

January 2013

The Relationship Between Kentucky High School Principals' Leadership Behaviors And Student Outcomes

Carolyn Camille Towns
Eastern Kentucky University

Follow this and additional works at: <https://encompass.eku.edu/etd>



Part of the [Educational Administration and Supervision Commons](#)

Recommended Citation

Towns, Carolyn Camille, "The Relationship Between Kentucky High School Principals' Leadership Behaviors And Student Outcomes" (2013). *Online Theses and Dissertations*. 141.
<https://encompass.eku.edu/etd/141>


This Open Access Dissertation is brought to you for free and open access by the Student Scholarship at Encompass. It has been accepted for inclusion in Online Theses and Dissertations by an authorized administrator of Encompass. For more information, please contact Linda.Sizemore@eku.edu.

THE RELATIONSHIP BETWEEN KENTUCKY HIGH SCHOOL PRINCIPALS'
LEADERSHIP BEHAVIORS AND STUDENT OUTCOMES

By

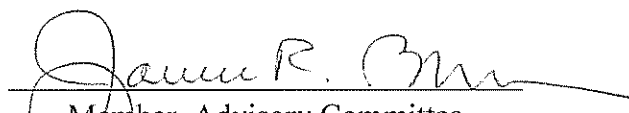
Carolyn Camille Singleton Towns

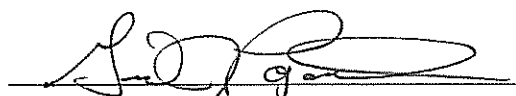
Dissertation Approved:


Chair, Dr. Charles Hausman


Member, Advisory Committee


Member, Advisory Committee


Member, Advisory Committee


Dean, Graduate School

STATEMENT OF PERMISSION TO USE

In presenting this dissertation in partial fulfillment of the requirements for a Doctor of Education in Educational Leadership and Policy Studies at Eastern Kentucky University, I agree that the Library shall make it available to borrowers under rules of the Library. Brief quotations from this dissertation are allowable without special permission, provided that accurate acknowledgement of the source is made.

Permission for extensive quotation from or reproduction of this dissertation may be granted by my dissertation chair, or in his/her absence, the Head of Interlibrary Services when, in the opinion of either, the proposed use of the material is for scholarly purposes. Any copying or use of the material in this dissertation for financial gain shall not be allowed without my written permission.

Signature: C. Camille Jones

Date: June 24, 2013

THE RELATIONSHIP BETWEEN KENTUCKY HIGH SCHOOL PRINCIPALS'
LEADERSHIP BEHAVIORS AND STUDENT OUTCOMES

By

Carolyn Camille Singleton Towns

Master of Music
Miami University
Oxford, Ohio
1997

Bachelor of Music Education
Eastern Kentucky University
Richmond, Kentucky
1995

Submitted to the Faculty of the Graduate School of
Eastern Kentucky University
in partial fulfillment of the requirements
for the degree of
DOCTOR OF EDUCATION
August, 2013

Copyright © Carolyn Camille Singleton Towns, 2013
All rights reserved

DEDICATION

To Jacob and Mackenzie
as proof that anything is possible through hard work,
a supportive family, and faith in God.

To Jeff
for your endless love that speaks more than words,
for better and for worse,
in moments of celebration and in times of trial.

To Mom
for raising me to be a self-sufficient individual,
teaching me the true meaning of faith, and
always believing that the question was not
if I could accomplish wondrous goals,
but *when*.

To Dad
for your unconditional love and guidance in my youth,
teaching me the rewards of hard work,
and for watching over me and my family
from Heaven above.
You are missed.

ACKNOWLEDGEMENTS

Above all, thanks be to the Lord God Almighty for giving me the opportunity to experience this incredible journey and the strength to persevere through the inherent trials and tribulations.

My family deserves a great deal of credit in this dissertation, for I could not have completed this process without their love, understanding and assistance in endless household duties. Jeff, Jacob and Mackenzie--you are my pillars of strength and this could not have been accomplished without your sacrifices. I love you all so very much.

Also, my mother has my undying gratitude for helping care for our children when schedules became hectic and for being my therapist, allowing me to talk to her at great lengths about topics that she did not understand in an effort to help me brainstorm solutions as well as relieve stress. Mom, thanks again for your encouragement during the darkest hours and in the celebrations of small victories.

The faculty members have become my second professional family and have given me more guidance than I can possibly repay. Specifically, I wish to extend my deepest gratitude to the following:

Dr. Paul Erickson, for jumpstarting my quantitative mind;

Dr. James Bliss, for his demonstrated belief in my abilities and willingness to discuss concerns at great length;

Dr. Deborah West, for her counsel in times of need and showing my strong-willed quantitative mind how to use my observations more effectively;

Dr. Robert Biggin and Dr. Jerry Austin, for their patience in answering my numerous questions regarding school law, policies and procedures; and

Dr. Charlie Hausman, for walking through the *abyss* with me and holding the lifeline, even though I could not see him pulling me to the surface.

May the blessings of God overflow for all who have assisted me with this dissertation.

ABSTRACT

Educational leadership and its effects on student achievement have been topics of increasing interest over the past four decades. This quantitative study researched the effects of the duties and responsibilities of high school principals on ACT scores and graduation rates. Independent variables include socioeconomic status and five of the seven standards from the Principal Professional Growth and Effectiveness System (PPGES): Instructional Leadership, School Climate, Human Resources Management, Organizational Management, and Communication and Community Relations. Teacher responses for the 2011 Kentucky TELL Survey on the school level were utilized to rate the effectiveness of high school principals on each of the selected standards. Data regarding test scores, graduation rates, and percentages of students qualifying for free and reduced lunch (socioeconomic status) for each high school were retrieved from the website of the Kentucky Department of Education. Linear regressions were calculated in order to identify relationships between the independent variables and student outcomes. This study found that five of the six variables proved significant in explaining variances of student outcomes with PPGES standard five, Communication and Community Relations, possessing the strongest predictive ability on student achievement for schools of differing socioeconomic levels.

Keywords: educational leadership, principal effectiveness, TELL Survey, teacher perception, Principal Professional Growth and Effectiveness System, PPGES, instructional leadership, school climate, human resources management, organizational management, communication and community relations, socioeconomic status, student outcomes

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Teacher Perceptions	3
TELL Survey	5
ISLLC Standards	6
Principal Professional Growth and Effectiveness System	7
Overview of the Study	9
Problem Statement	11
Rationale for Study	12
Purpose of the Study	13
Research Questions	14
Design of Study.....	14
Summary	14
II. LITERATURE REVIEW	16
Leadership Models	16
Educational Leadership	20
ISLLC Standards	21
The Wallace Foundation	22
Evaluation of an Educational Leader	25
Kentucky Education Reform	26
Principal Professional Growth and Effectiveness System Standards	26
Standard 1: Instructional Leadership	27
Standard 2: School Climate	28
Standard 3: Human Resources Management	31
Standard 4: Organizational Management	33
Standard 5: Communication and Community Relations	35
Standard 6: Professionalism	37
Standard 7: Student Growth	40

	Conclusions.....	41
III.	METHODS	43
	Previous Research Models	43
	Research Questions and Hypotheses	45
	Research Design	45
	Research Data	46
	Variables and Measures	46
	TELL Survey	47
	Relationships Between TELL Survey and PPGES	
	Leadership Standards	47
	Socioeconomic Status (Free and Reduced Lunch)	57
	Sample Population	59
	Limitations of the Study.....	59
IV.	RESULTS	61
	Review of Data Collection.....	61
	Review of Analyses	62
	PPGES, SES Variables and ACT Composite Scores.....	64
	PPGES, SES Variables and Graduation Rates.....	65
	Predictive Ability of Variables on Student Outcomes in High and Low	
	Socioeconomic Level High Schools	67
	Summary	73
	Instructional Leadership.....	74
	School Climate.....	74
	Human Resources Management	75
	Organizational Management.....	75
	Communication and Community Relations.....	75
	Socioeconomic Status (Poverty Level).....	76

V.	CONCLUSION AND DISCUSSION	78
	Summation of the Research	79
	Professional Standards of Principals.....	79
	Standard 1: Instructional Leadership	80
	Standard 2: School Climate	81
	Standard 3: Human Resources Management	83
	Standard 4: Organizational Management.....	85
	Standard 5: Communication and Community Relations	86
	Socioeconomic Status	90
	Comparison of Variable Strengths.....	91
	Implications for Practice.....	92
	Implications for Future Research.....	95
	Instructional Leadership.....	96
	Human Resources Management	96
	Implications for Modification of the TELL Survey.....	96
	Closing Reflections.....	99
	REFERENCES	101
	APPENDICES	108
	A: Comparison Of Original ISLLC Standards And 2008 Amendments	108
	B: Definitions of Terms Used in Rating Scale for the PPGES	111
	C: 2011 Kentucky Tell Survey	113
	CURRICULUM VITA	132

LIST OF TABLES

TABLE		PAGE
1-1	Alignment of PPGES Standards to ISLLC Standards	9
1-2	PPGES Standards and Definitions	10
2-1	Yukl’s Taxonomy of Leadership	19
3-1	Descriptive Statistics: Independent Variables	48
3-2	Reliability of Predictive Variables	48
3-3	Descriptive Statistics: Instructional Leadership.....	50
3-4	Descriptive Statistics: School Climate.....	52
3-5	Descriptive Statistics: Human Resources Management	53
3-6	Descriptive Statistics: Organizational Management	55
3-7	Descriptive Statistics: Communication and Community Relations.....	56
4-1	Reliability of Predictive Variables (Review).....	62
4-2	Descriptive Statistics: Independent Variables	63
4-3	ANOVA: Effects of Predictive Variables on ACT Composite Scores.....	64
4-4	Regression Coefficients: ACT Composite Scores	65
4-5	ANOVA: Effects of Predictive Variables on Graduation Rates.....	66
4-6	Regression Coefficients: Graduation Rates	66
4-7	ANOVA: Standards and ACT Scores of High SES Schools.....	67
4-8	Regression Coefficients: Standards and ACT Scores of High SES Schools	68
4-9	ANOVA: Standards and ACT Scores of Low SES Schools	69
4-10	Regression Coefficients: Standards and ACT Scores of Low SES Schools.....	70
4-11	ANOVA: Standards and Graduation Rates of High SES Schools.....	70
4-12	Regression Coefficients: Standards and Graduation Rates of High SES Schools.....	71
4-13	ANOVA: Standards and Graduation Rates of Low SES Schools	72

LIST OF TABLES (continued)

TABLE	PAGE
4-14 Regression Coefficients: Standards and Graduation Rates of Low SES Schools	73
4-15 Effects of Communication and Community Relations on Student Achievement	76
5-1 Comparison Table of Variables: Significant and Approaching Significance	92
A-1 Comparison of Original ISLLC Standards and 2008 Amendments	108
B-1 Definitions of Terms Used in Rating Scale for the PPGES	111

LIST OF FIGURES

FIGURE	PAGE
3-1 Income Eligibility Guidelines for Free and Reduced Student Meals	58

CHAPTER 1

INTRODUCTION

This study addresses educational leader attributes that are influential in secondary student outcomes regardless of a district's financial limitations. Educational leadership has become an increasingly prodigious topic with widespread interest as researchers continue to search for the key components of school improvement (Cruzeiro & Boone, 2009; Davis, Darling-Hammond, LaPointe, & Meyerson, 2005; Dinham, 2005; Gaziel, 2003; Hallinger & Heck, 1998; Hallinger & Heck, 1996; Kelley, Thornton, & Daugherty, 2005; Leithwood, Harris, & Hopkins, 2008; Louis, Leithwood, Wahlstrom, & Anderson, 2010; Pitner, 1988; The Wallace Foundation, 2011). Educational administrators are commonly viewed as school managers; however, the managerial role of the principal is the antithesis to high-quality instructional leadership necessary in public schools (Strong, 1993). The separation of principal roles as instructional leader and educational manager has been deemed a misguided conception. The need for developing a clear definition of principal leadership including the inherent "traits, behaviors or aptitudes that define it" (Strong, 1993, p. 2) is still present.

Regarding successful student outcomes, Louis et al (2010) found educational leadership to be second only to classroom instruction as both the direct and indirect effects of educational leadership explain approximately one-quarter of variance in school settings. According to a survey administered by the Wallace Foundation (2010), district administrators, policy advisers and various others in the field of education also ranked

principal leadership second only to teacher quality. Additional research regards educational leadership as the single most important variable of effective learning (Kelley, Thornton, & Daugherty, 2005). In fact, principal leadership ranked higher than what most would consider critical areas of a successful system, such as dropout rates, STEM (science, technology, engineering and mathematics) education, student testing and college/career readiness (The Wallace Foundation, 2011). With increased research comes magnified judgment, which has forced policymakers to revise standards and expectations of educational leaders.

In 1996, the Council of Chief State School Officers (CCSSO) developed the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders to address school leadership as a pivotal role in school success (Council of Chief State School Officers, 2008). In 2008, the National Policy Board for Educational Administration (NPBEA) joined forces with the CCSSO to refine and adopt a revised set of six educational leadership policy standards, an update to the 1996 version of the ISLLC standards (see Appendix A). To date, forty-three states have adopted the ISLLC standards for educational leadership.

Individual states are taking the process further by developing additional initiatives and procedures to ensure quality educational leadership. The Kentucky Department of Education and the Kentucky Educational Professional Standards Board have recently revised the minimum requirements for certification as a principal. Previously, one could take graduate level coursework in educational leadership while working toward an initial master's degree (Kentucky Administrative Regulations, 2013). By 2014, an educator

must have earned a master's degree as a prerequisite for admission into a principal preparation program. Additionally, the Kentucky Department of Education has adopted an evaluation system for principals, which assesses several facets of leadership duties, responsibilities and measures of accountability expected of the leadership role (Stronge, 2012b). The evaluation also takes into consideration the perceptions of stakeholders through anonymous surveys.

Teacher Perceptions

In 2012, a quote by Kevin Goddard, a superintendent from Missouri, appeared in the journal, *Educational Leadership*. Goddard's statement was a metaphorical representation of many of the experiences teachers have encountered with public school administrators. He stated,

As an art teacher, I wore jeans and flannel shirts or polos most of the time. I left school each day covered with clay or paint. My principal called me to his office after an observation and said, 'The only criticism I have is that you should dress more professionally.' I said that I could do so but explained why I had dressed that way up to that point. As we talked, the principal was standing there in athletic shorts and a windbreaker. I decided at that moment to become an administrator and do everything I could to be a better leader than he was. (Goddard, 2012)

Teacher perceptions of educational administrators could one day prove to be a powerful variable in future educational leader preparation. For example, a teaching career with itinerate scheduling creates a unique opportunity to serve under the leadership of dozens of administrators, including superintendents, principals and assistant principals. Each leader presents various, yet distinct, sets of individual characteristics that define

their styles of leadership (Kelley, Thornton, & Daugherty, 2005). For some, the inherent traits of educators could prove to be positive aspects, while others display attributes that prove detrimental to themselves as well as to those under their command.

Additionally, parallelisms between teachers and administrators can be observed. One intriguing commonality is the relationship between teacher/student outcomes and school/classroom climate. There appears to be an association between student effort and the student/teacher relationship (Leithwood & Jantzi, 1999). Teachers who foster connections with students also appear to have a professional respect for the building administrator, which is reciprocated. At the opposing end of the spectrum, teachers who appear to be less concerned with student outcomes or connecting to students tend to have an uncomfortable relationship with the principal.

Through observing the traits, characteristics and practices of administrators, faculty and students, positive and negative characteristics of educational leaders may be identified for effective practices, leader development, and preparation of future educational leaders. These characteristics are based upon the actions, projected beliefs and professional practices of administrators as well as the outcomes of their leadership, including accountability measures and respect shown to them by teachers, parents and students. Observations of teachers from across the commonwealth of Kentucky may be exponentially informative in defining the leadership characteristics that prove beneficial in creating and promoting high-achieving schools regardless of demographics and socio-economic status.

TELL Survey

The Kentucky Department of Education contracted with the New Teacher Center (NTC) to administer the TELL Survey (TELL Kentucky Home Page, 2013). The NTC is a national organization that supports development of high-quality teachers and principals by conducting surveys similar to the TELL Survey in a number of states. Through these surveys, NTC provides instruction and professional development for teachers and principals from across the country.

In 2011, certified public school-based educators throughout the commonwealth participated in the Teaching, Empowering, Leading and Learning (TELL) Working Conditions Survey. The initiative gathered anonymous survey responses of teacher perceptions regarding the working conditions of teaching and learning within their schools and districts in an effort to provide data for improvement in the building, district and state levels of public education (TELL Kentucky Home Page, 2013). The 2011 TELL survey was an initial gathering of data for an ongoing project for educational improvement, which was revisited in 2013.

The importance of the TELL Survey is explained on the webpage for the survey by stating that, “education leaders in Kentucky want to hear from every teacher and administrator in order to make the best decisions about facilities and resources, professional development, time for collaboration, and ways for improving instruction” (TELL Kentucky Home Page, 2013). The primary function of the TELL survey intended to provide feedback on teaching conditions; however, the survey also serves as an insightful instrument regarding teacher perceptions of leadership effectiveness and assists

in identifying and understanding professional attributes that promote effective leadership.

ISLLC Standards

Recently, tremendous efforts have been made to further the understanding and appreciation of effective educational leadership practices. In the original version from 1996, the CCSSO identified the knowledge, dispositions and performances of six standards for school leadership (Council of Chief State School Officers, 2008). While the importance of educational leadership was becoming an area of increasing interest within the previous two decades, evidentiary research was still in the fledgling stages. This original document, however, was a baseline upon which educational leadership was to be further defined.

The revised document from 2008, Educational Leadership Performance Standards: ISLLC 2008, incorporated reviews of findings from an increasing number of research studies in educational leadership through the support of the Wallace Foundation. The six standards from the 2008 document include:

1. Setting a widely shared vision for learning;
2. Developing a school culture and instructional program conducive to student learning and staff professional growth;
3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;

5. Acting with integrity, fairness, and in an ethical manner; and
6. Understanding, responding to, and influencing the political, social, legal, and cultural contexts. (p. 6)

Educational Leadership Policy Standards: ISLLC 2008 describes the purpose of the document to be one that “organizes the functions that help define strong school leadership under six standards“(p. 6). The 2008 document recognized, however, that the implementation of the 1996 standards was not consistent in all institutions causing confusion regarding how the document should be implemented: as policy standards, practice standards, or program standards. In an effort to clarify the purpose of the standards, the 2008 document states that it is designed and intended for use as *policy* standards for discussion in setting policies and creating an overall vision. Since the ISLLC standards were first published in 1996, forty-three states have adopted the standards for educational leadership. A table of comparison between the two sets of ISLLC Standards is located in Appendix A.

Principal Professional Growth and Effectiveness System

In an effort to further clarify the role of the principal and define the professional behaviors of educational leaders, The Kentucky Department of Education recently adopted the Principal Professional Growth and Effectiveness System (PPGES) developed by James H. Stronge (2012b). This document is a model of “well-defined job expectations” (p. 1) for the purpose of collecting and documenting data in an effort to evaluate and support the developmental growth of principals. The data sources included

surveys, self-reflections, professional growth plans, observations, school site visits, artifacts of day-to-day work, and the establishment of goals for student growth.

The PPGES identifies four purposes of the model, which include:

1. Optimization of student learning and growth;
2. Successful achievement of vision, goals and objectives of the school district;
3. Leadership improvement through productive principal performance appraisal and professional growth; and
4. Encourage collaboration between the principal and evaluator as well as promote self-growth, leadership effectiveness and improvement of overall job performance (Stronge, 2012b, p. 1).

The PPGES also employs the definitions of specific leadership and performance characteristics to assist in guiding the purposes (Stronge, 2012b). Benchmark behaviors have been identified for each of the standards with a focus on the relationship between principal characteristics and student learning and growth. In addition, the PPGES model of principal evaluation documents performance through multiple sources of data and performance review procedures, which are designed to promote professional improvement as well as increase a principal's involvement in the evaluation process. A support system is provided when assistance is deemed necessary.

Stronge (2012b) utilizes seven performance standards to define the expectations of principals while they perform their *major duties*. The performance expectations serve as the basis for principal evaluations throughout the PPGES. The PPGES system for

evaluating principals is in alignment with the six ISLLC standards identified by the CCSSO and the NPBEA, also shown in Table 1-1.

Table 1-1

Alignment of PPGES Performance Standards To ISLLC Standards

Kentucky Principal Professional Growth and Effectiveness System Performance Standards	Interstate School Leaders Licensure Consortium (ISLLC)
1. Instructional Leadership	Standards 1, 2, 3, 4, 5
2. School Climate	Standards 2, 3
3. Human Resources Management	Standards 2, 3
4. Organizational Management	Standards 3, 6
5. Communication and Community Relations	Standards 4, 6
6. Professionalism	Standard 5
7. Student Growth	Standards 1, 2, 4, 5

Source: *Principal Professional Growth and Effectiveness System: Field Test Handbook 2012-2013* by J. H. Stronge, 2012, Kentucky Department of Education. p. 4.

Overview of the Study

Principals of schools that produce outstanding results exhibit an understanding of the breadth of the educational environment (Dinham, 2005). Utilizing grounded theory technique of axial and selective coding, these high-achieving schools possess similar concepts that were divided into seven categories – six contributing categories that relate to the core category. In a comparable fashion, this dissertation study focused on the effects of educational leadership, categorized by the professional standards in the PPGES, in a similar conceptual manner. Specifically, this study determined the relationship of the PPGES standards with student outcomes and school accountability measures. The PPGES Standards are outlined in Table 1-2.

Table 1-2
PPGES Standards and Definitions

PPGES Standard	Definition
1. Instructional Leadership	The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.
2. School Climate	The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.
3. Human Resources Management	The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.
4. Organizational Management	The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.
5. Communication and Community Relations	The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.
6. Professionalism	The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.
7. Student Growth	The principal's leadership results in acceptable, measurable student academic growth based on established standards.

Source Stronge, J. H. (2012b). *Principal Professional Growth and Effectiveness System: Field Test Handbook 2012-2013*. Kentucky Department of Education. p. 3.

School-level educational leaders are charged with the responsibility of providing teachers constructive feedback through instructional leadership, which includes observations of instructional practices within the classroom. Recently, the responsibilities of providing feedback have reversed as teachers are being asked to provide feedback regarding leadership practices of principals. A study by Williams (2001) suggests that teachers' perceptions of the effectiveness of an educational leader

tend to be correlated to the success of the student outcomes. Using teacher ratings, principal scores correlate with the development, directions and procedures of the organization while significant correlations between perceptions and school success were found in highly successful secondary schools.

Problem Statement

In addition to being visionaries and disciplinarians, principals are also expected to be data and financial analysts, politicians, curriculum and instructional experts, facilities managers and professional development coordinators, just to name a few of the metaphorical hats (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005). There has been a need for developing a clear definition of a principal including the inherent “traits, behaviors or aptitudes that define it” (Strong, 1993, p. 2). Yet, nearly two decades after the suggestion for a distinct definition, the model educational leader and the prescribed practices necessary in establishing a focus on classroom instruction are still poorly defined (Louis, Leithwood, Wahlstrom, & Anderson, 2010). Considering the vagueness of definition, further research is necessary to characterize the distinguishable professional traits and attributes within the dimensions of a trenchant, efficacious educational leader.

In an effort to contribute to the definition of an effective educational leader, this study used secondary data collected by the Kentucky Department of Education to identify effective practices of leaders in secondary public schools. Since secondary schools are composed of students who are in transition from childhood to adulthood, standardized tests such as the ACT have the potential for greater impact on their future. For example,

ACT scores play a large role in college and career readiness and can therefore significantly influence the access to higher education. Additionally, the transition and graduation rates of those students reflect the effectiveness of a secondary school in ways not measured in elementary and middle schools. Due to the increased accountability measures for secondary schools, increasing the achievement of high school students relies on effective leadership by principals and teachers as approximately one-quarter of the explained school variance is explained by educational leadership. (Louis, Leithwood, Wahlstrom, & Anderson, 2010) By analyzing the teacher responses of the TELL survey (an anonymous survey for teachers to rate working and learning conditions) and relating the responses to the conceptual map of the effective leadership standards defined in the Principal Professional Growth and Effectiveness System, this study identifies the relative influence of these standards in terms of predicting student achievement.

Rationale for Study

In an effort to contribute to the current set of research and information regarding attributes of effective educational leaders, this study identifies professional characteristics and traits of principals outlined in the PPGES that positively influence student outcomes. Furthermore, this research focuses on high schools, which are the gateway to college and career readiness. This study also controls for socio-economic status (SES) in order to identify the effects of leadership attributes in differing school contexts. The primary goal research has been to identify the attributes that are most influential in secondary student

outcomes regardless of a district's financial constraints and beyond the boundaries of physical or monetary resources.

Since Kentucky is historically a leader in education reform (21st Century States: Kentucky, 2013), educators, state policymakers and stakeholders should be afforded the opportunity to view educational data from alternative perspectives in order to promote improved educational policies and practices. While this study primarily focuses on educational leadership by principals, the identified effective attributes may also prove beneficial for the study of other education professionals, especially teacher leadership given its emphasis in Kentucky.

Purpose of the Study

The purpose of this research is to identify defining characteristics of principals as outlined in the PPGES and relationships of those characteristics with student achievement in high schools throughout Kentucky. In light of the weight placed on educational accountability and the current efforts in reforming leadership assessment (Council of Chief State School Officers, 2008), there is a need for research concerning the productive practices and evaluation of educational leadership within public schools (National Association of Secondary School Principals, 2011). Furthermore, research is necessary to identify characteristics of effective and successful principals that surpass common barriers associated with achievement gaps, such as those by socio-economic status.

Research Questions

This study sought to answer the following questions:

- How do teacher perceptions of educational leadership predict student outcomes?
- How do the predictors differ between high and low socioeconomic high schools?

Design of Study

This study is quantitative in nature. Using data collected by the Kentucky Department of Education regarding standardized test scores, accountability measures and school demographic information, effective characteristics and practices of educational leadership were identified. Questions from the TELL survey were re-categorized by the standards defined in the Principal Professional Growth and Effectiveness System (PPGES). While accounting for differences in socioeconomic status, teacher responses from secondary public schools across the state were then compared using measurements of teacher perceptions collected by the TELL survey in 2011. By utilizing teacher perceptions codified by the professional standards of the PPGES, this study discovered relationships between effective professional attributes and practices of principals in Kentucky's public secondary schools with student outcomes.

Summary

The Kentucky Department of Education (KDE) has taken great strides in advancing knowledge regarding educational leadership as well as the working conditions of teachers in the educational environment through the TELL Survey. While the original

intent of the TELL survey may be intended for different motives, an additional layer of information for empirical research is present in the data collected by KDE. Utilizing the teacher perceptions of school leadership offers an alternative perspective of interactions and expectations not readily available to researchers through observations or interviews alone. Through analysis of teacher perceptions regarding working conditions and educational climate in Kentucky high schools, further knowledge concerning the effects of principal leadership has been ascertained. In obtaining this information, greater strides may be made in defining the characteristics of principal effectiveness that work in Kentucky schools beyond the control of socioeconomic status.

CHAPTER 2

LITERATURE REVIEW

For decades, researchers have pondered and written articles on the effects of leadership in both the business and educational realms (Bolman & Deal, 2008; Cruzeiro & Boone, 2009; Davis, Darling-Hammond, LaPointe, & Meyerson, 2005; Dinham, 2005; Gaziel, 2003; Greenleaf, 2002; Hallinger & Heck, 1998; Kelley, Thornton, & Daugherty, 2005; Leithwood, Harris, & Hopkins, 2008; Pitner, 1988). Leadership traits and characteristics for both realms appear to be quite similar. Therefore, the literature reviewed for this study includes publications from both the business and educational sectors in an effort to gain a greater base of strong leadership characteristics as a whole. This chapter is divided into sections that address leadership models, educational leadership, the ISLLC standards, the Wallace Foundation, education reform in Kentucky and the seven leadership standards as delineated by the Principal Professional Growth Evaluation System, developed by James H. Stronge and adopted for implementation by the Kentucky Department of Education.

Leadership Models

Several authors and journal publications identify multi-faceted characteristics of effective leaders involved in business-related occupations that can be transferred into the realm of educational leadership. One model (Greenleaf, 2002, p. 27) involves servant leadership, which focuses on a leader contributing as a servant to a chosen cause. Spears

(2010) expands on the characteristics associated with servant leadership, which include listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people and building community. Another example addressed by Spears is the program *Character Counts!*, which outlines “Six Pillars of Characteristics” including trustworthiness, respect, responsibility, fairness, caring, and citizenship, which are factors in school climate and human resources management.

Related to the servant leader model, Collins (2005), author of *Good to Great*, describes the concept of “Level 5 Leadership”, which combines “extreme personal humility with intense personal will” (p. 137) . Characteristics of this leadership include experiencing “good luck” while crediting others and external sources for success while blaming oneself as a leader for poor results. Other factoring attributes include quiet, calm and determined leadership that is motivated by inspired standards instead of charisma. “Level 5” leaders possess unwavering stoic qualities, are intolerant of mediocrity, and make decisions for the betterment of the organization’s future.

While Greenleaf and Collins focus on personal qualities, Bolman and Deal (2008) present a model defining a productive and effective leader who utilizes multiple personal perspectives as well as working with others who see situations from varying perspectives. This model defines a leader who must be able to view situations from multiple angles and work within the confines of industrial personalities. These mental models or four frames of standards and underlying assumptions assist leaders in understanding and shaping an area or “territory”. The four frames of organizations are defined as:

- Structural – the architecture of the organization;
- Human resource – understanding the people of the organization;
- Political – seeing the organization as a competitive arena; and
- Symbolic – faith and meaning within the organization.

The organizational frames defined by Bolman and Deal are similar to a model mentioned in an article defining seven strong claims regarding successful school leadership (Leithwood, Harris, & Hopkins, 2008). The article by Leithwood et al references the managerial taxonomy as described in the publication, *Leadership in Organizations* (Yukl, 1989). This taxonomy of leadership behaviors covers a virtual spectrum of duties, roles and responsibilities of effective leadership practices primarily utilized in business settings. Yukl's perspective includes four main categories of leadership roles with sub-categories of responsibilities, as listed in Table 2-1. These categories are also effective descriptors of roles in the grand scheme of instructional leadership, especially in relation to the PPGES standards of school climate, human resources management, and organizational management.

Table 2-1
Yukl's Taxonomy of Leadership

Making Decisions	Influencing	Building Relations	Giving and Seeking Information
Planning and Organizing	Motivating and Inspiring	Networking	Monitoring
Problem Solving	Recognizing	Team Building and Conflict Management	Clarifying Roles and Objectives
Consulting	Rewarding	Developing and Mentoring	Informing
Delegating		Supporting	

Source: Yukl, G. (1989). *Leadership in organizations*. Englewood Cliffs, NJ: Prentice Hall.

Making Decisions is a category that works within the standard of organizational management since planning and organizing, problem solving, consulting, and delegating relate to the definition of the standard in the PPGES, which includes supporting, managing, and overseeing the school's organization, operation, and use of resources.

Influencing incorporates measures of encouragement, which relate to a positive school climate as well as personnel support within the human resources management standard of the PPGES. *Giving and Seeking Information* and *Building Relations* are primarily related to personnel issues regarding support, mentoring, teamwork, and monitoring; however, subcategories of informing and networking could be effectively utilized as components of communication and community relations with key stakeholders such as parents and community business leaders.

The preceding qualities and expectations of effective leadership and organizational management offer important concepts for consideration in the educational realm. Effective educational administrators must possess many of the traits of effective

business leaders. Essentially, an administrator must be able to fulfill the main responsibilities delineated by the leadership taxonomy and understand organizational frameworks while serving an organization humbly as a servant-leader. These models have been incorporated to varying degrees into the newly adopted principal evaluation system in Kentucky with differing terminology in the Principal Professional Growth and Effectiveness System.

Educational Leadership

When leadership is viewed from an educational context in comparison to a business context, the core components remain but with an altered focus. For example, a summary of key findings from numerous studies was published delineating strong claims regarding successful school leadership. (Leithwood, Harris, & Hopkins, 2008) Although these claims were not equal in strength, each was supported as an important factor of success throughout the broad range of research. According to the authors, these “seven strong claims about successful school leadership” (p. 1) include the following concepts:

- School leadership is second only to classroom teaching as an influence on pupil learning.
- Almost all successful leaders draw on the same repertoire of basic leadership practices.
- The ways in which leaders apply these basic leadership practices--not the practices themselves--demonstrate responsiveness to, rather than dictation by, the context in which they work.

- School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions.
- School leadership has a great influence on schools and students when it is widely distributed.
- Some patterns of distribution are more effective than others.
- A small handful of personal traits explains a high proportion of the variation in leadership effectiveness. (pp. 27-28)

In consideration of the first of these seven claims, one would be wise to study the “best practices” in leadership as a complete and generalized concept and as a basis for educational leadership. However, the Council of Chief State School Officers (1996) recognized the nexus of leadership practices between the business and educational arenas and took the initial step toward positive change in educational leadership resulting in a document that has proven to be essential in the reformation of educational administration.

ISLLC Standards

Recently, tremendous efforts have been made to further the understanding and appreciation of effective educational leadership practices. The Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders was developed in 1996 by the Council of Chief State School Officers (CCSSO) in an effort to address the pivotal role of school leadership in school success (Council of Chief State School Officers, 2008). The original document was a baseline upon which educational leadership was to be further defined. While the importance of educational leadership was becoming an area

of increasing interest within the previous two decades, evidentiary research was still in the fledgling stages. Since the ISLLC standards were first published in 1996, forty-three states have adopted the standards for educational leadership.

In 2008, the National Policy Board for Educational Administration (NPBEA) in conjunction with the CCSSO adopted a revised set of six educational leadership policy standards, which was an update to the 1996 version of the ISLLC standards. The resulting document, *Educational Leadership Performance Standards: ISLLC 2008*, incorporated reviews of findings from an increasing number of research studies in educational leadership through the support of the Wallace Foundation (see Appendix B).

The Wallace Foundation

The Wallace Foundation (2011) has been essential in research regarding the roles of educational leaders over the past decade with more than 70 research reports and publications regarding principals, school leadership and the evaluations, thereof. Some of those reports include *Districts Matter: Cultivating the Principals Urban Schools Need* (2013), *The School Principal as Leader: Guiding Schools to Better Teaching and Learning* (2013), *The Effective Principal* (2012), and *Quality Measures: Principal Preparation Program Assessment* (2009). Through the findings of the foundation, principals, superintendents, and policy makers have gained a greater understanding of the leadership needs of public schools. In 2010, the Wallace Foundation produced the largest quantitative study to date exploring the links between educational leadership and student

achievement. The study notes five common key elements shared by effective principals, including:

- Shaping a vision of academic success for all students, one based on high standards;
- Creating a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail;
- Cultivating leadership in others so that teachers and other adults assume their part in realizing the school vision;
- Improving instruction to enable teachers to teach at their best and students to learn at their utmost; and
- Managing people, data, and processes to foster school improvement (pp. 5-12).

Across all levels of educational leadership in public schools, three additional common characteristics of high-scoring principals were witnessed and reported in the 2010 study by The Wallace Foundation, including:

- An acute awareness of teaching and learning in their schools;
- Direct and frequent involvement with teachers, providing them with formative assessment of teaching and learning; and
- The ability and interpersonal skills to empower teachers to learn and grow according to the vision established for the school (Louis, Leithwood, Wahlstrom, & Anderson, 2010, pp. 85-86).

In addition to the leadership qualities of the individual, The Wallace Foundation (2011) also addresses necessary components needed on the part of the district to create a “pipeline” of effective principals, including:

- Defining the job of the principal and assistant principal;
- Providing high-quality training for aspiring school leaders;
- Hiring selectively; and
- Evaluating principals and giving them the on-the-job support they need. (pp. 13-14)

Documented discoveries published by the Wallace Foundation (2012) find that there are substantial differences between elementary and secondary leadership practices. For instance, elementary teachers who work in schools with highly rated principals experience a greater quality of instructional climate and instructional actions. However, teachers in secondary schools do not witness a great engagement in instructional action by the building leaders including other teacher leaders, department leaders and principals. Further research suggests that in secondary schools, which possess more teachers and subject areas, the time constraints on a principal may cause practical leadership quality to suffer (Louis et al, 2011). Essentially, while high school leaders are effective in managing institutional operations, successful elementary principals are effective in promoting instructional climate and action as well as the direct hands-on approach of instructional practices.

Evaluation of an Educational Leader

In 1985, a journal article discussed the topic of supervising and evaluating principals through the lens of effective districts (Murphy, Hallinger, & Peterson, 1985). Although the article reveals the overall lack of supervision of principals by superintendents during that time, it discusses best practices and desired characteristics for school administrators in highly effective districts. While superintendents of effective school districts deemed visiting the school campuses to be highly beneficial (Murphy, Hallinger, & Peterson, 1985), “review activities” in which they engaged seemed to foster the effectiveness of principals. The activities included a review of curriculum and instruction (instructional leadership in the PPGES), a facilities review to inspect the condition of the building (organizational management), and a perception check in order to verify community or parental concerns (communication and community relations). However, merely tightening supervision and evaluations of principals was not interpreted as a means of definitive improvement.

A second set of activities focused on “culture-building” (Murphy, Hallinger, & Peterson, *Supervising and evaluating principals: lessons from effective districts*, 1985), which may presently be known as fostering a positive *school climate* and *human resources management* (standards 2 and 3 of the PPGES). This set of activities focused on communication, team building, problem resolution, knowledge building, role modeling and direct supervision. Through this process of direct supervision, superintendents were able to assess the principals in a formative process of evaluation. In the twenty-first century, however, the leadership practices once reserved primarily for

superintendents are being encouraged for use by principals as educational leaders with their faculty members.

Kentucky Education Reform

In the reformation of public education in Kentucky, legislators and state administrators have addressed numerous issues affecting school performance and educational accountability. (Hunter, 1999) Curriculum, educational initiatives, teacher quality and accountability measures have been dissected and studied to provide assistance in creating enhanced educational opportunities. While substantial efforts have been directed toward improving the classroom experience, there is still much left to learn about the encompassing role of the leadership governing public educational institutions and the classrooms therein.

Principal Professional Growth and Effectiveness System Standards

In 2012, the Kentucky Department of Education adopted a system developed by Stronge to enhance leadership practices in public schools. While still in the infancy stages, this program, the Principal Professional Growth and Effectiveness System (PPGES), has been developed to assist in molding educational leaders into models of educational efficiency and effectiveness. In this section, each of the seven standards are discussed and compared to research findings.

Standard 1: Instructional Leadership

Instructional leadership has been loosely defined as a strategy focusing on the direction for a school through improvement of the classroom practices of teachers (Leithwood, Louis, Anderson, & Wahlstrom, 2004; Jackson & Mariott, 2012; Hallinger & Heck, 1998; Bossert, Dwyer, B, & Lee, 1982). However, it is commonly used as an all-encompassing phrase to categorize the general practices of school principals. One could justify the use of the phrase in such a manner, while others may contest the use of “instructional leadership” to be so far reaching. This study uses the phrase “instructional leadership” as a subcategory of the overall duties and responsibilities of the school principal.

The handbook for the Kentucky Principal Professional Growth and Effectiveness System (PPGES) expands upon instructional leadership as a strategy by stating, “the principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement” (Stronge, 2012b, p. 3). School leaders who focus on the importance of their instructional roles understand the importance of creating professional learning communities within the school (Gold, Evans, Earley, Halpin, & Collarbone, 2003; Cordell, Roger, & Parker, 2012; DuFour & Mattos, 2013), which includes holding oneself accountable for continuing professional development as the instructional leader to enhance pedagogical strategies. Another viewpoint states that instructional leadership studies for secondary school leaders place emphasis on improving environments of learning for teachers

through focusing on the capacity for a principal to motivate the innovative behavior of teachers (Louis, Leithwood, Wahlstrom, & Anderson, 2010). Stronge would likely consider this perspective more akin to *human resources management* or *organizational management*. The aforementioned concepts are broad statements that encompass the entire realm of educational leadership without categorization into subsections of leadership, which serves to prove that the role of the principal has yet to be clearly defined.

A defining characteristic of districts with significant gains in student outcomes is an intensive longitudinal focus on developing practices geared toward improving instructional leadership abilities throughout the district in addition to individual school levels (Leithwood et al, 2004). Improvement in instructional leadership, however, is built on certain assumptions in the belief that the quality of instruction improves if teachers are supplied with feedback and suggestions for change from the school leaders. Leaders must have the available time, adequate knowledge, valid advice, and consultation skills enabling them to provide meaningful feedback. Research has shown that few school leaders have such available time or productive skills in order to provide knowledgeable assistive feedback to their staff members (Lee & Hallinger, 2012).

Standard 2: School Climate

An effective school climate refers to the perspectives of teachers, students and community members regarding the communal effects of a school, which is an associated outcome of the instructional leadership (Hallinger & Heck, 1996). These effects may

include student engagement, collaboration among teachers and staff, student commitment, teacher support, approaches to discipline and other criteria that give gravity to affective actions (Louis, Leithwood, Wahlstrom, & Anderson, 2010; Hallinger & Heck, 1998; Leithwood & Jantzi, 1999). The responsibility for fostering and promoting the preferred climate falls upon the principal and stakeholders of the school (Hallinger, Bickman, & Davis, 1996).

At the rudimentary level, school climate may be described as either being an *open climate* or a *closed climate*. Furthermore, these atmospheric polarizations may be explained by the personality type of the educational leader. As explained by Halawah (2005), an open climate school will tend to be led by a principal whose personality is cheerful, sociable, confident and resourceful. In contrast, a principal of a closed climate school will tend to be traditional, evasive, worrisome and frustrated.

School climate is defined by the PPGES handbook as a responsibility of the principal in that “the principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders” (Stronge, 2012b, p. 3). However, the handbook does not directly cite the satisfaction of stakeholders as a key component. In order for a school to be qualified as effective in school climate, all stakeholders must experience a high level of satisfaction, with faculty and staff being involved in making decisions and students having faith in those that teach and lead them (Halawah, 2005).

Educational leadership with goals to improve school climate has been positively associated with school outcomes (Hallinger & Heck, 1996; Kelley, Thornton, &

Daugherty, 2005). Variables of positive school climate have also been noted as being the primary effects from the principal on achievement. (Hallinger, Bickman, & Davis, 1996) In addition to a positive association with principal effectiveness, positive school climate can also be associated with teacher effectiveness and performance, increased student achievement and student behavior (Halawah, 2005). The process for creating a positive school climate must begin with the principal articulating “the goals, timelines, and procedures to promote change and foster a climate of unity” (p. 337). Essentially, effective school climate creates a cyclical effect starting with the principal, cycling through teachers, students and parents, then returning positive effects to the principal in a sow / reap ratio. In this context, school climate is a foretelling variable of a principal’s effectiveness as an educational leader, possibly making school climate the most important of the seven standards.

School climate has been shown to be directly linked to the perception of teachers in regards to the effectiveness of a principal (Kelley, Thornton, & Daugherty, 2005; Shoupe & Pate, 2010). However, the flexibility of the leadership has a negative correlation to positive school climate, meaning that the more rigorous the leader, the more positive the perception of the school climate. When teachers expect consistent treatment of comparable issues, a variation of leadership styles or flexibility in policies and proceduress negatively influences teacher perceptions of the school leadership and, subsequently, the school climate.

In order to be effective in the area of school climate, principals must be mindful of professional behaviors and how those behaviors affect the faculty and staff perceptions

of the climate of the school (Kelley, Thornton, & Daugherty, 2005; Shouppe & Pate, 2010; Halawah, 2005). Foundations for creating an environment open to change and the ability to understand and cater to the needs of educational staff and faculty must be employed. As such, the position of the principal is one of authority that greatly affects every facet of an atmosphere for learning.

Standard 3: Human Resources Management

Closely related to the topic of school climate is the management of human resources. The PPGES (Stronge, 2012b) document describes human resources management, the third standard, as how “the principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel” (p. 3). Bolman and Deal (2008) state, “the human resource lens emphasizes understanding people, their strengths and foibles, reason and emotions, desires and fears” (p. 21). The core assumptions in the human resource frame of organizations state:

- Organizations exist to serve human needs rather than the converse.
- People and organizations need each other. Organizations need ideas, energy, and talent: people need careers, salaries, and opportunities.
- When the fit between individual and system is poor, one or both suffer.
Individuals are exploited or exploit the organization – or both become victims.
- A good fit benefits both. Individuals find meaningful and satisfying work, and organizations get the talent and energy they need to succeed (p. 122).

The root of the human resource perspective is a psychological viewpoint of an organization being a familial community (Bolman & Deal, 2008). Within the organizational family are individuals who have differing needs, emotions and abilities. An effective manager must customize an organization to the individuals in order to produce positive results with the individuals feeling satisfaction about themselves and their accomplishments. Otherwise, the human resources may be “misused,” which will decrease productivity and satisfaction of employees.

Gaziel (2003) suggests that the human resource frame of leadership focuses on human needs with the assumption that an organization that meets basic needs will perform better than one that does not. Leaders who are effective in the area of human resource management will value relationships and be considerate of emotional needs (Huber & Hiltmann, 2011; Leithwood, Louis, Anderson, & Wahlstrom, 2004). Additionally, effective leaders will strive to lead through assistance and empowerment by adjusting the organization through training in an effort to focus on the individual and interpersonal relationships.

A common trait among quality educational leaders is the effort devoted to human relations and the commitment to teacher enhancement through professional development (Halawah, 2005; Mendels, 2012; Louis, Leithwood, Wahlstrom, & Anderson, 2010; Dinham, 2005). This is accomplished through practical human resource training involving practices that emphasize employee participation, training and conflict management. (Bolman & Deal, 2008) An effective leader of human resources recognizes the unique styles of the faculty while assisting each member to achieve individual

professional goals. Therefore, the educational leader creates an enticing work atmosphere, which, optimally, filters down through the students and creates another layer of commitment and devotion to learning.

Standard 4: Organizational Management

The fundamental basis of organizational management pertains to a leader's capacity to guide and mold the behaviors of the organization and its individual members in order to attain a desired goal (Bolman & Deal, 2008; Yukl, 1989; Hallinger & Heck, 1996; Dinham, 2005; McGuigan & Hoy, 2006; Deal & Peterson, 1990). The PPGES (Stronge, 2012b) refers to effective organizational management as being when “the principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources” (p. 3). Additional qualifiers for this standard include:

- Fiscal responsibility;
- Demonstration and communication of rules, regulations, policies and procedures;
- Staff and stakeholder collaboration and delegation of duties;
- Supervision of physical plants; and
- Safety and security, and orderly facility grounds.

Responsibilities of this nature fall primarily under the structural frame of an organizational framework. Bolman and Deal (2008) articulate the six underlying assumptions of the structural frame to be the following:

1. Organizations exist to achieve established goals and objectives.

2. Organizations increase efficiency and enhance performance through specialization and appropriate division of labor.
3. Suitable forms of coordination and control ensure that diverse efforts of individuals and units mesh.
4. Organizations work best when rationality prevails over personal agenda and extraneous pressures.
5. Structures must be designed to fit an organization's current circumstances (including its goals, technology, workforce, and environment).
6. Problems arise and performance suffers from structural deficiencies, which can be remedied through analysis and restructuring (p. 47).

The structural frame is an integral part of an organization performing the role of social architecture (Bolman & Deal, 2008; Gaziel, 2003; Deal & Peterson, 1990). While the purpose is to look beyond the individual in order to seek order in the organization, it is possible to become misguided as what may appear to be an issue with structure may actually be a problem concerning abilities or attitudes.

An effective principal manages curriculum and instruction with a focus on the educational issues rather than administrative issues (Halawah, 2005; Blase & Blase, 2001; Bossert, Dwyer, B, & Lee, 1982; Dinham, 2005; Glickman, Gordon, & Ross-Gordon, 2003). Accomplishing such goals entails focusing on the needs of the educators and students by providing resources needed to succeed. These resources include supportive materials, supplies, and the provision of information and knowledge while creating an environment that esteems and strengthens learning and achievement.

Although the educational issues may be of highest priority, the educational leader cannot ignore the needs falling outside the educational scope, such as safety and security. A principal must be proactive in visiting and fulfilling needs for the sub-organizations and the facilities in order to assess the efficiency of the school, as well as to identify any potential problems (Halawah, 2005; Bosworth & Ford, 2011; Dinham, 2005; Hallinger & Heck, 1996). Diagnosing potential issues before problems appear increases a principal's awareness of non-educational needs while building trust and promoting clarity throughout the organization.

School discipline is a common barrier between school leaders and faculty members, thus affecting school climate. Teacher satisfaction with the school discipline policy is related to how a teacher perceives his/her relationship with the principal (Halawah, 2005; Heller, Clay, & Perkins, 1993). Perceptions of the school discipline policy can be due to an inconsistency in the implementation and enforcement, which can serve as a nucleus for future policy concerns. Perpetual misgivings and misperceptions may manifest into larger issues concerning communications and professional community relations.

Standard 5: Communication and Community Relations

Possessing the ability to communicate effectively has been noted as being the most important professional trait of principals (Painter, 2005; Masumoto & Brown-Welty, 2009) above understanding the principles of effective instruction and management of student discipline. Effective communication on the part of the principal is associated

with effective school climate (Hallinger, Bickman, & Davis, 1996), although it has been identified as a correlational effect rather than a causal one. Poor listening skills have been identified as being the top rated problem in human relations (Halawah, 2005). Principals who strive to be effective leaders need strong interpersonal skill and listening skills with a commitment to speaking the truth in order to nurture trust (Leech & Fulton, 2008; Masumoto & Brown-Welty, 2009; Council of Chief State School Officers, 2008).

Fostering a collaborative climate and promoting open communication amongst stakeholders has been identified as the most important, even critical, factor in creating initiatives that achieve successful school improvement (Leithwood & Sun, 2012; Shoupe & Pate, 2010; Lee & Hallinger, 2012). This allows people the opportunity to bond through shared values, ideas, ideals and traditions. (Sergiovanni, 1994). In the PPGES handbook (Stronge, 2012b), however, communication and community relations are vaguely described as a principal's effectiveness in fostering "the success of all students by communicating and collaborating effectively with stakeholders" (p.3).

Necessary communication skills may vary depending upon the demography of the district (National Association of Secondary School Principals, 2011). When hiring principals, superintendents search for different characteristics to suit the needs of the district locale (Cruzeiro & Boone, 2009). The ultimate leadership traits that superintendents consider are an applicant's certification, experience and success in teaching, administrative positions held, and the capability to lead professional colleagues. Essentially, superintendents search for leaders with desirable traits such as the ability to motivate staff members and hold the faculty accountable for outcomes and results.

In rural areas, such as those found in the vast majority of Kentucky school districts, superintendents may also seek additional qualifiers for principal candidates. For example, superintendents of rural districts in Nebraska and Texas seek applicants that can be “flexible and versatile” (Cruzeiro & Boone, 2009). Rural principals need an ability to accept the responsibility of performing various jobs that are not specifically stated in the job description. Moreover, principals must have an understanding of the community politics that is inherent in rural school districts. Community members may be aware of problems happening within a school before students are dismissed from school for the day. Since many members of the general public work in the local labor force, they may approach a principal with a concern while the principal is conducting personal business. As one superintendent stated, “small schools do not have levels of bureaucracy, so the principal needs a diversity of background experiences” as well as “the ability to roll with the punches” (p. 7).

Standard 6: Professionalism

While the Kentucky Principal Facts Sheet (Stronge, 2012a) utilizes the Merriam-Webster definition for *professionalism* as “the conduct, aims, or qualities that characterize or mark a profession or a professional person” (2013), the author assumes that the reader has a comprehensive understanding of the adjective form of the root word. *Professional*, in an extended sense, means being “characterized by or conforming to the technical or ethical standards of a profession; exhibiting a *courteous*, *conscientious*, and generally businesslike manner in the workplace” (italicized for emphasis; Merriam-

Webster Online Dictionary, *Professional*, 2013). Without clarification, it is conceivable that one may attempt to practice professionalism without being characteristically or ethically professional.

For standard six, *Professionalism*, the PPGES document suggests a baseline for expected performance in that “the principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession” (Stronge, 2012b, p. 3). Documentation for this standard may include examples such as activity agendas for staff development, department/grade level meeting documentation, summary of staff surveys, professional conference attendance, membership to professional organizations, demonstration/ application of professional learning, and results of professional learning on school goals (Stronge, 2012b). The principal is given a rating of *exemplary* if, in addition to the core description of the standard, the principal demonstrates professionalism beyond the district level by publishing or presenting formal works or presentations, becoming involved in state and national committees and/or leadership opportunities, and/or receives formal recognition or awards. Although specification is not given, it is assumed the aforementioned works and awards would be in the field of education.

The description of the professionalism standard tends to speak to the promotion of a professional learning community rather than the practice of professionalism. However, according to the standard’s definition, should a principal find the motivation to practice professionalism outside the district through means of creating or being involved in professional opportunities, then laud is given for the efforts with an exemplary rating

(Stronge, 2012b). Still, even with efforts on a larger scale, the standard gives little direction for a principal to give weight to professional-personal actions within the district or building. This lack of direction concerning professionalism in the PPGES is in contrast to the statement within the principal facts document by the same author, which states

School leaders serve as role models, providing the moral purpose for their schools. Moral purpose can be defined as ‘social responsibility to others and the environment.’ In an educational environment, the school leader has a responsibility to students, staff, and the larger school community. *First and foremost is the responsibility to behave ethically* (Stronge, 2012a, p. 22). (Italics added for emphasis.)

School leaders in systems that produce outstanding educational outcomes model characteristics that are expected from other teaching professionals within the organization (Begley, 2001; Dinham, 2005). In addition to professionalism, these include honesty, trustworthiness, fairness, compassion, reliability, commitment and strong work ethic. Furthermore, such principals possess a need to practice “social justice” (Dinham, 2005, p. 347; Marshall & Olivia, 2005) in the belief that education equates societal improvement and that the needs of students should have first consideration.

Reformation and constant policy changes, however, may be affecting the leadership roles of educational leaders. The political spectrum of educational accountability has become increasingly complex as principals attempt to address performance gaps while balancing contrasting demands of stakeholders (Shipps & White,

2009). The external demands on principals seem to be growing dramatically, although reported observations by Shipps and White conclude that the conflict between the demands and a principal's sense of professionalism seems to diminish over time.

Standard 7: Student Growth

Student growth is presented as the culminating effect produced by successful implementation of standards one through six in the Principal Professional Growth and Effectiveness System. As stated in standard seven, “the principal’s leadership results in acceptable, measurable student academic growth based on established standards” (Stronge, 2012b) . Hale and Rollins (2006) found practices that assist leaders in producing high achievement. The study focused on practical applications that highlight successful practices concerning breakthrough high schools. The report identifies the effective processes and common standards utilized in secondary schools with a large percentage of minority students (over fifty percent). These standards and processes included engaging teachers, improving student engagement, working on many fronts (having high expectations), having strong connections with stakeholders, and leading with head and heart, which are comparable to some of the PPGES standards.

Over the past four decades, there has been an increasing amount of emerging research regarding leadership influences on student achievement (Dinham, 2005; Gaziel, 2003; Hale & Rollins, 2006; Hallinger & Heck, 1998; Hallinger & Heck, 1996; Hallinger, Bickman, & Davis, 1996; Leithwood & Jantzi, 1999). Studies regarding school effectiveness, school climate, and student achievement have found that the quality of the

school leadership drives the effectiveness of the school (Taylor & Tashakkori, 1994). Current research needs, however, revolve around interpreting and productively responding to external policy initiatives in addition to local needs and priorities (Leithwood, Louis, Anderson, & Wahlstrom, 2004). Studies that focus on the detailed aspects of school leadership will benefit the current understanding of leadership practices as well as improve the quality of the educational system.

Conclusions

Effective educational leadership appears to have many of the same defining characteristics as productive business leadership, but with a larger customer base and virtually unlimited varieties of service expectations (LaPointe, Meyerson, & Darling-Hammond, 2006). However, where businesses are generally limited to a specific product or service, educational leaders are charged with the responsibility of fostering an environment conducive to producing knowledge that will one day result in future discoveries, products, and services. One wonders if the current practices by educational leaders would keep a typical corporation financially afloat. If not, then the current educational system is in dire need of leadership training to keep public education from going academically bankrupt. The ultimate concern regards the needs of future educational leaders and decision upon the elements on which to focus in educational leadership preparation programs in order to keep education aligned with societal and economic needs as well as the desires of the community (Darling-Hammond, Meyerson, LaPointe, & Oro, 2007; Hale & Morman, 2003).

Additionally, the business realm of leadership tends to have a clearly defined notion of the necessary traits and expectations of their leaders. School leadership has a lack of definition and, therefore, a lack of direction. This section should serve as proof for the need of clear definition regarding effective professional characteristics, traits and practices that foster positive student outcomes due to effective leadership in school principals as it has been done in the business realm.

CHAPTER 3

METHODS

The research for this quantitative study is based on previous findings that teacher ratings (teacher perceptions) of principal leadership have a reciprocal relationship with the actual leadership performed by the principal (Williams, 2001). Analyses of principal leadership characteristics were evaluated in this study to determine leadership effects on student outcomes in addition to the effects socioeconomic status (SES). Using IBM SPSS quantitative research software, linear regressions were employed to identify relationships and strength of the leadership characteristics. Sections from the TELL Survey have been categorized by a qualitative “best fit” to the PPGES standards. Next, the items within each standard were checked for face validity. Finally, Cronbach’s alpha was calculated for each variable to determine the internal consistency of the items and to establish reliability of the data. Values over .70 were considered reliable.

Previous Research Models

This section discusses research models utilized in previous studies that may explain the dynamics between principal leadership and student achievement. While the possibilities for research in this field are limited only by the number of variables a researcher chooses to consider, previously established research models have assisted researchers in non-experimental methods to assess the effects of principal leadership (Pitner, 1988). The direct-effects model (model A) measures the influence of

administrator actions on school outcomes. Mediated effects (model B) focuses on principal actions influencing student outcomes indirectly through multiple variables. Lastly, the reciprocal-effects model (model C) considers the mutual affective behavior between the administrator and teachers and the influence of this relationship on school outcomes. Hallinger and Heck (1998) refined these models first identified by Pitner in order to “offer a comprehensive set of different perspectives for viewing the effects of the school context on administrative behavior and the influence of administrative behavior on the school and its outcomes” (p. 162).

Hallinger and Heck (1998) sought to clarify principal effectiveness by comparing studies that had been released from 1980 to 1995 through an indirect research model. This study experienced “significant activity” in research regarding the effects of educational administration, although the research analyses gave little consideration to principal characteristics that influenced student outcomes or the school as a whole. Utilizing only quantitative studies, the authors found not only relationships between effective principals and school achievement, but also which research models proved most promising in defining such relationships. Essentially, Hallinger and Heck concluded that schools experiencing gains in student achievement employ principals that significantly contribute to the effectiveness of the faculty, hence affecting the quality of instruction to the students (pp. 157-159).

Research Questions and Hypotheses

This study specifically addresses the relationship between the standards of professional characteristics of principals and students outcomes in secondary schools in Kentucky. The research questions for this study are as follows:

- How do teacher perceptions of educational leadership predict student outcomes?
- How do the predictors differ between high and low socioeconomic high schools?

These research questions prompt the following hypotheses:

H₀: No relationships exist between teacher perceptions of educational leadership and student outcomes.

H_a: Positive relationships exist between teacher perceptions of educational leadership and student outcomes and these relationships are comparable in low and high SES schools.

Research Design

Analyses for this study utilized secondary data in tests of linear regressions to compare teacher perceptions of professional leadership characteristics with student measures of accountability. Accountability measures included standardized assessment scores in addition to graduation rates. The analyses controlled for socioeconomic status as a covariate in order to discern the characteristics that are effective beyond the boundaries of poverty or wealth.

Research Data

This research study included aggregated data from the Teaching, Empowering, Learning and Leading (TELL) Survey of working conditions conducted in 2011, student socioeconomic status at the school level, mean composite ACT scores for each high school, as well as graduation rates at the school level as reported by the Kentucky Department of Education. PPGES subscales were developed by re-categorizing survey questions from the TELL Survey of 2011. Many of the TELL survey questions fall under one of the first five standards in the PPGES, while none of the questions could be appropriately linked primarily to the sixth standard of professionalism as a stand-alone standard. Survey questions that focus on activities with mentors, which fall outside the scope of this study, were excluded from the analysis. The seventh standard, which addresses student growth, was measured through data concerning student outcomes including scores on standardized tests in math, reading, writing and science as well as graduation and transition rates.

Variables and Measures

Standardized assessments for each public high school in the state of Kentucky for the 2010-2011 school year were obtained from the website of the Kentucky Department of Education (Kentucky Department of Education, 2012a). The mean scores of standardized assessments include the composite scores from mandatory ACT testing of high school juniors across Kentucky. Scores from these standardized assessments were used in conjunction with graduation rates for secondary schools in determining the

relationship of student achievement measurements with the teacher-perceived characteristics of the educational leaders in all high schools in the state.

TELL Survey

According to the TELL Kentucky website, “the Teaching, Empowering, Leading and Learning (TELL) Kentucky survey is an anonymous statewide survey of licensed school-based educators to assess teaching conditions at the school, district and state level” (TELL Kentucky Home Page, 2013). Over eighty percent of Kentucky teachers completed the online survey in 2011, which covers a variety of topics regarding teacher-related working conditions in public schools. These survey topics include:

- Community Engagement and Support
- Teacher Leadership
- School Leadership
- Managing Student Conduct
- Use of Time
- Professional Development
- Facilities and Resources
- Instructional Practices and Support
- New Teacher Support

Relationships Between TELL Survey and PPGES Leadership Standards

Teachers rate the working conditions through the TELL Survey using a positively associated likert scale ranging from one (strongly disagree) to four (strongly agree) with

five for the response of “Don’t Know”. Responses with a value of five were dropped, and the means for the five PPGES leadership standards assessed in the study were calculated for all high schools in the state. Descriptive statistics and reliability for the PPGES are listed in Table 3-1 and Table 3-2, respectively.

Table 3-1
Descriptive Statistics: Independent Variables

	N	Mean	Std. Deviation
Instructional Leadership	217	2.8936	.26309
Organizational Management	217	2.8799	.21403
School Climate	217	2.8511	.31386
Communication & Community Relations	217	2.8138	.25465
Human Resources Management	217	2.8054	.20001
Poverty Level	217	.5292	.16680

Table 3-2
A. Reliability of Predictive Variables

PPGES Standard	TELL Sections	Reliability
Instructional Leadership	7.1, 7.3	$\alpha = .985$
School Climate	5.1	$\alpha = .964$
Human Resources Management	8.1, 9.1	$\alpha = .971$
Organizational Management	2.1, 3.1	$\alpha = .913$
Communication and Community Relations	4.1	$\alpha = .952$

B. Reliability Statistics of Standards 1 through 5

Cronbach's Alpha	N of Items
.907	5

Descriptive statistics for each item within sections of the TELL Survey were calculated for mean and standard deviation. Then, Cronbach's alpha was calculated for reliability of the items within each standard. These statistics are shown in Tables 3-3 through 3-7 in order of their appearance in the PPGES.

Table 3-3

A. Descriptive Statistics: Instructional Leadership

	N	Mean	Std. Deviation
The faculty and leadership have a shared vision.	217	2.8486	0.34034
There is an atmosphere of trust and mutual respect in this school.	217	2.7469	0.40424
Teachers feel comfortable raising issues and concerns that are important to them.	217	2.7147	0.38446
The school leadership consistently supports teachers.	217	2.8694	0.3722
Teachers are held to high professional standards for delivering instruction.	217	3.2015	0.23318
The school leadership facilitates using data to improve student learning.	217	3.2352	0.22135
Teacher performance is assessed objectively.	217	3.0578	0.24815
Teachers receive feedback that can help them improve teaching.	217	2.9961	0.26879
The procedures for teacher evaluation are consistent	217	3.072	0.25163
The school improvement team provides effective leadership at this school.	217	2.8599	0.30808
The faculty are recognized for accomplishments.	217	2.893	0.33784
The school leadership makes a sustained effort to address teacher concerns about Leadership issues	217	2.7235	0.294
The school leadership makes a sustained effort to address teacher concerns about Facilities and resources	217	2.856	0.25226

Table 3-3 (continued)

	N	Mean	Std. Deviation
The school leadership makes a sustained effort to address teacher concerns about Facilities and resources	217	2.856	0.25226
The school leadership makes a sustained effort to address teacher concerns about The use of time in my school	217	2.7629	0.28511
The school leadership makes a sustained effort to address teacher concerns about Professional development	217	2.7639	0.28146
The school leadership makes a sustained effort to address teacher concerns about Teacher leadership.	217	2.8324	0.24934
The school leadership makes a sustained effort to address teacher concerns about Community support and involvement.	217	2.8574	0.24778
The school leadership makes a sustained effort to address teacher concerns about managing student conduct.	217	2.7865	0.34483
The school leadership makes a sustained effort to address teacher concerns about Instructional practices and support.	217	2.9427	0.24863
The school leadership makes a sustained effort to address teacher concerns about New teacher support.	217	2.8517	0.28876

B. Reliability Statistics: Instructional Leadership

Cronbach's Alpha	N of Items
.985	20

Table 3-4

A. Descriptive Statistics: School Climate

	N	Mean	Std. Deviation
Students at this school understand expectations for their conduct.	217	2.9291	0.3403
Students at this school follow rules of conduct.	217	2.5959	0.37154
Policies and procedures about student conduct are clearly understood by the faculty.	217	2.9379	0.29142
School administrators consistently enforce rules for student conduct.	217	2.6837	0.43836
School administrators support teachers efforts to maintain discipline in the classroom.	217	2.9689	0.39424
Teachers consistently enforce rules for student conduct.	217	2.6204	0.28239
The faculty work in a school environment that is safe.	217	3.2219	0.26705

B. Reliability Statistics: School Climate

Cronbach's Alpha	N of Items
.964	7

Table 3-5

A. Descriptive Statistics: Human Resources Management

	N	Mean	Std. Deviation
Sufficient resources are available for professional development in my school.	217	2.7703	0.26719
An appropriate amount of time is provided for professional development.	217	2.8846	0.20808
Professional development offerings are data driven.	217	2.9105	0.21404
Professional learning opportunities are aligned with the school's improvement plan.	217	3.0336	0.19996
Professional development is differentiated to meet the needs of individual teachers.	217	2.4963	0.305
Professional development deepens teachers' content knowledge.	217	2.561	0.26359
Teachers have sufficient training to fully utilize instructional technology.	217	2.7221	0.27223
Teachers are encouraged to reflect on their own practice.	217	2.9915	0.21602
In this school, follow up is provided from professional development.	217	2.5979	0.26505
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	217	2.7051	0.26257
Professional development is evaluated and results are communicated to teachers.	217	2.4802	0.27239
Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	217	2.7849	0.24198

Table 3-5 (continued)

	N	Mean	Std. Deviation
Professional development enhances teachers' abilities to improve student learning.	217	2.8558	0.24169
State assessment data are available in time to impact instructional practices.	217	2.622	0.2205
Local assessment data are available in time to impact instructional practices.	217	2.9095	0.21444
Teachers use assessment data to inform their instruction.	217	3.0118	0.19615
Teachers work in professional learning communities to develop and align instructional practices.	217	2.9825	0.32431
Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	217	2.8655	0.25602
Teachers are encouraged to try new things to improve instruction.	217	3.1289	0.20563
Teachers are assigned classes that maximize their likelihood of success with students.	217	2.6725	0.27472
Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	217	2.9269	0.29509

B. Reliability Statistics: Human Resources Management

Cronbach's Alpha	N of Items
.971	21

Table 3-6

A. Descriptive Statistics: Organizational Management

	N	Mean	Std. Deviation
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	217	2.7158	0.37275
Teachers have time available to collaborate with colleagues.	217	2.635	0.34489
Teachers are allowed to focus on educating students with minimal interruptions.	217	2.6244	0.32035
The non-instructional time provided for teachers in my school is sufficient.	217	2.6261	0.33917
Efforts are made to minimize the amount of routine paperwork teachers are required to do.	217	2.4583	0.40869
Teachers have sufficient instructional time to meet the needs of all students.	217	2.7604	0.23909
Teachers are protected from duties that interfere with their essential role of educating students.	217	2.6969	0.29934
Teachers have sufficient access to appropriate instructional materials.	217	2.8974	0.29958
Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	217	2.9992	0.38664
Teachers have access to reliable communication technology, including phones, faxes and email.	217	3.3271	0.22306
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	217	3.0838	0.31368
Teachers have sufficient access to a broad range of professional support personnel.	217	2.9732	0.24057

Table 3-6 (continued)

	N	Mean	Std. Deviation
The school environment is clean and well maintained.	217	3.1334	0.39287
Teachers have adequate space to work productively.	217	3.079	0.27898
The physical environment of classrooms in this school supports teaching and learning.	217	3.0629	0.31008
The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	217	3.0049	0.36219

B. Reliability Statistics: Organizational Management

Cronbach's Alpha	N of Items
.913	16

Table 3-7

A. Descriptive Statistics: Communication and Community Relations

	N	Mean	Std. Deviation
Parents/guardians are influential decision makers in this school.	217	2.6208	0.34245
This school maintains clear, two-way communication with the community.	217	2.9155	0.26852
This school does a good job of encouraging parent/guardian involvement.	217	2.9466	0.27825
Teachers provide parents/guardians with useful information about student learning.	217	3.0362	0.18758

Table 3-7 (continued)

	N	Mean	Std. Deviation
Teachers provide parents/guardians with useful information about student learning.	217	3.0362	0.18758
Parents/guardians know what is going on in this school.	217	2.7738	0.28098
Parents/guardians support teachers, contributing to their success with students.	217	2.5494	0.31444
Community members support teachers, contributing to their success with students.	217	2.7796	0.2946
The community we serve is supportive of this school.	217	2.8883	0.35804

B. Reliability Statistics: Human Resources Management

Cronbach's Alpha	N of Items
.952	8

Socioeconomic Status (Free & Reduced Lunch)

The United States Department of Agriculture (USDA) sets the income eligibility for free and reduced prices of public school meals, as shown in figure 3.1 (U. S. Department of Agriculture, Food Nutrition Services, 2013). Since the eligibility guidelines are determined by a federal agency, the percentage of students receiving free or reduced lunches served as a valid measurement of student poverty. The percentages of free and reduced lunch recipients for each school were utilized as a control variable so that poverty may be negated as an independent variable in the research.

INCOME ELIGIBILITY GUIDELINES											
Effective from July 1, 2009 to June 30, 2010											
HOUSEHOLD SIZE	FEDERAL POVERTY GUIDELINES	REDUCED PRICE MEALS - 185 %					FREE MEALS - 130 %				
		ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY	ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY
48 CONTIGUOUS STATES, DISTRICT OF COLUMBIA, GUAM, AND TERRITORIES											
1	10,830	20,036	1,670	835	771	386	14,079	1,174	587	542	271
2	14,570	26,955	2,247	1,124	1,037	519	18,941	1,579	790	729	365
3	18,310	33,874	2,823	1,412	1,303	652	23,803	1,984	992	916	458
4	22,050	40,793	3,400	1,700	1,569	785	28,665	2,389	1,195	1,103	552
5	25,790	47,712	3,976	1,988	1,836	918	33,527	2,794	1,397	1,290	645
6	29,530	54,631	4,553	2,277	2,102	1,051	38,389	3,200	1,600	1,477	739
7	33,270	61,550	5,130	2,565	2,368	1,184	43,251	3,605	1,803	1,664	832
8	37,010	68,469	5,706	2,853	2,634	1,317	48,113	4,010	2,005	1,851	926
For each add'l family member, add	3,740	6,919	577	289	267	134	4,862	406	203	187	94
ALASKA											
1	13,530	25,031	2,086	1,043	963	482	17,589	1,466	733	677	339
2	18,210	33,689	2,808	1,404	1,296	648	23,673	1,973	987	911	456
3	22,890	42,347	3,529	1,765	1,629	815	29,757	2,480	1,240	1,145	573
4	27,570	51,005	4,251	2,126	1,962	981	35,841	2,987	1,494	1,379	690
5	32,250	59,663	4,972	2,486	2,295	1,148	41,925	3,494	1,747	1,613	807
6	36,930	68,321	5,694	2,847	2,628	1,314	48,009	4,001	2,001	1,847	924
7	41,610	76,979	6,415	3,208	2,961	1,481	54,093	4,508	2,254	2,081	1,041
8	46,290	85,637	7,137	3,569	3,294	1,647	60,177	5,015	2,508	2,315	1,158
For each add'l family member, add	4,680	8,658	722	361	333	167	6,084	507	254	234	117
HAWAII											
1	12,460	23,051	1,921	961	897	444	16,198	1,350	675	623	312
2	16,780	31,006	2,584	1,292	1,193	597	21,788	1,816	908	838	419
3	21,060	38,961	3,247	1,624	1,499	750	27,378	2,282	1,141	1,053	527
4	25,360	46,916	3,910	1,955	1,805	903	32,968	2,748	1,374	1,268	634
5	29,660	54,871	4,573	2,287	2,111	1,056	38,558	3,214	1,607	1,483	742
6	33,960	62,826	5,236	2,618	2,417	1,209	44,148	3,679	1,840	1,698	849
7	38,260	70,781	5,899	2,950	2,723	1,362	49,738	4,145	2,073	1,913	957
8	42,560	78,736	6,562	3,281	3,029	1,515	55,328	4,611	2,306	2,128	1,064
For each add'l family member, add	4,300	7,955	663	332	306	153	5,590	466	233	215	108

Source: (U. S. Department of Agriculture, Food Nutrition Services, 2013) For the 2010-2011 school year, the USDA employed the 2009-2010 income eligibility guidelines (IEG) (U. S. Department of Agriculture, 2013).

Figure 3-1 *Income Eligibility Guidelines for Free and Reduced Student Meals*

The USDA explains the reasoning for using the guidelines from the previous year on its website stating:

The Health and Human Services (HHS) poverty guidelines for the remainder of 2010 were published in the Federal Register on August 3, 2010. Recent legislation prohibited publication of the 2010 poverty guidelines before May 31, 2010, and required that the 2009 poverty guidelines remain in effect until publication of updated guidelines. Since legislation to further delay publication of the 2010 guidelines did not pass, HHS updated the 2010 poverty guidelines, taking into account the Consumer Price Index (CPI-U) for the period for which their publication was delayed.

As a result, the poverty guideline figures for the remainder of 2010 showed no change from the 2009 poverty guideline figures. Publication of these poverty guidelines, therefore, does not require any change in the Income Eligibility Guidelines (IEGs) for USDA's Child Nutrition Programs for School Year (SY)

2010 - 2011. State agencies administering [Food and Nutrition Services] programs in schools and institutions have been advised by policy memorandum that the 2009 - 2010 IEGs will remain in effect for the duration of the current SY and that such schools and institutions should continue to use the 2009 - 2010 IEGs in making eligibility determinations for free and reduced price meals for SY 2010 – 2011 (U. S. Department of Agriculture, 2013).

Data for free and reduced lunch programs were retrieved from the Kentucky Department of Education website in order to analyze the percentage of qualifying students from each school for school year 2010-2011 (Kentucky Department of Education, 2012c). Free and reduced lunch data were utilized as a control variable representing a poverty threshold. Controlling for poverty allows for clarification in discerning the effective characteristics of educational leadership that positively influence student growth across socioeconomic boundaries.

Sample Population

Responses for the TELL Survey represent public high school teachers across Kentucky. The sample population for this study represents 10,313 teachers from 217 high schools. Alternative high schools were not included in the study due to a lack of consistent data available through the Kentucky Department of Education.

Limitations of the Study

This research study does include certain limitations. As a quantitative study, this analysis concerns attributes that can be mathematically expressed without consideration of qualitative measures. Qualitative interviewing in future research studies may be

necessary to delineate the reasoning for teacher perceptions and responses beyond those identified in this study. Second, the responses of the teachers may not reflect reality given their self-reported nature. Third, this study does not account for future employment intentions of the respondents. Educators planning to transfer or change careers at the time of this study may have a negative impact on responses. In addition, the plausibility for response coercion by educational leaders can be neither confirmed nor denied. Next, the data were aggregated at the school level, which may mask differences at the individual level. Also, years of experience for principals was not taken into account, which has implications for principals' understanding such variables as the norms of the school, resources, teacher relationship, and the broader community. Finally, since the TELL survey was in the pilot stage for Kentucky educators in 2011, it had not been previously tested for reliability or validity in the state. Subsequent surveys may prove more informational and beneficial in regards to effective principal characteristics, as respondents more fully understand its purposes.

CHAPTER 4

RESULTS

The primary objective of this chapter is to report the findings of statistical analyses for this study. Specifically, this chapter reports the professional standards of principals that are found to be significantly effective and predictive of student achievement and graduation rates. Although the primary focus addresses the positive effects, negative effects as well as those approaching significance are also reported for purposes of knowledge, future implications and need for further research.

Review of Data Collection

Data for two hundred seventeen high schools in Kentucky utilized for this study include composite ACT scores, graduation rates, percentages of students qualified for free or reduced lunch (FRL), and items from sections on the 2011 TELL Survey that address PPGES Standards. The data collected regarding student achievement and graduation rates represented the graduating class of 2012. Therefore, ACT scores and percentages of FRL were retrieved for the 2010-2011 school year, which would be the junior year for the class of 2012, and graduation rates were from the 2011-2012 school year. Survey data were recoded to remove missing and unknown responses and aggregated to the school level. ACT scores, graduation rates, and FRL percentages were then entered for each high school.

Review of Analyses

Utilizing IBM® SPSS software, survey items within sections relating to the PPGES standards were combined to create variables in order to utilize sections of the TELL Survey as predictors. The TELL Survey items included in each independent variable (PPGES Standards) were then analyzed through a test of reliability using Cronbach's alpha. Each set of independent variables presented high reliability of the included TELL Survey items and poverty levels as presented in Table 4-1:

Table 4-1
Reliability of Predictive Variables (Review)

PPGES Standard	TELL Sections	Reliability
Instructional Leadership	7.1, 7.3	$\alpha = .985$
School Climate	5.1	$\alpha = .964$
Human Resources Management	8.1, 9.1	$\alpha = .971$
Organizational Management	2.1, 3.1	$\alpha = .913$
Communication and Community Relations	4.1	$\alpha = .952$
Poverty Level	N/A	$\alpha = .830$

After testing for reliability, frequencies and descriptive statistics were calculated for the six independent variables: Instructional Leadership, School Climate, Human Resources Management, Organizational Management, Communication and Community Relations, and poverty level. These six variables represent five sections of the PPGES and the poverty rate as defined by percentages of students who qualify for free and reduced lunch in each high school. The highest mean score was reported for Instructional Leadership ($M=2.8926$, $SD= .26309$), while human resources management resulted in the

lowest mean score of the TELL Survey sections ($M=2.8138$, $SD= .25465$). Descriptive statistics for each of the predictive variables, including poverty, are provided in table 4-2 in descending order.

Table 4-2
Descriptive Statistics: Independent Variables

	N	Minimum	Maximum	Mean	Std. Deviation
Instructional Leadership	217	2.10	3.54	2.8936	.26309
Organizational Management	217	2.32	3.42	2.8799	.21403
School Climate	217	1.92	3.60	2.8511	.31386
Communication & Community Relations	217	2.21	3.59	2.8138	.25465
Human Resources Management	217	2.13	3.38	2.8054	.20001
Poverty Level	217	.05	.89	.5292	.16680

In order to analyze the predictive abilities of the six variables, a simple linear regression was employed regressing each of the predictive independent variables on the dependent variables of composite ACT scores and graduation rates ($p < .05$). After computing for first regression, further analysis was completed in order to compare the predictive effects of the PPGES Standards on composite ACT scores and graduation rates for schools of high and low socioeconomic statuses ($p < .1$). Generated output for each test included a model summary, ANOVA analysis and a table of coefficients.

PPGES, SES Variables and ACT Composite Scores

The six independent variables were first analyzed for predictive ability on ACT composite scores. There were significant multiple correlations between the five PPGES Standards and average poverty level on ACT composite scores [F (6, 216)= 48.762, $p < .001$] as illustrated in Table 4.3. The six variables were found to explain 57% of the variance in ACT composite scores ($R^2_{adj}=.570, p < .001$).

Table 4-3
ANOVA: *Effects of Predictive Variables on ACT Composite Scores*

	SS	df	MS	F	Sig.
Regression	290.654	6	48.442	48.762	.000**
Residual	208.623	210	.993		
Total	499.277	216			

SS= Sum of Squares; df= Degrees of Freedom; MS= Mean Square; F= Distribution; p= Significance.
**Significant at the $p < .05$ level.

Within the six predictive variables, two were found to be statistically significant as shown in Table 4-4. These variables include Communication and Community Relations ($\beta = .320, p < .001$) and Poverty Level ($\beta = -.578, p < .001$). As poverty level increases, ACT scores decline. On the contrary, higher ACT scores were related to principals who were rated as more effective on the Communication and Community Relations standard.

Table 4-4
Regression Coefficients: ACT Composite Scores^a

Variable	B	SE B	Standardized β
Constant	20.148*	1.155	
Instructional Leadership	-.093	.690	-.016
School Climate	-.112	.365	-.023
Human Resources Management	-1.061	.761	-.140
Organizational Management	-.218	.553	-.031
Communication & Community Relations	1.909	.467	.320**
Poverty Level	-5.266	.531	-.578**

^aRegression Coefficients are standardized for comparison of contribution of each predictive variable on ACT composite scores. Dependent Variable: ACT composite scores 2010-2011.
 ** Significant at the $p < .05$ level.
 The variables in this model account for 57% of the variance in ACT composite scores ($R^2 = .582$; $R^2_{adj} = .570$; [F (6, 216)=48.762, $p < .001$]).

PPGES, SES Variables and Graduation Rates

The PPGES standards and poverty are significant predictors of graduation rates [F(6, 204)=4.984, $p < .001$]. However, the predictive abilities of the independent variables for graduation rates were not as strong as the predictive abilities for ACT composite scores. These variables explained only 10% of the variance in graduation rates ($R^2_{adj} = .102$, $p < .001$) as shown in Table 4-5.

Table 4-5

ANOVA: Effects of Predictive Variables on Graduation Rates

	SS	Df	MS	F	Sig.
Regression	2842.987	6	473.831	4.984	.000**
Residual	19395.495	204	95.076		
Total	22238.482	210			

SS= Sum of Squares; df= Degrees of Freedom; MS= Mean Square; F= Distribution; p= Significance.

**Significant at the $p < .05$ level.

Communication and Community Relations, the fifth standard in the PPGES, was found to be the sole positive significant predictor ($\beta = .267, p < .05$), which was more than twice as strong as the non-significant negative correlation with poverty rate ($\beta = -.145, p = .09$) as illustrated in Table 4-6.

Table 4-6

Regression Coefficients: Graduation Rates

Variable	B	SE B	Standardized β
Constant	53.043**	11.414	
Instructional Leadership	-11.705	6.825	-.300
School Climate	3.755	3.639	.114
Human Resources Management	3.505	7.524	.068
Organizational Management	4.713	5.445	.099
Communication & Community Relations	10.734	4.609	.267**
Poverty Level	-9.082	5.331	-.145

**Significant at the $p < .05$ level.

The variables in this model account for 10.2% of the variance in ACT composite scores ($R^2 = .128$; $R^2_{adj} = .102$; $[F(6, 204) = 4.984, p < .001]$).

**Predictive Ability of Variables on Student Outcomes in High and Low
Socioeconomic Level High Schools**

In order to compare the variables for effects in schools with differing socioeconomic levels, data were sorted by poverty level and divided into three groups: High Economic Status (SES 1); Middle Economic Status (SES 2); and Low Economic Status (SES 3). Predictive ability of independent variables on ACT composite scores and graduation rates were then compared to find significant differences in relationships in high and low levels of socioeconomic status. Given the lower N sizes of these groups, significance in interpreted at the $p < .10$ level.

The first test for this comparison regressed the predictive variables on ACT composite scores of high socioeconomic high schools (N=71). PPGES standards and poverty level are significant predictors of graduation rates in high schools of high socioeconomic status [F (5, 66)=6.226, $p < .001$]. Collectively, these variables were found to explain approximately 27% of variance in the standardized assessment scores ($R^2_{adj}=.269$, $p < .001$). Results for analysis of variance are reported in Table 4-7.

Table 4-7
ANOVA: Standards and ACT Scores of High SES Schools

	SS	df	MS	F	Sig.
Regression	46.993	5	9.399	6.226	.000**
Residual	99.637	66	1.510		
Total	146.630	71			

SS= Sum of Squares; df= Degrees of Freedom; MS= Mean Square; F= Distribution; p= Significance.
**Significant at the $p < .05$ level.

Only one of the variables within the predictors, Communication and Community Relations, was found to be a strong and significant predictor ($\beta = .833, p < .001$) as shown in Table 4-8. Once again, principals rated as more effective on the Communication and Community Relations standard are leaders of high SES high schools with higher ACT scores.

Table 4-8
Regression Coefficients: Standards and ACT Scores of High SES Schools^a

Variable	B	SE B	Standardized
			β
Constant	16.329*	2.464	
Instructional Leadership	.915	1.553	.163
School Climate	-.530	.824	-.113
Human Resources Management	-2.162	1.901	-.269
Organizational Management	-1.813	1.131	-.286
Communication & Community Relations	4.583	.912	.833**

^aRegression Coefficients are standardized for comparison of contribution of each predictive variable on ACT composite scores. The variables in this model account for 26.9% of the variance in ACT composite scores ($R^2 = .320$; $R^2_{adj} = .269$; $[F(5, 66) = 6.226, p < .001]$). Dependent Variable: ACT Composite Scores 2010-2011 for cases in high socioeconomic schools.

**Significant at the $p < .05$ level.

In comparison, the independent variables regressed on ACT scores in high schools of low socioeconomic status are stronger predictors than for schools of high socioeconomic status ($R^2_{adj} = .311, p < .001$). These predictive variables explain 31% of the variance in ACT composite scores for low socioeconomic schools [$F(5, 66) = 7.421, p < .001$]. Results for analysis of variance are reported in Table 4-9.

Table 4-9
ANOVA: Standards and ACT Scores of Low SES Schools

	SS	df	MS	F	Sig.
Regression	28.973	5	5.795	7.421	.000**
Residual	51.533	66	.781		
Total	80.507	71			

SS= Sum of Squares; df= Degrees of Freedom; MS= Mean Square; F= Distribution; Sig.= Significance.
 Dependent Variable: ACT Composite Scores 2010-2011 for cases in low socioeconomic schools.

**Significant at the $p < .05$ level.

Specifically, three of the variables are statistically significant predictors of ACT scores as reported in Table 4-10, although one of those three variables has a negative relationship. As in schools of high socioeconomic status, Communication and Community Relations is the strongest predictive variable ($\beta = .782, p < .001$), while School Climate assumes a lesser yet significant role ($\beta = .301, p < .1$). However, Instructional Leadership seems to have an adversely strong effect on the scores of standardized testing ($\beta = -.512, p < .1$).

Table 4-10

Regression Coefficients: Standards and ACT Scores of Low SES Schools

Variable	B	SE B	Standardized
			β
Constant	15.951**	1.572	
Instructional Leadership	-2.114	1.095	-.512*
School Climate	.945	.563	.301*
Human Resources Management	-.303	1.085	-.059
Organizational Management	-1.210	.949	-.246
Communication & Community Relations	3.419	.672	.782**

The variables in this model account for 31.1% of the variance in ACT composite scores ($R^2 = .360$; $R^2_{adj} = .311$; $[F(5, 66) = 7.421, p < .001]$).

Dependent Variable: ACT Composite Scores 2011-2012 for cases in low socioeconomic schools.

*Significant at the $p < .1$ level.

**Significant at the $p < .05$ level

The next test utilized a regression to determine the predictive variables of graduation rates of high socioeconomic schools. Resulting values are reported in Table 4-11. Overall, in schools of the highest of the three socioeconomic categories, the five predictor variables explain 13.6% of the variance in graduations rates ($R^2_{adj} = .136$, $p < .05$).

Table 4-11

ANOVA: Standards and Graduation Rates of High SES Schools

	SS	df	MS	F	Sig.
Regression	692.984	6	115.497	2.495	.032**
Residual	2731.738	59	46.301		
Total	3424.723	65			

SS= Sum of Squares; df= Degrees of Freedom; MS= Mean Square; F= Distribution; Sig.= Significance.

**Significant at the $p < .05$ level.

Two of the five standards are significantly predictive of graduation rates: Communication and Community Relations ($\beta = .328, p < .1$) and Organizational Management ($\beta = .587, p < .01$). Both variables have a strong and positive relationship to graduation rates in high socioeconomic high schools as noted in Table 4-12. Organizational Management, however, was found to be highly significant with nearly double the effects of Communication and Community Relations.

Table 4-12
Regression Coefficients: Standards and Graduation Rates of High SES Schools

Variable	B	SE B	Standardized β
Constant	60.186**	14.375	
Instructional Leadership	-9.816	8.906	-.351
School Climate	-4.628	4.867	-.194
Human Resources Management	-5.418	10.997	-.132
Organizational Management	18.430	6.333	.587**
Communication & Community Relations	8.828	5.173	.328*

The variables in this model account for 13.6% of the variance in ACT composite scores ($R^2 = .202$; $R^2_{adj} = .136$; $[F(5, 60) = 3.039, p < .05]$).

Dependent Variable: Graduation Rate 2011-2012 for cases in high socioeconomic schools.

*Significant at the $p < .1$ level.

**Significant at the $p < .05$ level

Graduation rates in low socioeconomic schools were found to be significantly predicted by the PPGES Standards ($R^2_{adj} = .246, p < .001$). The effects of the predictive variables in low socioeconomic schools (24.6%) are nearly double the explanatory power of graduation rates in high socioeconomic schools. Results for analysis of variance are reported in Table 4-13.

Table 4-13
ANOVA: Standards and Graduation Rates of Low SES Schools

	SS	df	MS	F	Sig.
Regression	2623.177	5	524.635	5.621	.000*
Residual	6160.430	66	93.340		
Total	8783.607	71			

SS= Sum of Squares; df= Degrees of Freedom; MS= Mean Square; F= Distribution; Sig.= Significance.
 **Significant at the $p < .05$ level.

Three of the five standards present significant effects of graduation rates in low socioeconomic schools as illustrated in Table 4-14. The PPGES standard for Communication and Community Relations appears to be a strong and highly significant factor ($\beta = .643, p < .001$), while School Climate also presents to be a significantly strong factor ($\beta = .409, p < .05$). Instructional Leadership presents as a negative factor for graduation rates in low socioeconomic schools ($\beta = -.594, p < .05$) to a greater degree than the standard's negative relationship to ACT scores.

Table 4-14

Regression Coefficients: Standards and Graduation Rates of Low SES Schools

Variable	B	SE B	Standardized
			β
Constant	44.404*	17.186	
Instructional Leadership	-25.632	11.976	-.594**
School Climate	13.428	6.160	.409**
Human Resources Management	7.432	11.861	.139
Organizational Management	-10.913	10.374	-.212
Communication & Community Relations	29.365	7.348	.643**

The variables in this model account for 24.6% of the variance in ACT composite scores ($R^2 = .299$; $R^2_{adj} = .246$; $[F(5, 66) = 5.621, p < .05]$).

**Significant at the $p < .05$ level.

Summary

Analysis of school leadership effects, defined by the PPGES Standards and determined through teacher responses on the TELL Survey, provides at least a modicum of the predictive validity of the new PPGES. Collectively, the six variables of Instructional Leadership, School Climate, Human Resources Management, Organizational Management, Communication and Community Relations and Poverty Level were significant predictors of ACT scores and graduation rates. When interpreted indirectly, however, the variables produced enlightening results. Reporting the results of the analyses by independent variables can assist in determining the strength of each variable and, therefore, guide the remainder of this summary.

Instructional Leadership

Instructional Leadership ($M=2.8936$, $SD=.26309$) is the first standard defined in the PPGES and encompasses items from the TELL Survey that relate to school leadership, the shared vision within the school, and teacher evaluations. It would be a likely and acceptable assumption that Instructional Leadership was the most influential of the standards on student achievement and graduation rates in a positive relationship. According to the aforementioned results, however, the influence of this standard ranks second most powerful amongst the influential variables. However, while Instructional Leadership proved to be a significant predictor of ACT composite scores and graduation rates in low socioeconomic schools, the effect was a negative relationship in both of these test categories. Essentially speaking, as the perception of effective Instructional Leadership rises in schools, student achievement and graduation rates tend to fall, especially in schools which have a high percentage of students qualifying for free and reduced lunch.

School Climate

Testing for PPGES Standard 2, School Climate ($M=2.8511$, $SD=.31386$), includes TELL Survey items that address maintaining a safe school environment and managing student conduct. School Climate proved to have a significant effect on ACT composite scores of students in low socioeconomic schools ($\beta = .301$, $p < .1$). For graduation rates in low socioeconomic schools, School Climate also appears to have a positive effect of high significance ($\beta = .409$, $p < .05$).

Human Resources Management

Sections 8.1 (Professional Development) and 9.1 (Instructional Practices and Support) from the TELL Survey were utilized to test the Human Resources Management standard of the PPGES. This standard possessed the lowest mean score ($M=2.8054$, $SD=.20001$) of the five tested PPGES Standards. However, the assumption remained that Human Resources Management would have a trace of influence on student achievement or graduation rates as the standard addresses professional support of teachers. Instead, this standard produced no evidence of significant influence on student achievement or graduation rates, neither overall, nor by socioeconomic status.

Organizational Management

Organizational Management ($M=2.8799$, $SD=.21403$) used data from sections of the TELL Survey that address time, facilities, and resources. Possessing the second highest mean, Organizational Management was expected to have effects of a higher magnitude. Although this standard reported to be significant in only one of the six regressions, it was highly significant in that lone result. Organizational Management had a strong, positive, and highly significant effect in graduation rates of high socioeconomic high schools ($\beta = .587$, $p < .01$).

Communication and Community Relations

PPGES Standard 5, Communication and Community Relations, utilized data from section 4.1 of the TELL Survey, Community Support and Involvement. This standard ranked fourth of the five PPGES standards in mean score ($M=2.8138$, $SD=.25465$).

Communication and Community Relations was found, however, to have significant effects on each of the dependent variables, and high significance in five of the six regressions. Table 4-15 illustrates the strength and the significance of those effects on each of the dependent variables.

Table 4-15
Effects of Communication and Community Relations on Student Achievement

Dependent Variable	Beta	Significance
ACT Composite Scores (Overall)	.320	.000**
Graduation Rates (Overall)	.267	.021**
ACT Composite Scores (High SES)	.833	.000**
ACT Composite Scores (Low SES)	.782	.000**
Graduation Rates (High SES)	.328	.093*
Graduation Rates (Low SES)	.643	.000**

**Significant at .05 level

*Significant at .1 level

Socioeconomic Status (Poverty Level)

Percentages of students qualifying for free and reduced lunch were utilized as defining data for socioeconomic status (poverty level). The predictive power of poverty level was assumed higher than this study reported.

Poverty level ($M=52.9\%$, $SD=16.68\%$) was found to have a highly significant effect on ACT scores. Specifically, poverty level presents a negative effect on ACT composite scores ($\beta = -.578$, $p < .001$). This independent variable was nearly twice as powerful as the only significant leadership effect. Poverty level had no significant effect

on overall graduation rates ($\beta = -.145, p = .09$), although it was approaching significance as a negative contributor.

CHAPTER 5

CONCLUSION AND DISCUSSION

The purpose of this research was to identify the effects of school leaders on student outcomes in secondary schools in Kentucky. Heightened awareness of ACT scores and graduation rates as a portion of accountability models leads to necessary research concerning the productive practices and evaluations of educational leadership within public high schools (National Association of Secondary School Principals, 2011). Furthermore, research is necessary to identify characteristics of effective and successful principals that surpass common barriers associated with achievement gaps, such as those by socio-economic status.

In order to produce effective atmospheres conducive to proper learning, research is necessary to identify positive relationships between the teacher working conditions and student achievement. As with corporations, the individual charged with the responsibility of creating a productive balance between working conditions and positive student outcomes is the person directly responsible for the institution's operation. For public schools, this would be the building level administrator. Therefore, the nexus between positive, effective professional attributes of principals that contribute to effective working conditions and high student achievement levels needs discernment to identify and promote the essential elements of educational leadership that promote elevation of student outcomes. Therefore, the following research questions were key guides for this study:

- How do teacher perceptions of educational leadership predict student outcomes?
- How do the predictors differ between high and low socioeconomic high schools?

Summation of the Research

The Principal Professional Growth and Effectiveness System (PPGES) served as a conceptual framework for this study. The aggregated school responses for the TELL Survey were regressed on student achievement as gauged by ACT composite scores and graduation rates for the graduating class of 2012. The summary for these findings are reported by the standards within the PPGES.

Professional Standards of Principals

The Principal Professional Growth and Effectiveness System (PPGES) consists of seven guiding standards used to evaluate principal effectiveness. Five of the seven standards were quantified by utilizing the teacher responses from sections of the TELL Survey that paralleled the concepts in the PPGES standards. The seventh standard, Student Growth, was quantitatively defined by the accountability measures of ACT composite scores and graduation rates as reported by the Kentucky Department of Education and used to determine the strengths of the first five standards on student outcomes.

Standard 1: Instructional Leadership

The first standard of the PPGES, Instructional Leadership, was represented by the *School Leadership* section of the TELL Survey. This section addresses teachers' perceptions regarding the following:

- Shared vision of the school;
- Support from school leaders;
- Procedures for teacher evaluation; and
- Leaders sustained efforts to address faculty concerns.

Analyses for predictive abilities through linear regression provide some significant as well as startling results.

Instructional Leadership was found to possess a significant ability to predict ACT composite scores and graduation rates for low socioeconomic schools. Effects of the standard, however, were negative for both significant findings. Several possible explanations exist for such profound results, although further investigation would be necessary to produce evidence for such hypotheses.

The first explanation is that the effects of Instructional Leadership are truly reciprocal. Practices by the instructional leader affect student outcomes, but student outcomes also affect principal leadership as well. In schools of higher achievement, principal leadership may not be as important since the students are already performing at a high level.

Secondly, Instructional Leadership may refer to a larger and collective manner of leadership that includes additions to, or substitutions for, the effects of instructional

leaders. This translates into an organization wide phenomenon in which instructional leadership is enacted by teachers. Teacher leadership may be necessary in high achieving, low income schools that do not have the resources available for school wide development initiatives.

Finally, negative results for this standard may not necessarily be predicting negative results. Since the Kentucky Department of Education assists schools that are persistently low achieving, these results could simply mean that more initiatives are being utilized with a greater sense of urgency within low achieving schools. On the surface, the results may appear negative, but it may mean that implementation of professional development and instructional strategies are occurring in schools that are in need of assistance. If this explanation is accurate, then the educational practices in Kentucky are targeting the schools in need, meaning that education reform and instructional leadership in Kentucky are moving in the proper direction. Thus, a longitudinal measure of student gains over time would be a better assessment of the relationship between principal instructional leadership and student outcomes.

Standard 2: School Climate

Student conduct and maintaining a safe environment were the primary focus in assessing the school climate in this study. The effectiveness of the second PPGES standard on student achievement was analyzed by utilizing the teacher responses for the section of the TELL Survey titled, *Managing Student Conduct*. The items within this

section address the policies, procedures, and enforcement of student conduct in high schools.

School Climate provided significant positive correlations to student achievement. The first positive result for the second PPGES standard was with ACT composite scores in low socioeconomic high schools ($\beta = .301, p < .1$). One possible explanation for this positive relationship could be that preventing negative student behavior reduces classroom and educational disruptions creating a climate more conducive to effective teaching and learning practices, which, therefore, raises achievement rates.

As with the correlation with ACT composite scores, the second positive result for School Climate is also found in schools of low socioeconomic status. There appears to be a highly significant effect of School Climate on graduation rates of the schools of low socioeconomic status ($\beta = .409, p < .05$). While this may also be explained, in part, by the prevention of negative behavior creating a climate more conducive to school outcomes, the explanation could be expanded into the education of social norms and academic expectations.

One might predict that schools that take a stronger stance on improving student conduct are at greater risk for increased rates of student dropout due to lack of student willingness to abide by a code of conduct or higher rates of expulsion. However, according to the results of this study, that would be a false assumption. School climate, in terms of student conduct, appears to be effective for increased graduation rates in addition to higher scores on standardized tests of accountability. This may be partially due to students feeling safer at school and, thus, not dropping out.

As discussed in chapter two, an indirect link exists between school climate and the perceptions of teachers in regards to the effectiveness of a principal (Kelley, Thornton, & Daugherty, 2005; Shoupe & Pate, 2010), which is supported by the finding in this study for schools of low socioeconomic status. Implementation of policies and practices that promote moral and ethical conduct of students within the school systems appear to be significantly positive factors in raising student achievement. While many students learn socially appropriate behavior within the family home from parents, guardians, or grandparents, other students without a positive family support system may find it necessary to learn acceptable behavior from other adult role models, such as teachers and principals. Therefore, it is important to maintain high expectations of student conduct within schools to promote the education of the whole child, socially as well as academically.

Standard 3: Human Resources Management

Effective Human Resources Management addresses the efforts of the principal to assist with selection, induction, evaluation, retention and support of quality instructional and support personnel. This standard was analyzed by using data regarding *Professional Development* as well as *Instructional Practices and Support* from the TELL Survey. However, this study found no significant correlations between Human Resources Management and students outcomes. While the highest standardized Beta was found to have no significance ($p=.260$), the variance for this standard was negative in four of the six linear regressions.

As a nexus to Instructional Leadership, the standard for Human Resources Management may be linked to similar perceptions of teachers, especially in departmentalized high schools. Professional Development, if not departmentally differentiated, could lose meaning if teachers are not shown specifically how to incorporate new instructional strategies into current curriculum. The lack of understanding the relationship of new strategies to content areas can lead to lack of implementation within the classroom and frustration with administrators who are enforcing the initiatives. Since Human Resources Management presented the lowest mean, it could be interpreted that this standard is simply not enacted as well as other standards of leadership. Consequently, it is not a significant predictor of achievement.

Instructional Practices include the use of state and local assessment data in order to inform classroom instruction. Therefore, another possible explanation could be that teachers are simply confused or overwhelmed by the data or the means in which the data should be incorporated. Others may see the use of data as a statement that students should only be taught material that would be tested in accountability measures, which may not allow teachers and students the opportunity to concentrate on larger conceptual ideas. In either case, greater clarity would be necessary in order to create a shared vision regarding the analysis and implementation of data results. For best practices, the introduction to data analysis should become a key component in undergraduate teacher education programs.

High schools are generally departmentalized creating an inherent autonomy for high school teachers. The level of isolation that high school teachers experience could

account for the perception of a principal's lack of involvement. Since isolation or lack of involvement would be the antithesis to the root of the human resource perspective, a psychological viewpoint of an organization being a familial community (Bolman & Deal, 2008), this may account for the lack of a relationship between Human Resources Management and student outcomes. Although explanations are unclear, these findings should not imply that Human Resources Management is not an important factor in student achievement, but, rather, deem further research necessary.

Standard 4: Organizational Management

Organizational Management is viewed in this study as leadership effectiveness in supporting, managing, and overseeing the school's organization and operation. Sections from the TELL Survey addressing *Time* and *Facilities and Resources* were analyzed in order to gauge the effectiveness of Organizational Management with student outcomes on ACT composite scores and high school graduation rates. Specific items addressed in the survey include

- Class size;
- Available time for collaboration;
- Instructional time;
- Amount of disruptions;
- Instructional materials;
- Access to reliable technology maintenance of school environment; and
- Adequacy of workspace.

Analyses of this standard found that Organizational Management had a significant effect on only one dependent variable in this study: graduation rates of students from schools of high socioeconomic status ($\beta = .587, p < .01$). Explanation for this finding could include the reasoning that higher socioeconomic schools have the resources to maintain physical facilities at a consistently high standard. Furthermore, the funding necessary to provide resources for classrooms is also likely to be more plentiful in schools of higher socioeconomic status.

Previous research suggests that principals must be proactive in visiting and fulfilling needs for the sub-organizations and the facilities in order to assess the efficiency of the school, as well as to identify any potential problems (Bosworth & Ford, 2011; Dinham, 2005; Halawah, 2005; Hallinger & Heck, 1996). However, this study has found that significant effects of this standard are found only in schools of high socioeconomic status. Funding and resources may be greater in high socioeconomic schools, which would allow for a heightened focus on facilities and sub-organizations, such as extracurricular activities.

Standard 5: Communication and Community Relations

Lastly, the fifth PPGES Standard, Communication and Community Relations was analyzed through the use of data in the *Community Support and Involvement* section of the TELL Survey. This section of the survey requests teachers to supply their perceptions of the following:

- The encouragement and involvement of parents;

- Two-way communication with the community;
- Parent / Guardian knowledge of school happenings;
- Support for teachers by parents, guardians and community members; and
- Community support for the school

Impressive findings were represented in the predictive abilities regarding the effectiveness of Communication and Community Relations on student outcomes. This standard was positively correlated with dependent variables in the each of the regressions. Furthermore, these findings resulted in significant or highly significant confidence levels.

For overall ACT composite scores, Communication and Community Relations was found to be a highly significant predictor of student achievement ($\beta = .320, p < .001$). Regarding overall graduation rates, this standard explained a significant amount of variance as well ($\beta = .267, p < .05$). When testing for differences between socioeconomic levels, this standard was found highly significant as a predictor for graduation rates in both low socioeconomic high schools ($\beta = .643, p < .001$) and high socioeconomic high schools ($\beta = .328, p < .1$). This standard also held highly significant predictive abilities for ACT composite scores in low socioeconomic high schools ($\beta = .782, p < .001$) as well as high socioeconomic high schools ($\beta = .833, p < .001$).

Communication and Community Relations has proven to be the sole PPGES standard that is effective in significantly predicting student outcomes as gauged by ACT composite scores and graduation rates, even more so than poverty levels in overall graduation rates. Significant results of this magnitude are in stark contrast to other

leadership standards. Explanations for these results may be simple or extremely complex, but a few reasons present themselves as overtly encompassing factors.

Possessing the ability to communicate effectively with and between parents and teachers provides opportunities for a greater number of key stakeholders to offer input for student success (Lee & Hallinger, 2012; Leithwood & Sun, 2012; Shoupe & Pate, 2010). By incorporating input from more individuals, a community can create a more reliable collaborative development with other stakeholders for the overall direction of the school. Creating a collaborative goal that encompasses a greater number of concerns will likely receive more support than goals created by school faculty and administrators alone (Lee, Holland, & Bryk, 1993).

As discussed in chapter two, possessing the ability to communicate effectively has been noted as being the most important professional trait of principals (Masumoto & Brown-Welty, 2009; Painter, 2005), even more so than understanding the principles of effective instruction and management of student discipline. Principals must be able to communicate the policies and procedures to faculty and community members as well as be the sounding board for parent concerns regarding the implementation for such. However, there are instances when that communication focuses in one direction as a dictation instead of a multidirectional effort. When parents, students, and faculty are all apprised of expectations, there is likely less friction between the school and community, thereby enabling more energy to be focused on student outcomes.

Effective communication takes place in several forms: oral, written, by phone, letter, and even social media. The lack of technological advancement on the part of the

school or district could adversely affect the communication efforts of educational administrators as an increasing number of individuals communicate electronically. This oversight could be a contributing factor in school dropout rates and lower standardized scores. Therefore, extending the means of communication through social media may create an addition method of outreach to elicit community awareness and support while promoting parental involvement.

Parental involvement is necessary in order to raise achievement levels. While educators may find it difficult to connect to parents in meaningful ways, parents can be a great factor in increasing student achievement as well as decreasing behavior problems (Epstein, 2001). Parents and extended family members, such as grandparents, aunts, and uncles, can contribute by working on advisory committees, creating informational materials, or even through facility improvements such as repainting a wing of the school. Involving parents creates yet another support system to assist educators and administrators in fostering an atmosphere conducive to student achievement.

Involvement of community members increases human capital and creates a shared vision with key stakeholders. Although principals and teachers are highly skilled individuals, the expectation that educators can meet all the needs of students is unrealistic. Business owners and other community stakeholders can offer perspectives that can enlighten educators to the needs of the community, which can be incorporated in the school goals, thereby increasing community support.

Essentially, it appears from the results provided in this study that Communication and Community Relations is a PPGES standard on which principals and other educational

leaders should focus their attention. This finding highlights the importance of interpersonal relations as well as the perspective of education as a people intensive sector. Since this standard possesses a high correlation with student outcomes, improvement in this standard would likely prove beneficial for immediate gains in student achievement.

Socioeconomic Status

Percentages of students qualifying for free and reduced lunch were utilized as analytical data concerning socioeconomic status (poverty level). The predictive power of poverty level was assumed higher than this study has reported. This assumption was grounded in the seminal work of James Coleman (1968), followed by numerous other studies over the past four decades demonstrating the negative relationship between poverty and achievement (Betts, Reuben, & Danenberg, 2000; Lee & Burkam, 2002; Sewell & Shah, 1967; White, 1982). Such findings have led to the creation of Title I programs and policies such as No Child Left Behind that require the disaggregation of data by poverty level.

Socioeconomic status was utilized as an independent variable in order to control for its effects on the dependent variables of ACT composite scores and graduation rates. Poverty level was found to have a highly significant effect on only one dependent variable, presenting a negative effect on ACT composite scores ($\beta = -.578, p < .001$). To a lesser significance, poverty level also was negatively correlated with overall graduation rates ($\beta = -.145, p = .09$), but this effect was non-significant.

In Kentucky, there have been initiatives in place that help to counter the effects of low socioeconomic status beginning with the Kentucky Education Reform Act in 1990. The Kentucky Department of Education promotes comprehensive improvement in student achievement by placing teams of recovery specialists within persistently low performing schools (Kentucky Department of Education, 2013). One form of the initiative, Educational Recovery/District 180, supports the vision for all students in Kentucky to be College and Career Ready upon graduation from high school. Kentucky currently serves 41 *Priority Schools* in three regions of the state (West, East, and Jefferson), which were identified as Persistently Low Achieving Schools. Kentucky creates a clearly defined system through a waiver of No Child Left Behind, providing a more focused approach for school improvement that allows the priority schools to “Persistently Look Ahead” in their efforts to improve student learning.

Comparison of Variable Strengths

Analyses in this study focused primarily on the individual strengths of the PPGES standards. However, the comparison of the predictive abilities of these standards also creates topics of interest. Standardized betas that were found significant or highly significant are illustrated below as well as one variable that was approaching significance regarding poverty levels. While poverty level is approaching significance in overall graduation rates, its significance is not as high as communication and community relations. Furthermore, the strength of standard five is nearly double the effects of poverty. According to these results, as reported in Table 5-1, the standard of

communication and community relations is a greater predictor than poverty, which deems this topic worthy of future research.

Table 5-1
Comparison Table of Variables: Significant and Approaching Significance

	Overall ACT Scores	Overall Grad Rate	ACT Scores High SES	ACT Scores Low SES	Grad Rate High SES	Grad Rate Low SES
Instructional Leadership				$\beta = -.512^*$ $\rho < .1$		$\beta = -.594^{**}$ $\rho < .05$
School Climate				$\beta = .301,$ $\rho < .1$		$\beta = .409^{**}$ $\rho < .05$
Human Resources Management						
Organizational Management					$\beta = .587^{**}$ $\rho < .01$	
Communication & Community Relations	$\beta = .320^{***}$ $\rho < .001$	$\beta = .276^{**}$ $\rho < .05$	$\beta = .833^{***}$ $\rho < .001$	$\beta = .782^{***}$ $\rho < .001$	$\beta = .328^*$ $\rho < .1$	$\beta = .643^{***}$ $\rho < .001$
Poverty Level	$\beta = -.578^{***}$ $\rho < .001$	$\beta = -.145^a$ $\rho < .1$				

***Significant at $\rho < .01$

**Significant at $\rho < .05$

*Significant at $\rho < .1$

^a Approaching significance

Implications for Practice

Communicate often and through any means possible. Effective practices begin with effective communication. The highest performing standard in this study, Communication and Community Relations, has appeared to be the single variable that possesses a measurable impact on student outcomes regardless of socioeconomic status. Schools with low graduation rates and subpar ACT scores should be encouraged to incorporate this standard into every facet of school management. Furthermore, it is

suggested that school leaders research and implement technological communication and new mediums in social media to encourage community relations with present and future generations of parents who have become increasingly knowledgeable in such media (Associate Press, 2010). Schools that are lacking technological abilities for electronic communication should find individuals within the district who possess the knowledge to further an electronic relationship with the community in addition to the customer service expectations.

Expect the best in student behavior. School climate incorporates a focus on the safety of students and an atmosphere conducive to learning (Stronge, 2012b). Since school climate is generally defined by student conduct for the purposes of this study, school leaders are encouraged to set forth clear guidelines in student behavior and the code of conduct. As stated in the findings, both graduation rates and ACT scores are positively correlated with school climate in schools of low socioeconomic status.

Instructing students on appropriate behavior and setting expectations defines the needs for the learning environment. Furthermore, leaders must be consistent in implementing the expectations in order to maintain stable criteria that teachers can follow and implement. When teachers, parents, students, administrators and community members are made aware of the expectations, they can unite to promote a safe learning environment in which the whole child can be taught, academically and socially.

Manage, but only when necessary. Overall, Instructional Leadership encompasses the management of teachers, which appears to have a negative effect on student outcomes, especially in schools of low socioeconomic status. School leaders are

encouraged to listen to the concerns of teachers and strive to provide solutions without incorporating micromanagement. Overbearing control can lead teachers to feel a lack of autonomy or constructive input (Bogler, 2001; Smylie & Denny, 1990). Instead of regulating the majority of details, allow teachers to be instructional leaders of the classroom until intervention is required (Tschannen-Moran, 2009; Bryman, 2004). This promotes professional respect, which can lead to professional trust. Once trust is established between leaders and teachers, greater trust will likely be established between teachers, students and parents, which can increase the likelihood for open communication and common goals.

Leadership Development. The development of effective educational leaders has been a topic of research for several decades (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005; Murphy & Vriesenga, 2006; National Association of Secondary School Principals, 2011; Leithwood, Jantzi, Coffin, & Wilson, 1996; Brundett, 2001). While researchers will continue to strive for answers regarding what practices are effective in raising student outcomes, educational leadership preparation programs as well as future leaders must remain aware of the changes in leadership practices that are current and most effective. Furthermore, there should be a consistent and constant flow of research and knowledge in the educational and legislative communities in order to inform policymakers. Through research, the creation of policies for current and future educational leaders can become tailored to meet the needs of the individual schools and the stakeholders they serve instead of widespread guidelines that may inhibit the learning process due to differences in demographics or socioeconomic levels.

Implications for Future Research

The evolving concern throughout this study was that Kentucky had recently adopted a new principal evaluation system without a proven method of evaluating the extent to which Kentucky principals actually meet standards set forth by the principal evaluation system. Through this study, however, an additional benefit has been realized in the partial creation of a new survey instrument to support the recently initiated public school principal evaluation system in Kentucky. Analysis of the 2011 TELL Survey data reconfigured by the new PPGES standards demonstrated the possibility that a new survey instrument designed to measure principal effectiveness based on at least five of the standards may be readily available should Kentucky obtain permission from the Kentucky New Teacher Center to utilize the TELL Survey itself in a new yet unanticipated manner.

Specifically, the goal was to identify effective characteristics by compiling and validating a new survey instrument based on items originally written for and popularized by the 2011 TELL Survey of school working conditions. Like the original TELL Survey, the new PPGES instrument is a tool for assessing either working conditions in schools or principal leadership. The investigator succeeded in creating a new instrument, though ideally one should draw upon independent data sources to validate such a survey. Because the investigator stopped short of running a truly successful validation study, the success of the work for this additional benefit remains partial. However, one can now point to specific progress in meeting this goal.

Instructional Leadership

In the PPGES, Instructional Leadership refers to shared vision, teacher evaluations, and addressing teacher concerns. With such significant negative relationships to ACT scores and graduation rates, however, further research on the predictive validity of instructional leadership as measured by reconfigured TELL Survey items must be investigated further. Specifically, research is necessary to determine whether the negative correlations are indicative of negative effects or, rather, an indicator that heightened awareness of needs in low performing schools is being properly addressed.

Human Resources Management

Efforts of the principal to assist with selection, induction, evaluation, retention and support of quality instructional and support personnel define the third standard of the PPGES, Human Resources Management. Unfortunately, this study has found the reconfigured measure to bear no significant relationship to ACT scores or graduation rates. Since the practices of selecting and evaluating teachers are imperative portions of this standard, as teachers have a significant and direct effect on student outcomes, it would be beneficial to understand if any portion of Human Resources Management was found to be effective in student achievement.

Implications for Modification of the TELL Survey

The TELL Survey provides a snapshot of the working environment in public schools. While the intended use has merit, the TELL Survey could expand upon its utility for purposes of leadership evaluation and development. This expansion could be

accomplished through the realignment of survey items, equating the anchors of the items, and implementing additional queries to cover the PPGES standards more thoroughly.

Throughout the survey, there are items that could reasonably assess more than one facet of educational leadership. Consider the following item: *The school environment is clean and well maintained.* This item is found under the Facilities and Resources section of the survey, which falls under organizational management in this study. However, it could also serve as an item for analysis regarding School Climate as it refers to maintaining a safe environment in the school.

Standard six, *Professionalism*, has little to no representation in the TELL Survey aside from the collective basics in standards one through five. There would be difficulty in ascertaining major aspects of the standard such as professional memberships, papers and presentations without the information being widely known by the faculty. However, the information could be collected directly from the administrator(s) and inserted into the appropriate fields by data analysts at the Kentucky Department of Education.

Modification of the survey would yield benefits beyond leadership evaluation. Such benefits include greater clarity of teacher practices that prove successful in promoting student outcomes in public schools outside the leadership effects of the principal. These practices may include teacher professionalism as defined by a teacher's professional memberships, papers and presentations in their field of expertise, just as the standard is assessed for principals.

Professional development practices could also benefit from modification of the TELL Survey items through rating the quality of delivery and implementation rather than

only reporting the number of hours in training on specific topics. Quantity does not necessarily equate quality. As quality increases, effective classroom implementation is more likely. Therefore, rating the quality of the training for an initiative in addition to the success in implementing the initiative effectively in the classroom is necessary to improve the developmental needs of teachers.

Although there are improvements that would increase the efficacy of the TELL Survey, inherent challenges would exist in the modification process. Funding would need to be allocated for state personnel to revise the survey or to pay an outside source to complete the task. The revision would need to incorporate previous research regarding educational leadership and the PPGES standards to guide revisions. With educational funding cuts dictating the priority of expenditures, modification of the survey may not be affordable.

Aggregated data at the school level masks some of the effects of the items in the TELL Survey. Greater understanding would likely be revealed if analyses could be completed on the individual level. However, anonymity could be compromised if data were analyzed individually and by school affiliation. The ambiguity could be solved through an additional, yet optional, teacher-level data compilation, which could be connected to the outcomes of the students under the teacher's instruction. In order to protect anonymity, teachers could volunteer for participation or be chosen at random for analyses by additional variables such as school size, area of discipline, years of experience, and school demographics instead of school affiliation. This would help to

identify influences of items from the modified survey on student outcomes without compromising anonymity.

The TELL Survey is a baseline data collection that serves well as a cornerstone for educational research in Kentucky. However, in order to highlight the specific needs of Kentucky's public schools and the influences of educational leaders, there must be further magnification of the practices by teachers and principals as well as a better distinction between the two levels. Distinction between the leadership effects of teachers and principals would assist in identifying the qualities and characteristics necessary for each as separate contributors in addition to the attributes that are complimentary between the two levels of leadership.

Closing Reflections

Five out of seven standards of the PPGES were estimated using the TELL Survey data. Correlations revealed that teacher perceptions of Communication and Community Relations were most strongly related to high school average ACT scores. Furthermore, PPGES measures of School Climate and Organizational Management accounted for only a modicum of variance in student achievement while the PPGES measure of Human Resources Management proved unrelated to either ACT composite scores or high school graduation rates. Surprisingly, the PPGES measure of Instructional Leadership revealed negative effectiveness for student outcomes.

An effective survey measures concepts of interest well in a particular population. In this case, the investigator was interested in the high school teachers' perceptions of

their principals. The content validity of this new instrument appears to be valid and acceptable in providing answers for the initial research questions.

REFERENCES

- 21st Century States: Kentucky*. (2013, May 20). Retrieved from Route 21:
http://route21.p21.org/?option=com_content&view=article&id=227&Itemid=299
- Kentucky Administrative Regulations*. (2013, May 17). Retrieved from Title 16:
Education Professional Standards Board:
<http://www.lrc.state.ky.us/kar/016/003/050.htm>
- TELL Kentucky Home Page*. (2013, April 16). Retrieved from TELL Kentucky:
<http://www.tellkentucky.org/>
- Associate Press. (2010, March 17). Districts change policies, embrace Twitter, YouTube for educational purposes. *Education Week*, 29(5), p. 10.
- Begley, P. T. (2001). In pursuit of authentic school leadership practices. *International Journal of Leadership*, 4(4), 353-365.
- Betts, J. R., Reuben, K. S., & Danenberg, A. (2000). *Betts, J. R., Equal Resources, Equal Outcomes? The Distribution of School Resources and Student Achievement in California*. San Francisco, CA: Public Policy Institute of California.
- Blase, J., & Blase, J. (2001). *Empowering teachers: What successful principals do*. Thousand Oaks, CA: Corwin Press.
- Bogler, R. (2001). The influence of leadership style on teacher job satisfaction. *Educational Administration Quarterly*, 37(5), 662-683.
- Bolman, L. G., & Deal, T. E. (2008). *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco: Jossey-Bass.
- Bossert, S., Dwyer, D. C., B, R., & Lee, G. V. (1982). The instructional management role of the principal. *Educational Administration Quarterly*, 18/3 (Summer), 34-64.
- Bosworth, K., & Ford, L. H. (2011). School climate factors contributing to student and faculty perceptions of safety in select Arizona schools. *Journal of School Health*, 81(4), 194-201.
- Brundett, M. (2001). The development of school leadership preparation programmes in England and the USA: A comparative analysis. *Educational Management Administration & Leadership*, 29(2), 229-245.
- Bryman, A. (2004). Qualitative research on leadership: A critical but appreciative review. *The Leadership Quarterly*, 15(6), 729-769.
- Coleman, J. (1968). Equality of educational opportunity. *Integrated Education*, 6(5), 19-28.

- Collins, J. (2005). Level 5 Leadership: The triumph of humility and fierce resolve. (cover story). *Harvard Business Review*, 83(7/8), 136-146.
- Cordell, S., Roger, R. H., & Parker, L. (2012). No More CPR. *Knowledge Quest*, 41(2), 18-21.
- Council of Chief State School Officers. (2008). *Educational Leadership Performance Standards: ISLLC 2008*. Washington, D.C.
- Cruzeiro, P., & Boone, M. (2009). Rural and small school principal candidates: Perspective of Hiring Superintendents. *The Rural Educator*, 31(1), 1-9.
- Darling-Hammond, L., Meyerson, D., LaPointe, M., & Oro, M. T. (2007). Preparing leaders for a changing world. Palo Alto: Stanford University.
- Davis, S., Darling-Hammond, L., LaPointe, M., & Meyerson, D. (2005). *School Leadership Study: Developing Successful Principals*. Stanford, CA: Stanford University, Stanford Educational Leadership Institute.
- Deal, T. E., & Peterson, K. E. (1990). *The Principal's Role in Shaping School Culture*. Washington, DC: Superintendent of Documents, U.S. Government Printing Office.
- Dinham, S. (2005). Principal leadership for outstanding educational outcomes. *Journal of Educational Administration*, 43(4), 338-356.
- DuFour, R., & Mattos, M. (2013). How Do Principals Really Improve Schools? *Educational Leadership*, 70(7), 34-40.
- Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.
- Gaziel, H. (2003). Images of leadership and their effect upon school principals' performance. *International Review of Education / Internationale Zeitschrift für Erziehungswissenschaft*, 49(5), 475-486.
- Glickman, C., Gordon, S., & Ross-Gordon, J. (2003). *Supervision of instruction: A developmental approach* (6th ed.). Needham Heights, MA: Allyn & Bacon.
- Goddard, K. (2012, November). Practice what you preach. *Educational Leadership*, 70(3), p. 91.
- Gold, A., Evans, J., Earley, P., Halpin, D., & Collarbone, P. (2003). Principled Principals? *Educational Management & Administration*, 31(2), pp. 127-138.
- Greenleaf, R. K. (2002). *Servant-leadership: A journey into the nature of legitimate power and greatness*. Mahwah, NJ: Paulist Press.

- Halawah, I. (2005). The relationship between effective communication of high school principal and school climate. *Education, 126*(2), 527-549.
- Hale, E. L., & Morman, H. N. (2003). *Preparing school principals: A national perspective on policy and program innovations*. Washington, DC: Institute for Educational Leadership.
- Hale, E., & Rollins, K. (2006). What those "breakthrough" high schools broke through to discover. *Education Digest, 72*(1), 4-9.
- Hallinger, P., & Heck, R. (1996). The principal's role in school effectiveness: An assessment of methodological progress, 1980-1995. In K. Leithwood, *The International Handbook of Research on Educational Leadership and Administration*. New York: Kluwer Press.
- Hallinger, P., & Heck, R. H. (1998). Exploring the principal's contributions to school effectiveness: 1980-1995. *School Effectiveness and School Improvement, 9*(2), 157-191.
- Hallinger, P., Bickman, L., & Davis, K. (1996). School context, principal leadership and student reading achievement. *The Elementary School Journal, 96*(5), 527-549.
- Heller, H., Clay, R., & Perkins, C. (1993). The relationship between teacher job satisfaction and principal leadership style. *Journal of School Leadership, 3*(1), 74-86.
- Huber, S. G., & Hiltmann, M. (2011). Competence profile school management. *Educational Assessment, Evaluation and Accountability, 23*(1), 65-88.
- Hunter, M. A. (1999). All eyes forward: Public engagement and educational reform in Kentucky. *Journal of Law and Education, 28*(4), 485-516.
- Jackson, K. M., & Mariott, C. (2012). The interaction of principal and teacher instructional influence as a measure of leadership as an organizational quality. *Educational Administration Quarterly, 230-258*.
- Kelley, R. C., Thornton, B., & Daugherty, R. (2005). Relationships between measures of leadership and school climate. *Education, 126*(1), pp. 17-25.
- Kentucky Department of Education. (2012a). *ACT Test Juniors*. Retrieved from Kentucky Department of Education: http://education.ky.gov/AA/Reports/Documents/ACT_Average_201112.xls
- Kentucky Department of Education. (2012c). *FRL Qualifying Data*. Retrieved from Kentucky Department of Education: <http://education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx>

- Kentucky Department of Education. (2013, June 4). *Education Recovery/District 180*. Retrieved from Kentucky Department of Education: <http://education.ky.gov/school/Pages/Educational-Recovery-Staff.aspx>
- LaPointe, M., Meyerson, D., & Darling-Hammond, L. (2006). Preparing and supporting principals for effective leadership: early findings from Stanford's school leadership study. *American Education Research Association*. San Francisco, CA: Stanford University.
- Lee, M., & Hallinger, P. (2012). National contexts influencing principals' time use: economic development, societal culture, and educational system. *School Effectiveness and School Improvement*, 23(4), 461-482.
- Lee, V. E., & Burkam, D. T. (2002). *Inequality at the starting gate: Social background differences in achievement as children begin school*. Washington, DC: Economic Policy Institute.
- Lee, V. E., Holland, P. B., & Bryk, A. S. (1993). *Catholic schools and the common good*. Harvard University Press.
- Leech, D., & Fulton, C. R. (2008). Faculty perceptions of shared decision making and the principal's leadership behaviors in secondary schools in a large urban district. *Education*, 128(4), 630-644.
- Leithwood, K., & Jantzi, D. (1999). The relative effects of principal and teacher sources of leadership on student engagement with school. *Educational Administration Quarterly*, 35(5), 679-706.
- Leithwood, K., & Sun, J. (2012). The nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational Administrative Quarterly*, 48(3), 387-423.
- Leithwood, K., Harris, A., & Hopkins, D. (2008, February). Seven strong claims about successful school leadership. *School Leadership and Management*, 28(1), 27-42.
- Leithwood, K., Jantzi, D., Coffin, G., & Wilson, P. (1996). Preparing school leaders: What works? *Journal of School Leadership*, 6(3), 316-342.
- Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *How Leadership Influences Student Learning*. Center for Applied Research and Educational Improvement/University of Minnesota and Ontario Institute for Studies in Education/ University of Toronto.
- Louis, K. S., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010). *Investigating the links to improved student learning: Final report of research findings*. University of Minnesota.

- Louis, K. S., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010). *Learning from Leadership: Investigation the Links to Improved Students Learning*. Center for Applied Research and Educational Improvement/University of Minnesota and Ontario Institute for Studies in Education/University of Toronto.
- Marshall, C., & Olivia, M. (2005). Leadership for social justice. *The educational leadership challenge; redefining leadership for the 21st century*, 134.
- Masumoto, M., & Brown-Welty, S. (2009). Case study of leadership practices and school-community interrelationship in high-performing, high-poverty, rural California high schools. *Journal of Research in Rural Education*, 24(1), 1-18.
- McGuigan, L., & Hoy, W. K. (2006). McGuigan, L., & Hoy, W. K. (2006). Principal leadership: creating a culture of academic optimism to improve achievement for all students. *Leadership and policy in schools*, 5(3), 203-229. *Leadership and Policy in Schools*, 5(3), 203-229.
- Mendels, P. (2012). The effective principal. *JSD*, 33(1), 54-58.
- Merriam-Webster Dictionary. (2013, February 27). *Professional*. Retrieved from Merriam-Webster Dictionary: <http://www.merriam-webster.com/dictionary>
- Murphy, J., & Vriesenga, M. (2006). Research on school leadership preparation in the United States: an analysis. *School Leadership & Management*, 26(2), 183.
- Murphy, J., Hallinger, P., & Peterson, K. D. (1985). Supervising and evaluating principals: lessons from effective districts. *Educational Leadership*, 79-82.
- National Association of Secondary School Principals. (2011). *Rethinking Principal Evaluation: A New Paradigm Informed by Research and Practice*. Alexandria, Virginia: NAESP. Retrieved from Rethinkin.
- National Association of Secondary School Principals. (2011). *Rethinking Principal Evaluation: A New Paradigm Informed by Research and Practice*. Alexandria, Virginia: NASSP.
- Painter, S. (2005). Considering Institutional Character and Leadership Domains in K-12 Principal Training, Licensing, and Selection. *Connections*, 7, 2-12.
- Pitner, N. (1988). The study of administrator effects and effectiveness. In N. Boyan, *Handbook of research in educational administration* (pp. 99-122). New York: Longman.
- Sergiovanni, T. (1994). *Building community in schools*. San Francisco: Jossey-Bass.
- Sewell, W. H., & Shah, V. P. (1967). Socioeconomic status, intelligence, and the attainment of higher education. *Sociology of Education*, 1-23.

- Shipp, D., & White, M. (2009). A New Politics of the Principalship? Accountability-Driven Change in New York City. *Peabody Journal of Education*, 350-373.
- Shoupe, G., & Pate, J. L. (2010). Teachers' perceptions of school climate, principal leadership style and teacher behaviors on student academic achievement. *National Teacher Education Journal*, 3(2 (Summer)), 87-98.
- Smylie, M. A., & Denny, J. W. (1990). Teacher leadership: Tensions and ambiguities in organizational perspective. *Educational Administration Quarterly*, 26(3), 235-259.
- Spears, L. C. (2010). Character and Servant Leadership: Ten Characteristics of Effective, Caring Leaders. *The Journal of Virtues & Leadership*, 1(1), 25-30.
- Strong, J. (1993). Defining the Principalship: Instructional Leader or Middle Manager. *NASSP Bulletin*(77), 1-7.
- Stronge, J. H. (2012a). *Principal Facts Sheet*. Retrieved February 22, 2013, from <http://education.ky.gov/teachers/HQT/Documents/KY%20Principal%20Fact%20Sheets.pdf>
- Stronge, J. H. (2012b). *Principal Professional Growth and Effectiveness System: Field Test Handbook 2012-2013*. Kentucky Department of Education.
- Taylor, D., & Tashakkori, A. (1994). Predicting teachers' sense of efficacy and job satisfaction using school climate and participatory decision making. *Southwest Research Association*. San Antonio, TX.
- The Wallace Foundation. (2011). *The school principal as leader: Guiding schools to better teaching and learning*. New York: The Wallace Foundation.
- Tschannen-Moran, M. (2009). Fostering teacher professionalism in schools: The role of leadership orientation and trust. *Educational Administrator Quarterly*, 45(2), 217-247.
- U. S. Department of Agriculture. (2013, April 15). *Food Nutrition Services*. Retrieved from SY 2010-2011 Income Eligibility Guidelines: <http://www.fns.usda.gov/cnd/governance/notices/iegs/IEGs10-11.htm>
- U. S. Department of Agriculture, Food Nutrition Services. (2013, April 15). *SY 2010-2011 Income Eligibility Guidelines*. Retrieved from Food Nutrition Services: <http://www.fns.usda.gov/cnd/governance/notices/iegs/IEGs10-11.htm>
- White, K. R. (1982). The relation between socioeconomic status and academic achievement. *Psychological Bulletin*, 91(3), 461.
- Williams, H. S. (2001). Teacher's Perception of Principal Effectiveness in Selected Secondary Schools in Tennessee. *Education*, 121(2), 264-275.

Yukl, G. (1989). *Leadership in organizations*. Englewood Cliffs, NJ: Prentice Hall.

APPENDIX A:
COMPARISON OF ORIGINAL ISLLC STANDARDS AND 2008 AMENDMENTS.

Table A-1

COMPARISON OF ORIGINAL ISLLC STANDARDS AND 2008 AMENDMENTS

ISLLC STANDARDS FOR SCHOOL LEADERS (1996)	PERFORMANCE EXPECTATIONS AND INDICATORS (2008)
<p>Standard 1</p> <p>A school administrator is an educational leader who promotes the success of all students by facilitating the stewardship of a vision of learning that is shared and supported by the school community.</p> <p>Knowledge, Skills & Dispositions: 29</p>	<p>Performance Expectation 1: Vision and Goals</p> <p>Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.</p> <p>3 Elements, 16 Indicators</p>
<p>Standard 2</p> <p>A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Knowledge, Skills & Dispositions: 39</p>	<p>Performance Expectation 2: Teaching and Learning</p> <p>Education leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.</p> <p>3 Elements, 16 Indicators</p>
<p>Standard 3</p> <p>A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</p> <p>Knowledge, Skills & Dispositions: 38</p>	<p>Performance Expectation 3: Organizational Systems And Safety Managing</p> <p>Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.</p> <p>3 Elements, 16 Indicators</p>
<p>Standard 4</p> <p>A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>Knowledge, Skills & Dispositions: 29</p>	<p>Performance Expectation 4: Collaborating With Families And Stakeholders</p> <p>Education leaders ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.</p> <p>3 Elements, 14 Indicators</p>

Table A-1 (continued)

ISLLC STANDARDS FOR SCHOOL LEADERS (1996)	PERFORMANCE EXPECTATIONS AND INDICATORS (2008)
<p>Standard 5</p> <p>A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.</p> <p>Knowledge, Skills & Dispositions: 29</p>	<p>Performance Expectation 5: Ethics And Integrity</p> <p>Education leaders ensure the success of all students by being ethical and acting with integrity.</p> <p>3 Elements, 14 Indicators</p>
<p>Standard 6</p> <p>A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p> <p>Knowledge, Skills & Dispositions: 19</p>	<p>Performance Expectation 6: The Education System</p> <p>Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.</p> <p>3 Elements, 11 Indicators</p>

APPENDIX B:
DEFINITIONS OF TERMS USED IN RATING SCALE FOR THE PPGES

Table B-1

DEFINITIONS OF TERMS USED IN RATING SCALE FOR THE PPGES

	Description	Definition
<i>Exemplary</i>	The principal performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard, and does so in a manner that exemplifies the school’s mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student academic progress.	<p><i>Exceptional performance:</i></p> <ul style="list-style-type: none"> • sustains high performance over the evaluation cycle • empowers teachers and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school climate • serves as a role model to others
<i>Accomplished</i>	The principal meets the performance standard in a manner that is consistent with the school’s mission and goals and has a positive impact on student academic progress.	<p><i>Proficient performance:</i></p> <ul style="list-style-type: none"> • consistently meets the requirements contained in the job description as expressed in the evaluation criteria • engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate • demonstrates willingness to learn and apply new skills
<i>Developing</i>	The principal is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected (i.e., developing) or the principal’s performance is lacking in a particular area (i.e., needs improvement). The principal often performs less than required in the established performance standard or in a manner that is inconsistent with the school’s mission and goals and results in below average student academic progress.	<p><i>Below acceptable performance:</i></p> <ul style="list-style-type: none"> • requires support in meeting the standards • results in less than expected quality of student academic progress • requires principal professional growth be jointly identified and planned between the principal and evaluator
<i>Ineffective</i>	The principal consistently performs below the established performance standard or in a manner that is inconsistent with the school’s mission and goals and results in minimal student academic progress.	<p><i>Unacceptable performance:</i></p> <ul style="list-style-type: none"> • does not meet the requirements contained in the job description as expressed in the evaluation criteria • results in minimal student academic progress • may contribute to a recommendation for the employee not being considered for continued employment

Source: Stronge, J. H. (2012). *Principal Professional Growth and Effectiveness System: Field Test Handbook 2012-2013*. Kentucky Department of Education. p. 18.

APPENDIX C:
2011 KENTUCKY TELL SURVEY



Thank you in advance for your time and willingness to share your views on working conditions in your school.

Access Code

You have been assigned an anonymous access code to ensure that we can identify the school in which you work and to ensure the survey is taken only once by each respondent. The code can only be used to identify a school, and not an individual. No demographic information that could be used to identify an individual will be reported or shared.

The effectiveness of the survey is dependent upon your honest completion. While you can submit the survey without completing all questions, we hope you will take the opportunity to share your views.

Thank you in advance for your time and all that you do to help children every day.

Introduction

Q1.1 Please indicate your position:

- Teacher (including instructional coaches, department heads, vocational, literacy specialist, etc.)
- Principal
- Assistant Principal
- Other Education Professional (school counselor, school psychologist, social worker, etc.)

Q1.2 How many total years have you been employed as an educator?

- First Year
- 2 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

Q1.4 How many total years have you been employed in the school in which you are currently working?

- First Year
- 2 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

Time

Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Class sizes are reasonable such that teachers* have the time available to meet the needs of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers have time available to collaborate with colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers are allowed to focus on educating students with minimal interruptions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The non-instructional time** provided for teachers in my school is sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Efforts are made to minimize the amount of routine paperwork*** teachers are required to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers have sufficient instructional time to meet the needs of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers are protected from duties that interfere with their essential role of educating students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Teachers means a majority of teachers in your school.

**Non-instructional time includes any time during the day without the responsibility for student contact, including collaboration planning, meetings/conferences with students and families, etc.

***Routine paperwork means both electronic and paper forms and documentation that must be completed to comply with school, district, state, and federal policies.

Q2.2 In an **AVERAGE WEEK**, how much time do you devote to the following activities during the school day (i.e., time for which you are under contract to be at the school)?

	None	Less than or equal to 1 hour	More than 1 hour but less than or equal to 3 hours	More than 3 hours but less than or equal to 5 hours	More than 5 hours but less than or equal to 10 hours	More than 10 hours
a. Individual planning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Collaborative planning time*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Supervisory duties**	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Required committee and/or staff meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Completing required administrative paperwork***	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Communicating with parents/guardians and/or the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Addressing student discipline issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Professional development****	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Preparation for required federal, state, and local assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Delivery of assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Utilizing results of assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Collaborative time includes time spent working with other teachers within or across grade and subject areas as part of a Professional Learning Community to plan and assess instructional strategies.*

***Supervisory duties include hall monitoring, recess, bus and cafeteria coverage, etc.*

****Paperwork means both electronic and paper forms and documentation that must be completed to comply with federal, state and local policies.*

*****Professional development includes all opportunities, formal and informal, where adults learn from one another including graduate courses, in service, workshops, conferences, professional learning communities and other meetings focused on improving teaching and learning.*

Q2.3 In an **AVERAGE WEEK** of teaching, how many hours do you spend on school-related activities outside of the regular school work day (before or after school, and/or on weekends)?

- None
- Less than or equal to 1 hour
- More than 1 hour but less than or equal to 3 hours
- More than 3 hour but less than or equal to 5 hours
- More than 5 hour but less than or equal to 10 hours
- More than 10 hours

Facilities and Resources

Q3.1 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Teachers* have sufficient access to appropriate instructional materials** .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers have access to reliable communication technology, including phones, faxes and email.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teachers have sufficient access to a broad range of professional support personnel*** .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The school environment is clean and well maintained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers have adequate space to work productively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The physical environment of classrooms in this school supports teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Teachers means a majority of teachers in your school.*

***Instructional materials include items such as textbooks, curriculum materials, content references, etc.*

****Professional support personnel includes positions such as school counselors, nurses, school psychologists and social workers, library media specialists, etc.*

Community Support and Involvement

Q4.1 Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Parents/guardians are influential decision makers in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. This school maintains clear, two-way communication with the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. This school does a good job of encouraging parent/guardian involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers* provide parents/guardians with useful information about student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Parents/guardians know what is going on in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Parents/guardians support teachers, contributing to their success with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Community members support teachers, contributing to their success with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The community we serve is supportive of this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Teachers means a majority of teachers in your school.*

Managing Student Conduct

Q5.1 Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Students at this school understand expectations for their conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students at this school follow rules of conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Policies and procedures about student conduct are clearly understood by the faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. School administrators consistently enforce rules for student conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. School administrators support teachers** efforts to maintain discipline in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers consistently enforce rules for student conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The faculty work in a school environment that is safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***Teachers means a majority of teachers in your school.*

Teacher Leadership

Q6.1 Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Teachers* are recognized as educational experts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers are trusted to make sound professional decisions about instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers are relied upon to make decisions about educational issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers are encouraged to participate in school leadership roles.**	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The faculty has an effective process for making group decisions to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. In this school we take steps to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers are effective leaders in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Teachers means a majority of teachers in your school.*

***School leadership roles may include formal roles such as department chair, an elected member of the School Improvement Team, mentor, coach or leader of a professional learning community, etc.*

Q6.2 Please indicate the role **teachers*** have at your school in each of the following areas.

	No role at all	Small role	Moderate role	Large role	Don't Know
a. Selecting instructional materials and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Devising teaching techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Setting grading and student assessment practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Determining the content of in-service professional development programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Establishing student discipline procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Providing input on how the school budget will be spent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The selection of teachers new to this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. School improvement planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Teachers means a majority of teachers in your school.*

Q6.5 **Teachers*** have an appropriate level of influence on decision making in this school.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Don't know

**Teachers means a majority of teachers in your school.*

School Leadership

Q7.1 Please rate how strongly you agree or disagree with the following statements about school leadership in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. The faculty and leadership have a shared vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. There is an atmosphere of trust and mutual respect in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers* feel comfortable raising issues and concerns that are important to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The school leadership** consistently supports teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teachers are held to high professional standards for delivering instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The school leadership facilitates using data to improve student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teacher performance is assessed objectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teachers receive feedback that can help them improve teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The procedures for teacher evaluation are consistent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. The school improvement team provides effective leadership at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. The faculty are recognized for accomplishments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Teachers means a majority of teachers in your school.*

***School leadership is an individual, group of individuals or team within the school that focuses on managing a complex operation. This may include scheduling; ensuring a safe school environment; reporting on students' academic, social and behavioral performance; using resources to provide the textbooks and instructional materials necessary for teaching and learning; overseeing the care and maintenance of the physical plant; or developing and implementing the school budget.*

Q7.3 The **school leadership*** makes a sustained effort to address teacher concerns about:

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Leadership issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Facilities and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The use of time in my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teacher leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Community support and involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Managing student conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Instructional practices and support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. New teacher support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**School leadership is an individual, group of individuals or team within the school that focuses on managing a complex operation. This may include scheduling; ensuring a safe school environment; reporting on students' academic, social and behavioral performance; using resources to provide the textbooks and instructional materials necessary for teaching and learning; overseeing the care and maintenance of the physical plant; or developing and implementing the school budget.*

Q7.4 Please rate how strongly you agree or disagree with the following statements about the school council in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Teachers* on the school council are representative of the faculty (i.e. experience, subject/grade, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Parents on the school council are representative of the diversity within the school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The school council makes decisions that positively impact instruction (i.e. curriculum, instructional practices, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The school council makes decisions that positively impact school staffing and schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Overall, the school council provides effective leadership in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Teachers means a majority of teachers in your school.*

Professional Development

Q8.1 Please rate how strongly you agree or disagree with the following statements about professional development in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Sufficient resources are available for professional development* in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. An appropriate amount of time is provided for professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Professional development offerings are data driven.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Professional learning opportunities are aligned with the school's improvement plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Professional development is differentiated to meet the needs of individual teachers** .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Professional development deepens teachers' content knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers have sufficient training to fully utilize instructional technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teachers are encouraged to reflect on their own practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. In this school, follow up is provided from professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Professional development is evaluated and results are communicated to teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Professional development enhances teachers' abilities to improve student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Professional development includes all opportunities, formal and informal, where adults learn from one another including graduate courses, in service, workshops, conferences, professional learning communities and other meetings focused on improving teaching and learning.
**Teachers means a majority of teachers in your school.*

Q8.2 In which of the following areas (if any) do you need professional development to teach your students more effectively?

	Yes	No
a. Special education (students with disabilities)	<input type="radio"/>	<input type="radio"/>
b. Special education (gifted and talented)	<input type="radio"/>	<input type="radio"/>
c. Differentiating instruction	<input type="radio"/>	<input type="radio"/>
d. English Language Learners	<input type="radio"/>	<input type="radio"/>
e. Closing the Achievement Gap	<input type="radio"/>	<input type="radio"/>
f. Your content area	<input type="radio"/>	<input type="radio"/>
g. Methods of teaching	<input type="radio"/>	<input type="radio"/>
h. Student assessment	<input type="radio"/>	<input type="radio"/>
i. Classroom management techniques	<input type="radio"/>	<input type="radio"/>
j. Reading strategies	<input type="radio"/>	<input type="radio"/>
k. Integrating technology into instruction	<input type="radio"/>	<input type="radio"/>

Q8.3 In the past 2 years, have you had 10 clock hours or more of professional development in any of the following areas?

	Yes	No
a. Special education (students with disabilities)	<input type="radio"/>	<input type="radio"/>
b. Special education (gifted and talented)	<input type="radio"/>	<input type="radio"/>
c. Differentiating instruction	<input type="radio"/>	<input type="radio"/>
d. English Language Learners	<input type="radio"/>	<input type="radio"/>
e. Closing the Achievement Gap	<input type="radio"/>	<input type="radio"/>
f. Your content area	<input type="radio"/>	<input type="radio"/>
g. Methods of teaching	<input type="radio"/>	<input type="radio"/>
h. Student assessment	<input type="radio"/>	<input type="radio"/>
i. Classroom management techniques	<input type="radio"/>	<input type="radio"/>
j. Reading strategies	<input type="radio"/>	<input type="radio"/>
k. Integrating technology into instruction	<input type="radio"/>	<input type="radio"/>

Instructional Practices and Support

Q9.1 Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. State assessment* data are available in time to impact instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Local assessment** data are available in time to impact instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers*** use assessment data to inform their instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers work in professional learning communities**** to develop and align instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers are encouraged to try new things to improve instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers are assigned classes that maximize their likelihood of success with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**State assessments include end of course and end of grade tests.*

***Local assessments are standardized instruments offered across schools within the district and can include any norm or criterion referenced tests, diagnostics, or local benchmarks.*

****Teachers means a majority of teachers in your school.*

*****Professional learning communities include formalized groupings of teachers within or across grade and subject areas that meet regularly to plan and assess instructional strategies for student success.*

Overall

Q10.1 Which of the following best describes your immediate professional plans? *(Select one.)*

- Continue teaching at my current school
- Continue teaching in this district, but leave this school
- Continue teaching in this state, but leave this district
- Continue working in education, but pursue an **administrative position***
- Continue working in education, but pursue a **non-administrative position****
- Leave education entirely

**Administrative positions include principal or assistant principal.*

***Non-administrative positions include, but are not limited to, guidance counselor, curriculum specialist, instructional coach.*

Q10.3 Which aspect of your teaching conditions most affects your willingness to keep teaching at your school? *(Select one.)*

- Time during the work day
- Facilities and resources
- Community support and involvement
- Managing student conduct
- Teacher leadership
- School leadership
- Professional development
- Instructional practices and support

Q10.5 Which aspect of your teaching conditions is most important to you in promoting student learning? *(Select one.)*

- Time during the work day
- Facilities and resources
- Community support and involvement
- Managing student conduct
- Teacher leadership
- School leadership
- Professional development
- Instructional practices and support

Q10.6 Overall, my school is a good place to work and learn.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Don't know

New Teacher Support (for teachers in their first 3 years as a teacher)

Q11.1 As a beginning teacher, I have received the following kinds of supports.

	Yes	No
a. Formally assigned mentor	<input type="radio"/>	<input type="radio"/>
b. Seminars specifically designed for new teachers	<input type="radio"/>	<input type="radio"/>
c. Reduced workload	<input type="radio"/>	<input type="radio"/>
d. Common planning time with other teachers	<input type="radio"/>	<input type="radio"/>
e. Release time to observe other teachers	<input type="radio"/>	<input type="radio"/>
f. Formal time to meet with mentor during school hours	<input type="radio"/>	<input type="radio"/>
g. Orientation for new teachers	<input type="radio"/>	<input type="radio"/>
h. Access to professional learning communities where I could discuss concerns with other teacher(s)	<input type="radio"/>	<input type="radio"/>
i. Regular communication with principals, other administrator or department chair	<input type="radio"/>	<input type="radio"/>
j. Other	<input type="radio"/>	<input type="radio"/>
k. I received no additional support as a new teacher.	<input type="radio"/>	<input type="radio"/>

Q11.2 On average, how often did you engage in each of the following activities with your mentor?

	Never	Less than once per month	Once per month	Several times per month	Once per week	Almost daily
a. Developing lesson plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Being observed teaching by my mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Observing my mentor's teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Analyzing student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Reviewing results of students' assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Addressing student or classroom behavioral issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Reflecting on the effectiveness of my teaching together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Aligning my lesson planning with the state curriculum and local curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11.3 How much did the support you received from your mentor influence your practice in the following areas?

	Not at all	Hardly at all	Some	Quite a bit	A great deal
a. Instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Subject matter I teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Classroom management strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Using data to identify student needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Differentiating instruction based upon individual student needs and characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Creating a supportive, equitable classroom where differences are valued	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Enlisting the help of family members, parents and/or guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Working collaboratively with other teachers at my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Connecting with key resource professionals (e. g., coaches, counselors, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Complying with policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Completing administrative paperwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Providing emotional support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11.4 Please indicate whether each of the following were true for you and your mentor.

	Yes	No
a. My mentor and I were in the same building.	<input type="radio"/>	<input type="radio"/>
b. My mentor and I taught in the same content area.	<input type="radio"/>	<input type="radio"/>
c. My mentor and I taught the same grade level.	<input type="radio"/>	<input type="radio"/>

Q11.5 Overall, the additional support I received as a new teacher improved my instructional practice.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Don't know

Q11.6 Overall, the additional support I received as a new teacher has helped me to impact my students' learning.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Don't know

Q11.7 Overall, the additional support I received as a new teacher has been important in my decision to continue teaching at this school.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Don't know

Thank you for time. Please submit your responses.

C. CAMILLE TOWNS

carolyn_towns@mymail.eku.edu

1372 Frog Branch Road
Stanford, KY 40484
Phone (606) 706-0137

ACADEMIC BACKGROUND

2011 - Present	<p><i>Currently Enrolled</i></p> <p>Eastern Kentucky University Richmond, Kentucky</p> <p>Doctor of Education, Candidate</p> <p>Educational Leadership and Policy Studies</p> <p><i>Expected Graduation Date: August 2013</i></p>
1995 - 1997	<p>Miami University Oxford, Ohio</p> <p>Master of Music</p> <p>Music Education</p> <p>Thesis: Lincolnshire Posy - Through the Eyes of Many</p>
1990-1995	<p>Eastern Kentucky University Richmond, Kentucky</p> <p>Bachelor of Music Education</p> <p>Concentration: Instrumental Music Education</p>

CERTIFICATIONS

2013	Rank I
2013	<p>Statement of Eligibility for Instructional Leadership Principal, All Grades, Level 2</p> <p>Kentucky Provisional Teaching Certificate Instrumental Music K-12</p>

PROFESSIONAL EXPERIENCE

August 2011 - May 2013 Eastern Kentucky University College of Education
Department of Educational Leadership
Teaching Assistant / Research Assistant
College of Education Advisory Council, Doctoral
Representative

Primary Duties:

- Analysis and reporting of data
- Guiding doctoral students in quantitative studies and analysis,
- Reviewing doctoral assignments and offering assistance for improvement,
- Relaying concerns and creating solutions regarding issues in the doctoral program.

2004 – 2011 Danville Independent School District
Danville High School
Director, Vocal Music Program
Assistant Director, Instrumental Music Program
Humanities Instructor
Jennie Rogers Elementary
General Music and Related Arts Teacher

Primary Duties:

- Researching information relating to Humanities Core Content for department instruction of the history of visual and performing arts
- Creating numerous presentations, assessments and student activities for Humanities teachers in absence of resources
- Creation of music courses relating to student interests of contemporary music
- Coordinating vocal program and performances
- Visual coordinator for marching band program
- Performance assessments of vocal and instrumental students

Accomplishments:

- KMEA State Marching Band Competition Finalist Class AA 2010, 2011, 2012
- Humanities scores raised by approximately 30 points in 2007 with 71% of students scoring proficient and distinguished - remained high in 2008
- Vocal students accepted into various All-State ensembles

2002 - 2004

Kentucky Cabinet for Health and Family Services
Primary Service Coordinator, First Steps
(Administrative Position)

Primary Duties:

- Serving families of children from birth to 36 months with developmental delays;
- Leading intervention teams of independent therapists in collaboration while addressing developmental delays of children;
- Coordinate the transition for children from First Steps Intervention into the public school systems in Lincoln, Garrard, Boyle and Mercer Counties.

2001 - 2002

Casey County School District
Casey County Middle and High Schools
Director, Instrumental Music Program
Humanities Instructor

Primary Duties:

- Coordinating instrumental program and performances
- Researching information relating to Humanities Core Content for instruction of the history of visual and performing arts
- Creating assessments and student activities for Humanities instruction

2000 - 2001

Edgewood Local School District
Edgewood Middle School
Director, Vocal Music Program

Primary Duties:

- Coordinating vocal program and performances
- Instruction of general music courses
- Creating assessments and student activities for general music instruction

1997 - 2000

Goshen Local School District
Goshen High, Middle and Elementary Schools
Director - Instrumental Music Program
Director - Vocal Music Program
Music Theory and History Instructor

Primary Duties:

- Coordinating instrumental and vocal programs and performances
- Performance assessments of vocal and instrumental students

Accomplishments:

- Mid-States Band Association Finals Class AA 1998 - 3rd place, 1999 - 4th place

1995 - 1997 Miami University
Department of Music
Teaching Assistant / Graduate Assistant
Department of Housing
Head Resident of Oxford College (graduate dormitory)

Primary Duties:

- Instructor for undergraduate piano fundamentals
- Rehearsed and directed MUMB in an assisting role
- Designed drill
- Directed Miami University pep band for NIT tournament

RELATED EDUCATIONAL EXPERIENCE

1995 - Present **Adjudicator, Kentucky Music Educators Association**

Primary Duties:

- Adjudicate visual and musical performances competitive high school marching bands in Kentucky

1997 - Present **Drill Designer**

Primary Duties:

- Design drill and visual packages for competitive high school marching bands and indoor ensembles in Ohio and Kentucky.

1995 - Present **Private Music Instructor**

Primary Duties:

- Instruct children and adults in the areas of keyboard, brass and music theory

PUBLICATIONS

Erickson, P., Gray, N., & Towns, C. (2012). Technology Inside: English as a second language and computer assisted instruction in correctional education. *INTED*. Barcelona: International Association of Technology, Education and Development.

PROFESSIONAL MEMBERSHIPS

National Association for Secondary School Principals
National Association for Music Education
Kentucky Music Educators Association
Sigma Alpha Iota – Professional Music Fraternity for Women

MEMBERSHIPS OF HONOR

Honor Society of Phi Kappa Phi
Golden Key International Honor Society