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Internship Experiences for Aspiring Principals: Student Perceptions and Effectiveness

A dissertation

presented to

the faculty of the Department of Educational Leadership and Policy Analysis

East Tennessee State University

In partial fulfillment

of the requirements for the degree

Doctor of Education in Educational Leadership

by

Ginger R. Christian

August 2011

Dr. Virginia Foley

Dr. Don Good

Dr. Elizabeth Ralston

Dr. Pamela Scott

Keywords: Principal, Principal Preparation, Internship, Mentor

ABSTRACT

Internship Experiences for Aspiring Principals: Student Perceptions and Effectiveness

by

Ginger Russell Christian

The purpose of this quantitative study was to investigate East Tennessee State University graduate student perceptions on the effectiveness of internship experiences as students explored the implementation of ISLLC Standards and the role of mentor support as they prepared for the principalship. The participating university for this study is located in Johnson City, Tennessee. Participants obtained their administrative license from 2005-2010 and worked in one of 19 northeast Tennessee, North Carolina, and southwest Virginia school districts. Specifically, this research assessed the perceived value of the 540 hour internship experience, implementation of ISLLC Standards, and the perceived value of the site-based and university based mentors as interns completed their activities in multiple settings.

Research reinforced the view that internship experiences supported through site based and university mentors are necessary components of an effective aspiring principal preparation program. Two data measures were analyzed: 25 survey questions measured on a 4 point Likert scale and 3 open-ended questions. Nine research questions guided this study and quantitative data were analyzed using one-sample *t* tests. Results indicated that ETSU program completers from 2005-2010 agreed internship experiences and mentor support received through the ETSU Administrative Endorsement Program facilitated real world application of the ISLLC Standards while preparing for the principalship.

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DEDICATION

It is with great honor that I dedicate this work to my husband David Christian and our children Julia and Joshua. My doctoral journey required our family to willingly move from their childhood home in Georgia into a new dimension of life in Tennessee. It is with gratitude and thanksgiving that we celebrate the successful completion of this portion of the journey. Julia, you are one of those rare people who learned at an early age how to persevere through learning disabilities while using your gifts. As you pursue your passion, there are no limits to your future. Joshua, you demonstrated great courage when you agreed to this move. I am so proud of your accomplishments and the vision you have for your life.

Dave, I thank you for your patience, support, and encouragement through each stage of this process. I appreciate your help as you proofed many papers, listened to presentations, and believed in our future. This study could not have been achieved without your constant support, love, and willingness to leave all that was certain to embrace a new path. You are my hero.

Further, this work is dedicated to my parents John and Dava Lee Russell. I am thankful for parents who refused to allow learning disabilities to limit my future. I remember the many nights when you would read with me, teach me, and encourage me to not give up. The years of struggling as a young learner have propelled my passion in education. I am thankful that you saw potential and taught me to have character and faith. That faith and fortitude have brought me to this place in my life. This opportunity and accomplishment is a direct result of the constant passion you instilled in me to love to learn. Thank you for believing in this dream.

Finally, this work is dedicated to the many learners who struggle to understand concepts and skills and the teachers who are passionate about all students. Never give up!

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It is with a humble and grateful heart that I give thanks to God. Father, you have been so faithful through each process of my life. Thank you for providing this exceptional experience and opportunity to achieve this dream. It is my prayer that the work accomplished in the future will help many others achieve their dreams and enjoy this life in new and deeper dimensions.

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CHAPTER 1

INTRODUCTION

In the age of legislative policies including The No Child Left Behind Act (NCLB) of 2001 and subsequent educational reforms, it is imperative that university principal preparation programs prepare school leaders through real and applicable internship experiences, consequently engaging the aspiring administrators in activities that equip them for the myriad of challenges facing a school administrator (Risen & Tripses, 2008; Schulte, Edwards, & Edick, 2008). Universities must carefully consider how they not only select candidates for administrative programs but also how they cultivate and develop leaders who are versatile and instructionally sound (Fullan, 2009; Leithwood & Jantzi, 2008; Risen & Tripses, 2008). Principals are leading in a new world full of challenges, technology, federal policy, state policy, and unprecedented change reforms; consequently, their training should reflect opportunities to lead in real world situations demonstrating effective leadership (Hess & Kelly, 2009; Sherman, 2008; Southern Regional Education Board, 2008). School administrators are the front-line leaders of the local school setting, and research indicates they are the determining factor for the success of the school (Militello, Gajda, & Bowers, 2009).

In order to ensure aspiring principals are prepared, the principal preparation programs have a grave responsibility to foster internship experiences where students are required to manage schools, lead stakeholders, facilitate a culture for student learning, and build community relationships. Further, the internship experiences should allow the students to develop and demonstrate mastery in the six Interstate School Leaders Licensure Consortium

(ISLLC) Standards developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (Owings, Kaplan, & Nunnery, 2005).

Internships reflecting real-world application allow the participants to experience interactions between the many variables affecting the success of the school. Educational interaction is a complex phenomenon and principal preparation programs are a critical component to the future success of schools (Donnelly, 2010). Participants in a study of Massachusetts's school principals found that over 50% of the respondents reported the internship component of their preparation program had been "very helpful" in their initial training (Militello et al., 2009). School leaders are required to demonstrate "knowledge of the technical core of schooling – what is required to improve the quality of teaching and learning – often invoked by the term instructional leadership" (Leithwood & Jantzi, 2008, p. 507). In order for students to construct the knowledge necessary to affect positive change, manage a school, facilitate professional development, and experience real-life opportunities for effective school leadership, university internships should explore the components of the six ISLLC Standards (Risen & Tripses, 2008).

Statement of Problem

The purpose of this study was to investigate East Tennessee State University graduate student perceptions on the effectiveness of internship experiences as students explored the implementation of ISLLC Standards and the role of mentor support as they prepared for the principalship. Equipping aspiring administrators with the experiences necessary to lead a school effectively is the challenge facing university programs. In addition to being the instructional leaders of a school, school administrators execute a myriad of duties including

manager, politician, teacher, counselor, leader, and friend. There are many skills aspiring administrators must demonstrate to be effective and yet many initially licensed principals have graduated from universities with few, if any, internship experiences to expose them to the duties and responsibilities of the principalship (Militello et al., 2009; Risen & Tripses, 2008). Miller and Salsberry (2005) declared, "Cries for reform in university preparation programs of school administrators have been documented"(p. 23).

In contrast, the candidates who completed and obtained their license from the Administrative Endorsement Program of East Tennessee State University (ETSU) participated in a minimum of 540 internship hours including community service (100 hours), central office (100 hours), elementary school (100 hours), middle school (100 hours), high school (100 hours), and diversity settings (40 hours). In addition to 36 hours of coursework and passing the Praxis exam for school leaders, program completers from the Administrative Endorsement Program of ETSU are required to complete a stringent internship consisting of a minimum of 540 hours as a prerequisite for licensure. These candidates were practicing teachers, counselors, and assistant administrators often working full time while pursuing the administrative endorsement and fulfilling the internship requirements for licensure at ETSU. As a result of their internship activities, students experienced the components of change theory. In order for the change process to be an effective process, the individuals must learn how to deal with the anxiety that accompanies the new learning experiences (Schein, 2009). Leadership is a key element to the success of this change process. It is the responsibility of the mentor and student to create internships that support the transition to administrative duties, consequently engaging students in the change paradigms leadership requires (Miller & Salsberry, 2005).

In 2005 district officials in rural East Tennessee entered into a collaborative partnership with the aspiring principal preparation program of East Tennessee State University. The purpose of this partnership was to revamp the existing educational leadership program and was deemed “part of a broader effort aimed at reshaping the process for credentialing principals statewide” (Klein, 2007, p. 16). The state of Tennessee announced plans to restructure principal preparation programs and worked with the Southern Regional Education Board (2006) through a 3-year, \$750,000 grant from the United States Department of Education to accomplish the initial stages of the state-wide initiative. The intent of this grant was to create a model for Educational Leadership Preparation Programs in the state of Tennessee. Two universities in the state of Tennessee were chosen to execute this new approach to principal training, East Tennessee State University and the University of Memphis (Klein, 2007).

Both universities created an experimental cohort which Dr. Eric Glover, program coordinator for Administrative Endorsement Program at East Tennessee State University, called an ‘emergent design’ as he discussed curriculum and advised participants, “We’re defining it as we go” (Klein, 2009, p. 18). Graduate students who participated in the initial program changes termed the Greene-King cohort worked with mentors and selected internship experiences that reflected the needs of the districts in which they worked. Districts provided cohort members release days each month to execute those duties. Participants worked with on-site mentors, creating internship activities that explored the ISLLC standards and responsibilities of the principalship (Klein, 2007).

In order to further investigate the ETSU administrative endorsement program components, I conducted interviews with Dr. Eric Glover, program coordinator, Dr. Cindy Smith,

acting university mentor supervisor, and Dr. Pamela Scott, chair of the Educational Leadership and Policy Analysis Department. Students accepted into the administrative endorsement program are required to complete a stringent admission process with the following elements: cold writing sample on campus, interview with Educational Leadership and Policy Analysis (ELPA) department faculty members, four letters of recommendation, a minimum of 3 years as a classroom teacher, and a recommendation from the director of schools. Glover stated,

The ability to write is the ability to communicate, and that is what leadership is about. We look for someone who has the intellectual ability, the communicative ability, and also we want someone who believes in the value of education and especially in public education and what public education can be and what he or she can do to make it better (personal communication, Jan. 18, 2011).

In 2009 the ELPA department of ETSU expanded the initial impact of the SREB grant creating the Northeast Tennessee Principal Preparation Partnership (NeTPPP) and invited 19 Northeast Tennessee districts to partner with ETSU. The purpose of this partnership was to work closely with multiple school districts and cultivate relationships with district level mentors to ensure the development of administrative internship opportunities for students in the program. Glover explained that ELPA listens to the needs of the district and works with district administrators to select people who exemplify the potential for leadership in that district. According to Glover ELPA works with site-based mentors to create internship experiences fostering future leaders who have “the knowledge and expertise and actually even the ability to be willing to challenge the system itself to do better” (Glover, personal communication, Jan. 18, 2011).

When Glover assumed the program director position in 2005, interns were not supervised during their internship activities. The 540-hour internship requirement works in

conjunction with six courses over a 2 year rotation culminating in 36 hours of graduate work. Following the depletion of the initial SREB grant monies, the creation of off campus cohorts provided additional funds that were used to hire a full-time university internship supervisor. Responsibilities of this position include training and supervising mentors and working as the liaison with mentors and interns. In addition to increasing financial capacity to support the program, off campus cohorts allowed the university to better serve the needs of students who traveled from remote areas to attend the program with a hybrid of Saturday and online course formats.

As part of the NeTPPP, ELPA offers mentor training and support through the role of the university supervisor to mentors and students engaged in their internship experiences. According to Glover internship experiences occur at three levels, the observation level, the participation level, and the leadership level. Further Glover stated, "The successful internship has a mentor who is first of all a good and effective administrator and arranges for the intern to have as diverse a set of experiences in leadership as they can possibly have" (personal communication, Jan. 18, 2011).

Graduate students upon entering the administrative endorsement program at ETSU completed a self-assessment (Appendix A) based on the ISLLC Standards. Students evaluated themselves on the following likert scale: 5 represented outstanding competency; 4 represented very good competency; 3 represented satisfactory competency; 2 represented limited competency or experience; and 1 represented no competency or experience. The findings of the survey helped direct the students as they created individual growth plans. Each internship experience required a growth plan of action for the student. The plan included a minimum of

one core competency strength ISLLC Standard, a learning objective, learning resources, and an expected outcome (Appendix B). The student with oversight from the site mentor executed the assigned growth plan in each internship assignment. Each student was expected to complete a minimum of six growth plans, one plan for each internship setting. Following the completion of any of the 100-hour internships or 40-hour internship in the diversity setting, the mentor and student reviewed the growth plan and assessed the student's leadership skills and understanding of the core competency ISLLC Standard. According to Glover, students completed the self-assessment a minimum of two times during the principal preparation program, at the onset of the work and during the final semester of study. Students were required to complete the 540 hours of internship requirements for graduation within 2 years.

The ELPA Intern Handbook, which is distributed to candidates and mentors, requires defined internship activities to be framed around the ISLCC standards. Students and mentors analyzed the results of the self-assessment and created a growth plan for each internship placement. When the university hired an internship supervisor, the growth plan was submitted to the university supervisor and approved for execution. Students were required to maintain a log of all hours served and note the specific standard related to the internship activity. Additionally, students were required to use the art of Praxis (Vella, 2002) and document experiences through reflections which were evaluated at the end of each semester. Prior to and following the completion of the internship in each setting the university supervisor met with the site based mentor and student to discuss expectations and answer any questions. Smith declared, "I expect students to learn and apply leadership skills that relate back to the ISLLC Standards; the goal is that they not only see what they learn in the classroom as theory

but an application as it relates to the job they are preparing to take on as administrators” (personal communication, Jan. 24, 2011).

Scott played a unique role with the King-Greene cohort. The interview expanded upon the initial SREB grant and consequent changes in the Administrative Endorsement Program. Students entered the program and were required to complete six consecutive courses while completing internship experiences. This particular group was the first cohort to experience significant changes as a result of the SREB grant. Scott expounded on the changes stating:

Dr. Glover and I co-taught the first course in the fall and as the courses evolved there was a direction that became apparent – partly because of the dynamics of the group, and partly because of SREB’s involvement with the grant. As we were working through the first cohort, I basically had some ideas about how we might build relationships and how much better the cohort could be if one person worked with them and followed them all the way through. During the second course the cohort actually approached me and asked if I would follow them through while I was simultaneously considering the same idea. So I went to Dr. Glover and asked him, “What do you think about this?” I would follow them though all six courses, and in that process I would make adjustments to course content in each course based on what had been done in the previous course and the direction the students were going. That’s when we began to look at field experiences and how we could coordinate with coursework. I became, while I was still teaching 3 of the six hours of the courses, more directly involved in what was going on in the field experiences and we began tying the field experiences that went along with course content. We tried to align internship experiences with the curriculum (personal communication, April 18, 2011).

The additional monies provided by the SREB grant afforded students release days from their districts to execute many of the internship hours. But Scott reported that some students still encountered challenges with release time to complete the internship. When asked if the difficulties affected the students’ motivation to lead she explained that the “emotional and psychological support of the cohort members” (Scott, personal communication, April 18, 2011)

supported cohort members through the internship activities. When asked how students responded to connections between theory and practice she declared, “It made such sense to them. Their plans for field experiences and coursework were so ambitious that I had to hold them back because it was not practical” (Scott, personal communication, April 18, 2011). According to Scott the cohort members exhibited a great deal of enthusiasm and supported one another through the process.

Finally, I asked Scott how she would assess a well-defined internship experience. She responded,

First, I expected them to learn how to set their priorities for what they wanted to accomplish. Second, I expected them to recognize and value what a principal’s or superintendent’s priorities were and those were not always the same. So I wanted them to identify their own priorities and be able to identify what the principal thought about the needs of the school (personal communication, April 18, 2011).

She also clarified that it is important for graduate students to recognize the balance between those two priorities and be able to adapt as a school leader to meet the varied needs of the school. Two cohorts in this study had one professor follow them through the entire program. Scott found the relationships established with graduate students encouraged exceptional academic experiences for the university, districts, and graduate students.

Owings et al. (2005) stated, “School systems need clear, functional performance standards for what principals should be able to do in order to lead schools that foster all students’ academic achievement” (p. 101). ISLLC Standards, created by the Council for Chief State School Officers (Petzko, 2008), guide the daily responsibilities of the principal and the internship experiences for the aspiring principal. Duties of the school leaders are broad and require flexibility as principals are required to facilitate the creation of school cultures that

generate high student achievement and simultaneously foster change initiatives to enhance students' effect data (Kingston & Waters, 2005). The ISLLC Standards state:

A school administrator is an educational leader who promotes the success of all students by:

1. facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. acting with integrity, fairness, and in an ethical manner.
6. understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context (Appendix A).

The purpose of this study was to determine student perceptions on the effectiveness of internship experiences as students explored the implementation of the ISLLC standards and the role of mentor support as they prepared for the principalship. Specifically, this research assessed the perceived value of the 540-hour internship experience, the development of growth plans and implementation of the ISLLC Standards, and the perceived value of the site-based and university-based mentors as the interns completed their activities in multiple settings.

Research Questions

To investigate the following questions, participants completed an online survey with three open-ended questions:

Research Questions

1. To what extent did the perceptions of internship experiences support the development of competencies identified through the overall ISLLC Standards and allow opportunities to transfer standards to professional practice?
2. To what extent did the perceptions of internship experiences support the development of competencies identified through each individual ISLLC Standard?
3. To what extent did the perceptions of internship experiences of the administrative endorsement program support the transition from graduate student to leader through the intern administrative duties?
4. To what extent did the perceptions of site-based mentors support the internship experiences of the student in the administrative endorsement program?
5. To what extent did the perceptions of East Tennessee State University supervisor support the internship experiences of the administrative endorsement program?
6. To what extent did the perceptions of self-assessments and growth plans guide the development of internship experiences based on the ISLLC Standards based skills and knowledge?
7. To what extent did the perceptions of reflections contribute to the development and skills required of a school administrator?

8. To what extent did perceptions of the concept of change theory impact professional development through the internship experiences?
9. To what extent did the perceptions of participants agree that administrative endorsement students should be required to complete an internship experience consisting of 540 hours served through diverse settings?

Significance of the Study

In order to assess the effects of the internship experiences and student understanding about the ISLLC Standards more research is needed to determine whether the intensive internship experiences benefit the aspiring principals as they participate in real-world administrative duties. The purpose of this study was to investigate East Tennessee State University graduate student perceptions on the effectiveness of internship experiences as students explored the implementation of ISLLC Standards and the role of mentor support as they prepared for the principalship. Specifically, this research assessed the perceived value of the internship experience, the development of growth plans and implementation of the ISLLC Standards, and the perceived value of the site based and university based mentors as the interns completed their activities in multiple settings.

In 2007 the University Council for Educational Administration reported that 52% of administrators leave their positions after only 3 years of leadership (Militello et al., 2009). Further, there was a shortage of qualified applicants for many districts. School districts that serve a high number of low socioeconomic, rural, and urban students experienced even greater challenges placing prepared and passionate administrators in the principalship. The chronic shortage of prepared applicants had the potential to further undermine the consistent work for

school improvement nationwide (Militello et al., 2009). In the present age of accountability principals are required to understand data from a myriad of sources and possess the ability to create, implement, and monitor school improvement plans that reflect student academic improvement. It is imperative that principal preparation programs address effective internships and make connections from theory to practice for the aspiring principal. The success of principal preparation programs will correlate to the success of schools nationwide (Hess & Kelly, 2009; Risen & Tripses, 2008).

National and state education departments for program accreditation and candidate licensure have been in the process of investigating current principal preparation programs as they relate to the ISLLC Standards, internships, curriculum, and mentors. Although, the initial Interstate School Leadership Licensure Consortium (ISLLC) created the first principal leadership standards in 1996 (Miller & Salsberry, 2005; Owings et al., 2005), the findings of the research led the Interstate School Leadership Licensure Consortium to modify the standards in the fall of 2007. In a recent study Militello et al. (2009) reported “all but four percent of practicing principals stated that on the job experiences or guidance from colleagues had been more helpful in preparing them for their current position than their preparation program” (p. 31).

The findings from this study could provide data for the program coordinator and the faculty of the Administrative Endorsement program at East Tennessee State University who seek to gain a better understanding of the effects of the internship experiences on past graduates of the program. These findings will guide program revisions to further strengthen the existing and future programs. This study may also add to the body of current literature about

internships, mentors, and principal preparation programs. Further, this research could provide data for school superintendents, other universities, and future students about student perceptions as they relate to the ISLLC standards, mentors, and internships and the subsequent impact on professional practice.

Delimitations

This study was confined by the following delimitations:

1. The participants surveyed were restricted to students who completed all requirements of the administrator endorsement program at ETSU and were eligible to obtain their administrative licensure from 2005-2010.
2. This study was confined to only one university principal preparation program.

Limitations

1. The university program about which the participants were surveyed might have unique qualities because of personnel changes in the university internship mentors.
2. The university program about which the participants were surveyed might have unique qualities because of personnel changes in the site-based mentors.
3. The number and type of participants who choose to respond might limit the study.
4. My experience as a student of the aspiring principal preparation program might produce some bias that could limit the study.

Definition of Terms

Aspiring Principal: Graduate students who have applied and been accepted into principal preparation programs (Schechter, 2008).

Mentor: Professional practitioners who have been effective in their roles as school leaders and demonstrate the necessary skills required to train an intern as emerging school leaders (Southern Regional Education Board, 2007).

ISLLC Standards: A set of six professional standards for school leadership which were created by the Interstate Leaders Licensure Consortium (ISLLC) Standards (Petzko, 2008; Appendix A).

Cohort: A group of students who enter a principal preparation program at the same time and complete all coursework and internship requirements within the same time frame (Klein, 2007).

Dialogue: Inquiry that surfaces ideas, perceptions, and understanding as conversations between two or more individuals ensues and listening skills are used while participants are encouraged to share their thoughts in a safe environment (Glover, 2007; Isaacs, 1999).

Praxis: The art of reflecting upon professional practice (Vella, 2002).

Overview of the Study

This study was organized to reflect five chapters. Chapter 1 includes the introduction, the statement of the problem, the research questions, and significance of the study, delimitations, limitations, definition of terms, and the overview of the study. Chapter 2 contains a review of the related literature. Chapter 3 explains the methodology used in the

study. Chapter 4 reports the findings of the data analyses. Chapter 5 incorporates the summary, findings, conclusions, and recommendations for this study.

CHAPTER 2

LITERATURE REVIEW

University principal preparation programs are equipping tomorrow's leaders to facilitate the solutions to the challenges facing the American educational system. Many studies have been conducted evaluating the impact of internship requirements of aspiring administrators and their subsequent influence on preparation for the principalship. Research indicated the principal's leadership directly impacted student achievement (Owings et al., 2005; Zahorchak, 2008). It is imperative for programs to incorporate internship experiences that require aspiring principals opportunities to execute the duties of the principalship (Zahorchak, 2008). The connections to ISLLC standards through growth plans and mentor oversight are crucial for the leadership development (Schechter, 2008). Further, it is the real-world connection to leadership and student achievement that fosters the creative ideas of graduate students (Tripses & Searby, 2008).

It has been the collaborative effort of a myriad of stakeholders that have ultimately produced effective principal preparation programs. Zahorchak (2008) defined the stakeholders and challenges facing universities as they realize effective leadership has a direct impact on student achievement:

Congress is beginning to recognize this fact, and is considering new funding and support to identify, reward, and train highly qualified principals. But states need to do their part. States are the key actors in setting school-leadership policy. Yet few of them have offered adequate support to principals in addressing the new school challenges. In addition to their role in ensuring rigorous, standards – based preparation for school leaders, states could also do more to coordinate the requirements and resources necessary to secure high-quality training throughout the principal's career. (p. 32)

It is the collaborative leadership efforts from state leaders, school district leaders, university leaders, and school administrators that ensure successful principal preparation reform movements. A movement should encompass requirements that reflect the implementation of standards, best practices, greater accountability measures, and collaborative partnerships to strengthen and revamp existing principal preparation programs (Hess & Kelly, 2009; Klein, 2007; Zahorchak, 2008). “Making this happen is a matter of great urgency and requires that we take advantage of what is already known about improving instruction. A generation of children cannot wait” (Zahorchak, 2008, p.33).

The Role of the Principal

“Transformation is a difficult and risky enterprise, its dimension uncertain and difficult to define. It requires men and women to do things they have never done before – not just get better at what they have always done” (Schlechty, 2009, p.4.) According to Schlechty (2009) a learning organization is a living entity that flows and ebbs with change as teams of individuals study, work, and process learning experiences to enhance educational practices for students, teachers, administrators, and community members. Ultimately, these processes will produce the schools that educators and students desire to create. In contrast to a bureaucratic system where students and teachers are managed, a learning organization creates a culture where students are valued as volunteers. A learning organization invites administrators and teachers to create work that involve them in the processes of their own educational journeys (Schlechty, 2009).

Bossi (2008) declared, “We must recognize that the challenges of the principalship in the early 1980s bear little resemblance to what our new educational leaders face today” (p. 32).

The leadership required by a school administrator is to create a culture reflective of the attributes defined in a learning organization (Bossi, 2008; Sergiovanni, 2007; Schlechty, 2009). Schlechty (2009) defined the work of the school administrator in two contexts: a leader to the teacher leaders in the building and a leader in the central office team to help direct the work for the system.

The role of the principal is as varied as the many individuals, both men and women, who execute the role every day in schools across the nation. Principals are leaders, leaders who are required to create a culture that promotes student success (Fullan, 2001; Sergiovanni, 2006). A growing body of literature has indicated “leadership capacity is a make or break factor for schools and districts under steadily increasing pressure to adapt, innovate, and improve” (Weiss, 2005, p. 1). Powerful and effective leadership is the consistent variable with successful school reform (Weiss, 2005; Sergiovanni, 2007).

Leadership has been defined through many theories and perspectives but Northouse (2010) captures its essence stating “Leadership is a process whereby an individual influences a group of individuals to achieve a common goal” (p. 3). Creating positive school culture requires the work of trained leaders who listen to and respect those they lead (Glover, 2007). “Cultural life in schools is the constructed reality, and leaders play a key role in building this reality. School culture includes values, symbols, beliefs, and shared meanings of parents, students, teachers, and others conceived as a group or community” (Sergiovanni, 2007, p. 11).

Sergiovanni (2007) asserted that culture and purpose were essential elements to ensure excellence in schools and developed the Leadership Forces Hierarchy to help school leaders

realize levels of leadership functioning. The pyramid defined the following five levels to explore the operations and roles of the principals:

- Technical: (Management Engineer) planning and time management technologies; contingencies leadership theories; organizational structure
- Human: (Human Engineer) human relation supervision; linking motivation theories; interpersonal competence; conflict management; group cohesiveness
- Educational: (Clinical Practitioner) professional knowledge; and bearing; teaching effectiveness; educational program design; clinical supervision
- Symbolic: (Chief) selective attention; purposing; modeling
- Cultural: (High Priest) climate, clan, culture; tightly structured values; loosely structured system; ideology; bonding motivation theory. (Sergiovanni, 2007,p. 16)

According to Sergiovanni (2007) the technical level was the lowest level and administrators should seek to foster an environment that defines what work is important and how the work should progress or in others words the culture of the school so all stakeholders are invested in the vision and mission of the daily work for students.

Principals are required to set a clear direction, facilitate all efforts around the vision, realize the systems within the school setting, and ensure the appropriate resources are available for all stakeholders to achieve the goals (Fullan, 2001; Weiss, 2005). When school leaders demonstrate an understanding of their belief systems and manifest those belief systems through various motivating factors, people are invited to become believers in the school and purposes of the school. Furthermore, they are members of a community that provide a sense of importance and value; consequently, their work is very meaningful and highly motivating. This type of culture will ultimately have a strong and positive impact on student achievement (Habegger, 2008; Sergiovanni, 2007).

Creating a school culture focused on promoting and advancing student achievement, in the age of ever-evolving legislative mandates is not an easy task for administrators. As a result of the data-driven systems, teachers have found themselves inundated with many voices, but Glover (2007) declared, “principals must find ways to change that perception so that teachers see that, at least in their own schools, their voices are heard and their risk taking makes a difference” (p. 60). In order to foster the safe environment necessary for adult learning to occur (Vella, 2002) school leaders should engage in dialogue sessions that model what Glover (2007) defined as “deep listening, respecting others, suspending assumptions, and voicing personal truths” (p. 61).

Isaacs (1999) coined the term dialogic leadership that he used to explain the importance of a balanced approach to conversation when leaders work with their colleagues. “The essence of dialogue is an inquiry that surfaces ideas, perceptions, and understanding that people do not already have. In this way you begin to think together” (Isaacs, 1999, p. 2). The role of principals in this instance is that of the facilitator as they actively listen to the concerns, suggestions, and possible solutions of the stakeholders who help create the culture of the school (Sergivanni, 2007).

Many would argue that another important role of the principal revolves around hiring the correct educators to teach the children. This decision has a great and direct impact on the culture of the school (Pillsbury, 2005; Weiss, 2005). In recent studies teacher quality and effectiveness were correlated to student growth and academic success second only to the curriculum and instructional strategies. Much like the belief system of the principal, what the teacher believed about the potential in the student directed the design of instruction and the

culture of the classroom (Pillsbury, 2005). Teachers should be considered as leaders by their principals, leaders who are empowered to bring about a transformational change in themselves and those they lead (Schlechty, 2009).

The Mid-continent Research for Education and Learning (McREL) reviewed three decades of both qualitative and quantitative approaches to educational leadership that included over 70 studies focusing on the statistical relationship between academic achievement and school leadership. The report defined 21 characteristics that were specific to effective school leadership (Weiss, 2005). “Using meta – analytic techniques, McREL determined that, for an average school, having an effective leader can mean the difference between students’ scoring at the 50th percentile on a given test or achieving a score 10 percentile points higher” (Weiss, 2005, p. 3).

In order to manifest the realities and evidence of ISLLC Standards principals are expected to lead the professional development initiatives in their schools. Scheduling, collaborative planning, focus groups, professional development seminars, and continuous conversations about student achievement are part of the duties and responsibilities of the principalship (Hord & Hirsh, 2009). Principals set the tone through conversations and in order to accomplish a learning community are expected to execute a myriad of approaches. Hord and Hirsh (2009) declared principals should “emphasize to teachers that you know they can succeed together; expect teachers to keep knowledge; guide communities toward self-governance; make data accessible; teach discussion and decision making skills; show teachers research; and take time to build trust” (p. 23).

To understand how principals move from the many managerial roles they hold to creating successful learning environments that ultimately have the greatest impact on student success Habegger (2008) explored the roles and duties of three principals in different schools. Specifically the study focused on state standards as they aligned to academic content, continuous improvement for facility management, student success through instructional design, community and parental partnerships, and creating and nurturing a culture that promoted school success. All three principals were instrumental in creating school cultures that were very positive and high-achieving schools, a culture that was ultimately responsible for the success of the students (Habegger, 2008).

The principals facilitated a positive school culture by engaging the teachers in the processes of the success of the school. Each day the principals of the study made a point to visit teacher classrooms and greet children before they day began. Further, they provided common planning and focused on ways to maximize both the adult and students as learners in the building. When the principals were interviewed about the major goals for their respective schools, their answers were consistent, each principal noted to ensure the success of students they worked to develop a positive relationship with their colleagues (Habegger, 2008).

Kinney (2009) found that both the actions and conversations of principals played vital roles in the implementation and continuation of any change initiatives. After interviewing a literacy coach, Kinney (2009) reported the coach's perceptions about administrative support, "I can generally tell within a few minutes if the school is going to buy into a school wide emphasis on literacy or not, I watch the principal. If he or she introduces me and walks out of the room, I know right then it won't happen" (Kinney, 2009, p. 56). She went on to explore the success in

schools where the principal not only stayed in the professional development but also was an active participator in the discussions with teachers and students to realize the importance of literacy in the school. Administrators have a responsibility to ensure that effective literacy practices are embedded across curriculums and work in collaborative teams to create and execute literacy initiatives that increase student achievement (Kinney, 2009).

“With the emergence of the effective schools movement over three decades ago, the predominant description of the role of the school principal began to change from one of school manager to one of instructional leader” (Brooks, Solloway, & Allen, 2007, p. 7). The current legislative mandates such as No Child Left Behind and the continued scrutiny of AYP school administrators are required to be not only proficient but well versed in best practices to support student learning and academic achievement. In order to fulfill this role principals are required to evaluate teachers and develop appropriate professional staff initiatives based on their findings (Protheroe, 2006).

“Effective principals then spend their time creating the conditions for teacher and teacher leaders to zero-in on effective instructional practices, and use data on student learning both as a lever for improvement and as a source for external accountability”(Fullan, 2008, p. 17). In order to fulfill the mandate principals have a responsibility to understand how adults and students learn (Fullan, 2008). There are many parallels to learning modalities for both children and adults. All learners exhibit strengths in one of the three learning modalities, kinesthetic, visual, or auditory (Tomlinson & Allan, 2000). Principals should model and/or demonstrate the importance of assessing the learner to develop instructional activities. It is important to conduct on-going self-assessments with the staff and student body. Learning

styles inventories, teaching style inventories, and leadership inventories afford the administrative team a great deal of viable data to help facilitate appropriate professional staff development sessions (Northouse, 2010; Schlechty, 2009).

Vella (2002) defined the following 12 principles for adult learning:

Principle 1: Needs Assessment; Principle 2: Safety; Principle 3: Sound Relationships; Principle 4: Sequence and Reinforcement; Principle 5: Praxis; Principle 6: Respect for Learners; Principle 7: Ideas, Feelings, Actions; Principle 8: Immediacy; Principle 9: Clear Roles; Principle 10: Teamwork; Principle 11: Engagement and Principle 12: Accountability. (p. 4)

Each principle affords the school leader a key to establishing an environment for adult learning to be effective. Adults bring life experiences to the professional conversations that occur in the school setting, experiences that hold many insights and much wisdom about how to approach a new situation (Vella, 2002). The opportunity to share personal stories often invites the learners to connect knowledge, attitudes, or skills to the present challenges (Glover, 2007). The prior knowledge teachers hold in content areas and instructional practices are the foundational building components for new knowledge to be expanded upon to realize the success of students (Patterson, Grenny, McMillan, & Switzler, 2002; Tomlinson & Allan, 2000; Wiggins & McTighe, 2007).

Evaluating teachers for effective instructional practices has been another important role of the principalship. What should principals look for through their evaluations? How do they communicate the findings of their evaluations to teachers in such a way as to encourage the use of research based best practices for students? To answer these questions, Wiggins and Mctighe (2007) weaved the concepts of the principalship through a tapestry of mission that should influence curriculum ultimately creating the teaching and learning experiences for the

students. “Backward design”, a term coined by McTighe and Wiggins (2004), asked teachers and administrators to think with the end in mind when they explained:

Backward design is a process to designing curriculum by beginning with the end in mind and designing toward that end. In backward design, one starts with the end – the desired results (goals or standards) – identifies the evidence necessary to determine that the results have been achieved, that is, the assessment. With the assessments clearly specified, one can determine the necessary (enabling) knowledge and skill, and the teaching needed to equip students to perform. (p. 290)

Administrators must not only know what to assess in a teacher evaluation but also how to assess teachers in such a way as to promote student success (Danielson & McGreal, 2000; Wiggins & McTighe, 2004). Much like the teacher and pupil relationship have been a contributing factor to the success of the students, the relationship the principal has with teachers has also been a crucial factor to the success of the school culture. A teacher’s decision to continue to work at a school is often determined by the leadership exhibited by the principal (Owings et al., 2005,).

Principals, often called instructional leaders, are required to be well versed in a variety of instructional strategies so they are aware of what to look for during actual observations (Pillsbury, 2005; Sergiovanni, 2006). Administrators who do not spend time observing classrooms and offering constructive feedback or actively support teachers with difficult discipline issues and parent problems have experienced a higher turnover rate as teachers sought a supportive environment for school success. Further, principals are expected to encourage professional learning communities and foster an environment that provided a safe place for teachers to execute new and inventive instructional strategies for children (Owings et al., 2005).

In a study of California principals conducted in 1998, Sergiovanni (2006) reported principal perceptions about three primary roles of the principal, teaching and learning; budgets, parents, and students; and supervision and community. The study found that principals spent 25.8% of their time on teaching and learning but would rather spend 42.6% of their time focused on teaching and learning while 47.2% of their time was spent on budgets, parents, and students and 27% of their time was spent on supervision and community relationships.

Realizing the importance of evaluating new principal perceptions about their evolving roles in the principalship, Petzko (2008) conducted a study focusing on 18 knowledge and skills domains and the perceptions of new principals regarding the knowledge and skills important to their initial success. The skills defined by The National Council of Professors of Educational Administration (NCPEA) and Rice University became known as the NCPEA Connexions Project. As a result of this project 18 knowledge and skill domains were identified which focused on the vital content areas of principal preparation. These skills were not to take the place of the ISLLC standards but rather further support the components required for the responsibilities of the principal (Petzko, 2008).

Participants completed a survey and used a 4-point Likert scale to rate each domain across two criteria: how prepared were the participants to execute the role of the principal and how important each skill was to the principalship. Petzko (2008) reported “the knowledge and skill areas ranked between 3.25 and 3.49 were educational leadership, curriculum, site leadership, organizational change, administration of special programs, learning theory, and student services” (p. 233). The findings also indicated the knowledge and skill considered least important included the historical foundation courses and facilities (Petzko, 2008).

Finally, a role that often has been overlooked in the principalship is public relations spokesperson. The lack of training in this area has the potential for a powerful and negative impact when school leaders find themselves unprepared to be the voice for very challenging situations (Kowalski, 2008). Schlechty (2009) defined the leadership of the principalship within the context of leading with the support of the central office. Public relations have been directly connected to the relationship principals have with central office, school personnel, parents, and community members. In smaller school districts principals were often the media relations coordinators for their schools (Kowalski, 2009).

In this instance the role of the principal assumed: teaching the staff and faculty how to interact with journalists, adjudicating challenging conflicts between faculty and journalists, learning how to create and distribute press releases; creating and disseminating positive stories about the schools, communicating with central office staff, and acting as the contact person for media communication and inquiries (Kowalski, 2009). Media contacts should be appointed long before there was a direct need for interventions and administrators should be thoroughly trained in district policies, information sources and management skills, effective communication skills, issues of integrity, and representing the situations in calm and reassuring manner (Kowalski, 2009).

Fry, Bottoms, O'Neill, and Walker (2007) from the SREB declared "every action in these university preparation programs should be driven by one essential question: What do principals need to know and be able to do to improve teaching and learning in their school?" (p. v). In order to realize the answer to this question, the ever evolving roles of the principal should be evaluated now and in the future.

Motivation Theory and the Principalship

Moods, emotions, and motivation all have a direct impact on a principal's ability to process solutions to the challenges of leading organizations. Leadership and motivational theorists have evaluated leaders to determine how theory and subsequent realities of personal life events impacted the workplace (Brooks & Solloway, 2007; Ryan & Deci, 2000). Many approaches have been used to analyze effective and ineffective leadership styles. Stitts (2006) reported, "The internship experience also allows students to develop and enhance their communication skills as they respond to the personalities and behaviors of their coworkers" (p. 446). While developing leadership capacity, it is imperative that students have exposure to a myriad of people, organizations, and personalities. Mistakes made during an internship can create a negative image and interns working with mentors should be made aware of the importance of motivation theory as they construct professional images (Stitts, 2006).

Goleman (2000) defined emotional intelligence as "The ability to manage ourselves and our relationships effectively and consists of four fundamental capabilities: self-awareness, self management, social awareness, and social skills" (p. 4). It also encompassed the individual's ability to perceive emotions while a new understanding of a situation is occurring, subsequently, requiring the individual to regulate and grow in both cognitive and emotional knowledge (Bradberry & Greaves, 2009; George, 2000). Leaders who possess strengths in each of these areas often demonstrated the ability to lead an organization through a change process with success. It has been over a decade since research began to assimilate aspects of emotional intelligence and its impact on successful business or educational leaders. The following six key components of emotional intelligence have been defined as key factors: flexibility,

responsibility, rewards, clarity, commitment, and standards. These attributes have a direct impact on an organization's work environment (Bradberry & Greaves, 2009; Goleman, 2000).

Emotional intelligence, much like motivation theories, has been found to drive leadership performance. In fact, not only does it drive the leader's performance but the leader's responses have a direct impact on the organizational development and climate. Goleman, Boyatzis, and McKee, (2001) likened the leader's influence to electricity that travels through a building; one source affected the entire building. This is the dynamic power a leader possesses in the organization and why emotional intelligence has such a strong influence on the principalship. When leaders are unable to manage their personal moods and emotions, there will be a chain reaction throughout the organization that is reflective of the leader's feelings (Goleman, 2000). Just as cognitive abilities can increase, the leaders possess the ability to increase emotional intelligence when they discipline responses, consequently strengthening the organization without imposing a quick or negative response (Bradberry & Greaves, 2009; Goleman et al., 2001; Habegger, 2008).

Principals have a responsibility to evaluate their moods and realize the implications of a negative mood. They should be upbeat, sincere, and optimistic with their staff and convey the urgency for growth and productivity on a daily basis. Research reflects that when the leader demonstrates the qualities defined through a healthy emotional intelligence the work environment will reflect a positive mood as well (Goleman, et al., 2001; Habegger, 2008; Kinney, 2009). Further, George (2000) found that leaders who exhibited a positive outlook experienced less turnover in their workforce than leaders who were predominately negative. It is important to note the difference between emotions that leaders will experience and their

moods. “Emotions are high intensity feelings that are triggered by specific stimuli (either internal or external to the individual), demand attention, and interrupt cognitive processes and behaviors” (George, 2000, p. 1029). Internal and external factors exist in both motivational theory and emotional intelligence, but when the emotion of the moment affects the mood for the rest of the day, the organization will be affected (Searby, 2010).

Feelings influence the choices and judgments principals make but negative feelings can yield a positive result. A negative mood will often require the leader to stop and carefully consider options before making a hasty decision. When the problem is complex, a negative approach is often valuable to the care and concise deliberation leaders must immerse themselves in to reach a positive outcome (George, 2000; Kowalski, 2009; Ryan & Deci, 2000). Emotional intelligence can be developed through repetition and practice of the competencies that strengthen a leader’s ability to move to the intrinsic reward realized through consistent commitment to improving one’s ability to lead (Bradberry & Greaves, 2009; Searby, 2010).

Values and the global market of the present economy also have a direct impact on motivation and emotional intelligence (Kezar, 2008; Latham & Ernst, 2006). Values often facilitate a principal’s motives and choices as they have been developed through prior experiences and cognitive abilities. Individual differences, cognition, and effect are directly impacted by the individual’s value systems. Each characteristic identified through the literature can and often will change as the life experiences expand both cognitive and emotional intelligence (Goleman, 2000; Latham & Ernst, 2006; Sergiovanni, 2007).

Self-determination theory also examines the effects of motivation while considering environmental, intrinsic, and extrinsic factors (Ryan, Kuhl, & Deci, 1997). Intrinsic motivation

embodies the idea that humans seek out challenges in order to develop personal growth and abilities. Recent research has identified the importance of environmental conditions that are supportive and that positive reinforcements enhance productivity while negative reinforcements can diminish productivity (George, 2000; Kowalski, 2008; Ryan & Deci, 2000). When conditions in a workplace are supportive of a pleasant and supportive energy, both leaders and employees are more likely to demonstrate greater productivity, promoting both cognitive and emotional intelligence; consequently, increasing productivity for the organization at large (Gagne & Deci, 2005; Mahanney & Lederer, 2006).

Furthermore, Herzberg also found that intrinsic motivation is often determined by rewards. He stipulated that the employees' sense of self-importance and productivity were intertwined with the sense of intrinsic value implied because of the reward. The findings were consistent with the literature reporting that intrinsic rewards are more effective than extrinsic rewards when a leader seeks to improve productivity in the organization (Mahanney & Lederer, 2006). Goal theory and the leader's ability to effectively communicate said goals have a direct impact on intrinsic motivation. When the goals are directly related to the employees' interest, they will be more likely to demonstrate greater productivity, supporting the overall dynamics of the organization (Pintrich, 2000).

Principals must evaluate themselves continually, realizing times of extreme personal stress can have a direct impact on emotional intelligence and leadership decisions. When leaders consider the outliers that affect their personal lives, they can adjust for those situations and learn to respond with positive directives for the organization (Brooks et al., 2007; George 2000; Goleman, 2000). The literature affirms the turn in educational research to intertwine the

principles of motivational theories and emotional intelligence in order to support a balanced approach to the principalship and organizational development. Further, clear performance standards support the work and mission of the principal as they create the atmosphere for the successful implementation to develop “outstanding leadership across a school system” (Owings et al., 2005).

Change Theory and School Leadership

Change theory and its implications for successful school leadership has been a vital component to the principalship (Fullan, 2001; Waters & Kingston, 2005). Identifying what change really is and which components must be executed is the work of leaders in all areas of business, education, and governments (Berg, 2008). Approaching change with sensitivity and emotional support empowers those in its path to be more successful (Sergiovanni, 2006). Understanding how to maximize the potential for creative breakthroughs in the midst of a rapid culture of change enables school leaders and students to navigate the uncertain paths of change. It is paramount that leaders possess both an understanding of the change process and demonstrate the appropriate leadership style while working in the ever-evolving place of change (Fullan, 2001).

Leading change initiatives in schools require strategic work and planning, but the work lends itself to a productive end (Berg, 2008). The process of change in any organization must begin at the top. Leaders who exhibit appropriate behavior and vision for the organization and its employees define successful organizations. Principals and school leaders have a responsibility to model the behavior and attitudes they want to see from staff members.

Consequently, the first place for educational leaders to look in helping create a positive, supportive learning environment is in the mirror (Bradberry & Greaves, 2009; Fullan, 2001; Schechter, 2008). Often individuals are resistant to the idea of change, and it has been the work of cognitive psychologists that has helped bring clarity to the unfolding dynamics the process of change invites (Schein, 2009). Lewin's change theory indicated that all forms of change are birthed from some sort of dissatisfaction with one's current situation or aspirations. "The key, of course, was to see that human change, whether at the individual or group level, was a profound psychological dynamic process that involved painful unlearning without loss of ego identity and difficult relearning as one cognitively attempted to restructure one's thoughts, perceptions, feelings, and attitudes" (Schein, 2009, para 2).

Lewin further expanded the concept of change by defining three stages: unfreezing, changing, and refreezing. In the initial stage old ideas have to be released so new ideas can be embraced. Often a person's identity is interwoven with preconceived ideas about life; consequently, for many individuals this stage is a painful but also an exciting place of rediscovery. While the change stage invites learners to practice the new ideas, they are transitioning into the third stage defined as refreezing. According to Lewin it is in this dimension that the new processes have moved to an intrinsic value and the principles learned through the process are daily being employed (Kritsonis, 2005). Schein (2009) further expanded this model of change to what today is known as cognitive redefinition. He identified the importance of realizing the cultural and past learning experiences of the individuals involved in the change process. In order for the leaders to work successfully through the stages,

it is imperative that they have been equipped to move past the anxieties interwoven through the change process (Sergiovanni, 2007).

True artistry is created through change management as principals have used creative tactics to develop an environment that promotes psychological safety (Sergiovanni, 2007; Vella, 2002). Some examples of creating the safety net involve providing the opportunity to practice where errors are embraced instead of rejected, working in collaborative groups, creating systems that allow for some of the relief of stresses related to daily work, breaking the expectations into manageable pieces, providing consistent coaching through a variety of media, as well as providing positive reinforcements to the team members engaged in change. It is imperative to realize that although motivation is effective, the individuals involved in the change process will experience greater success when they have a model to follow (Schein, 2009).

Often change actually disrupts current teamwork in organizations; therefore, team building activities are paramount to the continued success of the change. When leaders are able to facilitate the transition process, realizing the emotional affects it requires of individuals, they can empower an environment that supports success (Hord & Hirsh, 2009). In a report entitled, *Reinventing the American High School for the 21st Century*, a charge was made to American educators, “We call upon leaders to make needed changes in school culture, instructional strategies, and organizational priorities that will support this new purpose” (Berg, 2008, p.9). This call was followed with strategies to help transition leaders and teams into a new era. Berg (2008) defined six ways an organization could accomplish change. They are: work with purpose to determine a vision; work to rid the team from the clutter that hinders the

attainment of the purpose; work as a collaborative team; work using research-based instruction; work to validate the results of student academic gains; and work realizing some risk will be involved as the first five strategies are implemented. Educational reform has propelled educational leaders, policy-makers, teachers, parents, and students into new waters. It is important to remember the winds of change that blow can be the force to help the ship move through those waters (Berg, 2008; Fullan, 2001).

The publication of *A Nation at Risk* in 1983 was the cornerstone of the modern standards movement in America introducing a monumental change in educational policy and procedures. The report highlighted the deficiencies found within the current educational system and promised great reform through standards-based classrooms. Now, well into the 21st century, the word *standards* is firmly inscribed upon the minds of all stakeholders involved with education. Yet, once again policy makers are working through the legislation of No Child Left Behind, realizing a one-size-fits-all approach does not encompass the real change needed in American schools. Principals and school leaders are being encouraged to look ahead into a school 10 years from now and anticipate the schools of the future (Lefkowitz & Miller, 2006). “As policy makers and educational leaders move forward with new legislation and other initiatives, it is imperative that they keep in mind that the schools of tomorrow may look very different from the school of today” (Lefkowitz & Miller, 2006, p. 407).

One cannot address the realities of change without recognizing the importance of the leader directing the change process. Zimmerman (2004) compared leading organizational change to climbing a mountain. The metaphor is very appropriate to the preparations necessary for leaders to navigate the unknown terrain change will afford them and their teams.

Preparation is a key element for a hiker who attempts to climb a mountain successfully. Researching weather conditions, necessary items for survival, and the best route to take are essential components to a successful climb. In the same way leading a team into the unknown challenges where they will find themselves requires careful consideration of possible dangers and successes the organization will face as a result of the change process (Fullan, 2001; Sergiovanni, 2007).

A leader's positive attitude is paramount to the success of a new adventure (Bradberry & Greaves, 2009). Realizing change will invite many opportunities to overcome conflict, confusion, fear, and challenges helps prepare the leader to accept inevitable risks involved in a change process. Many leaders make the mistake of considering small changes as a simple endeavor; however, change theorists have clearly defined all opportunities for change will elicit similar responses and change, whether small or large, must be considered carefully by the leader (Zimmerman, 2004).

"Learning organizations are designed to make thinking a habit and to connect thinking to a clear course of action" (Schlechty, 2009, p.276). Action theory, a term coined by Schlechty (2009), defines necessary steps the school leader will follow to facilitate the concept of thinking about change into the realities of incorporating transformational change in schools. Action theory incorporates all six of the ISLLC standards. Each part the school organization can be evaluated through the lens of the individual standards. The author explored the concept of creating design teams to evaluate the systems involved in the current school and create solutions to the problems they identify. Leading in a culture of change is the work of the principalship. Students change every day; they learn and grow requiring a constant continuum

of change. Aspiring principals are in the processes of change through each dimension of their graduate journey; consequently, opportunities to transfer theory to practice are readily available through strategically defined internships which ultimately should prepare them to navigate rough water of change with a skilled hand (Fullan, 2001; Petzko, 2008; Schlechty, 2009).

Principal Preparation Programs

Although for over 25 years many scholars have declared that effective principals are a definite factor in school improvement, until recently there has been little attention given to university principal preparation programs (Gutmore, Strobert, & Gutmore, 2009). In order to execute the office of the principal, 48 of the 50 states require principals to complete an administrative endorsement program or an equivalent degree in educational administration. Yet, there is a reported wide gap between content curriculum and real-world experiences in principal preparation programs and what aspiring administrators should know upon program completion (Hess & Kelly, 2005). Following the completion of a study of 25 school leadership preparation programs that surveyed practicing principals and university deans, chairs, faculty, and alumni, Levine (2005) concluded that “the majority of (educational administration) programs range from inadequate to appalling, even at some of the country’s leading universities” (p.23). Hess and Kelly (2009) declared “The field of educational leadership has suffered from general death of systematic scholarly inquiry” (p. 249).

A recent study by the Stanford Educational Leadership Initiative reported a thorough examination of university programs focused on exemplary leadership and identified content domains and process factors that were considered essential components to an effective

program. The findings recommended aspiring principal preparation programs should consider research based content, course-work, and activities that were logical and supported the development of the school leader, instructional structures that related theory to practice, and work framed around the concepts of adult learning (Davis, Darling-Hammond, LaPointe, & Meyerson, 2007). Further, the study found that 80% of superintendents who completed a recent Public Agenda Survey noted that university leadership training programs were failing to realize the realities of the skills and responsibilities of the principalship (Darling-Hammond, LaPointe, Meyerson, & Orr, 2007).

With the legislation of No Child Left Behind in 2001, the responsibilities of a school principal are greater than at any time in the history of education (Butler, 2008; Gutmore et al., 2009; Militello et al., 2009). Butler (2008) reported, "According to a 2006 survey by Public Agenda, a non-profit research organization that reports public opinion and public policy issue, nearly two-thirds of principals felt that typical graduate leadership programs 'are out of touch' with today's realities" (p.66). The consensus of research found that too often principal preparation programs relied too heavily on theoretical approaches and failed to relate to the daily applications of the principalship. Further, a crucial component to the success of the students' development relied heavily upon the partnerships between the university and public school districts (Gutmore et al., 2008).

As a result of the body of literature crying for reform in principal preparation programs Militello et al. (2009) found "there are renewed calls to recalibrate certification programs" (p. 31). The internship component is a vital element to the success of emerging school leaders and

universities should carefully consider how they facilitate internship experiences that offer the real world applications of the principalship (Gutmore et al., 2009; Militello et al., 2009).

Effective programs should include a greater attention to accountability, data analysis, research based best practices, pedagogy, oversight of effective instructional programs, instructional leadership and recruitment and termination strategies (Butler, 2008; Hess & Kelly, 2009; Militello et al., 2009).

Risen and Tripses (2008) defined the importance of a well-defined internship experience for the aspiring administrator:

The internship phase of educational leadership preparation programs should provide the core of the experience for graduate students, providing students with opportunities to serve as apprentice administrators and solve real school problems. Well-designed programs include extensive mentored internships that integrate theory and practice and progressively developing administrative competencies through a range of practical experiences. (p. 6)

In order to further study the challenges facing university principal preparation programs, Gutmore et al. (2009) focused their research on the Newark Public Schools Grow Your Own (GYO) program. The Newark superintendent of school also held the position chairperson of the Department of Educational Leadership, Management, and Policy (ELMP) at a local university and initiated a dialogue which focused on the needs of emerging school leaders in an urban school district. A planning committee was assembled with members of the Newark superintendents of school's office, the Newark Teachers Union, the Newark Principals and Supervisors Association, and faculty members from the university. The results of the ensuing dialogue led to the development of a GYO program that encompassed a hybrid of weekend

courses, on-line work, and a 600 hour internship to be completed in 2 years (Gutmore et al., 2009).

Twenty-seven candidates were chosen to participate in the GYO program and completed a 600-hour internship following their first year in the program. The students spent time executing duties and responsibilities of the principalship that primarily focused on enhancing student learning. The internship experiences included but were not limited to budget decisions, discipline referrals, public relations, committee meetings, data analysis, schedule development, and research on current trends in education (Gutmore et al., 2009). The results of the study indicated a favorable response, “the evaluations indicated respondent’s strong program satisfaction with their preparation, a sense of program coherence, an appreciation for a rigorous and supportive internship, and a direct connection to the practice and realities of their school system” (Gutmore et al., 2009, p. 36-37). As a result of the preparation received during their tenure as students in the GYO, program 16 of the 25 graduates were promoted as school administrators upon completion of their program.

Hess and Kelly (2009) investigated 56 aspiring principal preparation programs throughout the United States and collected 31 sets of syllabi, a total of 210 syllabi, which they examined through a systematic coding method for curriculum content, pedagogy, and classroom management. Specifically the study examined the following seven areas deemed vital for principals, “managing for results, managing personnel, technical knowledge, external leadership, norms and values, managing classroom instruction, and leadership and school culture” (Hess & Kelly, 2009, p. 247).

This study represented a national comprehensive assessment of what aspiring principals were taught and revealed most programs were consistently similar in their methods for preparing aspiring administrators. The findings also revealed students currently receive limited training in data analysis, research methodologies, technology, personnel, or evaluating teachers in a systematic way. The required reading for course content suggested that students received limited exposure to “important management scholarship or sophisticated inquiry on educational productivity and governance” (Hess & Kelly, 2009, p. 268). University programs that continue to negate the seven essential elements for principals risk graduating new principals who are ultimately unprepared to execute the duties and responsibilities of the principalship (Hess & Kelly, 2009).

The Atlanta-based Southern Regional Education Board (SREB) recommended that aspiring principals experience extensive leadership training (Butler, 2008). Established in 1948 by 16 states, the SREB was the first interstate education compact in the United States. The purpose of the SREB was to improve education by collaborative efforts between educational and government leaders. The goal was to improve the long-term economic and social well being of the 16 states. The board includes the governor of each state and four other members of the SREB; one of the members must be an educator and one a state legislator (Southern Regional Education Board, 2002).

In order to support the development of principal preparation programs at the university level, the SREB has taken deliberate steps to help states reach their goals and often help facilitate the change processes required to ensure the success of future principals. To help in this effort, the SREB Learning-Centered Leadership Program assists states and districts with the

redesign of educational leadership preparation and professional development programs to align such programs with accountability systems and standards that focus on student learning (Southern Regional Education Board, 2008).

Through a comprehensive review of the literature and research Southern Regional Education Board (2008) has developed the following 13 research based critical success factors within three competencies for effective principals:

Competency I: Effective principals have a comprehensive understanding of school and classroom practices that contribute to student achievement.

CSF 1. Focusing on student achievement: Create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.

CSF 2. Developing a culture of high expectations: Set high expectations for all students to learn higher-level content.

CSF 3. Designing a standards-based instructional system: Recognize and encourage good instructional practices that motivate students and increase their achievement.

Competency II: Effective principals have the ability to work with teachers and others to design and implement continuous student improvement.

CSF 4. Creating a caring environment: Develop a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.

CSF 5. Implementing data-based improvement: Use data to initiate and continue improvement in school and classroom practices and in student achievement.

CSF 6. Communicating: Keep everyone informed and focused on student achievement.

CSF 7. Involving parents: Make parents partners in students' education and create a structure for parent and educator collaboration.

Competency III: Effective principals have the ability to provide the necessary support for staff to carry out sound school, curriculum and instructional practices.

CSF 8. Initiating and managing change: Understand the change process and use leadership and facilitation skills to manage it effectively.

CSF 9. Providing professional development: Understand how adults learn and advance meaningful change through quality, sustained professional development that leads to increased student achievement.

CSF 10. Innovating: Use and organize time and resources in innovative ways to meet the goals and objectives of school improvement.

CSF 11. Maximizing resources: Acquire and use resources wisely.

CSF 12. Building external support: Obtain support from the central office and from community and parent leaders for the school improvement agenda.

CSF 13. Staying abreast of effective practices: Continuously learn from and seek out colleagues who keep them abreast of new research and proven practices. (p. 1)

The National Center for Education published a recent report that stated most principals are over the age of 50, and almost 30% are 55 or older. When this information is combined with the high turnover rates often found in rural schools that place high demands on the principal, the nation could soon be facing a huge deficit in qualified principals (Zahorchak, 2008). States and universities who heed such warnings have created new innovative programs to address reported deficits in principal preparation programs. One university located in the American Midwest responded to the call for reform by developing partnerships with local school districts and provided a school site master's degree in Educational Leadership as an alternative approach to the more traditional training model that had been previously used. The new program focused on field-based administrative activities in preparation for the principalship. The activities revolved around the implementation of the six ISLLC Standards and

real world connections as students assisted the activities of practicing school leaders (Miller & Salsberry, 2005).

Miller and Salsberry (2005) studied participants who completed the traditional program and students who participated in the newly created on site master's degree program. Students were required to develop a portfolio that included a resume and program of study, a self-assessment matrix, an executive summary, a brief description of each artifact, a detailed description and inclusion of showcased (strongest) artifacts, and some narratives relating to student knowledge, dispositions, and performances of each standard. Following their study, Miller and Salsberry (2005) concluded that both approaches were effective in the preparation of aspiring administrators and reported the following:

- Both types of programs should continue to analyze student reflections (executive summaries) for changes in growth statements, perceived applications for growth in using newly developed leadership skills, perceptions regarding growth in the knowledge, dispositions, and performances related to the ISLLC standards.
- Administrative preparation programs should continue to develop connections among students over the length of their administrative coursework, as well as strong connections among students over the length of their administrative coursework, as well as strong connections to school districts in order to provide quality field – based leadership opportunities for students.
- Administrative preparation programs should continue to increase student knowledge, dispositions, and performances related to the ISLLC standards and continue to expose students to a broad range of credible, current leadership literature.
- Portfolio assessment and subsequent analysis should be used to provide rich information to universities and students regarding the success of the preparation programs and documentation of student competencies. (p. 29)

Partnerships between the university and school districts are a vital component to the success of future principal preparation programs (Butler, 2005; Hess & Kelly, 2009; Miller & Salsberry, 2005). The University of North Texas and the Dallas Independent School District have

joined forces to create a model for universities to follow. Principals nominated possible future administrators from a team of highly talented teachers and agreed to a comprehensive screening process from a designated team with members from both the university and the district. Candidates were evaluated on past professional development initiatives, technology knowledge to aid instructional practice, student achievement, leadership skills at the school level, and community involvement (Butler, 2005).

In a similar model in 2005 East Tennessee State University entered into a change process to ensure quality teachers were considered for the aspiring principal preparation program. “The overhaul at the university is part of a broader effort aimed at reshaping the process for credentialing principals statewide” (Klein, 2007, p. 16). Applicants completed a rigorous screening process that included four recommendations, an impromptu writing sample, and interview. Potential candidates were required to demonstrate previous leadership capabilities in their school districts and communities. Twelve individuals were chosen out of 25 applicants to participate in the cohort and 10 completed the program requirements and graduated with the school leadership licensure (Klein, 2007).

In this partnership districts worked with the university to provide internship opportunities for students as they completed a total of 540 hours in the elementary school, middle school, high school, central office, and community settings during the 2 years of coursework offered through a hybrid format of online and face-to-face sessions. Mentors played a strategic role in the development of each student and met with district officials and members of the Educational Leadership and Policy Analysis department faculty to discuss the progress of students through their 2-year program that culminated with student presentations

of an E-Portfolio with artifacts representing each of the six ISLLC standards (Klein, 2007).

Following the completion of the program, students were interviewed about the program design and Klein (2007) reported, “The students thought it would be helpful to have one person guiding them who knows their experiences, strengths, and weaknesses” (p. 19). The aspiring principal preparation programs requirements vary from state to state as the internship and curriculum components are based on state regulations, but in this present age universities across the nation realize the time for change is at hand (Cunningham & Sherman, 2008).

ISLLC Standards

The call for reform in principal preparation programs has been documented both in the literature and through countless public opinion polls. The National Education Association established The Department of Secondary School Principals in the 1920s. The creation of this department heralded the national recognition of the position of school principals by a professional body of educators (Vick, 2004). But until 1996 there were no formal set of standards to guide the professional practices and expectations of principals. The National Association of Secondary School Principals (NASPP), the National Association for Elementary School Principals (NAESP), and the National Policy Board of Educational Administration (NPBEA) formed a consortium in 1994 with the Council for Chief State School Officers (CCSSO) with the intent to create a set of professional standards for school leadership. The results of this consortium, the Interstate Leaders Licensure Consortium (ISLLC), produced the initial set of ISLLC standards which have been adopted by 2002 in 35 states (Petzko, 2008) and expanded to include 46 of the 50 states by 2006 (Derrington & Sharrat, 2008).

Adopted in 1996, each of the six ISLLC standards embodied three components for leadership: knowledge or the ability to demonstrate an understanding of aspects of the principalship; dispositions reflecting the beliefs, values, and commitment of the school leader; and performance indicators for successful leadership (Interstate School Leaders Licensure Consortium, 1996). Ultimately the goal of the standards should create effective learning environments for both the teachers and students (Owings et al., 2005).

Many studies have been conducted that evaluated the impact of the ISLLC standards and internship experiences on the aspiring administrators' ability to execute the duties and responsibilities of the principalship. A comparative analysis of the ISLLC Standards (Waters & Kingston, 2005) demonstrated that principal leadership had a direct impact on student achievement. The Mid-continent Research for Education and Learning's (McRel's) comparative analysis reviewed the six ISLLC standards and identified 184 indicators considered essential for the success of the organization. These findings revealed the potential for lack of clarity in the 1996 ISLLC standards as school leaders engaged in the process of making meaning about the standards. Specifically, there were 36 references to the principal's ability to develop and maintain community relations that directly impacted the school embedded into the six ISLLC standards. Further, change theory and the myriad of challenges a leader faces in the change process of school leadership has been a consistent theme throughout the standards. There are 32 leadership responsibilities defined through the ISLLC Standards that are directly associated with the ability to successfully lead a change initiative.

Additionally, Waters and Kingston (2005) report:

1. Principal leadership is positively correlated with students' achievement and has an average effect size of .25.
2. Twenty-one leadership responsibilities are positively correlated with student achievement.
3. Principals can have a differential impact on student achievement, meaning that just as principals perceived as strong leaders can have a positive impact, others can have a marginal, or worse negative impact. (p. 15)

Although the ISLLC standards were esteemed as a focal point to guide administrators in their professional growth, they have not been without criticism (Petzki, 2008). Some argued that the standards, as written in 1996, were not anchored enough in research or a professional knowledge base and lacked specificity to support the transfer to active practice (Owings et al., 2005). As a result of the initial criticisms, the NPBEA and ISLLC Steering Committee were proactive and created a national research panel that focused on the body of literature which supported the standards and engaged in the process of revision to further strengthen the standards (Petzko, 2008). "The process has been fundamental to further reform in principal preparation programs as the revised standards reflect the wealth of new information and lessons learned about educational leadership in the past decade. The result has been a more clear and concise set of standards for the principalship" (Petzko, 2008, p. 226).

To evaluate the assertions made for and against the ISLLC standards Owings et al. (2005) conducted a statewide study to determine the relationship between the ISLLC standards, principal quality, and student achievement over time. The participants of the study included 200 Virginia public school principals. Participants were rated by a colleague who worked close to the acting principal using an instrument (rubric) based on the six ISLLC standards. The superintendent of each district appointed the colleague to complete the rubric. The study

included 160 schools in the elementary, middle, and high school settings. Principals who had served a school for a minimum of 5 years were evaluated (Owings et al., 2005)

The findings revealed:

Interrater reliability by ISLLC standards was significant, but generally low. Standard 4 (Community Involvement) and the aggregate score obtained acceptable levels of interrater reliability. These results suggest that global assessments of principal quality in relation to the ISLLC standards may not accurately discriminate among principals. However, overall judgments of principal quality based on a summation of scores across ISLLC standards do provide some discrimination with respect to overall school leadership quality. (Owings et al., 2005, p.111)

Graduate students who entered the aspiring principal preparation program have invested their time, money, resources, and education into processes of change. Quinn (2005) captured the role of the ISLLC standards in that process, “A hopeful trend for university program improvement has been the implementation of the Interstate School Leadership Licensure Consortium (ISLLC) Standards as a useful guide to shape courses and guide practice” (p. 14). The revised ISSLC standards were a necessary component to the successful implementation of real and applicable internship experiences that invited the learner to participate in the ever unfolding and changing duties of the principalship (Risen & Tripses, 2008).

Internships

As the principal’s role has evolved from managerial leadership where principals evaluated individual teachers to the current role of developing and maintaining creative cultures using data-driven collaborative teams to increase student achievement, so has the need for real-world internship experiences for the aspiring administrator increased. Bossi (2007) proposed

“The principal serves as both an instructional leader and a learning leader. This requires new skill sets” (p.33). School leaders should engage in systems thinking (Bossi, 2007; Senge, 2000) and work from the approach of backward design (Wiggins & McTighe, 2007) so they both understand and guide the complex processes of school reform, evaluation, change, and designing instruction (Bossi, 2007).

New principals are required to change the way in which instruction has been delivered and improve student understanding; further they are asked to facilitate a change in how teachers approach their work through professional learning communities (Bossi, 2007); consequently, university programs are being required to focus on providing students with connections to both theory and practice (Bossi, 2007; Risen & Tripses, 2008; SREB, 2008). There are several influential factors that cultivate a real-world experience for the intern in the school setting (Schechter, 2008). How does a creative work environment impact the ability for the student to be productive through learning opportunities? Kim and Karau (2010) declared:

It is important to identify factors that might support research capability and productivity. Identifying such factors would allow faculty and administrators to focus energy and attention to those specific aspects of the graduate school environment and are most likely to yield improvements. (p. 101)

Risen and Tripses (2008) investigated the importance of creating real-world internship practices as the aspiring principal preparation program of Bradley University expanded their existing internship requirements. The changes focused primarily on developing more clear and concise connections between the course content, theory, and practice. Risen and Tripses (2008) reported graduate students were required to create their internship projects around the Educational Leadership Constituent Council (ELCC) and NCATE standards.

According to Risen and Tripses (2008) students were required to collaborate with acting principals who served as their mentor and design two projects that demonstrated leadership and helped strengthen the existing culture of the school. They were then required to design their expected outcomes and specify how each outcome would be measured. Further, students were expected to demonstrate problem solving skills and apply that knowledge modeling the concepts of a democratic society. Finally, students were expected to complete a minimum of one activity for each of the ELCC standards. Interestingly, these activities were expected to be more managerial in nature and required students to observe. The action research study demonstrated that participants in the program required the support of their mentors to work through obstacles and the complexities of the principalship. Students demonstrated a connection between their original goals of examining the effects of leadership theory and the realities of leading those ideas in the school setting (Risen & Tripses, 2008).

In September of 2007 the New York City public school system completed its third restructuring in 5 years. The focus of the 2007 educational reform centered around the building principal as they were given the authority to execute the managerial and instructional leadership components of the principalship. In essence the district office approached the schools and gave them the power to execute how schools spend money and how teachers are trained (Durden, Izquierdo, & Williams, 2008). As a result of the district level concern for preparing future administrators, The Academy for Promising Leaders of Urban Schools (APLUS) was created, a partnership initiative between universities, public schools, and a nonprofit organization. The program was a certificate-only program and required participants to complete apprenticeships that began upon entry into the program. Upon completion

program completers could apply for administrative positions but did not earn advanced degrees (Durden et al., 2008).

Participants completed a stringent interview process and upon acceptance were expected to complete an individual leader development plan. Durden et al. (2008) reported:

APLUS Program objectives are to:

- Combine leadership theory, knowledge, and best practices from business and education;
- Focus on key habits of the heart and mind;
- Emphasize a system approach in developing the knowledge base and skills critical to creating environments where students learn;
- Highlight interconnections between school's purpose, people, practice, and place;
- Prepare candidates to deal with daily "on the ground" issues for teaching and learning;
- Develop knowledge, understanding, skills, and workable strategies that shape and sustain organizational change; and
- Design program content around problems of practice in diverse, high need, high energy urban schools.

Further, Davis and Jazzar (2005) examined 14 principal preparation programs and discovered the following seven consistent ideas to help direct university programs as the connect theory and application of effective leadership through carefully designed experiences: curriculum, clinical internships, mentors, collaboration, authentic assessments, research-based decision making, and transition skills. They found the alignment between the ISLLC standards and applicable internship experiences was essential to the development of the emerging school leader, and universities should embed the standards through the intern required experiences.

Internship programs are not limited to the field of education. Universities and colleges embed intern opportunities in business schools realizing that this requirement provides

significant benefits to both the student and the university often leading to employment opportunities following graduation (Gault, Leach, & Duey, 2010; Knouse & Fontenot, 2008). Research indicated that a definite advantage for interns is marketability. This was attributed to the fact that students had developed leadership skills such as problem solving, ethical issues, global markets, and written and oral communication through the tenure of their internship (Knouse & Fontenot, 2008).

Gault et al. (2010) reported acquisition of knowledge appeared to be the decisive factor that differentiated graduate students who completed an internship from those who did not, consequently, improving their ability to obtain a position. To further study this phenomenon, Gault et al. conducted an empirical investigation on the relationship between students who completed an internship and marketability following graduation. Using a five-point Likert scale, the authors surveyed 185 employers who worked with 392 interns enrolled in an accredited business college. The study was specific to one university in the northeastern US.

Corroborating previous research, the findings indicated that in addition to enhanced marketability, high intern performance results enhanced the perceived value of the university and their internship program (Gault et al., 2010). Leadership and teamwork established through relationship building were found to be of prime importance to business recruiters. Moreover, several employers reported hiring an intern was preferable to hiring an individual without any internship experiences.

Knouse and Fontenot (2008) made the connection between beneficial activities that help transition students into real-world applications. Knouse and Fontenot (2008) reported:

To justify the high participation rate among business schools, educational professions recognize that internships seem to offer many benefits: (a) internships may help students to find jobs, (b) internships may be stepping stones that can be directly related to full - time jobs, (c) internships may create satisfying experiences that motivate students to continue along a career path, (d) internships may create realistic expectations about the world of work and help clarify students' career intentions. (p. 61)

Internships should be relevant and expand the students' leadership opportunities through a myriad of activities and multiple sites. The school leader's licensure is often all encompassing allowing a graduate to apply for positions in diverse fields of the K-12 world; consequently, leaders should be trained to understand the varied challenges of multiple age groups and diverse teaching and instructional strategies (David & Jazsar, 2005). Carefully constructed internships should require students to execute the duties and responsibilities of the principalship under the watchful eye of mentors and university instructors to ensure real world meaning and transfer from theory to practice have occurred through the students' tenure (Alsbury & Hackman, 2006; David & Jazsar, 2005).

The role of the mentor had a direct impact on the success of the students who successfully met the objectives of the APLUS Program. Supportive mentors demonstrate concern, foster the student's voice, and provide feedback to enhance productivity while student's are executing their internships (Hess & Kelly, 2009; Kim & Karau, 2005). A variety of studies suggested that there was a direct correlation between a positive learning and working environment and the creative performance of the individual. In order to test their hypothesis, Kim and Karau (2005) studied the influence of positive support from faculty during the graduate work of business management doctoral students. Their results indicated there was a significant impact on student productivity and creativity to design new approaches to research. Findings

were consistent with other studies and demonstrated the importance of faculty support at both the university and school level throughout the internship.

Mentors

Mentoring requires a senior professional with exceptional expertise to oversee the aspiring principals as they apply theory, leadership skills, and instructional expertise developing into emerging educational leaders. The mentor uses self-assessments and growth plans to facilitate and monitor growth through feedback, support, instruction, observations, and evaluations during the course of the student's internship (Saunders, 2008; Villani, 2006). The selection of the mentor must be carefully considered under strict criteria.

Effective mentors demonstrate positive leadership qualities, exceptional communication and problem solving skills, and organizational development through a clarity of vision (Bradberry & Greaves 2009; Fullan, 2001; Saunders, 2008; Tripses & Searby, 2008).

Mentors and the importance of the mentor and protégé relationship have been well documented. In order for the student intern to experience real and meaningful activities in preparation for the principalship, trust and clarity of goals are two vital components for success (Browne-Ferrigno & Muth, 2006; Murphy, 2009; Vella, 2002). The ability to become a highly skilled school leader is a process that must be carefully constructed and the acquisition of an administrative licensure upon graduation from a university does not ensure that process has successfully been completed (Tripses & Searby, 2008). Educators dedicate their lives to serving others and to realizing the potential of children, teachers, and communities. In order to apprehend the potential within the graduate students seeking to become school leaders, effective mentorship developing the 13 essential competencies defined by the Southern

Educational Board and ISLLC standards should be executed under the careful scrutiny of proven school leaders (Davis & Jazsar, 2005; Southern Regional Education Board, 2007).

As a result of the growing body of literature many states have required mentoring as a component to the administrative licensure process through new state legislation (Searby, 2010). Partnerships between universities and school districts are essential to the successful development and execution of effective internship experiences. Good mentors who have been trained and proven in their fields are the key. “Internships must be managed by professional practitioners who have knowledge, time, and commitment to determine whether aspiring principals are engaged in a rich set of experiences that enable them to develop their leadership competencies” (Southern Regional Education Board, 2007, p. 11). Realizing the importance of the partnerships to enhance leadership preparation the Southern Regional Education Board (2006) focused on the progress made by 22 universities that were considered pacesetters and worked to redesign the emphasis of their programs to include instructional leadership and student achievement.

The findings of the study revealed:

- About one – third (seven of 22) of the universities had made substantial progress in developing a strong working relationship with local school districts.
- Half (11 of 22) of the universities had made some progress in redesigning principal preparation to emphasize knowledge and skills for improving schools and raising student achievement.
- Only four of 22 universities had made substantial progress in developing programs with well - planned and well - supported internships; 14 had made some progress and four had made no progress.
- Only one university had made some progress in incorporating rigorous evaluations of participants’ mastery of essential competencies; 21 of 22 had made no progress. (Southern Regional Education Board, 2007, p. 18)

Although mentoring strategies help new principals develop necessary skills to fulfill their duties (Sherman, 2008), there has been limited empirical evidence given to the actual experiences of interns as they execute their roles and responsibilities. Villani (2006) has provided best practices for universities to consider as they redesign programs to encompass effective mentor and intern relationships. Involving key stakeholders, selecting well prepared candidates, establishing workable time frames for interns, providing training, creating supportive policies, and conducting evaluations support the development of effective mentor outcomes (Villani, 2006). Policies and procedures are a vital component for the intern and the mentor. Without specific direction from the university, the districts often failed to engage the best suited mentors to the task of preparing aspiring administrators resulting in few opportunities to engage in meaningful field activities (Southern Regional Education Board, 2007).

Effective mentoring has been the direct result of intentional and calculated processes designed by a collaborative effort between states, universities, school districts, and school site principals. Interns who are allowed to facilitate their field experiences without the direction of university or district level assigned mentors often fail to glean the required skills for the principalship (Ragins & Kram, 2007; Southern Regional Education Board, 2007; Tripses & Searby, 2008). Mentoring has been described as a mutual learning partnership, but it is important that interns play an active role in the relationship (Searby, 2010) as they execute self-assessments and consequent growth plans in preparation for the principalship. The SREB defined suggested policies for legislators and educators to consider as continued reform in principal preparation programs occurs. Policy topics included: “clear expectations for mastery

of state leadership standards, collaboration between universities and districts, adequate resource allocations, mentor selections, mentor training, coaching and feedback for competency mastery, and coherent performance evaluation system for program completion, certification, and licensure” (Southern Regional Education Board, 2007, p.75-76).

True collaborative work between the university, mentor, and intern holds the potential for rich and meaningful professional growth for all entities involved. Adult learners who have recognized learning styles, strengths, and weaknesses and reflect upon their practice ultimately continue to strengthen their expertise as leaders (Searby, 2010; Tripses & Searby, 2008; Vella, 2002). Brown- Ferrigno and Muth (2006) expanded upon the exponential impact of efficient mentorship:

Practicing and aspiring principals need opportunities to work together in meaningful ways to foster development of collegial relationships that can sustain new and novice principals during the often difficult early years in new positions of leadership. This form of mentoring provides ongoing, supportive structures for change in a school district. (p. 481)

In order to evaluate the perspective of practicing interns Searby (2010) created a framework entitled Protégéship Framework and, much like the initial set of ISLLC standards, she defined sets of expected outcomes in three areas for the intern: knowledge, skills, and dispositions. Students were expected to demonstrate understanding of the teaching process and leadership attributes, establish clear and concise goals, display effective communications skills, reflect as a critical practitioner, maintain ethical behaviors, and model a willingness to learn (Searby, 2010).

In an effort to research students’ perspectives about their experiences as they established the mentor relationship, Searby (2010) conducted a qualitative study through a 2-

year period of time and collected data from 36 participants. Specifically, the participants were students enrolled in graduate classes and required to seek and develop a mentor relationship as part of their class assignments. She collected reflections, self-assessments, and discussion feedback and evaluated the findings to look for consistent themes. The findings indicated students were responsive to the developmental framework to support an effective relationship with their mentors. Additionally, the study acknowledged the fears students displayed in the process of developing relationships with mentors and the need for university support through the process.

Standards have been a distinctive part of the internship experience as mentors for aspiring principals helped design the expected goals around the components of the ISLLC standards. As a result of a research study analyzing mentor programs in 16 states, the SREB created components for effective mentoring programs. High standards and clear goals for performance expectations, partnerships between universities and districts, activities focused on solving problems, clearly defined policies for all entities involved in the partnership, and assessments that are meaningful were defined as essential elements to a successful program (Southern Regional Education Board, 2007).

Educational leadership preparation programs are the front line preparation for future school leaders and have an opportunity to simultaneously train effective mentors while students are executing exceptional internship activities (Derrington & Sharratt, 2008; Searby, 2010; Southern Regional Education Board, 2007). Hansford and Ehrich (2005) reported findings following a meta-analysis of mentoring and school principals research and provided several positive results for the mentee including support, counseling, collaborative problem solving,

enhanced professional development, and confidence. Interns who worked under the supervision of a mentor were actively engaged in constructivism, a learning theory that posits learners construct meaning and develop knowledge as a result of their activities (Saunders, 2008). As a result of the new knowledge acquired, students enter into the paradigm of changing from teachers to leaders, leaders who are learning how to execute the duties and responsibilities of the principalship. Realizing the connections between theory and real-world experiences empowers the mentor and intern to maximize the internship experience (Searby, 2010; Villani, 2006).

Conclusion

The ISLLC Standards have established the bar for what aspiring principals should know and be able to execute following the completion of their internship experiences (Petzko, 2008; Southern Regional Education Board, 2007). The Southern Regional Education Board (2007) found that the quality of principals directly impact the quality of the schools and produce higher student performance, while the opposite is also true of principals who are poorly prepared are unable to effectively lead schools and once certified, remain in the system for many years, and hinder school improvement. “Aspiring school administrators, potentially responsible for the quality of learning achieved by countless numbers of students, must be tested against rigorous performance requirements during a challenging internship supervised by experts in the field” (Southern Regional Education Board, 2007, p. 10).

CHAPTER 3

METHODOLOGY

The purpose of this study was to investigate East Tennessee State University graduate student perceptions on the effectiveness of internship experiences as students explored the implementation of ISLLC Standards and the role of mentor support as they prepared for the principalship. Specifically, this research assessed the perceived value of the 540-hour internship experience, the development of growth plans and implementation of the ISLLC Standards, and the perceived value of the site-based and university-based mentors as the interns completed their activities in multiple settings. This chapter provides a description of the research design, selection of the population, the data collection procedures, research questions and null hypotheses, data analysis procedures, and a summary of the chapter.

Research Design

Quantitative research designs exemplify a positivist philosophy while focusing on objective analyses as the researcher examines the phenomena. The research design is paramount to the success of the study as it provides valid, probable conclusions to the research questions and describes the structures for the study (McMillian & Schumacher, 2006).

According to McMillan and Schumacher (2006) a “nonexperimental research design describes things that have occurred and examine relationships between things without any direct manipulation of conditions that are experienced” (p. 24). For the purpose of this study the quantitative research design was placed into the subclassification of nonexperimental.

Creswell (2009) described quantitative research as a method for testing objective theories through an examination of the relationships among variables. This nonexperimental

design used a survey with three open-ended questions and evaluated East Tennessee State University graduate student perceptions about the effectiveness of their internship experiences and the role of the mentor following the completion of the Administrative Endorsement Program.

Population

The population involved in this study consisted of graduate students who completed the coursework and internship requirements for the Administrative Endorsement Program in the Educational Leadership and Policy Analysis (ELPA) Department of East Tennessee State University. Upon completion of the program, students were eligible for their administrative license. The study surveyed students who completed all program requirements from December of 2005 through December of 2010. Students worked in cohort groups to complete the required 2-year rotation with 10 to 15 students in each cohort. In 2008 two cohorts completed their requirements for the administrative license, one in May and the second in December.

The participating university for this study, East Tennessee State University, is located in Johnson City, Tennessee. Students who participated in the program worked in one of 19 Northeast Tennessee school districts, North Carolina School districts, and Southwest Virginia school districts. Participants were both male and female and had completed a minimum of 3 years as classroom teachers prior to acceptance in the administrative endorsement program.

Data Collection Procedures

Prior to the beginning of this research project permission to conduct research was obtained from the Institutional Review Board (IRB) of East Tennessee State University and Dr. Pamela Scott, the chair of the ELPA department. A survey instrument with 25 statements and 3

open-ended questions was developed and distributed via an on-line service, Survey Monkey, to the participants. The survey instrument consisted of 25 statements that asked the respondents to indicate their degree of agreement on a 4-point Likert scale ranging from strongly disagree to strongly agree. Three additional questions asked participants to expand on their experiences and subsequent reactions to the internship component of the administrative endorsement program (Appendix D). Participants were advised that if a statement or question made them uncomfortable they could move to the next statement on the survey. All responses were confidential and the demographic information collected did not reveal the participants in the study.

According to McMillan and Schumacher (2006) “validity is a judgment of the appropriateness of a measure for specific inferences, decisions, consequences, and use of the result from the scores that are generated” (p. 130). Validity was established by administering the instrument in a January 2011 pilot study at East Tennessee State University to a group of 10 purposefully selected ELPA students who were currently working in the administrative endorsement programs and were actively engaged in the internship requirements. The pilot group made suggestions for modifications to the instrument that included adding information about reflections, clarifying wording, and expanding concepts about the role of the mentor.

Research Questions and Null Hypotheses

The nonexperimental quantitative design guided the following research questions and null hypotheses.

Research Question 1: To what extent did the perceptions of internship experiences support the development of competencies identified through the overall ISLLC Standards and allow opportunities to transfer standards to professional practice?

Ho1₁: Perceptions of the internship experiences supporting the development of competencies identified through the overall ISLLC Standards and allowing opportunities to transfer standards to professional practice are not significantly positive or negative.

Research Question 2: To what extent did the perceptions of internship experiences support the development of competencies identified through each individual ISLLC Standard?

Ho2₁: Perceptions of internship experiences of the administrative endorsement program supporting the development of competencies identified through ISSLC Standard 1 are not significantly positive or negative.

Ho2₂: Perceptions of internship experiences of the administrative endorsement program supporting the development of competencies identified through ISSLC Standard 2 are not significantly positive or negative.

Ho2₃: Perceptions of internship experiences of the administrative endorsement program supporting the development of competencies identified through ISSLC Standard 3 are not significantly positive or negative.

Ho2₄: Perceptions of internship experiences of the administrative endorsement program supporting the development of competencies identified through ISSLC Standard 4 are not significantly positive or negative.

Ho2₅: Perceptions of internship experiences of the administrative endorsement program

supporting the development of competencies identified through ISSLC Standard 5 are not significantly positive or negative.

Ho2₆: Perceptions of internship experiences of the administrative endorsement program supporting the development of competencies identified through ISSLC Standard 6 are not significantly positive or negative.

Research Question 3: To what extent did the perceptions of internship experiences of the administrative endorsement program support the transition from graduate student to leader through the intern administrative duties?

Ho3₁: Perceptions of internship experiences of the administrative endorsement program supporting the transition from graduate student to leader through the intern administrative duties are not significantly positive or negative.

Research Question 4: To what extent did the perceptions of site based mentors support the internship experiences of the student in the administrative endorsement program?

Ho4₁: Perceptions of the site based mentor support during the internship experiences of the student in the administrative endorsement program are not significantly positive or negative.

Research Question 5: To what extent did the perceptions of East Tennessee State University supervisor support the internship experiences of the administrative endorsement program?

Ho5₁: Perceptions of the East Tennessee State University supervisor support during the internship experiences of the administrative endorsement program are not significantly positive or negative.

Research Question 6: To what extent did the perceptions of self-assessments and growth plans guide the development of internship experiences based on the ISLLC Standards based skills and knowledge?

Ho6₁: Perceptions of self-assessments and growth plans to guide the development of internship experiences based on the ISLLC Standards are not significantly positive or negative.

Research Question 7: To what extent did the perceptions of reflections contribute to the development and skills required of a school administrator?

Ho7₁: Perceptions of reflections contributing to the development and skills required of a school administrator are not significantly positive or negative.

Research Question 8: To what extent did perceptions of the concept of change theory impact professional development through the internship experiences?

Ho8₁: Perceptions of the concept of change theory impacting professional development through internship experiences are not significantly positive or negative.

Research Question 9: To what extent did the perceptions of participants agree that administrative endorsement students should be required to complete an internship experience consisting of 540 hours?

Ho9₁: Perceptions that administrative endorsement students should be required to complete an internship experience consisting of 540-hour internship experiences are not significantly positive or negative.

Data Analysis

Data from this research were analyzed through a nonexperimental quantitative methodology. To find the statistical calculations of this study data were obtained through the administration of the survey instrument. *Statistical Package for Social Sciences (SPSS)* Version 18.0 data analysis software was used for all data analysis procedures in this study. The data sources that were analyzed included a survey design with a Likert scale and open ended questions.

Research questions 1 through 9 had corresponding null hypotheses and question number 2 analyzed 6 sub null hypotheses. Research questions 1 through 9 were analyzed with a series of single sample *t*-tests comparing calculated means with a value of 2.5 representing neutrality. All data were analyzed at .05 level of significance. Following the statistical analysis, I wrote descriptively as to transfer the knowledge communicated from the three open ended questions. The first question focused on the overall ISLLC Standards. The second question focused on overall mentor support. Finally, the third question invited the participant to add any additional information to the study. Findings of the data analyses are presented in Chapter 4. A summary of the findings, conclusions, and recommendations for future research are presented in Chapter 5.

Summary

Chapter 3 reported the methodology and procedures for conducting the study. After a brief introduction, a description of the research design, selection of the population, the data collection procedures, research questions and null hypotheses, and the consequent data analysis procedures were defined.

CHAPTER 4

ANALYSIS OF THE DATA

The purpose of this study was to investigate East Tennessee State University graduate student perceptions on the effectiveness of internship experiences as students explored the implementation of ISLLC Standards and the role of mentor support as they prepared for the principalship. Participants of the study included 55 program completers from 2005 through 2010.

In this chapter data were presented and analyzed to answer nine research questions and 14 null hypotheses. Two data measures were analyzed: 25 survey questions measured on a 4-point Likert-type scale and three open-ended questions. Data were retrieved following the execution of the Student Rating of East Tennessee State University Administrative Endorsement Program Survey (Appendix D) through an online survey format. The survey was distributed four times; a total of 78 possible participants were invited to participate in the survey and 55 program completers responded.

Research Question 1

Research Question 1: To what extent did the perceptions of internship experiences support the development of competencies identified through the overall ISLLC Standards and allow opportunities to transfer standards to professional practice?

Ho₁: Perceptions of the internship experiences supporting the development of competencies identified through the overall ISLLC Standards and allowing opportunities to transfer standards to professional practice are not significantly positive or negative.

A one-sample t test was conducted on ELPA Administrative Endorsement program completers' perceptions from 2005 through 2010 to evaluate whether the mean score was significantly different from 2.5, the value representing neutrality. The population mean of 3.29 ($SD = .49$) was significantly higher than 2.5, $t(53)=11.80, p < .001$. Therefore the null hypothesis H_{01} was rejected. The 95% confidence interval for the 2005 through 2010 program completers of the ELPA Administrative Endorsement Program mean ranged from 3.14 to 3.47. The strength of the relationships between the ELPA Administrative Endorsement Program completers and the mean score effect size d of 1.60 indicates a large effect. The results indicated the respondents from 2005 through 2010 had a significantly positive experience as they transferred ISLLC Standards to professional practice. Figure 1 shows the distribution of the participant responses. The frequency reported within each graph represents the number of participants who designated a 1, 2, 3, or 4 on the online survey. Results correlate to the population mean reported.

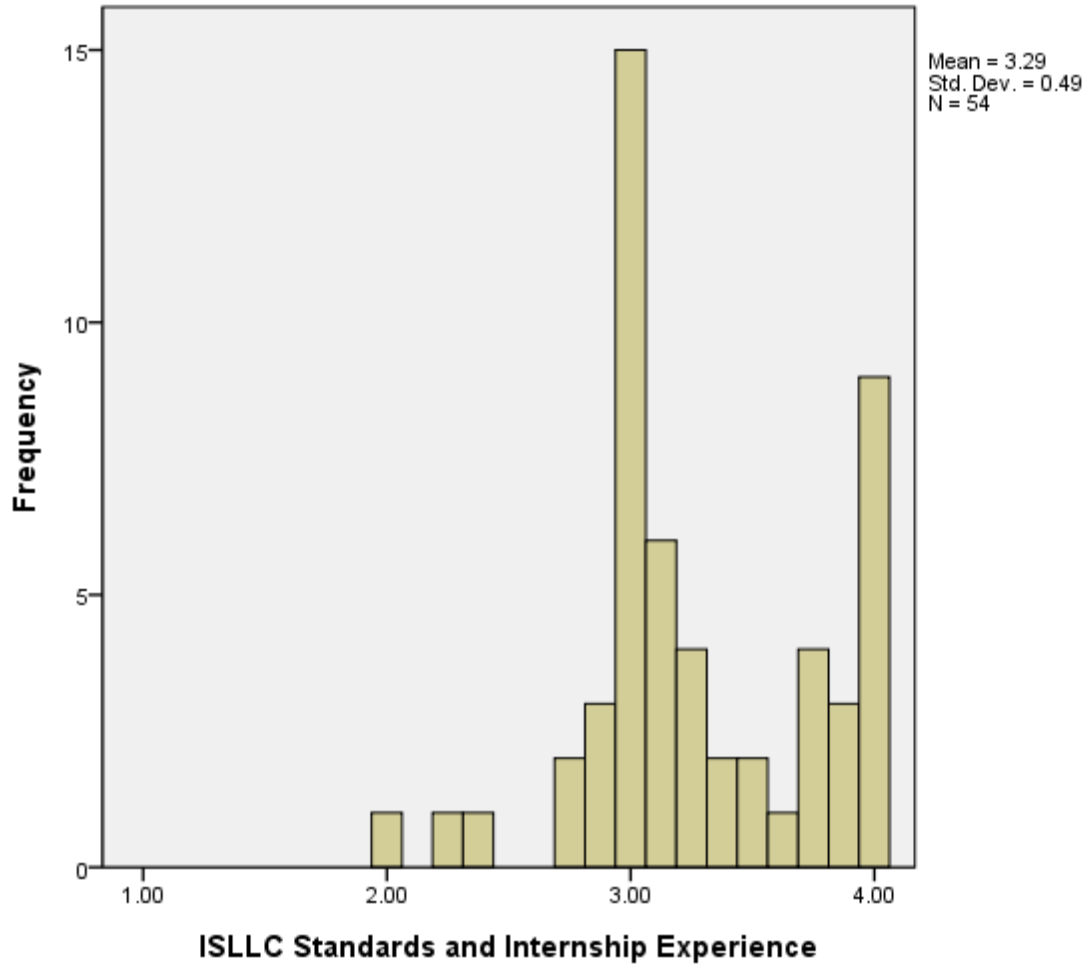


Figure 1. Distributions of the 2005 through 2010 ELPA Administrative Endorsement Program completers' responses. In order to determine program completers' perceptions, responses to the following items were analyzed from the survey: 1, 5, 6, 7, 8, 9, 10, and 13.

Research Question 2

Research Question 2: To what extent did the perceptions of internship experiences support the development of competencies identified through each individual ISLLC Standard?

Ho₂₁: Perceptions of internship experiences of the administrative endorsement program supporting the development of competencies identified through ISLLC Standard 1 are not significantly positive or negative.

A one-sample *t* test was conducted on ELPA Administrative Endorsement program completers' perceptions from 2005 through 2010 to evaluate whether the mean score was significantly different from 2.5, the value representing neutrality. The population mean of 3.33 (*SD* = .55) was significantly higher than 2.5, $t(54)=11.23$ $p < .001$. Therefore the null hypothesis Ho₂₁ was rejected. The 95% confidence interval for the 2005 through 2010 program completers of the ELPA Administrative Endorsement Program mean ranged from 3.14 to 3.47. The strength of the relationships between the ELPA Administrative Endorsement Program completers and the mean score effect size *d* of 1.52 indicates a large effect. The results indicated the respondents from 2005 through 2010 had a significantly positive experience as they transferred ISLLC Standard 1 that states: "A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community" (Appendix A). Figure 2 shows the distribution of the participant responses. The frequency reported within each graph represents the number of participants who designated a 1, 2, 3, or 4 on the online survey. Results correlate to the population mean reported.

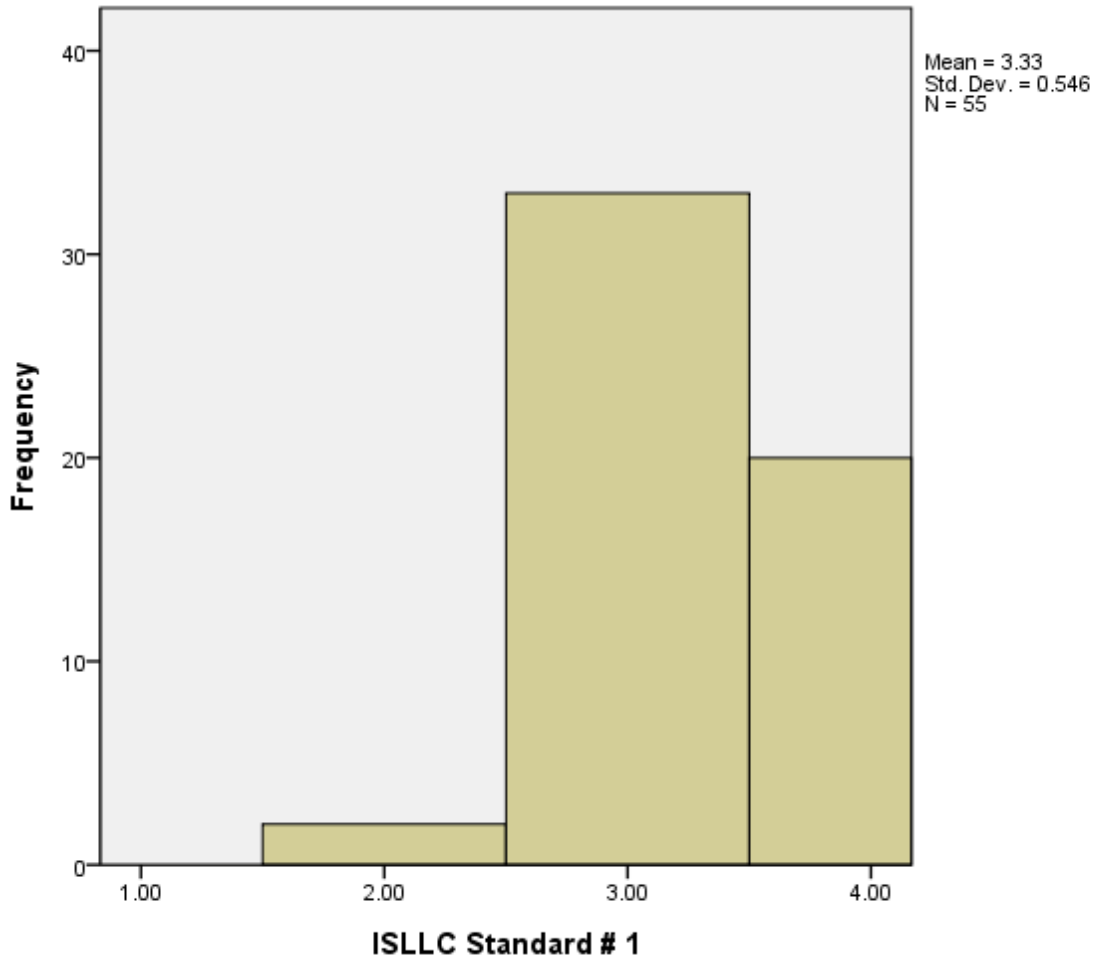


Figure 2. Distributions of the 2005 through 2010 ELPA Administrative Endorsement Program completers' responses. In order to determine program completers' perceptions, question number 5 was analyzed from the survey.

Ho₂: Perceptions of internship experiences of the administrative endorsement program supporting the development of competencies identified through ISSLC Standard 2 are not significantly positive or negative.

A one-sample *t* test was conducted on ELPA Administrative Endorsement program completers' perceptions from 2005 through 2010 to evaluate whether the mean score was significantly different from 2.5, the value representing neutrality. The population mean of 3.31 (*SD* = .60)

was significantly higher than 2.5, $t(55)=9.92, p < .001$. Therefore the null hypothesis H_{02} was rejected. The 95% confidence interval for the 2005 through 2010 program completers of the ELPA Administrative Endorsement Program mean ranged from 3.14 to 3.47. The strength of the relationships between the ELPA Administrative Endorsement Program completers and the mean score effect size d of 1.32 indicates a large effect. The results indicated the respondents from 2005 through 2010 had a significantly positive experience as they transferred ISLLC Standard 2 that states: "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" (Appendix A). Figure 3 shows the distribution of the participant responses. The frequency reported within each graph represents the number of participants who designated a 1, 2, 3, or 4 on the online survey. Results correlate to the population mean reported.

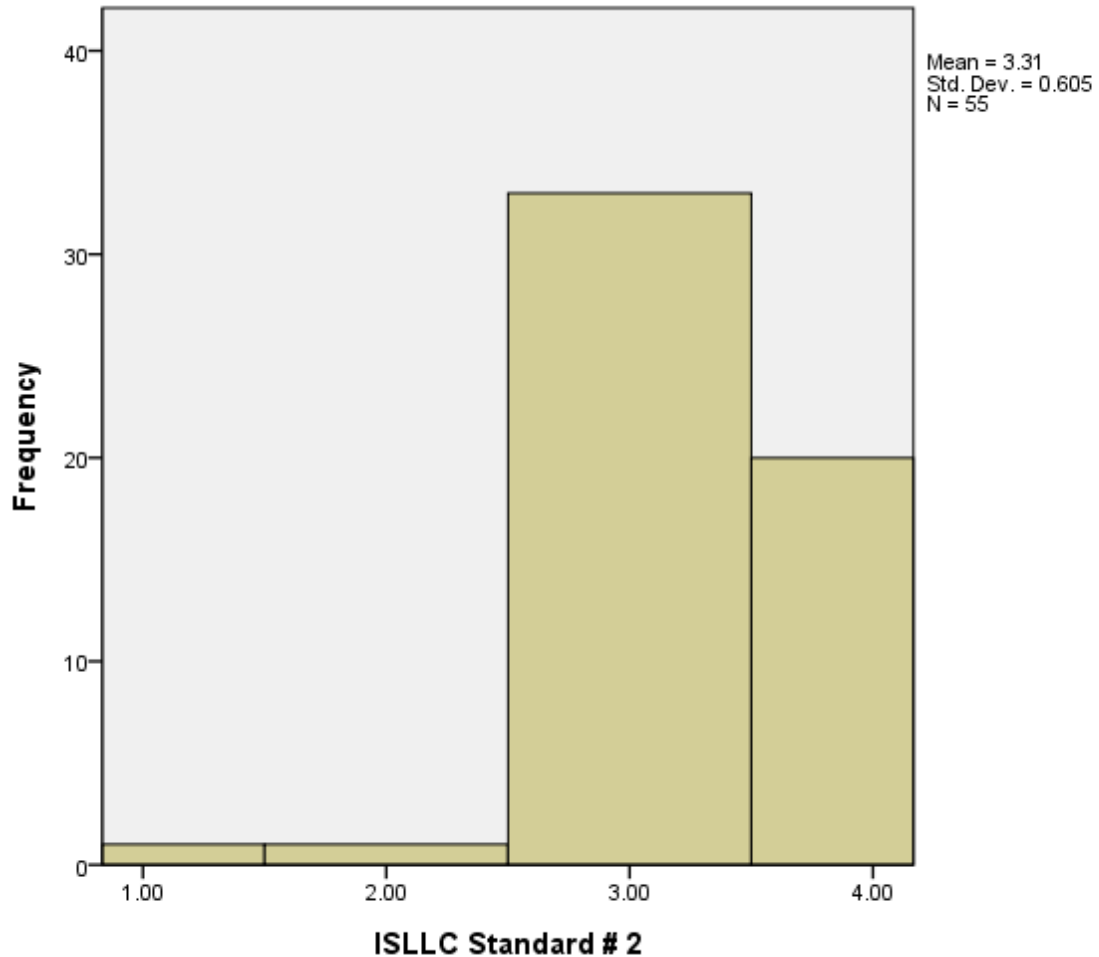


Figure 3. Distributions of the 2005 through 2010 ELPA Administrative Endorsement Program completers' responses. In order to determine program completers' perceptions, question number 6 was analyzed from the survey.

Ho₂₃: Perceptions of internship experiences of the administrative endorsement program supporting the development of competencies identified through ISSLC Standard 3 are not significantly positive or negative.

A one-sample *t* test was conducted on ELPA Administrative Endorsement program completers' perceptions from 2005 through 2010 to evaluate whether the mean score was significantly

different from 2.5, the value representing neutrality. The population mean of 3.27 ($SD = .62$) was significantly higher than 2.5, $t(54)=9.91, p < .001$. Therefore the null hypothesis H_{03} was rejected. The 95% confidence interval for the 2005 through 2010 program completers of the ELPA Administrative Endorsement Program mean ranged from 3.10 to 3.44. The strength of the relationships between the ELPA Administrative Endorsement Program completers and the mean score effect size d of 1.25 indicates a large effect. The results indicated the respondents from 2005 through 2010 had a significantly positive experience as they transferred ISLLC Standard 3 that states: "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" (Appendix A). Figure 4 shows the distribution of the participant responses. The frequency reported within each graph represents the number of participants who designated a 1, 2, 3, or 4 on the online survey. Results correlate to the population mean reported.

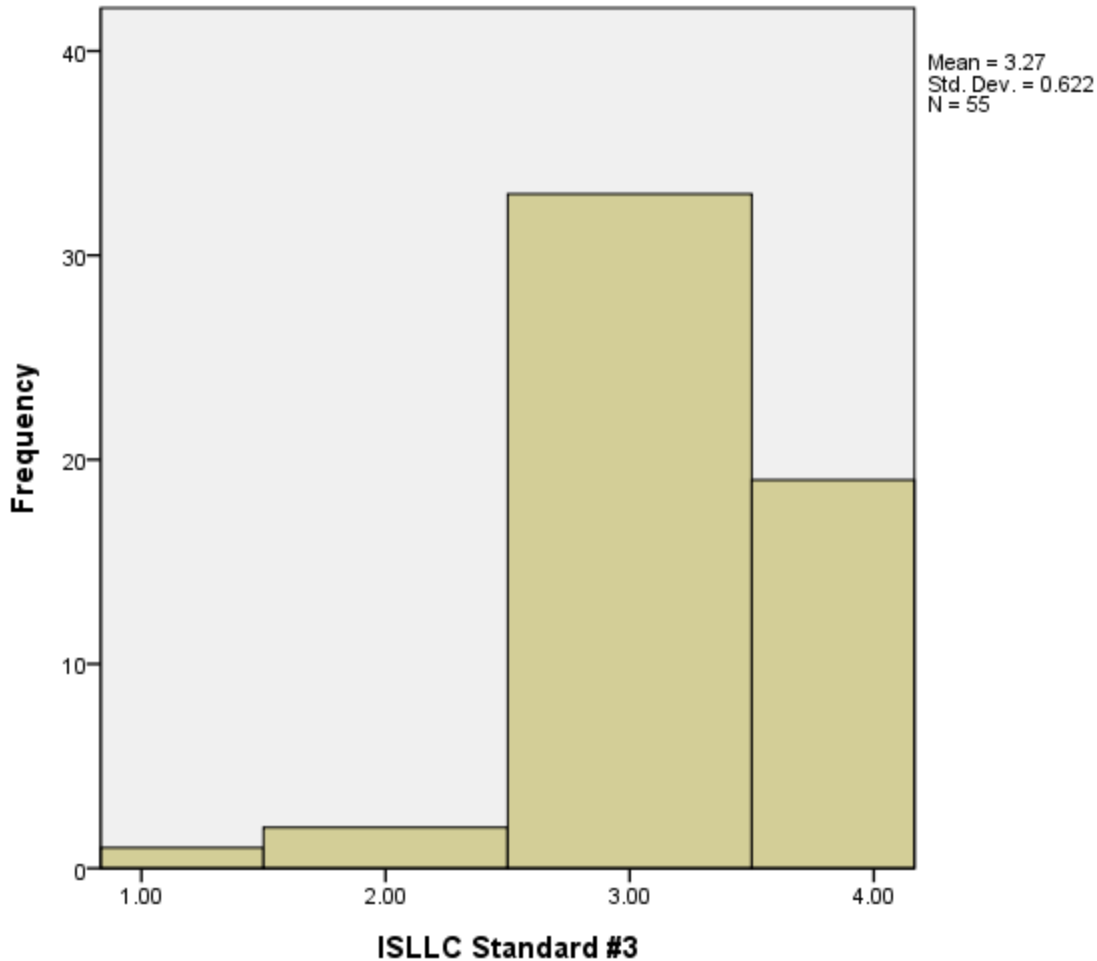


Figure 4. Distributions of the 2005 through 2010 ELPA Administrative Endorsement Program completers' responses. In order to determine program completers' perceptions, question number 7 was analyzed from the survey.

Ho2₄: Perceptions of internship experiences of the administrative endorsement program supporting the development of competencies identified through ISSLC Standard 4 are not significantly positive or negative.

A one-sample *t* test was conducted on ELPA Administrative Endorsement program completers' perceptions from 2005 through 2010 to evaluate whether the mean score was significantly

different from 2.5, the value representing neutrality. The population mean of of 3.29 ($SD = .57$) was significantly higher than 2.5, $t(54)=10.35$, $p < .001$. Therefore the null hypothesis H_{024} was rejected. The 95% confidence interval for the 2005 through 2010 program completers of the ELPA Administrative Endorsement Program mean ranged from 3.13 to 3.44. The strength of the relationships between the ELPA Administrative Endorsement Program completers and the mean score effect size d of 1.40 indicates a large effect. The results indicated the respondents from 2005 through 2010 had a significantly positive experience as they transferred ISLLC Standard 4 that states: "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" (Appendix A). Figure 5 shows the distribution of participant responses. The frequency reported within each graph represents the number of participants who designated a 1, 2, 3, or 4 on the online survey. Results correlate to the population mean reported.

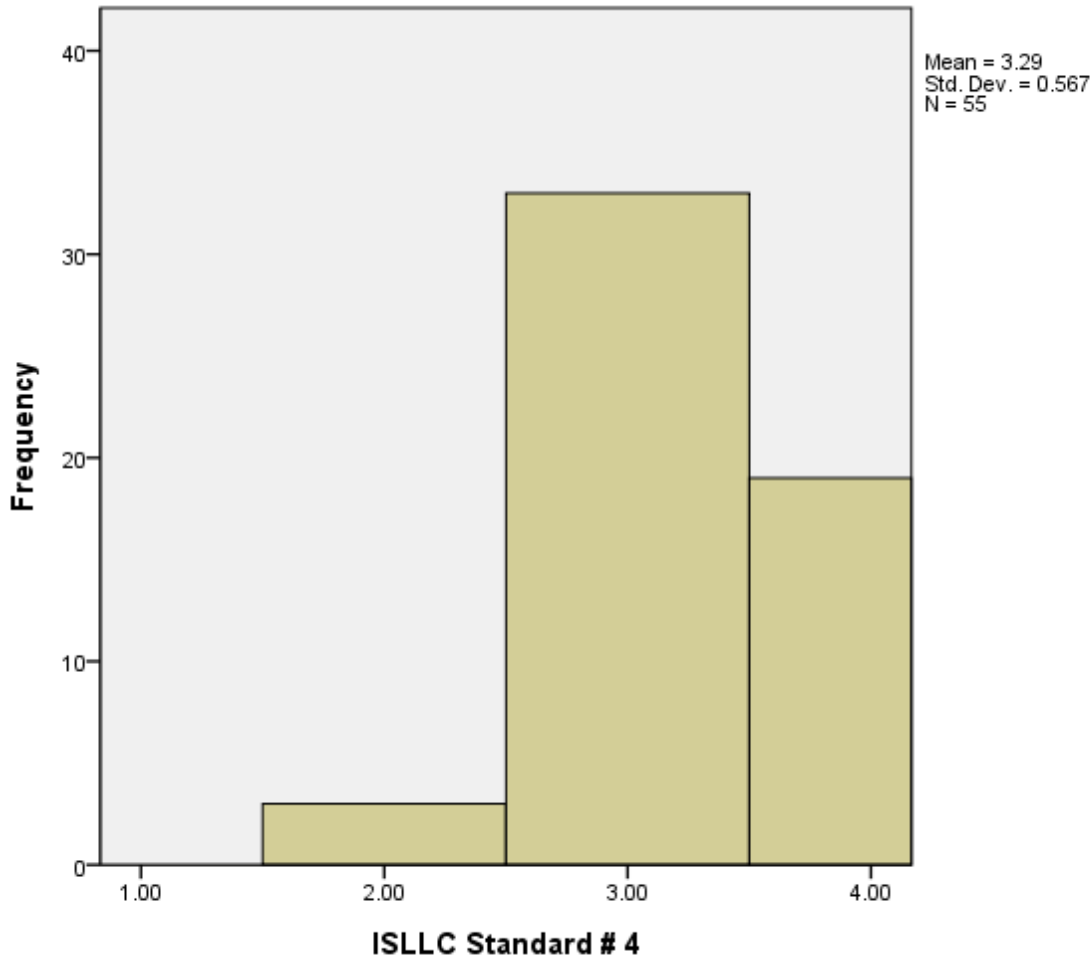


Figure 5. Distributions of the 2005 through 2010 ELPA Administrative Endorsement Program completers' responses. In order to determine program completers' perceptions, question number 8 was analyzed from the survey.

Ho₂₅: Perceptions of internship experiences of the administrative endorsement program supporting the development of competencies identified through ISSLC Standard 5 are not significantly positive or negative.

A one-sample *t* test was conducted on ELPA Administrative Endorsement program completers' perceptions from 2005 through 2010 to evaluate whether the mean score was significantly different from 2.5, the value representing neutrality. The population mean of 3.29 (*SD* = .59)

was significantly higher than 2.5, $t(54)=9.80, p < .001$. Therefore the null hypothesis H_{02_5} was rejected. The 95% confidence interval for the 2005 through 2010 program completers of the ELPA Administrative Endorsement Program mean ranged from 3.12 to 3.45. The strength of the relationships between the ELPA Administrative Endorsement Program completers and the mean score effect size d of 1.31 indicates a large effect. The results indicated the respondents from 2005 through 2010 had a significantly positive experience as they transferred ISLLC Standard 5 that states: "A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner" (Appendix A). Figure 6 shows the distribution of participant responses. The frequency reported within each graph represents the number of participants who designated a 1, 2, 3, or 4 on the online survey. Results correlate to the population mean reported.

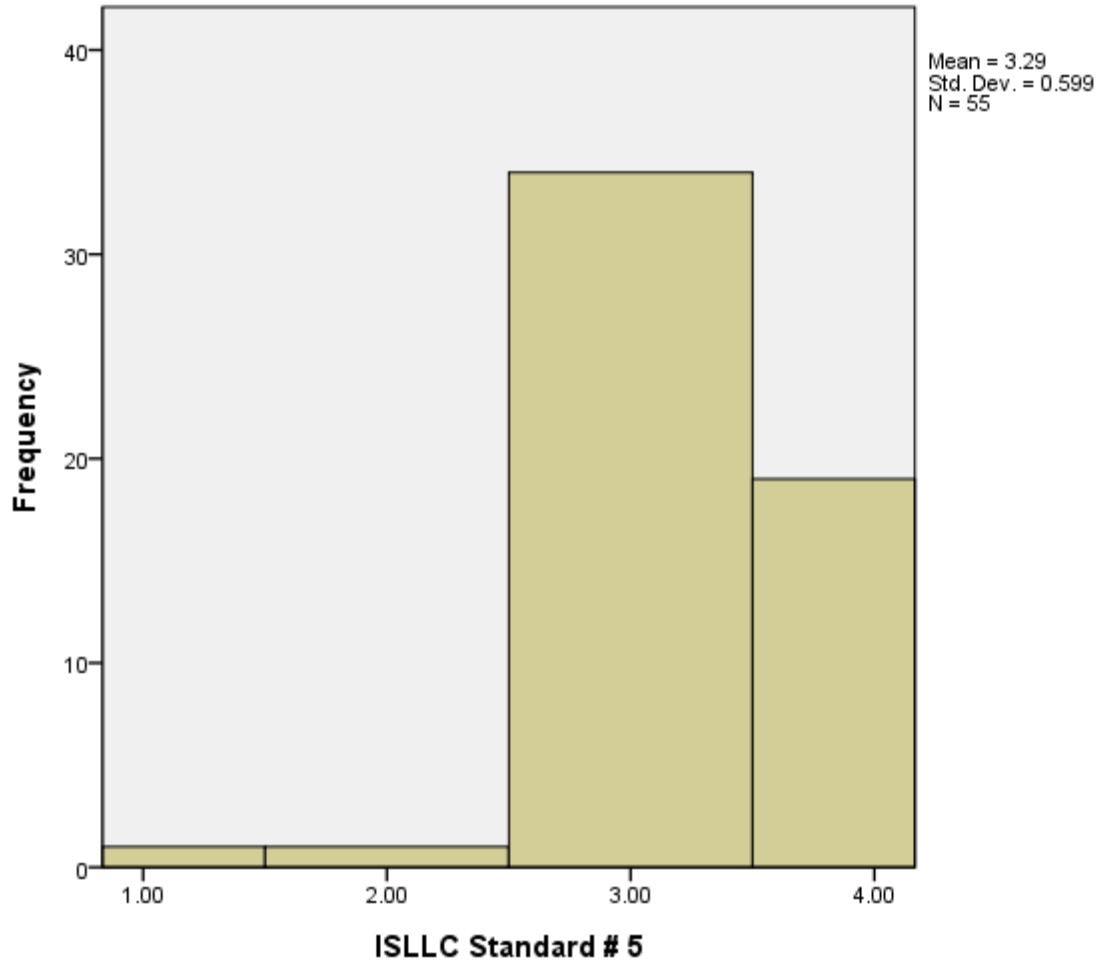


Figure 6. Distributions of the 2005 through 2010 ELPA Administrative Endorsement Program completers' responses. In order to determine program completers' perceptions, question number 9 was analyzed from the survey.

Ho₂₆: Perceptions of internship experiences of the administrative endorsement program supporting the development of competencies identified through ISSLC Standard 6 are not significantly positive or negative.

A one-sample *t* test was conducted on ELPA Administrative Endorsement program completers' perceptions from 2005 through 2010 to evaluate whether the mean score was significantly

different from 2.5, the value representing neutrality. The population mean of 3.20 ($SD = .65$) was significantly higher than 2.5, $t(53)=7.89, p < .001$. Therefore the null hypothesis H_{06} was rejected. The 95% confidence interval for the 2005 through 2010 program completers of the ELPA Administrative Endorsement Program mean ranged from 3.02 to 3.38. The strength of the relationships between the ELPA Administrative Endorsement Program completers and the mean score effect size d of 1.08 indicates a large effect. The results indicated the respondents from 2005 through 2010 had a significantly positive experience as they transferred ISLLC Standard 6 that states: "A school administrator is an educational leader who promotes the success of all students by to professional practice understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context" (Appendix A). Figure 7 shows the distribution of participant responses. The frequency reported within each graph represents the number of participants who designated a 1, 2, 3, or 4 on the online survey. Results correlate to the population mean reported.

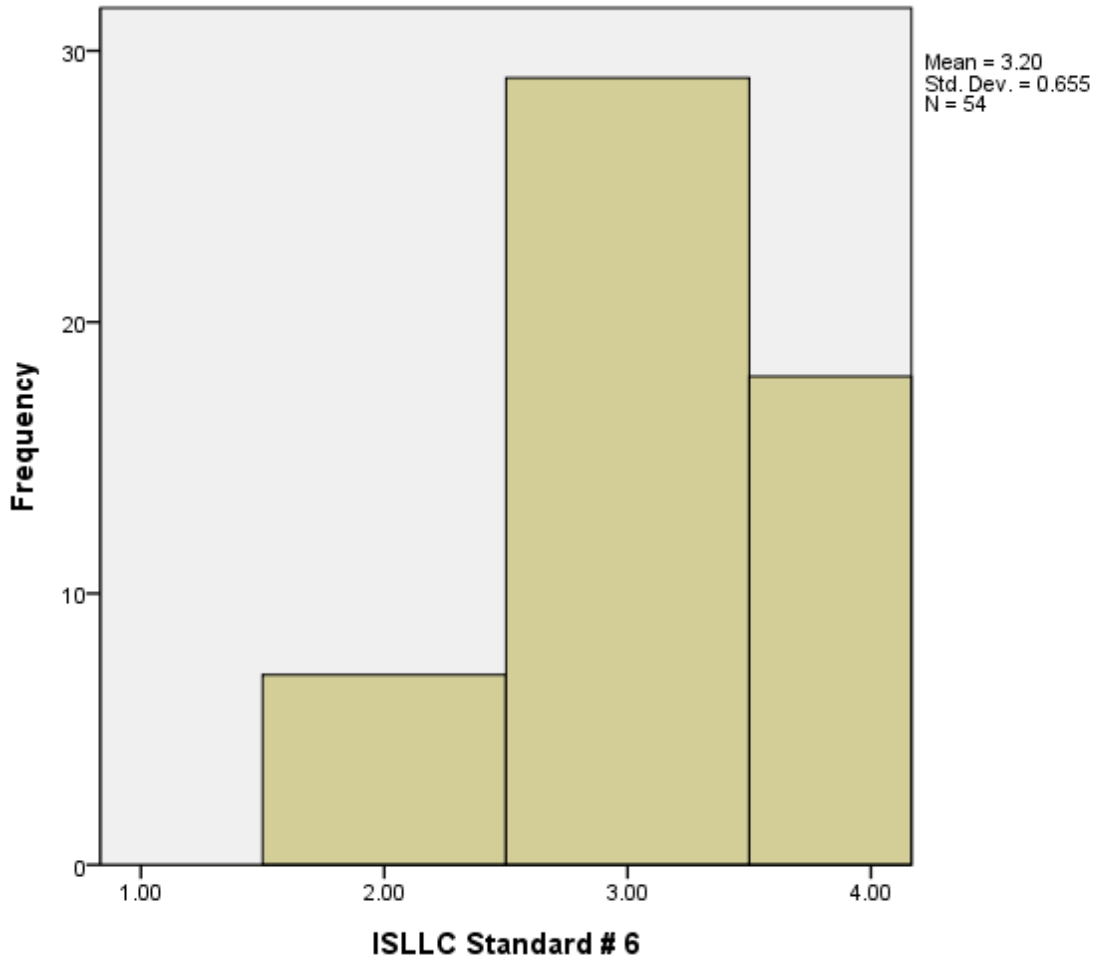


Figure 7. Distributions of the 2005 through 2010 ELPA Administrative Endorsement Program completers' responses. In order to determine program completers' perceptions, question number 10 was analyzed from the survey.

Research Question 3

Research Question 3: To what extent did the perceptions of internship experiences of the administrative endorsement program support the transition from graduate student to leader through the intern administrative duties?

Ho3₁: Perceptions of internship experiences of the administrative endorsement program supporting the transition from graduate student to leader through the intern administrative duties are not significantly positive or negative.

A one-sample *t* test was conducted on ELPA Administrative Endorsement program completers' perceptions from 2005 through 2010 to evaluate whether the mean score was significantly different from 2.5, the value representing neutrality. The population mean of 3.24 (*SD* = .47) was significantly higher than 2.5, $t(49) = 11.13, p < .001$. Therefore the null hypothesis Ho3₁ was rejected. The 95% confidence interval for the 2005 through 2010 program completers of the ELPA Administrative Endorsement Program mean ranged from 3.10 to 3.36. The strength of the relationships between the ELPA Administrative Endorsement Program completers and the mean score effect size *d* of 1.59 indicates a large effect. The results indicated the respondents from 2005 through 2010 had a significantly positive experience as students demonstrated a transition from graduate student to leader through intern administrative duties. Figure 9 shows the distribution of participant responses. The frequency reported within each graph represents the number of participants who designated a 1, 2, 3, or 4 on the online survey. Results correlate to the population mean reported.

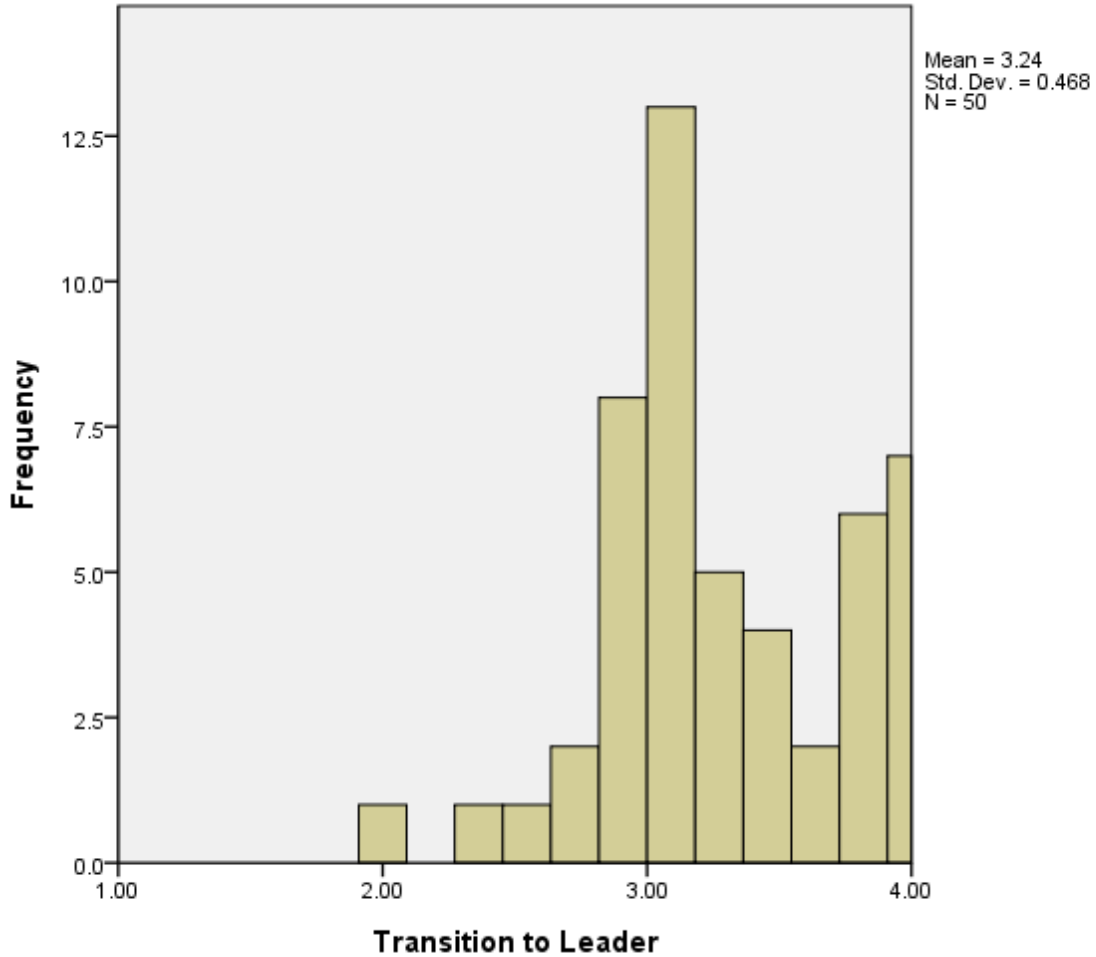


Figure 8. Distributions of the 2005 through 2010 ELPA Administrative Endorsement Program completers’ perceptions about the transition from teacher to leader. In order to determine program completers’ perceptions, responses to the following items were analyzed from the survey: 1, 2, 5, 6, 7, 8, 9, 10, 13, 15, and 16.

Research Question 4

Research Question 4: To what extent did the perceptions of site-based mentors support the internship experiences of the student in the administrative endorsement program?

Ho4₁: Perceptions of the site-based mentor support during the internship experiences of the student in the administrative endorsement program are not positive or negative.

A one-sample *t* test was conducted on ELPA Administrative Endorsement program completers' perceptions from 2005 through 2010 to evaluate whether the mean score was significantly different from 2.5, the value representing neutrality. The population mean of 3.01 (*SD* = .54) was significantly higher than 2.5, $t(50) = 6.607, p < .001$. Therefore the null hypothesis Ho4₁ was rejected. The 95% confidence interval for the 2005 through 2010 program completers of the ELPA Administrative Endorsement Program mean ranged from 2.85 to 3.15. The strength of the relationships between the ELPA Administrative Endorsement Program completers and the mean score effect size *d* of .94 indicates a large effect. The results indicated the respondents from 2005 through 2010 had a significantly positive experience with site-based mentors during the internship experiences. Figure 9 shows the distribution of participant responses. The frequency reported within each graph represents the number of participants who designated a 1, 2, 3, or 4 on the online survey. Results correlate to the population mean reported.

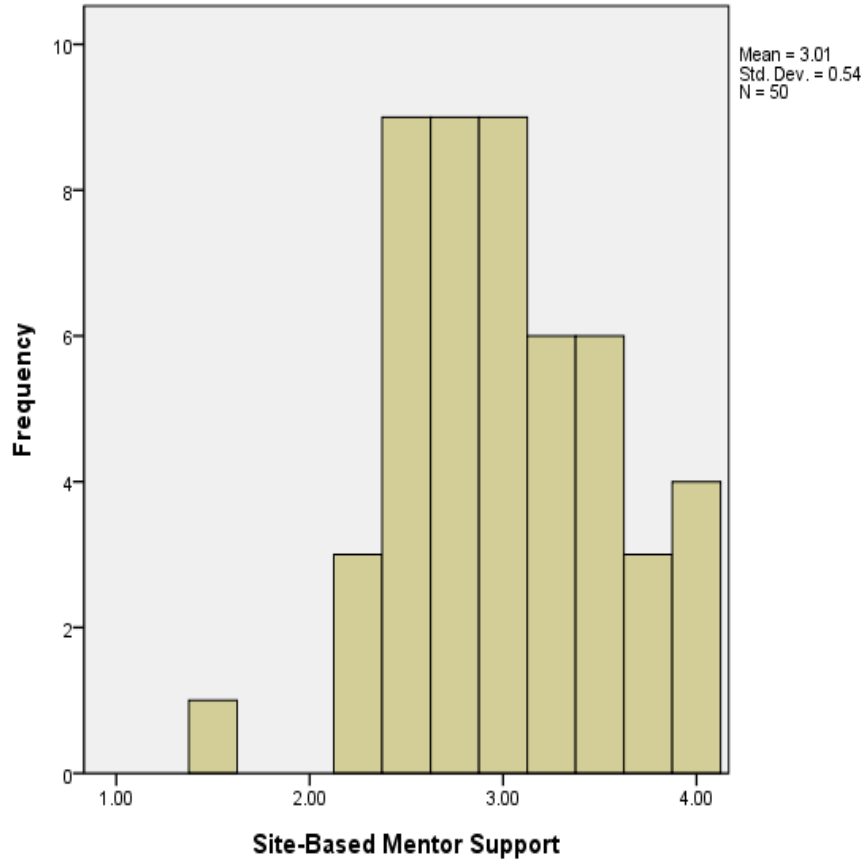


Figure 9. Distributions of the 2005 through 2010 ELPA Administrative Endorsement Program completers' responses about site based mentor support. In order to determine program completers' perceptions, responses to the following items were analyzed from the survey: 15, 19 ,20, 22.

Research Question 5

Research Question 5: To what extent did the perceptions of East Tennessee State University supervisor support the internship experiences of the administrative endorsement program?

Ho5₁: Perceptions of the East Tennessee State University supervisor support during the internship experiences of the administrative endorsement program are not significantly positive or negative.

A one-sample *t* test was conducted on ELPA Administrative Endorsement program completers' perceptions from 2005 through 2010 to evaluate whether the mean score was significantly different from 2.5, the value representing neutrality. The population mean of 3.19 (*SD* = .59) was significantly higher than 2.5, $t(53) = 8.59, p < .001$. Therefore the null hypothesis Ho5₁ was rejected. The 95% confidence interval for the 2005 through 2010 program completers of the ELPA Administrative Endorsement Program mean ranged from 3.02 to 3.35. The strength of the relationships between the ELPA Administrative Endorsement Program completers and the mean score effect size *d* of 1.18 indicates a large effect. The results indicated the respondents from 2005 through 2010 had a significantly positive experience with university based mentors during the internship experiences. Figure 10 shows the distribution of participant responses. The frequency reported within each graph represents the number of participants who designated a 1, 2, 3, or 4 on the online survey. Results correlate to the population mean reported.

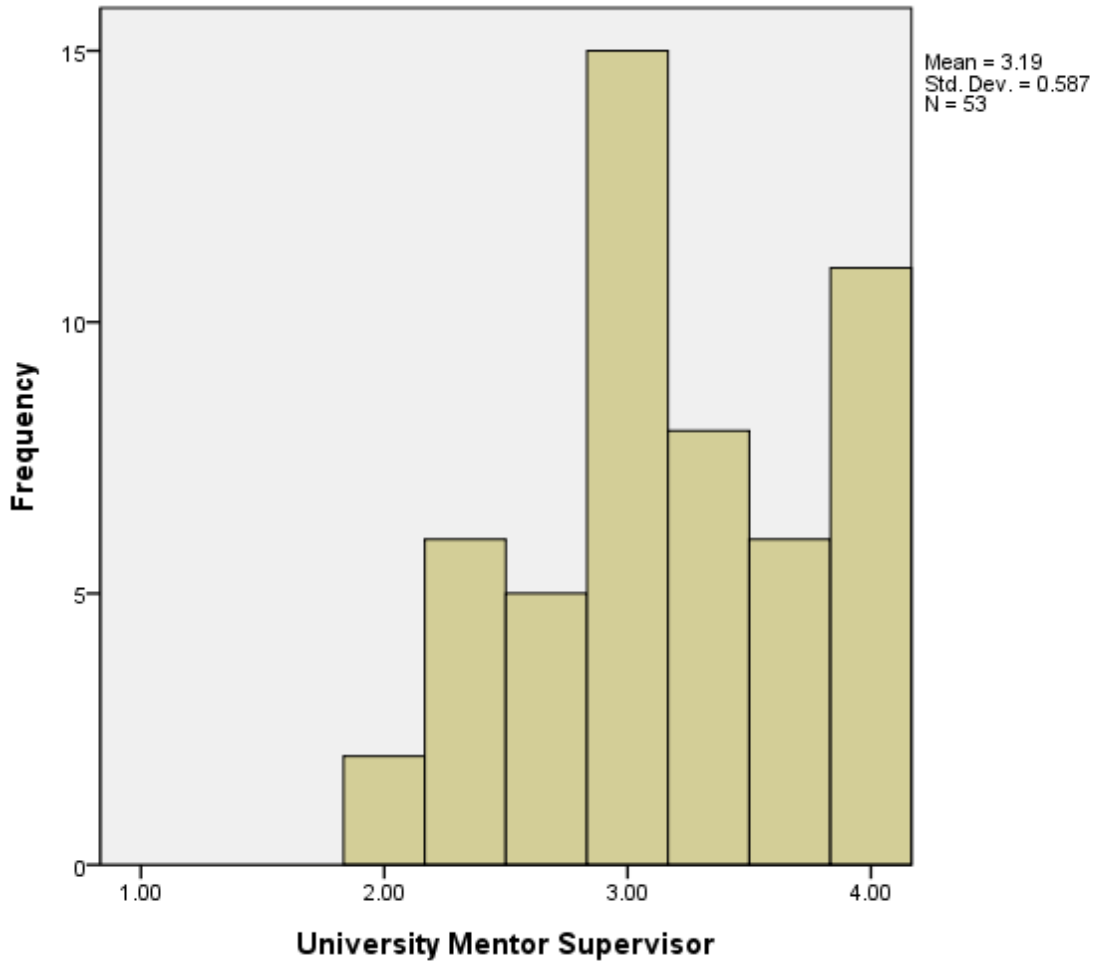


Figure 10. Distributions of the 2005 through 2010 ELPA Administrative Endorsement Program completers' responses about university mentor supervisor support. In order to determine program completers' perceptions, responses to the following items were analyzed from the survey: 17, 18, 21.

Research Question 6

Research Question 6: To what extent did the perceptions of self-assessments and growth plans guide the development of internship experiences based on the ISLLC Standards based skills and knowledge?

Ho6₁: Perceptions of self-assessments and growth plans to guide the development of internship experiences based on the ISLLC Standards are not significantly positive or negative.

A one-sample *t* test was conducted on ELPA Administrative Endorsement program completers' perceptions from 2005 through 2010 to evaluate whether the mean score was significantly different from 2.5, the value representing neutrality. The population mean of 3.22 (*SD* = .51) was significantly higher than 2.5, $t(54) = 10.22, p < .001$. Therefore the null hypothesis Ho6₁ was rejected. The 95% confidence interval for the 2005-2010 program completers of the ELPA Administrative Endorsement Program mean ranged from 3.35 to 3.07. The strength of the relationships between the ELPA Administrative Endorsement Program completers and the mean score effect size *d* of 1.40 indicates a large effect. The results indicated the self-assessments and growth plans guided the development of internship experiences with respondents from 2005 through 2010 to a significant extent. Figure 11 shows the distribution of participant responses. The frequency reported within each graph represents the number of participants who designated a 1, 2, 3, or 4 on the online survey. Results correlate to the population mean reported.

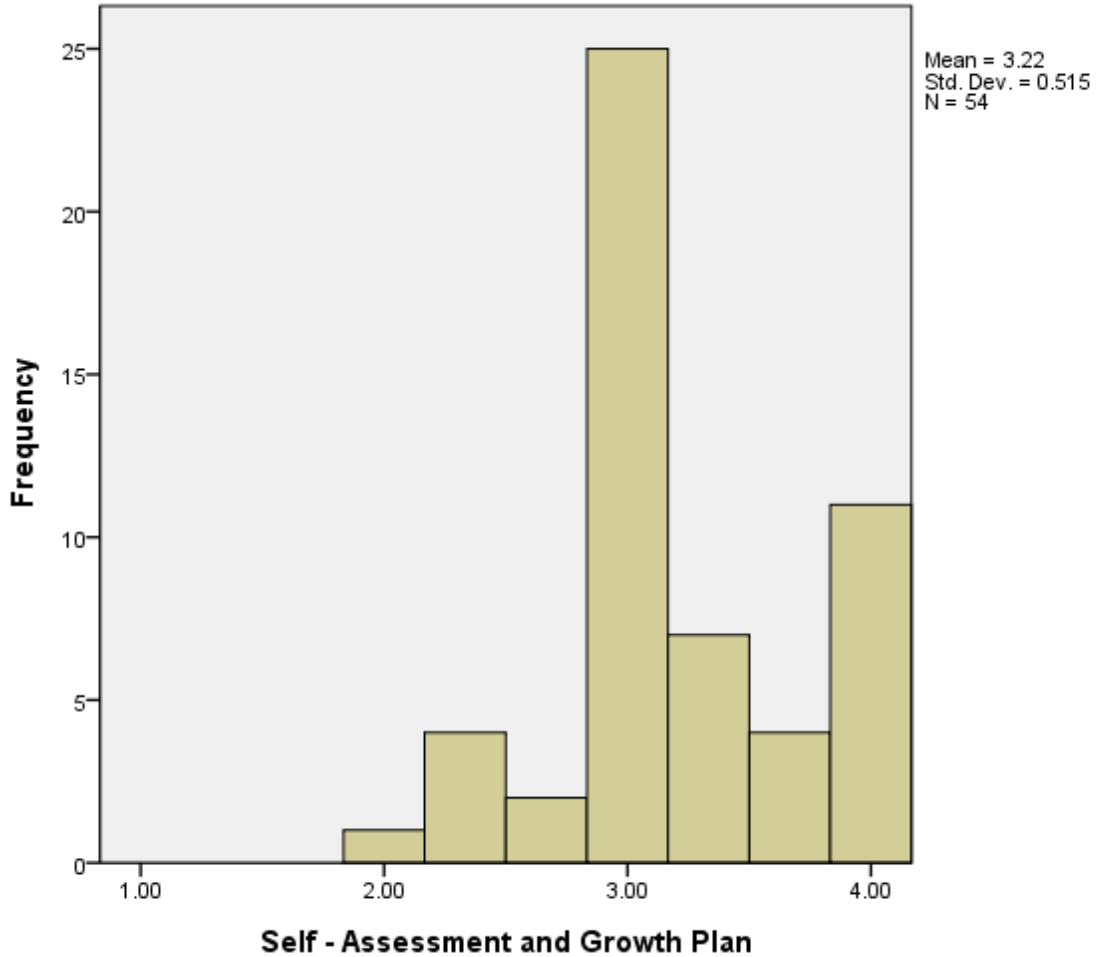


Figure 11. Distributions of the 2005 through 2010 ELPA Administrative Endorsement Program completers' responses about self-assessments and growth plans. In order to determine program completers' perceptions, responses to the following items were analyzed from the survey: 11, 12, and 23.

Research Question 7

Research Question 7: To what extent did the perceptions of reflections contribute to the development and skills required of a school administrator?

Ho₇₁: Perceptions of reflections contributing to the development and skills required of a school administrator are not significantly positive or negative.

A one-sample t test was conducted on ELPA Administrative Endorsement program completers' perceptions from 2005 through 2010 to evaluate whether the mean score was significantly different from 2.5, the value representing neutrality. The population mean of 3.02 ($SD = .78$) was significantly higher than 2.5, $t(53) = 4.88, p < .001$. Therefore the null hypothesis $H_0: \mu = 2.5$ was rejected. The 95% confidence interval for the 2005 through 2010 program completers of the ELPA Administrative Endorsement Program mean ranged from 2.80 to 3.23. The strength of the relationships between the ELPA Administrative Endorsement Program completers and the mean score effect size d of .67 indicates a medium effect. The results indicated reflections contributed to the development and skills required from a school administrator. Figure 12 shows the distribution of participant responses. The frequency reported within each graph represents the number of participants who designated a 1, 2, 3, or 4 on the online survey. Results correlate to the population mean reported.

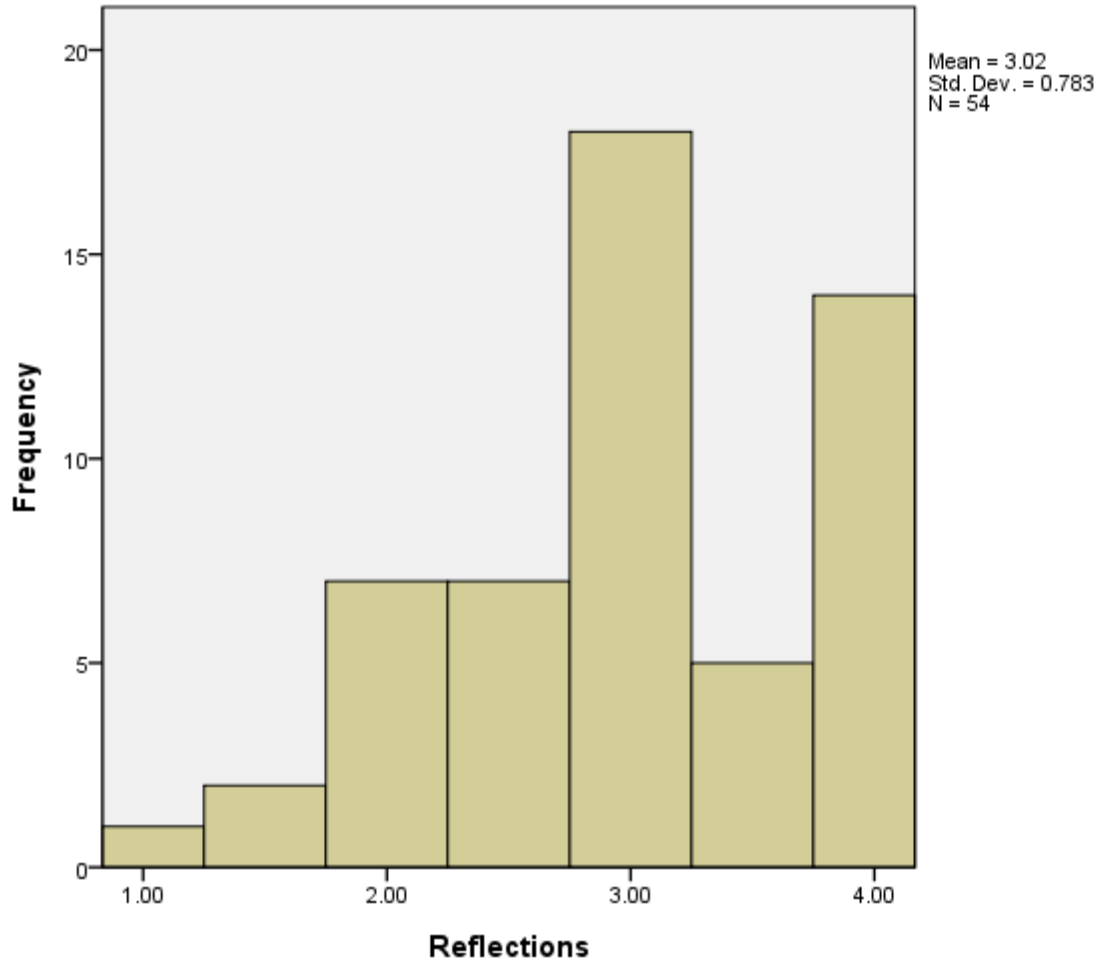


Figure 12. Distributions of the 2005 through 2010 ELPA Administrative Endorsement Program completers' responses about the practice of reflections. In order to determine program completers' perceptions, responses to the following items were analyzed from the survey: 24 and 25.

Research Question 8

Research Question 8: To what extent did perceptions of the concept of change theory impact professional development through the internship experiences?

Ho8₁: Perceptions of the concept of change theory impacting professional development through internship experiences are not significantly positive or negative.

A one-sample *t* test was conducted on ELPA Administrative Endorsement program completers' perceptions from 2005 through 2010 to evaluate whether the mean score was significantly different from 2.5, the value representing neutrality. The population mean of 3.15 (*SD* = .54) was significantly higher than 2.5, $t(53) = 8.71$ $p < .001$. Therefore the null hypothesis Ho8₁ was rejected. The 95% confidence interval for the 2005 through 2010 program completers of the ELPA Administrative Endorsement Program mean ranged from 2.99 to 3.29. The strength of the relationships between the ELPA Administrative Endorsement Program completers and the mean score effect size *d* of 1.18 indicates a large effect. The results indicated change theory had a positive impact during the internship experience on the development and skills required from a school administrator. Figure 13 shows the distribution of participant responses. The frequency reported within each graph represents the number of participants who designated a 1, 2, 3, or 4 on the online survey. Results correlate to the population mean reported.

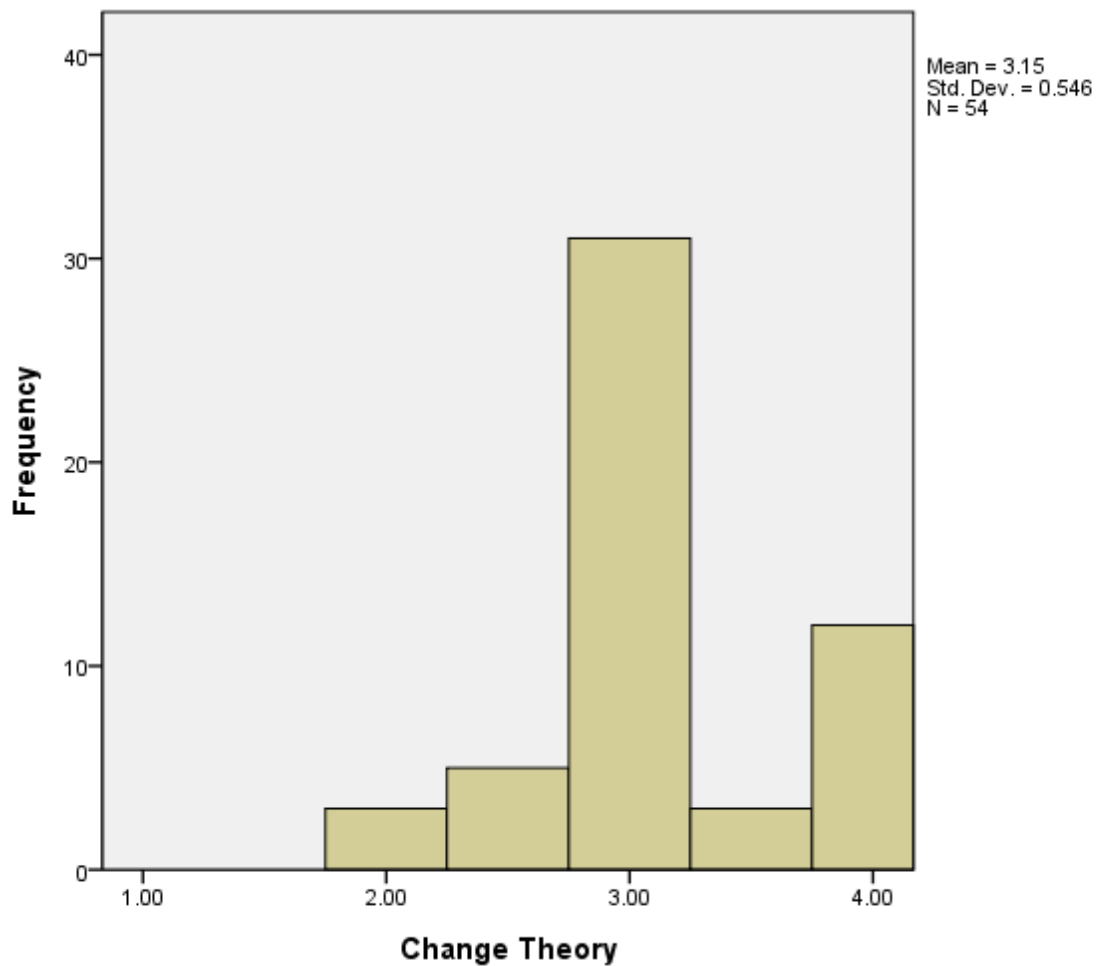


Figure 13. Distributions of the 2005 through 2010 ELPA Administrative Endorsement Program completers' responses about the concept of change theory as it relates to educational leadership. In order to determine program completers' perceptions, responses to the following items were analyzed from the survey: 3 and 4.

Research Question 9

Research Question 9: To what extent did the perceptions of participants agree that administrative endorsement students should be required to complete an internship experience consisting of 540 hours?

Ho9₁: Perceptions that administrative endorsement students should be required to complete an internship experience consisting of a 540-hour internship experience are not significantly positive or negative.

A one-sample *t* test was conducted on ELPA Administrative Endorsement program completers' perceptions from 2005 through 2010 to evaluate whether the mean score was significantly different from 2.5, the value representing neutrality. The population mean of 3.26 (*SD* = .60) was significantly higher than 2.5, $t(54) = 9.37, p < .001$. Therefore the null hypothesis Ho9₁ was rejected. The 95% confidence interval for the 2005 through 2010 program completers of the ELPA Administrative Endorsement Program mean ranged from 3.09 to 3.42. The strength of the relationships between the ELPA Administrative Endorsement Program completers and the mean score effect size *d* of 1.26 indicates a large effect. The results indicated program completers agree that future students should complete a 540-hour internship to develop skills required from a school administrator. Figure 14 shows the distribution of participant responses. The frequency reported within each graph represents the number of participants who designated a 1, 2, 3, or 4 on the online survey. Results correlate to the population mean reported.

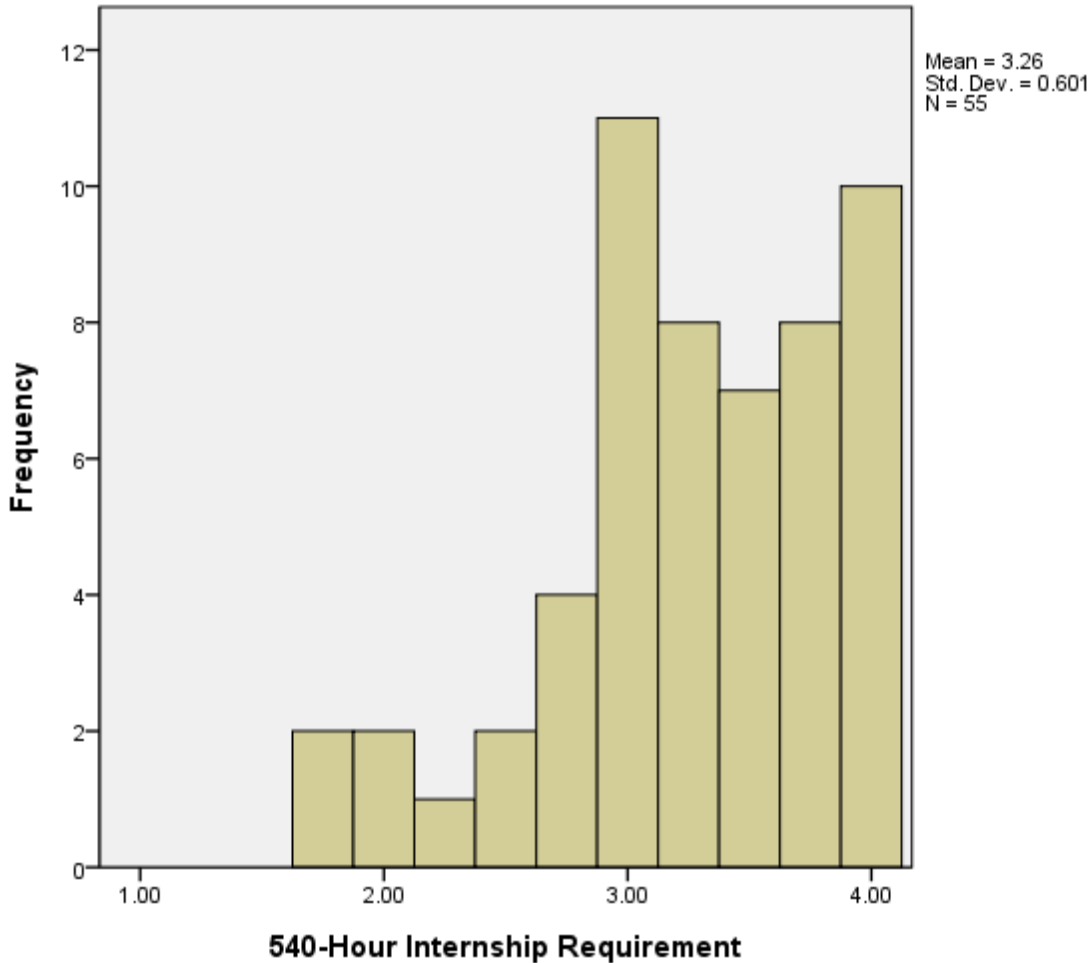


Figure 14. Distributions of the 2005 through 2010 ELPA Administrative Endorsement Program completers' responses about the amount of time required through the 540-hour internship component. In order to determine program completers' perceptions, responses to the following items were analyzed from the survey: 1, 13, 14, and 16.

Open-Ended Questions

In addition to the 25 survey questions participants had an opportunity to complete three open-ended questions with regard to ISLLC Standards, site based mentor support, and any additional comments. Thirty-three participants responded to the first question: How did

the internship experience incorporate the ISLLC Standards and allow opportunities for students to transfer standards to professional practice? Of the 33 responses 30 were positive and 3 addressed negative aspects of the experience. One program completer reported that, "Most people did the bare minimum." Two participants addressed the challenges associated with a 540-hour internship component with regard to ISLLC Standards. "I felt it that it was not a quality experience because due to being a full time teacher, I was unable to have experiences during the school day." These participants questioned the validity of the number of hours and opportunities to execute the internship.

Twenty of the participants made positive correlations from theory to practice as they incorporated the ISLLC Standards, made connections to real world internship opportunities, and identified the need for scientific based research for student achievement. The following responses indicated five program completers' perceptions about their experiences:

"The ISLLC Standards were throughout each and every component and allowed us to see real world situations in order to see how we would and should handle those situations."

"The ISLLC Standards were discussed much in class and students were made to align the standards to the internship experience."

"Knowing the standards helped me in looking at day to day activities with educators and students with an open mind."

"The internship experience was a good structure to learn professional practice."

"My internship experience helped prepare me for my current administrative position. I was able to build relationships with other administrators in my county."

One participant addressed each standard individually and expressed the challenges he or she encountered to create meaningful activities with Standards 4, 5, and 6 and declared:

It was fairly easy to find internship experiences that incorporated Standards 1, 2, and 3 and allowed me to transfer those standards to my own professional practice. It was fairly difficult to find meaningful activities related to Standard 4 with regard parent/family engagement. Standard 5 seems to me to be foundational and critical to everything one does as a school leader. Yet that standard is not well-defined operationally in terms of "observable behaviors" (like an IEP goal), so it was always hard for me to decide which activities specifically furthered growth in that area. Standard 6 was nearly impossible to work toward in a truly meaningful way. Internship experiences at the local school system level simply do not afford opportunities to influence the larger political, social, economic, legal, and cultural context - at least not at the state or federal level. Yes, attending local school board meetings is a learning experience, and serving on a school improvement plan committee can facilitate influence at the local level, but I always view Standard 6 in a much broader context.

The self-assessment and required growth plan were discussed from two participants as they reported that it had been very beneficial. One participant noted, "The self-assessment with regard to the ISLLC Standards was personally helpful, combined with suggested types of activities for meeting those standards. I did in fact refer to the checklist for suggestions in selecting some activities for meeting each of those standards."

Another participant stated ISLLC Standards, "provided a guideline, a framework, a backbone from which to work and learn." The overall responses indicated that the ISLLC Standards did in fact guide the work of the intern through the administrative endorsement program. The program completers had multiple opportunities to connect theories discussed in coursework to realities of leading in an administrative role. Furthermore, the self-assessment was noted specifically as a support tool to facilitate real and meaningful internship opportunities.

Thirty-five participants responded to the second question: How did site-based mentors impact the quality of internship experiences? Of the 35 responses 4 were negative with regard to site-based mentor support and 31 responses were positive.

Four respondents noted that site based mentors at times did not clearly understand their roles. One participant reported:

The mentor's role was not clearly defined to them, so experience was not as valuable as it could have been. Mentors already had too much on their plate to have been asked to do one more thing and do it well.

Another respondent declared, "Site-based mentors were not really on the same page with ELPA. They were cooperative and willing to help, but they were really unaware of what was expected of them with regards to internship activities." One participant recorded both the positive and negative aspects of working with site-based mentors experience with great detail.

My site-based mentor at the middle school level was a wonderful coach and a terrific role model as a transformational school leader. She took a personal interest in me and suggested many important authors/books to read that enriched and extended beyond my studies in the ELPA program. She collaborated directly in arranging valuable internship experiences that incorporated the ISLLC Standards and allowed many opportunities for me to transfer those standards to my own professional practice as a school leader. She truly believed in me, and she was a constant source of positive support and encouragement. Even after we brainstormed and collaborated to design my growth plan together, she would still often call me or pop off an email with yet another idea for an internship activity that she felt might prove helpful to me. However, she was the exception rather than the rule as a coach/mentor. I did not find similar mentors at the elementary or high school level. There was no good system in place for finding and working with any one specific mentor at those levels. My primary mentor, who "signed off" on all my activities at those levels, was a system-wide administrator. She gave me a great deal of freedom to design and implement many high quality internship activities at schools throughout our system. However, I was really "on my own" a great deal, not specifically working with a site-based mentor or coach as much as I would have liked. Some in my cohort ended up doing fairly "trivial" activities as a result of lack of close connections with site-

based mentors. This very rarely happened to me because I refused to waste my time in things which I felt to be trivial, but I certainly had much freedom to do so if I had wished.

Another common theme in participant responses involved the importance of mentors modeling their expectations for interns. The following responses captured the importance of the mentor:

“They were the internship. They modeled good leadership and they explained how they came about tough decisions they would make every day. It really gave me insight into the interworking of a principal’s mind.”

“Mentors are essential in learning the ins and outs of leadership. They model the daily requirements of the profession, of the job, for the learner.”

“Mentors were a crucial component to the internship experiences. Drawing on their knowledge, experiences, and expertise enabled me to learn and grow as a future administrator.”

“Personally, I couldn’t have completed my internship without my mentor. She helped guide me as well as ensure I had a meaningful experience.”

“My site-based mentors afforded me the opportunity to have immediate access to someone for problem-solving, encouragement, and they served as an avenue to voice frustration/concerns.”

Although three respondents noted busy work activities instead of meaningful work, overall respondents reported a beneficial collaborative relationship with their mentors. One participant summarized the importance of an effective site-based mentor when he or she

declared, “The site based mentors were wonderful with any and all situations. They were kind, considerate, and clear about what needed to be accomplished and by when.”

Finally, 21 participants added additional comments about the overall experience in the ETSU Administrative Endorsement program as they responded to the third question: Do you have any additional comments? Two distinct and opposing views emerged: the 540-hour internship is excessive and the Administrative Endorsement program was an exceptional experience for students.

Five respondents voiced concerns about the quantity of hours required and limited ability to execute the hours without district support. The following responses defined four respondent’s specific concerns:

It was also VASTLY difficult to complete 540 hours during the school year (as opposed to summer) when the most valuable internship experiences were available! I had to use personal days and sick days to arrange time off from work to complete the activities which proved most meaningful and beneficial to me because they occurred while students were in school, during the school day. A far better system was in place for those in the Kingsport-Greeneville scholarship cohort, for whom at least one or two days per month were allocated (as paid work days) for internship experiences and for whom arrangements were made to shadow specific school principals and be mentored/coached by them. I would have appreciated more assistance in that regard, and the support of my local superintendent in having some work days allocated for internship hours.

By the time an educator seeks an administrative endorsement, some experience in the school has been gained. The educator probably has a full-time job in the school. The 540 hrs. are too many, and exhausting to complete. There is often repetition. The same goal could be accomplished with fewer hours.

While the internship was beneficial, I believe it distracts people from the program at ETSU. I have spoken with several colleagues who have chosen other programs to avoid this requirement. Perhaps lessening the time slightly would ease some of this burden. Or another idea might be to allow a little more flexibility in what level you get your hours in. For example, require a minimum amount of time at each level and the other

time can be divided up as the student sees fit. This means a student might only get 30 hours in middle school and be allowed to get 150 in elementary if that is their passion.

I think more time should have been dedicated to making sure students knew how to reflect. I also think that 540 hours of internship is excessive and ELPA students could benefit just as much through less hours. Less hours could allow students to focus more on the components of the hours instead of getting them completed.

While five respondents defined personal struggles with the internship requirement, 10 responses reported an excellent educational experience through their tenure at ETSU. The following responses expounded upon positive attributes of the program:

The ELPA program was transformational for me as a leader. Not only did I learn a lot of information, I grew by leaps and bounds as a person and a leader. I can't think of a more important experience I've had professionally in my life.

Yes, I have thoroughly enjoyed my educational experience at ETSU in the ELPA department. The structure of the program (cohorts) and the method of teaching the curriculum is stellar! I have highly recommended this program to other peers in my school system. Keep up the good work!

“The experience was a wonderful opportunity to get to see how others do the job of educating our students.”

“Overall, the experience was very good. I would highly recommend it.”

“I love the ETSU ELPA faculty. They are like family to me.”

“A good administrator must learn to reflect. The internship journal and reading journals kept throughout the program instilled in me the importance of reflection.”

The participants noted positive and negative aspects of the internship component to the ETSU Administrative Endorsement program, but one respondent captured the overarching theme of the open-ended questions stating: “Like anything if you choose people who work hard you will gain a lot. If you are just trying to get by your experience will be minimal.”

Summary

In this chapter data obtained from ETSU Administrative Endorsement Program completers from 2005-2010 were presented and analyzed. There were nine research questions and 14 null hypotheses. All data were collected through an online survey distributed to 78 Administrative Endorsement Program completers resulting in a 70% return rate with 55 participant responses.

CHAPTER 5
SUMMARY, CONCLUSIONS, IMPLICATIONS FOR PRACTICE, AND
RECOMMENDATIONS FOR FUTURE RESEARCH

This chapter contains the findings, conclusions, and recommendations for readers who may use the results as a resource when reviewing and revising university P-12 administrative preparation programs. The purpose of this study was to investigate East Tennessee State University graduate student perceptions on the effectiveness of internship experiences as students explored the implementation of the ISLLC Standards and the role of mentor support throughout a 540-hour internship from the Administrative Endorsement Preparation Program. The study was conducted using data collected through an online survey of ETSU Administrative Endorsement Program completers from 2005 through 2010.

Summary

The statistical analysis reported in the study was based on nine research questions presented in Chapters 1 and 3. In Chapter 3 each research question had one null hypothesis with the exception of question 2 that had 6 null hypotheses. Each research question was analyzed using a single-sample *t*-test. Three additional open-ended questions were analyzed and descriptions of findings were recorded. The total number of participants in the study from the ETSU Administrative Endorsement Program was 55. The level of significance used in the test was 05. Findings indicated that overall perceptions of program completers from 2005 through 2010 were positive. Participants agreed that a 540-hour internship supported through the role of the site-based and university-based mentor is a vital component in principal preparation programs as students explore the implementation of the ISLLC Standards.

Conclusions

The purpose of this study was to determine student perceptions on the effectiveness of internship experiences as students explored the implementation of the ISLLC standards and the role of mentor support as they prepared for the principalship. Specifically, this research assessed the perceived value of the 540-hour internship experience, the development of growth plans and implementation of ISLLC Standards, and the perceived value of the site based and university-based mentors as the interns completed their activities in multiple settings.

The following conclusions were based upon the findings from the data of this study:

1. A significant difference was found in program completers' perceptions about how internship experiences supported the development of competencies identified through the overall ISLLC Standards and allowed opportunities to transfer standards to professional practice. The population mean of 3.29 was significantly higher than 2.5, the value representing neutrality. In order to determine program completers' perceptions, the following items were analyzed from the survey: 1, 5, 6, 7, 8, 9, 10, and 13. Furthermore, respondents defined through open-ended questions how the internship created opportunities for consistent connections to the ISLLC Standards. Twenty of the thirty respondents made positive correlations to the ISLLC Standards and the opportunity to make real world connections from theory to practice. These findings corroborated what Owings et al. (2005) reported after a statewide study of 160 schools where researchers evaluated the relationship between ISLLC standards and principal quality: "interrater reliability by ISLLC standards was significant" (p.111). Additionally, results of this study confirmed assertions made by Hord and

Hirsh (2009) who supposed that in order to manifest the realities and evidence of ISLLC Standards principals are expected to lead through the skills and knowledge defined through the standards. Additionally, these findings supported research by Davis and Jazzar (2005) who examined 14 principal preparation programs and found the alignment between ISLLC Standards and internship experiences were essential to principal preparation.

2. A significant difference was found in program completers' perceptions of internship experiences about how the administrative endorsement program supported the development of competencies identified through ISSLC Standard 1 that states: "A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community" (Appendix A). The population mean of 3.33 was significantly higher than 2.5, the value representing neutrality. In order to determine program completers' perceptions, question number 5 was analyzed from the survey. It is also important to note that the population mean of 3.33 is the highest reported through these research findings. According to Sergiovanni (2007) school leaders must be invested in the vision and the mission of the daily work for students. Furthermore, these findings support the Leadership Forces Heirarchy created by Sergiovanni who asserted the most effective leaders understand the importance of vision, culture, and motivation theory (Sergiovanni, 2007). Weiss (2005) reported principals have a responsibility to facilitate all efforts around the vision. These findings indicated

program completers perceptions with regards to ISLLC Standard 1 support research cited.

3. A significant difference was found in program completers' perceptions about how internship experiences of the administrative endorsement program supported the development of competencies identified through ISSLC Standard 2 that states: "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" (Appendix A). The population mean of 3.31 was significantly higher than 2.5, the value representing neutrality. In order to determine program completers' perceptions, question number 6 was analyzed from the survey. In contrast to the findings reported by Darling-Hammond et al. (2007) that aspiring principal preparation programs were failing to realize the skills and responsibilities required from school principals, these findings indicated ELPA program completers believed they were prepared to execute the skills and knowledge of ISLLC Standard 2. These findings supported the research from Militello et al. (2009) about the importance of internship experiences that require real-world applications as students build an understanding about the principalship.
4. A significant difference was found in program completers' perceptions about how internship experiences of the administrative endorsement program supported the development of competencies identified through ISSLC Standard 3 that states: "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” (Appendix A). The population mean of 3.27 was significantly higher than 2.5, the value representing neutrality. In order to determine program completers’ perceptions, question number 7 was analyzed from the survey. These findings further substantiated findings from the GYO program where Newark Public Schools created a 2-year principal preparation program through a partnership with the university and required a 600-hour internship. Following the completion of the program, students were evaluated to assess their perceptions about the internship experiences. Gutmore et al. (2009) found “the evaluations indicated respondent’s strong program satisfaction with their preparation, a sense of program coherence, an appreciation for a rigorous and supportive internship, and a direct connection to the practices and realities of their school system” (p. 36).

5. A significant difference was found in program completers’ perceptions about how internship experiences of the administrative endorsement program supported the development of competencies identified through ISSLC Standard 4 that states: “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” (Appendix A). The population mean of 3.29 was significantly higher than 2.5, the value representing neutrality. In order to determine program completers’ perceptions, question number 8 was analyzed from the survey. These findings

- indicated program completers believed they understood the importance of collaboration. Findings coincided with Critical Success Factors 6, 7, 9, and 12 defined by the Southern Regional Education Board (2008) for successful principal preparation programs.
6. A significant difference was found in program completers' perceptions about how internship experiences of the administrative endorsement program supported the development of competencies identified through ISSLC Standard 5 that states: "A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner" (Appendix A). The population mean of 3.29 was significantly higher than 2.5, the value representing neutrality. In order to determine program completers' perceptions, question number 9 was analyzed from the survey. The findings corroborated the study conducted by Miller and Stansberry (2005) that found students should exhibit knowledge, skills, and dispositions with regard to the ISLLC Standards through performance based internship activities.
 7. A significant difference was found in program completers' perceptions about how internship experiences of the administrative endorsement program supported the development of competencies identified through ISSLC Standard 6 that states: "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" (Appendix A). The population mean of 3.20 was significantly higher than 2.5, the value representing neutrality. In order to

- determine program completers' perceptions, question number 10 was analyzed from the survey. These findings added additional support to findings exhibited with Standard 4. Findings also coincided with Critical Success Factors 6, 7, 9, 11, and 12 defined by the Southern Regional Education Board (2008) for successful principal preparation programs. Further, these findings coincided with research from Miller and Stansberry (2005) and Butler (2005) who agreed that effective partnerships with multiple stakeholders are vital components to the success of the principalship.
8. A significant difference was found in program completers' perceptions about how internship experiences of the administrative endorsement program supported the transition from graduate student to leader through the intern administrative duties. The population mean of 3.24 was significantly higher than 2.5, the value representing neutrality. In order to determine program completers' perceptions, the following items were analyzed from the survey: 1, 2, 5, 6, 7, 8, 9, 10, 13, 15, and 16. These findings indicated that students attribute the internship, in part, to their ability to build an understanding about the leadership skills required of the principalship. These findings did not correlate with Butler (2008), who following a Public Agenda survey, reported that "nearly two-thirds of principals felt that typical graduate leadership programs are out of touch with today's realities" (p. 66) and current principal preparation programs fail to recognize the real world duties of the principalship. These findings did support research from Hess and Kelly (2009) who found internships should require graduate students to demonstrate instructional leadership.

9. A significant difference was found in program completers' perceptions about how site-based mentors supported the internship experiences of the student in the administrative endorsement program. The population mean of 3.01 was significantly higher than 2.5, the value representing neutrality. It is also important to note that 3.01 is the lowest population mean reported through these research findings. In order to determine program completers' perceptions, the following items were analyzed from the survey: 15, 19, 20, and 22. The open-ended responses further supported the finding from the survey as 31 of the 24 responses were positive and attributed the success of the internship in large part to the role of the mentor. Findings corroborated research from Browne-Ferrignor and Muth (2006) and Murphy (2009) that relationships between the mentor and protégé is a determining factor in the success of the internship. These findings are in contrast to Sherman (2008) who found there has been little empirical evidence given to the experiences of the interns following the internship experience. Four respondents declared their mentors did not clearly understand their roles and responsibilities and suggested additional support from ELPA would strengthen the program.
10. A significant difference was found in program completers' perceptions about how East Tennessee State University internship supervisors supported the internship experiences of the administrative endorsement program. In order to determine program completers' perceptions, the following items were analyzed from the survey: 17, 18, and 21. The population mean of 3.19 was significantly higher than 2.5, the value representing neutrality. According to these responses, program

completers valued the role of the university supervisor. One participant honored his or her university internship supervisor by name in the open-ended responses.

Findings were further substantiated from the Southern Regional Education Board (2007) that specific direction from the university is a key component to a successful mentor and protégé relationship.

11. A significant difference was found in program completers' perceptions about how self-assessments and growth plans guided the development of internship experiences based on the ISLLC Standards based skills and knowledge. In order to determine program completers' perceptions, the following items were analyzed from the survey: 11, 12, and 23. The population mean of 3.22 was significantly higher than 2.5, the value representing neutrality. The findings indicated program completers found value in self-assessments and growth plans to guide their development through the internship. These findings were consistent with the study conducted by Miller and Salsberry (2005) who found assessments and growth plans are key components to help students self-monitor throughout their program and internship.

12. A significant difference was found in program completers' perceptions about how reflections contributed to the development and skills required of a school administrator. In order to determine program completers' perceptions, the following items were analyzed from the survey: 24 and 25. The population mean of 3.02 was significantly higher than 2.5, the value representing neutrality. These findings further supported the study conducted by Miller and Salsberry (2005)

where they reviewed the artifacts of a principal preparation program and suggested reflections should continue to be a part of all principal preparation programs.

Additionally, program completers' perceptions validated the work of Vella (2002) who found Praxis to be a vital component for effective adult learning to occur.

13. A significant difference was found in program completers' perceptions about how the concept of change theory impacted professional development through the internship experiences. In order to determine program completers' perceptions, the following items were analyzed from the survey: 3 and 4. The population mean of 3.15 was significantly higher than 2.5, the value representing neutrality. Change theory embodies the elements of transition in which graduate students are invited to participate through the internship. Findings indicated program completers agreed that change theory and the components of change are interwoven through their tenure as graduate students. According to Bradberry and Greaves (2009) and Goleman (2000) leaders who grow in cognitive and emotional knowledge are better equipped to lead organizations and individuals through the change process. These findings also confirm what Sergiovanni (2007) asserted when he explained that leaders must recognize the anxieties that accompany the change process and support people through the change.

14. A significant difference was found in program completers' perceptions about whether graduate students should be required to complete an internship experience consisting of a 540-hour internship requirement. In order to determine program completers' perceptions, the following items were analyzed from the survey: 1, 13,

14, and 16. The population mean of 3.26 was significantly higher than 2.5, the value representing neutrality. Although the majority of respondents agreed with the amount of time required, a minority of participants noted extreme challenges while fulfilling this degree. Specifically, three students articulated it was difficult to find meaningful internships outside of their professional day. The overall findings with regard to a 540-hour internship confirmed what Gutmore et al. (2009) found in the GYO study. Students who completed a 600-hour internship were prepared for the principalship and appreciated their experiences in the administrative endorsement program. Additionally, the findings from this study indicated according to program completers' perceptions from 2005-2010, East Tennessee State University is answering the question posed by Fry et al. (2007), "What do principals need to know and be able to do to improve teaching and learning in their school" (p. v).

Recommendations for Practice

The findings and conclusions of this research have enabled me to identify the following recommendations for practice for the East Tennessee State University Administrative Endorsement Program:

1. The faculty and staff of the Administrative Endorsement Program should purposefully endeavor to build district level partnerships and encourage districts to provide release time for interns. ELPA should host an annual or biennial event with district level leaders to facilitate dialogue about district, university, and student needs.

2. The faculty and staff of the Administrative Endorsement Program should provide ongoing mentor training to active and prospective mentors.
3. The faculty and staff of the Administrative Endorsement Program should screen prospective mentors to assess individuals for time constraints and willingness to engage with interns to facilitate internship activities that realize the competencies defined through ISLLC Standards.
4. The faculty and staff of the Administrative Endorsement Program should provide opportunities for interns to complete meaningful internship activities in the summer months. Examples of activities could include but not be limited to: preparing to open a school, evaluating test data with principals; closing the school; and working with principals to determine strategic plans for the upcoming year.
5. The faculty and staff of the Administrative Endorsement Program should continue to cultivate relationships with schools that operate year-round, including but not limited to University School, located on the ETSU campus.
6. The faculty and staff of the Administrative Endorsement Program should continue to require self-assessments, growth plans, and reflections as program components to improve professional practices.

The results of this study indicate that overall graduate student perceptions about internship experiences through the Administrative Endorsement Program were positive and program completers believed they had been prepared to assume administrative duties following the completion of their internship. It is also important to note that faculty members defined the

processes of change in the ETSU Administrative Endorsement Program as a result of the SREB grant and the emergent design of the program itself.

In consideration of all research reported, I would also suggest that one professor is assigned to follow the cohort through all six courses. Two of the six cohorts surveyed had one professor throughout their tenure in the Administrative Endorsement Program. Dr. Scott and Dr. Glover defined the importance of building relationships with students in the university and district school setting. This is further supported by Klein (2007) who stated, “The students thought it would be helpful to have one person guiding them who knows their experiences, strengths, and weaknesses” (p. 19). The consistent presence of one professor to assess and monitor the growth of graduate students will encourage appropriate interventions as students execute program requirements. The university assigned professor working with the university assigned mentor supervisor will ensure students are making connections between theory and real world applications required of the principalship.

Recommendations for Future Research

Results of this study indicate that the East Tennessee State University Administrative Endorsement Program is answering the call to reform for principal preparation programs. Additional research needs to be conducted to assess the value of the E-portfolio with regard to ISLLC Standards, internships, and connections from theory to practice. Recommendation for future research also includes a replication of this study with an expansion to include all principal preparation programs in the state of Tennessee. The study could be expanded by researching program completers’ perceptions from universities that fail to require an internship component over 50 hours compared to programs that require a stringent internship component. Further,

this study could be replicated and expanded to include a qualitative design and investigate practicing administrators' perceptions and teacher perceptions following the completion of the program.

With increased measure of accountability for school administrators, a new study could be created that examined the effectiveness of district partnerships and intern support compared to interns who complete the requirements without district level support. Additionally, a study could investigate present and past mentors and examine their perceptions about the internship process, university level support, and ISLLC Standards. A quantitative study could explore employer satisfaction through an employer survey with regard to graduates of the ETSU Administrative Endorsement Program. Finally, a qualitative study could explore district directors' perceptions of graduates of the ETSU Administrative Endorsement Program.

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APPENDICES

APPENDIX A

Self-Assessment Survey and ISLLC Standards

Note: The purpose of this instrument is to assist you in identifying your current strengths and weaknesses as an educational leader. The instrument is based upon the Interstate School Leaders Licensure Consortium: Standards for School Leaders, the ISLLC Standards, upon which the ELPA program and administrative endorsement in the state of Tennessee are founded and the Tennessee Standards for Instructional Leaders.

SELF-ASSESSMENT

INSTRUCTIONS

Circle the number below that best reflects your perception of your current level of competency with each item. Average your rating scores at the end of each of the six sections. Transfer your score for each competency to the summary sheet that follows the assessment.

- A score of 5 represents outstanding competency.
- A score of 4 represents very good competency.
- A score of 3 represents satisfactory competency.
- A score of 2 represents limited competency or experience.
- A score of 1 represents no competency or experience.

ISLLC Standard 1. A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

TN Standard A: **Continuous improvement: Implements a systematic, coherent approach to bring about continuous growth in student achievement.**

TN Standard B: **Culture for Teaching and Learning: Creates a school culture and climate based on high expectations that are conducive to the success for all students.**

Assess your knowledge and understanding of:

| | | | | | |
|---------------------------------------------------------------|---|---|---|---|---|
| Learning goals in a pluralistic society | 1 | 2 | 3 | 4 | 5 |
| The principles of developing and implementing strategic plans | 1 | 2 | 3 | 4 | 5 |
| Systems theory | 1 | 2 | 3 | 4 | 5 |
| Information sources and data collection | 1 | 2 | 3 | 4 | 5 |
| Data analysis | 1 | 2 | 3 | 4 | 5 |
| Effective communication | 1 | 2 | 3 | 4 | 5 |
| Effective consensus-building and negotiation skills | 1 | 2 | 3 | 4 | 5 |
| Creation of a high performance learning culture | 1 | 2 | 3 | 4 | 5 |

Assess the degree to which you engage in activities that

demonstrate your belief in and commitment to:

| | | | | | |
|--------------------------------------------------------------------------------------------------|---|---|---|---|---|
| The educability of all | 1 | 2 | 3 | 4 | 5 |
| A school vision of high standards of learning | 1 | 2 | 3 | 4 | 5 |
| Continuous school improvement | 1 | 2 | 3 | 4 | 5 |
| The inclusion of all members of the school community | 1 | 2 | 3 | 4 | 5 |
| Ensuring that students have the knowledge, skills, and values needed to become successful adults | 1 | 2 | 3 | 4 | 5 |
| A willingness to continuously examine one's own assumptions, beliefs, and practices | 1 | 2 | 3 | 4 | 5 |
| Doing the work required for high levels of personal and organizational performance. | 1 | 2 | 3 | 4 | 5 |

Standard 1 Average_____

ISLLC Standard 2. 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.

TN Standard C: Instructional Leadership and Assessment: Facilitates instructional practices that are based on assessment data and continually improve student learning.

TN Standard D: Professional Growth: Impacts student learning and achievement by developing and sustaining high quality professional development and learning for an effective instructional team.

Assess your knowledge and understanding of:

| | | | | | |
|------------------------------------------------------------------------------|---|---|---|---|---|
| Student growth and development | 1 | 2 | 3 | 4 | 5 |
| Applied learning theories | 1 | 2 | 3 | 4 | 5 |
| Applied motivational theories | 1 | 2 | 3 | 4 | 5 |
| Curriculum design, implementation, evaluation, and refinement | 1 | 2 | 3 | 4 | 5 |
| Principles of effective instruction | 1 | 2 | 3 | 4 | 5 |
| Measurement, evaluation, and assessment strategies | 1 | 2 | 3 | 4 | 5 |
| Diversity and its meaning for educational programs | 1 | 2 | 3 | 4 | 5 |
| Adult learning and professional development models | 1 | 2 | 3 | 4 | 5 |
| Positive discipline techniques change theory | 1 | 2 | 3 | 4 | 5 |
| The role of technology in promoting student learning and professional growth | 1 | 2 | 3 | 4 | 5 |
| School cultures | | | | | |
| The change process for systems, organizations, and individuals | 1 | 2 | 3 | 4 | 5 |

Assess the degree to which you engage in activities that

demonstrate your belief in and commitment to:

| | | | | | |
|----------------------------------------------------------|---|---|---|---|---|
| Student learning as the fundamental purpose of schooling | 1 | 2 | 3 | 4 | 5 |
| The proposition that all students can learn | 1 | 2 | 3 | 4 | 5 |
| The variety of ways in which students can learn | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|-----------------------------------------------------------------------|---|---|---|---|---|
| Life long learning for self and others | 1 | 2 | 3 | 4 | 5 |
| Professional development as an integral part of school improvement | 1 | 2 | 3 | 4 | 5 |
| The benefits that diversity brings to the school community | 1 | 2 | 3 | 4 | 5 |
| A safe and supportive learning environment | 1 | 2 | 3 | 4 | 5 |
| Preparing students to be contributing members of society | 1 | 2 | 3 | 4 | 5 |
| Focus on student learning and protection of instructional time | 1 | 2 | 3 | 4 | 5 |
| Celebrating success and acknowledging failures | 1 | 2 | 3 | 4 | 5 |
| Communication as a means of motivation and improvement | 1 | 2 | 3 | 4 | 5 |

Standard 2 Average _____

ISLLC Standard 3. 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**

TN Standard D: **Professional Growth: Impacts student learning and achievement by developing and sustaining high quality professional development and learning for an effective instructional team.**

TN Standard E: **Management of the Learning Organization: Facilitates learning and teaching through the effective management of building, fiscal, and technological resources.**

Assess your knowledge and understanding of:

| | | | | | |
|--------------------------------------------------------------|---|---|---|---|---|
| Theories and models of organizations | 1 | 2 | 3 | 4 | 5 |
| The principles of organizational development | 1 | 2 | 3 | 4 | 5 |
| Operational procedures at the school and district level | 1 | 2 | 3 | 4 | 5 |
| Principles and issues relating to school safety and security | 1 | 2 | 3 | 4 | 5 |
| Human resources management and development | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|----------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| Principles and issues relating to fiscal operation of school management | 1 | 2 | 3 | 4 | 5 |
| Principles and issues relating to school facilities and Use of space | 1 | 2 | 3 | 4 | 5 |
| Legal issues impacting school operations | 1 | 2 | 3 | 4 | 5 |
| Current technologies that support management functions | 1 | 2 | 3 | 4 | 5 |
| Formal and informal Leadership | 1 | 2 | 3 | 4 | 5 |
| <u>Assess the degree to which you engage in activities that demonstrate your belief in and commitment to:</u> | | | | | |
| Making management decisions to enhance learning | | | | | |
| And teaching | 1 | 2 | 3 | 4 | 5 |
| Taking risks to improve schools | 1 | 2 | 3 | 4 | 5 |
| Trusting people and their judgments | 1 | 2 | 3 | 4 | 5 |
| Accepting responsibility | 1 | 2 | 3 | 4 | 5 |
| High-quality standards, expectations, and performances | 1 | 2 | 3 | 4 | 5 |
| Involving stakeholders in management processes | 1 | 2 | 3 | 4 | 5 |
| A safe environment | 1 | 2 | 3 | 4 | 5 |
| Mobilizing community resources to support the school mission | 1 | 2 | 3 | 4 | 5 |

Standard 3 Average_____

ISLLCStandard 4. 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.**

Tn Standard G: Diversity: Responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.

Assess your knowledge and understanding of:

Family and community engagement

Emerging issues and trends that potentially impact the

school community 1 2 3 4 5

The conditions and dynamics of the diverse school community 1 2 3 4 5

Community resources 1 2 3 4 5

Community relations and marketing strategies and processes 1 2 3 4 5

Successful models of school, family, business, community,
government and higher education partnerships. 1 2 3 4 5

Assess the degree to which you engage in activities that

demonstrate your belief in and commitment to:

Schools operating as an integral part of the larger community 1 2 3 4 5

Collaboration and communication with families 1 2 3 4 5

Involvement of families and other stakeholders in school
decision-making processes 1 2 3 4 5

The proposition that diversity enriches the school 1 2 3 4 5

Families as partners in the education of their children 1 2 3 4 5

The proposition that families have the best interests of
their children in mind 1 2 3 4 5

Resources of the family and community needing to
be brought to bear on the education of students 1 2 3 4 5

An informed public 1 2 3 4 5

ISLLCStandard 5. A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner.**

Tn Standard F: **Ethics: Facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy and/or political action when appropriate.**

Assess your knowledge and understanding of:

| | | | | | |
|-------------------------------------------------------|---|---|---|---|---|
| The purpose of education | 1 | 2 | 3 | 4 | 5 |
| The role of leadership in modern society | 1 | 2 | 3 | 4 | 5 |
| Various ethical frameworks and perspectives on ethics | 1 | 2 | 3 | 4 | 5 |
| The values of the diverse school community | 1 | 2 | 3 | 4 | 5 |
| Professional codes of ethics | 1 | 2 | 3 | 4 | 5 |
| The philosophy and history of education | 1 | 2 | 3 | 4 | 5 |

Assess the degree to which you engage in activities that

demonstrate your belief in and commitment to:

| | | | | | |
|--------------------------------------------------------------------------|---|---|---|---|---|
| The ideal of the common good | 1 | 2 | 3 | 4 | 5 |
| The principles in the Bill of Rights | 1 | 2 | 3 | 4 | 5 |
| The right of every student to a free, quality education | 1 | 2 | 3 | 4 | 5 |
| Bringing ethical principles to the decision-making process | 1 | 2 | 3 | 4 | 5 |
| Subordinating one's own interest to the good of the school community | 1 | 2 | 3 | 4 | 5 |
| Accepting the consequences for upholding one's principles and actions | 1 | 2 | 3 | 4 | 5 |
| Using the influence of one's office constructively and | | | | | |

| | | | | | |
|----------------------------------------------------------------|---|---|---|---|---|
| productively in the service of all students and their families | 1 | 2 | 3 | 4 | 5 |
| Development of a caring school community | 1 | 2 | 3 | 4 | 5 |
| Personal integrity | 1 | 2 | 3 | 4 | 5 |

Standard 5 Average _____

ISLLC Standard 6: 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.**

TN Standard G: Diversity: Responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.

Assess your knowledge and understanding of:

| | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| Principles of representative governance that under gird the system of American schools | 1 | 2 | 3 | 4 | 5 |
| The role of public education in developing and renewing a Democratic society and an economically productive nation | 1 | 2 | 3 | 4 | 5 |
| The law as related to education and schooling | 1 | 2 | 3 | 4 | 5 |
| The political, social, cultural and economic systems and processes that impact schools | 1 | 2 | 3 | 4 | 5 |
| Models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling | 1 | 2 | 3 | 4 | 5 |
| Global issues and forces affecting teaching and learning | 1 | 2 | 3 | 4 | 5 |
| The dynamics of policy development and advocacy under our democratic political system | 1 | 2 | 3 | 4 | 5 |
| The importance of diversity and equity in a democratic society | 1 | 2 | 3 | 4 | 5 |

Assess the degree to which you engage in activities that

demonstrate your belief in and commitment to:

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| Education as a key to opportunity and social mobility | 1 | 2 | 3 | 4 | 5 |
| Recognizing and responding to a variety of ideas, values, and cultures | 1 | 2 | 3 | 4 | 5 |
| Importance of a continuing dialogue with other decision makers affecting education | 1 | 2 | 3 | 4 | 5 |
| Actively participating in the political and policy-making context in the service of education | 1 | 2 | 3 | 4 | 5 |
| Using legal systems to protect student rights and improve student opportunities recruiting and retaining diverse staff | 1 | 2 | 3 | 4 | 5 |

Standard 6 Average_____

Summary Worksheet

Use this worksheet to summarize your critical self-assessment. High average scores represent areas of strength. Low average scores represent opportunities for growth during your internship.

| | Average Score |
|-----------------------------------------------------------|---------------|
| Standard 1. Facilitating Shared Vision | _____ |
| Standard 2. Developing Effective School Culture/Program | _____ |
| Standard 3. Ensuring Productive Learning Environment | _____ |
| Standard 4. Collaborating With Community | _____ |
| Standard 5. Demonstrating Personal/Professional Integrity | _____ |
| Standard 6. Maintaining Global / Systems Perspective | _____ |

The ISLLC Standards can be accessed and downloaded in PDF format at the following URL: <http://www.ccsso.org/standrds.html>

APPENDIX B

Internship Site Agreement

(A Site Agreement Is Needed For Each Intern Placement Site)

_____, (Please Print) a graduate student intern from the Department of Educational Leadership and Policy Analysis at East Tennessee State University, has been given permission to complete his or her internship with the following school/organization:

Name of the School/Organization for Internship Experience _____

Address: _____

Phone Number: (_____) _____

I am familiar with the expectations of the internship and have reviewed the proposed objectives with the intern. I believe this placement will help the intern meet these objectives. I will be available during the proposed time of the internship to serve as a mentor/facilitator for the student.

Signature of Intern: _____ Date: _____

Internship Placement Site: _____

Printed Name of Mentor: _____

Internship Mentor's Title: _____

Signature of Internship Mentor: _____ Date: _____

Printed Name of Facilitator: _____ Date: _____

Signature of ELPA Facilitator: _____ Date: _____

APPENDIX C

Professional Growth Plan

A separate plan for each objective related to a competency area needing developing should be completed in consultation with the mentor (see p. 20 of Intern Handbook).

Core Competency to Strengthen # _____. _____

SPECIFIC LEARNING OBJECTIVE

LEARNING RESOURCES AND STRATEGIES

EXPECTED OUTCOME

Signatures:

Intern

Date

Supervising Administrator

Date

ELPA Internship Facilitator

Date

APPENDIX D

Student Rating of East Tennessee State University Administrative Endorsement Program

The Educational Leadership Policy and Analysis Department is continually trying to improve the way faculty and staff responds to the needs of graduate students. As a way of providing information, I have chosen to conduct research on students' perceptions about their internship experience in the Administrative Endorsement program. I am asking you to complete this survey. This survey is voluntary; if a question makes you feel uncomfortable you may skip that question. The survey contains questions related to your university experiences, but mainly your internship experiences in the program. It will take less than 15 minutes to complete this survey.

This survey is confidential and responses are anonymous. Furthermore, your responses will not be analyzed individually, but will be grouped with the responses from all the students who completed the Administrative Endorsement Licensure requirements.

Completion of this Administrative Endorsement Program Survey will provide the researcher an assessment of the graduate students' perceptions about preparation for the principalship following the completion of their administrative endorsement through the Educational Leadership and Policy Analysis (ELPA) department of East Tennessee State University. If you have any questions you may contact Ginger Christian at gchristian90@gmail.com.

Please circle the correct response to the following information to assist the researcher with demographic information.

Completed the Administrative Endorsement Program: 2005 2006 2007 2008 2009 2010

Current Position: Teacher Assistant Principal Principal Central Office Administrator
Academic Coach Other

Internship Placements: Which percentage most closely matches administrative internships completed in your school district? 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Utilizing the rating system defined below, please circle the number that best reflects your perception about the internship experiences and subsequent effects on your administrative training through the ELPA department at East Tennessee State University.

1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

1. I believe my internship experiences prepared me for the role and responsibilities of the principal.

1 2 3 4

2. I believe my internship experiences, helped me obtain a new school leadership position. 1 2 3 4

3. In my opinion evaluating change theory through the internship and curricular components helped me understand the complexities of school leadership. 1 2 3 4

4. I experienced the components of change theory through the administrative endorsement internship experiences. 1 2 3 4

5. As a result of my internship experience, I personally noted self-improvement in my knowledge/skill level of ISLLC Standard #1 which states: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, and stewardship of a vision of learning that is shared and supported by the school community. 1 2 3 4

6. As a result of my internship experience, I personally noted self-improvement in my knowledge/skill level of ISLLC Standard #2 which states: 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. 1 2 3 4

7. As a result of internship experience, I personally noted self-improvement in my knowledge/skill level of ISLLC Standard #3 which states: 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. 1 2 3 4

8. As a result of my internship experience, I personally noted self-improvement in my knowledge/skill level of ISLLC Standard #4 which states: 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. 1 2 3 4
9. As a result of my internship experience, I personally noted self-improvement in my knowledge/skill level of ISLLC Standard #5 which states: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. 1 2 3 4
10. As a result of my internship experience, I personally noted self-improvement in my knowledge/skill level of ISLLC Standard #6 which states: 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. 1 2 3 4
11. I used the self – assessment to guide the development of my internship activities. 1 2 3 4
12. The growth plan I was required to complete helped direct the work for each ISLLC Standard. 1 2 3 4
13. Being required to complete internship activities in the community, central office elementary, middle, and high school level, prepared me for diversity as a school leader. 1 2 3 4
14. I agree that aspiring administrators should complete a minimum of 540 internship hours as part of their internship experiences. 1 2 3 4
15. The overall site - based mentors I worked with had a positive impact on the way I work as a school leader. 1 2 3 4
16. An internship experience, such as the one I completed, is beneficial for any aspiring administrator. 1 2 3 4

17. I had a university supervisor assigned to oversee my internship experience. 1 2 3 4
18. The university based supervisor assisted me in challenges through the internship. 1 2 3 4
19. I encountered challenges communicating with my site- based mentor. 1 2 3 4
20. My mentors understood their roles and facilitated real-world internship activities. 1 2 3 4
21. A university based supervisor is a valuable component to the success of administrative endorsement graduate students. 1 2 3 4
22. My site-based mentor understood his or her role in the internship process. 1 2 3 4
23. The growth plan should be a required element of the internship. 1 2 3 4
24. The journal reflections, required as part of the internship experience, were a valuable component in the administrative training. 1 2 3 4
25. I continue to engage in the practice of reflections as a result of my internship experiences. 1 2 3 4

The open-ended items are designed to provide you with an opportunity to express your thoughts on significant learning experiences, program strengths and areas for improvement. Please take a few moments to reflect upon each question. Write your response in the space provided.

26. How did the internship experience incorporate the ISLLC Standards and allow opportunities for students to transfer standards to professional practice?

27. How did site - based mentors impact the quality of internship experiences?

28. Do you have any additional comments?

THANK YOU FOR HELPING TO IMPROVE YOUR PROGRAM!

VITA
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Who's Who Among America's Teachers