and a smaller population of associate principals, mentoring principals, and alumni mentoring principals volunteered and agreed to be interviewed regarding the perceptions of the program.

Discussion

Participants

The participants in this study were the individuals serving as associate principals in MAPS and the mentoring principals who supervised them. There was one associate principal at each high school and middle school. At the elementary level, associate principals are shared between schools. There were 61 associate principals and 72 participating principals who served as mentors. The researcher was excluded from participating in the survey. In addition, thirteen principals and one other associate principal did not receive the invitation to participate in the study due to reasons associated with human resources.

Participation rate. Twenty-two associate principals participated in the survey, 11 of whom were from the elementary level and secondary level each. Eighteen mentoring principals submitted survey responses. Fourteen of the mentoring principals were elementary level, and four secondary mentoring principals participated. Seven mentoring principals had previously participated in the Associate Principal Training Program, thus they were considered to be alumni mentoring principals, as well as mentoring principals.

The response rate for the study was 33.9 percent, 40 responses received from 118 invitations. The response rate for associate principals was 37.3 percent, 22 associate principals responded out of 59 that were invited. The response rate for mentoring principals was 30.5 percent, 18 mentor principals responded out of 59 that were invited. Conclusions about the program based on the low response rate should be made with care.

There are several possible reasons that contributed to the response rate and small sample population. The survey was distributed in July. For many administrators, this month served as an appropriate time to take annual leave for vacation or travel to conferences. Additionally, the researcher learned that at the elementary school level associate principals did not serve 12 month contracts. This could account for some who did not participate in the survey, because they may not have checked or had access to the work email account during the non-contractual period.

It is also a possible, due to the nature of the study, that some individuals felt uncomfortable sharing their perceptions regarding a district-led program. Multiple individuals, when considering participating in the interview portion of the study, inquired who would have access to the answers and if there would be any information that could identify them. One principal stated, "I'm on my last leg of my career so I do not have a

problem being honest and forthright in discussing my thoughts on the program. I think it is a good program, but there are things that need to be improved." These comments and questions suggested that there was a degree of discomfort and distrust. This distrust may have negatively impacted not only those willing to be interviewed, but also participation by others in the survey.

Research Questions

      Research question 1: How do the associate principals in the training program perceive the required experiences as contributing to their overall development as effective school leaders? The survey data supported the impact of the overall associate training program with a mean of 3.05 and standard deviation of .350. Furthermore, those associate principals who participated in the survey perceived the required experiences as contributing to their overall development as effective school leaders. The two associate principals who were interviewed did not perceive the impact of the program the same. The elementary level associate principal viewed the impact far more positively than the secondary principal who felt he gained the experience from a previous position.

      Both, however, stated that the role of the principal and the partnership between the principal and the associate principal were the biggest influences on the experience. The approach the mentoring principal employed toward collaborating with the associate principal had a far reaching impact on all of the required/experiences throughout the standards.

      The perceptions of the two interviews were echoed by the data collected through the survey items and open-ended questions within the survey. Despite the two differing viewpoints and experiences of the associate principals, both supported that the

relationship between the principal and associate principal and the role the principal took in the process was important. The role of the mentoring principal was one of three items most frequently stated as most impactful to the participant's experience.

Of the six strands of those activities/experiences associated with the overall training program, two scored a mean below three. The assigned text, Bloom & Krovetz (2009) "Powerful Partnerships," had a mean score of 2.63 which was well below that of the three or "Agree." Through the data collected pertaining to this strand, there was a lack of emphasis on this book throughout this year's training, thus negatively impacting the perception of its contribution to developing skill and knowledge. The other sub-three mean was, "Prior to my participation in the Associate Principal Training Program, I feel that I was adequately prepared to be an effective leader," had a mean of 2.86 and suggested that the participants did not believe so strongly that they, as a group, had the necessary skills and knowledge to be effective school leaders prior to their participation in the training program. This can be considered supportive of the impact of the overall program. The following item, "Because of my participation in the Associate Principal Training Program, I feel that I am adequately prepared to be an effective school leader," received a mean score of 3.16; this is higher, thus reflecting the perceived impact of the overall program.

The quarterly in-service meetings were strongly supported by, not only the quantitative data, but also the open-ended questions in the survey and interviews. Both associate principals interviewed agreed that this was an important component of the training program due to the opportunities for AsPs to meet with their cohort, hold peer discussions, share experiences and reflections, and receive insightful training on specific

topics. This was an item that both associate principals supported enthusiastically. The secondary associate principal stated,

> This job is difficult, especially if you feel like you don't have support. To get a chance to talk to other AsPs is important. You can share experiences and ideas about what others are doing to address specific issues. The other cohort members know what you go through and can provide support.

Reference to the quarterly meetings was made in the open-ended questions of the associate principal's survey five times, making it one of three suggested items considered to be the most impactful.

The biggest criticism of the overall training program was that there was a perceived lack of priority placed on the program and the position of associate principal by the district. While this criticism was not supported as much through the quantitative data, the qualitative data (open-ended questions and interviews) reflected the beliefs strongly as an emergent theme. The participants felt that the quarterly meetings were inconsistent, communicated poorly, and were designed in a lackluster manner with little meaningful thought or content, particularly for the school year 2014-2015. The perception of this decline in support of the position or priority was also reflected in the lack of understanding about the expectations of the mentoring principals, the absence of district-level mentorship, and the lack of clarity about the program's future. The secondary associate principal stated, "The whole program has changed since the beginning. We used to have more interaction with other AsPs and district leaders. Now, it seems as though the program is just a formality, something on a checklist."

Conversely, the data supported the purpose and the impact of the overall program. The components of the program offered participants the opportunity to develop the skills and knowledge to be effective school leaders. The required activities/experiences

provided a guideline of the proficiencies necessary for principals that are not always afforded to the more managerial position of assistant principal.

Research question 2: How do the associate principals in the training program perceive the required experiences as contributing to their development as effective school leaders for each leadership standard? For Research Question 2, there were seven standards that made up the categories for the required activities/experiences. Five of the seven standards had an overall mean above three, indicating the perception of the activities/experiences was positive and contributed to the development of the associate principals' skills and knowledge to be effective school leaders. The data analyzed from open-ended questions and interviews supported the quantitative data analysis. Collectively, data associated with Research Question 2 maintained that the associate principals who participated in the study perceived the required experiences for five of the seven standards to have contributed to their development as effective school leaders.

Similar to Research Question 1, the associate principals noted that the role of the principal was crucial in influencing the impact of the various activities/experiences. Each associate principal discussed the impact of the different standards and mentioned different items that were more impactful or items that should be included. This could be attributed to the fact that the associate principals both served at different school levels; thus, the opportunities for elementary and secondary were different for some strands. This difference could account for their perceiving some activities/experiences as more important than others, as the two school levels may require different experiences. However, both associate principals agreed that there needed to be more specific activities/experiences connected to improving student academic progress or increasing

student achievement, rather than focusing on reactive discipline or behavioral measures. This focus should be incorporated into more formal training during a Quarterly Associate Principal Meeting.

Research question 3: How do mentoring principals of associate principals participating in the training program perceive the required experiences as contributing to the associate principals' development as effective school leaders? The survey data analyzed demonstrated that the mentoring principals perceived the required experiences as having contributed to the associate principals' development as effective school leaders. The open-ended questions further supported the impact of the reflective discussions with the associate principal and the quarterly associate principal meetings as two specific items within the entire experience that were particularly impactful. The interviews of all four participating mentoring principals supported that conclusion, as well.

The interviews of the four mentoring principals was an area in which the researcher gained a greater understanding of the lack of detailed knowledge the principals had regarding the expectations of the associate principals and the required activities/experiences. From these interviews, as well as the associate principal interviews, the theme of the principal's role was reinforced as an important aspect of the Associate Principal Training Program. It is, indeed, the partnership between the mentoring principal and the associate principal that established the groundwork from which the associate principal gained (or did not) the necessary experiences. Without the assistance of the mentoring principal, the associate principal had less focused, supportive, and positive experiences within the training program.

The alumni mentoring principal interviews were particularly insightful in that the individuals had participated in the training program prior to becoming principals. They had the unique experience of going through the training as associates, not necessarily knowing what would be beneficial when they became principals. Now serving as principals, they had acquired the hind sight to understand the benefits of the training program. The elementary level alumni mentoring principal said, "If you have a supportive principal, the associate principal can take on a lot of opportunities and grow as a leader. The principal knows what is involved in the job and can assist the AsP in developing the skills." Both individuals agreed that the training program impacted their skills and knowledge to be an effective school leader.

Additionally, both agreed that the current program continues to contribute to the development of the associate principals. However, both reflected that the program had changed over the course of the last five years and appeared to become less of a priority than what it once was. They, as mentoring principals, were not certain of what they needed to do to support their associate principals. Moreover, one alumni principal stated, "This interview about the training program has caused me to reflect on how I, as a principal, can do more to help the AsP." These perceptions were reflected in the mentoring principal interviews and open-ended items within the survey. This concern became a theme that developed throughout the research.

Research question 4: What are the differences in the perception of the impact of the training program on participants' development based on cohort of associate principals, school level, and role (associate principal, mentoring principal, and alumni mentoring principal)? There were very few statistically significant differences

among the comparison groups for Research Question 4. The open-ended items and the

interviews supported the quantitative data analyzed from the survey. Overall, all

participants believed the training program contributed to the associate principals'

development of the skills and knowledge to be effective school leaders. The differences

that were statistically significant were more specific to individual activities/experiences,

rather than the overall impact of the Associate Principal Training Program.

Emergent Themes

Five emergent themes became apparent from the data that was supported by the

open-ended questions in the survey and the interviews conducted.

1. Activities/Experiences: The expectation that associate principals fulfill a list

   of required activities/experiences was viewed as a helpful guideline for the

   participants. The opportunities served as a platform for hands-on, real world

   experience, affording the occasion to expand responsibilities more reflective

   of the principalship. Some experiences were not perceived as impacting the

   development of skills and knowledge as strongly as others; however, the

   training program and experiences were viewed as contributing to building the

   capacity of the participants.

2. Role of the Mentoring Principal: Although this theme was not overtly

   reflected in the quantitative data, very clear themes developed from the open-

   ended questions within the survey, as well as in the interviews with the

   associate principals, mentoring principals, and alumni mentoring principals.

   There was a collective agreement among all three groups that this component

   was critical to the experience of the associate principal, since it directly

impacted what activities/experiences in which the individual could participate. Moreover, the mentoring principal's role in the reflective discussions was identified as an important aspect of the training by both the associate principals and the mentoring principals because it offered both a chance to discuss the experiences and share feedback. As the research indicated, having a dialogue with individuals who understand the expectations is beneficial for both parties and allows for the mentoring relationship to thrive.

3. Quarterly Associate Principal Meetings: The data supported the importance of this aspect of the training program and the perceived impact on the development of the associate principals. This perception was shared by both the associate principals and the mentoring principals, especially the alumni mentoring principals. Having the opportunity to meet with other associate principals, conduct peer reflection discussions of experience, as well as have further specific training opportunities was seen as a benefit. However, a criticism of the program was that the meetings, specifically during the 2014-2015 school year, were inconsistent, ill-communicated, and did not appear to be thoughtful in design with meaningful content. The belief of both associate principals and mentoring principals was that the AsPs need to have more opportunities to meet throughout the year. The impact of the cohort experience was viewed as crucial for the associates as this cohort was made up, not only of other associate principals, but also those associate principals with similar experience in that role. Additionally, the meetings were viewed

as an excellent time to establish relationships with district leaders who could share pertinent district information.

4. Structured training for specific activities/experiences: Although the overall perception of the Associate Principal Training Program was that it positively impacted skill and knowledge development, participants believed that there needed to be further direct training on specific items. Those items were: (a) data analysis, (b) master schedule development, (c) the budget process, (d) student academic progress, and (e) strategies to increase parental and community involvement. Data analysis as a topic was present in multiple standards throughout the program, but there was an apparent assumption that all associate principals had the training to understand and apply data analysis appropriately. Until the spring of the 2014-2015 school year, there had not been a specific session to train associate principals on how to develop the master schedule. This responsibility has merely been placed in the hands of the associate principals, particularly at the secondary level, without further instruction as to how to accomplish that goal. Both associate principals and mentoring principals agreed that there needs to be more emphasis on incorporating the AsPs into the budget process, yet there had not been much training on how to do so or what is involved in the process. Standard 7's activities/experiences were important, but they were perceived as having an emphasis on discipline and reactive measures to behavior. More strategies focused on implementing interventions for students at risk, as well as supporting overall student achievement were suggested as additions to the

experiences. There was an overall recognition of the importance of involving

parents and community members in the schools, but there was also a belief

that there was very little opportunity to share successful programs or to learn

about various strategies to increase involvement.

5. Priority of the Program: There was a perception that this program was not a

priority of the district. Clarifying the future of the role of associate principal

and the importance of the training program is a necessity.

Program Elements

The data collected and analyzed supported the design of MAPS's Associate

Principal Training Program, in that all six elements of a successful training program, as

discussed by Joseph (2010), were present: (a) selection criteria, (b) internships, (c)

research-based standards, (d) mentors, (e) reflection, and (f) cohorts. The selection

element was satisfied as all associate principals, in order to be appointed to this position,

had participated in the Aspiring Leader Assessment Center and the associate principal

interviews. The associate principal position was established by the district to serve as the

training position for the principalship. As such, this position can be considered an

internship, consisting of the expectations of participation in required activities and/or

experiences set forth by the program. The established required activities/experiences

were closely aligned with the ISLLC (2008) Standards, which were national leadership

standards accepted by MAPS and the state in which it is located. The mentor element of

this model was satisfied through the incorporation of mentoring principals and district

leader designees. Through the reflective conversations with mentoring principals and the

Quarterly Associate Principal Meetings, the promotion and support of reflection was

present. All associate principals worked with a mentoring principal; however, it was revealed that over the course of the program, participation of district designees had diminished and/or disappeared. Lastly, the position of associate principals served as cohort in and of itself, in that there was a select group of individuals working on a similar set of expectations and meeting as a whole. Additionally, within this group, associate principals had a cohort of those individuals that have served in the position for a similar amount of time.

Recommendations for Future Implementation

The main purpose of this research was to serve as a first-step program evaluation of a school leader development program designed to prepare aspiring leaders for the principalship in a mid-Atlantic school district. This study explored the perceptions of participants in the Associate Principal Training Program of MAPS, as well as the mentoring principals with whom they served. The development of this program was a result of a perceived weak pipeline of future school leaders and an increasing number of principal vacancies. The study of the perceptions of the participants resulted in the development of recommendations for future implementation of the associate principal training program.

The recommendations for future implementation are as follows:

- Clarify the status and priority of the Principal Succession Plan, specifically as it pertains to associate principals and the training and support that the individuals will receive or have available.

- Provide training or professional learning opportunities for mentoring principals. Principals need to understand the role of the associate principal, as

well as be trained in how to collaborate with the associate principal to support

the participation in the required activities/experiences and other aspects of the

Associate Principal Training Program.

- Provide consistent, meaningful Quarterly Associate Principal Meetings

  o Provide more opportunities to meet

  o Redesign to provide:

    ▪ Increased cohort experience

    ▪ Increased opportunities for shared experiences and peer dialogue

    ▪ Increased opportunities for reflection among peers

    ▪ Increased training opportunities for specific skills and knowledge

      - Data analysis

      - Master Schedule

      - Budget Process

      - Strategies to Support Student Achievement

      - Strategies to Increase Parental and Community Involvement

- Re-evaluate Standard 7's required activities/experiences

  o There is heavy emphasis on reactive and behavioral management

    pieces

  o Increase activities/experiences focused on developing strategies to

    promote academic achievement and improved student academic

    progress

- Adjust the Elementary Level Associate Principal Contract

- o Due to contractual limitations, associate principals at the elementary level do not have the same opportunities to experience or participate in certain activities as their secondary peers.

- o The contract does not extend through the summer when important alterations to the master schedule occur and other critical planning decisions are made.

- o 12-month contract would be more reflective of the secondary associate principals and of the position of principal itself.

- Designate a formal mentor district leader for each associate principal

  - o Provide increased opportunity for meaningful feedback and mentorship

  - o Increase familiarity of individuals in the leadership pipeline

- Establish a University-District Partnership Training

  - o Research supports the increased effectiveness of university-district partnerships in providing professional learning for aspiring school leaders

Future Research

As previously stated, the purpose of this study was to provide an initial program evaluation of MAPS' Associate Principal Training Program. This research served as a first level investigation into the participants' perceptions of the training on their development of the skills and knowledge to be effective school leaders. Future research of the Associate Principal Training Program should involve a more detailed study of the specific components of the training, as well as the role of the mentoring principals in the process.

Action Communications

The following two action communications were developed as a result of the research to provide the district's Department of School Improvement with the key findings, emergent themes, and recommendations for future implementation of the Associate Principal Training Program. The first item was a report written for the Department of School Improvement. The second item was a presentation designed to inform the Director of School Improvement of the important components and findings of this research.

Action Communication Report for Department of School Improvement: Findings, Emergent Themes, and Recommendations for Future Implementation

Thank you for the opportunity to share with you the findings of my study. I appreciate your willingness to allow me access to the associate principals and principals within the district who participated in this research. As a result of their participation, I was able to gain insight and understanding of their perceptions of the Associate Principal Training Program and its impact on the development of the skills and knowledge of effective school leaders. The purpose of this communication is to provide you with the key findings, emergent themes, and recommendations for future implementation of the program. If you wish to discuss this study in more detail, please contact me.

Purpose of the Research

This study investigated the problem of practice, leadership development, within the district and its approach to supporting the ongoing development of effective school leaders. Specifically, I explored the implementation of the associate principal training

program which was designed to prepare aspiring leaders for the principalship. The development of this program was a result of the district's concerns about the increasing number of principal vacancies and a perceived weak pipeline of aspiring leaders who were not prepared to assume the role of the principal. The associate principals and mentoring principals were invited to participate in a survey. A smaller group of two associate principals, two mentoring principals, and two alumni mentoring principals (those principals that had once been associate principals) were interviewed to gather more in-depth information.

This study, *Developing Effective School Leaders: Perceptions of Participants in a District-led Principal Training Program*, focused on four research questions:

- How do the associate principals in the training program perceive the required experiences as contributing to their overall development as effective school leaders?

- How do the associate principals in the training program perceive the required experiences as contributing to their development as effective school leaders for each leadership standard?

- How do mentoring principals of associate principals participating in the training program perceive the required experiences as contributing to the associate principals' development as effective school leaders?

- What are the differences in the perceptions of the impact of the training program on participants' development based on cohort of associate principals, school level and role (associate principal, mentoring principal, and alumni mentoring principal)?

Key Findings

From the survey and interview data, there are four key findings:

- The response rate for the study was 33.9 percent, 40 responses received from 118 invitations. Despite the low response rate, the survey data, open-ended responses, and interview data allowed triangulation of the results.

- The associate principals who participated in the survey perceived the required experiences as contributing to their overall development as effective school leaders (M = 3.05, SD =.350). The two associate principals interviewed supported the survey data; however, the elementary associate principal perceived the impact far more positively than the secondary associate principal.

- The mentoring principals perceived the required experiences as having contributed to the associate principals' development as effective school leaders (M = 3.00, SD = .403). The mentoring principals and alumni mentoring principals who were interviewed supported this finding.

- Overall, there were very few statistically significant differences among the comparison groups for Research Question 4 (cohort of associate principals, school level and role (associate principal, mentoring principal, and alumni mentoring principal).

Emergent Themes

Five emergent themes became apparent from the data that was supported by the open-ended questions in the survey and the interviews conducted.

- Activities/Experiences: The expectation that associate principals fulfill a list of required activities/experiences was viewed as a helpful guideline for the participants. The opportunities served as a platform for hands-on, real world experience, affording the occasion to expand responsibilities more reflective of the principalship.

- Role of the Mentoring Principal: Although this theme was not overtly reflected in the quantitative data, very clear themes developed from the open-ended questions within the survey, as well as the interviews with the associate principals, mentoring principals, and alumni mentoring principals. There was a collective agreement among all three groups that this component was critical to the experience and success of the associate principal.

- Quarterly Associate Principal Meetings: The data supported the importance of this aspect of the training program and the perceived impact on the development of the associate principals. This perception was shared by both the associate principals and the mentoring principals, especially the alumni mentoring principals.

- Structured training for specific activities/experiences: Although the overall perception of the Associate Principal Training Program was that it positively impacted skill and knowledge development, participants believed that there needed to be further direct training on specific items (data analysis, master schedule development, the budget process, student academic progress, and strategies to increase parental and community involvement).

- Priority of the Program: There is a perception that this program is not a priority for the district.

Recommendations for Future Implementation

The following are recommendations for future implementation of the Associate Principal Training Program.

- Clarify the status and priority of the Principal Succession Plan, specifically as it pertains to the associate principals and the training and support that the individuals will receive or have available.

- Provide training or professional learning opportunities for mentoring principals. Principals need to understand the role of the associate principal and be trained in how to collaborate with the associate principal to support the participation in the required activities/experiences, as well as all other aspects of the associate principal training program.

- Conduct consistent, meaningful Quarterly Associate Principal Meetings
  - Provide more opportunities to meet
  - Redesign to provide:
    - Increased cohort experience
    - Increased opportunities for shared experiences and peer dialogue
    - Increased opportunities for reflection among peers
    - Increased training opportunities for specific skills and knowledge
      - Data analysis
      - Master Schedule
      - Budget Process

- Strategies to Support Student Achievement

- Strategies to Increase Parental and Community Involvement

- Re-evaluate Standard 7's required activities/experiences

  o Less emphasis on reactive and behavioral management pieces

  o More activities/experiences focused on developing strategies to promote academic achievement and improved student academic progress

- Elementary Level Associate Principal Contract Adjustment

  o Due to contractual limitations, associate principals at the elementary level do not have the same opportunities to experience or participate in certain activities as their secondary peers.

  o The contract does not extend through the summer when important alterations to the master schedule occur and other critical planning decisions are made.

  o 12-month contract would be more reflective of the secondary associate principals and of the position of principal itself.

- Designate a formal mentor district leader for each associate principal

  o Provide increased opportunity for meaningful feedback and mentorship

  o Increase familiarity of individuals in the leadership pipeline

- Establish a University-District Partnership Training

  o Research supports the increased effectiveness of university-district partnerships in providing professional learning for aspiring school leaders

Action Communication Presentation for the Director of School Improvement

PERCEPTIONS OF PARTICIPANTS IN THE ASSOCIATE PRINCIPAL TRAINING PROGRAM

Amanda C. Hester

Tuesday, March 29, 2016

PURPOSE OF THE RESEARCH

- To address concerns about the increasing number of principal vacancies within the district and the perceived weak pipeline of aspiring leaders by exploring the implementation of the Associate Principal Training Program which was designed to prepare these leaders to assume the role of principal

- To provide recommendations for future implementation of the training program to the division

CONCEPTUAL FRAMEWORK

- ISLLC (2008) standards
- Empirically supported elements of successful leadership development programs (Darling-Hammond et. al, 2010; Davis, Darling-Hammond, LaPointe, & Meyerson, 2005; Joseph, 2010; Joseph & Roach, 2014).

SUMMARY OF FINDINGS

- There was a response rate of 33.9%, 40 responses received from 118 invitations
- The associate principals who participated in the survey perceived the required experiences as contributing to their overall development as effective school leaders.
- The mentoring principals perceived the required experiences as having contributed to the associate principals' development as effective school leaders
- Overall, there were very few statistically significant differences among the comparison groups of associate principal cohorts, school levels, and among associate principals, mentoring principals, and alumni mentoring principals.

FIVE EMERGENT THEMES

1) Support of the required activities/experiences
2) Role of the Mentoring Principal
3) Emphasis on Quarterly Associate Principal Meetings
4) Need for structured training for specific activities/experiences
5) Lack of priority of the program

RECOMMENDATIONS FOR FUTURE IMPLEMENTATION

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Clarify Status and Priority of the Principal Succession Plan

➡ What is the role of the associate principal?

➡ What training and support will associate principals receive?

PROVIDE MENTORING PRINCIPAL TRAINING OR PROFESSIONAL DEVELOPMENT

➡ Principals need to understand the role of the Associate Principals and how to support these individuals.

CONSISTENT, MEANINGFUL QUARTERLY ASP MEETINGS

- Provide more opportunities to meet
- Redesign to provide:
  - Increase cohort experience
  - Increase opportunities for shared experiences and peer dialogue
  - Increase opportunities for peer reflection
- Increase training for specific skills and knowledge

RE-EVALUATION OF STANDARD 7'S REQUIRED ACTIVITIES/EXPERIENCES

- Increase activities/experiences focused on developing strategies to promote academic achievement and improved student academic progress

ELEMENTARY LEVEL ASSOCIATE PRINCIPAL CONTRACT ADJUSTMENT

- Adjust contract to 12 months which is the same as a secondary associate principal's and principal's contract

DESIGNATE A FORMAL MENTOR DISTRICT LEADER

- Each associate principal should have a district leader established as their mentor to increase valuable feedback and familiarity of the leadership pipeline

ESTABLISH A UNIVERSITY–DISTRICT PARTNERSHIP TRAINING

- Research supports the increased effectiveness of university-district partnerships in providing professional learning for aspiring school leaders

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APPENDIX A

REQUIRED EXPERIENCES OF ASSOCIATE PRINCIPALS

Standard	Experiences
Performance Standard 1 - Instructional Leadership The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.	Use data analysis to assess effectiveness, identify goals, and collaboratively create and implement the Continuous School Improvement Plan. Choose an area of weakness in school performance data and develop and implement an instructional plan of action to improve student learning. Use data to examine student achievement needs, assign interventionists, monitor/track student performance (elementary). Work with CARS to develop the school's remediation plan (secondary). If applicable, work with the school's Response to Intervention team.

Standard	Experiences
Performance Standard 2 - School Climate The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders	Lead a faculty meeting and an instructional staff development session (this could be on the new teacher evaluation process). Plan and facilitate a Leadership Team Meeting (this may be on the new teacher evaluation process). Lead an effort to cultivate collaboration across general education and special education lines.

APPENDIX A (continued)

Standard	Experiences
Performance Standard 3 - Human Resources Management The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating and retaining quality instructional and support personnel.	Conduct a difficult conversation with a staff member. Provide assistance/support to at least 2 teachers to enter a quality submission to the MAPS technology lesson process. Follow the Professional Growth and Evaluation Process according to the guidelines. Videotape at least 2 conferences on the upper end of the trajectory, and provide a post-observation conference report for one or more conferences in which you utilized a more directive approach to supervision. Participate in documenting the performance of a teacher that is not meeting PQRS. This could be through a Structured Growth Plan or a non-renewal case.

Standard	Experiences
Performance Standard 4 - Organizational Management The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	Use data to develop the school's master schedule. Collaborate with the building principal in the budgeting process Work with the school's maintenance and custodial staff on issues of facilities management Create and send School Messenger information and author a letter to go home to parents.

Standard	Experiences
Performance Standard 5 - Communication and Community Relations The principal fosters the success of all students by communicating and collaborating effectively with stakeholders	Organize and lead a small group event for parents (such as a coffee). Design a way to increase parental involvement. Track its success. Involve other staff members to develop distributed leadership. Lead a PTA meeting. Attend a state athletic meeting (HS only)/MSAC (MS only) Facilitate a parent Booster's meeting (HS only).

APPENDIX A (**continued**)

Standard	**Experiences**
Performance Standard 6 – Professionalism The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	Attend a Principals' Meeting with your principal OR as your principal's designee (based on the ability to provide adequate coverage at your school and/or principal's input). Attend an event where it is possible to observe and/or become a participant in the larger educational context. Establish/cultivate a business partnership. Track its success.

Standard	**Experiences**
Performance Standard 7 - Student Academic Progress The principal focuses on acceptable, measureable student academic progress based on established standards.	Submit a packet to the disciplinary review hearing officer. If this is not possible, lead efforts to support a student with significant behavioral issues. Conduct at least one parent appeal meeting, acting as the principal's designee (MS and HS only). Work with the school's Coalition for Equitable and Inclusive Schools. Serve as the administrator in the collaborative creation of a Functional Behavioral Assessment and a Behavior Intervention Plan. Serve as the administrator in a Manifestation Meeting for a student. Organize and regularly work with a student group around issues of the Coalition. Monitor the school's anti-bullying efforts.

APPENDIX B

ASSOCIATE PRINCIPAL PERCEPTION SURVEY

Associate Principal Perception Survey

Thank you for participating in the associate principal perception survey. The associate principal position was established as an official training role for aspiring leaders to become principals. The training program for associate principals serves as ongoing professional development for administrators to develop and improve skills and knowledge to become effective school leaders. Given the important role principals play in student achievement and overall school success, it is critical to provide aspiring leaders with the training to prepare for the principalship. Your feedback will provide valuable insight into the perceptions of the participants in this in-service training. Again, thank you for your participation.

Please indicate the extent to which you agree or disagree that the associate principal training has prepared you for each skill/element of Standard 1: The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
1. Use data analysis to assess effectiveness, identify goals, and collaboratively create and implement the Continuous School Improvement Plan (activity 1.1)	O	O	O	O	O
2. Choose an area of weakness in school performance data and develop and implement an instructional plan of action to improve student learning (activity 1.2)	O	O	O	O	O
3. Use data to examine student achievement needs, assign interventionists, monitor/track student performance (elementary). (activity 1.3)	O	O	O	O	O
4. Work with CARS to develop the school's remediation plan (secondary). (activity 1.3)	O	O	O	O	O

Please indicate the extent to which you agree or disagree that the associate principal training has prepared you for each skill/element of Standard 2: The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
5. Lead a faculty meeting and an instructional staff development session (activity 2.1).	O	O	O	O	O
6. Plan and facilitate a Leadership Team Meeting (activity 2.2).	O	O	O	O	O
7. Lead an effort to cultivate collaboration across general education and special education lines (activity 2.3).	O	O	O	O	O

Please indicate the extent to which you agree or disagree that the associate principal training has prepared you for each skill/element of Standard 3: The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
8. Conduct a difficult conversation with a staff member (activity 3.1).	○	○	○	○	○
9. Provide assistance/support to at least 2 teachers to enter a quality submission to the Henrico 21 process (activity 3.2).	○	○	○	○	○
10. Follow the PGEP process according to the guidelines. Videotape at least 2 conferences on the and provide a post-observation conference report for one or more conferences where you took a more directive approach. (activity 3.3)	○	○	○	○	○
11. Participate in documenting the performance of a teacher who is not meeting PQRS. This could be through a Structured Growth Plan or a non-renewal case (activity 3.4).	○	○	○	○	○

Please indicate the extent to which you agree or disagree that the associate principal training has prepared you for each skill/element of Standard 4: The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
12. Use data to develop the school's master schedule (activity 4.1).	○	○	○	○	○
13. Collaborate with the building principal in the budgeting process (activity 4.2).	○	○	○	○	○
14. Work with the school's maintenance and custodial staff on issues of facilities management (activity 4.3).	○	○	○	○	○
15. Create and send a SchoolMessenger message and author a letter to go home to parents (activity 4.4).	○	○	○	○	○

Please indicate the extent to which you agree or disagree that the associate principal training has prepared you for each skill/element of Standard 5: The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
16. Organize and lead a small group event for parents (such as a principal's coffee) (activity 5.1).	○	○	○	○	○
17. Design a way to increase parental involvement. Track its success. Involve other staff members to develop distributed leadership (activity 5.2).	○	○	○	○	○
18. Lead a PTA meeting (activity 5.3).	○	○	○	○	○
19. Attend a VHSL (HS only)/ MSAC (MS only) meeting (activity 5.4).	○	○	○	○	○
20. Facilitate a parent Booster's meeting (HS only) (activity 5.5).	○	○	○	○	○

Please indicate the extent to which you agree or disagree that the associate principal training has prepared you for each skill/element of Standard 6: The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
21. Attend a Principals' Meeting with your principal OR as your principal's designee (activity 6.1).	O	O	O	O	O
22. Attend an event where it is possible to observe and/or become a participant in the larger educational context (activity 6.2).	O	O	O	O	O
23. Establish/cultivate a business partnership. Track its success (activity 6.3).	O	O	O	O	O

Please indicate the extent to which you agree or disagree that the associate principal training has prepared you for each skill/element of Standard 7: The principal's leadership focuses on acceptable, measurable student academic progress based on established standards.

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
24. Submit a packet to the disciplinary review hearing officer. If this is not possible, lead efforts to support a student with significant behavioral issues (activity 7.1)	O	O	O	O	O
25. Conduct at least one parent appeal meeting, acting as the principal's designee (MS and HS only) (activity 7.2).	O	O	O	O	O
26. Work with the school's Coalition for Equitable and Inclusive Schools (activity 7.3).	O	O	O	O	O
27. Serve as the administrator in the collaborative creation of a Functional Behavioral Assessment and a Behavioral Intervention Plan (activity 7.4).	O	O	O	O	O
28. Organize and regularly work with a student group around issues of the Coalition (activity 7.5).	O	O	O	O	O
29. Serve as the administrator in a Manifestation Meeting for a student (activity 7.6).	O	O	O	O	O
30. Monitor the school's anti-bullying efforts (activity 7.7).	O	O	O	O	O

Please indicate the extent to which you agree or disagree that the associate principal training program impacted your skills/knowledge for the following items:

	Strongly Agree	Agree	Disgree	Strongly Disagree	N/A
31. The activities incorporated in the Associate Principal Training program have positively impacted my capacity to be an effective school leader.	○	○	○	○	○
32. Prior to my participation in the Associate Principal training program, I feel that I was adequately prepared to be an effective leader.	○	○	○	○	○
33. Because of my participation in the Associate Principal training program, I feel that I am adequately prepared to be an effective school leader.	○	○	○	○	○
34. I perceive the quarterly, collaborative in-service meeting with other Associate Principals and members of the Division Leadership Team and Human Resources as useful in building my skills and knowledge in order to be an effective school leader	○	○	○	○	○
35. The assigned text, Bloom & Krovetz (2009) "Powerful Partnerships," was useful in building my capacity to be an effective school leader.	○	○	○	○	○
36. The monthly reflective discussions held with my principal positively impacted the development of my capacity to be an effective school leader.	○	○	○	○	○

37. What were the most useful activities/experiences during the associate principal training program?

[   ]

38. What additional activities/experiences could contribute to the effectiveness of the Associate Principal training program?

[   ]

39. How many years have you served as associate principal?

○ 1 year

○ 2 years

○ 3 years

○ 4 years

○ 5 years

40. Are you an associate principal at the elementary or secondary level?

○ Elementary

○ Secondary

APPENDIX C

MENTORING PRINCIPAL PERCEPTION SURVEY

Mentoring Principal Perception Survey

Thank you for participating in the associate principal perception survey. The associate principal position was established as an official training role for aspiring leaders to become principals. The training program for associate principals serves as ongoing professional development for administrators to develop and improve skills and knowledge to become effective school leaders. Given the important role principals play in student achievement and overall school success, it is critical to provide aspiring leaders with the training to prepare for the principalship. Your feedback will provide valuable insight into the perceptions of the participants in this in-service training. Again, thank you for your participation.

Please indicate the extent to which you agree or disagree that the associate principal training has prepared your associate principal for each skill/element of Standard 1: The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
1. Use data analysis to assess effectiveness, identify goals, and collaboratively create and implement the Continuous School Improvement Plan (activity 1.1)	○	○	○	○	○
2. Choose an area of weakness in school performance data and develop and implement an instructional plan of action to improve student learning (activity 1.2)	○	○	○	○	○
3. Use data to examine student achievement needs, assign interventionists, monitor/track student performance (elementary). (activity 1.3)	○	○	○	○	○
4. Work with CARS to develop the school's remediation plan (secondary). (activity 1.3)	○	○	○	○	○

Please indicate the extent to which you agree or disagree that the associate principal training has prepared your associate principal for each skill/element of Standard 2: The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
5. Lead a faculty meeting and an instructional staff development session (activity 2.1).	○	○	○	○	○
6. Plan and facilitate a Leadership Team Meeting (activity 2.2).	○	○	○	○	○
7. Lead an effort to cultivate collaboration across general education and special education lines (activity 2.3).	○	○	○	○	○

Please indicate the extent to which you agree or disagree that the associate principal training has prepared your associate principal for each skill/element of Standard 3: The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
8. Conduct a difficult conversation with a staff member (activity 3.1).	○	○	○	○	○
9. Provide assistance/support to at least 2 teachers to enter a quality submission to the Henrico 21 process (activity 3.2).	○	○	○	○	○
10. Follow the PGEP process according to the guidelines. Videotape at least 2 conferences on the and provide a post-observation conference report for one or more conferences where you took a more directive approach. (activity 3.3)	○	○	○	○	○
11. Participate in documenting the performance of a teacher who is not meeting PQRS. This could be through a Structured Growth Plan or a non-renewal case (activity 3.4).	○	○	○	○	○

Please indicate the extent to which you agree or disagree that the associate principal training has prepared your associate principal for each skill/element of Standard 4: The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
12. Use data to develop the school's master schedule (activity 4.1).	○	○	○	○	○
13. Collaborate with the building principal in the budgeting process (activity 4.2).	○	○	○	○	○
14. Work with the school's maintenance and custodial staff on issues of facilities management (activity 4.3).	○	○	○	○	○
15. Create and send a SchoolMessenger message and author a letter to go home to parents (activity 4.4).	○	○	○	○	○

Please indicate the extent to which you agree or disagree that the associate principal training has prepared your associate principal for each skill/element of Standard 5: The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
16. Organize and lead a small group event for parents (such as a principal's coffee) (activity 5.1).	○	○	○	○	○
17. Design a way to increase parental involvement. Track its success. Involve other staff members to develop distributed leadership (activity 5.2).	○	○	○	○	○
18. Lead a PTA meeting (activity 5.3).	○	○	○	○	○
19. Attend a VHSL (HS only)/ MSAC (MS only) meeting (activity 5.4).	○	○	○	○	○
20. Facilitate a parent Booster's meeting (HS only) (activity 5.5).	○	○	○	○	○

Please indicate the extent to which you agree or disagree that the associate principal training has prepared your associate principal for each skill/element of Standard 6: The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
21. Attend a Principals' Meeting with your principal OR as your principal's designee (activity 6.1).	○	○	○	○	○
22. Attend an event where it is possible to observe and/or become a participant in the larger educational context (activity 6.2).	○	○	○	○	○
23. Establish/cultivate a business partnership. Track its success (activity 6.3).	○	○	○	○	○

Please indicate the extent to which you agree or disagree that the associate principal training has prepared your associate principal for each skill/element of Standard 7: The principal's leadership focuses on acceptable, measurable student academic progress based on established standards.

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
24. Submit a packet to the disciplinary review hearing officer. If this is not possible, lead efforts to support a student with significant behavioral issues (activity 7.1)	○	○	○	○	○
25. Conduct at least one parent appeal meeting, acting as the principal's designee (MS and HS only) (activity 7.2).	○	○	○	○	○
26. Work with the school's Coalition for Equitable and Inclusive Schools (activity 7.3).	○	○	○	○	○
27. Serve as the administrator in the collaborative creation of a Functional Behavioral Assessment and a Behavioral Intervention Plan (activity 7.4).	○	○	○	○	○
28. Organize and regularly work with a student group around issues of the Coalition (activity 7.5).	○	○	○	○	○
29. Serve as the administrator in a Manifestation Meeting for a student (activity 7.6).	○	○	○	○	○
30. Monitor the school's anti-bullying efforts (activity 7.7).	○	○	○	○	○

Please indicate the extent to which you agree or disagree that the associate principal training program impacted your associate principal's skill/knowledge for the following items:

	Strongly Agree	Agree	Disgree	Strongly Disagree	N/A
31. The activities incorporated in the Associate Principal Training program have positively impacted my Associate Principal's capacity to be an effective school leader.	○	○	○	○	○
32. Prior to my participation in the Associate Principal training program, I feel that my Associate Principal was adequately prepared to be an effective leader.	○	○	○	○	○
33. Because of my Associate Principal's participation in the Associate Principal training program, I feel that I am adequately prepared to be an effective school leader.	○	○	○	○	○
34. I perceive the quarterly, collaborative in-service meeting with other Associate Principals and members of the Division Leadership Team and Human Resources as useful in building skills and knowledge in order to be an effective school leader.	○	○	○	○	○
35. The assigned text, Bloom & Krovetz (2009) "Powerful Partnerships," was useful in building my Associate Principal's capacity to be an effective school leader.	○	○	○	○	○
36. The monthly reflective discussions held with my Associate Principal positively impacted the development of his/her capacity to be an effective school leader.	○	○	○	○	○

37. What were the most useful activities/experiences during the associate principal training program?

[   ]

38. What additional activities/experiences could contribute to the effectiveness of the Associate Principal training program?

[   ]

39. How many years has your mentee associate principal served as associate principal?

○ 1 year

○ 2 years

○ 3 years

○ 4 years

○ 5 years

40. Are you a principal at the elementary or secondary level?

○ Elementary

○ Secondary

41. Did you serve as an associate principal prior to becoming a principal?

○ Yes

○ No

APPENDIX D

INTERVIEW PROTOCOL FOR THE ASSOCIATE PRINCIPAL

Thank you for taking the time to meet with me today.

- Tell me about your background—where are you currently working and how long you have been an associate principal.

I'm eager to hear about your experiences with the associate principal training program. I'm going to ask you a few questions about your impressions of the program. There aren't any right or wrong answers to these questions. I want to hear about your perceptions, good and bad.

I'm going to walk you through each of the leadership standards, and ask you to tell me about whether and how the associate principal training program has prepared you to effectively develop in each of these areas. If you don't feel like you have been adequately prepared in any of the areas, I'd love to hear about that too.

If you look at the sheet provided, you can see the specific activities listed for each activity. Please feel free to refer to them to guide your responses.

[For each leadership Standard, go through the following four questions]:
- How have your experiences in the associate principal training program prepared you for Standard **[fill in the standard]**?

- For which of the activities did you feel best prepared or which allowed for you to develop? Why?

- Are there any activities listed for which you did not feel effectively prepared or did not develop your skills and knowledge?

- Are there any additional experiences that you feel would have more effectively prepared you to meet Standard **[fill in standard]?**

Thank you for answering the questions for each of the leadership standards. Now, I would like to hear your opinions about the associate principal training program, overall. Again, I'm interested in your perceptions, good and bad.

- Do you feel the training and experiences of this program have positively impacted your skills and knowledge to be an effective leader? Why or why not?

APPENDIX E

INTERVIEW PROTOCOL FOR THE MENTORING PRINCIPAL

Thank you for taking the time to meet with me today.

- Tell me about your background—where are you currently working and how long you have been a principal.

I'm eager to hear about your experiences with the associate principal training program. I'm going to ask you a few questions about your impressions of the program. There aren't any right or wrong answers to these questions. I want to hear about your perceptions, good and bad.

- Did you participate in the associate principal training program prior to becoming a principal?
- Do you feel the training prepared you to be a principal? Why or why not?

I'm going to walk you through each of the leadership standards, and ask you to tell me about whether and how the associate principal training program has prepared your associate principal to effectively develop in each of these areas. If you don't feel like they have been adequately prepared in any of the areas, I'd love to hear about that too.

If you look at the sheet provided, you can see the specific activities listed for each activity. Please feel free to refer to them to guide your responses.

[For each leadership Standard, go through the following four questions]:
- How have the experiences in the associate principal training program prepared your associate principal for Standard **[fill in the standard]**?

- For which of the activities did you feel best prepared or which allowed for your associate principal to develop? Why?

- Are there any activities listed for which you did not feel effectively prepared or did not develop the associate principal's skills and knowledge? Which ones?

- Are there any additional experiences that you feel would have more effectively prepared your associate principal to meet Standard **[fill in standard]?**

APPENDIX E (continued)

Thank you for answering the questions for each of the leadership standards. Now, I would like to hear your opinions about the associate principal training program, overall. Again, I'm interested in your perceptions, good and bad.

- Do you feel the training and experiences of this program have positively impacted your associate principal's skills and knowledge to be an effective leader? Why or why not?

APPENDIX F

EMAIL SENT TO PARTICIPANTS FOR MEMBER CHECKING INTERVIEWS

Dear _____,

I want to thank you for your time and participation in the interview. The recorded interview was transcribed and I would like to provide you with an opportunity to read over that transcript for accuracy and clarity. In reviewing the transcript, you are invited to provide clarification for any section of the transcript that you feel does not accurately represent what you meant to convey. You may also provide elaboration for any sections that you feel are incomplete. The purpose of this process is to ensure that the transcript provides the most accurate source of data possible. You can make changes directly on the document and e-mail it back to me. Please note that I have changed the name of the school district and did not include names in the study in order to protect your identity.

I am hopeful that this study will provide greater understanding of the perceptions of the associate principal training program. Thank you again for your participation. Please feel free to contact me with any questions.

Sincerely,

Amanda C. Hester

If you have questions about your rights as a research participant, please contact:
Tonya R. Moon, Ph.D.,
Chair, Institutional Review Board for the Social and Behavioral Sciences
One Morton Dr Suite 500
University of Virginia, P.O. Box 800392
Charlottesville, VA 22908-0392
Telephone: (434) 924-5999
Email: irbsbshelp@virginia.edu
Website: www.virginia.edu/vpr/irb

APPENDIX G

MENTORING PRINCIPAL SURVEY DATA BY STANDARD

Table 28

Distribution and Response Means and Standard Deviations of Standard 1

Items	Strongly Agree	Agree	Disagree	Strongly Disagree	M	SD
Use data analysis to assess effectiveness, identify goals, and collaboratively create and implement the Continuous School Improvement Plan	55.6% (10)	44.4% (8)	-	-	3.56	.511
Choose an area of weakness in school performance data and develop and implement an instructional plan of action to improve student learning	38.9% (7)	61.1% (11)	-	-	3.39	.502
Use data to examine student achievement needs, assign interventionists, and monitor/track student performance (elementary).	55.6% (10)	38.9% (7)	5.6% (1)	-	3.50	.618
Work with CARS to develop the school's remediation plan (secondary). *	28.6% (2)	28.6% (2)	42.9% (3)	-	2.86	.900
Overall Standard 1					3.44	.490

*Note: N = 18, * n = 7*

Table 29

Distribution and Response Means and Standard Deviations of Standard 2

Items	Strongly Agree	Agree	Disagree	Strongly Disagree	M	SD
Lead a faculty meeting and an instructional staff development session.	50.0% (9)	44.4% (8)	5.6% (1)	-	3.44	.616
Plan and facilitate a Leadership Team Meeting.	44.4% (8)	50.0% (9)	5.6% (1)	-	3.39	.608
Lead an effort to cultivate collaboration across general education and special education lines.	38.5% (5)	46.2% (10)	15.4% (3)	-	3.11	.676
Overall Standard 2					3.31	.554

Note: N = 18

APPENDIX G (continued)

Table 30

Distribution and Response Means and Standard Deviations of Standard 3

Items	Strongly Agree	Agree	Disagree	Strongly Disagree	M	SD
Conduct a difficult conversation with a staff member.	59.1% (10)	36.4% (7)	4.5% (1)	-	3.50	.618
Provide assistance/support to at least 2 teachers to enter a quality submission to the MAPS technology lesson process.	10.5% (1)	36.8% (10)	47.4% (5)	5.3% (2)	2.56	.784
Follow the PGEP process according to the guidelines. Videotape at least 2 conferences and provide a post-observation conference report for one or more conferences where you took a more directive approach.	33.3% (6)	33.3% (6)	33.3% (6)	-	3.00	.840
Participate in documenting the performance of a teacher that is not meeting PQRS. This could be through a Structured Growth Plan or a non-renewal case.*	23.5% (4)	58.8% (10)	11.8% (2)	5.9% (1)	3.00	0.791
Overall Standard 3					3.03	.555

*Note: N = 18, * n = 17.*

APPENDIX G (continued)

Table 31

Distribution and Response Means and Standard Deviations of Standard 4

Items	Strongly Agree	Agree	Disagree	Strongly Disagree	M	SD
Use data to develop the school's master schedule.	50.0% (9)	33.3% (6)	11.1% (2)	5.6% (1)	3.28	.895
Collaborate with the building principal in the budgeting process.	27.8% (5)	50.0% (9)	22.2% (4)	-	3.06	.725
Work with the school's maintenance and custodial staff on issues of facilities management.	33.3% (6)	50.0% (9)	16.7% (3)	-	3.17	.707
Create and send a School Messenger message and author a letter to go home to parents.	55.6% (10)	44.4% (8)	-	-	3.56	.511
Overall Standard 4					3.26	.511

Note: N = 18

APPENDIX G (continued)

Table 32

Distribution and Response Means and Standard Deviations of Standard 5

Items	Strongly Agree	Agree	Disagree	Strongly Disagree	M	SD
Organize and lead a small group event for parents (such as a principal's coffee).*	38.1% (8)	42.9% (8)	14.3% (1)	-	3.41	0.618
Design a way to increase parental involvement. Track its success. Involve other staff members to develop distributed leadership.*	29.4% (5)	35.3% (6)	35.3% (6)	-	2.94	0.827
Lead a PTA meeting.*	29.4% (5)	47.1% (8)	23.5% (4)	-	3.06	0.748
Attend a MAHSL (HS only)/ MSAC (MS only) meeting.**	100% (4)	-	-	-	3.00	0.001
Facilitate a parent Booster's meeting (HS only).***	-	50.0% (1)	50.0% (1)	-	2.50	0.707
Overall Standard 5					3.11	.588

*Note: N = 18, * n = 17, ** n = 4, *** n = 2*

APPENDIX G (continued)

Table 33

Distribution and Response Means and Standard Deviations of Standard 6

Items	Strongly Agree	Agree	Disagree	Strongly Disagree	M	SD
Attend a Principals' Meeting with your principal OR as your principal's designee.*	47.1% (8)	35.3% (6)	17.6% (3)	-	3.29	0.772
Attend an event where it is possible to observe and/or become a participant in the larger educational context.	27.8% (5)	66.7% (12)	-	5.6% (1)	3.17	.707
Establish/cultivate a business partnership. Track its success.**	26.7% (4)	46.7% (7)	26.7% (4)	-	3.00	0.756
Overall Standard 6					3.15	.536

*Note: N = 18, * n = 17, ** n = 15*

APPENDIX G (continued)

Table 34

Distribution and Response Means and Standard Deviations of Standard 7

Items	Strongly Agree	Agree	Disagree	Strongly Disagree	M	SD
Submit a packet to the disciplinary review hearing officer. If this is not possible, lead efforts to support a student with significant behavioral issues.*	27.3% (3)	54.5% (6)	18.2% (2)	-	3.09	0.701
Conduct at least one parent appeal meeting, acting as the principal's designee (MS and HS only).**	33.3% (2)	33.3% (2)	33.3% (2)	-	3.00	0.894
Work with the school's Coalition for Equitable and Inclusive Schools.***	35.3% (6)	47.1% (8)	17.6% (3)	-	3.18	0.728
Serve as the administrator in the collaborative creation of a Functional Behavioral Assessment and a Behavioral Intervention Plan.****	26.7% (4)	60.0% (9)	13.3% (2)	-	3.13	0.640
Organize and regularly work with a student group around issues of the Coalition.*****	18.8% (3)	56.3% (9)	25.0% (4)	-	2.94	0.680
Serve as the administrator in a Manifestation Meeting for a student.******	30.0% (3)	30.0% (3)	40.0% (4)	-	2.90	0.876
Monitor the school's anti-bullying efforts.*****	31.3% (5)	68.8% (11)	-	-	3.31	0.479
Overall Standard 7					3.11	.476

*Note: N = 18, * n = 11, ** n = 6, *** n = 17, **** n = 15, ***** n = 16, ****** n = 10.*