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A Perceptional Analysis of the South Carolina Principal Induction Program as Perceived by Program Participants

Jerome Hudson
Clemson University, jeromehudson@anderson5.net

A PERCEPTIONAL ANALYSIS OF THE SOUTH CAROLINA
PRINCIPAL INDUCTION PROGRAM AS PERCEIVED BY
PROGRAM PARTICIPANTS

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Jerome A. Hudson
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Accepted by:
Dr. Jackson L. Flanigan, Committee Chair
Dr. Frankie L. Williams
Dr. Larry Grimes
Dr. Diane Ricciardi

ABSTRACT

School districts are grappling with the problem of an alarming number of certified principals who are choosing not to enter the principalship. In many cases those who do enter are exiting only after a few years of service. Principals cite the long hours, low pay, and the stress of accountability as major reasons they are leaving the profession. The average age of national school principals is 50.2 years. School districts are faced with the possibility of a mass exodus of administrative talent within the next few years.

The research question is: How are states and local school districts preparing quality principals during the crucial early years to assume and continue with quality leadership in schools across America? One early training program is the new principal induction program which is mandated in forty two states (Hertting.M, 2007). This research reviews one such training program, the South Carolina Principal Induction Program (SCPIP), for new principals. The SCPIP is a yearlong program designed to help socialize and inculcate new principals into the principalship. The research analyzed the effectiveness of the four major components of the SCPIP as perceived by the program participants. Participants completed a Likert survey designed to measure perceptions of Technical Support, Instructional Leadership, Correlates of Effective Schools Research and Mentoring for new principals.

A mixed methods (quantitative and qualitative) approach was utilized in order to provide stronger and more reliable research results. A twenty question Likert survey was administered to program participants during a training session in Columbia, South Carolina. Nine months later ten principals were contacted by phone for follow up

interviews. The ten principals included five principals of high performing schools and five principals of low performing schools. There were few differences in perceived effectiveness of the program based on demographics. The only two significant differences were principals from suburban school districts perceived the program as less useful than others. Also, female respondents rated the instructional leadership portion higher than their male counterparts. Overall the SCPIP received high marks from the program participants. The only area that was perceived less effective was the mentoring component. A concluding recommendation was state and local districts should do a better job of providing all new principals with proven mentors.

One unanticipated research finding was the revelation that in addition to the achievement gap and gap in funding equity, there was also a talent gap among school district administrators.

DEDICATION

This research is dedicated to my Lord and Savior, who is blessing me daily beyond measure. I also dedicate this work to my loving family for their support during these past eight years. I appreciate the fact that they never made me feel guilty for attending late classes, reading, writing and revising my work.

To my loving wife, Charlene, you are my best friend, confidant, and a major source of my inspiration. Charlene, you have always supported my career aspirations with encouragement and unflappable patience. I continue to count it a blessing to be married to such a wonderful young lady. Dylan, when I took my first class you were in the seventh grade, and now you are a sophomore in college. I am proud of the man that you have grown to be. Wesley, when I started this journey you were in third grade. Now, you are a sophomore in high school. I promise I will do a better job attending the last three years of your school events than I did the first nine years. To my brother Felix thanks for always being a consistent source of encouragement for me and so many others.

In addition to my wife, this research is dedicated to two other young ladies who share a special place in my life. The two ladies are eighty two years apart in age, but share the same special place in my heart. To my lovely eight year old daughter, Jada: you were in the womb when this journey started. Now you are a bright second grader. Remember, as long as one and one are two, there can never be a father who loves his daughter more than I love you. To my beautiful ninety year mother, Mrs. Corine R. Hudson: thanks for building the bridge for me. I continue to stand daily on your shoulders and the shoulders of my late father, Reverend Clifton A. Hudson.

TABLE OF CONTENTS

Table of Contents (Continued)

Table of Contents (Continued)

LIST OF TABLES

List of Tables (Continued)

LIST OF FIGURES

Figure   Page

CHAPTER ONE

INTRODUCTION

Leadership programs are used by state and local school districts across the country to develop the capacity of qualified school leaders. One such leadership program is the Principal Induction Program for newly appointed principals. The South Carolina Principal Induction Program (SCPIP) was created in 1998, as a part of the South Carolina Education Accountability Act. The general provision of the act states that "the General Assembly finds that the leadership of the principal is key to the success of the school, and support for ongoing, integrated professional development is integral to better schools and to the improvement of the actual work of teachers and staff" (SC Code of Laws, Section 59-24-5). (See appendix A).

There are forty two states with comprehensive induction programs designed to develop the skills of new principals (South Carolina Department of Education, 2008). The idea for induction programs in these forty two states originated with either the state legislature, or the state superintendent. The South Carolina Education Accountability Act of 1998 identifies an induction principal as any person appointed to serve for the first time as a building level principal, director of a specialized education unit, or occupational educational center (SC Code of Laws, Section 59-24-5).

This researcher designed a mixed methods (quantitative and qualitative) study to review the South Carolina Principal Induction Program ten years after its inception. The primary purpose was to determine how closely the program is following the mandates of the original legislation ten years after the original law was enacted. The South Carolina

Principal Induction Program was originally established to improve principal leadership capacity.

Statement of the Problem

Across the county there is a growing need to attract and retain highly qualified educators to serve in school administrative roles. Through more and more people are earning administrative certification, the problem is fewer certified teachers are applying for available principal positions, and many who do are exiting only after a few years (Black, 2004). The age when principals become certified, the cost of earning an administrative license and the harsh realities of the job are some of the primary reasons for the alarming shortage of qualified administrators available to fill current and foreseeable school principal openings (Ponder, 2005). In too many instances, principals have 60-80 hour work weeks that include overseeing instructional methods for better student achievement, dealing with non-instructional staff, completing piles of state and district paperwork and supervising evening activities such as performances and athletic events (Monoz, 2003). Many principals have little time with their families, tenuous job security, and little monetary incentives to stay in the field. At the same time, state and federal governments are placing more pressure on principals to improve student achievement and increase graduation rates (Anderson, 2002).

The literature about potential shortages of quality administrators is replete with alarms about the inability of school districts to fill vacancies in principal positions (Muse &Thomas, 2001 Hertting, 2007 Harmond, 2007, Goldstein, 2001 Pounder and Crow,

2005). School superintendents across America are faced with the untenable position of having to start school with temporary principals (Black, 2004). This trend began to manifest as early as the fall of 2000, when New York City Schools began with 163 temporary principals and Chicago schools started that same year with 39% of their principals already eligible for retirement (Goldstein, 2001). Nationwide the average age of the typical public school principal is fifty years or older. In South Carolina, the average principal is 48.2 years old (South Carolina Department of Education, 2009). Andrew Goldstein's research in (2001) revealed that 40% of the nation's 93,000 principals were expected to retire within five years. In South Carolina, 36% of the current 1,124 principals are eligible for retirement (SDE, 2008). School districts in South Carolina should prepare for the possible problem of socializing 405 or 36 % of the total principal population into leadership roles at any time during the next few years.

The rapid graying of public school principals, coupled with the increasing demands of the job, and wage disparities are exacerbating the problems of maintaining, attracting, and retaining highly qualified educators to serve as administrators in our nation's schools. Currently, most principal and assistant principal job openings result from the need to replace administrators who retire (Anderson, 2002). In South Carolina, 275 principals were in the state's Teacher and Employee Retention Incentive (TERI) retirement Program at the beginning of the 2008-2009 school year (SDE, 2008). This figure does not include assistant principals and other school administrators.

Goldstein (2001) attributed the high turnover rate in the principal ranks to the fact that often principals with the least amount of experience are assigned some of the most

difficult and challenging schools. In the winter of 2009, in South Carolina 46 or 54 % of the principals in the induction program were from districts that received a report card rating of below average or at-risk as determined by the South Carolina Education Oversight Commission (SDE, 2009). A major problem school superintendents are encountering across America is that new principals are often not ready to assume a position of school leadership. This lack of highly skilled new principals may be contributing to high levels of principal turnover, low morale, and low student achievement. Educators across the board increasingly see the role the school administrator as being more challenging and less desirable than it is worth (Ponder, 2005).

The question of principal shortage has been researched extensively, and the findings are conclusive that there is no shortage of certified administrators. Training institutions are graduating increasing numbers of certified principals each year; but, they are not looking to use this certification to enter into a career in school administration (Beem, 2003). The shortage in many instances is based on quality of the available pool of candidates. Superintendents are lamenting that they increasingly find it difficult to find qualified candidates for administrator vacancies. Even though superintendents are pleased with the individual they eventually hire, the search is grueling (Anderson, 2002). There were four recurring themes that are found in the literature on principal shortage and quality.

A brief overview of the four recurring themes on principal shortage is outlined below.

- Fewer candidates are applying for available positions

- Increasing numbers of inexperienced principals are practicing in the field

- There is an uncertainty with temporary principals in leadership positions in schools

- The graying of the principal continues to be a concern, for example the average principal is now fifty years or older.

This research looks at how states and school districts assist in developing principal capacity and potential for success once candidates are identified. One way states are developing principal capacity is the utilization of new principal induction programs. In 2006, there were 116 first time principals employed in school districts across South Carolina. The next year, 137 new principals were hired in South Carolina. In the fall of 2008, there were 97 new principals participating in the new principals' induction program. In South Carolina 350 or 31% of the total 1124 principals have three years or less experience at the helm of the school.

Because principal competency and leadership are crucial ingredients in creating and sustaining effective schools, it is important to understand how leadership programs are used by state and local school districts to develop capacity of qualified school leaders to meet mandates being placed on school principals from state and federal levels. Current research indicates that a weak instructional leader replacing a strong or effective

leader can undo inherited school success and student achievement within two years (Black, 2004).

Significance of the Problem

The problem of finding qualified principals for the nation's schools is significant because quality education in schools requires a high degree of performance on the part of the principal. Research findings on school effectiveness demonstrate a strong correlation between the effectiveness of the school principal and the effectiveness of the school (Wilmore, 2004). Considering 36% of the principals in South Carolina are eligible for retirement and another 31% of the principals have three years or less experience this could lead to a real problem in South Carolina. Also, nationwide the typical principal is fifty years or older, therefore, training programs that improve the quality of principal performance and principal retention are vital to the future quality of our schools.

Purpose of the Study

The purpose of this study is to examine the perceptions of participants regarding their experiences and participation in the program components of the South Carolina Induction Program for new principals. The legislation creating the South Carolina Principal Induction Program was originally passed as a part of the South Carolina Education Accountability Act of 1998 (SC Code of Laws, Section 59-24-5). The researcher wanted to see how closely the program is following the original intent of the legislation ten years after passage.   The researcher examined the perceptions of

elementary, middle, and secondary school principals who participated in the 2008-2009 program for new principals. The study focuses on how well participants perceived they were prepared to meet the four major requirements of the program. These four particular areas were chosen because they are a major portion of the original 1998, legislation.

- Technical support for curricular improvement.
- Instructional leadership skills necessary to help their faculties provide the most effective instructional programs possible.
- Implementation of effective schools research on implementing standards-driven system assistance to new principals.
- Proven mentors assigned by the state or school district.

Another important purpose of this study was to examine the difference in perceptions of principals in relation to demographic variables (socioeconomic status of students, location of the school, school size, gender of the principal, ethnicity of the principal, and school level: elementary, middle, and secondary) of the participant group.

Hypotheses

Based on the literature review the following hypotheses were formulated.

Hypothesis I: There is no significant difference among the perceptions of the program participants regarding the degree of effectiveness of the four (technical, instructional, effective schools, mentoring) components of the South Carolina Principal Induction Program.

Hypothesis II: There is no significant demographic difference among the perceptions of the program participants regarding the degree of effectiveness of the four (technical, instructional, effective schools, mentoring) components of the South Carolina Principal Induction Program.

Research Questions

The following primary research question guided the study. What are the perceptions of participants regarding their experiences and participation in the program components of the South Carolina Induction Program for new principals?

In addition, the following questions were used to guide the study. These questions were asked because they are following up on the original legislative mandates.

1. What are the perceptions of SC Induction Program for Principals participants regarding technical support for new principals?

2. What are the perceptions of SC Induction Program for Principals participants regarding development of instructional leadership skills?

3. What are the perceptions of SC Induction Program for Principals participants regarding the assistance they received on implementation of effective schools research?

4. What are the perceptions of SC Induction Program for Principals participants regarding their experiences with their mentors?

5. Are there differences based on demographic variables of the schools among the participants regarding their perceptions of their participation in the program components of the SC Induction Program for new principals?

Phone interviews were conducted with five principals of low performing schools and five principals of high performing schools to determine if experiences and perceptions of the SCPIP differ based on school performance. These follow up questions were conducted with five principals from each category.

1. What was the report card rating of your school when you became principal?

2. Tell me about the major challenges you faced as a first year principal.

3. How did your first year experiences in the South Carolina Principal Induction Program compare with what you were actually experiencing back at your school?

4. Tell me about the types of support that you received from your assigned mentor.

5. How did the training you received in the South Carolina Principal Induction Program help you to become a more effective instructional leader and principal?

6. What further information would you like to share about your experiences as a first year principal?

Theoretical Framework for the Study
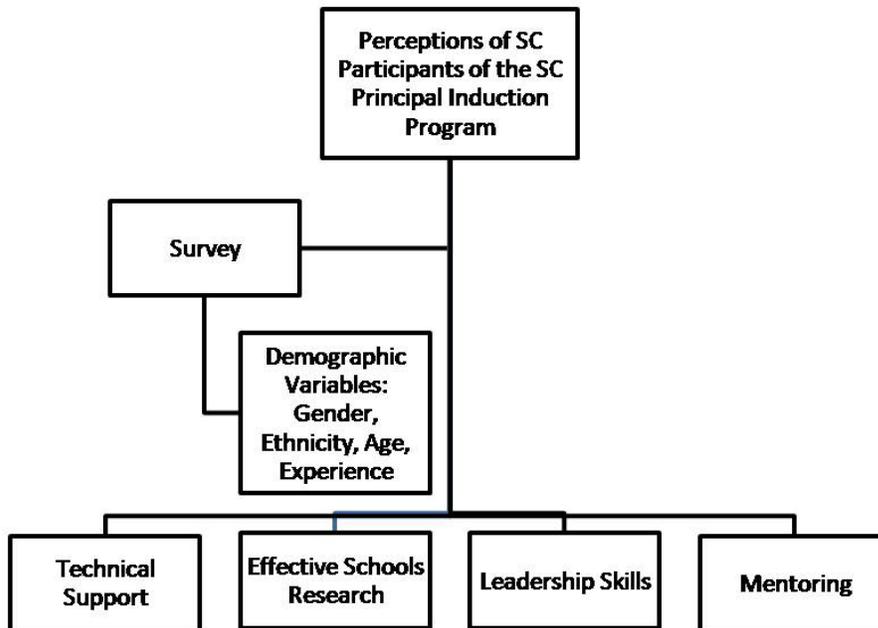
Figure 1.1

Theoretical Framework for the Study

The theoretical framework for this study is embedded or grounded in two central thoughts about leadership programs in shaping leadership practice and organizational success. The framework explores the relationship between the theories of adult learning and role socialization in providing quality principal leadership for school success.

Adult learning is the interactive relationship of theory and practice (Ross, 2002). The theory of adult learning was founded by Malcolm Knowles (Ross, 2002). Knowles contrasted the concept of andragogy, meaning "the art and science of helping adults

learn" with pedagogy, the art and science of helping children learn (Merriam and Cafferella, 1999).

In educational settings adult learning is aimed at not only improving individual knowledge and skill, but ultimately it is the goal to improve the organizational performance by transfer of learning directly to work applications (Yi,2005). Yi, suggest three methods to transfer learning in adult organizations: Problem Based Learning which seeks to increase problem- solving and critical thinking skills; Cooperative Learning which builds communication and interpersonal skills; and situated learning, which targets specific technical skills that can be directly related to the field of work (Yi,2005). Each of these methods support the assumptions about how adults learn; specifically they are more self-directed, have a need for direct application to their work, and are able to contribute more to collaborative learning through their experience (Yi,2005).

Leadership programs are giving increased attention to leader socialization for the purpose of assisting novice leaders as they step into challenging leadership positions. Socialization is the process by which an individual acquires the knowledge, skills and dispositions needed to perform effectively in a new leadership role (Aiken, 2002). Leader socialization is the process of being integrated into the existing group, validated by social processes, and granted legitimacy by subordinates and superiors (Aiken, 2002). Role socialization is important because induction principals need to learn about the experiences, conflicts and challenges that define the current school culture, before they can have a serious impact on future student achievement and school success.

Research Design

The primary research design is a 20 question Likert type survey that was administered to the 2008-2009 program participants (Appendix B). The survey was modified from an existing research instrument developed by a Clemson University professor, based on research she had done on the South Carolina Principal Induction Program. The researcher sampled former program participants before the survey was given to the principals in the 2008-2009 induction program. The survey focused on the components of the South Carolina Principal Induction Program designed to prepare new principals to meet the legislative mandates of the program. The survey also included open-ended questions regarding the mentoring component of the program.

The survey instrument was developed for data collection from induction principals from the 2008-2009 school year. The survey instrument consisted of four parts. The first part of the instrument requested demographic data. 1. School type; 2. School location; 3. Experience; 4.Years in education; 5. Education level; 6. Ethnicity; 7. Gender; 8. Age. In the second part of the questionnaire, the participants indicated their perceptions of the four components (Technical assistance, leadership, effective schools research, and mentoring) of the South Carolina Principal Induction Program.   All data were entered into excel. Descriptive statistics was used to analyze and report findings in this research.

Definition of Terms

In this study, the following definitions of terms are presented to help define and clarify key concepts.

- TERI- Teacher and Employee Retention Incentive Program, created to retain veteran teachers in the classroom. This program is in South Carolina and is open to any State Employee.

- ADEPT- Program for Assisting, Developing and Evaluation Principal Performance. This evaluative instrument was developed by the Education Accountability Act of 1998, to evaluate principal performance.

- Induction Principal- any person appointed to serve for the first time as a building level principal, director of a specialized education unit, or occupational education center (SC Code of Laws, Section 59-24-5).

- ISLLC- Interstate School Leaders Licensure Council- These standards were drafted by personnel from 24 state education agencies and representatives from various professional associations. The standards present a common core of knowledge positions, and performances that will help link leadership more forcefully to product in schools and enhanced educational outcomes. These are a part of the standards based curriculum for education leadership courses in South Carolina.

- Mentor- an experienced, principal or director selected to provide support and assistance to new principals

- Technical assistance- support provided to principals to train them on how to use data to support curricular decisions and improve instruction.

- Instructional leadership- skills necessary to help principals provide the most effective instructional program for teachers and students.

- Effective schools research- providing principals with proven scientifically based research to improve instruction and student achievement.

Delimitations

In order to narrow the scope of this study the participants were limited to 97 first year principals in South Carolina. The principals in the study participated in the 2008-2009, South Carolina Principal Induction Program. Follow up interviews were done with only ten participants. Five participants were from low performing schools and five from high performing schools.

Limitations

There are limitations in this research. The major limitation maybe the reliability of the data collected. Data was collected through the use of a survey instrument and interviews. It is assumed that the information reported is accurate and not biased. A reliability test of the research instrument was completed by the researcher and his advisor. The researcher utilized internal consistency to determine the reliability of questions. The results of the instrument were consistent when the questions were administered a second time to a different set of participants. Another limitation of this

study is the assumed relationship between training programs and leadership capacity. A final limitation of this research is the limited sampling number decreases the gereralizability of the findings

1. The survey instrument/participants were limited to principals in South Carolina based on their perception of the South Carolina Principal's Induction Program. Additional research might include perceptions of principals from other states with different induction programs. Is it realistic to generalize the results of research done in one state on first year principals to the broader community?

2. The number of respondents 97 could be considered a limitation. In quantitative research it is always more reliable to draw conclusions from data when there are a larger number of respondents.

Significance of the Study

This study is significant for several reasons; first, the findings will inform state policy makers, university principal preparedness program designers and leaders of school districts about successful mentoring for new principals, and principal induction program components that help to promote participants' professional development and leadership effectiveness. Second, school leaders can review the outcomes of this study to improve the South Carolina Principal Induction Program and other district level principal training programs across the state and nation. Third, this study is significant because results have implications for continued funding of induction programs in lean budget times in states

and school districts. This study is significant, because better school leaders have potential to lead to higher student achievement.

Organization of the Study

This study contains five chapters, described as follows.

- Chapter one includes the introduction, problem statement, purpose, research question design and instrumentation. This chapter also includes a definition of terms, assumptions, delimitations and limitations, significance of the study, theoretical framework, and summary of the study.

- Chapter two contains a review of literature and material relevant to the topic of discussion.

- Chapter three describes the design of the study, states the problem, and explains the sample selection, instrumentation, and methods for collecting and analyzing the data.

- Chapter four is a presentation of the findings and results of the data collected in relation to the questions posited in the introduction.

- Chapter five is a compilation of the conclusions, and recommendations for further study and research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

"Behind every great school is a great principal" was a survey statement agreed upon by 99 percent of hundreds of polled superintendents (Farkas, Johnson, Duffet, Foleno, & Foley, 2001). When *Time* magazine picked six schools of the year in May 2001, the one thread they had in common was dynamic, dedicated, principals who inspired teachers, parents, and students to do more than anyone thought possible (Goldstein, 2001). In congressional hearings in 2003, Senator John Kerry (D-MA) observed, "Every school in this country that works begins with the leadership of the school itself" (Hertting, 2007). There is little doubt in the minds of the public that an effective principal is a perquisite to school improvement (Phenis-Bourke, 2006).

Leithwood, Anderson and Wahlstrom's study (as cited in Bloom, Danilovic and Fogel, 2005) revealed a strong consensus around the importance of the principal in the school improvement process. They cited a study by the universities of Minnesota and Toronto which concluded, "Leadership not only matters; it is second only to teaching among school related factors in its impact on student learning. Only a skilled principal is in a position to diagnose and act on a schools need (Portin, B; Schneider, P; DeArmond, M. Gundlach, L., 2003).

Although the relationship between the principal's action and student achievement was indirect, the importance of this role for developing and maintaining school culture, promoting a vision of academic success for all students, and creating professional

17

learning communities has clearly been supported research and theory (Hallinger and
Heck, 1996; Leithwood and Jantzi, 2000).

It was the principal who was in a position to ensure that good teaching and
learning spreads beyond single classrooms, and that ineffective practices were not simply
allowed to fester (Hammond, 2007). In response to reform, school leaders were expected
to reconceptualize work from a traditional management-orientation to a performance –
orientation that guarantees high achievement for all students (Ricciardi, 2001). Principals
should be committed leaders who understand instruction and have the ability to develop
capacities of teachers and schools into vibrant learning communities. Hoerr (2007)
concluded that principals should be instructional leaders by offering vision, direction, and
expertise to ensure that students learn.

Andrew Goldstein (2001) concluded that without a new, expanding corps of
highly competent leaders, failure at American Schools will never go away. "If we believe
that improving our schools is a critical national priority, if we believe that leaders make a
difference in schools, and if we believe that good leaders are in short supply, then the
time and energy spent on the preparation and support of school leaders is an investment
in the future of Society" Teitel (as cited in Phenis-Bourke, 2006).

Groff (2001) revealed a missing link in the overall education improvement
package has been recruitment and retention of school leaders. In "Growing Their Own"
Gene Spanneut (2008) reviewed a program in central New York design to grow leaders.
The goals were to identify entry-level school leaders from educators within their schools
and the region; to give these candidates a chance to learn about educational leadership; to

offer them incentives to pursue graduate programs for administration certification; and to provide paid internships for them in our districts (Spanneut, 2008).

Importance of Recruiting Quality Principals

This research continued with a review of four (graying principals; fewer candidates; increasing inexperience; and temporary leadership) recurring themes that are problematic in recruiting and retaining quality principals and building leadership capacity once candidates were identified and assigned positions in the public schools of America.

The Graying and Exodus of the Principal

NAESP members reported in a one- question survey in 2002 indicated that 66 percent would retire in the next six to ten years (NAESP, 2008). A report in 2003, by the Education Research Service estimated that 40 percent of the country's principals would retire within the next ten years (Beem, 2003). The number of principals eligible for retirement is reaching unprecedented levels; currently, 56 percent of the nation's principals are close to retirement age; opening opportunities for thousands of new principals. Bingham (2003) reported that the retirement and resignation rate of principals could lead to future shortages as more principals become eligible for retirement.

A study conducted by RAND Education for the Wallace-Reader's Digest found that the nation's principals, like its teachers, were growing older as a group. From 1988 to 2000, the average age of principals increased from 47.8 to 49.3 in the public sector and from 46 to 49.9 in the private sector. There has also been a dramatic shift in the age at

which people become principals. In 1988, 38 percent of new public school principals (i.e., those with three or fewer years of experience as a principal) were 40 or younger; by 2000, the figure was 12 percent. For new private school principals, the shift was similar but comparatively less dramatic (RAND, 2003). The trend of new principals starting out older was similar in the researcher's district. In the fall of 2009, four of five new principals in the researcher's district were forty five or older.

According to the National Center for Education Statistics, fully 56% of current public school principals were age 50 or over, which put them within reach of retirement age (Hall, 2008). Gary Marx's review of trends in US education (as cited in Crow, 2006) identified that older administrators will, for the first time, out number young administrators. Again, nine of fourteen principals in this researchers district were fifty or above. A 1998 national survey by NAESP found that the majority of active elementary and middle school principals, whose median age was fifty planned to retire by age 57 (Hammond, et al. (2001).

A body of researchers provided anecdotal and empirical evidence indicating that although there are adequate numbers of persons qualified for the principalship, there is a shortage of applicants for vacant posts (Educational Research Service (ERS), 1998; Hough, 2000; Institute for Educational Leadership (ILE), 2000; National Policy Board for Educational Administration (NPBEA), 2001; Public Agenda, 2001; U.S. Department of Education (USDOE), 2000).

The graying and exodus of principals was exacerbated by the tendency of schools and districts to hire older new principals and by the retirement programs themselves,

which often created incentives for early retirement. Schools, districts, and states need to address this issue by reaching out to younger people to fill administrative positions while also changing the early retirement incentives built into their system (RAND, 2003). The researcher's home state of South Carolina instituted the Teacher and Employee Retention Incentive Program (TERI) program in 1998 to retain veteran teachers and administrators.

The aging of the baby boom generation has created a shortage of qualified principals in many educational jurisdictions. Policy makers have responded to these pressures by initiating major programs to identify, recruit, and prepare future leaders. Leadership succession, whether planned or unplanned, has become an accelerated and cumulative process that is including people of increasing levels of inexperience. Succession is now a chronic process rather than an episodic crisis (Fink, 2006). As a result of these conditions, individual schools and school districts should closely monitor local market conditions and personnel management practices in order to target solutions before they become major problems.

Fewer Candidates Applying for Available Positions

Groff, (2001), reported school principals have a tremendous impact on making a school successful. But not enough educators want the job, because basically, any problem society is facing is found in the schools. In July 2001, the Los Angeles Times reported that California was producing 2,000 to 3,500 newly licensed administrators each year, yet only 38 percent actually assume leadership positions in California Schools (Lovely, 2004; Oliver, 2001). In this researchers school of fifty teachers there were six teachers with

administrative certification. When the most recent administrative vacancy occurred, only one of the six eligible candidates applied for the position.

Every year fewer and fewer qualified applicants are seeking positions as principals as revealed in Dukess (2001) work with New Visions for Public Schools, New York, New York. Educators across the board increasingly see the role of the school administrator as being more challenging and less desirable than the job is worth (Pounder & Crow 2005).

Several studies have documented the reluctance on the part of qualified, certified teachers to seek this important position (Association of California of California School Administrators (ACSA), 2000; ERS, 1999, 2000; IEL, 2000; National Commission on Excellence in Educational Administration (NCEEA), 1987; NPBEA, 2001; New Visions for Public schools (2000); Pounder and Crow, 2005; Hammond, 2007).

Many students currently enrolled in educational leadership courses have indicated that they do not plan to be principals (NAESP, 2008). The primary reasons they cite are the long hours and difficulty of the position in today's climate of standards and accountability. W. Norton Grubb (as cited by Gutterman, 2007) notes, if principals don't bring schools up to standards, they lose their jobs. During the 2007-2008 school year in Charleston South Carolina, seventeen of the districts eighty schools had new principals and forty three had changed principals since the 2003-2004 school year (Courrege, 2007). In the winter of 2009, South Carolina Superintendent of Education Jim Rex sought legislative approval to replace principals in chronically failing schools (Barnett, 2009). As a result, we have seen a lot of teachers who look at the job of principal and decide it's

not worth it. The additional salary is not all that great, and the additional work load is all that great". In this researchers school eight teachers with National Board Certification, have a higher salary than the assistant principal. There were three teachers with a higher per day salary than the principal. Contemporary principals report growing concern about the barriers of stress and time as well as about changes in the principalship including increased responsibility and decreased autonomy and authority (Goodwin, 2003).

Across the country there is a growing need to attract and retain highly qualified educators to serve in school administrative roles. Though more and more people are earning administrative certificates, few are actually applying for available principal positions (Munoz, Winter, & Rinehart, 2003). Age, the cost of earning an administrative license, and the harsh realities of the job are some of the primary reasons discouraging many qualified administrators from applying for principal openings (Ponder, 2005). Carl J. Weingartner (2001), coordinator of the Extra Support for Principals(ESP) program in Albuquerque, New Mexico, reported in a district with 83,000 students and 126 schools, he often had to advertise two or three times in order to get enough qualified applicants. Munoz et al. (2003) found the largest barriers were the respondents' satisfaction with their current job and the notion of having inadequate authority given the high- stakes accountability now demanded of principals. Other factors, such as the long hours, little time with family, no job security, and the effect of the job on the spouse's career were also cited as barriers.

A study conducted by the Educational Research Service with the assistance of the Gordon S. Black Corporation (1998) found many other factors that discouraged potential

principal applicants. The most frequently mention barrier was that, compared to job responsibilities, the compensation for the principal position was not sufficient to encourage applications. In addition, the stress of the job, as well as the time demands that comes with a principalship, were also large discouraging factors (ERS, 1998).

A report by the Wallace foundation found that training programs need to be more selective in identifying promising leadership candidates as opposed to more open enrollment. They should put more emphasis on instructional leadership, do a better job of integrating theory and practice, and provide better preparation in working effectively with the school community. They should also offer internships with hands-on leadership opportunities (Hammond, 2003). Ericson and Marlow (as cited in Aiken, 2001) Reveals that principals new to school leadership found themselves struggling with feelings of isolation, problems of time management, a complexity of student/family problems, and unfamiliar challenges associated with working through the art of political compromise as they learn to deal with school boards, teacher unions, human services, and state department mandates. John Goodlad (as cited by ERS, 1998) reported that, "it is simply not established procedure in the educational system to identify and groom cadres of the most promising prospects for top positions". There should be a continuous district-wide effort to identify employees with leadership potential. Using peer recognition as a starting point for identification, districts must be willing to make an investment designed to pay off in the future (Hammond, 2003).

Increasing Number of Inexperienced Principals

Due to the complex nature of school leadership, the success of the entry-level administrators may lie in their ability to engage in relevant development activities early in their administrative careers (Ricciardi, 2000). Daresh, (as cited by Ricciardi, 2000) reveals that school leaders maybe frustrated and anxious about their jobs and feel inadequate about their capacity to perform. New administrators commonly identify concerns regarding a) role clarification, b) technical expertise, and c) socialization. Archer (as cited by Lovely, 2003) reports nearly half of the 1,100 public schools in New York City are managed by principals with less than three years experience.

The aging of the baby boom generation has created a shortage of qualified principals in many educational jurisdictions. Policy makers have responded to these by initiating major programs to identify, recruit, and prepare future leaders. Leadership succession, whether planned or unplanned, has become an accelerated and cumulative process that is including people of increasing levels of inexperience. Succession is now a chronic process rather than an episodic crisis (Fink, 2006). In 2001, one half of the principals in a San Antonio, Texas school district retired at the end of the school year (Groff, 2001).

In South Carolina there were 350 principals with three or fewer years of experience at the helm of the school in the fall of 2008 (SDE, 2009)

Temporary and Interim Principals in Leadership Positions

Many students who were already facing numerous challenges are now attending schools that have temporary or no leadership. In New York City, students in 163 schools started the school year with a temporary principal (Groff, 2001).
In 2002-2003, the state of Washington summoned 34 retired principals back to work to fill in as districts desperately sought new prospects (Lovely, 2003).

The Chicago Public Schools began the 2002-2003 school year with 43 interim principals and another 154 principals with contracts set to expire at years end (Beem, 2003).

In Illinois, New York, California, Massachusetts, and several large states the trend has been to hire interim superintendent administrators/ consultant services to provide a pool of candidates to school districts to fill in temporary positions. Beam (2003) notes retirees are attractive because they are a known quantity and they are not looking to use the interim job as a stepping stone to further their careers. The most significant thing an interim principal does is steady the ship by providing a calming effect and instant credibility (Been, 2003).

In South Carolina there were 38 interim or temporary principals leading schools at the beginning of the 2008-2009 school year (SDE, 2009).

Overview of South Carolina Principal Demographic and School Performance as Determined by the South Carolina Oversight Commission

In South Carolina there were 1,102 principals in the state in 2008-2009. There are 658, elementary principals, 243, middle School principals and 191, secondary principals.These principals constitute the leadership in all the elementary, middle and secondary schools across the 85 school districts in South Carolina. The state education oversight commission issued its annual state school report card on February 20, 2009, and the results were described by the state superintendent as bewildering. More schools rated on the lower end of the states accountability scale (Di Bagno, 2009). One school district scored excellent and five of the eighty five scored Good. The remaining seventy nine school districts scored average, below average and at-risk.

State Superintendent Jim Rex, stated; "it's disappointing to see more schools struggling at the low end of the scale. Nearly all of the schools rated average and below serve extremely high concentrations of children living in poverty, and we have to get more creative in how we help them. This is a national problem, not just a South Carolina problem. And poverty levels are worsening, as the number of children living in poverty statewide continues to grow and make gains more challenging in more schools"(Di Bagno, 2009). In nearly a quarter of the state's schools, 90 percent of the students live in poverty. More than half, 53 percent of South Carolina students are receiving free or reduced lunch based on low income. Officials cited the challenges teachers face due to the rising poverty levels in South Carolina Schools. Nearly a quarter of the schools statewide are in extreme poverty. In one third of the South Carolina schools, poor students make up between 70 and 90 percent of the school's population (Adcox, 2009).

More South Carolina students last year attended schools that rated average or lower on report cards that the state issued to schools and school districts (Barnett, 2009). The reasons according to the state Education Oversight Committee, is that the lowest-performing schools are losing students and finding it more and more difficult to find high-quality teachers (Barnett, 2009). The mixed results coupled with a trend of increasing poverty has been fueling an attempt by state Superintendent of Education Jim Rex to get legislative approval for a pilot program to bring in "turnaround principals" to replace principals in chronically failing schools (Barnett, 2009).

Statewide, scores on the Palmetto Achievement Challenge Test were generally improved from the previous year, but the score required to make the grade also rose. So unless schools did better on the test and other measures, they did worse on the report card (Barnett, 2009).

The list below represents the most recent (2008) report card ratings of schools in South Carolina.

- 97 rated excellent, up from 75 in 2007

- 182 rated good, down from 223

- 403 rated average, up from 370

- 185 rated at risk, up from 170

- 183 dropped (36 percent) of them to below average or at risk

School districts' state report card ratings declined overall in 2008, with more than half falling into the bottom two tiers, despite gains in student performance, according to data released Friday, February 20, by the state Education Department (Adcox, 2009).

One of the state's 85 school districts –Fort Mill in York County- earned the highest mark overall of "excellent", up from none in 2007. But, 35 districts fell into the "below average" category, up from 22.The number of schools rated excellent increased by 22, to 97 schools (Adcox, 2009). But the number of schools in the bottom five categories that were labeled "at risk" increased by 15 to 185.

Issued yearly since 2001, state report cards grade districts and schools on how well there're meeting South Carolina's education accountability goals, set in a 1998 law. The five scoring categories are excellent, good, and average, below average and at risk, previously called unsatisfactorily. The ratings were based on student performance on standardized test taken in the spring (Adcox, 2009).

The number of troubled schools labeled Palmetto Priority due to their continual lack of academic progress jumped from 16 to 41. A number of the priority schools will be picked for a pilot program, in which the state will help choose a principal who will have the authority to let underperforming teachers go following a year long evaluation. The program will also entice the best teachers to stay and others to come, which could include signing bonuses, help with housing and performance pay.

The Components of Principal Induction Programs with Emphasis on the Theories of Adult Learning and Role Socialization

McFadden (2006) suggest that a key ingredient in preparation of school leaders has been missed and that is the link between preparation, post-preparation service, and induction. Testimonials regarding principal induction revealed a history of neglect or, at best minimal implementation (Petzko, 2004). When comparing induction services

available to professionals in medicine, law, business, and the military with inductions services available to school leaders, the study found that school leaders were not being supported during the crucial early years of their careers on the same level as other professionals (Spencer, 2003). Elsberry's work (as cited in Petzko, 2004), revealed that first year principals in Alabama, Mississippi, and South Carolina identified induction practices they considered most effective. Foremost on the list were summer induction conferences in which the beginning principal could learn about the job and its specifics without the stress of the daily operation of the school. When asked "Which was the most valuable in preparing you for your current position?" fifty two percent of principals surveyed responded that it was the mentoring and guidance they received from colleagues; (Public Agenda, 2001). Particularly for those with no previous administrative experience, mentoring is essential in preparing for new positions (Villani, 2006).

In *Mentoring for School Leaders*, Sciarappa (2007) indicated mentors using blended coaching techniques in the context of the Interstate School Leaders Licensure Consortium (ISLLC) Standards provided sustained, solid leadership and steady school improvement. The authors contended that professional support offered through induction and mentoring increases the probability that new principals remain in leadership positions and become great principals.

Principal Induction Programs

Induction programs should help candidates stay focused on the big picture. The program should help demystify leadership practice, and provide opportunities for

collaborative and reflective learning. Induction programs should respect the immediate needs of the new administrators. Howley (as cited in Lashway, 2003) found that new principals in a leadership academy expressed a strong preference for focusing on what one called "practical hands- on, get me through-the- first year-so-I can survive stuff." They were much less interested in reflective portfolio activities centered on the ISLLC standards. Striking the right balance was a key challenge in induction programs. Districts used a wide array of strategies, including portfolios, professional development plans, study groups, leadership academies, focus groups, peer coaching, workshops, and retreats (Peterson, 2001).

Induction is especially powerful when it is embedded in the culture of the district, not just a one- shot "extra" activity for new comers. Induction should assist principals to internalize the districts culture of continuous learning and improvement (Lashway, 2003). Judith Aiken's work with induction principals identified five key needs that characterize the induction period:

- The need to find one's voice and vision;

- The need to form alliances and networks;

- The need to develop a leadership persona;

- The need to find a balance between custodianship and innovation; and

- The need to make connections with the larger community (Aiken, 2002).

Additional evidence of the need for induction and mentoring came from a publication jointly prepared by NAESP and NASSP. Current and former principals were interviewed regarding their own experiences and preparation for the job.

Overwhelmingly the greatest strength of preparation was linked with a mentor relationship with a strong principal (Educational Research Service, 2000).

Although direct empirical evidence was scarce, some researchers have speculated that formal induction programs improved retention. Linda Morford (as cited in Lashway, 2003), after interviewing ten new rural principals who had no access to any kind of induction program, found two years later that nine of them had either moved on to other positions or returned to teaching.

Characteristics and Elements of Effective Principal Induction Programs

The following list represents a compilation of the components and characteristics of effective Principal Induction Programs as determined by the researcher's comprehensive review of the literature.

- A comprehensive and coherent curriculum aligned with state and professional standards, in particular the ISSLC standards, which emphasize instructional leadership;

- A philosophy and curriculum emphasizing instructional leadership and school improvement;

- Active, student-centered instruction that integrates theory and practice and stimulates reflection. Instructional strategies include problem-based learning; action research; field-based projects; journal writing; and portfolios that feature substantial use of feedback and assessment by peers, faculty, and the candidates themselves;

- Faculty who are knowledgeable in their subject areas, including both university professors and practitioners experienced in school administration;

- Social and professional support in the form of a cohort structure and formalized mentoring and advising by expert principals;

- Vigorous, targeted recruitment and selection to seek out expert teachers with leadership potential; and

- Well-designed and supervised administrative internships that allow candidates to engage in leadership responsibilities for substantial periods of time under the tutelage of expert veterans (Hammond, 2003).

- Techniques on creating and sustaining a school culture that focuses on high achievement and helps teachers to collaborate and work together

- Expand knowledge base and practice regarding supervision and evaluation of staff

- Recognize and implement effective educational practices in a standards-based classroom

- Provide instructional leadership by guiding the instruction of teachers within the school building and supporting their instruction by serving as a knowledgeable resource

- Provide teachers appropriate strategies around standards

- Collaborate with a variety of groups including teachers, students, parents and local community members on matters that impact the school community and learning environment

- Communicate clearly with staff, central office, and parents

- Develop approaches for collecting student data and engage all staff in analyzing and using data to inform decisions about curriculum and student performance

- Balance management and instructional leadership

- Connect the work of the classroom with the extended school community through the vehicle of School Councils

- Provide training in school Improvement plan Development

- Identify processes for working as a group to plan strategies for school growth and improved student learning

- Engage other community groups to gain support for school programs

- Exercise a leadership role in the implementation and oversight of state special education law, regulations (IDEA'97 and 504 plan regulations) and processes

- Know and understand budget planning and management

- Understand and utilize conflict resolution and problem solving strategies.

When districts provided opportunities for teachers to engage in authentic leadership and socialization experiences with school administrators, they demonstrated the value of the principalship and its requirements, and as a result, talented educators sought the position.

Adult Learning

Learning can be defined formally as the act, process, or experience of gaining knowledge or skills. Working with adults requires an understanding of how previous

learning may interfere with gaining new knowledge (Sciarappa, 2007). In contrast, memory can be defined as the capacity of storing, retrieving, and acting on that knowledge. Learning helps us move from novices to experts and allow us to gain new knowledge and abilities (Conner, 2008).

Adult learning is the interactive relationship of theory and practice. For example, the adult learner studies a particular theory and then puts it into practice when presented with the opportunity to do so (Ross, 2002). The field of adult learning, termed andragogy, developed from pioneering work by Malcolm Knowles including his landmark book The Adult Learner; A Neglected Species (Kisamore, at el. 2008).Knowles contrasted the concept of andragogy, meaning "the art and science of helping adults learn" with pedagogy, the art and science of helping children learn (Merriam and Cafferello, 1999). Knowles' theory of andragogy was an attempt to develop a theory specifically for adult learning. Andragogy makes the following assumptions about the design of learning: (1) Adults need to know why they need to learn something (2) Adults need to learn experientially, (3) Adults approach learning as problem-solving, and (4) Adults learn best when the topic is of immediate value. Knowles emphasized that adults are self-directed and expect to take responsibility for decisions (Conner, 2008). The Knowles theory is based on the belief that adult learners are most successful when directing their own learning. He identified the following characteristics of adult learners:

- Adults are autonomous and self- directed.

- Adults are goal oriented.

- Adults are relevancy- oriented.

- Adults are practical, focusing on the aspects of a lesson most useful to them in their work.

- As do all learners, adults need to be shown respect.

Another aspect of adult learning is motivation. At least six factors serve as sources of motivation for adult learning:

- Social relationships: to make new friends, to meet a need for associations and friendship.

- External expectations: to comply with instructions from someone else; to fulfill the expectations or recommendations of someone with formal authority.

- Social welfare: to improve ability to serve mankind, prepare for service to the community, and improve ability to participate in community work.

- Personal advancement: to achieve higher status in a job, secure professional advancement, and stay abreast of competitors.

- Escape/Stimulation: to relieve boredom, provide a break in the routine of home or work, and provide a contrast to other exacting details of life.

- Cognitive interest: to learn for the sake of learning, seek knowledge for its own sake, and to satisfy an inquiring mind (Lieb, 1991).

Attention to adult learning theory must be evident in the development of any ongoing support system for school principals. Schools and districts as work environments should help administrators expand their knowledge and skills.

Proponents of the pedagogical model insisted that learners remain dependent on the teacher. Typically, the pedagogical type of learning takes place in the public

education system in kindergarten through Grade 12 with the teacher in control of what was being taught and of what outcomes were expected of the learner. In the andragogical model, the teacher does everything possible to help learners take increasing responsibility for their own learning (Phenis-Bourke, 2006).

Adult learning theorists, Knowles and Levine (as cited by Ricciardi, 2000) contended that graduate schools seldom accommodate the needs of adult workers. Administrator job succession and induction research suggests that formal entry experiences such as internships and mentoring can help administrators succeed in the early years (Ricchardi, 2000). Individuals should determine what pedagogy will maximize their opportunity to apply new knowledge, practice new skills, and receive regular feedback regardless of where they are in their career (Petzko, 2004).

The content and substance of professional support must be consistent with what is known about how adults learn (Petzko, 2004).The National Staff Development Council 2001, report (as cited in Petzko, 2004) charges that professional development must take place within a delivery system that is supportive of adult learning theory, that the adult learner must be actively involved in the process, and that activities and new knowledge must be tied to prior learning. The approach must be job-embedded and ongoing to effectively support principals and their professional development.

Understanding adult-learning research enables the professional program planner to design a precise and productive program. Daresh (1997) provides recommendations for improving administrator preparation programs, including: principals of adult learning which should guide practice in these programs; programs should help principals acquire

skills as moral and ethical leaders; more mentoring programs with experienced administrators should be provided; authentic performance assessment should be used (Daresh, 1997).

Socialization

There is some evidence that organizational socialization (the learning a principal experiences in a new job) has a greater influence on the development of new administrators than formal socialization (university degree programs and training situations), and in fact moderates the effects of previous learning" (Mullen, 2004). Increased attention is being given to leader socialization for the purpose of assisting individuals as they step into challenging leadership positions. The goal of this section is to see how principals learned about the culture of their schools and their places in them and the experiences that shaped their social and cultural transitions.

Although principals may retain their position for several years, what largely determines their long-term success is the manner in which they are socialized into the school (Lovely, 2004).

Socialization is the encompassing of those processes by which an individual selectively acquires the knowledge, skills and dispositions needed to perform effectively the role of school leader. Hart (2002) sees socialization as the process of being "integrated into the existing group, validated by subordinates and superiors before they can have serious impact on others.

Kelley & Peterson (as cited by Browne-Ferrigno & Muth, 2004) noted that developing effective school leaders required concerted efforts not only by universities but also by districts. The attention in the US on improving principals' socialization, with some exceptions, has tended to result in a piecemeal collection of strategies without a conceptual understanding of socialization. Furthermore, most of the attention has focused on the university level in terms of reforming this stage of learning without sufficient attention to a broader understanding of socialization that includes the induction period for new principals and a more relevant understanding of the complex environment in which socialization for these new principals occurs (Crow, 2006).

Because beginning principals have yet to establish relationships and gain credibility with staff, parents, the central office, and community, they regularly suffer from a sense of helplessness, insecurity, and fear of failure (Lovely, 2004). The transition period for a beginner, also referred to as the "socialization process," was characterized by three distinct stages:

1. The anticipatory stage: commences as soon as the candidate accepts the job and starts to sever ties with current colleagues. As old loyalties are broken, new alliances are formed.

2. The encounter stage: For many this stage is fraught with loneliness, logistical challenges, time constraints, and complex relationships.

3. The insider stage: It is in this final stage of transition that staff, students, parents, and community members finally accept the principal (Alvy & Robbins as cited in Lovely, 2004).

London (as cited by Hurley, 1999) defines organizational socialization as: the process by which an employee learns the values, norms, and required behaviors that permit participation as a member of the organization. This process may also mean relinquishing attitudes, values and behaviors that do not fit. Socialization establishes shared attitudes, habits, and values that encourage cooperation, integrity, and communication.

Scholars have described the first few years of being principal as a developmental process, with phases of anticipation, survival, disillusionment, isolation, overload, rejuvenation, and reflection, Goddard (as cited in Dukess, 2001). Socialization refers to how people learn their social roles, and for principals it typically starts in their first years of teaching (Hertting, 2007). Aiken, (2002) revealed evidence that there was growing evidence that weather or not new principals were going to meet the challenges before them, was largely dependent on how well they became socialized into the cultures and contexts of their principalship. She defined the socialization of the principalship as encompassing those processes by which an individual selectively acquired the knowledge, skills, and dispositions needed to perform effectively the role of school leader (Aiken, 2002). Hart (as cited by Aiken, 2002) described socialization as the process of being "integrated into the exiting group, validated by social processes, and granted legitimacy by subordinates and superiors before they can have serious impact on others.

Every school is a unique organization, with its own history, environment, and cast of characters (Lashway, 2003). While every principal enters with hopes of shaping the school in particular ways, schools are not easily molded and the leader must reconcile a

vision to certain institutional realities (Aiken, 2002).Sociologists have pointed out that the first year is a crucial period in administrators' socialization, the process by which they internalize the skills, values, and dispositions of the profession (Lashway, 2003). Leithwood et al. (as cited by Hertting, 2007) defined socialization as those processes by which an individual selectively acquires the knowledge, skills, and dispositions needed to adequately perform a social role, in this case the school principalship. Professional socialization for principals encompasses knowledge of the core responsibilities, laws, procedures, and processes, as well as the technical skills common to all principals. In contrast, organizational socialization refers to the processes through which new principals learned how to be principals in a specific district or school (Hertting, 2007). While newcomers entered the job with both informal and formal preparation, they still faced the crucial task of organizational socialization, in which the simple abstractions learned in university classrooms were adapted to the messy realities of real schools (Lashway, 2003). The discontent with how principals were socialized, i.e., learn their jobs, was evident in the literature (Crow, 2006). Gary Crow (2006) concluded that attention in the US on improving principals' socialization, with some exceptions, has tended to result in a piecemeal collection of strategies without a conceptual understanding of socialization. Furthermore, most of the attention has focused on the university level in terms of reforming this stage of learning without sufficient attention to a broader understanding of socialization that includes the induction period for new principals and a more relevant understanding of the complex environment in which socialization for these new principals occurs. The norms of the school were likely to outweigh the norms acquired

during training. Thus, knowing, understanding, and influencing the culture of schools were keys to leadership and leadership success (Aiken, 2002).

Villani (2006) suggested that 1st-year principals' socialization and interaction with colleagues, staff, and other stakeholders was often an indicator of future socialization in the school community. Interaction with veteran principals provided a support system for newly appointed principals. Holloway (2004) stated that many beginning principals, when asked what might help them the most, cited sharing experiences with colleagues.

Mentors helped significantly with the complex task of becoming effectively socialized both into the overall profession of the principalship and also into the norms, culture, practices, and procedures of the school district in which new principals found their first job (Daresh, 2001). Finally, mentorships addressed the needs of the district by recruiting and retaining a qualified pool of applicants for the principalship (Prince, 2004). Parkay et al. (as cited by Villani, 2006) outlined a professional socialization for principals.

- Survival: Individual experiences the shock of beginning leadership and has concern with sorting it out. Personal concerns and professional insecurity are high. Tendency to overreact maybe great.
- Control: Primary concern is with setting priorities and getting on top of the situation. Behaviors are legitimated by power (power of the position of principal rather than personal power).

- Stability: Frustrations become routinized, and management related tasks are handled effectively. Difficulties related to facilitating change are accepted. Individual has achieved veteran status.

- Educational Leadership: Primary focus is on curriculum and instruction. Confirmation comes from external sources (faculty, district personnel, professional etc.). Behaviors are legitimated by personal power.

- Professional Actualization: Confirmation comes from within. Focus is on attaining personal vision (i.e. creating a culture characterized by empowerment, growth, and authenticity). Villani (2006) concludes that mentoring supports should continue for a minimum of one year, preferably longer, while induction and professional development supports should extend over several years.

Review of the Major Mandates of the South Carolina Principal Induction Program

This dissertation continued with a review of the essential rationale and shared components of the South Carolina Principal Induction Program. A considerable amount of analysis was on the perceived effectiveness of the program by new principals in the class of 2008-2009. The purpose of the South Carolina Principal Induction Program was to assist public school districts in providing support and professional development for first year principals (SC Codes Section 59-24-80) "The state Board of Education recognizes that a school district makes one of the most important personnel decisions when it appoints a principal. The Board also recognizes the value of formal induction

programs that provide novice school principals with an academy that focuses on developing and refining the leadership skills necessary to help their faculties provide the most effective instructional programs possible. Therefore, the following regulations have been developed to facilitate the implementation of the South Carolina Principal Induction Program (SC Codes Section 59-24-80).

The SC Principal Induction Program is a yearlong program (July to June) of support and professional development for new principals in which 1: instructional leadership skills, 2: use of effective schools research and 3: planning for curricular improvement through the analysis of test scores are central components of the program (SC Codes Section 59-24-80). Assistance with research on the South Carolina Principals Program was provided by the Program Director, and South Carolina Department of Education.

In SC Code of Laws, Section 59-24-80, the formal induction program for first year principals is outlined. "Beginning with the school year 1999-2000, each school district, or consortium of school districts, shall provide school principals serving for the first time as the head building administrators with a formalized induction program in cooperation with the State Department of Education. The State Board of Education must develop regulations for the program based on the criteria and statewide performance standards which are a part of the process for assisting, developing, and evaluating principals employed in the school districts. This program must include an emphasis on the elements of instructional leadership skills, implementation of effective schools

research, and analysis of test scores for curriculum improvement (SC Codes Section 59-24-80).

Spencer, (as cited by McFadden, 2006) found that when comparing induction services available to professionals in medicine, law, business, and the military with induction services available to school leaders, school leaders were not being supported during the crucial early years of their careers on the same level as other professionals.

At least 46 states have adopted the ISLLC standards for principal preparation as part of their program approval process; the standards have also been incorporated into the accreditation process of the National Council for the Accreditation of Teacher Education (NCATE). Principal induction is a high-profile process involving mentoring, portfolios, and study groups This new focus on induction is recognition that today's school presents a complex, high-pressure environment not easily mastered and unforgiving of beginners mistakes (Lashway, 2003). Villani (2006) characterized induction as including a planned orientation to the district, school, and state; ongoing staff development, and training in coordination with other learning experiences. Developing relationships with other principals, joining professional networks, and working for at least a year with a mentor completes the induction process.

The South Carolina Legislature realized in 1998 that it is imperative that new principals have support through induction and mentoring programs, so that they are prepared to foster strong learning communities in the schools across the state. By improving induction and development of school leaders, we ensure greater learning for America's students and enjoy the benefits this can have on society (Wilmore, 2004).

The four major components of the South Carolina Principal Induction Program are technical support, instructional leadership, effective schools research, and mentoring.

The principalship has changed in a variety of ways and the importance of technical support for new administrators is crucial to principal effectiveness. Schools can no longer adopt programs and practices based on instincts; principals have to know that their schools instructional and administrative practices will produce results (NAESP, 2008). Principals must deal with a steady flow of data of every conceivable kind (Buck, 2007). Data can be a powerful tool for diagnosing and improving school programs and instruction. But, in many cases, the major challenge schools face is not finding the data but determining what is most relevant. Technical support for new principals in analyzing data is a major goal of the SCPIP. New principals are to be provided with technical support to manage and analyze data to plan instruction, maintain a focus on raising student achievement, and support teacher professional development.

Principals must deal with a steady flow of e-mail, chat rooms, e-mail discussions, online information resources, telephone, and cell phone messages while computers churn out data of every conceivable kind (Buck, 2007). Managing data is a skill principals must practice and constantly hone. Buck (2007) reported data is here to stay, and we must either learn to manage it, or find ourselves being managed by it. Technological shifts promise to alter schools and districts in fundamental ways. Peter Drucker's work (as cited by Bingham, 2003) conjectured that we will witness more technological inventions in the next thirty years than in the previous 30,000. Every societal trend suggests that principals of tomorrow will be face with a shortage of qualified teachers, an increased influence of

technology, a broaden responsibility to community, and an accountability system based on academic achievement.

Technology is used to analyze student performance data, to plan instruction, maintaining a focus on raising student achievement, and supporting teachers' professional development (Cotton, 2003).

Data can be a powerful tool for diagnosing and improving school programs and instruction. But, in many cases, the major challenge schools face is not finding the data but determining what is most relevant. In the past decade, the amount of data on student, school and teacher performance has multiplied. A wealth of data exists about school programs and performance. But not all of it is pertinent, or understandable. As they struggle to discern meaning from multiple data sources, effective school leaders continually ask this essential question: So what? (Hirsch, 2008).

Principals should be taught to disaggregate data, use data for school improvement and effectively evaluate staff (Hammond, 2007). Technical problems of the job include creating schedules, maintaining decorum in the school, raising test scores, and maintaining budgets (Skrla et al.2001).

Effective School Research

Whitaker (2003) reports on a study of principals and testing that effective principals understood the importance of test results to others. They were fully aware that success on standardize test brought their school greater autonomy to do what they believe was best for students. These principals also understood how the tests and state standards

47

could provide a powerful backdrop for improving and aligning curriculum. They understood that other components such as student social skills, self-worth, behavior, responsibility, involvement in school and other such characteristics are important components of student achievement (Whittaker, 2003). In 2003, C.S. Bingham concluded that the ideal 21st century principal is a leader of student learning, a connoisseur of academic content and pedagogical technique, a developer of teacher leadership, a skilled collector and analyst of data, and a talented consensus builder among all constituents (Bingham, 2003). The 21st century principal develops practices associated with school success by cultivating a shared vision and practice, leading instructional improvement, developing organizational capacity, and managing change (Hammond, 2003). Hess and Kelly (2005) revealed that surprisingly, in this era of "scientifically based research," just 11 of all course weeks studied alluded to data or research.

Over thirty years ago Dr. Larry Lezotte and others identified correlates of effective schools. This research refuted the notion that schools had no impact on learning and, in doing so, identified the correlates of Effective Schools (Terry, 1996). The correlates were defined as follows:

- Clear School Mission

- High Expectations for success

- Instructional Leadership

- Frequent Monitoring of Student Progress

- Opportunity to learn and student Time on Task

- Safe and Orderly Environment

- Home-School Relations

Even though research on correlates of effective schools was done in the early eighties they are still the only set of research based characteristics of a schools climate associated with improved, better student learning(Terry, 1996).

Leadership Development and Skills

Traditional training for principals has consisted of theory and policy taught by university professors relying on academic models. Principal candidates have been taught to manage with a top down rather than a team approach. Although theory is an important component of principal training, recent studies have shown that the skills and qualities most necessary to succeed include problem analysis, data collection, organizational ability, decisiveness, effective communication skills and stress tolerance (Groff, 2001). In the 21st century, in the midst of the Era of Accountability, the need to develop principals as master artisans is as dire as it is immediate. Unfortunately, we have often asked aspiring and new principals to go it alone (Hall, 2008). The SCPIP was established to assist new principals, to recognize that professional development of school leaders is not just a brief moment in time that ends with graduation from a licensing program, but this development should extend throughout the careers of school leaders.

A study cited by Hess and Kelly (2005) published by the Hoover Institution's Education Next, found little evidence that principal-preparation programs are introducing students to a broad range of management, organizational, or administrative theory and

practice. In required readings, aspiring principals were exposed to only a narrow range of

thought and rarely encountered serious discussion of productivity, efficiency, or "tough

minded" management. Notably missing were books from leading thinkers in the broader

world of public and private sector management; well represented were writings of

professors of education administration (Hess& Kelly, 2005). Hess and Kelly (2005)

analyzed what is being taught in a stratified national sample of 31 principal-preparation

programs. They found a critical lack of emphasis on results –oriented management or

accountability, a worrisome sign for districts expecting principals to lead improvement in

the era of No Child Left Behind. They also found limited attention to effective practices

in hiring, identifying, and rewarding or firing personnel. A mere 2% of all instruction was

devoted using accountability as a management tool. Fifteen percent of the course weeks

addressed the topic of personnel management in some fashion, but barley 3 percent of the

total instruction addressed hiring, identifying, and rewarding good employees or

identifying and removing ineffective ones (Hess& Kelley, 2005).

Mentoring

It is clear that current preparation and induction programs for school

administrators are less than adequate, (Levin, 2005). Research reveals quality mentoring

should be considered an essential ingredient of any Principal Induction Program

(NAESP/NASSP, 2000).

Hobson (2003) reported that a number of researchers recommended that the

development of effective mentoring programs should contain training in adult learning

and development. A review of scholarly research reveals that there are many different definitions of mentoring. Most share the basic element of a trusted advisor assisting a junior or less experienced colleague, by providing knowledge, skills and emotional support through coaching, example, listening, and dialogue (Dukess, 2001)

Each new South Carolina principal must be assigned a mentor principal from another nearby school district to provide support, information, and feedback. The mentor will assist the protégé in developing, refining, and implementing the protégé's Professional Development Plan based on the protégé's individual needs and the needs of the school as specified in the School Improvement Report (SC Code of Laws, Section 59-24-5). Each district superintendent will submit the names of experienced principals to serve as mentors when requested to do so by the SC Leadership Academy.

The widely acknowledge shortage of qualified candidates to take anticipated job openings, in the not to distant future amplifies the need for effective mentoring programs to provide quality mentorship programs for rookie administrators. New leaders in our educational systems sometimes fail to live up to their potential, despite obvious talent, ability and enthusiasm. In part, this maybe because they have no one with whom to discuss troublesome issues or to turn to with problems-or at least no one in whom they're comfortable confiding (Conyers, 2004). Hall (2008) writes that most new principals are thrown into the job to sink or swim, and if our schools are going to improve, a well-designed mentoring program is one of the best ways to ensure success. Most successful principals can identify an admired person who served as their leadership model (Brock, 2004). Malone's study on mentoring (as cited in Hall, 2008) revealed that mentorship's

"are often ad hoc relationships, lacking any type of systematic implementation. Principals described the second most effective support practice as mentoring. A mentor can impart the norms, values, and mores that are specific to the organization. Thompson (as cited in Petzko, 2004) defines mentors as those who support the being of protégés, providing advocacy, counseling, support and protection-feedback and information they would otherwise not have. Judith Aiken concluded that formal mentoring programs are most valuable when they demystify the principal's role and offer structured opportunities for collaborative and reflective learning (Aiken, 2002). Hartzer & Galvin (as noted by Sciarappa, 2007) revealed that 18 states have requirements for mentors embedded in the state certification process for administrators or are in the process of creating legislation to require administrative mentors.

In 2002, the National Association of Elementary School Principals (NAESP) identified six key standards for what principals should know and be able to do. In 2004, NAESP introduced the Principals Advisory Leadership Services (PALS) Corps, designed to meet the needs of aspiring, new, and experienced school principals. One component of this innovative framework is the National Principals Mentoring Certification Program, a yearlong professional development initiative that trains current principals to be master artisans who will guide, nurture, and support their protégés in a quasi-apprenticeship experience. The program includes a three –day institute and a nine month mentoring internship that features in-depth mentoring practice, monthly chats, frequent professional reading, and continuous self-reflection projects (Hall, 2008).

Daresh and Playko (as revealed in Petzko, 2004) suggested that mentors not only have successful experience as school administrators but also demonstrated general qualities of intelligence, good communication skills, decisiveness, clarity of vision, well-developed interpersonal skills, and the ability to accept multiple solutions to complex problems.

In Laura Dukess (2001) work for New Visions for Public Schools in New York City she concluded that mentor principals should have sound records of success. They needed very strong interpersonal skills; they should be reflective and compassionate, good listeners, and effective communicators who could speak the truth. Mentor principals should be carefully matched with their mentees in order to best serve the mentees needs, and mentors currently leading schools should be strong enough that their own schools will not suffer as a result of the principal's additional responsibilities.

Good mentors rendered three forms of assistance to new principals:

1. They provide support by keeping newcomers' attention focused on learning issues and offering models of successful practice.

2. They provide administrative and managerial support not just by giving practical tips but by helping their protégés set priorities.

3. They provided emotional support by listening carefully and being present at particularly stressful moments.

Good results include carefully matching mentors and protégés, clear expectations and guidelines for participants, adequate time for the mentor, and selection of mentors

who have a record of success and who are "reflective, compassionate, good listeners, good communicators, and able to speak the hard truth" (Dukess, 2001).

Directors of mentor programs should ensure that mentors have an understanding of context, including the district's priorities, learning philosophies, curricular and assessment, and information about the achievement data, demographics, and community of the mentee's school. They must also provide regular opportunities for the professional development and support of the mentors. Finally, they should provide compensation to the mentors for the enormous amount of time and energy they are expected to devote to their mentees. Mentors generally report satisfaction in helping junior colleagues develop professionally and often discover that service as a mentor helps them redefine their own work through ongoing reflection shared with protégés (Ricciardi, 2000). Hertting (2007) indicates that many experience principals would also benefit from a mentors support or mentor needs that are often overlooked. While the first- year principal may need assistance with technical skills, such as creating a budget, the experienced principal new to the district or grade level has a general understanding of budgeting but will need to learn the peculiarities of his or her new setting (Hertting, 2007).

Franzy Fleck (2007) revealed that mentoring is: 1. about relationships. If you focus on building positive relationships, then everything else will take care of itself. 2. Reflection. Reflection is critical to growth and success. Make time to reflect and it will help you grow as building principal. 3. Network. Develop and create relationships with peers from within and outside your district. They will have years of experience that will make your job easier. Finally, leadership is about serving others. A sound mentoring

program should support school leaders' professional growth, while addressing their personal concerns as well (Conyers, 2004). Reflection and feedback are key components of continued learning (Braun, 2008). Novice principals learned from listening to experts articulate their thinking on leadership dilemmas and issues. Likewise, veteran principals benefited from the fresh perspectives and probing questions of aspiring and novice principals. It is more difficult for small and/or rural school districts to offer induction or mentoring programs, because they often don't have enough administrators to justify the expenditures (Villani, 2006). Districts that are near colleges or universities may want to cultivate or enhance relationships with administrator preparation programs to support new principals (Villani, 2006).

A number of models for designing and implementing induction and mentoring programs for principals are available, and district leaders must select the model that most closely matches the goals of the district (Villani, 2006).There are potential hazards of mentoring, as noted by Daresh (2004). Mentoring can hamper growth if dependence on the mentor provides too much direction. Young (as cited in Young & Sheets, 2003), a former NAESP president, urged every effective principal to identify, encourage, and nurture five aspiring principals before leaving the principalship.

NAESP believed they can alleviate new principal anxieties by recruiting experienced school leaders to mentor new and aspiring principals. It is in this belief that NAESP entered into a strategic alliance with NOVA Southeastern University (NSU) to create the PALS (Peer Assisted Leadership Services) Corps and to develop several

promising mentoring programs. In response to this need, NAESP and NSU have

established the first national mentoring certification for principals (NAESP, 2008).

CHAPTER THREE

METHODOLOGY AND DESIGN OF THE STUDY

Introduction

The literature review used to guide this research clearly reveals that increasing numbers of teachers with principal certification are choosing not to enter the field of administration. Many who choose school administration are experiencing long hours and greater levels of accountability (Gutterman, 2007). Novice administrators often leave the profession in the first few years of service. This problem of fewer teachers entering school administration and the high turnover among those who do, is adversely affecting student achievement, teacher morale and the overall health of the nation's schools (Gutterman,2007).

Across the country, state and local school districts are grappling with the problem of designing programs to help develop the capacity of qualified leaders once they have been identified and are in place. One such leadership program many states are using to develop capacity is the Principal Induction Program for newly appointed principals.

Purpose of the Study

The purpose of this study is to review the components of one of these leadership induction programs. This study analyzes the South Carolina Principal Induction Program, and examines the 2008-2009 participants' perceptions of their program experiences to determine how these experiences can be helpful in building professional capacity of new school administrators. This chapter presents data collection and analysis procedures

required by the research method employed in this study. The study focuses on the central question, how well participants perceive they were prepared to meet the four major requirements of the South Carolina Principal Induction Program as outlined in the South Carolina Accountability Act of 1998 (Appendix A).

- Technical support for first year principals

- Instructional leadership

- Effective schools research

- Mentor relationships

The study also examines program perceptions based on demographic differences of program participants. The researcher wanted to determine if demographic groups perceived the program differently. For example, do elementary, middle and high school principals perceive the program differently? Do men and women perceive the program differently? The study also reviews six open – ended questions that participants completed when they completed their survey. The report also includes a follow up with five principals each from the lowest and highest performing schools as determined by the South Carolina Education Oversight Commission.

Design of Research

The research design selected for the study was survey research. The design method is focused on the survey (Appendix B) that was administered to program participants in January, 2009. The survey consists of twenty questions that each principal rated on a Likert scale of 1 equal not useful and 5 equal very useful. The survey asks for

participants perceptions of the training experiences prescribed by the SCPIP guidelines for new principals in South Carolina. Also, examined were differences in perceptions of the program participants concerning the effectiveness of the Principal Induction Program in relation to demographic data. The four SCPIP components were: (1) Technical support for new principals; (2) Instructional leadership skills; (3) Implementing effective schools research; and (4) perception of principal participants regarding their mentors. Perceptions of program participants as to whether or not the training experiences were implemented as prescribed by the South Carolina Accountability Act of 1998, were revealed by the design and methodology of this study. Creswell (2003) suggested allowing participants opportunities to contribute to the various aspect of the study. Program participants' contributed general comments and recommendations about the four components of the new principals program. These comments and recommendations were recorded and analyzed to present overall conclusions and recommendations for program improvement and further research (See appendix F).

In order to build confidence and overcome any weakness or intrinsic biases in the research findings the researcher used methodological triangulation of data sources. According to O'Donoghue and Punch (2003), triangulation is a "method of cross examining data from multiple sources to search for regularities in the research data. In this study, triangulation was used in such a way as to combine the advantages of both quantitative (validation) and qualitative (inquiry) techniques to build confidence in the validity and credibility of the research findings. Content analysis was used to categorize open ended responses and to look for patterns or trends in the responses. First,

demographic data were analyzed using frequencies and percentages. Next correlation

analyses were used to identify interrelationships of variables. Multiple regression

analyses were performed to identify independent variables that are predictors of

perceived satisfaction with the components of program.

Instrument

The researcher conducted a survey of induction principals statewide to analyze

experiences of induction year public school principals who participated in the 2007-2008

SCPIP. The survey was administered in the state capital to ninety two principals during

their lunch break on January 22, 2009. There were eighty one (88 %) of the principals

who completed and returned the survey. Participants were representative of all

geographic areas, school levels, and demographic characteristics of school administrators

in the state.

The researcher added several open-ended questions to collect reactions about the

program and recommendations for improvement (See appendix F). A Likert scale was

used to gather and analyze participant responses. There were several reasons the

researcher choose the Likert survey. The use of the Likert assessment allowed questions

to be divided into single statements, and it facilitated ease of response by the principals.

The use of the Likert instrument also facilitated ease of coding, and alleviated possible

errors that could occur from multiple-choice answers having a different number of

possible responses. The five-point Likert scale was also chosen to force respondents to

specify their level of agreement to a statement and eliminate neutrality. Internal reliability

of the scale was completed for consistency. On the sample the researcher performed a factor analysis to assess the construct validity and to reduce the number of variables for use in regression analyses. Once the survey was determined to be reliable, the researcher and his advisor received IRB approval (Appendix B) to administer the research instrument. After the survey was completed the researcher sought and received IRB approval to conduct phone interviews with ten program participants (Appendix G).

Demographics

The participants in this study consisted of the 92 first year principals participating in the 2008-2009, South Carolina Principal Induction Program. Participants were principals who were appointed to their first principalship by July1, 2008. Induction Principals were representative of all geographic areas, school levels, and demographic characteristics of school administrators in the state. Principals for the study represented 49 or 58% of the eighty- five school districts in the state.

The demographic section of the survey was adapted from a survey on "Supporting New Principals in South Carolina Through Principal Induction Program", administered by the South Carolina State Department of Education and a Clemson University Professor. Items from the earlier instrument were modified to fit the needs of the specific research questions. A pilot study of the survey was conducted by the researcher. The pilot group consisted of twelve principals who participated in the previous year's program. The researcher attended the new principal graduation and administered the pilot on site in June of 2008. The first part of the survey instrument was used to collect demographic

information about gender, race, position and school level. There were five open-ended questions in the survey.

 Permission was granted for the researcher to conduct a pilot study at the South Carolina Association of School leadership Conference in Myrtle Beach, South Carolina, in June 2008. The pilot consisted of twelve principals who completed the program in June 2008.

Participants in the final study were principals who were appointed to their first principalship by July 1, 2008. Ninety two principals participated in the program during the 2008-2009 school year. Participants for the study represented 49 or 58 % of the eighty five school districts in the state. There are 1,124 school principals in the state of South Carolina. The sample demographics of this study are shown in table 3.1.

Table 3.1 shows the school district and number of new principals from each district.

Table 3.1

Principals' Participation in the SCPIP 2008-2009

District		District	
Abbeville	2	Greenwood 51	
Aiken	5	Greenwood 52	
Allendale		Hampton One	1
Anderson One	1	Hampton Two	1
Anderson Two	1	Horry	
Anderson Three	1	Jasper	
Anderson Four		Kershaw	2
Anderson Five	1	Lancaster	
Bamberg One		Laurens 55	3
Bamberg Two		Laurens 56	1
Barnwell 19		Lee	1
Barnwell 29		Lexington One	
Barnwell 45		Lexington Two	3
Beaufort	3	Lexington Three	
Berkeley	4	Lexington Four	1
Calhoun	1	Lexington Five	1
Charleston	1	McCormick	1
Cherokee	1	Marion One	
Chester		Marion Two	
Chesterfield		Marion Seven	
Clarendon One		Marlboro	4
Clarendon Two		Newberry	2
Clarendon Three	1	Oconee	1
Colleton	1	Orangeburg Three	
Darlington	2	Orangeburg Four	1
Dillon Two	4	Orangeburg Five	1
Dillon Three		Pickens	1
Dorchester Two		Richland One	1
Dorchester Four		Richland Two	1
Edgefield		Saluda	1
Fairfield	2	Spartanburg One	1
Florence One	1	Spartanburg Two	
Florence Two	1	Spartanburg Three	
Florence Three	2	Spartanburg Four	
Florence Four	3	Williamsburg	
Florence Five	1	York One	1
Georgetown	2	York Two	
Greenville	7	York Three	3
Greenwood 50		York Four	

Table 3.2

Demographics of Program Participants

Category	Number	Percent
School Type		
Elementary	42	55%
Middle	18	23%
High	13	17%
Gender		
Female	43	56%
Male	34	44%
Ethnicity		
African American	28	37%
White	46	61%
School Location		
Urban	15	19%
Suburban	19	25%
Rural	43	56%
Prior Work Experience		
Teacher	54	38%
Administrator	71	50%
Other	17	12%
Experience		
0-5	0	0%
6-10	13	17%
11-15	28	37%
16-20	18	23%
21+	18	23%
Age		
Under 30	2	3%
30-40	32	42%
40-50	24	32%
50+	17	23%

Table 3.2 is a breakdown of program participants by school type and location.

The table also shows the breakdown of participants by gender, ethnicity, age, prior work

experience, and experience.

The average years experience in education prior to becoming a school principal for the research population was 19.25 years. The medium age of participants is 50, which is consistent with the average age across the state and nation. In the study sample 53 of the new principals are from the lower part of the state, which typically experiences higher levels of students on free and reduced lunch and higher numbers of schools identified as at-risk by the state Education Oversight Commission.

A break down of principals participating in the program between 2007 and 2009 is shown in table 3.3. This is a three year total of participants in the program. A majority of the new principals are coming from the districts rated average and below average.

Table 3.3

Principals' Participation in the SCPIP 2007-2009

District		District	
Abbeville	2	Hampton Two	3
Aiken	14	Horry	9
Allendale	1	Jasper	6
Anderson One	1	Kershaw	4
Anderson Two	2	Lancaster	7
Anderson Three	1	Laurens 55	4
Anderson Four	2	Laurens 56	2
Anderson Five	5	Lee	5
Bamberg One	1	Lexington One	1
Bamberg Two	2	Lexington Two	6
Barnwell 19	4	Lexington Three	0
Barnwell 29	0	Lexington Four	3
Barnwell 45	2	Lexington Five	3
Beaufort	8	McCormick	3
Berkeley	15	Marion One	2
Calhoun	2	Marion Two	1
Charleston	15	Marion Seven	0
Cherokee	10	Marlboro	2
Chester	7	Newberry	3
Chesterfield	1	Oconee	8
Clarendon One	2	Orangeburg Three	0
Clarendon Two	1	Orangeburg Four	4
Clarendon Three	2	Orangeburg Five	5
Colleton	4	Pickens	3
Darlington	3	Richland One	3
Dillon Two	1	Richland Two	3
Dillon Three	1	Saluda	1
Dorchester Two	10	Spartanburg One	3
Dorchester Four	1	Spartanburg Two	0
Edgefield	6	Spartanburg Three	1
Fairfield	5	Spartanburg Four	2
Florence One	4	Spartanburg Five	4
Florence Two	2	Spartanburg Six	2
Florence Three	7	Spartanburg Seven	6
Florence Four	6	Sumter Two	2
Florence Five	1	Sumter Seventeen	2
Georgetown	9	Union	3
Greenville	15	Williamsburg	2
Greenwood 50	3	York One	2
Greenwood 51	0	York Two	4
Greenwood 52	1	York Three	5
Hampton One	1	York Four	1

The Pilot Study

A pilot study with twelve principals was conducted to test validity and reliability of the questionnaire. The survey was critiqued for reliability, validity, length, format and scope by the researcher, research advisor and twelve second year principals who participated in the 2007-2008 induction program. After reviewing the recommendations and suggestions, of the pilot participants, the SCPIP participant questionnaire was modified by rewording some items for clarity, content and understanding. Delimitations and limitations of the study were considered in order to manage the scope of the research and outline any weaknesses that maybe in the instrument and methodology. Minor changes were made in an effort to strengthen the instrument and allow the participants to rate the four components within two pages. A longer survey might have resulted in fewer principals choosing to complete the survey, considering the busy schedules of program participants. The pilot study of twelve principals was conducted to test the reliability of the questionnaire. The pilot study principals completed the survey on-site at the state school leadership conference in Myrtle Beach South Carolina in June of 2008. The results of this pilot test indicated that the instrument used in this study was understandable to the participants and that the instrument was reliable in measuring the perceptions of the SCPIP Guidelines for preparing new principals (Appendix C).

Instrumentation

On January 22, 2009, the survey was administered to 92 induction principals at the SDE training meeting in Columbia, SC. The induction principals were in the state

capital for training by the Office of School Leadership. The survey instrument consisted of three parts. The first part of the instrument requested demographic data: (1) Sex; (2) race; (3) age; (4) education level; (5) years in education; (6) region of the state; and level of school (Elementary, Middle or High). In the second part of the survey the participants indicated their perceptions of the program experiences that follow the SC Accountability Guidelines for first year principals. The guideline mandates that participants have experiences in the following areas: (a) Technical support for analyzing test scores (b) Instructional leadership (c) Effective schools research and (d) Mentor relationships. Participants indicated their perceptions on the questionnaire by circling the appropriate number 1- not useful and 5- very useful. The third and last section of the questionnaire asked the subjects for general comments about the four components as well as input about how the program could be improved. The committee advisors recommended a follow up section to the survey. The researcher followed up with five principals from the highest performing schools and five principals from the lowest performing schools. The rationale for the follow up questions was to determine if there were perceived differences among principals based on the performance of the schools they inherited. The follow up questions went through the IRB process, (Appendix D). The results of phone interviews are found in (Appendix G).

The survey contained a cover letter assuring anonymity from the researcher and his major professor (Appendix B). No follow up was done on the survey participants, because they were all in one place for training and the researcher had no way of knowing which eleven principals did not return the survey. The survey was conducted by the

Director of the Office of School Leadership at the State Department of Education. The director was in his first year in the new position and the program was going through transition. The revised program was not emphasizing technical support as much as in pervious years. Because of these changes the Associate Superintendent for the department requested some changes in the survey. The researcher and advisor agreed to redact some questions. The reason for redacting some questions was the researchers agreed that it would not be justifiable to give these components a low rating when the participants did not perceive that the program had been implemented during his or her state's induction process. The redacted survey questions were questions two and three under technical support. Also, question number two under instructional leadership was redacted. The final redacted question was number five under effective schools (See Appendix D). The office of professional development will be given a copy of the results from this study.

The results were further sorted by question number and component number and percentages were computed for each of the four responses per question. The percentages for each component were then plugged into the formula for computing a confidence interval at the .05% alpha level. The results were compared to a standard of acceptability established by the researcher and each number was evaluated to see if they fell below, within, or above the acceptable confidence interval.

The second component of the survey instrument included five open-ended responses which allow principals to include information that they feel may be pertinent to

their building, but may not have been asked in the survey, as well as allowing for additional comments by principals (Appendix F).

The third component of the research with participants included open-ended phone interview questions to principals from the lowest performing schools and principals from the highest performing schools (Appendix G). Responses to these questions were included in the findings as supplemental comments, and this data was not analyzed as part of the study proper. It is reasonable to expect future research questions to be created from these responses to increase the body of knowledge in this area.

Summary

This chapter included a methodical description of the process used by the researcher to gather and analyze data for this study. The next chapter reveals the findings of the data analyses.

CHAPTER FOUR

RESEARCH FINDINGS

The purpose of this study was to determine the perceived effectiveness of the

South Carolina Principal Induction Program as determined by program participants. In

this study, a mixed methods approach was used in such a way as to combine the

advantages of both the quantitative and qualitative approach to research. The quantitative

portion of the research included a twenty question Likert type survey in which

participants responded to questions using a rating scale of 1-5. A response of 1 was

interpreted as not useful, and a response of 5 was interpreted as very useful. The survey

was administered to 92 participants of the South Carolina Principal Induction Program.

The survey results were analyzed using descriptive statistics to explain the participant's

perceptions the four major components of the program. The following reveals findings

based on research questions posited in chapter I. Table 4.1 shows a ranking of the

training program by participants.

- Technical skills for new principals: The perceptions of the quality of technical

  support provided by the program are perceived as positive by program

  participants. There are 56.58% of the respondents who rated technical skills as

  useful and 21.05% rated technical skills as very useful. A combined 77.63%

  of the participants perceive this program component as useful.

- Development of instructional leadership skills: The perceptions of the quality

  of instructional leadership provided by the program are perceived as positive

  by program participants. There are 53.33% of the respondents who rated

instructional leadership as useful and 36.00% rated instructional leadership as very useful. A combined 89.33% of the participants perceive this program component as useful.

- Implementing effective schools research: The perceptions of the quality of effective schools research provided by the program are perceived as positive by the program participants. There are 53.33% of the respondents who rated effective schools research as useful and 25.33% rated effective schools research as very useful. A combined 78.66% of the participants perceive this program component as useful.

- Providing proven mentors: The perceptions of the mentoring component of the program received lower ratings than the other components. There were 31.51 % of the respondents who rated mentor experience as useful and 30.14 % rated mentor experiences as very useful. A combined 61.64% of the participants perceived this program component as useful.

- The only demographic variable which is significant is gender. Female principals were likely to give a higher rating to the training program on instructional leadership skills. In table 4.7 the odds ratio estimate for female principals is 2.529. This implies that female principals are 2.529 times more likely to give a higher rank to the training program on instructional leadership skills when compared to male principals.

The qualitative section of the research was based on the participant responses to open-ended questions. The researcher also conducted ten phone interviews with

participants. Five principals of the lowest performing schools and five principals of the

highest performing schools were interviewed. A copy of the phone protocol is in

(appendix G). The purpose of the phone interviews were to determine if principals from

low performing and high performing schools were sharing the same types of experiences

in their respective schools.

Table 4.1

Ranking of the Training Program by the Participants

Technical Skills

Rank	*Frequency*	*Percent*
2	2	2.63
3	15	19.74
4	43	56.58
5	16	21.05

Instructional Skills

Rank	*Frequency*	*Percent*
2	1	1.33
3	7	9.33
4	40	53.33
5	27	36.00

Effective Schools

Rank	*Frequency*	*Percent*
2	1	1.33
3	15	20.00
4	40	53.33
5	19	25.33

Mentor Program

Rank	*Frequency*	*Percent*
1	1	1.37
2	11	15.07
3	16	21.92
4	23	31.51
5	22	30.14

Table 4.1 shows a higher percentage of participants ranked the four components of the program as 4 or 5, which is useful to very useful. This implies that the program is considered positive and useful by a significant majority of the participants.

Table 4.2

Demographic Characteristics of the Participants

School Type	Frequency	Percent
Elementary	36	55%
Middle	15	23%
High	12	18%
Other	3	5%

School Location	Frequency	Percent
Rural	35	53%
Urban	13	20%
Suburban	18	27%

Prior Experience	Frequency	Percent
Teacher	47	38%
Administrator	62	50%
Other	16	13%

Years of Experience	Frequency	Percent
0-5	0	0%
6-10	13	17%
11-15	28	37%
16-20	18	23%
20+	18	23%

Race	Frequency	Percent
Caucasian	40	62%
African American	24	37%
Hispanic	1	2%
Other	0	0%

Gender	Frequency	Percent
Male	29	44%
Female	37	56%

Age	Frequency	Percent
Under 30	1	2%
30-40	28	44%
40-50	23	36%
50+	12	19%

Table 4.2 is a breakdown of program participants by school type and location. This table also shows participants by race, gender, years experience, and age.

An ordered logistic regression was used to investigate the effect of the independent variables (demographic characteristics) on the dependent variable (ranking of each component of the training program). An ordered logistic regression was used because the dependent variables are classified into ranked categories.

Dependent Variable – Technical Skills

Table 4.3

Proportional Odds Assumption, Model Fit Statistics and Global
Null Hypothesis (Dependent variable; Technical skills)

Score Test for the Proportional Odds Assumption			
Chi-Square	DF	Pr > ChiSq	
27.1391	16	0.04	

Model Fit Statistics			
Criterion	Intercept Only	Intercept and Covariates	
AIC	168.071	163.522	
SC	175.064	189.16	
SC	175.064	189.16	
-2 Log L	162.071	141.522	

Testing Global Null Hypothesis: BETA=0			
Test	Chi-Square	DF	Pr > ChiSq
Likelihood Ratio	20.5497	8	0.0084
Score	17.9837	8	0.0213
Wald	17.8943	8	0.022

Table 4.3 shows the results of the score test for the proportional odds assumption, model fit statistics and the global null hypothesis.

Score Test for the Proportional Odds Assumption

The ordered logic model estimates one equation over all levels of the dependent variable the test for proportional odds tests whether the one-equation model is valid. We reject the null hypothesis at 5% level of significance. We conclude that the Proportional Odds Assumption does not hold at 5% level of significance.

Model Fit Statistics

The Akaike Information Criterion (AIC) and Schwarz Criterion (SC) assess the model fit; the AIC considers the fitted model as the best-fit model.

Testing Global Null Hypothesis: BETA=0

There are three Chi-Square tests that test the null hypothesis that all of the regression coefficients are equal to zero in the model. All three tests reject the null hypothesis and conclude that at least one of the regression coefficients in the model is not equal to zero.

Table 4.4

Analysis of Maximum Likelihood Estimates (Dependent variable; Technical skills)

Parameter	DF	Coefficient	Standard Error	Wald Chi-Square	Pr>ChiSq
Intercept 5	1	-2.7642	0.8491	10.598	0.0011***
Intercept 4	1	0.4588	0.7597	0.3646	0.5459
Intercept 3	1	3.0966	1.0138	9.3297	0.0023***
Rural	1	0.2174	0.6287	0.1196	0.7295
Suburban	1	-1.6066	0.7593	4.4771	0.0344**
Years 5-10	1	1.8046	0.8092	4.9734	0.0257**
Years 10-15	1	1.352	0.6789	3.9661	0.0464**
Years 15-20	1	0.4415	0.6821	0.4189	0.5175
African American	1	0.2363	0.5451	0.1879	0.6647
Hispanic	1	0.7	2.1997	0.1013	0.7503
Female	1	0.7073	0.5153	1.8839	0.1699

In table 4.4 the negative -1.6066 coefficient implies that principals from suburban areas are more likely rate usefulness of technical skills component lower than principals from other geographic areas.

Table 4.5

Odds Ratio Estimates (Dependent variable; Technical skills)

Effect	Point Estimate	95% Confidence Limits	
Rural	1.243	0.362	4.262
Suburban	0.201	0.045	0.888
Years 5-10	6.078	1.244	29.684
Years 10-15	3.865	1.022	14.622
African American	1.267	0.435	3.687

Tables 4.4 and 4.5 show the regression coefficients and the odds ratio estimates. From table 4.4, independent variables suburban (a location variable), years 5-10 and

years 10-15 (experience variables are positive which implies that a principal from a suburban area is likely to give a lower rank to the training program on technical skills.

The lower rating of usefulness of technical support by urban principals maybe explained by the fact that many urban school district already provide their principals with induction training and technical skills.

The odds ratio estimate for suburban is 0.201 which implies that principals from suburban schools are 0.201 times more likely to give a lower rank to the training program on technical skills when compared to principals from urban schools. Principals from suburban schools do not find the technical skills component of the training program as useful as principals from urban areas. In follow up interviews, it was revealed that principals in suburban areas often receive training similar to the training provided by the SCPIP. This might be a factor in explaining why suburban principals rated technical skills usefulness lower.

The coefficients on years 5-10 and years 10-15 (experience variables) are positive which implies that a principal with 5-10 and 10-15 years of prior experience in education are likely to give a higher rank to the training program on technical skills. The odds ratio estimate for years 5-10 years and years 10-15 is 6.078 and 3.865 respectively. This implies that principals with 5-10 years of experience are 6.078 times more likely to give a higher rank to the training program on technical skills when compared to principals with 20+ years of experience. Principals with 10-15 years of experience are 3.865 times more likely to give a higher rank to the training program on technical skills when compared to principals with 20+ years of experience.

Dependent Variable – Instructional Leadership Skills

Tables 4.6, 4.7 and 4.8 show the results of the ordered logistic regression of the

dependent variable instructional leadership skills on the independent variables.

Table 4.6

Proportional Odds Assumption, Model Fit Statistics and Global Null Hypothesis
(Dependent variable; Instructional leadership skills)

Score Test for the Proportional Odds Assumption			
Chi-Square	DF	Pr > ChiSq	
14.0226	16	0.597	
Model Fit Statistics			
		Intercept and	
Criterion	*Intercept Only*	*Covariates*	
AIC	153.295	155.197	
SC	160.247	180.69	
-2 Log L	147.295	133.197	
Testing Global Null Hypothesis: BETA=0			
Test	*Chi-Square*	*DF*	*Pr > ChiSq*
Likelihood Ratio	14.0975	8	0.0793
Score	12.9166	8	0.1148
Wald	12.412	8	0.1337

Table 4.6 shows the results of the score test for the proportional odds assumption

model fit statistics and the global null hypothesis.

Score Test for the Proportional Odds Assumption

The ordered logic model estimates one equation over all levels of the independent

variable, the test for proportional odds tests whether the one- equation model is valid. We

fail to reject the null hypothesis at 5% level of significance. We conclude that the

Proportional Odds Assumption holds at 5% level of significance.

Model Fit Statistics

The Akaike Information Criterion (AIC) and Schwarz Criterion (SC) assess the model fit, the AIC and SC tests don't consider the fitted model as the best-fit model.

Testing Global Null Hypothesis: BETA= 0

There are three Chi-Square tests that test the null hypothesis that all of the regression coefficients are equal to zero in the model. The likelihood ratio test rejects the null hypothesis at 10% level of significance and concludes that at least one of the regression coefficients in the model is not equal to zero. The other two tests fail to reject the null hypothesis, concluding that the regression coefficients in the model are equal to zero.

Table 4.7

Analysis of Maximum Likelihood Estimates
(Dependent variable; Instructional leadership skills)

Parameter	DF	Coefficient	Standard Error	Wald Chi-Square	Pr>ChiSq
Intercept 5	1	-1.4357	0.7977	3.2392	0.0719*
Intercept 4	1	1.6893	0.8243	4.1996	0.0404**
Intercept 3	1	3.9528	1.2421	10.1267	0.0015***
Rural	1	0.6653	0.6437	1.0683	0.3013
Suburban	1	-0.6295	0.7619	0.6826	0.4087
Years 5-10	1	0.6874	0.794	0.7494	0.3867
Years 10-15	1	-0.1385	0.6597	0.0441	0.8337
Years 15-20	1	0.659	0.6785	0.9434	0.3314
African American	1	0.2526	0.5488	0.2119	0.6453
Hispanic	1	-0.2858	2.1787	0.0172	0.8956
Female	1	0.9276	0.526	3.1103	0.0778*

*** Significant at 1%, ** significant at 5%,* significant at 10%

Table 4.8

Odds Ratio Estimates (Dependent variable; Instructional Leadership Skills)

Effect	Point Estimate	95% Confidence Limits	
Rural	1.945	0.551	6.869
Suburban	0.533	0.12	2.372
Years 5-10	1.988	0.419	9.428
Years 10-15	0.871	0.239	3.172
African American	0.517	0.137	1.956
Hispanic	1.287	0.439	3.774
Female	0.751	0.011	53.748

Table 4.7 and table 4.8 show the regression coefficients and the odds ratio estimates. From table 4.7, the independent variable female (a gender variable) is significant. The coefficient is positive which implies that female principals are likely to give a higher rank to the training program on instructional leadership skills. The odds ratio estimate for female principals is 2.529. This implies that female principals are 2.529 times more likely to give a higher rank to the training program on instructional leadership skills when compared to male principals. The data and literature does not explain why female principals would be more likely to give a higher rating for instructional usefulness than male participants. This was not a follow up question during the phone interviews. The different perceptions of males and females could be a topic of further research.

Dependent Variable – Research Skills

Tables 4.9, 4.10, and 4.11 show the results of the ordered logistic regression of the dependent variable research skills on the independent variables.

Table 4.9

Proportional Odds Assumption, Model Fit Statistics and Global Null Hypothesis (Dependent variable; Research skills)

Score Test for the Proportional Odds Assumption

Chi-Square	DF	Pr > ChiSq
15.8172	16	0.4658

Model Fit Statistics

Criterion	Intercept Only	Intercept and Covariates
AIC	165.383	162.79
SC	172.335	188.282
-2 Log L	159.383	140.79

Testing Global Null Hypothesis: BETA=0

Test	Chi-Square	DF	Pr > ChiSq
Likelihood Ratio	18.593	8	0.0172
Score	16.6385	8	0.0341
Wald	16.1579	8	0.0402

Table 4.9 shows the results of the score test for the proportional odds assumption, model fit statistics and global null hypothesis.

Score Test for the Proportional Odds Assumption

The ordered logic model estimates one equation over all levels of the dependent variable, the test for proportional odds tests whether the one-equation model is valid. We fail to reject the null hypothesis at 5%level of significance. We conclude that the Proportional Odds Assumption holds at 5% level of significance.

Model Fit Statistics

The Akaike Information Criterion (AIC) and Schwarz Criterion (SC) assess the model fit, the AIC test considers the fitted model as the best- fit model.

Testing Global Null Hypothesis: BETA=0

There are three Chi-Square tests that test the null hypothesis that that all of the regression coefficients are equal to zero in the model. The three tests reject the null hypothesis at 5% level of significance and conclude that at least one of the regression coefficients in the model is not equal to zero.

Table 4.10

Analysis of Maxim Likelihood Estimates (Dependent variable; Research skills)

Parameter	DF	Coefficient	Standard Error	Wald Chi-Square	Pr>ChiSq
Intercept 5	1	-2.2786	0.8048	8.0164	0.0046***
Intercept 4	1	0.6148	0.7566	0.6603	0.4165
Intercept 3	1	3.8284	1.2125	9.9684	0.0016***
Rural	1	0.6114	0.6243	0.9594	0.3273
Suburban	1	-0.5562	0.7301	0.5803	0.4462
Years 5-10	1	0.9291	0.7799	1.4194	0.2335
Years 10-15	1	0.3386	0.6464	0.2744	0.6004
Years 15-20	1	-1.0982	0.6798	2.6099	0.1062
African American	1	0.2357	0.5439	0.1879	0.6647
Hispanic	1	-0.1102	2.1232	0.0027	0.9586
Female	1	1.1597	0.5251	4.8769	0.0272**

***significant at 1%, **significant at 5%, *significant at 10%

Table 4.11

Odds Ratio Estimates (Dependent variable; Research skills)

Effect	Point Estimate	95% Confidence Limits	
Rural	1.843	0.542	6.265
Suburban	0.573	0.137	2.398
Years 5-10	2.532	0.549	11.677
Years 10-15	1.403	0.395	4.981
Years 15-20	0.333	0.088	1.264
African American	1.266	0.436	3.675
Hispanic	0.896	0.014	57.465
Female	3.189	1.139	8.925

Table 4.10 and table 4.11 show the regression coefficients and the odds ratio estimates. From table 4.8, independent variable female (a gender variable) is significant. The coefficient is positive which implies that female principals are likely to give higher to the training program on research skills. The odds ratio estimate for female principal is 3.189. This implies that female principals are 3.189 times more likely to give a higher rank to the training program on research skills when compared to male principals. There was no data to explain this phenomenon, and differences in gender perceptions was not a follow up question in the phone interviews.

Dependent Variable – Mentoring Program

Tables 4.12, 4.13 and 4.14 show the results of the ordered logistic regression of the independent variable Mentoring program on the independent variables.

Table 4.12

Proportional Odds Assumptions, Model Fit Statistics and Global Null Hypothesis (Dependent variable; Mentoring Program)

Score Test for the Proportional Odds Assumption

Chi-Square	DF	Pr > ChiSq
60.9174	24	<.0001

Model Fit Statistics

Criterion	Intercept Only	Intercept and Covariates
AIC	212.692	223.921
SC	221.854	251.407
-2 Log L	204.692	199.921

Testing Global Null Hypothesis: BETA=0

Test	Chi-Square	DF	Pr > ChiSq
Likelihood Ratio	4.7708	8	0.7818
Score	4.0766	8	0.8501
Wald	4.2656	8	0.8324

Table 4.12 shows the results of the score test for the proportional odds assumption, model fit statistics and the global null hypothesis.

Score Test for the Proportional Odds Assumption

The ordered logic model estimates one equation over all levels of the dependent variable, the test for proportional odds tests whether the one –equation model is valid. We reject the null hypothesis at 1% level of significance. We conclude that the Proportional Odds Assumption does not hold at 1% level of significance.

Model Fit Statistics

The Akaike Information Criterion (AIC) and Schwarz Criterion (SC) assess the model fit, the SC and the AIC test don't consider fitted model as the best –fit model.

Testing Global Null Hypothesis: BETA=0

There are three Chi-Square tests that the null hypothesis that all of the regression coefficients are equal to zero in the model. The three tests fail to reject the null hypothesis at 10% level of significance and conclude that at the regression coefficients in the model is not different from zero.

Table 4.13

Analysis of Maximum Likelihood Estimates (Dependent variable; Mentoring program)

Parameter	DF	Coefficient	Standard Error	Wald Chi-Square	Pr>ChiSq
Intercept 5	1	-1.2978	0.7109	3.333	0.0679*
Intercept 4	1	0.0558	0.6935	0.0065	0.9358
Intercept 3	1	1.2849	0.7177	3.2049	0.0734*
Rural		4.1359	1.2591	10.7902	0.001***
Suburban	1	-0.1489	0.5717	0.0678	0.7946
Years 5-10	1	0.3007	0.7133	0.1777	0.6734
Years 10-15	1	0.2388	0.5993	0.1588	0.6902
Years 15-20	1	0.1841	0.6272	0.0862	0.7691
African American	1	0.4413	0.5032	0.5032	0.3805
Hispanic	1	-3.3978	2.1696	2.4527	0.1173
Female	1	0.2417	0.4679	0.2668	0.6055

*** significant at 1%, ** significant at 5%, significant at 10%

Table 4.14

Odds Ratio Estimates (Dependent variable; Mentoring program)

Effect	Point Estimate	95% Confidence Limits	
Rural	0.862	0.281	2.642
Suburban	1.23	4.575	0.331
Years 5-10	1.351	0.334	5.467
Years 10-15	1.27	0.392	4.11
Years 15-20	1.202	0.352	4.11
African American	1.555	0.58	4.169
Hispanic	0.033	<0.001	2.35
Female	1.273	0.509	3.186

Table 4.13 and table 4.14 show the regression coefficients and the odds ratio estimates. From table 4.13, none of the independent variables are significant. The demographic variables have no effect on the principal's perception of the mentoring program.

Summary

One independent variable that has a significant effect on participant perception of the program is school location. Principals from suburban areas rated the technical training component of the program less useful in the survey. In follow up interviews it was determine that it is often standard practice in suburban districts to provide principals with technical support at the local level. It should be noted that suburban participants have a positive perception of the program; they only rated its usefulness lower than the other subgroups. The coefficients on years 5-10 and years 10-15 (experience variables) are positive which implies that a principal with 5-10 and 10-15 years of prior experience in education are likely to give a higher rank to the training program on technical skills. The

literature, data analysis and follow up questions do not explain this result. Female participants rated the instructional leadership portion of the program as more useful than their male counterparts. Determining why female participants rate instructional leadership more useful than male participants can be another starting point on the research wheel.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This study was designed as a perceptional analysis of the South Carolina Principal Induction Program as perceived by program participants. The literature review revealed that an alarming number of principals will exit the profession in the next five to ten years. In anticipation of the predicted shortage of high-quality principals this research study was conducted to help policy makers in states across the country make wise choices about how to make the most of recruitment and professional development for new principals. If we believe the principal, in essence, is a critical player in balancing and promoting the progress of our society, we must educate principals to be equipped to lead schools of today and tomorrow in nurturing environments for all children. This research study was also conducted to help those principals new to leadership roles gain competence and confidence as they are socialized and inducted into their new positions. The literature review for this dissertation revealed a predicted shortage of qualified principals due to retirements in the field, a greater number of beginning principals to take up leadership roles in the schools, and a greater need for states and school districts to become involved in training administrators.

The need to attract and retain new principals is imperative to the future of the nation's schools. It is important that new principals have support through induction and mentoring programs so that they are prepared to foster a strong learning community and to be sensitive to the school they inherit.

Research Questions

There are five major research questions posited in this dissertation. These questions were centered on the major components of the South Carolina Principal Induction Program. The questions were answered in the literature review, survey analysis, and phone interviews.

Question number one ask about the perceptions of program participants regarding the development of technical skills for new principals. The technical skills component of the program is perceived as very useful. This is evidenced by the 89.33% of respondents who rated this component useful to very useful. This particular section had two questions redacted (See appendix D). The director of the program revealed that some of the emphasis of the program has changed since passage of the original legislation ten years earlier. The two questions were redacted because it was clear that this was no longer a major focus of the program. The level of perceived satisfaction with this section may have been skewed by leaving out questions with an anticipated lower ranking by participants. The response to open-ended questions and phone interviews correlates with the rest of the study by positively supporting the SCPIP program. The full text of the opened ended questions and phone interviews can be found in (Appendices F and G).

Question number two asks about the perceptions of program participants regarding the development of instructional leadership skills. The program is doing a good job with the instructional leadership component. This positive level of satisfaction is evidenced by the 77.63% of the participants who rated this component useful to very useful. It was interesting that the female participants perceived the instructional

component as more useful than their male counterparts. One question was redacted in this section (See appendix D). Open –ended questions revealed that participants benefitted from networking and reflection. They indicated that leadership component helped then with developing core beliefs and seeing the big picture. The respondents enjoyed the books and believe they are now more reflective.

Question number three asked about participant perceptions regarding effective schools research. The effective schools component is perceived positively by program participants. A combined total of 78.66% of the respondents rated the program as useful to very useful. One question on home school relations was redacted (Appendix D). The effective schools research might have been in the original legislation because it was a relatively new concept when the legislation was passed. The SCPIP does not emphasize this research. Reasons for a legislated activity not being implemented might need further investigation.

Question Number four asked about participant perceptions of the mentoring component of the program. The mentoring component of the program received the lowest rating of the four components. There were 61.0% of the respondents who rated the mentoring component useful to very useful. The useful perception was positive over all, but, significantly lower than the other components. The open-ended responses indicated that participants appreciated the opportunity to talk to another person and the socialization that mentoring afforded. The experience of participants is consistent with research findings in the literature. Often times participants were assigned mentors late or they did not have time to communicate with assigned mentors. In South Carolina, the

poorer districts, rural districts and smaller districts were at a distinct disadvantage with mentoring. Often times there were few veteran principals in these districts to serve as principals. The full text of this section can be found in (appendix F).

Question number five asked for an overall assessment of their experiences in the program. Networking was most valuable. Time constraints were the number one issue stated in the phone interviews and the open-ended questions. They recommended fewer days out during the year and more training during the summer. This finding is consistent with the findings in the literature review. The directors are assets to the program. The following section is a review of the four recurring themes from the literature and recommendations for further research.

Recruitment

Enhancing principal recruitment is an urgent task for many school districts, and gathering data on the reasons for shortages is an important first step. Though good, qualified principals may be hard to find, the research data shows that districts can improve the process by restructuring the job and providing programs and incentives to attract the best candidates, both inside the district and elsewhere. Recruitment and selection should be central to program design, not to incidental activities. The knowledge and skill of those who enter a program determines to a great extent what kind of curriculum can be effective and what kind of leader can emerge. Many districts are restructuring jobs to make them more attractive to potential applicants from both within and outside districts (Monoz, etal.2000). In South Carolina, many of the suburban

school districts have created training programs for principal succession. This trend of training your own should continue and spread to other school districts. In cases where a district can't afford a training program; there should be collaboration with neighboring school districts and colleges and university training centers.

In order to recruit new quality principals, school districts should do some of the following:

- Change their perception of the position,

- Examine the current structure of the job,

- Improve training programs,

- Create incentives for recruiting teachers, women and minorities,

- Develop higher standards for licensing, and

- Revamp retirement packages to allow principals to continue to work without sacrificing current or future benefits (Groff, 2001).

Support for principals must be ongoing, tailored to their individual needs as well as the needs of their schools, and crafted for every stage of professional development (Petzko, 2004).

Teaching Pool

The literature and survey results revealed that teaching is by far the most frequent gateway to school administration. Therefore, schools and districts need to attract high-quality potential administrators into the teaching pool and provide incentives that will draw teachers into school administration. By recruiting a diverse group of dynamic

teachers into leadership programs that are a direct pipeline into administrative positions, the programs address supply needs, increase the diversity of the leadership workforce, and deepen the instructional knowledge of that workforce (Wallace, 2003). Though researchers are continuing to analyze the data, preliminary work suggests that the support and encouragement of the other school administrators is a key factor in promoting teachers to consider taking higher-level jobs. During my tenure as a principal, I have encouraged and mentored several (fifteen) teachers to enter school administration. Districts should continue to look for educators within their ranks who demonstrate leadership potential and encourage them to pursue principal certification. If possible, some of the cost of certification courses should be defrayed by the district. Gibbs (2003), reports that districts should actively mentor and offer guidance to teachers in an effort to groom them for upper administration.

Teachers who are prospective administrators should be provided with leadership opportunities and should be exposed to positive, social experiences related to school leadership teams and internships under the tutelage of a skilled principal (Goodwin R., Cunningham, M., and Childress, R. 2003).

Internships

One approach currently being used to address the quality leadership dilemma has been to increase the time principal candidates spend in supervised internships. Some changes in preparation programs have included longer internships, increased use of performance based activities, the use of skill assessment, and greater emphasis on

94

instruction (McFadden etal.2006). When districts provide opportunities for teachers to engage in authentic leadership and socialization experiences with school administrators, they demonstrate the value of the principalship and its requirements, and as a result talented educators seek the position.

Simulations are another strategy used to prepare candidates for the realities of school leadership. Simulations have been effective tools in allowing candidates to experience situations that principals face. In addition, they have added value of being safe learning environments where candidate's mistakes become learning opportunities rather than school crises. Through valuable tools, internships and simulations are limited in that they do not provide the full range of complexity of the school setting. Although internships will never fully prepare school leaders, the extension of candidate education in authentic settings is fully supported and encouraged.

Mentors

The overwhelming majority of new building administrators have no life jackets, let alone effective ones (Hall, 2008). The survey and interview results of this research reveal that mentoring was consistently rated the least useful or effective part of the South Carolina Principal Induction Program. In the program the mentor could be assigned by the state or the school district. Many of the smaller and poor districts had to depend on the state to provide mentors for their first year principals. The larger school districts had a pool of proven principals from which to choose mentors. The out of district mentors only communicated via email or by phone. Many new principals expressed frustration that

they never met their mentor. They indicated that it was hard to confide in someone by the phone or in email chats. The in- district mentors and new principals had a significantly better working relationship than out- of- district mentors. The state mandate of providing mentors should be followed by the districts and the South Carolina State Department of Education.

In the five low performing schools new principal mentors were assigned by the state. In one conversation with a principal of an at-risk school, it was revealed that she was not assigned a mentor until December of her first year.   In the five high performing schools mentors were chosen by the induction principal in collaboration with the state. In many of the high performing schools the new principal had the benefit of two mentors. They had one assigned by the state and one assigned at the local district level.

The major problem with the mentor/mentee relationship was time. The participants revealed that time constraints and the demands on the first year principal made it difficult to maximize the relationship. One of the biggest obstacles to sustaining an effective mentoring partnership is the lack of quality time for the participants to talk, banter, share ideas, ask questions, and grow together as professionals. Hall (2008) reveals nearly 70% of principals in a study indicated time as a major impediment to a strong mentor/ protégé program.

However, many new principals in the study did have positive experiences with their mentors and continue to stay in touch after the induction year. In each case the principals found someone to help them navigate the new waters. If the mentor was not in the district, the novice principal would seek out their own mentor. They often selected

competent persons whose values they respected and identified which behaviors and strategies made them effective. In essence, they were adopting those behaviors and strategies that are compatible with their personal styles and beliefs.

During my work with Clemson University and the South Carolina Principals Induction Program, I have had three principals seek out my assistance with difficult problems. These principals were as far away as Gaffney, SC., Columbia, SC., and Myrtle Beach, South Carolina.

If we are to ensure strong new leaders in the future, building administrators should offer to mentor students enrolled in university internships. This would mean a dedication to providing the necessary exposure to the core management techniques central to a schools operation. Also, interns should have experiences in the areas of curriculum and instruction, staff development, and providing a nurturing, safe, and effective learning environment. The administrative intern should also be given the opportunity to carry out a project whose value will lend itself to future success. The NAESP is advocating that each principal commit to mentoring five principals during their tenure.

Weingartner, (2001) reveals that districts need to assign successful, experienced principals to assist beginning principals. If a school district does not provide mentors, the new principal should find their own. In many of the rural districts of South Carolina new principals are finding their own mentors. New principals should be able to make suggestions and help to select their mentors by giving a list of experienced principals they

know, respect, trust, and feel they can confide in. In the suburban and urban districts, new principals are fortunate to select mentors they know and trust.

A major pitfall to mentoring is the mentor may become too controlling or over protective, may try to shape the protégé into a clone of themselves, or may present only a narrow perspective on the new-comers' situation. Unclear roles, responsibilities and poorly trained (or untrained) mentors can damage budding administrators. Likewise, mentoring programs that are unclear in these expectations are less apt to yield positive results.

A Synopsis of the Phone Interviews with Principals of low and high performing schools is outlined below

Major challenges for principals of low performing schools:

- Managing time, pacing and organization

- Personnel issues- the school has become a safe haven for weak teachers

- Balancing the needs of my family

- The leap from the classroom to the principalship

Major challenges for principals of high performing schools:

- Time management

- Budget cuts

- Learning school culture

- Local school district politics

How did the experiences in the SCPIP for principals of low performing schools compare to what they were actually experiencing back at school?

- The topics were consistent with what I was facing in my home district.

- A diverse group of veteran principals were very helpful during panel discussions.

- The program helped me with dealing with frustrated teachers.

How did the experiences in the SCPIP for principals of high performing schools compare to what they were actually experiencing back at school?

- This was pretty much dead –on, thanks to director Morgan Lee.

- The panel experts were invaluable.

- The program would have benefited more from analysis of PASS and PACT data.

What types of support did principals of low performing schools receive from mentors?

- I did not have a competent mentor; I got help from new principals with the same struggles.

- My mentor was not assigned until Christmas.

- My mentor was a good listener.

What types of support did principals of high performing schools receive from mentors?

- I had two mentors, one on line and one in the district. The district mentor was very helpful.

- The director was a great mentor for me.

- My mentor helped me with decision making and reflection.

How did the training help principals of low performing schools become more effective leaders?

- The 360 degree test helped me to realize my perceived strengths and weakness.

- I benefited from the essential questions and essential answers.

- The veteran principals were very helpful.

- I could have benefited more from help with test analysis and planning.

How did the training help principals of high performing schools?

- The program taught me how to use reflection as a learning technique.

- The readings were excellent; I enjoyed "*Midway Through*."

- The networking was good. I became a part of a team with a wealth of knowledge.

- The director helped us with global thinking and differentiation.

The discrepancies in perception of the program are not that significant between principals of high performing and low performing schools. Major concerns for principals of low performing schools are mentors and quality teaching work force. One principal in a low performing school was perplexed by the number of new principals who took over at-risk schools. She expressed a major concern that is found throughout the literature and is being addressed by the State Superintendent, in his effort to assign proven veteran *Turn Around Principals* to struggling South Carolina Schools.

Both groups perceive the program as valuable for new principals and would like to see the program continued even during tough budget times. Both groups see the director as a major asset to the program. One principal of a low performing school stated, "I loved this program. I hope the budget crisis will not cut this program. I realize it is expensive, but the things we experienced were worth every penny."

In the future, policy makers and school districts should increasingly view administrator learning as a lifelong process of enhancing the quality of our school leaders. We should continue to work on the disconnect that exists in school leader preparation process and practice. The preparation of school leaders has generally been considered the responsibility of higher education, and practice has generally been under the control of the local school districts. These two separate entities will have to forge a better working relationship in order to ensure a better trained pool of principal candidates in the future. It is imperative that new principals have support through induction and mentoring programs so that they are prepared to foster a strong learning community and to be sensitive to the culture they serve.

It is this researchers' hope that the findings reported in this research will provide some guidance to long-term planning for training and recruitment of high quality leaders for our state and nations public schools. The research was designed to inform discussion about the direction and content of The South Carolina Principal Induction Program ten years after its inception. The findings reported here support the need to continue the South Carolina Principal Induction Program. The overwhelming majority of participants has a favorable view of the program and indicated that it should continue. The directors

continue to be the programs' greatest assets. America's public school children both need and deserve high-quality educational and administrative leadership. It is my hope that this dissertation has made a small contribution to this effort.

Recommendations for Further Research

Based on the reported information, the following are offered for further research:

1. Research should be conducted to determine why principals from suburban school districts perceive the program less useful.

2. Research should be done to determine why female principals perceive the instructional leadership component of the program as more useful.

3. Further research should be done on how to integrate effective mentoring into principal leadership programs.

4. Further research should be conducted to examine the relative impact of principal induction programs on student achievement.

APPENDICES

SC Induction Program

Title of Regulation: **Regulation No.:**   **R 43-167**

PRINCIPAL INDUCTION PROGRAM   **Effective Date:**   **03/24/00**

Constitutional and Statutory Provisions:

Sections:
      59-5-60.   General powers of [State] Board.
      59-24-80.   Formal induction program for first year principals.
S.C. Code Ann. Section(s) (1990) and S.C. Code Ann. Section(s) (Supp. 2000)

Descriptor Code: None

State Board Regulation:

Principal Induction Program

A.   **Purpose**

      The purpose of the Principal Induction Program is to add one component of many strategies which are to be combined by the districts to meet the intent of the Education Accountability Act to improve teaching and learning so that students are equipped with a strong academic foundation. The Principal Induction Program will assist public school districts in providing support and professional development for first year principals.

      The State Board of Education recognizes that a school district makes one of its most important personnel decisions when it appoints a principal. The Board also recognizes the value of formal induction programs that provide

novice school principals with an academy that focuses on developing and refining the leadership skills necessary to help their faculties provide the most effective instructional programs possible. Therefore, the following regulations have been developed to facilitate the implementation of the South Carolina Principal Induction Program.

B.   Definitions

1.   The Principal Induction Program is a yearlong program (July to June) of support and professional development for new principals in which instructional leadership skills, use of effective schools research, and planning for curricular improvement through the analysis of test scores are central components of the curriculum.

2.   A principal is the chief administrator or head building administrator of any public elementary or secondary school or specialized education unit as defined by the local school district, or the chief administrator of an occupational education center.

3.   A Principal Induction Program mentor is an experienced, practicing building-level principal or director selected by the school district superintendent/designee to provide support and assistance to new principals.

C.   Participation

1.   Beginning with the school year 1999-2000, any person appointed to serve for the first time as a building level principal, director of a specialized education unit, or occupational education center director must participate in the Principal Induction Program.

2.   Principals appointed after the Principal Induction Program Summer Institute held for a week in July must participate in a make-up session in September and in Induction Program activities for the remainder of that school year.

D.   Program Design and Content

The Principal Induction Program must consist of New Principals' Academy activities provided by the State Department of Education and school district orientation activities provided by the individual school districts. All components shall be based on statewide criteria and statewide performance standards for assisting, developing, and evaluating principals.

1. The combination of time for New Principals' Academy and district activities must not be less than twelve days: five days for the New Principals' Academy Summer Institute, three days for New Principals' Academy follow-up meetings, two days for district orientation activities, and two days for professional development related to the individual new principal's Professional Development Plan.

2. Districts developing their own program in lieu of the program offered by the Leadership Academy must secure approval of the program from the South Carolina Leadership Academy.

3. Each district must design a district orientation for new principals. Activities should include, but are not limited to, fiscal/budgetary policies and procedures, plant maintenance procedures, special education policies, student support services, outside agencies available in the district, curriculum requirements and resources, human resource policies and procedures, including ADEPT, and instruction on the Principal Evaluation Program criteria and standards.

4. The Leadership Academy must design a curriculum for the New Principals' Academy program. The New Principals' Academy curriculum should include, but is not limited to, planning, developing, and implementing a standards-driven system, instructional leadership skills, use of effective schools research, analysis of test scores for curricular improvement, school culture, school management, planning for school improvement, public relations, and/or planning for professional development.

5. Each new principal must be assigned a mentor principal from another nearby school district to provide support, information, and feedback. The mentor will assist the protégé in developing, refining, and implementing the protégé's Professional Development Plan based on the protégé's individual needs and the needs of the school as specified in the School Improvement Report. Mentors will be reimbursed travel costs at the state rate.

6. The Leadership Academy will train mentors for their role. Mentor responsibilities include calling and visiting the assigned new principal and having the new principal visit the mentor's school.

7. Each new principal will receive an on-site visit during the fall and one during the spring from a member of the South Carolina

Leadership Academy staff to provide coaching, technical assistance, and feedback related to school leadership.

8. New principals may earn three hours of recertification credit if course requirements for attendance and participation are met.

E. Fiscal and Technical Requirements

1. The State Department of Education will pay for all training costs related to the New Principals' Academy. The district will be responsible for costs related to the district orientation and for participants' travel costs.

2. Reimbursement for mentor travel expenses will be made in accordance with the established State Department of Education fiscal policies.

F. Reporting Requirements

1. Each district superintendent will notify the South Carolina Leadership Academy of the appointment of new principals within two weeks of the appointment by the local board of school trustees.

2. Principals appointed after the make-up session must participate in the remaining Principal Induction Program activities for that school year and/or the New Principals' Academy Summer Institute the following year.

3. Each district superintendent will submit the names of experienced principals to serve as mentors when requested to do so by the Leadership Academy.

4. Each district will conduct evaluations for the district orientation and use the results to modify the orientation on an annual basis.

G. Additional Leadership Academy Responsibilities

1. The Leadership Academy will maintain a database of mentors nominated by the district superintendents and will assign mentors for new principals based on school level and proximity.

2. The Leadership Academy will maintain a database of new principals for each school year to provide information about program activities for all new principals.

3.   The Leadership Academy will conduct evaluations for each part of the New Principals' Academy and use the results to modify the program on an annual basis.

Appendix B

Research Study Letter

Dear Principal:

I am writing to invite you to participate in a research study conducted by Dr. Jackson
Flanigan, Clemson University and Mr. Jerome A. Hudson, Ph.D. candidate. The purpose
of this research is to review the effectiveness of the South Carolina Principal Induction
Program as perceived by its most recent participants.

Your participation in this project will involve responding to a short survey. The survey
should only take five to ten minutes to complete and return.

There are no known risks associated with this research. We will do everything we can to
protect your privacy. Confidentiality of records identifying participants will be
maintained. The identity of respondents will not be revealed in any study that might
result from this study.

Participation in this research study may help us to better understand and meet the needs
of novice administrators in our nation. Your participation in this research study is
voluntary. You may choose not to participate and you may withdraw your consent to
participate at any time. There is no penalty in any way should you decide not to
participate or to withdraw from this study.

If you have any questions or concerns about this study, or if any problems arise, please
contact Dr. Jack Flanigan at Clemson University. If you have any questions or concerns
about your rights as a research participant, please contact the Clemson University Office
of Research Compliance at 864-656-6460.

Sincerely,

Jerome A. Hudson
Principal

Appendix C

Induction Principal Survey

A Survey of Principals Who Participated in the 2008-2009
South Carolina Principal Induction Program

Part I
Demographic Data
Directions: In the last column please **check** the applicable descriptor for you or your school.

School Type		
	Elementary	_____
	Middle	_____
	High	_____
	Other	_____
School Location		
	Rural	_____
	Urban	_____
	Suburban	_____
Prior Experience (Please check all that apply)		
	Teacher	_____
	Administrator	_____
	Other	_____
Experience – Years in Education		
	0-5	_____
	5-10	_____
	10-15	_____
	15-20	_____
	20+	_____
Educational Level (Please indicate college/university attended in blank beside degree)		
Masters _____		_____
Masters+_____		_____
Educational Specialist _____		_____
Doctorate_____		_____
Ethnicity		
	Caucasian	_____
	African American	_____
	Hispanic	_____
	Other	_____
Gender		
	Male	_____
	Female	_____
Age		

	Under 30	_____
	30-40	_____
	40-50	_____
	50+	_____

Likert Survey

A Survey of Principals Who Participated in the 2008-2009 South Carolina Principal Induction Program

Part II

Survey
Directions: As a participant in a Principal Induction Program you were exposed to a number of topics and a variety of experiences. Please reflect on how this training and these experiences prepared you to be successful as a principal.

SCPIP	To what degree has the PIP been useful to you in carrying out this responsibility? Use the full rating scale (1 to 5) to provide accurate feedback. (Circle) Not Useful 1 2 3 4 Very Useful 5	Comments (may also use back of this document)
TECHNICAL SUPPORT		
Seeking and allocating resources to ensure successful teaching and learning.	1 2 3 4 5	
*Budgeting and purchasing according to relevant requirements	1 2 3 4 5	
*Screening recommending and assigning staff based on needs and requirements	1 2 3 4 5	
Supervising and evaluating staff in accordance with mandates	1 2 3 4 5	
Analyzing test scores and data for curricular improvement	1 2 3 4 5	
INSTRUCTIONAL LEADERSHIP		
Setting and communicating high standards for instructional quality and student achievement	1 2 3 4 5	
*Demonstrating proficiency in analyzing research and assessment data	1 2 3 4 5	

Developing procedures to ensure successful teaching and learning	1	2	3	4	5
Creating a safe, healthy environment to ensure successful teaching and learning	1	2	3	4	5
Monitoring and evaluating the effectiveness of the instructional program to promote the achievement of academic standards	1	2	3	4	5
CORRELATES OF EFECTIVE SCHOOL RESEARCH					
Implementing standards driven research	1	2	3	4	5
Setting high expectations	1	2	3	4	5
Monitoring student progress	1	2	3	4	5
Creating a safe and orderly environment	1	2	3	4	5
*Developing home school relations	1	2	3	4	5
MENTOR RELATIONSHIP					
Contacts made by mentor	1	2	3	4	5
Feedback provided by mentor	1	2	3	4	5
Helping me to be a more reflective leader	1	2	3	4	5
Helping me with my professional development plan	1	2	3	4	5
Supplying necessary support for you	1	2	3	4	5

- * Questions redacted by the SCPIP Director, before the survey was administered to program participants.

Please add any other information or comments about what you consider to be the strengths and weaknesses of the South Carolina Principal Induction Program.

Interview Questions

1. Have your leadership skills improved as a result of the SCPIP?

2. Describe how your experience with the SC PIP has made you a more successful principal.

3. How has the mentoring component of the SCPIP benefited you as a new principal?

4. If you were in charge of the SCPIP what would you do differently?

5. What else would you like to say about your experiences as a new principal?

IRB Request for Amendment

CLEMSON UNIVERSITY INSTITUTIONAL REVIEW BOARD
REQUEST FOR AMENDMENT

Office Use Only	
For Expedited and Full Proposals	**For Exempt Proposals**
☐ Approved ☐ Disapproved	☐ Validated as continuing to meet the criteria for Exempt status ☐ Not validated as continuing to meet the criteria for Exempt status

Comments/Recommendation:

Date: Signature:

IRB #: IRB2008-005   **Principal Investigator:** Jack Flanigan

Proposal Title: An analysis of the South Carolina Principal Induction Program as perceived by program participants

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TYPE OF AMENDMENT REQUEST (Check all that apply.)

NOTE: Be sure to attach the most recently approved consent form as well as the new consent form, if applicable, with changes highlighted or electronically shaded. Underlining is **not** acceptable.

☐ Protocol Change or Amendment   ☒ Change to Data Collection Tools or Procedure
☐ Change to Subject Selection Criteria   ☐ Consent Form Changes
☐ Subject Recruitment Methods   ☐ Editorial/Administrative/Personnel Changes
☒ Other (please specify):   I will be conduction follow up phone interviews with ten participants

---

SUMMARY (Provide a brief description of change/s and rationale.)

I will be conducting follow up phone interviews with ten of the participants. Phone interviews are

designed to strengthen the qualatitative protion of the dissertation.

Instructions for Submission of Amendment Request: if this is an Amendment to a Full or Expedited proposal, you may submit this electronically to lmoll@clemson.edu; if this is an Amendment to an Exempt proposal, you may also submit this electronically to lmoll@clemson.edu. If submitting a signed, hard copy, send this to Office of Research Compliance, 223A Brackett Hall.

☐ I am the Principal Investigator (PI). I am submitting this form electronically and this submission constitutes my signature.

Signature of PI: **Date:**

IRB Amendment Form   Version 12.02.05

Response to Open-Ended Questions

1. Have your leadership skills improved as a result of the SCPIP?
   Seventy nine participants responded yes, and 3 responded no.

   Somewhat-Yes- I have become less of a reactionary and I now do a better job of analyzing situations.-Yes, simply finding out about my strengths and weaknesses in leadership has benefitted me this year- I feel they have; I come in guarded and leave inspired and a little revived.-Yes strengthening my beliefs about effective leadership; (including speakers) and topics have useful, timely and beneficial-yes, reflection and inventory assessment; Myers Briggs. Etc. and literature

2. Describe how your experience with the SCPIP has made you a more successful principal.
   I am still waiting to see this- One of the key components is the actual ability to network with other administrators that may have similar issues as yours.- I think it has taught me to think about the entire school- The biggest benefit was networking with others and the books provided-By utilizing others ideas that fit my school- Being able to reflect with other first year principals is very effective in understanding and validating that I am not alone.- The sessions always inspire me to lead; to always go back to my core beliefs, and serve- It has given me an awareness and higher expectations, Also, you begin to realize many principals encounter the same problems you are not alone- The books that are given provided the most help and talking to my peers- It has allowed me to look at the big picture, but not added to my stress by requiring unnecessary work. It has really given me the opportunity to grow beyond the nuts and bolts of the job- I am now a more reflective practioner.

3. How has the mentoring component of the SCPIP benefited you as a new principal?

It is nice to have another person to share ideas and be reflective- The socializing with other principals has made it easier- My district supplies a principal mentor for each new principal. We meet twice monthly, and it has been very helpful- Very limited use of the actual mentoring process- It is always good to learn from the experiences of others-Honestly, the district that I am in has provided me with a mentor- we talk weekly and often meet face to face. Additionally, the district has also implemented New Principals meetings four times a year that have been awesome. - I have not gotten much from the mentoring component. - My local mentor is very open to responding to any questions and concerns that I inquire. There is a not any contact except for what I initiate. PIP mentor is not useful due to my failure to make contact- Not much- I did use the on-line mentor some.

4. If you were in charge of the SCPIP what would you do differently?
Possibly have someone from the state department visit schools of first year principals-Time leadership sessions need to be modernized. Networking and discussion is extremely helpful! One day out of the building instead of two at a time. - Provide some field experiences, visit schools to watch operation, faculty meetings, or just to see exceptional schools.-My experiences have been beneficial and satisfactory. I probably would not change a thing- More meetings in the summer, if possible-Streamline requirements for the state and district so that it's more efficient. It would be a great deal of help for new principals. – learn more about supervising skills strategies. Offer more opportunity to just share problems and talk with each other- Pass out the books first- Have newly induction principals paired with mentors in the district-

5. What else would you like to say about your experiences as a new principal?

It has been a positive experience- They have been challenging (!) and rewarding- It is a key to establishing a love of solid, professional leaders. As much as I thought I was ready to be a principal, I was not even close to what the job demands. It has been tough; certainly a huge learning curve- but it's been an awesome experience! I was born to do this- the director does a great job. Great- It has been great- I have had lots of support and am looking forward to the future.

Appendix G

Phone Interview Questions and Responses

The researcher added a qualitative section to the dissertation by conducting phone interviews with ten participants of the program. First, the researcher wanted to see if principals who were assigned to low performing schools and principals who were assigned to high performing schools were sharing the same experiences and perceiving the South Carolina Principal Induction Program in the same way. The following follow up questions were conducted by phone interview with five principals of schools rated at-risk and principals of five schools rated excellent. Second, the researcher wanted to see if the perceptions of the program had changed after a year into the principalship.

Participants serving as principals of at-risk schools

1. What was the report card rating of your school when you became principal?

    All five schools were rated as at-risk by the South Carolina Education

    Oversight Commission

2. Tell me about the major challenges you faced as a first year principal.

    Participant number one: The major challenge was switching levels from High

    School to Middle School and managing my time. Personnel problems and

    curriculum issues would sometimes tie up hours of your day. Time

    management also included meeting others needs and balancing the needs of

    family. The second year, I am doing a better job of pacing myself.

    Participant number two: My major concern was the number of teachers who

    were placed in my school who did not need to be teaching. I was the fourth

    principal of this school in five years. A major challenge was getting the

    central office and district lawyers to help me get great teachers in front of

    great students. I needed help getting rid of the ones who needed to go. The

    school had become a safe haven for weak teachers.

119

Participant number three: Time management and organization of information. I was overwhelmed my first year. I am handling things a lot better this year.

Participant number four: The ability to make the leap directly from the classroom to the principalship in one year. I found organizing my time to be very challenging.

Participant number five: Transitioning into another state and learning the education jargon and acronyms of South Carolina. This participant was a principal in North Carolina and Alabama. The participant indicated that she was glad that veteran principals new to the state had to go through the South Carolina Principal Induction Program.

3. How did your first year experiences in the South Carolina Principal Induction Program compare with what you were actually experiencing back at your school?

Participant number one: Well, there is no way to have a perfect system. The summer time is the better time, but you can't do it all in the summer, it's a catch 22. We can't be in two places at the same time. The program provided a lot of tools and teachable moments to help develop leadership for new principals. Traveling to Columbia for training during the year was difficult, but more meaningful than online activities that we participated in. The meetings were good, because there were many new principals experiencing the same things and it was good to hear how they handle different situations.

Participant number two: The topics were in line with what I was experiencing back at school and in my district. The veteran principals who came in were very helpful resources. The in baskets were not that helpful, only because I had done these several times. The only problem was it pulled me away when I needed to be at school.

Participant number three: Yes, they were in line with what I was experiencing. I benefited a lot from training on ways to deal with angry and frustrated teachers. The in-baskets, books, State Department Lawyers, round tables and presentations by veteran principals were invaluable.

Participant number four: Yes, as first year principals this experience gave us all the opportunity to ask questions, since we were all first year principals.

Participant number five: Yes, I think this was helpful, because we had not served as principals before. The program helped us with leadership skills in developing a vision, and implementing programmatic changes. I enjoyed the Covey training and how the program helped us to differentiate between real problems and other issues.

4. Tell me about the types of support that you received from your assigned mentor.

Participant number one: I did not use the state assigned mentor. I used a mentor from my district. If I did not have a competent mentor, I would have been trouble. I also got a lot from new principals with the same struggles.

Participant number two: My mentor was my former principal from the middle school. She was always at my beckoning call. I could talk to her about anything, because there is an enormous level of trust between us.

Participant number three: The support from my mentor was not as much as I was hoping. My mentor was not assigned until Christmas. We never met face to face. I emailed her a couple times with questions or problems. The state assigned my mentor, because the total enrollment in my district is less than 1000.

Participant number four: Yes, my mentor was very helpful. I actually had two mentors, one assigned by the state and one assigned by my district. The interim superintendent was my in district mentor.

Participant number five: Yes, the mentor was a good listener. The Director of Elementary Education was my official mentor. I also had an informal principal mentor from the district. I benefited from a vertical and horizontal mentor.

5. How did the training you received in the South Carolina Principal Induction Program help you to become a more effective instructional leader and principal?

    Participant number one: The 360 degree test on personality and leadership styles helped me to realize my perceived strengths and weakness. I learned how to compensate for weakness and play to my strengths. Morgan Lee, director of the program often told us that we must know our limitations and

learn how to be more effective. I loved this program. I hope the budget crisis

will not cut this program. I realize it is expensive, but the things we

experienced were worth every penny.

Participant number two: The speakers were very good and informative. I

particularly benefited from the essential questions and essential answers.

Instructionally, I have learned that hard work pays off. Clinical supervision

was important, because it is sometimes hard to get into all of the rooms.

Participant number three: The program was more than instructional

leadership. It is hard to put a finger on one thing that made me a better

principal. There were a lot of little things that we covered. I wish the program

had done more with teacher evaluations, test analysis, and planning.

Participant number four: The program gave me some great ideas for

leadership and instruction. The veteran principals gave me valuable and

realistic insight into school leadership.

Participant number five: The self help, evaluations, reflection techniques, and

skill building all helped me to become a better leader. The Blackboard

conversations and research based activities on organizational dynamics also

helped me to become a more effective leader.

6. What further information would you like to share about your experiences as a

first year principal?

Participant number one: During the program I noticed a lot of the new

principals took over struggling schools. I thought the districts should have

placed more veteran principals in their at-risk schools. However, many

veterans believed they had paid their dues in the more difficult schools.

Participant number two: The drive from Beaufort is long during the regular

school year. It was hard to leave my school during the year for the training.

Participant number three: This principal had a situation to breakout during

the phone interview and did not get to answer the last question.

Participant number four: The induction facilitators (Morgan Lee and Johnelle

Sherald) were awesome.

Participant number five: I think they should continue to force new principals

to attend the meetings during the year. I think new principals need it, even if

they don't realize it. This is a great program and I hope it will continue.

Phone Interviews Continue with principals of excellent schools

1. What was the report card rating of your school when you became principal?

   All five schools were rated excellent by the South Carolina Education

   Oversight Commission

2. Tell me about the major challenges you faced as a first year principal.

   Participant number one: Time management and getting it all done. I had to

   get use to the fact that the final decisions rest with the principal.

   Participant number two: The budget cuts were hard on everyone. Loosing

   teachers, funding, instructional materials and larger class sizes was

   particularly hard. I was an outsider in a new school trying to implement

change against the status quo. The Principal Induction Program helped me to handle all the changes I was going through.

Participant number three: Learning the culture of the school. I had to figure out who are the heavy hitters, who are the reliable teachers, what teachers are marginal?

Participant number four: It was hard to transition the staff to new leadership. My husband had been a teacher at the school where I was now the new principal. I was also a teacher in the district. The staff was old or should I say seasoned. Many were on TERRI and working at this school for ever.

Participant number five: Establishing lines of communication with the new staff. I had to get use to two new assistant principals who were already at the school. I am a collaborator and my predecessor was not a collaborator.

3. How did your first year experiences in the South Carolina Principal Induction Program compare with what you were actually experiencing back at your school?

Participant number one: Pretty much dead on thanks to the director, Morgan Lee. He is very good about making sure the program is meeting the needs of the participants. The expert principals on panel discussions were invaluable. I wish we had done more with analyzing PASS and PACT data.

Participant number two: The experiences were close to what was going on back home. Morgan structured it perfect. This program was the best staff

development that I have ever had. The networking and contacts were very good me as a new principal.

Participant number three: The SCPIP provided a lot of information for first year principals. The most valuable was the collaboration with other people like us and the chance to talk to the experts in the field. The veteran principals on panel discussions were very good. They told us a lot about what mistakes to avoid, what to do and what not to do your first year as a principal.

Participant number four: Pretty well in line with what was going on at school. The guest speakers were relevant and dead on point. I had been through the DAP Program (Developing Aspiring Principals), but this is a better program.

Participant number five: The experiences were very much parallel with what I was facing back at school. This was a good way for me to find a lot of instant answers. They gave me the help that I needed, for example, developing a vision, connecting subject matter, developing the support from the staff that I needed.

4. Tell me about the types of support that you received from your assigned mentor.

Participant number one: I had an assigned mentor on line, but we did not communicate very much. I also had an in district mentor who was very helpful. The in district mentor provided a lot of help and sound advice.

Participant number two: My mentor was good, exactly what I would hope. I was fortunate, to have a very good mentor assigned by the state and a mentor

friend from another district. I used a principal that I had worked with from

another district. I emailed and called my mentors often.

Participant number three: My superintendent was my mentor. He was very

straight forward. I like the way he would tell it like it is. Morgan Lee was also

like a mentor.

Participant number four: I had a mentor assigned by the state and one

assigned by the district. I communicated with the state mentor by blackboard.

I considered the blackboard conversations to be a confidential way of

communicating my problems or concerns. I worked more with the mentor in

my district.

Participant number five: My mentor was provided by the state. I did have

some contact with my mentor about different scenarios to help me with

decision making.

5. How did the training you received in the South Carolina Principal Induction

Program help you to become a more effective instructional leader and

principal?

Participant number one: The program taught me how to use reflection as a

learning technique. I benefited from the contextual readings in the program,

and the opportunity to talk to other first year principals.

Participant number two: The program covered as much as it could about the

principalship. It gave me ideas, resources, time management skills and

techniques for analyzing test scores. It made me a better principal.

Participant number three: The job of new principal is sometimes a lonely

position. The SCPIP provided connections with other new folks and the

opportunity to bounce ideas off of each other. I became a part of a team with a

wealth of knowledge. I must say we provided each other with good answers.

Morgan Lee is still a source of information for me.

Participant number four: I am in a very small district with few resources

available to new principals. The program and networking helped to build my

confidence as a new leader.

Participant number five: The training gave me a global perspective on

leadership. Morgan Lee did a good job of helping us to differentiate as new

leaders.

6. What further information would you like to share about your experiences as a

first year principal?

Participant number one: I started out as a new principal at age 54. It was

good to talk to other first year principals. The young principals helped me

with enthusiasm. It was hard to make time to travel to Columbia during the

school year, but, Morgan Lee made it worth the trip. Morgan took the stress

and dread out of the trips to Columbia.

Participant number two: This was the best professional development that I

have had in my career. In fact, I looked forward to visiting Columbia, because

of the training and Morgan Lee. The SCPIP is a must for any new principal.

Participant number three: I enjoyed the book "Mid-Way Through", it should

have been given at the beginning of the program. It would have helped me

with angry teachers. The program is wonderful.

Participant number four: This is a wonderful program. We all agreed that

Morgan Lee is the perfect person for this program.

Participant number five: This program is ideal for new principals, considering

what they are dealing with across the state. I hope the state will not cut it

because of the budget.

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