Supervising Principals' Perceptions Of Preparing New Principal Program Completers: Meeting The 2011 Florida Principal Leadership Standards

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SUPERVISING PRINCIPALS' PERCEPTIONS
OF PREPARING NEW PRINCIPAL PROGRAM COMPLETERS:
MEETING THE 2011 FLORIDA PRINCIPAL LEADERSHIP STANDARDS

by

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ABSTRACT

This study sought to determine to what extend completers of School District A's Preparing New Principals Program (PNPP) are prepared to meet the 2011 Florida Principal Leadership Standards (FPLS). Major questions addressed (a) the perception of principals regarding how well prepared completers of School District A's principal preparation program were to meet the 2011 Florida Principal Leadership Standards, (b) if the perceived importance of the 2011 Florida Leadership Standards varied by leadership level, (c) if the perceived importance of the 2011 Florida Leadership Standards varied by a school's free/reduced lunch percentage, and (d) the 2011 Florida Principal Leadership Standards perceived as the most beneficial to increasing student achievement. This mixed method study employed an online survey.

The participants in this study included 46 supervising principals of Preparing New Principals Program completers from an urban school district in central Florida. Findings indicated that principals believed that Preparing New Principals Program completers were prepared to meet the 2011 Florida Principal Leadership Standards. Principals also believed that the following experiences would enhance the program: (a) more meaningful experiences that require participants to solve identified deficiencies, (b) an 18 to 24 month principal internship as opposed to the current eight-week principal internship, and (c) differentiating principal preparation based on participants' experiences and school district needs.

My wife, Jill Trimble, encouraged me to get my doctorate.

She supported me throughout the three years it took me to complete the degree by

listening to my ideas for projects, proofing many papers, and taking on more

responsibilities around the house to give me time to read, study, and write.

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THE PROBLEM AND ITS CLARIFYING COMPONENTS

Introduction

Improvement to culture, curriculum, instructional practices, and professional

collaboration precedes student motivation and student learning, according to Bottoms and

Fry (2009), who asserted that these actions are commonly demanded of school principals

in the climate of high accountability. Principals are expected to perform an array of jobs

such as serving as the instructional leader of the school; managing the physical plant;

ensuring compliance with federal, state, and district policy and law; establishing a vision

for the school; and community outreach (Darling-Hammond, LaPointe, Meyerson, & Orr,

2007). The job of 21st century principals differs from that of their 20th century

counterparts. The ever-changing demands and accountability placed on schools over the

years have required principals to redevelop schools, not just to manage them (Darling-

Hammond et al. (2007).

In the face of all the daunting tasks for which principals are accountable,

programs beyond a formal university degree to prepare candidates for the principalship

were sparse as recently as 2000, according to a report by The Wallace Foundation (2012).

This has been changing, however, and the selection of principal candidates and their

preparation have come to be seen as major factors to improving schools (The Wallace

Foundation, 2012). There is a preponderance of evidence supporting the investment in

selecting and training candidates for the principalship as being well worth the effort and

cost. According to The Wallace Foundation, school leadership and student learning are

indisputably linked, and this link is achieved when the principal creates suitable conditions in which key variables can come together.

The responsibilities bestowed upon principals are enormous, as evidenced by the leadership standards many states, including Florida, have established for school principals. All aspects of principal preparation and development programs offered in the state of Florida by universities, third-party providers, or school districts must align with the 2011 Florida Principal Leadership Standards (Florida Department of Education, 2005a). The 2011 Florida Principal Leadership Standards in their entirety are contained in Appendix A.

According to the job description of school principal for School District A (Appendix B), the target district of this study, duties include three components: (a) performance responsibilities, (b) district goals, and (c) performance standards. Managing school operations is contained in the performance responsibility component. School district goals include an intense focus on student achievement, developing high-performing and dedicated teams, maintaining a safe learning and working environment, and sustaining community engagement. The performance standard component contains student achievement and faculty development (Orange County Public Schools, 2012).

Considering all the evidence as to just how vital a principal is to the success of a school, each school district is ultimately responsible for recruiting, hiring, and developing effective principals to lead its schools. This is a daunting task, even for the most equipped school districts. If the research on the link between principal leadership and

student learning is to be believed, it is incumbent upon school districts to ensure that there is an effective program in place to prepare candidates for the principalship.

<u>Conceptual Framework</u>

This study was conducted to explore effective principal leadership characteristics and actions favorable to increasing student learning and the integration of those characteristics into a principal preparation program for School District A. Marzano, Waters, and McNulty (2005) posited that students' chances of academic success increased if they attended an effectively operated school. Meta-analysis conducted by Marzano et al. revealed that school principals could have a deep influence on student learning.

In their meta-analysis, Marzano et al. (2005) included "general characteristics of behavior such as has a vision, but also must identify specific actions that affect student achievement" (p. 41). The meta-analysis revealed 21 responsibilities of school leaders that influence student learning. Principals displaying the 21 responsibilities would affirm school success and acknowledge failure; change the status quo; reward individual accomplishments; communicate with and among staff; establish a culture of collaboration and unity; and maintain discipline by protecting the classroom from distractions. Further responsibilities would include a principal maintaining flexibility and being at ease with dissent; focusing on clear goals; operating from strong ideas and belief; seeking input from staff and ensuring that members are knowledgeable of current theories and practices. Principals would also stay deeply involved in curriculum, instruction, and

assessment issues on campus; remain knowledgeable of current curriculum, instruction, and assessment; assess school practices; nature innovations; maintain order and establish efficient procedures; practice community outreach; recognize the importance of relationships in a school setting; provide necessary resources to staff; develop insight into the politics of leading a school; and remain visible, interacting with all school stakeholders (Marzano et al., 2005).

Researchers Lezotte and Snyder (2011) identified seven correlates of effective schools. An effective school is one with high student achievement, no major achievement gaps between student subgroups, holds high expectations of all students, has strong leadership, focused collaboration, differentiated instruction as a common practice, frequently monitors student progress, and is committed that all students will learn (Lezotte & Synder, 2011). The seven correlates are: (a) high expectations for success, (b) strong instructional leadership, (c) clear and focused mission, (d) opportunity to learn and (e) time on task, and (f) frequent monitoring of student progress.

Lezotte and Snyder (2011) noted that transactional leadership as well as transformational leadership were two approaches that are used by leaders as necessary to effectively lead schools. These two approaches have been used by school leaders to institutionalize effective practices such as the seven correlates. Transactional leadership is traditional in nature and emphasizes rules, procedures, goals, and objectives. Transformational leadership, conversely, emphasizes shared vision, purpose, and empowerment. Moreover, transformational leaders seek to discover what motivates

followers and capitalize on this to create a team of leaders determined to meet ambitious goals. The result is the leader becomes a leader of leaders (Owens & Valesky, 2007).

Hattie (2009) asserted that two major types of school leadership exist: instructional leadership and transformational leadership. Hattie reviewed 11 meta-analyses to determine the effect each had on student learning. Dimensions of instructional leadership include the school leader's "promoting and participating in teacher learning and development" (p. 83) and evaluating instruction. Transformational leadership dimensions include the school leader's engagement of staff in team building activities and inspiring staff to collaborate. Hattie concluded that "the effects gained by principals were greater on instructional leadership dimensions than from transformational leadership dimensions" (p. 83). Lezotte and Snyder (2011) emphasized that "effective leaders evolve in their leadership styles as their organizations move from groups of autonomous individuals to collaborative learning communities committed to the learning-for-all mission" (p. 56). The mission of every effective leader, according to Lezotte and Snyder, is to become a leader of leaders, not a leader of followers. Expertise must be distributed among many staff members and not held by one individual.

Specific behaviors of leaders of effective schools include articulating a vision and persisting until it becomes a shared vision, using data to make sense of student learning and developing teachers to do the same. This permits the development of a collaborative schools culture, maintenance of a focus on teaching and learning, establishment of a school culture of high expectations for all students and one in which student progress is frequently monitored (Lezotte & Snyder, 2011). The role of the school principal has, in

fact, expanded so much recently that an argument can be made, according to Lezotte and

Snyder (2011), that it is "unrealistic to believe one person can effectively do all that the

role currently demands" (p. 60). These researchers found that about half of the 396

school leaders they surveyed indicated that the job of the school principal has become

inundated with too many duties, and more and more duties are added daily. Many of the

same 396 respondents surveyed indicated that school principals could be successful at the

job if they establish the right priorities and there is a balance between management and

leadership duties (Lezotte & Snyder, 2011). The same survey revealed that few of the

respondents could identify formal programs that were effective in preparing candidates

for the principalship.

Statement of the Problem

The Florida Department of Education revised The Florida Principal Leadership

Standards in November 2011, to align with contemporary research in school leadership as

required by Race to the Top mandates (Florida Department of Education, 2005a). The

2011 Florida Principal Leadership Standards required changes to principal training

programs, principal professional development programs, principal recruitment programs,

and principal evaluation programs throughout the state. This included the Preparing New

Principals Program of School District A. Findings from this study will be presented to

School District A to assist the district in revising the current Preparing New Principals

Program to reflect the 2011 Florida Principal Leadership Standards.

Purpose of the Study

The purpose of this study was to measure the extent to which supervising principals perceived completers of the Preparing New Principals Program from 2008-2011 were prepared to meet the demands of the 2011 Florida Principal Leadership Standards. Completion of the program is a prerequisite for assistant principals to qualify for Level II School Principal certification, which is required to become a school principal in Florida. This study was also conducted to determine if the free/reduced-price lunch percentage of a school and the leadership level (elementary, middle, high school, technical) affected the components and constructs supervising principals perceived as having the greatest influence on the success of the principal. Findings from this study will be presented to the school district to assist in revising the school district's Preparing New Principals Program to meet the demands of the 2011 Florida Principal Leadership Standards.

Research Questions

The following research questions served as guides for this study:

1. To what extent, if any, do principals perceive that the Preparing New Principals Program completers from 2008- 2011 meet the 2011 Florida Principal Leadership Standards as measured by the Preparing New Principals Program Survey?

2. How do the principals' ratings of importance for the 2011 Florida Principal Leadership Standards vary by level of student responsibility (elementary, middle, or high school)?

3. How do the principals' ratings of importance for the 2011 Florida Principal Leadership Standards vary by a school's free/reduced-price lunch percentage?

4. Which of the 2011 Florida Principal Leadership Standards do school principals identify as the most beneficial to their success in improving student achievement or overall?

Definition of Terms

The following definitions clarify terminology that was used in this study.

Preparing New Principals Program: A preparation program developed by School District A to prepare assistant principals for the job responsibilities of being a school principal. This Level II program, which prepares assistant principals who hold a master's degree and Educational Leadership certification for the principalship, was approved by the Florida State Board of Education. Completers of this program meet the requirements to earn School Principal certification in Florida (OCPS, 2012)

Program Completer: An administrative contract employee of School District A who completed the Preparing New Principals Program between 2008-2011, thus qualifying for Florida Principal Certification and eligible to apply for principalships or vocational school directorships within the school district.

Supervising Principal: Principal under which the Preparing New Principals Program participant works. The roles and responsibilities of supervising principals include annually assessing candidates, being a role model, assisting participants in developing leadership plans, monitoring the progress of the plans, and providing participants with meaningful leadership experiences (OCPS, 2012).

Race to the Top: A grant component of the American Employment and Reinvestment Act designed to stabilize state education funding and assist in the implementation of locally developed school reform plans (Florida Department of Education, 2005a).

Florida Principal Leadership Standards: Standards identified through research that form the basis of effective school leadership. Principal assessment systems, Level II preparation programs, professional learning, and school principal certification requirements are based on these standards (Florida Department of Education, 2005a).

Senate Bill 736: A Florida state bill passed in 2011 known as the Student Success Act (2011). Senate Bill 736 revised the evaluation, compensation, and employment structure of classroom teachers and school principals.

Conceptual Framework

This section contains an overview of the areas of research that were reviewed to establish the rationale for this project. Effective school leadership qualities are explored, and components of effective principal preparation programs are discussed. The Florida School Board of Education rule that necessitated the 2011 Florida Principal Leadership

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Standards is explained, and the standards are presented. The Preparing New Principals

Program, which was in use in School District A, is also described.

<p style="text-align:center">*Effective Leadership Qualities*</p>

School leadership has become a focal point for school reform (The Wallace

Foundation, 2012). In fact, using data from a survey conducted by The Wallace

Foundation (2010), it was found that school superintendents and policymakers viewed

school leadership as one of the most important issues for public education and that school

leaders "have the potential to unleash latent capacities in organizations" (p. 4).

The Wallace Foundation (2010) over the last decade identified five principal

qualities associated with effective school leadership. The five qualities were:

> shaping a vision of academic success for all students based on high standards;
>
> creating a climate hospitable to education in order that safety, a cooperative spirit
>
> and other foundations of fruitful interaction prevail; cultivating leadership in
>
> others so that teachers and other adults assume their part in realizing the school
>
> vision; improving instruction to enable teachers to teach at their best and students
>
> to learn at their utmost; and managing people, data and processes to foster school
>
> improvement" (p. 4).

In a similar vein, effective school leader preparation programs offer training in the

following areas: vision for learning, school culture, instructional supervision,

management of resources and operations, ethical practice, and political, social, economic,

legal, and cultural context (Darling-Hammond et al., 2007).

Additionally, the Southern Regional Education Board [SREB] (2009) identified

13 factors as critical to the success of school leaders. These factors demand that a

successful school leader (a) insists on a focus on student achievement, (b) develops a

culture of high expectation for all students, (c) utilizes a standards based instructional

system, (d) establishes a caring school environment, (e) uses data to improve instruction,

(f) communicates with staff regarding student achievement, (g) involves parents, (h)

makes changes and manages the changes, (i) provides professional development, (j)

innovates, (k) efficiently uses resources, (l) establishes external support, and (m) stays

informed of effective practices (p. 8)

Effective Principal Preparation Programs

Principal preparation programs are vital to recruiting, developing, and retaining

school leaders. At the time of the present study, principal preparation programs were

being redesigned throughout the nation in an effort to produce school leaders that

increase student learning (Education Development Center, 2009). Any effective principal

preparation program must start with course content that emphasizes effective leadership

qualities. In addition to course content being aligned with effective leadership qualities,

program elements must be logically sequenced and aligned with state professional

standards and the goals of local school districts (Education Development Center, 2009).

Effective principal preparation programs use a problem-solving design that, much like

case studies, includes real world experiences. Formative and summative assessments are

used to provide feedback to participants on a continuous basis, and an principal internship

or clinical practicum is a culminating activity of effective preparation programs (Education Development Center, 2009). The principal internship is designed so the participant takes on principal responsibilities of a school for up to a year under the guidance of a coach or mentor (Education Development Center, 2009). Additionally, Browne-Ferrigno (2011) advocated for the inclusion of knowledgeable instructors, a cohort structure, and rigorous selection process as three additional elements associated with effective principal preparation programs.

Florida State Board Rule and the 2011 Florida Principal Leadership Standards

Florida's Race to the Top (RttP) plan called for 50% of principals' evaluations to be based on the performance of students attending their schools over a three-year period. This requirement necessitated a change in principal evaluations and prompted the consideration of a revision of the Florida Principal Leadership Standards. Additionally, Senate Bill 736 had explicit RttP language which further solidified requirements of the grant.

In May 2011, Florida's Teacher and Leader Preparation Implementation Committee (TLPIC) met in Ocala, Florida, to rework the Florida Principal Leadership Standards based on requirements of Race to the Top grant (Florida Department of Education, 2005b). The TLPIC consisted of an array of members which included community members, public school officials, school board members, and higher education personnel. The TLPIC based its work on the research of Dr. Douglas Reeves and Dr. Raymond Smith of the Leadership and Learning Center. On November 15, 2011,

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SBE Rule 6A-5.080 was revised, and the approved 2011 Florida Principal Leadership Standards became the basis for principal professional development, evaluation, preparation programs, and certification in the state of Florida (Florida School Leaders, 2006).

The 2011 Florida Principal Leadership Standards (FPLS) consist of four constructs comprised of 10 (Florida School Leaders, 2006). The four constructs are Student Achievement, Instructional Leadership, Organizational Leadership, and Professional and Ethical Behavior. Each of the 10 standards have descriptors which provide further clarification and expectations. The standards are presented in their entirety in Appendix A.

School District A's Program for Preparing New Principals

Regardless of whether they are interested in assuming a principalship, newly appointed assistant principals and assistant directors of vocational schools in School District A are expected to complete the Preparing New Principals Program (PNPP) and earn a Florida Principal Certification (Orange County Public Schools, 2012). The PNPP is part of School District A's Human Resource and Management Plan (HRMP) that explains the process followed in the selection of school principals and vocational school directors. The PNPP begins the moment the assistant principal candidate or assistant director candidate is approved by the school board. Once approved by the school board, the assistant principal or assistant director is sent a letter by the Professional

Development Services Department that includes the date and time of the next scheduled PNPP orientation.

Shortly after attending the PNPP orientation, the principal candidate, as the PNPP participant is commonly called, is assigned a PNPP coach. The PNPP coach is responsible for supporting the principal candidate throughout the program. The principal candidate completes an online assessment based on the 10 Florida Leadership Standards (Orange County Public Schools, 2012). Participants scoring 70% or higher on any Florida Leadership Standard may be exempt from certain program requirements. Principal candidates take part in three instructional dialogues per year, job shadow a principal two times per year, and complete an eight-week principal internship in order to complete the program, earn the Florida Principal Certification, and qualify for principalships in the school district.

Research Design

This study used a mixed methods research design that required the analysis of qualitative and quantitative data. A Preparing New Principals Program Completers Survey (Appendix C) was deployed using a commercial online survey service. Principals who supervised 2008-2011 completers of the PNPP received an email asking them to complete the online survey. Survey participants also had an opportunity to volunteer for a face-to-face interview with the researcher to provide additional information after completing the online survey. The researcher's contact information was provided at the

end of the survey. No treatment or program implementation was necessary to complete this study.

Participants

The participants in this study included 56 principals in School District A who supervised completers of the PNPP between 2008 and 2011. Participants for this study included principals from elementary, middle, high, vocational school levels, and non-school based administrators. School District A has 122 elementary schools, 34 middle schools, 19 high schools, two K-8 schools, four exceptional education schools, and five vocational schools.

Instrumentation

The Supervising Principal Perception of Preparing New Principals Program Completers Survey that was used in this study was adapted from a survey developed by Kelly Pelletier, a doctoral candidate in Educational Leadership at the University of Central Florida with her permission (Appendix D). The content of the survey was developed based on the components of School District A's Preparing New Principals Program and the 2011 Florida Principal Leadership Standards. Basic demographic and background information was included in the survey. Experts in the field including researchers and practitioners reviewed the survey for content validity. The survey was revised based on feedback obtained from knowledgeable sources.

The survey consisted of five sections. Section 1 focused on demographic and background information. Section 2 required participants to rate the preparedness of the assistant principals they supervised who had completed the PNPP to meet the 2011 Florida Principal Leadership Standards. In Section 3, participants were asked to rate the importance of each of the 2011 Florida Principal Leadership Standards to their (supervising principal) success. Section 4 consisted of open-ended questions to ascertain information that might not have been collected in the three previous sections of the survey and offered participants an opportunity to volunteer to be interviewed. Interview questions were constructed after survey data were analyzed.

Data Collection Strategies

Initially, the supervisor of School District A's PNPP was contacted to discuss the design, structure, and content of the online survey. The names of program completers' supervisors from 2008-2011 were also requested as the supervisors of the completers were the target population.

The research proposal was also reviewed and approved by the Institutional Review Board (IRB) of the University of Central Florida (Appendix E). No research was initiated prior to receiving IRB approval. School district approval for the study (Appendix F) was obtained after completing and submitting a research request form to School District A.

Once the school district approved the research, an email was sent to principals who supervised a program completer between 2008 and 2011, introducing the researcher

and explaining the purpose of the study. This email included a copy of the approved

Research Request Form, a participant informed consent letter (Appendix G), and a link to

access the online survey. Although the researcher knew the names of the principals

invited to participate in the study, all responses were anonymous to ensure minimal risk

to participants.

A follow-up email was sent one week later to thank participants who had

completed the online survey and to invite those who had not yet completed the survey to

do so. This email was sent to all participants who received the original email, because

the researcher had no way of knowing who had or had not completed the survey. To

collect additional information that participants were not able to convey through the online

survey, survey completers had the option of contacting the researcher and volunteering to

participate in an interview.

Data Analysis

Data were collected using an online commercial survey tool and were exported

into SPSS version 20 software for analysis. Data relevant to Research Questions 1 and 4

were analyzed using the following statistical methods: mean, median, mode, standard

deviation, and frequency. Data to answer Research Questions 2 and 3 were analyzed

using the following statistical methods: ANOVA and Tukey. Interviews were

transcribed, coded, and analyzed for trends. Table 1 summarizes the data analysis

performed to answer each of the research questions. Interviews were transcribed, coded,

and analyzed for trends.

Table 1

Research Questions, Data Sources, and Statistical Methods

Research Question	Independent Variable	Dependent Variable	Survey Items	Statistical Method
1. To what extent, if any, do principals perceive that the Preparing New Principals Program prepared completers from 2008-2011 to meet the 2011 Florida Principal Leadership Standards as measured by the Preparing New Principal Program Survey?	Specific leadership standard	Perceived belief that current Preparing New Principals Program prepared completers to meet 2011 Florida Principal Leadership Standards	6-55	Mean, standard deviation, frequency, confidence interval
2. How do the ratings of importance for the 2011 Florida Principal Leadership Standards by principals vary by level of student responsibility (elementary, middle, high, or technical school)?	Specific leadership standard; level of student responsibility	Belief of being able to demonstrate a specific leadership standard	4; 56-105	ANOVA, Tukey
3. How do the ratings of importance for the 2011 Florida Principal Leadership Standards by principals vary by a school's free/reduced-price lunch percentage?	Specific leadership standard; socio-economic status of the school	Belief of being able to demonstrate a specific leadership standard	5; 56-105	ANOVA, Tukey
4. Which of the 2011 Florida Principal Leadership Standards do school principals identify as the most beneficial to their success?	A specific leadership standard	Belief of being able to demonstrate a specific leadership standard	56-105	Mean, standard deviation, frequency, confidence interval

Summary

This chapter has provided an overview of the study describing the problem and its clarifying components. The Conceptual Framework was introduced, presenting ways in which effective school principals influence student achievement and characteristics that have been identified through research possessed by effective principals. How attributes of effective principal preparation programs, Race to the Top requirements, and Florida Senate Bill 726 influenced the revision of the Florida Principal Leadership Standards in November 2011 was also discussed.

The standards revision has required school districts, universities, and third party entities that provide training to aspiring principals to redesign programs so program participants are prepared to meet the revised standards. This research was designed specifically as a client-based research project for School District A to provide information the district will use to make decisions as changes are made to its Preparing New Principals Program to meet the requirements of the 2011 Florida Principal Leadership Standards.

CHAPTER 2
REVIEW OF THE LITERATURE

Introduction

The review of literature was conducted to provide a foundational and theoretical

base for the study, the purpose of which was to ascertain the perceptions of supervising

principals of PNPP completers in School District A from 2008-2011 how prepared the

completers were to meet the 2011 Florida Principal Leadership Standards. To

accomplish the review, the researcher searched scholarly journals, documents, texts, and

reports on principal preparation programs, leadership characteristics, and the Florida

Principal Leadership Standards. Particularly useful sources were: The University of

Central Florida Online Library, the Florida Department of Education website, and School

District A's website. This chapter has been structured around five topics which emerged

in the search process as being relevant to the problem of the study: (a) leadership

qualities of effective principals, (b) characteristics of effective principal preparation

programs, (c) the Florida State Board of Education rule dictating the creation of revised

standards, (d) the revised 2011 Florida Principal Leadership Standards, and (e) the

principal preparation program used by School District A.

Effective Principal Leadership Qualities

It has been common for 21st century conversations about school

effectiveness to focus on principal leadership. McEwan (2003) asserted individuals

developing education policy understand that schools need highly effective principals in

order to produce positive results. The attention given to principal effectiveness has

resulted in the need to identify the qualities associated with effective principal leadership

(McEwan, 2003). Ventures for Excellence (2005), an organization committed to

researched-based selection of employees, primarily educators, identified purpose,

relationships, human development, and specialty areas as the four most important

qualities school districts should seek in principal candidates. High accountability for

student achievement has created a sense of urgency for principals; therefore, selecting

and developing effective school leaders is of utmost importance for school districts

(Breaking Ranks, 2012).

   Gray and Streshly (2008) used qualitative research methods to identify common

characteristics of highly effective school principals. Their research was based on the

work of Collins (2001) who analyzed the characteristics of highly successful CEOs of

major private companies. Principals considered as highly effective were interviewed

along with principals considered to be less effective. The common characteristics Gray

and Streshly identified among the highly effective principals were that these principals

(a) had compelling modesty, (b) developed relationships, (c) had determination, (d)

exhibited professional will and personal humility, (e) had the ability to know what to do

to affect change, (f) exuded an aura of discipline, (g) were willing to confront what was

not working, (h) strived for a successful school, and (i) understood "first who. . . then

what" (p. 5). Each characteristic will be explored more in depth.

   Building relationships was identified by Gray and Streshly (2008) as the most

common characteristic of the effective principals in their study due to the impact of

relationships among adults and students on school climate and school culture. The relationships among the staff on a school campus leads either to a culture where collaboration is supported or discouraged. DuFour and Eaker (1998) and Lezotte and Synder (2011) asserted that collaboration that focuses on student learning was common in effective schools. Building relationships requires school principals to engage staff in conversations about curriculum and instruction, promote professional learning communities, engage staff in shared decision making, and eradicate teacher isolationism (Gray & Streshly, 2008).

Effective school principals, according to Gray & Streshly, 2008), maintained humility and exerted a high degree of professional will. The personality traits of the principals interviewed by Gray and Streshly ranged from placid and calm to energetic and unreserved; however, humility was displayed by a majority of the principals. The principals interviewed regularly attributed the success of the school to the staff and were quick to recognize others for outstanding accomplishments. The principals showed bravery by addressing high priority issues immediately and had the will to confront the many difficult situations principals are confronted with daily. By comparison, less effective principals interviewed frequently took steps to avoid controversial situations or making divisive decisions, according to Gray and Streshly (2008). Communicating the school's priorities, buffering the school staff from needless distractions (within the school, by the school district or from external entities), praising and recognizing others, and avoiding being presumptuous were ways that effective principals exhibited humility and professional will.

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Effective principals exhibited determination and resolve to accomplish the priorities of the school (Gray & Streshly, 2008). Principals exhibiting resolve and determination were observed to have an intense focus on student achievement results. They were relentless in promoting and clarifying the vision of the school and working to bring the vision to fruition. Principals accomplished this by devoting time persuading staff that the school vision was worth pursuing, convincing staff that the school goals were attainable, and confronting staff members who were reluctant or refused to implement strategies or programs previously agreed upon by the staff. In contrast, less effective principals wavered when their resolve was tested and accepted excuses from staff for why goals could not be accomplished (Gray & Streshly, 2008).

Effective principals knew what was necessary to accomplish the goals and priorities of the school and were able to clearly articulate them to all stakeholders (Gray & Streshly, 2008). Effective principals identified programs, strategies, practices, and events that promoted student learning and ensured that they thrived. Effective principals also identified programs, strategies, practices and events that did not promote student learning and eliminated them. This enabled resources to be concentrated in fewer areas; thus, goals were accomplished efficiently, according to Gray and Streshly (2008). Less effective principals were not able to mobilize resources to effectively and efficiently accomplish goals.

Acknowledging negative facts was another common characteristic among effectively principals discussed by Gray and Streshly (2008). Effective principals analyzed all facets of a school from student achievement to school safety, acknowledged

problems uncovered, formulated plans to address problems, and focused necessary

resources on overcoming the problems. Less effective principals avoided acknowledging

problems or areas of improvement and believed that the status quo could not be changed

(Gray & Streshly, 2008).

Effective principals created an atmosphere of discipline among staff while

promoting and encouraging share decision-making (Gray & Streshly, 2008). Effective

principals expected excellence from the staff and constantly nudged every staff member

towards excellence. Consequently, staff members became focused and obsessed with

excellence and were driven in that they were not easily distracted from achieving

excellence. Effective principals, however, avoided micromanaging staff members;

instead, effective principals empowered them. Less effective principals did not devote

time to promoting a school culture of discipline among the staff.

According to Gray and Streshly (2008), effective principals made the success of

the school the top priority, communicated it often to stakeholders, and never wavered in

their commitment to success. Effective principals found ways to keep staff motivated

and focused on excellence. Effective principals visited classrooms often, providing

feedback on instructional practices to teachers; ascertained from the staff what

professional development was needed; and provided the resources necessary for staff to

grow and perform at a high level (Gray & Streshly, 2008). Hattie (2009) concluded that

student achievement was strongest in school where the principal ensured quality

professional learning was offered and participated in professional learning with teachers.

Less effective principals wanted a successful school but had difficulty articulating what steps were necessary to achieve that goal.

Gray and Streshly (2008) found that effective principals hired and retained effective staff members. Effective principals realized that having determined and self-disciplined teachers was vital to school success. Effective principals not only recruited, hired, and retained effective teachers; they placed them in the positions to best leverage their skills. Effective principals immediately identified less effective teachers at the beginning of the school year, and provided immediate assistance. Those teachers who did not respond to the assistance or resisted the assistance were persuaded to transfer from the school or leave the profession (Gray & Streshly, 2008). Less effective principals transmitted an attitude of helplessness when addressing less effective teachers and tended to accept options to get rid of these teachers as limited and out of their control.

Marzano et al. (2005) identified 21 principal responsibilities through meta-analysis of 69 studies associated with student achievement. Marzano et al. defined meta-analysis as "an array of techniques for synthesizing a vast amount of research quantitatively" (p. 7) that "allows researchers to form statistically based generalizations regarding the research within a given field" (p. 7). Marzano et al. determined from these 69 studies that a .25 correlation existed "between the leadership behavior of the principal in the school and the average academic achievement of students" (p. 10). To understand this .25 correlation, Marzano et al. offered this scenario:

Assume that a principal is hired into a district and assigned to a school that is in the 50th percentile in the average achievement of its students. Also, assume that the principal is at the 50th percentile in leadership ability. We might say that we have an average principal in an average school. (p. 8)

Now assure that the principal stays in the school for a few years. Our .25 correlation tells us that over time we would predict the average achievement of the school to remain in the 50th percentile. But now let's increase the principal's leadership ability by one standard deviation-- from the 50th percentile to the 84th percentile. This increase might have occurred as a result of the principal's attendance at an extended set of courses or seminars on leadership offered in the district. Our correlation of .25 indicates that over time we would predict the average achievement of the to school to rise to the 60th percentile. (p. 10)

The 21 duties are affirming school success and recognizing areas in need of improvement; the willingness to change those areas needing improvement; highlighting the accomplishments of individual teachers; establishing two-way communication with staff and students; establishing a school culture based on a shared beliefs, exhibiting focus and discipline by minimizing distractions that interfere with instruction and never wavering; showing leadership flexibility by using an approach that is best for the current situation; maintaining focus on established school goals and not getting distracted by every new program advertised; has solid beliefs and values about education and works from them; seeks input from staff on important decisions; guarantees teachers are knowledgeable of and use current practices; is active in the development and

implementation of curriculum, instruction, and assessment; stays current on curriculum, instruction, and assessment trends; monitors and give constant feedback to teachers on classroom practices; promotes a culture of innovation among teachers; ensures an orderly learning environment by establishing routines and procedures; engages in community outreach; maintains a strong professional relationship with teachers as well as knowing about teachers' personal interest; supply teachers with appropriate and adequate resources; recognizing and managing the power structures in the school; maintains visibility with all the stakeholders of the school (pp. 42-43). Hattie (2009) confirmed that the 21 principal responsibilities identified by Marzano et al. (2005) were akin to the instructional leadership practices proven to increase student learning found in his 11 meta-analyses involving 491 studies.

Marzano et al. (2005) maintained that a vital effective principal leadership quality exists beyond the previously mentioned 21 principal duties uncovered by meta-analysis. This effective principal leadership quality is the ability of the principal to identify the needs of the school and formulate a plan to address the needs by using proven methods (Marzano et al., 2005) and could be used in initiating needed reforms or providing maintenance. Elmore (as cited in Marzano et al., 2005) claimed that "the downfall of low-performing schools is not their lack of effort and motivation; rather, it is poor decisions regarding what to work on" (p.76). Marzano et al. documented that annually every school, not just low-performing schools, identified areas to improve and developed a plan in order to increase student learning. In order to identify what areas need improvement and what actions are needed to improve achievement, effective principals

used one of two approaches, according to Marzano, et al. (2003). The two approaches were: (1) use of a comprehensive school reform (CSR) model and (2) development of an approach specific to the site (Marzano, 2003, p. 77). CSR models are predesigned models deemed effective by research such as Success for All and Direct Instruction (Marzano et al., 2003). Developing an approach specific to the school site focuses on identifying the particular needs of the school and developing interventions to address the needs, according to Marzano, et al. (2003).

This school specific process focuses on three categories: (a) seven school factors, (b) three teacher factors, and (c) three student factors. The first school factors called for ensuring elements in the curriculum were prioritized and that teachers adhered to teaching the parts of the curriculum that had been given high priority. This was necessary, because most content curriculum is too large to cover in one academic year. Having lofty goals regarding student achievement and providing teachers and students with meaningful feedback was the second school factor performed by effective school leaders according to Marzano et al. (2003). School leaders accomplished this by having routines and procedures in place to track student progress toward mastering standards and providing early interventions to students before, not after, failure.

The third school factor addressed community and parent involvement. Effective principals were found to have worked tirelessly to establish two-way communication with parents and community by using various methods such as newsletters, websites, conferences, and school events. Another element of community and parental involvement focused on recruiting volunteers assisting in areas including tutoring

students, mentor students, and assisting teachers with classroom duties. Such parent and

community support provides schools with added resources to address needs. Marzano et

al. (2003) argued that another element of community and parental involvement centered

on formal opportunities offered by the principal for stakeholders to provide input on

critical decisions

The fourth school factor involved establishing a safe and orderly environment,

asserted Marzano et al. (2005). Principals established routines and procedures in order to

efficiently and effectively address general student misbehavior, developed school-wide

strategies to instill self-control and responsibility in students, and implemented early

intervention programs to identify students capable of violent behavior; thus, disruptions

were minimized (Marzano et al., 2005).

The fifth school factor referred to collegiality and professionalism, according to

Marzano et al. (2005, p. 88). The researchers claimed that when staff collaborated and

functioned as professionals, students achieved more than when this factor was not

present. Effective principals explained expected behavior to the staff, practiced shared

decision making, and provided high quality in-service.

Marzano, Waters, and McNulty (2005) identified three teacher factors:

instructional strategies, classroom management, and classroom curriculum design.

Instructional strategies in this context included researched based strategies that should be

commonly used by all teachers in a particular school. The compilation of these strategies

has been referred to as a teacher "toolbox" of actions designed to be used to address

specific lesson segments such as introducing new material or monitoring student progress

towards a goal (Marzano et al. (2005). Effective principals ensured teachers were knowledgeable of a plethora of researched-based strategies and used them when appropriate.

Classroom management was the second factor. Marzano, Waters, and McNulty (2005) submitted that classroom management is necessary before any quality learning can occur. Rules and procedures must be present and enforced by the teacher. Teachers must work to establish a relationship with the students where the teacher prevails as the authority figure and students feel safe, respected, and challenged. Effective principals ensured teachers maintained classroom management by monitoring classes and providing feedback.

Curriculum design, the third teacher factor, referred to how the teacher decided how to present content to students, taking into account previous knowledge; what strategies were necessary to provide students with the appropriate number of exposures to ensure learning; how to make connections between concepts within the content; and the most effective way for students to apply and prove understanding of the new knowledge (Marzano et al., 2005). Effective principals were knowledgeable in this area and monitored the extent to which teachers developed lesson plans to address this element.

Student factors included home environment, learned intelligence and background knowledge, and motivation (Marzano et al., 2005). Home environment included the support for academic success students receive from parents or guardians, the type of communication that occurs between parents and students regarding school, amount of help with homework, and parenting style, e.g., strict or tolerant. Strict or authoritarian

parenting style yielded the highest academic success, according to Marzano et al. (2005). The researchers discovered that effective principals organized parent workshops that provided parents with strategies about how to effectively communicate with their child about schoolwork, the importance of monitoring homework, and holding the student accountable for academic success (Marzano et al., 2005).

Marzano et al. (2005) maintained that when considering the 21 responsibilities of school principals and the factors necessary to identify the needs of a school, a map of five steps emerged that effective school leaders followed. Effective school leaders: (a) developed a strong leadership team, (b) distributed responsibilities to all members of the leadership team, (c) identified areas that needed to be addressed or maintained, (d) prioritized areas that needed to be addressed or maintained, and (e) aligned the management style of each team member to the areas in need of attention. A principal cannot attend to the 21 responsibilities of an effective leader alone. Effective school leaders assemble a strong school leadership team capable of collectively addressing the 21 responsibilities. This process has often been referred to as "shared leadership" (p. 99). Moreover, shared leadership is established and maintained when a purposeful community is created (Marzano et al., 2003). A purposeful community is defined as "one with the collective efficacy and capability to develop and use assets to accomplish goals that matter to all community members through agreed-upon processes" (p. 99).

Effective school leaders also distributed the 21 responsibilities among members of the leadership team. For example, some members of the leadership team focused on community outreach, and others focused on curriculum, instruction, and evaluation. A

strong leadership team selected the "right" work to which to apply the 21 principal duties to influence student learning (Marzano et al., 2005). In order to increase student learning, areas that have the greatest impact on student learning were chosen and changed. Next, the leadership team identified whether the faculty perceived the changes to be in the first-order change category or second-order change category and planned accordingly (Marzano et al., 2005).

The Wallace Foundation (2012) reported five tasks as being associated with effective leadership: (a) creating a vision that focuses on the success of all students, (b) establishing a safe environment for students and an environment that promotes collaboration among the staff, (c) utilizing shared decision making, (d) focusing on improving instruction, and (e) leveraging resources, information and procedures. Effective principals, according to The Wallace Foundation (2012), established high expectations for all students and convinced staff to focus on meeting those goals. Effective principals ensured learning was the focus of the school by minimizing distractions, established routines that promoted efficient use of instructional time, and provided time for teachers to collaborate about how to maximize student learning (The Wallace Foundation, 2012). The report also noted that practicing shared leadership was commonly used by effective school leaders. This practice leveraged the collective expertise of individuals, as opposed to one person or a small group of individuals making major decisions. Effective principals focused tirelessly on improving classroom instruction by reducing teacher isolation, providing opportunities for collaboration that focused on improving student learning and classroom instruction, expecting all teachers

to continuously upgrade their skills and knowledge through professional development, and monitoring classroom instruction by visiting classrooms often and providing specific feedback to teachers (The Wallace Foundation, 2012).

Effective principals understood that the principalship requires managing and directing resources in addition to leading. This requires principals to assign staff to positions that are best for student learning, presenting data to staff in ways that are meaningful and can provoke innovative ideas, communicating expectations with clarity, and aggressively working to remove or counseling ineffective teachers to leave the school (The Wallace Foundation, 2012). Lezotte and Snyder (2011) similarly asserted that effective principals developed a vision of what their schools should be and communicated that vision to all stakeholders, assessed the school's progress towards the vision using data, kept discussions focused on teaching and student learning, expected students to learn at high levels, and monitored progress to ensure these efforts increase student achievement.

Lezotte and Snyder (2011) contended that effective schools were led by principals who served as and were viewed by staff and community as strong instructional leaders. These researchers found that effective principals had a profound understanding of effective instruction, established a vision for schools, were able to articulate the vision so all stakeholders understood, and were able to obtain a commitment from all stakeholders to accomplish the vision. Effective principals understood that the title of instructional leader must be earned. Conversely, less effective principals often made the mistake of

assuming that the title of instructional leader automatically came with the authority of the principal position (Lezotte & Snyder, 2011).

Lezotte and Snyder (2011) defined leadership as "the ability to take a followership to a place they have never been and are not sure they want to go" (p. 53). In this context, leadership is "about change" (p. 53). Consequently, effective leaders, in the view of Lezotte and Snyder (2011), brought about change, not by decree, but by leading. This was accomplished by creating a convincing vision, communicating that vision, and establishing trust with stakeholders. Lezotte and Snyder (2011) argued that this created a following that enabled principals to bring about change, and that this constituted leadership.

Additionally, Kouzes and Posner (as cited by Lezotte & Snyder, 2011) identified four leadership qualities that staff members expect from their principals: trustworthiness, competence, forward-looking, and enthusiasm. Effective leaders "say what they mean and mean what they say" (p. 54) Leadership involves, in part, the ability to take followers somewhere they do not necessary want to go. Therefore, effective leaders worked tirelessly to establish and maintain the trust of followers. Effective leaders were competent, especially in the area of instructional, and were confident in their knowledge (Lezotte & Synder, 2011). This is not to say they are all knowing in every area; however, it does mean they were aware of their depth of knowledge, cognizant of gaps in knowledge, and knew who to turn to get the knowledge that they needed (Lezotte & Synder, 2011). Effective leaders were forward-lookers in that they had the skill to prepare followers for future demands, changes, and initiatives (Lezotte & Snyder, 2011).

Effective leaders stayed abreast of research pertaining to schools and pending policies

that may have future implications for schools, all in an effort to ensure their school was

prepared for changes (Lezotte & Snyder, 2011). Effective leader were enthusiastic about

the school, initiatives, and the potential of the school (Lezotte & Snyder, 2011). This

enthusiasm was necessary to keep morale high since the everyday challenges faced by all

school employees can become discouraging.

<u>Principal Preparation Programs</u>

According to the Education Development Center (2009), principal preparation

programs throughout the nation were undergoing scrutiny and reform in an effort to

increase student learning. This increased emphasis on preparation was due to the belief

of researchers such as Bottoms and Fry (2009) that principals can influence elements in a

school, i.e., school culture, curriculum and instruction, and professional collaboration

among staff, that most influence student learning.

The Wallace Foundation (2008) declared that there was no best formula for

preparing principals "given the range of challenges leaders confront daily in the nation's

estimated 106,000 public elementary and secondary schools" (p. 5). In its 2008 report,

however, four concepts that can help shape principal preparation programs in order to

train aspiring principals to meet the ever-increasing demands of the principalship.

The first concept was that admission to principal preparation programs should be

highly competitive, provide participants with knowledge to assess and improve

instruction, focus on meeting the needs of local school districts, and require participants

to complete a meaningful principal internship that allows participants to apply what they have learned in the program. The second concept supported continued mentoring and professional development for participants after becoming a principal. The third concept addressed the need for a commitment from the organization sponsoring the principal preparation program to adequately fund the program and to offer proven professional development. The fourth and final concept was that program administrators need to lobby district, state, and national policy makers to improve the conditions under which principals are expected to work. Much has been written about the first three concepts and has been addressed, to some extent, in this review of the literature. The fourth concept is deserving of further explanation.

Many principals in 21st century schools have found themselves inundated with increasing administrative paperwork and regulations required by district, state, and national entities, and their available time for helping teachers improve instruction has been negatively impacted. The Wallace Foundation (2008) advocated for principal preparation program administrators to lobby policy makers to streamline paperwork or eliminate redundancy of paperwork and regulations to allow more time for principals to focus on improving instruction.

From 2005-2008, the SREB (2009), Tennessee State Board of Education, and two Tennessee universities worked together to revamp educational leadership preparation for Tennessee institutions. The result was an educational leadership program designed around seven components: (a) school district and university partnership, (b) highly competitive selection process, (c) rigorous practicum experience, (d) courses designed to

prepare principal candidates to increase learning by energizing all students, (e) a support

system in the form of a cohort program structure, and (f) a state mandate and state policy

supported by multiple entities to revise principal preparation programs (p. 3).

Consequently, SREB (2009) branded six components of the revamped Tennessee

educational leadership preparation program as vital to an effective program: (a) a joint

venture between school districts and universities, (b) an intense recruitment and selection

process, (c) courses that focus on curriculum, instruction, motivating students, and

leading change, (d) a demanding principal internship that allows candidates to interact

with school staff to problem solve, (e) time with a proven mentor and (f) a cohort

program structure that allows for collaboration with peers (p. 1).

A joint venture between school districts and universities provides universities

access to quality candidates who are dedicated to becoming future school leaders, thus

maximizing the efficient use of limited financial resources, according to SREB (2009).

Furthermore, a partnership can result in principal internship support of universities

(theory and research) and school districts (practice). Browne-Ferrigno (2001) described a

partnership in this context as a collaborative relationship between school districts and

universities whereas both are equally vested in the common effort of principal

preparation; equally accountable; and maintain frequent, open and honest dialogue

focused on continuous improvement of the program.

Most principal preparation programs allow candidates to self-select and according

to SREB (2009) diverts "resources away from preparing candidates with high potential to

become leaders who can succeed" (p. 4). Aggressively recruiting and using an intense

selection process, ensures that finite resources such as time and finances are devoted to candidates who are most driven to become future school leaders (Brown-Ferrigno, 2011; SREB, 2009). According to SREB, a rigorous selection procedure might include a selection committee consisting of both school district and university personnel. The committee would use a multiple step process to narrow the pool of candidates to a group of finalists. The candidates' strengths and weaknesses would be compared to pre-established metrics at each step. Finalists would also be required to make "both a private and public commitment to the program" (p. 4). SREB (2009), like other researchers and authorities on principal preparation, reported that a principal internship is the focal point of any principal preparation program (Brown-Ferrigno, 2011; Education Development Center, 2009). SREB (2009) further advocated (a) for the duration of principal internships to hinge on participants' meeting competencies, not on a required number of hours and (b) for course requirements to be tailored around the needs and interests of principal internship participants. Principal internships should provide opportunities for participants to observe effective leadership in practice, take an active leadership role on an effective leadership team, and finally engage in leadership to impact student learning (Education Development Center, 2009; SREB, 2009).

Future instructional leaders, according to SREB (2009) must be prepared to be instructional leaders. Thus, university classes must provide participants with knowledge on "curriculum and instruction and organizational change" (p. 7). Characteristics of mentors should include being an effective leader, possessing the skills necessary to impart expertise to the mentee, and the ability to form a professional relationship with the

mentee. SREB advocated for a cohort program structure to enrich the experience of participants by increasing collaboration and peer support opportunities for participants.

<div align="center">Florida State Board of Education Rule 6A-5.080</div>

The Florida's Race to the Top (RttT) Teacher and Leader Preparation Implementation Committee (TLPIC) met in May 2011 to amend the existing Florida Principal Leadership Standards to align with current research on effective school leadership (Florida Department of Education, 2005b). TLPIC used the research of Dr. Douglas Reeves and Dr. Raymond Smith from The Learning Leadership Center in Englewood, Colorado to produce a draft of the 2011 Florida Principal Leadership Standards. The draft was presented to representatives from universities, school districts, and other partners for the purpose of receiving feedback. The Florida Department of Education and the TLPIC analyzed the feedback, made revisions, and then held rules development sessions with various stakeholders to collect additional feedback on the pending revisions (Florida Department of Education, 2005b).

Once revisions were made, the draft was forwarded to the Florida Commissioner of Education for final review and revision prior to being presented to the State Board of Education. The State Board of Education adopted the document in 2011, officially revising School Board of Education Rule 6A-5.080 to reflect the 2011 Florida Principal Leadership Standards (Florida School Leaders, 2006).

With the adoption of Florida State Board of Education Rule 6A-5.080, the 2011 Florida Principal Leader Standards became the standards to be met by all state recognized

leadership programs, school district principal preparation programs, principal evaluation systems, Florida Educational Leadership Examination (FELE), and leadership professional learning (Florida Department of Education, 2005b).

<u>2011 Florida Principal Leadership Competencies</u>

The 2011 Florida Principal Leadership Standards consist of 10 standards organized around four domains: (a) student achievement, (b) instructional leadership, (c) organization leadership, and (d) professional and ethical behavior (Florida School Leaders, 2006). Each domain contains one or more standards that address an element of the domain and key descriptors which are the actions principals must take to meet the standard. The specificity of the new standards results in a common understanding and provides a common language, reducing ambiguity and individual interpretation of the new standards.

Domain 1 is Student Achievement. This includes the principal taking steps to ensure student learning goals are met and student learning is a top priority of the school staff. Principals can demonstrate effectiveness in this domain by ensuring the school's learning goals are aligned with the state standards, student assessment results on district and state assessments improve year to year, school staff is focused on student learning, the school environment is conducive to student learning, faculty has high expectation of all students, and faculty is committed to closing the achievement gap among various subgroups (Florida School Leaders, 2006).

Domain 2 is Instructional Leadership. This domain emphasizes Instructional Plan Implementation, Faculty Development, and Learning Environment. Principals would demonstrate effectiveness in the Instructional Plan Implementation by using various types of assessment data that measure student understanding of the state standards and using that data to develop a plan to focus resources on areas of need. Faculty Development requires principals to hire, keep and develop faculty by aligning professional learning to the school improvement goals and monitoring to ensure professional learning is transferred into classroom practice. Principals must also identify instructional delivery deficiencies within the school and offer professional learning to address the needs. They must ensure adequate time and development for faculty to collaboration on ways to increase student achievement. Principals must establish a learning environment in which optimal learning can take place. Principals meeting this standard ensure that schools are safe for students, free of disruptions, and feel welcoming to diverse student populations. Principals demonstrate this by ensuring that schools are safe and student centered, work to develop procedures to motivate students to improve, develop initiatives that take in account the cultural diversity and development level of students to improve their welfare (Florida School Leaders, 2006).

Domain 3 is Organization Leadership. Components included in this domain are Decision Making, Leadership Development, School Management, Communication, and Professional and Ethical Behaviors. For decision-making, principals use data and facts as part of the decision-making process to accomplish the goals and vision of the school, focuses on decisions that affect student learning and teacher effectiveness, and uses

technology to gather information that informs better decisions. Principals engage in leadership development by developing potential leaders, delegating, and maintaining a supportive relationship with stakeholders.

The School Management standard requires principals to focus time and fiscal resources on areas that most increase student learning. This includes establishing and enforcing deadlines, ensuring activities are planned with the purpose of supporting student learning, and allocating limited financial resources to areas that have the greatest impact on student learning. Principals demonstrating the Communication standard use two-way oral, written, and electronic communication to collaborate with all stakeholders to accomplish school goals. This includes recognizing staff and students for accomplishments, being visible on campus and in the school community, and communicating expectations clearly and concisely expectation to staff and students. (Florida School Leaders, 2006).

Domain 4 is Professional and Ethical Behavior. Principals effectively demonstrate this domain by using feedback provided on previous evaluations to improve their leadership skills, participating in professional learning that is aligned to the needs of the school, displaying resiliency when barriers arise and maintaining focus on school goals, and abiding by the Code of Ethics which is displayed in Appendix H (Florida School Leaders, 2006).

School District A's Preparing New Principals Program (PNPP)

      School District A's Preparing New Principals Program (PNPP) has been designed to prepare newly appointed assistant principals and assistant directors of vocational schools for principalships and directorships and has been documented in the *Human Resources Management and Development Plan* (Orange County Public Schools, 2008). In the state of Florida, this is considered a Level II principal preparation program that each school district must provide and is a requirement to receive state certification as a School Principal (Florida Department of Education, 2013). In contrast, Level I certification is the initial requirement all aspiring principals must meet before becoming a school principal. Level I certification can be obtained at approved colleges and universities (Florida Department of Education, 2013).

      Participants must complete the Preparing New Principals Program within five years. According to the plan, average completion time for participants is two to three years. A one-year abbreviated version of the program is offered to participants serving in an interim principal or interim director role (Orange County Public Schools, 2008). Completers of the PNPP are eligible to apply for school principal certification.

      Participants are administered an educational leadership assessment at the beginning of the program which measures participants' understanding of instructional leadership. Participants scoring above 70% maybe exempted from certain training. A leadership team consisting of the school district superintendent, area superintendent, PNPP supervisor, PNPP coach, and the Senior Director of Professional Development Services is assembled for each PNPP participant. The PNPP addresses preparation in

three major areas: (a) professional learning, (b) designing and implementing a leadership development plan, and (c) an eight-week principal internship (Orange County Public Schools, 2008).

The professional learning component of the PNPP consists of experiences related to instructional leadership, building community, and technical training specific to the school district. Instructional leadership is designed to develop leadership skills in participants to increase instructional effectiveness. These skills include: increasing instructional effectiveness of all teachers, monitoring the success of all students, ensuring instruction is focused on standards, and holding faculty accountable for student learning (Orange County Public Schools, 2008).

Professional learning in the area of building community focuses on engaging all school stakeholders in collaboration and decision making to increase student learning, hiring staff that fit the particular needs of the school, developing awareness of self and others to the specific demographics of the school, and effectively interacting with media (Orange County Public Schools, 2008). Technical development is devoted to providing participants with knowledge about successfully using systems, procedures, and processes specific to School District A. This includes completing and managing a school budget, obtaining student achievement data from various school district systems and using the information to improve student learning, effectively using the teacher and staff evaluation systems, and successfully implementing the school district's contract with instructional personnel and classified personnel (Orange County Public Schools, 2008). Table 2

contains a summary of the three major areas of PNPP professional learning and the areas

addressed therein.

Table 2

Summary of Preparing New Principals Program

Instructional Leadership	Building Community	Technical
Conferencing Skills for Leaders	Ethical Leadership	Budget
Expert Leaders' Series	Facilitative Leadership	Teacher Assessment System
Leadership for the Differentiated Classroom	Interviewing and Hiring Practices	Master Schedule
Classroom Walkthroughs	Media Relations	Data Analysis
Schools that Learn	Problem Solving and Decision Making	Orientation to Employee Relations
Strengthening Personnel Assessment	Professional Learning Protocol	
ESOL for Administrators	Diversity	
Instructional Leadership Dialogues	Ruby Payne Training	

Source: Orange County Public Schools (2008).

Leadership Development Plan

The Leadership Development Plan is designed to provide participants

opportunities to demonstrate the Florida Leadership Standards (Orange County Public

Schools, 2008). Participants initiate the plans by working with their principals and PNPP

supervisors to identify a need at the school based on data analysis. Participants then

identify one or two Florida Leadership Standards around which the plan is developed.

The goal of the plan is to help participants practice problem-solving. The format of the

plan is such that it takes approximately one year to complete.

Principal Internship

The principal internship provides the participants with an opportunity to assume

all the responsibilities of the principalship for a period of two months (Orange County

Public Schools, 2008). At the conclusion of the principal internship, the participants are

required to administer a survey soliciting feedback from faculty and staff as to their

perceived leadership effectiveness.

While in the PNPP, participants complete a series of program requirements in

addition to the formal training required for the instructional leadership, building

community, and technical training components. Participants job shadow two different

principals each year until the PNPP is completed (Orange County Public Schools, 2008).

Each job shadow experience must be summarized in writing and reflected upon by the

participants. PNPP participants are also required to complete three instructional

leadership dialogues each year while in the program, and participants conduct a yearly

faculty survey while in the program to monitor how the faculty perceive the participant as

leader. Each participant must attend a yearly monitoring meeting with a designee of the

Senior Director for Professional Development to discuss progress towards completing the

Leadership Development Plan and the PNPP. (Orange County Public Schools, 2008).

Participants are required to complete a series of Educational Leadership

Assessment base-line tests in order to receive feedback on leadership skills. Each

participant receives a report providing individual results as well as group, district , and

national comparison (Orange County Public Schools, 2008). This feedback is then used

to customize components of the PNPP to meet the specific needs of participants. PNPP

participants store all program documents in an electronic portfolio which can be accessed

by members of the participant's leadership team.

Summary

The results of a 2010 Wallace Foundation survey administered to school district

administrators, school policy makers, and others indicated that improving school

leadership was second only to improving teacher quality as the most important issue

(Wallace Foundation, 2012). In fact, school leadership ranked higher on the survey in

term of importance than did "dropout rates, STEM (science, technology, engineering, and

math) education, student testing, and preparation for college and career (The Wallace

Foundation, 2012, p. 3). Thus, literature reviewed in this chapter addressed the

leadership qualities of effective principals as well as the characteristics of effective

principal preparation programs. Also reviewed was the impact of the Florida State Board

of Education Rule 6A-5.080, the creation of the revised 2011 Florida Principal

Leadership Standards, and (e) the principal preparation program used by School District

A which was the focus of this research.

CHAPTER 3
METHODOLOGY

Introduction

This chapter provides a detailed description of the methods and procedures used to conduct the study. As recommended by Lunenburg & Irby (2008), the chapter contains the following four sections: (a) selection of participants, (b) instrumentation, (c) data collection, and (d) data analysis followed by a summary.

Purpose of the Study

The purpose of this study was to measure the extent to which supervising principals perceived completers of School Districts A's Preparing New Principals Program from 2008-2011 were prepared to meet the demands of the 2011 Florida Principal Leadership Standards. Program completers qualify for Level II certification as a School Principal, which is beyond the Level I Educational Leadership certification that is required to become an assistant principal. This study was also conducted to determine if the free/reduced-price lunch percentage of a school and the leadership level (elementary, middle, high school, technical) affected the components and constructs supervising principals perceived as having the greatest influence on the success of the principal. The methodology used to answer the research questions is described in this chapter.

The Target School District

The target school district in this study had 122 elementary schools, 34 middle schools, 19 high schools, three K-8 schools, and four exceptional education schools. The student racial and ethnic distribution was 62% white, 30% black, 4% Asian, 3% Multi-cultural, 1% Alaska Native, 34% Hispanic, and 66% Non-Hispanic. Students in School District A represented 212 countries and spoke 160 languages. Total student enrollment as of October 2011 was 180, 307 as of October 2011. The school district employed 21,733 workers. This included 12,747 instructional personnel, 7,578 classified employees, and 900 administrators, 397 of which were employed at the district level, 454 at the school level, and 49 at the technical school level (Orange County Public Schools, 2011b).

Selection of Participants

The target population for this study was all the principals and former principals who supervised an assistant principal who completed School District A's Preparing New Principals Program between 2008 and 2011 and now qualify for Level II certification in Florida. Names of principals in the target population were provided to the researcher by School District A, and the entire population was invited to participant in this study; thus, no selection process was used. The population in this study consisted of 55 current and former principals in School District A who supervised at least one assistant principal who completed the PNPP between 2008 and 2011. Seven of the principals supervised more than one assistant principal between 2008 and 2011. Two of the seven supervised three

assistant principals who completed the PNPP during the 2008-2011 time frame, and one

principal supervised five assistant principals. Participants who supervised multiple

assistant principals were asked in the first survey notification to select one assistant

principal and complete the survey accordingly. A total of 48 of the principals who

supervised one or more assistant principals who completed the PNPP between 2008

and2011 responded to the survey. Of the 44, 25 of the study participants were

elementary school principals, 14 were middle school principals, and 14 were high school

principals. Table 3 displays the number and percentages of potential and actual

supervising principal respondents to the survey.

Table 3

Supervising Principals: Potential and Actual Respondents

	Potential Respondents (N = 55)		Actual Respondents (N = 44)	
Level	n	%	n	%
High School	11	20	16	36.4
Middle	13	24	12	27.3
Elementary	31	56	12	27.3
Alternative	0	0	1	2.3
District	0	0	3	6.8

Note. Total may not equal 100% due to rounding.

<u>Instrumentation and Data Collection</u>

Supervising Principal Perceptions of Preparing New Principals Program Completers Survey

The Supervising Principal Perceptions of Preparing New Principals Program Completers Survey that was used in this study was adapted from a survey developed by Pelletier, a doctoral candidate in Educational Leadership at the University of Central Florida, with her permission (Appendix D). The content of the survey was developed based on the components of School District A's Preparing New Principals Program and the 2011 Florida Principal Leadership Standards. Basic demographic and background information was included in the survey. The adapted survey used in this study was reviewed by experts in the field including the researcher's faculty advisor at the University of Central Florida, the Director of Accountability and Assessment of the school district for which this study was conducted, and an Associate Professor and a Visiting Assistant Professor in the School of Teaching, Learning and Leadership at the University of Central Florida.

The survey used in this study had three sections. Section 1 was used to gather demographic information from the participants that included the year in which their assistant principal completed the PNPP, the number of years it took the assistant principal to complete the PNPP, years of administrative experience of the participants, leadership level of the participants, and the free and reduced-price lunch percentage of the participants' schools. Section 2 addressed the 2011 Florida Principal Leadership

Standards and asked the participants to indicate their level of agreement as to how well

prepared their assistant principals who completed the PNPP between 2008 and 2011 were

to meet those standards using a 5-point Likert-type scale where 5 = Strongly Agree, 4 =

Agree, 3 = Disagree, 2 = Strongly Disagree, and 1 = No Opinion. Section 3 of the survey

consisted of the 2011 Florida Principal Leadership Standards and asked the participants

to indicate their level of agreement using the same 5-point Likert-type scale as section 2

as to how each standard contributed to increasing student achievement.

To minimize confusion, two statements were inserted at the top of each page in

Sections 2 and 3 as appropriate to alert participants to the specific questions being asked.

In Section 2, the following statement was inserted at the top of each page: Please

indicate your level of agreement with how well the assistant principal you supervised

who completed the PNPP from 2008-2011 is prepared to demonstrate the following. In

Section 3, the statement that was inserted at the top of each page was "Based on your

experiences, please indicate your level of agreement with how each of the following

contributes to your success as a school principal."

Sections 2 and 3 survey items were grouped based on the domains of the Florida

Principal Leadership Standards: student achievement, instructional leadership,

organizational leadership, and professional and ethical behavior. Table 4 presents the

alignment of question stems by section, domains, and items contained in each section.

Table 4

Alignment of Survey Sections, Domains, and Survey Items

Survey Section	Domains	Survey Items
Section 2. Please indicate your level of agreement with how well the assistant principal you supervised who completed the PNPP from 2008-2011 is prepared to demonstrate the following:	Student Achievement	6-11
	Instructional Leadership	12-28
	Organizational Leadership	29-49
	Professional and Ethical Behavior	50-55
Section 3. Based on your experience, please indicate your level of agreement with how each of the following contributes to increasing student achievement:	Student Achievement	56-61
	Instructional Leadership	62-78
	Organizational Leadership	79-99
	Professional and Ethical Behavior	100-105

Section 4 consisted of two open-ended questions which allowed participants to offer additional information about principal preparation that may not have been ascertained from their responses in Sections 2 and 3. Section 4 also offered the participants an opportunity to volunteer to be interviewed by the researcher in order to share additional information about principal preparation.

After receiving approval to conduct the research from the Institutional Review Board of the University of Central Florida, an initial email was sent to the 55 principals or former principals whose names were provided by School District A as supervisors of

assistant principals completing the PNPP from 2008 to 2011. According to Krathwohl (2009), notifying participants in advance and sending reminders to participants generally increases the number of participants who complete surveys. To maximize the completion rate of the online survey, the researcher used a five-step email notification procedure. All notifications are contained in Appendix G.

The first email sent to participants introducing the study indicated that a second email would arrive in a few days requesting participation in a study designed to provided School District A with information about its Preparing New Principals Program and explained why they were selected to participate in the study. The email also contained two attachments: (a) a copy of the approved Research Approval Form from School District A and (b) a list of PNPP completers between 2008 and 2011.

Two days after the initial email was sent to participants, the second notification was distributed to participants via email containing the same two attachments. It explained the purpose of the study, how the data from the study might be used by School District A, the approximate amount of time it would take to complete the online survey, and that participation was voluntary. Participants were also provided with contacts to answer questions regarding the survey and the survey link.

Five business days after the second notification, a third notification was sent reminding participants of the previously sent email. Those who had not completed the survey were encouraged to do so using a provided survey link. Because the online survey was anonymous and the researcher had no way of knowing the identities of participants who had completed the survey, all reminder emails were sent to all survey participants.

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A fourth reminder referencing previous notifications was sent to all participants 10

business days after the third reminder. It reminded principals of the purpose of the study,

encouraged them to complete the survey that day, and included the survey link. A fifth

notification, which provided the closing date of the survey, was sent to all principals five

business days after the fourth reminder, once again reminding them of the significance of

their participation in the study. These procedures yielded a return rate of 85%. Of those

surveyed, 27 completed the survey and nineteen participants partially completed the

survey. The responses of the nineteen partially completed surveys were used in the data

analysis for this study. This resulted in a final usable return rate of 84%.

SurveyGizmo, a commercial online survey provider, was used to collect and store

all survey data. Data stored in SurveyGizmo was password protected with only the

researcher having access to the account. The data were downloaded from SurveyGizmo

into the *Statistical Program for Social Sciences* (SPSS) version 20.0 software program

for analysis.

Interviews

Six of the survey completers volunteered to be interviewed and provided

additional information about principal preparation. The volunteers provided their contact

information in the form of an email address by entering it into one of the open-ended

questions in section 4 of the survey. The five volunteers were contacted by e-mail

(Appendix H) to verify their interest in participating in an interview and to ascertain

whether they preferred a face-to-face interview, telephone interview, online interview

using commercial voice communication software, or email interview. All five affirmed

they preferred an email interview. Two interview questions were developed by analyzing

the results of the open-ended questions found in Section 4 of the survey, grouping them

by theme, and prioritizing each theme by frequency. The researcher's university advisor

reviewed the questions for readability. Participants were sent an email (Appendix I)

reminding them of the purpose of the study, to review the attachment containing a list of

required PNPP professional learning experiences prior to answering the interview

questions.

      According to Krathwohl (2009), face-to-face, email, and telephone interviews are

all valid interview techniques. He explained that email and telephone interviews are less

costly than face-to-face interviews because there is no travel involved by either the

researcher or the respondent and the possibility of facial expressions and body language

of the researcher influencing the respondents' answers is eliminated. However,

Krathwohl reported that face-to-face interviews generate momentum that leads to

answers that are more complete than either email or telephone interviews.

<u>Data Analysis</u>

Quantitative Data

      After the online survey was closed, data obtained using Survey Gizmo, a

commercial online survey provider, was downloaded into SPSS version 20.0. All

quantitative data were analyzed using SPSS. Following is an explanation of the statistical tests used to answer each research question.

Research Question 1 examined supervising principals' perceptions of how well their assistant principals who completed the PNPP from 2008-2011 were prepared to meet the 2011 Florida Principal Leadership Standards. Survey items 6-55 were analyzed to answer this research question. Descriptive statistics were used to calculate the mean, median, mode, and standard deviation for survey items 6-55.

Research Question 2 was developed to determine if the leadership level (elementary, middle, high school) of the survey participants had any effect on the 2011 Florida Principal Leadership domain perceived to increase student achievement. The mean score for each domain was analyzed using analysis of variance (ANOVA) to answer this research question.

The leadership levels of the survey completers (elementary, middle and high school) served as the independent variables. The 2011 Florida Principal Leadership Standards was the dependent variable. An alpha level of .05 was used to determine significance.

Research Question 3 queried respondents as to whether principals' ratings of importance of the Florida Principal Leadership Domain varied by the free/reduced-price lunch percentage of the survey participants' schools. The analysis of variance (ANOVA) of the mean score for each domain was used to answer this question. To determine significance, an alpha level of .05 was used.

The purpose of Research Question 4 was to determine if which of the 2011

Florida Principal Leadership Standards was perceived by the survey completers as

increasing student achievement more than others. Survey items 56-105 were analyzed to

answer this research question. The researcher computed the mean, median, mode, and

standard deviation to analyze this question.

Qualitative Data

The purpose of the interviews was to ascertain from participants what additional

information they believed to be important to principal preparation in meeting the 2011

FPLS. The researcher coded all responses by organizing and categorizing responses.

The Microsoft Word search feature was used to find the most frequently used words as

well as words that indicated a causal relationship, e.g., "because," "since," "as a result,"

or conditional relationships such as "if," "or," and "instead of" (Krathwohl, 2009, p.

315). Krathwohl identified this procedure as a viable technique to determine themes.

Krathwahl (2009) referred to this process as data reduction and asserted it to be necessary

when analyzing qualitative data in order to select "what is important from the rest" (p.

314).

Summary

The methodology used to conduct the study has been described in this chapter.

The selection of participants was explained, the instrumentation used to collect data was

discussed, and the data collection protocol was explained for both quantitative and

qualitative data. The statistical tests used to analyze the responses of each research

question were also delineated. Chapter 4 contains an analysis of the data, and Chapter 5

presents a summary, discussion, and recommendations.

CHAPTER 4
ANALYSIS OF DATA

Introduction

This chapter presents the results of the analysis of survey data in support of the

four research questions that guided the study. Also included is the analysis of data

obtained in interviews conducted to ascertain additional information from participants

regarding principal preparation. As recommended by Lunenburg & Irby (2008), the

chapter contains the following four sections: (a) purpose of the study, (b) demographics

of the survey completers, (c) the testing of the research questions, (d) additional analysis,

(e) and a summary (p. 209).

Purpose of the Study

The purpose of this study was to measure the extent to which supervising

principals perceived completers of the Preparing New Principals Program from 2008-

2011 were prepared to meet the demands of the 2011 Florida Principal Leadership

Standards. PNPP completers are eligible for certification as a School Principal, which is

a qualification all Assistant Principals must have before becoming a school principal.

This study was also conducted to determine if the free/reduced-price lunch percentage of

a school and the leadership level (elementary, middle, high school, technical) affected the

components and constructs supervising principals perceived as having the greatest

influence on the success of the principal. Findings from this study will be presented to

the school district to assist in revising the school district's Preparing New Principals Program to meet the demands of the 2011 Florida Principal Leadership Standards.

Demographics of the Survey Completers

This section presents the descriptive data of the survey completers. Of the 55 principals surveyed, 84% responded (N = 46). It must be noted that not all respondents answered every survey item. Data gathered from the survey were used to develop a profile of the survey completers that included leadership level. These data are presented in Table 5. The findings indicated that 17 (38%) of the assistant principals on which the survey responses were based completed the PNPP in 2008, the earliest year for which the survey results were based, 41 (89%) of the assistant principals completed the PNPP in three years or less, 42 (91%) of the principals who took the survey had more than six years of experience as a principal. Additional findings revealed 24 (54%) of the respondents were either a middle school principal or a high school principal and 31 (68%) of the respondents were principals at schools with a free/reduce lunch population 51% or higher. This indicated that the majority of the respondents were principals at schools with a free/reduced lunch percentage higher than 51%, indicating that the population served by a majority of these principals were serving at schools that were among the less affluent in the school district.

Table 5

Demographic Data for Supervising Principals of Preparing New Principals Program Completers (N = 46)

Descriptor	Frequency	Percentage
Assistant principal's year of program completion		
2008	17	38
2009	6	13
2010	13	29
2011	9	20
Assistant principal years to complete program		
2 or less	18	39
3	23	50
4	3	7
5 or more	2	4
Supervising principals' years in administrative position		
0-1	3	7
2-4	0	0
5-6	0	0
More than 6	42	91
Supervising principals' school assignment level		
Elementary	16	36
Middle school	12	27
High school	12	27
Alternative school	1	2
Vocational/technical school	0	0
Non-school based administrator	3	7
Schools' percentage of free/reduced lunch		
Less than 50%	12	26
51% to 64%	8	17
65% to 74%	9	20
75% to 84%	5	11
85% or higher	9	20
Not applicable	3	7

Research Questions

In 2011, the state of Florida adopted the 2011 Florida Principal Leadership Standards, requiring all school districts to revise principal preparation programs to meet the demands of the new standards. In an effort to determine how well School District A's PNPP prepared completers from 2006-2011 to meet the new standards the following research questions were used to guide the study.

Research Question 1

To what extent, if any, do principals perceive that the Preparing New Principals Program completers from 2008- 2011 meet the 2011 Florida Principal Leadership Standards as measured by the Preparing New Principals Program Survey?

In order to answer this research question, descriptive statistics were calculated for survey items 6-55 and sorted by the four leadership domains within the 2011 Florida Principal Leadership Standards (FPLS). For each question, Strongly Disagree corresponded to a value of 1 and Strongly Agree corresponded to a value of 5. No Opinion was represented by the center value of 3. Therefore, a mean value of 4.35 represented an average response between Agree and Strongly Agree. A 95% confidence interval was used as part of the statistical analysis to provide the true accuracy of the mean (Lomax 2007). The four leadership domains within the 2011 FPLS are (a) student achievement, (b) instructional leadership, (c) organization leadership, and (d) professional and ethical behavior.

Table 6 presents the descriptive statistics for principals' perceptions of assistant principals' preparedness to meet the 2011 Florida Principal Leadership Standards in the

student achievement domain. Respondents were asked to indicate their level of

agreement (Strongly Disagree, Disagree, Agree, Strongly Agree, No Opinion) with

survey items 6-11 which addressed standards related to student achievement. A total of

43 (93%) principals responded to the Student Achievement survey items. The majority

of principals selected Agree or Strongly Agree for every standard. Generates high

expectations for learning growth by all students received the highest percentage of

Strongly Agree ratings (66%) while engage faculty/staff in closing performance gaps

among subgroups received the lowest percentage of strongly agree ratings (19%). The

school's learning goals are based on the state's adopted student academic standards and

the district's adopted curricula and student learning results are evidenced by the student

performance and growth on statewide assessments; district-determined assessments that

are implemented by the district under Section 1008.22, F.S.; international assessments;

and other indicators of student success adopted by the district and state both received the

highest percentage of Strongly Disagree ratings (5%). This finding may indicate a lack

of understanding of these two standards by the principals.

Table 6

Principals' Perceptions of Assistant Principals' Preparedness to Meet the 2011 Florida Principal Leadership Standards:
Student Achievement Items 6-11 (N = 43)

Item	Survey Stem	Strongly Disagree f (%)	Disagree f (%)	Agree f (%)	Strongly Agree f (%)	No Opinion f (%)
6	Ensure learning goals based on state standards and district curricula.	2(5)	1(2)	17(40)	23(55)	0(0)
7	Ensure learning results based on performance and growth on student assessments.	2(5)	4(10)	15(36)	21(50)	0(0)
8	Enable faculty/staff focus on student learning.	0(0)	1(2)	13(32)	26(62)	1(1)
9	Maintain supportive school climate.	0(0)	2(5)	13(31)	26(62)	1(2)
10	Generate high expectations.	1(2)	0(0)	10(24)	27(66)	3(7)
11	Engage faculty/staff in closing performance gaps among subgroups.	1(2)	4(9)	18(43)	19(45)	0(0)

Table 7 contains the perceptions of principals as to how well 2008-2011 completers of the PNPP are prepared to meet the standards within the Student Achievement domain of the 2011 FPLS. The response rate for the survey items that comprised Student Achievement ranged from 41 (89%) to 43 (93%). As shown in Table 7, the mean for each item ranged from 4.17 to 4.51, and the standard deviation for each item ranged from .67 to 1.15, indicating the scores for the items in this domain tended to be closely grouped. In other words, there was agreement among the principals that they perceived that PNPP completers were prepared to meet the Student Achievement standards of the 2011 FPLS. The results indicated that principals perceived that PNPP completers were best prepared to generate high expectations for learning growth by all students ($M = 4.51$, $SD = 0.84$) and maintain a school climate that supports student engagement in learning ($M = 4.50$, $SD = 0.77$).

Conversely, the results indicated that principals perceived PNPP completers were not as prepared to ensure student learning results as evidenced by student performance and growth on statewide assessments; district-determined assessments that have been implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state ($M = 4.17$, $SD = 1.15$). The mean still reflects a positive perception of PNPP preparation for this item. Overall, the supervising principals indicated that PNPP completers were prepared to meet the Florida Principal Leadership Standards for the Student Achievement domain.

Table 7

Ranked Descriptive Statistics for Perceived Preparation: Student Achievement Items 6-11 (N = 43)

				95% CI	
Item	*N*	*M*	*SD*	*LL*	*UL*
Generate high expectations.	41	4.51	0.84	4.25	4.78
Maintain supportive school climate.	42	4.50	0.77	4.26	4.74
Enable faculty/staff focus on student learning.	43	4.47	0.67	4.26	4.67
Ensure learning goals based on state/district standards and district curricula.	43	4.35	0.97	4.05	4.65
Engage faculty/staff in closing performance gaps among subgroups.	42	4.19	1.02	3.87	4.51
Ensure learning results based on performance and growth on student assessments.	42	4.17	1.15	3.81	4.52

Note. CI = confidence interval; *LL* = lower limit; *UL* = upper limit.

Table 8 presents the descriptive statistics for principals' perceptions of assistant principals' preparedness to meet the 2011 Florida Principal Leadership Standards in the Instructional Leadership domain. Respondents were asked to indicate their level of agreement (Strongly Disagree, Disagree, Agree, Strongly Agree, No Opinion) with survey items 12-28 which addressed standards related to instructional leadership. Of the 46 principal who took the survey 42 (91%) rate the instructional leadership survey items. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy received the highest percentage of Strongly Agree ratings (55%) while implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of

instruction received the lowest percentage (29%). This finding is significant because all

teacher assessment systems in the state of Florida are developed around the Florida

Educators Accomplished Practices. Engages in data analysis for instructional planning

and improvement received the highest percentages of Strongly Disagree (6%).

Table 8

Principals' Perceptions of Assistant Principals' Preparedness to Meet the 2011 Florida Principal Leadership Standards:
Instructional Leadership Items 12-28 (N = 42)

Item	Survey Stem	Strongly Disagree f (%)	Disagree f (%)	Agree f (%)	Strongly Agree f (%)	No Opinion f (%)
12	Implement Florida Educator Accomplished Practices using common language.	0(0)	4(9)	23(55)	12(29)	3(7)
13	Engage in data analysis for instructional planning and improvement.	2(6)	2(6)	15(48)	12(38)	0(0)
14	Communicate relationships among standards, instruction, and performance.	1(2)	2(5)	17(40)	22(52)	0(0)
15	Implement curricula/standards in rigorous, relevant manner. (15)	1(2)	1(2)	20(49)	18(44)	1(2)
16	Ensure use of assessments aligned with curricula/standards. (16)	0(0)	4(10)	20(50)	15(38)	1(3)
17	Link learning to system-wide objectives/school improvement plan.	1(3)	0(0)	22(56)	15(38)	1(3)
18	Provide feedback to faculty on effectiveness of instruction.	0(0)	1(3)	21(53)	17(43)	1(3)
19	Employ instructionally proficient faculty to meet student needs.	1(3)	3(8)	18(45)	17(43)	1(3)
20	Identify instructional proficiency needs.	1(3)	410)	20(50)	14(35)	1(3)
21	Implement culturally relevant professional learning for differentiated instruction.	0(0)	4(10)	22(55)	13(33)	1(3)
22	Engage faculty in professional learning.	0(0)	1(3)	26(65)	12(30)	1(3)
23	Maintain student-centered learning environment.	1(3)	1(3)	16(40)	22(55)	0(0)
24	Use diversity to motivate all students.	0(0)	1(2)	22(52)	19(45)	0(0)
25	Promote practices to value diversity.	0(0)	0(0)	20(50)	20(50)	0(0)
26	Provide monitoring and feedback on learning environment quality.	0(0)	3(8)	19(49)	16(41)	1(3)
27	Support student opportunities for success.	0(0)	4(10)	17(43)	17(43)	1(3)
28	Engage faculty in identifying/eliminating achievement gaps.	1(3)	1(3)	19(49)	17(44)	1(3)

Table 9 displays the perceptions of principals as to how well 2008-2011 completers of the PNPP were prepared to meet the standards within the Instructional Leadership domain of the 2011 FPLS. The response rate for the survey items that comprise Instructional Leadership ranged from 42 (91%) to 39 (85%). As shown in Table 9, the mean for each item ranged from 4.02 to 4.36 and the standard deviation for each item ranged from .62 to 1.05, indicating the scores for this domain tended to be closely grouped. This means the principals were in agreement in that they perceived that PNPP completers were prepared to meet the Instructional Leadership standards of the 2011 FPLS.

The results indicate that principals perceived that PNPP completers were best prepared to promote school and classroom practices that validate and value similarities and differences among students ($M = 4.50$, $SD = 0.52$) to maintain a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy ($M = 4.43$, $SD = 0.84$), and recognize and use diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning ($M = 4.43$, $SD = 0.64$).

Conversely, the results indicated that principals perceived PNPP completers were to a lesser extent prepared to implement the Florida Educator Accomplished Practices (FEAPS) as described in Rule 6A-5.065, F.A.C., through a common language of instruction ($M = 4.02$, $SD = 0.87$) and identify faculty instructional needs, including standards-based content, research-based pedagogy, data analysis for instructional

planning and improvement, and the use of instructional technology ($M = 4.05$, $SD = 1.01$). These findings are particularly important because the FEAPS are required elements of teacher performance assessment systems in the state of Florida, per Florida State Statute. Means of 4.02 and 4.05 still, however, indicate a positive perception regarding preparation in these areas

Table 9

Ranked Descriptive Statistics for Perceived Preparation: Instructional Leadership Items 12-28 (N = 42)

| | | | | 95% CI | |
Item	*N*	*M*	*SD*	*LL*	*UL*
Promote practices to value diversity.	40	4.50	0.51	4.34	4.66
Maintain student-centered learning environment.	40	4.43	0.84	4.16	4.69
Use diversity to motivate all students.	40	4.43	0.64	4.22	4.63
Communicate relationships among standards, instruction, and student performance.	42	4.36	0.91	4.07	4.64
Provide feedback to faculty on effectiveness of instruction.	40	4.35	0.66	4.14	4.56
Engage in data analysis for instructional planning and improvement.	42	4.31	1.05	3.98	4.64
Implement curricula/standards in rigorous, relevant manner.	41	4.29	0.84	4.03	4.56
Link learning to system-wide objectives and school improvement plan.	39	4.28	0.76	4.04	4.53
Engage faculty in identifying/eliminating achievement gaps.	39	4.28	0.86	4.00	4.56
Engage faculty in professional learning.	40	4.23	0.62	4.03	4.42
Provide monitoring and feedback on learning environment quality.	39	4.23	0.84	3.96	4.50
Support student opportunities for success.	39	4.21	0.92	3.91	4.50
Employ instructionally proficient faculty to meet needs of students.	40	4.18	0.98	3.86	4.49
Ensure use of assessments aligned with curricula/standards.	40	4.15	0.89	3.86	4.44
Implement culturally relevant professional learning for differentiated instruction.	40	4.10	0.87	3.82	4.38
Identify instructional proficiency needs.	40	4.05	1.01	3.73	4.37
Implement Florida Educator Accomplished Practices.	42	4.02	0.87	3.75	4.29

Note. CI = confidence interval; *LL* = lower limit; *UL* = upper limit.

Table 10 presents the descriptive statistics for principals' perceptions of assistant principals' preparedness to meet the 2011 Florida Principal Leadership Standards in the Organizational Leadership domain. Respondents were asked to indicate their level of agreement (Strongly Disagree, Disagree, Agree, Strongly Agree, No Opinion) with survey items 29-49 which addressed standards related to Organizational Leadership. A total of 39 (85%) of the principals surveyed responded to this domain. Principals rated recognizes individuals for effective performance with the highest Strongly Agree percentage (62%) and empowers others and distributes leadership when appropriate with the lowest (22%). Plans for succession management in key positions receive the highest percentage of No Opinion response at 11. This may be due to a lack of understanding of succession management because it is not an area that is explicitly addressed in the PNPP.

Table 10

Principals' Perceptions of Assistant Principals' Preparedness to Meet the 2011 Florida Principal Leadership Standards: Organizational Leadership Items 29-49 (N = 39)

Item	Survey Stem	Strongly Disagree f (%)	Disagree f (%)	Agree f (%)	Strongly Agree f (%)	No Opinion f (%)
29	Attend to decisions affecting student learning and teacher proficiency.)	1(3)	2(5)	17(44)	19(49)	0(0)
30	Use critical thinking/problem solving to define problems and solutions.	1(3)	1(3)	23(59)	13(33)	1(3)
31	Evaluate decisions; implement follow-up actions and revise as needed.	0(0)	3(8)	19(50)	15(39)	1(3)
32	Empower others; distribute leadership.	0(0)	1(3)	16(43)	18(22)	2(5)
33	Use technology to enhance decision making and efficiency in the school.	1(3)	2(5)	19(49)	15(38)	2(5)
34	Identify and cultivate potential leaders.	0(0)	2(5)	20(51)	15(38)	2(5)
35	Provide evidence of delegation and trust in subordinate leaders.	0(0)	3(8)	21(54)	15(38)	0(0)
36	Plan for succession management.	1(3)	5(14)	17(46)	10(27)	4(11)
37	Promote teacher-leadership functions.	0(0)	1(3)	20(54)	16(43)	0(0)
38	Develop relationships among all stakeholders.	0(0)	1(3)	22(59)	14(38)	0(0)
39	Has clear objectives and plans to organize time, tasks, and projects effectively.	0(0)	5(14)	12(32)	20(54)	0(0)
40	Establish appropriate deadlines for self and entire organization.	1(3)	2(6)	12(32)	22(59)	0(0)
41	Promote collegial school improvement and faculty development efforts.	0(0)	0(0)	18(49)	19(51)	0(0)
42	Be responsible in use of fiscal resources for instructional priorities.	0(0)	1(3)	18(49)	16(43)	2(5)
43	Listen, learn from all stakeholders.	0(0)	2(6)	15(42)	19(53)	0(0)
44	Recognize individuals for effective performance.	0(0)	1(3)	13(35)	23(62)	0(0)
45	Communicate expectations/performance information to stakeholders.	0(0)	2(5)	13(35)	22(59)	0(0)
46	Maintain high visibility in school/community.	0(0)	2(6)	13(36)	20(56)	1(3)
47	Engage stakeholders in conversations about important school issues.	0(0)	1(3)	19(53)	15(42)	1(3)
48	Use appropriate technologies for communication and collaboration.	0(0)	2(6)	15(42)	18(50)	1(3)

Table 11 presents the perceptions of principals as to how well 2008-2011 completers of the PNPP were prepared to meet the standards within the Organizational Leadership domain of the 2011 FPLS. As shown in Table 11, the mean for each item ranged from 3.81 to 4.41, and the standard deviation for each item ranged from .63 to 1.08, indicating the scores for this domain tended to be somewhat closely grouped. This revealed that the principals were in agreement that PNPP completers were prepared to meet the Organization Leadership standards of the 2011 FPLS.

The results revealed that principals perceived that PNPP completers were best prepared to empower others and distribute leadership when appropriate ($M = 4.38$, $SD = 0.72$) and promote teacher-leadership functions focused on instructional proficiency and student learning ($M = 4.38$, $SD = 0.64$). Plan for succession management in key positions was perceived by principals as a standard PNPP completers were less prepared to meet ($M = 3.81$, $SD = 1.08$). The means still indicated a positive perception regarding preparation in this domain. For Organizational Leadership, the response rate ranged from 36 (78%) to 39 (85%).

Table 11

Ranked Descriptive Statistics for Perceived Preparation: Organization Leadership Items 29-49 (N = 39)

				95% CI	
Item	*N*	*M*	*SD*	*LL*	*UL*
Recognize individuals for effective performance.	37	4.57	0.65	4.35	4.78
Promote collegial school improvement and faculty development efforts.	37	4.51	0.51	4.34	4.68
Communicate expectations/performance information to stakeholders.	37	4.49	0.77	4.23	4.74
Listen, learn from all stakeholders.	36	4.42	0.77	4.16	4.68
Maintain high visibility in school/community.	36	4.42	0.81	4.14	4.69
Establish appropriate deadlines for self and entire organization.	37	4.41	0.96	4.09	4.72
Empower others; distribute leadership.	37	4.38	0.72	4.14	4.62
Promote teacher-leadership functions.	37	4.38	0.64	4.17	4.59
Ensure faculty receive information about standards, requirements, decisions.	37	4.38	0.79	4.11	4.64
Use appropriate technologies for communication and collaboration.	36	4.36	0.80	4.09	4.63
Engage stakeholders in conversations about important school issues.	36	4.33	0.68	4.10	4.56
Develop relationships among all stakeholders.	37	4.32	0.63	4.12	4.53
Be fiscally responsible in use of fiscal resources for instructional priorities.	37	4.32	0.71	4.09	4.56
Attend to decisions affecting student learning and teacher proficiency.	39	4.31	0.92	4.01	4.61
Has clear objectives and plans to organize time, tasks, and projects effectively.	37	4.27	1.02	3.93	4.61
Identify and cultivate potential leaders.	39	4.23	0.78	3.98	4.48
Provide evidence of delegation and trust in subordinate leaders.	39	4.23	0.81	3.97	4.49
Evaluate decisions; implement follow-up actions and revise as needed.	38	4.21	0.84	3.93	4.49
Use critical thinking and problem solving to define problems and identify solutions.	38	4.18	0.83	3.91	4.46
Use technology to enhance decision making and efficiency in the school.	39	4.15	0.93	3.85	4.46
Plan for succession management.	37	3.81	1.08	3.45	4.17

Note. CI = confidence interval; *LL* = lower limit; *UL* = upper limit.

Table 12 presents the descriptive statistics for principals' perceptions of assistant principals' preparedness to meet the 2011 Florida Principal Leadership Standards in the professional and ethical behavior domain. Respondents were asked to indicate their level of agreement (Strongly Disagree, Disagree, Agree, Strongly Agree, No Opinion) with survey items 50-55 which addressed standards related to professional and ethical behavior. The response rate for this domain was 37 (80%). Principals gave Adheres to Code of Ethics and Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C. the most Strongly Agree ratings (70%) and gave demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback the least Strongly Agree ratings (38%).

Table 12

Principals' Perceptions of Assistant Principals' Preparedness to Meet the 2011 Florida Principal Leadership Standards: Professional and Ethical Behavior Items 50-55 (N = 37)

Item	Survey Stem	Strongly Disagree *f (%)*	Disagree *f (%)*	Agree *f (%)*	Strongly Agree *f (%)*	No Opinion *f (%)*
50	Adhere to Code of Ethics and Principles of Professional Conduct.	0(0)	0(0)	10(27)	26(70)	1(3)
51	Demonstrate resiliency by maintaining focus on school vision.	0(0)	0(0)	22(59)	15(41)	0(0)
52	Demonstrate commitment to student success by identifying barriers.	0(0)	1(3)	15(41)	21(57)	0(0)
53	Engage in professional learning to improve professional practice.	0(0)	1(3)	18(50)	17(47)	0(0)
54	Demonstrate willingness to admit and learn from errors.	1(3)	5(14)	15(41)	15(42)	0(0)
55	Demonstrate explicit improvement in specific performance areas.	0(0)	1(3)	21(57)	14(38)	1(3)

Table 13 represents the perceptions of principals of how well 2008-2011 completers of the PNPP are prepared to meet the standards within the Professional and Ethical Behavior domain of the 2011 FPLS. The response rate for this domain ranged from 36 (78%) to 37 (80%). The response rate for this domain was the lowest of all the domains. This finding may indicate that principals were uncomfortable with rating their assistant principal's preparation in the area of Professional and Ethical Behavior. Means for items ranged from 4.06 to 4.68, meaning the scores tended to be at the top end of the scale. The standard deviation for each item ranged from .50 to 1.12 suggesting that the scores for the items in this domain tended to be somewhat closely grouped. The results revealed that principals perceived that PNPP completers were best prepared to adhere to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C. ($M = 4.68$, $SD = 0.53$) and demonstrate a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community ($M = 4.51$, $SD = 0.65$).

Conversely, the results indicated that principals perceived PNPP completers were not as prepared to demonstrate willingness to admit error and learn from it ($M = 4.06$, $SD = 1.12$). A mean of 4.06 still indicated a positive perception that PNPP completers were prepared to meet this standard. Yet, the lower and upper limits of the confidence interval for Adherence to the Principals of the Professional Code of Conduct and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B- 1.006, F.A.C. (LL = 3.68, UL =4.43) and prepared to demonstrate

willingness to admit error and learn from it (LL = 4.50, UL =4.85) did not overlap,

suggesting the means were different but no statistically different.

Table 13

Ranked Descriptive Statistics for Perceived Preparation: Professional, and Ethical Behavior Items 50-55 (N = 37)

				95% CI	
Item	*N*	*M*	*SD*	*LL*	*UL*
Adhere to Code of Ethics and Principles of Professional Conduct.	37	4.68	0.53	4.50	4.85
Demonstrate commitment to student success by identifying barriers.	37	4.51	0.65	4.30	4.73
Engage in professional learning to improve professional practice.	36	4.42	0.65	4.20	4.64
Demonstrate resiliency by maintaining focus on school vision.	37	4.41	0.50	4.24	4.57
Demonstrate explicit improvement in specific performance areas.	37	4.30	0.66	4.08	4.52
Demonstrate willingness to admit and learn from errors.	36	4.06	1.12	3.68	4.43

Note. CI = confidence interval; *LL* = lower limit; *UL* = upper limit.

Table 14 presents the perceptions of principals as to how well 2008-2011

completers of the PNPP were prepared to meet the standards of each of the four domains

or constructs of the 2011 FPLS. As shown in Table 14, the mean for each item ranged

from 4.25 to 4.36, and the standard deviation for each item ranged from .52 to .76,

indicating the scores for the items within each domain tended to be closely grouped,

meaning the principals selected similar answers.

Principals perceived that PNPP completers were best prepared to meet the

requirements of the Professional and Ethical Behavior domain ($M = 4.40$, $SD = 0.54$).

Moreover, principals perceived that PNPP completers were not as prepared to meet the

requirements of Instructional Leadership domain ($M = 4.25$, $SD = 0.62$). Overall,

however, the mean for Instructional Leadership indicated a positive perception by

principals as to the preparedness of PNPP completers to meet its requirements. The

number of respondents for each construct ranged from 37 (80%) for Professional and

Ethical Behavior to 43 (93%) for Student Achievement. The lower response rate for

Professional and Ethical Behavior might indicate that the principals were uneasy about

rating how prepared their assistant principals were to meet the standards in this area.

Table 14

Ranked FPLS Constructs: Descriptive Statistics for Perceived Preparation (N = 43)

				95% CI	
Construct	*N*	*M*	*SD*	*LL*	*UL*
Professional and Ethical Behavior	37	4.40	0.54	4.22	4.58
Student Achievement	43	4.36	0.76	4.12	4.60
Organization Leadership	39	4.33	0.52	4.15	4.52
Instructional Leadership	42	4.25	0.62	4.05	4.46

Note. CI = confidence interval; *LL* = lower limit; *UL* = upper limit.

Research Question 2

How do the principals' ratings of importance for the 2011 Florida Principal Leadership Standards vary by level of student responsibility (elementary, middle, or high school)?

This research question was answered by comparing the mean of each leadership domain relative to each leadership level using one-way analysis of variance (ANOVA). Responses to survey items 4, 6-55 were used to answer this question.

The descriptive statistics for the Student Achievement domain are presented in Table 15. Findings indicated that 36 (78%) principals responded to the items used to answer this question. Of those 15 (32%) were elementary principals, 8 (26%) were middle school principals, and 11 (35%) were high school principals. As shown in Table 14, the mean for the domain relative to leadership level ranged from 4.17 to 4.50, and the standard deviation ranged from .66 to .92, indicating the ratings for the items within each domain tended to be closely grouped. This showed that principals, regardless of leadership level, provided similar ratings for the items used to answer this question. High school principals had the highest mean rating ($M = 4.50$, $SD = 0.66$), and middle school principals had the lowest mean rating ($M = 4.17$, $SD = 0.71$). This finding indicated that high school principals had a more favorable rating of their assistant principals' preparation in this area than did elementary and middle school principals.

Table 15

Ranked Descriptive Statistics for Student Achievement: Perceived Preparation Composite by School Level (N = 36)

Level	*M*	*SD*	95% CI	
			LL	*UL*
High (*n* = 12)	4.50	0.66	4.08	4.92
Elementary (*n* = 15)	4.33	0.92	3.82	4.84
Middle (*n* = 9)	4.17	0.71	3.62	4.71

Note. CI = confidence interval, *LL* = lower limit, *UL* = upper limit.

The ANOVA results for the Student Achievement domain are presented in Table 16. The results indicated that there was no statistically significant difference between the principals' rating of importance of the Student Achievement domain and leadership level, $F(2, 33) = 0.46$. No post hoc analysis was conducted because no statistical significance was detected.

Table 16

Analysis of Variance Results: School Level Effect on Student Achievement Perceived Preparation (N = 36)

Source	SS	df	MS	F
School Level	0.58	2	0.29	0.46
Error	20.78	33	0.63	
Total	21.35	35		

*p < .05. **p < .01.

The descriptive statistics for the Instructional Leadership domain are presented in Table 17. Data revealed that 32 (70%) of principals answered the survey items used to analyze this question. A total of 13 (41%) were elementary school principals, 8 (25%) were middle school principals, and 11 (34%) were high school principals. As shown, the mean for this domain relative to leadership level ranged from 3.88 to 4.53, and the standard deviation ranged from .56 to .69, indicating the ratings for the items within each domain were closely grouped. High school principals assigned the highest mean rating ($M = 4.53$, $SD = 0.56$), and middle school principals assigned the lowest mean rating ($M = 3.88$, $SD = 0.57$) in this domain.

Table 17

Ranked Descriptive Statistics for Instructional Leadership Perceived Preparation:
Composite by School Level (N = 32)

| | | | 95% CI | |
Level	*M*	*SD*	*LL*	*UL*
High (*n* = 11)	4.53	0.56	4.16	4.95
Elementary (*n* = 13)	4.25	0.69	3.84	4.67
Middle (*n* = 8)	3.88	0.57	3.40	4.35

Note. CI = confidence interval, *LL* = lower limit, *UL* = upper limit.

The ANOVA results for the Instructional Leadership domain are presented in Table 18. The results indicated that there was no statistically significant difference between the principals' rating of importance of the Instructional Leadership domain and leadership level, F (2, 29) = 2.66. No post hoc analysis was conducted because no statistical significance was detected.

Table 18

Analysis of Variance Results: School Level Effect on Instructional Leadership Perceived Preparation (N = 32)

Source	SS	df	MS	F
School Level	2.02	2	1.01	2.66
Error	11.04	29	0.38	
Total	13.06	37		

*$p < .05$. **$p < .01$.

The descriptive statistics for the Organizational Leadership domain are presented in Table 19. The response rate for this domain indicated that 27 (63%) principals responded to survey items relative to Organizational Leadership. The low response rate for this item might indicate that principals are not knowledgeable of the standards in this domain. Of those, 10 (37%) were elementary school principals, 7 (26%) were middle school principals, and 10 (37%) were high school principals. As shown in Table 18, the mean for this domain relative to leadership level ranged from 4.45 to 4.79, and the standard deviation ranged from .33 to .59, indicating the ratings for the items within each domain were closely grouped. This means the principals, regardless of leadership level, selected similar ratings for this survey item. High school principals assigned the highest mean rating ($M = 4.79$, $SD = 0.33$), and middle school principals assigned the lowest mean rating ($M = 4.45$, $SD = 0.46$).

Table 19

Ranked Descriptive Statistics for Organization Leadership Perceived Preparation: Composite by School Level (N = 27)

| | | | 95% CI | |
Level	*M*	*SD*	*LL*	*UL*
High (*n* = 10)	4.47	0.55	4.508	4.86
Elementary (*n* = 10)	4.33	0.60	3.90	4.76
Middle (*n* = 7)	4.07	0.47	3.64	4.51

Note. CI = confidence interval, *LL* = lower limit, *UL* = upper limit.

The ANOVA results for the Instructional Leadership domain are presented in Table 20. The results indicated that there was no statistically significant difference between the principals' rating of importance of the Instructional Leadership domain and leadership level, F (2, 24) = 1.10. No post hoc analysis was conducted because no statistical significance was detected.

Table 20

Analysis of Variance Results: School Level Effect on Organization Leadership Perceived Preparation (N = 27)

Source	SS	df	MS	F
School Level	0.65	2	0.33	1.10
Error	7.28	24	0.30	
Total	7.93	26		

*p < .05. **p < .01.

The descriptive statistics for the Professional and Ethical Behavior domain are presented in Table 21. For this domain, findings revealed that 31 (67%) of principals provided responses. As shown, the mean for this domain, relative to leadership level, ranged from 4.48 to 4.90. The standard deviation ranged from .22 to .71, indicating the ratings for the items within each domain tended to be more spread out, mainly due to elementary principals' responses. High school principals gave the highest mean rating (*M* = 4.90, *SD* = 0.22), and elementary principals gave the lowest mean rating (*M* = 4.48, *SD* = 0.71).

Table 21

Ranked Descriptive Statistics for Professional and Ethical Behavior: Perceived Preparation Composite by School Level (N = 31)

Level	M	SD	95% CI	
			LL	*UL*
High (*n* = 10)	4.57	0.50	4.21	4.92
Elementary (*n* = 11)	4.36	0.67	3.96	4.76
Middle (*n* = 8)	4.21	0.40	3.88	4.54

Note. CI = confidence interval, *LL* = lower limit, *UL* = upper limit.

The ANOVA results for the Professional and Ethical Behavior domain are presented in Table 22. The results indicated that there was no statistically significant difference between the principals' rating of importance of the Instructional Leadership domain and leadership level, F (2, 28) = 1.16. No post hoc analysis was conducted because no statistical significance was detected.

Table 22

Analysis of Variance Results: School Level Effect on Professional and Ethical Behavior Perceived Influence (N = 31)

Source	SS	df	MS	F
School Level	0.59	2	0.29	1.16
Error	8.66	28	0.25	
Total	9.24	30		

*$p < .05$. **$p < .01$.

Research Question 3

How do the principal's ratings of importance for the 2011 Florida Principal Leadership Standards vary by a school's free/reduce lunch percentage?

This research question was answered by comparing the mean of each leadership domain relative to the principals' school free/reduced lunch percentage, using a one-way analysis of variance (ANOVA). To keep groups sizable, the free-reduced lunch groups were reduced from five to three. The final groupings were (a) less than 50%, (b) 50-74%, and (c) 75% or more.

The descriptive statistics for the Student Achievement domain are presented in Table 23. The response rate for survey items used to analyze this question was 38 (83%). As shown in Table 23, the mean for the domain relative to a school's free/reduce lunch percentage ranged from 4.06 to 4.53, and the standard deviation ranged from .62 to .95, indicating the ratings for the items within each domain tended to be closely grouped.

Principals working in schools with a free/reduced lunch percentage from 50% to 74% assigned the highest mean rating ($M = 4.53$, $SD = 0.62$), and those working in schools with a free/reduced lunch percentage 75 and above assigned the lowest mean rating ($M = 4.06$, $SD = 0.95$).

Table 23

Ranked Descriptive Statistics for Student Achievement Perceived Preparation: Composite by Free or Reduced Lunch Percentage (N = 38)

			95% CI	
Level	*M*	*SD*	*LL*	*UL*
50-74% (*n* = 13)	4.53	0.62	4.15	4.90
Less than 50% (*n* = 11)	4.50	0.64	4.07	4.93
75% or more (*n* = 14)	4.06	0.95	3.51	4.61

Note. CI = confidence interval, *LL* = lower limit, *UL* = upper limit.

The ANOVA results for the Student Achievement domain are presented in Table 24. The results indicated that there was no statistically significant difference between the principals' rating of importance of the Instructional Leadership domain and leadership level, F (2, 35) = 0.26. No post hoc analysis was conducted because no statistical significance was detected.

Table 24

Analysis of Variance Results: Free or Reduced Lunch Effect on Student Achievement Perceived Influence (N = 38)

Source	SS	df	MS	F
Free or Reduced Lunch Level	1.83	2	0.15	0.26
Error	20.41	35	0.58	
Total	22.24	37		

*p < .05. **p < .01.

The descriptive statistics for the Instructional Leadership domain are presented in Table 25. A total of 34 (74%) of the principals responded to the survey items used to answer this question. As shown in Table 25, the mean for the domain relative to a school's free/reduced lunch percentage ranged from 4.01 to 4.44, and the standard deviation ranged from .50 to .78, indicating the ratings for the items within each domain tended to be closely grouped. Principals working in schools with a free/reduced lunch percentage less than 50% highest mean rating ($M = 4.30$, $SD = 0.50$), and those at schools with 75% or more free/reduced lunch percentage had the lowest mean rating ($M = 4.01$, $SD = 0.78$).

Table 25

Ranked Descriptive Statistics for Instructional Leadership Perceived Preparation: Composite by Free or Reduced Lunch Percentage (N = 34)

| | | | 95% CI | |
Level	*M*	*SD*	*LL*	*UL*
50-74% (*n* = 12)	4.44	0.58	4.07	4.80
Less than 50% (*n* = 8)	4.30	0.50	3.94	4.66
75% or more (*n* = 11)	4.01	0.78	3.52	4.51

Note. CI = confidence interval, *LL* = lower limit, *UL* = upper limit.

The ANOVA results for the Instructional Leadership domain are presented in Table 26. The results indicated that there was no statistically significant difference between the principals' rating of importance of the Instructional Leadership domain and leadership level, F (2, 31) = 1.34. A post hoc analysis was not conducted because no statistical significance was detected.

Table 26

Analysis of Variance Results: Free or Reduced Lunch Effect on Instructional Leadership Perceived Preparation (N = 34)

Source	*SS*	*df*	*MS*	*F*
Free or Reduced Lunch Level	1.11	2	0.55	1.34
Error	12.55	31	0.41	
Total	13.65	33		

*$p < .05$. **$p < .01$.

The descriptive statistics for the Organizational Leadership domain are presented in Table 27. A total of 29 (63%) of the 46 principals responded to the survey items used to analyze this question. This low response rate may indicate that principals did not understand this domain. As shown, the mean for the domain relative to a school's free/reduced lunch percentage ranged from 4.21 to 4.46, and the standard deviation ranged from .45 to .69, indicating the ratings for the items within each domain tended to be closely grouped. Principals working in school with a free/reduced lunch percentage below 50% gave the highest mean rating (*M* = 4.46, *SD* = 0.45), and those at schools with free/reduced lunch percentage higher than 74% assigned the lowest mean rating (*M* = 4.21, *SD* = 0.69).

Table 27

Ranked Descriptive Statistics for Organization Leadership Perceived Preparation:
Composite by Free or Reduced Lunch Percentage (N = 29)

			95% CI	
Level	*M*	*SD*	*LL*	*UL*
Less than 50% (*n* = 9)	4.46	0.45	4.11	4.81
50-74% (*n* = 12)	4.32	0.45	4.00	4.65
75% or more (*n* = 10)	4.21	0.69	3.72	4.71

Note. CI = confidence interval, *LL* = lower limit, *UL* = upper limit.

The ANOVA results for the Organizational Leadership domain are presented in
Table 28. The results indicated that there was no statistically significant difference
between the principals' rating of importance of the Organizational Leadership domain
and leadership level, F (2, 26) = 0.47. A post hoc analysis was not conducted because no
statistical significance was detected.

Table 28

Analysis of Variance Results: Free or Reduced Lunch Effect on Organization Leadership
Perceived Preparation (N = 29)

Source	SS	df	MS	F
Free or Reduced Lunch Level	0.29	2	0.14	0.47
Error	7.71	26	0.30	
Total	8.00	28		

*p < .05. **p < .01.

The descriptive statistics for the Professional and Ethical Behavior domain are presented in Table 29. Of the 46 principals who completed the survey, 33 (72%) responded to the items in this domain. As shown, the mean for the domain relative to a school's free/reduced lunch percentage ranges from 4.18 to 4.52 and the standard deviation ranged from .43 to .65, indicating the ratings for the items within each domain tended to be closely grouped. Principals working in schools with a free/reduced lunch percentage less than 50% and 50- 74% gave the highest mean rating ($M = 4.52$, $SD = 0.47$, $SD= 0.43$). Those at schools with a higher 74% free/reduced lunch percentage gave the lowest mean rating ($M = 4.18$, $SD = 0.65$).

Table 29

Ranked Descriptive Statistics for Professional and Ethical Behavior Perceived Influence: Composite by Free or Reduced Lunch Percentage (N = 33)

			95% CI	
Level	*M*	*SD*	*LL*	*UL*
Less than 50% (*n* = 10)	4.52	0.47	4.18	4.86
50-74% (*n* = 11)	4.52	0.43	4.23	4.80
75% or more (*n* = 12)	4.18	0.65	3.77	4.59

Note. CI = confidence interval, *LL* = lower limit, *UL* = upper limit.

The ANOVA results for the Professional and Ethical Behavior domain are presented in Table 30. The results indicated that there was no statistically significant difference between the principals' rating of importance of the Professional and Ethical Behavior domain and free/reduced lunch percentage, $F (2, 30) = 1.53$. No post hoc analysis was conducted because no statistical significance was detected.

Table 30

Analysis of Variance Results: Free or Reduced Lunch Effect on Professional and Ethical Behavior Perceived Preparation (N = 33)

Source	SS	df	MS	F
Free or Reduced Lunch Level	0.86	2	0.43	1.53
Error	8.47	30	0.28	
Total	9.32	32		

*$p < .05$. **$p < .01$.

Research Question 4

Which of the 2011 Florida Principal Leadership Standards do school principals identify as the most beneficial to their success in improving student achievement or overall?

This research question was answered by calculating descriptive statistics for survey items 56-105 and sorted by the four leadership domains/constructs within the 2011 FPLS. For each question, Strongly Disagree corresponded to a value of 1 and Strongly Agree corresponded to a value of 5. No Opinion was represented by the center value of 3. Therefore, a mean value of 4.35 represented an average response between Agree and Strongly Agree. A 95% confidence interval was used as part of the statistical analysis to provide the true accuracy of the mean (Lomax 2007).

Table 31 presents the descriptive statistics for principals' perceptions of contributions of the 2011 Florida Principal Leadership Standards to increasing student achievement for the Student Achievement domain. Respondents were asked to indicate

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their level of agreement (Strongly Disagree, Disagree, Agree, Strongly Agree, No Opinion) with survey items 56-61 which addressed standards related to student achievement. A total of 36 (78%) principals provide a response to the Student Achievement survey items. At 83% generates high expectations for learning growth by all students received the highest number of Strongly Agree ratings by principals and the school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula the lowest at 77%.

Table 31

Principals' Perceptions of Contributions of the 2011 Florida Principal Leadership Standards to Increasing Student Achievement: Student Achievement Items 56-61 (N = 36)

Item	Survey Stem	Strongly Disagree $f(\%)$	Disagree $f(\%)$	Agree $f(\%)$	Strongly Agree $f(\%)$	No Opinion $f(\%)$
56	Ensure learning goals based on state standards and district curricula.	0(0)	1(3)	7(20)	27(77)	1(3)
57	Ensure learning results based on performance and growth on student assessments.	1(3)	1(3)	5(14)	28(78)	1(3)
58	Enable faculty/staff focus on student learning.	0(0)	0(0)	6(18)	27(79)	1(3)
59	Maintain supportive school climate.	0(0)	0(0)	7(19)	29(81)	0(0)
60	Generate high expectations.	0(0)	0(0)	6(17)	30(83)	0(0)
61	Engage faculty/staff in closing performance gaps among subgroups.	0(0)	1(3)	5(14)	29(81)	1(3)

Table 32 displays the perceptions of principals as to which Student Achievement standard of the 2011 FLPS was the most beneficial in improving student achievement or overall. The response rate for survey items in this domain ranged from 34 (74%) to 36 (78%). As shown in Table 32, the mean for each item ranged from 4.61 to 4.83, and the standard deviation for each item ranged from .38 to .90, indicating the scores for the items in this domain tended to be closely grouped.

The results indicated that principals perceived that generating high expectations for learning growth by all students ($M = 4.83$, $SD = 0.38$) and maintaining a school climate that supports student engagement in learning were most beneficial to improving student achievement ($M = 4.81$, $SD = 0.40$). Principals perceived student learning results as evidenced by the student performance and growth on statewide assessment; district-determined assessments that were implemented by the district under Section 1008:22, F.S.; international assessments; and other indicators of student success adopted by the district and state as less beneficial to improving student achievement ($M = 4.61$, $SD = 0.90$). Although these standards were perceived to be less beneficial to improving student achievement by principals than generating high expectations for all students, the mean still reflected a positive perception regarding PNPP preparation.

Table 32

Ranked Descriptive Statistics for Perceived Influence: Student Achievement Items 56-61 (N = 36)

| | | | | 95% CI | |
Item	*N*	*M*	*SD*	*LL*	*UL*
Generate high expectations.	36	4.83	0.38	4.71	4.96
Maintain supportive school climate.	36	4.81	0.40	4.67	4.94
Enable faculty/staff focus on student learning.	34	4.76	0.50	4.59	4.94
Engage faculty/staff in closing performance gaps among subgroups.	36	4.72	0.66	4.50	4.95
Ensure learning goals based on state/district standards and district curricula.	36	4.67	0.68	4.44	4.90
Ensure learning results based on performance and growth on student assessments.	36	4.61	0.90	4.31	4.92

Note. CI = confidence interval; *LL* = lower limit; *UL* = upper limit.

Table 33 presents the descriptive statistics for principals' perceptions of contributions of the 2011 Florida Principal Leadership Standards to increasing student achievement for the Instructional Leadership domain. Respondents were asked to indicate their level of agreement (Strongly Disagree, Disagree, Agree, Strongly Agree, No Opinion) with survey items 63-78 which addressed standards related to instructional leadership. Of 46 principals who completed the survey, 36 (78%) responded to the instructional leadership survey items. At 83%, maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy received the highest percentage of Strongly Agree responses, and Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C.,

through a common language of instruction received the lowest percentage of responses

(44%). This finding was significant because the Florida Educator Accomplished

Practices is an important element on which all teacher assessment systems in Florida are

based.

Table 33

Principals' Perceptions of Contributions of the 2011 Florida Principal Leadership Standards to Increasing Student Achievement: Instructional Leadership Items 62-78 (N = 36)

Item	Survey Stem	Strongly Disagree $f(\%)$	Disagree $f(\%)$	Agree $f(\%)$	Strongly Agree $f(\%)$	No Opinion $f(\%)$
62	Implement Florida Educator Accomplished Practices using common language.	0(0)	2(6)	17(47)	16(44)	1(3)
63	Engage in data analysis for instructional planning and improvement.	1(3)	0(0)	9(25)	25(69)	1(3)
64	Communicate relationships among standards, instruction, performance.	1(3)	0(0)	5(14)	29(81)	1(3)
65	Implement curricula/standards in rigorous, relevant manner.	0(0)	1(3)	12(33)	22(61)	1(3)
66	Ensure use of assessments aligned with curricula/standards.	0(0)	1(3)	11(31)	23(64)	1(3)
67	Link learning to system-wide objectives and school improvement plan.	0(0)	1(3)	9(25)	25(69)	1(3)
68	Provide feedback to faculty on effectiveness of instruction.	0(0)	1(3)	8(22)	26(72)	1(3)
69	Employ instructionally proficient faculty to meet needs of students.	0(0)	0(0)	10(27)	25(69)	1(3)
70	Identify instructional proficiency needs.	0(0)	1(3)	8(22)	26(72)	1(3)
71	Implement culturally relevant professional learning for differentiated instruction.	0(0)	0(0)	11(31)	23(66)	1(3)
72	Engage faculty in professional learning.	0(0)	0(0)	9(25)	26(72)	1(3)
73	Maintain student-centered learning environment.	0(0)	0(0)	6(17)	29(83)	0(0)
74	Use diversity to motivate all students.	0(0)	0(0)	11(31)	24(69)	0(0)
75	Promote practices to value diversity.	0(0)	0(0)	12(33)	24(67)	0(0)
76	Provide monitoring and feedback on learning environment quality.	0(0)	0(0)	10(28)	24(67)	2(6)
77	Support student opportunities for success.	0(0)	1(3)	7(19)	28(78)	0(0)
78	Engage faculty in identifying/eliminating achievement gaps.	0(0)	0(0)	9(25)	26(72)	1(3)

Table 34 contains the perceptions of principals as to which Instructional Leadership standard of the 2011 FLPS was the most beneficial to improving student achievement or overall. The response rate for this domain ranged from 35 (76%) to 36 (78%). As shown in Table 34, the mean for each item ranged from 4.31 to 4.83, and the standard deviation for each item ranged from 0.38 to 0.81, indicating the scores for the items in this domain tended to be closely grouped.

The results indicated that principals perceived that (a) maintaining a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy ($M = 4.83$, $SD = 0.38$) and (b) initiating and supporting continuous improvement processes focused on the students' opportunities for success and well-being ($M = 4.72$, $SD = 0.62$) were most beneficial to improving student achievement. The results indicated that principals perceived that implementing the Florida Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction ($M = 4.31$, $SD = 0.79$) had the least benefit to student achievement. The means, however, still indicated a positive perception overall in regard to PNPP preparedness.

Table 34

Ranked Descriptive Statistics for Perceived Influence: Instructional Leadership Items 62-78 (N = 36)

				95% CI	
Item	*N*	*M*	*SD*	*LL*	*UL*
Maintain student-centered learning environment.	35	4.83	0.38	4.70	4.96
Support student opportunities for success.	36	4.72	0.62	4.51	4.93
Communicate relationships among standards, instruction, and student performance.	36	4.69	0.79	4.43	4.96
Engage faculty in professional learning.	36	4.69	0.53	4.52	4.87
Use diversity to motivate all students.	35	4.69	0.47	4.52	4.85
Engage faculty in identifying/eliminating achievement gaps.	36	4.69	0.53	4.52	4.87
Employ instructionally proficient faculty to meet needs of students.	36	4.67	0.54	4.49	4.85
Promote practices to value diversity.	36	4.67	0.48	4.50	4.83
Provide feedback to faculty on effective instruction.	36	4.64	0.68	4.41	4.87
Identify instructional proficiency needs.	36	4.64	0.68	4.41	4.87
Implement culturally relevant professional learning for differentiated instruction.	35	4.63	0.55	4.44	4.82
Link learning to system-wide objectives and school improvement plan.	36	4.61	0.69	4.38	4.84
Provide monitoring and feedback on learning environment quality.	36	4.61	0.60	4.41	4.81
Engage in data analysis for instructional planning and improvement.	36	4.58	0.81	4.31	4.86
Ensure use of assessments aligned with curricula/standards.	36	4.56	0.70	4.32	4.79
Implement curricula/standards in rigorous, relevant manner.	36	4.53	0.70	4.29	4.76
Implement Florida Educator Accomplished Practices.	36	4.31	0.79	4.04	4.57

Note. CI = confidence interval; *LL* = lower limit; *UL* = upper limit.

Table 35 presents the descriptive statistics for principals' perceptions of contributions of the 2011 Florida Principal Leadership Standards to increasing student achievement for the Organizational Leadership domain. Respondents were asked to indicate their level of agreement (Strongly Disagree, Disagree, Agree, Strongly Agree, No Opinion) with survey items 79-99 which addressed standards related to Organizational Leadership. Actively listens to and learns from students, staff, parents, and community stakeholders received the greatest percentage of Strongly Agree (83%) responses, and uses effective technology integration to enhance decision making and efficiency throughout the school received the lowest (36%). No standard received a Strongly Disagree rating.

Table 35

Principals' Perceptions of Contributions of the 2011 Florida Principal Leadership Standards to Increasing Student Achievement: Organizational Leadership Items 79-99 (N = 36)

Item	Survey Stem	Strongly Disagree *f (%)*	Disagree *f (%)*	Agree *f (%)*	Strongly Agree *f (%)*	No Opinion *f (%)*
79	Attend to decisions affecting student learning and teacher proficiency.	0(0)	0(0)	9(25)	27(75)	0(0)
80	Use critical thinking/problem solving to define problems/solutions.	0(0)	1(3)	7(19)	27(73)	1(3)
81	Evaluate decisions; implement follow-up actions and revise as needed.	0(0)	1(3)	10(28)	24(67)	1(3)
82	Empower others; distribute leadership.	0(0)	1(3)	12(32)	22(59)	2(5)
83	Use technology to enhance decision making and efficiency in the school.	0(0)	1(3)	21(58)	13(36)	1(3)
84	Identify and cultivate potential leaders.	0(0)	1(3)	10(29)	22(63)	2(6)
85	Provide evidence of delegation and trust in subordinate leaders.	0(0)	0(0)	11(31)	23(64)	2(6)
86	Plan for succession management.	0(0)	0(0)	17(47)	19(53)	0(0)
87	Promote teacher-leadership functions.	0(0)	0(0)	11(31)	25(69)	0(0)
88	Develop relationships among all stakeholders.	0(0)	0(0)	11(31)	24(67)	1(3)
89	Has clear objectives/plans to organize time, tasks, projects effectively.	0(0)	1(3)	10(28)	25(69)	0(0)
90	Establish appropriate deadlines for self and entire organization.	0(0)	1(3)	11(31)	23(66)	0(0)
91	Promote collegial school improvement and faculty development efforts.	0(0)	0(0)	9(25)	27(75)	0(0)
92	Be responsible in use of fiscal resources for instructional priorities.	0(0)	1(3)	9(25)	26(72)	0(0)
93	Listen, learn from all stakeholders.	0(0)	0(0)	6(17)	30(83)	0(0)
94	Recognize individuals for effective performance.	0(0)	0(0)	8(24)	26(76)	0(0)
95	Communicate expectations/performance information to stakeholders.	0(0)	0(0)	9(25)	27(75)	0(0)
96	Maintain high visibility in school/community.	0(0)	0(0)	8(22)	28(77)	0(0)
97	Engage stakeholders in conversations about important school issues.	0(0)	1(3)	12(34)	22((63)	0(0)
98	Use appropriate technologies for communication and collaboration.	0(0)	1(3)	15(42)	20(56)	0(0)
99	Ensure faculty get information about standards, requirements, decisions.	0(0)	1(3)	6(17)	28(80)	0(0)

Table 36 displays the perceptions of principals as to which Organizational Leadership standard within the 2011 FLPS was the most beneficial to improving student achievement. The response rate ranged from 35 (76%) to 36 (78%). As shown, the mean for each item ranged from 4.50 to 4.83, and the standard deviation for each item ranged from 0.38 to 0.74, indicating the scores for the items in this domain tended to be closely grouped.

The results indicated that principals perceived that actively listening to and learning from students, staff, parents, and community stakeholders ($M = 4.83$, $SD = 0.38$) and maintaining high visibility at school and in the community and regularly engages stakeholders in the work of the school ($M = 4.78$, $SD = 0.42$) were most beneficial to increasing student achievement. Principals perceived that using effective technology integration to enhance decision making and efficiency throughout the school ($M = 4.28$, $SD = 0.66$) had the least benefit to improving student achievement. However, the mean still indicated a positive perception of benefits to improve student achievement.

Table 36

Ranked Descriptive Statistics for Perceived Influence: Organization Leadership Items 79-99 (N = 36)

				95% CI	
Item	*N*	*M*	*SD*	*LL*	*UL*
Listen, learn from all stakeholders.	36	4.83	0.38	4.71	4.96
Maintain high visibility in school/community	36	4.78	0.42	4.64	4.92
Recognize individuals for effective performance.	34	4.76	0.43	4.61	4.91
Attend to decisions affecting student learning and teacher proficiency.	36	4.75	0.44	4.60	4.90
Promote collegial school improvement and faculty development efforts.	36	4.75	0.44	4.60	4.90
Communicate expectations/performance information to stakeholders.	36	4.75	0.44	4.60	4.90
Ensure faculty get information about standards, requirements, decisions.	35	4.74	0.61	4.53	4.95
Promote teacher-leadership functions.	36	4.69	0.47	4.54	4.85
Use critical thinking to define problems/solutions.	36	4.67	0.68	4.44	4.90
Be fiscally responsible in use of fiscal resources for instructional priorities.	36	4.67	0.63	4.45	4.88
Develop relationships among all stakeholders.	36	4.64	0.54	4.46	4.82
Has clear objectives and plans to organize time, tasks, and projects effectively.	36	4.64	0.64	4.42	4.86
Establish appropriate deadlines for self and entire organization.	35	4.60	0.65	4.38	4.82
Evaluate decisions; implement follow-up actions and revise as needed.	36	4.58	0.69	4.35	4.82
Provide evidence of delegation and trust in subordinate leaders.	36	4.58	0.60	4.38	4.79
Engage stakeholders in conversations about important school issues.	35	4.57	0.66	4.35	4.80
Plan for succession management.	36	4.53	0.51	4.36	4.70
Identify and cultivate potential leaders.	35	4.51	0.74	4.26	4.77
Use appropriate technologies for communication and collaboration.	36	4.50	0.66	4.28	4.72
Empower others; distribute leadership.	36	4.47	0.74	4.22	4.72
Use technology to enhance decision making and efficiency in the school.	36	4.28	0.66	4.05	4.50

Note. CI = confidence interval; *LL* = lower limit; *UL* = upper limit.

Table 37 presents the descriptive statistics for principals' perceptions of contributions of the 2011 Florida Principal Leadership Standards to increasing student achievement for the Professional and Ethical Behavior domain. Respondents were asked to indicate their level of agreement (Strongly Disagree, Disagree, Agree, Strongly Agree, No Opinion) with survey items 100-105 which addressed standards related to professional and ethical behavior. A total of 36 (78%) principals provided a rating for the survey items addressing this domain. Findings indicated that Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C received the highest percentage of Strongly Agree ratings (80%). Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership received the lowest (69%).

Table 37

Principals' Perceptions of Assistant Principals' Preparedness to Meet the 2011 Florida Principal Leadership Standards: Professional and Ethical Behavior Items 100-105 (N = 36)

Item	Survey Stem	Strongly Disagree f (%)	Disagree f (%)	Agree f (%)	Strongly Agree f (%)	No Opinion f (%)
100	Adhere to Code of Ethics and Principles of Professional Conduct.	0(0)	0(0)	7(20)	28(80)	0(0)
101	Demonstrate resiliency by maintaining focus on school vision.	0(0)	0(0)	11(31)	25(69)	0(0)
102	Demonstrate commitment to student success by identifying barriers.	0(0)	0(0)	8(24)	26(76)	0(0)
103	Engage in professional learning to improve professional practice.	0(0)	1(3)	6(17)	28(78)	1(3)
104	Demonstrate willingness to admit and learn from errors.	1(3)	0(0)	12(33)	23(72)	0(0)
105	Demonstrate explicit improvement in specific performance areas.	1(3)	0(0)	9(26)	25(71)	0(0)

Table 38 contains the perceptions of principals as to the Professional and Ethical Behavior standards within the 2011 FLPS that was the most beneficial to improving student achievement. The number of respondents for this domain ranged from 35 (76%) to 36 (78%). Table 38 displays the mean for each item ranging from 4.56 to 4.80 and the standard deviation for each item, ranging from 0.41 to 0.77. These ranges indicated that the scores for the items in this domain tended to be closely grouped.

The results indicated that principals perceived that adherence to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C. ($M = 4.80$, $SD = 0.41$) was most beneficial to improving student achievement. Demonstrating willingness to admit error and learn from it ($M = 4.56$, $SD = 0.77$) had less benefit to increasing student achievement.

Table 38

Ranked Descriptive Statistics for Perceived Influence: Professional and Ethical Behavior Items 100-105 (N = 36)

				95% CI	
Item	*N*	*M*	*SD*	*LL*	*UL*
Adhere to Code of Ethics and Principles of Professional Conduct.	35	4.80	0.41	4.66	4.94
Demonstrate commitment to student success by identifying barriers.	34	4.76	0.43	4.61	4.91
Demonstrate resiliency by maintaining focus on school vision.	36	4.69	0.47	4.54	4.85
Engage in professional learning to improve professional practice.	36	4.69	0.67	4.47	4.92
Demonstrate explicit improvement in specific performance areas.	35	4.63	0.77	4.36	4.89
Demonstrate willingness to admit and learn from errors.	36	4.56	0.77	4.29	4.82

Note. CI = confidence interval; *LL* = lower limit; *UL* = upper limit.

Table 39 displays the perceptions of principals as to how beneficial each domain of the 2011 FPLS was in improving student achievement. A total of 36 (78%) supervising principals provided data for this analysis. Table 39 shows the mean for each domain ranged from 4.62 to 4.72, and the standard deviation for each item ranged from .45 to .52, indicating the scores for the items within each domain tended to be closely grouped. Principals perceived that the Student Achievement domain benefited student achievement the most (*M* = 4.72, *SD* = 0.51). The Organizational Leadership domain benefited student achievement to a lesser extent (*M* = 4.63, *SD* = 0.45). Still, the mean for Organizational Leadership indicated a positive perception by principals.

Table 39

Ranked Descriptive Statistics for Perceived Influence: Composite Variables (N = 36)

| | | | | 95% CI | |
Constructs	*N*	*M*	*SD*	*LL*	*UL*
Student Achievement	36	4.72	0.51	4.54	4.90
Professional and Ethical Behavior	36	4.67	0.49	4.49	4.84
Organization Leadership	36	4.63	0.45	4.47	4.80
Instructional Leadership	36	4.62	0.52	4.43	4.80

Note. CI = confidence interval; *LL* = lower limit; *UL* = upper limit.

Qualitative Analysis

Principals were given the opportunity to respond to two open-ended statements at

the end of the survey and volunteer to be interviewed by the researcher to provide

additional information on principal preparation. This section is organized to analyze the

responses to the open ended statements at the end of the survey and the results of the

interviews. The interview questions were developed based on the themes that emerged

from the open-ended statements.

Open-ended Items

Responding principals had opportunities to share their thinking in regard to two

open-ended items presented at the end of the survey (Appendix C). Item 106 asked the

supervising principals to complete the following sentence: "My assistant principal would

have benefited from. . . . " Item 107 requested that the respondent "provide any other

information that you believe is important to a preparing new principal program"

A total of 14 principals offered responses to one or both of the open-ended items.

The 14 responses were reviewed by the researcher to identify emergent themes and then

responses were grouped by the themes.

The two themes that emerged from the 14 principals' open-ended responses were

(a) job embedded experience and (b) professional learning. A total of eight (57%) of the

responses were related to the importance of experience, and six (43%) focused on the

importance of professional learning. No statistical tests were performed on these data;

thus, no statistical significance was identified. Educational importance was, however,

derived from these data. The very fact that the comments that were received were so

focused on these two themes was important. Both related to the importance of having

experiences, either through specific on-the-job activities or focused professional

development experiences. Table 40 displays representative responses and the identified

theme under which each falls.

Table 40

Principals' Open-ended Responses: Suggestions to Enhance Preparing New Principals Program (PNPP) (N = 14)

Responses by Theme	Open-ended Responses
Job Embedded Experience	
Elementary 7	"Additional visits to Title I schools would be very helpful."
Elementary 8	"Experiences working with other principals would have helped my AP."
Elementary 9	"More opportunities to collaborate with other assistant principals in the program."
Middle 3	"I think opportunity to shadow more principals would help enhance the program."
Middle 5	"An opportunity to work at different schools and levels would be a big plus for the PNPP."
High 1	"Training without the opportunity to implement is not effective."
High 4	"More on the job training and less course is something that should be considered."
High 5	"Longer time in the program to gain experience would be a big advantage to participants."
Professional Learning	
Elementary 3	"My AP needed more training on the interviewing process."
Elementary 4	"My AP would have benefitted from lesson study training."
Elementary 9	"After school workshops on the functions of the principal would have been a great experience for my AP."
Middle 1	"More professional development to increase curriculum expertise is a must for all program participants."
High 1	"More training on school budget is critical to the success of the principal."
High 5	"My AP would have benefitted from more training on how to use data to improve instruction."

Interviews

Six principals, five males and one female, volunteered to be interviewed. Two of the principals represented elementary schools, one represented a middle school, and three represented high schools. Two of the volunteers indicated in their responses that they had recently been promoted to a school district level leadership position in other states.

Because the preference for interview format was to respond to interview questions via email, each volunteer was emailed the two questions to be answered and a list of School District A's PNPP required professional learning experiences for reference. All six of the interviewees returned responses to the two questions posed. Once the responses were received, they were reviewed by the researcher. Frequencies were counted and suggestions were grouped into emergent themes. The specific frequencies of comments are discussed for each of the two questions in the following sections.

Interview Question 1

Interview Question 1: What kind of experiences do you think are most beneficial for PNPP participants?

The purpose of the first interview questions was to elicit from the principals types of experiences they believed would most benefit PNPP participants. Two themes emerged from principals' responses to this first question: (a) practical or job-embedded experiences with principals and (b) a longer principal internship.

The responses related to practical job embedded experiences were consistent. Of the six principals interviewed, five indicated that additional meaningful job-embedded experiences such as using data to make instructional decisions and identifying deficiencies in student achievement and developing a plan to address the deficiencies would be beneficial to PNPP participants. Interviewee 1 noted that experiences beyond the day-to-day functions are necessary. Interviewee 4 supported this concept by indicating that PNPP participants should have the experience of viewing data and proposing a plan for the school based on the data. Interviewee 5 went so far as to advocate for opportunities for PNPP participants to gain experience by working in a laboratory situation. This means the participants would practice being a principal in a real school setting especially designed to prepare school leaders. This concept aligned with that of Interviewee 4.

Interviewees indicated that a longer principal internship/job-embedded experience would benefit PNPP participants. Interviewee 5 stated that the principal internship should be a year or longer and Interviewee 3 concurred, suggesting a principal internship of 18-24 months would be adequate. Although Interviewee 6 did not specify an appropriate length of principal internship, he noted that it should be longer than it is currently. Interviewees' responses to this first question were stated in the form of recommendations and are presented verbatim in Table 41.

Table 41

Principals' Recommendations: Most Beneficial Experiences for Preparing New Principals Program (PNPP) Participants (N = 14)

Themes (Comments)	Comments/Recommendations
Meaningful Job Embedded Experiences (5)	
	". . . In other words, not just doing duty, filling out surveys, dispensing discipline, maintaining facilities, but going beyond that and bringing positive change to any aspect of the school deemed necessary. Something outside of the day-to-day job of just doing."(Interviewee 1, EL).
	"Hands-on experiences are the most powerful learning tool for participants." (Interviewee 2, MS)
	"Experiences that expose the participant to the many challenges of the principalship." (Interviewee 3, ES)
	"Principal needs to give the candidate the raw data. Ask them to analysis it and then tell the principal what changes they would propose." (Interviewee 4, MS)
	"PNPP participants should have more interactive time in schools, learning through real situations, using the school as a laboratory." (Interviewee 5, EL)
Longer Principal Internship (3)	
	"A term of a year or longer is necessary for an effective internship." (Interviewee 5, HS)
	"Depending upon the intensity, 18-24 months should provide ample opportunity for participants to gain the experiences they need." (Interviewee 3, ES)
	"Many of the trainings could be increased through longer principal internships with effective leaders" (Interviewee 6, ES).

What professional learning do you think should be added and/or omitted from the PNPP?

Interviewees were asked to identify professional learning that should be a part of the PNPP or eliminated. One theme emerged from the responses to this question: professional learning should be aligned to school district needs. Responses to this question are displayed in Table 42.

All six interviewees perceived that current experiences need to be revised to reflect the needs of the school district as it is, not as it was. Interviewee 1 shared that all professional learning should be considered for both building level and school district level administrators. Similarly, Interviewee 2 suggested eliminating Classroom Walkthroughs and Strengthening Personnel Assessment and adding "professional learning community facilitation, lesson study training, ESE inclusion training, and school improvement plan creation." Interviewee 3 expressed the belief that current professional learning was comprehensive but that data preparation should be enhanced. Interviewee 6 acknowledged that PNPP did not address the wide differences among schools that require different types of leadership, resources and support. This means that aspiring leaders may not get the support they need if they are assigned to an environment foreign to them.

Table 42

Principals' Recommendations for Changes to the Preparing New Principals Program (PNPP) Professional Learning (N = 14)

Theme	Recommendation
Professional Learning Aligned to School District Needs (6)	"All professional learning should be on the table for change. Some training needs serious re-vamping to look closer to what is expected from district administrators." (Interviewee 1, EL) "I would take off Classroom Walkthroughs and Strengthening Personnel Assessment. Two to three years of training with the Marzano Protocol System will give you everything you need in this area. Coincidently, Marzano Protocol System is the district adopted teacher assessment system used by School District A." (Interviewee 2, MS) "I think that the current selection of programs is quite comprehensive. However, I know that for me personally, the data training could be enhanced as we continue to learn how to really use data to change and improve instruction all the way down to the individual student level." (Interviewee 3, EL) "PNPP did not address the wide differences amongst schools. OCPS is a diverse community with schools that look very different from one another and require different types of leadership, resources and support. As currently designed, the PNPP program does not support aspiring leaders who may end up working in an environment that is foreign to him/her." (Interviewee 4, MS)

Summary

This chapter presented demographic information about the survey participants, a statistical analysis of the study's four research questions, and an analysis of two interview questions posed to respondents who volunteered to participate in an email interview. Chapter 5 contains a discussion of the results of the four research questions and interview questions. Implications for practice, and recommendations for future research are also offered.

CHAPTER 5
SUMMARY, DISCUSSION, AND RECOMMENDATIONS

Introduction

This chapter provides a restatement of the purpose of the study and a summary

and discussion of the findings in this study organized around the four research questions

which guided the study. Also summarized are the findings from interviews conducted

with six principals. The chapter includes conclusions based on the findings, implications

for practice, limitations of the study, and recommendations for future research.

Purpose of the Study

The purpose of this study was to measure the extent to which supervising

principals perceived completers of School District A's Preparing New Principals Program

from 2008-2011 were prepared to meet the demands of the 2011 Florida Principal

Leadership Standards. Program completion leads to Level II certification as a School

Principal and is required in the state of Florida for Assistant Principals to become a

school principal. This program is a required prerequisite before an assistant principal can

become a school principal in Florida. This study was also conducted to determine if the

free/reduced-price lunch percentage of a school and the leadership level (elementary,

middle, high school, technical) affected the components and constructs supervising

principals perceived as having the greatest influence on the success of the principal.

<u>Summary of Findings and Discussion</u>

Research Question 1

To what extent, if any, do principals perceive that the Preparing New Principals Program completers from 2008- 2011 meet the 2011 Florida Principal Leadership Standards as measured by the Preparing New Principals Program Survey?

The data used to answer this question were collected from the responses to survey items 6-55 using a 5-point Likert-type scale where 5 = Strongly Agree, 4 = Agree, 3 = Disagree, 2 = Strongly Disagree, and 1 = No Opinion. A total of 43 (93%) principals replied to the survey items used to analyze this question. Student Achievement received the highest response rate with 43 (93%) respondents and Professional and Ethical Behavior received the lowest response rate with 37 (80%) respondents. This finding may indicate that principals are more familiar and focused on student achievement in this era of high accountability and were, therefore, more apt to be motivated to answer these survey items. The lower response rate for Professional and Ethical Behavior may indicate a lack of interest in this area by principals who were focused on student achievement.

The data from the study indicated that principals had a positive perception that the PNPP completers were prepared to meet the 2011 Florida Principal Leadership Standards. The mean scores on the 2011 FPLS ranged from 3.81 for plan succession management for key position to 4.68 for Adheres to Code of Ethics and Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C. The high mean score for Adheres to Code of Ethics and Principles

of Professional Conduct could be explained because of the Ethical Leadership course required by School District A's PNPP.

Although planning for succession management for key positions received a positive response from principals, it did have the lowest mean and is an area that may warrant further analysis. This finding may indicate a lack of preparation in this area. In fact, School District A's PNPP does not specifically address this area. To highlight this finding further, neither the Wallace (2008) research nor the SREB (2009) research addressed this area. Moreover, the mean scores for each of the four domains within the 2011 FPLS also indicated positive perceptions of supervising principals as follows: Student Achievement 4.36, Instructional Leadership 4.25, Organization Leadership 4.33 to 4.41, and Professional and Ethical Behavior 4.40. The Student Achievement domain received the highest mean score. This would lend support to Gray and Streshly's (2008) observation that increasing student achievement is an effective principal characteristic. A review of 11 meta-analyses indicated principals who engaged in instructional leadership had a positive effect on student learning (Hattie, 2009). These findings provided further evidence that the PNPP was effective. Although School District A's PNPP requires meaningful learning experiences and at least an eight-week principal internship, an analysis of comments from interviewees suggested that additional experiences and a longer principal internship would be most beneficial to participants. Interviewees believed that meaningful experiences should consist of exercises that require participants to analyze a deficiency at a school, formulate a plan collaboratively with school staff, implement the plan, monitor the progress of the plan, and follow through until the desired

results are achieved. This is certainly a program enhancement that is worth pursuing. In

fact, according to SREB (2009), a rigorous practicum is a key element of an effective

principal preparation program. Furthermore, interviewees stated that a principal

internship lasting at least one year would be beneficial in principal preparation. This is in

contrast to the current eight-week principal internship currently in place in School

District A.

Research Question 2

How do the principals' ratings of importance for the 2011 Florida Principal
Leadership Standards vary by level of student responsibility (elementary, middle, or high
school)?

Survey questions 4 and 56-105 were analyzed to answer this question. A total of

64 responses were analyzed from elementary (30%), middle school (27%), high school

(27%), alternative school (2%), and former school principals who were currently non-

school based administrators (7%). When the mean of each leadership domain was

analyzed relative to the participant's leadership level using a one-way analysis of

variance, no statistical significance was detected. Principals at every leadership level

perceived that all the 2011 FPLS were important. Findings further indicated that high

school principals rated the Student Achievement domain the highest ($M = 4.50, SD =$

$.66$), but middle school principals rated it the lowest ($M = 4.17, SD = 0.17$). High school

principals may have rated this domain higher because of the sense of urgency to graduate

students. High school principals also rated Instructional Leadership the highest ($M =$

$4.53, SD = 0.56$), and middle school principals rated it the lowest ($M = 3.88. SD = 0.57$).

High school principals may have rated this higher because they realize how important instructional leadership is in high schools which tend to be large and compartmentalized. Organizational Leadership received the highest rating from high school principals (*M = 4.47, SD = 0.55*) and the lowest rating from middle school principals (*M = 4.07, SD = 0.47*). This finding may indicate that high school principals recognized how important it is to have structures in place in large high schools. High school principals also ranked Professional and Ethical Behavior the highest (*4.57, SD= 0.50*), and middle school principals ranked it the lowest (*M = 4.21, SD = 0.40*). This finding may be explained by the trust a high school principal must have in multiple assistant principals. It must be noted that high school principals rated every domain higher than did middle and elementary school principals. This finding may further indicate that high school principals recognized how important the 2011 FPLS standards were in large school environments such as high schools that tend to be departmentalized. Conversely, these findings may also indicate that high school principals were more knowledgeable of the 2011 FPLS than either elementary or middle school principals and thus recognized their importance.

These findings indicated that principal preparation should be tailored for each participant. There is no best way to prepare principal candidates to tackle the many challenges they will face on a given day. However, there are four elements all principal preparation programs should possess: (a) rigorous selection and recruitment process; (b) adequate funding to support professional development and follow up professional development; (c) ongoing mentorship after candidates become a principal; and (d)

advocacy training so candidates can lobby for policies that support better conditions

under which some schools operate (The Wallace Foundation, 2008).

Interviewees believed that the PNPP should be enhanced to provide candidates

with professional learning that meets specific needs of the school district. This may

require School District A to align program requirements with specific needs of the school

district. This means that as needs change, and they almost certainly will with some

frequency, the PNPP will need to change as well. The program should be structured to

respond to candidate and school district needs.

Research Question 3

How do the principals' ratings of importance for the 2011 Florida Principal
Leadership Standards vary by a school's free/reduced lunch percentage?

This research question was answered by analyzing supervising principals'

responses to survey items 5 and 56-105 based on their school's free/reduced lunch

percentage. Of the principals, 26% worked in schools with free/reduced lunch percentage

less than 51%, 37% worked in schools with free/reduced lunch percentages of 51-74%,

and 31% worked in schools with free/reduced lunch percentages of 75% to 84%. For

7%, free/reduced lunch percentage was not applicable. The results of a one-way analysis

of variance comparing the mean of each leadership domain of importance of the 2011

FPLS to the free/reduced lunch percentage of the school indicated that there was no

statistical significance. Principals, regardless of their school's free/reduced lunch

percentage, perceived that all of the 2011FPLS were important. Additional analysis

indicated that principals at schools with a free/reduced lunch percentage from 50- 74 rated Student Achievement the highest (*M = 4.53, SD= 0.62*), but those at schools with the highest free/reduced lunch percentages rated it the lowest (*M = 4.06, SD = 0.95*). For Instructional Leadership, principals at schools with 50-74% free/reduced lunch rated this domain the highest (*M = 4.44, SD = 0.58*). Principals at schools with the highest free/reduced lunch percentage rated it the lowest (*M = 4.01, SD = 0.78*). Regarding Organizational Leadership, principals at schools with the lowest free/reduced lunch percentage rated it the highest (*M = 4.46, SD = 0.45*), but it was rated the lowest (*M = 4.21, SD = 0.69*) by principals at schools with the highest free/reduced lunch percentages. Principals at schools with the lowest free/reduced lunch percentages and at schools with 50- 74% free/reduced lunch percentages rated Professional and Ethical Behavior the highest (*M = 4.52, SD = 0.47)* and (*M = 4.52, SD = 0.43*). Those at schools with the highest free/reduced lunch percentages rated it the lowest (*M = 4.18, SD = 0.65*). For each domain, principals at schools with the highest free/reduced lunch percentage rated it the lowest. This finding may indicate that principals, depending on the socio-economic status of their schools, believed the PNPP did not prepare their assistant principals as well in this area as principals from more affluent areas. This may also indicate that principal preparation should address the specific needs of the school district and differentiate principal preparation, to some extent, based on the socio-economic status of the school. This finding was further supported by responses of interviewees. It was noted in the email interviews that schools are different, the school district is diverse, and the PNPP does not necessarily address these issues. SREB (2009) identified six components of

effective principal preparation programs, one of which was to establish a collaborative

partnership between school districts and universities aimed to meet the specific needs of

the school district.

<p style="text-align:center">*Research Question 4*</p>

Which of the 2011 Florida Principal Leadership Standards do school principals
identify as the most beneficial to their success in improving student achievement or
overall?

The responses given to survey items 56-105 were used to answer this research

question using a 5-point Likert-type scale where 5 = Strongly Agree, 4 = Agree, 3 =

Disagree, 2 = Strongly Disagree, and 1 = No Opinion. Findings indicated that 36 (78%)

principals responded to the survey items used to analyze this question. The descriptive

statistic used to answer this question indicated that principals had a positive perception of

all of the 2011 FPLS relative to improving student achievement. There was no statistical

significance in the difference between mean responses of the supervising principals as to

the benefits to success in improving student achievement of the 2011 FPLS. The mean

score for the 2011 FPLS relative to this question ranged from a low of 4.28 for effective

technology integration to enhance decision making and efficiency throughout the school

to a high of 4.83 for maintaining a school climate that supports student engagement in

learning. This finding was consistent with the 21 principal responsibilities Marzano et al.

(2005) proclaimed to be linked to student success, indicating that an amalgamation of

principal actions leads to student learning. The high rating of maintaining a school

climate that supports student engagement in learning indicated that principals believe this

<p style="text-align:center">131</p>

standard positively impacts student learning; yet this area has not been specifically addressed in School District A's PNPP. This area deserves further investigation by School District A. Effective principals promote a learning environment free of disruptions and go to great lengths to protect classroom instruction (Marzano et al., 2005).

Discussion of Qualitative Findings

Five themes emerged from the qualitative portion of the study. First, interviewees believed strongly that PNPP participants would greatly benefit from more job-embedded and targeted experiences. This could include applying the skills learned in the program by developing and implementing a plan for school improvement and spending more time in the program gaining experience at a variety of schools and with different principals. The second theme that emerged from this question was related to professional learning. By focusing on the areas that the school district emphasizes, e.g., lesson study, using data to make decisions, interviewing techniques, curriculum knowledge, and the roles and responsibilities of the school principal, the success of principals could be improved.

Third, interviewees expressed a need for PNPP participants to gain meaningful, job-embedded experiences in strategic planning and addressing identified deficiencies in student achievement. These experiences need to go beyond gaining practice in performing the routine, daily duties of principals. Fourth, a longer principal internship was mentioned by interviewees as a beneficial experience. The length of the principal internship should be approximately 18-24 months, according to the respondents. Fifth,

the PNPP professional learning requirements need to be more closely aligned to school district needs. Items specifically mentioned included the amount of time and attention devoted to classroom walkthroughs, the Marzano teacher evaluation system, leadership in a diverse school district, and how to better use data to improve classroom instruction.

<div align="center">Implications for Practice</div>

The results of the study hold four implications for practice for School District A.

1. The study revealed that supervising principals perceived that recent PNPP completers of School District A were prepared to meet the 2011 Florida Principal Leadership Standards. This is very positive and indicates that those integrally involved with the program believe that it is viable in preparing new leaders for the school district. Insights were provided, however, related to improving the PNPP experience. These insights included enhancing meaningful experiences for PNPP participants that lead to school change. For example, the PNPP could be structured to allow participants to practice devising plans for school improvement given scenarios.

2. The PNPP principal internship in 2013 provides an eight-week experience. Those interviewed supported a much longer and in-depth experience ranging from 12 to 18 months with principals identified by the school district as having significantly increased students' achievement in their schools. According to SREB (2009), job-embedded and targeted experiences are necessary for effective principal preparation. Principal candidates, in longer

internships, would have an opportunity to work with teachers and staff to solve problems over the duration of a school year. The experience should be monitored by a prepared mentor and include extensive practical and targeted experiences such as identifying school deficiencies, devising a plan, and working with school staff to lead the change necessary to eliminate the deficiencies. A prepared mentor would be a principal identified by the school district as increasing student achievement beyond what was expected who has received training as a mentor

3. Differentiation in experiences should be considered for candidates preparing to become principals. For example, candidates interested in working at school with a high free/reduced lunch population would receive professional learning that focuses on the impact the 2011 FPLS standards have on student learning. Findings from this study indicated that principals from schools with a free/reduced lunch percentage higher than 74% rated the 2011 FPLS standards lower than all other principals relative to increasing student learning.

4. This study clearly revealed that principals perceived that all of the 2011 FPLS standards were important to student success, regardless of leadership level such as elementary, middle, or high school or the socio-economic level of the student population. It is vital that School District A continuously monitor the PNPP in collaboration with the university to ensure Level I certification candidate development is aligned to the needs of the school district.

<u>Limitations of the Study</u>

1. The survey instrument used in this study was adapted from a survey
    developed by Kelly Pelletier, a doctoral candidate in Educational Leadership
    at The University of Central Florida. Consequently, there were no reliability
    or validity statistics available for the survey instrument.

2. A primary weakness of the study is the inability to generalize the results
    beyond School District A. This is because the 46 respondents were all
    employed by School District A and were asked to base their answers on their
    perceptions of School District A's PNPP.

3. Limitations also include that respondents may have cautiously answered due
    to fear of reprisal as this study was conducted during a time of reorganization
    in the school district. Furthermore, the lack of responses in particular
    domains/constructs of the FPLS raises questions.

<u>Recommendations for Future Research</u>

Following are recommendations for research that will build upon the present
study and add to the knowledge about how best to prepare new principals to meet the
2011 FPLS.

It must be noted here that this study was a companion study to those of Kelly
Pelletier and Eddie Ruiz, both doctoral candidates in Education Leadership at the
University of Central Florida. The Pelletier study was conducted to analyze the
perceptions of 2008-2011 PNPP completers as to their preparedness to meet the 2011

FPLS. The Ruiz study was focused on the preparedness of current principals in school district A to meet the 2011 FPLS based on the perceptions of those who supervise school principals.

1. This study could be expanded to include analyzing Preparing New Principals Programs in all Florida school districts or even in several southern states relative to school effectiveness. The results could help identify the most effective programs.

2. A study could be conducted analyzing Preparing New Principals Program completers in School District A and the completers' annual assessment. This would provide insight into whether the skills gained from the preparation program were being transferred into practice.

3. A qualitative study could be conducted to ascertain how effective Level 1 certification programs in the state of Florida are in preparing candidates for Level II certification. The results could lead to ongoing collaboration between colleges and universities regarding principal preparation.

4. A study could be conducted to determine if those principals who self-selected to enter school leadership are more or less prepared to meet the 2011 FPLS than those who were guided into school leadership by a district administrator.

5. A study could be conducted to determine if a relationship exists between the Preparing New Principals Program and student achievement in the schools led by PNPP completers.

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6. A study could be conducted to determine the reasons principals from low
   socio-economic schools rated the 2011 FPLS relative to student achievement
   lower than did principals from more affluent schools.

APPENDIX A
2011 FLORIDA PRINCIPAL LEADERSHIP STANDARDS

Florida State Board of Education Rule: 6A-5.080 Florida Principal Leadership Standards.

(1) Purpose and Structure of the Standards.

    (a) **Purpose**. The Standards are set forth in rule as Florida's core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge bases needed in effective schools. The Standards form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements.

    (b) **Structure**. There are ten (10) Standards grouped into categories, which can be considered domains of effective leadership. Each Standard has a title and includes, as necessary, descriptors that further clarify or define the Standard, so that the Standards may be developed further into leadership curricula and proficiency assessments in fulfillment of their purposes.

(2) The Florida Principal Leadership Standards.

    (a) **Domain 1: Student Achievement**:

        1. **Standard 1**: Student Learning Results. Effective school leaders achieve results on the school's student learning goals.

            a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and

            b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

        2. **Standard 2**: Student Learning as a Priority. Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:

            a. Enables faculty and staff to work as a system focused on student learning;

            b. Maintains a school climate that supports student engagement in learning;

            c. Generates high expectations for learning growth by all students; and

            d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

    (b) **Domain 2: Instructional Leadership:**

1. **Standard 3**: Instructional Plan Implementation. Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:
    a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;
    b. Engages in data analysis for instructional planning and improvement;
    c. Communicates the relationships among academic standards, effective instruction, and student performance;
    d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
    e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.
2. **Standard 4**: Faculty Development. Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:
    a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
    b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
    c. Employs a faculty with the instructional proficiencies needed for the school population served;
    d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
    e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
    f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.
3. **Standard 5**: Learning Environment. Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. The leader:
    a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities

for learning and building a foundation for a fulfilling life in a democratic society and global economy;

b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;

c. Promotes school and classroom practices that validate and value similarities and differences among students;

d. Provides recurring monitoring and feedback on the quality of the learning environment;

e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and

f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

(c) **Domain 3: Organizational Leadership:**

1. **Standard 6:** Decision Making. Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader:

   a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;

   b. Uses critical thinking and problem solving techniques to define problems and identify solutions;

   c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;

   d. Empowers others and distributes leadership when appropriate; and

   e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

2. **Standard 7:** Leadership Development. Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader:

   a. Identifies and cultivates potential and emerging leaders;

   b. Provides evidence of delegation and trust in subordinate leaders;

   c. Plans for succession management in key positions;

   d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and

   e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

3. **Standard 8:** School Management. Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:
   a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
   b. Establishes appropriate deadlines for him/herself and the entire organization;
   c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
   d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.
4. **Standard 9:** Communication. Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. The leader:
   a. Actively listens to and learns from students, staff, parents, and community stakeholders;
   b. Recognizes individuals for effective performance;
   c. Communicates student expectations and performance information to students, parents, and community;
   d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
   e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
   f. Utilizes appropriate technologies for communication and collaboration; and
   g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

(d) **Domain 4: Professional and Ethical Behavior:**
1. **Standard 10:** Professional and Ethical Behaviors. Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader:
   a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.;

b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;

c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;

d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;

e. Demonstrates willingness to admit error and learn from it; and

f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

Rulemaking Authority 1001.02, 1012.34, 1012.55(1), 1012.986(3) FS. Law Implemented 1012.55, 1012.986, 1012.34 FS. History–New 5-24-05, Formerly 6B-5.0012, Amended 12-20-11.

APPENDIX B
SCHOOL PRINCIPAL JOB DESCRIPTION

School Principal – 0 to 2 years of experience 1 06/14/2011
Orange County Public Schools
Job Description
SCHOOL PRINCIPAL
QUALIFICATIONS:
1. Master's degree from an accredited institution.
2. Certificated as a School Principal in the State of Florida.
3. Three (3) years of successful teaching experience.
4. Demonstrated success working with and through people, in establishing goals, objectives and action plans to produce expected ends/results.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of teaching and learning processes. Knowledge of organization and management theory and practice. Knowledge and commitment to decentralized decision-making and accountability for results that facilitate creative processes toward achievement of district expected results. Knowledge of school finance, budget development and implementation, and support services delivery systems. Knowledge of and ability to work with labor relations and collective bargaining agreements. Ability to work and communicate effectively with people to focus resources (both human and financial) toward the achievement of district expected results. Ability to facilitate group processes in consensus building, conflict resolution, planning and decision-making. Understands that quality teaching and learning are the essential processes and product of public schools and has the ability to focus human and financial resources toward this end.
REPORTS TO:
Area Superintendent
JOB GOAL:
To manage his/her school and its human and material resources to achieve district goals and produce evidence of effective teaching and all students learning.
SUPERVISES:
Assistant principals, teachers and support staff assigned to his/her school
MACHINES, TOOLS, EQUIPMENT:
Machines, tools, equipment, electronic devices, vehicles, etc., used in this position.
Telephone, Computer, (Personal Computer and Mainframe), Automobile, Copier

PHYSICAL REQUIREMENTS:
Describes physical conditions of this position.
Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force School Principal – 0 to 2 years of experience 2 06/14/2011 frequently. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.

PHYSICAL ACTIVITY:
Physical activities of this position. Percent of a typical day involved in each applicable activity is noted.

Percentage
70 Sitting: Resting with the body supported by the buttocks or thighs.
10 Standing: Assuming an upright position on the feet, particularly for sustained periods of time.
10 Walking: Moving about on foot to accomplish tasks, particularly for long distances.
5 Bending: Lowering the body forward from the waist.
5 Reaching: Extending hand(s) and arm(s) in any direction.
5 Lifting: Raising objects from a lower to a higher position or moving objects horizontally from position-to-position through the use of the upper extremities and back muscles exerting up to 10 pounds of force.
80 Finger Dexterity: Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm.
70 Grasping: Applying pressure to an object with the fingers and palm.
90 Talking: Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly or quickly.
90 Hearing Acuity: The ability to perceive speech and other environmental sounds at normal loudness levels.
90 Visual Acuity: The power to see at a level which allows reading of numbers and text, operation of equipment, inspection of machines, etc.
Note: Will total more than 100 percent as several activities may be performed at one time.

WORKING CONDITIONS:
Conditions the worker will be subject to in this position.
Indoors and Outdoors: The worker is subject to both environmental conditions. Activities occur inside and outside.

PERFORMANCE RESPONSIBILITIES: MANAGING SCHOOL OPERATIONS
* Manifests a professional code of ethics and values.
School Principal – 0 to 2 years of experience 3 06/14/2011
* Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks.
* Manages all operations and functions of his/her school consistent with district goals.
* Develops and administers policies that provide a safe and effective learning environment.
* Is visible in his/her school community and recognized as the educational leader.
* Serves as a member of the area superintendent's team and participates in the learning community's planning, development and evaluation.
* Keeps the area superintendent informed of current school critical issues and incidents about which he/she should be aware.
* Uses a variety of problem solving techniques and decision making skills to resolve problems.
* Communicates and interacts effectively with all stakeholders in the community.
∗ Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's charter guidelines.
∗ Follow the district's policies and procedures as related to fixed assets.
∗ Develop leadership in subordinates.
∗ Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position.
∗ Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise.
∗ Responsible for self development and keeping up to date on current research, trends and best practices relevant to the area of responsibility.
• Perform other duties and responsibilities as assigned by supervisor.

* Essential Performance Responsibilities
PERFORMANCE RESPONSIBILITIES STANDARDS:
1.0 Student Achievement
4.0 Faculty Development
TERMS OF EMPLOYMENT:
Nonbargaining unit compensation plan, twelve months, 8.0 hours per day.
EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the board's policy on evaluation of personnel with focus on accountability for holding principals accountable for effective teaching and learning that produces district expected results.

APPENDIX C
SUPERVISING PRINCIPAL PERCEPTIONS OF PREPARING NEW PRINCIPALS
PROGRAM COMPLETERS SURVEY

I give my informed consent to participate in this study by completing this survey.
   a. Yes
   b. No

Section I

Please select the best answer:

1.   In what calendar year did your assistant principal complete the Preparing New Principals Program?
       a. 2008
       b. 2009
       c. 2010
       d. 2011
2. How many years did it take your assistant principal to complete all PNPP requirements?
       a. 2 or less
       b. 3
       c. 4
       d. 5 or more
3. How many years have you served in an administrative position?
       a. 0-1
       b. 2-4
       c. 5-6
       d. More than 6
4. What is your school assignment level?
       a. Elementary
       b. Middle School
       c. High School
       d. Alternative School
       e. Vocational/Technical School
       f. Non-school based administrator
5. What is the school's percentage of Free/Reduced Lunch?
       a. Not applicable
       b. Less than 50
       c. 51-64
       d. 65-74
       e. 75-84
       f. 85 or higher

Please indicate your level of agreement with how well the assistant principal you supervised who completed the PNPP from 2008-2011 is prepared to demonstrate the following:

	Strongly disagree	Disagree	Agree	Strongly agree	No opinion
6. Ensure the school's learning goals are based on the state's adopted student academic standards and the district adopted curricula.					
7. Ensure student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district; international assessments; and other indicators of student success adopted by the district and state.					
8. Enable faculty and staff to work as a system focused on student learning.					
9. Maintain a school climate that supports student engagement in learning.					
10. Generate high expectations for learning growth by all students.					
11. Engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school.					

12. Implement the Florida Educator Accomplished Practices through a common language of instruction.					
13. Engage in data analysis for instructional planning and improvement.					
14. Communicate the relationships among academic standards, effective instruction, and student performance.					
15. Implement the district adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school.					
16. Ensure the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.					
17. Generate a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan.					
18. Evaluate, monitor, and provide timely feedback to faculty on the effectiveness of instruction.					
19. Employ a faculty with the instructional proficiencies needed for the school population served.					

20. Identify faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology.					
21. Implement professional learning that enables faculty to deliver culturally relevant and differentiated instruction.					
22. Provide resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.					
23. Maintain a safe, respectful, and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy.					
24. Recognize and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.					
25. Promote school and classroom practices that validate and value similarities and differences among students.					
26. Provide recurring monitoring and feedback on the quality of the learning environment.					

27. Initiate and supports continuous improvement processes focused on the students' opportunities for success and well-being.					
28. Engage faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.					
29. Give priority attention to decisions that impact the quality of student learning and teacher proficiency.					
30. Use critical thinking and problem solving techniques to define problems and identify solutions.					
31. Evaluate decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed.					
32. Empower others and distributes leadership when appropriate.					
33. Use effective technology integration to enhance decision making and efficiency throughout the school.					
34. Identify and cultivates potential and emerging leaders.					
35. Provide evidence of delegation and trust in subordinate leaders.					

36. Plan for succession management in key positions.					
37. Promote teacher–leadership functions focused on instructional proficiency and student learning.					
38. Develop sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.					
39. Organize time, tasks and projects effectively with clear objectives and coherent plans.					
40. Establish appropriate deadlines for him/herself and the entire organization.					
41. Manage schedules, delegate, and allocate resources to promote collegial efforts in school improvement and faculty development.					
42. Be fiscally responsible and maximize the impact of fiscal resources on instructional priorities.					
43. Actively listen to and learn from students, staff, parents, and community stakeholders.					
44. Recognize individuals for effective performance.					
45. Communicate student expectations and performance information to students, parents, and community.					

46. Maintain high visibility at school and in the community and regularly engage stakeholders in the work of the school.					
47. Create opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.					
48. Utilize appropriate technologies for communication and collaboration.					
49. Ensure faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.					
50. Adhere to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida.					
51. Demonstrate resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership.					

52. Demonstrate a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.					
53. Engage in professional learning that improves professional practice in alignment with the needs of the school system.					
54. Demonstrate willingness to admit error and learn from it.					
55. Demonstrate explicit improvement in specific performance areas based on previous evaluations and formative feedback.					

Section III
Based on your experiences, please indicate your level of agreement with how each of the follow contributes to increasing student achievement:

	Strongly disagree	Disagree	Agree	Strongly agree	No opinion
56. Ensure the school's learning goals are based on the state's adopted student academic standards and the district adopted curricula.					
57. Ensure student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district; international assessments; and other indicators of student success adopted by the district and state.					
58. Enable faculty and staff to work as a system focused on student learning.					
59. Maintain a school climate that supports student engagement in learning.					
60. Generate high expectations for learning growth by all students.					
61. Engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school.					
62. Implement the Florida Educator Accomplished Practices through a common language of instruction.					

63. Engage in data analysis for instructional planning and improvement.				
64. Communicate the relationships among academic standards, effective instruction, and student performance.				
65. Implement the district adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school.				
66. Ensure the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.				
67. Generate a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan.				
68. Evaluate, monitor, and provide timely feedback to faculty on the effectiveness of instruction.				
69. Employ a faculty with the instructional proficiencies needed for the school population served.				

70. Identify faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology.					
71. Implement professional learning that enables faculty to deliver culturally relevant and differentiated instruction.					
72. Provide resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.					
73. Maintain a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy.					
74. Recognize and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.					
75. Promote school and classroom practices that validate and value similarities and differences among students.					
76. Provide recurring monitoring and feedback on the quality of the learning environment.					

77. Initiate and supports continuous improvement processes focused on the students' opportunities for success and well-being.				
78. Engage faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.				
79. Give priority attention to decisions that impact the quality of student learning and teacher proficiency.				
80. Use critical thinking and problem solving techniques to define problems and identify solutions.				
81. Evaluate decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed.				
82. Empower others and distributes leadership when appropriate.				
83. Use effective technology integration to enhance decision making and efficiency throughout the school.				
84. Identify and cultivates potential and emerging leaders.				

85. Provide evidence of delegation and trust in subordinate leaders.					
86. Plan for succession management in key positions.					
87. Promote teacher–leadership functions focused on instructional proficiency and student learning.					
88. Develop sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.					
89. Organize time, tasks and projects effectively with clear objectives and coherent plans.					
90. Establish appropriate deadlines for him/herself and the entire organization.					
91. Manage schedules, delegate, and allocate resources to promote collegial efforts in school improvement and faculty development.					
92. Be fiscally responsible and maximize the impact of fiscal resources on instructional priorities.					
93. Actively listen to and learn from students, staff, parents, and community stakeholders.					

94. Recognize individuals for effective performance.					
95. Communicate student expectations and performance information to students, parents, and community.					
96. Maintain high visibility at school and in the community and regularly engage stakeholders in the work of the school.					
97. Create opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.					
98. Utilize appropriate technologies for communication and collaboration.					
99. Ensure faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.					
100. Adhere to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida.					

101. Demonstrate resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership.					
102. Demonstrate a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.					
103. Engage in professional learning that improves professional practice in alignment with the needs of the school system.					
104. Demonstrate willingness to admit error and learn from it.					
105. Demonstrate explicit improvement in specific performance areas based on previous evaluations and formative feedback.					

Section IV

Please provide additional information by responding to the following statements.

106. My assistant principal would have benefitted from:

107. Please provide any other information that you believe is important to a preparing new principal program.

If you would like to volunteer to be interviewed by the researcher to share additional thoughts about principal preparation, contact Todd Trimble at todd.trimble@knights.ucf.edu.

Thank you for completing this survey.

Todd Trimble, Principal, Carver Middle School

APPENDIX D
PERMISSION TO REPRINT EXCERPTS
OF PREPARING NEW PRINCIPALS PROGRAM COMPLETERS SURVEY

June 1, 2012

Dear Kelly Pelletier:

This letter will confirm our recent conversation. I am completing a doctoral dissertation at the University of Central Florida entitled "The Perceptions of Principals of Completers of a Preparing New Principal Program to Meet the Florida Principal Leadership Standards."

 I am requesting your permission to reprint in my dissertation excerpts from the following:

Preparing New Principal Program Completers Survey

The requested permission extends to any future revisions and editions of my dissertation. These rights will in no way restrict republication of the material in any other form by you or by others authorized by you. Your signing of this letter will also confirm that you own the copyright to the above-described material.

If these arrangements meet with your approval, please sign this letter where indicated below. Thank you very much.

Sincerely,

Todd Trimble

PERMISSION GRANTED FOR THE
USE REQUESTED ABOVE:
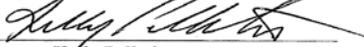
_____
Kelly Pelletier

Date: ___5/31/12___

APPENDIX E
INSTITUTIONAL REVIEW BOARD APPROVAL

University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1**
          FWA00000351, IRB00001138

To: **Wesley T. Trimble**

Date: **July 16, 2012**

Dear Researcher:

On 7/16/2012, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review:	Exempt Determination
Project Title:	The Perceptions of Principals of Completers of a Preparing New Principals Program to Meet the Florida Principal Leadership Standards
Investigator:	Wesley T Trimble
IRB Number:	SBE-12-08570
Funding Agency:	
Grant Title:	
Research ID:	N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 07/16/2012 03:22:12 PM EDT

IRB Coordinator

Page 1 of 1

APPENDIX F
SCHOOL DISTRICT APPROVAL OF RESEARCH

Requester's Name __Todd Trimble__   Date __June 29, 2012__

E-mail __wesley.trimble@ocps.net__   Phone __407.716.9712__

Address __3612 Aughton Court__   Orlando, FL   32812
              Street   City, State   Zip

Institutional Affiliation __University of Central Florida__

Project Director or Advisor __Dr. Rose Taylor__   Phone __407.823.1469__

Degree Sought: (check one)	☐ Associate ☒ Doctorate	☐ Bachelor's ☐ Not Applicable	☐ Master's	☐ Specialist

Project Title: __Principals' Perceptions of Completers of PNPP and Florida Principal Leadership Standards Success__

ESTIMATED INVOLVEMENT

PERSONNEL/CENTERS	NUMBER	AMOUNT OF TIME (DAYS, HOURS, ETC.)	SPECIFY SCHOOLS BY NAME AND NUMBER OF TEACHERS, ADMINISTRATORS, ETC.
Students	0	0	0
Teachers	0	0	0
Administrators	56	45 minutes	56 administrators at various schools and departments.
Schools/Centers	0	0	0
Others (specify)	0	0	0

Specify possible benefits to students/school system: __The results from this study will be used by supervisors of the OCPS Preparing New Principals Program to make informed decisions regarding the program.__

ASSURANCE

Using the proposed procedures and instrument, I hereby agree to conduct research in accordance with the policies of the Orange County Public Schools. Deviations from the approved procedures shall be cleared through the Senior Director of Accountability, Research, and Assessment. Reports and materials shall be supplied as specified.

Requester's Signature _Todd Trimble_

Approval Granted: ☒ Yes   ☐ No   Date: _7-9-12_

Signature of the Senior Director for Accountability, Research, and Assessment

APPENDIX G
PARTICIPANT NOTIFICATIONS

PARTICIPANT NOTIFICATION 1

Dear Administrator:

      The purpose of this email is to notify you that in a few days you will be receiving an email requesting your participation in an anonymous online survey for an important research study. The purpose of this study is to provide Orange County Public Schools with information regarding the Preparing New Principals Program (PNPP); the study has been approved by the school district (see Research Approval attachment).

      You have been chosen to participate in this study because you supervised an assistant principal who completed the PNPP from 2008-2011 (see PNPP Grads. attachment).

      Your participation in this study will provide valuable feedback and will be greatly appreciated.

Thank you for your assistance with this study.

Todd Trimble
Doctoral Candidate, University of Central Florida
Principal, Carver Middle School, Orange County Public Schools
wesley.trimble@ocps.net
(407) 296- 5110 ext. 2222

PARTICIPANT NOTIFICATION 2

July, 2012

Dear Administrator,

You are invited to participate in a confidential study designed to gather data on Orange County Pubic School's principal preparation program. As a recent supervisor of an assistant principal who completed the Preparing New Principal Program (PNPP) from 2008-2011, your perspective is important to this study and may be used to help guide the development of new program for developing future principals.

Please review the attachment as it will provide you with the name(s) of the assistant principal(s) you supervised and their start and completion dates for PNPP. If the list indicates you supervised more than on assistant principal, select one and complete the survey accordingly. This electronic survey should take you approximately 30 minutes to complete. My project has the approval of Dr. Vickie Cartwright, Senior Director of Accountability, Research, and Assessment for Orange County Public Schools (approval form attached).

Your participation is voluntary and your responses are anonymous. You can decline to participate in this study without any repercussion. There is no anticipated professional or financial risk involved with completing the survey. The results of this survey may be published in aggregate, but no participants will be identified.

If you have questions or need additional information, contact me at wesley.trimble@ocps.net or my faculty advisor at the University of Central Florida, Dr. Rosemarye Taylor, at (407) 823-1469 or at rosemarye.taylor@ucf.edu. Research conducted at the University of Central Florida involving human participants is done under the oversight of the Institutional Review Board (IRB). Questions or concerns regarding research participants' rights may be directed at the UCF Institutional Review Board Office at the University of Central Florida Office on Research and Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826. The telephone numbers are (407) 823-3778.

The submission of the online survey will indicate your consent to participate in this study. The link to the survey is [will be inserted after online survey is complete].

Thank you for your assistance with this study.

Sincerely,

Todd Trimble, Doctoral Candidate, University of Central Florida
Principal, Carver Middle School, Orange County Public Schools
wesley.trimble@ocps.net
(407) 296- 5110

PARTICIPANT NOTIFICATION 3

Dear Administrator:

Last week you received an invitation to complete an anonymous online survey regarding Orange County Public School's Preparing New Principals Program (PNPP).

I want to thank you if you have completed the survey.

If you have not completed the survey, please do so today. I know that you are busy but your information is important to this study.

The link to the survey is http://edu.surveygizmo.com/s3/992509/Supervising-Principal-Perception-Survey-of-PNPP-Completers

If you have any questions, please contact me at wesley.trimble@ocps.net

Thank you for taking the time to participate in this study.

Todd Trimble
Principal, Carver Middle School, Orange County Public Schools
Doctoral Candidate, University of Central Florida

PARTICIPANT NOTIFICATION 4

Dear Administrator:

Two weeks ago, you received an invitation to complete an online survey regarding your perceptions of Orange County Public School's Preparing New Principals Program (PNPP). The information collected from this survey will be presented to the school district and used to make changes to the PNPP.

Since the survey is anonymous, I have no way of knowing who has or has not completed the survey. If you have completed the survey, thank you for doing so. Your feedback is valued and appreciated.

If you have not completed the online survey, I hope you will do so today by clicking on this link: http://edu.surveygizmo.com/s3/992509/Supervising-Principal-Perception-Survey-of-PNPP-Completers
If you have any questions about this study, please contact me at wesley.trimble@ocps.net

Thank you for your participation.
Todd Trimble
Principal, Carver Middle School, Orange County Public Schools
Doctoral Candidate, University of Central Florida
wesley.trimble@ocps.net
(407) 296- 5110 ext. 2222

PARTICIPANT NOTIFICATION 5

On August 1, 2012, you received an invitation to participate in a study designed to provide Orange County Public Schools with information about the Preparing New Principals Program (PNPP) by completing an anonymous online survey.
The study will be closing September 12, 2012, and this is the last notification you will receive.

If you have not completed the online survey, please do so today.
You can access the survey by clicking on this link:
http://edu.surveygizmo.com/s3/992509/Supervising-Principal-Perception-Survey-of-PNPP-Completers
If you have completed the survey, thank you for doing so.

Todd Trimble
Principal, Carver Middle School, Orange County Public Schools
Doctoral Candidate, University of Central Florida
wesley.trimble@ocps.net
(407) 296- 5110 ext. 2222

APPENDIX H
CODE OF ETHICS

Code of Ethics – Education Profession
6B-1.006 Principles of Professional Conduct for the Education Profession in Florida
6B-1.001 Code of Ethics of the Education Profession in Florida.

1. The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
2. The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
3. Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2)(b) FS. History - New 3-24-65, Amended 8-9-69, Repromulgated 12-5-74, Amended 8-12-81, 7-6-82, Formerly 6B-1.01.

6B-1.006 Principles of Professional Conduct for the Education Profession in Florida. The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.

1. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.
2. Obligation to the student requires that the individual:
    a. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
    b. Shall not unreasonably restrain a student from independent action in pursuit of learning.
    c. Shall not unreasonably deny a student access to diverse points of view.
    d. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
    e. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
    f. Shall not intentionally violate or deny a student's legal rights.
    g. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family

background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.

    h. Shall not exploit a relationship with a student for personal gain or advantage.

    i. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

3. Obligation to the public requires that the individual:

    a. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.

    b. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

    c. Shall not use institutional privileges for personal gain or advantage.

    d. Shall accept no gratuity, gift, or favor that might influence professional judgment.

    e. Shall offer no gratuity, gift, or favor to obtain special advantages.

4. Obligation to the profession of education requires that the individual:

    a. Shall maintain honesty in all professional dealings.

    b. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.

    c. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.

    d. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.

    e. Shall not make malicious or intentionally false statements about a colleague.

    f. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.

    g. Shall not misrepresent one's own professional qualifications.

    h. Shall not submit fraudulent information on any document in connection with professional activities.

    i. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.

    j. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.

k. Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.

l. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.

m. Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendre for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.

n. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.

o. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section1012.795(1), Florida Statutes.

p. Shall comply with the conditions of an order of the Education Practices Commission.

q. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2), 231.28 FS. History - New 7-6-82, Amended 12-20-83, Formerly 6B-1.06, Amended 8-10-92, 12-29-98.

APPENDIX I
FLORIDA EDUCATIONAL LEADERSHIP STANDARDS

<div align="center">**Florida Educational Leadership Standards***</div>

Vision- High Performing Leaders have a personal vision for their school and the knowledge, skills, and dispositions
to develop, articulate, and implement a shared vision that is supported by the larger organization and the school
community.

Key Indicators:

☐ Can describe how to develop and implement a shared vision and strategic plan for the school

☐ Works with staff, students, and families to achieve the school's vision

☐ Can describe how instructional objectives, curricular goals, and the shared vision relate to each other

☐ Allow time for the achievement of goals

☐ Identifies needs that will be targeted in the shared vision and strategic plan

☐ Communicates the school's vision, mission, and priorities to the community

☐ Understands the basic concepts of the change process

☐ Is aware that external influences have impact upon the school

☐ Establishes plans to accomplish goals

☐ Relates the vision, mission, and goals to students

☐ Understands the effect of having a community of learners working together

☐ Articulates and reinforces the vision in written and spoken communications

Instructional Leadership-High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.

Key Indicators:

☐ Sets annual learning gains, school improvement goals, and other targets for instructional improvement

☐ Uses data as a component of planning for instructional improvement

☐ Includes provisions in the instructional program for students with special needs

☐ Engages staff in ongoing study of current best practices

☐ Reads research, applied theory, and informed practices related to the curriculum

☐ Works to create high expectations and standards among the staff, teachers, and community members

☐ Relates content and instruction to the achievement of established standards by students

☐ Provides instructional leadership

☐ Is aware of research on instructional effectiveness and will use it as needed

☐ Demonstrates knowledge of student performance evaluation

☐ Has identified skills necessary for the planning and implementation of improvements of student learning

☐ Assesses the curriculum needs in a particular setting

☐ Works to relate state standards, the needs of the students, the community, and the goals of the school

☐ Understands the effect that a positive school culture has on student learning

☐ Recognizes differences in the staff's desire and willingness to focus energy on achieving educational
excellence
☐ Identifies teaching and learning needs among the staff and teachers
☐ Communicates the instructional program to the community, the staff, and district personnel
☐ Models professionalism, collaboration, and continuous learning
☐ Understands and recognizes the benefits for students in:
      o Balanced reading instruction
      o Curriculum integration
      o Active teaching and learning strategies
      o Standards-based instructional programs
      o The use of technology for instructional purposes
      o Aligning classroom assessments to standards
*
Key indicators of Florida Leadership Standards represent the proficiency level of competence. Leadership Development supports personnel
at the progressing, proficient and exemplary levels.

Managing the Learning Environment-High Performing Leaders manage the organization, operations, facilities, and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.
Key Indicators:
☐ Administers policies that provide a safe school environment
☐ Has a plan for the accomplishment of strategic goals
☐ Manages the daily operations of the school
☐ Is aware of the various fiscal and nonfiscal resources for the school including business and community
resources
☐ Manages the school to promote and encourage student learning
☐ Uses financial resources and capital goods and services to support school priorities
☐ Uses an efficient budget planning process
☐ Uses school resources to achieve curricular and instructional goals
☐ Understands techniques and organizational skills useful in leading and managing a complex and diverse
organization
☐ Plans and schedules one's own and others' work so that priorities and goals can be met
☐ Conforms to legal and ethical students in the management of the learning environment
Community and Stakeholder Partnerships-High Performing Leaders collaborate with families, business, and community members; respond to diverse community interests and needs; work effectively within the larger organization; and mobilize community resources

Key Indicators:

☐ Understands how student and family conditions affect learning

☐ Identifies opinion leaders in the community and their relationships to the school

☐ Communicates the school's vision, mission, and priorities to the community

☐ Understands the effect that school image caused by impressions created by the students and staff its use in promoting the school

☐ Uses shared leadership and decision-making model in the operation of the school

☐ Identifies resources of families, business and community members that could support the school

☐ Understands the benefits of having and using a variety of partnerships, coalitions, and network

☐ Establishes relationships with in and external to the school

☐ Actively engages the community to promote student and school success

☐ Relies on agencies to connect students to the health, human, and social services they need to stay focused

on learning

☐ Provides opportunities to involve family and community in a broad range of school activity

Decision Making Strategies-High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.

Key Indicators:

☐ Establishes goals and targets

☐ Is developing a set of problem solving techniques and decision making skills

☐ Understands that events and problems can have a variety of explanations

☐ Can explain and defend decisions made

☐ Uses data to inform decisions

☐ Uses others to assist in the accomplishment of organization goals

☐ Supports student learning when making curricular and instructional decisions

☐ Has a problem-solving model to use when confronted with unsettled questions or undesirable situations

☐ Conforms to appropriate legal standards

☐ Make decisions in a timely fashion using the best available information

☐ Provides opportunities to involve family and community in a broad range of school activities

Diversity-High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school, and the local community.

Key Indicators:

☐ Has skills necessary for interactive and interpersonal situations

☐ Understands how multicultural awareness, gender sensitivity, and racial and ethic appreciation affect an

educational organization

☐ Is able to interact with the various cultural, ethnic, racial, and special interest groups in the community

☐ Is aware of how the teaching staff provides for the diverse perspectives appropriate to the student
population and school community

☐ Provides opportunities to involve the school community in a broad range of school activities

☐ Interacts effectively with diverse individuals and groups

☐ Conforms to legal and ethical standards related to diversity

☐ Is perceptive and tactful in dealing with diverse populations

☐ Recognizes with crisis communications are necessary and is building a repertoire of skills to deal with them

☐ Arranges for students and families whose home language is not English to engage in school activities and communication through oral and written translations

☐ Defuses contentious situations

☐ Has a plan for the hiring and retention of a diverse staff

☐ Has a plan to develop ways to improve relations with various cultural, ethnic, racial, and special interest
groups

Technology-High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

Key Indicators:

☐ Is aware of the technological, telecommunications, and information systems and their uses to enrich
curriculum, instruction, and assessment

☐ Plans for technology integration for the school community

☐ Works with tech-savvy staff to plan for increased technology usage

☐ Models the use of technology as a tool in support of both educational and community activities

☐ Develops an effective teacher professional development plan to increase technology usage

☐ Has assessed and analyzed the extent to which technology has been integrated throughout the teaching and learning environment

☐ Within the available resources, increases access to educational technologies within and beyond the school

☐ Has a plan for the provision of support to increase the use of technology already in the school/classrooms

☐ Uses technology to support the educational efforts of staff and teachers

Learning, Accountability, and Assessment-High Performing Leaders monitor the success of all students in the learning environment; align the curriculum, instruction, and assessment processes to promote effective student performance; and use a variety of

benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.

Key Indicators:

☐ Uses data to asses and monitor school improvement

☐ Uses multiple sources of data to inform decisions and improvement processes

☐ Monitors and assesses student progress

☐ Monitors and assesses the progress of activities

☐ Demonstrates an understanding of the methods and principles of program evaluation

☐ Develops and demonstrates skills in evaluating instructional strategies and materials

☐ Understands how to use diagnostic tools to assess, identify, and apply instructional improvement

☐ Works with staff to identify strategies for improving student achievement appropriate to the school
population

Human Resource Development-High Performing Leaders recruit, select, nurture, and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff-paid and volunteer.

Key Indicators:

☐ Uses multiple data sources in working with teachers to plan for individual professional development

☐ Utilizes a variety of supervisory skills to improve teaching and learning

☐ Understands adult learning strategies useful for assisting staff in professional development

☐ Demonstrates an understanding of the methods and principles of personnel evaluation

☐ Operates within the provisions of each contract as well as established enforcement and grievance
procedures

☐ Sets high expectations and standards for the performance of all teachers and staff

☐ Empowers others to achieve personal, professional, and organizational goals

☐ Connects professional growth plans and professional development to individual teacher and school learning goals

☐ Understands the processes necessary for use in the hiring and retention of high quality teachers

☐ Sets expectations that will ensure that all students are engaged in active learning

☐ Provides opportunities for teachers to think, plan, and work together

☐ Pursues improvement of his/her own professional development

Ethical Leadership-High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.

Key Indicators:

☐ Manifests a professional code of ethics and values

☐ Make decisions based on the legal, moral, and ethical implications of policy options and political strategies

☐ Creates, models, and implements a set of values for the school

☐ Develops well-reasoned educational beliefs based upon an understanding of teaching and learning

☐ Understands ethical and legal concerns educators face when using technology throughout the teaching and learning environment

☐ Develops a personal code of ethics embracing diversity, integrity, and the dignity of all people

☐ Acts in accordance with federal and state constitutional provisions, statutory standards, and regulatory
applications

☐ Demonstrates ability to make decisions within an ethical context

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