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Appendices

Appendix A

Narrative Description of Program

Taken from the Exemplary Reading Award (1995)

The school is described by staff as follows: (a) the school is a community of young readers and writers and happy children who are engaged in the reading/writing process throughout the day; (b) a warm, positive school environment where children feel safe and are encouraged to take risks, attempt new learnings, and make choices; (c) a school located in a district that has a vision and specific goals for the reading program and provides personnel, funding, materials, staff development, and opportunities for schools to reach and grow.

The staff is described by staff as follows: (a) staff members model reading and writing daily for their students; (b) the behavior of staff demonstrates a commitment to providing a quality, appropriate education for ALL students; (c) staff members are adult learners attending conferences, reading professional articles and books, joining and participating in professional organizations, sharing ideas/strategies, and working and planning together; (d) staff is viewed as leaders.

The students are described by staff as follows: (a) students read and write independently, with a buddy, in small groups, and in whole class setting; (b) students participate in Reader's Writer's Workshop, a learning centered approach that

brings the real world of reading into the classroom.

<u>The parents and community are described by staff as follows:</u> parents who want the best for their children and offer their support to the reading program and community volunteers and organizations who offer their time and energy to this school.

The staff works as a team in kindergarten through second grade toward two common goals. The first (and most important) goal is to create a lifelong love of reading within students. Secondly, the goal is to have students reading at or above grade level by the end of second grade. Each spring the DRP (Degrees of Reading Power) test is given to all second graders in the city that measures understanding of continuous text using the Cloze procedure. During the past four years the school has shown significant increases in the percentage of students reading on grade level. In May 1996, 65 percent of our second graders (93 percent who are considered disadvantaged) were reading at or above grade level as compared to the school district's average of 67 percent for second graders. While 57 percent of the district's <u>disadvantaged</u> second graders were reading at or above grade level, 64 percent of our school's <u>disadvantaged</u> second graders read at grade level or higher. This means that our school's disadvantaged second graders read

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at grade level or higher. This means that our school had 7 percent higher achievement of low-income students than the school division.

Citywide assessments also reflect that students are achieving success. Each year produces an increased number of children exiting Kindergarten and first grade as instructional readers. The percentage of readers in Kindergarten rose from 9percent in 1995 to 18percent in 1996. The percentage of first graders who were readers at the end of the year increased from 77percent in 1995 to 90 percent in 1996.

Other indicators that students are achieving success in reading are reflected by informal classroom observations, anecdotal notes, Running Records, silent reading tests, and upward movement of children through the stages of literacy development. An improvement in the vocabulary of students, fewer retention, positive comments from teachers and administrators at schools where our students attend third grade are also indicators of school success.

Administrators in our school division as well as in our school are totally committed to improving the reading performance skills of our students. The division's PK-5 Reading/Language Arts Supervisor and our Early Childhood Education Supervisor are valuable resources and are instrumental in the

implementation of all areas of our school's language arts program.

The principal is knowledgeable about the reading process and maintains a familiarity with new developments in reading. The principal encourages and makes arrangements for staff members to attend workshops and conferences. The principal will often attend these with the staff. The principal writes grants to fund programs and projects targeted to improving reading achievement. The principal gives staff members frequent positive feedback, allows teachers to be risk takers, and provides time and opportunities for collaborative planning. The principal is consistently visible throughout the school. The principal's vision for the school and for the literacy development of the children has paved the way for the successes celebrated daily. Vision is evident as the principal interviews and hires personnel. The principal enthusiastically listens to a child read his/her book and highlights them during announcements for all to hear. The principal purchases and shares professional books with the staff. The principal reads the children's letters placed in the mailbox outside the principal's office door – always with a smile. The principal willingly serves on local and statewide Early Childhood Education boards and committees.

Our school division has established the following goals for the reading program:

➢ 90 Percent of ALL 4th graders reading at or above grade level.

➢ Increase achievement for ALL students and reduce achievement disparity.

Exceptional reading programs are a division priority and are supported by the following: federal and school funds; extensive division-wide training and staff development; and funds for teachers to attend conferences that offer quality reading workshops. Additionally, our central office provides needed materials for students and staff such as curriculum guides, core instructional materials, and items for school based assessment. The Division supports innovative programs in schools and trusts principals to some site-based decision-making and allows autonomy and flexibility based on school populations. Schools are also given the opportunity to apply for district mini grants. Our school typically received $10,000 yearly in mini-grants for the after school tutoring programs, Parents and Readers groups, and community reading projects.

Funds have been allocated by the division for the following interventions due to our high disadvantaged population; Full Day Kindergarten Program, Integrated Language Arts Assistants, and Title I Reading Recovery/Early Literacy

Group Teachers. The district provides for Reading Resource/Reading/Early Literacy Group Teachers. The district provides for a Reading Resource/Reading Recovery Teacher at each elementary school. The Reading Resource teacher at our school assists with implementation of the reading program, teaches demonstration lessons in the classroom, works with teachers on assessment, serves as a role model for professional growth and development, and teaches children daily in the Reading Recovery program.

Appendix B

Interview Guides

<u>Principal Interview Guide</u> (a)

<u>Introduction</u>

Thank you for taking time to talk to me about the school where you are principal. I am completing a study of principal leadership in an achieving urban elementary school.

I will ask you several questions. For accuracy of response, I would like to use a tape recorder. Your responses will be kept confidential. Your name will not be identified in any publication that may be produced as a result of this study. May I use the tape recorder?

<u>Interview Questions</u>

1) Tell me how you came to be a principal here?

2) Describe your motivation to be a school administrator.

3) Describe your training as a school administrator.

4) Describe the influence of mentors in your training as an administrator.

5) Describe memorable administrators or other significant people or events while training as an administrator.

6) If I was a new parent visiting your school, what is important for me to know about this school ? How did it get this way?

7) Talk to me about yourself as a principal. How would you describe yourself to me as if I was first meeting you (perhaps at a professional conference)?

8) Talk to me about your daily work. Tell me what a typical day is like. How do you feel after a day of work?

9) Let's talk about your role as a principal. How do you want others to view you?

10) What problems do you face as a principal in your school?

11) What do you do when you respond to problems?

12) How do you feel about the problems you face daily?

13)   Do you think the school is successful? Why?

14)   What is the school's mission and vision?

15)   Describe your behavior as it relates to relaying to staff priorities that are of greatest concern to the school.

16)   What makes the school unique?

17)   What do you celebrate at this school? When do you have celebrations?

18)   How do you feel about your work?

19a) What programs have been started at your school since you became principal? (19b) What has been your role in these programs?

20)   What do you do that affects the learning of students?

21)   What is there about you that makes a difference in this school?

22a) What do you think are the important outcomes of your school? (22b) How does what you do affect these outcomes?

23)   What external factors affect what you do daily in the school?

24)   What about you affects how you deal with external factors?

<u>Teacher Interview Guide (b)</u>

<u>Introduction</u>

Thank you for taking time to talk with me about the elementary school where you currently teach. I am conducting a study of principal leadership behavior in an achieving urban elementary school.

I will ask you several questions. For accuracy of response, I would like to use a tape recorder. Your responses will be kept confidential. Your name will not be identified in any publication that may be produced as a result of this study. May I use the tape recorder?

<u>Interview Questions</u>

1) If I was a new parent visiting your school, what is important for me to know about this school? How did it get this way?

2) Tell me about your daily work. What is a typical day like?

3) How do you view the work of the principal in this school?

(a) How does the principal affect what happens in this school?

(b) How does the school affect what the principal does?

(c) How does the principal affect the programs in the school?

(d) How do the programs affect what the principal does?

4) Describe an event that best exemplifies the principal's leadership.

5) What is the school's mission and vision? How is this information relayed?

6) What daily routines are observed at the school?

7) How were these routines established within the school?

8) When do you have celebrations at this school? Tell me about them.
What is the principal's role in these celebrations?

9) Do you think the school is successful? Why?

10) What is important to teachers in this school? Administrators, parents, and students.

11) What makes this school unique?

12)   What is the principal's role in developing the school's unique qualities?

13)   What priorities has the principal established in this school?

14)   What outside factors related to school operations affect what the principal does daily i.e., central administration, community, school board, etc.

<u>Parent and Volunteer Interview Guide</u> (c)

<u>Introduction</u>

Thank you for taking time to talk to me about your child's school. I am completing a study of principal leadership behavior in an achieving urban elementary school.

I will ask you several questions. For accuracy of response, I would like to use a tape recorder. Your responses will be kept confidential. Your name will not be identified in any publication that may be produced as a result of this study. May I use the tape recorder?

<u>Interview Questions</u>

1)   If I was a new parent visiting your school, what is important for me
     to know about this school? How did it get this way?

2)   Describe the principal's work in this school.

3)   Describe an event that best illustrates the principal's leadership.

4)   What makes this school unique?

5)   Do you think the school is successful? Why?

6)   What outside factors related to school operations affect what
     the principal does daily, i.e., central administration, school board,
     business, community, etc.?

7)   What do you see the principal doing in the community? When do you see the
     principal involved outside the school?

<u>Assistant Principal Interview Guide</u> (d)

<u>Introduction</u>

Thank you for taking the time to talk with me about Riversedge Elementary School. I am conducting a study of principal leadership behavior in an achieving urban elementary school.

I will ask you several questions. For accuracy of response, I would like to use a tape recorder. Your responses will be kept confidential. Your name will not be identified in any publication that may be produced as a result of this study. May I use the tape recorder?

<u>Interview Questions</u>

1)   If I was a new parent visiting this school, what is important for me to know about this school? How did it get this way?

2)   Tell me about your daily work in the school. What is a typical day like?

3)   Tell me about the work of the principal in this school?

4)   What is there about the principal's work that makes a difference in this school?

5)   Describe an event that best exemplifies the principal's leadership.

6)   What daily routines are observed at this school?

7)   How were these daily routines established within the school?

8)   Do you think the school is successful? Why?

9)   What makes the school unique?

10)   What programs have been started at this school since the principal has been here?

11)   What has been the principal's role in these programs?

12)   What outside factors related to school operations affect what the principal does daily i.e., central administration, community, school board, etc.

13)   What is there about the principal that affects dealing with external factors?

Appendix C
Domain Analysis of the Items on the Interview Questionnaire

Domain	Principal Questionnaire	Teacher Questionnaire	Parent & Volunteer Questionnaire	Assistant Principal Questionnaire
Years of experience				
Principal's work life				
Training of the principal				
School culture				
School outcomes				

Appendix D

Summary of Triangulation of Sub-themes from Interview, Observation, MLQ Data, and Artifacts
Worklife

_____

Sub-themes	Teachers	Assistant Principal	Volunteers	Principal	Observations	MLQ	Artifacts

_____

Sub-themes	Teachers	Assistant Principal	Volunteers	Principal	Observations	MLQ	Artifacts
Actions							
Demanding				X	x		x
Time Consuming	x			x	x		x
Intense		x		x	x		
Positive	x	x	x		x		
Flexible		x		x	x		
Responsive	x	x	x		x	x	
Innovative	x	x				x	
Buffer	x		x	x	x		x
Laision		x	x	x	x		
Facilitator	x	x	x		x	x	
Monitor		x		x	x		
Visible	x	x	x	x	x		
Leader	x	x	x			x	

Appendix D (Continues)

Summary of Triangulation of Sub-themes from Interview, Observation, MLQ Data, and Artifacts
Worklife

Sub-themes	Teachers	Assistant Principal	Volunteers	Principal	Observations	MLQ	Artifacts
Time Manager				x	x	x	
Beliefs							
Respects Others	x	x	x		x	x	
Mentors Others	x			x	x		
Reinforces Team concept	x	x	x		x	x	
Writes for Professional Journals		x		x	x		x
Celebrates Culture	x		x	x	x		x

Summary of Triangulation of Sub-themes from Interview, Observation, MLQ Data, and Artifacts
Work Environment

_____

Sub-themes	Teachers	Assistant Principal	Volunteers	Principal	Observations	MLQ	Artifacts
Characteristics							
Positive School Climate	x	x	x		x		x
Regular Attendance	x	x		x			x
Support Needed by Parents		x	x	x	x		
Numerous Educational Programs	x	x		x			x
Strong Academic Focus	x	x		x	x		x
Ongoing Staff Development	x	x		x			
High school Spirit	x	x	x	x	x		x

Appendix D (Continues)

Summary of Triangulation of Sub-themes from Interview, Observation, MLQ Data, and Artifacts
Work Environment

_____

Sub-themes	Teachers	Assistant Principal	Volunteers	Principal	Observations	MLQ	Artifacts
Change Orientation		x		x	x		
After school Activities	x	x	x	x	x		
Safety	x	x	x	x	x		x
Celebrations	x	x	x	x	x		x
Beliefs High Expectations	x	x	x	x	x	x	
Child centered	x	x	x	x			
Assumptions Defined mission	x	x	x	x		x	x
Affects Reorganize		x		x	x		
Reprioritize		x		x	x		

Appendix D (Continues)

Summary of Triangulation of Sub-themes from Interview, Observation, MLQ Data, and Artifacts
Work Environment

Sub-themes	Teachers	Assistant Principal	Volunteers	Principal	Observations	MLQ	Artifacts
Frequent Interruptions		x		x	x		
Extended Hours	x		x	x	x		
Time Manager		x		x	x	x	
High Community Involvement	x	x	x	x	x		
Maintain School Culture	x	x	x	x	x		x
Provide Linkages	x	x	x	x			
Leadership	x	x	x			x	
Motivate Others	x		x		x	x	

Appendix D (Continues)

Summary of Triangulation of Sub-themes from Interview, Observation, MLQ Data, and Artifacts
Work Environment

_____

Sub-themes	Teachers	Assistant Principal	Volunteers	Principal	Observations	MLQ	Artifacts

_____

Sub-themes	Teachers	Assistant Principal	Volunteers	Principal	Observations	MLQ	Artifacts
Affects of Culture							
Responsive	x	x	x		x	x	x
Extended Hours	x	x	x	x	x		
Take work Home		x		x	x		
Reprioritize		x		x	x		
Emphasize Safety	x	x	x	x	x		x
Keep Abreast	x	x		x			
Affects of School's Characteristics							
Supportive	x	x	x		x	x	
Participant	x	x	x	x	x		
Aligning educational							

Appendix D (Continues)

Summary of Triangulation of Sub-themes from Interview, Observation, MLQ Data, and Artifacts
Work Environment

_____

Sub-themes	Teachers	Assistant Principal	Volunteers	Principal	Observations	MLQ	Artifacts
Program		x	x	x			
Advocate	x	x	x	x			
Articulate Positive vision	x	x	x	x	x	x	
Encourager							
Change agent Within the School	x	x		x		x	
External Factors Administrative Policies	x	x	x	x			
Central office Requests for Information	x	x		x			
Community	x	x	x	x	x		x
Accreditation Standards	x	x		x			

Appendix D (Continues)

Summary of Triangulation of Sub-themes from Interview, Observation, MLQ Data, and Artifacts
Work Environment

Sub-themes	Teachers	Assistant Principal	Volunteers	Principal	Observations	MLQ	Artifacts
School division Achievement Standards	x	x	x	x			
School Characteristics							
Illiteracy	x	x	x	x			x
Family Dynamics	x	x	x	x			
Affect							
Meetings		x	x	x	x		x
Liaison	x	x	x	x			
Keep abreast	x	x		x			

Appendix D (Continues)

Summary of Triangulation of Sub-themes from Interview, Observation, MLQ Data, and Artifacts
Personal Characteristics

_____

Summary of Sub-themes	Teachers	Assistant Principal	Volunteers	Principal	Observations	MLQ	Artifacts

_____

Characteristics

Summary of Sub-themes	Teachers	Assistant Principal	Volunteers	Principal	Observations	MLQ	Artifacts
Respects others	X	x	X			X	
Respected by Others	X	X	X		X	X	
Caring	X	X	X	X	X	X	
Teambuilder	X	X	X		X		
Strong leadership	x	x	x			x	
Innovative	x	x				x	
High expectations	x	x	x	x		x	x
Liaison from External sources	x	x		x			x
Motivator	x	x				x	
Responsive	x	x	x		x	x	
Resourceful	x		x			x	
Proactive		x		x		x	

Appendix D (Continues)

Summary of Triangulation of Sub-themes from Interview, Observation, MLQ Data, and Artifacts
Personal Characteristics

Sub-theme	Teachers	Assistant Principal	Volunteers	Principal	Observations	MLQ	Artifacts
Celebrates school Successes with those Associated with the School	x	x	x	x	x		x
Visible	x	x	x	x	x		
Involved	x	x	x	x			
Enthusiastic	x	x	x	x	x	x	
Role model	x	x		x		x	
Faciitator	x	x		x	x	x	
Affirming		x		x	x	x	
Behaviors							
Visionary	x	x	x	x		x	x
Instills team	x	x		x	x	x	
Facilitative	x	x				x	
Caring	x	x	x	x			

Appendix D (Continues)

Summary of Triangulation of Sub-themes from Interview, Observation, MLQ Data, and Artifacts
Personal Characteristics

Sub-theme	Teachers	Assistant Principal	Volunteers	Principal	Observations	MLQ	Artifacts
Committed	x	x	x	x			
Proactive		x		x		x	
Involved	x	x	x	x	x		
Responsive	x	x	x			x	x

Summary of Triangulation of Sub-themes from Interview, Observation, MLQ Data, and Artifacts
Educational Programs

Sub-theme	Teachers	Assistant Principal	Volunteers	Principal	Observations	MLQ	Artjfacts
Worklife affects ***On educational*** ***Programs***							
Attend Conferences	x			x	x		
And workshops	x	x		x			x
Implement Programs Based on student Need	x	x		x			
Implement Programs Based on Community Need	x	x	x	x	x		
Introduce Change Gradually	x	x		x			
Visit Classrooms Regularly	x	x		x	x		

Appendix D (Continues)

Summary of Triangulation of Sub-themes from Interview, Observation, MLQ Data, and Artifacts
Educational Programs

_____

Sub-theme	Teachers	Assistant Principal	Volunteers	Principal	Observations	MLQ	Artifacts
Affect on Worklife							
Shared Decision-Making	x	x		x	x		
Empowering Teachers	x	x		x		x	

Appendix D (Continues)

Summary of Triangulation of Sub-themes from Interview, Observation, MLQ Data, and Artifacts
School Outcomes

Summary of Sub-themes	Teachers	Assistant Principal	Volunteers	Principal	Observations	MLQ	Artifacts
Outcome Characteristics							
Safe and Orderly School	x	x	x	x	x		x
Low Teacher Turnover	x	x	x				
Improving School Attendance	x	x		x			x
Second graders Exit achieving At or above Grade level	x	x		x			x
Increased Parental Involvement		x	x	x	x		
Celebrations	x	x	x	x	x		x
Community Support		x	x	x			

Summary of Triangulation of Sub-themes from Interview, Observation, MLQ Data, and Artifacts
School Outcomes

Summary of Sub-themes	Teachers	Assistant Principal	Volunteers	Principal	Observations	MLQ	Artifacts
Outcome affects							
On principal							
Increased Visibility	x	x		x			
Coach for Teachers	x			x		x	
Close Coordination With community		x	x	x			
Continuous School Improvement	x	x		x		x	x
Reorganize and Reprioritize Goals		x		x	x		
Extended Hours	x	x	x	x			

Appendix D (Continues)

Summary of Triangulation of Sub-themes from Interview, Observation, MLQ Data, and Artifacts
School Outcomes

_____

Summary of Sub-themes	Teachers	Assistant Principal	Volunteers	Principal	Observations	MLQ	Artifacts
Intense day To day work	x	x		x	x		
Desire to Work hard Fueled by desire To make a Difference For students	x	x	x	x	x		

MLQ Multifactor Leadership Questionnaire

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