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Pepperdine University
Graduate School of Education and Psychology

THE PERCEPTION OF NEW PRINCIPAL SUPPORT AS DESCRIBED BY
EXPERIENCED PRINCIPALS OF THE BALDWIN PARK UNIFIED SCHOOL
DISTRICT

A dissertation proposal submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Educational Leadership Administration and Policy

by
Michael R. Garcia

August, 2011

Susan C. Parks, Ed.D. – Dissertation Chairperson

This dissertation, written by

Michael R. Garcia

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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DEDICATION

This dissertation is dedicated to those educators who strive to be their best for the students they affect daily. In particular, this dissertation is dedicated to those individuals who, in the future, will struggle as a new principal and refuse to fail and will pay forward the knowledge they gain.

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I would like to thank my family for instilling in me the value of education and insisting that I be a lifelong learner. I also thank my partner, Burt Vosburgh, for being my main support and biggest cheerleader. He has supported me in so many endeavors and never gives up on me. I couldn't ask for anything more.

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ABSTRACT

The role of the principal has progressed from manager and authoritarian to educational leader. Principals are expected to assume principal duties and function at an exceptional level, creating change and elevating student achievement, regardless of their experience. The review of the literature reveals that a principal needs to be skilled in organizational leadership and to produce high-performing students while facing numerous obstacles such as funding cuts and shortages of qualified staff. They are expected to communicate effectively and maintain trust and confidence of faculty, staff, parents, students, and district administrators.

The purpose of this study was to describe new elementary school principal support as perceived by experienced elementary school principals of the Baldwin Park Unified School District in order to recommend a plan of support for future new elementary school principals in the Baldwin Park Unified School District. This study was qualitative in approach. Nine experienced principals were interviewed and asked the following research questions: (a) What is your perception of the support you received, intended to assist you lead your school, during your first 2 years as a principal? (b) What actions, strategies, guidance, and coaching effectively assisted you during your first 2 years as a principal? (c) What actions, strategies, guidance, and coaching hindered you during your first 2 years as a principal? (d) What additional support do you perceive would have assisted you to be more effective during your first 2 years as a principal? (e) What recommendations do you have to increase support for future new principals in the Baldwin Park Unified School District?

The study results revealed that experienced elementary principals recommended that all new principals be assigned a support provider (mentor) for their first 2 years as a site principal. They also recommended that the relationship be non-threatening, trusting, and confidential. The study concluded that the principal's leadership has a great impact on a student's achievement and success. It is the responsibility of the district to take a proactive role in meeting new principals' needs and supporting them through their initial 2 years as a principal.

Chapter I: Introduction

Find guides, mentors, priests, and storytellers. There's a cast of characters in every workplace who can be recruited as members and guides. . . . They're often old-timers who came in with the furniture. They can tell you how things came to be and instruct you in cultural mores and norms. Be reverent, pay attention, and you'll find a storehouse of knowledge and wisdom. You can also make friends whose counsel and support could be a big help somewhere down the line. (Bolman & Deal, 2002, p. 26)

This is my 12th year as a principal, and I clearly remember my first 2 years. I was fortunate to get my first assignment after serving as a vice principal for 5 years. When I joined the Baldwin Park Unified School District, I had easy access to the superintendent and her assistant superintendents. I was also given names of experienced principals who were easy to talk to and who would guide me through difficult leadership challenges, but I did not have the opportunity of establishing an informal mentoring relationship with one who had knowledge of my school district in particular. It is my belief and experience that with proper initial support new principals can become effective and even extraordinary experienced principals. This study investigates what has worked, what has not worked, and what experienced principals recommend for the new principals during their first 2 years.

The role of principal has moved from managing a school to becoming an educational leader. Davis, Darling-Hammond, LaPointe, and Meyerson (2005), in their review of research, note the many responsibilities of principals. They affirm the following:

Principals are expected to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations and communication experts, budget analysts, facility managers, special programs administrators, as well as guardians of various legal, contractual, and policy mandates and initiatives. In addition, principals are expected to serve the often conflicting needs of many stakeholders, including students, parents, teachers, district office officials, unions, and state and federal agencies. (Davis et al., 2005, p. 3)

A similar statement by the ACSA Task Force on Administrator Shortage (2001) reads as follows:

Today's school administrators need to be entrepreneurial, service-oriented, media-savvy instructional leaders, trained to lead efforts with diverse student populations. These demands require different recruitment, preparation, and professional development approaches. Committed and well-prepared leaders are essential to school reform and will be the catalyst for improving the academic achievement of California students. (p. 3)

The No Child Left Behind Act of 2001 is based on accountability for academic results, seeks research based education methodologies, and allows for more parental choice. Although these are positive objectives, the mandates magnify the pressure placed upon principals. This added accountability has impacted all site administrators, especially new site principals. Daresh (2002) acknowledges that the principal job is a daunting task that requires the leader to oversee all issues that keep the school running

smoothly in order that students learn effectively. The need to appropriately support new principals is of utmost importance to ensure their success and well-being.

Over a period of time, principals develop mutual support or find a special advisor, someone they can talk to, confide in, and go to for advice. Over the years I have seen some exceptionally talented educators become principals. The expectation has always been that they will succeed as well or even better than an experienced principal, usually with little support and rarely with a formal support program. How do they survive when they are placed as the site administrator and then left on their own? It is assumed that candidates for elementary principal positions have had the opportunity to assume a variety of leadership challenges. Some candidates step in after they have spent some time as an assistant principal or vice principal. This is an ideal situation because they have been able to previously assume many of the administrative responsibilities as a principal without the same degree of accountability. Other candidates are teacher leaders who have decided to take on responsibilities beyond their regular teaching duties. They may have had experience in positions such as principal designee, categorical resource teacher, grade level representative, leadership team member, school site council member, committee chair, and administrative intern (which many districts are now using as a training source). Yet these duties do not alone adequately prepare a new administrator for the shock of being on their own in charge of their own elementary site. Knight, Sheets, and Young (2005) maintain that principals will often point to one or more significant people who were valuable in helping them learn and succeed while they were new on the job. They also state that new principals' success, when facing the steep learning curve during the first critical years of service, "depends on their ability to meet

external expectations, develop interpersonal relationships, turn obstacles and barriers into goals and positive outcomes, and maintain their self-esteem and sense of pleasure in the work they do” (Knight et al., 2005, p. 4). The demands of the job require new principals to look beyond themselves to the counsel of others in order for them to succeed.

Statement of Problem

Knight et al. (2005) contend that university and pre-service programs have only slightly prepared new principals for their new responsibility. During the first 2 years as an elementary school principal the employee is required to meet all state and district standards as well as, or even better than, an experienced principal. Thus new principals need substantial support when they are confronted with the myriad of questions, crises, and decisions that will challenge them on a daily basis.

Purpose of the Study

The purpose of this study was to describe new elementary school principal support as perceived by experienced elementary school principals of the Baldwin Park Unified School District in order to recommend a plan of support for future new elementary school principals in the Baldwin Park Unified School District. Given the high performance expectations for beginning principals, it is important to have experienced principals, who have had over 2 years of experience in that position, (a) identify the support they received as new principals, (b) describe what kind of support they desired as new elementary school principals, and (c) to recommend strategies and support for new elementary school principals in the district.

Research Questions

The following research questions guided the present study, as well as forming the basis for the interview questions asked of the participants:

1. According to experienced elementary school principals, what is their perception of the support they received, intended to assist them lead their school, during their first 2 years as a principal?
2. According to experienced elementary school principals, what actions, strategies, guidance, and coaching effectively assisted them during their first 2 years as a principal?
3. According to experienced elementary school principals, what actions, strategies, guidance, and coaching hindered them during their first 2 years as a principal?
4. According to experienced elementary school principals, what additional support would have assisted them to be more effective during their first 2 years as a principal?
5. What recommendations do experienced elementary school principals have to increase support for future new principals?

Importance of the Study

The importance of the present study was based on the need for adequate support for elementary school principals during their first 2 years as a new principal. As principals gain more experience, they appear to refine their skills and develop self confidence in their demanding role. The key component of this study was to look at what elementary school principals felt contributed to their successes and sometimes failures as they transitioned from new principals to experienced principals. Policy makers on a

variety of levels may find this research valuable. The results of this research could be used to inform and guide the development of a mentoring component as part of district training of new principals, thus this study contributes valuable information to the body of existing literature. Administrators, coaches, mentors and other supervisory personnel who work with elementary school principals may benefit from this research. Daresh (2001) contends that “The research base on administration is not clear enough to guide mentoring programs” (p. 26). The research on administrative mentoring programs lacks the data of teacher induction programs. The research on what makes an effective principal is meager in comparison to the research on what makes a good teacher. This study helps fill a gap in the literature. In addition, education reform in general, of which this topic is a part, is one that may have important consequences for the current generation of students and for the national economy in decades to come.

Delimitations

Respondents are limited to experienced elementary school principals from Baldwin Park Unified School District who are currently serving in that position and are appropriately credentialed (i.e., not functioning under an emergency provision). An experienced principal was defined as having more than 2 years of site-based principal experience in the Baldwin Park Unified School District.

Limitations

Surveys and interviews are based on self-reporting, which is subject to bias. In addition, these findings cannot be generalized to all elementary school principals, but only those within the Baldwin Park Unified School District.

Statement of Assumptions

The assumptions of this study are as follows:

- Current elementary school principals who have continued as principals into their third year or more have a valid and helpful perspective on mentoring and whether it had a positive or negative effect on their success.
- Current principals were intrinsically motivated to share their experiences and perspectives in order to benefit new principals.
- Participating principals were candid in their observations and information.
- Participating principals were the most knowledgeable persons to provide information about principals' experiences in the Baldwin Park Unified School District.

Demographics of the Baldwin Park Unified School District

The Baldwin Park Unified School District is a public school district in the City of Baldwin Park, which is in the San Gabriel Valley of Los Angeles County, which is 18 miles east of Downtown Los Angeles (Mapquest, 2010). The district office is located at 3699 N. Holly Ave., Baldwin Park 91706. The district is comprised of 13 elementary schools, two junior high schools, two middle schools, two 4-year high schools, one continuation high school, and one adult school. Enrollment for the 2008-2009 academic school year was: 17,463 in the K- 12 schools and 13,386 in the adult school for a total enrolment of 30,849 (Los Angeles County Office of Education, 2008). Of the 13 elementary schools in the Baldwin Park Unified School District, 11 elementary school principals are experienced, as defined in this study as an elementary principal having more than 2 years of site-based principal experience of a school with students in grades

Kindergarten (K) through 5 or 6. In the Baldwin Park Unified School District there are 9 K through 6 schools, 2 K through 5 schools, and a single 3 through 5 school. Within the 13 elementary schools of the Baldwin Park Unified School District for the 2008-2009 school year, the demographics of students are broken down in Table 1, using data from the Los Angeles County of Education: Data Quest (2010).

Table 1

Demographics of Students in the Baldwin Park Unified School District

Demographic	Number of Students	Percentage
Total District K-6 Enrollment	8846	-
Hispanic or Latino	8099	91.55%
Asian	322	3.64%
Filipino	149	1.68%
White (not Hispanic Origin)	113	1.27%
Multiple or No Response	97	1.09%
African American	52	.58%
Native American or Alaska Native	8	.09%
Pacific Islander	6	.06%
Socioeconomically disadvantaged	6811	76.99%
English language learners	4284	48.42%
Students with disabilities	1139	12.87%

During the 2008-2009 academic school year, 2 elementary schools attained or remained above the State Academic Performance Index (API) of 800; 4 elementary

schools did not meet their individual API targets; and the range of API scores for the 13 elementary schools was 700 to 823. In the 2008-2009 school year, 6 elementary schools achieved their Adequate Yearly Progress (AYP) targets and 7 elementary schools did not meet their AYP target. Based on AYP scores, two elementary schools are not designated Program Improvement (PI), two elementary schools are designated PI year 1, three elementary schools are designated PI year 2, three elementary schools are designated PI year 3, three elementary schools are designated PI year 4, and one elementary school is designated PI year 5 (California Department of Education, 2010a, p. 4).

Definition of Terms

The following terms are defined for the purposes of the present study:

- Administrator: One who oversees and is responsible for the overall management of an organization, especially a business, school, or governmental department.
- Baldwin Park Unified School District: A public school district in the City of Baldwin Park, which is in the San Gabriel Valley of Los Angeles County, 13 elementary schools, 2 junior high schools, two middle schools, two 4-year high schools, one continuation high school, and one adult school. Enrollment is 30,849 total students, which breaks down to 17,463 in K-12 and 13,386 in adult school (Los Angeles County Office of Education, 2008, p. 99).
- Categorical programs: Programs funded by various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California (California Department of Education, 2010a).
- Categorical resource teacher or resource teacher: A teacher who is responsible to the site principal and provides assistance to classroom teachers, instructional

aides, and parents in implementing the School Categorical Program. The resource teacher also assists in assessing students and providing appropriate interventions (Baldwin Park Unified School District, 2010)

- Coach: A private tutor; one who instructs or trains (Coach, n.d.).
 - Elementary school principal: A principal who oversees students in Grades K- 5 or K-6.
 - Experienced elementary school principal: A principal having 2 or more years of experience as the administrator of a school with students in Grades K-5 or K-6.
- In conversations with colleagues, a common theme seems to appear. In the researcher's experience, most principals do not feel they have earned the title of experienced principal in their third year. It appears many who are in their third year as a principal still feel as if they are new principals.
- Mentor: A trusted counselor guide, tutor, or coach (Mentor, n.d.). Knight et al. (2005) state, "used as a noun, a mentor is a wise and trusted counselor or teacher. But as verb, as in 'to mentor a beginning principal,' it is more about a partnership of learning—both for the mentor and the mentee" (p. 2). Daresh (2001) defines mentoring as "an ongoing process in which individuals in an organization provide support and guidance to others who can become effective contributors to the goals of the organization" (p. 3).
 - New principal: A principal with less than 2 years of experience overseeing a school with students in Grades K- 5 or K-6.
 - Principal: A person who has controlling authority or is in a leading position: as the chief executive officer of an educational institution (Principal, n.d.).

- Principalship: The position of presiding rank, especially the head of an elementary school or high school (Principalship, n.d.).
- Program improvement schools: California Department of Education (2010a) describes program improvement as follows:

The federal No Child Left Behind (NCLB) Act of 2001 requires schools and LEAs [an LEA is a school district or county office of education] receiving Title I, Part A, Basic, funds to be identified for Program Improvement (PI) if Adequate Yearly Progress (AYP) criteria are not met for 2 consecutive years. (para. 17)

- Protégé: One who is protected or trained or whose career is furthered by a person of experience, prominence, or influence (Protégé, n.d.).
- School leader: One who makes a lasting positive impact on the school community.
- Support: To promote the interests or cause of, to assist, to help (Support, n.d.).

Organization of the Study

Chapter I introduces the reader to this research study. This chapter gives background information, purpose of the study, research questions, and the significance of the study. This chapter also includes delimitations and limitations of the study, the statement of assumptions, as well as definition of terms. Chapter II includes an extensive review of the literature, which begins with the origins of mentoring. The research focuses on the purpose of mentoring and coaching, as well as California law for mentoring, successful mentoring strategies, and the implications mentoring has on new principals. Chapter III details the design of the study, instrumentation used, selection of

respondents, data collection procedures, and data analysis techniques. Chapter IV presents the findings of the study. It contains the general discussion of the findings and a chapter summary of the findings. Chapter V summarizes the major findings of the study and provides specific conclusions and recommendations.

Chapter II: Literature Review

The purpose of this chapter is to present a brief history, review, and summary of the literature bearing on the topic of this study. The first section touches briefly on the historical origins of the principalship, to provide a comparison with the next section which reviews the myriad responsibilities and difficulties that modern principals face. The next section on organizational leadership continues that train of thought, as a principal of necessity must develop skills to lead a complex organization through continuous changes. The next section details student achievement and other standards that must be met by California principals. Similarly, the subsequent section describes the legally mandated training that principals should receive and the stringent academic achievement goals that such training should prepare principals for. The next section, in contrast, discusses the actual principal training programs. The topic of mentoring is then touched on, followed by the topic of mentoring new principals, as this provides some of the functions of training that are previously discussed. Finally, the current support program for New Elementary Principals in the Baldwin Park Unified School District is described to provide a background for understanding the benefits that mentoring could provide.

Origins of the Principalship

The origin of the principalship is difficult to pin down. Matthews and Crow (2003) report that the word *principal* was first used in Horace Mann's report to the Massachusetts School Board in 1941 (p. 18). They also report that the role of principal evolved from the role of principal teacher. The principal teacher had regular teacher

responsibilities as well as being designated the head of the school (Pierce, as cited in Matthews & Crow, 2003).

Pierce (as cited in Matthews & Crow, 2003) also reports that in 1839 the Common School Teachers' Association requested a description of duties for the person designated as the principal teacher. The Board of Education in Cincinnati responded with the following outline of duties:

1. To function as the head of the school charged to his care
2. To regulate the classes and course of instruction for all the pupils, whether they occupied his room or the room of other teachers
3. To discover any defects in the school and apply remedies
4. To make defects known to the visitor or trustee of a ward or district if he were unable to remedy conditions
5. To give necessary instruction to his assistants
6. To classify pupils
7. To safeguard school houses and furniture
8. To keep the school clean
9. To refrain from impairing the standing of assistants, especially in the eyes of their pupils
10. To require the cooperation of his assistants

Ensign (as cited in Matthews & Crow, 2003) states that English Headmasters were primarily in charge of school discipline and were in charge of student life. The early American school principal had responsibilities similar to those of a headmaster in English Academies. Matthews and Crow state that "he (the principal was invariably

male) had a small number of teachers to supervise and only simple administrative duties to perform. A large share of his time was spent teaching” (p. 19).

Responsibilities of Modern Principals

Davis et al. (2005) assert that since the enactment of federal and state laws, there is increasing acceptance that principals are an integral part of student achievement and should be held accountable for their success or failure. They also discuss the many roles of the principal. They contend the following:

the role of principal has swelled to include a staggering array of professional tasks and competencies. Principals are expected to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations and communication experts, budget analysts, facility managers, special program administrators, as well as guardians of various legal, contractual, and policy mandates and initiatives. In addition, principals are expected to serve the often conflicting needs and interests of many stakeholders, including students, parents, teachers, district officials, unions, and state and federal agencies. (Davis et al., 2005, p. 3)

They state that the principalship is in a crisis due to districts’ abilities to attract and retain highly qualified individuals as principals. Parkay and Rhodes (as cited in Lashway, 2003) summarize the multiple responsibilities of principals:

By all accounts, new administrators experience intense, unrelenting stress as they try to adjust their textbook understanding of leadership to the real world of practice. They have to master technical skills, learn to deal with a variety of

constituents, and wrestle with doubts about personal adequacy, all in a fast-paced environment that leaves little time for reflection and thoughtfulness. (p. 1)

Matthews and Crow (2003) identify the new principal as a learner. They contend “understanding the principal’s and assistant principal’s roles as mentor, supervisor, leader, manager, politician, and advocate is based on the primary role of the principal/assistant principal as learner and facilitator of learning” (p. 41). McGrevin and Schneider (1993) found that principals and superintendents were in agreement on necessary skills for the novice principal. They believed that principals (a) should know what they are wanted to achieve or create and know how to achieve that vision; (b) be sincerely committed to making a difference in the lives of those persons involved in the school; (c) be confident of their leadership ability and know their own strengths and value systems, yet also know their weaknesses; (d) embrace and understand the need to change their definition of their role, depending upon the circumstances; and (e) involve the many constituent groups (including members of the community) in the process of schooling. Thus a new image of the principal emerges:

no longer a technocrat laden with “how to” knowledge, but an executive with the creativity to envision a new world, the ability to engage others to sign on for the journey, and together to chart the course to unknown territories. Conceptual skills, self-awareness skills, and people skills seem to be more important than knowing the specific technical skills often deemed important for beginning principals to possess. (Matthews & Crow, 2003, p. 17)

Matthews and Crow (2003) also found that the biggest challenge for new principals is the bringing together of a diverse school community to “establish a vision

related to the needs of the students and develop strategy and plans to achieve that vision, while having less financial resources to get the job done” (p. 19).

Bossi (2009) examines the principalship and explores the requirements of the job. He determined “six dimensions of leadership for the site principal” (p. 25), paraphrased as follows:

1. Operational: These requirements include having the knowledge to develop and manage the everyday responsibilities of the school, which includes attendance, scheduling, student behavior, budgeting, maintenance, teacher and staff evaluations, contract administration, and so forth.
2. Visionary/cultural: These requirements include the following:
 - Knowing one’s own core values and beliefs and consistently being true to those in leading with integrity
 - Learning, valuing, and responding to a school community’s history and way of being
 - Orchestrating a process of integration in the development of “we,” leading to a focused, prioritized, shared sense of purpose and direction
3. Instructional: These requirements include the following:
 - Supervising the elements of quality instruction
 - Spending time in classrooms looking for those elements
 - Developing in teachers the capacity to consistently deliver high quality instruction
 - Developing and delivering high quality professional development

4. Learning: These requirements include the following:
 - Focusing on student achievement and learning results for all students
 - Using data to ask and answer questions about who is learning, who isn't, and why some are not learning
 - Examining what data tells us are instructional strategies that are most successful in producing learning and how to support students who are not fully achieving standards
5. Collaborative: These requirements include the following:
 - Engaging in the development of professional learning communities through practices of shared leadership
 - Working collaboratively to prioritize and clarify common learning goals
 - Engaging in honest and open professional data-based conversations about effective instructional practices
 - Observing and sharing craft knowledge and instructional expertise with one another
6. Strategic: These requirements include the following:
 - Not only charting the course, but navigating the obstacles that inevitably emerge while meeting the needs of the staff and students
 - Knowing when to turn against the prevailing winds and bring in the sails, as well as when to let out the sails and follow the wind
 - Balancing more sudden and significant change efforts while building the capacity for ongoing, sustained, continuous improvement
 - Guiding and managing change

- Knowing when to react and respond and when to let things take care of themselves

Johnson (2008) notes the increasing emphasis on leadership for the role of principal. Principals are expected to (a) select, manage, motivate, and evaluate their team of teachers so their school meets its academic goals; (b) communicate an explicit and comprehensive vision of how children learn; and (c) assist teachers in being more effective at helping students learn by visiting classrooms regularly, assessing teaching strengths and weaknesses, and offering feedback and advice. Even more akin to corporate leadership is the following role:

In some ways, the preferred vision of the principalship today seems more akin to being the director . . . of a firm. A principal with vision and expertise creates a blueprint of how the school can achieve its goals. He or she then finds teachers and administrative staff to help make that vision a reality. The principal continually coaches and mentors the staff so that together they accomplish the desired results. Several recent surveys conducted by Public Agenda confirm that the vast majority of districts are looking for precisely this kind of school leadership. (Johnson, 2008, para. 2-4)

Organizational leadership is discussed next, as it has become an integral part of the responsibilities of a principal.

Organizational Leadership

Senge (2006) offers principles or elements to break away from the fragmented organizations to what he declares as “learning organizations.” He maintains that learning organizations are “organizations where people continually expand their capacity to create

the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together” (p. 3). The concept of a learning organization is critical to the understanding of how an organization moves toward a vision while it develops and sustains positive changes. Senge (2006) defines the building of a shared vision as “the capacity to hold a shared picture of the future we seek to create” (p. 9). He continues, “One is hard pressed to think of an organization that has sustained some measure of greatness in the absence of goals, values, and missions that become deeply shared throughout the organization” (p. 9). Senge further describes that a genuine vision is internalized by people who want to excel as opposed to being told to achieve. Senge states the following:

all too often, a company’s shared vision has revolved around the charisma of a leader, or around a crisis that galvanizes everyone temporarily. But given a choice, most people opt for a lofty goal, not only in times of crisis but at all times. What has been lacking is a discipline for translating individual vision into a shared vision, not a ‘cookbook’ set of principles and guiding practices. (pp. 487-488)

Senge (2006) maintains that “the very word ‘leader’ has come to refer largely to positional authority, a synonym for the management, as when people say ‘change will only happen if it is driven by the leader,’ or ‘the problem here is our leadership’ ” (p. 319). Senge maintains that the true message of such statements is that only those who are top managers can produce change, not those who are part of the general working population. Senge declares that today’s leader must develop “guiding ideas about

purpose, the use, and vision of the enterprise as a whole” (p. 320). He continues that today’s leaders must do the following:

take responsibility for ensuring the existence of credible and uplifting ideas in the organization. Executive leaders are also vital for dealing with structural innovations such as poorly designed measurement and reward systems. And they are role models who must embody values and aspirations if they are to be credible. (Senge, 2006, p. 320)

Schein (2004) tells us that the culture of a group can be defined as “a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid” (p. 17), and therefore was taught to new members as the correct way to perceive, think and feel in relation to those problems. He continues as follows:

Culture is both a dynamic phenomenon that surrounds us at all times, being constantly enacted and created by our interactions with others and shaped by leadership behavior, and a set of structures, routines, rules, and norms that guide and constrain behavior. When one brings culture to the level of the organization and even down to groups within the organization, one can see clearly how culture is created, embedded, evolved, and ultimately manipulated, and, at the same time, how culture contains, stabilizes, and provides structure and meaning to the group members. These dynamic processes of culture creation and management are the essence of leadership and make one realize that leadership and culture are two sides of the same coin. (Schein, 2004, p. 1)

Schein (2004) discusses the many qualities and challenges of leaders. He lists five implications for the selection and development of leaders. These are described in the paragraphs that follow.

The first implication is perception and insight. Schein (2004) points out that “the leader must be able to perceive the problem, to have insight into the culture and its dysfunctional elements” (p. 414). The second implication is motivation. While leadership requires the insight into the dynamics of culture (Schein, 2004), the leader must have the skill to intervene in one’s own cultural process. He indicates that the organization must go through a disconfirmation, a process where the organization is motivated to change. Transformative change is the process of unlearning something as well as learning something new. The leader must get his organization to understand that things are not right. The leader must go beyond self and work for the betterment of the organization. The Human Resource Frame (Bolman & Deal, 2002, 2003) is aligned with Schein’s theory. It recommends the following actions: empower yourself and others, open up communications, ask questions about the truth, ask for feedback, and take initiative to empower yourself and others. All of these actions require motivation and the willingness to seek the truth. At the site level, a principal must be motivated to bring about change and take risks towards change. Ichijo, Nonaka, and Von Krogh (as cited in Fullan, 2001) state that in order to share personal knowledge, “individuals must rely on others to listen and react to their ideas. Constructive and helpful relations enable people to share their insights and freely discuss their concerns. Good relationships purge a knowledge-creation process of distrust, fear, and dissatisfaction” (p. 82). A new principal must see what works and what can work. The new principal must trust his or her

employees to use good judgment and require them to communicate changes in program and strategies. When a new principal works with district administrators, he or she projects the attitude of being part of the solution and not part of the problem. He or she has more credibility when employing constructive and helpful relationships.

The third implication is emotional strength. Schein (2004) tells us that the leader must have the emotional strength to absorb the anxiety, anger, and sometimes lack of cooperation of group members as the organization goes through the growing pains of change. Some of this change could be the removal of long-standing assumptions that have been in place since the founding of the organization. Schein affirms that the leader must be strong and demonstrate dedication and commitment to the organization. The Symbolic Frame (Bolman & Deal, 2002) reinforces Schein's theory. It advocates that the leader learns and celebrates the history, diagnoses the strength of the existing culture, reinforces and celebrates the culture's strengths, and marks transitions with ceremony. Schein, as well as Bolman and Deal, depict the often-harsh realities of implementing change. Employees do not like change that they do not understand. Marzano, McNulty, and Waters (2005) discuss the concept of first order and second order change. First order change is consistent with the history and traditions of the organization. Second order change requires a break from current paradigms.

The fourth implication is the ability to change the cultural assumptions. It falls upon the current leadership to replace old values with new ones (Schein, 2004). Schein labels this as "cognitive redefinition" (p. 325). Cognitive redefinition is the communication and promotion of new visions, and the creation of conditions for others to find these new concepts. The Structural Frame (Bolman & Deal, 2002) is a tool that

might assist with this implication. Clarifying roles, designing groups for success rather than failure, setting or clarifying goals, and shaping a structure that fits provide situations for changing cultural assumptions. A principal must ensure that teachers understand that their work goes beyond what happens in the classroom. Principals must work for teachers to reset their priorities and involve themselves in positive change. This can be done not only through regular faculty meetings but also through small group collaboration, especially in grade level teams. A principal can implement change by (a) providing the structure and the conditions for change, and (b) allowing flexibility and trust with the staff members. The desired change frequently occurs naturally and collaboratively. This is considerably more successful than forcing change through directives and edicts.

The fifth implication is the ability to create involvement and participation. Schein (2004) states that cognitive redefinition must occur in the heads of many members of the organization, but that will only happen through involvement by the members. The whole organization must acquire insight and motivation, and the leader must create this involvement. It is vital that the leader knows the organization and analyzes his or her assumptions to ensure that the assumptions are not in current conflict with the organization. The political frame (Bolman & Deal, 2002) reflects Schein's theory:

Principals cannot transform a school through their individual efforts ... although past images of the principalship have focused on principals who were strong, assertive, and forceful leaders, the more promising contemporary view calls for principals who can work collaboratively with others in building consensus.

(DuFour & Eaker, 1998, p. 203)

Schein (2004) states the following:

Transformative change implies that the person or group that is the target of change must unlearn something as well as learn something new. Transformative change will therefore almost always include cultural change to some degree.

Most of the difficulties of such change have to do with the unlearning, because what we have learned has become embedded in various routines and may have become part of our group and personal identity. (p. 321)

In order to effect change, a new principal must take on the challenge of changing the culture, stimulating teachers to give up old viewpoints and habits, and replace them with more effective habits and progressive philosophies. Méndez-Morse (1992) describes the leadership characteristics that facilitate change. In describing them she states the following:

these leaders began with having a vision, developed a shared vision with their co-workers, and valued the organizations personnel. Leaders who changed their organizations were proactive and took risks. They recognized shifts in interests or needs of their clientele, anticipated the need to change and challenged the status quo (para. 4).

In reviewing the literature on leadership Schein (2004) identified six characteristics of leaders of educational change:

1. Having vision
2. Believing schools are for learning
3. Valuing human resources
4. Being a skilled communicator and listener

5. Acting proactively
6. Taking risks (para. 58).

Having a vision is required for a principal to lead effectively. Westley and Mintzberg (as cited by Méndez-Morse, 1992) states that a leader's "communication of the vision is such that it empowers people to act." They also state that "visionary leadership is dynamic and involves a three stage process: (a) "An image of the desired future for the organization (vision) is" (b) "communicated (shared) which serves to (c) empower those followers so they can enact the vision" (para. 11).

Manasse maintains that vision includes the "development, transmission, and implementation of an image of a desirable future" (as cited by Méndez-Morse, 1992, para. 12). She continues to state that sharing a leader's vision may differentiate true leaders from mere managers. Penjza reinforces the importance of having a vision. He maintains that "without a vision to challenge followers with, there's no possibility of a principal being a leader" (Méndez-Morse, 1992, para. 15).

The principal's values and belief system influences the vision he holds for his school. Méndez-Morse (1992) defines beliefs as ideas considered to be true and on which people are willing to act, such as the belief that all children can learn. Manasse states that a vision is based on personalized values. She also states that visionary leadership demands a clear sense of personal and organizational values (as cited by Méndez-Morse). Méndez-Morse found that effective school principals strongly believed in meeting the instructional needs of all their students. Greenfield states that the "principal's moral orientation is important to understand because it colors practically everything this principal does on a daily basis" (as cited by Méndez-Morse, para. 21).

Méndez-Morse found that believing schools are for students' learning frequently surfaced as a common characteristic of leaders that promote school change.

Valuing the people of a school as an organization's greatest resource is another characteristic of a principal who facilitates change. Méndez-Morse (1992) states that this characteristic has three dimensions:

1. Valuing the professional contributions of the staff
2. Relating to people
3. Fostering collaborative relationships

Joiner (as cited by Méndez-Morse, 1992) states the following:

leaders of change not only include the contributions of employees in determining and realizing the vision but also have the interpersonal skills that help them relate with others and develop collaborative relationships, foster environments and work processes to facilitate the organization's collective efforts, and address the needs of the individuals as well as groups. (para. 35)

The ability to effectively communicate and listen is a characteristic of an effective principal. Becker et al. (as cited by Méndez-Morse, 1992) found that principals of outstanding schools "listen well to parents, teachers and pupils" (para. 45). In other words, communicating and listening skills are the basis for principals to articulate a vision, develop a shared vision, express the belief that schools are for the students' learning, and demonstrate the value of a human resources of their peers and subordinates.

Effective principals are proactive in their efforts to improve their schools. Pejza (as cited by Méndez-Morse, 1992) states that "a successful leader is one who aims at something no one else can see and hits it" (para. 51). Méndez-Morse contends that a

proactive principal initiates action, anticipates and recognizes changes in their environment that will affect their schools, and challenges the daily operations that interfere with realizing their visions.

Joiner (as cited by Méndez-Morse, 1992) asserts that “change must be initiated by leaders who are willing to risk their reputation for the future benefit of their companies” (para. 54). Méndez-Morse maintains that risks are not taken haphazardly but tend to be considered as opportunities that will improve the organization. She also states that effective school leaders encourage their staff to experiment with various instructional methods to meet the academic needs of their students. She asserts that they guide and provoke their staff to explore options that more adequately address the needs of their students and provide an environment that “makes risk-taking safer” (para. 55).

Wiseman (2009) addresses the school leader in context to our current economy, high accountability, and political pressure. He contends that even in times of challenge, this is an opportunity for school leaders to effect change and make schools resilient. He identifies a dynamic new leadership, which he calls the *foundational school leader* (p. 8). The core of the foundational school leader’s task is to build strong foundations with the “collective intelligence of the entire school community” (p. 8).

Wiseman (2009) defines a foundation as “the basis on which a thing stands, is founded, or is supported” (p. 9), which includes building a resilient school. He contends that simply bringing a sound foundation to a school community is not sufficient. Wiseman maintains that introducing, building, and nurturing the foundation is the key to its success.

Wiseman (2009) identifies four foundations that are essential for school effectiveness, especially during challenging times:

- Foundation 1: Listening to the organization. The foundational leader is a listener and a communicator. He is aware of all factions that might affect the school. Most importantly, the foundational leader understands that great change requires everyone's participation, not just a select few.
- Foundation 2: Building agreements. The foundational leader sets norms for the community to follow. "It offers members a high leverage approach to developing and conforming to those norms" (p. 9). This allows schools to overcome dysfunction and to avoid internal conflict. Its principle goal is to set ideals and values.
- Foundation 3: Co-creating purpose. "Co-creating purpose is about combining a clear, compelling school vision with values rooted in personal ideals and aspirations" (p. 10). The foundational leader focuses on creating a joint voice in sharing values, themes, meanings, and purpose. The foundational leader creates this purpose over time through constant communication of all stakeholders.
- Foundation 4: Fostering team building. The foundational leader creates a "culture of collaboration through teamwork" (p. 10). He works with groups to reinforce a collaborative culture. The foundational leader is the role model for team building, therefore it is imperative that he be trained in teambuilding techniques, as well be prepared to train his constituents.

Wiseman (2009) reasons that the fundamental leader must take the time to create the four foundations. The success of the fundamental leader is measured by the positive

engagement of the whole school community. For the foundational leader there is really no beginning or end, but a process of renewal that perpetuates for as long as the school exists.

California Professional Standards for Educational Leaders (CPSEL)

WestEd and the Association of California School Administrators (2004) established the California Professional Standards for Educational Leaders in 2001. These standards are adapted from the Interstate School Leaders Licensure Consortium (1996) Standards for School Leaders. In 2004 the California Commission on Teacher Credentialing adopted these standards as part of their administrator licensing program. WestEd and the Association of California School Administrators jointly hold the copyright to these standards showing their joint commitment to professional standards for California administrators. Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool. The six standards are:

1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.

4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.
6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context (WestEd & the Association of California School Administrators, 2004).

Within each California Professional Standard for Educational Leaders there are benchmarks that clarify the expectations of each standard. They can be used as a list of expectations for administrators, in particular, principals. The expectation can be that all administrators strive to meet these standards.

California Assembly Bill 430

California Assemblymember, Pedro Nava, of Santa Barbara, in 2005 sponsored the extension of principal training programs. California Assembly Bill 430 (see Appendix A) Principal Training Program extends Education Code 44510, which requires local education agencies to provide school site administrators with instruction and training in specified areas (see Appendix A). AB 430 lengthened the time of the bill to January 1, 2013 and changed the required participants from school site administrator to school administrator. Included in AB430 is the following provision:

Coaching means the provision of mentoring or individualized support to school administrators pursuant to this article by a person who has received professional development in coaching strategies and techniques by a local educational agency, professional development organization, or institution of higher education. (AB 430, Article 4.6, para. 2.5)

Other relevant provisions are included as Appendix A of this dissertation. While these standards represent important goals for principal training, the reality is that training programs may touch on all aspects of legally mandated standards, fulfilling the letter of the law, but they do not always offer substantial course content and practice leading to competence in each area, as described in the next section.

Principal Training Programs

Lack of effective training. Gray, Fry, Bottoms, and O'Neill (n.d.) in their findings note that university internship programs have been sorely lacking in preparing new principals. Too many leaders are left to learn on the job (imagine training a surgeon that way). Their first opportunity to plan and implement school improvement actions will be as a head of a school, typically without much guidance from successful peers. In an environment of increasing accountability from the state house to the school house, this “sink-or-swim, stumble through it” (Gray et al., n.d., p. 9) approach to principal leadership development not only is counterproductive but helps explain why school reform efforts so often sputter and die out. These authors go on to decry that poorly prepared principals do not produce positive results, yet once certified they remain in the system for many years, obstructing school improvement. Aspiring school administrators, potentially responsible for the quality of learning achieved by countless students, should

be “held to performance requirements during a challenging internship supervised by experts in the field” (Southern Regional Education Board, n.d., p. 10). Yet in too many instances this is not the case. Some contend that low admissions standards and weak faculties make the doctorate programs inappropriate for today’s principals but that universities see the programs as “cash cows” (New England Board of Higher Education, 2005, p. 7) to fund higher priority programs.

Morrison (2005) writes of the administrative internship process that lacks a real life aspect:

the experience was not representative of the challenges I would soon encounter. I completed many projects that consumed my required hours: I made a resource binder for increasing literacy across the curriculum, planned a successful career fair, and invoiced all the technology in the building. But I never had to make decisions or got to see behind the scenes. I did very well on my evaluations. . . . Interning principals must be welcomed into the trenches, given scenarios to resolve, and allowed to truly experience what administrators do in a normal day. . . with some support, and we will have a much better-prepared crop of administrators entering our schools. (para. 10-11)

Policymakers are focusing on quality training. Gootman (2005) notes that a nearly \$70 million principal training program in New York City will be funded by the Department of Education, showing that policymakers are willing to invest in new training models. Archer (2004) notes that in most states, becoming a principal requires completion of a training program that includes a mix of coursework and some kind of internship, usually through a college of education. It remains to be seen whether those

regimens produce administrators who can improve school performance. Darling-Hammond, an education professor at Stanford University states, “There's very little empirical work that actually demonstrates that certain features of programs that are thought to be important really are important” (para. 4). With a grant of nearly \$1.25 million from the New York City-based Wallace Foundation, Darling-Hammond is leading a new study of the effectiveness of training programs for school principals (Knapp, Copland, Plecki, & Portin, 2006).

According to the National Center for Education Statistics, 56% of current public school principals are age 50 or over, which puts them within reach of retirement age. This equates to nearly 100,000 principals nationwide, and with an acknowledged shortage of qualified candidates to take those jobs, the need for effective mentoring programs has never been more immediate and should be prompting wide discussion of the importance of providing quality mentorship programs for new administrators (as cited in Hall, 2008, pp. 452).

University training programs. New England Board of Higher Education (2005) describes a new principal training program created by the nonprofit National Center on Education and the Economy. The training program strives to go beyond classroom lectures and incorporates simulations, action projects, case studies, and internet-based activities to train school leaders. Several schools have incorporated this curriculum into their doctorate programs in educational leadership.

Whitaker (2006) maintains that in order to create a pool of high quality principal candidates, school districts and must work as a partnership. In order for partnerships to be successful, Whitaker states the following:

the organizations must have adequate resources, financial and human, to address the complex need of the program. Partners must assume mutual responsibility for developing and improving on the goals and outcomes of the partnership. Both the school district and the university must devote time and energy to meeting goals and developing a positive relationship. Moreover, they must periodically assess the effectiveness of the partnership on a regular basis. For partnerships to be successful, they must be supported by the highest level of administration in each organization. Despite the busy nature of K-12 schools and universities, ongoing communication within and between the participating organizations is essential for the partnership to work. (Whitaker, 2006, p. 38)

Whitaker (2006) describes the features of a successful partnership, known as the Denver Metro Cohort. This cohort is comprised of three school districts (Cherry Creek School District, Douglas County School District, and Littleton Public Schools) and the University of Northern Colorado. This partnership was designed to benefit the school districts involved, the university, and the graduate students who aspire to leadership positions in schools in the area. Benefits to the school districts include the following:

leadership training for the purpose of preparing high quality leaders to assume assistant principalships and principalships. Each teacher in the program has a principal mentor to work with them so that when the 2-year program has concluded, they are prepared to apply for school level administration jobs. Since two of the three participating districts are fast growing, the program assists these districts in filling administrator positions. (Whitaker, 2006, pp. 38-39)

Whitaker (2006) also lists the structural and organizational features of the partnership between the three school districts and the University of Northern Colorado.

They are as follows:

- Mutual need for the partnership,
- Joint selection of participants,
- On-site delivery of leadership program,
- Joint planning prior to the beginning of the program,
- School district input on the curriculum and instructional delivery,
- The use of cohort groups,
- Mentoring of program participants,
- Ongoing review of the effectiveness of the partnership (p. 39).

Characteristics of quality training. Gray et al. (n.d.) mentions that the necessary conditions for high quality internships include the following:

- A common vision for the competencies that candidates will gain as a result of mentoring in field-based learning experiences;
- A shared commitment and responsibility, represented by written agreements, for the allocation of resources necessary for success and the development of internship learning plans for candidates;
- Clearly defined expectations of the roles of individuals who represent the university, the district, and its schools;
- A structure with procedures to collect feedback and to report results to partners and constituents;
- Recognized mutual benefits for each organization (p. 23).

The Southern Regional Education Board (n.d.) states that “the challenge for states, universities, and districts is to ensure that internship performance evaluations move beyond check lists and satisfaction surveys to evidence of leadership performance and problem solving skills that will influence program completion licensure and hiring decisions” (p. 27). They continue to state that “certifying graduates should not be a simple recognition of program completion but an authoritative endorsement that the graduate has mastered the necessary competencies for improving student learning” (p. 27). The Southern Regional Education Board recommends that states, universities, and districts each have responsibilities for ensuring an effective mentoring process. These responsibilities are broken down in the following lists. State policy makers and state agencies have the following responsibilities:

- Require university-district partnership agreements that specify how each party is responsible and accountable for ensuring that the candidates they certify for administrative licensure meet the state’s standards.
- Develop intern performance tasks and criteria that, at minimum, require observation and participation in a variety of high-performing and low-performing school settings through field-based experience and leadership of a team of teachers working on an initiative to improve student learning.
- Base successful internship completion (necessary for administrative licensure), on achievement of leadership standards through mastery of the performance tasks indicated for each standard and not on the basis of time.
- Require that these guidelines are met by universities and other entities to earn approval for offering an educational leadership program.

- Allocate resources to support the mentoring needed to provide high-quality internship experiences in a variety of school settings. Place priority on preparing aspiring principals for low-performing schools.

Universities have the following responsibilities:

- Create true partnerships with school districts that reflect joint responsibility, accountability, and mutual benefits.
- Meet with district leaders to understand leadership succession plans, school improvement strategies and challenges, and the public environment.
- Redefine internships to incorporate school-based, problem-focused learning experiences occurring throughout a candidate's program.
- Reward faculty members who provide quality field experiences and contribute ongoing research to support leadership program improvements with tenure-track positions and other recognition given to university faculty.

School districts have the following responsibility:

- Integrate internships into the district's process for leadership development succession planning and hiring.
- Under the new standards, candidates for principal training will no longer be able to "self-select" into programs.

Maxwell (2008) notes that due to a new state policy in Tennessee, Colleges and universities, working with the school districts they serve most, will, training programs "have to toughen their admissions standards on several fronts, including a requirement that applicants present evidence that they have improved student achievement" (para. 4-

5). Curriculum and field experiences that each aspiring principal receives must become much more extensive than they have previously been.

McGrevin and Schneider (1993) surveyed 450 California principals and 208 California superintendents for the purpose of finding out the “perceived critical skills needed by novice principals to be successful” (p. 17). This group of administrators was asked the following four questions:

1. What skills do principals identify as being critical to their success during the first year of principalship?
2. What skills do superintendents identify as critical for the beginning principal?
3. What is the attitude that principals and superintendents towards their administrative certificate program?
4. What do superintendents believed to be the greatest challenges for new principals?

Maxwell (2009) notes that there is substantial evidence that the quality of training programs makes a difference. The New Leaders for New Schools principal-training program in Chicago has won a prestigious award from Harvard University, the 2009 Innovations in American Government Awards. In an ongoing study of the program, researchers at the Rand Corporation found that 88% of high schools led by a New Leaders principal had graduation rates higher than the overall graduation rates in their school district.

McGrevin and Schneider (1993) indicate that the responses by experienced principals with at least 6 years in the principalship were similar to those who were new principals. The responses on how to improve their training were as follows.

1. Provide more practical information on current issues and less theory.
2. Provide longer and more rigorous internships.
3. Provide less emphasis on theory.
4. Provide more training in human relations.
5. Provide more information on budget.
6. Provide time management training.
7. Discuss negotiation issues more frequently.
8. Provide opportunities to shadow a principal.
9. Provide training in law and the education code.
10. Provide training in conflict resolution.
11. Provide information on in politics of education (pp. 11-12).

No program of training can adequately prepare principals for on-the-job training they encounter—often with little support—when they begin serving in their positions. Regardless of the standards and mandated training programs, many current principals are ill prepared to manage the myriad roles and responsibilities demanded of them, as described in the previous sections of this literature review. The next section discusses a facet that helps fill in the gaps in training: mentoring.

Mentoring New Principals

Daresh (2001) defines mentoring as “an ongoing process in which individuals in an organization provide support and guidance to others who can become effective contributors to the goals of the organization” (p. 3). The Wallace Foundation (2007) tells us, “In common with other fields, mentoring is almost universally seen as a potent mechanism to help new principals ‘get their sea-legs’ in a fast changing, complicated

system” (p. 6). The Wallace Foundation, in addressing principal mentoring, stated, “Within public education, mentoring for teachers began to spread in the early 1980s as part of efforts to reduce attrition and improve instructional quality. Some form of teacher mentoring is now required in at least 30 states” (p. 5). They go on to tell the following:

Principal mentoring has been rapidly gaining acceptance amongst states and urban districts since 2000. A number of districts have provided mentoring for years without any state mandates to do so. . . . By 2006 roughly half the nation’s states had enacted such requirements. Along with those state-level actions, professional associations such as the National Association of Elementary School Principals and the National Association of Secondary School Principals have launched programs to certify and train mentors, as have a number of state-level professional organizations representing school leaders. (pp. 5-6)

The need for mentoring. Gary Bloom, associate director of the New Teacher Center at the University of California at Santa Cruz (as cited in Education Alliance at Brown University, 2003) states the following:

the job of principal has become more difficult and the expectations of the job have become more ambitious. And that’s coupled with the shortage of qualified candidates. So what we’re seeing are people coming into the principalship who have all the innate skills to succeed, but what they don’t have very often is the kind of experience that in the past prepared people to step into the job. Ten or 20 years ago, you might have been an assistant principal for 5, 6, or 7 years before becoming a principal. Now it might be 6 months. (p. 7)

John Daresh, professor of educational leadership at the University of Texas at El Paso (as cited in Education Alliance at Brown University, 2003) states the following:

educators know that the world of the superintendent or principal, although exciting, challenging, and often personally rewarding, is also a world filled with considerable anxiety, frustration, self-doubt, and loneliness. But there is also a corresponding part of the world of school administrators that proclaims, “you’re the boss. Fix your own problems and don’t ask for help from anyone. If you can’t do the job on your own, you’re a failure.” Indeed, the image of the leader as the Lone Ranger is very much alive in the world of school administration. (p. 8)

In 2001, superintendents and principals responded to a Public Agenda and the results were published as *Trying to Stay Ahead: Superintendents and Principals Talk about School Leadership*. Ninety-two percent of respondents agreed that the time and responsibilities demanded by the job discourage many people from pursuing the principalship as a career (as cited in Education Alliance at Brown University, 2003). One respondent wrote “the principal’s job is overwhelming. My desk is never clear of obligations. Constant interruptions from parents, teachers, and others add to the stress of the day” (p. 8).

Education Alliance at Brown University (2003) recognizes that “against this background, a growing number of educators have discovered an effective—and perhaps essential—tool for preparing and developing effective school leaders: mentoring” (p. 8).

Nayda Aswad Higgins (as cited in Education Alliance at Brown University, 2003), executive director of the Massachusetts Elementary School Principals Association stated the following:

as a new principal you're learning the job, you're learning about the community and you're trying to figure out what the goals of your school are going to be.

There isn't necessarily someone you can talk to about your problems. That's why mentoring is so important. It's imperative that you have somebody who is neutral and somebody who understands the challenges of the job to be able to help you walk the path. (pp. 8-9)

Robert Malone, a research analyst with the Educational resources Information Center (ERIC) notes his concerns for placing mentees with less than capable mentors or with mentees who are difficult or who do not want to be mentored. Malone (as cited in Education Alliance at Brown University, 2003) states "even the most accomplished mentors can fail to connect with a protégé, resulting in a neutral-effect relationship at best" (p. 13).

Malone (as cited in Education Alliance at Brown University, 2003) is also concerned with gender and race issues that often complicate mentor-mentee relationships. He points out that the majority of superintendents and principals are white males when 73% of teachers who might aspire to be principals are females.

Bossi (2009) believes that the dimensions of leadership discussed in the previous sections are overwhelming for the new principal; therefore leadership coaching is vital. He points out that the Association of California School Administrators (ACSA) provides a leadership coaching program in partnership with the New Teacher Center and is based upon the California Professional Standards for Educational Leaders. Bossi asserts that "coaching aims to support the coach's success today, while building the capacity for independence and ongoing, continuous leadership growth" (p. 26). He stresses that this

time working with a novice is not an added burden or additional responsibility because the time spent is focused upon the work the novice is already engaged in. Similarly, Dukess (2001) states that providing instructional, emotional, and managerial support to new principals by giving them experienced, expert principals as mentors can help to a large extent in overcoming seemingly insurmountable obstacles faced by principals. In agreement, Daresh (2001) defines the new principal as inexperienced, beginning administrators “who are taking their first jobs in administration. In most cases, these people have the roles of assistant principal or principal and have come directly from the classroom or from some other non-administrator role (such as a counselor)” (p. 21). Daresh emphasizes the importance of mentoring in that “Administrators do their jobs in isolation from peers” (p. 26). Teachers have access to each other because there are many of them at a campus, while principals are usually the sole administrator on a campus and usually work away from colleagues.

Hall (2008) insists that the power of an effective mentoring partnership is immense, while the lack or ineffectiveness of a mentoring relationship is equally destructive for the new principal. The education profession should be fully embracing a new vision of professionalization at the administrator level, with principals as master artisans and leaders guiding less-experienced principals, formally and intentionally.

The Wallace Foundation (2007) has been working since 2000 to improve school leadership and has become interested in the mentorship of new principals during their first years on the job. In their initial research they found that mentoring of new principals is becoming more wide spread across the United States and that the nation is spending more time, energy, and funding on the training and preparation of new principals. The

Wallace Foundation report that “repeatedly, we heard the days of ‘sink or swim’ for new principals must end if they are to stand any reasonable chance of succeeding in their increasingly tough jobs” (p. 3).

The Consortium for Policy Research in Education (2009), noting that human capital is an essential element of education reform that develops effective leaders, recommends that states require districts to use the results of performance-based principal evaluation systems to identify professional development needs, career leadership opportunities, and specific emphases in ongoing professional development. Specifically, they mention that at the district level, systematically developed mentoring programs are a critical need.

The benefits of mentoring programs. The Georgia Department of Technical and Adult Education (as cited in The Wallace Foundation, 2007) in their *Summary of Research of Benefits of Mentoring* describe benefits to mentees, organizations, and mentors. Benefits to mentees include the following:

- Guidance and support during initiation,
- Increase self-confidence,
- Encouragement to take risks and achieve goals,
- Opportunities to discuss professional issues with an experienced,
- Promotes networking (p. 6).

Benefits to organizations include the following:

- Promotes positive organizational climate,
- Clarifies roles and expectations,
- May increase satisfaction and retention rates,

- Suggests commitment and loyalty to employees (p. 6).

Benefits to mentors include the following:

- Opportunities for professionals to strengthen their knowledge and improve communications teaching and coaching skills,
- Greater collegiality among new and experienced professionals,
- Satisfaction gained from helping newcomers to a field,
- Enhances professional reputation for commitment (p. 6).

The report “Good Principals Aren’t Born, They’re Mentored” draws on a sample of seasoned principal mentors who have guided interns in the university-based principal preparation programs (Southern Regional Education Board, n.d.). The study’s purpose is to provide reports and training materials that assist states who are redesigning systems and programs for future school leaders. The Southern Regional Education Board asserts that skillful mentoring helps interns shape beliefs, including beliefs about whole-school change, students’ capacities to learn, relationships with staff and community members, and ethical leadership practices. Yet “mentors are shortchanged when this important responsibility is added to the agenda of school management, leadership, and improvement, without support or accountability from the school district or the intern’s university” (p. 12).

Robinson, Horan, and Nanavati (2009) describe a mentoring and coaching program developed by the Ontario Principals' Council (OPC), the professional association for public school principals and vice-principals, in partnership with the Ministry of Education and school districts across the province. The program is grounded in the principles and practices of adult learning. This study found that in just a short

time, there has been improved performance of new administrators, additional capacity building, support of system priorities, and access to external ideas and support.

Malone (2001) contends that although university programs teach “examples” of leadership behaviors, they do not teach the practical knowledge that prepares principals to be exceptional leaders. He states that “when asked to identify a vital component of their preparation, principals typically identify other school leaders as their primary source of help in becoming a school leader themselves, and they confirm that these mentoring relationships served them throughout their careers, and not just initially” (p. 1).

Crow and Matthews (as cited in Malone, 2001) maintain Malone’s belief that mentoring and the results of mentoring should occur and continue throughout a principal’s career. Crow and Matthews assert “that principals in all stages of their professional lives need the assistance and companionship that mentors can provide” (p.

2). Crow and Matthews provide four cautions:

1. Good principals do not always make good mentors.
2. Mentoring expectations should not be set unrealistically high.
3. Some principals obtain mentors more easily.
4. Some mentors out of jealousy, diminish the accomplishments of their protégés (p. 2).

Cordeiro and Smith-Sloan (as cited in Malone, 2001) discuss the lack of empirical evidence on the effects of interns and their mentoring. Cordeiro and Smith-Sloan examined how internships affected the intern and the mentor, analyzed intern reflection, and how an internship influences the quality of administrator preparation. Using 18 school principals and 18 interns as participants, Cordeiro and Smith-Sloan, over a 2-year

period, collected data that included in-depth taped interviews, taped discussion sessions, logs, journals and other relevant documents. They found that all 36 participants rated the internship as very important in their professional development. The mentors stated that they felt confident discussing the intern's abilities and areas that needed further growth because they had worked with and observed the interns over a period of 1 or 2 years. Both students and mentors stated that the success of the internship depended upon the characteristics of the mentor and the kinds of responsibilities the mentor assigned the intern.

Cordeiro and Smith-Sloan contend that interns acquired knowledge in four areas:

1. Basic knowledge about day-to-day building operations,
2. Strategies for information collection and problem solving,
3. Effective ways to work with a variety of adults,
4. How to manage their time given multiple tasks (p. 3).

Crews and Weakley (as cited in Malone, 2001) examined if standards used to assess principals could be used to select principal mentors. Crews and Weakley identified 19 competencies for basic and high-performing principals. These competencies were arranged into six clusters: purpose and direction, cognitive skills, consensus management, quality enhancement, organization, and communication.

Geismar (as cited in Malone, 2001) with colleagues ranked principal competencies to create a predictive measure of mentoring skill. Five clusters of mentoring traits were developed. Five principals from Broward County, Florida, public schools examined and modified these mentoring traits and became the criteria for successful mentorship. The traits were sent to 164 principals with a 55% return rate.

Geismar found several subsets of predictor variables that could be used to classify principals as mentors or non-mentors. Malone (2001) states, “the prediction model that most accurately classified the total sample consisted of two principal competencies: cognitive skills and quality enhancement. Mentors were most accurately classified by a model consisting of purpose and direction, the authors concluded” (p. 4).

Connelly (2011) contends that most principals have the fervent ability to build school-based partnerships, but they often ignore the principal-to-principal relationship. She states “investing in professional relationships—or, more accurately, strategic alliances—is the most important way principals can support students and teachers. Every well nurtured partnership enhances principals’ skills, deepens their knowledge, broadens their vision of the principalship, and validates their judgment and instincts” (p. 48). Connelly contends that a mentor can provide this relationship, a support system, a confidante, advice, and counsel to his protégé.

Characteristics of quality mentoring programs. Alsbury and Hackmann (2006) report findings from assessments of one state's administrator mentoring and induction program during 2 years of program piloting. The study led to several important recommendations for the design and implementation of administrative mentoring programs, which include the following: (a) begin mentoring programs and establish mentor/mentee pairs before the onset of the school year; (b) provide concurrent initial mentor/mentee training and require combined socialization activities, but develop separate skill training for mentees and mentors as well as superintendent versus principal participants; (c) encourage professional reflection, while permitting alternative reflection approaches that mentors are trained to implement; and (d) select mentor/mentee pairs that

account for geographic proximity, a shared style of thinking, and gender. In assigning mentor/mentee pairs, consider such participants' desire for more or less structure and for nurturing relationships. An initial survey could be completed by participants in which they would rate the importance of such factors as the recommendations above.

A year-long study by Dukess (2001) analyzed six types of principal mentor programs offered to new and needy principals in six New York City. Several organizations, including the districts, universities, and the supervisors' union, made current and former principals available as mentors. The most striking and important differences found by the researchers about the available programs concerned the selection of the mentors, the selection of topics, and the support and preparation for the mentors. Recommendations include the following: (a) mentors should safeguard the confidentiality of the relationship; (b) mentor principals must have sound records of success; (c) mentors should have very strong interpersonal skills; and (d) mentor principals should be reflective and compassionate, good listeners, and effective communicators who can speak the truth.

Hall (2008) states that several effective mentorship models have emerged over the past decade. As one example, the California School Leadership Academy operates a dozen school leadership centers statewide that provide structured support and mentoring for novice building principals. In spite of the encouraging trend toward more mentoring, the overwhelming majority of newer building administrators have no access to this vital resource. "Mentoring is not simple, warns the International Mentoring Association, and thus the element of formality is of paramount importance" (Hall, 2008, p. 451). Effective mentoring is a complex professional practice, thus the programs that develop and support

mentors and mentees should be expected to be complex as well. Though many new principals know how to reach out and obtain the support they need to survive the demands of the job on their own, many more find themselves floundering in an overwhelming situation. Current principal and former president of NAESP, Paul Young puts it succinctly: “Anybody that’s smart in this business has a mentor” (Hall, 2008, p. 451). Districts would do well to establish a formal program as part of a professional development plan. According to this and other studies, the desired outcomes are varied but share one common theme: developing the mentees strengths and abilities by deliberately compelling him or her to engage in accurate and productive self-reflection, although it is often the least-practiced aspect. The mentor behaviors deemed most effective for cultivating this habit include the following: ask probing questions, provide honest feedback, listen, analyze decisions, propose alternative viewpoints, encourage independence, foster lifelong learning, offer “caring support” (Hall, 2008, pp. 451-452). The list does not include directive feedback. Effective, positive mentors understand that the mentor’s mission is to support the mentee’s learning, not to help run the mentee’s school.

Daresh (2001) maintains that central office staff and the school board must support a mentoring program and recommends that a school board policy be developed and implemented. Daresh also recommends that prior to initiating a mentoring program, the following should be in place: (a) mentors be selected, (b) a planned budget, (c) goals and objectives, and (d) an ongoing evaluation process. Daresh distinguishes that an administration mentoring program differs from the assistance given to a classroom teacher in the following ways, which should be accounted for in mentoring programs:

1. Most principals have worked as teachers and have an understanding of the workings of a school.
2. “Administrators are bosses” (p. 26). From the moment the principal walks onto his campus, he or she is expected to be in charge and hold the position of power.
3. Experienced principals have greater influence on organizational decision making.

Brown (2005) informs us that mentoring a principal is not only good for the mentor but also for the mentee. Daresh and Playko (as cited by Brown, 2005) report that educators understand that the principalship may be exciting, challenging, and often personally rewarding, and at the same time there is a great deal of anxiety, frustration, self-doubt, and loneliness. He believes that successful principals have an obligation to extend themselves to their new colleagues and offer assistance and support that will make new principals successful as well. The National Association of Elementary School Principals in conjunction with Nova Southeastern University, in 2002 developed a program to train retired and experienced principals in methods to effectively mentor new principals in their first year as a principal. The Principal Advisory Leadership Services program (PALS) addresses the mentee as an adult learner. Brown (2005) uses as an example that “adult learning has to involve the experience and attitude of the learner to be meaningful. . . . The mentor process should be a journey of discovery, in which experienced principals lead new principals to reflect before making decisions” (p. 24). Brown also emphasizes that it is important for new principals to understand that although they are being mentored by experienced principals, they should assume only those methods of problem solving that matches their personality and style.

The Southern Regional Education Board (n.d.) research finds that “effective mentoring starts with collaborative planning by the university and the school district, long before interns arrive at the office doors of their principal mentors” (p. 23). It also states the need for the following steps to be included in principal training programs:

- Select experienced, highly skilled principals with proven records of leading improvement in student achievement as mentors, then provide release time, training, resources, remuneration, and recognition for their work.
- Make mentor principals accountable for providing experience to interns in leading a school improvement initiative focused on improving student achievement.
- Establish mentoring standards—including criteria for selecting mentors based on experience with school improvement—in high-quality training to develop and evaluate the competencies of interns on performance tasks necessary to improve teaching and learning.

Sciarappa (2010) reports that elementary and secondary principals, when polled by their professional organizations, rate mentoring as the most useful aspect of their preparation for the principalship. Sciarappa also maintains that research affirms that effective schools are run by effective principals. It is highly unlikely that a principal who is new to the job can immediately make the leap to this rank. She states “as mentors bolster the skills and confidence of their protégés, new leaders are able to make steady strides toward becoming great principals of great schools” (p. 36). Sciarappa also comments “learning to lead while simultaneously assuming a leadership role presents a major challenge for new principals” (p. 36). Sciarappa identifies that new principals often

feel abandoned, lonely, and rejected, especially from colleagues who see their new position as being a traitor or going to the dark side.

Sciarappa (2010) contends that mentors allow the new principal to endure this sense of loneliness, but also allows the new principal to reflect on his practice and engage in thoughtful discussion. Sciarappa states “mentors help leaders move beyond complacency towards excellence” (p. 36). Sciarappa continues with the following quote:

Mentoring is based on trust. Chemistry plays a role in any relationship and this is also true for mentor connections. The question is: does it feel right? People who are good listeners while possessing even better communication skills make the best mentors. If your mentor is easy to talk to, readily available, and helps you expand your own thinking about solutions and possibilities, you have a great match. (p. 38)

Sciarappa contends, “the most important aspect of mentoring is training the mentor” (p. 37). The mentor’s role is to facilitate learning and not to just transfer knowledge or create another version of himself. She states, “the job of the mentor is to support protégés as they create better versions of themselves. The best mentors are allies who provide friendship, emotional support, resources, and reflective discussion” (p. 37).

Daresh (2007) describes a study of mentoring programs for beginning principals in two urban school districts. The goal of mentoring was said to be support for instructional leadership behaviors rather than traditional mentoring for mastery of managerial skills. All mentors were selected by their districts as principals who had demonstrated strong instructional leadership skills while serving as campus administrators. The mentoring individuals were asked to describe the ways in which they

believed they had or had not achieved success in working with newly appointed colleagues who were acquiring skills related to instructional improvement. Although the mentoring was directed toward helping inexperienced administrators develop skills associated with instructional improvement, participants noted that, for the most part, new principals were mostly focused on the need to gain a personal sense of competence related to their abilities to perform managerial duties before devoting time and energy toward instructional goals. This seems an unexpected outcome of the study, and therefore all the more important to take notice of.

Daresh (as cited in Education Alliance at Brown University, 2003) states that effective mentoring programs must include the following:

- An investment of time and commitment on the part of both the teacher and learner,
- A sharing of information that goes beyond answering questions that come up when people are trying to survive on the job,
- The creation and maintenance of a mutually enhancing relationship in which both the mentor and protégé can “attain goals that are related to both personal development and career enhancement” (p. 16).

Peggy Hopkins-Thompson, former director of the Wake Leadership Academy in Raleigh, North Carolina (as cited in Education Alliance at Brown University, 2003) describes common features of effective mentoring programs:

- Organizational support. The superintendent’s support is crucial to the program’s success. Mentors are more likely to meet with their protégés if they know the organization values the practice.

- Clearly defined outcomes. The program must clearly specify outcomes and include details of knowledge and skills to be attained.
- Screening, selection, and pairing. The selection and screening process for both mentors and protégés is critical. Mentors must be highly skilled in communicating, listening, analyzing providing feedback, and reflection.
- Training mentors and protégés. Training for mentors should build communication, needs analysis, self-development using and individual growth plan, and reflection.
- A learner-centered focus. “Feedback should focus on reflection, address that which the protégé can control and change, be confident, and timely” (p. 16).

University training vs. quality mentoring. Grissom and Harrington (2010) found that mentoring programs resulted in higher ratings of principal performance while university preparation resulted in lower ratings of principal performance. School districts invest in professional development for principals to enhance their effectiveness, but not all training types deliver desired results. This study, using a national sample of schools, found that not all types of administrator professional development correlated positively with teachers' ratings of principal performance. In particular, there was evidence that principals who invest in university course work as professional development are rated lower. In contrast, participation in formal mentoring programs is associated with higher ratings. Employing instrumental variables to account for selection on unobserved factors into different professional development types, the authors uncovered further evidence of a negative impact of university courses on principal performance.

Challenges in implementing mentoring programs. The Wallace Foundation (2007) also found that most existing mentoring programs are less than capable of providing beneficial support of new school leaders. They state, “too often, existing state and district-level programs result in ‘buddy systems’ or check-list exercises that don’t do nearly enough to prepare principals to become knowledgeable and courageous leaders of better teaching and learning in their schools” (p. 3).

The Wallace Foundation (2007) acknowledges there are many challenges that districts face in implementing a mentoring program for new principals. These include:

- Complex practical, political, and financial challenges;
- The selection of mentors;
- Adequate compensation for mentors;
- The goals and objectives of the mentoring program;
- The successful matching of mentors and mentees;
- The monitoring and anecdotal recoding of the mentoring program;
- Gauging satisfaction levels of the mentors and mentees.

The Wallace Foundation (2007) states that a considerable challenge for a district is to determine through evaluations “whether mentoring is promoting the retention of promising new leaders or the specific behaviors that signal a willingness and ability to lead instructional improvement” (p. 5).

ACSA and New Teacher Center Partnership

The Association of California School Administrators (ACSA) in partnership with the New Teacher Center (NTC) provides a detailed program of leadership coaching for site administrators. According to ACSA (2011), their mission is “to support California’s

educational leaders, ensure all students have essential skills; and knowledge needed to excel; and champion public education” (para. 6). The New Teacher Center (NTC) was founded at the University of California at Santa Cruz in 1998. According to the NTC’s website, the New Teacher Center fits the following description:

is dedicated to improving student learning by accelerating the effectiveness of teachers and school leaders. Since 1998, the New Teacher Center has served over 49,000 teachers and 5,000 mentors, touching millions of students across the country through comprehensive mentoring and professional development programs. (New Teacher Center, n.d., p. 2)

In July of 2009 the New Teacher began to operate as an independent nonprofit organization.

According to Moir (2003) the principal is responsible for building a school culture that is “caring, collaborative, open, and inclusive” (p. 17). She affirms that to build collaboration the principal must possess the following skills:

- The ability to articulate instructional goals,
- The ability to facilitate conversations about data and student learning,
- The ability to support and challenge teacher colleagues to question the status quo and take risks,
- The ability to model ongoing inquiry and learning,
- The ability to accept multiple perspectives and a tolerance for ambiguity while holding high expectations for everyone at the school site,
- The ability to demonstrate congruence between the talk and the walk (p. 17).

Current Support of New Elementary Principals in the Baldwin Park School District

Conyers (2004) developed a Protégé Mentoring Program that does not depend on the relationships between new leaders and their peers or supervisors. In his Protégé Mentoring Program, Conyers insists on confidential access to an external mentor 24 hours a day. He believes that this program “adds another critical dimension by acknowledging that mentoring an individual to professional success requires supporting the whole person, not just enhancing his or her job skills. It’s a rare type of built-in support system, and it works” (p. 18). Conyers explains that “each protégé meets one-on-one with the mentor at 4-to-6 week intervals for at least 2 years. In these sessions, the mentor uses reflective thinking and visioning strategies to initiate discussion and helps the individuals reflect on their personal growth, their goals and objectives—and any roadblocks that may be inhibiting their progress” (p. 19). Lastly, Conyers requires that the protégé have mentor have a completely respectful relationship to ensure productivity and success.

Having observed new elementary school principals in the Baldwin Park Unified School District and the support they have received in the past, the researcher desired to learn about the support new elementary school principals are currently receiving in the Baldwin Park Unified School District. The researcher met with the assistant superintendent of elementary education, who supervises all elementary school principals in the Baldwin Park Unified School District, and he agreed to discuss the support he was providing to his new principals. The assistant superintendent of elementary education was eager to discuss his plan of support for new elementary school principals as well as his basis of developing this support.

The assistant superintendent opened the conversation by stating that he felt like he had been thrown in as a principal and there was the expectation that he was to perform as an experienced principal. He felt that he had a lack of connection to the employees of the Baldwin Park Unified School District. He indicated that he had to suffer the knocks and pains of the job alone and therefore felt isolated with nowhere to turn for help. He desired a contact that would guide him through the routine procedures that were still new to him, as well as unexpected challenges. He used the following examples:

- He desired to know who the “players” were in the district.
- He wanted to know the small stuff, such as the implementation of an Acceptable Use Policy (AUP) and when to hold assemblies.

He summed it up by stating, that when he was a new principal, he just really wanted to know what needed to be done immediately; he then wanted to know what he needed to do next.

The assistant superintendent of elementary education in the Baldwin Park Unified School District is the support provider to the new elementary school principals. He indicated that he meets with these principals three times a month. The new principals select the time and date. The assistant superintendent sets up the agenda by referencing a master calendar and slating upcoming deadlines, initiatives, testing schedules, and evaluation cycles for discussion. On the agenda, there is also an opportunity for the new elementary school principals to discuss whatever is on their minds. He stated that he felt that the principals appreciate the discussion of the agenda items, but the open discussion items seem to be of the most interest to the new elementary school principals. He stated that this was a positive experience for the new principals, as well as for himself.

A formal mentoring program is not offered in the district, and the assistant principal is unaware of any informal mentoring relationships within the district. Although this position of assistant superintendent of elementary education offers some of the benefits of a mentoring relationship, because new principals have an opportunity to discuss concerns on a regular basis in group meetings, it still does not fully offer the advantages of having an individual mentor relationship. First, the group format of the meetings most likely inhibits the new principals from sharing (a) information on problems that if shared would be a breach of confidentiality, (b) problems dealing with supervisors or other district personnel, and (c) problems that involve personal inadequacies and skill deficits. Secondly, the group format does not offer the advantage of a close bond of trust to form between one mentor and one mentee, which bond takes time and consistency to form, but allows for greater depth of discussion and problem solving. In addition, although the assistant superintendent of elementary education can act as an important resource, the responsibilities of the position do not allow the time to individually mentor each principal, and the supervisory nature of the relationship does not qualify as what would typically be defined as mentorship.

Profile of the Workplace: Baldwin Park Unified School District

In the Baldwin Park Unified School District, there are currently 13 elementary schools, 4 junior high schools, 2 comprehensive high schools, one continuation high school, and an adult school of 5,000 (Baldwin Park Unified School District, n.d.). The district has a student body of approximately 16,000 K-12 students with approximately 5,800 English learners (Baldwin Park Unified School District, 2011a).

Goals. The district's stated mission is to accelerate student learning by focusing on mastery of academic content standards, research-based instruction, and data-driven decisions in a safe, clean, and friendly learning environment. The vision statement for student achievement is that the district is committed to the goal of achieving academic excellence through an instructional program that takes pride in developing each child's full potential while recognizing his or her uniqueness (Baldwin Park Unified School District, 2011b).

The school district is committed to continuous assessment that focuses upon improving the quality and rate of learning of all students. "To achieve this result, each classroom teacher is provided with necessary resources, support, and professional development. Daily instruction provides ongoing feedback through observation, projects, teacher made tests, portfolios, and writing samples" (Baldwin Park Unified School District, 2011c, para. 2). A main goal is to create engaging, meaningful learning experiences by supporting and encouraging excellent teaching and the educational growth of students and staff. The district's Board of Education has established goals and objectives with an emphasis on early literacy intervention, technology, school-to-career, and the development of a well-articulated K-12 curriculum. These goals and objectives are driven by a high content and performance standards. Each elementary student is expected to become a proficient reader, writer and problem solver, based on use of a comprehensive approach to reading based on recommendations from "Teaching Reading" Program Advisory, California State Task Force Report, and "Building a Powerful Reading Program: From Research to Practice" (Baldwin Park Unified School District, 2011c, para. 4).

A goal is for students to receive exceptional programs, receive the tools needed to learn effectively, and be assigned to highly qualified teachers (Baldwin Park Unified School District, 2011a). A final goal is to graduate all students as highly productive members of a democratic society (Baldwin Park Unified School District, 2011d).

Services and structure. Students' needs are addressed through flexible groupings and interdisciplinary studies that are student-centered. Elective courses and co-curricular activities are available for students designated as gifted and talented, and a full continuum of special education services is also available (Baldwin Park Unified School District, 2011c).

Yearly the district has about 12% of the English learners reclassifying, which means they qualify as *fluent English proficient* students and have reached the goal of attaining a second language. The district percentage of reclassifying is higher than the county and state average (Baldwin Park Unified School District, 2011a, para. 3). In 1991, Project GLAD was declared Exemplary by the California Department of Education. This program was adopted by the district for the following reasons:

- The growth on standardized test scores by English language learners far exceeded the norm.
- In 1991, Project GLAD was declared a Project of Academic Excellence by the U.S. Department of Education (2004), OBEMLA. At a national level, the growth in scores of English Language Learners also far exceeded the norm.
- Project GLAD was chosen as a national dissemination model of effective training for teachers in multilingual settings.
- GLAD trained schools have won Title I Achieving Schools Awards.

- GLAD is recognized as a California School Reform Design Model Program (Baldwin Park Unified School District, 2011e).

Parent and community involvement. There is an on-going partnership between schools, families, and the community. School staff members work cooperatively with families and the community to provide a safe, caring, and stimulating environment (Baldwin Park Unified School District, 2011c). Baldwin Park Unified has a dynamic District English Learner Advisory Committee, “made up of one parent representative from each school site” (Baldwin Park Unified School District, 2011a, para. 4).

Awards and accountability. In the past 3 decades, seven elementary schools and one junior high school in the district have won California Distinguished Schools awards. (Baldwin Park Unified School District, 2011f). Anyone may view any school’s accountability report card online as well as access the contact information for each school. This is a district that has unique challenges in terms of its urban and multicultural, multilingual environment. In many ways it has risen to face the challenges in an exemplary way, offering students quality education and continually striving to improve educational practices.

Summary

The role of principal has evolved from the job of head teacher and plant manager to the position of educational leader. The responsibilities of modern principals are numerous and varied; they are expected to have expertise in a wide array of skills and knowledge sets described in this chapter. One critical skill set is that of organizational leadership. Principals are called on to lead their schools in a successful transition—sometimes in drastic changes in culture, procedure, and structure—to produce a high-

performing student body at the same time as facing numerous obstacles such as funding cuts and shortages of qualified staff. All this must be done while communicating effectively and maintaining trust and confidence of school faculty and staff, parents and students, as well as district administrators.

The Association of California School Administrators in partnership with WestEd developed six California Professional Standards for Educational Leaders (CPSEL). Similar in format to the California Standards for the Teaching Profession, CPSEL outlines the professional responsibilities of educational leaders, all focusing on promoting the success of all students. Similarly, California Assembly Bill 430 requires local education agencies to provide training in specific targeted areas of educational leadership. These standards and training goals recognize the multi-faceted role of principal and the myriad competencies required of principals, but they also can represent an additional burden of training and performance.

This review of the literature was conducted to establish current expectations of principals, the effectiveness of new principals, and current techniques and methodologies that support the success of the new principal. This study focuses on the perceptions of principals about new principal support. The review of the literature allowed the researcher to formulate useful and informed interview questions for use with study participants.

Chapter III: Methodology

This study focused on the induction of new elementary school principals in a school district in Los Angeles County. During the first 3 years as a principal, the new principal is required to meet all state and district standards as well as, or even better than, an experienced principal. With such high expectations placed on principals, it is critical that school districts support new principals during their first 3 years as a principal. Thus it was important to have experienced principals identify the support they received as new principals, evoke what kind of support they desired as new principals, and to recommend strategies and support for future new elementary school principals in the district. The purpose of this study was to describe new principal support as perceived by experienced principals in order to recommend a plan of support for future new principals in the district.

Research Questions

1. According to experienced elementary school principals, what is their perception of the support you received, intended to assist you lead their school, during their first 2 years as a principal.
2. According to experienced elementary school principals, what actions, strategies, guidance, and coaching effectively assisted them during their first 2 years as a principal?
3. According to experienced elementary school principals, what actions, strategies, guidance, and coaching hindered them during their first 2 years as a principal?

4. According to experienced elementary school principals, what additional support would have assisted them to be more effective during their first 2 years as a principal?
5. What recommendations do experienced elementary school principals have to increase support for future new principals?

Research Approach and Design

Qualitative. This study was qualitative in approach. Bilken and Bogdan (2003) list the following characteristics of qualitative research:

1. Naturalistic: “Qualitative research has actual settings as the direct source of the data and the researcher is the key instrument. . . . Qualitative researchers go to the particular setting under study because they are concerned with context. They feel the action can best be understood when it is observed in the setting in which it occurs (p. 4).
2. Descriptive data: “Qualitative research is descriptive. The data collected take the form of words or pictures rather than numbers. The written results of the research contain quotations from the data to illustrate and substantiate the presentation.” “In collecting descriptive data, qualitative researchers the world in a nitpicking way” (p. 5).
3. Concern with process: “Qualitative researchers are concerned with process rather than with simply outcomes or products. How do people negotiate meaning? How do certain terms and label come to be applied? How do particular notions come to be taken as part of what we know as “common sense”? What is the natural history of the activity or events under study?” (p. 6).

4. Inductive: “Qualitative researchers tend to analyze their data inductively. They do not search out data or evidence to prove or disprove hypotheses they hold before entering the study; rather, the abstractions are built in the particulars that have been gathered are grouped together” (p. 6).
5. Meaning: “Meaning is of essential concern of the qualitative approach. Researchers who use this approach are interested in how different people make sense of their lives. In other words, qualitative researchers are concerned with what are called participant perspectives” (p. 7).

Colley (2002) believes that further qualitative research is needed in areas of mentoring where mentees are active participants in the process. She states the following:

critical analysis could challenge further the easy currency which the term has gained in such contexts of professional development, and explore more deeply the mechanisms by which it is legitimated and made powerful. Qualitative empirical research might remove the discussion of mentoring from the abstract level to which it is so often confined, to an experiential level that is typically hidden from view beneath the rose-tinted aura of celebration that usually surrounds it. (p. 270)

Interviews. This study used semi-structured interviews for data-gathering. In agreement with Patton’s (2002) description of open-ended interviews, the questions are designed to prompt “in-depth responses about people’s experiences, perceptions, opinions, feelings, and knowledge” (p. 2).

Population and Sample

The identified population for this study was 8 to 11 experienced elementary school principals who had successfully completed 2 or more years of their principalship

at an elementary site in the same school district located in the east area of Los Angeles County. This number of participants obtained were only 9 principals who agreed to participate and met the criteria for this study. For this study, an experienced elementary school principal is defined as the main principal at a school with students in grades Kindergarten through 5 or 6. All participants were elementary school principals at the time of the interview. The sample was a convenience sample because participants were drawn from among those available at the principals' meeting.

Participant Recruitment

At an elementary school principals' meeting the researcher described the purpose of the study and who was eligible to participate. The researcher passed out a personalized letter to eligible participants requesting their participation in the study (see Appendix B). The researcher followed up on the letter, spoke individually with each eligible principal, and logged in acceptance or denial of participation in the study (see Appendix C). If the eligible principal agreed to participate, an appointment was made and logged in. A follow-up letter of appreciation was sent to the agreeing principal, also confirming date and time of the interview.

Interview Procedures

The following procedures guided the interview process:

1. The purpose of the interview was explained to the interviewees prior to the interview, as described in the section Participant Recruitment.
2. The potential participants were contacted with the contact information they provided, and a time and place convenient for the participant were established in

advance. The demographic questions and interview questions were provided to them in advance (see Appendix D and Appendix E).

3. It was the responsibility of the researcher to ensure that the participant was put at ease by engaging in brief and informal preliminary conversation. The researcher also ensured the participant felt at ease during the interview by making eye contact and paying close attention.
4. At the beginning of the interview, the researcher began by thanking the participant and explaining that participation was voluntary (see Appendix F for the Script for Interviews). The researcher then explained that, if the participant was in agreement, (a) the interview would be recorded and transcribed, (b) the participant would have access to the transcript of their interview for the purpose of ensuring accuracy (member checking), and (c) the participant could request changes to any of their comments or request that any statements be withdrawn and not used in the data set. Participants were prompted to ask any questions they might have about the study or about the interview before beginning the interview.
5. The participant was asked to fill out a brief set of demographic questions (see Appendix D). The demographic data of gender and years as a principal were used solely as identifying information for each of the participants. Demographic questions 2, 3, and 4 were included to assist the participants in focusing on the relevance of their training and support to successfully meet the dictates of the California Professional Standards for Educational Leaders as they address each of the research questions.
6. The interviews were recorded with permission of the interviewees.

7. The researcher then handed the participant the form titled Participant Consent Form (see Appendix G) and gave the participant time to read it and ask questions. The participant was asked to include their signature and date.
8. The researcher ensured that the participants had a clear understanding of the questions and clarified any questions as needed. When the responses were unclear or lacked substance, the researcher offered prompts such as “Can you tell me more?” or “I’m not sure I understand your answer. Could you explain what you mean?”
9. Interviews were limited to approximately 1 hour. At the close of the interview, the researcher thanked the participant and reminded him or her that transcripts and preliminary data analysis would be made available for their review and approval prior to the publication of the research. An email address was obtained for this purpose.

Instrumentation

These participants were interviewed to establish their perceptions of their first 3 years as an elementary school principal. The interview focused on their perceptions of their success. The interview also focused on their perception of the support they received. Lastly, the interview sought their perceptions of support they would recommend for current and future new principals.

An interview instrument was developed to investigate new elementary school principal support as perceived by experienced principals. The review of the literature allowed the researcher to formulate useful and informed interview questions for use with study participants. The survey instrument consists of two sections. The first section is a

demographic survey consisting of seven questions identifying a person's background and experience as a principal in the Baldwin Park Unified School District. Participants were asked the demographic questions included in Appendix E.

Validity

Panel of experts for validation of instrument. A panel of experts was convened to review the research questions that were used in this study. The panel consisted of the following employees of Baldwin Park Unified School District: the associate superintendent, the assistant superintendent of human resources, the assistant superintendent of elementary education, and the assistant superintendent of student achievement. All were selected due to their experiences as principals, supervising principals, and for their knowledge of elementary schools and elementary principals.

Six research questions were presented to the panel. All members were asked whether the questions were clear and understandable. All panel members answered in the affirmative. The panel found question five to be redundant to question one and recommended its elimination. The researcher followed the panel's recommendation and submitted the other five questions to his committee chair for approval.

Pilot study. The researcher conducted a pilot study with three elementary school principals from two neighboring districts. After the interview, the participants were asked to discuss the questions and the protocol. They were also asked to recommend any changes. All three participants felt comfortable with the protocol, questions, and appreciated the opportunity to speak about their first 2 years as a new principal. One participant commented that she appreciated having a hard copy of the questions in front of her. She felt that it gave her an opportunity to refer back to them, which kept her

responses focused. It was noted by the researcher that she in fact referred back to the questions as she gave responses.

Member checking. After the interview, each participant was sent a copy of a transcript of his or her responses to the interview questions so each could include additional comments he or she may have thought of later or may not have covered as completely as he or she might have wanted to during the interview. After the interview data was analyzed, the transcripts and preliminary results were shared with interviewees to seek correction of any mistakes and to allow inclusion of further insights that may have occurred to the interviewee on review of the transcripts and preliminary results.

Human Subjects Considerations

This study was conducted in accordance with regulations and guidelines established by Pepperdine University's Institutional Review Board (IRB) and complied with the U.S. Code of Federal Regulations, DHHS (CFR), Title 45, Part 46 (45 CFR 46) titled Protection of Human Subjects, and Parts 160 and 16 (Office of Human Subjects Research, n.d.). The researcher received an exemption from the full review process. The researcher did abide by all federal and professional standards for conducting research with human subjects.

The participants in this study participated on a voluntary basis. At the elementary school principals' meeting at which participation was solicited, all attendees were informed in advance that participation in the study was voluntary and that all information gathered would be kept confidential. The participant consent form also reminded participants that their participation would be voluntary.

All subjects were provided informed consent information and were asked to sign and date a participant consent form (see Appendix G). Each participant's anonymity was protected and the utmost security and confidentiality standards upheld. All data depicts participants' identities in a confidential manner, as each participant was identified by a number. Tape recorded interviews were transcribed by the researcher and stored in an electronic database. Original recordings of interviews and survey documents were safeguarded and will not be shared with others. They will be stored for 3 years, in a locked personal file, after which they will be destroyed. Any information that was obtained in connection with this study and that can be identified with participants will remain confidential and participants' identities will remain anonymous. The researcher does not anticipate the need to share uncoded data with others, and will do so only with the participants' permission. The researcher explained that, if the participant was in agreement, the interview would be recorded and transcribed, and the participant would have access to the transcript of their interview for the purpose of ensuring accuracy (member checking) and would be able to request changes to any of their comments or request that any statements be withdrawn and not used in the data set. Each interviewee was sent only the transcript of their own interview (not the transcripts of other interviewees) in order to reserve the rights of other interviewees should they choose to not have their interview published.

The researcher requested approval from the superintendent of the school district to conduct research in the district (see Appendix H). A meeting was held with the Assistant Superintendent of Elementary Education requesting permission to announce the study at an elementary school principals meeting. A follow up email to the Assistant

Superintendent was sent to confirm his decision about the researcher discussing the study at an elementary principals' meeting. In addition the researcher obtained approval from the superintendent to formally use the name Baldwin Park Unified School District in the title of the dissertation, as well as referenced throughout the dissertation (see Appendix I).

Data Analysis

The research questions lend themselves to qualitative analysis because (a) the interview process and knowledge based on participants' experiences is subjective, and (b) the focus was on in-depth understanding of perceptions using a small sample of participants rather than aimed at understanding generalities. Finding the desired outcomes could not be accomplished by hypothesis-testing methodology, because in qualitative methods, often the most important effects are unanticipated ones (St. George & Wulff, 2000).

Trochim (2006) states that coding is a process for both categorizing qualitative data. This process is described in three steps. The first step is open coding, considering the data in detail while developing some initial categories. For coding of open-ended questions, it is typically expected that the number of unique responses were high.

The second step is that categories that are redundant are then collapsed into one. The researcher will attempt to develop a coding scheme that will not require a separate code for every response but will adequately reflect the full range of responses. The researcher then goes back over the data to systematically code with respect to each core category.

The third step involves looking for the implications and details of the categories. The researcher will document and catalog responses, looking for patterns and insights. The interviews will then be searched for statements that provide succinct answers to the research questions regardless of where within the interview sequence the statements are found. All example statements will be put in categories directly matching the research questions.

The data were reported (a) in frequency counts of how often certain categories of responses were mentioned, (b) with examples of statements reflecting each category, and (c) complete statements that are unique (not as examples of a category) but which offered insight in answering a research question. (See Appendix J: Relationship Between Research Questions and Interview Questions.)

The Researcher's Background

I have spent 25 years as an educator working with Los Angeles students and their parents, which gives me an exceptional ability to approach this research from an informed perspective. I have worked as an elementary school principal in the same school district from which the study participants are drawn, thus I am intimately familiar with the culture of this school district, which gives me a valuable source of understanding from which to interpret participants' responses and establishes a level of trust that can allow participants to express their true feelings, concerns, and beliefs. In my experience as a principal who had no mentoring, I experienced many times when I would have greatly benefitted by a mentoring relationship, but I did not have the opportunity of establishing an informal mentoring relationship with one who had knowledge of my school district in particular. I would like to see other principals in the same school

district have this benefit available to them if they believe it would benefit them in their challenging role as a principal.

Chapter IV: Data Collection and Analysis

Introduction

This chapter describes the results of the analysis of data collected from interviews of experienced principals from the Baldwin Park Unified School District. The purpose of this study was to describe new elementary school principal support as perceived by experienced elementary school principals of the Baldwin Park Unified School District in order to recommend a plan of support for future new elementary school principals in the Baldwin Park Unified School District. Demographic information was examined related to the number of years they have been an elementary school principal, preparation for the principalship, and a self-rating for the first year and second year as a new principal. The rating instrument was based on the California Professional Standards for Educational Leaders. The main focus of the analysis was their perceptions, experiences, and reflections related to the new principal support they received during their first 2 years as an elementary site principal was the main focus of this analysis. All direct quotes were obtained from participants of this study. The chapter concludes with these principals' recommendations for future support of new principals and a summary of this chapter.

Data Analysis

The primary strategy to analyze data was coding. According to Bilken and Bogdan (2003) coding is the identifying of "certain words, phrases, patterns of behavior, subjects' way of thinking, and events" (p. 161) that repeat or stand out in your accumulated data. They continue as follows:

developing a coding system involves several steps: You search through your data for regularities and patterns as well as for topics your data covers, and then you write down words and phrases to represent these topics and patterns. These words and phrases are coding categories. They are a means of sorting the descriptive data you have collected so that the material bearing on a given topic can be physically separated from other data. Developing a list of coding categories after the data have been collected, and you are ready to sort them, is a crucial step in data analysis. (p. 161)

Bilken and Bogdan (2003) go on to describe the mechanics of working with data:

by the mechanical handling of data, we mean the actual methods of physically scoring the material into piles, folders, or computer files in order to facilitate access to your notes. You organize them so as to be able to read and retrieve data as you figure out what there is to learn and what you will write. Techniques of mechanically working with data are invaluable because they give direction to your post field work efforts, thus making manageable a potentially confusing time. Having a scheme is crucial; the particular scheme you choose is not. (p. 172)

The researcher, with the assistance of another coder, went through the transcripts of the interviews and looked for the phrases, words, subjects' way of thinking, and other identifiable recurring experiences and assigned these events codes. These events were then categorized and notable experiences are reported in this chapter. The researcher and coder identified the following five themes: overall support, assistance received, hindrances, desired support, and recommended support.

Demographic Data

The researcher distributed a demographic survey (See Appendix D) to the nine participants from the Baldwin Park Unified School District. The researcher organized the responses to the following demographic questions on a Microsoft Excel spreadsheet:

1. What is your number of years as an elementary school principal?
2. What are the educational program or other opportunities that prepared you for the principalship (such as a graduate work, ACSA academy, or other leadership opportunities)?
3. On a scale of 1 to 5, one being low success and five being high success, how would you rate your success during your first year as a principal, based on your knowledge of the California Professional Standards for Educational Leadership (CPSEL)?
4. On a scale of 1 to 5, one being low success and five being high success, how would you rate your success during your second year as a principal, based on your knowledge of the California Professional Standards for Educational Leadership?

Summary of Demographic Information

Years as a principal. The average tenure for these nine participants is 5.66 years. Three principals had been principals for 4 years. One principal had been a principal for 5 years. Four principals had been principals for 6 years. One principal had been a principal for 10 years.

Preparation for principalship. All nine participants attributed their masters programs to helping prepare them for the principalship. Six participants received their master's degrees from Azusa Pacific University (APU). Two principals received their

master's degrees from California State Universities and one principal received his master's degree from an out of state university.

Six participants indicated their experience as categorical resource teachers prepared them for their principalship. In the Baldwin Park Unified School District the categorical resource teacher is a teacher leader who has similar duties to an assistant principal but does not hold an administrative credential and is not responsible for administrative responsibilities. Their responsibilities include: teacher coaching, staff development, and acting as the testing coordinator. Working with the principal the resource teacher works with students, teachers, and parents to increase student achievement.

Five participants indicated that being an assistant principal had prepared them for the principalship. Principal 7 emphasized her preparation by stating "my assistant principalship, I'd say, was the biggest piece of learning." Four participants believed that participation in the AB75 Principal Training Program (King & Smoot, 2004) at the Los Angeles County Office of Education helped prepare them for the principalship. Two participants indicated taking on teacher leadership responsibilities at their school sites prepared them for the principalship.

Other indicators of preparation for the principalship were:

- ACSA Aspiring Principals Academy,
- UCLA Leadership Institute,
- District Aspiring Administrators Academy,
- Acting Summer School Principal,

- University Field Work Baldwin Park Administrative Intern Leadership Conferences.

Self-rating of success during first year of principalship. All nine participants were asked to use an interval scale to rate their success during their first year as a principal. Their scores were to be based on their understanding of the California Professional Standards for Educational Leadership (see Appendix B), with the rating of 1 being low success, and the rating of 5 being high success. All nine participants were handed a copy of the California Professional Standards for Educational Leadership (CPSEL).

Two participants rated themselves as a 1. Principal 7 felt that she had been assigned a school that was doing well; therefore she felt that the school ran itself. Principal 5, felt that she had completed all tasks expected of her and that the experience was “learn as you go.”

Four participants rated themselves as a 2. Three participants felt that their lack of experience was the key reason for their ratings. Principal 1 felt that she lacked a vision and she needed assistance setting goals. Principal 9 rated herself a 2 stating “it was a very tough year with staff resisting change.”

Two participants rated themselves as a 3. Principal 6 stated she was uncomfortable with handling the school budget. Principal 8 felt that he “knew there were still things I needed to learn.”

One participant rated himself as a 4. On the survey, Principal 3 felt that his age and experience was the basis for his rating. During the interview he clarified that he had been assigned as a substitute principal for weeks at a time. He was a substitute to a junior

high school principal twice and a substitute elementary school principal once. He felt that these substitute assignments alleviated the anxiety of starting his permanent assignment as a principal.

Self-rating of success during second year of principalship. All nine participants were again asked to use an interval scale to rate their success during their second year as a principal. Their scores were to be based on their understanding of the California Professional Standards for Educational Leadership, with the rating of 1 being low success, and the rating of 5 being high success. All nine participants were handed a copy of the California Professional Standards for Educational Leadership (CPSEL).

Each of the nine participants increased their rating by one point. Principal 5 who increased her rating from a 1 to a 2 simply stated, “it is hard to get a 5.” Principal 7 who increased her rating from a 1 to a 2 felt that she became more aggressive with teacher expectations and with the curriculum. The four participants who increased their rating to a 3 felt that having gained more experience assisted them during their second year as a principal. Principal 1 indicated she was more confident in her job, knew her staff better, and had better goal setting skills. Principal 4 indicated that having a new supervisor who was more supportive than her previous supervisor was an important factor in the increase of her rating. Principal 9 stated, “Nobody’s perfect. We continue to grow and we achieve more success.”

Two participants increased their rating from a 3 to a 4. Principal 5 had been assigned to a school where she had taught. She felt that she was good with people, knew the school well, and did not have to learn how to work with her school’s community. Principal 8 felt that he had a good second year and had gained knowledge about the

principalship. He indicated that he had wanted to lower his rating because he felt that he had so much more that he had wanted to do.

Principal 3 whose rating had increased from a 4 to a 5 felt that he was a natural people person. He felt that he was a good communicator and had worked well with the teachers. He also felt that his weakness had been curriculum and assessment, but he had colleagues who assisted him when issues came up. The demographic information is listed in Tables 2 through 10.

Table 2

Demographic Survey Responses for Principal 1

Questions	Responses
Gender	Female
Demographic Question 1: Number of years as a principal	6
Demographic Question 2: Educational program or other opportunities that prepared you for the principalship (such as a graduate work, ACSA academy, or other leadership opportunities)	Azusa Pacific University (APU) Resource teacher AB75
Demographic Question 3: On a scale of 1 to 5, one being low success and five being high success, how would you rate your success during your first year as a principal, based on your knowledge of the California Professional Standards for Educational Leadership (CPSEL)?	2 Strong people skills Lacked a vision Needed assistance setting goals
Demographic Question 4: On a scale of 1 to 5, one being low success and five being high success, how would you rate your success during your second year as a principal, based on your knowledge of the California Professional Standards for Educational Leadership?	3 Felt more confident Knew staff Acquired goal setting skills

Table 3

Demographic Survey Responses for Principal 2

Questions	Responses
Gender	Female
Demographic Question1: Number of years as a principal	4
Demographic Question 2: Educational program or other opportunities that prepared you for the principalship (such as a graduate work, ACSA academy, or other leadership opportunities)	APU CELL training Reading Recovery teacher Resource teacher
Demographic Question 3: On a scale of 1 to 5, one being low success and five being high success, how would you rate your success during your first year as a principal, based on your knowledge of the California Professional Standards for Educational Leadership (CPSEL)?	2 Lacked experience on how to deal with parents; educational law; and with student discipline
Demographic Question 4: On a scale of 1 to 5, one being low success and five being high success, how would you rate your success during your second year as a principal, based on your knowledge of the California Professional Standards for Educational Leadership?	3 Gained some of the needed experience

Table 4

Demographic Survey Responses for Principal 3

Questions	Responses
Gender	Male
Demographic Question1: Number of years as a principal	4
Demographic Question 2: Educational program or other opportunities that prepared you for the principalship (such as a graduate work, ACSA academy, or other leadership opportunities)	APU Field work Resource teacher Assistant principal

(continued)

Questions	Responses
Demographic Question 3: On a scale of 1 to 5, one being low success and five being high success, how would you rate your success during your first year as a principal, based on your knowledge of the California Professional Standards for Educational Leadership (CPSEL)?	4 Age Experience Subbed as an administrator three times
Demographic Question 4: On a scale of 1 to 5, one being low success and five being high success, how would you rate your success during your second year as a principal, based on your knowledge of the California Professional Standards for Educational Leadership?	5 A natural people person Challenged with curriculum and assessment

Table 5

Demographic Survey Responses for Principal 4

Questions	Responses
Gender	Female
Demographic Question 1: Number of years as a principal	4
Demographic Question 2: Educational program or other opportunities that prepared you for the principalship (such as a graduate work, ACSA academy, or other leadership opportunities)	Azusa Pacific University AB 75 training Assistant Principal Conferences Summer School Principal District Aspiring Administrators Academy
Demographic Question 3: On a scale of 1 to 5, one being low success and five being high success, how would you rate your success during your first year as a principal, based on your knowledge of the California Professional Standards for Educational Leadership (CPSEL)?	2 Lack of experience
Demographic Question 4: On a scale of 1 to 5, one being low success and five being high success, how would you rate your success during your second year as a principal, based on your knowledge of the California Professional Standards for Educational Leadership?	3 More experience A new supervisor who was more supportive

Table 6

Demographic Survey Responses for Principal 5

Questions	Responses
Gender	Female
Demographic Question 1: Number of years as a principal	5
Demographic Question 2: Educational program or other opportunities that prepared you for the principalship (such as a graduate work, ACSA academy, or other leadership opportunities)	Azusa Pacific University AB 75 Training University Internship Assistant Principal
Demographic Question 3: On a scale of 1 to 5, one being low success and five being high success, how would you rate your success during your first year as a principal, based on your knowledge of the California Professional Standards for Educational Leadership (CPSEL)?	1 Completed all tasks A “learn as you go” process.
Demographic Question 4: On a scale of 1 to 5, one being low success and five being high success, how would you rate your success during your second year as a principal, based on your knowledge of the California Professional Standards for Educational Leadership?	2 It’s hard to get a 5

Table 7

Demographic Survey Responses for Principal 6

Participant Identifier	Principal 6
Gender	Female
Demographic Question 1: Number of years as a principal	6
Demographic Question 2: Educational program or other opportunities that prepared you for the principalship (such as a graduate work, ACSA academy, or other leadership opportunities)	California State University, Fullerton Categorical Resource Teacher Assistant Principal Baldwin Park Intern

(continued)

Questions	Responses
Demographic Question 3: On a scale of 1 to 5, one being low success and five being high success, how would you rate your success during your first year as a principal, based on your knowledge of the California Professional Standards for Educational Leadership (CPSEL)?	3 Uncomfortable with budget
Demographic Question 4: On a scale of 1 to 5, one being low success and five being high success, how would you rate your success during your second year as a principal, based on your knowledge of the California Professional Standards for Educational Leadership?	4 Good with people Knew school well Did not have to learn school community

Table 8

Demographic Survey Responses for Principal 7

Questions	Responses
Gender	Female
Demographic Question 1: Number of years as a principal	6
Demographic Question 2: Educational program or other opportunities that prepared you for the principalship (such as a graduate work, ACSA academy, or other leadership opportunities)	University Classes Teacher Leader Assistant Principal
Demographic Question 3: On a scale of 1 to 5, one being low success and five being high success, how would you rate your success during your first year as a principal, based on your knowledge of the California Professional Standards for Educational Leadership (CPSEL)?	1 The school ran itself
Demographic Question 4: On a scale of 1 to 5, one being low success and five being high success, how would you rate your success during your second year as a principal, based on your knowledge of the California Professional Standards for Educational Leadership?	2 I was more aggressive with curriculum

Table 9

Demographic Survey Responses for Principal 8

Questions	Responses
Gender	Male
Demographic Question 1: Number of years as a principal	6
Demographic Question 2: Educational program or other opportunities that prepared you for the principalship (such as a graduate work, ACSA academy, or other leadership opportunities)	Chapman University AB 75 Training
Demographic Question 3: On a scale of 1 to 5, one being low success and five being high success, how would you rate your success during your first year as a principal, based on your knowledge of the California Professional Standards for Educational Leadership (CPSEL)?	3 I knew there were things to learn.
Demographic Question 4: On a scale of 1 to 5, one being low success and five being high success, how would you rate your success during your second year as a principal, based on your knowledge of the California Professional Standards for Educational Leadership?	4 Things should get easier but they get harder. There is still so much you want to do.

Table 10

Demographic Survey Responses for Principal 9

Questions	Responses
Gender	Female
Demographic Question 1: Number of years as a principal	10
Demographic Question 2: Educational program or other opportunities that prepared you for the principalship (such as a graduate work, ACSA academy, or other leadership opportunities)	Azusa Pacific University UCLA Leadership Institute ACSA Aspiring Principal's Academy

(continued)

Questions	Responses
Demographic Question 3: On a scale of 1 to 5, one being low success and five being high success, how would you rate your success during your first year as a principal, based on your knowledge of the California Professional Standards for Educational Leadership (CPSEL)?	2 It was a very tough year with staff resisting change.
Demographic Question 4: On a scale of 1 to 5, one being low success and five being high success, how would you rate your success during your second year as a principal, based on your knowledge of the California Professional Standards for Educational Leadership?	3 Nobody's perfect; we continue to grow. You achieve more success.

Research Data

In interviews with the nine participants, the researcher posed the following questions:

1. What is your perception of the support you received, intended to assist you to lead your school, during your first 2 years as a principal?
2. Based on your perception, what actions, strategies, guidance, and coaching effectively assisted you during your first 2 years as a principal?
3. Based on your perception, what actions, strategies, guidance, and coaching hindered you during your first 2 years as a principal?
4. What additional support do you perceive would have assisted you to be more effective during your first 2 years as a principal?
5. What recommendations do you have to increase support for future new principals in the Baldwin Park Unified School District?

Responses to the interview questions are found in Tables 11 through 19.

Table 11

Interview Question Responses: Principal 1

Interview Question	Responses
Interview question 1: What is your perception of the support you received, intended to assist you lead your school, during your first 2 years as a principal?	Supervisor provided support Non-existent No program Frustrating because I think I would have moved along faster A supervisor came around the campus periodically but wasn't very helpful
Interview question 2: Based on your perception, what actions, strategies, guidance, and coaching effectively assisted you during your first 2 years as a principal?	Relied on colleagues Relied on sister who was a principal I had a supervisor who came around the campus but that wasn't very helpful in coaching me
Interview question 3: Based on your perception, what actions, strategies, guidance, and coaching hindered you during your first 2 years as a principal?	Assigned a supervisor who did not know elementary curriculum; supervisor would periodically visit but did not coach to be a well-rounded principal; lacked trust in assigned supervisor; felt isolated; did not feel supported. It felt as if district office just wanted problems to go away.
Interview question 4: What additional support do you perceive would have assisted you to be more effective during your first 2 years as a principal?	Regular meetings with other new principals to discuss issues as well as managerial items; someone to give more suggestions and speak with regularly; someone to challenge me regularly, perhaps using the Socratic Method; someone to reflect with. Deep conversation about curriculum, not fluff. If my supervisor had listened to me.
Interview question 5: What recommendations do you have to increase support for future new principals in the Baldwin Park Unified School District?	Support that addresses all aspects of the principalship and which is meaningful, timely, and ongoing; someone who knows elementary curriculum; someone to discuss, challenge, and guide the new principal.

Table 12

Interview Question Responses: Principal 2

Interview Question	Responses
Interview question 1: What is your perception of the support you received, intended to assist you lead your school, during your first 2 years as a principal?	Supervisor provided support Ignorance is bliss. I didn't know what I needed to know. Overall impression was that it was probably good and that it wasn't too forceful.
Interview question 2: Based on your perception, what actions, strategies, guidance, and coaching effectively assisted you during your first 2 years as a principal?	I could always call for help. In regard to curriculum, literacy, and budget, my previous experience as a resource teacher helped me more than my supervisor. The physical presence of my supervisor, she was there to help me through it. The most effective part of my support was just if I had questions, they were there to help me through it. Relied on colleagues.
Interview question 3: Based on your perception, what actions, strategies, guidance, and coaching hindered you during your first 2 years as a principal?	I didn't have a coach. I had more support outside district office. Basically, my experience helped me. Politics also hindered me. I felt I had to often defend my teachers. I lacked knowledge of suspensions and expulsions. I needed assistance with the politics of the district.
Interview question 4: What additional support do you perceive would have assisted you to be more effective during your first 2 years as a principal?	I would have liked a coach. Guidance in dealing with parents. Ed. Code information. Help with evaluations. I would have liked deep conversations about curriculum.
Interview question 5: What recommendations do you have to increase support for future new principals in the Baldwin Park Unified School District?	Having a list as a reference to school law, as well as expulsions and suspensions. A coach to help with classroom walkthroughs as well as how to approach teachers. Also someone to meet with them once a week and ask "how is it going?"

Table 13

Interview Question Responses: Principal 3

Interview Question	Responses
Interview question 1: What is your perception of the support you received, intended to assist you lead your school, during your first 2 years as a principal?	Supervisor provided support I was very lucky and received excellent support. My supervisor offered me help with whatever I needed.
Interview question 2: Based on your perception, what actions, strategies, guidance, and coaching effectively assisted you during your first 2 years as a principal?	My supervisor visited me weekly and it was always about what I needed. My supervisor always asked me to tell her what was going on and asked what I needed. My supervisor was very supportive. It never felt like an "I got you" situation.
Interview question 3: Based on your perception, what actions, strategies, guidance, and coaching hindered you during your first 2 years as a principal?	The district did not support me in a serious situation. I did not appreciate the advice given to me. Lack of knowledge of the curriculum.
Interview question 4: What additional support do you perceive would have assisted you to be more effective during your first 2 years as a principal?	It would be better to talk to someone who is not your supervisor. Someone who is walking the walk and who is non-threatening. Someone you could trust. Someone you could be candid with. Someone who could relate their experiences to your current challenges. Someone to take that next step with me.
Interview question 5: What recommendations do you have to increase support for future new principals in the Baldwin Park Unified School District?	Something analogous to BTSA without the paperwork, You want someone you can trust and somebody you can take a risk with. You want to work with somebody who has word of wisdom from walking the walk.

Table 14

Interview Question Responses: Principal 4

Interview Question	Responses
Interview question 1: What is your perception of the support you received, intended to assist you lead your school, during your first 2 years as a principal?	I didn't get the support I needed. The support I received was not what I had in mind or what I think it should have been. Supervisor provided support
Interview question 2: Based on your perception, what actions, strategies, guidance, and coaching effectively assisted you during your first 2 years as a principal?	My second year I had a supervisor who visited me at least every other week and gave me her undivided attention. My first year my supervisor would ask "what do you think?" and she wouldn't give direction. I received a lot of help from colleagues. My second supervisor made it seem like she was trying to catch me doing something wrong. I would have dinner with colleagues.
Interview question 3: Based on your perception, what actions, strategies, guidance, and coaching hindered you during your first 2 years as a principal?	My supervisor. I couldn't go to her for answers. My supervisor does not give me direct answers. I lacked communication with my supervisor. My supervisor lacked elementary experience. I didn't have a coach.
Interview question 4: What additional support do you perceive would have assisted you to be more effective during your first 2 years as a principal?	I think a mentor or partner principal who has walked in your shoes or who is walking in your shoes. A supervisor who would have provided me with information.
Interview question 5: What recommendations do you have to increase support for future new principals in the Baldwin Park Unified School District?	I think a strong partnership with another principal. You can call it mentor or buddy principal but somebody you can turn to and is dedicated to you.

Table 15

Interview Question Responses: Principal 5

Interview Question	Responses
Interview question 1: What is your perception of the support you received, intended to assist you lead your school, during your first 2 years as a principal?	Supervisor provided support I don't think anything was done differently for me that was done for veteran principals. No one ever said, "oh, this is a new principal and I'm going to support her."
Interview question 2: Based on your perception, what actions, strategies, guidance, and coaching effectively assisted you during your first 2 years as a principal?	Guidance from my supervisor. Talking with other principals.
Interview question 3: Based on your perception, what actions, strategies, guidance, and coaching hindered you during your first 2 years as a principal?	I needed perspective on daily tasks. Staff was resistant. Lack of concrete direction. Lack of support. Supervisor lacked elementary experience and lacked understanding of elementary curriculum. My supervisor was mean spirited.
Interview question 4: What additional support do you perceive would have assisted you to be more effective during your first 2 years as a principal?	Someone who had elementary experience. Someone to check in with. Someone I knew was not my evaluator. Someone who walked in these shoes. Having better information on politics. An opportunity to dialogue with colleagues.
Interview question 5: What recommendations do you have to increase support for future new principals in the Baldwin Park Unified School District?	Someone you can talk to who is not your evaluator. Someone non-judgmental. An assigned mentor. Someone to help you make things better.

Table 16

Interview Question Responses: Principal 6

Interview Question	Responses
Interview question 1: What is your perception of the support you received, intended to assist you lead your school, during your first 2 years as a principal?	I received minimal support from district office and a lot of support from colleagues. Supervisor provided support
Interview question 2: Based on your perception, what actions, strategies, guidance, and coaching effectively assisted you during your first 2 years as a principal?	I got support from previous principals I had worked for. They were always available to me.
Interview question 3: Based on your perception, what actions, strategies, guidance, and coaching hindered you during your first 2 years as a principal?	My own fears. I didn't like asking people for advice. I also wasn't willing to admit I didn't know something.
Interview question 4: What additional support do you perceive would have assisted you to be more effective during your first 2 years as a principal?	More collaboration on an informal level so we could sit and talk about everyday things. The opportunity to ask questions without anybody judging. An opportunity to dialogue with colleagues.
Interview question 5: What recommendations do you have to increase support for future new principals in the Baldwin Park Unified School District?	Mentors are a good idea. The district has a responsibility to match new principals with somebody they could be comfortable with. Your boss can't do it.

Table 17

Interview Question Responses: Principal 7

Interview Question	Responses
Interview question 1: What is your perception of the support you received, intended to assist you lead your school, during your first 2 years as a principal?	There wasn't much support. Supervisor provided support. My supervisor came every few months. I was always given good feedback but I felt unchallenged. I was directed to keep the status quo.
Interview question 2: Based on your perception, what actions, strategies, guidance, and coaching effectively assisted you during your first 2 years as a principal?	My biggest assistance was with peers. Talking to peers was very powerful. I would also get ideas at principals meetings. Informal conversations with other principals during lunch after a formal principals meeting.
Interview question 3: Based on your perception, what actions, strategies, guidance, and coaching hindered you during your first 2 years as a principal?	I did not need someone to tell me everything was great. I needed someone to challenge me. I needed someone who was more active at my site and someone I could trust. I didn't have a coach.
Interview question 4: What additional support do you perceive would have assisted you to be more effective during your first 2 years as a principal?	I would have liked more coaching. I would have enjoyed meetings just for new principals; I would have liked a mentor or coach. An opportunity to dialogue with colleagues. I did not need someone to tell me everything was great. I needed someone to challenge me. I needed someone more active at my site. To not be afraid of being honest. Having a bigger emphasis on curriculum and instruction.
Interview question 5: What recommendations do you have to increase support for future new principals in the Baldwin Park Unified School District?	A mentor or coach Someone to talk to Someone you can trust

Table 18

Interview Question Responses: Principal 8

Interview Question	Responses
Interview question 1: What is your perception of the support you received, intended to assist you lead your school, during your first 2 years as a principal?	Supervisor provided support. Support was misguided. It had nothing to do with me or my school. It was not specific support.
Interview question 2: Based on your perception, what actions, strategies, guidance, and coaching effectively assisted you during your first 2 years as a principal?	What helped me most was talking to other principals. I spoke with people who knew the realities of the job. I would speak with fellow principals at formal principals meetings. New principals stuck together.
Interview question 3: Based on your perception, what actions, strategies, guidance, and coaching hindered you during your first 2 years as a principal?	Politics hindered me. I had a supervisor I did not trust. I had a supervisor who I did not have confidence in.
Interview question 4: What additional support do you perceive would have assisted you to be more effective during your first 2 years as a principal?	Support should come from colleagues. Your coach should be someone you trust. I would have liked to have had support at the school site. I would have liked opportunities to dialogue with colleagues.
Interview question 5: What recommendations do you have to increase support for future new principals in the Baldwin Park Unified School District?	A coach who has done the job well. Someone who is there for you. Give the new principal time to learn the job. Being supported instead of being supervised. Having the previous principal let go of the school.

Table 19

Interview Question Responses: Principal 9

Interview Question	Responses
Interview question 1: What is your perception of the support you received, intended to assist you lead your school, during your first 2 years as a principal?	My first year I received very little support. Supervisor provided support. It felt like I was thrown into the job.
Interview question 2: Based on your perception, what actions, strategies, guidance, and coaching effectively assisted you during your first 2 years as a principal?	I received some guidance during principals meetings.
Interview question 3: Based on your perception, what actions, strategies, guidance, and coaching hindered you during your first 2 years as a principal?	When staff would complain I would hear from the assistant superintendent of human resources. I often felt like I was going to lose my job. I lacked trust of my supervisors. I lacked support.
Interview question 4: What additional support do you perceive would have assisted you to be more effective during your first 2 years as a principal?	I would have liked my support person to meet with me every other week. I would have liked to gone over goals and objectives. I would have liked having time to talk with colleagues. I would have liked meeting just for new principals. A mentor who has walked in your shoes.
Interview question 5: What recommendations do you have to increase support for future new principals in the Baldwin Park Unified School District?	Something similar to BTSA. Someone who helps you through the process. More ongoing meetings. To have my supervisor meet with me at least every other week. Opportunities to talk about goals and objectives. Opportunities to share experiences and strategies.

Overall support. Research question 1 asked: What is your perception of the support you received, intended to assist you lead your school, during your first 2 years as a principal? The responses included:

- Support was a function of district office; it came from your direct supervisor.
- Non-existent; not much misguided.
- There wasn't any specific support.
- I didn't get the support I needed.
- The support I received wasn't what I had in mind, what I anticipated, or what I think should have been.
- A supervisor who came around periodically but wasn't very helpful.
- I was thrown in there.
- Counting on colleagues.
- Ignorance is bliss; I didn't know what I needed to know.
- Frustrating because I think I could have moved along faster.
- Excellent support; my supervisor offered to help with whatever I needed.
- Nothing was done differently for me that was done for veteran principals.
- No one ever said "oh, this is a new principal and I'm going to support her."
- I didn't feel challenged.
- I was directed to keep the status quo.

All nine participants initially perceived support to be a function coming from the district office and/or from a supervisor. Eight participants found the support they received to be insufficient. The participants responded that they did not receive any attention from their supervisors to assist them to adjust to their new and often

overwhelming responsibilities. Principal 1 stated, “support was non-existent, coming from a supervisor, evaluator, or a team. There was no type of program, mentoring or what have you that was provided.” Principal 6 stated, “from a district standpoint. . . minimal kinds of direct support.” Principal 3 stated that he had received excellent support. He attributed this rating to a change in who was supervising new principals. Principal 3 asserted, “she was awesome; she told me that she would help me with whatever I need.”

Assistance received. Research question 2 asked: Based on your perception, what actions, strategies, guidance, and coaching effectively assisted you during your first 2 years as a principal? The participants identified the following as key assistance during their first 2 years as a principal:

- Assistance from peers and colleagues,
- Independent dinners with colleagues to discuss issues and concerns,
- Calling district office for assistance,
- Visiting other principals’ sites,
- Principals coming together on their own immediately after a principals’ meeting to talk,
- Support given by other principals at principal meetings,
- Sticking together with other new principals,
- Being taught protocol to keep from offending district personnel.

The participants’ responses to the question on the perception of the assistance they received were more diverse compared to their perception of the overall support that they received. Their perception of assistance was based on who was assigned to them as

a supervisor. For some participants, considerable change occurred from 1 year to the next when they had a change of supervisors.

All participants indicated that some to most assistance came from colleagues. Principal 1 stated, “I counted on my colleagues and I had a few people I would call.” Principal 6 stated that most helpful to her was “the guidance and coaching I got from other principals. Mainly, from the principal where I was assistant principal and I also received assistance from the principal where I was the resource teacher.” Principal 7 stated, “the biggest place I was assisted was with peers. Talking with peers about what they were doing often gave me ideas on what to do at my own site.” Principal 8 indicated that speaking with other principals provided the most assistance because they understood the reality of the job.

Principal 4 spoke about how she and two other principals met monthly for dinner to discuss current issues at their sites. They chose to meet off site to prevent any disruptions. During these meetings they would share current experiences, problem solve, forecast, and prioritize upcoming events and deadlines, and strategize for a successful upcoming month. She stated, “we talked and we collaborated and that was very beneficial.”

Two participants spoke specifically about their ability to call district office for assistance. One participant felt that he could call the district office at any time for assistance, which he felt was extremely beneficial. In contrast, another participant felt anxious to call the district office, assuming that she would be frowned upon and thought of as being ignorant or perhaps incompetent.

Hindrances. Research question 3 asked: Based on your perception, what actions, strategies, guidance, and coaching hindered you during your first 2 years as a principal? The participants identified the following as major hindrances during their first 2 years as a principal:

- Newness of their position and a lack of security in their job,
- A lack of connection with their supervisor,
- A sense of isolation,
- Their supervisor lacked experience as an elementary school principal,
- Their supervisor lacked knowledge about the challenges of an elementary school principal,
- A lack of confidence in their supervisor,
- A lack of trust in their supervisor,
- A sense of intimidation by their supervisor,
- A lack of support from their supervisor,
- District politics,
- A lack of meaningful dialogue with their supervisor.

All nine participants encountered hindrances during their first 2 years as a site principal. They perceived that these hindrances could have been avoided through proper support from the district office. Some participants considered several of the hindrances to be the result of misguided support directly from the leadership in district office. Other participants identified the newness of their position and lack of security in the job, rather than the personality of their supervisor as an important hindrance. They were concerned they would appear inexperienced to their supervisor. Principal 6 stated, “I wasn’t too

willing to admit that I didn't know how to do something. There are only a few people that we know we could do that with."

Principal 4 perceived a lack of connection with her supervisor; consequently there was a minimum of communication between them. She believed that her supervisor was often not available to her. Principal 4 asserts,

my supervisor was my connection to the district. She was my lifeline. If something was happening and I didn't know how to handle it, my understanding was that I was to call my supervisor. I felt that was not effective. I was looking for answers and she would give me dialogue.

Principal 1 stated that she experienced a sense of isolation due to her perceived inability to honestly discuss issues with her supervisor.

Three participants indicated that their supervisor lacked experience as an elementary school administrator. Principal 4 stated that this lack of knowledge gave her the impression that there was a lack of direction from her supervisor. This gave her a lack of confidence in her supervisor. The supervisor's experience as a high school teacher and administrator encumbered her ability to understand the nuances and challenges of running an elementary site. Principal 2 stated, "sometimes I knew more about elementary curriculum than the supervisor who was walking with me. I felt that hindered me. I had to defend the curriculum; I had to defend my teachers. That was very frustrating." Four participants described individual occasions, during their first 2 years as a principal, when they felt a lack of trust in their supervisor, which resulted in questioning their desire to remain principals.

Two principals spoke about instances when their supervisor directly intimidated them. Principal 5 recalled an occasion when she went to her supervisor about concerns she had about her site. Teachers at her new site had been extremely rude to her, and actually sat with their backs to her at faculty meetings. The supervisor responded, “we could have given this job to another well qualified person but we gave it to you because you were an inside person. Now you need to do the job.” This principal reported feeling devastated by this response. She stated, “this was such a fragile point in my career. This isn’t working and I’m not getting any direction so I better figure out how to do my job.”

Principal 8 described a similar experience. He notes his first visit at his site from his new supervisor as follows:

she told me that she had sat in on all the interviews for this position and she felt I was not ready to be a principal. She claimed that she had spoken to some teachers I had worked with and they questioned my competence, discretion, and everything else. I didn’t know what she was talking about and she didn’t give me an explanation.

He continues, “Her statement was always in the back of my mind and I continually checked myself. Should I be doing this? Is this right? I never knew what I had done wrong but constantly wondered if I was going to repeat the mistake. Afterwards, I did not have confidence in my supervisor.”

Principal 4 cited an example of what she perceived to be a lack of support from her supervisor. During her first year as a principal she had a severe problem with her parent support group. She contends as follows:

They really came after me. I really felt my supervisor wanted to support me but did not want to look bad to the parents. She continued to give me bad advice and direction until I told her “no.” I said I wouldn’t follow her directive. I knew I was being insubordinate but I felt I had no choice. I told her she could fire me on the spot and my instincts told me that was she was telling me to do was wrong and I was not going to do it. To my surprise, she told me “fine” and backed off. The following year I was assigned a new supervisor. My new supervisor stood with me at a parent meeting and stood up to them. She had been an elementary principal, understood the dynamics of the negative parents, and she cared. That meant a lot to me. She informed the parents that I was doing a good job, I was doing what I needed to do, and that the district supported me. I think that was the difference. I really needed someone to support me and to back me up.

Five of the participants felt that district politics hindered them during their first 2 years as a site principal. They perceived the school board to be discordant and were not confident in dealing with school board members and the effect that a casual conversation with them could become an issue in the district. All five participants cited observing inharmonious behavior at board meetings. Three participants cited speaking to board members on a casual basis and having their conversations repeated out of context. They were also surprised that within the ranks of district office, employees could often treat you in less than a professional manner. One participant said he knew to ignore the behavior and not take it personally to ensure not alienating those who were supposed to assist you.

Six of the participants indicated that the lack of meaningful dialogue with their supervisor hindered them during their first 2 years as a site principal. They felt that their supervisor would respond in a positive matter about their visits, which they perceived to be disingenuous. They felt that the feedback received was superficial and lacked real insight on what was going on at their sites. The six all stated that their supervisor would accompany them on classroom walkthroughs, ask them to discuss what they saw, agree with them, and then move on to the next classroom. They considered this routine to not be constructive and a waste of time. Principal 7 stated, “I don’t want somebody to come into my school and tell me it’s great. I want somebody who is going to come in and challenge me. I don’t mind sometimes feeling bad if it is to make me ultimately do better. When I’m told I’m doing a great job it feels insincere because the person telling me I’m doing a great job really doesn’t know what I’m doing.”

Desired support. Research question 4 asked: What additional support do you perceive would have assisted you to be more effective during your first 2 years as a principal?

All nine participants specified that having someone other than their supervisor, such as a coach or mentor, to talk to would have made a considerable difference during their first 2 years as a principal. The traits of this coach or mentor included:

- A colleague within the district;
- A principal with a history of success;
- A principal with a strong understanding of district politics;
- A principal who had a background in elementary education;
- A principal who was an effective communicator;

- A principal who had a solid knowledge of school law, California education code, and student discipline;
- A principal with proven expertise in human resources, notably in the areas of employee evaluation, employee progressive discipline, teacher goal setting, and teacher accountability.

Principal 5 stated, “I would have liked someone who I felt was there to support me rather than to evaluate me or because she was required to do it.” Principal 4 stated the following:

I could have used someone who really knew what was going on in the district and guide me in completing what needed to get done. Something that would have helped me my first year would have been a resource who would give me information; someone who supported me. Not a supervisor who wanted to get information from me.

Five participants asserted that they would have benefitted from a mentor or coach that they could talk to confidentially and without judgment or ramification. This person would be able to guide them and instruct them. They stated that this mentor or coach could have been an assigned colleague that they could dialogue with and support them during their first 2 years as a principal. Principal 1 stated the following:

I would have preferred someone to talk to, who could guide me, ask questions, and offer suggestions when necessary. Perhaps in a Socratic method where you are asked a number of questions and you are compelled to self-reflect. I would have benefited from being asked meaningful questions about curriculum and instruction. I like to be driven. I would have liked to have been driven to reflect

on trying something different and demanding for the purpose of improving student achievement. I didn't get that. That would have been nice.

Principal 6 asserted the following:

I would have valued an opportunity to meet with an adviser on a regular basis.

This would have given me an opportunity to collaborate and pick his brain when necessary. I would have seized the opportunity to discuss any challenges I might be facing or to be spontaneous with my questions. To do this in a safe non-judgmental manner would have been greatly appreciated.

Two participants indicated that having someone other than their supervisor, such as a colleague, coach, or mentor, work with them while setting formal goals and objectives for their accountability plan, would have been of great value to them during their first 2 years as a principal. They also mentioned how beneficial it would have been to have the same person available to discuss with them their status in achieving these goals. They believe that this would have enabled them to more readily strategize, prioritize, and rectify any deficiencies in their plan. Principal 9 stated,

I would have benefited from meeting with someone at least every other week to discuss a variety of issues. I would have talked about my goals and objectives.

We could have discussed strategies and I would have listened to stories. It would have been great to have that kind of connection and assistance.

Five of the participants denoted that they would have benefited from both formal and informal new principal meetings. Three of these participants deemed that formal new principal meetings conceivably could have been focused on timelines, due dates, and

other routine responsibilities of the elementary school principal. Principal 1 stated the following:

I would have appreciated having ongoing support for the new principals that could have addressed all aspects of the principalship. We could have discussed building positive morale at your site, preparing for staff development, or managing your school site council. These meetings could have been meaningful, timely, and ongoing. For example, you could look at a month and discuss what you need to do to prepare for that month. Sometimes you don't know if you are new. Let's just talk about these things and discuss when things are supposed to happen and what we could do to make it happen. Of course you do it your own way, but you know you are doing it and doing it correctly. You don't feel stressed out, or that you are missing something, or that you are getting behind. That would have been very helpful.

All of the respondents stated that informal new principal meetings would have given them the opportunity to discuss individual issues, and to find support amongst them. Principal 8 stated the following:

I would have appreciated the chance to speak to my fellow new principals. At the time there were four of us. I think we could have supported each other and discussed what was going on at our sites. We could have learned a lot from each other, especially in an arena that was not threatening.

Recommended support. Research question 5 asked: What recommendations do you have to increase support for future new principals in the Baldwin Park Unified School District? The nine participants made the following recommendations:

- All new principals be assigned a coach or a mentor by the assistant superintendent of elementary education.
- A coach or mentor be someone other than their supervisor.
- Regular meetings just for new principals; both as a new principal group as well as individually with mentors.
- Assistance with managerial planning.
- Data training to increase student achievement.
- Carefully matching the mentor with the new principal; one size does not fit all
- Mentors who are experienced in elementary education.
- Someone who has walked in the principal's shoes.
- Non-threatening environments.
- Support mostly occurring at the new principals' school site.
- Someone you can trust.
- Somebody dedicated to the new principal.
- Someone to talk to about challenges.
- Someone who does not judge.
- Someone to share ideas.
- Someone who makes the new principal feel that they are not alone.

All nine participants recommended that each new principal be assigned a coach or mentor by the assistant superintendent of elementary education. Two participants recommended that it be a formal program similar to California Department of Education's Beginning Teacher Support and Assessment (BTSA) program. One principal recommended that the district create their own new principal mentoring

program using the California Professional Standards for Educational Leaders (CPSEL) as the foundation for the program.

Six participants recommended that the coach or mentor be someone other than their supervisor. Principal 5 stated the following:

new principals need someone they can talk to who is not an evaluator, a mentor.

Someone you can talk to during those tough times we all face. Someone you can turn to when you make a mistake and ask the seriousness of the mistake. New principals need someone who can reassure them when they need to be reassured.

Summary

This chapter described the findings of the analysis of data collected from interviews of experienced principals from the Baldwin Park Unified School District. Demographic data collected included number of years as a principal, preparation for the principalship, and a self-rating scale of participants' success during their first 2 years as a principal. The average tenure as a principal for these nine participants was 5.66 years. The participants cited a variety of experiences that prepared them for the principalship. These experiences included Masters of Education programs, leadership conferences, resource teacher experience, and participation in AB75 Principal Training program. Participants used a scale of 1 to 5, with 1 being low effectiveness and 5 being high effectiveness, to rate their effectiveness during their first 2 years as an elementary school principal. Their ratings were based on the California Professional Standards for Educational Leaders (CPSEL). During the first year as a principal the range of ratings from the participants was 1 to 4. During their second year, the participants increased their ratings by one and the range of ratings increased from 2 to 5.

The nine participants were then interviewed and were asked five questions related to new elementary school principal support as perceived by experienced elementary school principals. The five questions concentrated on the participants' perceptions in the following areas:

- Overall support they received during their first 2 years as an elementary school principal,
- Assistance they received during their first 2 years as an elementary school principal,
- Hindrances they were challenged with during their first 2 years as an elementary school principal,
- Support they would have found relevant during their first 2 years as an elementary school principal,
- Support they would recommend for upcoming new principals in the Baldwin Park Unified School District.

The nine participants answered all questions thoughtfully and candidly. They shared examples of real experiences that occurred during their first 2 years as an elementary school principal. These experiences assisted them in making relatable recommendations for upcoming new principals.

In the interviews, a number of themes emerged from the participants' responses. The participants believed that their university masters' program training facilitated their preparation for the principalship. They also believe that increased responsibilities and exposure to administrative responsibilities as a teacher, teacher leader, resource teacher, and/or an assistant principal also prepared them for the principalship.

The participants felt that a mentor or coach was desirable and necessary during the first 2 years as a principal. The participants strongly shared the same opinion that a mentor or coach should not be a new principal's supervisor. They considered that a mentor's or coach's ideal qualities included being competent in elementary education, trustworthy, empathetic, a good listener, and a non-judgmental attitude.

The participants are of the opinion that the district office has a responsibility to assign mentors or coaches to a new principal based on the needs and experience of the new principal. They also believe the new principal should have the opportunity to meet with their mentor or coach on a regular basis without interruption.

The last major theme identified by the participants was that new principals should meet with fellow new principals in a formal and informal fashion. This would give new principals opportunities to discuss issues and concerns as well as ensure they are on task with regular responsibilities.

Chapter V: Summary, Conclusions, and Recommendations

The school principal—the leader—is a critical force in determining school climate, student and teacher attitudes and instructional practices. When schools are effective, it is largely because they have effective principals. (National Association of State Boards of Education, as cited by Drake & Roe, 1986, p. 16)

Overview

This chapter discusses the summary, conclusions, and recommendations of this study. It begins with a restatement of the problem and the purpose of the study. This will be followed by a summary of the research methodology and will close with conclusions and implications for future research.

Statement of Problem

Knight et al. (2005) contend that university and pre-service programs have only slightly prepared new principals for their new responsibility. Davis et al. (2005), in their review of research, state the following:

Principals are expected to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations and communication experts, budget analysts, facility managers, special programs administrators, as well as guardians of various legal, contractual, and policy mandates and initiatives. In addition, principals are expected to serve the often conflicting needs of many stakeholders, including students, parents, teachers, district office officials, unions, and state and federal agencies. (p. 3)

The Baldwin Park Unified School District expects all principals to meet all state and district standards. The new principal is expected to meet this expectation as well as,

or even better than, an experienced principal. Thus new principals need substantial support when they are confronted with the myriad questions, crises, and decisions that will challenge them on a daily basis.

Purpose of the Study

The purpose of this study is to describe new elementary school principal support as perceived by experienced elementary school principals of the Baldwin Park Unified School District in order to recommend a plan of support for future new elementary school principals in the Baldwin Park Unified School District. Given the high performance expectations for beginning principals, it is important to have experienced principals, who have had over 2 years of experience in that position, (a) identify the support they received as new principals, (b) describe what kind of support they desired as new elementary school principals, and (c) to recommend strategies and support for new elementary school principals in the district.

Research Methodology Summary

The design of this study was qualitative in approach. In conducting this study, the researcher:

1. Announced the study at an elementary principals' meeting and handed 11 eligible experienced principals a letter explaining that he would be contacting them,
2. Contacted the prospective interviewees by phone and set appointments to meet with nine experienced principals,
3. Surveyed nine participants to determine specific demographic data,
4. Conducted nine oral interviews to determine the participants' perceptions on new principal support,

5. Analyzed the interviews, coded descriptive data, and discerned recurring perceptions of new principal experiences and recommendations for new principal support.

Discussion

As discussed in the review of the literature, the role of the principal has progressed from manager and authoritarian to educational leader. Principals are expected to assume principal duties and function at an exceptional level, creating change and elevating student achievement, no matter the level of their experience. The review of the literature reveals that a principal needs to be skilled in organizational leadership. Principals are called on to lead their schools in a successful transition—sometimes in drastic changes in culture, procedure, and structure—to produce a high-performing student body at the same time as facing numerous obstacles such as funding cuts and shortages of qualified staff. All this must be done while communicating effectively and maintaining trust and confidence of school faculty and staff, parents, and students, as well as district administrators.

The Association of California School Administrators in partnership with WestEd developed six California Professional Standards for Educational Leaders (CPSEL). Similar in format to the California Standards for the Teaching Profession, CPSEL outlines the professional responsibilities of educational leaders, all focusing on promoting the success of all students. Similarly, California Assembly Bill 430 requires local education agencies to provide training in specific targeted areas of educational leadership. These standards and training goals recognize the multi-faceted role of the principal and

the numerous competencies required of principals, but they can also represent an additional burden of training and performance.

In this study, the researcher interviewed nine experienced elementary school principals of the Baldwin Park Unified School District for their perception of the support they received as new principals. They were also asked to recommend a course of action to support future new principals of the Baldwin Park Unified School District.

Demographic Data

The following demographic data questions were asked of the nine participants:

1. Number of years as a principal.
2. Educational program that prepared you for the principalship (such as a type of doctoral program or ACSA academy).
3. On a scale of 1 to 5, one being low success and five being high success, how would you rate your success during your first year as a principal, based on your knowledge of the California Professional Standards for Educational Leadership (CPSEL)?
4. On a scale of 1 to 5, one being low success and five being high success, how would you rate your success during your second year as a principal, based on your knowledge of the California Professional Standards for Educational Leadership?

Tables 11 through 19 give a summary of participant responses. The demographic data of gender and years as a principal were used solely as identifying information for each of the participants. Demographic questions 2, 3, and 4 were included to assist the participants in focusing on the relevance of their training and support to successfully

meet the dictates of the California Professional Standards for Educational Leaders as they address each of the research questions.

Overall the participants perceived their first 2 years as a principal to be challenging for a variety of reasons. Many of the participants rated themselves low on a scale of 1 to 5 in the demographic survey. Many of the participants commented that the low ratings were attributable to their relationship with their supervisor. This data sparked a possible future research question that would investigate if there was a relationship between the participants' self-ratings and the supervision they received during their first two years as an elementary school principal. This data could also provide a source for future expansions of this study exploring the demographic survey based on years of experience or educational preparation. Other demographic data which may be considered for inclusion are age, gender, and ethnicity.

Years as a principal. The average tenure for the nine participants as a principal was 5.66 years. The range of years of experience as a principal was 4 to 10 years.

- 3 principals had 4 years of experience as an elementary school principal
- 1 principal had 5 years of experience as an elementary school principal
- 3 principals had 6 years of experience as an elementary school principal
- 1 principal had 10 years of experience as an elementary school principal

Preparation for principalship. The nine participants named the following indicators as preparation for the principalship:

- Formal educational experiences including university master's programs
- Practical experiences as a categorical resource teacher
- Practical experiences as an assistant principal

- Participation in AB75: Principal Training Program
- ACSA Aspiring Principals Academy
- UCLA Leadership Institute
- District Aspiring Administrators Academy
- University field work
- Baldwin Park Administrative Intern
- Leadership conferences
- Acting summer school principal

The nine participants attributed both educational and leadership experiences as key components in preparing them for the principalship. All participants found their master's program to be beneficial.

The nine participants had been a categorical resources teacher, an elementary assistant principal, or both a categorical resource teacher and an elementary assistant principal prior to becoming an elementary school principal. 3 of the participants had been categorical resource teachers only. 3 participants had been elementary school assistant principals only. Three of the participants had been categorical resource teachers first and then elementary school assistant principals.

Six participants indicated that their experiences as categorical resource teachers prepared them for the principalship. The categorical resource teacher is an assistant to the principal whose main responsibilities are to coach teachers, assist with curriculum, and to assist in closing the gap of achievement for students who are performing below grade level. Many of the duties are similar to the duties of the assistant principal. This is a great opportunity to assume leadership skills and prepare to become a principal. Six of

the 13 current principals followed the career path of classroom teacher, categorical resource teacher, assistant principal, and then principal.

Five participants indicated that their experiences as an assistant principal prepared them for the principalship. Currently, the position of elementary assistant principal has been eliminated due to budget cuts.

Four of the participants believed that participation in the AB75 Principal Program (King & Smoot, 2004) at the Los Angeles County Office of Education helped prepare them for the principalship. The AB75 Principal Training Program was extended in September, 2005, but replaced by Assembly Bill 430, Administrator Training Program, and was written by California Assemblymember Pedro Nava (see Appendix A). AB430 is in force until January 1, 2012.

An analysis of this data indicates that these participants participated in similar as well as varied activities as preparation to become a principal. The nine participants agreed that their master's program was beneficial, therefore confirming that a formal educational setting is appropriate preparation for the principalship. Accordingly, four participants believed that participation in the AB75 Principal Program (King & Smoot, 2004) at the Los Angeles County Office of Education helped prepare them for the principalship. This training substantiates another preference for formal training.

Five participants indicated that their experiences as an assistant principal helped them prepare for the principalship. The roles of categorical resource teacher and assistant principal allow for hands on experience in educational leadership with many of the duties and responsibilities of the principal but without the ultimate authority. This is conducive to excellent training for the principalship.

The other indicators of preparation (ACSA Aspiring Principals Academy, UCLA Leadership Institute, District Aspiring Administrators Academy, university field work, Baldwin Park Administrative Intern, leadership conferences, and the role of acting summer school principal) appear to support preparation for the principalship but are not necessarily key components of training. These experiences are germane in this study only to individual participants' training, but certainly any hands-on training allows individuals experiences of the duties and tasks of principals.

Self-rating of success during first and second years of principalship. All nine participants were asked to use an interval scale to rate their success during their first and second years as a principal. Their scores were to be based on their understanding of the California Professional Standards for Educational Leadership (see Appendix B), with the rating of 1 being low success, and the rating of 5 being high success. For the first year the range of self-rating scores was from 1 to 4. The participants' comments on the survey explained their ratings. The following is a summary of the participants' ratings and comments:

- Participant 1's rating of a 2 in her first year as a principal included both positive and negative factors. She saw herself as possessing strong people skills however she felt she lacked an overall vision and needed assistance in goal setting.
- Participant 2's rating of a 2 in her first year as a principal was due to a lack of experience in how to deal with parents, educational law, and student discipline.
- Participant 3's positive rating of a 4 was based on his being slightly older when he was first assigned as a principal, that he had substituted as an administrator 3

times and that he felt that he had gained some actual principal experience prior to being officially assigned as a principal.

- Participant 4's rating of a 2 in her first year as a principal was based on her lack of experience as a principal.
- Participant 5 indicated that her rating of a 1 was due to her feeling that she merely survived her first year as a principal. She felt that she completed all required tasks required of her but she felt she had a "learn as you go" experience.
- Participant 6 rated herself a 3 but felt she would have rated herself higher had she been more comfortable working with the school budget.
- Principal 7's rating of a 1 during her first year as a principal was based on her belief that the school was already functioning in a good manner so she let the school run itself, with almost no direction from her.
- Principal 8's rating of a 3 during his first year as a principal was because he knew that there were aspects of administration that he still needed to learn.
- Principal 9 rated herself a 2 during her first year as a principal because she felt that it was a tough year with her staff resisting change.

For the second year, the range of scores was 2 to 5. Each participant increased his or her score by 1 point for the second year. The increase of a point for the second year seems due to increased experience, knowledge, and competence by the nine participants. In reviewing their comments it became clear that the hard earned experience of their first year gave them greater confidence and a belief that they could live up to the challenge of the job.

Research Data

In interviews with the nine participants, the researcher posed the following questions:

1. What is your perception of the support you received, intended to assist you to lead your school, during your first 2 years as a principal?
2. Based on your perception, what actions, strategies, guidance, and coaching effectively assisted you during your first 2 years as a principal?
3. Based on your perception, what actions, strategies, guidance, and coaching hindered you during your first 2 years as a principal?
4. What additional support do you perceive would have assisted you to be more effective during your first 2 years as a principal?
5. What recommendations do you have to increase support for future new principals in the Baldwin Park Unified School District?

Overall support Research question 1 asked: What is your perception of the support you received, intended to assist you lead your school, during your first 2 years as a principal?

Their responses included:

- Support was a function of district office. It came from my direct supervisor.
- Non-existent; not much support, misguided support.
- There wasn't any specific support.
- I didn't get the support I needed.
- The support I received wasn't what I had in mind, what I anticipated, or what I think should have been. A supervisor who came around periodically but wasn't very helpful.

- I was thrown in there.
- Counting on colleagues.
- Ignorance is bliss. I didn't know what I needed to know.
- Frustrating because I think I could have moved along faster.
- Excellent support; my supervisor offered to help with whatever I needed.
- Nothing was done differently for me than was done for veteran principals.
- No one ever said "oh, this is a new principal and I'm going to support her."
- I didn't feel challenged.
- I was directed to keep the status quo.

All nine participants initially perceived support to be a function coming from the district office and/or from a supervisor. Eight participants found the support they received to be insufficient. The participants responded that they did not receive any attention from their supervisors to assist them to adjust to their new and often overwhelming responsibilities. Principal 1 stated, "Support was non-existent, coming from a supervisor, evaluator, or a team. There was no type of program, mentoring or what have you that was provided." Principal 6 stated "from a district standpoint, minimal kinds of direct support."

Principal 3 stated that he had received excellent support. He attributed this rating to a change in who was supervising new principals. Principal 3 stated "she was awesome; she told me that she would help me with whatever I need."

Assistance received. Research question 2 asked: Based on your perception, what actions, strategies, guidance, and coaching effectively assisted you during your first 2 years as a principal? Their responses included:

- I counted on colleagues.
- I spoke to my sister who is a principal.
- I had a supervisor who came around the campus but wasn't very helpful in coaching me.
- My previous experience as a resource teacher.
- The physical presence of my supervisor; she was there to help me through it
- My supervisor visited at least once every 2 weeks.
- It was always about what I needed.
- It never felt like it was an I got you situation.
- Having dinner with colleagues.
- Having lunch after principals meetings.
- The new principals stuck together.

The nine participants indicated that some to most assistance came from colleagues. The nine participants would call a colleague to ask for assistance and support. One participant indicated that she would meet monthly for dinner with two fellow principals to talk, strategize, and collaborate. The participants appreciated the support given to them by other principals at principal meetings, coming together independently after a principals meeting to talk, visiting principals' school sites, and being taught protocol in order not to offend district personnel. The participants also indicated that they sought the camaraderie from fellow new principals as a form of support and a mutual understanding and empathy for the unique challenges they were facing.

Hindrances. Research question 3: Based on your perception, what actions, strategies, guidance, and coaching hindered you during your first 2 years as a principal?

Their responses included:

- I did not trust my supervisor.
- I felt isolated.
- District Office just wanted problems to go away.
- I lacked knowledge of the curriculum.
- I didn't have a coach.
- I lacked knowledge of suspensions and expulsions.
- District politics.
- Lack of support from my supervisor.
- Lack of communication with supervisor.
- My supervisor was mean spirited.
- I was not willing to admit I didn't know something.
- I was not challenged.
- Fear of losing my job.

All nine participants encountered hindrances during their first 2 years as a site principal and believed these hindrances could have been avoided through the support of the district office. Although some participants indicated that various hindrances were due to a lack of experience, newness of their position, and lack of security in the job, most participants believed that many of the obstacles were the direct result of misguided support directly from the leadership in district office and maybe partially attributed to the political agendas of the supervisors.

Desired support. Research question 4: What additional support do you perceive would have assisted you to be more effective during your first 2 years as a principal?

Their responses included:

- Regular new principal meetings.
- Deep conversation about curriculum, not fluff.
- Having my supervisor listen to me.
- Receiving more direction on Ed Code.
- Receiving more assistance in dealing with parents.
- Talking to someone other than your supervisor.
- Having someone you could trust.
- Having someone who you could be candid with.
- Having someone who could relate their experiences to your current challenges.
- Having someone to take that next step with me.
- Having a mentor who has walked in your shoes.
- Having a supervisor who would have provided me with information.
- Working with someone who had more experience at the elementary level.
- Having a better information on the politics.
- Having someone to check in.
- Having someone to support me instead of evaluate me.
- Be given an opportunity to dialogue with colleagues.
- Not having someone to come in and tell me I'm doing a great job. I wanted somebody to come in and challenge me.
- Having someone to understand what I am doing and to be more active at my site.

- Not being afraid of being honest.
- Receiving more coaching.
- Having meetings for just new principals.
- Having a bigger emphasis on curriculum and instruction.

All nine participants specified that having someone other than their supervisor, such as a coach or a mentor, to talk to would have made a considerable difference during their first 2 years as a principal. Five of the participants indicated that they would have benefitted from a coach or mentor that they could talk with confidentially and without judgment or possible negative or untoward ramifications. Two participants indicated that they would have valued working with someone other than their supervisor, such as a colleague, coach, or mentor, to assist them in setting goals and objectives for their accountability plan. They also believed meeting with this same person to review these goals and objectives throughout the evaluation year would have been beneficial. One participant indicated that she would have valued meeting with an advisor on a regular basis.

Five participants conveyed that they would have benefited from both formal and informal new principal meetings. All nine respondents indicated that informal new principal meetings would have given them the opportunity to discuss individual issues and to find support with each other as well as being recognized and sanctioned by the district as an important and necessary entity.

Recommended support. Research question 5: What recommendations do you have to increase support for future new principals in the Baldwin Park Unified School District? Their responses included:

- Receiving support that addresses all aspects of the principalship and which is meaningful, timely, and ongoing.
- Having someone who knows elementary curriculum; someone to discuss, challenge, and guide the new principal.
- Having a reference to current school law, as well as education code of expulsions and suspensions.
- Having a coach to help with classroom walkthroughs as well as how to approach teachers.
- Having someone to meet with them once a week and ask “how is it going.”
- Having something analogous to BTSA.
- Having someone you can trust and somebody you can take a risk with.
- Having someone who has word of wisdom from walking the walk.
- Having a strong partnership with another principal.
- Having somebody you can turn to and is dedicated to you
- Having someone you can talk to who is not your evaluator.
- Having someone who is non-judgmental.
- Being assigned a mentor.
- Having someone to help you make things better.
- Having somebody assigned to you that you can trust.
- Having time to learn the job.
- Having someone who helps you through the process.
- Having regular meetings just for new principals; both as a new principal group as well as individually with mentors.

- Be given assistance with managerial planning.
- Be given data training to increase student achievement.
- Carefully matching the mentor with the new principal; one size does not fit all.
- Having mentors who are experienced in elementary education.
- Having non-threatening environments.
- Having support occur mostly at the new principal's school site.
- Having someone to talk to about challenges.

All nine participants recommended that each new principal be assigned a coach or mentor by the assistant superintendent of elementary education. Six participants recommended that the coach or mentor be someone other than their supervisor. Two participants recommended that it be a formal program similar to California Department of Education's Beginning Teacher Support and Assessment (BTSA) program. One principal recommended that the district create their own new principal mentoring program using the California Professional Standards for Educational Leaders (CPSEL) as the foundation for the program.

Practical Implications

The following subsections describe the implications that can be garnered from this qualitative study, related to the topics of: overall support, assistance received, hindrances, desired support, and recommended support. These set the stage for the recommendations in the main section that follows this section.

Overall support. Based on findings, new principals crave quality and appropriate support during their first 2 years as a site principal because all nine participants perceived that their support came from district office, primarily their direct

supervisor, it would be in the best interest of the principal, his supervisor, and his support provider to have a mutual understanding of the roles of each member of this team.

Specifically, each member needs to understand the difference between supervision and support.

Daresh (2001) states that the duties of a mentor include the following:

- Advising: The mentor responds to a colleague's need to gain information that is needed to carry out a job effectively.
- Communicating: The mentor works consistently in order to ensure that open lines of communication are always available.
- Counseling: The mentor provides needed emotional support to a colleague.
- Guiding: The mentor works to acquaint a new colleague with the informal and formal norms of a particular system.
- Modeling: The mentor serves as a role model by consistently demonstrating professional and competent performance on the job.
- Protecting: When needed, the mentor serves as a buffer between a colleague and those in the system who might wish to detract from the person's performance.
- Skill developing: The mentor assists others with learning skills that are needed to carry out their jobs effectively (pp. 40-41).

Assistance received. All nine participants indicated that they sought support from colleagues. It appears that all participants preferred a more collegial support system as an alternative to a structured and evaluative system. This can be achieved through formal and informal meetings with their support provider. This also can include formal and informal meetings with fellow new principals. The nine participants indicated that

exclusive time to them as individual new principals as well as a new principal group would have increased their success as a new principal.

Knight et al. (2005) stated the following:

Principals also need support. It is essential that all principals have a well-developed network of colleagues and friends that will support them through thick and thin. Alone, one is at risk while searching for answers and understanding.

Together, people support each other and learn. Make that call when you need the support of others. (p. 69)

The nine participants were capable of seeking support on their own as they felt needed. Although they were capable of doing this independently, the district can put a system in place to produce and encourage this effect.

Hindrances. All nine participants indicated that they encountered hindrances during their first 2 years as a new principal. All nine participants perceived that some hindrances were due to a lack of experience, newness of their position, and a lack of job security. They asserted that many of these hindrances could have been avoided through the support of the district office. Most participants stressed that they perceived that many of the hindrances were the direct result of misguided support directly from the leadership in district office. It would then be necessary to implement a system where a protocol is in place to ensure proper communication, an access for assistance when needed, and a liaison if appropriate. The key member to ensure this protocol is accessible and utilized would be the support provider. The support provider would be responsible to alleviate, if not prevent, impediments set forth by the leadership of the district office.

Daresh (2001) stated, “the essence of effective administration involves the resolution of problems that people in organizations face. As a result, mentoring relationships for administrators must be directed toward the discovery of ways to refine problem-solving skills” (p. 50). It is necessary for a support provider to ensure new principals are making sound decisions as they face a variety of challenges of the principalship. This guides the new principal as he or she develops confidence and skills as situations become more complex. This also gives the support provider an opportunity to safeguard against any unnecessary distractions.

Desired support. All nine participants indicated that they would have preferred someone other than their supervisor to call on for support. They felt that it is essential that communication between this person be kept confidential and free of judgment or ramifications. This can be accomplished through a support provider who has experience and proven success as an elementary principal and is sensitive to the needs of a new principal. It would be necessary to establish that any communication between the new principal and his support provider would not be communicated to the new principal’s supervisor and would remain confidential. Knight et al. (2005) state the following:

mentoring is best accomplished by developing a caring, supportive, and trusting relationship with protégés. This means placing the emphasis on privacy and confidentiality. Both protégé and mentor understand that information they share remains with them. When that happens, a very open communication partnership develops and grows. (p. 107)

Recommended support. All nine participants recommended that each new principal be assigned a coach or a mentor. Six participants indicated that the support

provider be someone other than their supervisor. The nine participants suggested an array of ideas to guide a support provider. In order to support the new elementary principal, it is important for the support provider to (a) be experienced in elementary education, and (b) have the acute ability to weigh the needs of the new principal with the needs of the district in order to develop a successful and effective experienced principal. Knight et al. (2005) stated the following:

The real learning for the principal begins when he or she is handed the keys to the school. And those who eventually succeed can identify one or more influential people who were very effective in helping them learn the important things about being a principal. Those key individuals are mentors. (p. 1)

Recommendations

It is recommended that the Baldwin Park Unified School District continue to support their new principals but it is advised that they make some adjustments to their current practice. Currently the assistant superintendent of elementary education has assigned himself as the support provider for new principals. Therefore, he is their support provider and their direct supervisor. It is recommended that there be a delineation of duties between direct supervision of new principals and support of new principals. The assistant superintendent, or his designee, can assume the direct supervision of a new principal. It would also be his responsibility to select support providers for the new principals.

The nine participants made recommendations that could assist the assistant superintendent of elementary education to select appropriate support providers. Key recommendations and their rationales from the nine participants are:

1. All new principals are assigned a support provider for their first 2 years as a site principal. Rationale: New principals would benefit from having a consistent mentor to collaborate with during their initial principalship period.
2. The support provider and direct supervisor of new principals not be the same person. Rationale: It is difficult for a new principal to be completely candid with their supervisor if there is a possibility that they share may be used against them.
3. Regular meetings just for new principals; both as a new principal group as well as individually with mentors. Rationale: New principals need the opportunity to collaborate collectively with their peers as well as exclusively with their support provider.
4. Assistance with managerial planning. Rationale: A new principal may not have had significant experience as an administrator and may lack confidence and/or knowledge in this area.
5. Data training to increase student achievement. Rationale: A new principal may lack experience in using data to increase student achievement especially at looking at a whole school's data and how it applies to the entire school, as well as the schools different populations.
6. Carefully matching the mentor with the new principal; one size does not fit all. Rationale: A constructive relationship may not develop between the new principal and the mentor. It is the responsibility of the assistant supervisor to evaluate the situation and make changes if necessary.

7. Mentors who are experienced in elementary education. Rationale: The new elementary school principal would greatly benefit from a mentor who understands the nuances of being an educational leader at the elementary school level
8. Support mostly occurring at the new principals school site. Rationale: The new principal can relate his concerns and conversations to his school site and would feel more comfortable in his own domain.
9. Someone dedicated to the new principal. Rationale: The new principal wants to know that their support person is concerned and invested in their success.
10. Someone to share ideas and talk about challenges. Rationale: In order to confide in a mentor about difficulties and thus gain feedback, it is important that the mentor be someone the new principal could trust.
11. The new principal desires to communicate and feel comfortable with someone with whom they can express their successes, concerns, fears and uncertainties. Rationale: In order to confide in a mentor about difficulties and thus gain feedback, it is important that the mentor be someone the new principal could trust.

The nine participants also included that the mentor and new principal collaborate in a non-threatening environment. It was also important that the mentor be someone the new principal could trust, someone who does not judge, and someone who makes the new principal feel he or she is not alone. Apparent in their responses was their craving to connect to someone that understood their position and would guide them without judgment or ramification.

Participant 2 indicated that she would like a program similar to California Department of Education's Beginning Teacher Support and Assessment (BTSA)

program, but the other participants clearly indicated that they preferred a program of open communication as an alternative to a structured program with assignments and additional burdens to their already hectic schedule. New knowledge can be gained through professional development outside the confines of new principal support. These recommendations by the nine participants give keen insight to their own experiences and their desire to assist those that follow behind them.

It is also recommended that the assistant superintendent of elementary education carefully match new principals with support providers. Important traits to be considered are the levels of need of the new principals and real experiences and successes of the support provider.

It is also recommended that the Baldwin Park Unified School District look to organizations such as the Association of California School Administrators (ACSA) or neighboring districts for principal support programs that have proven success. This might also present an opportunity for the Baldwin Park Unified School District to team with another district to share a program and infuse another perspective on new principal support.

Conclusion

Although this study addresses the experiences and perceptions of elementary school principals, it is evident from this study that school site administrators are concerned and dedicated to undertaking the myriad of responsibilities in their job. However, they have not always had the necessary support, guidance, and preparation to do so. Taking on the role of a new principal is a monumental task with the expectation that the individual stepping into the principal's position be equally versed in countless

areas of responsibility that include educational leadership, curriculum implementation, budgeting issues, school law, human resources, student activities, student discipline, community outreach, parent involvement, and cultural diversity, to name a few.

Optimally, new elementary principals arrive to their position prepared to assume their role as an educational leader. However, it is often the case that past experience, university training, and a desire to be successful is not sufficient for the novice principal. The pressure for a new principal to perform as an experienced principal is high and unrealistic, and there is a propensity for new principals to act without seeking advice, for fear of appearing naïve, ill-prepared, and inexperienced. Therefore, it is the responsibility of the district to make every effort to ensure a new principal's success.

A new principal should not stand alone or feel isolated in a position that has such a great impact on the students on a daily basis. Ultimately, the new principal must be partnered with an experienced principal/mentor that he can trust and talk to. Without trust and open communication the new principal will be unwilling to express his concerns, fears, and questions, which will ultimately be an obstacle to his success. It is also evident that having the direct supervisor as mentor to the new principal hinders the open communication process as it is problematic to openly communicate when there is the possibility such communication could appear as negative personnel documentation. The experienced principal must be skilled in all areas of educational leadership that are directly related to the needs of the new principal. The participants in this study clearly stated that a mentor who is lacking the requisite knowledge and lacks compassion is an obstacle to the new principles' success.

Through proper support and mentoring a new principal can increase his leadership skills, which can be translated to improved student achievement. It is the responsibility of the district to take a proactive role in meeting new principals' needs and supporting them through their initial 2 years. Likewise, experienced principals also share in this responsibility to actively reach out to the new principal and let them know they are supported and not alone. The experienced principal understands the challenge of the new principalship and needs to convey to the new principal that it is customary and natural to have questions and trepidation.

Although there are formal mentoring programs, experienced principals, as they look back, just wanted someone they could talk to and trust. As the cycle of placement of new principals continues, districts need to examine their preparation and support of new principals and revise programs in order to consistently ensure the success of their newest administrators. Hopefully, effective support of new principals will ensure long and happy careers for those who affect students on a daily basis.

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Appendix A

Provisions of California Assembly Bill 430

AB 430 is intended for instruction and training in the following areas:

1. School financial and personnel management.
2. Core academic standards.
3. Curriculum frameworks and instructional materials aligned to the state academic standards.
4. The use of state and local pupil assessment instruments, specific ways of mastering the use of assessment data from Standardized Testing and Reporting (STAR) Program, including analyzing achievement of specific subgroups including English language learners, and individuals with exceptional needs, and school management technology to improve pupil performance.
5. The provision of instructional leadership and management strategies regarding the use of instructional technology to improve pupil performance.
6. Extension of the leadership knowledge, skills, and abilities acquired in the preliminary administrative preparation program that are designed to strengthen the ability of school administrators to effectively and efficiently lead an organization and build the capacity of staff to enhance the academic performance of all pupils, including special emphasis on providing additional support to pupils identified as English language learners and individuals with exceptional needs. (AB 430, Article 4.6., Section 3.44511.a.1 to Section 3.44511.a.6)

AB430 also states the need for leadership training to improve the academic achievement of students in all of the following areas:

1. Pedagogies of learning.
2. Motivating pupil learning.
3. Instructional strategies, to teach essential content in ways that address the varied learning needs of pupils, with special emphasis on English language learners and individuals with exceptional needs.
4. Collaboration.
5. Conflict resolution, including reduction of racial tensions.

6. Respect for diversity.
7. Parental involvement.
8. Staff relations.
9. Creation of an effective, safe, and inclusive learning environment.
10. Single plan for pupil achievement. (AB 430, Article 4.6., Section 3.44511.b.1 to Section 3.44511.b.10)

Lastly, AB 430 includes the following important points:

- (a) The program proposal shall contain an expenditure plan and shall specify how the training program for which funding is being requested addresses the program goals specified in paragraphs (1) to (6), inclusive, of subdivision (a) of Section 44511 and how the local educational agency plans to continue ongoing school administrator professional development
- (b) The State Board of Education shall approve or disapprove a local educational agency's plan.
- (c) Training programs offered pursuant to this article shall have a duration of no fewer than 80 hours and shall involve a minimum of 80 hours of intensive individualized support and professional development in the areas specified in subdivision (a) of Section 44511. The additional 80 hours of intensive individualized support and professional development may be completed over a period of up to 2 years once the initial 80 hours of training commences. To the extent practicable, the institute training portion of Modules 1, 2, and 3 shall be held outside of the regular school day. (AB 430, Article 4.6., Section 4.44512.a to 4.44512.c).
- (d) Training plans may include professional development leadership activities, including, but not limited to, the following:
 - (1) Coaching, mentorship, assistance, and intensive support customized to meet the individual needs of school administrators.
 - (2) Activities that assist school administrators to analyze subgroup achievement data and focus support on those subgroups whose academic achievement is not meeting state and local goals. (AB 430, Article 4.6., Section 4.44512.d.1 to 4.44512.d.2).

SEC. 5. Section 44515 of the Education Code is amended to read as follows:

- (a) Program funding is intended to serve all school administrators.
- (b) It is the intent of the Legislature that a local educational agency give highest priority to training school administrators assigned to, and practicing in, high-priority or hard-to-staff schools (AB 430, Article 4.6., Section 5.44515.a to Section 5.44515.b).

Appendix B

Letter Requesting Principal Participation in Study

Dear (Name),

I am a doctoral candidate at Pepperdine University. My doctoral research involves describing new principal support as perceived by experienced principals of the Baldwin Park Unified School District. As part of my research study, I am interviewing experienced elementary principals. For the purpose of this study, an experienced principal is a principal with more than 2 years of experience overseeing a school with students in grades Kindergarten through 5 or 6.

You have been selected as a possible participant in this study. Your participation will give insight into how a new principal is supported. This information could be used to recommend a plan of support for future new principals in the district.

As a participant, it is important that you know and understand that:

- Your participation is voluntary
- Your responses will be confidential
- All participants will be anonymous

The interview will last approximately one hour. It will be held at your school, Bursch Elementary, or a more convenient place that is agreed upon. You will be provided with a consent form that will need to be signed and a copy of the research questions.

I will be contacting you soon to seek your participation in this study. I will answer any questions in regards to this research. At that time I will also be setting an appointment for the interview if you are willing to participate in this study.

Thank you for your consideration.

Sincerely,

Michael Garcia

Appendix C
Participation Log

School Code	Date	Accept/Denied	Appointment Date	Appointment Time	Location
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					

Appendix D

Interview Demographic Survey (Written)

1. Number of years as a principal: _____
2. Educational program that prepared you for the principalship (such as a type of doctoral program or ACSA academy):

3. On a scale of 1 to 5, one being low success and five being high success, how would you rate your success during your first year as a principal, based on your knowledge of the California Professional Standards for Educational Leadership (CPSEL):

Comments: _____

4. On a scale of 1 to 5, one being low success and five being high success, how would you rate your success during your second year as a principal, based on your knowledge of the California Professional Standards for Educational Leadership (CPSEL): _____

Comments: _____

Appendix E

Interview Questions (Oral)

1. What is your perception of the support you received, intended to assist you lead your school, during your first 2 years as a principal.
2. Based on your perception, what actions, strategies, guidance, and coaching effectively assisted you during your first 2 years as a principal?
3. Based on your perception, what actions, strategies, guidance, and coaching hindered you during your first 2 years as a principal?
4. What additional support do you perceive would have assisted you to be more effective during your first 2 years as a principal?
5. What recommendations do you have to increase support for future new principals in the Baldwin Park Unified School District?

Appendix F

Script for Interviews

Researcher: Good afternoon, Principal _____. Thank you for agreeing to participate in this study. I would like to remind you that participation in this study is entirely voluntary and all data collected will be confidential. Do you have any initial questions?

Participant: Opportunity to ask questions and get responses from researcher.

Researcher: With your permission, I would like to tape our interview. This is being done in order that I have an accurate record of this interview. I will also be taking notes. The recording will be transcribed and you may see the transcripts to check for accuracy. No one will have access to this recording and your identity will be confidential. Do I have your permission to record this interview? (Turn on recorder if participant agrees).

Researcher: This is the Participant Consent Form. This form explains the scope of the study, what your participation entails, my responsibilities, and contact information if you need to talk to my supervisor (hands over the Informed Consent). You can read it and ask questions or we could go over it together.

Researcher: If everything is in order, could you please sign and date Participant Consent Form (collect Participant Consent Form). I will give you a copy for your records.

Researcher: The first set of questions asks for demographic data. Would you take a few moments to write in your responses?

Researcher: The second set of questions deal directly with your perception of new principal support. Please feel free to ask for clarification or for me to restate the question.

[Researcher reads the questions, giving time in between for responses, and prompts for more information if responses are brief.]

Researcher: Do you have any questions about this study or the process?

Researcher: Thank you for your participation. Your involvement is greatly appreciated.

Appendix G

Participant Consent Form

1. I have agreed to voluntarily participate in a research study conducted by Michael Garcia, a doctoral student at Pepperdine University advised by Susan Parks Ed.D. I understand that the researcher is employed by my employer.
2. I understand that the purpose of this research is to discuss the principal training program.
3. I have agreed to participate in this research by participating in an interview that will discuss my experience in the principal training program at the Baldwin Park Unified School District. I have been asked to participate because I have been a participant in the principal training program and I have been a principal in this district for 3 years or more.
4. I understand that the interview will be scheduled for approximately 1 hour and that I may exit or take a break from the interview at any time that I feel uncomfortable or feel the need to attend to other tasks.
5. I understand that the possible benefits to myself or my organization from this research are increased understanding (and thereby ultimately improvement) of positive or negative aspects of the principal training program. There will be no monetary or other compensation offered for participation in this study.
6. I understand that because this interview will be conducted by an employee at my workplace, there is a chance that I may recognize him on the job at some time in the future, which might cause uncomfortable feelings. The researcher does not anticipate

that there are any other risks or discomforts that might be associated with this research.

7. I understand that I may choose not to participate and that, should I choose to participate, I can end my participation at any time.

8. I understand that the researcher will take all reasonable measures to ensure that my responses will remain anonymous and confidential. My name and any other identifying information will not be used in connection with any of my statements.

I authorize the researcher to use the information I provide in his dissertation and any further publication based on the dissertation. I understand that the researcher will ensure that a copy my interview transcript and a copy of the completed results section is available for me to review before its publication. If I wish to make recommendations or to instruct the author about changes to any statement that I believe was based on notes about my statement(s), I will do so within 2 weeks of receiving the document by email from the author.

9. I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact the researcher if I have questions or concerns about this research at 626-451-5403. If I have questions about my rights as a research participant, I understand that I can contact Dr. Doug Leigh at (310) 568-2389, Chairperson of the Graduate & Professional IRB at Pepperdine University.

I acknowledge that I have received a copy of this informed consent form, which I have read and understood. By completing and returning this survey I establish my consent to participate in the research described above.

Signature of participant:

_____ Date: _____

Printed name of participant: _____

By my signature, I have agreed to voluntarily participate in a research study conducted by Michael Garcia, a doctoral student at Pepperdine University advised by Susan Parks Ed.D., for a study titled THE PERCEPTION OF NEW PRINCIPAL SUPPORT AS DESCRIBED BY EXPERIENCED PRINCIPALS OF THE BALDWIN PARK UNIFIED SCHOOL DISTRICT.

Signature of researcher:

_____ Date: _____

Appendix H

Approval From Superintendent to Conduct Study

Mark Skvarna, Superintendent
Baldwin Park Unified School District
3699 N. Holly Ave.
Baldwin Park, CA 91706

March 2, 2010

Dear Mr. Skvarna,

I would like your permission to conduct a research study within your district: Baldwin Park Unified School District. This study will be the foundation of my doctoral dissertation for the Educational and Policy Program at Pepperdine University. I hope to increase my understanding of the meaning of *new principal support* as perceived by veteran elementary principals in your district. Your district was selected because of the many incredible successes that have been achieved by the principals in the Baldwin Park Unified School District.

If you decide to participate, your veteran elementary principals will be asked to participate in an individual interview. The interviews will take place at the school site, away from the school site, or by telephone. I will record the interviews in order that I can transcribe the statements, providing me with an accurate record of the responses.

I will work with you to ensure there is minimal risk, discomfort, and inconvenience, while identifying and addressing any concerns you or your principals may have. The benefits from this research may provide insight into the support that facilitates or hinders new principals in exercising their role as a site administrator. This research may also provide insight into appropriate modifications of future professional development programs that support continuous learning for new principals. However, I cannot guarantee that you or your principals personally will receive any benefits from this research.

Participant identities will be kept confidential by coding transcribed statements and recording coded statements into an electronic database. Personal documents will be coded, scanned, and stored electronically. Original documents and recordings of interviews will be safeguarded and not shared with others. Any information that is obtained in connection with this study and can be identified with you or your principals will remain confidential. I do not anticipate the need to share unencoded data with others, and would do so only with your permission and that of your principals.

Participation in this thing is voluntary. If you decide to participate, you are free to withdraw your consent and discontinue participation at any time without penalty.

If you have any questions, please feel to contact me at 951-218-2011 or mrghvv@msn.com. If you have any questions regarding your rights or the rights of your staff as research subjects, please contact my supervisor, Dr. Susan Parks, at 626-451-5403. You have been given a copy of this form to keep.

Sincerely,

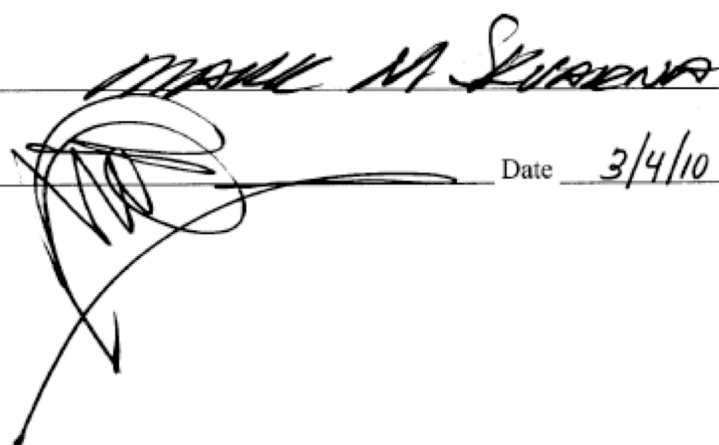

Michael R. Garcia

Your signature indicates that you have read and understand the information provided above, that you willingly agreed for me to use your sites and staff in this study, that you may withdraw your consent at any time and discontinue participation without penalty, that you have received a copy of this form, and that you are not waiving any legal claims, rights, or remedies.

Print Name _____

Signature _____

Date _____


3/4/10

Appendix I

Approval From Superintendent to Use Name of District

Mark Skavarna, Superintendent
Baldwin Park Unified School District
3699 N. Holly Ave.
Baldwin Park, CA 91706

April 12, 2010

Dear Mr. Skavarna,

I am requesting your authorization to use the name of your district, Baldwin Park Unified School District in the title of my doctoral dissertation as well as a reference throughout the dissertation. The title of the dissertation is Perception of New Principal Support as Described by Veteran Principals of the Baldwin Park Unified School District.

If you have any questions, please feel to contact me at 951-218-2011 or mrgbv@msn.com. If you have any questions regarding your rights, please contact my supervisor, Dr. Susan Parks, at 626-451-5403. You have been given a copy of this form to keep.

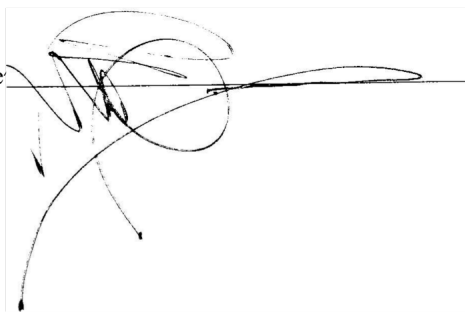
Sincerely,

M. Garcia

Michael R. Garcia

Your signature indicates that you have read and understand the information provided above, and that you willingly agree for me to use the name of your district, Baldwin Park Unified School District in the title of my doctoral dissertation, as well as a reference throughout the dissertation. The title of the dissertation is Perception of New Principal Support as Described by Veteran Principals of the Baldwin Park Unified School District.

Signature:

A handwritten signature in black ink, appearing to read 'M. Garcia', is written over a horizontal line. The signature is stylized with loops and a long horizontal stroke extending to the right.

Date: 4/12/10

Appendix J

Relationship Between Research Questions and Interview Questions

Research Question	Interview Question
1. According to experienced elementary school principals, what is their perception of the support you received, intended to assist you lead their school, during their first 2 years as a principal.	1. What is your perception of the support you received, intended to assist you lead your school, during your first 2 years as a principal.
2. According to experienced elementary school principals, what actions, strategies, guidance, and coaching effectively assisted them during their first 2 years as a principal?	2. Based on your perception, what actions, strategies, guidance, and coaching effectively assisted you during your first 2 years as a principal?
3. According to experienced elementary school principals, what actions, strategies, guidance, and coaching hindered them during their first 2 years as a principal?	3. What additional support do you perceive would have assisted you to be more effective during your first 2 years as a principal?
4. According to experienced elementary school principals, what additional support would have assisted them to be more effective during their first 2 years as a principal?	4. What additional support do you perceive would have assisted you to be more effective during your first 2 years as a principal?
5. What recommendations do experienced elementary school principals have to increase support for future new principals?	5. What recommendations do you have to increase support for future new principals in the Baldwin Park Unified School District?