

THE READINESS OF MIDDLE SCHOOL ASSISTANT PRINCIPALS TO BECOME  
PRINCIPALS

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ABSTRACT

The purpose of this study was to gain an understanding of the experiences, educational and job related, that middle school assistant principals have received to prepare, and to become principals. In order to explore and describe those experiences provided by the middle school principals a phenomenological research design was used for this study. Those participants who were interviewed work in middle schools within Region V of the Virginia School University Partnership. This research project included two steps in data collection. The first step required the assistant principals to examine the Interstate School Leaders Licensure Consortium Standards (ISLLC), and indicate whether they had experienced those functions under each standard in one or more of three areas: principal preparation, job responsibility, and district professional development. The second parts of the study involved follow up interview questions for each in the participants. The findings of the study discuss that the standards are addressed and also how the assistant principals feel about their preparation and school district professional development.

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## CHAPTER 1

### SETTING THE CONTEXT FOR INQUIRY

First year principals often admit within only a few weeks that the role of the principal is very different from their role and responsibilities as an assistant principal. According to Daresh (2004), people pursue the role of assistant principal because they assume that it is a position of leadership. However, they quickly become frustrated because the role is heavily weighted in tasks that often isolate them from leadership experiences. Teachers understand that they are to cause learning among students, and principals understand that they are to lead their school to high student achievement and are held accountable for progress toward that goal. However, the role of assistant principal is the least defined and often is labeled as one of the most difficult jobs a person can do.

In the decision making of principals, every action he or she makes in the school must support student achievement and all resources both monetary and consumable must be used with justification and efficiency to support the instructional programs (NAESP, 2008). The work of the principal is transformational. With the help of principals and education leaders and through extensive research on trends affecting education, the National Association of Elementary School Principals (NAESP) has updated and written six standards which define leadership for learning communities;

1. Lead schools in a way that places student and adult learning at the center
2. Set high expectations for the academic, social, emotional and physical development of all students.
3. Demand content and instruction that ensure student achievement of agreed-upon standards.
4. Create a culture of continuous learning for adults tied to student learning and other school goals
5. Manage data and knowledge to inform decisions and measure progress of student, adult, and school performance.
6. Actively engage the community to create shared responsibility for student performance and development.

The NAESP provides more information for each standard by researching the learning that must take place behind each standard and the role of leadership in order for the outcome to result in higher student achievement as well as a community of learners. High stakes accountability and

closing the achievement gap have increased the responsibilities of the principal and some of the burden has been delegated to the assistant principals. The workloads of principals are becoming insurmountable and this is affecting and redefining the role of the assistant principal (Dowling, 2007). Focusing attention on the assistant principals' role as an instructional leader who is involved with improving instruction and a transformational leader who motivates the staff, this may take some of the burden from the principal and it becomes more of an administrative shared leadership.

When making both instructional and transformational decisions the construct that appears to be surfacing in principal preparation programs are the Educational Leadership Constituent Council Standards or the ELCC standards. According to Wilmore (2002) these standards will be used both to strengthen leadership preparation programs and to serve as a basis for professional development for existing administrators. These standards are a product of the collaborative work of National Council for the Accreditation of Teachers (NCATE) and the Interstate School Leaders Licensure Consortium (ISLLC). In the effort to develop a common set of standards the assumption is that all principal preparation programs will be more defined and consistent.

The National Council for Accreditation of Teacher Education (NCATE) and the Educational Leadership Constituent Council (ELCC) Program Standards guide planning, implementing, and accrediting of administrator preparation programs (NPBEA, 2008).

In December, 2007 the Council of Chief State School Officers in partnership with the National Policy Board on Educational Administration (NPBEA) had revised the Interstate School Leaders Licensure Consortium (ISLLC) standards which originated in 1996. The Council of Chief State School Officers is a nationwide organization of public officials who head such departments as secondary and elementary education at the state level, the Department of Defense Education Activity, and the District of Columbia. The National Policy Board for Educational Administration membership includes the American Association of Colleges for Teacher Education (AACTE), American Association of School Administrators (AASA), the Association for Supervision and Curriculum Development (ASCD), the Council of Chief State School Officers (CCSSO), National Association of Elementary School Principals (NAESP), National Association of Secondary School Principals (NASSP), the National Council for Accreditation of Teacher Education (NCATE), the National Council of Professors of Educational Administration (NCPEA), the National School Boards Association (NSBA), and the University Council for Educational Administration (UCEA).

Table 1

*ELCC Standards (NPBEA, 2008)*

<i>Standard</i>	<i>Description</i>
Standard 1	Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community.
Standard 2	Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
Standard 3	Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
Standard 4	Candidates who complete the program are educational leaders who have the knowledge and ability to promote success of all students by collaborating with families and other mobilizing community resources.
Standard 5	Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.
Standard 6	Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
Standard 7	The internship provides significant experiences for candidates to synthesize and apply the knowledge and practice and develop the skills identified through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by district personnel for graduate credit.

The purpose of the ISLLC standards were developed to assist educational agencies with standards to create vision and goals for improving leaders who can in turn bring out the best in all students. These standards represent themes that leaders must address in order to promote

success in students. The six basic standards of the 2008 version match the six basic standards of the 1996 version with the exception that each now begin with the phrase, *an educational leader promotes* instead of the phrase *a school administrator is an educational leader who promotes* (Lindahl, R., & Beach R., 2009). The 2008 version is more streamlined with no sub-divisions and stated as performance based. Also in the updated version the NPBEA consulted with a panel of scholars and experts in educational administration to identify the research knowledge base which had not previously existed (CCSSO, 2008).

Table 2

*ISLLC Standards (CCSSO, 2008)*

<i>Standard</i>	<i>Description</i>
Standard 1	An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
Standard 2	An educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and an instructional program conducive to student learning and professional growth.
Standard 3	An educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment.
Standard 4	An educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
Standard 5	An educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
Standard 6	An educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.

Along with the standards is a database of resources for research and other supporting documents that will support programs for leadership. In a press release dated June 3, 2008 the

Wallace Foundation summarized the importance of the new revised standards. The co-chair of the ISLLC committee, Joseph Murphy stated “The question is no longer whether principals and other education leaders matter, but how can we best help develop and support them throughout their career” (Wallace Foundation, 2008).

### Significance of the Study

This study contributes to the practice and literature surrounding the role and responsibilities of middle school assistant principals and experiences they are given to increase their readiness for the principalship. The research focuses on how responsibilities are assigned to middle school assistant principals and also on the preparation of the assistant to become a principal. The questions that were answered in the research were:

1. Which ISLLC standards are addressed in the district professional development experiences for middle school assistant principals?
2. Which ISLLC standards are addressed in job responsibilities for middle school assistant principals?
3. Which ISLLC standards are addressed in the middle school assistant principal’s educational experiences during principal preparation?

### Definitions of Terms

1. Principal Preparation-those experiences that the participant received within the preparation program either within the context of a course or in the field.
2. Job Responsibility-those experiences that the participant received within the roles and responsibilities of their current or previous position.
3. District Professional Development-those experiences that the participant was involved in within the school district.
4. Did not receive the opportunity-those experiences that the participant cannot define as having at this point in his/her career.
5. Lecture-those experiences presented in a workshop, conference, or class arena that were predominantly in a lecture format.
6. Internship-those experiences that were a component of the participants’ administrative internship or practicum work.
7. Practice-those experiences that are part of the participants job responsibilities and day to day operations.

8. Lead the Way-those experiences that the participant has led in the role of a chairperson.

### Purpose of the Study

The purpose of this study is to gain an understanding of the experiences, educational and job related, that middle school assistant principals have received to prepare, and to become principals. These experiences should be explored as one considers assistant principals as principals in training.

### Limitations of the Study

There are a few conditions that the researcher cannot control. The limitations of this study include:

1. Data during the interviews is dependent on the participant's honesty.
2. The researcher will audio-tape all of the interviews, and that could play a role in how the questions were answered, as some people are uncomfortable with being audio-taped.
3. The study cannot be generalized to all middle school principals and assistant principals because the experiences and preparation background is varied.

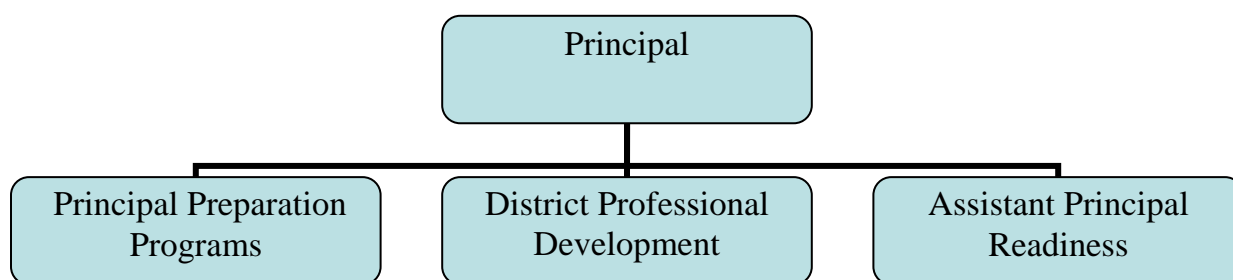
### Delimitations of the Study

There are some conditions that the researcher chose to control. These delimitations include:

1. The researcher selected small school districts in Virginia that had only one middle school with a principal and at least one assistant principal. The reason for this focus is based on the lack of networking among other middle schools within the same school division and also it is based on the researcher's administrative background and connection with working in a division with one middle school.
2. The researcher chose those middle school assistant principals who passed the SLLA test which is based on the ISLLC standards.
3. One out of the seven participants interviewed had not taken the SLLA test due to the fact she is an experienced assistant principals and the SLLA was not required.
4. The participants had to recall their preparation programs within the timeframe of the interview.

## Conceptual Framework

The researcher anticipated findings based on the literature review that continued to evolve as the researcher's theoretical framework expanded. While conducting research it became noticeable that the readiness level of assistant principals to become principals seemed to depend on their educational preparation and those experiences that they were assigned while in the position. Figure 1 depicts the concept that the assistant principal's readiness to become a principal is influenced by the preparation program, and professional development. In the figure there is a connection between preparation and professional development for the assistant principal after the preparation program.



*Figure 1.* Conceptual framework.

### *The School Leaders Licensure Assessment (SLLA)*

The School Leaders Licensure Assessment is a test requirement that is used by several states, including Virginia, to grant a credential to become a K-12 School Administrator, such as a principal. The test is based around the Interstate School Leaders Licensure Consortium (ISLLC) Standards. Below Table 3 summarizes each section of the SLLA Test.



Table 3

*Components of the School Leaders Licensure Assessment (SLLA) (VDOE, 2009)*

Evaluation of Actions I (Small Vignettes)	There are ten vignettes that need to be completed within one hour. This counts for 20% of the overall score. The questions are small scenarios and ask the participant to respond about the next steps, factors needed for the decision or consequences that might occur from the scenario.
Evaluation of Actions II (Big Vignettes)	There are six large vignettes that need to be completed within 1 hour. This counts for 20% of the overall scores. Each vignette gives a problem in the school environment. Respondents analyze the situation and respond to a question.
Synthesis of Information and Problem Solving (Cases)	There are two cases with four questions per case. This section is completed in two hours. The case counts for 30% of the overall score. Each case is a scenario with goals and four to six documents. The participant analyzes the case based on the goals and the documents.
Analysis of Information and Decision Making (Documents)	There are seven documents with two questions per document. This section is completed in two hours. This section counts for 30% of the overall score. The questions relate to comprehending and analyzing the information in the document.

*Virginia Certification for Administrators*

Effective January 29, 2010 the Virginia Board of Education approved the use of the SLLA for individuals who are seeking an administration and supervision endorsement authorizing them to serve as principals and assistant principals. The cut-score for the SLLA is 163.

It is important to note that the Educational Testing Service has introduced a new version of the School Leaders Licensure Assessment. The first administration was given in September 2009. However, Virginia requested a final administration of the former version of the test because a new passing score has not yet been decided. The Virginia Board of Education set a new version of the SLLA in 2010. Those Virginia candidates who took the new version during the September 2009 did not know if they passed the assessment until the new passing score was determined (VDOE, 2010)

## CHAPTER II

### REVIEW OF LITERATURE

The purpose of this study is to gain an understanding of the experiences, educational and job related, that middle school assistant principals have received to prepare, and to become principals. These experiences should be explored as one considers assistant principals as principals in training.

The literature review examines the historical evolution of the assistant principal position, elaborate on the roles and responsibilities of the middle school assistant principal, and the professional development experiences available for middle school assistant principals within a school district. Since there is a lack of literature on the middle school assistant principal, studies that relate to secondary and/or to the high school assistant principal are reviewed where appropriate.

The literature review begins with a historical evolution of the assistant principal position. The second theme elaborates on the roles and responsibilities of the assistant principal and the middle school assistant principal since the inception of the position. The third theme reviews literature on the principal preparation programs and implications for change in the curriculum of those programs. The discussion based on the literature review will focus on possible disconnects and their implications for determining the readiness levels of assistant principals to take on the role of a principal.

The research is important to education and leadership. The need for this study is of interest primarily to assist in the advancement of assistant principals, and to inform their professional development. Secondly the research offers important components of leadership that should be part of a professional growth plan for assistant principals in order to prepare them to be a principal.

#### Exploring the Current Status and the Historical Background

Historically, assistant principals originated at the secondary level at the turn of the century. The beginning of the twentieth century brought intensified growth in public schools. In fact, between 1895 and 1920, public school enrollment increased by more than 50% from 14 to 21.5 million students (Glanz, 1994). As a result of this growth the responsibilities of both the superintendent and the principal changed. The superintendent initially was responsible for daily school contact but now those duties shifted to the principal. The principals' responsibilities included filling in for teachers by covering classes and modeling lessons. They assisted new

teachers with instructional delivery and classroom management. The principal was also charged with following directives from the superintendent that included completing attendance reports, evaluation forms, and organizing school programs. Their major focus at that time was to manage the growth of larger enrollments into the consolidated schools.

A second change took place in the 1940s and 1950s when some assistant principals at the secondary level were assigned supervisory roles in assisting the principal with teacher evaluations in general subjects, such as science and mathematics (Glanz, 1994). In addition the assistant principal also aided the principal with logistical operations of the building. These added instructional positions to the role gave the assistant principals the opportunity to perform classroom observations in an effort to improve the instructional quality of the teacher. A noticeable shift occurred in the research focusing on the assistant principalship in the 1980s and 1990s that mirrored a documented shift in assistant principal duties. The evolution and expansion of assistant principal duties with the new accountability standards that appeared represented a transition from a heavy focus on managerial duties of the administrator to a focus and familiarity with data and its use in the academic planning, school improvement efforts, curriculum and instruction, school improvement, and testing (Hausman et al., 2002). This shift at the turn of the 21<sup>st</sup> century also presented possibilities for the relationship between the assistant principal and the principal to evolve to a higher level, allowing them to work in a more complex and systematic organization within the school organization.

By the middle of the twentieth century, the title of assistant principal was relatively new in reference to educational administration. The complexity of the job increased on a continual basis. The role remained uncertain, poorly defined, lacking clear focus and without sufficient philosophical base (Marshall & Hooley, 2006). While current research suggests a need for the assistant principal's role to focus on instruction, little has changed in duties (Glanz, 1994). Gaston indicates the assistant principal's responsibilities were continually added in a fragmented and disjointed manner as a result of how the responsibilities were assigned by the building principal (Gaston, 2005).

The assistant principal holds a critical role in the schools as this position is often the entry level for administrative careers. Secondly, assistant principals maintain the norms of school culture and thirdly they frequently play the role of a mediator. In spite of their history and need, little attention has been focused on the meaning and purpose of their role and the training needed for further advancement (Marshall & Hooley, 2006).

Most states require public school administrators to enroll in a training or preparation program which leads to a degree or endorsement in school administration. During recent years studies have been conducted on the effectiveness of those programs. Some studies have shown that the preparation programs have not kept pace with the changes, leaving graduates of principal preparation programs ill equipped for the era of accountability (Hess & Kelly, 2005).

### Roles and Responsibilities of Middle School Assistant Principals

The traditional role of the middle school principal has remained unchanged in the 30 years of the middle school movement. Only recently has there been a more critical focus on the assistant principal as it relates to successful middle schools (Porter, 1996). Porter interviewed middle level assistants in Maine and they stated their roles include: attendance, transportation, after school activities, food services, intramural sports, evaluations, scheduling and report cards.

The assistant principals interviewed stated that they see themselves as *daily operations chief* (Porter, 1996). This research article went on to interview three assistants in depth about their role and its impact in their individual school. There were some common perceptions from each interview that Porter discusses. The first common perception is that the principal is responsible for curriculum and staff development. The assistant principals felt they had too many other responsibilities and there would be little time to devote to such an important component of the middle school. The second common perception was their view on discipline and its impact on students. Although all three assistants approached discipline in different ways, they each felt that there was more emphasis on order and little attention was paid to the positive impact of behavior intervention (Porter, 1996). The third common perception from the study was the importance in identifying their leadership style and how that style impacts their decisions within the middle school.

### Middle School Leadership

Drawing from the data collected in the most recent National Study of Leadership in Middle Level Schools by NASSP, Valentine, Clark, Hackmann, and Petzko (2002) reported on the personal characteristics, academic preparation for the principalship, the nature of their jobs, and their recommendations for the development of future middle level principals. The researchers also reported on implications for current middle level principals and recommendations for further professional development and training of the next generation.

The study defined the middle level school as those serving any combination of grades 5-9. Principals of all 14,107 middle level schools in the United States were invited to participate in

an online survey in 2000. More than 1,400 responded, representing a broad range of geographic locations, school sizes, grade configurations and community types.

The middle level principal of the 21<sup>st</sup> century has been characterized as one who must be a transformational leader, the primary change agent in the school, an expert in teaching and learning, and one who can engage in collaborative leadership and decision making (Petzco,2000). Principals were asked about their academic undergraduate, graduate, and any other coursework that focused on middle level education and leadership. Over the past 20 years the breakdown has remained fairly consistent: Social Sciences (21%), elementary education (17%), physical education (14%), and humanities (10%) were the main undergraduate majors among the principals responding to the survey. Also two-thirds of the principals surveyed hold a master's degree in administration and supervision, 7% hold a master's degree in middle level education, and 33% hold a master's degree in elementary, secondary, or other educational fields. The results of the survey show that most of the principals do not have academic preparation that specifically addresses middle level concepts.

The principals were asked if they had taken classes that explicitly focused on the needs of middle level education and 37% percent responded that they had not taken any such courses, followed closely by 34% who had taken one or two courses. As far as licensure most of the principals hold K-12 licensure or a secondary licensure. This may be indicative to licensure changes since the last survey in 1992 indicated there were 16% who held a middle level license.

A majority of the principals surveyed (58%) served as assistant principals for 1 to 6 years; however, 23% never served as an assistant principal. It is not clear of those 58% how many may have been middle level assistant principals. When the principals were asked to identify the position that had the most influence on them during their first year as a principal, 44% indicated that it was another principal and 22% stated it was a central office administrator. A concern raised here from the responses was that 10% were isolated in the position either by choice or they could not identify a person.

Another interesting point to the survey focused on the nature of the principal's work load. The average hours a principal reported was 60 or more. When asked what areas they spent most of their time, it was in school management, personnel, student activities, and student behavior. However they reported that they should spend their time on program development, personnel, planning, and school management. This is another area that has been consistent over the past 20 years.

The researchers reported that another area that has not significantly changed since the last survey was completed in 1992 is the barriers that middle school principals face that prohibit them for performing the job they want to perform. The factors identified by the respondents are as follows:

Table 4

*Barriers that Middle School Principals face and the Percentage of Time Required*

Factors	Percentage of Time Required
Time required by administrative detail at the expense of more important matters	89%
Regulations/mandates from state/district governing boards	82%
Lack of Time for self	82%
Parents apathetic or irresponsible about their children	80%
Inability to obtain funding	80%
Resistance to change	78%
Problem Students- apathetic, hostile., etc	77%
Insufficient space and physical facilities	77%
Inability to provide teacher time for planning and professional development	75%
Variations in the ability and dedication of staff	73%
Time required to administer/supervise co-curricular activities	67%

The data imply that most of these barriers are not only impeding leaders but are becoming increasingly common. The survey raises several serious concerns about the background that principals have in middle level education whether it be in a preparation program or in professional development experiences. The other concern is the continuations of obstacles that prevent principals from focusing on the areas that they state have the biggest impact on student success. The results of this survey suggest a focus on high-quality administrator preparation, on the job training programs and professional development for current and future middle level principals.

One recommendation is in the area of program preparation and the need to review the design and content of coursework and field experiences. Topics most often rated by principals as essential were supervision and administration, instructional leadership, legal issues, technology,

special education issues, program evaluation, and curriculum development. Also integrated within this preparation would be middle level concepts in the area of adolescent development.

Another important recommendation includes the training of the assistant principal. The recommendation is that the assistant principal position is a training ground for future principals. A majority of the respondents to the survey named the assistant principalship a highly valuable experience in their development into the principal. School district personnel who are sincere about shaping the preparation of leaders must ensure that middle level assistant principalship positions provide extensive professional development for aspiring principals.

### *Middle School Assistant Principals in Virginia*

In Gaston's study which focused on middle level assistant principals in Virginia, he found that current assistant principals in Virginia do not have an overwhelming number of management duties as stated in previous studies. Instead, current assistant principals reported that occasionally to often their duties expose them to public relations, instructional leadership, interactions with education hierarchy, and professional development (Gaston, 2005). Another contrast that Gaston's research has shown is that assistant principals in Virginia have a clear picture of their responsibilities. They are also aware that they lack experience and exposure to certain experiences. Those experiences include: budget preparation, resource management, and conducting faculty meetings.

In a study conducted by Rogers (2009), he surveyed 202 middle school assistant principals within the state of Virginia. The survey showed 71.4% of those assistant principals are employed in schools with more than 600 students. The data also showed that 92.1% of the responding assistants have other staff to assist with instructional leadership responsibilities. The primary instructional leadership responsibilities performed most often by middle school assistant principals in Virginia according to the study are (1) developing school climates that are conducive to learning, (2) improving student discipline, and (3) communicating a concern for student achievement. Rogers identified these three based on a frequency median of 5.00 as the three major tasks identified. According to Rogers the data suggest that assistant principals spend time on instructional tasks that are related to discipline and student management. School climate was the most frequent at 78.9%. Improving student discipline was the second most frequent at 77.9% and the third most frequent is communicating the schools' general concern for achievement of all students at 53.4%.

In addition to the top three areas that are the responsibilities of middle school principals in Virginia, Rogers (2009) also lists a secondary set of responsibilities and the percentage of assistant principals who perform them once per week.

Table 5

*Secondary Responsibilities of Middle School Assistant Principals and the Percentage of Time Spent per week (Rogers, 2009)*

Secondary Functions	Performed Task Once Per Week
Suggesting alternative instructional methods for students who consistently fail	51%
Giving teachers feedback on their weekly lesson plans	46.9%
Giving teachers non-evaluative feedback about their teaching	45.8%
Providing help to teachers who want to improve their teaching.	44%
Helping teachers to relate the schools instructional goals to their curriculum	43.3%
Clarifying instructional responsibilities of each professional role	35.1%
Working with teachers to improve the instructional program.	32.2%
Evaluating teachers	30.9%
Making support personnel available to assist teachers with instructional goals	28.1%
Communicating the importance of instruction to parents	27.1%
Articulating the instructional goals of the school	24.7%

### Preparation Programs

The final reflection centers on preparation for the assistant principal. Throughout each article the interviews seemed to send the message that they were not prepared for the role. This implies that their administrative preparation program does not address the role of an assistant principal and its implications and value in the administrative environment. The research used ranged from the year 1984 to the year 2000 and it appears that administrators' perceptions about their tasks and responsibilities have not changed.



The role of the assistant principal is not a well-defined role and it brings with it a perception of a task oriented job that has limitations for growth, and continuous frustration for those in the field. These research articles lend themselves to further study in the area of preparation for the assistant principal as it relates to upward mobility.

Today aspiring assistant principals will be asked to lead schools under challenging conditions such as state and local mandates. They are mandated to offer school choice, supplemental services, and to open their school to academic reviews. Sometimes current principals may even want to return to the assistant principalship or as administrators would say the warm seat and not the hot seat.

Assistant principals are often in their role for a significant number of years before successfully obtaining a principal position. From the time of their principal preparation program to obtaining that job, their opportunity for professional development is dependant upon either the leadership experiences given to them by their principal or the professional development offered within their school district.

In a research study conducted by Hess and Kelly from the American Enterprise Institute, 210 syllabi were surveyed from 31 programs. They examined what skills and knowledge were being taught in principal preparation programs and how that material was being approached. One key finding from their study was that there were similarities across various types of programs. They reported that just two percent of 2,424 course weeks addressed accountability in the area of school improvement and less than five percent included instruction on managing data (Hess & Kelly, 2005).

The study examined 31 programs based on the research they had seen on the seven areas of principal responsibility. Those seven areas are: managing for results, managing personnel, technical knowledge, external leadership, norms and values, managing classroom instruction, and leadership and school culture. Hess and Kelly state there are other ways to frame this list of skills and other skills that might be included (Hess & Kelly, 2005).

Based on those seven areas Hess and Kelly concluded what aspiring principals are taught according to their national sample reveals considerable consistency. The evidence indicates preparation has not kept pace with changes, leaving graduates of principal preparation programs ill equipped for the era of accountability (Hess & Kelly, 2005). The immediate sense of urgency among these programs indicates a need for universities to reexamine and redesign their leadership programs. This re examination requires a new curriculum framework.

According to Hess and Kelly the question of content is vital. Aspiring principals receive limited training in the use of data, research, technology, the hiring or termination of personnel, or evaluating personnel in a systematic way (Hess & Kelly, 2005). These are pivotal areas that are ever changing and administrators need professional development. It seems that programs are preparing principals in a traditional manner and it is not until a principal is in the role does that reality sink in.

In a recent doctoral study written by Robertson he found that school districts across the country are finding it difficult to recruit principals with the needed skills and instructional leadership knowledge necessary to be a principal. The purpose of his qualitative case study was to examine how a specific training program better prepares aspiring principals than those who did not participate

The data collected were a random sample consisting of a focus group of assistant principals and principals who participated in the leadership program. There was another focus group comprised of principals and assistant principals who had not participated in that program. There was a third focus group comprised of assistant superintendents who evaluate principals. Other data collected were in the form of documents and observations of the administrators.

According to Robertson, who also had participated in the leadership academy, from the onset of his research it was evident that those administrators who participated in the leadership academy offered by the district had a depth of understanding about leadership in the principalship that outweighed the non-participants (Robertson, 2007). He further summarized the need for professional development to meet the changing roles of principals. The participants in the program had worked with mentors and only a few of the non participants had worked with a mentor.

In addition to specific preparation programs that seem successful for developing leadership while being as assistant principal, there is also research on perceptions of critical skills needed by administrators who seek higher level positions. For example, Daresh and Playko completed a study on examining the needs of beginning school principals. The study compared what assistant principals considered critical skills with those of experienced principals.

Daresh and Playko conducted a quantitative study of four hundred twenty aspiring principals in five universities and three states and one hundred principals at the elementary, middle, and secondary level. Each administrator completed a survey in which they rated skills from extremely critical to irrelevant on a likert scale. The survey consisted of twenty four questions divided into three areas. Area one was technical skills such as building a budget,

scheduling, managing food services, supervising custodial and secretarial staff, and conducting parent conferences. Area two was socialization which focused on relationships with central office, board members, community members, and the concept of networking. The third and final area was self-awareness which included such examples as possessing organizational skills, self-confidence, being aware of strengths and weaknesses, and understanding change as it relates to the principalship.

The discrepancies that were found in the survey between the skills sought by aspiring principals and administrators already in the position might be important in improving the design of the principal preparation programs in the future (Daresh & Playko, 1992). The researchers defined an aspiring principal as one who is enrolled in a university program which will lead to licensure or certification or as one who wishes to be a principal. The researcher does not reveal in the study those universities and states involved in the survey. It is probable that the purpose of not revealing the universities was to put greater emphasis on the needs of those aspiring to be leaders and not evaluating the programs.

Daresh and Playko summarized their findings in a table similar to the one below and also showed the mean score and ratings of each item of the survey in a table.

Table 6

*Ratings of Critical Skill Categories for Practicing Administrators and Aspiring Principals*

Practicing Administrators		Aspiring Administrators	
Ranking	Category	Ranking	
3	Technical Skill	1	
1	Socialization Skills	2	
2	Self-Awareness Skills	3	

There is also a copy of those three areas that are rated by the participants. Their findings showed a definitive contrast between those skills that principals state are critical and those that aspiring principals feel are critical to learn prior to entering the position. For example, aspiring principals saw technical skills such as building a budget and knowledge of school law as most critical whereas the principals rated those areas as least relevant. Principals deemed the most critical skills were in the area of socialization such as, networking and establishing a positive relationship with other district administrators. The question not answered by the researchers was

why there may be a difference between the positions. This could be determined by knowing whether or not the principals who completed the survey may have been assistants who spent most of their time in the technical area and saw that as least relevant. However, Daresh and Playko do state in their study that they are not insinuating that technical skills are not important in university preparation programs but rather that the time spent in those areas should be revisited. (Daresh & Playko, 1992).

Other implications from this study suggest further study into a refinement of school leadership training and ongoing inservice for principals and administrators in the position, specifically looking at reflective leadership and visioning. Also Daresh and Playko suggest that the field based experiences for novice administrators should be not only on the how but to investigate further into why should they experience that opportunity.

### *Middle Level Principal Preparation Programs*

Most recently Petzko, published an article that identifies topics that principals of highly successful middle level schools perceive as important in principal preparation programs. The research article compares the responses from a national sample of administrators with those from highly successful middle schools. As a result of the survey, there are graduate program recommendations made in the area of school leadership.

The research notes that more than a decade ago, a document published by the Carnegie Council on Adolescent Development asserted that teachers received their professional development specifically in the intellectual and the emotional development levels of early adolescents. Despite the support of the Turning Points document as of the year 2000, only seven states had a special licensure program for middle level principals (Gaskill, 2002).

The research design for this National Study of Leadership in Middle Level Schools was the third in three decades of studies which are sponsored by the National Association of Secondary School Principals (NASSP). Over 1,400 principals completed the questionnaire during the spring and summer of 2000. The purpose of the survey was to identify programs, practices of middle level schools at the turn of the century. There was a second phase to the research which identified highly successful middle level schools and analyzed their programs, practices, and leadership characteristics in isolation and in comparison with the national survey (Petzco, 2008).

Principals were presented with 22 components typically included in administrative licensure programs and asked to rank the value of these topics. The ranking was on a 4 point

scale where 1=not useful, 2= somewhat useful, 3 = very useful, and 4 = essential. The table below represents a comparison of the national survey and the highly successful middle schools (Petzco, 2008).

Table 7

*Principal Recommendations for the Preparation of Middle Level Principals*

	Average for Highly Successful Middle Schools	Average for National Survey
Interpersonal skills/relationships	3.64	3.5
Middle level best practices	3.62	3.2
Collaborative decision making	3.6	3.3
Staff supervision/evaluation	3.59	3.5
Instructional Leadership	3.58	3.4
Organizational development/change process	3.51	3.2
Oral/Written communication skills	3.47	3.4
Program Evaluation, assessment, and accountability	3.42	3.3
Curriculum development	3.4	3.3
Internship/field experiences	3.36	3.0
Special Education/IDEA	3.34	3.2
Technology	3.31	3.3
Legal Issues	3.29	3.3
Site-based Management	3.23	2.9
Community/parent issues	3.17	2.6
Standards-based reform	3.16	2.8
Scheduling	3.06	3.2
Mentorship	3.02	2.8
Budget/finance/fiscal management	3.0	2.9
School board relations/policies	2.66	2.6
Research methods	2.54	2.3
Foundations/theory	2.21	2.1

The recommendations from both studies can best be summarized into three areas: highest ranked items from both groups, secondary recommendations and discrepancies in recommendations (Petzco, 2008). Principals from both the highly successful school and the national sample ranked the skill of *developing and maintaining interpersonal relationships* as the most important competency that should be included in preparation programs. Staff supervision and evaluation were ranked as another of the top items for highly successful principals and the second highest for the national sample. The ability of a leader to assess teacher quality,

evaluation effective instructional strategies and design professional development based on needs is critical to continuous school improvement (Petzco, 2008).

Collaborative decision making, instructional leadership, organizational development and the change process, and oral and written communication were all ranked 3.5 or higher by principals of highly successful schools and were ranked as 3 or higher by the national sample. These areas also make a strong showing for recommendations for principal preparation programs.

In addition to those areas that were similar with both groups, there were areas that showed discrepancies in recommendations. The largest discrepancy for future principal preparation programs was community/parent issues. Principals of highly successful schools ranked this competency a 3.17 and the national sample rank was a 2.6. Parent apathy and irresponsibility was stated as an obstacle to success. The study stated that principals strongly believed that working with parents and the community would be very useful in preparation programs since it was an obstacle.

Another discrepancy in the study focused around the *middle level best practices* competency. The principals of the highly successful schools felt that knowledge of best practices at the middle school level was an essential component of a preparation program where as the average middle school leadership did not consider this to be a priority (Valentine et al., 2002).

The *internship* category was another discrepancy that is important to focus on with respect to the ELCC standards. Only 35% of the highly successful school principals felt that their internship was valuable but 49% felt it was an essential component of principal preparation programs. Similarly, 29% of the national sample schools felt their internship was valuable, but 35% felt they were essential components of preparation programs (Valentine et al., 2002).

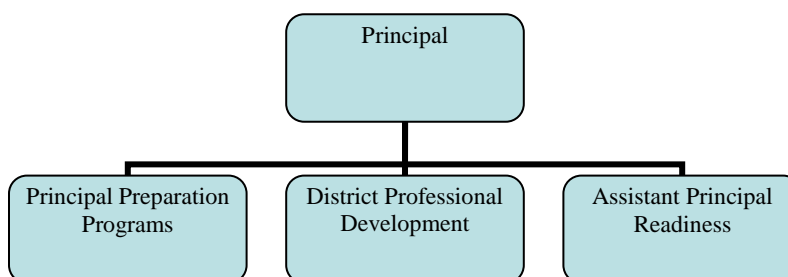
### Interpretation of the Literature

The research shows that the role of the assistant principal seems to be evolving into a role similar to the principal. This entry level position into administration is stated to be a training ground for upward mobility and yet it seems to focus heavily on those in the managerial sector and less in the instructional leadership field. Assistant principals have stated that their realm of autonomy is dependent upon the leadership of their principal so they may not experience necessary experiences to use skills that would prepare them for the principalship. The literature also reveals that in order to be prepared for the schools of the twenty first century, preparation programs at the universities may need to change their programs so that aspiring principals have

more of a practical approach for their preparation. In reading the research thus far it is apparent that the readiness level of assistant principals may be dependent upon factors in which they do not have input. One disconnect that appears is that the preparation programs focus on the principal's role but not on the assistant principal's role as an entry level position. This has further implications into the role of a principal who goes into his or her first year relying on past experiences as an assistant.

Throughout the literature there are solutions given to avoid the stagnation of the assistant principals' role such as transferring responsibilities among assistants within a school. This might eliminate problems dealing with motivation and lack of innovation. However, the literature researched thus far does not mention the idea of the administrative team approach to leadership. Simply stated this would be the principal and the assistant principal working collaboratively, using strengths and experiences of a leadership group rather than one person taking on the challenge. Further research in that area might reveal less of a separation of the two positions and more of a merger to strengthen leadership development.

In conclusion, more research should be considered in the areas of administrative team work and how it would affect the preparation stage of an aspiring leader. The goal of the research would be to envelope the assistant principal into the preparation so that the two roles have more of a connection and less isolation and questionable hope for upward mobility readiness.



*Figure 2.* Conceptual framework.

The diagram above illustrates the framework for connecting the role of the assistant principal to the preparation for the role of principal. The diagram represents the three components that will be part of the research and their connection to the readiness of assistant principals to take the role of a principal. The principal preparation program, district professional development cross over to indicate the importance of continuation or preparedness for the

## CHAPTER III METHODOLOGY

The purpose of this study is to gain an educational and job related understanding of the experiences that middle school assistant principals receive in their preparation to become principals. In order to explore and describe those experiences provided by the middle school principals a phenomenological research design will be used. The literature that surrounds the responsibilities of the middle school assistant principal is limited. Research that focuses on the process of how middle school principals determine roles and responsibilities they assign is non-existent. For those reasons, the following questions are the focus for this study:

1. Which ISLLC standards are addressed in the district professional development experiences for middle school assistant principals?
2. Which ISLLC standards are addressed in job responsibilities for middle school assistant principals?
3. Which ISLLC standards are addressed in the middle school assistant principal's educational experiences during principal preparation?

### *Selection of Participants*

The qualitative approach to this study will allow the researcher to describe in depth the perceptions and thoughts by the assistant principals. Seven participants were chosen from those middle schools within the Virginia School University Partnership. Purposeful sampling works when individuals studied represent people who have experienced the phenomenon (Creswell, 2007).

The seven participants were chosen through the Virginia Department of Education website and those within the Virginia School University Partnership based on the division having one middle school with a principal and at least one assistant principal. Smaller divisions were selected based on the fact that smaller divisions may have more limited experiences for leadership development due to financial constraints.

### *Instrumentation*

In preparing to conduct a phenomenological investigation, it is important to arrive at a question that has both social meaning and personal significance. The question must be stated in clear and concrete terms. The key words of the question should be defined, discussed and clarified so that the intent and purpose of the investigation are evident. The position of each key



word, or focus, of the question determines what is primary in pursuing the topic and what data will be collected (Moustakeas, 1994). The questions were designed for the participant to reflect on his/her responses to the ISLLC standard charts.

The protocol for the interviews was systematic with each participant. The interview began by expressing to each participant that their name, school name, and school division will not be used in the research. All interviews were recorded using a digital record and a back up digital recorder. All conversations were transcribed into a written document. The participants received a copy of their part of the written document and each participant verified the accuracy of the document.

Prior to conducting the interviews, the researcher conducted a pilot interview. According to Seidman(2006), the unanticipated twists and turns of the interviewing process and the complexities of the interviewing relationship deserves exploration before embarking into the actual process and data gathering. After completing the pilot, the researcher reflected on the experience and made any necessary changes to the protocol prior to conducting the interviews.

There were two components to the interview. During the first part of the interview, the researcher explained the directions for completing the charts for each ISLLC standard and stated that there will be a few follow up questions based on their reflection of the standards and functions stated on each chart. The researcher was cautious not to give too much information to avoid bias in the data collection.

The second part of the interview was composed of open ended questions about his or her responses to the chart in order to gather more depth about his/her experiences in the role of an assistant and preparation for being a principal. Open-ended questions were asked by the researcher in order to allow the participant to expand on his/her responses to the chart as well as maximize his/her ideas, thoughts, and memories in his/her own words about their experiences. The questions developed opened up a dialog between the interviewer and the interviewee.

The data gathered was in the form of the participant completing a chart and answering follow up questions. The follow up questions were recorded through audiotape and the audiotape was transcribed into a written document in order to record the participants' own words. Both the chart and the questions served as the primary source for interpreting and analyzing data. Each participant had the opportunity to review their transcribed interview for accuracy.

### *Data Collection*

In order to follow all guidelines when using human subjects, an application was filed with the Institutional Review Board with Virginia Tech. After obtaining permission from the Institutional Review Board, written permission to interview assistant principals was sought from individual school divisions' department for administration.

In a phenomenology study the interview elicits people's stories about their lives. This type of interview serves two primary purposes. The first is that it may be used as a means for exploring and gathering experiential narrative material that may serve as a resource for developing a deeper understanding of a human phenomenon. The second purpose is that the interview may be used as a vehicle to develop a conversational relation with the interviewee about the meaning of an experience (Rossman & Rallis, 2003).

According to Creswell (2003), purposeful selected individuals help the researcher better understand the research questions. Using the Virginia Partnership from Region V will garner insight from assistant superintendents and superintendents within a consortium that have as its main goal to provide professional development in the area of leadership. The qualitative method of gathering data allows the researcher to examine similarities and differences in those experiences that the assistant principals at various middle schools have and how those experiences connect to the ISLLC standards.

### *Validity*

The researcher reviewed the questions and the chart with the chair of her dissertation committee in order to ensure that the questions were understood as far as clarity and provided consistency among all the participants. The interview questions were open ended and constructed in a format that allowed the participant to speak freely and not be confined to yes or no statements which may give the researcher predicted answers. The structure of the interviews, internal consistency, external consistency, the syntax diction, and even nonverbal aspects lent to the study's authenticity.

### *Data Analysis*

The researcher transcribed the data collected from the interviews with the middle school assistant principals. According to Seidmann (2006) a more conventional way of presenting and analyzing interview data is to organize excerpts from the transcripts into categories. Then the researcher searches for connecting threads and patterns.

Once the interviews were complete, the researcher organized the transcriptions according to themes such as key words, themes, key phrases, and categories. The work was conducted first on paper through a coding process and then transferred that to files of categories in order to consider flexibility in developing categories.

## CHAPTER IV RESULTS

### Introduction

The purpose of this study is to gain an educational and job related understanding of the experiences that middle school assistant principals received in their preparation to become principals. In order to explore and describe those experiences provided by the middle school principals, a phenomenological research design was used. A phenomenological study describes the meaning for several individuals of their lived experiences of a concept or a phenomenon (Creswell, 2002). By answering the questions below the researcher will explore the possible gap in practice of assistant principals at the middle school level.

1. Which ISLLC standards are addressed in the district professional development experiences for middle school assistant principals?
2. Which ISLLC standards are addressed in job responsibilities for middle school assistant principals?
3. Which ISLLC standards are addressed in the middle school assistant principal's educational experiences during principal preparation?

This chapter contains an analysis of the seven assistant principal interviews that were conducted at middle schools within Region V in Virginia. Region V is comprised of twenty four school divisions in the southwestern and central parts of the Commonwealth.

These interviews contained two parts: (1) Each assistant principal was asked to mark within each ISLLC standard those experiences that were afforded them within a preparation program, job responsibility, district professional development, or not at all and (2) the participants selected how that opportunity was afforded to them. Their selections were: (a) lecture or workshop, (b) internship, (c) practice or responsibility and (d) lead the way. Lead the way was defined to the participant as a new opportunity that either he or she initiated and then supervised and evaluated the effectiveness or the principal along with the assistant principal initiated the plan and the assistant principal supervised and evaluated its effectiveness. These areas were defined in chapter 3 and will be reintroduced and defined in this chapter. After completing the charts each assistant principal was asked follow up questions. The follow up questions were asked to identify which areas the assistant principal felt most or least confident in experiencing.

1. Looking at the standards which areas do you feel confident based on the experiences you have received?
2. Looking at the standards which areas do you feel less confident based on the experiences you have received?
3. Based on your experience which areas if any need to be addressed more effectively in preparation programs?
4. Based on your experiences, which areas do you feel your role as an assistant principal is preparing you to be a principal?

Both parts of the interview were completed face to face at their workplace. The data were designed to answer the research questions stated previously in this chapter. Chapter Four is divided into two sections. The first section is the introduction which restates the purpose of the research and further explains how the data are reported. The second section includes an analysis of the participant responses to the ISLLC charts as well as specific comments stated in the interviews which the researcher felt supported the information in the standard table. Each section states the standard and synthesizes the results along with specific comments stated from the follow up questions that were asked of each participant. As each of the seven participants filled out how they received the experiences they may have selected more than one method. Table 8 shows each participant and their years of experiences as an assistant principal in the middle school where they current reside. It also shows that six of the seven passed their SLLA test. Participant four was not required to take the SLLA test during her principal preparation program. This was noted as a limitation in chapter three and this seemed to be a communication break down and the researcher included her interview because of her years of experience and knowledge of the ISLLC standards.

Table 8

*Experience of the Seven Participants*

Participant Number	Years of Experience (Middle School Experience)	SLLA Test Status
Participant One	Four Years Experience	Passed
Participant Two	Four Years Experience	Passed
Participant Three	Three Years Experience	Passed
Participant Four	Fifteen Years Experience	Not Required
Participant Five	Four Months Experience	Passed
Participant Six	Five Years Experience	Passed
Participant Seven	Five Years Experience	Passed

*ISLLC Standard 1: An educational 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.*

Table 9 that follows shows the results for each function of the standard and the number of total responses from the assistant principals. The results are summarized below the table. Participants were instructed that they could select more than one method in each of the areas and if they had not received the opportunity they were to select the section marked, did not receive the opportunity.

Table 9

*Function A - Collaboratively Develop and Implement a Shared Vision and Mission*

Principal Preparation:							
6	Lecture	2	Internship	0	Practice/Responsibility	0	Lead the Way
Job Responsibility:							
0	Lecture	1	Internship	6	Practice/Responsibility	2	Lead the Way
District Professional Development:							
0	Lecture	6	Internship	2	Practice/Responsibility	3	Lead the Way
Did Not Receive the Opportunity:							
1	Preparation	1	Job	3	District Professional Development		

The first function under Standard I represented in Table 9 is *collaboratively develop and implement a shared vision and mission*. There were 33 total responses in this area and of those 33 responses nine of them were under job responsibility. In addition there were eight responses under principal preparation with six responses indicating that the participants received the information through a lecture. The remaining 11 responses were with district professional development having six responses showing the method received was through participation in an internship. An internship is defined as participation in a district practicum during their principal preparation program.

During the interview process, one of the questions the researcher asked was: Based on the ISLLC standards what areas are you most confident in based on the experiences you have had? The participant's response was generally stated that they were confident with standard 1 and felt that they participated along with teachers in developing a vision and mission. Participant One actually responded about a recent opportunity that she had this year in her job responsibility. She stated that she felt very confident, "because we did a lot to change the way we did the school improvement plan this year." (Participant One, p.4) This statement actually applied to all of the five functions with this standard but the participant felt this would continue to happen over the next few years.

The second function in Table 10 under Standard I is *Collect and use data to identify goals and assess organizational effectiveness, and promote organizational learning*. Of the 32 total responses in this function, there are 10 responses in the area of principal preparation and job responsibility. The participants were exposed to this in their course work in the form of a lecture and also in their job responsibility. Four responses were in workshop form in professional development within their district. The workshop form was typically described by all participants as a one day workshop with all administrators.

Table 10

*Function B - Collect and Use Data to Identify Goals, Assess Organizational Effectiveness, and Promote Organizational Learning*

Principal Preparation:							
5	Lecture	3	Internship	1	Practice/Responsibility	1	Lead the Way
Job Responsibility:							
1	Lecture	1	Internship	5	Practice/Responsibility	3	Lead the Way
District Professional Development:							
4	Lecture	1	Internship	3	Practice/Responsibility	0	Lead the Way
Did Not Receive the Opportunity:							
1	Preparation	1	Job	2	District Professional Development		

The third function in Table 11 under Standard I is *Create and implement plans to achieve goals*. The two areas which received the greatest responses were in the area of principal preparation and job responsibility. As stated in the above functions the experiences are in the form of a lecture or part of their responsibility. Of the 30 total responses, there were 11 responses in the principal preparation program, six are in the method of a lecture. Likewise there are 11 responses in the area of job responsibility and seven responses show that the method is part of his or her job responsibility.

Table 11

*Function C - Create and Implement Plans to Achieve Goals*

Principal Preparation:							
6	Lecture	2	Internship	2	Practice/Responsibility	1	Lead the Way
Job Responsibility:							
0	Lecture	1	Internship	7	Practice/Responsibility	3	Lead the Way
District Professional Development:							
3	Lecture	1	Internship	2	Practice/Responsibility	0	Lead the Way
Did Not Receive the Opportunity:							
1	Preparation	0	Job	1	District Professional Development		

*Promote continuous and sustainable improvement* is the fifth function in Table 12 under Standard I. The responses were greater in the area of district professional development. There were a total of eight responses with the prominent method of delivery being a lecture which could be a workshop. The other two areas had 7 responses respectively with the greatest method



being a lecture in a principal preparation program and part of their daily practice under job responsibility.

Table 12

*Function D - Promote Continuous and Sustainable Improvement*

Principal Preparation:						
5	Lecture	1	Internship	1	Practice/Responsibility	0 Lead the Way
Job Responsibility:						
0	Lecture	1	Internship	5	Practice/Responsibility	1 Lead the Way
District Professional Development:						
5	Lecture	1	Internship	2	Practice/Responsibility	0 Lead the Way
Did Not Receive the Opportunity:						
1	Preparation	0	Job	1	District Professional Development	

The last function under Standard I in Table 13 is *Monitor and evaluate progress and revise plans*. There were 24 total responses in this area with nine of those responses under job responsibility and eight responses under principal preparation. The method of delivery as in most of the other functions falls in either a lecture form or part of the assistant principal's practice.

Table 13

*Function E - Monitor and Evaluate Progress and Revise Plans*

Principal Preparation:						
5	Lecture	1	Internship	2	Practice/Responsibility	0 Lead the Way
Job Responsibility:						
0	Lecture	1	Internship	6	Practice/Responsibility	2 Lead the Way
District Professional Development:						
1	Lecture	1	Internship	3	Practice/Responsibility	0 Lead the Way
Did Not Receive the Opportunity:						
1	Preparation	0	Job	1	District Professional Development	

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

The first function under Standard II in Table 14 is *Nurture and sustains a culture of collaboration, trust, learning and high expectations*. The largest response under this function is in the area of job responsibility. There were a total of 15 responses with two methods being part

of the assistant principal's practice and lead the way. Both principal preparation and district professional development received eight responses with five in each of those areas delivered through a lecture or workshop. Participant three added that this would be a strong recommendation for further professional development. The participant stated: "I would say nurture and sustain a culture of collaboration and trust and high expectations. I think those are not, they are given lip service but I don't think there is a lot of preparation, there is not a lot of targeted work in that regard. It comes down to the personal traits of the individuals." (Participant three, p. 2) The participant offered a possible approach to the staff development. He stated, "Identify an organization that is well managed and spend time in that environment talking with the building level leader, seeing it, hearing it, and talking with the staff." (Participant three, p. 2)

Table 14

*Function A - Nurture and Sustain a Culture of Collaboration, Trust, Learning, and High Expectations*

Principal Preparation:							
5	Lecture	3	Internship	0	Practice/Responsibility	0	Lead the Way
Job Responsibility:							
1	Lecture	2	Internship	7	Practice/Responsibility	5	Lead the Way
District Professional Development:							
5	Lecture	1	Internship	1	Practice/Responsibility	1	Lead the Way
Did Not Receive the Opportunity:							
1	Preparation	0	Job	0	District Professional Development		

The second function under Standard II in Table 15 is *Create a comprehensive, rigorous, and coherent curricular program*. There were 10 responses that assistant principals did not receive experiences in this area in preparation, job responsibility, or district professional development. Not receiving the responsibility was explained to the participants as the opportunity was not available to them and it did not reflect that they could not do the project or responsibility. Of all the functions under this standard this has the largest number of responses that the assistant principal had not received an opportunity. Those assistant principals who did have the opportunity responded that it was within their job responsibility.

Table 15

*Function B - Create a Comprehensive, Rigorous, and Coherent Curricular Program*

Principal Preparation:							
3	Lecture	1	Internship	0	Practice/Responsibility	0	Lead the Way
Job Responsibility:							
0	Lecture	2	Internship	4	Practice/Responsibility	2	Lead the Way
District Professional Development:							
2	Lecture	1	Internship	1	Practice/Responsibility	1	Lead the Way
Did Not Receive the Opportunity:							
4	Preparation	2	Job	4	District Professional Development		

The third function under Standard II in Table 16 is *Create a personalized and motivating learning environment for students*. There were 12 responses under job responsibility which had the highest response in this function. According to these responses the assistant principals indicated that it was part of their practice or job responsibility. Five of the 12 responses were through their practice. The other experiences that assistant principals indicated were in the area of principal preparation with nine responses and four of those nine in the form of a lecture and three were in the area of a practicum or internship. Five responses indicated experiences in the district through a lecture or workshop.

Table 16

*Function C - Create a Personalized and Motivating Learning Environment for Students*

Principal Preparation:							
4	Lecture	3	Internship	2	Practice/Responsibility	0	Lead the Way
Job Responsibility:							
2	Lecture	2	Internship	5	Practice/Responsibility	3	Lead the Way
District Professional Development:							
5	Lecture	1	Internship	2	Practice/Responsibility	0	Lead the Way
Did Not Receive the Opportunity:							
2	Preparation	0	Job	0	District Professional Development		

The fourth function under this Standard II in Table 17 is *Develop assessment and accountability systems to monitor progress*. The responses indicate that the assistant principals have experiences in their principal preparation programs. There were nine responses in this area and the second opportunity was between their job responsibility and the district professional responsibility. Each of those areas had seven responses and the method most used was a lecture

or workshop. The assistant principals expressed that accountability was always in all conversations with administration and with the teachers in their assigned grade levels. Their opportunity with grade levels to focus on instructional goals was wide spread. When we discussed professional development, participant two stated two concepts that are worth noting. The first is, “accreditation is an area I don’t feel like I ever heard any details of this until I came here.” The assistant principal was referring to the school and her position as the assistant principal.”(Participant two. p. 7) This same assistant also stated, “I feel like my entire career is based on the accountability.” (Participant two, p. 7)

Table 17

*Function D - Develop Assessment and Accountability Systems to Monitor Student Progress*

Principal Preparation:						
4	Lecture	3	Internship	2	Practice/Responsibility	0 Lead the Way
Job Responsibility:						
1	Lecture	1	Internship	4	Practice/Responsibility	1 Lead the Way
District Professional Development:						
3	Lecture	1	Internship	3	Practice/Responsibility	0 Lead the Way
Did Not Receive the Opportunity:						
2	Preparation	1	Job	2	District Professional Development	

*Maximize time spent on quality instruction* is the fifth function of Standard II in Table 18. Job responsibility received seven out of the 11 responses in this opportunity. Also there were 10 responses in the area of professional development and four of those were delivered through a lecture and four through a practicum. There were eight responses under the opportunity of district professional development.

Table 18

*Function E - Maximize Time Spent on Quality Instruction*

Principal Preparation:						
4	Lecture	4	Internship	2	Practice/Responsibility	0 Lead the Way
Job Responsibility:						
2	Lecture	1	Internship	7	Practice/Responsibility	1 Lead the Way
District Professional Development:						
4	Lecture	1	Internship	3	Practice/Responsibility	0 Lead the Way
Did Not Receive the Opportunity:						
0	Preparation	0	Job	1	District Professional Development	

*Promote the use of the most effective technologies to support teaching and learning* is the sixth function of Standard II in Table 19. There were 31 responses in this function and 14 of the responses were in job responsibility. Nine of the experiences were in the principal preparation program while seven responses indicated experiences through the district professional development lectures or workshops as well as a practicum experience.

Table 19

*Function F - Promote the Use of the Most Effective Technologies to Support Teaching and Learning*

Principal Preparation:						
4	Lecture	3	Internship	2	Practice/Responsibility	0 Lead the Way
Job Responsibility:						
3	Lecture	1	Internship	6	Practice/Responsibility	4 Lead the Way
District Professional Development:						
3	Lecture	1	Internship	3	Practice/Responsibility	0 Lead the Way
Did Not Receive the Opportunity:						
1	Preparation	0	Job	1	District Professional Development	

The last function under Standard II is *Monitor and evaluates the impact of the instructional program* in Table 20. There were 28 responses in this function and nine of those were in principal preparation opportunity. Of those nine responses five were in lecture form and three showed some type of practicum. Likewise there were eight responses under job responsibility with five of those being delivered through the assistant's principals' practice or daily responsibility. The opportunity for district responsibility had seven responses and three were in the area of lecture and three in a practicum experience.

Table 20

*Function G - Monitor and Evaluate the Impact of the Instructional Program*

Principal Preparation:						
5	Lecture	3	Internship	1	Practice/Responsibility	0 Lead the Way
Job Responsibility:						
1	Lecture	1	Internship	5	Practice/Responsibility	1 Lead the Way
District Professional Development:						
3	Lecture	1	Internship	3	Practice/Responsibility	0 Lead the Way
Did Not Receive the Opportunity:						
1	Preparation	1	Job	2	Professional Development	

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

The first function under Standard III is *Monitor and evaluate the management and operational systems* in Table 21. Of the 32 responses 10 of the responses were under the category of not receiving the opportunity either in their job or from district professional development and their preparation program. The second highest response was in the area of job responsibility with nine responses and eight responses noted a lecture in their principal preparation program. Five responses indicated that the district had provided professional development.

Table 21

*Function A - Monitor and Evaluate the Management and Operational Systems*

Principal Preparation:							
5	Lecture	2	Internship	1	Practice/Responsibility	0	Lead the Way
Job Responsibility:							
1	Lecture	2	Internship	5	Practice/Responsibility	1	Lead the Way
District Professional Development:							
3	Lecture	1	Internship	1	Practice/Responsibility	0	Lead the Way
Did Not Receive the Opportunity:							
3	Preparation	2	Job	5	Professional Development		

The second function under this Standard III is *Obtain, allocate, align, and efficiently utilize human, fiscal and technological resource* in Table 22. There were 34 responses in this area and 12 of those responses indicated that they had a lecture or practicum work during their principal preparation program. There were nine responses that indicated no opportunity was received in this area. Five responses were in the area of job responsibility for the assistant principal.

Generally all seven of the participants emphasized the word fiscal in this function and directly connected it to their school and county budgets. As a group they felt least confident in this area. A few participants gave reasons as to their lack of opportunity in working on the school budget. For example participant 1 stated: “The principal usually deals with central office.” (Participant one, p. 3)

Participant seven stated: “...the financial piece is almost pre-made for us from the board of supervisors, school board and down to the superintendent.” (Participant seven p. 3)

Participant two took a different approach. Although she did have the opportunity she did state: “He sits and talks to me about it and shows me what he is doing. If he would just throw it at me and I have to work through it that is when I learn best.” (Participant two, p.5) Participant two also stated that” you get caught up in this things that you are supposed to do and overwhelmed that sitting down to do the budget falls when I am supposed to be administering SOL tests”. (Participant two, p.6)

Table 22

*Function B - Obtain, Allocate, Align, and Efficiently Utilize Human, Fiscal and Technological Resources*

Principal Preparation:							
6	Lecture	5	Internship	1	Practice/Responsibility	0	Lead the Way
Job Responsibility:							
1	Lecture	2	Internship	5	Practice/Responsibility	0	Lead the Way
District Professional Development:							
2	Lecture	1	Internship	2	Practice/Responsibility	0	Lead the Way
Did Not Receive the Opportunity:							
2	Preparation	2	Job	5	Professional Development		

*Promote and protect the welfare and safety of students and staff* is the third function under this Standard III in Table 23. There 38 responses total for this function and 16 of them were in the area of job responsibility and there were 11 responses that indicated that they had received a lecture during their principal preparation program. This function received the most responses under this standard with 38. The previous functions have received 32 or 34 responses.

Table 23

*Function C - Promote and Protect the Welfare and Safety of Students and Staff*

Principal Preparation:							
5	Lecture	4	Internship	2	Practice/Responsibility	0	Lead the Way
Job Responsibility:							
1	Lecture	2	Internship	7	Practice/Responsibility	6	Lead the Way
District Professional Development:							
3	Lecture	1	Internship	1	Practice/Responsibility	0	Lead the Way
Did Not Receive the Opportunity:							
1	Preparation	0	Job	2	Professional Development		

The fourth function in Table 24 under Standard III is *Develop the capacity for distributed leadership*. There were a total of 26 responses in this area with the highest being in two areas. Under job responsibilities there were 11 responses and six responses indicating that was part of their practice and there were five out of eight responses that it had been part of a lecture in a preparation program. According to five responses there had been professional development by the district on distributed leadership.

Table 24

*Function D- Develop the Capacity for Distributed Leadership*

Principal Preparation:							
5	Lecture	2	Internship	1	Practice/Responsibility	0	Lead the Way
Job Responsibility:							
1	Lecture	2	Internship	6	Practice/Responsibility	2	Lead the Way
District Professional Development:							
3	Lecture	1	Internship	1	Practice/Responsibility	0	Lead the Way
Did Not Receive the Opportunity:							
1	Preparation	0	Job	1	Professional Development		

The last function in this Standard III in Table 25 is *Ensure teacher and organizational time is focused to support quality instruction with student learning*. Job responsibility received 11 responses out of 32 for this function with six of those responses indicating that this function was part of the assistant principal's practice. Also there were 10 responses that the function had been addressed in their principal preparation programs in either a lecture or part of a practicum. Lastly there were seven responses that the district had provided professional development in the form of a lecture or workshop.

Participant four commented on the connection between ISLLC Standard three and four and stated a need for professional development. The participant stated, "I am seeing some components that overlap and have to do with really the organization and the time being able to maximize student instruction, distributive leadership, looking at your organization and knowing where to allocate resources." (Participant four, p.2)



Table 25

*Function E - Ensure teacher and organizational time is focused to support quality instruction with student learning*

Principal Preparation:						
4	Lecture	4	Internship	2	Practice/Responsibility	0 Lead the Way
Job Responsibility:						
1	Lecture	2	Internship	6	Practice/Responsibility	2 Lead the Way
District Professional Development:						
3	Lecture	1	Internship	3	Practice/Responsibility	0 Lead the Way
Did Not Receive the Opportunity:						
2	Preparation	0	Job	2	Professional Development	

*ISLLC 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.*

The first function under Standard IV in Table 26 is *Collect and analyze data and information pertinent to the educational environment*. There were 31 responses in this function with 13 of them in the area of job responsibility. Of those 13 responses seven were under practice or responsibility. In addition out of the 31 responses 10 of those were in the principal preparation area with six being in the form of a lecture. The remaining eight responses were equally split in professional development with four and four responses that indicated not receiving an opportunity, specifically through the district professional development.

Table 26

*Function A - Collect and Analyze Data and Information Pertinent to the Educational Environment*

Principal Preparation:						
6	Lecture	3	Internship	1	Practice/Responsibility	0 Lead the Way
Job Responsibility:						
1	Lecture	2	Internship	7	Practice/Responsibility	3 Lead the Way
District Professional Development:						
2	Lecture	1	Internship	1	Practice/Responsibility	0 Lead the Way
Did Not Receive the Opportunity:						
1	Preparation	0	Job	3	Professional Development	

The second function under Standard IV in Table 27 is *Promote understanding, appreciation, and use of the community and its diverse cultural, social, and intellectual resource*. There were 27 responses in this function and 10 of the responses indicated that this function was addressed in the principal preparation program with six responses indicated the method was a lecture and 4 responses in a practicum experience. Also there were eight responses under job responsibility that indicated it was part of the job responsibilities. It is also noted that seven of the 27 responses showed not experiences in this area from district professional development.

Table 27

*Function B - Promote Understanding Appreciation, and Use of the Community and its Diverse Cultural, Social, and Intellectual Resources*

Principal Preparation:						
6	Lecture	4	Internship	0	Practice/Responsibility	0 Lead the Way
Job Responsibility:						
1	Lecture	2	Internship	7	Practice/Responsibility	3 Lead the Way
District Professional Development:						
2	Lecture	1	Internship	1	Practice/Responsibility	0 Lead the Way
Did Not Receive the Opportunity:						
1	Preparation	1	Job	5	Professional Development	

*Build and sustain positive relationships with families and caregivers* is the third function under Standard IV in Table 28. There were 33 responses within this function and 15 of those were in the opportunity of job responsibility. Among those 15 responses seven were in the method of their practice and 5 were under lead the way. In the area of principal preparation there were 10 responses with 6 of those being in the method of a lecture.

Table 28

*Function C - Build and Sustain Positive Relationships with Families and Caregivers*

Principal Preparation:						
6	Lecture	3	Internship	1	Practice/Responsibility	0 Lead the Way
Job Responsibility:						
1	Lecture	2	Internship	4	Practice/Responsibility	1 Lead the Way
District Professional Development:						
0	Lecture	1	Internship	1	Practice/Responsibility	0 Lead the Way
Did Not Receive the Opportunity:						
1	Preparation	0	Job	4	Professional Development	

The last function under Standard IV in table 29 is *Build and sustains productive relationships with community partners*. There were 30 responses in this area and 11 of those did not receive the opportunity, Of those 11 responses seven indicated no opportunity for professional development. There were 10 responses in job responsibility with 4 responses indicated it was part of their practice. Only two of the 30 responses indicated any type of professional development. The remainder of the responses indicated that it was addressed in their preparation programs in the form of a lecture.

Table 29

*Function D - Build and Sustain Productive Relationships with Community Partners*

Principal Preparation:							
5	Lecture	2	Internship	0	Practice/Responsibility	0	Lead the Way
Job Responsibility:							
1	Lecture	2	Internship	4	Practice/Responsibility	3	Lead the Way
District Professional Development:							
0	Lecture	1	Internship	1	Practice/Responsibility	0	Lead the Way
Did Not Receive the Opportunity:							
2	Preparation	2	Job	7	Professional Development		

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

The first function under Standard V in Table 30 is *Ensure a system of accountability for every student's academic and social success*. There were 32 responses in this function and 13 were in the area of job responsibility. Of those 13 responses seven were in practice and the others were evenly divided between internship, lecture and lead the way with each having two responses. Also of those 32 responses 10 were in the area of principal preparation with seven of those in the method of a lecture. The lower responses were in district professional development with five of the 32 and four responses indicating that they had not received the opportunity in either a preparation program or professional development.

Table 30

*Function A - Ensure a System of Accountability for Every Student's Academic and Social Success*

Principal Preparation:							
5	Lecture	3	Internship	1	Practice/Responsibility	1	Lead the Way
Job Responsibility:							
2	Lecture	2	Internship	7	Practice/Responsibility	2	Lead the Way
District Professional Development:							
3	Lecture	1	Internship	1	Practice/Responsibility	0	Lead the Way
Did Not Receive the Opportunity:							
2	Preparation	0	Job	2	Professional Development		

The second function under Standard V in Table 31 is: *Model principles of self awareness, reflective practice, transparency, and ethical behavior*. There were 34 responses in this function with the majority of the responses in principal preparation and job responsibility. There were 13 out of the 34 in job responsibility with the main method in daily practice and 12 of the 34 were in principal preparation with 10 of those in the method of a lecture or internship. The remaining 9 responses were in district professional development and there was a split in the method or no method at all. Of the nine responses three responses were in the method of a lecture or workshop and 3 did not receive the opportunity within their district.

Participant 1 stated: "Just acting in an ethical manner, handling yourself with integrity you don't have to be given the experiences...these are natural things that you can do without the opportunity." (Participant one, p.4)

Table 31

*Function B - Model Principles of Self Awareness, Reflective Practice, Transparency, and Ethical Behavior*

Principal Preparation:							
6	Lecture	4	Internship	1	Practice/Responsibility	1	Lead the Way
Job Responsibility:							
1	Lecture	2	Internship	6	Practice/Responsibility	4	Lead the Way
District Professional Development:							
3	Lecture	1	Internship	1	Practice/Responsibility	0	Lead the Way
Did Not Receive the Opportunity:							
1	Preparation	0	Job	3	Professional Development		

The third function under Standard V in Table 32 is *Safeguard the values of democracy, equity, and diversity*. There were 26 responses in this function and of those 26 responses 11 of them are under the area of job responsibility. Of those 11 responses 7 are under the method of practice. Also of the 26 responses there are eight responses under principal preparation with five of those eight being in a lecture method and the other three in a practicum method. Of the remaining seven responses five were in the method of a workshop under district professional development and two responses stated they had not received an opportunity in either a preparation program or at the district level in professional development.

Table 32

*Function C - Safeguard the Values of Democracy, Equity, and Diversity*

Principal Preparation:							
5	Lecture	2	Internship	1	Practice/Responsibility	0	Lead the Way
Job Responsibility:							
2	Lecture	2	Internship	7	Practice/Responsibility	0	Lead the Way
District Professional Development:							
3	Lecture	1	Internship	1	Practice/Responsibility	0	Lead the Way
Did Not Receive the Opportunity:							
1	Preparation	0	Job	1	Professional Development		

Table 33 is Consider and evaluate *the potential moral and legal consequences of decision-making* is the fourth function under Standard V. There were 33 responses in this function and 24 of those responses were equally distributed between principal preparation and job responsibility. Under principal preparation of those 12 responses six were in the method of a lecture and six were in an internship. Likewise job responsibility had 12 responses and seven of those were in the method of practice while others were in a lecture form which might have been a workshop or concurrent session.

Participant one felt least confident in this area not because he did not have the opportunity but as he stated: “As an ap you don’t get as much opportunity. You are dealing with the minor things in school so that the principal is able to deal with the political and social or the bigger things.” (Participant one, p.2)

Table 33

*Function D - Consider and Evaluate the Potential Moral and Legal Consequences of Decision-Making*

Principal Preparation:							
6	Lecture	5	Internship	0	Practice/Responsibility	1	Lead the Way
Job Responsibility:							
1	Lecture	2	Internship	7	Practice/Responsibility	2	Lead the Way
District Professional Development:							
4	Lecture	1	Internship	2	Practice/Responsibility	0	Lead the Way
Did Not Receive the Opportunity:							
1	Preparation	0	Job	1	Professional Development		

The last function under Standard V in Table 34 is *Promote social justice and ensures that individual and student needs inform all aspects of schooling*. There were 31 responses for this function. Of those 33 responses 10 were represented under principal preparation and six of those responses were in the method of a lecture. In addition 11 of those 31 responses were under job responsibility and part of the practice of the assistant principal. The remaining responses were in professional development in the method of a workshop or lecture.

Table 34

*Function E - Promote Social Justice and Ensure that Individual and Student Needs Inform all Aspects of Schooling*

Principal Preparation:							
6	Lecture	3	Internship	1	Practice/Responsibility	0	Lead the Way
Job Responsibility:							
1	Lecture	2	Internship	6	Practice/Responsibility	2	Lead the Way
District Professional Development:							
3	Lecture	1	Internship	2	Practice/Responsibility	0	Lead the Way
Did Not Receive the Opportunity:							
0	Preparation	1	Job	2	Professional Development		

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

Table 35 displays Standard VI which has three functions and the first one is *Advocate for children, families, and caregivers*. This function had 30 total responses with 13 of those responses in the area of job responsibility. Once again as in previous standards the method indicated is the part of the assistant practice with seven out of 13 responses for that method. The other responses are spread out equally between an internship and lead the way. In addition there were 11 responses under principal preparation program and 6 of those responses were through the method of lecture. Of the 30 responses there were three that indicated no experiences in professional development.

Table 35

*Function A - Advocate for Children Families, and Caregivers*

Principal Preparation:							
6	Lecture	3	Internship	1	Practice/Responsibility	1	Lead the Way
Job Responsibility:							
1	Lecture	2	Internship	7	Practice/Responsibility	3	Lead the Way
District Professional Development:							
1	Lecture	1	Internship	1	Practice/Responsibility	0	Lead the Way
Did Not Receive the Opportunity:							
1	Preparation	0	Job	2	Professional Development		

The second function under Standard VI in Table 36 is *Act to influence local, district, state, and national decisions affecting student learning*. There were 24 responses in this area and 12 of those responses did not receive the opportunity. Of those 12 responses 4 responses addressed no principal preparation lecture, three responses indicated that it was not an opportunity in their job practice and five responses indicated no district professional development. The other 12 responses were spread over the principal preparation, job responsibility, and district professional development. Of the remaining 12 there were six responses in job practice and 4 responses through a lecture under principal preparation and two responses under district professional development.

Table 36

*Function B - Act to Influence Local, District, State, and National Decisions Affecting Student Learning*

Principal Preparation:						
3	Lecture	1	Internship	0	Practice/Responsibility	0 Lead the Way
Job Responsibility:						
1	Lecture	2	Internship	3	Practice/Responsibility	0 Lead the Way
District Professional Development:						
1	Lecture	1	Internship	0	Practice/Responsibility	0 Lead the Way
Did Not Receive the Opportunity:						
4	Preparation	3	Job	5	Professional Development	

Table 37 is *Assess, analyze, and anticipate emerging trends and initiative in order to adapt leadership strategies* is the last of the three functions under Standard VI. There were 24 responses in this function and eight of those were under the area of job responsibility with the six of those responses under the method of practice. Professional development received 7 responses with four out of seven in the method of a workshop. Out of five responses under principal preparation all five were delivered through the method of a lecture. Lastly there were four responses under the area of not receiving an opportunity in the area of district professional development, preparation program and job responsibility.

Table 37

*Function C - Assess, Analyze, and Anticipate Emerging Trends and Initiative in Order to Adapt Leadership Strategies*

Principal Preparation:						
4	Lecture	1	Internship	0	Practice/Responsibility	0 Lead the Way
Job Responsibility:						
1	Lecture	2	Internship	4	Practice/Responsibility	1 Lead the Way
District Professional Development:						
4	Lecture	1	Internship	2	Practice/Responsibility	0 Lead the Way
Did Not Receive the Opportunity:						
1	Preparation	1	Job	2	Professional Development	

Table 38 displays the total number of responses in the area of principal preparation for each of the six standards. The totals represent that the assistant principal's preparation program addressed the standard and the previous tables indicate which functions were focused on more



than others. Although the table does not show which of the seven responded to each standard, the interviews indicate that the standards were addressed in their course work. The participants were not given time to recall their courses or field work which may have made it difficult to remember specifically the detail of each course of their preparation. They seemed to recall their internships more readily based on it being near the end of their program. A few of the participants expanded what they felt they were lacking from their program that may have helped them with their current position or knowing that it is an area they may need to know once in a principal position.

For example participant two stated, “Accreditation needs to be addressed in preparation programs. I don’t feel like I ever heard any details of that until I came here.”(Participant two, p.8)

This participant was involved in a book group along with other assistant principals in the county and felt that was where the accreditation information was explained in more depth than in a preparation environment. This same participant felt she had gained a better view through the practice experiences that she had in her internship. She stated, “though the internship of observing and going classroom to classroom I’ve gotten the big picture of what is going on that I didn’t have when teaching in my own classroom.”(Participant two, p.8)

Participant five felt that attending a regional meeting at a local university with other assistant principals across the area was more beneficial. Participant five stated, “We meet a couple of times per year and I find that really fulfilling. I don’t know that any preparation program is really going to give you everything you really need to be successful right off the bat. You have to learn off the fly sometimes.” (Participant five, p.8)

Participant seven also felt that learning through practical experiences benefited him the most and stated, “Theory is great but practical application in terms of a school setting is very important.” (Participant 7, p.4) This participant also had a perception of those who teach those preparation courses and felt that they had not been in a classroom for a long time so, “ The preparation stopped with the book level of knowledge(Participant seven, p.4) Due to this the ability to put the knowledge into action was lacking.

Table 38

*Total Responses for Experiences during the Principal Preparation programs for Each ISLLC Standard*

ISLLC Standard	Principal Preparation
Standard One	44
Standard Two	58
Standard Three	49
Standard Four	37
Standard Five	52
Standard Six	20

Table 39 shows the total responses for the area of job responsibility for each of the six ISLLC standards. The numbers represent the number of responses totaled from the individual charts in this chapter. Job responsibilities are those duties that the assistant principals are responsible for on a daily short term level. The participant may have responded that they were leaders in their building for specific initiatives and that was recognized under methods as “lead the way.” As one of the participants stated that he envisioned lead the way as, “Basically getting a vision, putting everybody in the right places and then helping everybody be as successful as they can be.”(Participant one, p.6)

The area of job experiences seemed to be where the participants focused on those that they felt most confident and least confident. The reason behind being least confident was due to time, exposure, and the fact there may not be a focus in that area. With regards to time the participants felt that they were overwhelmed with some of their duties and they didn’t have the time. For examples participant three stated, “I haven’t had the opportunity to lead or spearhead or get the time to make that a big endeavor.”(Participant three p. 2)

A few of the participants stated that they had not had exposure in that area which referred to the Standard. For example Participant five referred to Standard V when he stated, “Advocating for children, families, and care givers I do that all the time but when you are talking about influencing district, national and state decisions effecting student learning I don’t know exactly what that means because I have never been part of that.”(Participant 5, p. 5)

If the school where the assistant principal resided did not have a focus in that area then they responded that they were least confident. One area that a participant focused on was community outreach. She stated that in her many years at this school, “I don’t think I have had a

lot of opportunity. We haven't had a PTO in several years. There haven't been a lot of experiences to do a lot of community connections.”(Participant four, p. 2)

Table 39

*Total Responses for Experiences within Job Responsibilities for each ISLLC Standard*

ISLLC Standard	Job Responsibilities
Standard One	45
Standard Two	49
Standard Three	48
Standard Four	46
Standard Five	60
Standard Six	27

Table 40 displays the total number of responses for each of the six standards in the area of district professional development. Having no awareness how each of the districts plan their professional development the responses did not fall into specific categories. Some of the participants felt that their district could offer more support or knowledge on how their local budgets operate. The assistant principals collectively felt this was an area that the principal seemed responsible for and the assistant principal participation was limited to discussions with the principal. One of the more experienced assistant principals in terms of years in that position stated that she noticed that a few of the standards overlapped and for that reason stated, “They have to do with really the organization and the time being able to maximize student instruction, distribute leadership, look at your organization and know where to allocate resources.” (Participant four, p. 2) She went on to state that a class in distributed leadership provided by the district as it applies to their organization would be beneficial. In two interviews personnel management was addressed as a need for their district and how to deal with difficult situations. Participant five shared that about a team in his building that would not work together. Many solutions have been explored and this participant made an observation about his principal and stated, “Watching my building principal respond to that and his discussion with me about how we should handle that makes me think about if I were in his position, how long would it have taken me to come up with that idea or would I have considered going down a different avenue to try and build that team up.”(Participant five, p. 6)

One of the participants viewed the district professional development as leaving the building and sitting through a meeting. As a result of his experience he stated, “I am a site based

hands on and want to be in the building. You have to also be able to balance meetings with the superintendent, financial meetings, school board and meetings after meetings.”(Participant seven, p.4)

Table 40

*Total Responses for Experiences to participate in District Professional Development for Each ISLLC Standard*

ISLLC Standard	District Professional Development
Standard One	33
Standard Two	49
Standard Three	27
Standard Four	11
Standard Five	28
Standard Six	12

Table 41 represents those total responses in the area of “did not receive the opportunity.” This area represents that with each standard there were some responses that the participants felt they had not received an opportunity either because it did not exist in their district, was not part of their daily responsibilities or they had not had exposure to it in their preparation program. It is important to emphasize that the participants were not quite clear on the purpose of this column and it may have been confusing to them.

Table 41

*Total Responses for Experiences the Assistant Principal did not receive for each ISLLC Standard*

ISLLC Standard	Did Not Receive
Standard One	15
Standard Two	25
Standard Three	28
Standard Four	27
Standard Five	16
Standard Six	19

## Summary of Findings

The seven assistant principals interviewed participated in a two part interview. Tables (1-37) display the responses to six charts which represents the six ISLLC standards along with the functions in each standard. Also the tables displayed four areas that the assistant principals may have received the opportunity under each standard. Those areas are principal preparation, job responsibility, district professional development, and lastly did not receive the opportunity. The participants responded to each function but selected which area as well as what method in which they received the opportunity. The methods included lecture, internship, practice or responsibility, and lead the way. These terms were defined to each participant. A lecture was defined as a college credit course or a seminar. The internship was defined as a combination of experiences that the assistant principal experienced while under the supervision of an administrator either at the school or central office level. Practice or responsibilities were those jobs that the assistant principal performed daily and then reported to a specific supervisor such as a principal or director at the district level. Lead the way was defined as an opportunity that either he or she initiated and then supervised and evaluated the effectiveness.

Tables (38-41) show totals for each area: (1) principal preparation, (2) job responsibility, (3) district professional development and (4) did not receive the opportunity. The totals were taken from the data of the tables listed earlier in chapter four. The participants referenced their tables to answer four follow up questions:

1. Looking at the standards which areas do you feel confident based on the experiences you have received?
2. Looking at the standards which areas do you feel less confident based on the experiences you have received?
3. Based on your experience which areas if any need to be addressed more effectively in preparation programs?
4. Based on your experiences, what areas do you feel your role as an assistant principal is preparing you to be a principal?

Based on the responses for each table the assistant principals were able to complete each of the six standards and denote that they had received the opportunity or did not receive the opportunity. The larger number of responses was in the areas of principal preparation and job responsibilities. In general the participants stated that they had a course or seminar during their internship which addressed the ISLLC standards. The participant were familiar could recall them and one participant was aware they had been revised recently. In connecting them to practical

experiences the participants were able to indicate that either they had the opportunity or that specific experiences belonged to the principal.

The last portion of this summary takes a brief look back at the research questions and connections from the data collected. Although seven participants were interviewed and the responses are specific to them, there are findings and implications which will be discussed in chapter five. It is the privilege of the researcher to answer the research questions based on the interviews and make connections to the literature in chapter two.

*Research Question 1: Which ISLLC standards are addressed in the district professional development experiences for middle school assistant principal*

Table 42 attempts to quantify the participants' response to each of the six standards and the experiences that were afforded in professional development. Each of the assistant principals based their yes and no responses on how they interpreted the function for each standard. The table only shows a summary of the overall opportunity and the yes and no were quantified on the premise that the participant indicated a yes or no in all of the functions under the standard. The detailed tables for each function are depicted earlier in this chapter. For clarification if there is a no indicated that represents that the assistant principal did not receive an opportunity in the area of district professional development. According to the National Study of Leadership in Middle Level Schools by Valentine, Clark, Hackman, and Petzco in 2000 one recommendation was made for principals in training and the fact that school district personnel who are sincere about shaping future leaders provide extensive professional development for aspiring principals. Based on the summary tables along with the function tables, this may have findings and implications for district professional development for assistant principals within the ISLLC Standards.

Table 42

*Summary Data for Research Question 1*

Assistant Principal	ISLLC 1		ISLLC 2		ISLLC 3		ISLLC 4		ISLLC 5		ISLLC 6	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
	1	5	0	4	3	4	0	1	3	4	1	1
2	5	0	6	1	3	2	1	3	5	0	1	2
3	5	5	6	1	3	2	3	1	5	0	2	1
4	4	1	7	0	5	0	1	4	3	2	3	0
5	0	5	0	7	0	5	0	4	0	5	0	3
6	5	0	7	0	5	0	4	0	5	0	3	0
7	1	4	3	4	0	5	0	4	2	3	0	3

*Research Question 2: Which ISLLC standards are addressed in job responsibilities for middle school assistant principals?*

Table 43 represents an overall summary of responses for each of the standards as it relates to the assistant principals' job responsibility. By the assistant principal indicating a yes, he or she interpreted the standard without any further explanation and decided that it was part of their job responsibility. If he or she indicated no then it was not part of their job responsibility at the present time. According to Gaston's study in 2005, current assistant principals in middle schools in Virginia are aware they lack exposure to certain experiences which include budget preparation, resource management, and conducting faculty meetings. There may be similar findings within the area of job responsibility that will lead to implications and recommendations for experiences for assistant principals at the middle school level

Table 43

*Summary data for Research Question 2*

Assistant Principal	ISLLC 1		ISLLC 2		ISLLC 3		ISLLC 4		ISLLC 5		ISLLC 6	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	5	0	4	2	3	2	2	2	5	0	1	2
2	5	0	6	0	5	0	4	0	5	0	2	1
3	5	0	6	0	5	0	4	0	5	0	3	0
4	5	0	7	0	5	0	4	0	5	0	3	0
5	2	3	4	3	3	2	2	2	4	1	1	2
6	5	0	7	0	5	0	4	0	5	0	3	0
7	5	0	7	0	4	1	2	2	4	0	0	3

*Research Question 3: Which standards are addressed in the middle school assistant principal's educational experience during principal preparation?*

Table 44 shows that based on being asked to recall their principal preparation programs at the time of the interview, each of the assistant principals indicated with a no that they did not have recollection of the content of the standard. The yes indicates that they did have exposure to that content as described in the standard and the previous tables indicate the method. It is important to note that the decisions were based on what the assistant principal could recall and not on a syllabus from their program.

In the National Study of Leadership in Middle Level Schools which is the third in three decades, the National Association of Secondary School Principals (NASSP) identified highly successful middle level school leadership and those principals felt that knowledge of best

practices at the middle school level was an essential component of a preparation program (Valentine et al., 2002). Those implications and findings in preparation programs from the standards will be further discussed in chapter five

Table 44

*Summary Data for Research Question 3*

Assistant Principal	ISLLC 1		ISLLC 2		ISLLC 3		ISLLC 4		ISLLC 5		ISLLC 6	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	4	1	4	3	5	5	3	1	4	1	1	2
2	5	0	6	1	5	0	4	1	5	0	3	0
3	1	4	4	3	2	3	4	1	4	1	1	2
4	5	0	7	0	5	0	4	0	4	1	3	0
5	4	1	0	7	0	5	0	4	0	5	0	3
6	5	0	7	0	5	0	4	0	5	0	3	0
7	5	0	7	0	5	0	4	0	5	0	1	2



## CHAPTER V

### FINDINGS AND DISCUSSION

Chapter Five provides both a critique and an examination of the study's findings in four sections. The first section, district professional development and the ISLLC Standards, reviews those standards that are addressed in principal preparation programs according to the middle school level assistant principals who were interviewed. The second section provides a synopsis of those job responsibilities that the middle school assistant principals currently have and how those experiences are connected to the ISLLC Standards. The third section focuses on those standards that are addressed in principal preparation according to the interviews of the seven assistant principals. Within each section the research question will be stated and addressed and further discussed in depth according to the findings of the research. Chapter Five will conclude with recommendations and implications for educational leadership as it relates to the experiences that assistant principals at the middle school level have and need to prepare them for a principal position.

#### Purpose of the Study

The purpose of this study is to gain an understanding of the experiences, educational and job related, that middle school assistant principals have received to prepare, and to become principals.

#### Research Questions

The study addresses the following questions regarding those experiences that middle level assistant principals have in connection with the ISLLC Standards in three areas: principal preparation, job responsibility, and district professional development.

1. Which ISLLC Standards are addressed in district professional development experiences for middle school assistant principals?
2. Which ISLLC Standards are addressed in job responsibilities for middle school assistant principals?
3. Which ISLLC Standards are addressed in the middle school assistant principal's educational experiences during principal preparation?

## Analysis of Research Question One

### *District Professional Development*

The first research question; *Which ISLLC standards are addressed in the professional development experiences for middle school assistant principal?* focuses on the experiences that the seven assistant principals interviewed had in their districts with regard to professional development. During the interview, assistant principals felt that their district professional development centered on district goals and objectives and improvement plans and the process of completing those plans. The assistant principals express that the professional development sessions directly connected to them in their specific roles. For that specific assistant principal she explained that her district had monthly meetings for the assistant principals from each level and the focus was centered on a book study on leadership and becoming a learning school.

Each of the participants completed a chart on each standard that showed there were a few areas where the district offered experiences and the assistant principals worked in collaboration with teachers in their building. In Chapter Four a table for each function under that standard indicates whether or not the district provided an opportunity under that standard. The response of the assistant principal to district professional development indicated those experiences depended upon whether or not the schools were told by the district what the vision and focus would be for the school or the school was empowered to propose a plan for professional development for their school and then present it to the district. For example, ISLLC Standard 2 states, *An educational leader promotes the success of every student by advocating, nurturing, and sustaining school culture and instructional program conducive to student learning and staff professional growth* and each function emphasizes words such as nurture, create, maximize, monitor, and promote.

During the interview many of the assistant principals felt that he or she had been an integral participant in instruction and support of teachers. One assistant principal felt he led the way in basically working with teachers and putting everybody in the right place to be as successful as they can be as a teacher. Although the district may not have been directly involved in the professional development, the middle school assistant principals were supported in their instructional plans for students and teachers.

The assistant principals seemed to be engaged with teachers about motivating learning and monitoring progress on a regular basis. They spoke about professional learning communities and grade level or content meetings where the assistant principals facilitated a meeting with teachers. In some of the middle schools the principal and assistant principal were in charge of

different content areas and those meeting were divided according to that assignment. Without a doubt each assistant was confident that for the most part they were given experiences in their school for professional development which was supported by the school district and held accountable by the district level leadership.

Both ISLLC Standard four and six had the least number of responses for experiences with regard to district professional development and was an area of least confidence for the middle school assistant principals. Standard four states, *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.* The functions that relate to this standard include such areas as analyzing data about the educational environment, use of community resources and its diverse cultural and social needs, sustaining positive relationships with families, and sustaining productive relationships with community partners. When it comes to involving the community and building partnerships within a community the assistant principals were not aware of any partnerships that were benefiting from a connection to the school or that the school benefited. One reason for few responses in this area may be a lack of focus. The district experiences for professional development were limited. It seems that when the subject of community involvement is discussed and analyzed the school community narrows the involvement to having a parent teacher organization or a limited number of parents on an advisory.

With such an emphasis on state and federal mandates for student achievement middle schools focus more on the accountability of each teacher and administrator. Therefore the district professional development also supports those efforts in terms of providing the professional development in the area of student achievement and more specifically on intervention needs for students in order to meet state accreditation and federally adequate yearly progress which relates to ISLLC Standard two.

Similarly there were fewer responses to ISLLC Standard six with regards to district professional development. One of the assistant principals stated, "Advocating for children, families and care givers I do all the time but when you are talking about influencing district, national, and state decisions effecting student learning I don't know exactly what that means because I have never been part of that." (Participant Five, p.5) *Standard six states, An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.* There are only three functions in this standard. In reflecting on professional development and this area of lowest

responses, the district may not be aware of its need for professional development for the principals and assistant principals. In examining the three functions under this standard and linking them together, the need for professional development for assistant principals is due to the idea that in order to effectively advocate for children and families a leader must assess and analyze trends at the local, district, state and national levels that affect student learning. Those trends need to be addressed at the district level and the district should provide ongoing and sustainable professional development to assistant principals who are in training to become principals.

### *Finding One*

The middle school assistant principals feel least confident in their experiences about sustaining community involvement and partnerships.

### *Discussion*

In the researcher's interview with the seven participants, they were least confident in their community involvement and partnerships due to the fact they did not have parent teacher organizations (PTO) in their schools. The assistant principals agreed that he or she would be willing to become involved but there was no effort or organized plan at the time at the school or district level. They also considered parents in this specific function and commented that parents are usually involved in the athletic programs and the cultural arts and least involved with the academic arena unless there are specific concerns about the lack of progress. This had a negative connotation for the assistants.

### *Implications*

The discussion about community involvement is connected to ISLLC Standard four which states: *An educational leader promotes the success of every student by collaborating with faculty and community members, responding to the diverse community interests and needs, and mobilizing community resources.* There are four functions that all pertain to the educational environment, use of community resources, families, caregivers, and community partners. The assistant principals, according to the data in chapter four in Table 20 have had preparation in that area and have also had experience to some extent in their job. They felt least confident because it seemed so focused on isolated situations and not a collaborative effort of support for the sake of student socialization to real world application. This is a critical area for the school district to offer data on demographics and needs assessments for their school community.

### *Finding Two*

School districts need to take responsibility for professional growth of middle school assistant principals as they exit their preparation programs.

### *Discussion*

Professional development experiences for middle school assistant principals need to move beyond an isolated view of their school and more toward a global plan. It is the responsibility of districts to specifically plan development for principals in training at the middle school in order to cultivate future principals. Preparation programs are not organized to prepare administrators for all the experiences they will have as an assistant principal in training to become a principal. That training should take on a more personalized and differentiated approach for assistants.

The assistant principals in this study were from school districts where personalized professional development for their administrators would be beneficial in addition to the districts overall organizational goals and its development for all administration. Approaching an individualized growth plan for middle school assistant principals would ensure a long term commitment to the importance of developing principals within the district. Designing professional development for assistant principals is similar to an effective design for teachers. Assessing what the strengths and weaknesses are and then designing a professional development plan that is relevant should be the focus of school districts.

### *Implications*

Daresh and Playko's (1992) study which is summarized in chapter two discusses the concept of socialization which is a critical area in preparing to be a principal. The local school district should play a vital role in planning professional development which focuses on relationships with central office, district school board members, and community members. Learning about the community in which you are leader is one of the most effective tools that an assistant principal can obtain. This is an area in which two of assistant principals felt connected to ISLLC Standard 4 which emphasizes collaborating with community members along with faculty members. The second function states, *promote understanding, appreciation, and use of the community and its diverse cultural, social and intellectual resources.*

The ISLLC Standards provide an effective framework for district professional development in the areas of instruction, organizational management, community connections,

and participation in the local and national education scene. Middle school assistant principals aspiring to become principals should be given the opportunity in the local districts to be involved in instruction. Knowing the strengths and weaknesses of the middle school assistant principal should be a priority of the school district and not just left up to the principal. Not only should middle school assistant principals participate in district professional development but also should be given experiences leading professional development in their district. Socialization of assistant principals to the school district and presenting professional development experiences for them will benefit the school district in developing principals within their school district for future positions of leadership.

### Analysis of Research Question 2

#### *Job Responsibilities*

The second research question addressed in this study is: *Which ISLLC standards are addressed in job responsibilities for middle school assistant principals?* As the assistant principals were interviewed this was an area that seemed to depend upon their relationship and leadership style of their principal. The assistant principals interviewed had a strong relationship with their principal and an understanding that some responsibilities their principal would rather do without the assistance of their assistant principal. For example the budget was considered a top down procedure in these specific districts so the principal felt that was his or her responsibility. Also in terms of involvement with parents and special education the principal felt responsible because of legal implications.

The more experienced middle school assistant principals were confident in their responsibilities and looking through the standards felt that there was a connection in most areas. The responses to each of the six standards was fairly balanced as pointed out in Chapter Four with the exception of standard two and standard five which had a greater response of experiences. Standard two is: *An educational leader promotes the success of every student by advocating, nurturing, and sustaining school culture and instructional program conducive to student learning and staff professional growth.* This standard had the most functions listed which may be the reason for the larger number of responses but the total responses as indicated in Chapter Four were close to twice what the other standards contained. The functions include sustaining a trusting culture with high expectations, creating rigorous curricular, motivating students, monitoring student progress, maximizing quality instruction, promoting the integration of technology, and evaluating the impact of the instructional program.

Standard Five is: *An educational leader promotes the success of every student by acting with integrity and in an ethical manner.* The five functions for this standard focus on ensuring academic and social success, modeling principles of self awareness and reflective behavior, safeguarding equity and diversity, and evaluate moral and legal consequences of decision making, and promote social justice. One of the reasons that this may have a higher number of responses is an overall feeling from the middle school assistant principals that this is not necessarily an assigned responsibility but is an imperative characteristic of an effective leader and is a foundation for them constantly and consistently.

### *Finding Three*

The job responsibilities that middle school assistant principals have are connected to the ISLLC standards.

### *Discussion*

The data in Chapter Four indicates that the middle level assistant principals have had experience in each of the six standards. This is evident in table 32 in the summary of responses for each of the standards. Although each of the assistant principals may not have indicated that each function is connected to their job, they have all experiences in the broader areas. It is not realistic that they would have had experiences in each of the 31 functions considering that six of the seven have been an assistant for five years or less at the middle school level. The assistant principals did indicate in their interview that knowledge of the standards during this interview gave them insight into other areas of exploration during their time as an assistant principal.

### *Implication*

The experiences that middle school assistant principals have are often not a choice but an assignment from their principal. In the interviews that were only mentioned as it related to the division of responsibilities and the assistants noting that sometimes their responsibilities are those the principal does not want due to them being more task oriented. On the other side are those responsibilities that these assistant principals had were in some cases a reflection of an area of strength. In the development of the standards one purpose is to upgrade the quality of leadership among principals. In examining and reflecting on those job responsibilities that assistant principals have it is important to acknowledge areas where there is collaboration among both the principal and the assistant in order focus on student learning. It is also important for the

principal to train his or her assistant in the areas that he or she needs that growth and encourage him or her to step outside of their comfort level with support.

#### *Finding Four*

The job responsibilities of middle school assistant principals are both management and instructionally based with emphasis on student learning.

#### *Discussion*

The seven assistant principals had a clear picture of their job responsibilities and basically felt that those responsibilities were relevant to student learning in their school. In fact they felt that whether or not it was a management role or an instructional role it was part of the total school success for learning. Instructionally many of the assistant principals worked side by side with departments in instruction and they were responsible for teacher evaluations. In some cases the assistant principals were empowered as far as being responsible for a certain content area and led department meetings and staff development experiences. With the exception of one assistant principal, the responsibilities were jointly decided with their building principal and the two administrators met at least once per week to provide updates and further plan for their faculty.

Although there was one assistant principal who did not have job responsibilities in the area of instruction he did feel that his main job was to assist the principal and the teachers with developing a positive learning culture in the building and as stated in Chapter Four he was the first line of defense so that the principal could focus on the instructional needs of his teachers.

#### *Implications*

Assistant principals at the middle school level have the challenge of balancing their time on management tasks such as; coordinating the cleaning of the building, supervising bus and lunch duty, and monitoring the hall during class change with observing teachers, conducting pre and post conferences, and attending grade level or department meetings. With the accountability currently on groups of children showing progress according to an assigned percentage for that year, the responsibilities in instruction are becoming more important and the principal is becoming more dependent on the assistant to share or take the lead in such instructional areas as assessment, and the components of an instructional role. Giving the assistant principal more experiences in this area will ensure a significant contribution to the progress of students. In the future the accountability will increase as it begins to turn a focus toward individual student



progress and the assistant principal at a middle school level will vital in that partnership with the principal.

In chapter two the evolution of the assistant principal at the secondary level was highlighted and later when middle schools were designed that role did not change. However in the studies that were reviewed the literature shows that middle school assistant principals, especially in Virginia are exposed to instructional experiences. It is also a reality that the management of students with respect to discipline is a role of the assistant principal. The research does not indicate that the management of a school should be replaced but that the amount of time focused should be changed.

The ISLLC standards provide a framework for evaluating the level of involvement in those experiences that an assistant principal would have because they are standards for leadership of a principal and provide guidance in specific areas as denoted by the function. Whether or not the assistant principal has the opportunity may be influenced by the principal or the school district or their own desire.

### Analysis of Research Question 3

#### *Preparation Programs*

The third and research question focuses on the preparation programs for each of the seven middle school assistant principal and if those programs emphasized the ISLLC standards in their curricular. The research question is: *Which ISLLC standards are addressed in the middle school assistant principals educational experiences during principal preparation?* This was a difficult portion of the interview because the participants were asked without time to prepare to recall their practical experiences and academic curricular. The responses during the interview indicate more of what they wish had been part of the practicum or made a recommendation for changes to their programs. As the assistant principals reflected on their preparation programs, there was a consensus that theory was more emphasized and less practical application was stressed in the instructional process. There were seven participants and seven different preparation programs but all seem to agree that they wish some areas had been more emphasized as they looked through the ISLLC standards. Another consensus was that the courses or practical application should have more depth.

### *Finding Five*

The middle school assistant principals had knowledge of the ISLLC standards being part of their principal preparation program.

### *Discussion*

During the interview of each assistant principals, they stated having background knowledge of the standards as far as the broad areas. The assistant principals agreed that completing the charts gave them insight into the specifics about each standard and if they had more time to consider their preparation program they may have realized that more of the preparation experiences were connected to the ISLLC standards. One of the assistant principals who had been a veteran assistant was knowledgeable of the standards but they were not addressed in their preparation program which she completed in the late eighties.

### *Implications*

In Chapter Four according to Table 31 the assistant principals indicated that the ISLLC standards are addressed in their preparation program. Although syllabi and curriculum plans were not examined as part of this study it is evident that the standards were being addressed through the SLLA tests that six of the seven assistant principals passed. In each of the function tables in Chapter Four there is also evidence that the assistant principals recall specific content that they were exposed to either through a lecture or in their practicum.

It is the opinion of the researcher that preparation programs are using the standards to train administrators in the six standards and the thirty one functions. The standards do overlap and are interconnected so the preparation programs had the job of aligning the content within the time frame of their program. It is practical to consider that those courses would be in a lecture form and that the internships may vary according to the specific requirements of the university or college these seven assistant principals attended. Upon completion of the preparation program it is the school district's responsibility to further develop the practical application of the standards within the position of the middle school assistant principal.

### *Finding Six*

Middle school assistant principals need practical experiences in their preparation programs prior to becoming a principal.

## *Discussion*

There are six ISLLC standards and thirty one functions that should be aligned with preparation programs for principals in training. In Chapter Four the responses to receiving those experiences were varied but more importantly were limited to a classroom lecture for most of the assistant principals interviewed. It is important to reiterate that each participant only had the hour interview to recall their preparation programs. This may limit the depth of the discussion about their practicum, internships and course work.

The data in chapter Four shows that the number of responses was within ten responses of those responses for job responsibilities. This implies that they recall courses that may assist them in their daily responsibilities. Also standard six which had the lowest number of responses overall had only three functions which was the fewest number of all the standards. The participants did talk more about their preparation program during the follow up interview. For example they discussed the fact that most of the courses were theory based which was important but they expressed a need for in the field training during course work. Also as stated in chapter four the preparation programs may be limited. Since each of the assistants had a different preparation program it was difficult to go beyond their quotes as far as an analysis. One of the assistants did not have a preparation program due to his degree being in counseling and his first year of his assistant position was considered his preparation.

Standard six which is: *An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social economics, legal, and cultural context* had only twenty responses with the majority in a lecture method. Earlier in Chapter Five this was also a low area for district professional development. The connection here is a lack of experience for middle school assistant principals in the area of local, district, state and national decisions affecting student learning.

## *Implications*

As stated in Chapter Two today's aspiring assistant principals will be asked to lead schools under challenging conditions that require them to be familiar with local, state and federal decisions. Hess and Kelly(2005) found in their research that only two percent of those courses addressed accountability in their curricular. One of the middle school assistant principals also stated in Chapter Two that accountability was so critical and she needed to know more about the future implications for middle school.

Daresh and Playko study focused on the fact that the number of courses or time spent needs to be evaluated. This implies that the design of programs may need to focus more on practice with respect to middle school. There are current state and federal requirements that are going to impact middle schools, specifically in the area of college and career development and graduation rates at the state and federal level. These need to be addressed in preparation programs and practical application within middle school settings can show its impact on student success.

In Chapter Two the recommendation that came out of the NASSP survey indicated that collaborative decision making, instructional leadership, organizational development, and oral and written communication were areas that need more emphasis on middle school preparation programs. Also for those highly effective middle schools the study stated that principals strongly believed that working with parents and the community is needed in preparation programs. Several middle school assistant principals alluded to the fact that there was a limited connection with their community and the existence of partnerships.

#### Recommendations for Educational Leadership at the Middle School Level

This section of Chapter Five will restate the findings that have been discussed and also make recommendations for educational leadership and practice for middle school assistant principals.

#### Summary of Findings

1. The middle school assistant principals feel least confident in their experiences about sustaining community involvement and partnerships.
2. School districts need to take responsibility for professional growth of middle school assistant principals as they exit their preparation programs.
3. The job responsibilities that middle school assistant principals have are connected to the ISLLC standards.
4. The job responsibilities of middle school assistant principals are both management and instructionally based with emphasis on student learning.
5. The middle school assistant principals had knowledge of the ISLLC standards being part of their principal preparation program.
6. Middle school assistant principals need practical experiences in their preparation programs prior to becoming a principal.

Based on these findings the recommendations for educational leadership can best be delineated in three ways; professional development, job responsibilities, and principal preparation training. The first recommendation is that school districts within Region V engage middle school assistant principals in district professional development in those areas that represent their strengths and areas of growth according to the framework of the 2008 ISLLC Education Policy Standards. These standards were researched and developed to create vision and goals for improving leaders who must bring out the most in students.

The second recommendation is that middle school assistant principal work along with their principal in determining the most effective job related responsibilities and most of all seek a balance between management and instruction. The researcher believes that the assistant principal is a viable contributor to the instructional leadership in the school. It is evident in this study that assistant principals feel responsible for student achievement as it relates to all aspects of the curriculum. As the world of accountability becomes more defined and ever changing, the administrative team needs to be united for the school to be successful. Collaboration is a 21<sup>st</sup> Century skill that is required in the workforce and that should be modeled with administrative teams at the middle school level.

The third recommendation is that principal preparation programs evaluate their experiences that aspiring principals have during their training programs and apply the ISLLC standards to those practical experiences that they need in their school district. This is an area which could be collaboratively planned between the school district and the preparation program. It is unrealistic to assume that every experience can be designed through an internship but it is not unrealistic to investigate the concept of involving school districts in those practical applications during the training of an aspiring principal. The middle school assistant principals who were interviewed for this study felt that their district may not be aware of the ISLLC standards and that the awareness of those standards will assist in those experiences that they have during their internship. Working with preparation programs to address those standards and further explore their impact on assistant principals may impact the depth of preparation.

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APPENDIX A  
IRB APPROVAL MEMO



VirginiaTech

Office of Research Compliance  
Institutional Review Board  
2000 Kraft Drive, Suite 2000 (0497)  
Blacksburg, Virginia 24060  
540/231-4606 Fax 540/231-0959  
e-mail [irb@vt.edu](mailto:irb@vt.edu)  
Website: [www.irb.vt.edu](http://www.irb.vt.edu)

**MEMORANDUM**

**DATE:** November 3, 2010

**TO:** Theodore Creighton, Anne Unruh

**FROM:** Virginia Tech Institutional Review Board (FWA00000572, expires June 13, 2011)

**PROTOCOL TITLE:** Readiness of Middle School Assistant Principals to Become Principals

**IRB NUMBER:** 10-825

Effective November 3, 2010, the Virginia Tech IRB Chair, Dr. David M. Moore, approved the new protocol for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at <http://www.irb.vt.edu/pages/responsibilities.htm> (please review before the commencement of your research).

**PROTOCOL INFORMATION:**

Approved as: **Expedited, under 45 CFR 46.110 category(ies) 6, 7**

Protocol Approval Date: **11/3/2010**

Protocol Expiration Date: **11/2/2011**

Continuing Review Due Date\*: **10/19/2011**

\*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

**FEDERALLY FUNDED RESEARCH REQUIREMENTS:**

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals / work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

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## APPENDIX B

## INFORMED CONSENT FORM FOR PARTICIPANTS OF INVESTIGATIVE PROJECTS

## Middle School Assistant Principals Participation Form

**Title of the Project** – The Readiness of Middle Level Assistant Principals to Take the Role of the Principal.

**Investigators** – Anne Louise Unruh; Dr. Theodore Creighton (Faculty Advisor)

**I. Purpose of the Research Project**

The purpose of this research is to explore the types of experiences, as they relate to the ISLLC standards for administrators, that middle school assistant principals have that prepare him/her for the role of principal.

**II. Procedures**

In order to complete this study, middle school assistant principals in Region V of Virginia will be asked to voluntarily participate in a one to one interview. The interview will last approximately 60 minutes. The participants will be on audiotape. The researcher will ask the participant to complete a chart which lists the each of the six ISLLC standards and their functions. The participant will be asked to mark those experiences they have had and how they received each of those experiences. After completing the chart, the participant will be ask follow up questions for clarification and also to give the participant an opportunity to explain their responses. No identifying information will be on the audiotape, a coding system will used to for the researcher to identify the participant. Once the transcript has been completed, the researcher will electronically send the participant the transcript to verify the accuracy of the document.

**III. Risks**

There are no identified risks for participants who agree to be part of this study.

**IV. Benefits**

There are no benefits other than the furthering of research.

**V. Extent of Anonymity and Confidentiality**

During the interview, there will be no identifying information on the audio-tape. The researcher will give each participant a code number. All audio-tapes, transcripts and documents will be kept under lock and key. The identifying codes will be kept in a separate place under lock and key.

**VI. Compensation**

Participants will not be monetarily compensated for their participation in this study.

**VII. Freedom to Withdraw**

All participants are voluntary. Any participant may withdraw at any time. Participants will not be required to answer any interview questions.

### VIII. Approval of Research

This research study has been approved by both the Institute Review Board for Research Involving Human Subjects at Virginia Polytechnic Institute and State University and the Department of Educational Leadership and Policy Studies.

### IX. Subject's Responsibilities

As a participant, I voluntarily agree to participate in this study. I have the following responsibilities:

- To participate in a 60 minute one on one interview
- To check my part of the transcript for accuracy

### X. Subject's Permission

I have read the Informed Consent of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent.

\_\_\_\_\_ I agree of the use of audio-recording.

\_\_\_\_\_ I do not approve the use of audio-recording.

\_\_\_\_\_

Printed name of the participant

\_\_\_\_\_

Signature of participant

\_\_\_\_\_

Date

Should I have any pertinent questions about this research or its conduct, or research subjects' rights, I may contact:

Anne Louise Unruh, Investigator

[unruhal@vt.edu](mailto:unruhal@vt.edu)

804-387-5474

Dr. Theodore Creighton, Faculty Advisor

[tcreigh@vt.edu](mailto:tcreigh@vt.edu)

## APPENDIX C

## LETTER TO ASSISTANT PRINCIPALS ASKING FOR PERMISSION TO INTERVIEW

November 17, 2010

Dear

I am a doctoral student in the Educational Leadership and Policy Studies at Virginia Polytechnic Institute. I am writing my dissertation on the readiness of middle level assistant principals to take the role of a principal. The purpose of the study is to identify those experiences that assistant principals have in their preparation programs and in their job responsibilities that will prepare them for the role of a principal. In addition I am connecting those experiences to the standards of the Interstate School Leaders Licensure Consortium (ISLLC).

I am writing to see if you would be interested in an interview on this topic. The interview would take about seventy five minutes or less. The interview would be anonymous and I would review your interview document with you at your convenience. I am willing to travel to your location and meet with you. We can communicate through email to set up at time that is convenient for you.

I am interviewing middle level assistant principals with Region V and I would like to have a diverse sample for each area of the region. My contact information is below and I can be available to answer any questions that you might have about my research.

Sincerely,

LuAnne Unruh  
Assistant Superintendent for Instruction  
Louisa County Public Schools  
[unruhal@lcps.k12.va.us](mailto:unruhal@lcps.k12.va.us)  
(540) 894-5115 ext. 8022  
(540) 205-7010 cell

## APPENDIX D

## LETTER TO PRINCIPALS ASKING FOR PERMISSION TO INTERVIEW

November 17, 2010

Dear

I am a doctoral student in Educational Leadership and Policy Studies at Virginia Polytechnic Institute and State University. I am writing my dissertation on the readiness of middle level assistant principals to take the role of a principal. The purpose of the study is to identify those experiences that assistant principals have in their preparation programs and in their job responsibilities that will prepare them for the role of a principal. In addition I am connecting those experiences to the standards of the Interstate School Leaders Licensure Consortium (ISLLC).

I would like to interview your middle level assistant principals at a time that we could work out collaboratively. The interview would be recorded but secured and shared with the assistant principal for its accuracy. I am focusing my interviews in Region V so that it might benefit professional growth experiences for our region.

If you give your permission, I will contact each middle level assistant principal for their permission. I will be more than glad to answer any further questions that you may have concerning my research. My contact information is available at the bottom.

Sincerely,

LuAnne Unruh  
Assistant Superintendent for Instruction  
Louisa County Public Schools  
[unruhal@lcps.k12.va.us](mailto:unruhal@lcps.k12.va.us)  
(540) 894-5115 ext. 8022  
(540) 205-7010

APPENDIX E  
ONE ON ONE INTERVIEW PROTOCOL

Title of the Project: The Readiness of Middle Level Assistant Principals to Take the Role of the Principal

Investigator: Anne Louise Unruh

1. Recruit seven participants from the middle schools in Region V. Superintendents will be informed of their middle school assistant principals being asked to participate in the one to one interview. Assistant principals will be contacted through email and by phone about participating in the interview.
2. Follow-up emails will be sent to those assistant principals agreeing to participate. The email will state the purpose of the research, the process of conducting the interview, information concerning assurance of confidentiality and risks, the need for informed consent, and the date and time of the interview.
3. A reminder phone call will be made to the participant two days prior to the interview, answering any further questions.
4. The interview will be conducted in a place agreed upon by the participant.
5. Introductions will be made prior to the interview and all documents will be distributed at that time.
6. Informed consents will be signed by the participants and collected by the investigator.
7. Procedures of the interview will be reviewed:
  - a. Assurance of Confidentiality
  - b. Explanation of the procedure for audio-taping
  - c. Explain to the participant that they may withdraw at any time.
  - d. Explain that a transcript will be available but their names will not appear.
  - e. Clarify any questions with the participant.
8. The interview will begin with the charts and then follow up questions.
9. Following the interview, the researcher will thank the participant.
10. The research will follow up with a thank you note two to three days after the interview.

## APPENDIX F

1. AN EDUCATIONAL 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

Table 1

1. An educational 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.					
Check the area(s) where you received the opportunity and within the same box check the method(s) by which you received the opportunity.					
	Principal Preparation	Job Responsibility	District Professional Development	Did Not Receive the Opportunity	
a. Collaboratively develop and implement a shared vision and mission	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development	
b. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development	
c. Create and implement plans to achieve goals	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development	
d. Promote continuous and sustainable improvement	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development	
e. Monitor and evaluate progress and revise plans	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development	

## APPENDIX G

2. AN EDUCATIONAL LEADER PROMOTES THE SUCCESS OF EVERY STUDENT BY  
 ADVOCATING, NURTURING, AND SUSTAINING SCHOOL CULTURE AND  
 INSTRUCTIONAL PROGRAM CONDUCTIVE TO STUDENT LEARNING AND STAFF  
 PROFESSIONAL GROWTH

Table 2

2. An educational leader promotes the success of every student by advocating, nurturing, and sustaining school culture and instructional program conducive to student learning and staff professional growth.				
Check the area(s) where you received the opportunity and within the same box check the method(s) by which you received the opportunity.				
	Principal Preparation	Job Responsibility	District Professional Development	Did Not Receive the Opportunity
a. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development
b. Create a comprehensive, rigorous, and coherent curricular program	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development
c. Create a personalized and motivating learning environment for students	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development
e. Develop assessment and accountability systems to monitor student progress	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development
f. Maximize time spent on quality instruction	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development
g. Promote the use of the most effective technologies to support teaching and learning	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development
h. Monitor and evaluate the impact of the instructional program	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development



APPENDIX H

3. AN EDUCATIONAL LEADER PROMOTES THE SUCCESS OF EVERY STUDENT BY ENSURING MANAGEMENT OF THE ORGANIZATION, OPERATIONS, AND RESOURCES FOR A SAFE, EFFICIENT, AND EFFECTIVE LEARNING ENVIRONMENT

Table 3

3. An educational leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.				
Check the area(s) where you received the opportunity and within the same box check the method(s) by which you received the opportunity.				
	Principal Preparation	Job Responsibility	District Professional Development	Did Not Receive the Opportunity
a. Monitor and evaluate the management and operational systems.	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development
b. Obtain, allocate, align, and efficiently utilize human, fiscal and technological resources	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development
c. Promote and protect the welfare and safety of students and staff	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development
d. Develop the capacity for distributed leadership	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development
e. Ensure teacher and organizational time is focused to support quality instruction with student learning	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development

APPENDIX I

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.

Table 4

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.				
Check the area(s) where you received the opportunity and within the same box check the method(s) by which you received the opportunity.				
	Principal Preparation	Job Responsibility	District Professional Development	Did Not Receive the Opportunity
a. Collect and analyze data and information pertinent to the educational environment	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development
b. Promote understanding, appreciation, and use of the community and its diverse cultural, social, and intellectual resources	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development
c. Build and sustain positive relationships with families and caregivers	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development
d. Build and sustain productive relationships with community partners	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development

APPENDIX J

5. AN EDUCATIONAL LEADER PROMOTES THE SUCCESS OF EVERY STUDENT BY ACTING WITH INTEGRITY AND IN AN ETHICAL MANNER

Table 5

5. An educational leader promotes the success of every student by acting with integrity and in an ethical manner.				
Check the area(s) where you received the opportunity and within the same box check the method(s) by which you received the opportunity.				
	Principal Preparation	Job Responsibility	District Professional Development	Did Not Receive the Opportunity
a. Ensure a system of accountability for every student's academic and social success	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development
b. Model principles of self awareness, reflective practice, transparency, and ethical behavior	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development
c. Safeguard the values of democracy, equity, and diversity	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development
d. Consider and evaluate the potential moral and legal consequences of decision-making	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development
e. Promote social justice and ensure that individual and student needs inform all aspects of schooling	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development

APPENDIX K

6. AN EDUCATIONAL LEADER PROMOTES THE SUCCESS OF EVERY STUDENT BY UNDERSTANDING, RESPONDING TO, AND INFLUENCING THE POLITICAL, SOCIAL, ECONOMIC, LEGAL, AND CULTURAL CONTEXT

Table 6

6. An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.				
Check the area(s) where you received the opportunity and within the same box check the method(s) by which you received the opportunity.				
	Principal Preparation	Job Responsibility	District Professional Development	Did Not Receive the Opportunity
a. Advocate for children, families, and caregivers	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development
b. Act to influence local, district, state, and national decisions affecting student learning	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development
c. Assess, analyze, and anticipate emerging trends and initiative in order to adapt leadership strategies	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Lecture <input type="checkbox"/> Internship <input type="checkbox"/> Practice/Responsibility <input type="checkbox"/> Lead the Way	<input type="checkbox"/> Preparation <input type="checkbox"/> Job Responsibility <input type="checkbox"/> District Professional Development

