THE INFLUENCE OF LEADERSHIP DEVELOPMENT PROGRAMS

ON THE JOB-RELATED SELF-EFFICACY OF

FIRST YEAR ASSISTANT PRINCIPALS

by

Emily Anne Craig, M.Ed.

DISSERTATION

Presented to the Faculty of

The University of Houston-Clear Lake

in Partial Fulfillment

of the Requirements

for the Degree

DOCTOR OF EDUCATION

THE UNIVERSITY OF HOUSTON-CLEAR LAKE

DECEMBER, 2015

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DEDICATION

This dissertation is dedicated to my children, Sydney and Owen. They have so very patiently dealt with me being in school and carrying a backpack filled with my laptop and books to soccer, football, and basketball games all over the state (and even other states!). Through it all, I hope they know how much I love them and worked to be on the sidelines for every game to support their dreams.

Sydney and Owen, always remember goals are worth working for - even when the road is long and the challenges are great. The rewards at the end of the journey of perseverance and determination make the sacrifices disappear. Pursuing this doctorate has been a dream of mine, and you have been my encouragers. I cannot wait to see where your dreams take you. I love you both more than you know!

ACKNOWLEDGEMENTS

So much of what I have been able to accomplish is a result of the amazing support I have received from so many people. I wish to first acknowledge the support and guidance of my dissertation committee. As my dissertation chair, Dr. Gary Schumacher has believed in me and my work. I appreciate his honesty, candor, and wisdom. No question was too small, no concern too trivial, and no panic too great – Dr. Schumacher was always willing to listen and provide counsel and direction, and I am very grateful. I know I am a better educator because of his expertise and support.

Dr. Michelle Peters, my methodologist, so graciously agreed to take me under her wing when she certainly did not have to do so. I would not be where I am today without her deadlines and text messages asking what I have done. Every time I would think about putting this to the side, she seemed to sense it and prodded me. Her feedback and honesty were just what I needed, and I appreciate her belief in me.

Dr. Divoll and Dr. Lemley provided me with feedback and advice to improve my study. I appreciate Dr. Divoll sitting with me to work through my qualitative portions, and I also am thankful that Dr. Lemley agreed to step in and assist with my committee.

I would also like to acknowledge my administrative teams at both Memorial Parkway Junior High and WoodCreek Junior High. I know there were times you picked up duties and tasks for me so I could attend classes in the evenings, and I appreciate your support of me. It means the world to me to have worked with some of the finest administrators I have ever known.

To the members of my cohort, I am blessed to have been on this journey with you. I have made so many friendships with people who may not have crossed my path without this cohort. I am especially thankful to have been on this ride with three of the best people I know. Sanee, Will, and Melinda, where do we go next? So many amazing stories of laughter, frustration, joy…I cannot imagine doing this without you.

Finally, my husband, Daniel, has been my rock. This is my third degree since we received our undergraduate degrees together, and I know no one is happier that a doctorate is a "terminal" degree. Daniel, you have "held down the fort" at home in the evenings when I had class or just had to get work done. I am so lucky to have someone willing to let me pursue my dream and my passion. I love you more than the world itself!

ABSTRACT

THE INFLUENCE OF LEADERSHIP DEVELOPMENT PROGRAMS

ON THE JOB-RELATED SELF-EFFICACY OF

FIRST YEAR ASSISTANT PRINCIPALS

Emily Anne Craig
University of Houston-Clear Lake, 2015

Dissertation Chair: Gary Schumacher, Ph.D.

The purpose of this mixed methods study was to consider the influence of participating in a Leadership Development Program (LDP) on the job-related self-efficacy of first-year assistant principals. By conducting this research, more focused attention could be given to the leadership succession planning of school administrators.

The procedure involved a purposive sample of first-year assistant principals who were members of TEPSA (*Texas Elementary Principals and Supervisors Association*) or TASSP (*Texas Association of Secondary School Principals).* These participants were surveyed using the researcher-constructed *First-Year Administrator Job-Related Self-Efficacy Scale*. The quantitative data involved a 6-point Likert-style survey based on the TExES competencies for principal certification. A smaller group of nine first-year assistant principals who had participated in a LDP provided qualitative data through structured interviews with the researcher.

Results of this study indicated that those participants who participated in a LDP had a higher self-efficacy on 30 of the 33 (90.9%) competency statements which were assessed. Additionally, interview participants identified personal motivation, support from others, and prior experiences as factors in their success during their first year. Areas in which first-year assistant principals felt less confident involved management and operational tasks.

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CHAPTER I

INTRODUCTION

"Growing your own" has become a cliché for finding talent within one's own organization. The premise behind this concept is sound. When a new leader takes over an organization, there is a period of lagging productivity, but this is more pronounced when the leader must learn the nuances of the organization, as well as the position (Pernick, 2001). If an organization is able to find and recruit talented, aspiring leaders who are already inside the organization, it may be possible to curtail a potential dip in efficiency. Likewise, if talented, aspiring campus leaders are able to participate in a Leadership Development Program, they may be better prepared for the responsibilities of being a campus administrator.

This mixed methods research study sought to determine whether participation in a Leadership Development Program (LDP) influenced the job-related self-efficacy of first-year assistant principals.

Need for the Study

Strong leadership offers a vision and direction for any organization. In schools, the campus principal and his/her assistant principal(s) provide the needed guidance to staff, students, and parents. Additionally, while the teacher in the classroom has direct responsibility for student achievement, the impact of the principal is the second greatest predictor of student success (Commission, 2007; Davis & Darling-Hammond, 2012). Roughly 20% of students' achievement is the result of the indirect collective leadership of

the principal, specifically through the culture of the workplace environment and by

motivating teachers (Louis, Leithwood, Wahlstrom, & Anderson, 2010). The

Commission on No Child Left Behind (2007) noted that effective principals are able to

attract more effective teachers to their campuses. The instructional focus that is set by

the campus leadership is critical to student success. Therefore, having skilled, confident,

and effective administrators is paramount to ensure that all students have access to

quality educational experiences.

Current Realities and the Need to Develop Leaders

All school districts and campuses have a leadership structure and hierarchy, and at

the campus level, this generally involves a principal and assistant principal(s). The way

in which campuses hire principals and prepare for a change in leadership varies greatly

from district to district and campus to campus; however, the need to plan for leadership

succession is imperative. While purposeful leadership succession planning has been

common in corporations for many years (Pernick, 2001), it is not common in the realm of

education nor has it been studied with regard to education in any depth (Rhodes &

Brundrett, 2012). Louis et al. (2010) suggest that"[c]oordinated forms of leadership

distribution have the potential to mitigate at least some of the negative consequences of

… principal turnover" (p.165).

Leadership needs. Leading any organization, especially one with staff, students,

parents, and community pressures, often requires more skill than can be provided for in

classroom-style preparation programs. Gooden, Bell, Gonzalez, and Lippa (2011) report

that 95% of principals benefitted more from peer assistance and on-the-job training than

from graduate school preparation programs when managing their current positions. This

substantiates an earlier finding by Hess and Kelly (2005) where only 4% of principals indicated that the training received from university coursework prepared them for their position. These principals lacked some degree of efficacy regarding their job responsibilities. Traditional course preparation does not appear to incorporate the leadership needs of campus administrators (Mendels & Mitgang, 2013). When growing new campus leaders, it is imperative to nurture the ability to "trust and build rapport, diagnose organizational conditions, deal with learning processes, manage the work itself, and build skills and confidence in others" (Searby & Shaddix, 2008, p. 36). Davis, Darling-Hammond, LaPointe, and Meyerson (2005) suggest that the demands of the principalship have grown to such an extent that established preparation approaches for training campus leaders do not sufficiently prepare candidates for the job responsibilities.

The leadership needs of campus administrators are also unique because of the interactions with a variety of campus and district stakeholders (Davis & Darling-Hammond, 2012). Knowing how to interact and to work with each of these groups is a skill campus leaders require. In their research, Searby and Shaddix (2008) examined Mountain Brook Schools in Alabama and outlined a comprehensive list of attributes of school leaders. Some of these qualities refer to the interactions with others (supporting others emotionally as well as professionally, mentoring staff members, setting the tone for the campus), and some refer to a leader's need to promote a vision for the campus (establishing credibility, asking tough questions, anticipating needs, interpreting reality for others) (Searby & Shaddix, 2008). While these may be innate qualities for some leaders, for others, a leadership development program can assist with the acquisition of these skills and increase efficacy in these areas.

The importance of the principal. The classroom teacher has the most direct contact and impact on student success, but teachers do not work in isolation to ensure that students are successful (Commission, 2007; Davis & Darling-Hammond, 2012; Gooden et al., 2011; Mast, Scribner, & Sanzo, 2011). Following the impact of the classroom teacher, the school leadership has the second greatest influence in whether or not students succeed (Commission, 2007; Davis & Darling-Hammond, 2012; Davis, Darling-Hammond, LaPointe, & Meyerson, 2005; Gooden et al., 2011; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Louis et al., 2010; Mast, et al., 2011). More and more states are holding principals directly accountable for student achievement on their campuses (Davis & Darling-Hammond, 2012). "Leadership matters to an organization's effectiveness" (Pernick, 2001, p. 429), and in a school, primary leadership stems from the administrative team of principals. This leadership is not only felt within the school but out into the larger community served by the campus (Searby & Shaddix, 2008).

Qualified aspiring administrators. The Commission on No Child Left Behind (2007) recommended a plan to place a "Highly Effective Principal (HEP)" in every school, especially Title I campuses and those in need of improvement (p. 50). Additionally, this report recommended requiring professional development for principals that had previously only been required of teachers. This would help increase the job-related self-efficacy of administrators. The changing requirements of the principalship from a managerial leader to an instructional leader emphasize the need to produce qualified leaders (Davis et al., 2005; Mendels & Mitgang, 2013). Finding and training quality aspiring administrators must be a priority.

Very often, those who are selected to be campus principals were first campus assistant principals, and before this, classroom teachers. Corcoran, Schwartz, and Weinstein (2012) found that those principals in their study who had been assistant principals had greater success as principals. This indicates a need for purposeful leadership succession planning.

Principal shortages. Because the principal is integral to the success of a campus, the need to attract and retain quality campus leadership is great. This is especially challenging in urban areas and in secondary schools (Commission, 2007; Gooden et al., 2011; Joseph, 2009; Ylimaki, Bennett, Fan, & Villasenor, 2012). In both urban and rural under-performing, high-poverty districts, upwards of 20% of the principals may leave in a given year (Mazzeo, 2003). Retirements, new campuses, and general turnover are all causing a shortage of campus principals (Commission, 2007; Corcoran et al., Schwartz, & Weinstein, 2012; Davis et al., 2005; Rhodes & Brundrett, 2005; Searby & Shaddix, 2008). In 2005, 29 states indicated that they either had a shortage of school leaders or anticipated one within a short period (Hess & Kelly, 2005), and the Educational Research Service predicted that 40% of principals would leave the profession by 2012 (cited in Searby & Shaddix, 2008). Such a shortfall has the potential to leave many schools without the necessary leadership to ensure that students achieve success. There is clearly a need to prepare potential administrators to fill these gaps. Searby and Shaddix (2008) suggest that the leadership positions of tomorrow will be filled by today's classroom teacher leaders. Despite this forecast, planning for leadership succession in school districts is a rarity (Rhodes & Brundrett, 2005).

While vacancies are causing principal shortages, this may not be the only concern when ensuring that quality leaders are installed in all schools. Hess and Kelly (2005) and Joseph (2009) suggest that there is not only a shortage of principals, but a shortage of *qualified* applicants. Eighty percent of surveyed superintendents noted that "finding a qualified school principal is a moderate or major problem" (Hess & Kelly, 2005, p. 161). Because the role of the campus principal is continuously evolving to include increased accountability measures, technology usage, and overall expectations, the traditional university principal preparation programs may not prepare principals for the demands of their position (Commission, 2007; Hess & Kelly, 2005). Therefore, the current cohort of campus leaders may not be equipped to manage the demands of today's schools. While some have suggested casting a wider net to find qualified candidates outside of the field of education (Corcoran et al., 2012; Hess & Kelly, 2005), the answer may involve radically changing preparation programs to identify the most talented teacher leaders and to prepare them for the next steps of leading a campus.

The phenomenon of principal shortages is not unique to the United States. Rhodes and Brundrett (2012) indicate that principal shortages in the UK are causing alarm. Many of these vacancies are a result of an aging principal cohort that is nearing retirement (Rhodes & Brundrett, 2005). Additionally, studies in Canada, Australia, and other western countries have indicated similar concerns (Rhodes & Brundrett, 2005). There is clearly a need to plan for leadership succession by tapping into the teacher leaders that already exist within our educational system.

Government initiatives. Several government agencies have also noticed the looming shortage of campus principals and have initiated programs to assist with this

crisis. In Mississippi, for example, the Mississippi School Administrator Sabbatical Program gives teachers paid release time from classroom obligations to pursue administrative internships (Davis & Darling-Hammond, 2012), and the New York City Leadership Academy pays aspiring principals a full-year principal salary while completing certification training and the leadership development program (Corcoran et al., 2012). Realizing the financial demands of training and certification may restrict some qualified leaders, these programs seek to supplement lost income while pursuing leadership credentials. Furthermore, in order to ensure that leadership programs meet the needs of the current reality facing school principals, the Interstate School Leaders Licensure Consortium (ISLLC), which is comprised of representatives from 30 state education agencies and school administrator national organizations, worked to create criterion for school leadership training (Hess & Kelly, 2005).

Nationally, government agencies are also incentivizing leadership development. The Commission on No Child Left Behind (2007) recommends utilizing Title II professional development funds to include principals in needed professional learning. Funding for schools has been tied to evaluations of principals' effectiveness [Race to the Top] (Davis & Darling-Hammond, 2012) and to developing principal preparation programs [School Leadership Preparation Program from the United States Department of Education (USDOE)] (Mast et al., 2011). Similarly, the USDOE's Office of Innovation and Improvement has awarded grants to school districts that partner with university programs to prepare campus leaders for the specific needs of their communities with the School Leadership Grants (Davis & Darling-Hammond, 2012; Hess & Kelly, 2005; Mast et al., 2011).

Beyond monetary involvement, government agencies are implementing initiatives which emphasize the importance of developing school leadership. Many states are requiring mentoring for new campus administrators within their first year (Commission, 2007). In Texas, the Texas Administrative Code (2009) requires all first-year principals (or assistant principals) to undergo a year-long induction to include mentoring. The National Commission for the Advancement of Educational Leadership Preparation (NCAELP) gathers feedback from state agencies, professors, and professional organizations to provide information on the comprehensive needs of school leaders to impact the training and preparation of future leaders (Hess & Kelly, 2005). These initiatives are not unique to the United States. For example, Rhodes and Brundrett (2012) have examined the National Succession Planning Programme for schools in England. There, the government requires schools to seek leaders from the talent pool of potential leaders and to implement a plan for retaining this talent once they are campus leaders. Leadership succession and recruitment are high priorities to ensure that student achievement does not decline due to a lack of qualified campus leadership.

Purpose of the Study

The purpose of this research is to determine whether investing in teacher leaders as a means of successfully continuing to grow campus leadership impacts the self-efficacy (i.e., the confidence in one's ability to complete a certain task [Bandura, 1977]) of beginning assistant principals. As it is in the business model (Pernick, 2001), the available talent pool within a district provides continuity to the district's mission and can be a valuable resource for identifying future leaders (Rhodes & Brundrett, 2005). This

research sought to provide insight into the leadership needs and succession planning of schools in order to better prepare administrators for the demands of campus leadership.

Research Questions

The current study addressed the following research questions:

R1: To what extent does participating in a Leadership Development Program (LDP) influence the job-related self-efficacy of first-year assistant principals in the following domains: (a) campus culture, (b) communication, (c) ethics, (d) curriculum and assessment, (e) instructional programs, (f) personnel and staff development, (g) problem-solving, and (h) operations?

R2: Why do participants from Leadership Development Programs (LDP) have greater self-efficacy as first-year assistant principals?

Definition of Key Terms

*Leadership Development Program (*LDP*)*: This is a deliberate program whose purpose is to identify and recruit future leaders from within the organization (Pernick, 2001).

First-year Administrators: For the purposes of this research study, first-year administrators will be limited to campus-level assistant principals who completed their first year as an assistant principal during the 2014-2015 school year.

Job-Related Self-Efficacy: Based on the work of Bandura (1977), job-related self-efficacy refers to the belief and confidence in one's effectiveness and ability to perform job-related functions.

CHAPTER II

REVIEW OF THE LITERATURE

"Regardless of whether leaders are born or made or some combination of both, it is unequivocally clear *leaders are not like other people*… [T]hey do need to have the 'right stuff' and this stuff is not equally present in all people. Leadership is… demanding" (Kirkpatrick & Locke, 1991, p. 59). The purpose of this study was to identify whether participation in a leadership development program (LDP) impacts the job-related self-efficacy of first-year assistant principals. In order to thoroughly explore this subject, a review of the literature was conducted in the following areas: (a) leadership development programs (LDPs), (b) campus teacher leaders, and (c) job-related self-efficacy.

Leadership Development Programs (LDPs)

Leadership development programs (LDPs) are a critical component of leadership planning and succession because they hone not only one's skills for the workplace, but also the whole person (Pernick, 2001). Implementing a LDP is a systematic plan to invest in the future by an organization and to build its own available talent to begin the process of leadership succession (Pernick, 2001). Very little research exists, however, relating to the types of development programs or specifically how to assist administrators with becoming more effective (Davis et al., 2005).

Historical Perspectives

This concept of LDPs is not a new one. Most private organizations and corporations have some type of LDP for supervisors or executives to develop leadership skills (Pernick, 2001; Rhodes & Brundrett, 2012; Schechter & Tischler, 2007). While schools are certainly different from corporations on many levels, basic components of LDPs used in these settings could serve as a basis for school districts looking to create a LDP to develop potential administrators from the available pool of teacher leaders.

With school districts, much of the available research and study surrounding leadership success and LDPs involves planning for superintendent succession (Schechter & Tischler, 2007). There is a need to investigate this further. Even many principal preparation programs (New York City, KIPP [*Knowledge Is Power Program*], NLNS [*New Leaders for New Schools*]) do not specifically target identifying teacher leaders to assume assistant principal positions; their focus is to groom people for campus principalships. The critical piece of assistant principalships seems to be less frequently studied in the literature.

Rationale for Implementation

LDPs can be a costly investment, but the benefits can be great. Having Highly Effective Principals (HEP) on every campus is one of the charges of the NCLB Commission (Commission, 2007). "Growing teacher leaders needs to be an intentional act in our nation's school systems" (Searby & Shaddix, 2008, p. 35) because it ensures that there is a pool of qualified individuals waiting to assume leadership positions (Pernick, 2001). Most LDPs have a component of experiential learning to them, as will be explored later in this literature review. Hall (2008) suggests that this type of on-the-

job apprenticeship is not a new concept in the field of education; student teaching has long been an accepted, and expected, practice. This practice, used extensively to train novice teachers, is not consistently implemented when developing school administrators (Hall, 2008). In the face of the looming principal shortages mentioned in Chapter I, districts can no longer afford to avoid offering some type of LDP to provide experiential training. As Rhodes and Brundrett (2012) entreat, "chance and serendipity in achieving the recruitment and retention of talented leaders may no longer be sufficient" (p. 32).

Besides ameliorating concerns caused by shortages of principals, LDPs can help prevent implementation dips and improve the continuity of a district's mission and vision when a new principal takes over. Whenever there is a new leader, there is a period of decreased productivity while the staff attempts to determine the direction of the new campus leadership (Corcoran et al., 2012; Pernick, 2001; Schechter & Tischler, 2007). Pernick (2001) also suggests that the speed of overcoming the implementation dip is increased when the new leader has been trained by the organization [district] as with a LDP. If the new leader has been groomed by the district in a LDP, the campus can be reasonably assured that he/she understands the direction and focus (i.e., mission and vision) of the district and campus; this improves continuity. Alternately, if a school is in need of a new direction, a LDP-trained new principal will have the necessary focus to make needed changes (Rhodes & Brundrett, 2005). This continuity effort should be part of a larger strategic plan for a district (Searby & Shaddix, 2008).

Principal Preparation Program Types

There are a number of programs designed to prepare people for principalships. Routes for these programs typically take one of three approaches: (a) university-based

partnerships, (b) nonprofit ventures, and (c) district initiatives (Mast et al., 2011). Much of the literature surrounding this field, however, involves providing pathways to developing campus principals, not teacher leaders who are likely to evolve into campus assistant principals. As Rhodes and Brundrett (2005) implore, schools must do more to identify, develop, and retain talent that already exists in our schools.

University-Based Partnerships. School districts in close proximity to universities frequently partner with these institutions of higher learning to offer aspiring principals the opportunity to continue their education while working full time. These university-based partnerships generally have success placing participants, and it can be mutually beneficial for districts and universities to have a steady supply of potential school leaders (Gooden et al., 2011).

Two examples of such programs can be found with the University of Texas at Austin and the University of Illinois at Chicago. Both of these programs assist high-need, urban districts. Gooden et al. (2011) describe the University of Texas program as one aimed to provide problem-based learning to provide "authentic learning experiences" (p.3). They have partnered with Austin ISD, Dallas ISD, Houston ISD, and Harlandale ISD to provide a two year master's program to participants seeking certification. Likewise, the University of Illinois program allows participants to earn an Ed.D. in urban school leadership while being groomed for campus leadership; they have a 100% success rate at placing completers in administrative positions (Davis & Darling-Hammond, 2012).

University-based partnerships are not without their distracters, however. Mast, et al. (2011) acknowledge that these leadership development programs require in-depth

planning to initiate and to sustain a viable program. This can prove to be a challenge because of the need for on-the-job training for most principalships. Often, these university-based partnerships fail "to bridge theory and practice," and candidates for administrative positions may be ill-prepared for their new responsibilities (Mast et al., 2011, p.32). In the absence of another leadership development program in a district, though, a university-based partnership can provide needed training and preparation.

Nonprofit Ventures. While university-based programs clearly have an educational background, there are some nonprofit organizations without educational affiliations that are aimed at developing school leaders. Hess and Kelly (2005) and Davis et al. (2005) discuss nonprofit programs: New Leaders for New Schools (NLNS), the Knowledge Is Power Program (KIPP) Leadership Academy, and the Principal Residency Network (PRN).

NLNS looks to prepare potential school leaders who have an educational background but may have left the profession for another career or who have entered into education following another career (Davis et al., 2005; Hess & Kelly, 2005). These candidates accept a residency in a school performing tasks as an administrator to assist with student achievement. Following completion of this residency, NLNS works with districts in New York, Chicago, San Francisco, Washington, DC, Baltimore, or Memphis where they have partnerships to secure administrative positions for participants. With the KIPP Leadership Academy, potential school leaders are nominated nationally because of their management expertise with the goal of opening their own KIPP charter school (Hess & Kelly, 2005).

PRN, based out of Rhode Island, works with local universities to prepare educators for the principalship (Davis et al., 2005). Key components of the program include mentors and a small participant cadre. An individualized plan is tailored to each participant's needs. At the conclusion of this program, candidates are fully certified in Rhode Island.

A different perspective on nonprofit ventures into leadership development is provided by the regional Education Service Centers in Texas (Hess & Kelly, 2005). Here, the state has authorized these service centers to develop courses to assist potential administrators to achieve certification.

Davis et al. (2005) note that there is very little research regarding the effectiveness of these nonprofit ventures.

District Initiatives. There are some districts that have ventured into succession planning and developing their own teacher leaders without the connection to a local university. This is particularly true of larger districts (Joseph, 2009), perhaps because larger districts have greater access to resources or because the need for leadership is greater. Davis et al. (2005) suggest this is becoming "an increasingly attractive way of supplying the administrative pipeline with qualified candidates" (p. 16). The structure of these district-developed LDPs may not be fully defined; however, as Rhodes and Brundrett (2012) state, "incumbent school leaders [must] seek local solutions aimed at growing the available leadership talent pool" (p. 20). The United States Department of Education (USDOE) does provide grants to districts who seek to develop such programs through School Leadership Grants (Hess & Kelly, 2005).

A review of the literature highlighted three districts who have implemented a "grow your own" program: Mountain Brook, Alabama Schools; New York City Department of Education; and "District Y" (a mid-Atlantic school district). In Mountain Brook, district officials desired to "develop a culture of continuity in leadership" (Searby & Shaddix, 2008, p. 35). Thus, they created an intentional plan called Teachers as Future Administrators to seek out campus teacher leaders to impart key leadership skills that could be used in current positions or in the event that they became campus administrators. In New York City, the Aspiring Principals Program (APP) selects approximately 90 candidates per year to experience a 14-month program which prepares teacher leaders to lead a campus (Corcoran et al., 2012). It is the largest district-based leadership preparation program in the country. Corcoran et al. (2012) note that the APP has been able to fill principalships in some of the city's most struggling schools, and generally improve their schools' overall performance (Center for Public Education, 2015). Finally, Joseph (2009) studied "District Y" in a mid-Atlantic state because of its unique approach to principal preparation. Here, candidates participate in a three step program, where upon completion of the first two phases, they are considered assistant principals in the district. From here, these candidates could complete a district-led internship to prepare for a campus principalship.

Components of Successful LDPs

All LDPs have unique characteristics depending on the nature of the organization. Pernick (2001) suggests, however, that there are nine questions that all LDPs must answer in order to be effective:

1. What kind of candidates is the organization looking for?

2. What does it take to be a good leader in the organization?

3. How does one become a program participant?

4. How does the participant stack up as a leader right now?

5. What specific actions should the participant take to become a better leader?

6. In what ways is the LDP reinforced by other HR systems?

7. How can the participant's work group be a part of the developmental process?

8. Is there a leadership succession plan?

9. Is the LDP giving a satisfactory return on investment? (p. 249)

Besides being able to answer these questions, coordinators and designers of LDPs need to consider the following criteria: (a) selection process of candidates, (b) curriculum of the LDP, (c) delivery/structure of content, and (d) products produced by candidates.

Selection process of candidates. The screening process for LDPs should be carefully considered. In order to ensure that the program has fidelity and produces the best future leaders, the selection criteria should be rigorous and highly selective (Davis & Darling-Hammond, 2012; Hess & Kelly, 2005; Pernick, 2001). While there are no specific suggestions for how many people to admit to each LDP, the expectation is that most who apply will not be admitted to a LDP. Studies show as many as 25% of applicants gaining admittance (Corcoran et al., 2012) to as few as 5-7% of applicants gaining admittance (Hess & Kelly, 2005).

While many LDPs utilize a self-selection application to the program, for some LDPs, recommendations from campus administrators are required for consideration (Davis & Darling-Hammond, 2012; Searby & Shaddix, 2008), as well as written

applications and interviews (Corcoran et al., 2012; Davis & Darling-Hammond, 2012).

Additionally, not all district programs require candidates to be currently employed in

education; however, teaching experience is recommended (Corcoran et al., 2012).

Despite these strict criteria for admission, Pernick (2001) also warns that ineffective

participants should be dismissed from the LDP in order to maintain the integrity of the

program.

Candidates considered for acceptance into LDP programs also exhibit common

leadership qualities. While instructional techniques can be acquired, most LDP

candidates have demonstrated proven leadership with their instructional practices (Davis

& Darling-Hammond, 2012; Searby & Shaddix, 2008). This knowledge, however, is not

enough to ensure success as a potential administrator. Desire, purpose, confidence,

assertiveness, mental stability, physical stamina, and intelligence are also essential

(Pernick, 2001).

Curriculum of the LDP. Determining the curriculum to be covered in a LDP

can be a complicated process. In planning a LDP, districts need to consider their unique

values and needs, as well as their desires for school leaders (Corcoran et al., 2012; Davis

& Darling-Hammond, 2012; Gooden et al., 2011; Pernick, 2001). The LDP should be a

bridge between theory and practice grounded in adult learning practices (Davis et al.,

2005). Generally, these programs concentrate on interpersonal, technical, and

developmental needs (Pernick, 2001) with a problem-solution, practical focus (Corcoran

et al., 2012) linking pedagogy and practice (Davis & Darling-Hammond, 2012). Ideally,

the curriculum of a LDP designed to prepare potential administrators would encompass

the Educational Leadership Constituents Council (ELCC) standards (Gooden et al.,

2011). Technical topics for consideration in these LDPs would include: knowledge/skills

appropriate for an assistant principal position, ways central administration offices can

assist principals, attributes of effective principals, and management of instructional

strategies (Davis & Darling-Hammond, 2012; Gooden et al., 2011). These would be

tailored to the district offering the LDP. Developmental and interpersonal topics could be

more generically applied to a variety of campuses or districts. These would include a

study of student achievement, school improvement, partnership development with other

stakeholders, time management, delegation of tasks, and dealing with crises (Davis &

Darling-Hammond, 2012; Gooden et al., 2011; Searby & Shaddix, 2008).

   Regardless of the specific content of the curriculum used by a LDP, a period of

reflection to internalize and process the knowledge gained should be incorporated into the

curriculum (Davis & Darling-Hammond, 2012; Gooden et al., 2011; Searby & Shaddix,

2008). This encourages participants to consider how to implement newly acquired skills

when they assume a campus leadership position, building self-efficacy.

   Delivery/structure of content. When designing a LDP for prospective

administrators, it is essential to consider the audience – usually practicing teachers.

Some of these programs are brief experiences that meet as little as six times a year

(Searby & Shaddix, 2008), while others are intense internships consisting of three 12-

week rotations (Davis & Darling-Hammond, 2012).

   When working with adults, varied instructional experiences are also necessary; it

is also important to provide experiences that mimic the "realness" that current principals

have indicated was lacking in university preparation (Gooden et al., 2011, p. 5).

Hunzicker, Lukowiak, Huffman, and Johnson (2009) argue that these experiences

designed to facilitate mastery help to instill a sense of self-efficacy in potential

administrators. Davis and Darling-Hammond (2012) suggest using a problem-based

model where students have the opportunity to respond to potential issues they may face

when in the position. An extension of this activity would be role playing and case studies

(Pernick, 2001).   These hands-on activities build experiences within the LDP for

participants to expand their knowledge-base (Davis & Darling-Hammond, 2012; Hess &

Kelly, 2005; Rhodes & Brundrett, 2012) and, therefore, their confidence to handle

potential situations as campus administrators.

Internships can also be an integral component to this process (Gooden et al.,

2011; Hess & Kelly, 2005; Joseph, 2009; Rhodes & Brundrett, 2012). These give the

highest degree of hands-on experiences.   Experts agree that on-the-job training has the

greatest success rate when working with administrators (Mast et al., 2011; Pernick,

2001).

Finally, regardless of the structure of a chosen LDP, many agree that a cohort

model (Davis & Darling-Hammond, 2012) or mentorships with those already in the

preferred position can enhance the experience for participants (Gooden et al., 2011; Hall,

2008; Joseph, 2009; Pernick, 2001; Rhodes & Brundrett, 2012). Being able to learn from

and with others is a valuable component of LDPs.

Products produced by candidates. Garnering experience from a LDP involves

more than attending workshops, interning or reading articles; participants must be active

learners and apply their newfound knowledge and skills. Portfolios that showcase the

variety of experiences from the LDP can be evidence of an aspiring administrator's

potential for success (Davis & Darling-Hammond, 2012; Joseph, 2009; Searby &

Shaddix, 2008). Alternately, the literature suggests that some LDPs highlight the

learning of participants by asking them to create and implement a project on a campus to

demonstrate mastery of the concepts outlined by the LDP (Davis & Darling-Hammond,

2012; Hess & Kelly, 2005). It is this concluding piece that can solidify the learning and

make abstract leadership concepts more concrete. Pernick (2001) describes these

culminating activities as opportunities to provide participants with feedback on their

strengths and weaknesses in order to continue the development process.

Barriers to Success

Implementing a LDP can involve an investment of a variety of resources by a

school district. Because of this massive investment, it is imperative for LDPs to have the

full support of district leaders (Joseph, 2009; Pernick, 2001; Searby & Shaddix, 2008).

Joseph (2009) suggests that the LDP be part of the district's strategic plan. Without this

level of commitment, a LDP may fail. There are numerous requests of district leaders

from a variety of stakeholders (Gooden et al., 2011), which is why it is imperative for

LDPs to proactively recruit and develop today's teacher leaders to fill tomorrow's

administrative openings (Rhodes & Brundrett, 2012).

District level leaders must also commit time and resources to the LDP.

Completing hands-on experience training and attending meetings can take participants

away from the responsibilities of their current position (Davis & Darling-Hammond,

2012), and release time may be required to fulfill the expectations of the LDP (Joseph,

2009). In addition, significant amounts of time are necessary to develop strong mentor

relationships. Hall (2008) noted that with many mentor programs (nation-wide) time was

indicated as a "major impediment" 70% of the time (p. 451). Knowing this intensifies the commitment required by the district to the LDP.

Resources are frequently fought over in school districts today as budgets are cut and allotments get smaller. This can be a barrier to implementing a LDP; Joseph's (2009) research yielded an average cost per participant in a district-sponsored LDP to be $4493. Depending on the size of a program, the cost for a LDP to the district can represent a significant portion of a staff development budget. Districts can utilize master teachers or administrators in the district to lead the LDP and help defray the cost, but it will not eliminate it (Davis & Darling-Hammond, 2012; Joseph, 2009; Rhodes & Brundrett, 2012).

As Pernick (2001) outlines, commitment from the top of the organization is key; without it, the scope of the LDP will likely be restricted (Davis & Darling-Hammond, 2012; Joseph, 2009). These potential barriers need to be addressed in order for a LDP to identify aspiring administrators from the available pool of teacher leaders to be viable.

Campus Teacher Leaders

Identifying current teacher leaders to participate in LDPs involves understanding the characteristics of these leaders, the needs of these leaders, and the benefits and cautions of promoting from within.

Qualities and Characteristics

When teachers are able to influence the campus beyond the walls of their own classroom, they are truly teacher leaders (Hunzicker, et al., 2009; Searby & Shaddix, 2008). As mentioned previously in the review of the literature, today's administrators must have a solid foundation of instructional knowledge (Commission, 2007). Teacher

leaders are most often known for their skill in this area, but it is also this skill, which keeps teacher leaders from wanting to leave the classroom (Rhodes & Brundrett, 2005). Confidence in the classroom fosters a teacher's self-efficacy (Hunzicker et al., 2009), which often translates to leadership potential. This study sought to determine if participation in a LDP will, likewise, foster the job-related self-efficacy of new administrators.

In addition to this pedagogical skill, the disposition of teacher leaders is unique. Hunzicker et al. (2009) believe that a positive self-esteem is critical for teacher leaders. From here, feelings of efficacy, power, and confidence are derived (Davis & Darling-Hammond, 2012; Hunzicker et al., 2009). This allows these teachers to make a larger statement and impact on the campus culture and students (Searby & Shaddix, 2008).

Needs of Teacher Leaders

Teacher leaders require two major components to make the transition to campus leaders: experience and empowerment.

Teacher leaders are masters of their craft, but rarely do they have experience beyond the walls of their classrooms with regard to other campus responsibilities. It is incumbent upon schools utilizing a LDP approach to practice distributive leadership so that tasks are delegated to those interested in gaining experience (Hunzicker et al., 2009). This must be intentional on the part of campus leadership (Searby & Shaddix, 2008). For some teacher leaders, this may be challenging. Taking on a leadership role while still a classroom teacher may disturb some teachers' sense of identity (Rhodes & Brundrett, 2005), and campus leaders must be mindful of this.

Having the opportunity to develop skills, though, may also enhance a first-year administrator's efficacy (Davis & Darling-Hammond, 2012). This can also lead to a sense of empowerment (Searby & Shaddix, 2008), and when this happens, confidence levels rise (Davis & Darling-Hammond, 2012). Furthermore, campus leaders need to ensure that teacher leaders feel valued for their contributions to the campus and the students (Rhodes & Brundrett, 2012). By ensuring that these needs are met, LDPs can develop these teacher leaders into potential administrators.

Benefits and Cautions of Promoting from Within

Besides the financial savings a LDP can ultimately provide (because training new employees is cost intensive) (Pernick, 2001), there are benefits both to the employees and the campus/district when a LDP is utilized to grow teacher leaders into potential campus administrators.

When staff believe there is an opportunity for advancement, they are often more satisfied (Pernick, 2001). Rhodes and Brundrett (2012) posit that this is particularly true for younger employees who need to see a future for themselves within the campus. These positive experiences increase the retention rate of teachers, and this increased retention provides for continuity for the mission and vision of the campus or district (Davis & Darling-Hammond, 2012; Pernick, 2001; Rhodes & Brundrett, 2005, 2012; Searby & Shaddix, 2008). Besides retaining talent, Pernick (2001) also argues it allows for the better recruitment of talent by having a LDP and advocating the potential for growth within the organization.

While there are obvious benefits to implementing a LDP to develop teacher leaders into campus administrators, there are some cautions to consider as well. These

cautions should be considered both in the decision to implement a LDP or not to implement one.

When there is no systematic plan for leadership succession within an organization, many potential leaders may see a dip in their own morale because there does not appear to be any opportunity for advancement (Pernick, 2001; Rhodes & Brundrett, 2012). Employees need to feel as though there is opportunity for growth in order to commit to staying. On the other hand, a LDP may cause some people to be concerned about advancing within the same organization and experiencing "stagnation" or having all of their experiences in the same setting (Rhodes & Brundrett, 2012, p.23). Others may try to work the system to garner favor from those already in positions of authority. Rhodes and Brundrett (2005) identified this phenomenon as "positioning" (p. 17). Therefore, campus leadership needs to be mindful of this and seek to discern the motives behind the actions of rising staff. Conversely, a final caution involves current campus leadership potentially sabotaging or stifling a teacher leader's growth opportunities for fear of having him/her transfer to another campus once experience is gained (Rhodes & Brundrett, 2012). The goal of the LDP and campus leadership in general should be to develop the whole person, who will hopefully stay and enhance the campus/district, even though they may leave.

Theoretical Framework

For almost 40 years, the work of Albert Bandura has become synonymous with the concept of self-efficacy, or the belief in one's ability (Bandura, 1977). This perception can then impact the decisions and choices made by an individual. The higher

a person's self-efficacy is for a given task, the more likely it is that he/she will engage in the task, put forth effort, and cope with adverse situations (Bandura, 1977).

Self-efficacy is influenced by four main sources: (1) performance accomplishments/success, (2) vicarious or social experiences, (3) verbal/social persuasion, and (4) emotional arousal/stress reduction (Bandura, 1977; 1994). All of these types of influence are typical components of a LDP.

Performance accomplishments can be likened to the adage: Success breeds success. Through modeling and exposure to different scenarios, the self-efficacy of participants is strengthened (Bandura, 1977). When people have a chance to be rewarded for decisions that they make in a safe environment, like a LDP, before taking on the responsibility of the position, there is a greater confidence in their ability due to the success and resilience they have experienced previously (Bandura, 1994).

Vicarious, social experiences are the cornerstone of any LDP. Bandura (1994) suggests that being able to acquire skills through practice with peers increases the self-efficacy people experience. Additionally, the more similar these experiences are to the actual job-related task, the greater the likelihood is that self-efficacy will be raised (Bandura, 1994).

Similarly to the performance accomplishments, positive, verbal persuasion can raise self-efficacy levels (Bandura, 1977). When people are reinforced and told they are doing a task well, their confidence grows. From here, they are more likely to continue to engage in this task in the future because they believe that they can accomplish it based on the feedback from others (Bandura, 1994). A LDP experience would allow participants the possible luxury of having positive feedback on their decision-making and other job-

related functions. This could build self-confidence knowing others are confident on one's ability.

Finally, emotions play a large role in the development of a strong self-efficacy. Being placed in stressful or unfamiliar situations can cause physiological symptoms to the extent that people may be unable to perform the requisite tasks; however, when these stressors are removed, self-efficacy increases (Bandura, 1977; 1994). Participation in a LDP can eliminate some negative stressors associated with assuming a new assistant principal position by demystifying the position and placing participants in simulation situations that will provide familiarity when these issues arise on the job.

Therefore, utilizing the seminal work of Bandura (1977), the theoretical framework of self-efficacy, as it applies to job-related feelings of confidence, will be considered when analyzing the impact of leadership development programs on first-year assistant principals. Because the literature indicates that first-year administrators feel underprepared for the demands of the assistant principalship due to a lack of real-world experiences, participation in a LDP can provide both the knowledge and confidence in order to be comfortable in a campus leadership role. Bandura (1977) asserts that once self-efficacy has been achieved in one setting (i.e., the LDP experience), these feelings should generalize to other similar settings. This phenomenon is depicted in Figure 1.
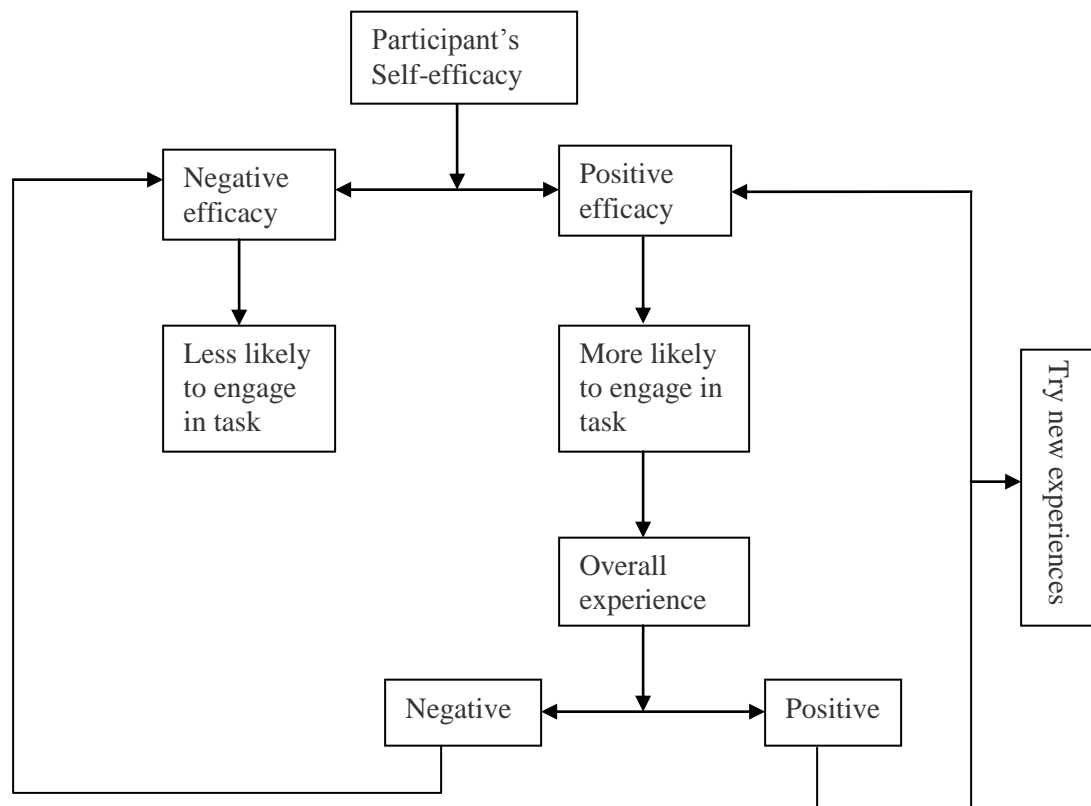
Figure 1.1 The impact of self-efficacy and overall experience on the likelihood of engaging in tasks. Based on the work of Bandura (1977; 1994), the more positive the self-efficacy and overall experience are, the greater the likelihood of continuing to engage in the activity or to try new experiences.

Therefore, the mastery experiences provided in the LDP should increase the self-efficacy of first-year administrators with their job-related tasks (Bandura, 1997). These leadership experiences can influence the feelings and thought processes of first-year administrators, which, according to Bandura (1997), are all components of that impact self-efficacy.

Because this study solicited information from first-year administrators themselves, self-efficacy scales are more appropriate. Self-efficacy "is a judgment of capability" rather than considering actual abilities or job performance (Bandura, 2006, p. 309). This study did not examine the actual job performance participants, only their

perceived levels of self-efficacy. Bandura (2006) also equates efficacy to confidence in the construction of self-efficacy scales. Thus, on the instrument designed by the researcher, "confidence" level was asked in order elicit responses which would indicate the degree of self-efficacy that participants felt on a given competency.

Summary

A review of the literature does indicate that there are significant benefits to leadership succession planning through the use of a LDP. However, much of the research which has been conducted involves planning for campus principal positions and grooming assistant principals for this position. Little research has been studied, as Hall (2008) points out, in the area of developing teacher leaders for administrative positions.

Additionally, the research indicates that new administrators lack real-world experiences prior to assuming an administrative position (Gooden et al., 2011). Providing these experiences, perhaps through a LDP, can enhance new administrators' knowledge of the job-related tasks expected of them (Davis & Darling-Hammond, 2012; Hess & Kelly, 2005; Rhodes & Brundrett, 2012). This additional knowledge can increase the confidence and self-efficacy of first-year assistant principals.

CHAPTER III

METHODOLOGY

The purpose of this study was to consider the influence of Leadership

Development Programs (LDPs) on the job-related self-efficacy of first-year assistant

principals. This mixed methods case study involved collecting data from a purposive

sample of first-year assistant principals (APs) who were members of either TEPSA

(*Texas Elementary Principals and Supervisors Association*) or TASSP (*Texas*

Association of Secondary School Principals) using the researcher-constructed *First-Year*

Administrator Job-Related Self-Efficacy Scale and through structured interviews. A

descriptive analysis of the survey responses for each of the 33 descriptive statements

across the eight competencies was conducted, while qualitative data were analyzed using

an inductive coding process.

Overview of the Research Problem

With direct impact on student achievement, classroom teachers are the leading

predictor of student success; however, the campus principal is the second leading

predictor (Commission, 2007; Davis & Darling-Hammond, 2012; Davis et al., 2005;

Gooden et al., 2011; Mast et al., 2011). As the leaders of the school, the administrative

team (principals and assistant principals) is responsible for the direction of the campus,

and succession planning to ensure that people are ready to assume these roles is critical.

However, purposeful succession planning has not been robustly studied in education

(Rhodes & Brundrett, 2012). Additionally, the responsibilities of campus administrators

are increasing, making finding quality principals more important (Davis et al., 2005). In order to have campus principals ready to meet these new demands, quality assistant principals must be ready to assume principal roles, and quality teacher leaders need to be prepped to step into the role of first-year assistant principals (Searby & Shaddix, 2008).

New school accountability procedures, technology, and general expectations have left some administrators underprepared to meet these demands (Commission, 2007; Hess & Kelly, 2005). School districts, universities, and government agencies are all looking for ways to create Leadership Development Programs (LDP) to prepare future leaders (Corcoran et al., 2012; Davis & Darling-Hammond, 2012; Hess & Kelly, 2005; Mast et al., 2011; Rhodes & Brundrett, 2012). However, there has been little research on whether participating in a LDP influences the self-efficacy of new assistant principals.

Operationalization of Theoretical Constructs

This study examined the constructs of (a) job-related self-efficacy and (b) professional development. Albert Bandura (1977) has been credited with the operationalization of the construct of self-efficacy, which is the belief and confidence in one's own ability. For the purposes of this research study, self-efficacy was studied only in relation to the job-related competencies of the assistant principalship, including (a) campus culture, (b) communication, (c) ethics, (d) curriculum and assessment, (e) instructional programs, (f) personnel and staff development, (g) problem-solving, and (h) operations. This construct was measured using the *First-Year Administrator Job-Related Self-Efficacy Scale*. Professional development, which for the purposes of this research was confined to participation in Leadership Development Programs, was explored through the use of structured interview with first-year assistant principals.

Research Purpose and Questions

The purpose of this study was to examine the influence of participating in a LDP on the job-related self-efficacy of first-year assistant principals. The following research questions were addressed in this study:

R1: To what extent does participating in a Leadership Development Program (LDP) influence the job-related self-efficacy of first-year assistant principals in the following domains: (a) campus culture, (b) communication, (c) ethics, (d) curriculum and assessment, (e) instructional programs, (f) personnel and staff development, (g) problem-solving, and (h) operations?

R2: Why do participants from Leadership Development Programs (LDP) have greater self-efficacy as first-year assistant principals?

Research Design

For the purposes of this study, a mixed methods case study research approach was used. The first-year assistant principals studied in this research are believed to be representative of "typical" first-year assistant principals with both their responses to the quantitative survey and their qualitative interview responses. Yin (2003) states that with a "*representative* or *typical* case […] the objective is to capture the circumstances and conditions of an everyday or commonplace situation… The lessons learned from these cases are assumed to be informative about the experiences of the average [assistant principal]" (p. 41). A purposive sample of first-year administrators who were members of either TEPSA or TASSP were solicited to complete the *First-Year Administrator Job-Related Self-Efficacy Scale* and participate in structured interviews. Quantitative data were analyzed using descriptive analysis of the frequencies and percentages of responses

at all anchor points on the 6-point Likert-type scale, while qualitative data were analyzed using an inductive coding process.

Population and Sample

The population of this study was first-year assistant principals in Texas. The 7,946 principals employed in Texas during the 2012-2013 school year (the last for which data has been reported) were predominantly female (61.4%) and white (64.4%). Over a fifth of all principals in Texas are Hispanic (21.9%) The latest demographic data for principals in Texas is represented in Table 3.1 (Texas Education Agency, 2015b). Additionally, 9,768 assistant principals were employed in Texas for this same school year; however, demographic data is not reported by the Texas Education Agency for this group (2015b). Principals averaged 20.0 years of experience in Texas public schools, and assistant principals averaged 15.9 years. Half of the assistant principals have between 10-19 years of experience (49.3%), and nearly a quarter (21.6%) of them have less than 10 years of experience. The vast majority of principals, on the other hand, have between 10-29 years of experience (74.9%) [Texas Education Agency, 2015b]. Table 3.2 depicts the years of experience for principals and assistant principals. A purposive sample of first-year administrators who were members of the two largest professional organizations in Texas for administrators, TEPSA and TASSP, were selected for participation in this study. TEPSA has a membership of over 5,800 school leaders (TEPSA, 2014), and TASSP's membership is over 5,000 (TASSP, 2014).

Table 3.1

Demographic Information - Principals Employed in Texas (2012-2013 SY)

	Frequency (*n*)	Percentage (%)
1. Gender		
Female	4877	61.4
Male	3069	38.6
2. Ethnicity		
African Amer.	915	11.5
White	5117	64.4
Hispanic	1741	21.9
Asian	44	0.6
Amer. Indian	31	0.4
Pacific Islander	3	0.0
Two or More	95	1.2

Table 3.2

Experience Ranges – Principals and Assistant Principals in Texas (2012-2013 SY) (%)

	Principals	Assistant Principals
1. 0-9 Years	9.9	21.6
2. 10-19 Years	40.5	49.3
3. 20-29 Years	34.4	22.1
4. 30-39 Years	13.5	6.3
5. 40-49 Years	1.6	0.7
6. 50-59 Years	0.0	0.0

Instrumentation

The *First-Year Administrator Job-Related Self-Efficacy Scale* was designed by the researcher. It was tested on administrators who were in the researcher's current district who were not first-year administrators and, therefore, would not be included in the research study. This happened prior to distribution to the participants in order to determine readability and timing of the survey. Results of the initial testing of the instrument indicated that the survey took most respondents approximately 30 minutes to complete when every statement from the eight competencies was used. The researcher eliminated statements which were repetitive or not closely linked to the responsibilities of an assistant principal to streamline the instrument. Think-alouds were conducted with three administrators, and statements which were eliminated were discussed with these veteran assistant principals to ensure that the instrument reflected the duties and responsibilities that first-year assistant principals would encounter. Additionally, the think-alouds were used to check that respondents were interpreting the questionnaire as expected, and a pilot test with five current administrators was given utilizing the entire questionnaire process including the initial email. Results of the pilot test indicated that the process was clear, and no major changes to the instrument or process were needed.

Instrumentation for this research consisted of a set of survey items developed by the researcher, the *First-Year Administrator Job-Related Self-Efficacy Scale,* based on the competencies of the TExES Principal (068) exam required for certification in Texas (Texas Education Agency, 2010). These competencies were identified by the State of Texas to be those most closely aligned with the duties of campus administrators based on Texas Administrative Code Title 19, Part VII, Chapter 241 (Texas Education Agency, 2010). There are nine competencies encompassed by the three domains: (a) School

Community Leadership, (b) Instructional Leadership, and (c) Administrative Leadership. Self-efficacy statements were constructed utilizing the descriptive statements within each competency. These descriptive statements "describe in greater detail the knowledge and skills" administrators should possess (Texas Education Agency, 2012, p. 2). Passing this exam is one of the five requirements for obtaining Principal Certification in the state of Texas (Texas Education Agency, 2015a). These nine competencies and successive statements were designed to correlate to areas associated with the job-related duties of an administrator (Texas Education Agency, 2012).

The survey items on the *First-Year Administrator Job-Related Self-Efficacy Scale* were standardized, and the same questions were asked of all participants by the researcher. Survey questions were drawn from eight of the nine TExES Principal Exam competencies, including (a) campus culture, (b) communication, (c) ethics, (d) curriculum and assessment, (e) instructional programs, (f) personnel and staff development, (g) problem-solving, and (h) operations. Given that first-year assistant principals generally have very little experience or influence over budgeting and finance, this competency was not assessed. From the remaining eight competencies, selected descriptive statements were utilized to create the survey. These statements were selected based on the feedback from the think-alouds with veteran assistant principals. Participants were asked to rate their degree of confidence using a 6-point Likert-type scale (0 = *No Confidence at All,* 1 = *A Little Confidence,* 2 = *A Fair Amount of Confidence,* 3 = *Much Confidence,* 4 = *Very Much Confidence, and* 5 = *Complete Confidence*). A higher score indicated higher degrees of self-efficacy; therefore, the more times a participant chose *Complete Confidence*, the more self-efficacious they were.

Data Collection Procedures

Following approval from the Committee for the Protection of Human Subjects

(CPHS) from the University of Houston – Clear Lake (UHCL) and approval from TASSP

and TEPSA, data were collected during the spring semester of 2015 (see Appendix A).

All members of TASSP and TEPSA received the researcher-constructed *First-Year*

Administrator Job-Related Self-Efficacy Scale (see Appendix B) through the

organizations' weekly email blasts sent to all members (see Appendix C). This email

included a general overview of the study, assurance that participation was voluntary and

that participation implied consent to participate in the study, and that the responses would

be anonymous. Contact information for the researcher was also included. Reponses

were collected using SurveyMonkey with the link embedded in the email.

Confidentiality of the participants was maintained by only recording the

demographic data of respondents; participants were not identified by name to protect

their anonymity and to allow for honest answers to the survey. The only identifying

information that the participants submitted was that they were first-year administrators in

Texas. Participation in the survey functioned as informed consent. Responses were

secured by SurveyMonkey and downloaded to an Excel spreadsheet with the researcher

and methodologist having the only access to the data.

Following the descriptive analysis of the quantitative data, structured interview

questions were developed (see Appendix D). These six questions were used to provide

insight about the confidence of first-year administrators who had participated in a LDP,

and why they did or did not feel prepared for their roles. Additionally, these questions

were used to explore connections to the quantitative data – to determine whether

confidence in competencies indicated on the *First-Year Administrator Job-Related Self-Efficacy Scale* was reiterated during more open-ended interviews.

The researcher selected a purposive sample of participants to be interviewed who were first-year assistant principals known to the researcher. These participants were all members of either TESPA or TASSP, as was the original sample for the quantitative data collection. Nine first-year assistant principals, who worked with colleagues of the researcher, were contacted to participate and responded to the researcher and agreed to the structured interview. Participants signed informed consent to participate in the interview with the researcher that lasted between 10 and 20 minutes (see Appendix D). Interviews consisted of six questions and basic demographic information (see Appendix C). Given that these participants were known to the researcher, either directly or indirectly through their principals, confidentiality was provided by the researcher. Each participant was assigned a number in the order that the interviews took place. Only general demographic information was used to report the findings. Information related to this study has been stored on an external hard drive to be kept by the researcher and on the researcher's hard drive in a password protected folder. Upon completion of the research, this information and the results of this study will be stored for five years and then destroyed.

Data Analysis Procedures

Quantitative

The Statistical Package for the Social Sciences (SPSS) was used to analyze the survey data. Research Question 1 was analyzed using the frequencies and percentages of the survey responses. Data for each of the descriptive statements from the eight

competencies assessed on the *First-Year Administrator Job-Related Self-Efficacy Scale*

was compiled for All Respondents, LDP Respondents, and Non-LDP Respondents. The

frequency and percentages of these responses were analyzed as a whole (All Responses),

and the LDP and Non-LDP Responses were then compared to one another and how the

responses of each group may have influenced the All Responses results. A *Much/Very*

Much/ Complete Confidence rating was acquired by combining the responses for the top

three anchors on the 6-point Likert scale (3 = *Much Confidence,* 4 = *Very Much*

Confidence, and 5 = *Complete Confidence*). Tables reflecting this composite rating for

LDP and Non-LDP Responses are located after all three sets of data for each Competency

in Chapter IV. Participant responses were compared to identify areas of perceived

strengths and weaknesses within the LDP and Non-LDP groups. Differences and

similarities between All Respondents and the LDP Respondents and the Non-LDP

Respondents were reported.

Qualitative

Research Question 2 utilized data gathered through structured interviews. Taking

the information gathered from the quantitative analysis, these interview questions were

designed to gain a deeper understanding of the root of the participants' self-efficacy.

Once the interviews were transcribed by the researcher, they were coded by hand to

identify categories, themes, and subthemes. Each participant's interview was coded

individually to identify issues or ideas that had been expressed. From here, a list of

themes was created, and each interview was coded a second time to identify any

overlooked themes. Then, each of the six interview questions was considered separately

across all participants to determine themes which were common to specific topics. The

list of themes was then ranked according to frequency (how often a participant mentioned it), and the list was then further subdivided into five major categories under which the significant themes were grouped. Each interview was then reviewed by a member of the researcher's doctoral cohort. Finally, through a process of peer debriefing, the original list of five categories were regrouped and condensed to four categories. This process allowed the researcher to examine why participants in LDPs may have reported higher levels of self-efficacy.

Ethical Considerations

Approval for this research was granted by UHCL's CPHS and by both TEPSA and TASSP, as the researcher is a member of both of these organizations. Participation in this research study was completely voluntary. Participants received an invitation email through their TEPSA or TASSP membership to participate which explained the purpose of the research study, that participation was voluntary, and that the only personal information collected would be general demographic information (see Appendix B). When participants opened the electronic survey, they were once again given an overview of the research study, information that participation was voluntary and confidential, and that consent to participant in the study was implied by completing the survey (see Appendix A). Participants for the structured interview were given an additional informed consent (see Appendix D).

Participation in quantitative portion of this study was anonymous. In order to solicit honest responses, administrators needed to know that there was no possibility for repercussions from their principals based on their feedback. Therefore, names were not recorded on the survey, but general demographic information was used to categorize and

disaggregate responses. Participants in the qualitative, structured interviews were known

to the researcher. Additional informed consent was given by the participants in order to

participate in these interviews (see Appendix E). In order to protect the confidentiality of

these participants, responses were numbered in the order the interviews took place, and

this was used to identify the participants rather than their names. Data generated by this

research was housed in both the researcher's hard drive and on an external hard drive

kept by the researcher in password protected folders during and after the research

process. At the conclusion of this research, the faculty sponsor also maintained a copy of

the data, and the results will be kept for five years before being destroyed.

Research Design Limitations

This research had some limitations. First, all respondents must have been

members of a professional organization in order to have had access to the survey. It is

likely that some first-year administrators are not members. Second, this sample also

provides a limitation. In this study, all respondents were administrators (and certified) in

Texas. Additional study may need to be done to determine if these results are able to be

generalized to other states with differing licensing/certification procedures. Also, the

relatively small sample size is a concern with regard to the generalizability of the

findings. In order to more fully study the influence of LDPs on the job-related self-

efficacy of first-year assistant principals, the structured interview was introduced to

provide additional insight. Third, the *First-Year Administrator Job-Related Self-Efficacy

Scale* asked respondents to indicate their level of confidence on the given descriptive

statements. Data is only as reliable as the degree to which participants were honest in

their responses. Additionally, the level of confidence should not be equated to the ability

to perform the tasks. This research did not focus on whether the participant can *actually* perform the task; instead, the concentration was on whether the participants *believed* they were confident completing the task. Fourth, participants who were interviewed knew the researcher. While safeguards were implemented and participants could withdraw from participation at any time, responses may have been impacted by this prior relationship.

CHAPTER IV

RESULTS

The purpose of this study was to determine whether participation in a Leadership

Development Program (LDP) prior to assuming an assistant principalship influences the

job-related self-efficacy of first-year assistant principals. This chapter presents the

findings of both the quantitative and qualitative data analysis of the study. Job-related

self-efficacy was measured using a researcher-created self-efficacy instrument (*First-

Year Administrator Job-Related Self-Efficacy Scale*) based on the statements of the

TExES exam for principal certification. In addition, qualitative interviews were

conducted with first-year administrators to further ascertain reasons behind their

expressions of efficacy related to being an assistant principal. In this chapter, an

explanation of the participants' demographics is presented, followed by a description of

instrument reliability, and the data analysis for each of the research questions. This

chapter will conclude with a summary of the findings.

Participant Demographics

Quantitative data were collected in the spring semester of the 2014-2015

academic school year using existing members of the two major school administrator

organizations in Texas: TEPSA (*Texas Elementary Principals and Supervisors

Association*) and TASSP (*Texas Association of Secondary School Principals*). The

researcher, as a member of both organizations, provided an explanation of the research in

an email requesting assistance from first-year administrators to take the survey

instrument which was included in the organizations' electronic newsletters. Although 51 participants responded to the *First-Year Administrator Job-Related Self-Efficacy Scale*, 21 of those who attempted to take the survey did not indicate that 2014-2015 was their first year as an administrator; therefore, their responses were deleted, leaving only 30 participants deemed eligible for participation in this study.

Participants were subdivided by those who participated in a LDP and those who did not. Sixty percent ($n = 18$) of the participants did not participate in a LDP. Of the 40.0% ($n = 12$) of those who participated in a LDP, 75.0% ($n = 9$) were involved with a District Initiative and 25.0% ($n = 3$) participated in a University-Based Partnership. The majority of the respondents who had participated in a LDP did so within a year of participating in the program (75.0%, $n = 9$). Only one respondent indicated that the LDP participation was more than two years ago (8.3%). Table 4.1 represents the participation in a LDP versus those who did not (hereafter referred to as Non-LDP Participants), and Table 4.2 depicts the time since participating in a LDP for the 12 respondents who had participated.

Table 4.1

Participation in a Leadership Development Program (LDP)

	Frequency (*n*)	Percentage (%)
1. LDP Participation		
Yes	12	40.0
No	18	60.0
2. LDP Type		
University-Based Partnership	3	10.0
Nonprofit Venture	0	0.0
District Initiative	9	30.0
None	18	60.0

Table 4.2

Time Since Participating in a Leadership Development Program

Time	Frequency (*n*)	Percentage (%)
1. 0-6 Months	2	16.7
2. 6-12 Months	7	58.3
3. 1-2 Years	2	16.7
4. More than 2 Years	1	8.3

Basic demographic information was collected from all respondents. Female participants were in the majority with 73.3% (*n* = 22) of all respondents, while male participants comprised 26.7% (*n* = 8). This percentage of female participants was even greater among those who participated in a LDP (83.3%, *n* = 10). Participants represented all levels of K-12 education; however, elementary administrators represent more than half (53.3%, *n* = 16) of the participants. No high school administrators were represented in the Non-LDP group. Ethnically, the sampling was diverse with White or Caucasian

respondents comprising the majority of all respondents (70.0%, $n = 21$), followed by

Black or African American (20.0%, $n = 6$), Hispanic or Latino (6.7%, $n = 2$), and Asian

or Pacific Islander (3.3%, $n = 1$). American Indian/Alaskan Natives and those with Two

or More Races were not represented in the sample. Tables 4.3 and 4.4 display participant

demographics by gender, race/ethnicity and campus type.

Table 4.3

Participant Demographics by Gender and Race/Ethnicity (%)

	All	LDP	Non-LDP
1. Gender			
Female	73.3	83.3	66.7
	(n= 22)	($n = 10$)	($n = 12$)
Male	26.7	16.7	33.3
	($n = 8$)	($n = 2$)	($n = 6$)
2. Race/Ethnicity			
Amer. Indian/ Alaskan Native	0.0 ($n = 0$)	0.0 ($n = 0$)	0.0 ($n = 0$)
Asian/ Pacific Islander	3.3 ($n = 1$)	0.0 ($n = 0$)	5.6 ($n = 1$)
Black/ African American	20.0 ($n = 6$)	33.3 ($n = 4$)	11.1 ($n = 2$)
Hispanic/ Latino	6.7 ($n = 2$)	0.0 ($n = 0$)	11.1 ($n = 2$)
White/ Caucasian	70.0 ($n = 21$)	66.7 ($n = 8$)	72.2 ($n = 13$)
Two/More Races	0.0 ($n = 0$)	0.0 ($n = 0$)	0.0 ($n = 0$)

Table 4.4

Participant Demographics by Campus Type (%)

	All	LDP	Non-LDP
1. Elementary	53.3	41.7	61.1
	(*n* = 16)	(*n* = 5)	(*n* = 11)
2. Junior High/ Middle School	30.0	25.0	33.3
	(*n* = 9)	(*n* = 3)	(*n* = 6)
3. High School	10.0	25.0	0.0
	(*n* = 3)	(*n* = 3)	(*n* = 0)
4. Multiple Levels	6.7	8.3	5.6
	(*n* = 2)	(*n* = 1)	(*n* = 1)

Participants were also asked to provide their age and the number of years of teaching before assuming an assistant principal role. The average age of all participants was 36.0 years old (*SD* = 6.594), with the LDP group being slightly older (36.5 years, *SD* = 7.116). The average number of years these new administrators spent as a teacher was 10.4 years (*SD* = 5.302). Table 4.5 depicts the age and years of teaching experience data.

Table 4.5

Participant Demographics by Age and Years of Teaching Experience

	All (n = 30)	LDP (n = 12)	Non-LDP (n = 18)
1. Age			
Average	36.0	36.5	35.6
Range	27 – 55	27 – 55	27 – 52
SD	6.594	7.116	6.409
2. Teaching Experience			
Average	10.4	10.3	10.5
Range	2 – 24	2 – 19	4 – 24
SD	5.302	4.812	5.742

After analysis of the quantitative data, purposively selected first-year assistant principals were asked to participate in a brief, structured interview. Nine first-year assistant principals, known to the researcher, agreed to participate. Seven of the nine participants were White (77.8%), while Black/African American and Hispanic/Latino, each had one participant (11.1%). All but one of the participants in the structured interview were female (88.9%, $n = 8$). All levels of schooling, elementary/intermediate, junior high, and high school, were represented (see Table 4.6). Interview participants were slightly older (36.7, $n = 9$) than all of the respondents of the survey (36.0, $n = 30$), and the age range for these participants was not as wide (see Table 4.7). The first-year assistant principals who were interviewed did have more years of teaching experience (13.7, $n = 9$) than all survey respondents (10.7, $n = 30$).

Table 4.6

Interview Participant Demographics by Gender and Race/Ethnicity (%)

	All ($n = 9$)
1. Gender	
Female	88.9 ($n = 8$)
Male	11.1 ($n = 1$)
2. Race/Ethnicity	
Amer. Indian/Alaskan Native	0.0 ($n = 0$)
Asian/ Pacific Islander	0.0 ($n = 0$)
Black/ African American	11.1 ($n = 1$)
Hispanic/ Latino	11.1 (n = 1)
White/ Caucasian	77.8 ($n = 7$)
Two/More Races	0.0 ($n = 0$)
3. School Level	
Elementary/Intermediate	55.6 ($n = 5$)
Junior High	22.2 ($n = 2$)
High School	22.2 ($n = 2$)

Table 4.7

Interview Participant Demographics by Age and Years of Teaching Experience

	Mean	Range	SD
1. Age	36.7	31 - 44	5.385
2. Teaching Experience	13.7	7 - 22	5.723

Research Question One

Research Question One, *To what extent does participating in a Leadership Development Program (LDP) influence the job-related self-efficacy of first-year assistant principals in the following competencies: (a) campus culture, (b) communication, (c) ethics, (d) curriculum and assessment, (e) instructional programs, (f) personnel and staff development, (g) problem-solving, and (h) operations*, was answered through completion of the researcher created *First-Year Assistant Principal Job-Related Self-Efficacy Scale*.

These eight competencies/sub-scales on the survey each contained between three and six descriptive statements. Participants were asked to rate their degree of confidence using a 6-point Likert-type scale (0 = *No Confidence at All,* 1 = *A Little Confidence,* 2 = *A Fair Amount of Confidence,* 3 = *Much Confidence,* 4 = *Very Much Confidence, and* 5 = *Complete Confidence*).   Responses for each of these competencies are displayed in three ways: (a) all respondents, (b) those who participated in a Leadership Development Program (LDP), and (c) those who did not (Non-LDP). In order to analyze the data, the top three anchors on the scale (*Much Confidence, Very Much Confidence,* and *Complete Confidence*) were collapsed; as all three points indicate a high degree of confidence. For the purposes of this research, this combined percentage is the *Much/Very Much/Complete Confidence* rating. The frequency and percentages for LDP and Non-LDP groups using

this combined anchor are included in tables for each of the eight competencies. The higher this rating, the more self-efficacious respondents feel.

Campus Culture

The Campus Culture competency asked respondents to indicate their level of confidence with five job-related items that a campus administrator would be responsible for that would impact the culture of a campus. Responses for All Respondents indicate that generally, responses fell into the *A Fair Amount of Confidence, Much Confidence, and Very Much Confidence* anchor points (see Table 4.8). While this is also true of LDP Respondents, the results are more tightly compacted as no respondents indicated *No Confidence at All* or *A Little Confidence* (see Table 4.9). Responses for Non-LDP Respondents were more dispersed among all anchor points except *No Confidence at All* (only one response) [see Table 4.10].

For each statement, greater than 60.0% of both LDP and Non-LDP Respondents reported a *Much/Very Much/Complete Confidence* rating (see Table 4.11). The two competencies with the lowest overall confidence ratings include involving stakeholders who are outside of the school building. Statement 1, *Ensure that parents and other members of the community are an integral part of the campus culture*, and Statement 3, *Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning*, each had a *Much/Very Much/Complete Confidence* rating of 63.3% ($n = 19$). On the contrary, Statement 5, *Acknowledge and celebrate the contributions of students, staff, parents and community members toward realization of the campus vision*, had a *Much/Very Much/Complete Confidence* rating of 90.0% ($n = 27$). This clear majority of

new administrators have strong self-efficacy in their ability to celebrate those in their school communities.

On all five aspects of Campus Culture, LDP participants reported higher degrees of self-efficacy than Non-LDP participants (see Table 4.11). On none of the competencies do LDP participants report *No Confidence at All* or *A Little Confidence*. The greatest discrepancy between LDP and Non-LDP responses were found on two items. On Statement 4, *Support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities*, 91.6% ($n = 11$) of LDP participants reported Much Confidence or higher compared to 61.1% ($n = 11$) of Non-LDP participants: a difference of 30.5%. On Statement 5, *Acknowledge and celebrate the contributions of students, staff, parents and community members toward realization of the campus vision,* only 83.3% ($n = 15$) of Non-LDP participants indicated *Much* to *Complete Confidence*, and all 12 LDP respondents indicated such.

Table 4.8

Campus Culture – All Respondents (%)

Survey Item	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
1. Ensure that parents and other members of the community are an integral part of the campus culture.	0.0 (*n* = 0)	3.3 (*n* = 1)	33.3 (*n* = 10)	20.0 (*n* = 6)	33.3 (*n* = 10)	10.0 (*n* = 3)
2. Implement strategies to ensure the development of collegial relationships and effective collaboration.	0.0 (*n* = 0)	3.3 (*n* = 1)	23.3 (*n* = 7)	23.3 (*n* = 7)	33.3 (*n* = 10)	16.7 (*n* = 5)
3. Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.	0.0 (*n* = 0)	6.7 (*n* = 2)	30.0 (*n* = 9)	23.3 (*n* = 7)	26.7 (*n* = 8)	13.3 (*n* = 4)
4. Support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.	3.3 (*n* = 1)	6.7 (*n* = 2)	16.7 (*n* = 5)	20.0 (*n* = 6)	30.0 (*n* = 9)	23.3 (*n* = 7)
5. Acknowledge and celebrate the contributions of students, staff, parents and community members toward realization of the campus vision.	0.0 (*n* = 0)	0.0 (*n* = 0)	10.0 (*n* = 3)	33.3 (*n* = 10)	30.0 (*n* = 9)	26.7 (*n* = 8)

Table 4.9

Campus Culture – LDP Respondents (%)

Survey Item	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
1. Ensure that parents and other members of the community are an integral part of the campus culture.	0.0 (*n* = 0)	0.0 (*n* = 0)	33.3 (*n* = 4)	25.0 (*n* = 3)	41.7 (*n* = 5)	0.0 (*n* = 0)
2. Implement strategies to ensure the development of collegial relationships and effective collaboration.	0.0 (*n* = 0)	0.0 (*n* = 0)	16.7 (*n* = 2)	16.7 (*n* = 2)	50.0 (*n* = 6)	16.7 (*n* = 2)
3. Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.	0.0 (*n* = 0)	0.0 (*n* = 0)	33.3 (*n* = 4)	16.7 (*n* = 2)	50.0 (*n* = 6)	0.0 (*n* = 0)
4. Support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.	0.0 (*n* = 0)	0.0 (*n* = 0)	8.3 (*n* = 1)	33.3 (*n* = 4)	33.3 (*n* = 4)	25.0 (*n* = 3)
5. Acknowledge and celebrate the contributions of students, staff, parents and community members toward realization of the campus vision.	0.0 (*n* = 0)	0.0 (*n* = 0)	0.0 (*n* = 0)	33.3 (*n* = 4)	25.0 (*n* = 3)	41.7 (*n* = 5)

Table 4.10

Campus Culture – Non-LDP Respondents (%)

Survey Item	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
1. Ensure that parents and other members of the community are an integral part of the campus culture.	0.0 (*n* = 0)	5.6 (*n* = 1)	33.3 (*n* = 6)	16.7 (*n* = 3)	27.8 (*n* = 5)	16.7 (*n* = 3)
2. Implement strategies to ensure the development of collegial relationships and effective collaboration.	0.0 (*n* = 0)	5.6 (*n* = 1)	27.8 (*n* = 5)	27.8 (*n* = 5)	22.2 (*n* = 4)	16.7 (*n* = 3)
3. Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.	0.0 (*n* = 0)	11.1 (*n* = 2)	27.8 (*n* = 5)	27.8 (*n* = 5)	11.1 (*n* = 2)	22.2 (*n* = 4)
4. Support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.	5.6 (*n* = 1)	11.1 (*n* = 2)	22.2 (*n* = 4)	11.1 (*n* = 2)	27.8 (*n* = 5)	22.2 (*n* = 4)
5. Acknowledge and celebrate the contributions of students, staff, parents and community members toward realization of the campus vision.	0.0 (*n* = 0)	0.0 (*n* = 0)	16.7 (*n* = 3)	33.3 (*n* = 6)	33.3 (*n* = 6)	16.7 (*n* = 3)

Table 4.11

Campus Culture – Combined Anchors for LDP Respondents and Non-LDP Respondents (%)

Survey Item		No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much/Very Much/Complete Confidence
1. Ensure that parents and other members of the community are an integral part of the campus culture.	LDP	0.0 (*n* = 0)	0.0 (*n* = 0)	33.3 (*n* = 4)	66.7 (*n* = 8)
	Non-LDP	0.0 (*n* = 0)	5.6 (*n* = 1)	33.3 (*n* = 6)	66.1 (*n* = 11)
2. Implement strategies to ensure the development of collegial relationships and effective collaboration.	LDP	0.0 (*n* = 0)	0.0 (*n* = 0)	16.7 (*n* = 2)	83.3 (*n* = 10)
	Non-LDP	0.0 (*n* = 0)	5.6 (*n* = 1)	27.8 (*n* = 5)	66.7 (*n* = 12)
3. Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.	LDP	0.0 (*n* = 0)	0.0 (*n* = 0)	33.3 (*n* = 4)	66.7 (*n* = 8)
	Non-LDP	0.0 (*n* = 0)	11.1 (*n* = 2)	27.8 (*n* = 5)	66.1 (*n* = 11)

4.	Support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.	LDP	0.0 ($n = 0$)	0.0 ($n = 0$)	8.3 ($n = 1$)	91.6 ($n = 11$)
		Non-LDP	5.6 ($n = 1$)	11.1 ($n = 2$)	22.2 ($n = 4$)	66.1 ($n = 11$)
5.	Acknowledge and celebrate the contributions of students, staff, parents and community members toward realization of the campus vision.	LDP	0.0 ($n = 0$)	0.0 ($n = 0$)	0.0 ($n = 0$)	100.0 ($n = 12$)
		Non-LDP	0.0 ($n = 0$)	0.0 ($n = 0$)	16.7 ($n = 3$)	83.3 ($n = 15$)

Communication

Six statements were included in the Communication competency, which focus on developing partnerships and gathering input from all stakeholders. When looking at All Respondents, this competency reveals less self-efficacy with only one area (Statement 1: *Communicate effectively with families and other community members in varied educational contexts*) receiving more than 70.0% of respondents indicating *Much/Very Much/Complete Confidence* (73.3%, $n = 22$). However, for each of the statements in this competency, at least 20.0% of respondents ($n = 6$), and up to 36.7% ($n = 11$), reported *A Fair Amount of Confidence*. Therefore, while the overall levels are lower, there was a significant percentage of respondents who were just below the higher levels of confidence. Table 4.9 reflects the responses of All Responses.

Once again, LDP participants reported higher levels of self-efficacy on all statements in the competency, and no respondents reported less than *A Fair Amount of Confidence* (see Tables 4.12 and 4.13). Statement 3, *Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders*, and Statement 4, *Develop and implement strategies for effective internal and external communications*, had the greatest discrepancy between LDP and Non-LDP participants. On both statements, LDP participants reported 83.3% ($n = 10$) confidence compared to 50.0% ($n = 9$) of Non-LDP participants: a difference of 33.3% (see Table 4.15). These were the two statements aimed at having specific strategies that address how to communicate with others.

Table 4.12

Communication – All Respondents (%)

Survey Item	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
1. Communicate effectively with families and other community members in varied educational contexts.	0.0 (n = 0)	6.7 (n = 2)	20.0 (n = 6)	20.0 (n = 6)	23.3 (n = 7)	30.0 (n = 9)
2. Apply skills for building consensus and managing conflict.	0.0 (n = 0)	6.7 (n = 2)	33.3 (n = 10)	13.3 (n = 4)	26.7 (n = 8)	20.0 (n = 6)
3. Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.	0.0 (n = 0)	10.0 (n = 3)	26.7 (n = 8)	23.3 (n = 7)	23.3 (n = 7)	16.7 (n = 5)
4. Develop and implement strategies for effective internal and external communications.	0.0 (n = 0)	0.0 (n = 0)	36.7 (n = 11)	26.7 (n = 8)	13.3 (n = 4)	23.3 (n = 7)
5. Provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.	0.0 (n = 0)	0.0 (n = 0)	30.0 (n = 9)	26.7 (n =8)	23.3 (n = 7)	20.0 (n = 6)
6. Establish partnerships with parents/caregivers, businesses and others in the community to strengthen programs and support campus goals.	3.3 (n = 1)	10.0 (n = 3)	20.0 (n = 6)	26.7 (n =8)	33.3 (n = 10)	6.7 (n = 2)

Table 4.13

Communication – LDP Respondents (%)

Survey Item	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
1. Communicate effectively with families and other community members in varied educational contexts.	0.0 (*n* = 0)	0.0 (*n* = 0)	16.7 (*n* = 2)	33.3 (*n* = 4)	16.7 (*n* = 2)	33.3 (*n* = 4)
2. Apply skills for building consensus and managing conflict.	0.0 (*n* = 0)	0.0 (*n* = 0)	25.0 (*n* = 3)	25.0 (*n* = 3)	25.0 (*n* = 3)	25.0 (*n* = 3)
3. Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.	0.0 (*n* = 0)	0.0 (*n* = 0)	16.7 (*n* = 2)	33.3 (*n* = 4)	33.3 (*n* = 4)	16.7 (*n* = 2)
4. Develop and implement strategies for effective internal and external communications.	0.0 (*n* = 0)	0.0 (*n* = 0)	16.7 (*n* = 2)	33.3 (*n* = 4)	16.7 (*n* = 2)	33.3 (*n* = 4)
5. Provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.	0.0 (*n* = 0)	0.0 (*n* = 0)	16.7 (*n* = 2)	33.3 (*n* = 4)	16.7 (*n* = 2)	33.3 (*n* = 4)
6. Establish partnerships with parents/caregivers, businesses and others in the community to strengthen programs and support campus goals.	0.0 (*n* = 0)	0.0 (*n* = 0)	16.7 (*n* = 2)	25.0 (*n* = 3)	58.3 (*n* =7)	0.0 (*n* = 0)

Table 4.14

Communication – Non-LDP Respondents (%)

Survey Item	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
1. Communicate effectively with families and other community members in varied educational contexts.	0.0 (n = 0)	11.1 (n = 2)	22.2 (n = 4)	11.1 (n = 2)	27.8 (n = 5)	27.8 (n = 5)
2. Apply skills for building consensus and managing conflict.	0.0 (n = 0)	11.1 (n = 2)	38.9 (n = 7)	5.6 (n = 1)	27.8 (n = 5)	16.7 (n = 3)
3. Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.	0.0 (n = 0)	16.7 (n = 3)	33.3 (n = 6)	16.7 (n = 3)	16.7 (n = 3)	16.7 (n = 3)
4. Develop and implement strategies for effective internal and external communications.	0.0 (n = 0)	0.0 (n = 0)	50.0 (n = 9)	22.2 (n = 4)	11.1 (n = 2)	16.7 (n = 3)
5. Provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.	0.0 (n = 0)	0.0 (n = 0)	38.9 (n = 7)	22.2 (n = 4)	27.8 (n = 5)	11.1 (n = 2)
6. Establish partnerships with parents/caregivers, businesses and others in the community to strengthen programs and support campus goals.	5.6 (n = 1)	16.7 (n = 3)	22.2 (n = 4)	27.8 (n = 5)	16.7 (n =3)	11.1 (n = 2)

Table 4.15

Communication – Combined Anchors for LDP Respondents and Non-LDP Respondents (%)

Survey Item		No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much/Very Much/Complete Confidence
1. Communicate effectively with families and other community members in varied educational contexts.	LDP	0.0 (*n* = 0)	0.0 (*n* = 0)	16.7 (*n* = 2)	83.3 (*n* = 10)
	Non-LDP	0.0 (*n* = 0)	11.1 (*n* = 2)	22.2 (*n* = 4)	66.7 (*n* = 12)
2. Apply skills for building consensus and managing conflict.	LDP	0.0 (*n* = 0)	0.0 (*n* = 0)	25.0 (*n* = 3)	75.0 (*n* = 9)
	Non-LDP	0.0 (*n* = 0)	11.1 (*n* = 2)	38.9 (*n* = 7)	50.0 (*n* = 9)
3. Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.	LDP	0.0 (*n* = 0)	0.0 (*n* = 0)	16.7 (*n* = 2)	83.3 (*n* = 10)
	Non-LDP	0.0 (*n* = 0)	16.7 (*n* = 3)	33.3 (*n* = 6)	50.0 (*n* = 9)

4. Develop and implement strategies for effective internal and external communications.	LDP	0.0 (*n* = 0)	0.0 (*n* = 0)	16.7 (*n* = 2)	83.3 (*n* = 10)
	Non-LDP	0.0 (*n* = 0)	0.0 (*n* = 0)	50.0 (*n* = 9)	50.0 (*n* = 9)
5. Provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.	LDP	0.0 (*n* = 0)	0.0 (*n* = 0)	16.7 (*n* = 2)	83.3 (*n* = 10)
	Non-LDP	0.0 (*n* = 0)	0.0 (*n* = 0)	38.9 (*n* = 7)	61.1 (*n* = 11)
6. Establish partnerships with parents/caregivers, businesses and others in the community to strengthen programs and support campus goals.	LDP	0.0 (*n* = 0)	0.0 (*n* = 0)	16.7 (*n* = 2)	83.3 (*n* = 10)
	Non-LDP	5.6 (*n* = 1)	16.7 (*n* = 3)	22.2 (*n* = 4)	55.6 (*n* = 10)

Ethics

Within the Ethics competency, respondents were asked to consider a range of topics from the Texas Code of Ethics and Standard Practices for Texas Educators (Statement 1: *Implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators*) to being an advocate for all children (Statement 4: Serve *as an advocate for all children, including concerns about learning differences, multicultural awareness, gender sensitivity and ethnic appreciation*). Responses for All Respondents for the Ethics competency were mixed across all anchor points. While the statement with the highest reported self-efficacy was Statement 3, *Articulate the importance of education in a free democratic society*, 20.0% (*n* = 6) of respondents still did not report a high level confidence with this task. Table 4.16 reflects the responses of All Respondents.

Three of the four statements in this competency did not indicate a significant discrepancy between responses for LDP and Non-LDP participants: 6.0% or less difference (see Table 4.19). However, on Statement 1*, Implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators*, 83.4 % (n = 10) of LDP participants, compared to 61.2% (*n* = 11) of Non-LDP participants, reported *Much/Very Much/Complete Confidence*; a 22.2% difference. Also, it is important to note that LDP respondents reported high self-efficacy in all statements except Statement 4, *Serve as an advocate for all children, including concerns about learning differences, multicultural awareness, gender sensitivity and ethnic appreciation*. Although, the difference between LDP participants (75.0%, *n* = 9) and Non-LDP participants (77.8%, *n* = 14) was only 2.8%.

Table 4.16

Ethics– All Respondents (%)

Survey Item	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
1. Implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators.	3.3 (*n* = 1)	13.3 (*n* = 4)	13.3 (*n* = 4)	26.7 (*n* = 8)	10.0 (*n* = 3)	33.3 (*n* = 10)
2. Apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.	6.7 (*n* = 2)	13.3 (*n* = 4)	16.7 (*n* = 5)	30.0 (*n* = 9)	13.3 (*n* = 4)	20.0 (*n* = 6)
3. Articulate the importance of education in a free democratic society.	0.0 (*n* = 0)	3.3 (*n* = 1)	16.7 (*n* = 5)	26.7 (*n* = 8)	26.7 (*n* = 8)	26.7 (*n* = 8)
4. Serve as an advocate for all children, including concerns about learning differences, multicultural awareness, gender sensitivity and ethnic appreciation.	0.0 (*n* = 0)	0.0 (*n* = 0)	23.3 (*n* = 7)	30.0 (*n* = 9)	16.7 (*n* = 5)	30.0 (*n* = 9)

Table 4.17

Ethics– LDP Respondents (%)

Survey Item	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
1. Implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators.	0.0 (*n* = 0)	8.3 (*n* = 1)	8.3 (*n* = 1)	41.7 (*n* = 5)	0.0 (*n* = 0)	41.7 (*n* = 5)
2. Apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.	0.0 (*n* = 0)	8.3 (*n* = 1)	25.0 (*n* = 3)	25.0 (*n* = 3)	16.7 (*n* = 2)	25.0 (*n* = 3)
3. Articulate the importance of education in a free democratic society.	0.0 (*n* = 0)	0.0 (*n* = 0)	16.7 (*n* = 2)	25.0 (*n* = 3)	25.0 (*n* = 3)	33.3 (*n* = 4)
4. Serve as an advocate for all children, including concerns about learning differences, multicultural awareness, gender sensitivity and ethnic appreciation.	0.0 (*n* = 0)	0.0 (*n* = 0)	25.0 (*n* = 3)	33.3 (*n* = 4)	0.0 (*n* = 0)	41.7 (*n* = 5)

Table 4.18

Ethics – Non-LDP Respondents (%)

Survey Item	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
1. Implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators.	5.6 (*n* = 1)	16.7 (*n* = 3)	16.7 (*n* = 3)	16.7 (*n* = 3)	16.7 (*n* = 3)	27.8 (*n* = 5)
2. Apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.	11.1 (*n* = 2)	16.7 (*n* = 3)	11.1 (*n* = 2)	33.3 (*n* = 6)	11.1 (*n* = 2)	16.7 (*n* = 3)
3. Articulate the importance of education in a free democratic society.	0.0 (*n* = 0)	5.6 (*n* = 1)	16.7 (*n* = 3)	27.8 (*n* = 5)	27.8 (*n* = 5)	22.2 (*n* = 4)
4. Serve as an advocate for all children, including concerns about learning differences, multicultural awareness, gender sensitivity and ethnic appreciation.	0.0 (*n* = 0)	0.0 (*n* = 0)	22.2 (*n* = 4)	27.8 (*n* = 5)	27.8 (*n* = 5)	22.2 (*n* = 4)

Table 4.19

Ethics– Combined Anchors for LDP Respondents and Non-LDP Respondents (%)

Survey Item		No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much/Very Much/Complete Confidence
1. Implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators.	LDP	0.0 (*n* = 0)	8.3 (*n* = 1)	8.3 (*n* = 1)	83.3 (*n* = 10)
	Non-LDP	5.6 (*n* = 1)	16.7 (*n* = 3)	16.7 (*n* = 3)	61.1 (*n* = 11)
2. Apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.	LDP	0.0 (*n* = 0)	8.3 (*n* = 1)	25.0 (*n* = 3)	66.7 (*n* = 8)
	Non-LDP	11.1 (*n* = 2)	16.7 (*n* = 3)	11.1 (*n* = 2)	61.1 (*n* = 11)
3. Articulate the importance of education in a free democratic society.	LDP	0.0 (*n* = 0)	0.0 (*n* = 0)	16.7 (*n* = 2)	83.3 (*n* = 10)
	Non-LDP	0.0 (*n* = 0)	5.6 (*n* = 1)	16.7 (*n* = 3)	77.8 (*n* = 14)
4. Serve as an advocate for all children, including concerns about learning differences, multicultural awareness, gender sensitivity and ethnic appreciation.	LDP	0.0 (*n* = 0)	0.0 (*n* = 0)	25.0 (*n* = 3)	75.0 (*n* = 9)
	Non-LDP	0.0 (*n* = 0)	0.0 (*n* = 0)	22.2 (*n* = 4)	77.8 (*n* = 14)

Curriculum and Assessment

Part of being an instructional leader involves being well-versed in Curriculum and Assessment (Commission, 2007), and all respondents had at least *A Little Confidence* in this area (see Table 4.20). The strongest *Much/Very Much/Complete Confidence* rating was in Statement 1, *Facilitate the use of appropriate assessments to measure student learning and ensure educational accountability* (90.0%, $n = 27$). Nearly half of the respondents (46.7%, $n = 14$) noted *Much Confidence* on this statement. As new assistant principals, assessment was an area where there was high self-efficacy. The two statements dedicated to curriculum design and programs (Statements 3: *Facilitate the effective coordination of campus curricular, co-curricular and extracurricular programs in relation to other district programs* and 4: *Promote the use of creative thinking, critical thinking and problem solving by staff and other campus stakeholders involved in curriculum design and delivery*) were the two statements with the lowest *Much/Very Much/Complete Confidence* ratings (66.7%, $n=20$ and 60.0%, $n=18$, respectively).

Statement 2, *Facilitate the use of technology, telecommunications and information systems to enrich the campus curriculum*, had the greatest discrepancy (16.7%) between LDP and Non-LDP respondents; 83.3% ($n = 10$) of LDP respondents reported *Much/Very Much/Complete Confidence* levels compared to 66.7% ($n = 12$) of Non-LDP respondents.   The two lowest statements mentioned previously (see Statements 3 and 4) received mixed results between the two groups of respondents. LDP participants reported higher confidence levels on Statement 4, *Promote the use of creative thinking, critical thinking and problem solving by staff and other campus stakeholders involved in curriculum design and delivery* (66.7%, $n = 8$); however, this

was due to a significant cluster of responses for *Much Confidence* (41.7%, $n = 5$).

Without including this anchor point, the rating dropped to 25.0% ($n = 3$). Non-LDP

respondents reported a 55.5% ($n = 10$) *Much/Very Much/Complete Confidence* rating,

and these responses were more equally dispersed among the top three anchors than the

LDP respondents. Contrary to Statement 4, Non-LDP respondents reported higher self-

efficacy on Statement 3, *Facilitate the effective coordination of campus curricular, co-*

curricular and extracurricular programs in relation to other district programs, (72.3%,

$n = 13$) compared to LDP respondents (58.4%, $n = 7$). Table 4.23 reflects the responses

of LDP and Non-LDP respondents with the combined anchor points.

Table 4.20

Curriculum and Assessment– All Respondents (%)

Survey Item	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
1. Facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.	0.0 (n = 0)	3.3 (n = 1)	6.7 (n = 2)	46.7 (n = 14)	26.7 (n = 8)	16.7 (n = 5)
2. Facilitate the use of technology, telecommunications and information systems to enrich the campus curriculum.	0.0 (n = 0)	3.3 (n = 1)	23.3 (n = 7)	20.0 (n = 6)	20.0 (n = 6)	33.3 (n = 10)
3. Facilitate the effective coordination of campus curricular, co-curricular and extracurricular programs in relation to other district programs.	0.0 (n = 0)	6.7 (n = 2)	26.7 (n = 8)	26.7 (n = 8)	16.7 (n = 5)	23.3 (n = 7)
4. Promote the use of creative thinking, critical thinking and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.	0.0 (n = 0)	6.7 (n = 2)	33.3 (n = 10)	30.0 (n = 9)	10.0 (n = 3)	20.0 (n = 6)

Table 4.21

Curriculum and Assessment – LDP Respondents (%)

Survey Item	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
1. Facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.	0.0 (*n* = 0)	0.0 (*n* = 0)	8.3 (*n* = 1)	58.3 (*n* = 7)	8.3 (*n* = 1)	25.0 (*n* = 3)
2. Facilitate the use of technology, telecommunications and information systems to enrich the campus curriculum.	0.0 (*n* = 0)	0.0 (*n* = 0)	16.7 (*n* = 2)	33.3 (*n* = 4)	16.7 (*n* = 2)	33.3 (*n* = 4)
3. Facilitate the effective coordination of campus curricular, co-curricular and extracurricular programs in relation to other district programs.	0.0 (*n* = 0)	8.3 (*n* = 1)	33.3 (*n* = 4)	25.0 (*n* = 3)	16.7 (*n* = 2)	16.7 (*n* = 2)
4. Promote the use of creative thinking, critical thinking and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.	0.0 (*n* = 0)	0.0 (*n* = 0)	33.3 (*n* = 4)	41.7 (*n* = 5)	8.3 (*n* = 1)	16.7 (*n* = 2)

Table 4.22

Curriculum and Assessment – Non-LDP Respondents (%)

Survey Item	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
1. Facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.	0.0 (*n* = 0)	5.6 (*n* = 1)	5.6 (*n* = 1)	38.9 (*n* = 7)	38.9 (*n* = 7)	11.1 (*n* = 2)
2. Facilitate the use of technology, telecommunications and information systems to enrich the campus curriculum.	0.0 (*n* = 0)	5.6 (*n* = 1)	27.8 (*n* = 5)	11.1 (*n* = 2)	22.2 (*n* = 4)	33.3 (*n* = 6)
3. Facilitate the effective coordination of campus curricular, co-curricular and extracurricular programs in relation to other district programs.	0.0 (*n* = 0)	5.6 (*n* = 1)	22.2 (*n* = 4)	27.8 (*n* = 5)	16.7 (*n* = 3)	27.8 (*n* = 5)
4. Promote the use of creative thinking, critical thinking and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.	0.0 (*n* = 0)	11.1 (*n* = 2)	33.3 (*n* = 6)	22.2 (*n* = 4)	11.1 (*n* = 2)	22.2 (*n* = 4)

Table 4.23

Curriculum and Assessment – Combined Anchors for LDP Respondents and Non-LDP Respondents (%)

Survey Item		No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much/Very Much/Complete Confidence
1. Facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.	LDP	0.0 (*n* = 0)	0.0 (*n* = 0)	8.3 (*n* = 1)	91.7 (*n* = 11)
	Non-LDP	0.0 (*n* = 0)	5.6 (*n* = 1)	5.6 (*n* = 1)	88.9 (*n* = 16)
2. Facilitate the use of technology, telecommunications and information systems to enrich the campus curriculum.	LDP	0.0 (*n* = 0)	0.0 (*n* = 0)	16.7 (*n* = 2)	83.3 (*n* = 10)
	Non-LDP	0.0 (*n* = 0)	5.6 (*n* = 1)	27.8 (*n* = 5)	66.7 (*n* = 12)
3. Facilitate the effective coordination of campus curricular, co-curricular and extracurricular programs in relation to other district programs.	LDP	0.0 (*n* = 0)	8.3 (*n* = 1)	33.3 (*n* = 4)	58.4 (*n* = 7)
	Non-LDP	0.0 (*n* = 0)	5.6 (*n* = 1)	22.2 (*n* = 4)	72.3 (*n* = 13)
4. Promote the use of creative thinking, critical thinking and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.	LDP	0.0 (*n* = 0)	0.0 (*n* = 0)	33.3 (*n* = 4)	66.7 (*n* = 8)
	Non-LDP	0.0 (*n* = 0)	11.1 (*n* = 2)	33.3 (*n* = 6)	55.5 (*n* = 10)

Instructional Programs

Like the Curriculum and Assessment competency, knowledge and confidence

regarding Instructional Programs are integral to an administrator's success as an

instructional leader (Commission, 2007), and like the previous competency, the

assessment statements received higher confidence ratings for All Respondents, for

example, Statement 2: *Use formative and summative student assessment data to develop,*

support, and improve campus instructional strategies and goals had a *Much/Very*

Much/Complete Confidence rating of 80.0% (*n* = 24). Three of the five statements in the

Instructional Programs competency had responses for all six anchor points (see

Statements 1, 2, and 5), and the distribution of responses was more uniform across all

anchor points. Statements 1 and 2 had heavy representation at the *Much Confidence*

anchor point (40.0%, *n* = 12 and 43.3%, *n* = 13, respectively). Table 4.24 depicts the

responses of All Respondents. As with other competencies, LDP Respondents did not

indicate *No Confidence at All* on any of the statements (see Table 4.25), but three of the

statements elicited this response from Non-LDP Respondents (see Table 4.26).

All of the statements, except Statement 5, *Ensure responsiveness to diverse*

sociological, linguistic, cultural and other factors that may affect students' development

and learning, received higher *Much/Very Much/Complete Confidence* ratings from LDP

participants, but most of the statements did not have a significant difference between the

two groups. The exception to this is Statement 3, *Facilitate the use and integration of*

technology, telecommunications and information systems to enhance learning, where

there was a 30.5% difference between LDP and Non-LDP participants. LDP

Respondents reported *Much/Very Much/Complete Confidence* (91.7%, *n* = 11) compared

to 61.2% ($n = 11$) of Non-LDP respondents on this statement. Additionally, higher LDP

participant confidence in this statement regarding technology was similar to LDP

participant confidence on Statement 2 in the Curriculum and Assessment competency,

which also referenced technology facilitation. Table 4.27 reflects the responses of LDP

and Non-LDP Respondents in the Instructional Programs competency.

Table 4.24

Instructional Programs – All Respondents (%)

Survey Item	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
1. Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.	3.3 ($n = 1$)	10.0 ($n = 3$)	16.7 ($n = 5$)	40.0 ($n = 12$)	16.7 ($n = 5$)	13.3 ($n = 4$)
2. Use formative and summative student assessment data to develop, support and improve campus instructional strategies and goals.	3.3 ($n = 1$)	3.3 ($n = 1$)	13.3 ($n = 4$)	43.3 ($n = 13$)	20.0 ($n = 6$)	16.7 ($n = 5$)
3. Facilitate the use and integration of technology, telecommunications and information systems to enhance learning.	0.0 ($n = 0$)	6.7 ($n = 2$)	30.0 ($n = 9$)	23.3 ($n = 7$)	20.0 ($n = 6$)	20.0 ($n = 6$)
4. Facilitate the development, implementation, evaluation and refinement of student services and activity programs to fulfill academic, developmental, social and cultural needs.	0.0 ($n = 0$)	16.7 ($n = 5$)	23.3 ($n = 7$)	20.0 ($n = 6$)	26.7 ($n = 8$)	13.3 ($n = 4$)
5. Ensure responsiveness to diverse sociological, linguistic, cultural and other factors that may affect students' development and learning.	3.3 ($n = 1$)	6.7 ($n = 2$)	30.0 ($n = 9$)	20.0 ($n = 6$)	20.0 ($n = 6$)	20.0 ($n = 6$)

Table 4.25

Instructional Programs – LDP Respondents (%)

Survey Item	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
1. Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.	0.0 (*n* = 0)	8.3 (*n* = 1)	16.7 (*n* = 2)	41.7 (*n* = 5)	16.7 (*n* = 2)	16.7 (*n* = 2)
2. Use formative and summative student assessment data to develop, support and improve campus instructional strategies and goals.	0.0 (*n* = 0)	0.0 (*n* = 0)	16.7 (*n* = 2)	25.0 (*n* = 3)	41.7 (*n* = 5)	16.7 (*n* = 2)
3. Facilitate the use and integration of technology, telecommunications and information systems to enhance learning.	0.0 (*n* = 0)	0.0 (*n* = 0)	33.3 (*n* = 4)	33.3 (*n* = 4)	41.7 (*n* = 5)	16.7 (*n* = 2)
4. Facilitate the development, implementation, evaluation and refinement of student services and activity programs to fulfill academic, developmental, social and cultural needs.	0.0 (*n* = 0)	8.3 (*n* = 1)	25.0 (*n* = 3)	16.7 (*n* = 2)	33.3 (*n* = 4)	16.7 (*n* = 2)
5. Ensure responsiveness to diverse sociological, linguistic, cultural and other factors that may affect students' development and learning.	0.0 (*n* = 0)	8.3 (*n* = 1)	33.3 (*n* = 4)	8.3 (*n* = 1)	25.0 (*n* = 3)	25.0 (*n* = 3)

Table 4.26

Instructional Programs – Non-LDP Respondents (%)

Survey Item	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
1. Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.	5.6 ($n = 1$)	11.1 ($n = 2$)	16.7 ($n = 3$)	38.9 ($n = 7$)	16.7 ($n = 3$)	11.1 ($n = 2$)
2. Use formative and summative student assessment data to develop, support and improve campus instructional strategies and goals.	5.6 ($n = 1$)	5.6 ($n = 1$)	11.1 ($n = 2$)	55.6 ($n = 10$)	5.6 ($n = 1$)	16.7 ($n = 3$)
3. Facilitate the use and integration of technology, telecommunications and information systems to enhance learning.	0.0 ($n = 0$)	11.1 ($n = 2$)	27.8 ($n = 5$)	16.7 ($n = 3$)	16.7 ($n = 3$)	27.8 ($n = 5$)
4. Facilitate the development, implementation, evaluation and refinement of student services and activity programs to fulfill academic, developmental, social and cultural needs.	0.0 ($n = 0$)	22.2 ($n = 4$)	22.2 ($n = 4$)	22.2 ($n = 4$)	22.2 ($n = 4$)	11.1 ($n = 2$)
5. Ensure responsiveness to diverse sociological, linguistic, cultural and other factors that may affect students' development and learning.	5.6 ($n = 1$)	5.6 ($n = 1$)	27.8 ($n = 5$)	27.8 ($n = 5$)	16.7 ($n = 3$)	16.7 ($n = 3$)

Table 4.27

Instructional Programs – Combined Anchors for LDP Respondents and Non-LDP Respondents (%)

Survey Item		No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much/Very Much/Complete Confidence
1. Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.	LDP	0.0 (*n* = 0)	8.3 (*n* = 1)	16.7 (*n* = 2)	75.0 (*n* = 9)
	Non-LDP	5.6 (*n* = 1)	11.1 (*n* = 2)	16.7 (*n* = 3)	66.7 (*n* = 12)
2. Use formative and summative student assessment data to develop, support and improve campus instructional strategies and goals.	LDP	0.0 (*n* = 0)	0.0 (*n* = 0)	16.7 (*n* = 2)	83.3 (*n* = 10)
	Non-LDP	5.6 (*n* = 1)	5.6 (*n* = 1)	11.1 (*n* = 2)	77.8 (*n* = 14)
3. Facilitate the use and integration of technology, telecommunications and information systems to enhance learning.	LDP	0.0 (*n* = 0)	0.0 (*n* = 0)	33.3 (*n* = 4)	91.7 (*n* = 11)
	Non-LDP	0.0 (*n* = 0)	11.1 (*n* = 2)	27.8 (*n* = 5)	61.1 (*n* = 11)

4. Facilitate the development, implementation, evaluation and refinement of student services and activity programs to fulfill academic, developmental, social and cultural needs.	LDP	0.0 (*n* = 0)	8.3 (*n* = 1)	25.0 (*n* = 3)	66.7 (*n* = 8)
	Non-LDP	0.0 (*n* = 0)	22.2 (*n* = 4)	22.2 (*n* = 4)	55.6 (*n* = 10)
5. Ensure responsiveness to diverse sociological, linguistic, cultural and other factors that may affect students' development and learning.	LDP	0.0 (*n* = 0)	8.3 (*n* = 1)	33.3 (*n* = 4)	58.3 (*n* = 7)
	Non-LDP	5.6 (*n* = 1)	5.6 (*n* = 1)	27.8 (*n* = 5)	61.1 (*n* = 11)

Personnel and Staff Development

Evaluating staff performance and providing professional learning to adults are

responsibilities that administrators generally encounter multiple times throughout the

school year. The data for All Respondents for the Personnel and Staff Development

competency were consistently higher than other competencies. Two of the three

statements (Statements 1: *Work collaboratively with other campus personnel to develop,*

implement, evaluate and revise a comprehensive campus professional development

plan that addresses staff needs and aligns professional development with identified goals

and 2: *Facilitate the application of adult learning principles and motivation theory to all*

campus professional development activities, including the use of appropriate content,

processes and contexts) had a *Much/Very Much/Complete Confidence* rating of 83.4%

($n = 25$), while Statement 3, *Use formative and summative evaluation procedures to*

enhance the knowledge and skills of campus staff, was 73.3% ($n = 22$). Table 4.28

depicts the responses for All Respondents.

Between LDP and Non-LDP respondents, the confidence rating for Statement 3

was virtually the same with LDP respondents reporting 75.0% ($n = 9$) *Much/Very*

Much/Complete Confidence and Non-LDP respondents reporting 72.2% ($n = 13$). On the

other two statements, however, the LDP group reported significantly *Much/Very*

Much/Complete Confidence ratings. For both Statement 1 and 2, LDP participants had a

confidence rating of 91.7% ($n = 11$) compared to 77.7% ($n = 14$) of Non-LDP

participants. On Statement 2, ratings were clustered for both sets of participants on one

anchor point; more than half (58.3%, $n = 7$) of LDP participants indicated *Very Much*

Confidence, while 44.4% ($n = 8$) of Non-LDP participants reported *Much Confidence*.

As with other competencies, none of the LDP respondents indicated confidence ratings at the two lowest anchor points on the scale (see Table 4.29), while none of the Non-LDP respondents utilized the lowest anchor point (see Table 4.30). Table 4.31 displays the results for LDP and Non-LDP Respondents at the combined *Much/Very Much/Complete Confidence* anchor points.

Table 4.28

Personnel and Staff Development – All Respondents (%)

Survey Item	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
1. Work collaboratively with other campus personnel to develop, implement, evaluate and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.	0.0 ($n = 0$)	0.0 ($n = 0$)	16.7 ($n = 5$)	36.7 ($n = 11$)	26.7 ($n = 8$)	20.0 ($n = 6$)
2. Facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes and contexts.	0.0 ($n = 0$)	3.3 ($n = 1$)	13.3 ($n = 4$)	36.7 ($n = 11$)	36.7 ($n = 11$)	10.0 ($n = 3$)
3. Use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.	0.0 ($n = 0$)	3.3 ($n = 1$)	23.3 ($n = 7$)	20.0 ($n = 6$)	30.0 ($n = 9$)	23.3 ($n = 7$)

Table 4.29

Personnel and Staff Development – LDP Respondents (%)

Survey Item	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
1. Work collaboratively with other campus personnel to develop, implement, evaluate and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.	0.0 (*n* = 0)	0.0 (*n* = 0)	8.3 (*n* = 1)	41.7 (*n* = 5)	33.3 (*n* = 4)	16.7 (*n* = 2)
2. Facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes and contexts.	0.0 (*n* = 0)	0.0 (*n* = 0)	8.3 (*n* = 1)	25.0 (*n* = 3)	58.3 (*n* = 7)	8.3 (*n* = 1)
3. Use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.	0.0 (*n* = 0)	0.0 (*n* = 0)	25.0 (*n* = 3)	16.7 (*n* = 2)	33.3 (*n* = 4)	25.0 (*n* = 3)

Table 4.30

Personnel and Staff Development – Non-LDP Respondents (%)

Survey Item	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
1. Work collaboratively with other campus personnel to develop, implement, evaluate and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.	0.0 (*n* = 0)	0.0 (*n* = 0)	22.2 (*n* = 4)	33.3 (*n* = 6)	22.2 (*n* = 4)	22.2 (*n* = 4)
2. Facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes and contexts.	0.0 (*n* = 0)	5.6 (*n* = 1)	16.7 (*n* = 3)	44.4 (*n* = 8)	22.2 (*n* = 4)	11.1 (*n* = 2)
3. Use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.	0.0 (*n* = 0)	5.6 (*n* = 1)	22.2 (*n* = 4)	22.2 (*n* = 4)	27.8 (*n* = 5)	22.2 (*n* = 4)

Table 4.31

Personnel and Staff Development – Combined Anchors for LDP Respondents and Non-LDP Respondents (%)

Survey Item		No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much/Very Much/Complete Confidence
1. Work collaboratively with other campus personnel to develop, implement, evaluate and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.	LDP	0.0 ($n = 0$)	0.0 ($n = 0$)	8.3 ($n = 1$)	91.7 ($n = 11$)
	Non-LDP	0.0 ($n = 0$)	0.0 ($n = 0$)	22.2 ($n = 4$)	77.8 ($n = 14$)
2. Facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes and contexts.	LDP	0.0 ($n = 0$)	0.0 ($n = 0$)	8.3 ($n = 1$)	91.7 ($n = 11$)
	Non-LDP	0.0 ($n = 0$)	5.6 ($n = 1$)	16.7 ($n = 3$)	77.8 ($n = 14$)
3. Use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.	LDP	0.0 ($n = 0$)	0.0 ($n = 0$)	25.0 ($n = 3$)	75.0 ($n = 9$)
	Non-LDP	0.0 ($n = 0$)	5.6 ($n = 1$)	22.2 ($n = 4$)	72.2 ($n = 13$)

Problem-Solving

Problem-solving and decision-making skills received solid confidence ratings for All Respondents, with all statements scoring greater than 70.0%. One-third of all respondents (*n* = 10) reported *Very Much Confidence* for Statements 1, *Frame, analyze and resolve problems using appropriate problem-solving techniques and decision-making skills*, and 2, *Use strategies for promoting collaborative decision making and problem solving, facilitating team building and developing consensus*, and 36.7% (*n* = 11) reported *Much Confidence* for Statement 3, *Encourage and facilitate positive change, enlist support for change and overcome obstacles to change*. Overall, the top four anchor points had a fairly even distribution for all statements. Problem-solving was another competency where none of the respondents reported *No Confidence at All*. Table 4.32 reflects the responses of All Respondents.

The responses for LDP participants indicated higher *Much/Very Much/Complete Confidence* across all statements. Leadership Development Program respondents did not report any responses for the bottom two anchor points (see Table 4.33), and Non-LDP respondents did not use the bottom anchor (see Table 4.34). Even though the *Much/Very Much/Complete Confidence* ratings for LDP participants varied between 91.6% (*n* = 11) for Statement 3 to 74.9% (*n* = 9) on Statement 1, on all three statements, at least 50.0% of LDP respondents reported *Very Much Confidence*. Responses were clustered at this anchor point for LDP participants. Non-LDP participant responses were more evenly dispersed across the top four anchors. While the *Much/Very Much/Complete Confidence* ratings for Statement 1 were close for both groups, discrepancies existed for Statements 2 and 3. For Statement 3, LDP respondents reported a *Much/Very Much/Complete*

Confidence rating of 91.6% ($n = 11$), and Non-LDP respondents reported 77.8%

($n = 14$): a difference of 13.8%. Statement 2 had an even greater difference of 22.2%

(LDP = 83.3%, $n = 10$; Non-LDP = 61.1%, $n = 11$). On this statement, one-third of Non-

LDP participants only reported *A Fair Amount of Confidence*. Table 4.35 depicts the

responses for LDP and Non-LDP Respondents.

Table 4.32

Problem-Solving – All Respondents (%)

Survey Item	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
1. Frame, analyze and resolve problems using appropriate problem-solving techniques and decision-making skills.	0.0 ($n = 0$)	6.7 ($n = 2$)	20.0 ($n = 6$)	23.3 ($n = 7$)	33.3 ($n = 10$)	16.7 ($n = 5$)
2. Use strategies for promoting collaborative decision making and problem solving, facilitating team building and developing consensus.	0.0 ($n = 0$)	3.3 ($n = 1$)	26.7 ($n = 8$)	16.7 ($n = 5$)	33.3 ($n = 10$)	20.0 ($n = 6$)
3. Encourage and facilitate positive change, enlist support for change and overcome obstacles to change.	0.0 ($n = 0$)	0.0 ($n = 0$)	16.7 ($n = 5$)	36.7 ($n = 11$)	26.7 ($n = 8$)	20.0 ($n = 6$)

Table 4.33

Problem-Solving – LDP Respondents (%)

Survey Item	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
1. Frame, analyze and resolve problems using appropriate problem-solving techniques and decision-making skills.	0.0 (*n* = 0)	0.0 (*n* = 0)	25.0 (*n* = 3)	8.3 (*n* = 1)	58.3 (*n* = 7)	8.3 (*n* = 1)
2. Use strategies for promoting collaborative decision making and problem solving, facilitating team building and developing consensus.	0.0 (*n* = 0)	0.0 (*n* = 0)	16.7 (*n* = 2)	8.3 (*n* = 1)	58.3 (*n* = 7)	16.7 (*n* = 2)
3. Encourage and facilitate positive change, enlist support for change and overcome obstacles to change.	0.0 (*n* = 0)	0.0 (*n* = 0)	8.3 (*n* = 1)	33.3 (*n* = 4)	50.0 (*n* = 6)	8.3 (*n* = 1)

Table 4.34

Problem-Solving – Non-LDP Respondents (%)

Survey Item	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
1. Frame, analyze and resolve problems using appropriate problem-solving techniques and decision-making skills.	0.0 (*n* = 0)	5.6 (*n* = 1)	22.2 (*n* = 4)	22.2 (*n* = 4)	27.8 (*n* = 5)	22.2 (*n* = 4)
2. Use strategies for promoting collaborative decision making and problem solving, facilitating team building and developing consensus.	0.0 (*n* = 0)	5.6 (*n* = 1)	33.3 (*n* = 6)	22.2 (*n* = 4)	16.7 (*n* = 3)	22.2 (*n* = 4)
3. Encourage and facilitate positive change, enlist support for change and overcome obstacles to change.	0.0 (*n* = 0)	0.0 (*n* = 0)	22.2 (*n* = 4)	38.9 (*n* = 7)	11.1 (*n* = 2)	27.8 (*n* = 5)

Table 4.35

Problem-Solving – Combined Anchors for LDP Respondents and Non-LDP Respondents (%)

Survey Item		No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much/Very Much/Complete Confidence
1. Frame, analyze and resolve problems using appropriate problem-solving techniques and decision-making skills.	LDP	0.0 (*n* = 0)	0.0 (*n* = 0)	25.0 (*n* = 3)	75.0 (*n* = 9)
	Non-LDP	0.0 (*n* = 0)	5.6 (*n* = 1)	22.2 (*n* = 4)	72.2 (*n* = 13)
2. Use strategies for promoting collaborative decision making and problem solving, facilitating team building and developing consensus.	LDP	0.0 (*n* = 0)	0.0 (*n* = 0)	16.7 (*n* = 2)	83.3 (*n* = 10)
	Non-LDP	0.0 (*n* = 0)	5.6 (*n* = 1)	33.3 (*n* = 6)	61.1 (*n* = 11)
3. Encourage and facilitate positive change, enlist support for change and overcome obstacles to change.	LDP	0.0 (*n* = 0)	0.0 (*n* = 0)	8.3 (*n* = 1)	91.6 (*n* = 11)
	Non-LDP	0.0 (*n* = 0)	0.0 (*n* = 0)	22.2 (*n* = 4)	77.8 (*n* = 14)

Operations

The Operations competency comprised the statements most concerned with the management of the facilities, emergencies, and ancillary programs. The ratings of All Respondents for Statement 1, *Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns*, and 2, *Develop and implement procedures for crisis planning and for responding to crises*, had responses dispersed over the top anchors for a *Much/Very Much/Complete Confidence* rating of 70.0% ($n = 21$) and 73.4% ($n = 22$), respectively. Statement 3, *Apply local, state and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation),* however, was significantly lower at 50.0% ($n = 15$). Table 4.36 reflects the responses for All Respondents.

Responses for all statements were higher for LDP respondents. All but one of the LDP respondents indicated *Much/Very Much/Complete Confidence* ratings for Statement 1 (91.7%, $n = 11$) [see Table 4.37], but only 55.5% ($n = 10$) of Non-LDP respondents did. This was a difference of 36.2%, which was the largest margin between the two groups for any of the 33 statements. Statement 3, which was the lowest overall in this competency, also had a significant discrepancy between LDP and Non-LDP participants (27.7%). This was also the lowest confidence rating for any statement with the Non-LDP respondents reporting 38.9% ($n = 7$) for *Much/Very Much/Complete Confidence* (see Table 4.38). Finally, Operations is the only competency where any of the LDP participants reported *No Confidence at All* (see Table 4.37). Other than this one

respondent, all other LDP respondents indicated at least *A Fair Amount of Confidence* on

all statements. Table 4.39 reflects the responses of LDP and Non-LDP Respondents.

Table 4.36

Operations – All Respondents (%)

Survey Item	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
1. Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.	0.0 (*n* = 0)	10.0 (*n* = 3)	20.0 (*n* = 6)	16.7 (*n* = 5)	30.0 (*n* = 9)	23.3 (*n* = 7)
2. Develop and implement procedures for crisis planning and for responding to crises.	0.0 (*n* = 0)	10.0 (*n* = 3)	16.7 (*n* = 5)	26.7 (*n* = 8)	26.7 (*n* = 8)	20.0 (*n* = 6)
3. Apply local, state and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).	3.3 (*n* = 1)	20.0 (*n* = 6)	26.7 (*n* = 8)	20.0 (*n* = 6)	20.0 (*n* = 6)	10.0 (*n* = 3)

Table 4.37

Operations – LDP Respondents (%)

Survey Item	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
1. Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.	0.0 ($n = 0$)	0.0 ($n = 0$)	8.3 ($n = 1$)	25.0 ($n = 3$)	41.7 ($n = 5$)	25.0 ($n = 3$)
2. Develop and implement procedures for crisis planning and for responding to crises.	0.0 ($n = 0$)	0.0 ($n = 0$)	16.7 ($n = 2$)	33.3 ($n = 4$)	33.3 ($n = 4$)	16.7 ($n = 2$)
3. Apply local, state and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).	8.3 ($n = 1$)	0.0 ($n = 0$)	25.0 ($n = 3$)	33.3 ($n = 4$)	33.3 ($n = 4$)	0.0 ($n = 0$)

Table 4.38

Operations – Non-LDP Respondents (%)

Survey Item	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
1. Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.	0.0 ($n = 0$)	16.7 ($n = 3$)	27.8 ($n = 5$)	11.1 ($n = 2$)	22.2 ($n = 4$)	22.2 ($n = 4$)
2. Develop and implement procedures for crisis planning and for responding to crises.	0.0 ($n = 0$)	16.7 ($n = 3$)	16.7 ($n = 3$)	22.2 ($n = 4$)	22.2 ($n = 4$)	22.2 ($n = 4$)
3. Apply local, state and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).	0.0 ($n = 0$)	33.3 ($n = 6$)	27.8 ($n = 5$)	11.1 ($n = 2$)	11.1 ($n = 2$)	16.7 ($n = 3$)

Table 4.39

Operations – Combined Anchors for LDP Respondents and Non-LDP Respondents (%)

Survey Item		No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much/Very Much/Complete Confidence
1. Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.	LDP	0.0 (*n* = 0)	0.0 (*n* = 0)	8.3 (*n* = 1)	91.7 (*n* = 11)
	Non-LDP	0.0 (*n* = 0)	16.7 (*n* = 3)	27.8 (*n* = 5)	55.6 (*n* = 10)
2. Develop and implement procedures for crisis planning and for responding to crises.	LDP	0.0 (*n* = 0)	0.0 (*n* = 0)	16.7 (*n* = 2)	83.3 (*n* = 10)
	Non-LDP	0.0 (*n* = 0)	16.7 (*n* = 3)	16.7 (*n* = 3)	66.7 (*n* = 12)
3. Apply local, state and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).	LDP	8.3 (*n* = 1)	0.0 (*n* = 0)	25.0 (*n* = 3)	66.7 (*n* = 8)
	Non-LDP	0.0 (*n* = 0)	33.3 (*n* = 6)	27.8 (*n* = 5)	38.9 (*n* = 7)

Research Question Two

Research Question Two, *Why do participants from Leadership Development Programs have a greater self-efficacy as first-year administrators*, was answered using a structured interview. This research question was developed following the analysis of the quantitative results. Those results indicated that LDP participants reported greater self-efficacy on 30 of the 33 descriptive statements; however, the cause of this discrepancy was not ascertained by the survey. Thus, interview questions related to successes, strengths, weaknesses, surprises, principal competencies, and advice were solicited (see Appendix C).

Nine participants who were first-year assistant principals during the 2014-2015 school year and had participated in some form of LDP prior to assuming this position were interviewed. These first-year assistant principals were all either known to the researcher directly or indirectly through their campus principal. They represented four different districts in Texas. All but one of the participants were female (88.9%, *n*=8) with an average of 13.7 (*SD* = 5.723) years of teaching experience. They represented administrators from all levels (elementary, junior high, and high school). Ethnically, however, the majority of participants were white (77.8%, *n* = 7). In order to protect confidentiality, each participant was numbered in the order in which their interview took place (i.e., the first assistant principal interviewed was given the number 1, the second was given 2, etc.). For the purposes of this study, when specific participant responses were referenced, the same system was used to identify the participants. Thus, Assistant Principal 1 is referred to as AP1, Assistant Principal 2 as AP2, and so on through AP9.

Rather than utilize a qualitative software program, each interview was transcribed and coded by the researcher by hand. An inductive coding process was used to examine each interviewee's responses, and a master list of existing themes was generated. Each transcript was coded a second time to capture all themes. These themes were then analyzed separately across all interview questions. At the conclusion of this three-part coding process, themes were grouped into larger categories which defined the responses of the interviewees. Each interview was then peer reviewed and debriefed by a member of the researcher's doctoral cohort. Through this process, the original list of themes were regrouped and condensed to four categories: (a) motivation, (b) support, (c) experience, and (d) management tasks. Finally, connections to the eight competencies assessed quantitatively on the *First-Year Administrator Job-Related Self-Efficacy Scale* [(a) campus culture, (b) communication, (c) ethics, (d) curriculum and assessment, (e) instructional programs, (f) personnel and staff development, (g) problem-solving, and (h) operations] were evaluated using the qualitative interview responses.

Motivation

The category of motivation was derived from a variety of themes. Some of these themes were used by participants to describe themselves, but some depicted the absence of motivation when describing other staff members. Motivation was subdivided into three themes: (a) intrinsic, (b) actions taken, and (c) continuous improvement.

Intrinsic. Intrinsic motivation may help to define why a person may be motivated to perform a certain task. An analysis of the interview responses identified two intrinsic motivators: (a) a desire to do what is best for children and (b) personal initiative and ambition.

Six of the nine assistant principals interviewed (66.7%) indicated that meeting the needs of students they serve motivate them. When asked about what strengths she possessed, AP1 responded, "I … am able to speak up and give an opinion when it is in the best interest of kids." Having the best interest of students in mind provides the motivation to "speak up." Similarly, AP2 is driven to make decisions by thinking about students. She identified the Ethics competency as one of her strengths because "[she is] constantly thinking about the repercussions of decisions and what is in the best interest of our students" (AP2). AP8 echoed keeping the best interest of students in mind when making decisions: "I try not to make too many rash decisions because I am always thinking what is best for the student."

This desire to serve students' best interest also assisted four of the assistant principals with challenges they encountered in their first year. AP4 found that not all of her colleagues shared her passion for students:

> Some teachers are set in their ways and not willing to do whatever it takes to make sure students are successful and I struggle with this. As educators, we have a job only because the students come to school every day. If we are not doing the best job possible then we are here for the wrong reasons and some teachers have alternative motives about teaching.

Likewise, having difficult conversations with parents was sometimes easier because the motivation to help students was paramount. AP8 stated that it "makes having those difficult conversations easier because they know you are not there to beat them up but to build them up and make them better or want only what is best for their child." This theme was also seen in advice to other new assistant principals. AP9 urged them to "see

kids when you get bogged down because we are all here because we like kids." These responses indicate that these assistant principals believe the work they do is driven by an intrinsic desire to ensure that the work done in the school benefits students.

Additionally, almost half of the participants (44.4%, *n*=4) specifically indicated that they have an innate drive or initiative that helps motivates them to be successful. Some participants were direct about their personal drive and initiative. AP5 referred to her strong innate drive on multiple occasions. When asked about her strengths, she indicated, "I am highly motivated when implementing these areas [campus culture, problem-solving, and communication] in my current role and know how to impact these areas." This trait was also perceived as a weakness for AP5 because "[she has] a tendency to jump in and do rather than delegate so that others have the opportunity to lead…it's just that sometimes things just need to get done."

Some of the responses, however, were not as direct. AP9 referred to having "grit" as a motivator. When asked what contributed to her success, she stated, "I would say grit. For me it was an I will not fail. I am going to figure this out" (AP9). Being willing to find answers to problems was highlighted by AP1; in her advice to other new assistant principals, AP1 stated, "Ask questions, but problem solve when you can. It is important to show your principals that you have the initiative to make decisions while staying in line with their vision." Of all of the participants, AP3 referred to this internal drive most often - in half of her responses, including questions about her strengths, weaknesses, and surprises. She feels "like [she has] an internal 'drive' and a growth mindset" in addition to being "proactive in learning from classroom observations, finding PD to attend that are typically 'teacher attended' and developing relationships with teachers and other

professionals who are willing to help [her]" (AP3). This internal motivation has driven her to take specific steps to continue to improve.

Actions taken. Being intentional with their actions was identified by six of the nine (66.7%) participants who mentioned specific daily actions that contributed to being proactive on the job. This dedication to tasks was highlighted by AP2 who used the word "purposefully" multiple times throughout her responses. When discussing her strengths, AP2 commented:

> I have been *purposefully* [emphasis added] working on becoming more effective in the area of analyzing data for the past four years. I knew that this was an area that was necessary not only to become a more effective teacher, but also that it was importance for administrators to be strong in this area.

She went on to identify the competency of Curriculum and Assessment as an area of strength because, as she described, "I *purposefully* [emphasis added] focused a lot of my education and time in this area" (AP2). Even in her advice to new assistant principals, this theme emerges: "Your teachers have to see you. I *purposefully* [emphasis added] put classroom visits… on my calendar" (AP2). It is clear that being intentional and purposeful about her practice is a regular component of her process.

While only one assistant principal (AP1) self-identified as a "hard worker," several others implied this about themselves through their surprise regarding the actions of others. AP5 stated:

> I was not as prepared as I thought I was for working with teachers who are low will and high skill, and veterans in the staff. They hold a great deal of

power…and are the late adopters. They can frustrate me….and I want to change them, but I have realized that this is very hard to do.

Her frustration with the "low will" of some of her staff implies that she has the will to work hard. Leading teachers who were not willing to work as hard as she would have provided a challenging experience. This sentiment was echoed by several other participants. AP1 found that she had some misconceptions about the work habits of others:

I think the biggest surprise is the assumption that everyone works as hard as you do – that everyone works with all they have for the betterment of kids. That assumption is incorrect in the fact that not everyone goes at teaching the same way. It's important to note that I believe that there is no preparation for that. When you jump into the position and really start taking a look at teachers in their classrooms, you find out quickly the ones that really work to make sure that kids "get it."

Poor work ethic was also a surprise for AP7. She stated:

The wide degree of work ethics of adults has been an eye-opening experience. Bluntly, I just didn't realize the lack of concern and common sense that needed managing. I really don't know if anything could have prepared me for that.

Both of these participants not only mentioned their surprise at this finding, but also that there was no way to fully prepare for this phenomenon. While these comments also addressed some of the innate drive mentioned previously, the benefit of hard work is underscored by each of these first-year assistant principals.

Goal setting was a specific action that three of the nine (33.3%) participants mentioned as keys to their success. AP8 identified herself as a goal setter; however, she also found herself setting goals for teachers like she had done for students when she was a teacher.

> My perceived weakness is wanting everyone to have the same drive and work
> ethic to succeed. I have very high expectations for myself and others so I thrive
> on accomplishing goals and being successful. However, what I have found is that
> although there are goals in place, another person's approach reaching those goals
> maybe differently. I had to learn to slow down and take into account we are
> striving for the same thing so find a common ground with achieving certain tasks
> or goals…As a classroom teacher, I had high expectations for my students and we
> would set obtainable goals for each of them. They worked hard to reach their
> goals and I was determined not to fail them.

In turn, she took one of her own strengths and used it to overcome an identified weakness. AP1 and AP6 also set goals for themselves, yet they both expressed some frustration that they were not able to accomplish all of those goals.

> I … thought that I would be in a lot more teachers' classrooms than I was able to
> get to this year. I had originally set a goal of being in every teacher's classroom
> three times this year. Needless to say, that was not even close to occurring. (AP1)

Similarly, AP6 realized she did not meet her documentation goal, but it remains a focus for improvement in the coming year:

> I had enough to get what I needed but I feel that next year I will need to keep
> more official documentation and my files on teachers. I did not consider this to

be a weakness prior to my position. It did not make me feel incompetent at my job performance - it did, however, make me very aware of my goal for this year. Rather than be discouraged by this, both of these participants indicated these would be goals for the upcoming school year. This mentality gives way to the concept of seeking to continually improve.

Continuous improvement. Eight of the nine (88.9%) first-year assistant principals indicated some degree of being self-aware and conscious about their own needs. This awareness allowed participants to comment on ways they seek to continuously improve their practice. Responses from the assistant principals in this study could be grouped into two sub-themes under continuous improvement: self-awareness and being reflective.

Some of the first-year assistant principals indicated that they knew about their strengths or weaknesses prior to assuming this new role. AP4 described this knowledge as a starting point:

Knowing my strengths has allowed me to know what areas I need to improve upon in order to be a better educator. I am constantly listening to veteran teachers and administrators to gain knowledge that only comes from years of experience. I want to learn and grow, and I think being able to recognize this will benefit me and has steered my path to where I am now.

On the other hand, four assistant principals became more self-aware during the course of this first year in the assistant principalship. "Throughout the year, I have been able to identify where my strengths and needs lie" (AP1). This gradual realization is

reiterated by AP7 who described herself in the following way: "I think I'm evolving and improving…I know that I prioritize well, but I still feel like so much more could be done." AP6 discovered that "[she] still needs to work at [having difficult conversations] but it did not hinder my job performance" (AP6). This awareness gave them areas where they are able to focus their continuous improvement in the coming year. Additionally, one assistant principal became very aware of a latent character trait she possessed due to a negative experience with her administrative team. AP9 described her experience and her epiphany during the year in this way:

> I didn't realize I had a strong core of integrity to the point where I would do what is right and in my heart against all of the pressures going on in my team. I had a team full of people who seemed not to care, and I did what I had to do, but I found I had a golden vein of integrity and I would not step over it. So, I knew it was there, but I didn't realize it until I became an assistant principal and was in the situation I was in. If I had worked under a transformational leader, I never really would have learned that about myself.

Closely coupled with self-awareness is the ability to take time to be reflective about the experiences and decisions made as an assistant principal. This is suggested in the above example from AP9 and her dysfunctional team. Conversely, AP8 credited her ability to be reflective to other administrators:

> Often the administrator would ask me to reflect on various situations and how I could use my strengths to problem solve. It was difficult at first because it is not

always easy finding out your strengths but when you have leaders that are

constantly challenging you to think and reflect about yourself, it became easier.

On the other hand, one assistant principal believed "[she is] a naturally a

reflective person which supports a 'growth' mindset" (AP3). Regardless of how one

began to be reflective about his/her practice, the need for this is clear. This is spotlighted

in the advice these first-year assistant principals had for future assistant principals – "I

would say to first of all, remember why you started this because sometimes when things

get hard you have to think back to 'I am here for a reason.' Think about the things that

really drive you" (AP9).

Support

For all participants, support was a significant category that was woven through

their narratives. While one (AP9) lamented the lack of support she received from her

principal and district staff, stating, "I didn't have many people inside of the educational

world I could trust as much as [my doctoral cohort]. I didn't have anyone on my campus

I could trust or even at the district," all of the remaining participants attributed the notion

of getting support in some way to their personal success. Support was described by these

first-year assistant principals in one of two ways: (a) support they received and (b)

support they gave to others.

Support received. Each of these first-year assistant principals expressed

gratitude for the support they received from a variety of sources. The support from their

principals was highly referenced, followed by their administrative teams, and an external

network.

Over half (55.6%, *n*=5) of the participants specifically spoke about the support they received (or did not receive) from their principal, and most of them referenced this multiple times throughout their interview. Most responses were positive; although, AP9 did not feel she had the support of her principal stating:

My principal was not supportive at all – he was just there to make it seem like the waters were calm. I had to do a lot of question asking, although the line of communication of who I was supposed to ask wasn't really made clear.

Those who did directly attribute their success to their principal highlighted their role as a guide and supporter. AP7 credited her success during her first year to having "a good principal that views his role as a teacher to us [other administrators]." AP2 began the year just after the start of the school year, and she described this support as follows:

It was crucial to have a principal who was supportive and willing to take the time to answer questions/teach me the ropes… [she guided] me through how she makes decisions. This was imperative for me in building my confidence in making decisions – knowing that she would have made the same decision.

This sentiment was echoed by two participants who explained how the support they received from the principal enabled them to improve their practice. AP3 indicated that her principal was personally invested in her: "I work under a principal that wants to see me succeed, and as I continue to gain trust in her, she allows me more leadership experience which helps me to continually learn and grow." Principal support was also noted as being:

The other difference maker in my success [was] working with an effective principal. Without his leadership and support, it would have been a very difficult

year. I appreciate that I work with someone I can learn from and who challenges

me intellectually and in my role. (AP5)

These first-year assistant principals gave a great deal of credit to their supervisors who

supported them.

Participants also credited the support they received from the administrative team

as a whole to their success during their first year. Some responses were very direct and

succinct when asked, "To what do you contribute your success this year?" For example,

AP3 answered, "A great team to work with," without hesitation. Similarly, AP7 briefly

noted her success was because "I am part of a great team." AP1 provided a bit more

insight as to what makes the team she works with a source of support: "My successes

this year can be attributed to working with an administrative team that works together."

The ability for a team to work together was also mentioned by AP7 who indicated, "I can

honestly say my team collaborates on a daily basis to better the campus for students and

staff." More specific feedback was also given about the role the administrative team

played in these first-year assistant principals' success from AP3: "Luckily, I am not

afraid to ask questions and [I] worked with an incredible leadership team that truly

functioned as a team and was willing to help in any way." This collegial support system

provided some degree of comfort, as AP6 noted, "I had an AP partner that I got along

with very well so she was able to help me with things that happened on campus to help

me get through." Having a supportive team was seen as an important layer of support.

Many of these first-year assistant principals indicated they received support from

a larger professional learning network of educators outside of their campus teams. How

these networks developed differed between the participants. AP7 identified her network

indirectly when she offered advice to new assistant principals in the form of "Ask for help, you can't and won't know all of the answers. Find a good mentor and a new AP buddy." AP3 sought to find other leaders through professional development opportunities she attended throughout the year by "developing relationships with teachers and other professionals who are willing to teach me." Only one respondent specifically credited her LDP as providing a network of support. AP2 described her experience:

> I was able to participate in the Life School Leadership Academy – designed for future leaders in my district. As part of that program, I was able to fill in as principal/AP on my campus several days. I was the only admin on campus on those days, so I was able to get a true taste of what it meant to be an AP. At the same time, the program had us work on several mock activities that we could be confronted with. For example, we worked in groups to decide what steps we would need to take in common and extreme discipline scenarios. We also had activities that dealt with hiring an effective team.

AP6 did not reference her LDP experience prior to becoming an assistant principal; however, she did discuss the LDP training she received her first year. She shared: "I also had new AP meetings once a month beginning in July of 2014 and continued until April of 2015. At these meetings we discussed many topics to help aid in our learning and success. Having monthly meetings to prepare for the role, she was able to build support with others in a similar situation. Each of these first-year assistant principals documented the role of their networks as part of their larger support system; on

the contrary, AP9 sought to create a network for herself because she did *not* have a large

support system:

> But I learned to call outside of the school. I called the ESL director often, and I
>
> had a friend who was an assistant principal over ESL at another school, and I
>
> called her often. I had to rely on my family a lot because I wasn't getting what I
>
> needed at school ... It was tough. And, my doctoral cohort got the brunt of it
>
> actually. I didn't have many people inside of the educational world I could trust
>
> as much as them. I didn't have anyone on my campus.

Regardless of the impetus for developing an external network of support, receiving

support from others proved to be essential to the success of these first-year

administrators.

Support given. For eight of these nine (88.9%) first year assistant principals,

support was considered a two-way street – they received support and gave it to others.

Being able to provide support influenced self-efficacy by allowing these novice leaders to

share some level of expertise with staff members, such as data analysis, lesson

design/delivery, or classroom management. Additional subthemes were discovered about

(a) relationships, (b) trust, and (c) communication.

Two-thirds of the participants (n=6) focused on the relationships they cultivated

with the staff, students, and parents over the school year throughout the interview. Many

identified relationship building as a strength prior to assuming their assistant principal

role, but they gained insight into how these relationships can assist with the work they

have been called upon to do. AP7 noted:

> Building relationships has always been a strength for me. This certainly helps me
>
> with students, parents, and staff. Building relationships with my students has
>
> decreased my discipline and helped to create a true partnership with parents. It
>
> has helped my staff gain confidence in me and trust me.

By spending time to nurture these relationships, she felt she was able to accomplish more. This was echoed by AP2, who stated:

> [I] was skilled at building relationships with students. This was key in helping me
>
> be effective in this area this past year. I was able to quickly get to know students
>
> and build relationships with many of them which helped to help solve the
>
> underlying issues some students were having and in turn reducing the amount of
>
> discipline that came to my desk.

This theme of relationship building also was reiterated in advice to future assistant principals. AP3 suggested "[s]pend[ing] your first year building relationships with the leadership team and with teaching staff. Once you have a relational foundation and level of trust, it is easier to make changes when you need to do so."

As noted above by AP3, relationships breed a culture of trust. Over half of the first-year assistant principals (55.6%, n=5) identified building trust as critical to their success. As it was with relationships, trust with students, staff, and parents was expressed. AP6 credited her relationships with students for some of her success: "I am able to get students to tell the truth and can investigate situations much faster as the students have a relationship and have learned to trust me." Not only was this trust formed with students, AP9 also found it to be a critical piece when working with the

staff. She noted: "Just being able to listen, synthesize, systems think, and be able to communicate really helped me earn [the math teachers'] trust. But I did truly have to earn it. And I'm not sure if I'm all there yet" (AP9). Likewise, AP7 explained how relationships with staff built trust in her: "Building relationships has always been a strength for me. This certainly helps me with students, parents, and staff…It has helped my staff gain confidence in me and trust me." Once trust was established, participants felt it was easier and faster to deal with situations that arose throughout the year. One participant highlighted an example of a time when she misplaced her trust. AP5 stated "In some cases, I have been fooled by these [low will] teachers and learned a valuable lesson about trust in the process."

Finally, the ability to communicate with stakeholders is a critical form of support given to others that these first-year assistant principals discussed. They found themselves in the position of giving support to students, staff, and parents, and being able to communicate this to these stakeholders was at times challenging. The volume and frequency of communication, especially with parents, was surprising for two of the participants. AP2 quickly responded when asked, "What aspects of the assistant principalship have been a surprise to you":

> The sheer amount of parent communication with administrators. I don't know if there is a way to better prepare for this. During the leadership program, I was able to experience hostile parents, but had no idea just how many parents call in wanting to talk with an administrator.

AP4 stated that "I feel that all administrators must be able to listen to everyone because there are so many people involved in the normal day of school from students, teachers, administrators, office staff and parents." Additionally, two participants identified that how one communicates is also important. AP9 acknowledged that this is a skill she already possessed: "The strengths I have are being a really concise and thoughtful communicator… It did serve me well and I knew it would" (AP9). This communication style was also highlighted by AP8: "I also make sure that when I need to inform my staff or parents about expectations, policy, or just needed information, I try to be clear and concise with the information."

Unlike other areas of support these first-year assistant principals gave, communication also brought some challenges. The dominant struggle for more than half (55.6%, n=5) of the participants was being able to have difficult conversations with teachers. This responsibility to provide support to a teacher who was not meeting expectations gave many of the participants pause. AP1 found that supporting teachers whose classroom practice needed to change was sometimes met with resistance:

> Having those conversations with teachers were very difficult because they were used to earning much more "exceeds" [on their performance appraisal]… Honing in on having tough conversations that are constructively critical as well as mediating conferences have always been areas of need. (AP1)

Likewise, supporting a teacher who may be resistant to change and communicating those expectations was a challenge for AP4:

> My weaknesses are dealing with difficult teachers and not knowing all the "ins and outs" of the role of an administrator. Some teachers are set in their ways and

not willing to do whatever it takes to make sure students are successful and I

struggle with this. (AP4)

Being in the position to support teachers, even when the conversation may be

uncomfortable did provide AP6 with the opportunity to learn more about personal areas

in which she needed to grow. She stated: "I did find myself in some difficult

conversations with teachers this year. This did make me realize that I still need work at

this... It did make for some uncomfortable situations with some as teachers hold on to

things" (AP6). AP8 also noted that the topics of conversation that needed to be

communicated to teachers and the types of support some of them required also

contributed to the difficult nature of these discussions:

> I had to have difficult conversations with [teachers] about dress code, conduct at
>
> work, and respecting their colleagues. I've had to "counsel" young teachers about
>
> spousal abuse, finding resources to help them and calling a family member to take
>
> them to the emergency room. In situations such as this, you have to use
>
> compassion and common sense. There is not a training that anyone can take for
>
> those attributes. You just have to be the listening ear and willing to help in any
>
> way you can. We say we need to educate the whole child to reach them, well it is
>
> the same with our staff. The only training that I would suggest is how to have
>
> difficult conversations with adults. (AP8)

Each of these first-year assistant principals acknowledged, however, that these

conversations needed to be had, even though they were difficult.

Experience

The role of the assistant principal is different from most other positions on a campus, and the more experience one has with the tasks required, the better prepared he/she may feel. All of the participants (*n*=9) reflected heavily throughout the interviews on the experiences (or lack thereof) which provided them more expertise and made them feel more self-efficacious. These experiences fell largely into two themes: (a) experiences provided to them and (b) experiences assistant principals created for themselves.

Experiences provided. Much of the way these first-year assistant principals felt about the year or their own self-efficacy was driven by experiences. Areas where they felt confident were often bolstered by prior experiences, while areas of weakness generally resulted from a lack of prior experience. Additionally, some participants were able to have on-the-job experiences which enhanced their self-efficacy. Regardless of the variety of experiences they had acquired, all nine participants attributed their success to the learning they acquired.

Previous work experience. Some of the participants held positions prior to becoming an assistant principal that provided opportunities to experience situations they encountered during the school year. This was particularly evident when participants were asked which of the principal competencies they felt most confident about; they indicated competencies which were related to prior work experiences. AP1 stated:

> I am most confident in the curriculum and assessment as well as the instructional
>
> programming. I have worked with several different instructional programs since I

began teaching. In fact, my last position was responsible for assessing the

successes or failures of all instructional programs at the district level.

The experience at the district level provided confidence in the same way for AP7: "I am

most confident with Instructional Programs and Communication. I think this was

because of the experiences that I have had running district level programs."

Prior experience as a school counselor (AP3) and teaching experience working in

special education (AP4) provided confidence with Problem-Solving skills. AP3 noted:

If I had to pick two [competencies to be most confident about], I would say

Personnel & Staff Development and Problem-Solving seemed the easiest. I think

my experience as a school counselor, the school did not have an AP, gave me an

opportunity to observe and have leadership experience in these areas.

As a special education teacher, AP4 worked with a broad range of people as part of a

team to help students reach their potential. He explained:

I contribute my success [as an assistant principal] to my teaching position and the

details it required. Working with special education students with behavioral

problems in different classes, dealing with parents of those students and being in

constant communication with administrators have all helped me with my

successes. Being in different classes observing students has allowed me see

firsthand what good teachers do in their classrooms. Working with the parents of

my students within the realm of special education rules and guidelines gives me

the understanding behind the scene into the lives of my students for their success

and the success of our teachers.

He also linked that experience as a special educator to the areas in which he feels most confident: "I feel most confident about problem solving and communication. My entire educational career revolved around problem solving with my special education students and communicating" (AP4).

Likewise, AP6 worked as a math specialist and found this to be helpful when working to help teachers in the classroom. She remarked:

> My background as a math specialist has come into play a lot this past year. We had two new specialists on our ILT [Instructional Leadership Team] so I was able to mentor them in getting things accomplished and we were able to build successful relationships with teachers as well as enhance first line instruction. (AP6)

Additionally, seven of the nine (77.8%) participants indicated that they attended prior professional learning, participated on committees, or had the opportunity to be trained on topics prior to becoming an assistant principal that benefitted them. For example, AP3 was proactive in ensuring she had the experiences she needed as she transitioned from a secondary teacher to an elementary assistant principal: "I have taken specific professional steps to get to leadership positions in K-6 schools. Because I was a teacher and counselor in the secondary setting, this has not been an easy task."

Two participants credited being able to work on committees as a learning experience. AP2 remarked, "I have had several opportunities to develop curriculum, curricular plans, assessments, etc" prior to becoming an assistant principal, and this provided confidence in these areas. Being involved in committee work prior to the

assistant principalship was also an experience AP9 had. As she explained, "Working on campus culture and being on committees was my thing" (AP9). AP6 utilized the summer before the school year started; she indicated, "I also went to a few trainings during the summer of 2014 to help aid in my learning of our computer system." The opportunity to have varied prior experiences was crucial for all of these administrators.

 Lack of experience prior to the assistant principalship. Conversely, the lack of prior experience in some facets of the assistant principalship caused anxiety or concern for seven of the nine (77.8%) first-year assistant principals. Just as previous positions assisted some participants, AP9 and AP3 noted that their lack of core area (math, science, social studies, or language arts) teaching experience made working with some teachers more challenging. AP9 mentioned struggling with Curriculum and Assessment competency "only because I came from a non-core class. As an art teacher, although I can definitely help with how to instruct in a class and with engagement, the curriculum and TEKS were new to me." This sentiment was also shared by AP3:

> I think I felt the least confident in Curriculum & Assessment as well as Instructional Programs. I do not feel like I had as much experience in these areas since I did not teach a core class. My teaching experience was in an elective program.

 Over half (55.6%, n=5) of the first-year assistant principals, who cited a lack of experience, linked this lack of prior experience specifically to why they felt least confident about the Operations competency specifically.

As AP5 succinctly stated, "I believe that training is important in order for one to feel confident in any area of the job."

Experiences created. Coupled with the initiative and drive analyzed previously, all of these first-year assistant principals sought to create their own experiences to help them gain the necessary knowledge and skills to be successful. These created experiences came in the form of (a) asking questions, (b) listening to and observing others, and (c) choosing to learn and grow.

Having an inquisitive nature was suggested by all nine of the participants, and was frequently the first piece of advice they suggested for other aspiring assistant principals (77.8%, *n*=7). Participants' indicated their willingness to seek answers for difficult or unknown situations in a variety of comments. AP3 remarked: "Luckily, I am not afraid to ask questions." And, AP9 mentioned: "I had to do a lot of question asking, although the line of communication of who I was supposed to ask wasn't really clear." AP8 reflected on her experiences prior to becoming an assistant principal as follows: "I asked a lot of questions and was put in various scenarios that required me to think as an administrator and not as a teacher." She then linked this later in the interview with advice for new assistant principals:

> My advice to a new AP is to ask questions, seek help when needed, and don't be afraid to say "I don't know, but I will find out" then follow through. It is better to give them correct information, than telling them something then you have to go back and correct later. (AP8)

Often these questions were directed at their principals, who were willing to help. AP1 noted that "[e]very question [she] had was explained in detail," and AP5's principal "was able to answer [any questions I had] or direct me to a resource."

Several of the experiences participants created for themselves grew from their interactions with the people around them. Listening to and observing others who were in similar situations were valuable learning experiences for eight of the participants (88.9%), and again, several noted being a listener as advice to new administrators. The number of stakeholders who require an assistant principal's attention was noted by AP4: "[A]dministrators must be able to listen to everyone because there are so many people involved in the normal day of school from students, teachers, administrators, office staff, and parents." AP5 identified her own strength ("I seek first to listen and understand."), and she later offered the following advice: "I would recommend that a new assistant principal be open to listen… accept feedback and constructive criticism."

Listening was also a challenge for two (22.2%) of the participants. Recognizing a weakness, AP6 noted: "I still need work on when it comes to teachers. I still find myself wanting to talk instead of listening…but have made huge gains in this area." AP9 even suggested that not listening hindered her ability to create relationships with teachers throughout the year. She stated:

> I am a terrible listener. Terrible. I knew it and I am working on it. With communication, I can tell you what I need you to know very well, but when I sit down one on one with a teacher… like parents I'm good with… but something about telling someone else that they're not doing a wonderful job or that they are doing a wonderful job but still have something to do… I really have to listen very

hard to what they say and try to help them synthesize what they know about their teaching and help them see the other path. I just don't take the time to listen without in my mind framing a response. It hindered me mostly with teacher relationships – mostly the one on ones and my negative teachers. (AP9)

Finally, participants created opportunities for themselves to continue to grow and learn. By being self-aware, participants were able to identify areas of weakness/deficit and seek training to improve. This can be accomplished in a variety of ways. AP8 suggested to new assistant principals: "If you are not proficient in a particular subject or grade level attend the team meetings, PLCs, curriculum planning days, and take professional developments." Realizing that information can be learned from everyone around is essential, and the openness to learning is necessary. AP6 stated: "I have a superior secretary that has taught [her] a lot!" AP4 summed up the responses of many of these first-year assistant principals:

> I am constantly listening to veteran teachers and administrators to gain knowledge
> that only comes from years of experience. I want to learn and grow, and I think
> being able to recognize this will benefit me and have steered my path to where I
> am now.

This willingness to grow and learn was inherent in the responses of these new assistant principals.

Management Tasks

While not as comprehensive in scope as the other three categories, management tasks emerged as a category for eight of the nine (88.9%) participants, mostly in areas of

weakness or pieces of advice. The variety of tasks assistant principals are required to be knowledgeable about and participate in surprised some. AP4 was surprised by the volume of demands on his time: "The only surprise is the behind the scene stuff that administrators have to do such as, duties, book studies, district meetings, grade level meetings, panels and training for staff development." Managing these other responsibilities proved challenging for some. AP9 noted:

> I was surprised that there was no district level support other than the director for ESL. That was like getting dropped in ice water. I knew what ESL was and I have my ESL certification, but me being THE person who did it all was shocking to have to do that much work.

These additional assignments also brought challenges with organization for seven of the nine (77.8%) participants. These difficulties can be divided into the following themes: (a) time management, (b) prioritizing, (c) delegating, and (d) caring for oneself.

Time management. Dealing with the volume and variety of responsibilities created time management concerns. When asked what her perceived weakness was as an assistant principal, AP7 quickly responded with:

> Balancing the load. I wouldn't say this was a weakness for me prior to this position. I think I'm evolving and improving in this area. The feeling of never getting everything accomplished that you would like can cause anxiety at times!

Participants noted concerns with appraisal timelines, classroom visits, and general deadlines. AP6 noted some of her personal struggles with time management by stating her weaknesses as:

Organization of PDAS and getting those done and on time but not too early to

where you can't count things on the evaluation if needed. Even though I am

excellent at documentation, I needed to do it more with some. It was very hard to

keep records of everything on everyone.

She also offered advice to new assistant principals to be wary of her struggles and

for them to "Make sure that you have a calendar either paper or on outlook and that it is

updated and all deadlines are met" (AP6). The use of technology to assist with paperwork

was identified by AP2. She indicated:

[Organization] has always been an area of struggle. I was able to implement the

use of technology for some of the paperwork, which helped tremendously, but our

teacher discipline sheets have to be on paper. I have struggled to find an

organization system that works for me and for my situation. This struggle often

makes me feel ineffective as an administrator.

These assistant principals were able to recognize their weaknesses in this area and either

implement strategies for improvement or set goals to improve next year.

Prioritizing. Only two of the nine (22.2%) participants identified themselves as

being strong in the ability to prioritize, yet four (44.4%) noted the importance of being

able to prioritize. Demands of the position challenged AP1 with regard to being able to

prioritize being in classrooms. She stated:

I also thought that I would be in a lot more teachers' classrooms than I was able to

get to this year. I had originally set a goal of being in every teacher's classroom

three times this year. Needless to say, that was not even close to occurring.

AP5 maintained that her prior work with some of Steven Covey's trainings assisted with being able to prioritize. AP5 commented: "Prioritizing things is crucial – my Stephen Covey, Performance Coaching training and Leadership Blueprint training have been essential to my success." She was the only participant who indicated specific training with this skill. However, AP9 strongly encouraged being able to prioritize as her advice to new assistant principals: "Another thing … is to not allow yourself to get overwhelmed. And, if you do, leave it until tomorrow."

Delegating. Delegating is a theme that arose out of the time management and prioritizing concerns. One of the underlying issues with delegating may have roots in the intrinsic motivation and actions of being a hard worker. AP8 noted: "I can grow impatient with the slow process and I begin to take on more tasks to my already full plate" (AP8). This sentiment was also mentioned by AP5 who shared:

> I have a tendency to jump in and do rather than delegate so that others have the
> opportunity to lead. I consciously work on this daily. I did consider this to be a
> weakness prior to becoming an AP, and that is why I work on it daily. In my role,
> sometimes things just need to get done, so it's a frequent decision about whether
> this is something I should take on or just facilitate. (AP5)

Caring for oneself. Nearly half (44.4%, $n=4$) of the participants offered advice to new administrators to take time to care for oneself. In the hustle of the assistant principal role, managing time and prioritizing tasks may appear to only relate to the job, but these new administrators learned to take care of themselves as well as their work responsibilities. Advice was given such as simply as "take care of yourself" (AP7) to more introspective comments. AP8 suggested, "Find something that you love to do

outside of work that will relieve the stress…have an outlet." Besides having a hobby,

AP2 noted the basic necessity of eating: "Eat lunch. I'm personally terrible at this, but

nobody wants a 'hangry' AP!" Finally, AP9 offered straightforward advice: "[Do] not

allow yourself to get overwhelmed, and if you do, leave it until tomorrow."

The management of the work-home balance impacted nearly half of the participants.

Connections to the Competencies

Interview participants were asked to consider the eight competencies from the

TExES principal exam that were examined on the *First-Year Administrator Job-Related*

Self-Efficacy Scale (Campus Culture, Communication, Ethics, Curriculum and

Assessment, Instructional Programs, Personnel and Staff Development, Problem-Solving,

Operations), and then, asked the following question: *Considering the competencies of the*

TExES principal exam, which two do you feel most confident about and which two do you

feel least confident about? Responses are depicted in Table 4.40.

Table 4.40

Interview Perceptions of Most and Least Confident Competencies (Frequency)*

	Most Confident	Least Confident
Campus Culture	2	5
Communication	4	1
Ethics	2	0
Curriculum and Assessment	2	2
Instructional Programs	2	1
Personnel and Staff Development	1	2
Problem-Solving	3	0
Operations	0	6

* Nine participants were interviewed. Participants were asked to choose 2 for each category; however, some did not indicate more than one or indicated something like "I am confident in all of them except…" Responses were only tallied for actual choices made by the participants. Thus, 18 responses were not recorded for each category.

Most confident competencies. Reponses for the competencies participants felt *Most Confident* about were scattered among seven of the competencies (all except Operations). Four assistant principals indicated that Communications was an area where they felt *Most Confident*. AP8 identified this as a strength:

> I am confident …because …I, also, make sure that when I need to inform my staff or parents about expectations, policy, or just needed information, I try to be clear and concise with the information. I am open to questions to clarify any miscommunication so that everyone is on the same page.

Two of the assistant principals indicated that the communication competency very similar to tasks they had completed in previous positions.

This level of confidence is also seen in the quantitative data with all three of the descriptive statements in the Communications competency receiving ≥ 75.0% at the *Much/Very Much/Complete Confidence* level.

Problem-Solving received the second highest number (*n*=3) of *Most Confident* responses, which is also noted in the quantitative data. All of the participants who indicated that problem-solving was a competency in which they felt most confident about had some type of non-traditional teaching experience (i.e., special education) or had worked at the district level before being an assistant principal. All three of the descriptive statements in the Problem-Solving competency received ≥ 70.0% at the *Much/Very Much/Complete Confidence* level.

Interestingly, the quantitative data suggested higher levels of confidence and self-efficacy for Personnel and Staff Development, but only one assistant principal identified this competency as one in which they felt *Most Confident* (and two indentified it as *Least Confident*). Results of the quantitative data showed ≥ 90% at the *Much/Very Much/Complete Confidence* level for two of the three descriptive statements for this competency. When asked specific questions about this topic on the survey, participants were confident, but when asked generally about the competency in the interview, participants were less self-efficacious.

Least confident competencies. Unlike the *Most Confident* ratings, there were two competencies clearly identified as *Least Confident*: Campus Culture (*n*=5) and Operations (*n*=6). These two competencies are also on opposite ends of the spectrum with Campus Culture being a more abstract concept and Operations being the concrete, day-to-day management and tasks.

Campus culture received mixed ratings on the quantitative data. Three of the five descriptive statements received at the ≥ 83.3% *Much/Very Much/Complete Confidence* level; however, the other two statements each received 66.7%. There was not a clear sense of self-efficacy from this data, and the interview participants indicated the same lack of confidence. Two participants noted the abstract nature of Campus Culture. AP2 stated: "I am least confident in Campus Culture. This is so dependent on what the initial environment at the school is. It is easier for me to maintain a positive campus culture, even when staff are going through stressful changes, than it is for me to change a negative culture into a positive culture." While AP4 identified the reasons for his lack of confidence as follows: "I feel the least confident about Campus Culture … because you can only speak generally about culture. You must be surrounded and embedded in the culture to understand it."

Operations received the most responses (*n*=6) for *Least Confident* and paradoxically none for *Most Confident*. The quantitative data indicated that LDP participants had significantly greater self-efficacy than Non-LDP participants, and two of the three descriptive statements received ratings of ≥ 83.3% at the *Much/Very Much/Complete Confidence* level. The content of this competency involves learned knowledge of procedures and expectations.

AP2 identified Operations as a weakness because it "isn't something I have had any experience with for the school." This lack of preparation in the area of Operations was also discussed by AP9:

The ones that were harder were Operations, to be honest, because I didn't do it

before. So, you learn the ins and outs on the job because no one lets you in on

those things like a DAEP meeting as a prospective AP.

AP4 noted the variety of tasks surrounding Operations: "There are so many different

components to the operation of a school that you really cannot go into enough detail to

cover everything that is needed." This sentiment was echoed by AP8:

I only know the basics however I understand there are so many components and

channels you must go through just do get a door fixed. As I continue to grow in

this role I believe that I will learn more about the financial aspect and physical

plant of the schools.

Summary of Findings

The *First-Year Administrator Job-Related Self-Efficacy Scale* survey was

distributed to members of TEPSA and TASSP, and of the 51 respondents, 30 were

deemed eligible to participate in the study as the 2014-2015 school year was their first

year as an assistant principal. Thirty-three descriptive statements were evaluated across

eight competencies. The degree of confidence or self-efficacy was determined using an

aggregate score from the top three anchors on the 6-point Likert scale. The quantitative

analysis revealed a greater self-efficacy among first-year assistant principals who

participated in a LDP. LDP participants reported higher confidence or self-efficacy on 30

of the 33 statements. The difference between LDP and Non-LDP participants for two of

the three statements where LDP participant responses indicated less self-efficacy than

Non-LDP participants was less than 4.0%. However, on Statement 3 in the Curriculum

and Assessment Competency, *Facilitate the effective coordination of campus curricular,*

co-curricular and extracurricular programs in relation to other district programs, Non-LDP participants reported a 13.9% higher level of confidence or self-efficacy; this was the only area evaluated where LDP participants scored significantly lower than their Non-LDP counter-parts.

The qualitative analysis of the nine structured interviews conducted with first-year assistant principals who participated in some type of LDP revealed four overarching categories: (a) motivation, (b) support, (c) experiences, and (d) management. While these new administrators came from varied backgrounds, their reflections on their first year as an assistant principal were similar. Intrinsic motivation and drive helped advance many of these participants, as well as daily, purposeful activities designed to help them stay motivated. But, none of these assistant principals attributed their success solely to their own motivation or achievement; they all received support from others and were able to reciprocate this. All of the participants also identified the need to have authentic experiences prior to assuming the role in order to feel better prepared and more self-efficacious in the their new positions, but most felt underprepared to deal with the management of tasks and time as an administrator.

Finally, and analysis of the interview responses compared to the survey responses indicated some discrepancies. None of the interview participants reported feeling *Most Confident* about Operations and two-thirds reported it as *Least Confident*; however, this competency received high levels of confidence reported on the *Much/Very Much/Complete Confidence* anchor point of the quantitative survey. Similarly, Personnel and Staff Development received high confidence ratings on the survey, but only one (11.1%) of interviewees indicated it was a competency they felt *Most Confident* about. In

general, the high degrees of self-efficacy/confidence reported on the *First-Year Administrator Job-Related Self-Efficacy Scale* were reflected in the interviews, as all participants reported confidence in their overall performance ability.

CHAPTER V

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents the summary, implications, and recommendations of the findings of this mixed methods, case study research. The purpose of this study was to determine the influence of Leadership Development Programs (LDPs) on the job-related self-efficacy of first-year assistant principals. This study was conducted in the spring semester of the 2014-2015 school year using first-year assistant principals who were members of TEPSA (*Texas Elementary Principals and Supervisors Association*) or TASSP (*Texas Association of Secondary School Principals).*

In order to address Research Question One, the researcher utilized the researcher-created *First-Year Administrator Job-Related Self-Efficacy Scale.* Participants were solicited to participate in the survey through an electronic newsletter by TEPSA and TASSP independently. Although 51 participants completed the survey, 21 participants indicated that 2014-2015 was not their first year as an assistant principal and were, therefore, eliminated from the study. Thirty participants' responses were included in this research. Sixty percent ($n = 18$) of the participants did not participate in a LDP; of the 40.0% ($n = 12$) of those who participated in a LDP, 75.0% ($n = 9$) were involved with a District Initiative and 25.0% ($n = 3$) participated in a University-Based Partnership (see Table 4.1). The majority of the participants were female (73.3%, $n = 22$) and white (70.0%, $n = 21$). Participants did represent all levels of campus types with just over half of them being elementary assistant principals (53.3%, $n = 16$). See Tables 4.3 and 4.4.

To address Research Question Two, the researcher developed a structured interview protocol. Nine first-year assistant principals who had participated in some form of LDP prior to becoming an assistant principal were selected and interviewed by the researcher. Interview questions were developed to address the issues of successes, strengths, weaknesses, surprises, principal competencies, and advice in order to ascertain detailed accounts about what may have influenced their job-related self-efficacy.

Summary of Findings

Two research questions for this mixed methods study were developed to address whether participation in a Leadership Development Program (LDP) influences the job-related self-efficacy of first-year assistant principals:

R1: To what extent does participating in a Leadership Development Program (LDP) influence the job-related self-efficacy of first-year assistant principals in the following domains: (a) campus culture, (b) communication, (c) ethics, (d) curriculum and assessment, (e) instructional programs, (f) personnel and staff development, (g) problem-solving, and (h) operations?

R2: Why do participants from Leadership Development Programs (LDP) have greater self-efficacy as first-year assistant principals?

Results of the descriptive analysis of the frequency and percentage of responses on the various anchor points of the 6-point Likert-type scale indicated a higher degree of confidence (self-efficacy) on 30 of the 33 descriptive statements for LDP participants compared to Non-LDP participants. Additionally, findings based on participant interviews suggest increased efficacy stems from motivation, support, experiences, and management tasks.

Research Question One

Findings for Research Question One were disaggregated by the eight competencies which were studied: (a) campus culture, (b) communication, (c) ethics, (d) curriculum and assessment, (e) instructional programs, (f) personnel and staff development, (g) problem-solving, and (h) operations. These competencies, and their corresponding descriptive statements, were derived from the TExES Principal (068) exam required for certification in Texas (Texas Education Agency, 2010). On all but three of the descriptive statements, LDP Respondents indicated higher self-efficacy than Non-LDP Respondents. This suggests that the experiences and knowledge gained by participating in a LDP provide participants with increased confidence. These findings support Bandura's (1977; 1994) assertions that vicarious social experiences influence one's self-efficacy; these LDP opportunities provided exposure to situations prior to experiencing them on the job. Therefore, when first-year assistant principals who participated in a LDP were asked to rate their confidence levels on these items, they were more self-efficacious because they had more experience with them. The more skills one is able to acquire, research suggests, the greater sense of efficacy, power, and confidence (Davis & Darling-Hammond, 2012; Hunzicker et al., 2009).

Research Question Two

Analysis of the structured interviews with nine first-year assistant principals revealed four broad categories which explained why participants in Leadership Development Programs experience higher degrees of self-efficacy. Participants identified motivation, support, experiences, and management tasks as key contributors to their beliefs about their own abilities. These findings support previous research which

indicates that these programs generally concentrate on interpersonal, technical, and developmental needs (Pernick, 2001) with a problem-solution, practical focus (Corcoran et al., 2012) linking pedagogy and practice (Davis & Darling-Hammond, 2012).

Exposure to situations similar to those one would expect to experience as an assistant principal prior to assuming the positions proved pivotal for these first-year assistant principals; although, every scenario and situation that may be encountered as an assistant principal cannot be trained for or experienced prior to assuming the position. These hands-on simulations or experiences helped to expand their knowledge base and, consequently, their self-efficacy, which is supported by current research in the field (Davis & Darling-Hammond, 2012; Hess & Kelly, 2005; Hunzicker et al., 2009; Mast et al., 2011; Rhodes & Brundrett, 2012).

Additionally, participants benefitted from the support generated from a wide network of fellow educators. As Bandura's theory of self-efficacy (1994) suggests, this support and reinforcement for their job performance increased the self-efficacy of the LDP participants in this study. Principal support, as well as cohort support, are key components of a LDP (Davis & Darling-Hammond, 2012; Gooden et al., 2011; Hall, 2008; Joseph, 2009; Pernick, 2001; Rhodes & Brundrett, 2012), and the participants in this study echoed these findings. While not all respondents specifically indicated cohort support, many did recognize the importance of their administrative team in addition to their principal. Because they had this support, they were able to be more self-efficacious about their job performance, which was suggested in the literature.

Interestingly, interview participants in this study noted a lack of confidence when discussing Campus Culture. AP4 noted: "You can only speak generally about culture.

You must be surrounded and embedded in the culture to understand it." As one of the more abstract facets of an administrator's role, Campus Culture cannot be impacted by the assistant principal alone, and this may be the source of struggle for these first-year assistant principals. Proponents of LDPs believe that performance tasks within the LDP help solidify more abstract concepts that participants may experience (Davis & Darling-Hammond, 2012; Hess & Kelly, 2005); however, it would appear that the concept of Campus Culture may need more attention.

Another finding of this study refutes portions of the existing literature in the area of management tasks or Operations. Davis and Darling-Hammond (2012) and Gooden et al. (2011) found that the curriculum of LDPs generally includes technical skills/knowledge and management, which would suggest that participants would feel better prepared to handle these tasks. As the most concretely defined of the competencies, it would appear easiest for first-year assistant principals to gain knowledge, and therefore, have higher self-efficacy. Findings of this research, however, do not support this. While LDP respondents did report higher degrees of confidence than Non-LDP respondents, one area in particular only received a 66.7% (*n* = 8) *Much/Very Much/Complete Confidence* Rating: Apply local, state and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation). Additionally, interview participants supported this finding with comments such as, "there are so many different components to the operation of a school that you cannot go into enough detail to cover everything" (AP4). Likewise, none of the interview participants cited Operations as an area where they were *Most Confident*, and six of the nine indicated it was the competency

with which they were *Least Confident*. It is important to note these concerns because in the realm of leadership development, it may be possible to overlook the discussion of management tasks that are inherent in any position, but especially campus leadership positions. The increased focus on the principal as the instructional leader, which Davis and Darling-Hammond (2012) and Gooden et al. (2011) noted, may have shifted the conversation from identifying the managerial tasks principals are still required to make.

Implications

Results from this study have implications beyond the participants in this research; districts and aspiring administrators can use the results to identify areas which need to be developed before aspiring administrators assume the role of assistant principal. "[C]hance and serendipity in achieving the recruitment and retention of talented leaders may no longer be sufficient" (Rhodes & Brundrett, 2012, p. 32). While districts have focused on the succession planning for principals and superintendents, the reality is that most of the people filling these positions are or were assistant principals first. Succession planning, therefore, must begin with Leadership Development Programs to prepare teacher leaders to assume assistant principal roles.

Stepping into an administrative role requires a more global, systems-thinking mindset combined with the ability to put it into action, yet masters level educational leadership programs focus on the theory and often fall short of the action component (Mast et al., 2011). With increased demands on school leaders, the need for programs to fully develop leaders is clear. First-year assistant principals who participated in a LDP were more self-efficacious on 90.9% of the job-related statements (30 out of 33) in this study. While not all of the statements indicated strong levels of confidence, those who

participated in a LDP did indicate higher self-efficacy than those who did not participate in a LDP. Districts, therefore, should consider ways to include some type of LDP as part of their succession planning and how to build leadership capacity.

The scope of assistant principals' responsibilities is vast, and being able to narrow the focus while providing ample breadth for a LDP curriculum can be challenging. By beginning with the state's minimum expectations for what principals should be able to do, LDP developers can pinpoint areas of weakness that may arise. Results of this study indicate areas that LDPs traditionally have covered well, and others that may need more focus. Even though typical curricula for LDPs generally involves time management and delegation of tasks (Davis & Darling-Hammond, 2012; Gooden et al., 2011; Searby & Shaddix, 2008), these were areas that interview participants often identified as personal areas of weakness. Being able to identify which tasks require them to be involved and which can be delegated is complicated in a new role because the repercussions of all actions may not be able to be anticipated. LDPs may need to concentrate on helping aspiring administrators recognize these differences.

It is impossible to plan for and provide exposure to all circumstances a first-year assistant principal may face; however, the more opportunities aspiring administrators can have to experience the role of assistant principals, the better prepared they will be (Davis & Darling-Hammond, 2012; Hess & Kelly, 2005; Rhodes & Brundrett, 2012). This also has implications for principals. Principals must create opportunities for those aspiring to administrator roles as part of ongoing professional learning.

As campus leaders, it is incumbent on principals to identify teacher leaders and inspire/support them. This is the beginning stage of leadership succession planning.

Beyond external experiences, there are personality considerations when selecting LDP participants or first-year assistant principals. In order for a LDP to be effective, the number of participants should be small and the selection criteria rigorous (Davis & Darling-Hammond, 2012; Hess & Kelly, 2005; Pernick, 2001). Pernick (2001) identified seven characteristics of aspiring leaders: desire, purpose, confidence, assertiveness, mental stability, physical stamina, and intelligence. These were reiterated in the interviews with first-year assistant principals. Drive and self-efficacy (believing one is up to the task) played important roles for the assistant principals in this study as to why they found success. Therefore, it is incumbent upon those spearheading LDPs to screen applicants for these qualities.

The scope of this research centered on how participation in a LDP influences the job-related self-efficacy of first-year assistant principals, but in many ways, there are implications for all districts regardless of whether they employ a LDP method of preparation. Those participants who did not participate in a LDP prior to assuming the assistant principalship still became assistant principals. And, these assistant principals had lower self-efficacy on all but three of the areas assessed. The onboarding process for new assistant principals must be a priority for districts to ensure that this transition is smooth and successful.

<div align="center">**Recommendations for Future Research**</div>

There are several recommendations for future research based on the results of this study. First, it is recommended to increase the sample size of the responses to the *First-Year Administrator Job-Related Self-Efficacy Scale*. This would provide a more generalizable sample in order to more completely reflect first-year assistant principals.

Additionally, this would allow for further study of the gender, ethnicity, and campus levels of the participants to determine if differences exist with these subgroups. This may be more feasible by accessing specific districts or masters level principal preparation programs rather than state-wide organizations. Second, because of the scope of experience for a first-year assistant principal, expanding the population to include assistant principals with three or fewer years of experience may provide more concrete results about efficacy across all of the competencies. Third, using the *First-Year Administrator Job-Related Self-Efficacy Scale* in a pre/post-test study of first-year administrators could provide districts with feedback regarding their onboarding processes and support for new assistant principals. Finally, utilizing the structured interview protocol in a focus group setting in future research may elicit more shared experiences that could further define the ways in which LDPs influence the self-efficacy of first-year assistant principals.

During the structured interviews, participants who were not core content area teachers (English/Language Arts, Math, Science, or Social Studies) frequently noted how their teaching of an elective or special education provided experiences others may not have had and, conversely, prevented them from gaining experience core content teachers may have had. Thus, an area for future study may include researching whether the type of teaching experience (core or non-core) influences the job-related self-efficacy of first-year assistant principals. Closely aligned to this would be to consider whether the number of years one was a teacher, prior to becoming an assistant principal, influences the same self-efficacy.

While the focus of this research study was first-year assistant principals and their transition to this administrative role, future research could center on new principals who have just transitioned from the assistant principal role. Many LDPs already focus solely on preparation to be the campus leader (Corcoran et al., 2012; Hess & Kelly, 2005). Results of these programs are often reported through qualitative tales of individual's experiences, and a quantitative approach to this may help identify areas of preparation for the role that need to be intensified.

Conclusions

The purpose of this study was to determine if participation in a Leadership Development Program (LDP) influenced the self-efficacy of first-year assistant principals. This mixed methods study found that those first-year assistant principals who participated in a LDP did have higher self-efficacy at the end of their first year as an assistant principal. Additionally, this study found four areas responsible for this increased self-efficacy: (a) motivation, (b) support, (c) experiences, and (d) management tasks.

This study grew out of the lack of research in the field of education about leadership succession and preparing future leaders. The current research in the field that was present centered almost exclusively on preparing assistant principals to be principals or principals to be superintendents. This study was designed to give consideration to this first level of educational leadership preparation. Ultimately, it should be the goal of educators to make leadership succession a more common practice in K-12 education. Because those who participated in a LDP prior to assuming an assistant principal role did express higher levels of job-related self-efficacy, it can be concluded that the investment

of participating in a LDP is valuable for first-year assistant principals, and this should be

offered to more who are aspiring to become campus administrators.

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APPENDIX A

COMMITTEE FOR THE PROTECTION OF
HUMAN SUBJECTS FORM

APPENDIX A

COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS FORM

University
of Houston
Clear Lake

COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS
Faculty/Sponsor Application for Investigation Involving Human Subjects

2700 Bay Area Blvd.	281.283.3015 FAX 281.283.2143
Houston, TX 77058-1098	uhcl.edu/research

DATE:	May 26, 2015 – UPDATED CPHS APPLICATION
TITLE:	The Influence of Leadership Development Programs on the Job-Related Self-Efficacy of First Year Assistant Principals
PRINCIPAL INVESTIGATOR:	
STUDENT RESEARCHER:	Emily Craig
FACULTY SPONSOR:	Dr. Gary Schumacher, Dissertation Chair
PROPOSED PROJECT END DATE:	September 2015

All applicants are to review and understand the responsibilities for abiding by provisions stated in the UHCL's Federal-wide Assurance (FWA 00004068), approved by the Office of Human Research Protections (OHRP) on March 9, 2004: (a) The Belmont Report provides ethical principles to follow in human subject research; and (b) Federal regulations 45 CFR 46 and all of its subparts A, B, C, and D are the minimum standards applied to all of UHCL's human subject research.

See **http://www.uhcl.edu/research** **-- Protection of Human Subjects, Federal-wide Assurance.**

For questions, contact the Office of Sponsored Programs (OSP) at 281-283-3015 or SponsoredPrograms@uhcl.edu

Principal Investigator (PI) / Faculty Sponsor (FS) Responsibilities Regarding Research on Human Subjects:

- *PI / FS acknowledges reviewing UHCL's FWA (Federal-wide Assurance) (FWA #00004068) approved by the Office of Human Research Protections (OHRP). PI / FS understands the responsibilities for abiding by provisions*

of the Assurance.
- *The PI / FS cannot initiate any contact with human subjects until final approval is given by CPHS.*
- *Additions, changes or issues relating to the use of human subjects after the project has begun must be submitted for CPHS review as an amendment and approved PRIOR to implementing the change.*
- *If the study continues for a period longer than one year, a continuing review must be submitted PRIOR to the anniversary date of the studies approval date.*
- *PI / FS asserts that information contained in this application for human subjects assessment is complete, true and accurate.*
- *PI / FS agrees to provide adequate supervision to ensure that the rights and welfare of human subjects are properly maintained.*
- **Faculty Sponsors are responsible for student research conducted under their supervision. Faculty Sponsors are to retain research data and informed consent forms for three years after project ends.**
- *PI / FS acknowledges the responsibility to secure the informed consent of the subjects by explaining the procedures, in so far as possible, and by describing the risks and potential benefits of the project.*
- *PI / FS assures CPHS that all procedures performed in this project will be conducted in accordance with all federal regulations and university policies which govern research with human subjects.*

A. DATA COLLECTION DATES:

1.	From:	January 2015
2.	To:	July 2015
3.	Project End Date:	September 2015

B. Human subjects description:

1.	Age range:	25-55 years
2.	Approx. number:	50
3.	% Male:	20
4.	% Female:	30

C. Project Summary:

Complete application using commonly understood terminology.

1. **Background and Significance**
   Provide a **CONCISE** rationale for this project, based on current literature, information, or data. Include references as appropriate.

   The classroom teacher has the most direct contact and impact on student success, but teachers do not work in isolation to ensure that students are successful (Commission, 2007; Davis & Darling-Hammond, 2012; Gooden et al., 2011; Mast, Scribner, & Sanzo, 2011). Following the impact of the classroom teacher, the

school leadership has the second greatest influence in whether or not students succeed (Commission, 2007; Davis & Darling-Hammond, 2012; Davis et al., 2005; Gooden et al., 2011; Mast et al., 2011). More and more states are holding principals directly accountable for student achievement on their campuses (Davis & Darling-Hammond, 2012). "Leadership matters to an organization's effectiveness" (Pernick, 2001, p. 429), and in a school, primary leadership stems from the administrative team of principals. This leadership is not only felt within the school but out into the larger community served by the campus (Searby & Shaddix, 2008). The Commission on No Child Left Behind (2007) noted that effective principals are able to attract more effective teachers to their campuses. The instructional focus that is set by the campus leadership is critical to student success. Therefore, having skilled, confident, and effective administrators is paramount to ensure that all students have access to quality educational experiences. While purposeful leadership succession planning has been common in corporations for many years (Pernick, 2001), it is not common in the realm of education nor has it been studied with regard to education in any depth (Rhodes & Brundrett, 2012).

Leadership needs. Leading any organization, especially one with staff, students, parents, and community pressures, often requires more skill than can be provided for in classroom-style preparation. Gooden, Bell, Gonzalez, and Lippa (2011) report that 95% of principals benefitted more from peer assistance and on-the-job training than graduate school preparation when managing their current positions. This substantiates an earlier finding by Hess and Kelly (2005) where only 4% of principals indicated that the training received from university coursework prepared them for their position. These principals lacked some degree of efficacy regarding their job responsibilities. Traditional course preparation does not appear to incorporate the leadership needs of campus administrators. When growing new campus leaders, it is imperative to nurture the ability to "trust and build rapport, diagnose organizational conditions, deal with learning processes, manage the work itself, and build skills and confidence in others" (Searby & Shaddix, 2008, p. 36). Davis, Darling-Hammond, LaPointe, and Meyerson (2005) suggest that the demands of the principalship have grown to such an extent that established preparation approaches for training campus leaders do not sufficiently prepare candidates for the job responsibilities.

The leadership needs of campus administrators are also unique because of the interactions with a variety of campus and district stakeholders (Davis & Darling-Hammond, 2012). Knowing how to interact and to work with each of these groups is a skill campus leaders require. In their research, Searby and Shaddix (2008) examined Mountain Brook Schools in Alabama who outlined a comprehensive list of attributes of school leaders. Some of these qualities refer to the interactions with others (supporting others emotionally as well as professionally, mentoring staff members, setting the tone for the campus), and some refer to a leader's need to promote a vision for the campus (establishing credibility, asking tough questions, anticipating needs, interpreting reality for others) (Searby & Shaddix, 2008). While these may be innate qualities for some leaders, for others, a leadership development program can assist with the

acquisition of these skills and increased efficacy in these areas.

Qualified aspiring administrators. The Commission on No Child Left Behind (2007) recommended a plan to place a "Highly Effective Principal (HEP)" in every school, especially Title I campuses and those in need of improvement (p. 50). Additionally, this report recommended requiring professional development for principals that had previously only been required of teachers. This would help increase the job-related self-efficacy of administrators. Finding and training quality aspiring administrators must be a priority.

Very often, those who are selected to be campus principals were first campus assistant principals, and before this, classroom teachers. Corcoran, Schwartz, and Weinstein (2012) found that those principals in their study who had been assistant principals had greater success as principals. This indicates a need for purposeful leadership succession planning.

Principal shortages. Because the principal is integral to the success of a campus, the need to attract and retain quality campus leadership is great. This is especially challenging in urban areas and in secondary schools (Commission, 2007; Gooden et al., 2011; Joseph, 2009). In both urban and rural under-performing, high-poverty districts, upwards of 20% of the principals may leave in a given year (Mazzeo, 2003). Retirements, new campuses, and general turnover are all causing a shortage of campus principals (Commission, 2007; Corcoran et al., 2012; Davis et al., 2005; Rhodes & Brundrett, 2005; Searby & Shaddix, 2008). In 2005, 29 states indicated that they either had a shortage of school leaders or anticipated one within a short period (Hess & Kelly, 2005), and the Educational Research Service predicted that 40% of principals would leave the profession by 2012 (cited in Searby & Shaddix, 2008). Such a shortfall has the potential to leave many schools without the necessary leadership to ensure that students achieve success. There is clearly a need to prepare potential administrators to fill these gaps. Searby and Shaddix (2008) suggest that the leadership positions of tomorrow will be filled by today's classroom teacher leaders. Despite this forecast, planning for leadership succession in school districts is a rarity (Rhodes & Brundrett, 2005).

While vacancies are causing principal shortages, this may not be the only concern when ensuring that quality leaders are installed in all schools. Hess and Kelly (2005) and Joseph (2009) suggest that there is not only a shortage of principals, but a shortage of *qualified* applicants. Eighty percent of surveyed superintendents noted that "finding a qualified school principal is a moderate or major problem" (Hess & Kelly, 2005, p. 161). Because the role of the campus principal is continuously evolving to include increased accountability measures, technology usage, and overall expectations, the traditional university principal preparation programs may not prepare principals for the demands of their position (Commission, 2007; Hess & Kelly, 2005). Therefore, the current cohort of campus leaders may not be equipped to manage the demands of today's schools. While some have suggested casting a wider net to find qualified candidates outside of the field of education (Corcoran et al., 2012; Hess & Kelly, 2005), the answer may involve radically changing preparation programs to identify the most talented teacher leaders and to prepare them for the next steps of leading a campus.

The phenomenon of principal shortages is not unique to the United States.

Rhodes and Brundrett (2012) indicate that principal shortages in the UK are causing alarm. Many of these vacancies are a result of an aging principal cohort that is nearing retirement (Rhodes & Brundrett, 2005). Additionally, studies in Canada, Australia, and other western countries have indicated similar concerns (Rhodes & Brundrett, 2005). There is clearly a need to plan for leadership succession by tapping into the teacher leaders that already exist within our educational system.

Government initiatives. Several government agencies have also noticed the looming shortage of campus principals and have initiated programs to assist with this crisis. In Mississippi, for example, the Mississippi School Administrator Sabbatical Program gives teachers paid release time from classroom obligations to pursue administrative internships (Davis & Darling-Hammond, 2012), and the New York City Leadership Academy pays aspiring principals a full-year principal salary while completing certification training and the leadership development program (Corcoran et al., 2012). Realizing the financial demands of training and certification may restrict some qualified leaders; these programs seek to supplement lost income while pursuing leadership credentials. Furthermore, in order to ensure that leadership programs meet the needs of the current reality facing school principals, the Interstate School Leaders Licensure Consortium (ISLLC), which is comprised of representatives from 30 state education agencies and school administrator national organizations, worked to create criterion for school leadership training (Hess & Kelly, 2005).

Nationally, government agencies are also incentivizing leadership development. The Commission on No Child Left Behind (2007) recommends utilizing Title II professional development funds to include principals in needed professional learning. Funding for schools has been tied to evaluations of principals' effectiveness [Race to the Top] (Davis & Darling-Hammond, 2012) and to developing principal preparation programs [School Leadership Preparation Program from the United States Department of Education (USDOE)] (Mast, et al., 2011). Similarly, the USDOE's Office of Innovation and Improvement has awarded grants to school districts that partner with university programs to prepare campus leaders for the specific needs of their communities with the School Leadership Grants (Davis & Darling-Hammond, 2012; Hess & Kelly, 2005; Mast et al., 2011).

Beyond monetary involvement, government agencies are implementing initiatives which emphasize the importance of developing school leadership. Many states are requiring mentoring for new campus administrators within their first year (Commission, 2007). In Texas, the Texas Administrative Code (2009) requires all first-year principals (or assistant principals) to undergo a year-long induction to include mentoring. The National Commission for the Advancement of Educational Leadership Preparation (NCAELP) gathers feedback from state agencies, professors, and professional organizations to provide information on the comprehensive needs of school leaders to impact the training and preparation of future leaders (Hess & Kelly, 2005). These initiatives are not unique to the United States; Rhodes and Brundrett (2012) examine the National Succession Planning Programme for schools in England. There, the government requires

schools to seek leaders from the talent pool of potential leaders and to implement a plan for retaining this talent once they are campus leaders. Leadership succession and recruitment are high priorities to ensure that student achievement does not decline due to a lack of campus leadership.

2. Specific Aims

Purpose, Hypotheses/Research Questions, Goals of the Project. **BRIEFLY** describe the purpose and goals of the project (include hypotheses or research questions to be addressed and the specific objectives or aims of the project. Describe or define terms or methods as needed for CPHS reviewer's understanding.

The purpose of this research is to determine whether investing in teacher leaders with a leadership development program (LDP) for aspiring administrators as a means of successfully continuing to grow campus leadership impacts the self-efficacy (i.e., the confidence in one's ability to complete a certain task [Bandura, 1977]) of beginning assistant principals. As it is in the business model (Pernick, 2001), the available talent pool within a district provides continuity to the district's mission and can be a valuable resource for identifying future leaders (Rhodes & Brundrett, 2005). This research hopes to provide insight into the leadership needs and succession planning of schools in order to better prepare administrators for the demands of campus leadership.

Research Questions

R1: To what extent does participating in a Leadership Development

Program (LDP) influence the job-related self-efficacy of first-year

assistant principals in the following domains: (a) campus culture, (b)

communication, (c) ethics, (d) curriculum and assessment, (e)

instructional programs, (f) personnel and staff development, (g)

problem-solving, and (h) operations?

R2: Why do participants from Leadership Development Programs (LDP)

have greater self-efficacy as first-year assistant principals?

Ultimately, it is hoped that this research will determine whether participation in a LDP increases the job-related self-efficacy of first-year assistant principals. Additionally, leadership succession may become a more common practice in K-12 education, and participation in a LDP will become the norm when preparing future campus leaders.

3. Research Method, Design and Procedures

(A) Provide an overview of research methodology and design; e.g., how the data are to be collected, analyzed, and interpreted.

(B) Provide step-by-step description of procedures and how they are to be applied. Procedures are to begin from CPHS approval and end when data compiled and results reported. Possible information to include: What are participants asked to do? When and where are they to participate? How long will it take to participate? Describe type of research information gathered from participants, i.e., data being collected.

Note that ethical responsibility of researcher to participant does not end until participant's information has been destroyed. Research documentation cannot be destroyed for up to three years after completion of a study.

(A) This research will be mixed methods, with a quantitative quasi-experimental component in order to determine the extent to which participation in a LDP impacts the job-related self-efficacy of first-year assistant principals. The design is quasi-experimental because participants were not randomly assigned to groups; they either participated in a LDP or did not prior to acquiring an assistant principal position. The qualitative component will consist of personal interviews with 5-10 first-year assistant principals. Questions for these interviews will include:

- To what do you contribute your successes this year?
- What strengths do you feel you possess as an AP? How do these assist you in your current role? Did you consider these to be strengths prior to beginning this position?
- What are some of your perceived weaknesses as an AP? Did you consider these to be weaknesses prior to beginning this position? In what ways do these limitations impact the way you feel about your job performance?
- What aspects of the assistant principalship have been a surprise to you?
- How could you have been better prepared for these?
- Considering the domains of the TExES principal exam, which two do you feel most confident about and which two do you feel least confident about? Why?
- What supports or advice would you give a new assistant principal?

All members of the Texas Association of Secondary School Principals (TASSP) and the Texas Elementary Principals and Supervisors Association (TEPSA) will receive the researcher-created survey instrument via their email address from their membership. Reponses will be collected using Survey Monkey with the link embedded in the email.

Quantitative data will be analyzed using the current version of IBM SPSS Statistics (21.0) to determine the differences in job-related self-efficacy of first-year administrators of those who participated in LDPs and those who did not.

Variables. This study will use participation in a LDP as an independent variable. Self-efficacy will be the dependent variable. Data will be collected on these variables using the questionnaire designed by the researcher.

Disaggregation of data. Once information is received from the participants, data will be disaggregated into various groups in order to better understand the relationship between the variables. Results will be analyzed by school level – elementary, middle school, and high school – to determine if the results hold true for all levels because the literature does not specifically address whether there are differences depending on levels. Additional demographic information will be tabulated to identify the makeup of the participants and whether this is representative of the population of this research.

Tests. A *t*-test statistical analysis will be run using SPSS to look at (a) those who participated in a LDP and those who did not and (b) self-efficacy to answer the primary research question. The dichotomous answer to the participation in a LDP (yes/no) indicates that only two variables will be analyzed with this statistical test.

Additionally, an ANOVA statistical analysis will be run to consider the differences in self-efficacy across other variables (LDP type and school level) to answer the secondary research questions. Because these variables will be split out into multiple layers (three LDP types and three school levels), the ANOVA analysis is more appropriate.

(B) Procedures:
- CPHS Approval
- January 2015 – Self-efficacy survey instrument and letter will be sent to contacts at TASSP and TEPSA to be distributed to the membership (Attached)
- The electronic researcher-created survey is expected to take between 10-15 minutes based on trial surveys and will be delivered to participants via email in Survey Monkey
- Participants will complete this online and responses will be returned electronically (the researcher, faculty sponsor, and methodologist will have the only access). This data will remain secured for three years on a flash drive and printed data will be stored in a locked location with either the faculty advisor or methodologist.
  - The following demographic data will be collected:
    - Number of years as an Assistant Principal which will be used to exclude those who were not first-year administrators (only those who completed their 1st year as an AP during 2014-2015 will be used in the study)
    - Gender
    - Age range
    - Ethnicity
    - Participation in a Leadership Development Program (LDP)
      - Yes/No
      - Type of LDP – Nonprofit, University/District Partnership, District Initiative
    - School level – Elementary, Junior High/Middle School, High School

- Quantitative research data will be collected through April 2015
- Based on results of the quantitative data, qualitative interview questions will be generated by the researcher, methodologist, and faculty advisor.
- Interviews will take place in June 2015. They will be transcribed and coded to analyze themes and trends among the data.
- Data analysis will occur between May and July 2015

4. **Instruments for Research with Human Subject**

Indicate instruments to be used.
A. Submit copies electronically, if possible.
B. Submit copy of copyrighted questionnaire for CPHS review. Copy kept on file by CPHS.
C. Examples of instruments are as follows: (1) Educational Tests, (2) Questionnaires/Surveys, (3) Psychological Tests, (4) Educational Materials, i.e., curriculum, books, etc., (5) Interview or Phone Script, or (6) human subjects recruitment advertisements.

Researcher-Created Survey instrument: Creation of questions was based on Bandura's (2006) guide for constructing self-efficacy scales. This research will not focus on whether the participant actually will/can perform the task or has done it well; instead, the concentration is on whether the participants believe they can accomplish the task.

Instrumentation in this research will consist of a set of survey questions developed by the researcher based on the domains for the TExES Principal (068) exam required for certification in Texas (Texas, 2010). This Self-Efficacy Scale will be a Likert-style survey with 6 points ranging from "No Confidence at All" to "Complete Confidence." The survey questions will be standardized, and the same questions will be asked of all participants by the researcher.

Qualitative interview questions will be generated at the conclusion of analyzing the quantitative data. These questions will be based on the data and are intended to gather more in-depth data regarding participants' experiences as a first-year assistant principal. These questions will be standard and asked of all participants identified for further questioning (roughly 5-7 participants).

Survey Instrument is attached.

5. **Human Subject Source and Selection Criteria**

Describe the procedures for the recruitment of the participants. Indicate when human subject involvement is expected to begin and end in this project. Example information to include:
A. Characteristics of subject population, such as anticipated number, age, sex, ethnic background, and state of health.
B. Where and how participants are drawn for subject selection criteria. Coercion or undue influence needs to be considered and eliminated.
C. How ensuring equitable subject selection.
D. If applicable, criteria for inclusion and/or exclusion and provide rationale.
E. Children are classified as a vulnerable population. See Subpart D, §46.401, of federal guidelines for additional safeguards aimed to protect the rights and welfare of these subjects.

This research study will include a purposive, convenience sample of first-year administrators who are members of the two largest professional organizations in Texas for administrators: Texas Elementary Principals and Supervisors Association (TEPSA) and Texas Association of Secondary School Principals (TASSP). TEPSA has a membership of over 5800 school leaders (TEPSA, 2014), and TASSP's membership is over 5000 (TASSP, 2014). It is predicted that the sample size will be roughly 1500 participants given the size of these organizations and only using first-year administrators. The survey instrument will be distributed via members' email addresses.

Participants for the interview portion of the study will be a purposive sample based on known 1st-year administrators.

The population of the study is expected to mirror the demographic data for administrators in Texas.

Demographic Information Principals Employed in Texas (2011-2012 SY)

	Number	Percent
Gender		
Female	4868	61.3
Male	3068	38.7
Ethnicity		
African Amer.	892	11.24
White	5137	64.73
Hispanic	1742	21.95
Asian	41	0.52
Amer. Indian	34	0.43
Pacific Islander	1	0.01
Two or More	89	1.12

At the onset of the survey, participants will be asked whether 2014-2015 was their 1st year as an administrator. This is to exclude any administrators who were not 1st year administrators during 2014-2015 as this research study is focused solely on those administrators who have will have just completed their 1st year as an administrator.

6. Informed Consent

For more details, see "Federal & University Guidelines" document, "Informed Consent" section.

A. Describe procedure for obtaining informed consent.
B. Use language that is appropriate for age or understandability of subjects.
C. Attach informed consent page.

D. If applicable, attach the following documents for review: (1) Parental permission form for participation of minors (under 18 years of age). (2) Assent form for children between ages 7 and 17: (2a) ages 12-17 must sign assent form; (2b) ages 7-11 must have witness sign attesting to child's positive assent.

E. **Request CPHS waiver for documentation of informed consent, if appropriate**. Justification is required. See "Federal & University Guidelines."

Informed consent will be given to participants in the email explaining the survey. Participating and submission of the survey will serve as implied consent.

Interview participants will also be given a new informed consent for the interview portion.
Informed consent letter is attached.

7. Confidentiality

Describe how data will be safeguarded: (a) how confidentiality maintained; use of personal identifiers or coded data; (b) how data collected and recorded; (c) how data stored during project; (d) who has access to data or participant's identifiers; (e) who is to receive data, if applicable; (f) what happens to data after research is completed.

Note that research documentation, including signed informed consent forms, are safeguarded for three years after completion of study for federal audit purposes. Faculty sponsors are responsible for safeguarding research documentation completed by students.

Survey responses will be anonymous. Only basic demographic information will be collected. Participants will complete this online and responses will be returned to a password-protected spreadsheet (the researcher, faculty sponsor, and methodologist will have the only access). Interview participants will be assigned a letter (Administrator A, for example) to protect their identity. Only basic demographic information will be shared (gender, age, ethnicity, LDP participation, and type of school); specific school district information will be generically shared to further protect participants (i.e., suburban district in Southeast Texas) This data will remain secured for three years on a flash drive and printed data will be stored in a locked location with the faculty sponsor or methodologist. At the end of the of the three year period, the materials will be destroyed.

8. Research Benefits

Describe any anticipated benefits to subjects as well as reasonably expected general results.

Anticipated benefits will not directly impact the participants. It is expected that these results will allow school districts and administrator preparation programs to better prepare future administrators to meet the demands of being an administrator. Ultimately, it is hoped that this will assist with leadership succession in school districts.

9. Risks

Describe any foreseeable risks to the subjects, whether physical injury, psychological injury, loss of confidentiality, social harm, etc., involved in the conduct of the research. Explain precautions taken to minimize these risks. If there are any foreseeable risks, provide contact information of organization(s) for professional treatment.

There are no perceived risks to participants of the research study.

10. **Other Sites or Agencies Involved in Research Project**

Indicate specific site if not UHCL, e.g., school districts or school, clinics.
(A) Obtain written approval from institution. Approval should be signed and on institution's letterhead. Other proof of documentation may be reviewed for acceptance by CPHS.
(B) Institution should include the following information: (B1) institution's knowledge of study being conducted on its site; (B2) statement about what research study involves; (B3) outline specific procedures to be conducted at site; and (B4) identify type of instrument(s) used to collect data and duration needed to complete instruments; (B5) statement that identities of institution and participants will be kept confidential; (B6) institution's permission granting the use of its facilities or resources; and (B7) include copy of Informed Consent document(s) to be used in recruiting volunteers from the institution.
(C) If at all possible, electronic copies of letter or other documentation are to be submitted with CPHS application.
(D) If letters are not available at time of CPHS review, approval will be contingent upon their receipt.

Other sites will not directly be used. Membership emails will be accessed as a member benefit of being a member of TASSP and TEPSA.

APPENDIX B

FIRST-YEAR ADMINISTRATOR
JOB-RELATED SELF-EFFICACY SCALE

APPENDIX B

FIRST-YEAR ADMINISTRATOR JOB-RELATED SELF-EFFICACY SCALE

1st Year Assistant Principal Job-Related Self-Efficacy Scale

The purpose of this survey is to examine whether participation in a Leadership Development Program has any influence on the job-related self-efficacy of first-year assistant principals. Participation in this study is completely voluntary and your responses will be kept anonymous. In no way will your responses be linked to you or your place of employment. This survey will take approximately 10 minutes to complete. Your cooperation is greatly appreciated and your willingness to participate in this study is implied if you proceed with completing the survey. Thank you so much for completing this survey

1st Year Assistant Principal Job-Related Self-Efficacy Scale

1. Was the Fall semester of 2014 your 1st semester as an Assistant Principal?

○ Yes

○ No

1st Year Assistant Principal Job-Related Self-Efficacy Scale

Educational Experience

Please answer these few questions about your educational experiences.

Consider the following information when answering questions 2-4:

- A **Leadership Development Program** is a deliberate program whose purpose is to identify and recruit future leaders from within the organization.
- **University-Based Partnerships** - School districts in close proximity to universities frequently partner with these institutions of higher learning to offer authentic principal practice while receiving a degree.
- **Nonprofit Ventures** - Nonprofit organizations with or without educational affiliations aimed at developing school leaders (i.e., KIPP, NLNS, ESC/Region programs).
- **District Initiatives** - District programs that have designed succession planning and developed their own teacher leaders without the connection to a local university.

2. Did you participate in a Leadership Development Program (other than a Master's Degree) prior to assuming the role of an Assistant Principal?

○ Yes

○ No

3. In what type of Leadership Development Program did you participate?

○ University-Based Partnership

○ Nonprofit Venture

○ District Initiative

4. How long ago did you participate in the Leadership Development Program?

○ 0-6 Months

○ 6-12 Months

○ 1-2 years

○ More than 2 years

1st Year Assistant Principal Job-Related Self-Efficacy Scale

Campus Culture

5. Rate your degree of confidence by recording a response using the scale given below.

	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
Ensure that parents and other members of the community are an integral part of the campus culture.	○	○	○	○	○	○
Implement strategies to ensure the development of collegial relationships and effective collaboration.	○	○	○	○	○	○
Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.	○	○	○	○	○	○
Support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.	○	○	○	○	○	○

| Acknowledge and celebrate the contributions of students, staff, parents and community members toward realization of the campus vision. | ○ | ○ | ○ | ○ | ○ | ○ |

1st Year Assistant Principal Job-Related Self-Efficacy Scale

Communication

6. Rate your degree of confidence by recording a response using the scale given below.

	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
Communicate effectively with families and other community members in varied educational contexts.	○	○	○	○	○	○
Apply skills for building consensus and managing conflict.	○	○	○	○	○	○
Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.	○	○	○	○	○	○
Develop and implement strategies for effective internal and external communications.	○	○	○	○	○	○
Provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.	○	○	○	○	○	○
Establish partnerships with parents/caregivers, businesses and others in the community to strengthen programs and support campus goals.	○	○	○	○	○	○

1st Year Assistant Principal Job-Related Self-Efficacy Scale

Ethics

7. Rate your degree of confidence by recording a response using the scale given below.

	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
Implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators.	○	○	○	○	○	○
Apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.	○	○	○	○	○	○
Articulate the importance of education in a free democratic society.	○	○	○	○	○	○
Serve as an advocate for all children, including concerns about learning differences, multicultural awareness, gender sensitivity and ethnic appreciation.	○	○	○	○	○	○

1st Year Assistant Principal Job-Related Self-Efficacy Scale

Curriculum and Assessment

8. Rate your degree of confidence by recording a response using the scale given below.

	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
Facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.	○	○	○	○	○	○
Facilitate the use of technology, telecommunications and information systems to enrich the campus curriculum.	○	○	○	○	○	○
Facilitate the effective coordination of campus curricular, co-curricular and extracurricular programs in relation to other district programs.	○	○	○	○	○	○
Promote the use of creative thinking, critical thinking and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.	○	○	○	○	○	○

1st Year Assistant Principal Job-Related Self-Efficacy Scale

Instructional Programs

9. Rate your degree of confidence by recording a response using the scale given below.

	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.	○	○	○	○	○	○
Use formative and summative student assessment data to develop, support and improve campus instructional strategies and goals.	○	○	○	○	○	○
Facilitate the use and integration of technology, telecommunications and information systems to enhance learning.	○	○	○	○	○	○
Facilitate the development, implementation, evaluation and refinement of student services and activity programs to fulfill academic, developmental, social and cultural needs.	○	○	○	○	○	○
Ensure responsiveness to diverse sociological, linguistic, cultural and other factors that may affect students' development and learning.	○	○	○	○	○	○

1st Year Assistant Principal Job-Related Self-Efficacy Scale

Personnel and Staff Development

10. Rate your degree of confidence by recording a response using the scale given below.

	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
Work collaboratively with other campus personnel to develop, implement, evaluate and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.	○	○	○	○	○	○
Facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes and contexts.	○	○	○	○	○	○
Use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.	○	○	○	○	○	○

1st Year Assistant Principal Job-Related Self-Efficacy Scale

Competency 7 - Problem-Solving

11. Rate your degree of confidence by recording a response using the scale given below.

	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
Frame, analyze and resolve problems using appropriate problem-solving techniques and decision-making skills.	○	○	○	○	○	○
Use strategies for promoting collaborative decision making and problem solving, facilitating team building and developing consensus.	○	○	○	○	○	○
Encourage and facilitate positive change, enlist support for change and overcome obstacles to change.	○	○	○	○	○	○

1st Year Assistant Principal Job-Related Self-Efficacy Scale

Operations

12. Rate your degree of confidence by recording a response using the scale given below.

	No Confidence at All	A Little Confidence	A Fair Amount of Confidence	Much Confidence	Very Much Confidence	Complete Confidence
Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.	○	○	○	○	○	○
Develop and implement procedures for crisis planning and for responding to crises.	○	○	○	○	○	○
Apply local, state and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).	○	○	○	○	○	○

1st Year Assistant Principal Job-Related Self-Efficacy Scale

Demographic Information

Please complete the following demographic information. As a reminder, all responses are confidential and anonymous.

13. What is your gender?

○ Female

○ Male

14. What is your age?

[   ]

15. What is your ethnicity? (Please select all that apply.)

○ American Indian or Alaskan Native

○ Asian or Pacific Islander

○ Black or African American

○ Hispanic or Latino

○ White or Caucasian

○ Two or More Races

Other (please specify)

[   ]

16. How many years of teaching experience did you have prior to assuming this Assistant Principal position?

[   ]

17. In which level of school do you work?

○ Elementary

○ Junior High/Middle School

○ High School

○ Multiple Levels

Other (please specify)

[   ]

18. To what do you attribute your success as a beginning Assistant Principal?

[   ]

1st Year Assistant Principal Job-Related Self-Efficacy Scale

Thank you for your participation in this survey. Your participation is greatly appreciated.

APPENDIX C

EMAIL COVER LETTER

APPENDIX C

EMAIL COVER LETTER

New Assistant Principals,

The role of the Assistant Principal is complex and requires a variety of skill sets. Preparation for this role is critical. The purpose of this survey is to examine whether participation in a Leadership Development Program has any influence on the job-related self-efficacy of first-year assistant principals. By clicking on the link below, you will be directed to a brief survey consisting of general demographic information (responses will be anonymous) and questions related to how confident you feel performing job-related tasks based on the competencies of the TExES Principal exam.

https://www.surveymonkey.com/s/1stYrAPJRSES

This survey will take approximately 10 minutes to complete. Your cooperation is voluntary and is greatly appreciated. If you have any questions, please contact:

Emily Craig, Doctoral Candidate

Gary Schumacher, UHCL Professor and Committee Chair

APPENDIX D

STRUCTURED INTERVIEW PROTOCOL

APPENDIX D

STRUCTURED INTERVIEW PROTOCOL

Name (for researcher use only):
Age: Gender: Ethnicity:
School Level (Elem, JH, HS):   Years of Teaching Experience:

---

1. To what do you contribute your successes this year?

2. What strengths do you feel you possess as an AP? How do these assist you in your current role? Did you consider these to be strengths prior to beginning this position?

3. What are some of your perceived weaknesses as an AP? Did you consider these to be weaknesses prior to beginning this position? In what ways do these limitations impact the way you feel about your job performance?

4. What aspects of the assistant principalship have been a surprise to you? How could you have been better prepared for these?

5. Considering the domains of the TExES principal exam, which two do you feel ***most confident*** about and which two do you feel ***least confiden***t about? Why?
    (Domains Used: Campus Culture, Communication, Ethics, Curriculum and Assessment, Instructional Programs, Personnel and Staff Development, Problem-Solving, Operations)

6. What supports or advice would you give a new assistant principal?

APPENDIX E

STRUCTURED INTERVIEW INFORMED CONSENT

APPENDIX E

STRUCTURED INTERVIEW INFORMED CONSENT

CONSENT FORM

Informed Consent to Participate in Research

You are being asked to participate in the research project described below. Your participation in this study is entirely voluntary and you may refuse to participate, or you may decide to stop your participation at any time. Should you refuse to participate in the study or should you withdraw your consent and stop participation in the study, your decision will involve no penalty or loss of benefits to which you may be otherwise entitled. You are being asked to read the information below carefully, and ask questions about anything you don't understand before deciding whether or not to participate.

Title: The Impact of Leadership Development Programs on the Job-Related Self-Efficacy of First-Year Assistant Principals

Student Investigator(s): Emily Craig
Faculty Sponsor: Gary Schumacher, Ph.D.

PURPOSE OF THE STUDY

The purpose of this study is to determine whether participation in a Leadership Development Program (LDP) prior to assuming an assistant principalship impacts the job-related self-efficacy of first-year assistant principals. The researcher is interested in exploring how preservice preparation may impact how new assistant principals transition into this role.

 PROCEDURES

The research procedures are as follows: Utilizing the membership rosters of TEPSA and TASSP, emails will be sent to members inviting them to participate in a survey for first-year assistant principals. The survey is researcher-created based on the competencies of the TExES Principal Exam which is required for of all administrators to be certified in Texas.

Administrators will be instructed to click on a link to access the survey. After the survey data has been collected, participants will be selected to complete an open-ended questionnaire. A purposeful sample of participants will be selected to respond to a questionnaire developed by the researcher.

EXPECTED DURATION

The total anticipated time commitment will be approximately 30-40 minutes. The survey instrument is able to be completed in 20-25 minutes, and the interview component for selected participants will last approximately 10-15 minutes.

RISKS OF PARTICIPATION

There are no anticipated risks associated with participation in this project.

BENEFITS TO THE SUBJECT

There is no direct benefit received from your participation in this study, but your participation will help the researcher better understand how the participation in a Leadership Development Program impacts the job-related self-efficacy of first-year assistant principals.

CONFIDENTIALITY OF RECORDS

Every effort will be made to maintain the confidentiality of your study records. For online participation, your confidentiality will be kept to the degree permitted by the technology being used. No guarantees can be made regarding the interception of data via the Internet or email. The data collected from the study will be used for educational and publication purposes; however, you will not be identified by name. Internet administration will be set so that computer IP address logs will be deleted. Participant's data for this research project will be maintained and safeguarded on a password-protected database by Emily Craig for a minimum of three years after completion of the study. After that time, the participant's documentation may be destroyed.

FINANCIAL COMPENSATION

There is no financial compensation to be offered for participation in the study.

INVESTIGATOR'S RIGHT TO WITHDRAW PARTICIPANT

The investigator has the right to withdraw you from this study at any time.

CONTACT INFORMATION FOR QUESTIONS OR PROBLEMS

If you have additional questions during the course of this study about the research or any related problem, you may contact the Student Researcher, Emily Craig, at phone number 281.763.1560 or by email at emilyacraig@gmail.com. The Faculty Sponsor, Gary Schumacher, Ph.D., may be contacted at phone number (281) 283-3631or by email at schumacher@uhcl.edu.

SIGNATURES:

Your signature below acknowledges your voluntary participation in this research project. Such participation does not release the investigator(s), institution(s), sponsor(s) or granting agency(ies) from their professional and ethical responsibility to you. By signing the form, you are not waiving any of your legal rights.

The purpose of this study, procedures to be followed, and explanation of risks or benefits have been explained to you. You have been allowed to ask questions and your questions have been answered to your satisfaction. You have been told who to contact if you have additional questions. You have read this consent form and voluntarily agree to participate as a subject in this study. You are free to withdraw your consent at any time by contacting the Principal Investigator or Student Researcher/Faculty Sponsor. You will be given a copy of the consent form you have signed.

Subject's printed name:

Signature of Subject:

Date:

Using language that is understandable and appropriate, I have discussed this project and the items listed above with the subject.

Printed name and title: Emily Craig, Doctoral Candidate

Signature of Person Obtaining Consent:

Date:

THE UNIVERSITY OF HOUSTON-CLEAR LAKE (UHCL) COMMITTEE FOR PROTECTION OF HUMAN SUBJECTS   HAS REVIEWED AND APPROVED THIS PROJECT. ANY QUESTIONS REGARDING YOUR RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UHCL COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (281-283-3015). ALL RESEARCH PROJECTS THAT ARE CARRIED OUT BY INVESTIGATORS AT UHCL ARE GOVERNED BY REQUIREMENTS OF THE UNIVERSITY AND THE FEDERAL GOVERNMENT. (FEDERALWIDE ASSURANCE # FWA00004068)

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RÉSUMÉ

Emily Anne Craig

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EDUCATION

Ed.D.	Educational Leadership University of Houston-Clear Lake, Houston, TX Emphasis: Superintendency	2015
	Educational Management Certification University of Houston Clear Lake, Houston, TX	2008
M.Ed.	Counseling University of Houston-Victoria, Victoria, TX	2003
B.S.	Education Auburn University, Auburn, AL Emphasis: History and English	1996

PROFESSIONAL EXPERIENCE

2014-Present	Principal, Memorial Parkway JH, Katy ISD, Katy, TX
2008-2014	Assistant Principal, WoodCreek JH, Katy ISD, Katy, TX
2003-2008	Counselor, Memorial Parkway JH, Katy ISD, Katy, TX
1997-2003	Teacher, Katy HS, Katy ISD, Katy, TX
1997	Teacher, Spring Forest MS, Spring Branch ISD, Houston, TX

PRESENTATIONS

Bell, S., Craig, E.A. (2010). *There's No Place Like Home-Helping Parents Understand the Language of Their Digital Native.* Concurrent session presented at the Texas Association of Secondary School Principals Conference Austin, TX.

Bell, S., Craig, E.A. (2010). *Time to Move into the 21st Century-It Did Start 10 Years Ago!* Concurrent session presented at the Texas Association of Secondary School Principals Conference Austin, TX.

PUBLICATIONS

Craig, E., & Schumacher, G. (2012, May). [Review of the book CHANGE LEADERSHIP: A PRACTICAL GUIDE TO TRANSFORMING OUR SCHOOLS, by T. Wager and R. Kegan]. MILC MATTERS,1(11). Retrieved from www.milcleaders.org