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Perceptions of International School Heads Towards the Identification of Quality Principal Candidates

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Perceptions of International School Heads

Towards the Identification of Quality Principal Candidates

by

David W Harris

Presented to the Graduate and Research Committee
of Lehigh University
in Candidacy for the Degree of
Doctor of Education

in

Educational Leadership

Lehigh University

May 2013

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CERTIFICATE OF APPROVAL

Approved and recommended for acceptance as a dissertation in partial fulfillment of the requirements for the degree of Doctor of Education.

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ACKNOWLEDGEMENTS

"We do not receive wisdom; we must discover it for ourselves
after a journey that no one can take for us or spare us."
- Marcel Proust

I wish to first thank my committee chair, Dr. George White for his encouragement and support. I count it a privilege to have had George mentor me through this process. He took a personal interest in my life, my career, and my studies. He made an extra effort to help expedite the process by committing his personal time to seeing me through. He held me to a high standard and provided great advice. I cannot thank him enough for being an exceptional chair and a great friend.

Second, I give my thanks to Dr. Dick Krajczar, Executive Director of EARCOS, dissertation committee member, and good friend for all his support. His efforts on behalf of my study were untiring. Not only did he give strong encouragement to the other regional executive directors to help me out, the high response rate received in the EARCOS region was a direct result of the many emails he sent to heads in the region on my behalf exhorting them to participate in the study. Dick believes that research into international education is a high priority and he backs his beliefs with action.

Third, I wish to thank the other members of my dissertation committee, Dr. Louise Donohue and Dr. Floyd Beachum. Dr. Donohue provided expertise from her years serving as a Superintendent and Dr. Beachum provided the academic focus needed to produce a high-quality dissertation. Overall, I could not have had a more professional or supportive dissertation committee. I am deeply grateful to this team of four distinguished individuals and will forever hold them in high esteem.

Fourth, I wish to thank Dr. Daphne Hobson for her leadership in the international program at Lehigh University. As my doctoral advisor, she kept a close eye on my progress and even after she left the university, she continued to send encouraging notes. She has been a great friend and mentor.

Fifth, Dr. Laura Roberts has been an exceptional resource for my study. She is a stellar statistician and dissertation consultant. She raised the quality of my paper by helping me with the design of the study and then, working with me through the subsequent data analysis.

Sixth, I wish to acknowledge a number of fellow students in the doctoral program who have become good friends and a constant source of fellowship and encouragement. I wish to acknowledge Nicholas Kent, Dr. Courtney Lowe, Dr. Ian Sutherland, Dr. Dale Cox, Dr. Blair Lee, Dr. Theron Mott and Darren Price for their constant friendship and encouragement.

DEDICATION

I dedicate this work firstly to my wife, Wendy. From the beginning, you have been my encouragement and support. You are my best friend! You have had years of disrupted evenings, weekends, and holidays because of my studies, but your patience never wavered and it was your love that sustained me throughout.

I also dedicate this work to my two children, along with their spouses (Katelyn and her husband Andrew and Jordan with his wife Chey'Anne), and all future grandchildren that I should be blessed with (TBD). Educators commonly profess the value of lifelong learning. It is my hope that this example of completing my doctorate at the age of 57 will build a legacy of lifelong learning that will be multi-generational. You have been an inspiration to me through your own educational pursuits. You have been my best cheerleaders and I hope to spend the rest of my life cheering for you and your children.

I also wish to dedicate this work to my siblings—Donna Bromley, Linda Wiltfang, and John Harris. You have watched me through the years and know my journey well. Thank you for always cheering me on.

Lastly, I dedicate this work to my parents, Frederick and Margaret Harris. Although they are deceased, their love and their commitment empowered me to reach out and accept new challenges. I know that they would be proud of me, but that knowledge is of worth only if I pay it forward to my own children and all of the students and teachers that I have the opportunity to lead.

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ABSTRACT

Seeking and finding highly effective principals to lead our schools is one of the highest priority tasks for a school head. Research has documented the importance of the principal for improved student achievement. Waters, Marzano, and McNulty (2004) reviewed the literature over the past 35 years and identified 21 specific leadership responsibilities that have a statistically significant, positive correlation to student achievement. The purpose of this descriptive survey study was to deepen our understanding of the ways that international school heads identify high-potential principal candidates.

The survey, Dimensions of Quality Leadership Candidate Identification (DQLCI), was distributed to a random sampling of the complete population of international school heads of full member schools in all regional associations. From a population of 732 international school heads, an average of 184 valid responses (25%) for the four questions was received. However, two regions received a higher percentage response rate thus improving the external validity of the results for the two regions: East Asia Regional Council of Schools (44%) and the Near East South Asia Council of Overseas Schools (56%).

Specifically, the study examined four areas that heads attribute to identifying each of the 21 responsibilities upon screening principal candidates: the principal candidate quality, the value that heads attribute to each of the 21 responsibilities upon screening principal candidates, the perceived ease of identifying each of the 21 responsibilities in principal candidates being screened, and the best method of identifying each of the 21 responsibilities when screening principal candidates.

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The results indicated that international school heads felt that the quality of candidates was just a little better than average with qualitative data highlighting the shallow pool of quality candidates. Heads perceive the 21 responsibilities to have high value in the candidate screening process. Five themes emerged from a factor analysis or data reduction process. Heads value the following factors (in descending order of importance): (1) Ideals and Beliefs about the School's Learning Culture; (2) Curriculum, Instruction, and Assessment; (3) Personal Communication and Relationships; (4) Managerial Leadership; and (5) Principal as Change Agent. These themes provide a clear topical framework for principal preparation programs and for the design of effective principal recruitment tools.

In response to the third question, the heads became more uncertain about their ability to identify the 21 responsibilities. Heads deemed interview, then reference checks, the two best methods to identify the 21 responsibilities in candidates; however, qualitative data points to the need for multiple measures to triangulate the data and build a better profile of a potential candidate.

Recruiting high-quality leadership is difficult in the best of conditions but the nature of international school leadership recruitment is complex. It is important for an international school head to be proactive and able to develop systematic and intentional hiring practices.

Keywords: head, principal, recruitment, leadership, school, responsibilities, quality, effective, standards, superintendent, interview, reference

CHAPTER I

Introduction

Scholars concerned with effective leadership theorize that principals play a vital role in improving a school's student learning environment (Leithwood, Louis, Anderson, & Wahlstrom, 2005, p. 337; Teddlie & Reynolds, 2000; Waters, Marzano, & McNulty, 2003). During the past four decades, these scholars have suggested that a highly effective school principal can have both direct and indirect effects on students' achievement through their work with students, teachers, other support staff, and parents (Cotton, 2003; Leithwood et al., 2005; Marzano, Waters, & McNulty, 2005; Rammer, 2007b; Silva, White, & Yoshida, 2011; Teddlie & Reynolds, 2000). Leithwood and colleagues found that "leadership is second only to classroom instruction among all school-related factors that contribute to what students learn in school" (p. 3). Waters and colleague's research found that leadership is the single-most important aspect of effective school reform and they go so far as to state that the principal effect is so all encompassing that it has a broad influence on virtually every aspect of their model dealing with school, teacher, and student level factors.

While the importance of principals' effects on student learning has been examined during the past four decades, principal candidate identification, recruitment, and preparation practices have remained relatively unchanged (Breed, 1985; Browne-Ferrigno & Shoho, 2004; Murphy, 1998; Murphy & Vriesenga, 2006). Given the complexities of trying to increase student achievement and school effectiveness in the current standards-driven environment, several researchers believe that finding and developing the best person to take the principal's position is vital (Collins, 2006; Darling-

Hammond, LaPointe, Meyerson, & Orr, 2010; Marzano et al., 2005). In addition, it is important to determine the best method to identify quality principal candidates if traditional recruitment practices are to change. Regrettably, little empirical research about principal candidate identification, recruitment, and preparation exists (Branch, Hanushek, & Rivkin, 2012; Orr & Barber, 2006; Winter & Morgenthal, 2002). Hooker (2000) stated that the little literature that does exist is ". . . anecdotal, unpublished, and atheoretic" (p. 183). The research specific to principal candidate identification, recruitment, and preparation for international schools is nonexistent. Thus, there is little in the published literature to guide superintendents in their selection decisions given the theory that great principals bring about excellence in student achievement.

This study explored quality principal candidate identification in the international schools market. In both business and education, leadership researchers have attempted to address the conundrum of whether one hires or develops talent (Daresh & Playko, 1992; Darling-Hammond et al., 2010; Farkas, Johnson, Duffett, Foleno, & Foley, 2001; Groves, 2007; Hobson, 2007; Lashway, 2003). MacBeath (2006) called this conundrum the "talent enigma" and likened it to the nature versus nurture argument wherein talent can be viewed as either innate or acquired. MacBeath asked, "Do exceptional leaders grow successful schools or do successful schools grow exceptional leaders?" (p. 184).

Many people aspire to and successfully attain the position of principal. In almost every case, these candidates are self-selecting rather than identified and nurtured towards the position. Creighton and Jones (2001) questioned whether self-selection is an underlying cause of ineffective leadership. They asked whether self-selection has produced too many candidates and too many marginal principals. Bottoms, O'Neill, Fry,

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and Hill (2003) stated unequivocally that self-selection does not work. They reported overall dissatisfaction with self-selected candidates, yet most school districts and university leadership programs still rely on a system of candidate self-selection. This study began with the assumption that candidate self-selection is prevalent within international schools as well.

The purpose of this descriptive survey study was to deepen our understanding of the process that international school heads go through to identify high-potential principal candidates and evaluate their qualities. The findings extend the current research conducted with U.S. superintendents by surveying heads of member international schools from the following associations and councils:

1. Association of American Schools in South America (AASSA)

2. Association of International Schools in Africa (AISA)

3. Central and East Asia Regional Council of Schools (EARCOS)

4. European Council of International Schools (ECIS)

5. Near East South Asia Council of Overseas Schools (NESA)

6. Tri-Association: Association of American Schools of Central America Colombia- Caribbean and Mexico (TRI-ASSOCIATION) regions

The associations were grouped into five regions based upon geographic proximity: AASSA/TRI-ASSOCIATION, AISA, EARCOS, ECIS, and NESA. The results of this study will provide important data to regional organizations and international school heads with which they can begin to explore the development of strategies for the identification of high-potential principal candidates within their region or school.

Principal behaviors in 21 responsibility areas (Waters, Marzano, & McNulty, 2004) showed positive correlations with student achievement. These behaviors were examined to determine their importance when identifying quality principal candidates and their actual level of use in the selection process for principals by international heads. This study surveyed heads to determine the level of difficulty they would have in identifying each of the 21 responsibilities as criteria for screening internal or external candidates and the methods they would use to evaluate these responsibilities in candidates. This study also surveyed heads to identify their perception of candidate quality in recent principal candidates.

A corollary purpose of this study was to address the lack of research on quality principal candidate identification within international school regional associations worldwide. While similar to private independent schools in North America, international schools face unique challenges related to principal recruitment because of their physical distance from a readily available candidate pool.

Two basic premises guided this study. First, while a shortage of principal candidates is perceived, the shortage is actually in the number of quality principal candidates (Farkas et al., 2001; Grimmett & Echols, 2000; Walker, Stott, & Cheng, 2003). Second, senior administrators within international schools can be proactive in their principal recruitment activities. The findings of this study should help guide international school heads as they work to identify high-quality principal candidates within their regions. International schools can improve their principal candidate recruiting practices if there is a high level of agreement among international school heads

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and principals within a region regarding the best practices for internal candidate

identification and preparation within an international context.

<div align="center">**Literature Review**</div>

The international school context and the specific issues affecting the identification

of quality principal candidates underlie the research questions of this dissertation. This

study used the current research from education and business literature to construct the

rationale and approach for this study. The issues contained in this literature review

highlight many limitations of current practice that this study attempted to address.

Candidate Availability

A common perception in leadership literature is that public schools in North

America are facing a shortage of qualified principal candidates (Gajda & Militello, 2008;

Hooker, 2000; Levitz, 2008; Normore, 2004; Peterson, 2002; Renihan, 2012; Whitaker,

2003b; Winter, Rinehart, & Muñoz, 2002). In the late 1990s, findings from a study

(1998) conducted by the Educational Research Service (ERS) for the National

Association of Elementary School Principals (NAESP) and the National Association of

Secondary School Principals (NASSP) supported this perception. The ERS study found

that 50% of the school districts surveyed were experiencing a shortage of qualified

candidates for vacant principal positions. The ERS report also found that 40% of public

school principals would retire in the ten years following the study (1998–2008). Battle

and Grubers' (2010) findings in the 2008–2009 study conducted by the Institute of

Education Sciences (IES) support this finding. They reported that 45% of public school

principals and 22% of private school principals left because of retirement in 2008–2009.

The above data applies only to the United States and the author found no research that studied principal shortages in international schools.

The literature in business supports this recruitment issue. It argues that the number of potential candidates is not the problem. Rather, the more accurate conception of the recruitment issue is that it is the identification and securing of high-quality administrative talent that poses the greatest challenge (Michaels, Handfield-Jones, & Axelrod, 2001). This conception is consistent with the concern in education about the lack of quality leadership. Many studies report that attracting high-quality candidates is becoming more difficult, especially in underserved communities (Barker, 1997; Barnes, 2008; Christie, 2000; Darling-Hammond et al., 2010; Normore, 2004; Orr & Barber, 2006). Five studies address candidate availability:

- Three studies conducted in the U.S. (Farkas et al., 2001; Gajda & Militello, 2008; Whitaker, 2003b),

- One study conducted in Canada (Grimmett & Echols, 2000), and

- One study examined the situation in Hong Kong and Singapore (Walker et al., 2003).

The study of Farkas and colleagues (2001) found that a shortage in principal candidates does not exist in the majority of districts surveyed in the United States. Farkas' research team surveyed 853 randomly selected public school superintendents and 909 randomly selected public school principals during the summer of 2001. The study found that 59% of superintendents and 70% of principals did not believe that a shortage of principal candidates existed. Only three percent of both superintendents and principals believed in a severe shortage of principal candidates. However, only 52% of the

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superintendents said that they were happy with the performance of their current principal. Sixty percent of the superintendents stated that they had to settle for whatever they selected from a weak candidate pool because of the lack of quality found through the application process.

Gajda and Militello (2008) studied existing licensure supply and demand ratios from the state of Massachusetts to help determine the nature and characteristics of the principal shortage. In their study, they reported that the Massachusetts Department of Education data confirmed that nearly half of the teachers who hold administrator licenses chose not to become administrators. This finding aligns with the national trend reported by the ERS (2000).

The Gajda and Militello study revealed that in Massachusetts, a severe shortage of principal applicants existed despite an abundance of individuals who have attained their administrator license. Sixty-three percent of the principals surveyed indicated that they would be leaving their post within the next five years of the study. Seventy percent of these departing principals stated that they would be retiring. Thirty percent of the participants in the study indicated that they were planning to leave for three reasons: (1) the stress of the position, 21%; (2) low salary, 13%; and (3) the complexities of the job and the significant demands on their time, 12%. Some respondents gave more than one of these reasons. These findings coincide with national studies on the problems with the recruitment and retention of principals (Education Research Service, 2000). The study did not investigate whether those in the candidate pool were of higher quality than those who chose not to become administrators.

Whitaker (2003b) examined Colorado superintendents' perceptions of the quality and quantity of candidates for the principalship among other measures related to their perceptions of principal preparation programs. Of the 115 returned surveys from the 176 surveys that Whitaker sent to Colorado superintendents, 108 were deemed usable yielding a response rate of 61%. Following the analysis of the survey results, Whitaker interviewed ten of the superintendents who represented different district sizes and geographical regions to yield deeper and richer data regarding the survey's findings.

Whitaker (2003) found that superintendents perceived that principal candidates were in short supply with 89.8% of respondents indicating that there was a moderate to extreme shortage of principal candidates. When superintendents were asked the follow-up question regarding the quality of candidates, 30.2% ranked principal candidates as "poor" or "fair," 51% ranked principal candidates as "good," and 18.8% ranked principal candidates as "very good" and "excellent." The Whitaker study would indicate that there is a perceived candidate shortage in Colorado. However, through follow-up interviews with ten superintendents, the quality question received a mixed response. The qualitative data indicates that some of the superintendents were specifically concerned about the lack of experience found in principal candidates. These superintendents shared that it was common for principal candidates to lack knowledge and skills in the area of instruction and assessment. Nevertheless, as only ten superintendents were asked to comment on candidate quality, it is not possible to generalize this finding to the whole of Colorado's superintendents or beyond.

Grimmett and Echols (2000) examined the availability and caliber of teachers applying for administrative positions in British Columbia (B.C.), Canada. In line with

U.S. national studies, the researchers argued that principal candidates are in short supply because of the increased workload, low hourly pay, adversarial conditions, and the management nature of school administration (Educational Research Service, 2000). Their premise is that since the position is unattractive, experienced teachers rarely apply for principal openings. The Grimmett and Echols study involved qualitative interviews with key informants: local union presidents, teachers, administrators, and school district officials. The researchers conducted on-site interviews with three agencies: the B.C. Ministry of Education, the B.C. College of Teachers, and the B.C. Teachers' Federation. In addition, the researchers selected 12 school districts using a purposeful sampling technique to balance size, geography, and stability of enrollments.

Grimmett and Echols (2000) found that every district surveyed reported that recruiting appropriately experienced teachers for the principalship was difficult. District personnel in all of the three district size categories—metropolitan, urban, and rural— report that the total number of internal and external applications for the position of principal is not down significantly but that the caliber of the applicant was below the desired standard. This situation has made it difficult to come up with a short list of three appropriate candidates for recently advertised positions. The authors' findings suggest that the superintendents in B.C. perceive that while an adequate number of appropriately experienced teachers exist, there is a lack of quality in the applicant pool for the position of vice-principal or principal.

The shortage of quality candidates is not simply a North American phenomenon. Walker et al. (2003) examined the state of principal recruitment in Hong Kong and Singapore. The researchers discuss both the similarities and differences between these

two cities, and the results of their research found that there was no shortage of candidates willing to apply for principal positions as they became available. In both Hong Kong and Singapore, however, senior administrators shared serious concerns about the quality of both acting principals and certified applicants.

Although a very limited number of studies discussing the quantity and quality of administrator candidates exist, these studies highlight some of the current research pertaining to principal candidate availability. While a shortage of principal candidates is a concern in some areas, the common thread among these studies is that the quality of candidates is of a higher concern than the quantity of available candidates.

Defining Quality

Research indicated that superintendents perceive a lack of quality principal candidates (Battle & Gruber, 2010; Crawford, 2000; Fraser & Brock, 2006; Grimmett & Echols, 2000; Williams, 2003). The No Child Left Behind Act (NCLB) of 2001 provides us with the following explanation defining a Highly Qualified Teacher (HQT): "The law requires that all teachers of core academic subjects in the classroom be highly qualified. This explanation has three essential criteria: (1) attaining a bachelor's degree or better in the subject taught; (2) obtaining full state teacher certification; and (3) demonstrating knowledge in the subjects taught" (U.S. Department of Education, 2004, p. para. 2). The NCLB does not provide a definition of a highly qualified principal. In a recent online publication entitled. "Information on teacher and principal quality," the NCLB definition of a highly qualified teacher is used for both teachers and principals (California Department of Education, 2011). By extending this limited definition to principals, the

NCLB considers every principal, with the basics of subject proficiency, a college degree, and specialty certification, highly qualified.

In the early 1980s, the definition of quality or effective was crafted by school effectiveness researchers: (1) high-quality levels of student achievement; (2) achievement and equity results that are fairly distributed across the student population; and (3) value-added outcomes that are attributable to the school (Murphy, 2003; Murphy, Hallinger, & Peterson, 1986). It is on this definition, with its emphasis on student learning, that the Interstate School Leaders Licensure Consortium (ISLLC) and the ISLLC Standards for School Leaders began (Murphy, 2003).

Leithwood and his colleagues' (2005) research noted that standards are a core element of policy that can help determine the quality of school leadership. Such standards need to " . . . spell out clear expectations about what leaders need to know and do to improve instruction and learning and that form the basis for holding them accountable for results" (Leithwood et al., 2005, p. 36). To date, more than 40 states have adopted the ISLLC Standards for School Leaders (ISLLC; Murphy, 2003; Wallace, 2006). Darling-Hammond and associates (2007) further report that seven out of eight states require tests, which are based upon the ISLLC standards, for licensing principals. Further, they claimed that most states use the Educational Testing Service's (ETS) School Leaders Licensure Assessment (The Praxis Series). The Praxis Series " . . . measures whether entry-level education leaders have the standard-relevant knowledge believed necessary for competent professional practice (Mack et al., 2011, p. 5). Another test that has become a national model for training school leaders is the Connecticut Administrator Test (CAT) which takes the approach of using authentic problems to

challenge prospective principals (Darling-Hammond et al., 2010; Mack et al., 2011). These measures, along with new, innovative leadership preparation programs (e.g., Bank St. College, NYC; Delta State University, Mississippi; University of Connecticut; and the University of San Diego) were founded on the value placed on the importance of hiring and preparing quality school principals (Darling-Hammond et al., 2010).

The Educational Leadership Policy Standards: ISLLC 2008 defines strong or quality school leadership under six standards.

1. Setting a widely shared vision for learning;

2. Developing a school culture and instructional program conducive to student learning and staff professional growth;

3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;

4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;

5. Acting with integrity, fairness, and in an ethical manner; and

6. Understanding, responding to, and influencing the political, social, legal, and cultural contexts. (ISLLC, p. 6)

Implicit in these policy standards is the understanding that effective leaders promote better teaching. Further, key behaviors, attributes, skills, and abilities can lead to improved student learning (Bottoms et al., 2003; Joseph, Goldring, Cravens, Elliot, & Porter, 2007; Leithwood & Jantzi, 2008; Waters et al., 2003).

Research on educational leadership highlights specific practices that are associated with principal effectiveness (Leithwood et al., 2005; Teddlie & Reynolds,

2000; Waters et al., 2004). In such research, effectiveness is the measure of quality.

Thus, for the purpose of this study, any candidate who demonstrates sufficient evidence

of effective practice is a quality candidate.

Waters, Marzano, and McNulty (2004) conducted an extensive meta-analysis on

the effects of principal leadership on student achievement. Their research reviewed more

than five thousand studies, published since the early 1970s, which examined the effects

of principal leadership. From these five thousand studies, only 70 met the researchers'

requirements for design, controls, data analysis, and rigor. The criteria used to sift

through these studies were ". . . qualitative student achievement data; student

achievement measured on standardized, norm-referenced tests or some other objective

measure of achievement; student achievement as the dependent variable; and teacher

perceptions of leadership as the independent variable" (p. 5). Waters and colleagues

explained that "these 70 studies involved 2894 schools and approximately 1.1 million

students, and 14,000 teachers" (p. 2). This extensive study identified 66 leadership

"practices" that the researchers grouped under 21 leadership "responsibilities." Their

findings came from an integration of ". . . quantitative research, theoretical insights, and

professional wisdom about effective leadership" (p. 3).

Waters and his colleagues (2003) determined that each of the 21 leadership

responsibilities has a statistically significant, positive correlation to student achievement.

Leithwood and his colleagues (2005) clarified that the Waters and colleagues' study ". . .

identifies 21 leadership 'responsibilities' and calculates an average correlation between

each responsibility and whatever measures of student achievement were used in the

original studies (p. 22)." Waters and his colleagues' table of 21 responsibilities average

correlation with student achievement, symbolized as *r*, and their associated administrator

practices are found in Appendix A. Eleven of the responsibilities (52.4%) have an *r*

statistic within the values of 0.18 and 0.25. The range for all values is 0.16 to 0.33.

Waters and colleagues explained that the " . . . average effect size (expressed as a

correlation) between principal leadership and student achievement is 0.25" (Waters et al.,

2004, p. 2).

Leithwood and his colleagues (2005) warned that these correlational data have to

be approached cautiously. As Glass and Hopkins (1970) stated, "although correlation can

be useful in identifying hypothetical causal relationships when coupled with other

methodological approaches, it is a . . . potentially misleading test for causation when used

alone" (p. 138). Leithwood and his colleagues further commented that the extensive

meta-analysis conducted by Waters and his colleagues is, nonetheless, a valuable addition

to the body of research that is moving the science of educational leadership towards

establishing a strong link with the highest quality, thus effective, leadership to student

learning.

The Unappealing Aspects of the Principalship

Many studies provide numerous reasons why quality candidates may choose not

to pursue careers in educational administration (Kresyman, 2010; Lawson, 1999; Love,

2000; O'Keeffe, 2005; Schutte, 2003). The NCLB Act (2001) has negatively impacted the

day-to-day work experience for principals in the U.S. and has increased school

administrator stress through the imposition of a sanctions-based system (Mintrop &

Sunderman, 2009). Mintrop and Sunderman described the application of such sanctions:

> . . . the staged progression of underperforming units through a set of increasingly
> severe sanctions based on meeting performance quotas for specific demographic

groups . . . publication of 'school improvement' status (a kind of public shaming with potentially far-reaching market consequences) . . . loss of organizational autonomy . . . finally to termination through reorganization or takeover of the organization. (p. 354)

Sanctions-driven accountability has incrementally increased stress, negativity, and a sense of demoralization among principals in the U.S. (Kresyman, 2010; Marks & Nance, 2007; Tucker & Codding, 2002).

Further, in westernized countries such as Australia, Canada, New Zealand, the United Kingdom, South Africa, and the United States, recent research findings have indicated that the role of the principal is becoming progressively more difficult and thus, less appealing for potential principal candidates (Barty, Thomson, Blackmore, & Sachs, 2005; Cranston, 2007; Earley, Evans, Collarbone, Gold, & Halpin, 2002; Grady, Macpherson, Mulford, & Williamson, 1994; Normore, 2004; Williams, 2003). Features of the job that detract from the position's appeal include the following:

- increased levels of accountability and bureaucracy imposed by government initiatives such as the demands of high stakes testing and public demands for strong, positive results (Barty et al., 2005; Earley et al., 2002; Kresyman, 2010; Mintrop & Sunderman, 2009; Mulford, 2003; Renihan, 2012);

- a diminished salary differential between teachers and administrators resulting in an inadequate remuneration for added responsibilities (Cranston, 2007; Grimmett & Echols, 2000; Mulford, 2003; Whitaker, 1995, 2003a; Williams, 2003);

- scope of the role is excessive with too much added responsibility (Cranston, 2007; Kresyman, 2010; Renihan, 2012; Whitaker, 1995, 2003a);

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- long hours that take away from family and personal life (Cranston, 2007; Grimmett & Echols, 2000; Lawson, 1999; Mulford, 2003; Renihan, 2012; Williams, 2003);

- a vast array of demands which come from multiple constituencies—students, teachers, parents, and district personnel (Barty et al., 2005; Grady et al., 1994; Whitaker, 2003a);

- social realities tied to socioeconomic problems such as poverty, immigration, inadequate health care (Earley et al., 2002; Grier, 2005; Mulford, 2003);

- hiring processes which are biased against women and/or minorities (Cranston, 2007; Fenwick & Collins Pierce, 2001; Williams, 2003);

- a lack of performance feedback (Mulford, 2003; Whitaker, 1995, 2003a; Williams, 2003); and

- a lack of agreement with current school/district directions and philosophies (Renihan, 2012).

Further, the context within which a school functions (i.e., geographic location, socioeconomic environment, educational funding, and developmental support) plays a critical role by framing each candidate's deliberation concerning whether or not he/she will pursue a principalship (Barker, 1997; Cranston, Ehrich, & Billot, 2003; Crawford, 2000; Darling-Hammond et al., 2010; Gajda & Militello, 2008; Grimmett & Echols, 2000; Whitaker, 2003a). Internationally, regional differences weigh into a candidate's deliberation. While no research exists specific to this issue, many issues may affect the desirability of a school's location (e.g., geopolitical stability, and support for medical, financial, emergency needs), infrastructures, distance from home, size of school, degree

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of isolation, terrorism, sectarianism, governmental design, school governance design, attitude toward other ethnicities, and money/package.

The Identification and Selection of Principal Candidates

Researchers argue that the identification of quality principal candidates is critical to the recruitment of effective future school leaders (Barker, 1997; Browne-Ferrigno & Shoho, 2004; Daresh, 2004; Darling-Hammond et al., 2010). However, as Hooker (2000) stated, there is very little literature on how and why principals are recruited and selected; very few published studies discuss the recruitment and selection of principals; and no studies have been undertaken to study this issue from an organizational perspective. Despite a logical desire for high-quality principal candidates, the failure to include established characteristics of effective leadership in the hiring criteria and process increases the probability that the best person for the job will be missed (Farr, 2004).

Assessment centers (ACs) are a key tool for assessing potential leadership talent (Chen, 2006; Joiner, 2000; McCleary & Ogawa, 1989; Principals, 2012; Spychalski, Quinones, Gaugler, & Pohley, 1997). Chen noted that ACs began around World War I to help select capable military leaders and the military has continued to use ACs to the present day in Great Britain, the United States, Australia, and Canada. Chen reported that the first recognized use of ACs for nonmilitary application took place in 1948 by an Australian manufacturing plant for selecting executive trainees. Joiner (2000) reported:

> The rapid growth in the use of assessment center method in recent years has resulted in a proliferation of applications in a variety of organizations. Assessment centers currently are being used in industrial, educational, military, government, law enforcement, and other organizational settings. (p. 318)

During the years 1975–1979, concerns related to the use and practice of assessment centers led to the development of guidelines which were adopted first in 1975 and

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subsequently revised in 1979, 1989, and most recently in 2000 by the International Public

Management Association. (Chen, 2006; Joiner, 2000; Spychalski et al., 1997).

Assessment centers focus primarily upon a phenomenological approach that

derives data specifically from developed assessment situations that emphasize measures

of performance on simulated job-related situations (Joiner, 2000; McCleary & Ogawa,

1989; Principals, 2012). Within the field of education, the National Association of

Secondary School Principals (NASSP) has more than 20 years of experience working

with assessment centers (Principals). The NASSP stated that to ensure a content-valid

process in their assessment centers, the following steps were taken:

1. Applied Research Inc. was hired to develop the process;

2. Applied Research conducted a job analysis of the principalship by
   interviewing principals, assistant principals, superintendents, community
   leaders, school board members, parents and college professors and conducted
   two major validity studies on the original NASSP Assessment Center;

3. Applied Research combined the above job analysis with a review of the data
   provided by the National Professional Board for Educational Administration
   (NPBEA), the ISLLC, and the National Council for the Accreditation of
   Teacher Education (NCATE); and

4. A scoring process was developed based upon the NASSP's 20 years of
   experience in assessment center.

The NASSP reported that "two validity studies—1979 and 1991—have indicated that the

NASSP Assessment Center is valid. The 1991 study stated, 'In conclusion, we see the

assessment center as a content valid procedure for the selection of school administrators'"

(NASSP, 2012, "Validity of Selecting and Developing the 21st Century Principal

Assessment Center," para. 6).

Darling-Hammond et al. (2010) stated that principal preparation programs in the

U.S. have typically consisted of courses addressing general management principles,

school law, administrative requirements, and procedures. Using assessment centers to

evaluate the leadership potential in principal candidates provides employers with a set of

data based upon skill sets needed by effective school principals which may or may not

have been part of a candidate's leadership preparation (Principals, 2012).

In a recent study, Rammer (2007b) drew on the work of Waters, Marzano, and

McNulty (2004) to explore how the research findings regarding the principal's effect on

student learning might address the question of how superintendents go about selecting

and hiring principals. Rammer states that superintendents should make use of the

"responsibilities" or abilities identified by Waters and his colleagues when selecting

someone to fill the role of principal given the positive correlation cited between effective

principal leadership attributes and student learning. Rammer asks how public school

superintendents in Wisconsin perceive the 21 responsibilities of effective school

principals and how the superintendents use these 21 responsibilities to identify the

principal candidates they hire.

As Rammer hypothesized, 92% of the 140 superintendents in the sample agreed

or strongly agreed that the 21 responsibilities were important to consider when hiring a

principal. Nonetheless, Rammer's work confirmed the results of previous studies that an

unsystematic approach is taken towards principal recruitment. While the superintendents

surveyed valued the 21 responsibilities of effective school principals, Rammer found that

56.2% of the superintendents rarely used these responsibilities in any purposeful or intentional way to assess principal candidates. Schlueter and Walker (2008) stated that "most (school personnel administrators) desired a person who possessed human relation skills, demonstrated instructional leadership, experience, and who portrayed their sense of fit with the district" (p. 8).

Hooker (2000) investigated how superintendents recruit and select principals. He was specifically examining variables related to process, selection criteria, and selection processes. He invited seven superintendents in one state to participate in the study. These seven superintendents represented rural/suburban (n = 3), suburban city (n = 1), and mid-sized city (n = 3) school systems. Hooker's qualitative study used face-to-face, semi-structured interviews for data collection. Further, he used an interview schedule of 22 open-ended questions to enhance the reliability of the data.

Hooker's (2000) study provides seven major themes that arose from his in-depth, exploratory study of seven superintendents employed in a range of school district sizes and contexts (rural through mid-sized cities) with regard to their views on principal recruitment and selection processes:

1. previous administrative experience (assistant principal or principal);

2. personal characteristics (intelligence, perceptiveness, and flexibility);

3. organizational skills;

4. human relations skills and the ability to establish rapport with students and teachers;

5. educational expertise;

6. ability to fit it and work with existing personnel; and

7. ability to gain support from parents and community (p. 196).

Of these seven themes, the superintendents felt that previous administrative experience was the most highly valued as this provided a higher degree of confidence in the quality of their selection. Superintendents perceived that previous administrative experience is an indicator of existing critical skills for the position and an expectation that job transition will go more smoothly.

It appears that a historical lack of attention to principal identification and recruitment has resulted in ill-defined processes with a notable lack of rigor. There is a growing body of research supportive of the theory that effective principals are critical (a) to facilitating the development of teachers, (b) to developing a culture of learning in the school, and (c) to facilitating improvements in student learning. All of these activities are consistent with a style of leadership called transformational leadership (Bass, 1985; Bass & Avolio, 1993; Clark & Clark, 1996; Leithwood & Jantzi, 2005). Transformational leadership is in place when "one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (Burns, 1978). Several theorists and researchers have claimed it is important for principals and superintendents to engage in transformational leadership activities to develop programs that focus on the identification of potential in teachers and encouraging them to pursue educational leadership roles (Darling-Hammond, 2007; Leithwood & Duke, 1999; Leithwood et al., 2005; Marzano, 2003; Mitgang, 2008; Normore, 2004; Pounder, Ogawa, & Adams, 1995).

International Principals, Schools, and Regions

For the purpose of this study, international schools are member schools within the regional organizations of AASSA, AISA, EARCOS, ECIS, NESA, and TRI-ASSOCIATION. As published in each of the organization websites, each region has a minimum expectation that their regular member schools, accredited by a recognized agency, use English as the language of instruction and serve a broader population than simply host country nationals. This definition serves the purpose of this study because there is no commonly agreed definition for an international school. Connie Buford, Regional Educational officer for the Office of Overseas Schools at the U.S. State Department is quoted by Nagrath (2011) saying, "As obvious as it may seem, the exact definition of an international school is really hard to pin down" ("Disagreement on Criteria," para. 11). Buford continued in saying, "No matter what the make-up of the student population, or the curriculum employed, the school should instill an 'international-mindedness' among its students" (Disagreement on Criteria, para. 12).

Hill (1993) described the international school clientele:

Such schools . . . may serve a local and varied expatriate community of business people, diplomats, armed forces personnel; may attract resident students from all over the world; are usually proprietary schools, owned and controlled by one or two individuals, or are private schools governed by a board of directors consisting mainly of parents; and are usually fee-paying or scholarship-funded or both .(p. 8)

With such variety in makeup and the vast geographical and cultural differences, it is likely that a single definition for an international school will never exist.

There is no demographic data on the makeup or tenure of principals within international schools worldwide but from personal experience, the author can assert the following: A principal within an international school may be in charge of one division or multiple divisions. He may have a combined teaching and administrative assignment, a

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purely administrative assignment, or a combined school head and principal assignment. It is not likely that a principal will have an assistant principal except in larger schools with large divisions of more than three hundred students under direct supervision.

There are ten international school associations worldwide by region, including the countries in their member school lists.

1) The East Asia Regional Council of Schools (EARCOS): Brunei, Cambodia, China (including Hong Kong and Macao), Indonesia, Japan, Korea, Laos, Malaysia, Mongolia, Myanmar, Philippines, Singapore, Taiwan, Thailand, and Vietnam;

2) The Near East South Asia Council of Overseas Schools (NESA): Bahrain, Bangladesh, Egypt, Greece, India, Israel, Jordan, Kuwait, Lebanon, Oman, Pakistan, Qatar, Saudi Arabia, Sri Lanka, Syria, Turkey, and United Arab Emirates;

3) The Mediterranean Association of International Schools (MAIS): Cyprus, Egypt, Italy, France, Lebanon, Morocco, Oman, Portugal, Spain, Syria, Tunis, United Arab Emirates, and the United Kingdom;

4) The Central and Eastern European Schools Association (CEESA): Croatia, Czech Republic, Finland, Hungary, Lithuania, Poland, Republic of Macedonia, Republic of Georgia, Romania, Russia, Serbia, Slovak Republic, Tajikistan, Turkmenistan, and Uzbekistan;

5) The European Council of International Schools (ECIS) is a very large association that includes schools from outside its region: Albania, Austria, Azerbaijan, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark,

Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Ireland, Italy, Kazakhstan, Kyrgyzstan, Lithuania, Luxembourg, Malta, Monaco, Netherlands, Norway, Poland, Portugal, Romania, Russia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, Turkey, Ukraine, United Kingdom, and Uzbekistan (also included in the ECIS member-school list, but not geographically located in Europe are Bahamas, Bahrain, Barbados, Cambodia, Chile, China, Congo, Cuba, Egypt, India, Indonesia, Japan, Jordan, Kuwait, Lebanon, Mongolia, Morocco, Nigeria, Oman, Qatar, Saudi Arabia, Singapore, Saudi Arabia, Singapore, Sudan, Taiwan, Tanzania, Thailand, Togo, Tunisia, United Arab Emirates, United States, Venezuela, and Vietnam);

6) The Association of International School in Africa (AISA): Aguja, Antananarivo, Bamako, Benin, Burkina Faso, Cameroon, Conakry, Cote d'Ivoire, Eritrea, Ethiopia, Gambia, Ghana, Kenya, Kimshasa, Lagos, Lesotho, Libreville, Liberia, Lome, Lusaka, Malawi, Mauritania, Mozambique, Niger, Nigeria, Republic of Congo, Senegal, South Africa, Sudan, Tanzania, Togo, Uganda, Yaoundé, and Zambia;

7) The Association of American Schools Central America (AASCA): Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama;

8) The Association of American Schools: Central America Colombia-Caribbean and Mexico (Tri-Association) includes the following three regional associations:

a. The Association of Colombian-Caribbean American Schools (ACCAS): Columbia, Dominican Republic, Ecuador, Haiti, and Venezuela;

b. The Association of American Schools of Mexico (ASOMEX): Mexico in their member schools list; and

c. The Association of American Schools in South America (AASSA): Argentina, Bolivia, Brazil, Chile, Colombia, Curacao, Guatemala, Guyana, Honduras, Jamaica, Nicaragua, Panama, Paraguay, Peru, Trinidad and Tobago, Uruguay, and Venezuela.

National culture will certainly have an effect on the nature of each international school however; no research has studied the differences among the 10 regions and the effect of national or regional differences on the principal candidate quality. Through conjecture, it is possible to hypothesize that factors such as location desirability, size of school, a school's national student and employee composition, tenure longevity, gender, headship experience, and other possible variables can make a difference. The null hypothesis for this study, however, was that there would be a significant difference in the responses of school heads among the regions.

<div align="center">**Purpose of the Study**</div>

The purpose of this descriptive survey study was to deepen our understanding of the ways that international school heads identify high-potential principal candidates. The findings will extend current research conducted with U.S. superintendents by surveying heads of member international schools in the AASSA/TRI-ASSOCIATION, AISA, EARCOS, ECIS, and NESA regions. The results of this study will provide important data to the regional organizations and international school heads with which they can

begin to explore the development of strategies for the identification and preparation of high-potential principal candidates within their region or school.

Research Questions

Four research questions guided this study:

1. What is the quality of applicants applying for the positions of principal within international schools, as perceived by international school heads? Is there a significant difference in the heads' perceptions of the quality of candidates applying in the five geographic international school regions?

2. What degree of importance do international school heads place on each of the 21 responsibilities of highly effective principals, as identified by Waters, Marzano, and McNulty when considering an applicant for the position of principal within international schools? Is there a significant difference in the heads' perceptions on the importance of the 21 responsibilities of highly effective principals, as identified by Waters, Marzano, and McNulty when comparing the five geographic international school regions?

3. What is the level of difficulty that international school heads perceive they have in identifying each of the 21 responsibilities of highly effective principals, as identified by Waters, Marzano, and McNulty in candidates for the position of principal within international schools?

4. What systematic method or process do international school heads believe is best to assess each of the 21 responsibilities of highly effective principals, as identified by Waters, Marzano, and McNulty in principal candidates?

Definition of Terms

For the purpose of this study, the following terms and definitions are used:

International schools – The member-schools within the regional organizations of

AASSA, AISA, EARCOS, ECIS, NESA, and TRI-ASSOCIATION. Each region

has a minimum expectation from regular member schools: they must be

accredited, they use English as the language of instruction, and they serve a

broader population other than the host country nationals.

Internal Candidate – A teacher who is currently employed within a school district or a

private international school that is offering a grow-your-own program: recruiting

for a principal and/or is purposeful about identifying potential principal

candidates within its organizational structure.

Head – The top administrator in an American Overseas School (AOS), whereas the term

superintendent is more often used within school districts in the United States.

Quality candidate – Any candidate, who demonstrates sufficient evidence of effective

practice using the 21 responsibilities of highly effective principals, as identified

by Waters, Marzano, and McNulty, is a quality candidate.

AASSA – The Association of American Schools in South America is an organization of

45-member international schools in South America. Member schools are all

private, non-profit college preparatory institutions offering a predominantly

American curriculum taught in English. All full member AASSA schools meet

accreditation standards as set by the AASSA Board (see http://www.aassa.com).

AISA – The Association of International School in Africa is an organization of 97-

member international schools in Africa. Member schools explicitly promote

internationalism in their mission; have an international student body, an international teaching body, an international curriculum, and an accreditation from a recognized agency outside of the host country (see www.aisa.or.ke).

ECIS – The European Council of International Schools is an organization of 361-member international schools in Europe. Member schools offer a curriculum that belongs to one country while being offered in another country. The student body must have a diversity of nationalities, educational aims, and curricula offerings (see www.ecis.org).

EARCOS – The East Asia Regional Council of Schools is an organization of 130-member international schools in East Asia. Member schools offer an American/international style of educational program for an international student body. English must be the primary language of instruction (see www.earcos.org).

NESA – The Near East South Asia Council of Overseas Schools is an organization of 39-member international schools located in the Near East and South Asia. Member schools follow an American/international college preparatory curriculum that aims to have a diverse study population—"more than four dozen nationalities" (see www.nesacenter.org).

TRI-ASSOCIATION – The Tri-Association: The Association of American Schools of Central America Colombia-Caribbean and Mexico is an organization of 77-member international schools located in Mexico, Central America, South America, and the Caribbean. Member schools offer an educational program approved by U.S. accrediting agencies, the Council of International Schools

(CIS), and/or the International Baccalaureate Organization (IBO). English must

be used as the primary language of instruction (see www.tri-association.org.

CHAPTER II

Methodology

This study examined international school heads' perceptions of principal candidates and the criteria they consider when they hire principals. The foci of this study were the 21 responsibilities of effective K-12 principals identified by Waters and his colleagues (2004). The purpose of this descriptive survey study was to deepen our understanding of the subject regarding how international school heads consider the identification, quality, and preparation of high-potential principal candidates within their region. The findings extend current research conducted with U.S. superintendents by surveying heads of international schools. The results of this study will provide important data to the regional organizations and international school heads with which they can begin to explore the development of strategies for the identification and preparation of high-potential principal candidates within their region or school.

There are four questions related to this study.

1. What is the quality of applicants applying for the positions of principal within international schools as perceived by international school heads? Is there a significant difference in the heads' perceptions of the quality of applying in the five geographic international school regions?

2. What degree of importance do international school heads place on each of the 21 responsibilities of highly effective principals, as identified by Waters, Marzano, and McNulty when considering an applicant for the position of principal within international schools? Is there a significant difference in the heads' perceptions of the importance of the 21 responsibilities of highly

effective principals, as identified by Waters, Marzano, and McNulty when

comparing the five geographic international school regions?

3. What is the level of difficulty that international school heads perceive they

have in identifying each of the 21 responsibilities of highly effective

principals, as identified by Waters, Marzano, and McNulty in candidates for

the position of principal within international schools?

4. What systematic method or process do international school heads believe is

best to assess each of the 21 responsibilities of highly effective principals, as

identified by Waters, Marzano, and McNulty in principal candidates?

This chapter covers four topics: (a) population and sample, (b) instrument, (c)

procedures, and (d) data analysis. This chapter describes the sampling technique and the

procedures used for selecting participants. A description and explanation of the survey

instrument have been provided along with an explanation of face and content validity and

reliability. This chapter describes the pilot study design and the procedures for the full

study.

Population and Sample

The population for this study consisted of all international school heads whose

schools have membership in one of the six international school associations representing

international schools worldwide: AASSA, AISA, EARCOS, ECIS, NESA, and TRI-

ASSOCIATION. The AASSA and Tri-Association were combined into one region for

the purpose of this study due to their geographic proximity. Thus, five regional

groupings of international schools were studied: (1) EARCOS represented East Asia, (2)

AISA represented Africa, (3) NESA represented the Near East and South Asia, (4) ECIS

represented Europe, and (5) the AASSA and Tri-Association represented Mexico, Latin America, the Caribbean, and South America. The five regional groupings of international schools have a variety of membership classifications (e.g., regular member, associate member, and individual member).

For the purpose of this study, the entire population of international school heads of regular member schools (see Table 1), as listed in the 2012–2013 Member Directories for each of the six regional associations and who were not participants in the pilot study, were invited to be participants in this study.

Table 1
Number of Member School Heads in an International School Association

Region	Population Size (n)
NESA	39
AISA	97
AASSA/Tri-Association	122
EARCOS	130
ECIS	361
Total	749

By including the entire population of international school heads of regular member schools in the six regional associations, the desired outcome was a level of participation that permitted generalizability of the results. Member school heads received an invitation to participate directly with the Executive Director of their region.

The five regional groupings of international school associations have three common criteria required for member school status. A member school must (a) be accredited by a recognized agency such as Council of International Schools (CIS), International Baccalaureate Organization (IBO), Middle States Association (MSA), New England Association of Schools and Colleges (NEASC), and Western Association of Schools and Colleges (WASC); (b) use English as the language of instruction; and (c)

serve a broader population other than the host country nationals. These three distinctive attributes allowed this representative sample group to reflect, as closely as possible, the international school definition used for the purposes of this study.

The sample for the study consisted of heads of member schools in each of the five regional international school associations. To determine the target sample size, a power analysis was conducted using the standard alpha level of 0.05, the beta level of 0.20, and identifying the critical effect size of 0.20, leading to a calculation of the power of 0.80. The sample group in the pilot study was composed of 15 member schools heads, three from each of the five regional association groups (an additional two responses came from the AASSA/Tri-Association Regions) out of 749, leaving 732 international school heads in the five regional groupings of international school associations to whom an email invitation to participate was sent. According to the American Research Group (2012), based on a population of 732 and given the above specification, the target sample size was 252.

Instrument

The author designed the Dimensions of Quality Leadership Candidate Identification (DQLCI) survey (see Appendix B) to address the specific research questions of this study. Content and face validity was established for the survey instrument by soliciting feedback from a group of five subject matter experts (SMEs). The five SMEs are recognized experts in the field of educational leadership based upon their personal research, publications, and experience.

1. Dr. Douglas Reeves – Founder of The Leadership and Learning Center

2. Dr. Timothy Waters – President and CEO at Mid-continent Research for Education and Learning (McREL)

3. Dr. Tricia Browne-Ferrigno – Associate Professor, Educational Leadership Studies at University of Kentucky

4. Dr. Anthony Frontier – Assistant Professor of Leadership Studies, Director of Teacher Education at Cardinal Stritch University

5. Dr. Robert Barlas – Search Associates, Administrative Recruiting (for international schools)

Each SME was sent an invitation to participate in the review of the survey instrument (see Appendix C). Included in the letter were the study's research questions, a paper version of the survey, a link to a web-based pilot version of the survey instrument, and a link to a response survey where the SMEs could record their feedback. To determine content and face validity, the SMEs were asked to read the research questions, complete the survey, and answer a set of open-ended response questions. A form was provided (see Appendix D) with a query for each question: (1) Keep as is? (Addresses the research question); (2) Modify/Edit? (Addresses the research question(s) but needs to be edited); or (3) Eliminate? (This item fails to address the research questions). Further, the SME was given the option to add additional questions or questions that may provide necessary information to address a specific research question. For Question 1a, 80 % agreement was sought as a measure of content validity. SMEs feedback guided revisions to the survey as appropriate. The process of soliciting feedback was repeated until at least three of the five agreed on all survey questions.

Once the survey had been revised, an invitation to participate in the pilot study along with a pilot version of the instrument was sent to 15 international school heads; three from each of the five regions (two extra were sent within the AASSA/Tri-Association region bringing the total to 17) to test for the reliability of the survey instrument (see Appendix E). The executive director for each of the six regional associations was contacted (see Appendix F) and requested to help in selecting three heads to pilot the study for their association. The volunteers participating in the pilot study were asked the following questions: (1) Are the instructions for the survey clear? (2) Are the questions understandable? (3) Is the cover letter clear? (4) How long did it take you to complete the survey? The responses received from the pilot study guided the survey revisions as appropriate.

The executive directors of the regional associations were asked to distribute the finalized version of the survey to their member school heads (see Appendix G) along with a letter of invitation to the member school heads to participate in the study (see Appendix H). The finalized version of the survey was accessible for the member school heads via a web link that was provided in the letter of invitation. The survey took 15 to 20 minutes to complete. Nothing in the survey was deceptive, sensitive, or potentially detrimental to a participant's practice, reputation, or character. The online survey system did not record IP addresses of participants to ensure that their responses were anonymous. Further, all results were password protected and stored securely.

Procedures

The survey was web based, using SurveyMonkey.com. Included in the email instructions was the web link to SurveyMonkey.com that took the participants to the

actual survey instrument. The body of the introductory letter included a few elements as

follows: (1) a statement of purpose for the survey, (2) a description of the survey's

importance and value to the field of educational leadership, (3) a completion deadline, (4)

a confidentiality guarantee, (5) a statement regarding the voluntary nature of the study,

(6) a statement indicating that participation denotes a participants consent, and (7) an

offer to share summary findings (see Appendix I).

After each participant completed the survey, SurveyMonkey automatically

calculated the results. The executive directors for each of the five regions sent out three

email reminders to encourage those who may not have responded or who may have been

partial respondents to participate in or to complete the study. Reminders were sent in an

attempt to reach the necessary number of 253 participants (see Appendix J).

Data Analysis

The data collected was analyzed for each of the four research questions:

R_Q1: What is the quality of applicants applying for the positions of principal

within international schools as perceived by international school heads?

For R_Q1a, numeric values for the five responses were assigned: 1 = very high

quality, 2 = high quality, 3 = adequate, 4 = low quality, and 5 = very low quality. The

number for each response (N) for very high quality, high quality, adequate, low quality,

and poor quality; the percentage of respondents who chose each alternative for the

question; and the mean for the overall result were reported. A chi-square goodness of fit

test was conducted to test the null hypothesis of equal proportions of school heads

responding in each of the five categories of applicant quality.

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An opportunity to provide additional comments was provided to the heads and these additional comments were reviewed through an inductive analysis for commonalities, consistencies, and patterns. The data was analyzed using a hybrid process that included both conventional content analysis and summative content analysis. The intent was to be open-minded and let the data speak for themselves. The process for conventional content analysis (Trochim & Donnelly, 2008, p. 182) was to read through all the "other" responses to get a sense of the whole, then go through again and record the major categories or themes of responses. Finally, the number of school heads who mention each theme was counted. This latter step is referred to as summative content analysis (L. Roberts, personal communication, July 10, 2012). Two readers went through the above process separately and inter-rater reliability was calculated to assess the degree to which the two raters gave consistent estimates of the same phenomenon (Trochim & Donnelly, 2008, p. 87).

> R_Q1b *Is there a significant difference in the heads' perceptions of the quality*
> *of candidates applying in the five geographic international school regions?*

For R_Q1b, I computed the mean quality score for each geographic region. One of the assumptions of this question is that the distribution of scores within each region is approximately the same. A test of homogeneity of variance and an analysis of variance (ANOVA) was conducted to test whether the means come from the same population. To identify patterns of differences in the results, a series of pairwise comparisons or *a posteriori* contrast analyses was conducted. With five groups, 10 possible combinations emerged. When one applies the Bonferroni correction, one finds that the critical value

for alpha is transformed as $p < .05/10 = .005$ (L. Roberts, personal communication, July 10, 2012).

R_Q2a: *What degree of importance do international school heads place on each of the 21 responsibilities of highly effective principals, as identified by Waters, Marzano, and McNulty when considering an applicant for the position of principal within international schools?*

For R_Q2a, the numeric values for the five responses to the statement, "When I review candidate applications for the position of principal, I consider this responsibility to have" were as follows: 1 = very high value, 2 = high value, 3 = moderate value, 4 = low value, and 5 = very low value. The number for each response (*n*), the percentage of respondents who chose each alternative for the question, and the mean for the overall result were reported. A chi-square goodness of fit test was conducted to test the null hypothesis of equal proportions of school heads responding in each of the five categories of responsibility value.

The 21 items representing 21 different responsibilities of effective school principals were tested to determine whether some of these items could be grouped together into "themes." First, a Kaiser-Meyer-Olkin (KMO) coefficient was calculated. The KMO is a preliminary test of the data conducted to determine if there is enough shared variance among the variables to provide a good solution for a principal components analysis (PCA) (Roberts, personal communication, February 26, 2013). If the KMO coefficient is greater than or equal to 0.80, the data will likely produce a good PCA solution. Second, we extracted common threads among the items by looking at the estimated correlations among the variables. Third, we conducted several factor analyses

(FA) with different kinds of extraction methods and several different kinds of axis rotations. The clearest, most coherent solution was the PCA analysis with promax rotation, which captured 58% of the variance in the data.

R_Q2b *Is there a significant difference in the heads' perceptions of the importance of the 21 responsibilities of highly effective principals, as identified by Waters, Marzano, and McNulty when comparing the five geographic international school regions?*

For R_Q2b, I computed a mean quality score for each of the 21 responsibilities for each geographic region. I then computed a multivariate analysis of variance (MANOVA) to test whether the means come from the same population. A MANOVA was then conducted on the principal components scores generated to better control for type 1 error. To identify patterns of differences in the results, a series of pairwise comparison or *a posteriori* contrast analyses was conducted. With five groups, 10 possible combinations emerged. When one applies the Bonferroni correction, one finds that the critical value for alpha is transformed as $p < .05/10 = .005$.

R_Q3: *What is the level of difficulty that international school heads perceive they have in identifying each of the 21 responsibilities of highly effective principals, as identified by Waters, Marzano, and McNulty in candidates for the position of principal within international schools?*

For R_Q3, descriptive analysis was used. Numeric values for the six responses to the statement, "When I review candidate applications for the position of principal, I find this ability . . ." were as follows: 1 = very easy to identify, 2 = easy to identify, 3 = somewhat easy to identify, 4 = somewhat difficult to identify, 5 = difficult to identify,

and 6 = very difficult to identify. The number for each response (*n*) for strongly disagree, disagree, slightly disagree, slightly agree, agree, and strongly agree; the percentage of respondents who chose each alternative for the question; and the mean for the overall result were reported. A chi-square goodness of fit test was conducted to test the null hypothesis of equal proportions of school heads responding in each of the five categories of agreement to the statement about ease of identification.

R_Q4: *What systematic method or process do international school heads believe is best to assess each of the 21 responsibilities of highly effective principals, as identified by Waters, Marzano, and McNulty in principal candidates?*

For R_Q4, numerical values were assigned: 1 = intuitively, 2 = screening test, 3 = interview, 4 = reference call, and 5 = submitted documentation. For each responsibility, the method selected most often was deemed the "best" assessment method according to school heads. For each responsibility, all methods were summarized and ranked according to the raw number of responses and the percentage of responses. The data was further summarized by grouping together all the responsibilities that have "intuition" as the modal (most frequently mentioned) answer for "best" method; all the responsibilities that have "screening test" as the modal answer for "best" method; all the responsibilities that have "interview" as the modal answer for "best" method; all the responsibilities that have "reference call" as the modal response for "best" method; and all the responsibilities that have "documentation" as the modal response for "best" method (L. Roberts, personal communication, July 10, 2012). Participants were offered the choice of "other" to provide additional comments and these additional comments have been reviewed through an inductive analysis for commonalities, consistencies, and patterns. The data was

analyzed using a hybrid process that included both conventional content analysis and summative content analysis. Two readers carried out the above process separately and inter-rater reliability was calculated to assess the degree to which the two raters gave consistent estimates of the same phenomenon (Trochim & Donnelly, 2008).

CHAPTER III

Results

The purpose of this descriptive survey study was to deepen the understanding of how international school heads perceive and assess the quality of high-potential principal candidates within their region. The following research questions guided this study:

1. What is the quality of applicants applying for the positions of principal within international schools as perceived by international school heads? Is there a significant difference in the heads' perceptions of the quality of candidates applying in the five geographic international school regions?

2. What degree of importance do international school heads place on each of the 21 responsibilities of highly effective principals, as identified by Waters, Marzano, and McNulty when considering an applicant for the position of principal within international schools? Is there a significant difference in the heads' perception of the importance of the 21 responsibilities of highly effective principals, as identified by Waters, Marzano, and McNulty among the five geographic international school regions?

3. What is the level of difficulty that international school heads perceive they have in identifying each of the 21 responsibilities of highly effective principals, as identified by Waters, Marzano, and McNulty in candidates for the position of principal within international schools?

4. What systematic method or process do international school heads believe is best to assess each of the 21 responsibilities of highly effective principals, as identified by Waters, Marzano, and McNulty in principal candidates?

Demographic Description of the Sample

The population of the study consisted of international school heads whose schools have membership in one of the six international school associations representing international schools worldwide: AASSA, AISA, EARCOS, ECIS, NESA, and TRI-ASSOCIATION. The AASSA and Tri-Association were combined into one region for the purpose of this study due to their geographic proximity. Thus, five regional groupings of international schools were studied: (1) EARCOS represents East Asia, (2) AISA represents Africa, (3) NESA represents the Near East and South Asia, (4) ECIS represents Europe, and (5) the AASSA and Tri-Association represent Mexico, Latin America, the Caribbean, and South America.

Responses

The target sample size was determined from a power analysis using the standard alpha level of .05, the beta level of .20, and identifying the critical effect size of .20, leading to a calculation of the power of 0.80. The pilot study sample included 17 heads of member schools: three from each of the five regional association groups (an additional two responses came from the AASSA/Tri-Association Regions) out of 749 valid school heads, leaving 732 international heads of school in the five regional groupings of international school associations to whom an email invitation to participate was sent. According to the American Research Group (2012), based on a population of 732 and given the above specification, the target sample size would be 252. The average n of the usable responses for the four questions is 184 yielding a response rate of 25%.

Table 2 shows the frequency and percent of school heads responding from each region. Given the percent of the total population for each region, the valid percentages of

school heads who responded in each region indicate that some regions were under-represented and some regions were over-represented.

Table 2

Regional Frequency and Percent of School Head Responses

Region	Frequency in Population	Percent of Total Population	Frequency in Sample	Percent of Sample	Response Rate by Region (%)
AASSA/TRI-	117	16	35	20.6	30
AISA	94	13	23	13.5	24
EARCOS	127	18	56	32.9	44
ECIS	358	48	36	21.2	10
NESA	36	5	20	11.8	56
Total (valid)	732	100	145	100.0	

Table 3 provides the chi-square test of regional percentages in the sample versus the region. A standardized residual with an absolute value greater than 1.96 is significantly different from zero. This table identifies the regions associated with standardized residuals (SR) with absolute values greater than zero. As an example, EARCOS has a *SR = 4.89*; thus, the observed *n* of 56 is significantly greater than the *n* we would expect if the percentage of respondents in the sample mirrored the percentage of respondents in the population. Therefore, EARCOS and NESA are over-represented in the sample and ECIS is under-represented in the sample. AASSA/Tri-Association and AISA are appropriately represented in the sample.

Table 3

Regional Associations by Percentages of Standardized Residuals

	Region	Observed *n*	Expected *n*	Residual	Standardized Residual
1	AASSA/TRI-ASSOCIATION	35	27.7	7.3	1.38
2	AISA	23	22.1	.9	0.19
3	EARCOS	56	29.6	26.4	4.89
4	ECIS	36	81.9	-45.9	-5.1

Table 3

Regional Associations by Percentages of Standardized Residuals

	Region	Observed n	Expected n	Residual	Standardized Residual
5	NESA	20	8.8	11.2	3.73
Total		170			

I conducted a random sampling of the complete population of international school heads in each of the five regional international school associations who did not participate in the pilot study. From the 732 possible school heads, R_Q1 received 186 valid responses (response rate = 25%); R_Q2 received 200 valid responses (response rate = 27%); R_Q3 received 179 valid responses (response rater = 24%); and R_Q4 received 171 valid responses (response rate = 23%). According to Instructional Assessment Resources (IAR) of the University of Texas, an acceptable response rate for an online survey is 30% average (Response rates: How the survey is administered, n.d.). For each of the four questions, the response rate is a little below average. External validity can be established by examining the response rate by region in Table 2. EARCOS (44%) and NESA (56%) regions have both attained a high response rate. These regions are geographically diverse and the size of the sample in these two regions allows the regional data for EARCOS and NESA to be generalizable to the population within both regions.

Table 4 provides the number of years that school head respondents reported that they have been a school head. The average number of years that respondents have served as a school head is 4.86 years. Fifty-two school heads did not answer this question out of the 223 respondents to the survey.

Table 4

Number of Years Served as a School Head

Value	N	Years

Table 4

Number of Years Served as a School Head

Value	N	Years
Valid	171	
Missing	52	
Mean		4.86
Median		5.00
Mode		5.00

Table 5 presents demographic data showing the number of years that school heads

who responded to the survey have been heads of a school by categories of tenure.

Table 5

Number of Years Serving as a School Head by Frequency and Percentage

Year	Frequency	Valid %
0 (first year as a HOS)	12	7.0
1	10	5.8
2-3	22	12.9
4-5	22	12.9
6-10	37	21.6
11-15	35	20.5
16-20	14	8.2
21+	19	11.1
Total (valid)	171	100.0
Missing	52	
System Total	223	

No further demographic data was collected; thus, more descriptive data (i.e.,

gender, ethnicity, and age) are unknown.

Data Analysis

All inferential tests for statistical significance were based on significance values

at the 0.05 level of confidence. The power level is 0.80, unless it is noted otherwise.

Therefore, I believe that the results have strong conclusion validity.

Question 1a. What is the quality of applicants applying for the positions of

principal within international schools as perceived by international school heads?

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Survey Question 1 asked the following question and provided six response

options: How would you assess the average quality of principal applicants in terms of

effective leadership potential? (Given past recruitment experience): 1 = Very high

quality, 2 = High quality, 3 = Adequate, 4 = Low quality, 5 = Very low quality, and 6 =

No principal recruiting experience.

The data gathered for Question 1 was compiled from the responses of 186

respondents from the five regional association groups. The total valid sample (total valid

sample = total frequency less missing and no experience responses) equaled 83% of the

system total. The international school heads who indicated that they had no experience

(n = 36, 16.1%) in principal recruitment were excluded from the valid sample.

The data analysis in Table 6 reveals that the modal response from international

school heads for candidate quality was "adequate" (n = 83, 44.6% of the valid sample).

The second most selected option, "high quality," was selected by 38.2% of the school

heads (n = 71). Together, the data indicate that the majority of school heads (82.8% of

the valid sample) perceived that candidate quality was between "adequate" and "high"

quality. Only 8.6% of the school heads (n = 16) felt that the candidate quality is "very

high" and a relatively small percentage of the valid sample felt that the principal

candidates were of "very low" (n = 2, 1.1%) or "low" (n = 14, 7.5%) quality.

Table 6

Candidate Quality by Frequency and Percentage

Candidate Quality	Frequency	Percent	Valid %
Very low	2		1.1
low	14		7.5
adequate	83		44.6
high	71		38.2

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Table 6

Candidate Quality by Frequency and Percentage

Candidate Quality	Frequency	Percent	Valid %
Very high	16		8.6
Total (valid)	186	99.6	100.0
No experience	36	16.1	
Missing	1	.4	
Total (system)	223	100.0	

Table 7 indicates that the cell counts are significantly different from expected.

The count for cells 1, 2, and 5 ("very low quality," "low quality," and "very high

quality") are significantly lower than would be expected by chance. The counts for cells 3

and 4 ("adequate quality" and "high quality") are significantly higher than would be

expected by chance alone.

Table 7

Candidate Quality by Observed, Expected, Residual, and Standardized Residual
Frequency

	Candidate Quality	Observed N	Expected N	Residual	Standardized Residual
1	very low quality	2	37.2	-35.2	-5.77
2	low quality	14	37.2	-23.2	-3.80
3	adequate quality	83	37.2	45.8	7.51
4	high quality	71	37.2	33.8	5.54
5	very high quality	16	37.2	-21.2	-3.48
Total		186			

A chi-square test for goodness of fit (see Table 8) indicates that the responses are

not distributed randomly across the five response options.

Table 8
Candidate Quality by Goodness of Fit

Chi-Square	*df*	Asymp. Sig
146.96[a]	4	.0005

Note: Zero cells (0%) have expected frequencies less
than 5. The minimum expected cell frequency is 37.2.

Table 9 shows the mean score for candidate quality. The numbers (1-5) for candidate quality were reverse coded so that the higher numbers reflect higher quality scores. The mean score for candidate quality was 3.46. This qualitatively translates to a mid-point between "adequate quality" and "high quality." The standard deviation was 0.80.

Table 9
Mean Candidate Quality

	n	*M*	*SD*
Candidate Quality	186	3.46	.80
Valid N (listwise)	186		

Summary of narrative data for R_Q1 response "Other"

Table 10 provides the frequency of responses for the six themes identified in the narrative responses for the response option "Other." Two raters conducting the conventional analysis (the principal investigator [PI] and a contracted expert with a Ph.D. in qualitative research) identified the six themes. The PI and the second rater identified the first four themes: (1) many poor quality candidates; (2) much variability in quality; (3) lack of experience, either internationally or generally; and (4) internal candidates were hired. The second rater identified the fifth theme: (5) recruitment process focused on candidate skills. The PI identified the sixth theme: (6) undesirable geographic locations receive low-quality applicants. The raters came to a consensus (100% agreement) on all six themes.

Table 10
Themes for R_Q1 Responses: Other

Theme	Frequency	Valid Percent	Total Percent
1. Many poor quality candidates	8	28.57	4.30
2. Much variability in quality	7	25.00	3.76
3. Lack of experience (either internationally or	4	14.28	2.15

Table 10
Themes for R_O1Responses: Other

Theme	Frequency	Valid Percent	Total Percent
generally)			
4. Internal candidates were hired	2	7.14	1.07
5. Recruitment process focused on candidate skills	4	14.28	2.15
6. Undesirable geographic locations receive low quality applicants	2	7.14	1.07
Total (valid)	28	100	
Total	186		100

The two raters then conducted the summative analysis independently. Twenty-eight international school heads provided a qualitative response; several responses were off topic (e.g., "I am the head of school with no other administrators"); and within the remaining comments, one or more of the themes emerged. The PI made 27 code assignments while the second coder made 24 code assignments. Through discussion, the PI and the second coder had 100% inter-rater consistency for all 27 code assignments. Examples of narrative responses are found in Appendix K.

Question 1b: Is there a significant difference in the heads' perceptions of the quality of candidates applying in the five geographic international school regions?

Table 11 provides the mean and standard deviation for candidate quality in each of the five regions. The mean of each region's responses regarding candidate quality all cluster close to the grand mean of 3.5.

Table 11
Candidate Quality Across Regions

Region	*n*	Mean	Std. Deviation	Std. Error
AASSA/TRI-ASSOCIATION	29	3.52	.87	.162
AISA	19	3.47	.84	.193
EARCOS	48	3.44	.79	.115
ECIS	31	3.68	.74	.134
NESA	18	3.39	.60	.143
Total	145	3.50	.78	.065

Tables 12 and 13 show the results for Question 1b. They test whether the mean

score for candidate quality differs across regions. One of the assumptions of this test is

that the distribution of scores within each region is approximately the same. Table 12

shows this test of homogeneity of variance. To meet this assumption, we look for a non-

significant *p* value. The *p* value is 0.523. This value is greater than the criterion of .05;

thus, we can conclude that the result is non-significant and that the assumption of the test

has been met.

Table 12
Test of Homogeneity of Variances in Candidate Quality

Levene Statistic	*df1*	*df2*	*p*
.81	4	140	.52

The ANOVA test reported in Table 13 shows the *F* statistic that is insignificant

because the value (*p* = .69) is associated with an alpha greater than the criterion of .05.

Table 13
Candidate Quality by ANOVA

Variance	Sum of Squares	*df*	Mean Square	F	*p*
Among Groups	1.406	4	.351	.57	.69
Within Groups	86.843	140	.620		
Total	88.248	144			

The answer to Question 1b is that there was no significant difference in the heads'

perceptions of candidate quality among the five geographic international school regions.

Question 2a: What degree of importance do international school heads place on

each of the 21 responsibilities of highly effective principals, as identified by Waters,

Marzano, and McNulty when considering an applicant for the position of principal

within international schools?

Survey Question 2a asked the following question for each of the 21

responsibilities and provided six response options:

Consider the following list of 21 leadership "RESPONSIBILITIES" identified as

positively correlated with principal behaviors and student achievement by Waters,

Marzano, and McNulty (2003).

When I am actually going through the process of recruiting principal candidates,

I have given each "responsibility" [the following value] (reverse coded):

(Very High Value = 5, High Value = 4, Moderate Value = 3, Low Value = 2, Very

Low Value = 1, No Value = 0)

(Identify the value of each "responsibility" by focusing on whether you

purposefully look for this "responsibility" thus indicating the importance you

place on the "responsibility" during the recruiting process.)

In Appendix L (see Tables 20 to 40), the frequencies and the valid percentages of

school heads who responded to Question 2a are provided for each response category for

all 21 principal responsibilities. Twenty-three school heads did not answer this question.

Thus, the valid percent is computed based on the 200 school heads who did answer the

question.

Table 14 provides descriptive statistics for the 21 responsibilities listed in rank

order by descending mean score from highest valued (#8 "visibility," M = 4.57) to the

lowest valued (#15 "change agent," M = 3.73). The higher the mean score, the stronger

the school heads agreed that the responsibility was important to identify when reviewing

principal candidates.

An examination of Appendix L (see Tables 20 to 40, categorical level variables) and Table 14 (continuous level variables) shows that the ratings for each of the 21 responsibilities were skewed towards a high value for the 21 responsibilities. The lowest mean score was 3.72, which has a qualitative translation score of between (3) "moderate value" and (4) "high value"; but it is closer to (4) "high value." The highest mean score was 4.57, which has a qualitative translation score of between (4) "high value" and (5) "very high value."

Table 14
Descriptive Statistics and Mean Score Rank by Degree of Importance

#	Responsibility	N	M	SD
1	R08. Visibility	200	4.57	.61
2	R01. Culture	200	4.49	.64
3	R10. Communication	200	4.48	.70
4	R18. Monitors/Evaluates	200	4.46	.66
5	R06. Focus	200	4.36	.66
6	R07. Knowledge of Curriculum, Instruction, Assessment	200	4.26	.67
7	R17. Ideals/Beliefs	200	4.22	.74
8	R16. Optimizer	200	4.21	.71
9	R19. Flexibility	200	4.15	.77
10	R11. Outreach	200	4.14	.85
11	R20. Situational Awareness	200	4.12	.75
12	R05. Involvement in Curriculum, Instruction, Assessment	200	4.00	.77
13	R13. Affirmation	200	3.96	.78
14	R04. Resources	200	3.94	.88
15	R21. Intellectual Stimulation	200	3.94	.68
16	R02. Order	200	3.92	.73
17	R12. Input	200	3.88	.73
18	R14. Relationship	200	3.87	.72
19	R03. Discipline	200	3.76	.86
20	R09. Contingent Rewards	200	3.74	.84
21	R15. Change Agent	200	3.73	.79

Table 14

Descriptive Statistics and Mean Score Rank by Degree of Importance

#	Responsibility	N	M	SD
	Valid N (listwise)	200		

The standard deviations have a relatively tight range from a low of 0.61 to a high

of 0.88 indicating that the scores cluster close together around the mean scores (see

Figure 1).

Figure 1. Scatter plot of the means. Perceived value.

Table 15 provides descriptive statistics that highlight the combination of "high

value" and "very high value" scores for each of the 21 responsibilities. International

school heads felt strongly that the 21 responsibilities were important variables to consider

when screening principal candidates. The total percentages of "very high value" and

"high value" for each responsibility ranged from 95% (190) for Visibility to 63% (126)

for Change Agent. Change Agent received the lowest mean score over all, but once you

add in the "moderate" value percentage, 96% of all international school heads weigh the

21 responsibilities as having value during the principal screening process. The data

suggests that international school heads value these responsibilities when they are

screening principal candidates.

Table 15
R_O2 Mean Score Rank – Degree of Importance: Merged "Very High & High Value"

Table 15
R_O2 *Mean Score Rank – Degree of Importance: Merged "Very High & High Value"*

	No Value		Very Low Value		Low Value		Moderate Value		High Value		Very High Value		Very High & High Value		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Visibility	0	0	1	.5	0	0	9	4.5	65	32.5	125	62.5	190	95.0	200
Culture	0	0	0	0	0	0	16	8	70	35	114	57	184	92.0	200
Communication	1	.5	0	0	1	.5	11	5.5	74	37	113	56.5	187	93.5	200
Monitors/ Evaluates	0	0	0	0	1	.5	15	7.5	76	38	108	54	184	92.0	200
Focus	0	0	0	0	1	.5	18	9	90	45	91	45.5	181	90.5	200
Knowledge of Curriculum/Instruction/Assessment	0	0	0	0	1	.5	22	11	101	50.5	76	38	177	88.5	200
Ideals/Beliefs	0	0	1	.5	2	1	26	13	95	47.5	76	38	171	85.5	200
Optimizer	0	0	0	0	2	1	27	13.5	98	49	73	36.5	171	85.5	200
Flexibility	1	.5	1	.5	0	0	31	15.5	100	50	67	33.5	167	83.5	200
Outreach	1	.5	0	0	6	3	33	16.5	84	42	76	38	160	80.0	200
Situational Awareness	0	0	0	0	4	2	34	17	96	48	66	33	162	81.0	200
Involvement in Curriculum/Instruction/Assessment	0	0	0	0	4	2	47	23.5	95	47.5	54	27	149	64.5	200
Affirmation	2	1	0	0	2	1	38	19	116	58	42	21	158	79.0	200
Resources	1	.5	3	.5	6	3	37	18.5	103	51.5	50	25	153	76.5	200
Intellectual Stimulation	0	0	0	0	3	1.5	43	21.5	117	58.5	37	18.5	154	77.0	200
Order	0	0	1	.5	3	1.5	48	24	108	54	40	20	148	74.0	200
Input	1	.5	0	0	4	2	45	22.5	118	59	32	16	150	75.0	200
Relationship	0	0	0	0	1	.5	64	32	96	48	39	19.5	135	67.5	200
Discipline	1	.5	2	1	8	4	59	29.5	94	47	36	18	130	65.0	200
Contingent Rewards	2	1	1	.5	8	4	54	27	107	53.5	28	14	135	67.5	200
Change Agent	1	.5	0	0 %	7	3.5	66	33	96	48	30	15	126	63.0	200
Total (valid)	11		10		64		743		1999		1373				4200

I next examined the data to test whether some of the 21 responsibilities could be grouped together into themes. Appendix M contains the results of the PCA. First, the Kaiser-Meyer-Olkin (KMO) test was conducted to determine if there was enough shared variance among the 21 variables to provide a good solution for a PCA. High KMO values (close to 1.0) indicate that a factor analysis will likely produce a good PCA

solution. We conducted a PCA that identified a 5-factor solution with a KMO of 0 .87; thus, the findings of the KMO indicate that the results of the factor analysis will probably be useful (see Table 41, Appendix M). Second, a PCA analysis with promax rotation captured 58% of the variance in the data. The items for each component and the corresponding component loadings were recorded (see Table 42, Appendix M).

Scale scores were created that corresponded to each component that consisted of the mean of the responsibilities associated with each component. Table 16 shows the five themes that surfaced as a result of the analysis in descending order, from most highly valued to least highly valued. A series of paired t-tests were run to determine whether the scale scores differed significantly from each other (see Table 47, Appendix M). The paired t-test shows that there are significant differences among most of the means (the only exception was pair 2, component 1 versus component 3). The data tells us that international school heads prioritize some responsibilities as being more important than other responsibilities. The standard deviations have a relatively tight range from a low of 0.50 to a high of 0.66 indicating that the scores cluster close together around the mean scores.
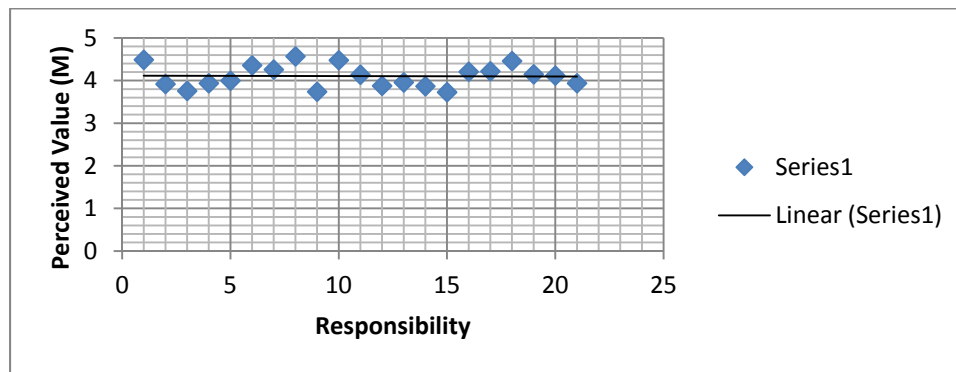
Table 16
Ranking of Themes and Scale Score Means in Descending Order

Rank	Component	*m*	*SD*
1	2 - Ideals and Beliefs about the School's Learning Culture	4.39	0.54
2	3 - Curriculum, Instruction, and Assessment	4.10	0.53
3	1 - Personal Communication and Relationships	4.08	0.50
4	5 - Managerial Leadership	3.84	0.66
5	4 - Principal as Change Agent	3.06	0.47

Question 2b: Is there a significant difference in the heads' perceptions of the 21 responsibilities of highly effective principals, as identified by Waters, Marzano, and McNulty, (2004) when comparing the five geographic international school regions?

Table 17 groups the mean values (*M*) that school heads assigned to each

responsibility into the five regional groups of international school associations. This

table also reports standard deviations (*SD*) of scores within group and subsample size (*n*)

for each regional international school association.

Table 17
Descriptive Statistics for R_Q2b

Responsibility	Region	*M*	*SD*	*n*
1. Culture: fosters shared beliefs and a sense of community and cooperation	AASSA/TRI-ASSOCIATION	4.57	.66	35
	AISA	4.65	.49	23
	EARCOS	4.50	.60	56
	ECIS	4.56	.56	36
	NESA	4.60	.60	20
	Total	4.56	.59	170
2. Order: establishes a set of standard operating procedures and routines	AASSA/TRI-ASSOCIATION	3.97	.79	35
	AISA	4.00	.85	23
	EARCOS	3.89	.68	56
	ECIS	4.00	.68	36
	NESA	3.90	.72	20
	Total	3.95	.72	170
3. Discipline: protects teachers from issues and influences that would detract from their teaching time or focus	AASSA/TRI-ASSOCIATION	3.91	.89	35
	AISA	3.91	.79	23
	EARCOS	3.55	.80	56
	ECIS	3.86	.72	36
	NESA	3.70	.73	20
	Total	3.76	.80	170
4. Resources: provides teachers with materials and professional development necessary for the successful execution of their jobs	AASSA/TRI-ASSOCIATION	4.20	.80	35
	AISA	4.17	.78	23
	EARCOS	3.80	.92	56
	ECIS	3.81	.62	36
	NESA	4.05	.76	20
	Total	3.96	.81	170
5. Curriculum, Instruction, Assessment: is directly involved	AASSA/TRI-ASSOCIATION	4.00	.69	35

Table 17
Descriptive Statistics for R$_Q$2b

Responsibility	Region	M	SD	n
in the design and implementation of curriculum, instruction, and assessment practices	AISA	3.91	.73	23
	EARCOS	3.89	.85	56
	ECIS	3.97	.77	36
	NESA	4.35	.59	20
	Total	3.99	.76	170
	AASSA/TRI-ASSOCIATION	4.34	.68	35
6. Focus: establishes clear goals and keeps those goals in the forefront of the school's attention	AISA	4.43	.59	23
	EARCOS	4.39	.68	56
	ECIS	4.19	.58	36
	NESA	4.55	.69	20
	Total	4.36	.65	170
	AASSA/TRI-ASSOCIATION	4.29	.67	35
7. Knowledge: knowledgeable about current curriculum, instruction, and assessment practices	AISA	4.43	.51	23
	EARCOS	4.13	.74	56
	ECIS	4.28	.66	36
	NESA	4.45	.51	20
	Total	4.27	.66	170
	AASSA/TRI-ASSOCIATION	4.57	.61	35
8. Visibility: has quality contact and interactions with teachers and students	AISA	4.78	.42	23
	EARCOS	4.54	.66	56
	ECIS	4.61	.49	36
	NESA	4.75	.44	20
	Total	4.62	.57	170
	AASSA/TRI-ASSOCIATION	3.71	.93	35
9. Contingent: recognizes and rewards individual accomplishments	AISA	4.00	.74	23
	EARCOS	3.61	.89	56
	ECIS	3.83	.61	36
	NESA	3.35	1.00	20
	Total	3.70	.86	170
10. Communication: establishes strong lines of communication with teachers and among students	AASSA/TRI-ASSOCIATION	4.34	.97	35
	AISA	4.65	.57	23
	EARCOS	4.46	.63	56

Table 17
Descriptive Statistics for R_Q2b

Responsibility	Region	*M*	*SD*	*n*
	ECIS	4.56	.56	36
	NESA	4.55	.61	20
	Total	4.49	.69	170
	AASSA/TRI-ASSOCIATION	3.97	1.01	35
11. Outreach: is an advocate and spokesperson for the school to all stakeholders	AISA	4.39	.59	23
	EARCOS	4.05	.80	56
	ECIS	4.36	.68	36
	NESA	4.25	1.02	20
	Total	4.17	.84	170
	AASSA/TRI-ASSOCIATION	3.91	.89	35
12. Input: involves teachers in the design and implementation of important decisions and policies	AISA	4.13	.34	23
	EARCOS	3.84	.78	56
	ECIS	3.83	.70	36
	NESA	3.85	.67	20
	Total	3.89	.73	170
	AASSA/TRI-ASSOCIATION	3.80	.99	35
13. Affirmation: recognizes and celebrates school accomplishments and acknowledges failures	AISA	4.26	.69	23
	EARCOS	3.89	.65	56
	ECIS	4.08	.50	36
	NESA	3.95	.69	20
	Total	3.97	.73	170
	AASSA/TRI-ASSOCIATION	3.80	.76	35
14. Relationship: demonstrates an awareness of the personal aspects of teachers and staff	AISA	4.17	.58	23
	EARCOS	3.88	.74	56
	ECIS	3.81	.71	36
	NESA	3.75	.64	20
	Total	3.87	.71	170
	AASSA/TRI-ASSOCIATION	3.71	.96	35
15. Change Agent: is willing to and actively challenges the status quo	AISA	3.96	.71	23
	EARCOS	3.66	.75	56
	ECIS	3.78	.72	36
	NESA	3.65	.67	20

Table 17
Descriptive Statistics for R_Q2b

Responsibility	Region	M	SD	n
	Total	3.74	.77	170
16. Optimizer: inspires and leads new and challenging innovations	AASSA/TRI-ASSOCIATION	4.20	.76	35
	AISA	4.43	.73	23
	EARCOS	4.16	.73	56
	ECIS	4.28	.62	36
	NESA	4.30	.66	20
	Total	4.25	.70	170
17. Ideals/Beliefs: communicates and operates from strong ideals and beliefs about schooling	AASSA/TRI-ASSOCIATION	4.37	.65	35
	AISA	4.39	.58	23
	EARCOS	4.16	.74	56
	ECIS	4.36	.64	36
	NESA	4.10	.72	20
	Total	4.27	.68	170
18. Monitors/Evaluates: monitors the effectiveness of school practices and their impact on student learning	AASSA/TRI-ASSOCIATION	4.57	.66	35
	AISA	4.61	.50	23
	EARCOS	4.38	.65	56
	ECIS	4.44	.61	36
	NESA	4.60	.60	20
	Total	4.49	.62	170
19. Flexibility: adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	AASSA/TRI-ASSOCIATION	4.17	.95	35
	AISA	4.22	.74	23
	EARCOS	4.18	.61	56
	ECIS	4.17	.66	36
	NESA	4.35	.67	20
	Total	4.20	.72	170
20. Situational Awareness: is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems	AASSA/TRI-ASSOCIATION	4.23	.84	35
	AISA	4.17	.65	23
	EARCOS	4.07	.74	56
	ECIS	4.22	.68	36
	NESA	4.10	.79	20
	Total	4.15	.74	170

Table 17
Descriptive Statistics for R$_Q$2b

Responsibility	Region	*M*	*SD*	*n*
21. Intellectual Stimulation: ensures that faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture	AASSA/TRI-ASSOCIATION	4.06	.64	35
	AISA	4.17	.83	23
	EARCOS	3.88	.63	56
	ECIS	3.81	.67	36
	NESA	4.05	.61	20
	Total	3.96	.67	170

In order to test whether the component scores (see Appendix M) differed by region, a series of multivariate tests were conducted. For the purpose of this study, the Pillai's trace is reported in Table 18, as the other tests for the effect of region are redundant. Table 18 shows no differences by region.

Table 18
Multivariate Test Showing Pillai's Trace[a]

Effect		Value	F	Hypothesis df	Error df	Sig.
Region	Pillai's Trace	.104	.879	20.000	656.000	.614

a. Design: Intercept + q0065

In conclusion, there is no significant difference in how school heads in different international school regions viewed the importance of the 21 responsibilities when examining principal candidates.

Question 3: What is the level of difficulty that international school heads perceive they have in identifying each of the 21 responsibilities of highly effective principals, as identified by Waters, Marzano, and McNulty (2004) in candidates for the position of principal within international schools?

Survey Question 3 asked the following question for each of 21 responsibilities

and provided six response options: (1) strongly disagree, (2) disagree, (3) slightly

disagree, (4) slightly agree, (5) agree, and (6) strongly agree.

Consider the following list of 21 leadership "RESPONSIBILITIES" identified as

positively correlated with principal behaviors and student achievement by Waters,

Marzano, and McNulty (2003).

3. I find this "responsibility" EASY TO IDENTIFY when I review candidate

applications (including reference checks, interviews, submitted documentation,

screening tests) for the position of principal.

In Appendix N (see Tables 48 to 68), the frequencies and the valid percentages of

school heads who responded to Question 3 are provided for each response category for all

21 principal responsibilities.

Table 19 presents descriptive statistics for R_Q3 and lists the mean scores of the

school heads' responses for the 21 responsibilities in rank order from 1 (the easiest

responsibility to identify in a candidate) to 21 (the most difficult responsibility to identify

in a candidate).

Every responsibility received a minimum response of 1 (strongly disagree) and a

maximum response of 6 (strongly agree). An examination of Appendix N (categorical

level variables) and Table 19 (continuous level variables) shows that the ratings for each

of the 21 responsibilities were skewed towards agreement with the statement that the

responsibilities were easy to identify. The lowest mean score was 3.48, which has a

qualitative translation score of between (3) "slightly disagree" and (4) "slightly agree."

The highest mean score was 5.08, which has a qualitative translation score of between (5) "agree" and (6) "strongly agree"; but it is closer to (5) "agree".

Table 19

Descriptive Statistics and Mean Score Ranking – Ease of Identification

	R	Responsibilities	N	M	SD
1	7	Knowledge of Curriculum, Instruction, Assessment	179	5.08	0.91
2	5	Involvement in Curriculum, Instruction, Assessment	179	4.69	0.93
3	17	Ideals/ Beliefs	179	4.62	0.97
4	16	Optimizer	179	4.53	0.99
5	2	Order	179	4.31	1.11
6	6	Focus	179	4.30	1.10
7	21	Intellectual Stimulation	179	4.28	1.05
8	1	Culture	179	4.22	1.17
9	18	Monitors/Evaluates	179	4.17	1.16
10	4	Resources	179	4.16	1.14
11	13	Affirmation	179	4.11	1.04
12	8	Visibility	179	4.07	1.24
13	10	Communication	179	4.02	1.11
14	12	Input	179	4.02	1.10
15	15	Change Agent	179	3.91	1.15
16	9	Contingent Rewards	179	3.82	1.11
17	11	Outreach	179	3.81	1.18
18	19	Flexibility	179	3.62	1.24
19	14	Relationship	179	3.59	1.22
20	3	Discipline	179	3.48	1.15
21	20	Situational Awareness	179	3.48	1.30
		Valid N (listwise)	179		

The standard deviations have a relatively tight range from a low of 0.91 to a high of 1.30 indicating that the scores cluster close together around the mean score (see Figure 2).
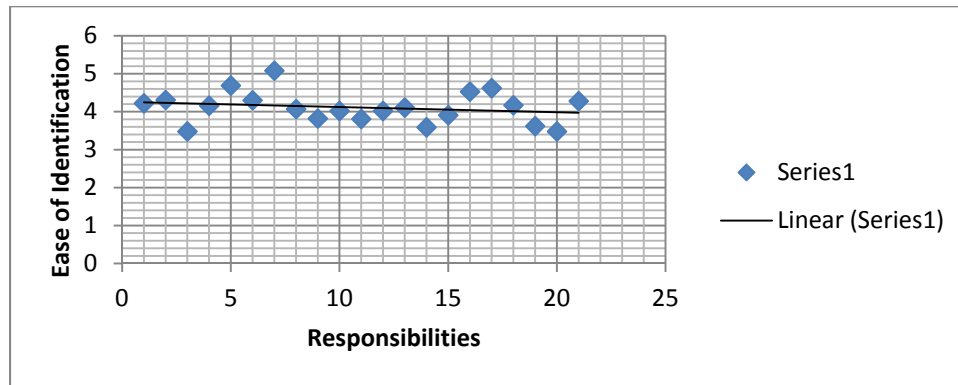
Figure 2. Scatter plot of the means. Perceived ease of identification

Table 20 shows the results of the chi-square tests of goodness of fit. The *p* value

or probability value is less than .05 in every case. The hypothesis of equal (or random)

distribution of responses across the six responses is not defensible.

Table 20

Chi-Square Test of Goodness of Fit for R_Q3

Responsibility	Chi-Square	*df*	*p*
R 1 Culture	128.14[a]	5	.0005
R 2 Order	157.77[a]	5	.0005
R 3 Discipline	78.26[a]	5	.0005
R 4 Resources	134.64[a]	5	.0005
R 5 Involvement in Curriculum, Instruction, Assessment	251.02[a]	5	.0005
R 6 Focus	128.27[a]	5	.0005
R 7 Knowledge of Curriculum, Instruction, Assessment	221.73[a]	5	.0005
R 8 Visibility	97.77[a]	5	.0005
R 9 Contingent Rewards	122.78[a]	5	.0005
R10 Communication	111.38[a]	5	.0005
R11 Outreach	83.22[a]	5	.0005
R12 Input	135.18[a]	5	.0005
R13 Affirmation	123.31[a]	5	.0005
R14 Relationship	71.49[a]	5	.0005
R15 Change Agent	103.07[a]	5	.0005
R16 Optimizer	234.46[a]	5	.0005
R17 Ideals/ Beliefs	172.25[a]	5	.0005
R18 Monitors/Evaluates	111.92[a]	5	.0005
R19 Flexibility	72.63[a]	5	.0005
R20 Situational Awareness	54.13[a]	5	.0005
R21 Intellectual Stimulation	153.35[a]	5	.0005

Table 20

Chi-Square Test of Goodness of Fit for R_O3

Responsibility	Chi-Square	*df*	*p*

Note. Zero cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 29.8.

Question 4: What systematic method or process do international school heads believe is best to assess each of the 21 responsibilities of highly effective principals, as identified by Waters, Marzano, and McNulty, (2004) in principal candidates?

Survey Question 4 asked the following question for each of 21 responsibilities and provided six response options*: (1) intuitively, (2) reference cal,; (3) screening test, (4) submitted documentation, (5) interview, (6) not sure, and (7) other (please specify).*

Consider the following list of 21 leadership "RESPONSIBILITIES" identified as positively correlated with principal behaviors and student achievement by Waters, Marzano, and McNulty (2003).

4. For each leadership "responsibility" listed, what do you deem to be the BEST method for assessing this "responsibility" in a principal candidate?

In Appendix P (see Tables 69 to 89), the frequencies and the valid percent of school heads who responded to Question 4 are provided for each response category for all 21 principal responsibilities. The option, "interview," was perceived as the best method for assessing the following 12 responsibilities in a candidate: R1, R2, R4, R5, R7, R12, R13, R14, R16, R17, R18, and R21. The option "reference call," was perceived as the best method for assessing the following nine responsibilities in a candidate: R3, R6, R8, R9, R10, R11, R15, R19, and R20. The options, "submitted documentation," "screening

test," and "intuition" were not considered a "best method" for any of the 21 responsibilities.

Summary of narrative data for R$_Q$4 response: "Other."

A limited response to the qualitative response option, "other," was received (8 of 179 = 4%). Due to the weakness of response and the repetitious nature of the responses, it is not necessary to invest time in a systematic qualitative analysis. The main conclusion derived from the narrative comments is that some school heads feel there is a need for a combination of methods to evaluate whether candidates will be able to perform the 21 responsibilities.

Sample narratives for the qualitative prompt for "other" comments:

- "reference checks around this topic, with examples, are imperative; involve others in the interview process is critical as well."

- "A combination of all of them"

- "Need to check more than one above"

- "(Interview) Which then needs to be confirmed by references"

- "(Interview) Also documentation"

- "Interview, reference call, and documentation"

- "These questions are very frustrating as most of these do not have a BEST but are assessed on a mosaic of evidence."

Key Findings

In summary, the majority (82.8%) of international school heads felt that over the past three years, principal candidate quality fell between adequate quality and high

quality (where the qualitative range is from "very low quality" to "very high quality").

The small sample of narrative data collected highlighted the perspective that there were

many poor candidates and a great variability of quality and experience in the candidate

pool. Across the five regions, there was no significant difference between the

international school heads' perceptions of principal candidate quality.

Questions 2 through 4 focused on the 21 leadership "responsibilities" identified as

positively correlated with principal behaviors and student achievement by Waters,

Marzano, and McNulty (2003). The three questions focused on (Q2) the value of each

responsibility to the principal screening process; (Q3) the level of difficulty identifying

each responsibility in the candidate when screening them; and (Q4) the best method—(1)

intuitively, (2) reference call, (3) screening test, (4) submitted documentation, (5)

interview, (6) not sure, and (7) other (please specify)—to use when screening the

candidate for evidence of the responsibility.

International school heads perceived the 21 responsibilities to be important to

screen in the process of principal recruitment. On the high end, the mean score for R8

(Visibility) was 4.57, which falls midway between "high value" and "very high value."

On the low end, none of the means for the value score on any of the 21 responsibilities

was below 3.73, which is closer to "high value" than it is to "moderate value." A data

reduction process identified five themes within the 21 responsibilities that heads valued

when screening for quality principal candidates. In rank order, from most highly valued

to least highly valued, the themes are as follows:

1. Ideals and beliefs about the school's learning culture

2. Curriculum, instruction, and assessment

3. Personal communication and relationships

4. Managerial leadership

5. Principal as change agent

Across the five regions, there was no significant difference between the international school heads' perceptions of the value of each of the 21 responsibilities when screening principal candidates.

International school heads perceived the 21 responsibilities identified by Waters and associates (2004) to be somewhat easy to identify in candidates during the process of principal recruitment. The ratings for each of the 21 responsibilities were clustered around the qualitative score of "slightly agree" to the question of whether an individual responsibility was easy to identify in a principal candidate. On the high end, only one mean (R8) for the ease of identification score on any of the 21 responsibilities was higher than 5.08; thus, only a single mean (M) response reached the qualitative score of "agree" and no mean was recorded reporting "strongly agree." On the low end, none of means for the ease to identify score on any of the 21 responsibilities was below 3.48, which skews the rest of the data towards the qualitative response of "slightly agree."

International school heads believed that the interview is the best method for identifying responsibilities "culture"; "order"; "resources"; "practice in curriculum, instruction, assessment"; "knowledge of curriculum, instruction, assessment"; "input"; "affirmation"; " relationship"; "optimizer"; "ideals/beliefs"; "monitors/evaluates" and "intellectual stimulation."
International school heads believe that reference checks exemplify the best method for identifying responsibilities "discipline," "focus," "visibility," "rewards,"

"communication," "outreach," "change agent," "flexibility," and "situational

awareness." Only "knowledge of curriculum, instruction, assessment" (79.5%) and

"ideals/beliefs" (74.9%) were strongly skewed (+70% modal response) towards

"Interview." Only "visibility" (71.3%) was strongly skewed (+70% modal response)

towards "Reference Call." The small sample of narrative data collected highlighted the

perspective that there is a need to use multiple methods when assessing candidates.

CHAPTER IV

Discussion

Williams and colleagues (2005) report that a principal who communicates a clear vision for the school, sets high standards for student learning, and makes expectations clear to teachers for meeting academic achievement goals will more likely have a school with high-achieving students. Understanding the thinking of school heads regarding the criteria they use to identify quality principal candidates can inform practice and lead to improved principal recruitment practices.

In this chapter, I present an overview of the purpose of the research, as well as a summary of the most noteworthy findings in this study. I discuss the conclusions relative to the research questions and to the literature. Lastly, I propose recommendations for applying these findings to practice and offer recommendations for possible future inquiry.

Purpose

The purpose of this descriptive survey study was to examine international school heads' perceptions of principal candidate quality and the ways that international school heads identify highly effective principal candidates. Four areas were examined: (1) principal candidate quality, (2) the value that heads attribute to each of the 21 responsibilities when heads screen principal candidates, (3) the perceived ease of identifying each of the 21 responsibilities in principal candidates being screened, and the (4) best method for identifying each of the 21 responsibilities when screening principal candidates.

Sample and Population

For the purpose of this study, an international school head was defined as the top

administrator in an American Overseas School (AOS). International school heads lead

member-schools within the regional organizations of AASSA, AISA, EARCOS, ECIS,

NESA, and TRI-ASSOCIATION. The sample of international school heads consisted of

qualified subjects who were invited to participate in the survey by the executive director

of their current regional association. The sample represented a full range of head of

school tenure and experience in hiring principals (see Table 5). The average length of

experience for heads in the sample is 4.86 years.

No data beyond this study has been gathered to provide the average level of

experience that international school heads have. The existing data refer to the average

tenure of an international school head within a single school. Rob Snyder (Personal

communication, February, 21, 2013), Web Developer for Search Associates, conducted

an analysis of their database to examine the length of employment that "Head of School"

candidates had listed. He found the difference between the "DateStart" and the

"DateEnd" in months, he threw out invalid entries (e.g., 7/1/1905), and he used 2/21/2013

as the "DateEnd" for those fields left empty. The value for the average length of

employment came out to be 41.82 months or 3.49 years. He notes, ". . . the data is not

scientifically correct as the candidate enters the information and they can enter a variety

of positions." However, John Littleford, Senior Partner at Littleford & Associates

(Personal communication, February 21, 2013), validates this information by stating that

the average tenure for an international school head is 3.5 years.

Many of the inferential statistics calculated from the sample reached significance

indicating applicability at the population level for two regions: EARCOS and NESA (see

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Table 2). No other region reached the expected 30% response rate expected from an

online survey. However, to establish external validity for the three other regions, it is

important to note that the make-up and culture of international schools is similar. One

would not expect to see mean differences in how heads perceive candidates and the

qualities that they should possess. The findings from this study have shown that there is

no difference between how heads respond in the five regions, therefore, it is possible to

postulate that the data can be generalizable to the population of international school heads

worldwide. These findings are generalizable to meet the criteria: currently a head of a

member school in one of the following regional international school associations

(AASSA/ TRI-ASSOCIATION, AISA, EARCOS, ECIS, and NESA).

Discussion of Findings

The most noteworthy findings revealed were in the analysis of international

school heads' perceptions of the 21 responsibilities and their value to the recruitment of

quality principal candidates for international schools. The five factors associated with

effective principal behaviors highlight the importance of the 21 responsibilities. The

practice of recruiting principals within the international market presents unique

challenges; however, the support demonstrated through this study for the use of defined

measures (the 5 factors and the 21 responsibilities) and for data triangulation is critical to

the design of methods and tools that will lead to better preparation and identification of

quality principal candidates.

The study begins with an examination of the school heads' perceived degree of

quality of candidates applying for the position of principal over that past three years. The

heads felt that candidate quality was just above average. The small number of school

heads who responded to the "other" option (see Table 10) wrote that the candidate pool

has a wide variety of applicants, inexperienced, and for the most part, of poor quality.

Reeves (personal communication, October 22, 2012) states, "In the context of

international schools, where the standard is very high, I'm not sure that 'adequate' really

is in the middle—I don't know of any head of school that wouldn't say that 'adequate' is

really 'terrible.'"

While other studies have indicated that heads and superintendents have trouble finding

high-quality leadership for their schools (Farkas, 2001; Grimmett & Echols, 2000;

Walker, Stott & Cheng, 2003; Whitaker, 2003b), international school heads do feel that

better than average candidates are applying to their schools. However, the push to

improve the quality of the candidate pool should be an ongoing endeavor.

There are many variables to consider with regard to principal recruitment within

the international context (e.g., geographic location, type of school, and inadequate

preparatory pipeline for candidates). In light of the clear need for having highly effective

school leaders (Barth, 2001; Collins, 2006; Darling-Hammond et al., 2010; Marzano et

al., 2005; Reeves, 2011; Schmoker, 2006), it is important to be proactive and focus on

principal preparedness and systematic and intentional hiring practices. While some heads

may wonder why a particular candidate feels that he or she is qualified to apply for the

position of principal other, more important questions might be: Who is assisting this

particular individual and providing the necessary training and guidance to become an

effective school leader? Conversely, who is leading the candidate to change direction

towards the consideration of another form of leadership opportunity?

Given the global scope of this study, the high level of agreement exhibited by heads from all regions indicates no significant difference in the heads' perceptions of candidate quality. This finding is worth further consideration given the wide variety of geographical locations and the wide range in quality of international schools. The similarity found between the heads' perceptions might be possible because international school heads are not regionally anchored but very mobile. In the realm of international school head recruiting, a head's next position could be located in any of the regions represented in this study. International school heads may therefore be drawing on their cumulative recruiting experience with hiring principals in many different regions. As the question did not examine a correlation between quality of principal candidate and region, it is possible that the international school heads responses are based, for the most part, on their cumulative international experience.

The investigation of heads' perceptions regarding the quality of principal candidates led the study towards corollaries of effective principal practice. The 21 responsibilities, as identified by Waters and his colleagues (2003) as positively correlated to student achievement, were studied to determine their value to heads, their ease of identification, and the best methods for identifying such behaviors when screening principal candidates. The survey provided the heads with the definitions for each responsibility; therefore, it is safe to conclude that their responses were based on a similar understanding of the various responsibilities.

International school heads in all five regions indicated that they highly value the 21 responsibilities in candidates they screen for the position of principal in their schools. This finding supports two previous studies conducted by Rammer (2007a) and Cavazos

and Orturo (2012) that asked the same "value" question of superintendents and, in the case of Cavazoz and Orturo, superintendents and principals.

Through a comparison of the results from Rammer (2007a), Cavazos and Orturo (2012), and this study, all three populations surveyed reported that the following responsibilities are within the top five, most important responsibilities to consider when hiring a principal: communication, visibility, culture, and focus. By looking at the top ten most valued responsibilities in each study, the commonalities are extended to include the following responsibilities: monitors/evaluates, and knowledge of curriculum-instruction-assessment. The three studies have these same six responsibilities in common in their top ten most valued responsibilities to consider when screening principal candidates. Reeves (2011) conducted a quantitative analysis of data from more than 2,000 school plans and developed very similar results to the study of Waters and colleagues. Specifically, the three high-impact variables he noted (monitoring, efficacy, and focus) were strikingly similar to three variables that Waters and his colleagues, Rammer, Cavazos and Orturo and this study found as highly valued.

I examined the 21 responsibilities further through a data reduction process that allowed me to test whether some or all of the responsibilities could be grouped together into "themes." The findings of this analysis indicate that items did cluster in some very coherent ways. Five themes emerged from this study: (1) Ideals and Beliefs about the School's Learning Culture; (2) Curriculum, Instruction, and Assessment; (3) Personal Communication and Relationships; (4) Managerial Leadership; and (5) Principal as Change Agent. These themes provide a clear topical framework for principal preparation programs and for the design of effective principal recruitment tools. One example of

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how the 21 responsibilities are being used to assist principal performance is McREL's

Balanced Leadership Profile that developed this online tool to provide feedback based on

the 21 responsibilities. The website states, "Survey responses give principals, including

assistant and aspiring principals, valuable information about leadership related to a

specific improvement initiative (McREL, n.d.)."

A critical finding of this study is that school heads perceive that the interview and

the reference call are the best methods to identify the 21 responsibilities in a principal

candidate. Particular variables are involved in the international school recruiting process

that increases the difficulty in accurately assessing each responsibility in a candidate.

One such variable is physical distance as most principal candidates—beyond internal

candidates—are located in another country. This physical distance, at the most basic

level of the screening process, increases the logistics involved in screening candidates. In

most cases, the international school head must conduct the initial screening of a candidate

through submitted documentation alone with subsequent contact conducted using

internet-based video-conferencing applications.

Interviews and reference check both require personal interaction. For

international schools in particular, technology facilitates interaction between people in a

way that would have not been possible a decade ago. The interview and reference call

can be conducted "face-to-face" using internet-based communication tools (e.g., Skype©

or FaceTime©). Multiple people can be included in a conference call using these digital

tools. Personal interaction (whether live or digital) allows a school head to probe more

deeply into questions relating to the candidate's level of competence in each of the 21

responsibilities and thus, it makes sense that the interview and the reference call are

perceived to be the most powerful methods for identifying the 21 responsibilities in a candidate.

The use of internet-based video and voice over internet protocol (VoIP) tools to check references and to interview candidates are becoming the preferred methods internationally. From personal experience, I can state that the majority of interviews of teacher candidates that I conduct are through Skype video interviews. A search committee in Croatia interviewed me for the position of Director using Skype while I was in my office in Shanghai, China. The following studies from Bertrand and Bourdeau (2010) and Booth (2010) provides some advantages and disadvantages of using internet-based tools for long-distance interviews and reference checks.

Internet video and VoIP tools can be very cost-effective and serve well to vet a candidate from distances that make personal, face-to-face meetings improbable. A virtual face-to-face conversation does provide the hiring committee a more personal sense of the candidate and allows them to assess non-verbal clues than would be possible via voice alone.

However, certain realities can hinder an interview or reference call conducted in this manner. Communication time lag, disrupted signals, and a loss of connection are just a few of the technical hurdles to resolve. Basic familiarity with the technology, along with an accompanying fear of the unknown, can be disadvantageous to both a recruiter and a candidate who might appear less competent. Further, the "camera" typically sits off to one side of the screen and it can be a little unnerving for someone not to make eye contact even though you are looking directly at the person on the screen. Finally,

software applications are available to allow the interviewer and candidate to record the interview; thus, protocols surrounding confidentiality need to be examined.

The importance of having a personal connection between the candidate and interviewer(s) is highly important while gaining the best impression of the candidate. The advantages and disadvantages previously listed give us some insight into the complexities of using a virtual platform during the interview process. Given the fact that school heads are increasing their use of internet tools to screen potential candidates, school heads should prioritize their resources to study the best practice methods and equipment to more effectively conduct such calls and consequently, represent themselves and their school well.

This study did not ask whether international school heads systematically, intentionally, or purposefully attempt to identify and/or evaluate the 21 responsibilities. In both the Rammer (2007a) and Cavazos and Orturo (2012) studies, they reported that while superintendents highly value the 21 responsibilities, the superintendents' practice does not have a high degree of intentionality when assessing the responsibilities in candidates. Rammer stated that the principals in Wisconsin, who possess the 21 responsibilities, ". . . are in those positions not because of intentional decisions as they relate to the 21 responsibilities specifically, but rather by chance" (p.107).

A number of heads indicated that a single approach to assessing the 21responsibilities in principal candidates was limiting and they would prefer to use multiple sources of data. The heads' choices of either interview or reference call for all 21 responsibilities support this view. There were eight responsibilities: (1) culture, (2) order, (3) resources, (4) focus, (5) input, (6) affirmation, (7) optimizer, and (8) situational

awareness—where "interview" and "reference check" were both chosen in similar proportions (within 10 basis points), indicating that school heads were of mixed opinion as to which method was best. It is realistic to assume that a combination of methods would give a school head a deeper level of understanding based on this mixed response.

Cavazos and Orturo (2012) reported that principals referred to the interview (by committee and by superintendent or designee) as the single most used method for assessing the responsibilities during the screening for the position of principal as opposed to the candidate's application. The heavy emphasis placed on the interview in their study again speaks to the importance of face-to-face communication or at least, establishes a rational approach to the process.

If the heads had not placed such a high value on the importance of all 21 responsibilities, then the need to translate beliefs into practice would have less significance. The established correlation of the 21 responsibilities with student achievement by Waters and his colleagues (2004) highlights the importance that a principal recruited for an international school exhibits most, if not all, of the 21 responsibilities. Therefore, it would be reasonable to say that it is important to develop a more systematic method or process to better identify the 21 responsibilities in principal candidates.

Recommendations for Practice

1. "Lacking experience" was one of the findings from the qualitative responses to the quality question of how school heads perceived principal candidates over the past three years. I recommend that institutions involved in principal preparation place a very strong emphasis on principal internships and mentorships. The internship design should

emphasize the five themes and accompanying 21 responsibilities. The programs should blend coaching with analytic evaluation. Cohorts of students should serve as professional learning communities to support and challenge each other. For the international market, internships should take place within international schools. Therefore, the regional associations along with the individual schools must commit the necessary resources to facilitate such internships. This type of intentionality will develop effective programs that can provide the necessary experience for principal candidates.

2. The findings from this study indicate that school heads place a high value on each of the 21 responsibilities when screening candidates. However, it would seem unreasonably time-intensive for school heads to try to collect the necessary information about a candidate if they attempted to delve deeply into all 21 responsibilities with a candidate or a candidate's confidential reference. School heads should align their interview and reference check tools and processes with the five themes identified through the factor analysis. Using a more condensed tool, the school heads can easily focus on one factor (e.g., ideals and beliefs about the school's learning culture) and direct their questions to the specific responsibilities that align with this factor and the identified needs of their school.

3. School heads perceive the interview and reference check to be the best tools for identifying the 21 responsibilities in a candidate; however, the confidential reference form is a tool that is used extensively by school heads. Search Associates, an international teacher and executive recruiting company, uses such a tool (see Appendix Q). Regardless of Bostic's caution (personal communication, 2012) that confidential recommendations are more like a "popularity contest" than valid data, they still serve an

important role. The confidential reference supports the screening process by building a picture of a candidate from a number of sources.

To screen candidates more effectively, a dual reference check should be conducted using both the confidential reference form and the personal reference-check. Any confidential reference form should be redesigned to address the 21 responsibilities, or at least the 5 themes, to better address principal behaviors that are positively aligned to student learning. To complement this, an instrument, based on the five themes, should be developed to guide the personal reference-check.

4. Principal recruitment will benefit from the process of data triangulation (Alrichter, Feldman, Posch, & Somekh, 2008). As a number of school heads noted, screening a candidate involves multiple measures. School heads must not only identify recruiting practices that focus on the interview and the reference checks but also the other tools available to them.

Recommendations for Future Research

The results of this study are informative; however, they are simply the foundation for further research on principal candidate quality and recruitment for the international context. The following recommendations present further research options for researchers who wish to continue this line of inquiry into related themes.

1. This study examined the 21 responsibilities from the three lenses of their value, their ease of identification, and the best method to identify the responsibility in a candidate. The study indicates that there was no difference between the perceptions of the heads in different regions of the world. The next study should use a mixed method approach to use these findings and drill down within one region to gather

information that is more detailed from one representative group. Next, the researcher

would conduct specific interviews to investigate how international school heads

measure and gather information on potential principal candidates pertaining to their

behaviors related to the 21 responsibilities (or five themes).

2. Heads in this study expressed the perception that over the past three years principal

candidates have been of adequate to high quality. The qualitative data indicates that

candidate pools may be shallow. Further research studying heads' perceptions of

principal candidate quality, specifically to identify missing skill sets as related to the

21 responsibilities, would be informative to principal preparation programs. The data

would also assist in the creation of tools, aligned to the 21 responsibilities, which

would better identify leadership behavior gaps in a candidate.

3. Having a strong "bench" of top quality principal candidates is an ideal situation.

Heads need highly effective principals and thus, more choices between quality

candidates are desirable. To increase the number of quality principal candidates,

international schools need to become more proactive in their development of talent

within their schools. An investigation of topics ("tapping," "grow your own," and

other leadership development programs for the international context) related to talent

identification in teachers is needed.

4. With regard to the four specific research questions, the study indicated that there was

no difference between the heads' perceptions in the five international school regions.

However, I suggest that differences do exist between regions, countries, and schools.

Such differences may affect the availability of quality principal candidates. I

recommend that an examination of the differences between other regional and school

variables take place. A researcher could study regional differences such as any of the following examples: country qualities such as the perceived safety of the country/region; the ease of travel without and within the country; the communication infrastructure; medical care; and other country-based variables. The research could focus at the micro level and examine within and between regions school-based differences such as the perceived reputation of a school, national versus non-national composition – both student and teacher; tenure of administration and teacher; governance; not-for-profit versus proprietary; religious vs. non-religious; and national curriculum vs. international curriculum.

5. Using the five themes and the 21 responsibilities, a study could ask school heads to identify the methods used to identify the specific leadership needs of their school. For the international school market, through a factor analysis, the responses might identify categories of needs that are unique to the international school context. This would benefit principal preparation programs, as the data would inform them how to design their programs to support principals wanting to work for international schools.

6. Principal recruitment agencies use a variety of tools to screen potential principal candidates. An interesting study would be to examine the attributes listed on the confidential reference request through Search Associates or International School Services (ISS) for instance, in relationship to the five themes and 21 responsibilities. Findings would help guide the design of more effective instruments.

7. The Balanced Leadership Profile® is an instructional leadership resource designed by McREL using Waters and associates' 21 responsibilities to ". . . provide principals with multiple perspectives on their fulfillment of the 21 leadership responsibilities . . .

(McREL, accessed February 1, 2013). While McREL designed this particular tool for in-house principals, the tool could be studied to determine its value for the principal recruitment process.

8. International schools rarely use outside professionals to measure the potential of candidates for their schools. A study to examine the value of predictive measurement for international leadership positions would provide important data to consider pertaining to principal recruitment for international schools.

9. International school heads are increasing their use of internet tools to communicate with candidates. A study is needed to clarify the strengths and weaknesses of this approach to interviewing. This is especially important because heads need to improve their ability to use this approach to gain knowledge into the five themes or 21 responsibilities.

Final Reflection

The implications of this study are considerable. The international school heads desiring to hire an excellent principal candidate for their school's particular context need to be aware that the identification and recruitment process has a long-term effect on the quality of student learning. Institutions that focus on leadership development need to emphasize on preparing principals utilizing the five themes identified in this study, along with the 21 responsibilities, to enhance the quality of the principal candidate pool. International school heads need to develop comprehensive, purposeful, and systematic recruitment procedures that reflect the school's mission, values, and current leadership needs. A systematic methodology for candidate interviews and a process for conducting reference checks using the five themes, along with the 21 responsibilities, will improve

the head's ability to place effective principals in international schools; thus, leading

schools towards improved student learning. Ultimately, the principal preparation

programs, the regional international school associations, and the international schools

they represent must continue to examine the preparation and subsequent recruitment of

principal candidates with the goal of placing the most effective principals in schools.

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APPENDICES

Appendix A

Principal Leadership Responsibilities, Average (r), and Leadership Practices

Responsibilities	*The extent to which the principal . . .*	Avg *r*	Practices associated with responsibilities
Culture	fosters shared beliefs & a sense of community & cooperation	.29	• Promotes cooperation among staff • Promotes a sense of well-being • Promotes cohesion among staff • Develops an understanding of purpose • Develops a shared vision of what the school could be like
Order	establishes a set of standard operating procedures & routines	.26	• Provides & enforces clear structure, rules, and procedures for students • Provides & enforces clear structures, rules, and procedures for staff • Establishes routines regarding the running of the school that staff understand and follow
Discipline	protects teachers from issues & influences that would detract from their teaching time or focus	.24	• Protects instructional time from interruptions • Protects/shelters teachers from distractions
Resources	provides teachers with materials & professional development necessary for the successful execution of their jobs	.26	• Ensures teachers have necessary materials & equipment • Ensures teachers have necessary staff development opportunities that directly enhance their teaching
Curriculum, instruction, assessment	is directly involved in the design & implementation of curriculum, instruction, & assessment practices	.16	• Is involved in helping teachers design curricular activities • Is involved with teachers to address instructional issues in their classrooms • Is involved with teachers to address assessment issues
Focus	establishes clear goals & keeps those goals in the forefront of the school's attention	.24	• Establishes high, concrete goals & expectations that all students meet them • Establishes concrete goals for all curriculum, instruction, & assessment • Establishes concrete goals for the general functioning of the school • Continually keeps attention on established goals

Responsibilities	*The extent to which the principal . . .*	Avg *r*	Practices associated with responsibilities
Knowledge of curriculum, instruction, assessment	is knowledgeable about current curriculum, instruction, & assessment practices	.24	• Is knowledgeable about instructional practices • Is knowledgeable about assessment practices • Provides conceptual guidance for teachers regarding effective classroom practice
Visibility	has quality contact & interactions with teachers & students	.16	• Makes systematic frequent visits to classrooms • Maintains high visibility around the school • Has frequent contact with students
Contingent rewards	recognizes & rewards individual accomplishments	.15	• Recognizes individuals who excel • Uses performance versus seniority as the primary criterion for reward & advancement • Uses hard work & results as the basis for reward & recognition
Communication	establishes strong lines of communication with teachers & among students	.23	• Is easily accessible to teachers • Develops effective means for teachers to communicate with one another • Maintains open and effective lines of communication with staff
Outreach	is an advocate & spokesperson for the school to all stakeholders	.28	• Assures the school is in compliance with district and state mandates • Advocates on behalf of the school in the community • Advocates for the school with parents • Ensures the central office is aware of the school's accomplishments
Input	involves teachers in the design & implementation of important decisions & policies	.30	• Provides opportunity for input on all important decisions • Provides opportunities for staff to be involved in developing school policies • Uses leadership team in decision making
Affirmation	recognizes & celebrates school accomplishments & acknowledges failures	.25	• Systematically & fairly recognizes & celebrates accomplishments of teachers • Systematically & fairly recognizes & celebrates accomplishments of students • Systematically acknowledges failures & celebrates accomplishments of the school

Responsibilities	*The extent to which the principal . . .*	Avg *r*	Practices associated with responsibilities
Relationship	demonstrates an awareness of the personal aspects of teachers & staff	.19	• Remains aware of personal needs of teachers • Maintains personal relationships with teachers • Is informed about significant personal issues within the lives of staff members • Acknowledges significant events in the lives of staff members
Change agent	is willing to & actively challenges the status quo	.30	• Consciously challenges the status quo • Is comfortable with leading change initiatives with uncertain outcomes • Systematically considers new & better ways of doing things
Optimizer	inspires & leads new & challenging innovations	.20	• Inspires teachers to accomplish things that might seem beyond their grasp • Portrays a positive attitude about the ability of the staff to accomplish substantial things • Is a driving force behind major initiatives
Ideals/beliefs	communicates & operates from strong ideals & beliefs about schooling	.25	• Holds strong professional beliefs about schools, teaching, & learning • Shares beliefs about schools, teaching, & learning with the staff • Demonstrates behaviors that are consistent with beliefs
Monitors/ evaluates	monitors the effectiveness of school practices & their impact on student learning	.28	• Monitors & evaluates the effectiveness of curriculum, instruction, and assessment
Flexibility	adapts his or her leadership behavior to the needs of the current situation & is comfortable with dissent	.22	• Is comfortable with major changes in how things are done • Encourages people to express opinions contrary to those with authority • Adapts leadership style to needs of specific situations • Can be directive or non-directive as the situation warrants
Situational awareness	is aware of the details & undercurrents in the running of the school & uses this information to address current & potential problems	.33	• Is aware of informal groups & relationships among staff of the school • Is aware of issues in the school that have not surfaced but could create discord • Can predict what could go wrong from day to day

Responsibilities	*The extent to which the principal . . .*	Avg *r*	Practices associated with responsibilities
Intellectual stimulation	ensures faculty & staff are aware of the most current theories & practices & makes the discussion of these a regular aspect of the school's culture	.32	• Keeps informed about current research & theory regarding effective schooling • Continually exposes the staff to cutting-edge ideas about how to be effective • Systematically engages staff in discussions about current research & theory • Continually involves the staff in reading articles & books about effective practices

Note. From "McREL's Balanced Leadership Framework: Developing the Science of Educational Leadership," by T. Waters, R.J. Marzano, B. McNulty, 2004, Spectrum, 22(1), p. 3-5. Copyright 2004 by Educational Research Service. Reprinted with permission.

Appendix B

Survey Instrument

Survey: Dimensions of Quality Leadership Candidate Identification

<u>**Statement of Consent**</u>

I have read the information provided regarding participation in this survey.

The researcher has offered me the opportunity to ask questions and voice concerns.

BY RETURNING THE SURVEY, I UNDERSTAND THAT I AM CONSENTING TO PARTICIPATE IN THE DEFINED STUDY.

1. How would you assess the average quality of principal applicants in terms of effective leadership potential?
     (Given past recruitment experience)
     ( ) 1 = Very high quality
     ( ) 2 = High quality
     ( ) 3 = Adequate
     ( ) 4 = Low quality
     ( ) 5 = Very low quality
     ( ) No principal recruiting experience
     ( ) Comment: (Please add any additional comments you may have about the average quality of principal candidates with regard to effective leadership potential.) (*space provided*)

Consider the following list of leadership abilities. People have different ideas about these abilities with regard to candidates for the job of principal. Please give your opinion about these abilities by responding to the following statements using the following 1 to 5 scale:

   1 = strongly disagree
   2 = disagree
   3 = slightly disagree
   4 = agree
   5 = strongly agree

2. When I review candidate applications for the position of principal, I consider this responsibility to have . . .

	Very High Value	High Value	Moderately High Value	Low Value	Very Low Value
a) ability to foster shared beliefs and a sense of community and cooperation	1	2	3	4	5
b) ability to establish a set of standard operating procedures and routines	1	2	3	4	5
c) ability to protect teachers from issues and influences that would detract from their teaching time or focus	1	2	3	4	5

d) ability to provide teachers with materials and professional development necessary for the successful execution of their jobs	1	2	3	4	5
e) ability to be directly involved in the design and implementation of curriculum, instruction, and assessment practices	1	2	3	4	5
f) ability to establish clear goals and keep those goals in the forefront of the school's attention	1	2	3	4	5
g) ability to be knowledgeable about current curriculum, instruction, and assessment practices	1	2	3	4	5
h) ability to have quality contact and interactions with teachers and students	1	2	3	4	5
i) ability to recognize and reward individual accomplishments	1	2	3	4	5
j) ability to establish strong lines of communication with teachers and among students	1	2	3	4	5
k) ability to be an advocate and spokesperson for the school to all stakeholders	1	2	3	4	5
l) ability to involve teachers in the design and implementation of important decisions and policies	1	2	3	4	5
m) ability to recognize and celebrate school accomplishments and acknowledge failures	1	2	3	4	5
n) ability to demonstrate an awareness of the personal aspects of teachers and staff	1	2	3	4	5
o) ability to be willing to and actively challenge the status quo	1	2	3	4	5
p) ability to inspire and lead new and challenging innovations	1	2	3	4	5
q) ability to communicate and operate from strong ideals and beliefs about schooling	1	2	3	4	5
r) ability to monitor the effectiveness of school practices and their impact on student learning	1	2	3	4	5
s) ability to adapt his or her leadership behavior to the needs of the current situation and is comfortable with dissent	1	2	3	4	5
t) ability to be aware of the details and undercurrents in the running of the school and	1	2	3	4	5

use this information to address current and
potential problems

	Very Easy To Identify	Easy to Identify	Somewhat Easy to Identify	Somewhat Difficult to Identify	Difficult to Identify
u) ability to ensure that faculty and staff are aware of the most current theories and practices and make the discussion of these a regular aspect of the school's culture	1	2	3	4	5

3. When I review candidate applications for the position of principal, I find this ability . . .

	Very Easy To Identify	Easy to Identify	Somewhat Easy to Identify	Somewhat Difficult to Identify	Difficult to Identify	Very Difficult to Identify
a) ability to foster shared beliefs and a sense of community and cooperation	1	2	3	4	5	6
b) ability to establish a set of standard operating procedures and routines	1	2	3	4	5	6
c) ability to protect teachers from issues and influences that would detract from their teaching time or focus	1	2	3	4	5	6
d) ability to provide teachers with materials and professional development necessary for the successful execution of their jobs	1	2	3	4	5	6
e) ability to be directly involved in the design and implementation of curriculum, instruction, and assessment practices	1	2	3	4	5	6
f) ability to establish clear goals and keep those goals in the forefront of the school's attention	1	2	3	4	5	6
g) ability to be knowledgeable about current curriculum, instruction, and assessment practices	1	2	3	4	5	6
h) ability to have quality contact and interactions with teachers and students	1	2	3	4	5	6
i) ability to recognize and reward individual accomplishments	1	2	3	4	5	6
j) ability to establish strong lines of communication with teachers and among students	1	2	3	4	5	6
k) ability to be an advocate and spokesperson for the school to all stakeholders	1	2	3	4	5	6
l) ability to involve teachers in the design and implementation of important decisions and policies	1	2	3	4	5	6
m) ability to recognize and celebrate school accomplishments and acknowledge failures	1	2	3	4	5	6

n) ability to demonstrate an awareness of the personal aspects of teachers and staff	1	2	3	4	5	6
o) ability to be willing to and actively challenge the status quo	1	2	3	4	5	6
p) ability to inspire and lead new and challenging innovations	1	2	3	4	5	6
q) ability to communicate and operate from strong ideals and beliefs about schooling	1	2	3	4	5	6
r) ability to monitor the effectiveness of school practices and their impact on student learning	1	2	3	4	5	6
s) ability to adapt his or her leadership behavior to the needs of the current situation and is comfortable with dissent	1	2	3	4	5	6
t) ability to be aware of the details and undercurrents in the running of the school and use this information to address current and potential problems	1	2	3	4	5	6
u) ability to ensure that faculty and staff are aware of the most current theories and practices and make the discussion of these a regular aspect of the school's culture	1	2	3	4	5	6

4. For each leadership ability listed, select the BEST method for assessing this ability in a candidate.

	Intuitively	Screening Test	Interview	Reference Call	Submitted Documentation
a) ability to foster shared beliefs and a sense of community and cooperation	1	2	3	4	5
Other Method (Explain)_____					
b) ability to establish a set of standard operating procedures and routines	1	2	3	4	5
Other Method (Explain)_____					
c) ability to protect teachers from issues and influences that would detract from their teaching time or focus	1	2	3	4	5
Other Method (Explain)_____					
d) ability to provide teachers with materials and professional development necessary for the successful execution of their jobs	1	2	3	4	5
Other Method (Explain)_____					
e) ability to be directly involved in the design and implementation of curriculum, instruction, and assessment practices	1	2	3	4	5
Other Method (Explain)_____					

f) ability to establish clear goals and keep those
goals in the forefront of the school's attention

1   2   3   4   5
Other Method (Explain)_____

g) ability to be knowledgeable about current
curriculum, instruction, and assessment practices

1   2   3   4   5
Other Method (Explain)_____

h) ability to have quality contact and interactions
with teachers and students

1   2   3   4   5
Other Method (Explain)_____

i) ability to recognize and reward individual
accomplishments

1   2   3   4   5
Other Method (Explain)_____

j) ability to establish strong lines of
communication with teachers and among students

1   2   3   4   5
Other Method (Explain)_____

k) ability to be an advocate and spokesperson
for the school to all stakeholders

1   2   3   4   5
Other Method (Explain)_____

l) ability to involve teachers in the design and
implementation of important decisions and policies

1   2   3   4   5
Other Method (Explain)_____

m) ability to recognize and celebrate school
accomplishments and acknowledge failures

1   2   3   4   5
Other Method (Explain)_____

n) ability to demonstrate an awareness of the
personal aspects of teachers and staff

1   2   3   4   5
Other Method (Explain)_____

o) ability to be willing to and actively challenge
the status quo

1   2   3   4   5
Other Method (Explain)_____

p) ability to inspire and lead new and challenging
innovations

1   2   3   4   5
Other Method (Explain)_____

q) ability to communicate and operate from strong
ideals and beliefs about schooling

1   2   3   4   5
Other Method (Explain)_____

r) ability to monitor the effectiveness of school
practices and their impact on student learning

1   2   3   4   5
Other Method (Explain)_____

s) ability to adapt his or her leadership behavior
to the needs of the current situation and is
comfortable with dissent

1   2   3   4   5
Other Method (Explain)_____

t) ability to be aware of the details and
undercurrents in the running of the school and
use this information to address current and
potential problems

1   2   3   4   5
Other Method (Explain)_____

u) ability to ensure that faculty and staff
are aware of the most current theories and practices
and make the discussion of these a regular aspect
of the school's culture

1   2   3   4   5
Other Method (Explain)_____

DEMOGRAPHIC INFORMATION

12. Please, identify the regional association in which your school is a member. (If you belong to more than one association, choose the one in which your school is geographically located in. If your school is geographically located in two regions then select the region that your school is most actively involved with.)

_____Please select *(drop-down menu with five regional association choices)*

13. I have the following number of years experience as a head of school.
    ( ) 0 (first year as a HOS)
    ( ) 1
    ( ) 2-3
    ( ) 4-5
    ( ) 6-10
    ( ) 11-15
    ( ) 16-20
    ( ) 21+

14. How many principals have you hired in the past five years?
    ( ) 0
    ( ) 1
    ( ) 2
    ( ) 3
    ( ) 4
    ( ) 5+

===
Thank you for participating in this study. Please be reminded that if you have any questions about the study, please contact me by email at dwh207@lehigh.edu. You may also contact my advisor, Dr. George White at Lehigh University – (610) 758-3262. If you would like to talk to someone other than the researcher(s), you are encouraged to contact Susan Disidore or Troy Boni at 1 (610) 758-3021 (email: inors@lehigh.edu) of Lehigh University's Office of Research and Sponsored Programs. All reports and correspondence will be kept confidential.

Thank you for participating in this survey, it is greatly appreciated!

Appendix C

Subject: Subject Matter Experts' Letter

Date

Dear Colleague:

My name is David Harris. I am the High School Principal at Concordia International School Shanghai, China and the next Director for the American International School of Zagreb, Croatia. I am also a doctoral student at Lehigh University, The College of Education - Office of International Programs. My study is under the advisement of Dr. George White, Professor of Educational Leadership and Director for the Center for Developing Urban Educational Leaders at Lehigh University, in Bethlehem, PA.

I am using a Delphi technique to provide content and face validity for a survey designed to address the research questions of my study. Using the 21 Responsibilities, identified by Waters, Marzano, and McNulty (2003) as correlated positively with principal behaviors and student achievement, the study will explore quality principal candidate identification.

The purpose of this descriptive survey study is to deepen our understanding of the subject regarding how international school heads consider the identification, quality, and preparation of high-potential principal candidates within their region. The findings will extend current research conducted with U.S. superintendents by surveying heads of member international schools in the four regional groupings of international school associations (AASSA/TRI-ASSOCIATION, EARCOS, ECIS, NESA, and AISA). The results of this study will provide important data to the regional associations and international school heads with which they can begin to explore the development of strategies for the identification and preparation of high-potential principal candidates within their region or school.

You have been selected because you are considered a subject expert in this field and/or also because you have research directly connected with this study. Should you agree to participate, you will be participating with four others in the validation of the instrument. It is possible that you will be asked to participate on at least two rounds of the process to ensure 80% agreement on the survey questions.

There are four survey questions (three of which are Stem Questions leading the participants to respond on each of the 21 responsibilities) which address the research questions for this study. You are asked to answer four questions on the form provided. Would you: (1) Keep as is? (addresses the research question(s)); (2) Modify/edit? (addresses the research question(s) but needs to edited); (3) Eliminate? (this item fails to address research question); and, (4) Add?

(provide additional question or questions that may provide necessary information to address a specific research question).

Attached to this email is a list of the research questions; a paper version of the survey questions for you to print up and reference while responding to the questions on the attached form.

If you are willing to assist in the validation of this instrument, please complete the necessary review of the survey instrument and respond to dwh207@lehigh.edu and/or intdavidh@gmail.com.

Sincerely,
David W. Harris

Appendix D

Subject: Subject Matter Experts' Response Form

Question 1: How would you assess the average quality of principal applicants in terms of effective leadership potential? (Given past recruitment experience)
( ) 1 = Very high quality
( ) 2 = High quality
( ) 3 = Adequate
( ) 4 = Low quality
( ) 5 = Very low quality
( ) No principal recruiting experience
( ) Other (Please add any additional comments you may have about the average quality of principal candidates with regard to effective leadership potential.)

Would you:

1) Keep as is? (addresses the research question(s))

(2) Modify/edit? (addresses the research question(s) but needs to edited) Please provide recommendation for the edits.

(3) Eliminate? (this item fails to address research question)

(4) Add? (provide additional question or questions that may provide necessary information to address a specific research question.

Questions 2 & 3: Consider the following list of leadership abilities. People have different ideas about these abilities with regard to candidates for the job of principal. Please give your opinion about these abilities by responding to the following statements using the following 1 to 5 scale:
1 = very high value
2 = high value
3 = moderate value
4 = low value
5 = very low value

2. When I review candidate applications for the position of principal, I consider this responsibility to have:

Very High Value	High Value	Moderately High Value	Low Value	Very Low Value

a) ability to foster shared beliefs and a sense of   1   2   3   4   5
    community and cooperation

Would you:

1) Keep as is? (addresses the research question(s))

(2) Modify/edit? (addresses the research question(s) but needs to edited) Please provide
    recommendation for the edits.

(3) Eliminate? (this item fails to address research question)

(4) Add? (provide additional question or questions that may provide necessary information to
    address a specific research question.

Question 3: I find this ability EASY TO IDENTIFY when I review candidate applications for the
       position of principal. The . . .

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
a) ability to foster shared beliefs and a sense of community and cooperation	1	2	3	4	5	6

Would you:

1) Keep as is? (addresses the research question(s))

(2) Modify/edit? (addresses the research question(s) but needs to edited) Please provide
    recommendation for the edits.

(3) Eliminate? (this item fails to address research question)

(4) Add? (provide additional question or questions that may provide necessary information to
    address a specific research question.

Question 4: For each leadership ability listed, select the BEST method for assessing this ability
       in a candidate.

	Intuitively	Screening	Interview Test	Reference Call	Submitted Documentation
a) ability to foster shared beliefs and a sense of community and cooperation	1	2	3	4	5

Other Method (Explain)_____

Would you:

   1) Keep as is? (addresses the research question(s))

   (2) Modify/edit? (addresses the research question(s) but needs to edited) Please provide recommendation for the edits.

   (3) Eliminate? (this item fails to address research question)

   (4) Add? (provide additional question or questions that may provide necessary information to address a specific research question.

Appendix E

Subject: Invitation to Participate in the Pilot Study

Date

Dear Colleague:

My name is David Harris; I am the High School Principal at Concordia International School Shanghai, China and the next Director for the American International School of Zagreb, Croatia. I am also a doctoral student at Lehigh University, The College of Education - Office of International Programs. My study is under the advisement of Dr. George White, Professor of Educational Leadership and Director for the Center for Developing Urban Educational Leaders at Lehigh University, in Bethlehem, PA.

The purpose of this descriptive survey study is to deepen our understanding of the subject regarding how international school heads consider the identification and quality of principal candidates within their region. The findings will extend current research conducted with U.S. superintendents by surveying heads of member international schools in five regional groupings of international school associations (AASSA/TRI-ASSOCIATION, EARCOS, ECIS, NESA, and AISA). The results of this study will provide important data to the regional associations and international school heads with which they can begin to explore the development of strategies for the identification and preparation of high-potential principal candidates within their region or school.

The Executive Director of (Association name here) has identified you as an experienced Head of School who might be willing to pilot the survey instrument for this study.

The survey takes approximately 15-20 minutes to complete. After which, you will be asked the following questions: (1) Are the instructions for the survey clear? (2) Are the questions understandable? (3) Is the cover letter clear? (4) How long did it take you to complete the survey? The responses received from the pilot study will guide revisions to the survey as appropriate.

If you agree, please follow the link to SurveyMonkey where you can enter the contact information (name, email address, Association) for a Pilot-study volunteer. It would be greatly appreciated if your responses could be entered within a week of receiving this email, as this will hasten the completion of the proposal such that research can begin in September.

The records of this study will be kept confidential and any information collected through this research project that personally identifies you will not be voluntarily released or disclosed without your separate consent, except as specifically required by law. In any sort of report we

may publish, we will not include any information that will make it possible to identify a subject. Research records will be stored securely and only researchers will have access to the records.

If you have further questions, please email me at dwh207@lehigh.edu.

Please go to the Pilot Study here: www.SurveyMonkey.com/. . .

Sincerely,
David W. Harris

Appendix F

Subject: Pilot Study Letter to Executive Directors for the Five Regional Associations

Date

Dear (name of Executive Director):

My name is David Harris; I am currently the High School Principal at Concordia International School Shanghai, China and the next Director for The American International School of Zagreb, Croatia. I am also a doctoral student at Lehigh University, The College of Education - Office of International Programs. My study is under the advisement of Dr. George White, Professor of Educational Leadership and Director for the Center for Developing Urban Educational Leaders at Lehigh University, in Bethlehem, PA.

The purpose of this descriptive survey study is to deepen our understanding of the subject regarding how international school heads consider the identification, quality, and preparation of high-potential principal candidates within their region. The findings will extend current research conducted with U.S. superintendents by surveying heads of member international schools in the four regional groupings of international school associations (AASSA/TRI-ASSOCIATION, EARCOS, ECIS, and NESA/AISA). The results of this study will provide important data to the regional associations and international school heads with which they can begin to explore the development of strategies for the identification and preparation of high-potential principal candidates within their region or school.

I am sending this initial letter to your office requesting your assistance. I request that you would contact three experienced Heads of member-schools in your association who have the experience to pilot the survey instrument and receive their permission for me to contact them requesting that they pilot the survey instrument.

The named heads participating in the pilot study will be asked the following questions (1) Are the instructions for the survey clear? (2) Are the questions understandable? (3) Is the cover letter clear? (4) How long did it take you to complete the survey? The responses received from the pilot study will guide revisions to the survey as appropriate.

The records of this study will be kept confidential and any information collected through this research project that personally identifies you will not be voluntarily released or disclosed without your separate consent, except as specifically required by law. In any sort of report we may publish, we will not include any information that will make it possible to identify a subject. Research records will be stored securely and only researchers will have access to the records.

If you agree, please follow the following link to SurveyMonkey where you can enter the contact information (name, email address, Association) for the Pilot-study volunteer.

www.SurveyMonkey.com/. . .

The records of this study will be kept confidential and any information collected through this research project that personally identifies you will not be voluntarily released or disclosed without your separate consent, except as specifically required by law. In any sort of report we may publish, we will not include any information that will make it possible to identify a subject. Research records will be stored securely and only researchers will have access to the records.

If you have further questions, please email me at dwh207@lehigh.edu.

Sincerely,
David W. Harris

Appendix G
Subject: Letter Soliciting Support of the Five Regional Association Executive Directors.

Dear (name of Executive Director here):

My name is David Harris; I am the High School Principal at Concordia International School Shanghai, China and the next Director for the American International School of Zagreb. I am also a doctoral student at Lehigh University, The College of Education - Office of International Programs. My study is under the advisement of Dr. George White, Professor of Educational Leadership and Director for the Center for Developing Urban Educational Leaders at Lehigh University, in Bethlehem, PA.

Recently, you received a letter from me requesting your support by supplying three names of Heads of member schools in your Association who would be willing to help me pilot my survey tool. Thank you for your support!

At this time, I am ready to distribute the survey to all Heads of member schools in your Association. I am writing to request your continued support for this study.

The purpose of this descriptive survey study is to deepen our understanding of the subject regarding how international school heads consider the identification and quality of principal candidates within their region. The findings will extend current research conducted with U.S. superintendents by surveying heads of member international schools in five regional groupings of international school associations (AASSA/TRI-ASSOCIATION, EARCOS, ECIS, NESA, and AISA). The results of this study will provide important data to the regional associations and international school heads with which they can begin to explore the development of strategies for the identification of high-potential principal candidates within their region or school.

If you support this research, I would anticipate your participation in the following forms:
- Permission to state, in the invitation-to-participate-letter that opens the survey, that your association has approved of and supports this research study, and
- An email sent from your office that includes a link to the survey instrument inviting/encouraging member school Heads to participate in the study (see attached letter).

The records of this study will be kept confidential and any information collected through this research project that personally identifies anyone will not be voluntarily released or disclosed without separate consent, except as specifically required by law. In any sort of report we may publish, we will not include any information that will make it possible to identify a subject. Research records will be stored securely and only researchers will have access to the records.

I can be reached at either: dwh207@lehigh.edu or intdavidh@gmail.com should you have any questions.

Warm regards,
David W. Harris

Appendix H

Subject: Executive Director's Letter of Support to Member Schools Heads

To: Head of School
CC: David W. Harris

Subject: Support for international school research

Date:

David Harris, High School Principal for Concordia International School Shanghai and the next Director for the American International School of Zagreb, Croatia is seeking your insight into quality leadership identification as a part of his research for his doctorate. As an association of professionals, we aim to support research that directly furthers our understanding of the International School context. David's work is designed to do just that! His study includes a global survey of international school Heads' opinions.

Here is the study's Purpose Statement:

> **The purpose of this descriptive survey study is to deepen our understanding of the subject regarding how international school heads consider the identification and quality of principal candidates within their region. The findings will extend current research conducted with U.S. superintendents by surveying heads of member international schools in the AASSA/TRI-ASSOCIATION, AISA, EARCOS, ECIS, and NESA regions. The results of this study will provide important data to the regional organizations and international school heads with which they can begin to explore the development of strategies for the identification and preparation of high-potential principal candidates within their region or school.**

Please open the following link to SurveyMonkey.com that will take you to David's introductory invitation to participate. If you agree, you will then proceed into the actual survey instrument.
   https://www.surveymonkey.com/s/Quality_Leadership_Candidate_Identification

Thank you for supporting research into the field of international school leadership,

Name
(Executive Director)
Association

Appendix I

Subject: Invitation to Participate in the Study

Date

Dear Colleague:

My name is David Harris. I am the High School Principal at Concordia International School Shanghai, China and the next Director for the American International School of Zagreb, Croatia. I am also a doctoral student at Lehigh University, The College of Education - Office of International Programs. My study is under the advisement of Dr. George White, Professor of Educational Leadership and Director for the Center for Developing Urban Educational Leaders at Lehigh University, in Bethlehem, PA.

The purpose of this descriptive survey study is to deepen our understanding of the subject regarding how international school heads consider the identification and quality of principal candidates within their region. The findings will extend current research conducted with U.S. superintendents by surveying heads of member international schools in five regional groupings of international school associations (AASSA/TRI-ASSOCIATION, EARCOS, ECIS, NESA, and AISA). The results of this study will provide important data to the regional associations and international school heads with which they can begin to explore the development of strategies for the identification and preparation of high-potential principal candidates within their region or school.

If you agree to participate, please read the "Statement of Consent" below. Once you provide consent, you will redirected to the first page of the survey.

The survey takes approximately 15-20 minutes to complete.

The records of this study will be kept confidential and any information collected through this research project that personally identifies you will not be voluntarily released or disclosed without your separate consent, except as specifically required by law. In any sort of report we may publish, we will not include any information that will make it possible to identify a subject. Research records will be stored securely and only researchers will have access to the records.

If you have further questions or any concerns, please email me at dwh207@lehigh.edu or intdavidh@gmail.com.

Sincerely,
David W. Harris

Statement of Consent

I understand that my participation in this study is voluntary and that I have the right to discontinue my participation in this study without harming my relationship with anyone.

Questions or Concerns:
If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), **you are encouraged** to contact Susan E. Disidore at (610)758-3020 (email: sus5@lehigh.edu) or Troy Boni at (610)758-2985 (email: tdb308@lehigh.edu) of Lehigh University's Office of Research and Sponsored Programs. All reports or correspondence will be kept confidential.

BY RETURNING THE SURVEY, I UNDERSTAND THAT I AM CONSENTING TO PARTICIPATE IN THE DEFINED STUDY.

Appendix J

Subject: Survey Reminder Letter

Dear Colleague,

Recently, an invitation to participate in a study aimed to address the dearth of research that specifically addresses the international school context.

As a practitioner myself, I understand the value of your time. Your participation greatly enhances the reliability of the results in this important study and I kindly request your assistance through participation in this study.

The following link will take you to the survey (or return you to the survey). A 15 - 20 minute investment of time is needed to complete the survey.

By clicking on this link, you indicate your willingness to be a part of the study.

www.SurveyMonkey.com/. . .

If you would like to receive a copy of the results, please indicate this in the final question of the survey.

Warm regards,

David W. Harris
High School Principal
Concordia International School Shanghai
(2013 – Director, American International School of Zagreb, Croatia)

Appendix K

Examples of Narrative Responses for RQ1, "Other"

The following provides examples of the international school head's responses for the six themes identified by the two raters:

Many poor quality candidates

- "The pool was shallow, but we were fortunate."

- "Many applications received that one would wonder why the applicant would even consider himself/herself worth of consideration."

- ". . . the pool is just too shallow."

Much variability in quality

- "The applicants varied from high quality to completely unsuitable."

- "Difficult question. I've met a few that were tremendous candidates, and other you wonder what makes them think they can do this."

- ". . . I have had a field including 3 excellent candidates, several mediocre candidates, and several weak candidates."

Lack of experience (either internationally or generally)

- "A few are high quality but the vast majority are not or are very inexperienced."

- "Very few experienced Principals applied for the vacancies."

- "While the quality of interested candidates was very high in this pool – there was a lack of international experience."

Internal candidates were hired

- "Actually, our new principals have come from within our teaching staff."

- "When I recruited Principals I almost always recruited them internally."

Recruitment process focused on candidate skills

- "I received many resumes with the proper credentials on paper, but during the interview process it was clear that they lacked the necessary skills."

- "Their greatest weakness is not knowing how to bring change without alienating colleagues. Pushing an agenda without buy-in is fruitless; this is not understood by many."

- "Some areas of skill set highly qualified and other areas yet to learn."

Undesirable geographic locations receive low-quality applicants

- " Nigeria is experiencing troubled times so is not an attractive option."

- "Not sure, maybe it is due to the location, I am in India . . ."

Appendix L

Frequencies and valid percents for R_Q2

Table 21
*R1. Culture: The extent to which the principal fosters shared
beliefs and a sense of community and cooperation*

	Frequency	Valid Percent
Moderate value	16	8.0
High value	70	35.0
Very high value	114	57.0
Total (Valid)	200	100.0
Missing	23	
Total (System)	223	

Table 22
*R2. Order: The extent to which the principal establishes a set
of standard operating procedures and routines*

	Frequency	Valid Percent
Very low value	1	.5
Low value	3	1.5
Moderate value	48	24.0
High value	108	54.0
Very high value	40	20.0
Total (Valid)	200	100.0
Missing	23	
Total (System)	223	

Table 23
*R3. Discipline: The extent to which the principal protects
teachers from issues and influences that would detract from their
teaching time or focus*

	Frequency	Valid Percent
No value	1	.5
Very low value	2	1.0
Low value	8	4.0
Moderate value	59	29.5
High value	94	47.0
Very high value	36	18.0
Total (Valid)	200	100.0
Missing	23	
Total (System)	223	

Table 24

R4. Resources: The extent to which the principal provides
teachers with materials and professional development
necessary for the successful execution of their jobs

	Frequency	Valid Percent
No value	1	.5
Very low value	3	1.5
Low value	6	3.0
Moderate value	37	18.5
High value	103	51.5
Very high value	50	25.0
Total (Valid)	200	100.0
Missing	23	
Total (System)	223	

Table 25

R5. Involvement in Curriculum, Instruction, Assessment: The
extent to which the principal is directly involved in the design
and implementation of curriculum, instruction, and
assessment practices

	Frequency	Valid Percent
Low value	4	2.0
Moderate value	47	23.5
High value	95	47.5
Very high value	54	27.0
Total (Valid)	200	100.0
Missing	23	
Total (System)	223	

Table 26

R6. Focus: The extent to which the principal establishes clear
goals and keeps those goals in the forefront of the school's
attention

	Frequency	Valid Percent
Low value	1	.5
Moderate value	18	9.0
High value	90	45.0
Very high value	91	45.5
Total (Valid)	200	100.0
Missing	23	
Total (System)	223	

Table 27

R7. Knowledge of Curriculum, Instruction, Assessment: The extent to which the principal is knowledgeable about current curriculum, instruction, and assessment practices

	Frequency	Valid Percent
Low value	1	.5
Moderate value	22	11.0
High value	101	50.5
Very high value	76	38.0
Total (Valid)	200	100.0
Missing	23	
Total (System)	223	

Table 28

R8. Visibility: The extent to which the principal has quality contact and interactions with teachers and students

	Frequency	Valid Percent
Low value	1	.5
Moderate value	9	4.5
High value	65	32.5
Very high value	125	62.5
Total (Valid)	200	100.0
Missing	23	
Total (System)	223	

Table 29

R9. Contingent Rewards: The extent to which the principal recognizes and rewards individual accomplishments

	Frequency	Valid Percent
No value	2	1.0
Very low value	1	.5
Low value	8	4.0
Moderate value	54	27.0
High value	107	53.5
Very high value	28	14.0
Total (Valid)	200	100.0
Missing	23	
Total (System)	223	

Table 30

R10. Communication: The extent to which the principal establishes strong lines of communication with teachers and among students

	Frequency	Valid Percent
No value	1	.5
Low value	1	.5
Moderate value	11	5.5
High value	74	37.0
Very high value	113	56.5
Total (Valid)	200	100.0
Missing	23	
Total (System)	223	

Table 31

R11. Outreach: The extent to which the principal is an advocate and spokesperson for the school to all stakeholders

	Frequency	Valid Percent
No value	1	.5
Low value	6	3.0
Moderate value	33	16.5
High value	84	42.0
Very high value	76	38.0
Total (Valid)	200	100.0
Missing	23	
Total (System)	223	

Table 32

R12. Input: The extent to which the principal involves teachers in the design and implementation of important decisions and policies

	Frequency	Valid Percent
No value	1	.5
Low value	4	2.0
Moderate value	45	22.5
High value	118	59.0
Very high value	32	16.0
Total (Valid)	200	100.0
Missing	23	
Total (System)	223	

Table 33
R13. Affirmation: The extent to which the principal
recognizes and celebrates school accomplishments and
acknowledges failures

	Frequency	Valid Percent
No value	2	1.0
Low value	2	1.0
Moderate value	38	19.0
High value	116	58.0
Very high value	42	21.0
Total (Valid)	200	100.0
Missing	23	
Total (System)	223	

Table 34
R14. Relationship: The extent to which the principal
demonstrates an awareness of the personal aspects of
teachers and staff

	Frequency	Valid Percent
Low value	1	.5
Moderate value	64	32.0
High value	96	48.0
Very high value	39	19.5
Total (Valid)	200	100.0
Missing	23	
Total (System)	223	

Table 35
R15. Change Agent: The extent to which the principal is
willing to and actively challenges the status quo

	Frequency	Valid Percent
No value	1	.5
Low value	7	3.5
Moderate value	66	33.0
High value	96	48.0
Very high value	30	15.0
Total (Valid)	200	100.0
Missing	23	
Total (System)	223	

Table 36
*R16. Optimizer: The extent to which the principal inspires
and leads new and challenging innovations*

	Frequency	Valid Percent
Low value	2	1.0
Moderate value	27	13.5
High value	98	49.0
Very high value	73	36.5
Total (Valid)	200	100.0
Missing	23	
Total (System)	223	

Table 37
*R17. Ideals/Beliefs: The extent to which the principal
communicates and operates from strong ideals and beliefs
about schooling*

	Frequency	Valid Percent
Very low value	1	.5
Low value	2	1.0
Moderate value	26	13.0
High value	95	47.5
Very high value	76	38.0
Total (Valid)	200	100.0
Missing	23	
Total (System)	223	

Table 38
*R18. Monitors/Evaluates: The extent to which the principal
monitors the effectiveness of school practices and their
impact on student learning*

	Frequency	Valid Percent
Low value	1	.5
Moderate value	15	7.5
High value	76	38.0
Very high value	108	54.0
Total (Valid)	200	100.0
Missing	23	
Total (System)	223	

Table 39
R19. Flexibility: The extent to which the principal adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent

	Frequency	Valid Percent
No value	1	.5
Very low value	1	.5
Moderate value	31	15.5
High value	100	50.0
Very high value	67	33.5
Total (Valid)	200	100.0
Missing	23	
Total (System)	223	

Table 40
R20. Situational Awareness: The extent to which the principal is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems

	Frequency	Valid Percent
Low value	4	2.0
Moderate value	34	17.0
High value	96	48.0
Very high value	66	33.0
Total (Valid)	200	100.0
Missing	23	
Total (System)	223	

Table 41
R21. Intellectual Stimulation: The extent to which the principal ensures that faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture

	Frequency	Valid Percent
Low value	3	1.5
Moderate value	43	21.5
High value	117	58.5
Very high value	37	18.5
Total (Valid)	200	100.0
Missing	23	
Total (System)	223	

Appendix M

Table 42
Structure Detection and Communalities for R_Q2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.872
Bartlett's Test of Sphericity	Approx. Chi-Square	1520.322
	df	210
	Sig.	.000

Table 43
Communalities for Q2 - Component 1: Communication and Personal Relationships with Teachers and Students.

R12: The extent to which the principal involves teachers in the design and implementation of important decisions and policies	.904
R10: The extent to which the principal establishes strong lines of communication with teachers and among students	.702
R14: The extent to which the principal demonstrates an awareness of the personal aspects of teachers and staff	.665
R4: The extent to which the principal provides teachers with materials and professional development necessary for the successful execution of their jobs	.629
R9: The extent to which the principal recognizes and rewards individual accomplishments	.539
R19: The extent to which the principal adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	.434
R8: The extent to which the principal has quality contact and interactions with teachers and students	.445

Table 44
Communalities for Q2 - Component 2: Ideals and Beliefs about the School's Learning Culture

R18: The extent to which the principal monitors the effectiveness of school practices and their impact on student learning	.775
R17: The extent to which the principal communicates and operates from strong ideals and beliefs about schooling	.749
R1: The extent to which the principal fosters shared beliefs and a sense of community and cooperation	.616

Table 45
Communalities for Q2 - Component 3: Leadership in the Areas of Curriculum, Instruction, and Assessment

R5: The extent to which the principal is directly involved in the design and implementation of curriculum, instruction, and assessment practices	.859

Table 45

Communalities for Q2 - Component 3: Leadership in the Areas of Curriculum, Instruction, and Assessment

R7: The extent to which the principal is knowledgeable about current curriculum, instruction, and assessment practices	.663
R21: The extent to which the principal ensures that faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture	.465
R16: The extent to which the principal inspires and leads new and challenging innovations	.418

Table 46

Communalities for Q2- Component 4: Principal as Change Agent

R15: The extent to which the principal is willing to and actively challenges the status quo	.725
R11: The extent to which the principal is an advocate and spokesperson for the school to all stakeholders	.526
R13: The extent to which the principal recognizes and celebrates school accomplishments and acknowledges failures	.513
R8: The extent to which the principal has quality contact and interactions with teachers and students	-.468

Table 47

Communalities for Q2- Component : Managerial aspects of leadership

R2: The extent to which the principal establishes a set of standard operating procedures and routines	.905
R3: The extent to which the principal protects teachers from issues and influences that would detract from their teaching time or focus	.609

Table 48

Paired T-Tests of Scale Scores: Pairwise Comparisons

Pairs		Components	t	df	p
Pair 1	Component 1	Relationships and Communication &			
	Component 2	Ideals and Beliefs about the School's Learning Culture	-8.02	199	.000
Pair 2	Component 1	Relationships and Communication &			
	Component 3	Curriculum, Instruction, and Assessment	-0.38	199	.700

Table 48

Paired T-Tests of Scale Scores: Pairwise Comparisons

Pairs		Components	t	df	p
Pair 3	Component 1 Component 4	Relationships and Communication & Principal as Change Agent	28.05	199	.000
Pair 4	Component 1 Component 5	Relationships and Communication & Managerial Leadership	6.08	199	.000
Pair 5	Component 2 Component 3	Ideals and Beliefs about the School's Learning Culture & Curriculum, Instruction, and Assessment	7.93	199	.000
Pair 6	Component 2 Component 4	Ideals and Beliefs about the School's Learning Culture & Principal as Change Agent	31.30	199	.000
Pair 7	Component 2 Component 5	Ideals and Beliefs about the School's Learning Culture & Managerial Leadership	11.38	199	.000
Pair 8	Component 3 Component 4	Curriculum, Instruction, and Assessment & Principal as Change Agent	25.46	199	.000
Pair 9	Component 3 Component 5	Curriculum, Instruction, and Assessment & Managerial Leadership	5.58	199	.000
Pair 10	Component 4 Component 5	Principal as Change Agent & Managerial Leadership	-16.61	199	.000

Appendix N

Frequencies and Valid Percents for R$_Q$3

Table 49
*R1: The extent to which the principal fosters shared beliefs
 and a sense of community and cooperation*

	Frequency	Valid Percent
strongly disagree	4	2.2
disagree	15	8.4
slightly disagree	24	13.4
slightly agree	44	24.6
agree	79	44.1
strongly agree	13	7.3
Total (valid)	179	100.0
Missing	44	
Total (system)	223	

Table 50
*R2: The extent to which the principal establishes a set of
standard operating procedures and routines*

	Frequency	Valid Percent
strongly disagree	6	3.4
disagree	9	5.0
slightly disagree	15	8.4
slightly agree	56	31.3
agree	80	44.7
strongly agree	13	7.3
Total (valid)	179	100.0
Missing	44	
Total (system)	223	

Table 51
*R3: The extent to which the principal protects teachers
from issues and influences that would detract from their
teaching time or focus*

	Frequency	Valid Percent
strongly disagree	4	2.2
disagree	39	21.8
slightly disagree	43	24.0
slightly agree	57	31.8
agree	32	17.9
strongly agree	4	2.2
Total (valid)	179	100.0
Missing	44	
Total (system)	223	

Table 52

R4: The extent to which the principal provides teachers with materials and professional development necessary for the successful execution of their jobs

	Frequency	Valid Percent
strongly disagree	2	1.1
disagree	20	11.2
slightly disagree	22	12.3
slightly agree	48	26.8
agree	78	43.6
strongly agree	9	5.0
Total (valid)	179	100.0
Missing	44	
Total (system)	223	

Table 53

R5: The extent to which the principal is directly involved in the design and implementation of curriculum, instruction, and assessment practices

	Frequency	Valid Percent
strongly disagree	2	1.1
disagree	4	2.2
slightly disagree	12	6.7
slightly agree	34	19.0
agree	105	58.7
strongly agree	22	12.3
Total (valid)	179	100.0
Missing	44	
Total (system)	223	

Table 54

R6: The extent to which the principal establishes clear goals and keeps those goals in the forefront of the school's attention

	Frequency	Valid Percent
strongly disagree	4	2.2
disagree	9	5.0
slightly disagree	20	11.2
slightly agree	59	33.0
agree	70	39.1
strongly agree	17	9.5
Total (valid)	179	100.0
Missing	44	
Total (system)	223	

Table 55
R7: The extent to which the principal is knowledgeable
about current curriculum, instruction, and assessment
practices

	Frequency	Valid Percent
strongly disagree	2	1.1
disagree	2	1.1
slightly disagree	4	2.2
slightly agree	23	12.8
agree	89	49.7
strongly agree	59	33.0
Total (valid)	179	100.0
Missing	44	
Total (system)	223	

Table 56
R8: The extent to which the principal has quality contact
and interactions with teachers and students

	Frequency	Valid Percent
strongly disagree	6	3.4
disagree	20	11.2
slightly disagree	16	8.9
slightly agree	70	39.1
agree	48	26.8
strongly agree	19	10.6
Total (valid)	179	100.0
Missing	44	
Total (system)	223	

Table 57
R9: The extent to which the principal recognizes and
rewards individual accomplishments

	Frequency	Valid Percent
strongly disagree	4	2.2
disagree	25	14.0
slightly disagree	25	14.0
slightly agree	76	42.5
agree	44	24.6
strongly agree	5	2.8
Total (valid)	179	100.0
Missing	44	
Total (system)	223	

Table 58
R10: The extent to which the principal establishes strong
lines of communication with teachers and among students

	Frequency	Valid Percent
strongly disagree	5	2.8
disagree	13	7.3
slightly disagree	31	17.3
slightly agree	62	34.6
agree	60	33.5
strongly agree	8	4.5
Total (valid)	179	100.0
Missing	44	
Total (system)	223	

Table 59
R11: The extent to which the principal is an advocate and
spokesperson for the school to all stakeholders

	Frequency	Valid Percent
strongly disagree	4	2.2
disagree	27	15.1
slightly disagree	31	17.3
slightly agree	62	34.6
agree	47	26.3
strongly agree	8	4.5
Total (valid)	179	100.0
Missing	44	
Total (system)	223	

Table 60
R12: The extent to which the principal involves teachers in
the design and implementation of important decisions and
policies

	Frequency	Valid Percent
strongly disagree	5	2.8
disagree	17	9.5
slightly disagree	21	11.7
slightly agree	68	38.0
agree	63	35.2
strongly agree	5	2.8
Total (valid)	179	100.0
Missing	44	
Total (system)	223	

Table 61
R13: The extent to which the principal recognizes and
celebrates school accomplishments and acknowledge failures

	Frequency	Valid Percent
strongly disagree	2	1.1
disagree	11	6.1
slightly disagree	30	16.8
slightly agree	71	39.7
agree	53	29.6
strongly agree	12	6.7
Total (valid)	179	100.0
Missing	44	
Total (system)	223	

Table 62
R14: The extent to which the principal demonstrates an
awareness of the personal aspects of teachers and staff

	Frequency	Valid Percent
strongly disagree	10	5.6
disagree	26	14.5
slightly disagree	39	21.8
slightly agree	62	34.6
agree	36	20.1
strongly agree	6	3.4
Total (valid)	179	100.0
Missing	44	
Total (system)	223	

Table 63
R15: The extent to which the principal is willing to and
actively challenges the status quo

	Frequency	Valid Percent
strongly disagree	6	3.4
disagree	18	10.1
slightly disagree	29	16.2
slightly agree	66	36.9
agree	53	29.6
strongly agree	7	3.9
Total (valid)	179	100.0
Missing	44	
Total (system)	223	

Table 64
R16: The extent to which the principal inspires and leads
new and challenging innovations

	Frequency	Valid Percent
strongly disagree	4	2.2
disagree	4	2.2
slightly disagree	15	8.4
slightly agree	41	22.9
agree	101	56.4
strongly agree	14	7.8
Total (valid)	179	100.0
Missing	44	
Total (system)	223	

Table 65
R17: The extent to which the principal communicates and
operates from strong ideals and beliefs about schooling

	Frequency	Valid Percent
strongly disagree	2	1.1
disagree	5	2.8
slightly disagree	9	5.0
slightly agree	54	30.2
agree	82	45.8
strongly agree	27	15.1
Total (valid)	179	100.0
Missing	44	
Total (system)	223	

Table 66
R18: The extent to which the principal monitors the
effectiveness of school practices and their impact on student
learning

	Frequency	Valid Percent
strongly disagree	6	3.4
disagree	11	6.1
slightly disagree	22	12.3
slightly agree	62	34.6
agree	63	35.2
strongly agree	15	8.4
Total (valid)	179	100.0
Missing	44	
Total (system)	223	

Table 67
R19: The extent to which the principal adapts his or her
leadership behavior to the needs of the current situation and
is comfortable with dissent

	Frequency	Valid Percent
strongly disagree	8	4.5
disagree	30	16.8
slightly disagree	35	19.6
slightly agree	66	36.9
agree	29	16.2
strongly agree	11	6.1
Total (valid)	179	100.0
Missing	44	
Total (system)	223	

Table 68
R20: The extent to which the principal is aware of the details
and undercurrents in the running of the school and uses this
information to address current and potential problems

	Frequency	Valid Percent
strongly disagree	10	5.6
disagree	39	21.8
slightly disagree	34	19.0
slightly agree	56	31.3
agree	31	17.3
strongly agree	9	5.0
Total (valid)	179	100.0
Missing	44	
Total (system)	223	

Table 69
R21: The extent to which the principal ensures that faculty
and staff are aware of the most current theories and
practices and makes the discussion of these a regular aspect
of the school's culture

	Frequency	Valid Percent
strongly disagree	3	1.7
disagree	12	6.7
slightly disagree	14	7.8
slightly agree	66	36.9
agree	71	39.7
strongly agree	13	7.3
Total (valid)	179	100.0
Missing	44	
Total (system)	223	

Appendix O

Frequencies and Valid Percents for R_Q4

Table 70
R1. The extent to which the principal fosters shared beliefs and a sense of community and cooperation

	Frequency	Valid Percent
Submitted documentation	1	.6
Not sure	2	1.2
Intuitively	15	8.8
Reference call	70	40.9
Interview	83	48.5
Total (valid)	171	100.0
Missing	52	
Total (system)	223	

Table 71
R2. The extent to which the principal establishes a set of standard operating procedures and routines

	Frequency	Valid Percent
Intuitively	2	1.2
Not sure	3	1.8
Submitted documentation	40	23.4
Reference call	62	36.3
Interview	64	37.4
Total (valid)	171	100.0
Missing	52	
Total (system)	223	

Table 72
R3. The extent to which the principal protects teachers from issues and influences that would detract from their teaching time or focus

	Frequency	Valid Percent
Submitted documentation	1	.6
Screening test	2	1.2
Intuitively	3	1.8
Not sure	10	5.8
Interview	50	29.2
Reference call	105	61.4
Total (valid)	171	100.0
Missing	52	
Total (system)	223	

Table 73

R4. The extent to which the principal provides teachers with
materials and professional development necessary for the
successful execution of their jobs

	Frequency	Valid Percent
Intuitively	2	1.2
Not sure	7	4.1
Submitted documentation	41	24.0
Reference call	60	35.1
Interview	61	35.7
Total (valid)	171	100.0
Missing	52	
Total (system)	223	

Table 74

R5. The extent to which the principal is directly involved in
the design and implementation of curriculum, instruction,
and assessment practices

	Frequency	Valid Percent
Intuitively	3	1.8
Not sure	3	1.8
Screening test	4	2.3
Reference call	37	21.6
Submitted documentation	46	26.9
Interview	78	45.6
Total (valid)	171	100.0
Missing	52	
Total (system)	223	

Table 75

R6. The extent to which the principal establishes clear goals
and keeps those goals in the forefront of the school's
attention

	Frequency	Valid Percent
Screening test	1	.6
Not sure	2	1.2
Intuitively	3	1.8
Submitted documentation	14	8.2
Interview	70	40.9
Reference call	81	47.4
Total (valid)	171	100.0
Missing	52	
Total (system)	223	

Table 76
R7. The extent to which the principal is knowledgeable about current curriculum, instruction, and assessment practices

	Frequency	Valid Percent
Intuitively	4	2.3
Screening test	5	2.9
Reference call	10	5.8
Submitted documentation	16	9.4
Interview	136	79.5
Total (valid)	171	100.0
Missing	52	
Total (system)	223	

Table 77
R8. The extent to which the principal has quality contact and interactions with teachers and students

	Frequency	Valid Percent
Screening test	1	.6
Not sure	3	1.8
Submitted documentation	4	2.3
Intuitively	16	9.4
Interview	25	14.6
Reference call	122	71.3
Total (valid)	171	100.0
Missing	52	
Total (system)	223	

Table 78
R9. The extent to which the principal recognizes and rewards individual accomplishments

	Frequency	Valid Percent
Screening test	1	.6
Intuitively	8	4.7
Not sure	11	6.4
Submitted documentation	14	8.2
Interview	57	33.3
Reference call	80	46.8
Total (valid)	171	100.0
Missing	52	
Total (system)	223	

Table 79
*R10. The extent to which the principal establishes strong
lines of communication with teachers and among students*

	Frequency	Valid Percent
Screening test	2	1.2
Not sure	4	2.3
Submitted documentation	6	3.5
Intuitively	11	6.4
Interview	42	24.6
Reference call	106	62.0
Total (valid)	171	100.0
Missing	52	
Total (system)	223	

Table 80
*R11. The extent to which the principal is an advocate and
spokesperson for the school to all stakeholders*

	Frequency	Valid Percent
Not sure	6	3.5
Submitted documentation	8	4.7
Intuitively	12	7.0
Interview	45	26.3
Reference call	100	58.5
Total (valid)	171	100.0
Missing	52	
Total (system)	223	

Table 81
*R12. The extent to which the principal involves teachers in
the design and implementation of important decisions and
policies*

	Frequency	Valid Percent
Screening test	2	1.2
Intuitively	4	2.3
Not sure	4	2.3
Submitted documentation	8	4.7
Reference call	70	40.9
Interview	83	48.5
Total (valid)	171	100.0
Missing	52	
Total (system)	223	

Table 82
R13. The extent to which the principal recognizes and
celebrates school accomplishments and acknowledge failures

	Frequency	Valid Percent
Intuitively	4	2.3
Not sure	4	2.3
Submitted documentation	17	9.9
Reference call	69	40.4
Interview	77	45.0
Total (valid)	171	100.0
Missing	52	
Total (system)	223	

Table 83
R14. The extent to which the principal demonstrates an
awareness of the personal aspects of teachers and staff

	Frequency	Valid Percent
Submitted documentation	3	1.8
Screening test	5	2.9
Not sure	8	4.7
Intuitively	21	12.3
Reference call	54	31.6
Interview	80	46.8
Total (valid)	171	100.0
Missing	52	
Total (system)	223	

Table 84
R15. The extent to which the principal is willing to and
actively challenges the status quo

	Frequency	Valid Percent
Screening test	3	1.8
Submitted documentation	9	5.3
Not sure	9	5.3
Intuitively	14	8.2
Interview	59	34.5
Reference call	77	45.0
Total (valid)	171	100.0
Missing	52	
Total (system)	223	

Table 85
R16. The extent to which the principal inspires and leads new and challenging innovations

	Frequency	Valid Percent
Not sure	2	1.2
Intuitively	11	6.4
Submitted documentation	19	11.1
Reference call	69	40.4
Interview	70	40.9
Total (valid)	171	100.0
Missing	52	
Total (system)	223	

Table 86
R17. The extent to which the principal communicates and operates from strong ideals and beliefs about schooling

	Frequency	Valid Percent
Not sure	1	.6
Screening test	2	1.2
Submitted documentation	8	4.7
Intuitively	9	5.3
Reference call	23	13.5
Interview	128	74.9
Total (valid)	171	100.0
Missing	52	
Total (system)	223	

Table 87
R18. The extent to which the principal monitors the effectiveness of school practices and their impact on student learning

	Frequency	Valid Percent
Screening test	1	.6
Intuitively	2	1.2
Not sure	6	3.5
Submitted documentation	29	17.0
Reference call	48	28.1
Interview	85	49.7
Total (valid)	171	100.0
Missing	52	
Total (system)	223	

Table 88
R19. The extent to which the principal adapts his or her
leadership behavior to the needs of the current situation and
is comfortable with dissent

	Frequency	Valid Percent
Screening test	3	1.8
Not sure	9	5.3
Intuitively	14	8.2
Interview	54	31.6
Reference call	91	53.2
Total (valid)	171	100.0
Missing	52	
Total (system)	223	

Table 89
R20. The extent to which the principal is aware of the details
and undercurrents in the running of the school and use this
information to address current and potential problems

	Frequency	Valid Percent
Submitted documentation	3	1.8
Not sure	10	5.8
Intuitively	13	7.6
Interview	69	40.4
Reference call	76	44.4
Total (valid)	171	100.0
Missing	52	
Total (system)	223	

Table 90
R21. The extent to which the principal ensures that faculty
and staff are aware of the most current theories and
practices and makes the discussion of these a regular aspect
of the school's culture

	Frequency	Valid Percent
Intuitively	2	1.2
Screening test	2	1.2
Not sure	4	2.3
Submitted documentation	21	12.3
Reference call	38	22.2
Interview	104	60.8
Total (valid)	171	100.0
Missing	52	
Total (system)	223	

Appendix P

Sample of Search Associates Confidential Reference Form

Search ASSOCIATES

Administrative
Confidential Reference
This form will be copied for the benefit of potential employers

Candidate Name _____ Date Submitted _____

1. Your position or title when you supervised this candidate
2. What is the name of the school/organization where you supervised this candidate?
3. How long did you work with this candidate?
4. What are this candidate's greatest strengths?
5. In what areas would you like to see the candidate improve?
6. How would this person react to a decision he or she did not like?
7. How would this candidate react to constructive criticism?
8. What influence does this person have on school morale and "climate"?

9. Would you wish your school to retain or re-employ this candidate:
☐ with great enthusiasm ☐ with enthusiasm ☐ with neutrality ☐ with slight hesitation ☐ will not retain or re-employ

10. **Comments about this Candidate:**

Key to Column Headings
A = Outstanding   B = Above Average   C = Average   D = Below Average   F = Unsatisfactory   N/A = Not applicable or unknown

Checked Boxes Indicate Selection	A	B	C	D	F	N/A
13. Relationship with teachers	☐	☐	☐	☐	☐	☐
13. Relationship with students	☐	☐	☐	☐	☐	☐
13. Relationship with parents	☐	☐	☐	☐	☐	☐
14. Relationship with administrators	☐	☐	☐	☐	☐	☐
15. Relationship with Board Members	☐	☐	☐	☐	☐	☐
16. Genuine interest in children	☐	☐	☐	☐	☐	☐
17. Contributes positively to staff morale	☐	☐	☐	☐	☐	☐
18. Ability to communicate effectively	☐	☐	☐	☐	☐	☐
19. Ability to write clearly	☐	☐	☐	☐	☐	☐
20. Creativity	☐	☐	☐	☐	☐	☐
21. Leadership ability	☐	☐	☐	☐	☐	☐
22. Encouragement of high standards	☐	☐	☐	☐	☐	☐
23. Tolerance of frustration	☐	☐	☐	☐	☐	☐
24. Sense of organization and order	☐	☐	☐	☐	☐	☐
25. Ability to recruit top teachers	☐	☐	☐	☐	☐	☐
26. Communicates openly with others even when not in agreement	☐	☐	☐	☐	☐	☐
27. Work ethic	☐	☐	☐	☐	☐	☐
28. Initiative	☐	☐	☐	☐	☐	☐
29. Energy and stamina	☐	☐	☐	☐	☐	☐
30. Ability to solve problems	☐	☐	☐	☐	☐	☐
31. School attendance/punctuality	☐	☐	☐	☐	☐	☐
32. Enthusiasm	☐	☐	☐	☐	☐	☐
33. Ability to inspire	☐	☐	☐	☐	☐	☐
34. Sense of humor	☐	☐	☐	☐	☐	☐
35. Adaptability / Flexibility	☐	☐	☐	☐	☐	☐
36. Willingness to make tough decisions	☐	☐	☐	☐	☐	☐
37. Strength of character	☐	☐	☐	☐	☐	☐
38. Overall rating of candidate	☐	☐	☐	☐	☐	☐

Associate _____ Referee Name _____ Referee Address _____

Referee Contact Information
Phone:
Cell:
After Hours:
Skype:

Form Version O

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DAVID W. HARRIS
e-mail: intdavidh@gmail.com

Biography

David Harris was born in Vancouver, B.C., Canada in 1955 to Margaret Eaton Harris (nee Rand) and Frederick Walter Harris. David married Wendy Harris (nee Freedman), a high school math teacher. Together, they taught in three small towns in B.C. before beginning their careers as overseas educators. David taught for two years internationally before he assumed the position of Principal. David will be the new Director for the American International School of Zagreb beginning July 2013. David is a proud father to Katelyn Janine Brunskill (nee Harris) and Jordan William Harris who both received exceptional international educations that led to their successful completion of Applied Science &Engineering degrees.

Education and Certification

San Diego State University,	*1995*
Master of Arts: Educational Administration	
Canadian Institute of Financial Planning	1986
Chartered Financial Planner	
University of British Columbia	*1980*
Bachelor of Education: Geography, History, Physical Education	
Certification Held:	
Province of British Columbia Professional Teacher's Certificate	

Professional Experience

American International School Zagreb; Zagreb, Croatia	*2013 –*
Director	
Concordia International School Shanghai; Shanghai, People's Republic of China	*2003 – 2013*
High School Principal	
Karachi American School; Karachi, Pakistan	*1997 – 2003*
Secondary Principal (1999 – 2003)	
Teacher: AP European history, world history, economics, desktop publishing	
Similkameen Elementary/Secondary School; Keremeos, B.C., Canada	1990 – 1997
Teacher: grade 6, 7, & high school English, history, geography, business	
President: Keremeos Teachers' Association – 3 years	
Adam Robertson Elementary School; Creston, B.C., Canada	*1988-1990*
Teacher: grade 7	
Fort St. James Secondary School; Fort St. James, B.C., Canada	*1987 – 1998*
Teacher: high school history, physical education, consumer education	
Stenner Financial Services; Vancouver, B.C. Canada	*1994 – 1997*
Financial Advisor	
Fraser Academy; Vancouver, B.C., Canada	*1983 – 1994*
Teacher: grade 10 science, physical education, tutor	

Memberships

Phi Delta Kappa International,
National Association of Secondary School Principals,
Association for Supervision and Curriculum Development
Western Association for Schools and Colleges (WASC) Accreditation Visitation Team
Middle States Association – Accreditation for Growth Team Leader
Province of British Columbia Accreditation Visitation Team