

THE ATTITUDE OF A SAMPLE OF ELEMENTARY SCHOOL PRINCIPALS IN
THE COMMONWEALTH OF VIRGINIA TOWARDS MENTORING
ALTERNATIVELY LICENSED PEERS

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Dissertation submitted to the faculty of the Virginia Polytechnic Institute and State
University in partial fulfillment of the requirements for the degree of

Doctor of Philosophy
in
Educational Leadership and Policy Studies

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July 6, 2011
Blacksburg, Virginia

Keywords: alternative licensure, behaviors, conditions, elementary principals, mentoring

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ABSTRACT

The Education Commission of the States in 2007 reported that 16 states had a policy for alternative licensure for school leaders and 23 states had a path for alternative licensure but not a policy (Education Commission of the States, 2007). Therefore there were 39 states that offered a policy or path for obtaining licensure for school leaders through an alternative route. This information suggested a nation-wide development and warranted investigation. First year principals, as are first year teachers, are in need of a mentor. The current principals are the individuals who would be asked to mentor newly hired principals.

This quantitative study was conducted to gain insight into the willingness of elementary principals to mentor alternatively licensed principals. The Virginia Association of Elementary Principals (VAESP) agreed to email the web mail questionnaire to their public school principal members as of March 1, 2010. The questionnaire was sent to 515 elementary principals in Virginia.

One way analysis of variance (ANOVA) was the statistical procedure used to determine the relationship between the predictor variables and the willingness of elementary principals to mentor alternatively licensed principals. The data indicated that Virginia Elementary School Principals are somewhat willing to mentor their peers. However, they do not feel that alternative licensure is a good route for principal licensure.

DEDICATION

To my dearly departed mother and father

(Grace and Bill Fazioli)

For you love, encouragement, support and guidance throughout my life. Thank you for supporting my education and pursuit of my doctoral degree. Again, thank you for encouraging me to fulfill my dream of being a teacher and a public school administrator.

ACKNOWLEDGEMENTS

The author would like to recognize the guidance of her dissertation committee: Dr. Travis Twiford, Dr. Carol Cash, Dr. John Schreck and Dr. Wayne Tripp. Without the support and encouragement from these dedicated leaders, the completion of this study would not have been possible. Dr. Twiford continuously prodded me to stick with it and was relentless in asking me every week if I was writing. Dr. Twiford, you are thanked for your encouragement and support which maintained me when I was discouraged and could not see the end in sight. I could not have completed the dissertation without you.

I also want to thank my immediate family (Barry, my husband, Matt and Adam, my boys) and extended family and friends for allowing me to miss so many events while I was taking classes, away from campus and on the computer writing. You deserve my thanks and gratitude and here it is. You're the best. I love you. I am where I am because of you.

I would like to thank Rebecca and Ryan for telling me that I could not quit and that I must finish. I am where I am because of you. You both inspired me to continue when it was difficult.

This would not have been possible without the support of the Virginia Association of Elementary School Principals and Dr. Tom Shortt. Thank you for your support.

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CHAPTER 1: THE PROBLEM

Context of the Study

In recent years the focus of educational reform has shifted in a dramatic way to the leadership and performance of school principals. The Alliance to Reform Educational Leadership (AREL) has set a goal to “certify, by 2010, at least half of U.S. public school principals around a set of radically improved standards for leadership competency – 50,000 principals will be fully empowered to lead” (The Alliance to Reform Education Leadership Fact Sheet, 2011, p. 1). The increased attention has resulted from recognition that school leaders influence the value of teaching and learning in schools. The increased attention radiates from policy makers, educational leaders and a collection of individuals interested in public education. In one of several studies identifying school leadership as a key factor in schools that outperform others with similar students, researchers found that achievement levels were higher in schools where principals undertake and lead a school reform process; act as managers of school improvement; and make use of student data to support instructional practices and provide assistance to struggling students (Williams, Kirst & Haertel, 2002). After performing a broad review of the literature, Leithwood, Seashore-Louis, Anderson and Wahlstrom conclude that “Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school. Good leadership matters most in schools that face the greatest challenges” (Leithwood, Seashore-Louis, Anderson & Wahlstrom, 2004, p. 17). “There are no fail-safe solutions to educational and organizational problems. “This is as true in the area of leadership as it is in other areas of educational effectiveness” (Waters, Marzano, & McNulty, 2003, p. 14).

Principal preparation programs and certification standards are generating an abundance of dialogue and debate (Anthes, 2004; Farkas, Johnson, Duffett, Foleno, & Foley, 2001; Hartley, 2007; Kufel, Gaudreau, & Parks, 2004; Levine, 2005; NAESP/NASSP/ERS, 1998; Russo, 2004; SREB, 2003; VDOE, 2003; and Wallace Foundation, 2003). McCarthy (2004) reported that the source of increased discussion in

education will inevitably involve the condition of certification requirements and principal preparation programs.

Statement of the Problem: Shortage of Principals - Reality vs. Myth

In a survey conducted by Whitaker in 2001 some school districts reported a shortage of qualified candidates for principal positions but others feel that it may be something different (Whitaker, 2001). The debate focuses on whether the shortage of principals is a myth or a reality. There is uncertainty as to whether the qualities that current principal applicants possess meet the needed knowledge and skills necessary to apply for the position of principal. There is also uncertainty as to whether the quantity of current principal applicants would be sufficient to fill the principal vacancies. Depending on one's position in the debate, the issues are as broad as how to increase the number of qualified candidates for the profession, how to recruit qualified candidates for the profession, how to prepare candidates and how to retain qualified principals once in the profession.

Superintendents, human resource directors and state department of education officials report increasing difficulty filling vacant positions in school administration. School district representatives are concerned that there is or will be in the near future a shortage of potential principal candidates in their districts (Rosa, Celia, Harvey, & Wishon, 2003).

The information regarding principal shortages has been largely anecdotal reports about a few high-profile districts suffering from high turnover rates or experiencing difficulty finding licensed applicants (Public Agenda, 2001). Limited quantitative information has been provided to help policy makers understand the magnitude or pervasiveness of the supply problem.

The National Association of Elementary School Principals (NAESP, NASSP, ERS, 1998) sponsored research that produced statistics concerning principal shortages related to geographic regions, school levels, retirements and vacancies on the NAESP Fact Sheet. The U.S. Bureau of Labor Statistics reported that "the demand for school administrators will increase by 13% between 2000 and 2010 and that a large portion of school leaders will retire during the same period" (U. S. Department of Labor, Bureau of Labor Statistics, 2007, p. 33). Gates, Rangel, Santinbanez, Ross & Chung (2003) found

that there is a suggested trend among principals entering the administrative position at an older age “resulting overall in a shorter tenure in administrative positions” (Gates, Ringel, Santinbanez, Ross & Chung, 2003, p. 39).

Employment of education administrators is expected to grow by about 8 percent between 2008 and 2018, which is about as fast as the average for all occupations. (U. S. Department of Labor, Bureau of Labor Statistics (2009). As education and training hold importance for everyone, the need for school administrators grows.

Quantity vs. Quality

It is suggested that some school systems will not be able to fill principal vacancies because few who hold the certificates will actually be interested in being school administrators and willing to face the challenges of leading schools (Roza, et al., 2003). The Maryland Department of Education in the summer of 2002 expected “600 vacancies or 45 percent of the state’s principals, during the 2003 – 2004 hiring season” (NAESP, 2003, p. 1). Some teachers obtain advanced degrees in administration for monetary benefits with no intention of ever entering the field of administration. Fenwick and Pierce (2001) reported:

47% of the nation's public school teachers hold master's degrees, many in educational leadership; however, teachers are not willing to fill the leadership voids because they perceive principals to be overworked, underpaid bureaucrats, tangled in a web of administrative duties and responsibilities, unionized teachers, uninvolved parents and disinterested students. (p. 25)

Many states are certifying more school administrators than there are positions available. There is evidence, for example, in Georgia, a state with less than 2,000 schools and 3,200 current employees with administration licenses, yet there are not enough qualified administrators. (Herrington 2005, p. 182)

The issue appears to be not quantity; but quality. Being licensed is not the same as being qualified or employable. More to the point, there is an increasing deficit in the number of qualified candidates to lead our schools. A large urban school district’s superintendent commented "We have few [who are] well qualified and many who lack

experience and the qualifications needed for many urban diverse community" (Whitaker, 2001, p. 84). Public Agenda revealed that 60% of superintendents were not satisfied with the quality of candidates for school principal positions and 29% felt that the quality of principals they had hired declined during recent years (Farkas et al.,).

Changes in the Role of the Principal

The principal's role in public schools has changed drastically over the past two decades (Farkas et al., 2003). The level of accountability has increased due to standards-based assessments and yearly high stakes testing. Evidence reveals that this level of increased accountability leads to heightened levels of stress on the job. Additionally, the higher level of accountability contributes to the unattractiveness of the position causing less interest among potential applicants to enter the principalship (Malen & Rice, 2004).

The Impact of Accountability

In 1983, the publication of *A Nation at Risk* (National Commission on Excellence in Education, 1983) greatly heightened the perception that schools need to improve. The Commission concluded that "declines in educational performance are in large part the result of disturbing inadequacies in the way the educational process itself is often conducted" (*A Nation at Risk*, 1983, p. 1). Goals 2000 (*Goals 2000: Reforming Education to Improve Student Achievement*, 1998) placed an emphasis on results which embodied changes in instruction, curriculum, professional development, assessment and accountability, school organization, leadership and parental and community involvement. State and local implementation of Goals 2000 generated the valuable implementation of standards-based reform and was tied to state progress. The passage of the No Child Left Behind Act in 2001 resulted in an increase in accountability in the form of expanded annual goals for student achievement and escalated consequences for schools and districts based on overall student achievement (Steecher, Hamilton & Gonzalez, 2003).

High stakes accountability has had a powerful impact on several aspects of public education. "The accountability movement – culminating with the federal No Child Left Behind law in 2001 – has put pressure on principals to improve student performance, resulting in school leaders' transitioning from a more administrative role to becoming more heavily involved with assessment, instruction, curriculum and data analysis" (Butler,

2008, p. 1). Principals' experience elevated anxiety from having to meet the demands of continuous assessments throughout the year and at the end of the year. NCLB required high stakes end of the year annual assessments of accountability testing which entail sanctions if not met consecutively for a two and three year period (NCLB, 2001).

While principals have always been accountable for the entire operation of the school, the duties, responsibilities and challenges of today's principals expanded to include: building a school culture conducive to learning, developing a clear vision for learning, building a safe and orderly environment, demonstrating leadership and knowledge related to accountability issues and disaggregating data that drive many school decisions (Waters & Grubb, 2004). Principals have always been responsible for instruction, but the concept of the principal as an instructional leader moved to the foreground. Principals face tough curriculum standards and shoulder responsibilities for an increasingly diverse student population (Whitaker, 2001). They face possible termination if they are unable to produce fast-paced increases in student achievement. The job has become a daily challenge with awesome responsibilities and career consequences. The change in the role of the principal has generated discussions concerning the virtues of deregulation and alternative certification as opposed to intensifying the principal preparation program (Bjork & Reinhart, 2004).

Principals maintain a constant focus, implement effective management and manage staff, students and parents while juggling problems that did not exist in the past (Hess, 2003). Above all, they are now more than ever required to produce excellent student academic achievement, to secure and maintain full accreditation of their schools and to ensure that their schools make adequate yearly progress (Johnson, 2005). Principals face a daunting task with greater responsibility and are in effect Chief Executive Officers of small public businesses whose chief product is student achievement.

The Increasing Intensity of the Principal's Job

Principals endure enormous pressure from within the school division and from parents, community and politicians. They describe the nature of their jobs as non-stop, always-on-the-run and a crisis-a-minute. Nearly 74% say "daily emergencies rob them of time that would be better spent in the classrooms or on teaching issues" (Farkas et al.,

2003, p. 15). School leaders describe a frustrating mix of too much nit-picking, not enough time and too many hurdles thrown in the path of students and faculty (Whitaker, 2001).

The Unattractiveness of the Principals' Job

Principals reported that frustration and discouragement with the position that they feel discourages younger educators from pursuing administrative roles. (Boris - Schacter & Langer, 2006, p. 8). At the Principal's Leadership Summit 2000 in Washington, DC, 90 principals identified the five major reasons why fewer individuals seek to become principals: "the changing demands of the job; salary; time; lack of parent and community support and the negativity of the media and public toward schools; and lack of respect" (Whitaker, 2001, p. 83).

One of the important barriers that influence people's interest in becoming principals is salary. The pay differential between a beginning principal and an experienced teacher is not great, if it exists at all. If salaries are calculated on an hourly or even daily basis, the discrepancy between teacher and principal salaries appears even greater--considering principals typically work longer school days, longer school weeks and longer school years (Cushing, Kerrins & Johnstone, 2003). The amount of pay for the amount of work simply doesn't match up well. The perception is that the salary does not warrant the frustrations and headaches that are inherent in the principal position. Superintendents reported three barriers to the creation of sufficient candidates: (a) the job takes too much time, (b) the job is too stressful; and (c) the compensation is too low (NAESP, 1998).

Questionable Quality of Preparation Programs for Principals

Another problem that is perceived in the preparation of a qualified pool of candidates is the quality of principal preparation programs. Some of the complex factors affecting educational leadership programs include the following: "institutional support for educational leadership programs, faculty professional development, increased numbers of preparation programs, pool of capable and diverse applicants, ongoing program enhancement and licensure and accreditation" (Young, Peterson & Short, 2002, p. 6). Principal preparation programs continue to operate much as they always have

despite the current increase in the demands and challenges of today's schools (Lashway, 2004). The Thomas B. Fordham Foundation (2003) believes that the gates to the principalship should now be opened to individuals possessing a multitude of career backgrounds because no evidence yet shows a correlation between the credentials required of school leaders and successful student achievement produced by their schools. The Southern Regional Education Board (2003) supports bypassing traditional licensure for candidates with education backgrounds. The Southern Regional Education Board defined six approaches that states and local leaders can use to attain an ample supply of highly qualified principals. They recommend:

singling out high performers, recalibrating preparation programs, emphasizing real-world training, linking principal licensure to performance, moving accomplished teachers into school leadership positions and using state academies to cultivate leadership teams in middle-tier schools, which are schools that lag in academic performance but rarely qualify for special assistance through grant or state and federal incentive programs. (Southern Regional Education Board, 2003, p. 2-3)

Solutions to the Principal Shortage in the United States

Various solutions to the companion issues of quantity and quality of principals and principal preparation programs have been presented at both the national and local levels during workshops and conferences. One potential solution is to completely redesign the current school leadership licensure traditional preparation programs.

In a study by *Public Agenda* (2001) it was found that “67 percent of principals and 72 percent of superintendents believed that typical leadership programs are out of touch with the realities of what it takes to run today’s school” (p. 39). Workforce projections indicate that more school boards and superintendents will need to hire new principals for their schools. According to some estimates, 40 percent of the current principal workforce will retire by 2014 (Educational Research Service, 2000). Levine (2005) reported that despite increasing struggles most schools of education continue to perform as they had for the past several decades. Levine stated that colleges and universities “have awarded doctorates that are doctoral in name only. They have

principals and superintendents in courses of study that are not relevant to their jobs” (Levine, 2005, p.24). Levine states that “the quality of many of the institutions offering doctorates in educational administration is woefully inadequate” (Levine, 2005, p. 42). The Thomas B. Fordham Foundation (2003) reiterated this belief reporting that instruction in administrative courses has little to do with the problems that school leaders face today.

The North Carolina Principal Fellows Program was created by legislation during the 1993 session of the North Carolina General Assembly (Hale & Moorman, 2003). The intent was to interest exceptional full-time students in applying for a two-year master’s degree in school administration, which would increase the number of licensed school administrators and improve the quality of licensed school administrators available for employment by the North Carolina public schools. The Program brags of a 98% completion rate and 98% of the graduates being employed as principals or assistant principals within two years of graduation. In North Carolina, 12% of current principals and assistant principals are graduates of the Principal Fellows Program (North Carolina Principal Fellows Program, 2005).

The Chicago Public Schools developed a program, Leadership Initiative for Transformation (LIFT), which created several courses of study addressing the stages in an administrator’s career. All first-year principals were expected to attend a four-day orientation, five multiple-day retreats and three one-day instructional sessions. LIFT places new principals in a mentoring relationship with experienced principals. The new principal and mentor attend all required retreats and sessions. It is required that they collaborate and interact on a weekly basis (Kellman Case Study, 2003). The traditional classroom components of the program are delivered through workshops and retreats taught by veteran principals, central office administrators, community leaders and university faculty and independent consultants (Levine, 2005).

New Leaders for New Schools is a career advancement program founded in 2000. It has created a corridor for urban principals and a unique opportunity for mission-driven leaders to change and renovate urban public education. The program exists in California’s Bay Area, Chicago, Memphis, New York City, Baltimore and Washington, DC. New Leaders for New Schools welcomes exceptional applicants with diverse

backgrounds, personal and professional experiences and perspectives (Hale & Moorman, 2003). It defines a new urban principalship and it provides highly-qualified principals who have the mindset, skills and knowledge and support needed to assist every student with the fortitude to achieve at high levels. Consistent patterns assisted with developing specific kinds of approaches and practices in five key areas that appear to be success factors where Title I schools and their principals are driving dramatic student achievement gains. The five key levers are: “achievement-based learning and teaching, school culture, ensuring the right people in the right jobs with the right skill development, aligned management and operations and modeling personal leadership” (New Leaders for New Schools, 2008, p. 4). These five areas are led by the principal and meaningfully involve an entire school community, especially students, families, teachers and all other school staff. New Leaders for New Schools over the past seven years has placed 92% of the programs graduates in leadership positions either as principals or assistant principals (New Leaders for New Schools, 2008).

Accreditation of administrator programs for licensure in Virginia is the responsibility of the Virginia Board of Education. In July 2001, the Board of Education approved a policy that requires the use of the School Leaders Licensure Assessment (SLLA) as a condition of licensure. Up until the fall of 2001, Virginia had no state-initiated efforts to look at the availability of leaders across the regions of the state nor had the state compiled data related to the status of the principalship in Virginia. That year, the Commonwealth Educational Policy Institute (CEPI) at Virginia Commonwealth University, in collaboration with the Virginia Department of Education, submitted a proposal for a Wallace Foundation grant to implement a reform in educational leadership which allowed Virginia to be one of 15 states receiving a \$250,000 State Action for Education Leadership Project (SAELP) grant. To implement one of the SAELP-VA initiatives, Superintendent of Public Instruction, Jo Lynne DeMary, suggested that a task force be developed to review and redesign traditional preparation programs and professional development for school administrators. Dr. William C. Bosher, Executive Director of CEPI, served as the leader of the task force with the support of CEPI staff members.

CEPI established a state consortium to guide the LEADERS Count initiative in Virginia Schools. It convened for the purpose of setting a policy agenda for the development of school leadership in the 21st Century. The membership of the consortium was composed of key state policymakers, along with representatives of governmental bodies and of civic, business and education organizations.

During the Summit on School Leadership, the consortium examined the status of the six key SAELP strategies in Virginia and explored options for continuing Virginia's recent significant strides in school leadership development, which occurred as the result of the Education Accountability and Quality Enhancement Act of 1999 and the implementation of the Standards of Learning in Virginia schools. The consortium considered preparation and licensure, recruitment, selection practices and incentives and career satisfiers to practicing and potential school leaders.

The consortium addressed Virginia's needs for acquiring better data about the candidate pool, equity and access issues, projections for vacancies, recruitment and selection processes, incentives and financial support. In addition, the consortium also addressed the need for continued emphasis on maintaining up-to-date information regarding the candidate pool.

Fairfax County Public Schools received funding in 2002 from the Wallace Foundation for LEAD-Fairfax, which is a new vision for professional leadership training. The project appeared to generate success in recruiting, developing and supporting leaders. The district had successfully generated cohorts of leaders which have been promoted within the district from administrative interns to assistant principals to principals. Several principals had been promoted to Director of Leadership Development and Assistant Superintendents. In 2004, the Accelerated Certification Cohort (ACC) was developed which was a direct outgrowth from the LEAD project. The team members were redesigning the principal preparation programs. Fairfax County Public Schools formed a partnership with George Mason University (GMU). Upon successful completion of a one-year program of course work with George Mason University, the Virginia Department of Education awarded the participants with an Administrative Certification. The curriculum offerings had been designed specifically to prepare participants for assuming future leadership positions within the Fairfax County Public

Schools. Program of study offerings included key components of the LEAD-Fairfax curriculum, GMU educational leadership curriculum and an aggressive leadership driven internship. Of the 15 Fairfax County cohort members who participated in the program, six members were employed in leadership positions in the county in 2009 (Tuccillo, personal communication, March 5, 2009).

Newport News Public Schools received \$50,000 grant from the Wallace Foundation to build a professional development system prototype for career professionals at the three high-need schools that focused on peer visitations and mentoring and shared instructional leadership models. The Wallace Foundation is an independent private foundation established by DeWitt and Lila Acheson Wallace, the founders of The Reader's Digest Association. Its mission is to expand learning by strengthening education leadership, improving after-school programs, and expanding participation in the arts.

Current Status of Alternative Licensure in the United States

As stated previously, a debated solution to the principal shortage is alternative licensure for principals. Providing fast track paths for alternative licensure should definitely increase the candidate pool. The question is whether it is a viable solution to the shortage. It can only be a viable solution if the alternatively licensed principals obtain jobs, are accepted by their colleagues and other stakeholders in education and perform well on the job.

While alternative licensure for principals is political and controversial (Driscoll, Sughrue, & Parks, 2003), alternative licensure can lead to an increase in the number of licensed candidates for principal positions because it encourages interested people from other professions to enter fast track alternative principal licensure programs, thus increasing the pool of available candidates. Some (Farkas et al., Russo, 2004) feel that the alternative licensure program is a bad idea. Farkas reported that alternatively licensed principals would lack the knowledge and skills necessary to be effective instructional leaders and are incapable of making decisions based on assessments and accountability standards demanded by the No Child Left Behind Act of 2001 (NCLB). Orozco alerted policymakers to the possibility that the removal of administrative licensure requirements represents a lowering of standards just as standards have become intense as applied to students (Orozco, L., 2003). The Thomas B. Fordham Institute (2003), the Southern

Regional Education Board (2003) and The Education Schools Project (Levine, 2005) have been critical of the leadership of today's principals and are promoting major modifications and support investigating the traditional programs for principal preparation.

Nationally, there is support, both politically and legislatively, for alternatively licensed educational leaders (Levine, 2005, Southern Regional Education Board, 2003; Wallace Foundation, 2003). In 2004, 16 states nationwide established some form of alternative licensure (Anthes, 2004). The Education Commission of the States (2007) reported that 16 states had policies or regulations for alternative licensure and 23 states had a path for alternative licensure but not a policy or regulation. Therefore there were 39 states that offer a policy or regulation or path for obtaining licensure through an alternative route. Those states are presented in Table 1.

Table 1

States with Alternative Routes and Paths for Receiving Principal Licensure in 2007

States with Alternative Licensure Policies for Becoming a Principal	States with Alternative Licensure Paths for Becoming a Principal
Alabama	South Carolina
Illinois	Vermont
Kentucky	Virginia
Louisiana	Washington
Minnesota	
Mississippi	Georgia
Montana	Idaho
Nevada	Indiana
New Hampshire	Kansas
New Mexico	Maine
Ohio	Maryland
Oklahoma	Massachusetts
	Alaska
	Arkansas
	Colorado
	Connecticut
	Florida
	Georgia
	Idaho
	Indiana
	Kansas
	Maine
	Maryland
	Nebraska
	New Jersey
	New York
	North Dakota
	Oregon
	South Dakota
	Texas
	Utah
	Wisconsin
	Wyoming

The 2002 Virginia General Assembly adopted House Joint Resolution 20/Senate Joint Resolution 58 which created a two-year, 21-member Commission to Review, Study and Reform Educational Leadership. The commission's responsibilities as assigned by the General Assembly were to

(i) evaluate the policy environment for educational leadership; (ii) propose necessary statutory amendments or changes based on research, surveys, analysis and review of pertinent laws, guidelines, policies, regulations and practices; (iii) communicate regularly to the Board of Education any relevant findings with recommendations for needed regulatory action; and (iv) provide a forum for educational leaders to report to the commission the challenges of and impact on, their work. (Virginia Board of Education, 2006, p. ii)

The Commission launched a task force to appraise and revamp preparation programs for principals and school leaders' professional development. The task force submitted its final report to the 2004 Virginia General Assembly which presented recommendations that addressed:

the creation of leadership academies, general leadership studies and assessment requirements for school administrators, linking professional development to school improvement and allowing institutions of higher education to be entrepreneurial in crafting services to meet the needs of the various school divisions. (HJR 20/SJR 58, 2003, p. 8)

Recommendation eight stated:

the Board of Education study the feasibility of establishing a two-tier licensure system focusing on initial preparation and proven student and school achievement and report its findings to the Commission to the House Committee on Education and the Senate Committee on Education, as the case may be, before the 2005 General Assembly session. (Virginia Board of Education, 2006, p. 9)

The General Assembly approved House Joint Resolution 123/Senate Joint Resolution 58 that required the Board of Education to study alternative licensure for principals and other school leaders. In response, The Virginia Board of Education presented Proposed Revisions to the Regulations Governing the Licensure of School Personnel (8 VAC 20-22-10 et seq.) for first review on July 27, 2005 and for second review on June 28, 2006.

In Superintendent's Memo No.7, September 29, 2006, then State Superintendent of Instruction, Dr. Billy K. Cannaday, Jr. references two documents: (1) Statement of Administrative Impact and Projected Costs of Implementation for the Promulgation of the Proposed Regulations Governing the Review and Approval of Education Programs in Virginia and (2) Proposed Regulations Governing the Licensure of School Personnel in which he stated that "due to the number of revisions in both documents, the current regulations will be repealed and new regulations will be promulgated by the Board of Education" (SUPTS. MEMO NO 7, p. 1). At the November 20, 2006 Advisory Board on Teacher Education and Licensure (ABTEL) Meeting, Patty S. Pitts, Acting Assistant Superintendent, Division of Teacher Education and Licensure, stated that public comment for the proposed regulations began on October 16, 2006 and continued through December 15, 2006 (ABTEL Minutes, 2006). On April 23, 2007, the ABTEL Committee presented the final recommendations on the proposed Regulations Governing the Licensure of School Personnel (8 VAC 20-22-10 et seq.). On September 21, 2007, the Virginia Board of Education accepted the ABTEL Committee's recommendation which allowed alternative licensure to become a licensure regulation. Individuals meeting the requirements for the administration and supervision pre-K-12 endorsement have four options to serve as a building-level administrator. Options C and D are the alternative routes. In option C, an individual can obtain a Level I administrator and supervision endorsement through an alternative route which has been submitted by a superintendent however it is only valid in the designated Virginia School division and not portable or reciprocal. The candidate must have a master's degree from a regionally accredited college or university, completed graduate coursework in school law and evaluation of instruction. The candidate must also complete areas of study required by the employing Virginia school superintendent. The graduate work must be taken from a regionally accredited college or university that has a state-approved administration and supervision

program. The candidate must have completed three successful years, full time experience in a public school or accredited nonpublic school in an instructional personnel position that required licensure in Virginia; satisfied the requirements for the School Leaders Licensure Assessment (SLLA) specified by the Board of Education; and been recommended by the superintendent in the employing Virginia school division. In option D, the candidate must complete all of the same requirements as a candidate for option C and complete graduate coursework in special education, school finance and educational leadership (Virginia Board of Education, 2006).

Leadership Grants

The 2004 Virginia General Assembly allocated funds for leadership grants in response to suggestions received from the Commission to Review, Study and Reform Educational Leadership. The funds were granted to school divisions that aligned with a Virginia college or university or other organizations with a focus on leadership development and preparation programs that concentrate on the leadership standards established by the State Board of Education. Five competitive grants of \$100,000 each were awarded for the fiscal year 2004 – 2005; The Principal Education Plan (PEP), The Leadership Preparation Academy, The Leadership Academy for Aspiring School Leaders, Aligning Leadership Investment and Growth Now (ALIGN)and Leaders Mentoring Leaders: Pre-Administrator/Administrator Mentoring.

The Principalship Education Plan (PEP) served the school division counties of Carroll, Floyd, Giles, Grayson, Patrick, Pulaski, and Wythe, and the city of Galax. The initiative reflected a partnership among the school divisions, Radford University, the Western Virginia Public Education Consortium, and the National Association of Secondary Principals. PEP provided modules aligned with Interstate School Leaders Licensure Consortium (ISLLC) standards and included a pre-and post-assessment component with an individualized approach to training for school administrators.

The Leadership Preparation Academy, a partnership among Virginia Commonwealth University, Hopewell City Public Schools, and Prince George County Schools, was expanded to include Sussex and Charles City County Schools. The

Academy assisted 24 candidates who sought to achieve endorsements in school administration. Training was also offered to current administrators who wished to enhance their skills. The participation by business partners such as Honeywell, Ace Corporation, and Logistics Management Corporation provided focus on organizational change and team building.

The Leadership Academy for Aspiring School Leaders was shared by Newport News Public Schools, Old Dominion University, the Urban Learning and Leadership Center, and the Harnessing Optimism and Potential through Education (HOPE) Foundation. This initiative developed leadership capacity by focusing on 50 highly qualified teachers with (1) at least three years' experience in the school division; (2) a master's degree from a regionally accredited college or university; and (3) demonstrated leadership potential and interest. Participants were nominated or "tapped". The tapping individual served as a mentor. Eight full-day seminars and a three-day summit were held to train 25 participants for each of two years.

Aligning Leadership Investment and Growth Now (ALIGN) partnered with the counties of Amelia, Appomattox, Brunswick, Buckingham, Charlotte, Cumberland, Greensville, Halifax, Lunenburg, Mecklenburg, Nottoway, and Prince Edward with Longwood University and the University of Virginia. This leadership training program offered shared colloquia, Saturday meetings, summer leadership components, and mentors for 36 current and aspiring school administrators.

Leaders Mentoring Leaders: Pre-administrator/Administrator Mentoring was the product of a partnership among Virginia Beach, Old Dominion University, and the Adele Lynn Leadership Group of Belle Vernon, Pennsylvania. This program combined job-embedded practical experiences with mentoring for 90 mentors and protégés.

The partnerships that received grants for leadership development for 2005 – 2006 were Professional Partnership for School Leadership Preparation, The Urban School Leaders Preparation Program (USLPP), The Central Virginia Regional Consortium, The Roanoke Valley Leadership Development Consortium and The Loudoun Leadership Fellows (LLF) (Virginia Department of Education, 2004).

The Professional Partnership for School Leadership Preparation was awarded to the Virginia School-University Partnership to create an 18-month competency-based

program that would prepare 50 eligible candidates to become competent school administrators. The activities addressed the state and national standards as well as complete participation for the 18 months. The program individualized activities that gave individuals the skills and knowledge needed to become successful school leaders. The candidate's competencies and deficiencies of school leadership knowledge were assessed and served as the catalyst for developing each candidates Individualized Preparation Plan.

The Urban School Leaders Preparation Program was a collaborative team of Arlington Public Schools, Alexandria City Public Schools, Falls Church City Public Schools and George Mason University which enrolled 28 students with master's degrees in education. After completing a two year program, the students qualified to apply for administrator and supervision licensure. The program utilized a flexible curriculum design which enabled the program of studies to be individualized for each student. The program also included a wide-ranging practicum and internship experience which included a school improvement project.

The Central Virginia Regional Consortium planned the development of a program that focused on the leadership standards created by the Virginia Board of Education for future administrators. It was for current teachers who were in search of a career in administration. The major goals included: creating a cohort program to instruct 25 teachers who have a master's degree in an educational discipline, offering a broad program that lead to an acceptable completion on the School Leaders Licensing Assessment and supported project initiatives after the project funding has been diminished.

The Roanoke Valley Leadership Development Consortium provided administrative candidates the prospect of customizing their own principal preparation program based on their previous experiences. Candidates developed their own education plans. The plans were measured against the NASSP assessment. The candidates received intervention services and then were allowed to retake the NASSP assessment. The final assessment for the candidates was the School Leaders Licensure Assessment.

The Loudoun Leadership Fellows (LLF) was designed to enhance and develop leadership capacity for all principals. The program enrolled teachers, deans and assistant principals and 12 completed the Aspiring Principal Series. The administrators attended

the New Administrator Institute and the Northern Virginia School Leadership Center partnership with George Mason University.

The partnerships that received grants for leadership development for 2006 – 2007 are Leadership Enhancement Program, Leadership Development Program, NNPS Leadership Academy and Master’s Program, The Principal Preparation Academy and Leaders Mentoring Leaders: Pre-Administrator/Administrator Mentoring.

The Leadership Enhancement Program was submitted by Giles County Public Schools in partnership with 11 other cities and counties, the Western Virginia Public Education Consortium and the Professional Development Center of Radford University. It was a pre/post assessment educational leadership training model. This pilot project centered upon individual professional development needs of the program candidates. Candidates completing the program were required to pass the School Leaders Licensure Assessment (SLLA).

The Leadership Development Program was proposed by the Hopewell City Public Schools. It was supporting three counties in collaboration with Virginia Commonwealth University and the Hopewell-Prince George Chamber of Commerce. It was projected that 40 percent of administrators needed to be replaced in the next eight years. This was the school division’s first program that supported the preparation of administrators. It was a two tier academy which focused on the leadership standards for selected candidates and others who held licenses with endorsement in administration and supervision. Linda Hyslop, Assistant Superintendent for Instruction, Hopewell Public Schools reported that there were 19 members in the cohort but due to limited openings she was not sure if anyone had become an administrator (Hyslop, personal communication, March 24, 2009).

NNPS Leadership Academy and Master’s Program was drafted by Newport News City Public Schools in partnership with Old Dominion University and the Urban Learning and Leadership Center. The main focus was to increase the leadership capacity. The program was in search of 24 individuals who wanted to become leaders in the division and to boost the leadership competencies of existing school leaders. Phillip Hamilton, Coordinator of Professional Development, Newport News Public Schools reported that four members of the 2006 – 2007 cohort were employed in leadership positions (Hamilton, personal communication March 23, 2009).

The Principal Preparation Academy was proposed by the Richmond City Public Schools with partnerships with Virginia Commonwealth University and the University of Richmond. It was designed to be a one year program to develop leadership skills and aligned with the SLLA standards. It was an application process for current assistant principals who aspired to be leaders in the Richmond Public Schools learning communities. Two members of the 2006 – 2007 cohort are employed in leadership positions reported Betsy Roberson, Director of Staff Development (Roberson, personal communication April 13, 2009).

Leaders Mentoring Leaders: Pre-Administrator/Administrator Mentoring was created by Virginia Beach City Public Schools along with The Adele Lynn Leadership Group and the University of Virginia School of Continuing and Professional Studies Statewide K – 12 Advisory Council. This was a continuation of The Futures Project with four strategy components; Leadership and Management, Planning and Preparation, Data Use and Best Practices and Working Relationship with Staff, added to expand it to the LML model. It was designed to serve teacher leaders, first-year principals, new assistant principals and leaders in other Virginia school divisions.

The partnerships that received grants for leadership development for 2007 – 2008 are The Partnership for School Leadership Preparation, Aspiring Leaders Institute, Supporting Teacher Leaders Program: Alignment of Traditional Leadership Programs with Standards, Leadership for Professional Learning Communities and Project LEAD (Leadership Enhancement and Development).

The Virginia School-University Partnership consisted of 24 school divisions that partnered with the UVA Curry School of Education and representatives from VAESP, VASSP, VASS and VASCD. The 15 month program was designed to prepare 50 aspiring candidates with a series of activities addressing state and national administrator standards. Mentors were assigned to promote mentor-protégé relationships through continuous contact. Each candidate created a portfolio for review and evaluation before licensure recommendation occurred.

Aspiring Leaders Institute (ALI) is a proposal by Fairfax County Public Schools in collaboration with the University of Virginia, Virginia Commonwealth University and the University of Richmond. ALI is intended to introduce aspiring leaders to the most

current leadership topics and upon completion induct them into administrative roles. ALI is part of a much larger grant awarded to Fairfax in 2001, Leading, Empowering, Assessing and Developing (LEAD). ALI supports participants before entering one of the other Fairfax leadership programs. The institute gives participants the opportunity to better understand the LEAD Fairfax leadership goals, meet their mentor and mentees, engage in self-awareness experiences, strengthen team building skills and genuinely groom them for their year-long program.

Supporting Teacher Leaders Program: Alignment of Traditional Leadership Programs with Standards (STLP) was submitted by Patrick County Public Schools in partnership with three other counties; Radford University, Western Virginia Public Education Consortium and the Professional Development Center of Radford University. STLP was different in that it utilized a traditional leadership program aligned with the ISLLC standards. It incorporated many different modalities of learning. The main purpose of the program was to develop highly qualified educational leaders.

Leadership for Professional Learning Communities (LPLC) submitted by Region 8 Superintendent's Study Group was supporting 11 school divisions and was collaborating with Longwood University, University of Virginia School of Continuing and Professional Studies and Virginia State University. LPLC was designed to provide training for 23 aspiring principals and 23 sitting principals who served as mentors and completed 172 hours of various leadership internship experiences. Longwood University provided planned coursework and University of Virginia designed research action addressing the leadership standards.

Project LEAD (Leadership Enhancement and Development) was submitted by Wise County Public Schools in partnership with 11 school divisions and the University of Virginia. Project LEAD supported aspiring principals and current principals. This program combined components from other previously funded leadership grants, Fairfax LEAD, Virginia Beach LML and Southwest Virginia Public Education Consortium. The first year was a planned graduate level program and the second year provided for sharing and mentoring to both groups of principals.

Alternative Providers

Alternative providers are agencies authorized by a state to offer education and training for licensure of school principals. Alternative providers range from grow-your-own programs to cooperative efforts undertaken with regional agencies, for-profit and private organizations and non-university providers. Partnerships or grow-your-own programs include use of cohort learning, district input on curriculum and instruction, on-site delivery of courses, formal mentoring, joint selection of participants and the use of practitioners from participating districts as instructors (Whitaker & Barnett, 1999).

Mentoring

The concept of mentoring as a means of learning and growing in a new professional context has been extensively researched and implemented in the last two decades (Clinard & Ariav, 1998). Mentors serve to guide the learner's use of strategies in solving daily dilemmas, to enhance self-confidence and to create a collection of acceptable and meaningful leadership skills which define their approach to educational leadership. Programs emphasize teamwork while pursuing the stated goal of producing future school leaders who have the skills, attitudes, behaviors, and courage to lead public schools (Bloom and Krovetz 2001).

Typically, mentors are practicing principals within a school district in which new principals are employed. Mentor principals have the highest level of competency, commitment and capacity to lead aspiring or newly appointed principals. "Matching mentors with protégés in a structured, sensible and sensitive fashion is neither easy nor precise" (Daresh, 2001, p. 61). It is beneficial to match mentors with school leaders who have a genuine desire to commit time to working creatively with a peer. It starts with a working relationship. The relationship is key and "open communication with reciprocal feedback" is an important element of the relationship (Medeiros, 2001, p. 64). The mentor and mentee debrief and reflect individually for a brief period each day. "Increasing evidence suggests that matching an intern to the appropriate school and to the right mentor are critical components of the intern's education" (Malone, 2001, p.1).

Mentoring Programs

The Management Profile Program was developed by the Texas A & M University Principal's Center which is loosely based on a mentoring program used in the College of

Business Administration (Wilmore, 1995). It is a program which assigned new principals a mentor. The new principal develops a professional plan for three years. It is then the responsibility of the new principal to select a principal as his own mentor. A person selected as a mentor has the option of agreeing or not agreeing. There is no central office intervention. The relationship is by mutual consent and commitment. Mentors and mentees work together without intervention from the central office. They communicate through periodic phone calls and regular meetings, with the mentor offering advice, acting as a coach and serving as a confidant. This model is a structured, time-consuming program that strives to encourage new principals to meet their goals (Wilmore, 1995).

An online mentoring program for new principals with one to three years on the job was developed collaboratively by the Elementary and Middle School Principals Association of Connecticut and the Connecticut Association of Schools. Prospective mentors are provided with a short course on mentoring and then paired with a new principal. The primary means of communication is emails. Phone calls and face-to-face meetings are also expected and encouraged. No information was given regarding the effectiveness or results of this program (NAESP, 2000).

West (2002) reported that mentoring experiences are both rewarding and satisfying to mentors and mentees, if well structured and implemented it is an effective means of meeting the needs of the school districts and principals. Does mentoring an alternatively licensed principal versus a traditionally licensed principal trigger a positive or adverse attitude toward alternatively licensed principals? Elementary principals are one of the groups of individuals that will be requested to mentor alternative licensed principals as they become employed. Elementary principals have many major components to their daily responsibilities, especially with being instructional leaders and accountable for successful student achievement. This study was designed to investigate why the attitude of elementary principals toward mentoring alternatively licensed peers may be positive or adverse.

Alternatively Licensed Principal Research

Kufel (2007) researched the topic of the variation in the willingness of Superintendents to recommend the hiring of alternatively licensed principals. Hartley (2007) researched the topic of the variation in the willingness of human resource

directors to support the hiring of alternatively certified principals. Their research utilized a mix-methods style of both qualitative and quantitative research. The researchers utilize a Thurstone equal-appearing interval scale to assist in developing the theory, qualitative study to aid in the construction of quantitative measures of the variables and assist in developing the domains and related predictor variables and then a Likert scale questionnaire. The most prevalent finding from Kufel's study "were the superintendents' concerns about the ability of alternatively licensed principals to lead instruction" (Kufel, (2007) p.105). He states "the questionnaire did not allow respondents to emphasize the importance of the principal as instructional leader" (Kufel, (2007) p. 105). Superintendents also believe that being a principal takes a specialized knowledge which would be obtained in principal preparation programs and alternative licensed principals would not possess this knowledge.

Hartley's research indicates that the strongest relationship found was between human resource directors' willingness to hire alternatively licensed principals and the concerns they anticipated. Anticipated concerns can be described as the ability to perform the job effectively, lack of instructional leadership skills, inability to develop the culture or values of the school, requiring too much staff development and not being accepted by the community.

Kufel's and Hartley's research concerning the variation in the willingness of superintendents and human resource directors to recommend the hiring alternatively certified principals serves as a catalyst for this study which investigated the willingness of principals to mentor alternatively licensed principals. The researcher was granted permission by Kufel to utilize the survey he developed. A copy of the permission can be found in Appendix B.

Purposes of the Study

The purposes of the study were (1) to identify the variables that influence the attitude of elementary principals towards mentoring alternatively licensed elementary principals and (2) to identify the variables that present the greatest hindrances in preventing elementary principals from mentoring alternatively licensed elementary principals,

In order to address these issues, it was necessary to investigate the personal and environmental variables that explain the variation in the attitude of principals towards mentoring alternatively licensed principals. The data provided information to assist elementary principals who were asked to mentor their alternatively licensed peers and assist school districts when faced with making personnel selections.

Research Questions

This study was a quantitative study of a statewide sample of elementary school principals. The two research questions were: (1) How much, if any, variation was there in the attitude of licensed elementary principals toward alternatively licensed elementary principals? (2) What personal and/or environmental variables explained the variation in the attitude of elementary principals towards mentoring alternatively licensed elementary principals?

A Theory of the Attitude of Principals Towards Mentoring Alternatively Licensed Peers

Dependent Variable

The phenomenon being investigated was how much variation, if any, was there in the attitude of elementary principals towards mentoring alternatively licensed elementary principals. The attitude of the elementary principals is the dependent variable that is explained by the theory. Elementary principals may or may not have a positive or negative attitude towards mentoring alternatively licensed elementary principals based on their personal actions and feelings but also based upon perceived pressures from their colleagues and central office. A person's behavioral intention was viewed as a function of two factors: person and environment. Kurt Lewin is known for developing the field theory. The field theory is the "proposition that human behavior is the function of both the person (P) and the environment (E): expressed in symbolic terms, $B = F(P, E)$ and the P and E in this formula are interdependent" (Lewin, 1951, p. 25). This means that one's behavior is related both to personal characteristics and to the social situation in which one finds oneself" (Lewin, 1951, p. 11). Lewin's field theory led to the development of actual field research on human behavior. His method directed experiments in social cognition, social motivation and group processes. Lewin's field

theory and action field study have greatly impacted psychology. His field theory described that our actions are the consequences of both environment and psychological factors and our behaviors are not impulsive reactions; instead we are strongly stimulated by our surroundings.

A schematic presentation of the theoretical framework for the prediction of action, reflection and generalization as presented by Lewin served as a useful general theory for research question development and for identifying potential variables that predicted the attitude of elementary principals towards mentoring alternatively licensed elementary principals is Appendix A. This theory was modified to accommodate the variables selected for this study and served as the specific theory explaining elementary principals' attitude towards mentoring alternatively licensed elementary principals. Literature was used to select and support the explanations between the dependent and independent variables.

Independent Variables

The independent variables were of two types: personal and environmental. The personal variables were: previous experience with alternatively licensed elementary teachers or principals, years of experience as an educator, perceptions of the job of principal and knowledge of the alternative licensure process for elementary principals. The environmental variable was the shortage of principal candidates within your school district that affected the attitude of elementary principals towards mentoring alternatively licensed elementary principals (Lewin, 1951).

Personal Variables

Previous experience with alternatively licensed elementary teachers or principals and attitude towards mentoring alternatively licensed elementary principals. Previous experience with any phenomenon affects how one relates to future phenomena of the same or similar type. (Ajzen, 2002) The type of education and work experience of the elementary principal may influence the specific attitude towards alternatively licensed principals. In the case of alternatively licensed principals, the previous experience of the principal could affect how that principal relates to alternatively licensed principals in the

future. If principals had a positive experience with alternatively licensed elementary teachers or principals, then it would be likely that they were willing to mentor alternatively licensed principals. However, if the experience had been negative, then it was less likely that they were willing to mentor alternatively licensed elementary principals. Ouellette and Wood (1998) reported that behaviors are often determined by one's past behavior. They further indicated that past behavior is the best predictor of future behavior. Previous experience with an alternatively licensed teacher or principal was explained as knowing or directly working with a teacher or principal who achieved licensure through an alternative route. It is believed that elementary principals who have either worked with an alternatively licensed teacher would have a favorable attitude and be more willing to mentor an alternatively licensed principal.

Years of experience as an educator and attitude towards mentoring alternatively licensed elementary principals. Years of experience and knowledge of a specific phenomenon affects how extremely one relates to those phenomena of the same or similar type. In the case of alternatively licensed elementary principals, the number of years of experience and knowledge of the topic affected the intensity of the attitude as to just how that principal tended to relate to alternatively licensed elementary principals in the future. Over time, principals would develop a deep understanding of the complexity of the job and develop strong beliefs concerning the knowledge, skills and commitment needed to be an effective principal. As principals were immersed in the multifaceted dimensions of the job, it caused them to form strong attitudes concerning the skills necessary to be an effective principal. If the attitudes of the principals were intense then it could likely cause the principals to not be willing to mentor alternatively licensed principals. However, if the attitudes of the principals were moderate then there is a possibility that they were willing to mentor alternatively licensed elementary principals. Allison and Messick (1985) reported that extreme attitudes develop over time and are more likely projected onto others. They share that attitude extremity is a basic dimension of attitudes. Years of experience as an educator was explained as the total number of years an individual had worked as a teacher, assistant principal and principal.

Perceptions of the job of principal and attitude towards mentoring alternatively licensed elementary principals. A perception of the job or direct experience with a

phenomenon affects how one relates to future phenomena of the same or similar type. In the case of alternatively licensed principals, the direct experiences on the job as principal has developed perceptions of the job and have affected just how that principal could relate to alternatively licensed principals in the future. If principals perceive that alternatively licensed principals were capable of performing the job of principal then there is the possibility that they were willing to mentor alternatively licensed principals. However, if they perceived that alternatively licensed principals cannot perform the job of principal, then it could be less likely that they were willing to mentor alternatively licensed principals. Fazio and Zanna (1978) reported that attitudes based on direct experience compared to those of indirect experience are more confidently held. Perceptions of the job of principal were explained as the views an individual held concerning the duties of a principal either through literature or related experiences.

Knowledge of the alternative licensure process for elementary principals and attitude towards mentoring alternatively licensed elementary principals. Knowledge of any phenomenon affects how one relates to future phenomena of the same or similar type. In the case of alternatively licensed principals, knowledge of the alternative licensure process for principals could affect how principals associate with alternatively licensed principals in the future. When principals have knowledge of the alternative route for licensure then the knowledge could allow that principal to form positive or negative attitudes towards alternatively licensed principals. If the principal had a thorough knowledge of how the principals obtain alternative licensure, then it could alter the principal's attitude towards mentoring alternatively licensed principals. However, if the principal had very little knowledge of how principals obtain alternative licensure, then it could impact their attitude, either positively or negatively towards mentoring alternatively licensed elementary principals. Kallgren and Wood (1986) reported that the more information that comes to mind when one encounters an attitude object, the more embedded is the attitude. Embedded attitudes are more predictive of behavior. Knowledge of the alternative licensure process for elementary principals for this study was defined as an individual's knowledge and understanding of the process necessary to obtain alternative licensure as an elementary principal.

Environmental Variables

Shortage of principal candidates within your school district and the attitude of elementary principals towards mentoring alternatively licensed elementary principals. Certain conditions with any phenomenon affect how one relates to future phenomena of the same or similar type. In the case of alternatively licensed principals, the geographic location and whether there was a shortage of qualified administrators within the school district could affect how a principal related to alternatively licensed principals. If the school district had a shortage of qualified administrative applicants and the geographic location impacted the need for principals, then it could be that principals were willing to mentor alternatively licensed principals. However, if the school district did not have a shortage of qualified administrative applicants and the geographic location did not impact the need for principals, then it could be less likely that they were willing to mentor alternatively licensed principals. Eagly and Chaiken (1993) reported that when attitudes toward targets are used as predictors, the importance of non-attitudinal variables can be considered because they are tangible predictors of behavior (e.g., anticipated situational restraints). They indicated that the measure of attitude-behavior relations influenced by non-attitudinal factors. A shortage of principal candidates within a school district for this study was defined by the fact that the district expressed a concern that there was a shortage of qualified principal candidates.

Overview of the Dissertation

This chapter examined: (a) the variation of the variables that contributed to the attitude of elementary principals towards mentoring alternatively licensed elementary principals, (b) the conditions in which elementary principals were willing to mentor their peers, (c) the literature about alternatively licensed principals and (d) the literature about the quality and quantity of principals. In Chapter Two, the methodology, the description of the setting, participant selection, data collection procedures and data analysis methods are addressed.

The results are reported in Chapter Three. A discussion of conclusions, implications, recommendations for future action and recommendations for further research are reported in Chapter Four.

CHAPTER 2: METHODOLOGY

This is a quantitative study which was used to collect, analyze and interpret data on the attitude of elementary school principals towards mentoring alternatively licensed principals. This study used a large purposefully selected statewide sample of Virginia elementary school principals. Virginia has a state regulation for alternative licensure as a school leader. A description of the population, the sample and the procedures for the construction and testing of the questionnaire protocol and the collection, management and analysis of data are reported in this chapter.

Institutional Review Board

A research protocol was submitted on April 5, 2010 to Virginia Polytechnic Institute and State University Institutional Review Board (IRB) which assures that researchers adhere to established protocol and ethical practices, follow professional ethical principles, ensure full compliance with federal regulations and ensure full compliance with university practices. It is the responsibility of the IRB to review and approve all forms of advertising, recruitment, including invitation letters/emails, telephone or in-class recruitment scripts, flyers and radio/television/internet advertisements. IRB approval was obtained on April 7, 2010 before conducting my research activities which is in the appendices. (Appendix G)

Population and Participants

Virginia elementary school principals from a state with a regulation for alternative licensure who were members of the Virginia Association of Elementary School Principals (VAESP) 2009 – 2010 roster as of March 1, 2010 were used as the population for this study. The VAESP had 1,099 elementary and middle school principals as members at the time of this study. The VAESP is a voluntary association. The questionnaires were emailed to potential participants. The 1099 members included retired members, members in central office, aspiring members, etc. The current email membership roster usually gets several that bounce back either because of spam filters or incorrect email addresses as reported by Kristina Fawcett, VAESP Office Assistant. (personal communication, July 26, 2011.)

Potential Sources of Error

Dillman, Tortora and Bowker (1998) reported that four potential sources of error needed to be accounted for to estimate the distribution of a characteristic in a population: “(a) Coverage error occurs when some segments of the population you wish to study cannot be part of the sample. Some segments in the population may have multiple chances of being selected while others may not qualify or have no chance at selection. (b) Sampling error occurs when only a portion of the population is surveyed. (c) Measurement error occurs from erroneous answers to questions that are poorly worded, survey mode effects and the answering behavior of the participant. (d) Non-response error occurs when participants selected for the survey do not respond”(Dillman, Tortora and Bowker, 1998, p. 2).

Dillman et al. (1998) reports that all four sources of these errors must be kept low in order to be able to generalize the results to a specific population. Sampling error was minimized by selecting the full population of elementary school principals from the VAESP membership roster. Measurement and non-response error were reduced by making the survey friendly to respondents. A respondent-friendly approach helped provide coverage benefits because people with various types of browsers and computer equipment were able to access and complete the web questionnaire.

Dealing with Non-Respondents

Non-respondents threaten the external validity of a study. Research has shown that there are often similarities between non-respondents and late respondents (Aryl, Jacobs, & Resave, 1996). The validity was tested by comparing early to late respondents. Breaking respondents down into a group of late responses and a group of early responses allowed a comparison that determine if there is a statistical difference between the groups. If no significant differences are found between non-respondents and late respondents, then the results can generalized to the population (Miller & Smith, 1983).

Instrument and Data Collection Procedures

A Pilot of the Questionnaires

The questionnaire was developed by Kufel for his study concerning the willingness of Superintendents to hire alternatively licensed principals. A correlation coefficient between each item and the total score minus the item in question was calculated following the principal components analysis. Items that possessed weak correlations with the total score were revised or omitted. Items that possessed strong correlations with the total score were kept. Cranach's alpha was used to determine the internal consistency of the items in each scale. The inclusion of each scale in the study was predicated on a minimum alpha coefficient of .75.

A web based questionnaire was used to survey Virginia elementary school principals. The content of the questionnaire was piloted with eight students working towards their doctorate in educational administration. They provided feedback on clarity, ease of use, grammatical errors and the amount of time needed to complete the questionnaire. Upon receiving feedback, the researcher made the following changes; reduced the length of the questionnaire, equalized the questions of the dependent variables, deleted redundant questions and removed the reverse questions. The variable concerning shortage of principals had two questions removed. The variable concerning perceptions of the job was greatly impacted because twenty-one questions were removed. The variable for mentoring had fifteen questions removed. The variable for previous years of experience and knowledge of route remained the same. Dillman states that "there is no doubt that in general greater length decreases response rate" (Dillman, 2000, p. 305). The researcher received permission to use Kufel's questionnaire. (See Appendix B)

The Likert Scales for Measuring the Predictor Variables

Likert scale construction. The independent variables (determined from the literature and the qualitative study) will be measured utilizing Likert scales. Kufel's survey utilizes steps recommended by Troche (2005) to construct the scales:

- (1) Concepts were identified from a study of the literature concerning alternatively licensed principals.
- (2) Statements were reviewed for grammar, wording and correct domain placement.

(3) The scale was then ready for content validation as described below.

Likert scale content validity. The scales were validated by a group of education experts, who evaluated the statements for domain placement, item-domain association and clarity. This procedure was applied to each identified predictor variable and its associated statements. A review of literature was used to construct the survey items for each domain (predictor variable). The domains were listed with a description of what each domain purported to measure using a format similar to Maugham (2001). A group of education experts were asked to classify the items into appropriate domains and to rate the items for strength of association with the selected domains and for clarity.

Descriptive statistics were used to determine the percentage of raters that classified each item in the expected domain, the strength of association of each item with the domain and the clarity of each item. The descriptive statistics included the number and percentage for domain classification and number, mean and standard deviation for strength of association and for clarity ratings. The highest percentage domains were chosen and used to develop the statements for the questionnaire.

Likert scale construct validity. Factor validity is a form of construct validity that is established with factor analysis. Principal components analysis were performed to reduce or to discover the number of domains (predictor variables) in the data set. Principal component analysis is a type of data reduction and summarization that assesses the construct validity of a test or scale (Principal Component Analysis, 1999). It evaluates and provides evidence of construct validity (Factor Analysis Using SAS PROC FACTOR, 1995). Construct validity was supported through variable extraction and pattern of relationships among the observed variables using the principal components analysis data.

Before proceeding with the principal components analysis, the Kaiser-Meyer-Olin measure of sampling adequacy and Bartlett's test of puerility was conducted to determine if the sample was suitable for factor analysis. The Kaiser-Meyer-Olin value rated above .6 and the Bartlett's test meets the <0.05 standard (Plant, 2001). The Varian rotation with the Kaiser normalization was the rotation method used.

Likert scale reliability. Items in a survey were constructed in a way that does not create confusion or multiple interpretations. This helped to ensure that variability in

responses resulted from differences in respondents and not from errors in interpretation of items. Cranach's Alpha was computed on the data collected from participants following a principal components analysis to determine the internal consistency of the items selected to measure each independent variable. A coefficient of .80 or higher was the criterion for acceptable internal consistency.

Likert scale scoring. A four choice scale response scale was used for each item. Respondents were asked to decide if they: 1=Strongly disagreed, 2=Disagreed, 3=Agreed, or 4=Strongly agreed with the item. If the statement was reversed, then the response value was reversed. A respondent's score for each Likert scale was the mean of the items in the scale.

Characteristics of Elementary School Principals and Their School Districts

An important part of this study was the gathering of information on the characteristics of the Virginia elementary school principals and their districts to be used as predictor variables in the study and then to learn as much as possible about the role these characteristics played in a Virginia elementary school principals' attitude towards mentoring an alternatively licensed principal. The following characteristic variables were included in this study based on literature review and Kufel's study:

- (1) Geographic region.
- (2) Alternative licensure status
- (3) Shortage of qualified applicants within the school division.

Administration of the Web Questionnaire

The questionnaire was designed using the procedures recommended by Dillman (2000) to help facilitate a high return rate. The Virginia Polytechnic Institute and State University "Surveymaker.vt.edu" software was used to insert statements and send and receive the electronic survey in a user-friendly manner.

The survey was developed by applying Dolman's (2000) principles for creating surveys which include implementation methods and procedures specific to e-mail survey design which were applied are as follows: "(1) utilize a multiple contact strategy much like that used for regular mail surveys, (2) personalize all e-mail contacts so that none are part of a mass mailing that reveals either multiple recipient addresses or a listserv origin,

(3) keep the cover letter brief to enable respondents to get to the first question without having to scroll down the page, (4) limit the column width of the questionnaire to about 70 characters in order to decrease the likelihood of wrap-around text, (5) begin with an interesting but simple-to-answer question and (6) ask respondents to place X's inside brackets to indicate their answers (Dillman, 2000, p. 367- 371).

A web questionnaire was created on Surveymaker.vt.edu. Answers were kept confidential and no individual's answers were associated with his or her identity. When respondents submitted their completed questionnaire, their names were deleted from the email list server and never associated with their answers in any way. All emails were sent on an individual basis, not by a listserv or a mass emailing of names. This helped to personalize the contact and establish confidentiality.

A specific timeline following the advice of Dillman (2000) was followed to help achieve a high return rate:

(1) A brief pre-notice email was sent to participants two days prior to the questionnaire. The email explained that an important questionnaire was forthcoming in a few days. It contained a brief explanation of the purpose and importance of the study, the potential benefits and the importance of individual responses to the study. The email explained that each questionnaire was coded for confidentiality. The importance of the pre-notice email was to establish the importance of the questionnaire and to create awareness so that the questionnaire was not automatically deleted upon arrival.

(2) Two days later, the questionnaire with an explanation of why the participant's response was important was emailed individually.

(3) Exactly one week after the initial survey was sent, an email was sent to all participants to thank those who had submitted the questionnaire and to remind those who had not.

(4) Two weeks after the initial questionnaire was sent, a reminder email with the embedded questionnaire URL was sent to non-respondents noting that their questionnaire had not been received and explaining the value of their input to the study.

(5) Dillman (2000) suggested that three weeks after the initial questionnaire was sent, a final contact email is sent individually to each non-respondent; therefore, one

week after the above reminder, a final notice was emailed. Dillman reports that making a special contact improved overall response rates to mail surveys.

Management of the Web Questionnaire Data

Data from the electronic web questionnaire were imported into the Statistical Package for the Social Sciences (SPSS version 11.5) from surveymaker.vt.edu. Data were converted from words to numbers using codes. Before running the statistical analysis, data were checked for accuracy. Data were printed onto hard copies and electronically saved to several sources for preservation purposes.

Data Analysis Procedures

Descriptive statistics using SPSS were calculated to report demographic information about the respondents. Those statistics include frequency, percent, valid percent and cumulative percent. Analysis of Variance (ANOVA) using SPSS was performed to determine the relationships between the nine predictor variables and the 23 personal and environmental variables concerning the attitude of principals towards mentoring alternatively licensed principals. Statistical correlation is a statistical technique which tells us if two variables are related. ANOVA is used to compare the means of more than two samples (Choudhury, 2009).

CHAPTER 3: RESULTS

The purpose of this study was to (1) identify the variables that influence the attitude of elementary principals towards mentoring alternatively licensed elementary principals and to (2) identify the variables that presented the greatest hindrances in preventing elementary principals from mentoring alternatively licensed elementary principals. This study was a quantitative study of a statewide sample of Virginia elementary school principals. The two research questions were: (1) How much, if any, variation was there in the attitude of licensed elementary principals toward alternatively licensed elementary principals? (2) What personal and/or environmental variables explained the variation in the attitude of elementary principals towards mentoring alternatively licensed elementary principals? The results of the quantitative analyses are presented in this chapter. The findings from the descriptive statistical analysis of the dependent variable and the personal and environmental independent variables in the questionnaire are displayed in charts and tables. The attitude of elementary principals towards mentoring alternatively licensed peers is reported using one-way analysis of variance (ANOVA) statistics which were calculated for relationships between the variables. A presentation and interpretation of the results of the one-way analysis of variance are reported.

Descriptive Data

The 32-item questionnaire was administered from April 19 to May 27, 2010 to elementary principals who were members of the Virginia Association of Elementary School Principals (VAESP). On April 14, 2010 an introductory email was distributed to a sample of 515 members of the VAESP (Appendix C). The email explained the research that was being conducted, the topic being investigated and why it was important to elementary principals (Appendix C). It also explained that a web questionnaire with a link for completion would be in the next email. That email was distributed on April 26, 2010. The follow-up emails with the letter and the web survey link were distributed to the non-respondents on May 3 and May 19, 2010 (Appendix C). There were a total of 209 responses received on the survey from the 515 emails that were distributed. A .05

significance was reached based on the population size of the 515 emails and the sample required according to Krajcie and Morgan (1970). There were 515 emails distributed to the membership of the Virginia Association of Elementary School Principals and 209 responses were received for the study. The response rate for the survey was 40.5%.

Descriptive demographic data on the respondents and their school districts were collected utilizing survey questions one through nine. The personal and environmental predictor variables were investigated using survey questions ten through 23. The mentoring variables were addressed utilizing questions 24 through 32 from the survey. Response options for variable 1 (gender) were 1 = male and 2 = female. Response options for variable 2 (years of experience) were 1 = <5, 2 = 16 – 20 and 3 = 20. Response options for variable 3 and 4 (licensure) were 0 = no and 1 = yes. Response options for variable 5 (school district) were 1 = suburban, 2 = rural and 3 = urban. Response options to variables 6 to 9 (hiring, quality, quantity, professional education) were 0 = no and 1 = yes. Response options to variables 10 to 32 (beliefs and mentoring) were from 1 to 4, 1 = disagree, 2 = strongly disagree, 3 = agree and 4 = strongly agree. The variables were grouped in order to use the data to address the two research questions. The first research question concerned the variation in attitude of licensed elementary principals toward alternatively licensed principals. The second research question concerned the variation of the personal and environmental variables of licensed elementary principals' attitude toward alternatively licensed principals. The variables consisted of 32 independent variables that grouped respondents by demographics, personal and environmental and mentoring variables. The dependent variable is willingness to mentor. The coding is presented in Table 2.

Table 2

Coding of the Variable Group with the Questionnaire Correspondents

Variable Group	Question Number
Descriptive Demographics	1, 2, 3, 4, 5, 6, 7, 8, 9
Personal and Environmental	10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23
Mentoring	24, 25, 26, 27, 28, 29, 30, 31, 32

The demographic variables consisted of gender, years of experience, how licensure was obtained, school district description, mean salary, hiring of alternatively licensed principals, shortage of quantity or quality of principal candidates and years of experience in the field of professional education. The personal and environmental variables consisted of questions addressing their beliefs about alternatively licensed principals' ability to do the job or even being hired for the job of principal. The variable concerning mentoring consisted of questions addressing the willingness to mentor alternatively licensed principals.

To begin the data analysis process, descriptive statistics were calculated on the independent variables to summarize and describe the collected data. The descriptive analysis provided the frequency of response, percent, valid percent and cumulative percent. Tables 3 through 35 reflect the results of the findings.

Table 3

Descriptive Analysis of the Independent Variable Related to Gender Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 1)

Gender	Frequency	Percent	Valid	Cumulative
			Percent	Percent
Female	144	68.9	70.6	70.6
Male	60	28.7	29.4	100
Total	204	97.6	100	

The responses indicate that there were 204 responses of which 144 were female and 60 were male respondents. Five respondents chose not to answer the question concerning gender.

Table 4

Descriptive Analysis of the Independent Variable Related to Years of Experience as an Elementary Principal Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 2)

My years of experience as an elementary principal					
	Frequency	Percent	Valid Percent	Cumulative Percent	
<5	163	78	78.7	78.7	
16 – 20	14	6.7	6.8	85.5	
>20	30	14.4	14.5	100	
Total	207	99.0		100	

The responses indicate that there were 163 respondents who have five or fewer years of experience as an elementary principal. Fourteen of the respondents indicated that they had sixteen to twenty years of experience. Thirty of the respondents indicated that they had over twenty years of experience. Two respondents chose not to answer the question.

Table 5

Descriptive Analysis of the Independent Variable Relating to How the Principal Obtained Licensure Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 3)

I received my licensure through a university traditional preparation program				
	Frequency	Percent	Valid Percent	Cumulative Percent
No	8	3.8	3.9	3.9
Yes	199	95.2	96.1	100
Total	207	99.0	100	

The responses indicate that 199 of the respondents obtained their licensure via a traditional preparation program. Eight of the respondents answered no which indicated that they did not receive licensure through a traditional preparation program. Two respondents did not answer the question.

Table 6

Descriptive Analysis of the Independent Variable Relating to Obtaining Licensure Through a Non-Traditional Route Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 4)

I received my licensure through an alternative route					
	Frequency	Percent	Valid Percent	Cumulative Percent	
No	191	91.4	96.0	96.0	
Yes	8	3.8	4.0	100	
Total	199	95.2	100		

The responses indicate that there were eight respondents who had received their licensure through an alternative route as an elementary principal. One hundred ninety-one did not receive their licensure through an alternative route. Ten respondents chose not to answer the question.

Table 7

Descriptive Analysis of the Independent Variable Relating to School District Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 5)

My school district can best be described as Suburban, Rural, or Urban		Frequency	Percent	Valid Percent	Cumulative Percent
Suburban		105	50.2	50.5	50.5
Rural		56	26.8	26.9	77.4
Urban		47	22.5	22.6	100
Total		208	99.5	100	

The responses indicate that 105 respondents described their school as suburban. Fifty-six respondents describe their school as rural and forty-seven respondents describe their school as urban. One respondent chose not to answer the question.

Table 8

Descriptive Analysis of the Independent Variable Relating to School Divisions Allowing the Hiring of Alternatively Licensed Principals Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 6)

My school district allows the hiring of alternatively licensed principals

	Frequency	Percent	Valid Percent	Cumulative Percent
No	147	70.3	77.4	77.4
Yes	43	20.6	22.6	100
Total	190	90.9	100	

The responses indicate that 147 respondents replied that their school district does not allow the hiring of alternatively licensed principals. Forty-three respondents indicated that their district does allow the hiring of alternatively licensed principals. Nineteen respondents chose not to answer the question.

Table 9

Descriptive Analysis of the Independent Variable Relating to the Quantity of Principal Candidates Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 7)

My school district has a shortage in the quantity of principal candidates					
	Frequency	Percent	Valid Percent	Cumulative Percent	
No	184	88.0	91.1	91.1	
Yes	18	8.6	8.9	100	
Total	202	96.7	100		

The responses indicate that 184 respondents replied that there is not a shortage in the quantity of principal candidates. Eighteen respondents indicated that a shortage in quantity of principal candidates does exist in their school district. Seven respondents chose not to answer the question.

Table 10

Descriptive Analysis of the Independent Variable Relating to the Quality of Principal Candidates Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 8)

My school district has a shortage in the quality of principal candidates					
	Frequency	Percent	Valid	Cumulative	
			Percent	Percent	
No	166	79.4	82.6	82.6	
Yes	35	16.7	17.4	100	
Total	201	96.2	100		

The responses indicate that 166 respondents replied that there is not a shortage in the quality of principal candidates. Thirty-five respondents indicated that a shortage in quality of principal candidates does exist in their school district. Eight respondents chose not to answer the question.

Table 11

Descriptive Analysis of the Independent Variable Relating to Work Experience Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 9)

Most of my work experience has been in the field of professional education

	Frequency	Percent	Valid Percent	Cumulative Percent
No	4	1.9	1.9	1.9
Yes	204	97.6	98.1	100
Total	208	99.5	100	

The responses indicate that two hundred four respondents have worked most of their career in the field of professional education. Four respondents indicated that they had not worked most of their career in the field of professional education. One respondent chose not to answer the question.

Table 12

*Descriptive Analysis of the Independent Variable Relating to Licensure as a Barrier
Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 10)*

Licensure in education is a barrier to the entry of highly qualified candidates in the field		Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	79	37.8	38.2	38.2	
Disagree	99	47.4	47.8	86.0	
Agree	27	12.9	13.0	99.0	
Strongly Agree	2	1.0	1.0	100	
Total	207	99.0	100		

The responses indicate that seventy nine respondents strongly disagreed that licensure in education is a barrier of highly qualified candidates. Ninety-nine respondents disagreed that licensure is a barrier of highly qualified candidates. Twenty-seven respondents agreed that licensure in education is a barrier of highly qualified candidates. Two respondents strongly agreed that licensure in education is a barrier of highly qualified candidates. Two respondents chose not to answer the question.

Table 13

Descriptive Analysis of the Independent Variable Relating to Alternative Licensure Being a Way to Address the Shortage of Principals Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 11)

Alternative licensure is a good way to address shortages of principals				
	Frequency	Percent	Valid	Cumulative
			Percent	Percent
Strongly Disagree	49	23.4	23.7	23.7
Disagree	87	41.6	42.0	65.7
Agree	67	32.1	32.4	98.1
Strongly Agree	4	1.9	1.9	100
Total	207	99.0	100	

The responses indicate that forty-nine respondents strongly disagreed that alternative licensure is a good way to address shortages of principals. Eighty-seven respondent disagreed that alternative licensure is a good way to address shortages of principals. Sixty-seven respondents agreed that alternative licensure is a good way to address shortages of principals. Four respondents strongly agreed that alternative licensure is a good way to address shortages of principals. Two respondents chose not to answer the question.

Table 14

Descriptive Analysis of the Independent Variable Relating to Alternative Licensure Being a Good Idea Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 12)

I believe that alternative licensure of principals is a good idea

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	46	22.0	22.3	22.3
Disagree	92	44.0	44.7	67.0
Agree	67	32.1	32.5	99.5
Strongly Agree	1	.5	.5	100
Total	206	98.6	100	

The responses indicate that forty-six respondents strongly disagreed that alternative licensure of principals is a good idea. Ninety-two respondents disagreed that alternative licensure is a good idea. Sixty-seven respondents agreed that alternative licensure of principals is a good idea. One respondent strongly agreed that alternative licensure of principals is a good idea. Three respondents chose not to answer the question.

Table 15

Descriptive Analysis of the Independent Variable Regarding Whether Alternative Licensure Will Increase the Talent Pool Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 13)

Alternative routes to licensure will increase the talent pool in education				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	34	16.3	16.5	16.5
Disagree	86	41.1	41.7	58.3
Agree	84	40.2	40.8	99.0
Strongly Agree	2	1.0	1.0	100
Total	206	98.6	100	

The responses indicate that thirty-four respondents strongly disagreed that alternative routes to licensure will increase the talent pool. Eighty-six respondents disagreed that alternative routes to licensure will increase the talent pool. Eight-four respondents agreed that alternative routes to licensure will increase the talent pool. Two respondents strongly agreed that alternative routes to licensure will increase the talent pool. Three respondents chose not to answer the question.

Table 16

Descriptive Analysis of the Independent Variable Relating to Alternative Licensed Principal's Knowledge of Instructional Leadership Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 14)

Alternatively licensed principals would lack instructional leadership skills				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	1.4	1.5	1.5
Disagree	52	24.9	25.2	26.7
Agree	90	43.1	43.7	70.4
Strongly Agree	61	29.2	29.6	100
Total	206	98.6	100	

The responses indicate that three respondents strongly disagreed that alternatively licensed principals would lack instructional leadership skills. Fifty-two respondents disagreed that alternatively licensed principals would lack instructional leadership skills. Ninety respondents agreed that alternatively licensed principals would lack instructional leadership skills. Sixty-one respondents strongly agreed that alternatively licensed principals would lack instructional leadership skills.

Table 17

Descriptive Analysis of the Independent Variable Relating to Whether Alternatively Licensed Principals Would Struggle Even With a Mentor Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 15)

Alternatively licensed principals would struggle, even with a mentor					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Strongly Disagree	3	1.4	1.5	1.5	
Disagree	72	34.4	36.5	38.1	
Agree	98	46.9	49.7	87.8	
Strongly Agree	24	11.5	12.2	100	
Total	197	94.3	100		

The responses indicate that three respondents strongly disagreed that alternatively licensed principals would struggle in the position, even with a strong mentor. Seventy-two respondents disagreed that alternatively licensed principals would struggle in the position, even with a strong mentor. Ninety-eight respondents agreed that alternatively licensed principals would struggle in the position, even with a strong mentor. Twenty-four respondents strongly agreed that alternatively licensed principals would struggle in the position, even with a strong mentor. Twelve respondents chose not to answer the question.

Table 18

Descriptive Analysis of the Independent Variable Regarding Whether Alternatively Licensed Principals Would be Able to Articulate Appropriate Educational Values Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 16)

Alternatively licensed principals would not be able to articulate appropriate educational values	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	1.0	1.0	1.0
Disagree	102	48.8	50.7	51.7
Agree	80	38.3	39.8	91.5
Strongly Agree	17	8.1	8.5	100
Total	201	96.2	100	

The responses indicate that two respondents strongly disagreed that alternatively licensed principals would not be able to articulate appropriate educational values. One hundred two respondents disagreed that alternatively licensed principals would not be able to articulate appropriate educational values. Eighty respondents agreed that alternatively licensed principals would not be able to articulate appropriate educational values. Seventeen respondents strongly agreed that alternatively licensed principals would not be able to articulate appropriate educational values.

Table 19

Descriptive Analysis of the Independent Variable Regarding the Professional Development and Training of Alternatively Licensed Principals Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 17)

Alternatively licensed principals would require too much professional and training to make them effective school leaders

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	1.4	1.5	1.5
Disagree	88	42.1	43.8	45.3
Agree	91	43.5	45.3	90.5
Strongly Agree	19	9.1	9.5	100
Total	201	96.2	100	

The responses indicate that three respondents strongly disagreed that alternatively licensed principals would require too much professional development and training to make them effective school leaders. Eighty-eight respondents disagreed that alternatively licensed principals would require too much professional development and training to make them effective school leaders. Ninety-one respondents agreed that alternatively licensed principals would require too much professional development and training to make them effective school leaders. Nineteen respondents strongly disagreed that alternatively licensed principals would require too much professional development and training to make them effective school leaders.

Table 20

Descriptive Analysis of the Independent Variable Regarding the Ability of Alternatively Licensed Principals to Select Teachers Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 18)

Alternatively licensed principals would not be able to select teachers effectively

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	4	1.9	2.0	2.0
Disagree	100	47.8	49.8	51.7
Agree	84	40.2	41.8	93.5
Strongly Agree	13	6.2	6.5	100
Total	201	96.2	100	

The responses indicate that four respondents strongly disagreed that alternatively licensed principals would not be able to select teachers effectively. One hundred respondents disagreed that alternatively licensed principals would not be able to select teachers effectively. Eighty-four respondents agreed that alternatively licensed principals would not be able to select teachers effectively. Thirteen respondents strongly agreed that alternatively licensed principals would not be able to select teachers effectively.

Table 21

Descriptive Analysis of the Independent Variable Relating to Alternatively Licensed Teachers Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 19)

In the past I felt that alternative licensure of teachers was a good plan

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	31	14.8	15.0	15.0
Disagree	97	46.4	47.1	62.1
Agree	78	37.3	37.9	100
Strongly Agree	0	0	0	0
Total	206	98.6	100	

The responses indicate that thirty-one respondents strongly disagreed that in the past they felt alternative licensure of teachers was a good plan. Ninety-seven respondents disagreed that in the past they felt alternative licensure of teachers was a good plan. Seventy-eight respondents agreed that in the past they felt alternative licensure of teachers was a good plan. None of the respondent strongly agreed that in the past they felt alternative licensure of teachers was a good plan. Three respondents chose not to answer the question.

Table 22

*Descriptive Analysis of the Independent Variable Regarding a Rigorous Internship
Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 20)*

An alternatively licensed principal who has successfully completed a rigorous internship could perform well in a school

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	8	3.8	4.0	4.0
Disagree	61	29.2	30.2	34.2
Agree	129	61.7	63.9	98.0
Strongly Agree	4	1.9	2.0	100
Total	202	96.7	100	

The responses indicate that eight respondents strongly disagreed that alternatively licensed principals who have successfully completed a rigorous internship could perform well in a school. Sixty-one respondents disagreed that alternatively licensed principals who have successfully completed a rigorous internship could perform well in a school. One hundred twenty-nine respondents agreed that alternatively licensed principals who have successfully completed a rigorous internship could perform well in a school. Four respondents strongly agreed that alternatively licensed principals who have successfully completed a rigorous internship could perform well in a school.

Table 23

Descriptive Analysis of the Independent Variable Regarding the Knowledge of Alternatively Licensed Principals Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 21)

An alternatively licensed principal who had acquired essential educational knowledge could be an effective educational leader

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	4	1.9	2.0	2.0
Disagree	43	20.6	21.5	23.5
Agree	147	70.3	73.5	97.0
Strongly Agree	6	2.9	3.0	100
Total	200	95.7	100	

The responses indicated that four respondents strongly agreed that alternatively licensed principals who had acquired essential knowledge could be an effective educational leader. Forty-three respondents disagreed that alternatively licensed principals who had acquired essential knowledge could be an effective educational leader. One hundred forty-seven respondents agreed that alternatively licensed principals who had acquired essential knowledge could be an effective educational leader. Six respondents strongly agreed that alternatively licensed principals who had acquired essential knowledge could be an effective educational leader. Nine respondents chose not to answer the question.

Table 24

Descriptive Analysis of the Independent Variable Regarding the Understanding of Children Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 22)

An alternatively licensed principal who understands children could be a successful educational leader	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	6	2.9	3.0	3.0
Disagree	59	28.2	29.4	32.3
Agree	131	62.7	65.2	97.5
Strongly Agree	5	2.4	2.5	100
Total	201	96.2	100	

The responses indicate that six respondents strongly disagreed that alternatively licensed principals who understand children could be a successful educational leader. Fifty-nine respondents disagreed that alternatively licensed principals who understand children could be a successful educational leader. One hundred thirty-one respondents agreed that alternatively licensed principals who understand children could be a successful educational leader. Five respondents strongly agreed that alternatively licensed principals who understand children could be a successful educational leader. Eight respondents chose not to answer the question.

Table 25

Descriptive Analysis of the Independent Variable Regarding the Ability to Perform Well in Some Settings Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 23)

An alternatively licensed principal could perform well in some settings				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	.5	.5	.5
Disagree	20	9.6	10.0	10.4
Agree	174	83.3	86.6	97.0
Strongly Agree	6	2.9	3.0	100
Total	201	96.2	100	

The responses indicate that one respondent strongly disagreed that alternatively licensed principals could perform well in some settings. Twenty respondents disagreed that alternatively licensed principals could perform well in some settings. One hundred seventy-four respondents agreed that alternatively licensed principals could perform well in some settings. Six respondents strongly agreed that alternatively licensed principals could perform well in some settings. Eight respondents chose not to answer the question.

Table 26

Descriptive Analysis of the Independent Variable Regarding the Leadership Skills of Alternatively Licensed Principals Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 24)

I would consider mentoring an alternatively licensed principal if he or she had the leadership skills that I am looking for

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	6	2.9	2.9	2.9
Disagree	40	19.1	19.5	22.4
Agree	142	67.9	69.3	91.7
Strongly Agree	17	8.1	8.3	100
Total	205	98.1	100	

The responses indicate that six respondents strongly disagreed that they would not consider mentoring an alternatively licensed principal even if he or she had leadership skills that they were looking for. Forty respondents disagreed that they would not consider mentoring an alternatively licensed principal even if he or she had leadership skills that they were looking for. One hundred forty-two respondents agreed that they would consider mentoring an alternatively licensed principal even if he or she had leadership skills that they were looking for. Seventeen respondents strongly agreed that they would consider mentoring an alternatively licensed principal even if he or she had leadership skills that they were looking for. Four respondents chose not to answer the question.

Table 27

Descriptive Analysis of the Independent Variable Related to Further Training Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 25)

I would consider mentoring an alternatively licensed principal if he or she were willing to pursue a traditional licensure while on the job

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	4	1.9	2.0	2.0
Disagree	41	19.6	20.1	22.1
Agree	126	60.3	61.8	83.8
Strongly Agree	33	15.8	16.2	100
Total	204	97.6	100	

The responses indicate that four respondents strongly disagreed that they would consider mentoring an alternatively licensed principal if he or she were willing to pursue a traditional licensure while on the job. Forty-one respondents disagreed that they would consider mentoring an alternatively licensed principal if he or she were willing to pursue a traditional licensure while on the job. One hundred twenty-six respondents agreed that they would consider mentoring an alternatively licensed principal if he or she were willing to pursue a traditional licensure while on the job. Thirty-three respondents strongly agreed that they would consider mentoring an alternatively licensed principal if he or she were willing to pursue a traditional licensure while on the job. Five respondents chose not to answer the question.

Table 28

Descriptive Analysis of the Independent Variable Related to Taking Crucial Educational Courses Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 26)

I would consider mentoring an alternatively licensed principal if he or she were willing to take what I feel are crucial educational courses

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	4	1.9	2.0	2.0
Disagree	38	18.2	19.0	21.0
Agree	137	65.6	68.5	89.5
Strongly Agree	21	10.0	10.5	100
Total	200	95.7	100	

The responses indicate that four respondents strongly disagreed that they would consider mentoring an alternatively licensed principal if he or she were willing to pursue crucial educational courses. Thirty-eight respondents disagreed that they would consider mentoring an alternatively licensed principal if he or she were willing to pursue crucial educational courses. One hundred thirty-seven respondents agreed that that they would consider mentoring an alternatively licensed principal if he or she were willing to pursue crucial educational courses. Twenty-one respondents strongly agreed that they would consider mentoring an alternatively licensed principal if he or she were willing to pursue crucial educational courses. Nine respondents chose not to answer the question.

Table 29

Descriptive Analysis of the Independent Variable Relating to a Traditionally Licensed Principal's Willingness to Mentor Alternatively Licensed Principals Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 27)

I would consider mentoring an alternatively licensed principal if there were a shortage of licensed administrators in my district

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	10	4.8	4.9	4.9
Disagree	31	14.8	15.2	20.1
Agree	139	66.5	68.1	88.2
Strongly Agree	24	11.5	11.8	100
Total	204	97.6	100	

The responses indicate that ten respondents strongly disagreed that they would consider mentoring an alternatively licensed principal if there were a shortage of licensed administrators in their district. Thirty-one disagreed that they would consider mentoring an alternatively licensed principal if there were a shortage of licensed administrators in their district. One hundred thirty-nine agreed that they would consider mentoring an alternatively licensed principal if there were a shortage of licensed administrators in their district. Twenty-four strongly agreed that they would consider mentoring an alternatively licensed principal if there were a shortage of licensed administrators in their district.

Table 30

*Descriptive Analysis of the Independent Variable Related to the Dept of the Talent Pool
Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 28)*

I would consider mentoring an alternatively licensed principal if the talent pool were shallow

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	10	4.8	4.9	4.9
Disagree	33	15.8	16.3	21.2
Agree	137	65.6	67.5	88.7
Strongly Agree	23	11.0	11.3	100
Total	203	97.1	100	

The responses indicate that ten respondents strongly disagreed that they would consider mentoring an alternatively licensed principal if the talent pool were shallow. Thirty-three respondents disagreed that they would consider mentoring an alternatively licensed principal if the talent pool were shallow. One hundred thirty-seven respondents agreed that they would consider mentoring an alternatively licensed principal if the talent pool were shallow. Twenty-three respondents strongly agreed that they would consider mentoring an alternatively licensed principal if the talent pool were shallow. Six respondents chose not to answer the question.

Table 31

Descriptive Analysis of the Independent Variable Regarding the Willingness of Traditionally Licensed Principals Willingness to Mentor Alternatively Licensed Principals if There Were a Shortage of Traditionally Licensed Principals Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 29)

I would consider mentoring an alternatively licensed principal if I could not find a licensed principal to mentor

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	11	5.3	5.4	5.4
Disagree	60	28.7	29.4	34.8
Agree	115	55.0	56.4	91.2
Strongly Agree	18	8.6	8.8	100
Total	204	97.6	100	

The responses indicate that eleven respondents strongly disagreed that they would consider mentoring an alternatively licensed principal if they could not find a licensed principal. Sixty respondents disagreed that they would consider mentoring an alternatively licensed principal if they could not find a licensed principal. One hundred fifteen respondents agreed that they would consider mentoring an alternatively licensed principal if they could not find a licensed principal. Eighteen respondents strongly disagreed that they would consider mentoring an alternatively licensed principal if they could not find a licensed principal. Five respondents chose not to answer the question.

Table 32

Descriptive Analysis of the Independent Variable Regarding Mentoring Potentially Successful Candidates Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 30)

I always support mentoring the candidate who has the greatest potential to be successful		Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	1.0	1.0	1.0	1.0
Disagree	20	9.6	9.6	10.6	
Agree	134	64.1	64.4	75.0	
Strongly Agree	52	24.9	25.0	100	
Total	208	99.5	100		

The responses indicate that two respondents strongly disagreed that they would always support mentoring the candidate who has the greatest potential to be successful. Twenty respondents disagreed that they would always support mentoring the candidate who has the greatest potential to be successful. One hundred thirty-four respondents agreed that they would always support mentoring the candidate who has the greatest potential to be successful. Fifty-two respondents strongly agreed that they would always support mentoring the candidate who has the greatest potential to be successful. One respondent chose not to answer the question.

Table 33

Descriptive Analysis of the Independent Variable Regarding the Teaching Experience of Alternatively Licensed Principals Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 31)

		Frequency	Percent	Valid Percent	Cumulative Percent
I would not support the mentoring of an alternatively licensed principal if he or she had no teaching experience					
Strongly Disagree	8	3.8	3.9	3.9	
Disagree	54	25.8	26.3	30.2	
Agree	88	42.1	42.9	73.2	
Strongly Agree	55	26.3	26.8	100	
Total	205	98.1	100		

The responses indicate that eight respondents strongly disagreed that they would not support the mentoring of an alternatively licensed principal if he or she had no teaching experience. Fifty-four respondents disagreed that they would not support the mentoring of an alternatively licensed principal if he or she had no teaching experience. Eighty-eight respondents agreed that they would not support the mentoring of an alternatively licensed principal if he or she had no teaching experience. Fifty-five respondents strongly agreed that they would not support the mentoring of an alternatively licensed principal if he or she had no teaching experience. Four respondents chose not to answer the question.

Table 34

Descriptive Analysis of the Independent Variable Regarding the Most Qualified Candidate Indicating Frequency, Percent, Valid Percent and Cumulative Percent (Variable 32)

I always support mentoring the most qualified candidate

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	.5	.5	.5
Disagree	30	14.4	14.5	15.0
Agree	131	62.7	63.3	78.3
Strongly Agree	45	21.5	21.7	100
Total	207	99.0	100	

The responses indicate that one respondent strongly disagreed that he or she would always support mentoring the most qualified candidate. Thirty respondents indicated that they would always support mentoring the most qualified candidate. One hundred thirty-one respondents indicated that they would always support mentoring the most qualified candidate. Forty-five respondents strongly agreed that they would always support mentoring the most qualified candidate.

Descriptive Statistics Summary

The descriptive statistics analysis of the first ten demographic questions indicated that there were twice as many female respondents than male. The gender response indicated that 70% were female and 30% were male. According to the years of experience as an elementary principal, over 80% of the respondents have fewer than five years of experience, 6% of the respondents have between 16 – 20 years of experience and 14%

have over 30 years of experience. The traditional preparation program for licensure was the accepted route for 96% of the respondents. Therefore 4% of the respondents obtained their licensure through an alternative route. Half of the respondents reported that their school was described as suburban, 26% described their school as rural and 22% described their school as rural. According to the data, 77% of the respondents stated that their district do not allow the hiring of alternatively licensed principals. When asked if the district is experiencing a shortage of quantity or quality of principal candidates, 90% of respondents stated no. The work experience of the respondents has been in the field of education. The responses indicated that 98% had experience as teachers.

THE METHOD OF STATISTICAL ANALYSIS

The method of statistical analysis chosen was one-way analysis of variance (ANOVA) because it assesses the means of a dependent variable and the significant difference among groups. The ANOVA F test evaluates whether the group means on the dependent variable differ significantly from each other. The General Linear Model analysis procedure computes an effect size index, η^2 (eta square) which ranges from 0 and 1. A η^2 value of 0 indicates that there are no differences in the mean scores among groups. A value of 1 indicates that there are differences between at least two of the means on the dependent variable and that there are no differences on the dependent variable scores within each of the groups. In general, η^2 is interpreted as the proportion of variance of the dependent variable that is related to the factor. A one-way analysis of variance (ANOVA) is determined to be significant if the p value is $<.05$ and the null hypothesis is rejected and there are no differences among the groups. One-way analysis of variance (ANOVA) for relationships between the demographic variables and personal and environmental variables and one-way analysis of variance between the demographic variables and mentoring variables are presented and each is followed by tables 37 - 46.

The one-way ANOVA analysis between the question gender and licensure in education is a barrier to the entry of highly qualified candidates in the field of education showed a $p = .292$. Therefore, we can accept the null hypothesis that there is no significant difference ($p > .05$) between these two variables.

The one-way ANOVA analysis between the question gender and alternative licensure of educators is a good way to address the shortages in education showed a $p = .580$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question gender and I believe that alternative licensure of educators is a good idea showed a $p = .907$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question gender and alternative routes to licensure will increase the talent pool in education showed a $p = .413$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between these two variables.

The one-way ANOVA analysis between the question gender and alternatively licensed principals would lack instructional leadership skills showed a $p = .026$. Therefore we can reject the null hypothesis that there is a significant difference ($p < .05$) between the responses of the principals by gender and alternatively licensed principals. Therefore, females agreed that alternatively licensed principals would lack instructional leadership skills more often than males.

The one-way ANOVA analysis between the question gender and alternatively licensed principals would struggle in the position, even with a strong mentor showed a $p = .091$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question gender and alternatively licensed principals would not be able to articulate appropriate educational values showed a $p = .093$. Therefore we can accept the null hypothesis that there is a significant difference ($p < .05$) between the two variables.

The one-way ANOVA analysis between the question gender and alternatively licensed principals would require too much professional development and training to make them effective school leaders showed a $p = .498$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question gender and alternatively licensed principals would not be able to select teachers effectively showed a $p = .843$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question gender and in the past I felt alternative licensure of teachers was a good plan showed a $p = .965$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question gender and an alternatively licensed principal who has successfully completed a rigorous internship could perform well in a school showed a $p = .873$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question gender and an alternatively licensed principal who had acquired essential educational knowledge could be an effective educational leader showed a $p = .239$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question gender and an alternatively licensed principal who understands children could be a successful educational leader showed a $p = .077$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question gender and an alternatively licensed principal could perform well in some settings showed a $p = .203$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question gender and I would consider mentoring an alternatively licensed principal if he or she had the leadership skills that I am looking for showed a $p = .419$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question gender and I would consider mentoring an alternatively licensed principal if he or she were willing to pursue a

traditional licensure while on the job showed a $p = .448$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question gender and I would consider mentoring an alternatively licensed principal if he or she were willing to take what I feel are crucial education courses showed a $p = .462$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question gender and I would consider mentoring an alternatively licensed principal if there were a shortage of licensed administrators in my district showed a $p = .553$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question gender and I would consider mentoring an alternatively licensed principal if the talent pool in education were shallow showed a $p = .800$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question gender and I would consider mentoring an alternatively licensed principal if I could not find a licensed principal to mentor showed a $p = .646$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question gender and I always support mentoring the candidate who has the greatest potential to be successful showed a $p = .140$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question gender and I would not support the mentoring of an alternatively licensed principal if he or she had no teaching experience showed a $p = .062$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question gender and I always support mentoring the most qualified candidate showed a $p = .074$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The ANOVA analysis between the question of gender and the personal and environmental variables indicate that all but one of the null hypotheses was accepted.

The one that was rejected was between gender and that alternatively licensed principals would lack leadership skills. The females agreed that alternatively licensed principals would lack instructional leadership skills more than the males. However, 144 of the respondents were females and 60 were female.

Table 35

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
Gender (Variable 1)				
Between subjects				
Licensure is a barrier to highly qualified candidates in education	3	.125	.022	.292
Alternative licensure is a good way to address shortages in education	3	.656	.012	.578
I believe alternative licensure is a good idea	2	.098	.001	.907
Alternative routes will increase the talent pool	3	.960	.017	.413
Alternatively licensed principals would lack instructional leadership skills	3	3.17	.071	.026
Alternatively licensed principals would struggle even with a mentor	3	2.20	.050	.091
Alternatively licensed principals would not be able to articulate educational values	2	2.42	.037	.093
Alternatively licensed principals would require professional development and training	3	.796	.019	.498

Table 35 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
Gender (Variable 1)				
Between subjects				
Alternatively licensed principals would not be able to select effective teachers	3	.275	.007	.843
In the past I felt alternative licensure for teachers was a good plan	2	.035	.001	.965
Alternatively licensed principals who have completed rigorous internship could perform well	3	.233	.005	.873
Alternatively licensed principals who acquired essential educational knowledge could be an effective leader	2	1.44	.020	.239
Alternatively licensed principals who understands children could be a successful educational leader	3	2.33	.048	.077
Alternatively licensed principals could perform well in some settings	2	1.61	.023	.203

Table 35 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
Gender (Variable 1)				
Between subjects				
Mentor alternatively	3	.949	.024	.419
licensed principal if had leadership skills				
Mentor alternatively licensed principal	2	.808	.014	.448
if willing to pursue a traditional licensure				
Mentor alternatively	3	.865	.022	.462
licensed principal if willing to take crucial education courses				
Mentor alternatively	2	.595	.010	.553
licensed principal if shortage in district				
Mentor alternatively licensed principal	2	.223	.004	.800
if talent pool shallow				

Table 35 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
Gender (Variable 1)				
		Between subjects		
Mentor alternatively	3	.555	.014	.646
licensed principal if				
traditional principal				
not available				
Support mentoring	3	1.85	.031	.140
candidate greatest potential				
Not mentor alternatively	3	2.49	.042	.062
licensed principal no				
teaching experience				
Support mentoring	3	2.35	.039	.074
most qualified candidate				

The one-way ANOVA analysis between the question years of experience as an elementary principal and licensure in education is a barrier to the entry of highly qualified candidates in the field of education showed a p = .319. Therefore we accept the null hypothesis that there is no significant difference (p > .05) between the two variables.

The one-way ANOVA analysis between the question years of experience as an elementary principal and alternative licensure of educators is a good way to address the shortages in education showed a p = .636. Therefore we can accept the null hypothesis that there is no significant difference (p > .05) between the two variables.

The one-way ANOVA analysis between the question years of experience as an elementary principal and I believe that alternative licensure of educators is a good idea showed a $p = .313$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question years of experience as an elementary principal and alternative routes to licensure will increase the talent pool in education showed a $p = .985$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question years of experience as an elementary principal and alternatively licensed principals would lack instructional leadership skills showed a $p = .454$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables

The one-way ANOVA analysis between the question years of experience as an elementary principal and alternatively licensed principals would struggle in the position, even with a strong mentor showed a $p = .017$. Therefore we can reject the null hypothesis: there is a significant difference ($p < .05$) between the two variables.

Elementary principals with fewer years of experience and elementary principals with greater than 20 years of experience disagreed with the statement that alternatively licensed principals would struggle in the position even with a strong mentor more frequently than those principals with but five and 20 years of experience.

The one-way ANOVA analysis between the question years of experience as an elementary principal and alternatively licensed principals would not be able to articulate appropriate educational values showed a $p = .348$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question years of experience as an elementary principal and alternatively licensed principals would require too much professional development and training to make them effective school leaders showed a $p = .510$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables

The one-way ANOVA analysis between the question years of experience as an elementary principal and alternatively licensed principals would not be able to select

teachers effectively showed a $p = .053$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question years of experience as an elementary principal and in the past I felt alternative licensure of teachers was a good plan showed a $p = .760$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question years of experience as an elementary principal and an alternatively licensed principal who has successfully completed a rigorous internship could perform well in a school showed a $p = .623$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question years of experience as an elementary principal and an alternatively licensed principal who had acquired essential educational knowledge could be an effective educational leader showed a $p = .401$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question years of experience as an elementary principal and an alternatively licensed principal who understands children could be a successful educational leader showed a $p = .010$. Therefore we can reject the null hypothesis: there is a significant difference ($p < .05$) between the two variables. Elementary principals with fewer than five or greater than 20 years of experience agreed that an alternatively licensed principal who understands children could be a successful educational leader more often than principals with but five and 20 years of experience.

The one-way ANOVA analysis between the question years of experience as an elementary principal and an alternatively licensed principal could perform well in some settings showed a $p = .660$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question years of experience as an elementary principal and I would consider mentoring an alternatively licensed principal if he or she had the leadership skills that I am looking for showed a $p = .421$. Therefore we

can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables

The one-way ANOVA analysis between the question years of experience as an elementary principal and I would consider mentoring an alternatively licensed principal if he or she were willing to pursue a traditional licensure while on the job showed a $p = .056$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables

The one-way ANOVA analysis between the question years of experience as an elementary principal and I would consider mentoring an alternatively licensed principal if he or she were willing to take what I feel are crucial education courses showed a $p = .263$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question years of experience as an elementary principal and I would consider mentoring an alternatively licensed principal if there were a shortage of licensed administrators in my district showed a $p = .581$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question years of experience as an elementary principal and I would consider mentoring an alternatively licensed principal if the talent pool in education were shallow showed a $p = .924$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables

The one-way ANOVA analysis between the question years of experience as an elementary principal and I would consider mentoring an alternatively licensed principal if I could not find a licensed principal to mentor showed a $p = .963$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question years of experience as an elementary principal and I always support mentoring the candidate who has the greatest potential to be successful showed a $p = .503$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question years of experience as an elementary principal and I would not support the mentoring of an alternatively licensed principal if he or she had no teaching experience showed a $p = .061$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question years of experience as an elementary principal and I always support mentoring the most qualified candidate showed a $p = .651$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The ANOVA analysis between the question of years of experience as an elementary principal and the personal and environmental variables indicate that all but two of the null hypotheses were accepted. One of the variables that was rejected was between years of experience as an elementary principal and that alternatively licensed principals would struggle. The other variable that was rejected was between years of experience as an elementary principal and that alternatively licensed principals would not be successful even if they understood children.

Table 36

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
Years of Experience (Variable 2)				
Between subjects				
Licensure is a barrier to highly qualified candidates in education	3	1.18	.021	.319
Alternative licensure is a good way to address shortages in education	3	.569	.010	.636
I believe alternative licensure is a good idea	2	1.16	.014	.313
Alternative routes will increase the talent pool	3	.051	.001	.985
Alternatively licensed principals would lack instructional leadership skills	3	.878	.020	.454
Alternatively licensed principals would struggle even with a mentor	3	3.52	.078	.017
Alternatively licensed principals would not be able to articulate educational values	2	1.06	.017	.348
Alternatively licensed principals would require professional development and training	3	.775	.018	.510

Table 36 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
Years of Experience (Variable 2)				
Between subjects				
Alternatively licensed principals would not be able to select effective teachers	3	2.63	.059	.053
In the past I felt alternative licensure for teachers was a good plan	2	.275	.004	.760
Alternatively licensed principals who have completed rigorous internship could perform well	3	.590	.012	.623
Alternatively licensed principals who acquired essential educational knowledge could be an effective leader	2	.919	.013	.401
Alternatively licensed principals who understands children could be a successful educational leader	3	3.93	.077	.010
Alternatively licensed principals could perform well in some settings	2	.417	.006	.660

Table 36 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
Years of Experience (Variable 2)				
Between subjects				
Mentor alternatively	3	.945	.023	.421
licensed principal if had				
leadership skills				
Mentor alternatively licensed principal	2	2.95	.047	.056
if willing to pursue a traditional				
licensure				
Mentor alternatively	3	1.34	.033	.263
licensed principal if willing				
to take crucial education				
courses				
Mentor alternatively	2	.545	.009	.581
licensed principal if				
shortage in district				
Mentor alternatively	2	.079	.001	.924
licensed principal if				
talent pool shallow				

Table 36 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
<hr/>				
Years of Experience (Variable 2)				
<hr/>				
Between subjects				
Mentor alternatively	3	.095	.002	.963
licensed principal if				
traditional principal				
not available				
Support mentoring	3	.787	.013	.503
candidate greatest potential				
Not mentor alternatively	3	2.50	.041	.061
licensed principal no				
teaching experience				
Support mentoring	3	.547	.009	.651
most qualified candidate				

The one-way ANOVA analysis between the question I received my licensure through a university traditional preparation program and licensure in education is a barrier to highly qualified candidates in the field of education showed a p = .169. Therefore we accept the null hypothesis that there is no significant difference (p > .05) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through a university traditional preparation program and alternative licensure of educators is a good way to address the shortages in education showed a p = .005.

Therefore we can reject the null hypothesis: there is a significant difference ($p < .05$) between the two variables. Elementary principals who received their licensure through a university traditional preparation program disagreed with the statement that alternative licensure of educators is a good way to address the shortages in education more often than those who did not receive their licensure through a university traditional preparation program.

The one-way ANOVA analysis between the question I received my licensure through a university traditional preparation program and I believe that alternative licensure of educators is a good idea showed a $p = .945$. Therefore we can accept the null hypothesis that there is no significant difference between the two variables.

The one-way ANOVA analysis between the question I received my licensure through a university traditional preparation program and alternative routes to licensure will increase the talent pool in education showed a $p = 1.00$. Therefore we can accept the null hypothesis that there is no significant difference between the two variables.

The one-way ANOVA analysis between the question I received my licensure through a university traditional preparation program and alternatively licensed principals would lack instructional leadership skills showed a $p = .049$. Therefore we can reject the null hypothesis: there is a significant difference ($p < .05$) between the two variables. Elementary principals with traditional licensure agreed that alternatively licensed principals would lack instructional leadership skills more than elementary principals who received alternative licensure.

The one-way ANOVA analysis between the question I received my licensure through a university traditional preparation program and alternatively licensed principals would struggle in the position, even with a strong mentor showed a $p = .073$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through a university traditional preparation program and alternatively licensed principals would not be able to articulate appropriate educational values showed a $p = .840$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through a university traditional preparation program and alternatively licensed principals would require too much professional development and training to make them effective school leaders showed a $p = .930$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through a university traditional preparation program and alternatively licensed principals would not be able to select teachers effectively showed a $p = .008$. Therefore we can reject the null hypothesis: there is a significant difference ($p < .05$) between the two variables. Alternatively licensed principals disagree that alternatively licensed principals would not be able to select teacher effectively more often than elementary principals with traditional licensure.

The one-way ANOVA analysis between the question I received my licensure through a university traditional preparation program and in the past I felt alternative licensure of teachers was a good plan showed a $p = .123$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through a university traditional preparation program and an alternatively licensed principal who has successfully completed a rigorous internship could perform well in a school showed a $p = .059$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through a university traditional preparation program and an alternatively licensed principal who had acquired essential educational knowledge could be an effective educational leader showed a $p = .048$. Therefore we can reject the null hypothesis: there is a significant difference ($p < .05$) between the two variables. Elementary principals who received traditional licensure disagreed that alternatively licensed principals who had acquired essential educational knowledge could be effective leaders more often than alternatively licensed principals.

The one-way ANOVA analysis between the question I received my licensure through a university traditional preparation program and an alternatively licensed

principal who understands children could be a successful educational leader showed a $p = .018$. Therefore we can reject the null hypothesis: there is a significant difference ($p < .05$) between the two variables. Elementary principals with traditional licensure agree more often than an alternatively licensed principal who understands children could be a successful educational leader than principals with alternative licensure.

The one-way ANOVA analysis between the question I received my licensure through a university traditional preparation program and an alternatively licensed principal could perform well in some settings showed a $p = .094$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through a university traditional preparation program and I would consider mentoring an alternatively licensed principal if he or she had the leadership skills that I am looking for showed a $p = .729$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through a university traditional preparation program and I would consider mentoring an alternatively licensed principal if he or she were willing to pursue a traditional licensure while on the job showed a $p = .966$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through a university traditional preparation program and I would consider mentoring an alternatively licensed principal if he or she were willing to take what I feel are crucial education courses showed a $p = .992$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through a university traditional preparation program and I would consider mentoring an alternatively licensed principal if there were a shortage of licensed administrators in my district showed a $p = .150$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through a university traditional preparation program and I would consider mentoring an alternatively licensed principal if the talent pool in education were shallow showed a $p = .787$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through a university traditional preparation program and I would consider mentoring an alternatively licensed principal if I could not find a licensed principal to mentor showed a $p = .998$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through a university traditional preparation program and I always support mentoring the candidate who has the greatest potential to be successful showed a $p = .861$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through a university traditional preparation program and I would not support the mentoring of an alternatively licensed principal if he or she had no teaching experience showed a $p = .957$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through a university traditional preparation program and I always support mentoring the most qualified candidate showed a $p = .993$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The ANOVA analysis between the question I received my licensure through a university traditional preparation program and the personal and environmental variables indicate that all but five of the null hypotheses were accepted. Five of the variables were rejected; alternative licensure of principals is a good way to address the shortages in education, alternatively licensed principals would lack the instructional leadership skills, alternatively licensed principals would not be able to select teachers effectively, an alternatively licensed principal who had acquired essential educational knowledge could

be an effective educational leaders and an alternatively licensed principal who understands children could be a successful educational leader. Of the 199 respondents to the question concerning licensure, 191 received licensure through a traditional preparation program and 8 received their licensure through an alternative route. There are so few alternatively licensed principal respondents that the data may not be reliable.

Table 37

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
Licensure through a traditional Preparation program (Variable 3)				
Between subjects				
Licensure is a barrier to highly qualified candidates in education	3	1.70	.030	.169
Alternative licensure is a good way to address shortages in education	3	4.45	.074	.005
I believe alternative licensure is a good idea	2	.057	.001	.945
Alternative routes will increase the talent pool	3	.001	.000	1.00
Alternatively licensed principals would lack instructional leadership skills	3	2.68	.060	.049
Alternatively licensed principals would struggle even with a mentor	3	2.37	.053	.073
Alternatively licensed principals would not be able to articulate educational values	2	.174	.003	.840
Alternatively licensed principals would require professional development and training	3	.149	.004	.930

Table 37 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
Licensure through a traditional Preparation program (Variable 3)				
Between subjects				
Alternatively licensed principals would not be able to select effective teachers	3	4.11	.089	.008
In the past I felt alternative licensure for teachers was a good plan	2	2.12	.029	.123
Alternatively licensed principals who have completed rigorous internship could perform well	3	2.53	.052	.059
Alternatively licensed principals who acquired essential educational knowledge could be an effective leader	2	3.09	.042	.048
Alternatively licensed principals who understands children could be a successful educational leader	3	3.48	.070	.018
Alternatively licensed principals could perform well in some settings	2	2.40	.033	.094

Table 37 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
Licensure through a traditional Preparation program (Variable 3)				
Between subjects				
Mentor alternatively	3	.434	.011	.729
licensed principal if had leadership skills				
Mentor alternatively licensed principal	2	.035	.001	.966
if willing to pursue a traditional licensure				
Mentor alternatively	3	.032	.001	.992
licensed principal if willing to take crucial education courses				
Mentor alternatively	2	1.92	.031	.150
licensed principal if shortage in district				
Mentor alternatively licensed principal	2	.240	.004	.787
if talent pool shallow				

Table 37 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
Licensure through a traditional Preparation program (Variable 3)				
Between subjects				
Mentor alternatively	3	.011	.000	.998
licensed principal if				
traditional principal				
not available				
Support mentoring	3	.251	.004	.861
candidate greatest potential				
Not mentor alternatively	3	.105	.002	.957
licensed principal no				
teaching experience				
Support mentoring	3	.031	.001	.993
most qualified candidate				

The one-way ANOVA analysis between the question I received my licensure through an alternative route and licensure in education is a barrier to the entry of highly qualified candidates in the field of education showed a $p = .192$. Therefore we accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through an alternative route and alternative licensure of educators is a good way to

address the shortages in education showed a $p = .006$. Therefore we can reject the null hypothesis that there is a significant difference ($p < .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through an alternative route and I believe that alternative licensure of educators is a good idea showed a $p = .948$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through an alternative route and alternative routes to licensure will increase the talent pool in education showed a $p = 1.00$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables

The one-way ANOVA analysis between the question I received my licensure through an alternative route and alternatively licensed principals would lack instructional leadership skills showed a $p = .021$. Therefore we can reject the null hypothesis that there is a significant difference ($p < .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through an alternative route and alternatively licensed principals would struggle in the position, even with a strong mentor showed a $p = .136$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables

The one-way ANOVA analysis between the question I received my licensure through an alternative route and alternatively licensed principals would not be able to articulate appropriate educational values showed a $p = .786$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through an alternative route and alternatively licensed principals would require too much professional development and training to make them effective school leaders showed a $p = .878$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through an alternative route and alternatively licensed principals would not be able to select teachers effectively showed a $p = .001$. Therefore we can reject the null hypothesis that there is a significant difference ($p < .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through an alternative route and in the past I felt alternative licensure of teachers was a good plan showed a $p = .141$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through an alternative route and an alternatively licensed principal who has successfully completed a rigorous internship could perform well in a school showed a $p = .069$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through an alternative route and an alternatively licensed principal who had acquired essential educational knowledge could be an effective educational leader showed a $p = .056$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through an alternative route and an alternatively licensed principal who understands children could be a successful educational leader showed a $p = .029$. Therefore we can reject the null hypothesis that there is a significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through an alternative route and an alternatively licensed principal could perform well in some settings showed a $p = .059$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through an alternative route and I would consider mentoring an alternatively licensed principal if he or she had the leadership skills that I am looking for showed a $p = .713$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through an alternative route and I would consider mentoring an alternatively licensed principal if he or she were willing to pursue a traditional licensure while on the job

showed a $p = .921$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through an alternative route and I would consider mentoring an alternatively licensed principal if he or she were willing to take what I feel are crucial education courses showed a $p = .896$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through an alternative route and I would consider mentoring an alternatively licensed principal if there were a shortage of licensed administrators in my district showed a $p = .992$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through an alternative route and I would consider mentoring an alternatively licensed principal if the talent pool in education were shallow showed a $p = .756$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through an alternative route and I would consider mentoring an alternatively licensed principal if I could not find a licensed principal to mentor showed a $p = .995$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through an alternative route and I always support mentoring the candidate who has the greatest potential to be successful showed a $p = .888$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through an alternative route and I would not support the mentoring of an alternatively licensed principal if he or she had no teaching experience showed a $p = .930$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question I received my licensure through an alternative route and I always support mentoring the most qualified candidate showed a $p = .864$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The ANOVA analysis between the question I received my licensure through an alternative route and the personal and environmental variables indicate that all but four of the null hypotheses were accepted. Four of the variables were rejected; alternative licensure of principals is a good way to address the shortages in education, alternatively licensed principals would lack the instructional leadership skills, alternatively licensed principals would not be able to select teachers effectively and an alternatively licensed principal who understands children could be a successful educational leader. Of the 199 respondents to the question concerning licensure, 191 received licensure through a traditional preparation program and 8 received their licensure through an alternative route. There are so few alternatively licensed principal respondents that the data may not be reliable.

Table 38

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
<hr/>				
Licensure through an alternative route (Variable 4)				
<hr/>				
Between subjects				
Licensure is a barrier to highly qualified candidates in education	3	1.59	.029	.192
Alternative licensure is a good way to address shortages in education	3	4.25	.074	.006
I believe alternative licensure is a good idea	2	.053	.001	.948
Alternative routes will increase the talent pool	3	.001	.000	1.00
Alternatively licensed principals would lack instructional leadership skills	3	3.37	.077	.021
Alternatively licensed principals would struggle even with a mentor	3	1.88	.045	.136
Alternatively licensed principals would not be able to articulate educational values	2	.241	.004	.786
Alternatively licensed principals would require professional development and training	3	.226	.006	.878

Table 38 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
<hr/>				
Licensure through an alternative route (Variable 4)				
<hr/>				
Between subjects				
Alternatively licensed principals would not be able to select effective teachers	3	5.73	.124	.001
In the past I felt alternative licensure for teachers was a good plan	2	1.98	.029	.141
Alternatively licensed principals who have completed rigorous internship could perform well	3	2.42	.051	.069
Alternatively licensed principals who acquired essential educational knowledge could be an effective leader	2	2.95	.042	.056
Alternatively licensed principals who understands children could be a successful educational leader	3	3.10	.065	.029
Alternatively licensed principals could perform well in some settings	2	2.89	.041	.059

Table 38 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
<hr/>				
Licensure through an alternative route (Variable 4)				
<hr/>				
Between subjects				
Mentor alternatively	3	.456	.012	.713
licensed principal if had				
leadership skills				
Mentor alternatively licensed principal	2	.082	.001	.921
if willing to pursue a traditional				
licensure				
Mentor alternatively	3	.200	.005	.896
licensed principal if willing				
to take crucial education				
courses				
Mentor alternatively	2	.008	.000	.992
licensed principal if				
shortage in district				
Mentor alternatively	2	.280	.005	.756
licensed principal if				
talent pool shallow				

Table 38 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
Licensure through an alternative route (Variable 4)				
Between subjects				
Mentor alternatively	3	.025	.001	.995
licensed principal if				
traditional principal				
not available				
Support mentoring	3	.212	.004	.888
candidate greatest potential				
Not mentor alternatively	3	.149	.003	.930
licensed principal no				
teaching experience				
Support mentoring	3	.246	.004	.864
most qualified candidate				

The one-way ANOVA analysis between the question my school district can best be described as suburban, rural, or urban and licensure in education is a barrier to the entry of highly qualified candidates in the field of education showed a $p = .165$. Therefore we accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district can best be described as suburban, rural, or urban and alternative licensure of educators is a good way to address the shortages in education showed a $p = .024$. Therefore we can reject the null hypothesis: there is a significant difference between the two variables. Elementary

principals in urban settings disagreed with the statement that alternative licensure of educators is a good way to address the shortages more often than elementary principals in suburban and rural settings.

The one-way ANOVA analysis between the question my school district can best be described as suburban, rural, or urban and I believe that alternative licensure of educators is a good idea showed a $p = .741$. Therefore we can accept the null hypothesis that there is no significant difference between the two variables.

The one-way ANOVA analysis between the question my school district can best be described as suburban, rural, or urban and alternative routes to licensure will increase the talent pool in education showed a $p = .231$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district can best be described as suburban, rural, or urban and alternatively licensed principals would lack instructional leadership skills showed a $p = .249$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district can best be described as suburban, rural, or urban and alternatively licensed principals would struggle in the position, even with a strong mentor showed a $p = .104$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district can best be described as suburban, rural, or urban and alternatively licensed principals would not be able to articulate appropriate educational values showed a $p = .457$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district can best be described as suburban, rural, or urban and alternatively licensed principals would require too much professional development and training to make them effective school leaders showed a $p = .318$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district can best be described as suburban, rural, or urban and alternatively licensed principals would not be able to select teachers effectively showed a $p = .904$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district can best be described as suburban, rural, or urban and in the past I felt alternative licensure of teachers was a good plan showed a $p = .095$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district can best be described as suburban, rural, or urban and an alternatively licensed principal who has successfully completed a rigorous internship could perform well in a school showed a $p = .176$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district can best be described as suburban, rural, or urban and an alternatively licensed principal who had acquired essential educational knowledge could be an effective educational leader showed a $p = .849$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district can best be described as suburban, rural, or urban and an alternatively licensed principal who understands children could be a successful educational leader showed a $p = .841$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district can best be described as suburban, rural, or urban and an alternatively licensed principal could perform well in some settings showed a $p = .486$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district can best be described as suburban, rural, or urban and I would consider mentoring an alternatively licensed principal if he or she had the leadership skills that I am looking for showed a $p =$

.618. Therefore we can accept the null hypothesis that there is no significant difference between the two variables.

The one-way ANOVA analysis between the question my school district can best be described as suburban, rural, or urban and I would consider mentoring an alternatively licensed principal if he or she were willing to pursue a traditional licensure while on the job showed a $p = .151$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district can best be described as suburban, rural, or urban and I would consider mentoring an alternatively licensed principal if he or she were willing to take what I feel are crucial education courses showed a $p = .762$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district can best be described as suburban, rural, or urban and I would consider mentoring an alternatively licensed principal if there were a shortage of licensed administrators in my district showed a $p = .324$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district can best be described as suburban, rural, or urban and I would consider mentoring an alternatively licensed principal if the talent pool in education were shallow showed a $p = .900$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district can best be described as suburban, rural, or urban and I would consider mentoring an alternatively licensed principal if I could not find a licensed principal to mentor showed a $p = .016$. Therefore we can reject the null hypothesis: there is a significant difference ($p < .05$) between the two variables. Suburban and urban principals disagreed with the statement that I would consider mentoring an alternatively licensed principal if I could not find a licensed principal to mentor more often than rural elementary principals.

The one-way ANOVA analysis between the question my school district can best be described as suburban, rural, or urban and I always support mentoring the candidate

who has the greatest potential to be successful showed a $p = .921$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district can best be described as suburban, rural, or urban and I would not support the mentoring of an alternatively licensed principal if he or she had no teaching experience showed a $p = .709$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district can best be described as suburban, rural, or urban and I always support mentoring the most qualified candidate showed a $p = .165$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The ANOVA analysis between the question my school district can best be described as suburban, rural, or urban and the personal and environmental variables indicate that all but two of the null hypotheses were accepted. Two of the variables that were rejected are alternative licensure of principals is a good way to address the shortages and I would consider mentoring an alternatively licensed principal. There were double the numbers of suburban respondents to the questionnaire.

Table 39

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
School district (Variable 5)				
Suburban				
Rural				
Urban				
Between subjects				
Licensure is a barrier to highly qualified candidates in education	3	1.71	.030	.165
Alternative licensure is a good way to address shortages in education	3	3.21	.054	.024
I believe alternative licensure is a good idea	2	.301	.004	.741
Alternative routes will increase the talent pool	3	1.44	.025	.231
Alternatively licensed principals would lack instructional leadership skills	3	1.39	.032	.249
Alternatively licensed principals would struggle even with a mentor	3	2.09	.047	.104
Alternatively licensed principals would not be able to articulate educational values	2	.788	.012	.457

Table 39 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
School district (Variable 5)				
Suburban				
Rural				
Urban				
Between subjects				
Alternatively licensed principals would require professional development and training	3	1.18	.027	.318
Alternatively licensed principals would not be able to select effective teachers	3	.188	.004	.904
In the past I felt alternative licensure for teachers was a good plan	2	2.40	.038	.095
Alternatively licensed principals who have completed rigorous internship could perform well	3	1.67	.040	.176
Alternatively licensed principals who acquired essential educational knowledge could be an effective leader	2	.164	.003	.849
Alternatively licensed principals who understands children could be a successful educational leader	3	.278	.007	.841

Table 39 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
School district (Variable 5)				
Suburban				
Rural				
Urban				
Between subjects				
Alternatively licensed principals could perform well in some settings	2	.726	.012	.486
Mentor alternatively licensed principal if had leadership skills	3	.598	.015	.618
Mentor alternatively licensed principal if willing to pursue a traditional licensure	3	1.79	.037	.151
Mentor alternatively licensed principal if willing to take crucial education courses	3	.388	.008	.762
Mentor alternatively licensed principal if shortage in district	2	1.13	.016	.324

Table 39 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
School district (Variable 5)				
Suburban				
Rural				
Urban				
Between subjects				
Mentor alternatively	2	.106	.002	.900
licensed principal if				
talent pool shallow				
Mentor alternatively	3	3.56	.071	.016
licensed principal if				
traditional principal				
not available				
Support mentoring	3	.163	.003	.921
candidate greatest potential				
Not mentor alternatively	3	.463	.008	.709
licensed principal no				
teaching experience				
Support mentoring	3	1.71	.029	.165
most qualified candidate				

The one-way ANOVA analysis between the question my school district allows the hiring of alternatively licensed principals and licensure in education is a barrier to the entry of highly qualified candidates in the field of education showed a $p = .174$. Therefore we accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district allows the hiring of alternatively licensed principals and alternative licensure of educators is a good way to address the shortages in education showed a $p = .139$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district allows the hiring of alternatively licensed principals and I believe that alternative licensure of educators is a good idea showed a $p = .471$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district allows the hiring of alternatively licensed principals and alternative routes to licensure will increase the talent pool in education showed a $p = .245$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district allows the hiring of alternatively licensed principals and alternatively licensed principals would lack instructional leadership skills showed a $p = .954$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district allows the hiring of alternatively licensed principals and alternatively licensed principals would struggle in the position, even with a strong mentor showed a $p = .993$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district allows the hiring of alternatively licensed principals and alternatively licensed principals would not be able to articulate appropriate educational values showed a $p = .679$. Therefore we

can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district allows the hiring of alternatively licensed principals and alternatively licensed principals would require too much professional development and training to make them effective school leaders showed a $p = .463$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district allows the hiring of alternatively licensed principals and alternatively licensed principals would not be able to select teachers effectively showed a $p = .586$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district allows the hiring of alternatively licensed principals and in the past I felt alternative licensure of teachers was a good plan showed a $p = .448$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district allows the hiring of alternatively licensed principals and an alternatively licensed principal who has successfully completed a rigorous internship could perform well in a school showed a $p = .537$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district allows the hiring of alternatively licensed principals and an alternatively licensed principal who had acquired essential educational knowledge could be an effective educational leader showed a $p = .570$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district allows the hiring of alternatively licensed principals and an alternatively licensed principal who understands children could be a successful educational leader showed a $p = .973$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district allows the hiring of alternatively licensed principals and an alternatively licensed principal could perform well in some settings showed a $p = .546$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district allows the hiring of alternatively licensed principals and I would consider mentoring an alternatively licensed principal if he or she had the leadership skills that I am looking for showed a $p = .375$. Therefore we can accept the null hypothesis that there is a significant difference ($p < .05$) between the two variables.

The one-way ANOVA analysis between the question my school district allows the hiring of alternatively licensed principals and I would consider mentoring an alternatively licensed principal if he or she were willing to pursue a traditional licensure while on the job showed a $p = .567$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district allows the hiring of alternatively licensed principals and I would consider mentoring an alternatively licensed principal if he or she were willing to take what I feel are crucial education courses showed a $p = .810$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district allows the hiring of alternatively licensed principals and I would consider mentoring an alternatively licensed principal if there were a shortage of licensed administrators in my district showed a $p = .999$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district allows the hiring of alternatively licensed principals and I would consider mentoring an alternatively licensed principal if the talent pool in education were shallow showed a $p = .478$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district allows the hiring of alternatively licensed principals and I would consider mentoring an

alternatively licensed principal if I could not find a licensed principal to mentor showed a $p = .317$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district allows the hiring of alternatively licensed principals and I always support mentoring the candidate who has the greatest potential to be successful showed a $p = .298$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district allows the hiring of alternatively licensed principals and I would not support the mentoring of an alternatively licensed principal if he or she had no teaching experience showed a $p = .017$. Therefore we can reject the null hypothesis: there is a significant difference ($p < .05$) between the two variables. Elementary principals whose districts allow the hiring of alternatively licensed principals disagreed with the statement that I would not support the mentoring of an alternatively licensed principal if he or she had no teaching experience more often than those whose districts do not allow the hiring of alternatively licensed principals.

The one-way ANOVA analysis between the question my school district allows the hiring of alternatively licensed principals and I always support mentoring the most qualified candidate showed a $p = .430$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

Table 40

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
My school district allows the hiring of alternatively licensed principals (Variable 6)				
Between subjects				
Licensure is a barrier to highly qualified candidates in education	3	1.67	.032	.174
Alternative licensure is a good way to address shortages in education	3	1.85	.035	.139
I believe alternative licensure is a good idea	2	.757	.010	.471
Alternative routes will increase the talent pool	3	1.40	.027	.245
Alternatively licensed principals would lack instructional leadership skills	3	.110	.003	.954
Alternatively licensed principals would struggle even with a mentor	3	.031	.001	.993
Alternatively licensed principals would not be able to articulate educational values	2	.389	.007	.679

Table 40 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
My school district allows the hiring of alternatively licensed principals (Variable 6)				
Between subjects				
Alternatively licensed principals would require professional development and training	3	.862	.021	.463
Alternatively licensed principals would not be able to select effective teachers	3	.648	.016	.586
In the past I felt alternative licensure for teachers was a good plan	2	.809	.013	.448
Alternatively licensed principals who have completed rigorous internship could perform well	3	.728	.017	.537
Alternatively licensed principals who acquired essential educational knowledge could be an effective leader	2	.565	.009	.570
Alternatively licensed principals who understands children could be a successful educational leader	3	.076	.002	.973

Table 40 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
My school district allows the hiring of alternatively licensed principals (Variable 6)				
Between subjects				
Alternatively licensed principals could perform well in some settings	2	.609	.009	.546
Mentor alternatively licensed principal if had leadership skills	3	1.04	.028	.375
Mentor alternatively licensed principal if willing to pursue a traditional licensure	2	.570	.010	.567
Mentor alternatively licensed principal if willing to take crucial education courses	3	.321	.009	.810
Mentor alternatively licensed principal if shortage in district	2	.001	.000	.999

Table 40 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
My school district allows the hiring of alternatively licensed principals (Variable 6)				
Between subjects				
Mentor alternatively	2	.742	.013	.478
licensed principal if				
talent pool shallow				
Mentor alternatively	3	1.18	.032	.317
licensed principal if				
traditional principal				
not available				
Support mentoring	3	1.23	.023	.298
candidate greatest potential				
Not mentor alternatively	3	3.50	.062	.017
licensed principal no				
teaching experience				
Support mentoring	3	.925	.017	.430
most qualified candidate				

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quantity of principal candidates and licensure in education is a barrier to the entry of highly qualified candidates in the field of education showed a p

= .464. Therefore we accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quantity of principal candidates and alternative licensure of educators is a good way to address the shortages in education showed a $p = .225$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quantity of principal candidates and I believe that alternative licensure of educators is a good idea showed a $p = .934$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quantity of principal candidates and alternative routes to licensure will increase the talent pool in education showed a $p = .959$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quantity of principal candidates and alternatively licensed principals would lack instructional leadership skills showed a $p = .014$. Therefore we can reject the null hypothesis: there is a significant difference ($p < .05$) between the two variables. While most who were surveyed agreed with the statement that alternatively licensed principals would lack instructional leadership skills, elementary principals experiencing shortages agreed with the statement more often.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quantity of principal candidates and alternatively licensed principals would struggle in the position, even with a strong mentor showed a $p = .575$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quantity of principal candidates and alternatively licensed

principals would not be able to articulate appropriate educational values showed a $p = .159$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quantity of principal candidates and alternatively licensed principals would require too much professional development and training to make them effective school leaders showed a $p = .026$. Therefore we can reject the null hypothesis: there is a significant difference ($p < .05$) between the two variables. Elementary principals who are in districts that are experiencing a shortage disagreed more often with the statement that alternatively licensed principals would require too much professional development and training to make them effective school leaders.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quantity of principal candidates and alternatively licensed principals would not be able to select teachers effectively showed a $p = .154$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quantity of principal candidates and in the past I felt alternative licensure of teachers was a good plan showed a $p = .989$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quantity of principal candidates and an alternatively licensed principal who has successfully completed a rigorous internship could perform well in a school showed a $p = .482$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quantity of principal candidates and an alternatively licensed principal who had acquired essential educational knowledge could be an effective educational leader showed a $p = .383$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quantity of principal candidates and an alternatively licensed principal who understands children could be a successful educational leader showed a $p = .379$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quantity of principal candidates and an alternatively licensed principal could perform well in some settings showed a $p = .319$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quantity of principal candidates and I would consider mentoring an alternatively licensed principal if he or she had the leadership skills that I am looking for showed a $p = .465$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quantity of principal candidates and I would consider mentoring an alternatively licensed principal if he or she were willing to pursue a traditional licensure while on the job showed a $p = .338$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quantity of principal candidates and I would consider mentoring an alternatively licensed principal if he or she were willing to take what I feel are crucial education courses showed a $p = .286$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quantity of principal candidates and I would consider mentoring an alternatively licensed principal if there were a shortage of licensed administrators in my district showed a $p = .867$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quantity of principal candidates and I would consider mentoring an alternatively licensed principal if the talent pool in education were shallow showed a $p = .650$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quantity of principal candidates and I would consider mentoring an alternatively licensed principal if I could not find a licensed principal to mentor showed a $p = .865$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quantity of principal candidates and I always support mentoring the candidate who has the greatest potential to be successful showed a $p = .071$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quantity of principal candidates and I would not support the mentoring of an alternatively licensed principal if he or she had no teaching experience showed a $p = .466$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quantity of principal candidates and I always support mentoring the most qualified candidate showed a $p = .311$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The ANOVA analysis between the question my school district is experiencing a shortage in the quantity of principal candidates and the personal and environmental variables indicate that all but two of the null hypotheses were accepted. Two of the variables that were rejected are alternatively licensed principals would lack instructional leadership skills and alternatively licensed principals would require too much professional development and training to make them effective school leaders. Of the 202

respondents to the question concerning my school district is experiencing a shortage in the quantity of principal candidates, 18 respondents indicated yes and 184 indicated no. While most who were surveyed agreed with the statement that alternatively licensed principals would lack instructional leadership skills, elementary principals experiencing shortages agreed with the statement more often. Elementary principals who are in districts that are experiencing a shortage disagreed more often with the statement that alternatively licensed principals would require too much professional development and training.

Table 41

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
My school district is experiencing a shortage in the quantity of principal candidates (Variable 7)				
Between subjects				
Licensure is a barrier to highly qualified candidates in education	3	.859	.016	.464
Alternative licensure is a good way to address shortages in education	3	1.46	.026	.225
I believe alternative licensure is a good idea	2	.068	.001	.934
Alternative routes will increase the talent pool	3	.101	.002	.959
Alternatively licensed principals would lack instructional leadership skills	3	3.66	.082	.014
Alternatively licensed principals would struggle even with a mentor	3	.665	.016	.575
Alternatively licensed principals would not be able to articulate educational values	2	1.86	.029	.159
Alternatively licensed principals would require professional development and training	3	3.18	.072	.026

Table 41 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
My school district is experiencing a shortage in the quantity of principal candidates (Variable 7)				
Between subjects				
Alternatively licensed principals would not be able to select effective teachers	3	1.78	.042	.154
In the past I felt alternative licensure for teachers was a good plan	2	.011	.000	.989
Alternatively licensed principals who have completed rigorous internship could perform well	3	.825	.018	.482
Alternatively licensed principals who acquired essential educational knowledge could be an effective leader	2	.965	.014	.383
Alternatively licensed principals who understands children could be a successful educational leader	3	1.03	.022	.379
Alternatively licensed principals could perform well in some settings	2	1.15	.016	.319

Table 41 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
My school district is experiencing a shortage in the quantity of principal candidates (Variable 7)				
Between subjects				
Mentor alternatively	3	.858	.021	.465
licensed principal if had leadership skills				
Mentor alternatively licensed principal	2	1.09	.018	.338
if willing to pursue a traditional licensure				
Mentor alternatively	3	1.27	.031	.286
licensed principal if willing to take crucial education courses				
Mentor alternatively	2	.143	.002	.867
licensed principal if shortage in district				
Mentor alternatively licensed principal	1	.207	.002	.650
if talent pool shallow				

Table 41 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
My school district is experiencing a shortage in the quantity of principal candidates (Variable 7)				
Between subjects				
Mentor alternatively	3	.245	.006	.865
licensed principal if				
traditional principal				
not available				
Support mentoring	3	2.38	.040	.071
candidate greatest potential				
Not mentor alternatively	3	.854	.015	.466
licensed principal no				
teaching experience				
Support mentoring	3	1.20	.021	.311
most qualified candidate				
<p>The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quality of principal candidates and licensure in education is a barrier to the entry of highly qualified candidates in the field of education showed a p = .373. Therefore we accept the null hypothesis that there is no significant difference (p > .05) between the two variables.</p>				
<p>The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quality of principal candidates and alternative licensure of</p>				

educators is a good way to address the shortages in education showed a $p = .168$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quality of principal candidates and I believe that alternative licensure of educators is a good idea showed a $p = .247$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quality of principal candidates and alternative routes to licensure will increase the talent pool in education showed a $p = .751$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quality of principal candidates and alternatively licensed principals would lack instructional leadership skills showed a $p = .407$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quality of principal candidates and alternatively licensed principals would struggle in the position, even with a strong mentor showed a $p = .528$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quality of principal candidates and alternatively licensed principals would not be able to articulate appropriate educational values showed a $p = .396$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quality of principal candidates and alternatively licensed principals would require too much professional development and training to make them

effective school leaders showed a $p = .807$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quality of principal candidates and alternatively licensed principals would not be able to select teachers effectively showed a $p = .169$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quality of principal candidates and in the past I felt alternative licensure of teachers was a good plan showed a $p = .467$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quality of principal candidates and an alternatively licensed principal who has successfully completed a rigorous internship could perform well in a school showed a $p = .600$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quality of principal candidates and an alternatively licensed principal who had acquired essential educational knowledge could be an effective educational leader showed a $p = .033$. Therefore we can reject the null hypothesis: there is a significant difference ($p < .05$) between the two variables. Elementary principals experiencing a shortage disagreed more often to the statement that an alternatively licensed principal who had acquired essential educational could be an effective educational leader.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quality of principal candidates and an alternatively licensed principal who understands children could be a successful educational leader showed a $p = .982$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quality of principal candidates and an alternatively licensed principal could perform well in some settings showed a $p = .085$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quality of principal candidates and I would consider mentoring an alternatively licensed principal if he or she had the leadership skills that I am looking for showed a $p = .920$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quality of principal candidates and I would consider mentoring an alternatively licensed principal if he or she were willing to pursue a traditional licensure while on the job showed a $p = .437$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quality of principal candidates and I would consider mentoring an alternatively licensed principal if he or she were willing to take what I feel are crucial education courses showed a $p = .022$. Therefore we can reject the null hypothesis: there is a significant difference ($p < .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quality of principal candidates and I would consider mentoring an alternatively licensed principal if there were a shortage of licensed administrators in my district showed a $p = .994$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quality of principal candidates and I would consider mentoring an alternatively licensed principal if the talent pool in education were shallow showed a $p = .281$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quality of principal candidates and I would consider mentoring an alternatively licensed principal if I could not find a licensed principal to mentor showed a $p = .231$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quality of principal candidates and I always support mentoring the candidate who has the greatest potential to be successful showed a $p = .865$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quality of principal candidates and I would not support the mentoring of an alternatively licensed principal if he or she had no teaching experience showed a $p = .814$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question my school district is experiencing a shortage in the quality of principal candidates and I always support mentoring the most qualified candidate showed a $p = .567$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

Table 42

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
My school district is experiencing a shortage in the quality of principal candidates (Variable 8)				
Between subjects				
Licensure is a barrier to highly qualified candidates in education	3	1.04	.019	.373
Alternative licensure is a good way to address shortages in education	3	1.70	.031	.168
I believe alternative licensure is a good idea	2	1.41	.017	.247
Alternative routes will increase the talent pool	3	.402	.007	.751
Alternatively licensed principals would lack instructional leadership skills	3	.976	.023	.407
Alternatively licensed principals would struggle even with a mentor	3	.744	.018	.528
Alternatively licensed principals would not be able to articulate educational values	2	.933	.015	.396

Table 42 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
My school district is experiencing a shortage in the quality of principal candidates (Variable 8)				
Between subjects				
Alternatively licensed principals would require professional development and training	3	1.70	.040	.169
Alternatively licensed principals would not be able to select effective teachers	3	.325	.008	.807
In the past I felt alternative licensure for teachers was a good plan	2	.765	.011	.467
Alternatively licensed principals who have completed rigorous internship could perform well	3	.626	.014	.600
Alternatively licensed principals who acquired essential educational knowledge could be an effective leader	2	3.50	.049	.033
Alternatively licensed principals who understands children could be a successful educational leader	3	.058	.001	.982

Table 42 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
My school district is experiencing a shortage in the quality of principal candidates (Variable 8)				
Between subjects				
Alternatively licensed principals could perform well in some settings	2	2.50	.036	.085
Mentor alternatively licensed principal if had leadership skills	3	.164	.004	.920
Mentor alternatively licensed principal if willing to pursue a traditional licensure	2	.833	.014	.437
Mentor alternatively licensed principal if willing to take crucial education courses	3	3.34	.078	.022
Mentor alternatively licensed principal if shortage in district	2	.006	.000	.994

Table 42 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
My school district is experiencing a shortage in the quality of principal candidates (Variable 8)				
Between subjects				
Mentor alternatively	2	1.28	.021	.281
licensed principal if				
talent pool shallow				
Mentor alternatively	3	1.45	.036	.231
licensed principal if				
traditional principal				
not available				
Support mentoring	3	.245	.004	.865
candidate greatest potential				
Not mentor alternatively	3	.316	.006	.814
licensed principal no				
teaching experience				
Support mentoring	3	.677	.012	.567
most qualified candidate				
The one-way ANOVA analysis between the question most of my work experience has been in the field of professional education and licensure in education is a barrier to the entry of highly qualified candidates in the field of education showed a p = .980.				

Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question most of my work experience has been in the field of professional education and alternative licensure of educators is a good way to address the shortages in education showed a $p = .991$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question most of my work experience has been in the field of professional education and I believe that alternative licensure of educators is a good idea showed a $p = .928$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question most of my work experience has been in the field of professional education and alternative routes to licensure will increase the talent pool in education showed a $p = .000$. Therefore we can reject the null hypothesis: there is no significant difference ($p > .05$) between the two variables.

Elementary principals who have experience in the field of professional education disagreed more often to the statement that alternative routes to licensure will increase the talent pool in education.

The one-way ANOVA analysis between the question most of my work experience has been in the field of professional education and alternatively licensed principals would lack instructional leadership skills showed a $p = .025$. Therefore we can reject the null hypothesis: there is a significant difference ($p < .05$) between the two variables. The elementary principals whose experience is not in the field of education disagreed more often with the statement that alternatively licensed principals would lack instructional leadership skills.

The one-way ANOVA analysis between the question most of my work experience has been in the field of professional education and alternatively licensed principals would struggle in the position, even with a strong mentor showed a $p = .997$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question most of my work experience has been in the field of professional education and alternatively licensed principals would not be able to articulate appropriate educational values showed a $p = 1.00$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question most of my work experience has been in the field of professional education and alternatively licensed principals would require too much professional development and training to make them effective school leaders showed a $p = .990$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question most of my work experience has been in the field of professional education and alternatively licensed principals would not be able to select teachers effectively showed a $p = .988$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question most of my work experience has been in the field of professional education and in the past I felt alternative licensure of teachers was a good plan showed a $p = .746$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question most of my work experience has been in the field of professional education and an alternatively licensed principal who has successfully completed a rigorous internship could perform well in a school showed a $p = .006$. Therefore we can reject the null hypothesis: there is a significant difference ($p < .05$) between the two variables. Elementary principals whose experience has been in the field of education disagreed more often with the statement that an alternatively licensed principal who has successfully completed a rigorous internship could perform well in a school.

The one-way ANOVA analysis between the question most of my work experience has been in the field of professional education and an alternatively licensed principal who had acquired essential educational knowledge could be an effective educational leader showed a $p = .997$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question most of my work experience has been in the field of professional education and an alternatively licensed principal who understands children could be a successful educational leader showed a $p = .268$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question most of my work experience has been in the field of professional education and an alternatively licensed principal could perform well in some settings showed a $p = .022$. Therefore we can reject the null hypothesis that there is a significant difference ($p < .05$) between the two variables. All four respondents whose experience was not primarily in the field of education agreed. For those respondents whose experience was in the field of education the average was significant but the overall responses varied.

The one-way ANOVA analysis between the question most of my work experience has been in the field of professional education and I would consider mentoring an alternatively licensed principal if he or she had the leadership skills that I am looking for showed a $p = .995$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question most of my work experience has been in the field of professional education and I would consider mentoring an alternatively licensed principal if he or she were willing to pursue a traditional licensure while on the job showed a $p = .967$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question most of my work experience has been in the field of professional education and I would consider mentoring an alternatively licensed principal if he or she were willing to take what I feel are crucial education courses showed a $p = .989$. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question most of my work experience has been in the field of professional education and I would consider mentoring an alternatively licensed principal if there were a shortage of licensed administrators in my

district showed a p .986. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question most of my work experience has been in the field of professional education and I would consider mentoring an alternatively licensed principal if the talent pool in education were shallow showed a p .671. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question most of my work experience has been in the field of professional education and I would consider mentoring an alternatively licensed principal if I could not find a licensed principal to mentor showed a p .921. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question most of my work experience has been in the field of professional education and I always support mentoring the candidate who has the greatest potential to be successful showed a p .915. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question most of my work experience has been in the field of professional education and I would not support the mentoring of an alternatively licensed principal if he or she had no teaching experience showed a p .224. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The one-way ANOVA analysis between the question most of my work experience has been in the field of professional education and I always support mentoring the most qualified candidate showed a p = .770. Therefore we can accept the null hypothesis that there is no significant difference ($p > .05$) between the two variables.

The ANOVA analysis between the question most of my work experience has been in the field of education and the personal and environmental variables indicate that all but four of the null hypotheses were accepted. Four of the variables that were rejected are alternative routes to licensure will increase the talent pool of principals, alternatively licensed principals would lack instructional leadership skills, alternatively licensed

principals who had successfully complete a rigorous internship could perform well in a school and alternatively licensed principals could perform well in some settings. Of the 208 respondents, 204 had work mostly in the field of professional education and 4 respondents did not. The elementary principals whose experience is not in the field of education disagreed more often with the statement that alternatively licensed principals would lack instructional leadership skills. Elementary principals whose experience has been in the field of education disagreed more often with the statement that an alternatively licensed principal who has successfully completed a rigorous internship could perform well in a school. All four respondents whose experience was not primarily in the field of education agreed that alternatively licensed principals could perform well in some settings.

Table 43

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
Most of my work experience has been in the field of professional education (Variable 9)				
Between subjects				
Licensure is a barrier to highly qualified candidates in education	3	.062	.001	.980
Alternative licensure is a good way to address shortages in education	3	.034	.001	.991
I believe alternative licensure is a good idea	2	.075	.001	.928
Alternative routes will increase the talent pool	3	9.86	.150	.000
Alternatively licensed principals would lack instructional leadership skills	3	3.23	.071	.025
Alternatively licensed principals would struggle even with a mentor	3	.015	.000	.997
Alternatively licensed principals would not be able to articulate educational values	2	.000	.000	1.00

Table 43 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
Most of my work experience has been in the field of professional education (Variable 9)				
Between subjects				
Alternatively licensed principals would require professional development and training	3	.038	.001	.990
Alternatively licensed principals would not be able to select effective teachers	3	.044	.001	.988
In the past I felt alternative licensure for teachers was a good plan	2	.294	.004	.746
Alternatively licensed principals who have completed rigorous internship could perform well	3	4.36	.085	.006
Alternatively licensed principals who acquired essential educational knowledge could be an effective leader	2	.003	.000	.997
Alternatively licensed principals who understands children could be a successful educational leader	3	1.32	.027	.268

Table 43 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
Most of my work experience has been in the field of professional education (Variable 9)				
Between subjects				
Alternatively licensed principals could perform well in some settings	2	3.91	.053	.022
Mentor alternatively licensed principal if had leadership skills	3	.025	.001	.995
Mentor alternatively licensed principal if willing to pursue a traditional licensure	2	.033	.001	.967
Mentor alternatively licensed principal if willing to take crucial education courses	3	.040	.001	.989
Mentor alternatively licensed principal if shortage in district	2	.014	.000	.986

Table 43 (continued)

Analysis of Variance for Beliefs

Demographic	df	F	η^2	p
Most of my work experience has been in the field of professional education (Variable 9)				
Between subjects				
Mentor alternatively	2	.400	.007	.671
licensed principal if				
talent pool shallow				
Mentor alternatively	3	.163	.004	.921
licensed principal if				
traditional principal				
not available				
Support mentoring	3	.172	.003	.915
candidate greatest potential				
Not mentor alternatively	3	1.47	.025	.224
licensed principal no				
teaching experience				
Support mentoring	3	.376	.006	.770
most qualified candidate				

CHAPTER 4

FINDINGS, IMPLICATIONS, RECOMMENDATIONS FOR FUTURE STUDIES AND REFLECTIONS

This is a quantitative study which consisted of a 32 question survey distributed to Virginia elementary school principals who were members of the Virginia Association of Elementary School Principals. The two research questions were: (1) How much, if any, variation was there in the attitude of licensed elementary principals toward mentoring alternatively licensed elementary principals? (2) What personal and/or environmental variables explained the variation in the attitude of elementary principals towards mentoring alternatively licensed elementary principals?

Females accounted for 70% of the respondents. Ninety-six percent of the respondents obtained their licensure through a traditional preparation program. Ninety – eight percent of the respondents had experience in the field of education. Seventy-eight percent of the respondents had fewer than five years in the principalship. The respondents represent 50% from suburban districts, 26% from rural school districts and 22% from urban settings. The respondents reported 91% are not experiencing a shortage of quality and 82% responded that there is not a shortage of quantity of principal candidates. The respondents indicated that 77% of the school districts do not allow the hiring of alternatively licensed principals.

FINDINGS

Finding One

Most of the elementary school principals of Virginia who responded reported that their school divisions do not allow the hiring of alternatively licensed principals.

Research findings indicated that 70% of Virginia's elementary school principals who responded believe that their school divisions do not allow the hiring of alternatively licensed principals. This belief is in contradiction to the Virginia Board of Education that governs the state licensure of principals and allows for alternative licensure of principals. Virginia does have an alternative licensure regulation that allows principals to apply for licensure as an elementary school principal in the state of Virginia through an alternative route. On September 21, 2007, the Virginia Board of Education accepted the ABTEL

Committee's recommendation which allowed alternative licensure to become a licensure regulation.

An endorsement in administration and supervision pre-K – 12 consists of Level I, which is required in order to serve as a building-level administrator or central office supervisor and Level II, which is an optional endorsement to which an experienced building-level administrator may aspire. Individuals meeting the requirements for the administration and supervision pre-K – 12 endorsement through one of the four options listed and can be recommended by a Virginia school division superintendent (Virginia Board of Education, 2006, p. 61).

Each school division within the state of Virginia does develop their own policies or regulations concerning the hiring of elementary school principals. This implies that even though the Virginia Department of Education has developed a regulation allowing an individual to apply for alternative licensure as an elementary school principal, many school divisions in the state do not consider them to be viable applicants in the candidate pool.

Finding Two

A majority of the elementary school principals in Virginia who responded to the survey perceived that their school districts are not experiencing a shortage in the quantity of principal candidates.

Research findings indicated that 88% of the Virginia elementary school principals that responded do not perceive there to be a shortage of quantity of elementary principal candidates in their district. The findings are consistent with the opinion of Herrington which says:

Many states are certifying more school administrators than there are positions available. There is evidence, for example, in Georgia, a state with less than 2,000 schools and 3,200 current employees with administration licenses, yet there are not enough qualified administrators. (2005, p. 182)

However, the findings are inconsistent with the National Association of Elementary School Principals and the published FACT SHEET. It states that the Maryland Department of Education in the summer of 2002 expected “600 vacancies, or

45 percent of the state's principals, during the 2003 – 2004 hiring season." (NAESP, NASSP, ERS, 1998, p. 1) Roza also feels that there will be a shortage in quantity of principal candidates. It is suggested that some school systems will not be able to fill principal vacancies because few who hold the certificates will actually be interested in being school administrators and willing to face the challenges of leading schools (Roza, et al., 2003). Roza, Celio, Harvey and Wishon, 2003 stated that superintendents, human resource directors and state department of education officials report increasing difficulty filling vacant positions in school administration. Some teachers obtain advanced degrees in administration for monetary benefits with no intention of entering the field of administration.

Fenwick reported that nearly "47% of the nation's public school teachers hold master's degrees, many in educational leadership; however, teachers are not willing to fill the leadership voids because they perceive principals to be overworked, underpaid bureaucrats, tangled in a web of administrative duties, unionized teachers, uninvolved parents and disinterested students" (Fenwick & Pierce, 2001, p. 25). These findings are also inconsistent with the U.S. Bureau of Labor Statistics that stated the demand for school administrators will increase by 13% between 2000 and 2010. In addition, the bureau expects that a large portion of school leaders will retire during the same period.

Finding Three

Most of the elementary school principals in Virginia who responded to the survey do not perceive that there is a shortage in the quality of principal candidates.

Research findings indicated that 82% of the Virginia's elementary school principal respondents feel that School Boards and Human Resource Departments are not experiencing a shortage in the quality of principal candidates. The findings are inconsistent with a comment from Whitaker in which a large urban school district's superintendent commented, "We have few well qualified and many who lack the experience and the qualities" (2001, p. 85) needed to be effective school leaders. Public Agenda revealed that 60% of superintendents were not satisfied with the quality of candidates for school principal positions and 29% felt that the quality of principals they had hired declined during recent years (Farkas et al.). The issue appears to be not quantity; but quality.

Finding Four

Few elementary school principals in Virginia who responded to the survey obtained their licensure through an alternative licensure route.

Research findings indicated the only 5% of the respondents had received their licensure through an alternative route. The findings are consistent in that most candidates are obtaining their administrative licensure through principal preparation programs. McCarthy (2004) reported that the source of increased discussion in education will involve the condition of certification requirements and principal preparation programs. Principal preparation programs continue to operate much as they always have despite the current increase in the demands and challenges of today's schools (Lashway, 2004). The change in the role of the principal has generated discussions concerning the virtues of deregulation and alternative certification as opposed to intensifying the principal preparation program (Bjork & Reinhart, 2004).

Finding Five

Most of the elementary school principals of Virginia who responded to the survey perceive that alternatively licensed principals would lack instructional leadership skills and struggle as a principal.

Research findings indicated that 72% either agreed or strongly agreed with the feeling that alternatively licensed principals would lack the instructional leadership skills and struggle as a principal. The passage of the No Child Left Behind Act in 2001 resulted in an increase in accountability in the form of expanded annual goals for student achievement and escalated consequences for schools and districts based on overall student achievement (Steecher, Hamilton & Gonzalez, 2003). While principals have always been accountable for the entire operation of the school, the duties, responsibilities and challenges of today's principals expanded to include: building a school culture conducive to learning, developing a clear vision for learning, building a safe and orderly environment, demonstrating leadership and knowledge related to accountability issues and disaggregating data that drive many school decisions. (Waters & Grubb, 2004) Principals have always been responsible for instruction, but the concept of the principal as an instructional leader moved to the foreground.

Finding Six

Few of the elementary school principals of Virginia perceive who responded to the survey that alternative licensure would increase the talent pool in education.

Research findings indicated that 57% of the respondents selected either strongly disagree or disagree for the question that alternative licensure would increase the talent pool in education. This is in contrast to Driscoll (Driscoll, et al., 2003), who feel that alternative licensure for principals is political and controversial, alternative licensure can lead to an increase in the number of licensed candidates for principal positions because it encourages interested people from other professions to enter fast track alternative principal licensure programs, thus increasing the pool of available candidates. Thomas B. Fordham Institute (2003), the Southern Regional Education Board (2003) and The Education Schools Project (Levine, 2005) have not been supportive of the leadership of today's principals and are promoting major modifications and support investigating the traditional programs for principal preparation.

Finding Seven

Most of the elementary school principals in Virginia who responded to the survey perceive that alternatively licensed principals could be effective if they understand children.

Research findings indicated that 65% of the respondents feel that understanding children is a significant factor that could possibly allow an alternatively licensed principal to become effective. These findings are in contradiction with Farkas who states that the principal's role in public schools has changed drastically over the past two decades (Farkas et al.). Additionally, the higher level of accountability contributes to the unattractiveness of the position causing less interest among potential applicants to enter the principalship. (Malen & Rice, 2004) While principals have always been accountable for the entire operation of the school, the duties, responsibilities and challenges of today's principals expanded to include: building a school culture conducive to learning, developing a clear vision for learning, building a safe and orderly environment, demonstrating leadership and knowledge related to accountability issues and disaggregating data that drives many school decisions. (Waters & Grubb, 2004) They face possible termination if they are unable to produce fast-paced increases in student

achievement. The job has become a daily challenge with awesome responsibilities and career consequences.

Finding Eight

Most of the elementary school principals of Virginia who responded to the survey do not perceive that alternative licensure is an acceptable route for principal licensure and job effectiveness.

Research findings indicated that 65% of the Virginia Elementary School principals do not believe that alternative licensure is a route for principal licensure and job effectiveness. The research is in contrast to beliefs that alternative licensure is a route for principal licensure and job effectiveness. The Thomas B. Fordham Institute (2003) believes that the gates to the principalship should now be opened to individuals possessing a multitude of career backgrounds because no evidence yet shows a correlation between the credentials required of school leaders and successful student achievement produced by their schools. After performing a broad review of the literature, Leithwood, Seashore-Louis, Anderson and Wahlstrom concludes that “Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school. Good leadership matters most in schools that face the greatest challenges” (Leithwood, et al., 2004, p. 17). “There are no fail-safe solutions to educational and organizational problems. This is as true in the area of leadership as it is in other areas of educational effectiveness” (Waters, Marzano, & McNulty, 2003, p. 14).

Finding Nine

The elementary school principals of Virginia who responded to the survey perceive that principals are somewhat willing to mentor alternatively licensed principals.

Research findings are consistent with elementary principals’ willingness to mentor alternatively licensed principals. The data indicated that 83% of the respondents to the survey agreed and strongly agreed to a willingness to mentor alternatively licensed principals. West reported that mentoring experiences are both rewarding and satisfying to mentors and mentees, if well structured and implemented and are an effective means of meeting the needs of the school districts and principals (West, 2002). “Matching mentors

with protégés in a structured, sensible and sensitive fashion is neither easy nor precise” (Daresh, 2001,

p. 61). It is beneficial to match mentors with school leaders who have a genuine desire to commit time to working creatively with a peer. It starts with a working relationship. The relationship is key and “open communication with reciprocal feedback” is an important element of the relationship (Medeiros, 2001, p. 64).

IMPLICATIONS

If the Virginia Department of Education allows alternative licensure, then it should share that information widely, so that school leaders are aware of the alternative licensure route for principals. The majority (70%) of the elementary school principal respondents do not believe that their district allow the hiring of alternatively licensed principals. This could indicate that the Virginia Department of Education has not effectively shared the availability of this licensure option.

The Virginia Department of Education should share the requirements to become an alternatively licensed principal with school boards and school division in Virginia. If the information was known, then school districts could make informed decisions about the candidates training and potential leadership skill. The traditional preparation program is very familiar to principals.

Alternatively licensed programs should utilize the willingness of principals to mentor alternatively licensed principals. Virginia elementary school principals are somewhat willing to mentor alternatively licensed principals. Current principals may be willing to mentor their colleagues because of the accountability issues that are of major concern to the entire district. The National Association of Elementary School Principals offers a principal mentoring program for their members. Virginia Commonwealth University through Project ALL in partnership with EduLead, just recently offered three days of training, Coaching Leaders to Attain Student Success, (CLASS) whereby individuals received a certificate to mentor new principals. The training was based on the book, Blended Coaching by Bloom, Castagna, Moir and Warren (2005). Mentoring can be beneficial to the both parties.

RECOMMENDATIONS FOR FUTURE STUDIES

This researcher believes that additional studies would strengthen the findings and implications of this study and that the questionnaire can serve as a useful tool for measuring the variables that predict the willingness of elementary school principals to mentor their alternatively licensed colleagues. Future modifications and refinements to the questionnaire could enhance its effectiveness in determining which independent variables best predict elementary school principals' willingness to mentor their peers. Modifications and refinements to this questionnaire could result in similar alternative studies.

The data used for this study were gathered through the Virginia Association of Elementary School Principals (VAESP). The email from VAESP granting permission is in Appendix D. Therefore, this study can only be generalized to the VAESP members. Certainly, there are more elementary school principals to be studied that are not VAESP members, but may one day be faced with mentoring an alternatively licensed principal.

This study was a statewide study in Virginia. The model could be broadened in focus to individual states to determine which variables best explain the willingness of elementary principals to mentor alternatively licensed principals.

This study was in a state that is not experiencing a shortage of principal candidates. A comparison of differences among the predictor variables for two states, one with a shortage of candidates and one state without a shortage of candidates would be useful to states that do not have a path for alternative licensure and alternatively licensed principal candidates seeking employment.

This study could be replicated based on specific characteristic or demographic variables. This study was for elementary school principals and could be tested based on middle or high school principals. A comparison of differences among the predictor variables for the groups would be useful for alternatively licensed principal candidates seeking employment and to school district seeking applicants.

REFLECTIONS

Approaching this study, I believed that an alternatively licensed principal candidate could be an effective school leader. I had reservations concerning their knowledge of the learning process and with the weight and focus having shifted the all important role of being the instructional leader. My study revealed that I was in the majority in being concerned about the instructional leader of the school component but I was not aware of just how strongly the elementary school principals of Virginia do not support alternative licensure as a route for licensure and eventually becoming an elementary school principal. I was surprised at the lack of awareness of school leaders about the alternative licensure process and programs quality and acceptance. The Virginia elementary school principals are somewhat willing to mentor their peers.

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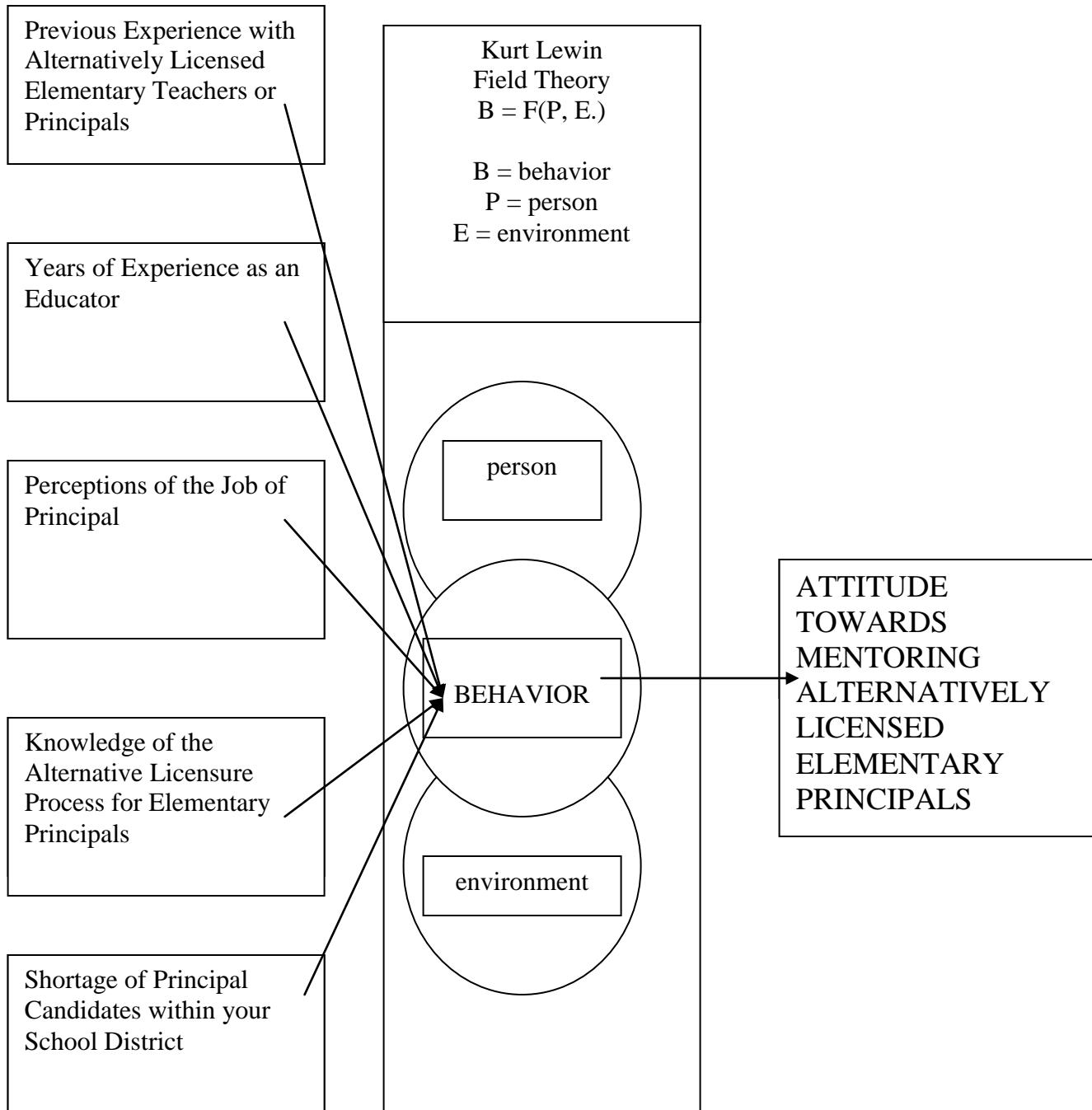
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APPENDIX A: REPRESENTATION OF THE THEORY OF ELEMENTARY PRINCIPALS ATTITUDES TOWARDS MENTORING ALTERNATIVELY LICENSED PRINCIPALS



APPENDIX B: EMAIL PERMISSION FROM DR. ANDY KUFEL

from Andrew Kufel akufel@rcs.k12.va.us

to Sarah Pitts <spitts@richmond.k12.va.us>
cc "Parks, David" <parks@vt.edu>
date Tue, Dec 9, 2008 at 6:48 PM hide details 12/9/08
subject RE: Protocol Permission
mailed-by rcs.k12.va.us

Hello Sarah-

That would be fine. I'm sorry, I thought I had emailed you back. Please feel free to use the protocol - just cite my research appropriately. I believe Doug did the same thing, so check out his dissertation as a reference. Good luck and let me know if I can be of assistance in the future.

Appreciatively,

apk

Andrew P. Kufel, Ph.D.
Assistant Principal, Hidden Valley High School
5000 Titan Trail
Roanoke, VA 24018
Phone: (540) 562-3900 ext. 22005
Fax: (540) 776-7322
akufel@rcs.k12.va.us

From: Sarah Pitts [mailto:spitts@richmond.k12.va.us]

Sent: Tuesday, December 09, 2008 5:32 PM

To: Andrew Kufel; akufel@vt.edu

Subject: RE: Protocol Permission

Andy,

May I have permission to use the telephone protocol for my research? My paper is THE
WILLINGNESS OF ELEMENTARY PRINCIPALS TO MENTOR ALTERNATIVELY
LICENSED PEERS.

I met you the summer Doug and I were at OTR.

Thank you so much,

Sally Pitts

**APPENDIX C: EMAIL LETTERS TO VIRGINIA ELEMENTARY SCHOOL
PRINCIPALS FOR QUESTIONNAIRE PARTICIPATION**

Pre-notice Email

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY



Virginia Tech

School of Education/ELPS
Hampton Roads Center
1444 Diamond Springs Road
Virginia Beach, VA 23455

Date

Dear Elementary School Principal,

A few days from now you will receive via email a request to fill out a brief web questionnaire for an important research project being conducted by us through Virginia Polytechnic Institute and State University. It concerns the willingness of Virginia's elementary school principal's to mentor alternatively licensed principals.

We are writing in advance because we have found many people like to know ahead of time that they will be contacted. This study is important because it will help determine if alternatively licensed principals may help address principal shortages and the quality of school leaders.

Thank you for your time and assistance. Your response will help to strengthen the study and add insight into the current development of alternative licensure for principals.

Sincerely,

Signed
Sarah F. Pitts
Researcher and Principal
Westover Hills Elementary School
1211 Jahnke Road
Richmond, VA 23225
804.780.5002

Signed
Travis Twiford
Associate Professor of Education
School of Education/ELPS
1444 Diamond Springs Road
Virginia Beach, VA 23455
757.363.3930

APPENDIX C continued

Cover Letter With Questionnaire URL Embedded

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY



Virginia Tech

School of Education/ELPS
Hampton Roads Center
1444 Diamond Springs Road
Virginia Beach, VA 23455

Date:

Dear Elementary School Principal,

We are writing to ask for your assistance in a study of the willingness of elementary school principals to mentor alternatively licensed principals. We are interested in knowing if alternative licensure is a viable option in addressing principal shortages and the quality of school leaders.

You were selected to participate in this study because you are a member of the Virginia Association of Elementary School Principals (VAESP) and serve as an elementary school principal for a public school district in Virginia which has a route for alternative licensure. All members of VAESP who fit this description were selected for participation.

Your answers will be kept completely confidential. All data will be aggregated and no individual will be identified in the final report. When you have responded and submitted your completed survey, your name will be deleted from the email list and there will be no association of your name with your responses. Responding to the survey is voluntary; however, you can be of great assistance by taking a few minutes to share your perspectives and opinions about alternatively certified principals: <https://survey.vt.edu/survey>

If you have any questions or comments about this study, we would be happy to communicate with you via phone or email. Your help with this important study is greatly appreciated.

Sincerely,

Signed

Sarah Pitts

Principal

Richmond City Public Schools

Westover Hills Elementary School

1121 Jahnke Road

Richmond, VA 23225

804.780.5002

Signed

Travis Twiford

Associate Professor of Education

School of Education/ELPS

Hampton Roads Center

1444 Diamond Springs Road

Virginia Beach, VA 23455

757.363.3930

APPENDIX C continued

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY



Virginia Tech

School of Education/ELPS

Hampton Roads Center

1444 Diamond Springs Road

Virginia Beach, VA 23455

April 14, 2010

Dear Elementary School Principal,

A few days from now you will receive a request via email to fill out a brief web questionnaire for an important research project being conducted by us through Virginia Polytechnic Institute and State University. It encompasses the willingness of Virginia's elementary school principal's to mentor alternatively licensed principals.

We are writing in advance because we have found many people like to know ahead of time that they will be contacted. This study is important because it will help determine if alternatively licensed principals may help address principal shortages and the quality of school leaders.

Thank you for your time and consideration. Your response will help to strengthen the study and add insight into the current development of alternative licensure for principals.

Sincerely,

Signed
Sarah F. Pitts
Researcher and Principal
Westover Hills Elementary School
1211 Jahnke Road
Richmond, VA 23225
804.780.5002

Signed
Travis Twiford
Professor of Education
School of Education/ELPS
Hampton Roads Center
1444 Diamond Springs Road
Virginia Beach, VA 23455
757.363.3930

APPENDIX C continued

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY



Virginia Tech

School of Education/ELPS

Hampton Roads Center

1444 Diamond Springs Road

Virginia Beach, VA 23455

April 22, 2010

Dear Elementary School Principal,

We are writing to ask for your assistance in a study of the willingness of elementary school principals to mentor alternatively licensed principals. We are interested in knowing if alternative licensure is a viable option in addressing principal shortages and the quality of school leaders.

You were selected to participate in this study because you are a member of the Virginia Association of Elementary School Principals (VAESP) and serve as an elementary school principal for a public school district in Virginia which has a route for alternative licensure. All members of VAESP who fit this description were selected for participation.

Your answers will be kept completely confidential. All data will be aggregated and no individual will be identified in the final report. When you have responded and submitted your completed survey, your name will be deleted from the email list and there will be no association of your name with your responses. Responding to the survey is voluntary; however, you can be of great assistance by taking a few minutes to share your perspectives and opinions about alternatively certified principals: <https://survey.vt.edu/survey/entry.jsp?id=1268081011783>

If you have any questions or comments about this study, we would be happy to communicate with you via phone or email. Your help with this important study is greatly appreciated.

Sincerely,

Signed

Signed

Sarah Pitts
Principal
Richmond City Public Schools
Westover Hills Elementary School
1121 Jahnke Road
Richmond, VA 23225
804.780.5002

Travis Twiford
Associate Professor of Education
School of Education/ELPS
Hampton Roads Center
1444 Diamond Springs Road
Virginia Beach, VA 23455
757.363.3930

APPENDIX C continued
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY



Virginia Tech

School of Education/ELPS

Hampton Roads Center
1444 Diamond Springs Road
Virginia Beach, VA 23455

April 29, 2010

Dear Elementary School Principal,

Last week, a questionnaire seeking your input on the willingness of elementary school principals to mentor alternatively licensed principals was emailed to you. Your name, with approval of the Virginia Association of Elementary School Principals (VAESP) was selected from the membership directory.

If you have already completed and returned the questionnaire, please accept our sincerest thanks. If not, please do so today. We are especially grateful for your help because it is only by asking people like you to share your thoughts and opinions that we can understand if alternatively licensed principals may help to address principal shortages and the quality of school leaders.

If you did not receive the web questionnaire address link or if it was misplaced, we have included it again here: <https://survey.vt.edu/survey/entry.jsp?id=1272395240474>. If you can not open the survey, you may try copying the url address into your address window.

Sincerely,

Signed

Sarah Pitts
Principal
Richmond City Public Schools
Westover Hills Elementary School
1121 Jahnke Road
Richmond, VA 23225
804.780.5002

Signed

Travis Twiford
Associate Professor of Education
School of Education/ELPS
Hampton Roads Center
1444 Diamond Springs Road
Virginia Beach, VA 23455
757.363.3930

APPENDIX C continued

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY



Virginia Tech

School of Education/ELPS
Hampton Roads Center
1444 Diamond Springs Road
Virginia Beach, VA 23455

May 20, 2011

Dear Elementary School Principal,

About three weeks ago, you were sent a web questionnaire in reference to your opinions concerning alternatively licensed principals. To the best of our knowledge, we have not received your responses.

The comments of those who have already responded include a variety of opinions concerning the employability of alternatively licensed principals. These differences include those who are adamantly opposed to the idea, some who are indifferent to the idea and some who are supportive of the idea. The results will be very useful to members of the Virginia Association of Elementary School Principals (VAESP), officials in state departments of education, professors who prepare school leaders and policy makers at all levels of government.

We are emailing you again because of the importance that your questionnaire responses have for obtaining accurate results. While we have sent questionnaires across the state to VAESP members, it's important to hear from nearly everyone selected so that we can be confident that the results are truly representative.

Your answers will be kept completely confidential. Data will be aggregated and no individual will be identified in the final report. When you have responded and submitted your completed questionnaire, your name will be deleted from the email list and there will be no association of your name with your responses. Responding to the questionnaire is voluntary; however, you can be of great assistance by taking a few minutes to share your perspectives and opinions about alternatively licensed principals.

If you did not receive the web questionnaire address link or if it was misplaced, we have included it again here: <https://survey.vt.edu/survey/entry.jsp?id=1272395240474>. If you can not open the survey, you may try copying the url address into your address window.

Sincerely,

Signed

Sarah Pitts

Principal

Richmond City Public Schools

Westover Hills Elementary School

1121 Jahnke Road

Richmond, VA 23225

804.780.5002

Signed

Travis Twiford

Associate Professor of Education

School of Education/ELPS

Hampton Roads Center

1444 Diamond Springs Road

Virginia Beach, VA 23455

757.363.3930

APPENDIX C continued

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY



Virginia Tech

School of Education/ELPS
Hampton Roads Center
1444 Diamond Springs Road
Virginia Beach, VA 23455

May 27, 2010

Dear Elementary School Principal,

During the last month, you were sent an email concerning an important study that we are conducting at Virginia Polytechnic Institute and State University. Our purpose is to assess the willingness of elementary school principals to mentor alternatively licensed principals.

The study is nearing the end and this is the last contact that will be made with elementary school principals who are members of the VAEPS. We believe that you can provide valuable input concerning the employability of alternatively licensed principals.

We are sending this final contact via high importance email because of our concern that people who have not responded may have different perspectives than those who have responded. We believe that input from all VAEPS elementary school principals will assure that the questionnaire results will be representative of a national population. Your answers will be kept completely confidential. Data will be aggregated and no individual will be identified in the final report. When you have responded and submitted your completed questionnaire, your name will be deleted from the email list and there will be no association of your name with your responses.

Responding to the questionnaire is voluntary; however, you can be of great assistance by taking a few minutes to share your perspectives and opinions about alternatively certified principals.

If you have any questions or comments about this study, we would be happy to communicate with you via phone or email. We appreciate your willingness to consider our request as we conclude this effort to better understand if alternative principal certification is a viable option in addressing principal shortages and the quality of school leaders.

If you did not receive the web questionnaire address link or if it was misplaced, we have included it again here: <https://survey.vt.edu/survey/entry.jsp?id=1272395240474>. If you can not open the survey, you may try copying the url address into your address window.

Sincerely,
Signed
Sarah Pitts
Principal
Richmond City Public Schools
Westover Hills Elementary School
1121 Jahnke Road
Richmond, VA 23225

Signed
Travis Twiford
Associate Professor of Education
School of Education/ELPS
Hampton Roads Center
1444 Diamond Springs Road
Virginia Beach, VA 23455

APPENDIX D: EMAIL PERMISSION FROM VIRGINIA ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS (VAESP)

fromPITTS, SARAH spitts@richmond.k12.va.us
tokristina@vaesp.org,
tshortt@vaesp.org

dateMon, Mar 22, 2010 at 9:45 AM
subjectRe: Dissertation Survey
mailed-byrichmond.k12.va.us

hide details 3/22/10

Dr. Shortt agreed to let me use the VAESP membership list to send out my dissertation survey. I wanted to know if you would like to meet to discuss it before it goes out or if you would prefer it all in an email.

I have a letter that will go out announcing the survey. Then I will send out the survey. I have two follow up letters that will be sent out on specific dates.

If you want to meet with me, I can give you a call and we will establish a meeting date and time. If you want to do email, I am comfortable with that too.

Thank you for your assistance,
Sarah Pitts
Principal
Westover Hills ES
VT Doctoral Student
804.780.5002
Reply Reply to all Forward

Reply |Kristina Fawcett to me
show details 3/22/10

We are currently in Williamsburg conducting our Assistant Principals/Lead Teachers Conference. I will be back in the office Wednesday morning if you want to give me a call .

Thanks!

Kristina Fawcett
Associate Director
Virginia Association of Elementary School Principals
1805 Chantilly Street
Richmond, Virginia 23230
804.355.6791

Fax 804.355.1196

Visit www.vaes.org for information about becoming a member of VAESP and upcoming conferences and events!

From: PITTS, SARAH [mailto:spitts@richmond.k12.va.us]

Sent:Monday, March 22, 2010 9:46 AM

To: kristina@vaesp.org; tshortt@vaesp.org

Subject: Re: Dissertation Survey

- Show quoted text -

Dr. Shortt agreed to let me use the VAESP membership list to send out my dissertation survey. I wanted to know if you would like to meet to discuss it before it goes out or if you would prefer it all in an email.

I have a letter that will go out announcing the survey. Then I will send out the survey. I have two follow up letters that will be sent out on specific dates.

If you want to meet with me, I can give you a call and we will establish a meeting date and time. If you want to do email, I am comfortable with that too.

Thank you for your assistance,

Sarah Pitts

Principal

Westover Hills ES

VT Doctoral Student

804.780.5002

APPENDIX E: Questionnaire

1. Gender

- Male
- Female

2. My years of experience as an elementary principal:

- < 5
- 5 - 10
- 11 - 15
- 16 - 20
- > 20

3. I received my licensure through a university traditional preparation program.

- yes
- no

4. I received my licensure through an alternative route.

- yes
- no

5. My school district can best be described as:

- Rural
- Suburban
- Urban

6. My school district allows the hiring of alternatively licensed principals.

- yes
- no

7. My school district is experiencing a shortage in the QUANTITY of principal candidates.

- yes
- no

8. My school district is experiencing a shortage in the QUALITY of principal candidates.

- yes
- no

9. Most of my work experience has been in the field of professional education (e.g. teacher, principal, etc.)

- yes
- no

10. Licensure in education is a barrier to the entry of highly qualified candidates in the field of education.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

11. Alternative licensure is a good way to address shortages of principals.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

12. I believe alternative licensure of principals is a good idea.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

13. Alternative routes to licensure will increase the talent pool in education.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

14. Alternatively licensed principals would lack instructional leadership skills.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

15. Alternatively licensed principals would struggle in the position, even with a strong mentor.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

16. Alternatively licensed principals would not be able to articulate appropriate educational values.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

17. Alternatively licensed principals would require too much professional development and training to make them effective school leaders.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

18. Alternatively licensed principals would not be able to select teachers effectively.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

19. In the past I felt alternative licensure of teachers was a good plan.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

20. An alternatively licensed principal who has successfully completed a rigorous internship could perform well in a school.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

21. An alternatively licensed principal who had acquired essential educational knowledge could be an effective educational leader.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

22. An alternatively licensed principal who understands children could be a successful educational leader.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

23. An alternatively licensed principal could perform well in some settings.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

24. I would consider mentoring an alternatively licensed principal if he or she had the leadership skills that I am looking for.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

25. I would consider mentoring an alternatively licensed principal if he or she were willing to pursue a traditional licensure while on the job.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

26. I would consider mentoring an alternatively licensed principal if he or she were willing to take what I feel are crucial education courses.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

27. I would consider mentoring an alternatively licensed principal if there were a shortage of licensed administrators in my district.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

28. I would consider mentoring an alternatively licensed principal if the talent pool were shallow.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

29. I would consider mentoring an alternatively licensed principal if I could not find a licensed principal to mentor.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

30. I always support mentoring the candidate who has the greatest potential to be successful.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

31. I would not support the mentoring of an alternatively licensed principal if he or she had no teaching experience.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

32. I always support mentoring the most qualified candidate.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

APPENDIX F: INSTITUTIONAL REVIEW BOARD CERTIFICATE

VIRGINIA TECH	VIRGINIA TECH	VIRGINIA TECH	VIRGINIA TECH	VIRGINIA TECH	VIRGINIA TECH	VIRGINIA TECH	VIRGINIA TECH
	VIRGINIA TECH						
<p style="text-align: center;"><i>Certificate of Completion</i></p>							
<p>This certifies that</p>							
<p><i>Sarah Pitts</i></p>							
<p>Has completed</p>							
<p>Training in Human Subjects Protection</p>							
<p>On the following topics:</p>							
<p>Historical Basis for Regulating Human Subjects Research</p>							
<p>The Belmont Report</p>							
<p>Federal and Virginia Tech Regulatory Entities, Policies and Procedures</p>							
<p>on</p>							
<p><i>July 1, 2005</i></p>							
<p> David Moore, IRB Chair</p>							
<p></p>							
<p>VIRGINIA TECH</p>							
<p>VIRGINIA TECH</p>							
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<p>VIRGINIA TECH</p>							

APPENDIX G: INSTITUTIONAL REVIEW BOARD APPROVAL LETTER



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
Website: www.irb.vt.edu

MEMORANDUM

DATE: April 7, 2010

TO: Travis W. Twiford, Sarah Pitts

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

PROTOCOL TITLE: The Attitude of Virginia Elementary Principals Towards Mentoring Alternatively Licensed Peers

IRB NUMBER: 10-128

As of April 7, 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: **Exempt, under 45 CFR 46.101(b) category(ies) 2**

Protocol Approval Date: **4/7/2010**

Protocol Expiration Date: **NA**

Continuing Review Due Date*: **NA**

*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 federally 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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