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Karen Bitonti Larry
karenlarry@me.com

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PRINCIPAL PERCEPTIONS OF THE RELATIONSHIP BETWEEN PROFESSIONAL DEVELOPMENT DESIGNS AND THE QUALITIES, PROFICIENCIES, AND LEADERSHIP SKILLS REQUIRED OF WEST VIRGINIA PRINCIPALS

Karen Bitonti Larry, EdD
Marshall University
College of Education and Human Services

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Committee Chair, Teresa R. Eagle, EdD
Michael Cunningham, EdD
Barbara Nicholson, PhD
David Stewart, EdD

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ABSTRACT

Principal Perceptions of the Relationship between Professional Development Designs and the Qualities, Proficiencies, and Leadership Skills Required of West Virginia Principals

The purpose of this study was to determine if principals perceive a relationship between six job-required abilities and ten designs of professional development. *The Larry Survey: A Web-based Questionnaire* was used to gather demographics of participating principals, designs of professional development in which principals participate and those in which they would participate if given a choice, and the value principals believe specific designs have for their use/knowledge of job-required abilities.

The study's population was West Virginia's 720 principals; 470 principals participated in the study. A quantitative, nonexperimental, correlational research design was used. Mean scores, a multiple regression test, and the Pearson Product Moment Correlation were used for data analysis. An alpha level of .05 served as the level of significance. The Statistical Package for Social Sciences software was used for entering and manipulating data.

Results of the study indicated the professional development design in which most principals have participated is the traditional "one-shot" workshop or session with journal writing being the design of least participation. If given the choice, the design in which most would participate is that of school visitations. Journal writing is the one of least choice.

Principals reported team training for school improvement as the design of most value for all six job-required abilities. In addition, principals reported the design of support networks was of equal value for the abilities of *professional* and *systems*. For all six job-required abilities, principals reported the traditional "one-shot" workshop or session as the design having the least value.

Results of the study found a significant relationship between the principals' demographic characteristics of programmatic level and age and the design of support networks, between the demographic characteristic of sex and the design of team training for school improvement, and between the demographic characteristic of sex and the design of a "series of related workshops or sessions." Principals perceived a moderate relationship between *vision*, *management and environment*, and *community* and the designs of school visitations and coaching and a moderate relationship between *systems* and the designs of peer study groups and support networks.

DEDICATION

This document is dedicated to my family, individuals joined by the common experiences of first and second generation Italian Americans who valued the American dream and the work ethic that built that dream, a family whose lives were nourished by the laughter and tears shared around a kitchen table laden with holiday feasts and ordinary meals, a family bound by a deep and abiding love for each other…

To my husband and soul mate Ed whose concise, often humorous, comments of tender poignancy keep my feet anchored in reality while giving my heart wings…

To my sons Adrian and Aaron whose exuberance and zest for life provide fuel for my life's love and laughter and to my daughter-in-law Lori whose intellect, wit, and drive have expanded our horizons…

To my sisters Karol and Vicki whose loving support has strengthened me throughout my life…

To my dear Mom and Dad whose first generation American dream of family, home, and an education for their children has been fulfilled because of their selfless determination…I know that Mom and Dad would be humbly proud of the fruits of their hard work.

To my granddaughter Dani who is a constant reminder to me of the huge responsibility educators have for all our children. It is my sincere hope that my educational achievement will serve as an impetus for her educational achievement.

ACKNOWLEDGEMENTS

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CHAPTER ONE: INTRODUCTION

The school principal has become the pivotal person within a school for

leading instructional improvement initiatives (Elmore, 2000; Hallinger & Heck,

1998; Institute for Educational Leadership [IEL], 2000; Keller, 1998; Walters,

Marzano, & McNulty, 2003). Such demanding work requires principals to utilize a

complex set of qualities, proficiencies, and leadership skills for which many

practicing principals have had little or no preparation (Educational Research

Service [ERS], 1999; Farkas, Johnson, Duffett, Foleno, & Foley, 2001; National

Institute on Educational Governance, Finance, Policymaking, and Management

[NIEGFPM], 1999; National Staff Development Council [NSDC] Report, 2000;

Ramsey, 1999). Even if lacking in these necessary qualities, proficiencies, and

leadership skills, school principals are expected to create environments in which

teachers teach effectively and students learn (Annenberg Institute, n.d.; Walters,

Marzano, & McNulty, 2003).

High-quality professional development is one method of learning in which

the practicing principal may engage in the processes and activities that will assist

in the acquisition of the qualities, proficiencies, and leadership skills necessary to

perform the myriad tasks expected of today's instructional leader (Farkas et al.,

2001; National Association of State Boards of Education [NASBE], 1999; NSDC

Report, 2000). It is through the learning about and the practice and the perfection

of such qualities that the principal can learn to create and nurture that environment in which teachers teach effectively and students learn.

Such are the activities of the leader of the school. According to Leithwood et al. (2004), leadership of the school not only matters, but also "it is second only to teaching among school-related factors in its impact on student learning" (p. 3). If, then, many practicing principals may not have the appropriate knowledge and skills necessary to lead a school in positively influencing student learning, and if doing so is the expectation, and if professional development is one means by which the practicing principal can gain the appropriate knowledge and skills necessary to perform the required practices, then the value of the professional development in which the principal engages becomes increasingly important.

One additional notation about professional development is that of the concept of the characteristics of the activity or process. According to current literature, professional development for all educators, including principals, must be long-term, job-embedded, focused on student learning, supportive of reflective practice, and provide opportunities for peers to work, discuss, and solve problems together (NSDC Report, 2000). Garet, Porter, Desimone, Birman, and Yoon (2001) noted that while relatively little research has been conducted on the effects of alternate forms of professional development that might reflect such descriptors as those named above, what research has been conducted does provide some beginning information about the aforementioned characteristics of high-quality professional development.

Garet et al. (2001) continued that the form or design is a structural feature of the professional development activity and that particular forms or designs of professional development are referred to as "reform type" or "traditional form/type." The most common traditional form of professional development is the workshop, an activity that typically occurs outside the classroom or school and involves an expert leading a session and teachers and/or principals serving as participants who attend at scheduled times. Other traditional forms sharing many of the same features are institutes, courses, and conferences. These traditional forms, while very common, are widely viewed as being ineffective in bringing about changes in educators' practices (Garet et al., 2001).

As a result of the criticism of traditional forms or designs of professional development, the reform type or design has generated growing interest. Various reform types or designs of professional development meet the previous description of being long-term, job-embedded, focused on student learning, supportive of reflective practice, and of providing opportunities for peers to work, discuss, and solve problems together. Among such designs are journal writing, peer study groups or action research groups, support networks, administrator portfolios, team training for school improvement, school visitations, and coaching (Annenberg Institute, 2003; ERS, 1999; Garet et al., 2001).

West Virginia state law and policy set clear expectations for the qualities, proficiencies, and leadership skills required of principals in addition to establishing a minimum number of clock hours of professional development in which a principal must participate (West Virginia [WV] Code §18A-1-1 & §18A-3-

2C; West Virginia Board of Education Policies [WVBE] 5500 & 5500.03). Yet, nothing exists in West Virginia law or policy or in practice to establish the design of professional development or to verify that the professional development in which the principal engages and the practices required of the principal by law and policy are related. Therefore, an important question to pose about professional development and its relationship to the practicing principal in West Virginia is "Are the professional development activities in which West Virginia principals engage designed with the most appropriate form and are these activities related to the qualities, proficiencies, and leadership skills required of principals by both law and policy?"

Statement of the Problem

Besides there being no direction as to the design of professional development for the principal and a lack of an established relationship between the professional development in which West Virginia's principals engage and the job-related practices required by law and policy, considerable resources of time, money, and human contributions are committed to professional development without knowing the results of such commitments. Because it is important to spend educational dollars wisely, the contributions of money to professional development are of major concern. As an example of such a contribution, West Virginia Code §18A-3-8 and its implementing State Board of Education Policy 5500: *County Professional Staff Development Councils* require the allocation of one tenth of one percent of the state funding provided to each county school system for professional educators to be given to the professional staff

development councils. These funds are to be used to provide professional development to all the county's professional educators, including teachers and principals. Any unused funds from this allocation are carried over into the next fiscal year. The amount of this state allocation differs from county school system to county school system based upon the number of professional educators within the system.

While the aforementioned allocation for professional development is the only annual state allotment to a county school system designated specifically for professional development, West Virginia's school systems have access to a variety of funding sources that may be used for professional development activities. For example, the Office of Instructional Technology in the West Virginia Department of Education awarded Enhancing Education Through Technology (EETT) grants to 17 county school systems for the 2005-2006 school year ranging from awards of $71,931 to $150,000 for a total of approximately $1.8 million in federal funds (*Seventeen Counties Awarded Enhancing Education Through Technology Grants*, 2005). These grants are for the purpose of assisting professional staff to integrate technology into instruction, and professional development for teachers and administrators is one cited use of these funds.

The two examples cited are of funds available for county school systems that may be used for professional development. The examples do not include professional development funded by other grants received by schools, counties, Regional Education Service Agencies (RESA), or state agencies. Nor do the examples include the costs of professional development activities conducted by

any of the above named entities and funded with regular budget items. Nor do the examples take into account the millions of dollars annually received by the West Virginia Department of Education for activities related to federal Titles I, II, and V, all of which may include professional development activities. Nor do the examples include annual legislative funding to the West Virginia Center for Professional Development, funding that is used to provide professional development to teachers and principals statewide.

Since the creation of the West Virginia Education Information System by the West Virginia Legislature in 1990, local school systems have been submitting their monthly financial data files electronically to the Department of Education. In 2003 the National Center for Education Statistics expanded the financial account codes used for such reporting thereby enabling local school systems to differentiate among professional development expenditures. The eight RESAs also use this same reporting system (J. Panetta, personal communication October 26 and November 5, 2005). With the reporting system currently in place, West Virginia can determine the amount of money spent on professional development in total and by project within the state.

While financial concerns are of major importance, the resources of time and people cannot be ignored when considering resources committed to professional development. Many times the resources of time and people may be translated into finances; yet, taken separately, both time and human resources are significant contributors to professional development. For example, West Virginia districts receiving the aforementioned EETT grants must permit the

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person hired as the required Technology Integration Specialist (TIS) to spend 40 days in professional development activities as part of that person's training to prepare for the tasks he/she is expected by the grant to perform (*Enhancing Education*, n.d.). While 15 of those 40 days are summer days, the remaining 30 days are school year days. This means that the human contribution that is to assist local teachers and administrators with the integration of technology into curriculum and instruction is out of the work environment for 30 days, days during which the intended audience is without technical assistance. This situation exemplifies both a time and a human commitment to professional development.

The aforementioned examples highlight major resources being committed to professional development in West Virginia. Yet, the results of these resource commitments are unknown. However, determining the efficiency of professional development is a topic for another study. Determining the effectiveness of the professional development is the focus of this study since it is not known if there is a relationship between the design of the professional development in which principals engage and their job-required skills. Effectiveness, therefore, is the focus of this study when the question posed is, "Is the design of the professional development in which West Virginia principals engage related to the job-related qualities, proficiencies, and leadership skills necessary for principals to meet the law and policy requirements of their jobs?"

Why West Virginia Principals?

This study will survey all of West Virginia's 720 principals (WVDE, *Full Time Equivalency [FTE] Report*, 2004, p. 2) as its population. This population will

be used for reasons other than for convenience sampling. Because of the small size of the state of West Virginia, studying an issue on a statewide basis is possible. West Virginia has only 55 school districts and 720 schools. With numbers this small, a study can be made of totals rather than parts.

In addition to its small population, West Virginia's financial situation also presents reasons for studying the entire state. The state's limited financial resources curb funding for everything including professional development. The state could well benefit from determining the means of securing the most benefit from its professional development expenditures. Another determining factor in utilizing all 720 of West Virginia's principals in this study is the clarity of law and policy as it relates to principal expectations, as noted previously.

Qualities, Proficiencies, and Leadership Skills

In West Virginia Code §18A-3-2C, the state board of education was directed to promulgate rules regarding the minimum qualities, proficiencies, and skills that would be required of all state principals as of January 1, 1997. This directive was carried out in State Board of Education Policy 5500.03: *Qualities, Proficiencies and Leadership Skills for Principals*, which enumerates six specific ability areas identified as *vision*, *school culture/instruction*, *management/environment*, *community*, *professional*, and *systems*. These six areas are all described in detail in the aforementioned policy with numerous demonstrated behaviors cited.

The first ability, *vision*, is defined in State Board of Education Policy 5500.03 as "[t]he ability to facilitate the development, articulation, and

implementation of a vision and goals that are shared and supported by the school community. The second ability area is *school culture/instruction*, which is defined in policy as "[t]he ability to advocate, nurture, and sustain the development of a school culture and instructional program that is conducive to student learning and staff professional development."

Ability area three is *management/environment. Management/environment* is defined as "[t]he ability to ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment." The next ability area is *community. Community* is described as "[t]he ability to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources."

Ability number five in the policy is labeled *professional*. This ability is defined as "[t]he ability to act with integrity, fairness and in an ethical manner." *Systems* is the sixth ability area in the policy and is defined as "[t]he ability to understand, respond to, and influence the large political, social, economical, cultural, and legal context as it relates to the school."

The qualities, proficiencies, and leadership skills of Policy 5500.03 are grounded in the work of the 1996 Standards for School Leaders. These standards were developed by the Interstate School Leaders Licensure Consortium (ISLLC), a national consortium of 24 states and 11 professional organizations led by the CCSSO or the Council of Chief State School Officers (CCSSO, 1996).

While the behavior expectations for today's principals in West Virginia are constant, rendered that way by law and policy previously noted, individual differences in style, time, place, and pace of learning increase with age according to principles of adult learning (The America Connects Consortium, 2002). Because of these differences, it is important that professional development reflect a variety of designs so that the state's 720 principals may have their personal learning needs addressed at the same time they work to become effective instructional leaders. Meeting the personal learning needs of principals along with acknowledging the aforementioned relevance of design/format of professional development are reasons to explore the designs of the professional development in which principals engage.

Professional Development Designs

The previously noted designs of journal writing, peer study groups or action research groups, support networks, administrator portfolios, team training for school improvement, school visitations, and coaching are designs that may meet the description of high-quality professional development for principals. These seven designs plus that of the traditional "one-shot" workshop/session and that of a series of related workshops/sessions are the designs that are part of this study.

The data-gathering step of this study asked principals to self-report on the value of the named professional development designs and the relationship of the design to their job-required qualities, proficiencies, and leadership skills. The self-

reporting process is a typical one in the evaluation of professional development (Guskey, 1999, 2003).

In addition to the differences in learning that should be acknowledged by the use of various professional development designs, professional development planning should also reflect matching the design to the appropriate group of principals. Principals can be grouped in a variety of methods.

Principal Demographics

A typical way of viewing a group of people is via particular demographic characteristics. The principals in this study will be viewed through six demographic characteristics: the programmatic level at which they serve, years of experience as a principal, type of certification held, degree earned, age, and sex.

The programmatic level at which a principal serves (i.e., elementary, middle, or high school) does not appear to be a concept studied for its influence. The absence of studies using this construct as a variable establishes a need for such information, and therefore provides a rationale for including it in this study.

The variable of years of teaching appears in much literature exploring influences on teaching. Years of teaching experience is a concept that is related to years of experience as a principal since both concepts look to years in a particular job as being an influential factor on job performance. Hefner (2004) established a significant relationship between years of teaching experience and particular job performance of a teacher. This finding, then, is indirectly supportive of using years of experience as a principal as a variable in the study of the

perceived relationship between the design of the principal's professional development and the job expectations for the principal.

Variations in findings surface when exploring the influence of the type of teacher certification on a particular outcome. In studying teacher certification and student learning, Darling-Hammond (1999) found that a relationship did exist between certification and student learning. Goldhaber and Brewer (1998), however, found an insignificant relationship in this same area. Such discrepancies in findings indicate differences in relationships and suggest a need for additional study in the area of student learning. Because school culture/instruction, which involves student learning, is one of the job expectations of the principal in West Virginia, using the type of certification held by the principal (i.e., MA in Principalship/Education Administration/Education Leadership or another principal certification program) as a variable in this study is supported by the literature and by the need to establish the presence or absence of such a relationship.

Age is also considered as one of the independent variables of this study. The America Connects Consortium (2002) cited various changes that happen to the adult learner as the learner ages. This work supports the inclusion of age as a variable in studying the perceived relationship between professional development design and the expectations of the principal, particularly considering that so many of West Virginia's principals are in the older demographics. As the principal ages, personal and professional needs change

and professional development processes and activities for the principal should take these changes into consideration.

Another variable that can be used for principal grouping is that of the sex of the principal. Again, different findings emerge from the literature that consider sex as a variable in a study. Shakeshaft (1989) noted that gender (the researcher's word choice) may determine how supervisors interact with those they supervise. After studying the supervision of female teachers by male principals, she concluded that gender is an important factor in determining what is communicated and how it is interpreted. This matter of communication and sex comes into the forefront with the work of Canary, Emmers-Sommer, and Faulkner (2002). They noted that much of what is written about the differences between male and female communication styles is related to stereotypes of men and women that become self-fulfilling prophecies instead of to actual differences. Their work does not find a relationship between sex and communication styles. However, both these findings are supportive of considering sex as a variable when studying the perceived relationship between the design of professional development and the expectations of the principal because they illustrate that other studies found sex to be an appropriate variable to consider. Furthermore, as with the variable of type of certification, differences in findings substantiate the need for further study using this particular variable.

Purpose of the Study

West Virginia's principals must know how to perform particular tasks to be effective principals. West Virginia's principals must participate in professional

development. Current literature suggests particular formats or designs of professional development as meeting the description of high-quality professional development for principals. Yet there is nothing in West Virginia's law or policy or practice to establish a format or design of the professional development or to verify that the professional development in which the principal engages and the practices required of the principal by law and policy are related. Therefore, there is a need to determine if there is a relation between the job-required skills and the designs of professional development. The purpose of this study is to determine if West Virginia principals perceive a relationship between their required job-related qualities, proficiencies, and leadership skills and the designs of professional development in which they participate.

Research Questions

In this study, the following research questions will be addressed:

1.   In which designs of professional development do West Virginia principals participate?

2   What value do principals believe specific professional development designs have for their use/knowledge of the qualities, proficiencies, and leadership skills required of them in their jobs?

3.   Is there a significant relationship between selected demographic characteristics of West Virginia principals and the perceived value of professional development designs?

Significance of the Study

According to Haller and Kleine (2001), research in educational administration should inform the professional practice of school administrators and contribute to improving that practice, which is achieving organizational purposes. Since teaching and learning are the primary functions of the organization called school, research in educational administration should deal with the practice of the school administrator as it relates to student learning.

Furthering the premise of the connection between the practice of the school administrator and student learning, Leithwood et al. (2004) concluded that leadership is second only to teaching in its impact on student learning. This group of researchers noted that school leaders affect student achievement by setting directions, by developing people, and by making organizations work. These influencing factors are present within the qualities, proficiencies, and leadership skills enumerated in WVBE Policy 5500.03, the policy that names the specific qualities West Virginia principals are expected to demonstrate. These qualities can be taught, enhanced, nurtured, and fostered through professional development designs intended for the practicing principal.

It is the combined thinking of both sets of aforementioned researchers that provides the basis for establishing the significance of this study. Areas of significance for this study are many.

First, the information gleaned from the study may contribute to the use of more relevant professional development designs for principals by state, regional, and local providers, designs that will engage the principal in processes that build

necessary qualities, proficiencies, and leadership skills for principals. The assumption is made that the more job-related information and skills the principal possesses, the greater the possibility of the principal's positively influencing student learning. One measure of the relevance of the professional development design may be the adherence of the design to adult learning theory. Malcolm Knowles, noted for his work in andragogy, developed five assumptions about the characteristics of adult learners: (a) adult learners are self-directed; (b) adult learners accumulate a reservoir of experience that becomes a resource for learning; (c) adult learners are ready to learn according to their developmental states in lives and careers; (d) adult learners relate their learning to their own situations, particularly to problem solving, and (e) adult learners possess internal motivation to learn (Smith, 2002).

Consistent with Knowles' observations is Kearsley's (1996) comment that "andragogy means that instruction for adults needs to focus more on the process and less on the content being taught" (p. 1). The specific professional development designs previously cited – journal writing, peer study groups or action research groups, support networks, administrator portfolios, team training for school improvement, school visitations, and coaching – are all rooted in adult learning principles. Each design requires the principal to be actively engaged within the learning opportunity and enables the principal to direct much of the work/learning involved. The information gleaned from this study has the potential to contribute to the use of more relevant professional development designs for principals by state, regional, and local providers.

Second, the information gleaned from this study may provide staff developers with reason to coordinate better the professional development processes and activities and the qualities, proficiencies, and leadership skills necessary for principals. Third, the information gleaned from this study may better enable staff developers and principals to budget school/district/regional/state resources for professional development processes and activities that build the principal's capacity to influence positively student achievement. Finally, the information gleaned from this study may establish a relationship between particular designs of professional development and the job-required principal qualities, proficiencies, and leadership skills.

If participation in high-quality professional development may lead to the increased effectiveness of the principal as the school's instructional leader responsible for student achievement, studying the relationship between the professional development designs in which the principal participates and the job-required qualities, proficiencies, and leadership skills will provide helpful information to West Virginia's professional development providers. Such information can then inform professional development design.

Limitations

Only West Virginia's principals will provide the data for this study. Consequently, the study's findings may not generalize to principals in states other than West Virginia. Furthermore, because the study will be nonexperimental, a causal relationship cannot be drawn between the

professional development designs in which the principal engages and the qualities, proficiencies, and leadership skills the principal possesses.

Another possible limitation is the use of the *Larry Survey: A Web-based Questionnaire*, the instrument that will be used to gather data. Literature supports that even though the use of technology is increasing, some people still resist using it for various reasons (Solomon, 2001). Because all West Virginia principals have received at least minimal training in the use of the computer and the use of the internet (N. Walker, personal communication, May 9, 2005), and because much of the principal's reporting work is now done online, this possible limitation may not hold as true for the population of this study.

Delimitations

This study does not consider whether the professional development of the principal is conducted in a face-to-face situation or whether it occurs via technology. It neither excludes either of these deliveries nor supports one over the other. Nor does this study speak to the specific content of professional development; therefore, no arguments are advanced for or against specific content. Finally, principals may have an existing understanding of the meaning of the designs used in the study that may be different from the definitions utilized in the study.

Assumptions

Certain assumptions are inherent within this study. It is assumed that principals want to learn about what is required of them in their jobs. It is assumed that most of West Virginia's practicing principals do not desire to return to school as full-

time students, but would rather participate in meaningful professional

development that will enable them to perform their jobs effectively. Finally, it is

assumed that because principals are learners, a variety of learning styles have to

be acknowledged within the design of professional development for principals.

Operational Definitions

For the purposes of this study, the following operational definitions will be

used:

1.   *Professional development design* is the format of the process or activity of

continued learning designed to improve or enhance the principal's job-required

qualities, proficiencies, and leadership skills as indicated in a response on the

Larry Survey.

2.   *Value* is the response of the principal on the *Larry Survey* concerning the

applicability of a particular design of professional development to the principal's

use/knowledge of job-required qualities, proficiencies, and leadership skills.

3.   *Job-required qualities, proficiencies, and leadership skills* are those

qualities, proficiencies, and leadership skills noted in West Virginia Board of

Education Policy 5500.03: *Qualities, proficiencies and leadership skills for*

principals. That policy notes

        a.   *Vision* - the ability to facilitate the development, articulation, and

implementation of the school's vision and goals that are shared and supported by

the school community.

        b.   *School culture/instruction* - the principal's ability to advocate,

nurture, and sustain the development of a school culture and an instructional

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program that are conducive to student learning and staff professional development.

       c.   *Management/environment* - the principal's ability to ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

       d.   *Community* - the principal's ability to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.

       e.   *Professional* - the principal's ability to act with integrity, fairness, and in an ethical manner.

       f.   *Systems* - the principal's ability to understand, respond to, and influence the large political, social, economical, cultural, and legal context as it relates to the school.

4.   *Programmatic level* is the response on the *Larry Survey* that identifies the school level at which the principal serves (i.e., elementary, middle, or high school) according to the principal's response.

5.   *Age of the principal* is the response on the *Larry Survey* that tells the chronological age of the principal according to the principal's response.

6.   *Years of administrative experience* held by the principal is the response on the *Larry Survey* that gives the total number of years in administration held by the responding principal according to the principal's response.

7.   *Type of certification for the principalship* is the response on the *Larry Survey* that identifies the principal's licensure as a master's degree in

Principalship/Education Administration/Education Leadership or another principal

certification program according to the principal's response.

8.   *Highest degree earned by the principal* is the response on the *Larry*

Survey that tells which college/university degree is held by the principal

according to the principal's response.

9.   *Sex* is the response on the *Larry Survey* that designates if the responding

principal is male or female according to the principal's response.

CHAPTER TWO: REVIEW OF THE LITERATURE

Introduction

Current literature establishes the principal as the pivotal force in a school for leading instructional improvement initiatives (Elmore, 2000; Keller, 1998; Walters, Marzano, & McNulty, 2003). In a review of research from 1980-1995, Hallinger and Heck (1998) concluded that the general patterns of results in the review supported the belief that principals exercise a statistically significant influence on school effectiveness and student achievement. "Good school principals are the keystone of good schools. Without the principal's leadership, efforts to raise student achievement cannot succeed" reported the Institute for Educational Leadership (IEL) in 2000.

Leading instructional improvement initiatives requires principals to utilize a complex set of qualities, proficiencies, and leadership skills for which many practicing principals have had little or no preparation (National Institute on Educational Governance, Finance, Policymaking, and Management [NIEGFPM], 1999; National Staff Development Council [NSDC] Report, 2000; Ramsey, 1999). The Educational Research Service (ERS)'s *Professional Development for School Principals* (1999) concluded that today's school leaders have not been trained to meet the complex demands of today's schools. Farkas, Johnson, Duffett, Foleno, and Foley (2001) established that neither today's leadership programs nor today's professional development address the realities faced by principals in the operation of today's schools. However, even if lacking in the necessary qualities, proficiencies, and leadership skills, school principals are expected to create

environments in which teachers teach effectively and students learn (Annenberg Institute, n.d.; Walters, Marzano, & McNulty, 2003).

In its 1999 report *Principals of Change: What Principals Need to Lead Schools to Excellence,* the National Association of State Boards of Education reported the importance of ensuring that all principals have the necessary knowledge and skills to create the environment that helps teachers teach and students learn. The report continued that the knowledge and skills of even well-prepared and high-performing principals do not last forever and that a profession is never mastered, thereby setting the groundwork for the need to provide high-quality professional development for principals. High-quality professional development can provide the principal with the processes and activities to acquire the qualities, proficiencies, and leadership skills necessary to perform the myriad tasks expected of today's instructional leader (Farkas et. al., 2001; NSDC Report, 2000).

In West Virginia, state law and policy set clear expectations for principal qualities, proficiencies, and leadership skills in addition to establishing a minimum number of clock hours of professional development in which a principal must participate (West Virginia [WV] Code §18A-1-1 & §18A-3-2c; West Virginia Board of Education Policies [WVBE] 5500 & 5500.03). Even though it is known that the principal must know how to perform particular tasks to be an effective principal and that the principal must participate in professional development, there is no link in West Virginia law or policy to establish a relationship between the necessary qualities, proficiencies, and leadership skills and the professional

development in which the principal engages. This study will narrow the construct of professional development to that of the design of the professional development. This element will be explored in a later section of this chapter. The purpose of the study is to determine if West Virginia principals perceive a relationship between their required job-related qualities, proficiencies, and leadership skills and the designs of professional development in which they participate.

Background of Professional Development

Educators have long valued quality professional development. Through the years, the process known as professional development has been called inservice, continuing education, and staff development. By any of these names, professional development is defined as those processes or activities of continued learning that improve the job-related knowledge and skills of educators (Sparks & Loucks-Horsley, 1989; Association for Supervision and Curriculum Development [ASCD], (n.d.).

In the early 1970s, studies indicated a concern among educators about the effectiveness of inservice education (Ainsworth, 1976; Brim & Tollett, 1974; Sparks & Loucks-Horsley, 1989). While the studies determined major dissatisfaction with the then current efforts of inservice education, they also indicated clearly that educators believed inservice was critical to the improvement of school programs and practices (Sparks & Loucks-Horsley, 1989).

During the late 1970s and early 1980s, additional studies focused on actual practices rather than attitudes and resulted in determining effective practices for professional development (Berman & McLughlin, 1978; Sparks & Loucks-Horsley, 1989). Included within the listing of effective practices for professional development were programs conducted in the school and linked to school wide efforts; emphasis on self-instruction with differentiated training opportunities; emphasis on demonstration, supervised practice, and feedback; ongoing training over a period of time; and ongoing assistance and support as requested.

During the 1980s, professional development grew in importance and became the focus of much academic activity, local efforts in school improvement, and legislative attention. West Virginia joined much of the nation in a move to emphasize the importance of professional development to improve teaching and student learning. To emphasize this importance, the West Virginia Legislature established WV Code §18A-3-8 in 1988. This particular piece of legislation established county professional staff development councils in each of West Virginia's 55 county school systems and charged these councils with implementing a process for staff development within the county. While West Virginia had earlier required by a 1986 state board of education policy that each county system design continuing education for its educators and that a plan for such be submitted to, approved, and monitored annually by the West Virginia Department of Education (WVDE), WV Code §18A-3-8 was the first move to codify professional development so specifically for the state's educators.

In 1989, the West Virginia Board of Education, implementing the aforementioned code via policy formulation, adopted a revised State Board Policy 5500: *County Professional Staff Development Councils.* These locally formed and governed councils have the responsibility of designing county staff development plans that are ongoing, continuous, and based upon needs. Further, these plans are to provide for a minimum of 18 clock hours of annual job-related staff development (WVBE Policy 5500). Besides the hour requirement, this policy also stipulates that 12 of the 18 hours be directly related to educational priorities of the state, the area(s) of study in which a teacher is currently teaching, teaching strategies appropriate to an educator's area(s) of study, classroom management skills, techniques appropriate to learners with various exceptionalities and learning styles, alignment of instructional goals and objectives with effective strategies, and evaluation methods and instruments for students and programs (WVBE Policy 5500).

In addition to the professional development offered through county professional staff development councils, West Virginia's eight Regional Education Service Agencies (RESA) provide professional development based upon regional needs; the West Virginia Department of Education (WVDE) provides professional development based upon state needs and implementation of state programs and initiatives; and the West Virginia Center for Professional Development (CPD) provides professional development following the directives of the legislation that formed this entity in 1990. Additionally, these 10 agencies receive further direction for professional development from a mutually developed

plan for professional development approved by the West Virginia Board of Education, as required by law (WV Code §18-2-23a).

Of the approximately 25,000 professional educators in the state's public schools, 720 are principals (WVDE, *Full Time Equivalency* [*FTE] Report*, 2004, p.2). While only slightly less than 3% of the professional educator population of the state, the school principal is a key figure in the success of a school, its students, and its programs (Elmore, 2000; ERS, 1999; Hallinger & Heck, 1998; IEL, 2000; Keller, 1998; Mendez-Marse, 1992; NSDC Report, 2000; Walters, Marzano, & McNulty, 2003). Consequently, the professional development process for principals assumes a role of major importance in a school's achievement of success (ERS, 1999; Fink & Resnick, 2001; NSDC Report, 2000; Walters, Marzano, & McNulty, 2003).

The Principal's Role

Before exploring the professional development designs appropriate for a principal, a brief review of the literature will confirm the extremely important role the principal plays in the success of a school. A 1978 Rand change agent study determined that the active support of the principal was necessary for implementing and institutionalizing any change within a school (Hord, 1992). In 1979, the critical role of the principal as the instructional leader of a school took prominence in educational research. At this time the work of Wilbur Brookover, Larry Lezotte, and Ron Edmonds, early collaborators in the research that became known as Effective Schools Research, identified "instructional leadership" as a significant aspect of effective schools (Mendez-Marse, 1992).

Mendez-Marse defined "instructional leadership" as a multidimensional construct that "includes characteristics such as high expectations of students and teachers, an emphasis on instruction, provision of professional development, and use of data to evaluate students' progress among others" (p. 2).

As the instructional leader in the school, the principal was found to be a major factor in facilitating, improving, and promoting the academic progress of students. The findings of the early Effective Schools Research were affirmed through the years with additional educational researchers noting that the leadership of the school's principal was imperative to improving the instructional program of a school (Hord, 1992; Keller, 1998; Walters, Marzano, & McNulty, 2003). In her synthesis of research on facilitative leadership, Hord (1992) concluded that the principal is most frequently acknowledged as the facilitator of change. This conclusion underscores the important role the principal plays in any instructional improvement initiative.

The importance of the role of the principal in bringing about any change within the school setting echoes throughout the literature. Once the instructional leadership role of the principal was acknowledged, further study emphasized the interweaving of the change process within the role of the instructional leader. Fullen (2001) clearly noted that creating conditions to develop the learning capacity of organizations and the individuals within them is the current emphasis of educational change and that the principal, as the main change agent or blocker, is the gatekeeper to change within a school.

Creating conditions to develop capacity deals with changing the culture within a school. According to Fullen (2003), education researcher Roland Barth observed that changing the culture of a school may be one of the most important yet most difficult jobs of the instructional leader. Yet, if a school's culture is to be supportive of the academic success of students, that culture may well have to be changed. The instructional leader, the school's principal, is the primary person responsible for bringing about such a change. "Instructional leaders shape the environment in which teachers and students succeed or fail" (NSDC Report, 2000, p. 1).

As years have passed, the role of the principal has evolved from the manager of the school building to the instructional leader and the change agent within that building and finally to the leader of instructional improvement within that building (Hessel & Holloway, 2002). Hessel and Holloway distinguished between the aforementioned definition of instructional leader and instructional improvement by noting that instructional improvement is directly related to the standards movement which forces instruction to be student centered rather than the traditional teacher centered format (p. 15). Today's principal no longer performs only what Elmore (2000) called "the ritualistic tasks of organizing, budgeting, managing, and dealing with the disruptions inside and outside the system" (p. 6). According to the Annenberg Institute for School Reform (n.d.), recent mandates for higher standards and greater accountability in schools have added yet more responsibilities to the traditional principal duties of establishing order and safety, managing the schedule, overseeing the budget, and keeping

the buses and personnel running on time. Today's principals, according to Elmore (n.d.), also must be skilled in coaching, teaching, and developing the teachers within their buildings. They must be able to supervise a continuous improvement process that tracks student performance, which means they must be knowledgeable of curriculum, instruction, and assessment. Additionally, principals must be skilled in interpersonal relationships so that they can successfully build learning communities within the school and within the school community. Driscoll and Goldring (2003) noted that the concept of instructional leader has to be expanded to include the community and the school as contexts of student learning. The increasingly complex environment of today's schools makes schools more challenging and leadership more essential (Leithwood & Riehl, 2003). Davis et al. (2005) summed up the increasing demands on the school leader when they say, "the role of the principal has swelled to include a staggering array of professional tasks and competencies" (p.4).

To perform the additional responsibilities now expected of the school principal, the persons filling this role are faced with acquiring qualities, proficiencies, and leadership skills they may not possess (Davis et al., 2005; Elmore, 2000; IEL, 2000; Keller, 1998). According to Usdan (2003), instructional leadership that brings about increasing student achievement is the major criterion for administrative success in today's context of school improvement; yet, "the harsh reality is that many current administrators simply are not prepared to provide such leadership" (p. 4). The principal of today is in the position of becoming the life-long learner that is advocated within education literature

(NASBE, 1999). For mere survival, the principal must become a student again because "current principals find very little in their professional preparation or ongoing professional development to equip them for this new role" (IEL, 2000, p. 2). Not only may the principal's personal survival be dependent upon having the qualities, proficiencies, and leadership skills necessary to perform the challenging role of leading a school to instructional improvement, but also the academic success of the students is dependent upon the principal's possessing and regularly demonstrating the qualities, proficiencies, and leadership skills required to meet the demands for ever-increasing student achievement (Fink & Resnick, 2001; Hallinger & Heck, 1998; IEL, 2000; Leithwood & Riehl, 2003; Walters, Marzano, & McNulty. 2003).

West Virginia Code §18A-1-1 defines "principal" as that professional educator responsible for the "supervision, management and control" of a school. In examining the rules of WVBE Policy 5500.03: *Qualities, Proficiencies and Leadership Skills for Principals*, the qualities, proficiencies, and skills required of principals are clearly delineated in six areas under the headings of vision, school culture/instruction, management/environment, community, professional, and systems.

Principals' Qualities, Proficiencies, and Leadership Skills from ISLLC

Those familiar with the study of school leadership will readily recognize the qualities, proficiencies, and leadership skills enumerated in State Policy 5500.03 as the Interstate School Leaders Licensure Consortium's (ISLLC) Standards for School Leaders released in 1996. The ISLLC initiative that resulted

in the Standards for School Leaders began in 1994 under the aegis of the Council of Chief State School Officers (CCSSO). The 24 member states of the Consortium joined with 11 major professional associations representing the practitioners and the university, spanning the K-20 educational continuum. These member states and professional association representatives explored the construct of educational leadership with the purpose of redefining the roles of formal school leaders (CCSSO, 1996).

In the process of its work, the Consortium relied heavily upon the research of linkages between educational leadership and effective schools, especially the successful academic achievement of students. The report of the Consortium's work (CCSSO, 1996) noted that strong school leaders center their work on the primary issues of school (i.e., learning and teaching and school improvement) and creating the learning environments in which these components can flourish. These leaders also function as moral agents and social advocates for their students and their communities and are effective in building strong connections with the members of their internal and external communities. The qualities, proficiencies, and leadership skills that form the foundation of the ISLLC initiative are consistent with the findings of Leithwood et al. (2004) and Leithwood and Riehl (2003).

Principals' Qualities, Proficiencies, and Leadership Skills from WV Policy

Comparing the West Virginia Board of Education's Policy 5500.03 qualities, proficiencies, and leadership skills with the ISLLC Standards for School Leaders results in reading nearly the same document. While the state board

policy does not include the sentence stem that begins each of the ISLLC standards, "A school administrator is an educational leader who promotes the success of all students by" (CCSSO, 1996, p. 10), the policy and the standards document employ the same words for the qualities, proficiencies, and leadership skills: vision, school culture/instruction, management/environment, community, professional, and systems. Furthermore, while the format of both documents is different, the content is remarkably similar.

It appears that the authors of the state policy used the ISLLC Standards for School Leaders as a model for developing the state policy, following the state-established policy format and integrating the wording of the standards document within that state format. It further appears that using the ISSLC document for the basis of the state policy acknowledges the credibility and respectability of the ISSLC document in addition to recognizing the research basis of the standards as acceptable and valid. The researcher will build upon these two conclusions to justify the use of both state policy and national standards for school leadership as the basis for determining the perceived relationship between the professional development design and the job-required behaviors for West Virginia principals.

Professional Development for Principals

Becoming a student again does not mean that a practicing principal must return to a college campus as a full-time student to acquire the necessary qualities, proficiencies, and leadership skills needed to lead today's school to instructional improvement. America's principals are, on the average, 48 years old and nine years past their principal preparation programs as noted by the 1997

National Center for Educational Statistics (as cited in NSDC Report, 2000). West

Virginia's principals are, on the average, 50.61 years old (WVDE, 2004). While

information on the number of years out of their principal preparation programs is

unavailable, the number of employed West Virginia administrators with

experience at the 11-31 plus years category is far greater than the number of

employed West Virginia administrators at the 0-10 years category–1680 as

compared to 175. (WVDE, 2004). This number represents all administrators, not

just the school principal; however, principals are within these totals, and one can

deduce from these numbers that the total administrator pool is far removed from

its administrative preparation work. The same report also notes the average

years experience of an employed administrator is 24.60 years. For practicing

principals, both in the country and in the state, returning to school as full-time

students to acquire the necessary qualities, proficiencies, and leadership skills

may not be the best option, nor may it be an option at all, particularly when the

age and number of years of experience are considered. However, West Virginia's

principals do have an ongoing process available to them for acquiring new

information and skills. Professional development is that process. McCough

(2003) noted that professional development is one of the three common methods

employed to revitalize principals' practices. Additionally, Achilles and Tienken

(2005) stated that constantly renewing knowledge and skills, as necessary in the

constantly changing and demanding role of the principal, can be accomplished

through professional development.

It has been noted previously that West Virginia's principals must participate in a minimum of 18 hours of professional development annually. These hours are to be in job-related areas. The cited topic areas of professional development noted within the aforementioned WVBE Policy 5500: *County Professional Staff Development Councils* are somewhat general and tend toward areas for the classroom teacher. However, a companion to said policy does explicitly address professional development for principals. West Virginia Board Policy 5500.03: *Qualities, Proficiencies and Leadership Skills for Principals* states, in the implementation section, "All professional development for principals shall address the qualities, proficiencies and leadership skills set forth in these rules…"(p. 6). Tying this state policy to state law, as done previously with Policy 5500: *County Professional Staff Development Councils* and WV Code §18A-3-8, one finds that WV Code §18A-1-1 defines "principal" as that professional educator responsible for the "supervision, management and control" of a school with the major responsibility being "the general supervision of all the school and all school activities involving pupils, teachers and other school personnel." In reviewing policy and law, it becomes clear that West Virginia already has a structure in place to provide learning processes and activities for the acquisition of the job-related qualities, proficiencies, and leadership skills required of its principals.

Professional Development Designs for Principals

Recognizing that professional development is the process for providing for the acquisition of the qualities, proficiencies, and leadership skills necessary and

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required of West Virginia's practicing principals leads to a final area of consideration, that being what designs of professional development are appropriate for practicing principals. It has been determined that the role of the school leader has changed over the years with a very strong emphasis now being placed on the principal as the leader of instructional improvement -- the leader who is responsible for ever-increasing student learning. Today's principals need to acquire the qualities, proficiencies, and leadership skills necessary to bring about this increased student learning.

The NSDC Report (2000) noted what other educational literature (Berman & McLanghlin, 1978; Brim & Tollett, 1974; Educational Research Service [ERS], 1999; e-lead, *Professional development programming*, n.d.; Hale & Moorman, 2003; IEL, 2000; Mann, 1998) has been supporting for some years about professional development for the principal. Professional development for the principal, as for all educators, must be long-term, job-embedded, focused on student learning, supportive of reflective practice, and provide opportunities for peers to work, discuss, and solve problems together. This kind of professional development can occur through a variety of designs.

The design of professional development, as noted in Chapter One, is a structural feature of professional development (Garet, Porter, Desimone, Birman, & Yoon, 2001). Garet et al. referred to the designs that follow as reform type as opposed to the traditional workshop or conference. Furthermore, they noted that the duration of the activities as named below provided an opportunity for in-depth discussion of the content and an opportunity to practice skills that might be new

ones. Finally, the group of researchers asserted that the collective participation of a small group of principals, as is characteristic of many of the designs named below, may contribute to sharing information, experiences, and materials; may contribute to helping to sustain changes in practice over time; and may contribute to the building of a shared professional culture in which all involved develop common understandings.

While the names of some of the designs that follow may be linked to more traditional kinds of professional development, the descriptors used differ in major ways from the traditional implementation of the named design. Some of the designs that meet the aforementioned descriptions of professional development for principals are journal writing, peer study groups, support networks, administrator portfolios, and team training for school improvement (e-lead: *Job-embedded learning*, n.d.; ERS, 1999; Fink & Resnick, 2001; NIEGFPM, 1999; NSDC Report, 2000). Additionally, school visitations and coaching are considered professional development designs for principals that meet the previous descriptions (Alvarado, 1999; e-lead: *Job-embedded learning*, n.d.; Fink & Resnick, 2001; NSDC Report, 2000).

Journal writing that ensures that the principal reflects regularly upon the work of leadership is a professional development practice that recognizes writing as an effective and powerful way to construct meaning. Journals make thoughts permanent, and the process of transferring thoughts into written words forces the mind to process and clarify the thought (Killion, 1999).

As a professional development design, journal writing becomes a means for a principal to record observations, reactions, analyses, commentaries, and interpretations of the practices of leadership and then to write how the particular experience will guide future actions. Journals may be private or public and structured in ways meaningful to the writer and the purpose of the journal. Used as a public document, the journal can also become a collaborative learning tool for a principal and colleagues. Whatever format the journal takes, such a reflective log of practice helps educators discover what is working and not working in their execution of leadership skills, enables educators to discover personal strengths and areas needing improvement, and to plot actions for improvement (Wood & McQuarrie, Jr., 1999).

Peer study groups that engage principals in continuous learning focused on student learning and best practices that lead to student learning is another professional development practice that can assist principals in acquiring the qualities, proficiencies, and leadership skills necessary to bring about increased student learning. In a peer study group, a small number of principals gather to learn about a particular topic relevant to the principals' schools. The principals review and discuss literature on the topic; they may visit model programs of the practice being explored, and they explore the potential of the program for use in their schools (e-lead, *Job-embedded learning,* n.d.; NIEGFPM, 1999; ERS, 1999; Wood & McQuarrie, Jr., 1999). The study group can be extended into an action research group if the principals decide to pilot and then analyze the practice using data collected during the pilot. Wood and McQuarrie, Jr. (1999) indicated

that action research is an effective means of resolving differences of opinion relating to a particular practice since data are collected on the practice during the pilot phase.

When principals meet for study groups that focus on student work, teacher work, and principal work, principals gain support and insights into their practice (Mohr, 1998). Such support and insights can lead to strengthening the skills necessary for principals to function as instructional leaders in their schools.

S*upport networks* that encourage and provide feedback to principals along with additional knowledge as the needs arise are yet another design of professional development that can assist principals in acquiring the qualities, proficiencies, and leadership skills necessary to bring about increased student learning. According to Liberman (1999), networks develop when people see a need to bring people together. Once together, these people, in this case, principals, begin to function as a voluntary community of learners.

The participants of a support network function as both consumers and generators of knowledge (NIEGFPM, 1999). They have a sense of shared purpose and a strong sense of commitment to whatever caused the group to form; for principals this might be an innovation or practice in their schools. Network members provide support to each other during regularly scheduled meetings. Networks do establish a structure, even if it is a flexible and informal one, determined by the network members (Liberman, 1999). Finally, networks may have a facilitator, a peer facilitator, or an outside one (ERS, 1999; Liberman, 1999).

Administrator portfolios that allow a school principal to set goals and then to implement them all the while collecting artifacts that serve as evidence of achieving the goals can help adult learners focus their work, construct meaning of the work, and note the progress made over a period of time (Dietz, 1999). While portfolios can take a variety of forms/types, they are all collections of items over a period of time about a chosen topic. These artifacts become the basis for discussion by colleagues or members of a group.

The principal using this design of professional development chooses an interest, concern, or learning need as the topic of the portfolio then determines what types of materials to include in the portfolio. The materials may be anything decided by the principal and perhaps the colleagues or group. They may be school items like schedules or policies, or they may be articles about the interest/concern/learning need. The principal involved with the administrator portfolio establishes a schedule to meet with colleagues to share the collected portfolio materials and to discuss the learning process involved (Dietz, 1999). According to ERS (1999), the principal utilizing an administrator portfolio as a professional development practice engages in the process of creating and updating a collection of thoughtfully selected items that show experiences and achievements and can provide insights into leadership style and skills either present or in need of developing.

Team training for school improvement that allows the principal to build positive work relationships with colleagues while all responsible for student learning learn about and focus on the primary purpose of schooling can be a

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powerful means of professional development for the principal and teachers who are members of the team (Stiggins, 1999). Such teams meet regularly to share lessons and insights from team reading materials and job-related experiences. By working as a team with the specific purpose of school improvement, the principal and team members are engaged in a concentrated study of relevant information and practices over a period of time (Fink & Resnick, 2001).

The principal's active participation in team training for school improvement models self-learning and also sends a powerful message about the shared responsibility for school improvement (ERS, 1999). ERS further reported that involvement in team training develops a common language, a sense of direction, and builds trust.

School visitations that give the principal the opportunity to observe classrooms and analyze instruction besides noting different leadership/management styles of fellow principals can provide strong professional development for the principal (NSDC Report*, *2000). School visitations can assist the principal in gathering information about programs and practices; they can provide models for effective programs and practices; and they can assist a principal in reflecting upon personal strengths and areas needing improvement. Such practices also emphasize the continuous learning from one another that principals experience during school visitations (Fink & Resnick, 2001).

Coaching is the interaction that provides the principal with a model to follow and one from which to learn, provides feedback on a regular basis during

the learning process, and provides regular support and encouragement for a new skill being developed. Coaching is a design of professional development that can assist principals in gaining the qualities, proficiencies, and leadership skills they need for the position of the school's instructional leader.

Coaching "helps principals focus on instruction, make the best use of school-based resources, and nurture teacher leadership" (Annenberg Institute, 2003, p. 3). Coaching involves a collaborative partnership between a coach and a person willing to engage in a process, not an event, that is a vehicle for developing that person's skills through analysis and reflection of the person's current practice followed by action (e-lead: *Coaching,* n.d.). The educator serving as the coach functions as a critical listener/observer/friend who asks the person being coached questions about that person's practice, makes observations about that practice, and makes suggestions for improvement of that practice. Coaching, a learned skill for both parties, is a continuous growth process, unlike mentoring which generally has an experienced educator meeting with a new educator for a limited period of time for the purpose of acquainting the new educator with the profession (Harwell-Kee, 1999).

While there is not widespread empirical evidence that coaching improves student learning, much of the literature does note the importance of the coaching process to the learning of a new skill. Joyce and Showers (1982) and Gravois, Knotek, and Babinski (2002) span two decades with their work yet give the same information about the process of coaching: When applied appropriately (meaning after study of theory and observations of demonstrations), coaching can produce

the transfer of newly acquired skills into daily activities. Finally, coaching is embedded in the regular processes of running a school (Fink & Resnick, 2001).

These designs of professional development have the support of today's national education communities and are being advocated and supported by major educational organizations and associations (Annenberg, n.d.; Annenberg, 2003; Elmore, n.d.; Elmore, 2000; Hessel & Holloway, 2002; NSDC Report, 2000). Additionally, these designs can display a variety of formats thereby enabling professional development providers to allow for the "idiosyncratic nature of principals' approaches to their work" as recommended by McCough (2003, p. 469) when they design professional development for school leaders. These designs bear striking similarities to the effective practices for professional development noted in the studies cited previously from the late 1970s and early 1980s. It would appear that, in education, practice takes 20 to 30 years to catch up with the research.

Consideration of Adult Learning Theory

Because principals are adult learners, the design of professional development for principals should take into account adult learning theory. The work of Malcolm Knowles advanced five assumptions about the characteristics of adult learners: (a) Adult learners are self directed; (b) adult learners accumulate a reservoir of experience that becomes a resource for learning; (c) adult learners are ready to learn according to their developmental states in life and careers; (d) adult learners relate their learning to their own situations, particularly to problem solving, and (e) adult learners possess internal motivation to learn (Smith, 2002).

These adult learning assumptions can provide some guidance to the professional development provider. Using these assumptions, Peredo (n.d.) provides considerations for the design of effective professional development for adults. One such consideration is that adults will take control of their learning because they are self-directed learners. Consequently, adults may benefit from a self-direction component within the design of the professional development. Such a component might include self-direction of content, or time, or effort, the what, who, why, when, and where of their learning.

Adults have a wealth of life experiences. These experiences can serve a key role in learning activities when they are used as a resource from which adults can learn new things. Therefore, incorporating experiential activities within professional development for adults complements how adults learn.

Passing through different developmental stages, adults are well served by professional development designs that consider these different stages. The differences may be in career, interests, and occupational tasks. Additionally, adult learning has ego involved. Professional development that enables support from peers and reduces the fear of judgment during learning acknowledges this adult ego ("Adult Learning Theory," n.d.).

With their routines and strategies for processing information already established, adults exhibit distinctive learning styles. One common strategy of adult learners is to make learning relevant to problems they are trying to solve. Because of this characteristic, a problem-centered activity or process is a valuable design for consideration. Furthermore, adults frequently utilize social

interaction to process their learning. Professional development designs that foster such interactions in addition to sharing, reflecting, and generalizing the learning experience address the adult's need to interact.

The reason for an adult's internal motivation to learn is another consideration in designing professional development for adult learners. Among such motivations are making or maintaining social relationships, meeting external expectations, learning to better serve others, professional advancement, escape or stimulation, and pure interest (Cantor, 1992).

Professional Development's Link to Skills and Knowledge

As noted previously, school principals are expected to lead schools to improved student performance and to perform tasks and demonstrate qualities, proficiencies, and leadership skills which they may not have been taught nor do they possess (Elmore, 2000, ERS, 1999; Farkas, Johnson, Foleno, & Foley, 2001; NIEGFPM, 1999; NSDC Report, 2000; Ramsey, 1999; *Synthesis of Literature*, 2002). Principals who do not know how to perform and/or demonstrate the qualities, proficiencies, and leadership skills required in their jobs must acquire the missing skills and knowledge; yet, returning to school is frequently not an option. Professional development is the process by which practicing principals can learn what they may not have learned in their administrative preparation programs or through professional development practices and activities.

Demographic Characteristics of Principals

A variety of people form the ranks of the principal in West Virginia. Particular demographic characteristics of this broad range of people can provide a framework in which to study the effects of certain characteristics upon the perceived value of particular professional development designs. This study will explore the effects of the independent variables – the programmatic level at which the principal serves, years of experience as a principal, type of certification held, sex, and age -- on the dependent variable, the perceived value of professional development designs.

Reviewing the literature for the use of particular demographic characteristics as independent variables for study, the reviewer finds much written about such variables and the teacher, but not as much about such variables and the principal. However, one can argue that the demographic characteristics related to impacts upon teachers can be applied to principals as well since most principals began their education careers in the classroom and both teachers and principals are educators. Principals remain educators and retain their training and skills developed as classroom teachers even though they move into another area of education.

The programmatic level (elementary, middle, or high) at which the educator works is the least written about variable. However, Hefner (2004) does utilize a related concept, grade level, in her dissertation. Hefner determined that data suggested the grade levels of teachers did not have a significant relationship to their use of and/or awareness of online lesson plans. Teachers in

the Hefner study were free to use or not to use the online plans, if they knew about them. Principals have the same degree of freedom in preferring and/or engaging in particular designs of professional development. Whether the principal's programmatic level of assignment, like the grade level of the teacher in the Hefner study, has a significant relationship to the perceived value of professional development designs will be determined by the study.

The use of years of experience as a demographic characteristic appears frequently as a variable in studies in education. According to Goldhaber and Brewer (1998), more years of teacher experience are not associated with higher student achievement. Hefner (2004), on the other hand, found that the more years experience a teacher has does have a significant relationship to the degree of interaction the teacher has with online lesson plans, the focus of the Hefner study. Greenwald, Hedges, and Laine (1996) found that teacher experience, among other resource variables, shows a strong relation with student achievement. Rowan, Correnti, and Miller (2002) found different results in reading and mathematics growth of students and the variable of teacher experience. In reading, teacher experience was a statistically significant indicator of student achievement growth while the same variable in math positively influenced student growth only for later grades. Finally, Whitehurst (2002) noted that the effects of teacher experience on student achievement suggest a positive effect in many studies.

All of the above mentioned studies speak to teacher experience and its effect on student achievement. According to Rowan, Correnti, and Miller (2002),

"we reasoned that teacher experience could serve as a proxy for teachers'

professional knowledge, under the assumption that teachers learn from

experience about how to represent and teach subject-matter knowledge to

students" (p. 13). This same foundation of thought can be used to substantiate

the use of experience as one of the independent variables in this present study.

Years of experience serve as learning grounds for the principal who, in turn, may

choose his/her preferred professional development design based upon the

knowledge gained or not gained during those years.

Type of certification is another commonly used variable in education

related studies. The term certification has different meanings across the

educational horizon. Rather than argue a particular definition, the use of the term

here refers either to certification/licensure or to the type of academic degree held

because the studies in this area explore both of these constructs. Darling-

Hammond (1999) noted that fully prepared and certified teachers are generally

found to be more successful in producing gains in student learning than are

untrained and uncertified teachers. Goldhaber and Brewer (1998) found that the

coefficient on teacher certification is statistically insignificant except in English

where this is not the case and that the "predicted magnitude of the effect of

teacher training on student achievement is relatively small" (p. 137). Rowan,

Correnti, and Miller (2002) found no difference in adjusted gains in student

achievement across classes between classes taught by Master's degree and

other advanced degree teachers and those taught by teachers without such

degrees. Whitehurst (2002) reiterated the findings of Rowan, Correnti, and Miller.

Darling-Hammond's 1999 findings on the effects of teacher certification are in contrast to the others cited. However, all of the studies did use certification or degree as an independent variable finding it valuable to examine for its potential effect. This present study will also use this construct as an independent variable in order to determine if type of certification held by the principal does influence the preference of professional development design.

The sex of subjects in a study is frequently utilized as a variable. Stewart and Logan (2002) discussed variations in communication styles between males and females. Gender-linked patterns were observed with males generally talking to "exert control, preserve independence, and enhance status" (p. 126). In contrast, females generally use communication "as a primary way to establish and maintain relationships with others" (p. 126).

The use of the sex of the subjects as an independent variable was also undertaken by Canary, Emmers-Sommer, and Faulkner (2002), Hefner (2004), and Shakeshaft (1998). Canary, Emmers-Sommer, and Faulkner noted that much of what is written about the differences between male and female communication styles is related to stereotypes of men and women that become self-fulfilling prophecies.

Among the areas Shakeshaft (1998) targeted in her study is that of the impact of gender on successful teacher supervision. She emphasized that gender identification influences both behavior and perceptions. In studying the supervision of female teachers by male principals, Shakeshaft determined that males and females listen for different things–males for facts and females for

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feelings. This difference can lead the two people involved to see the discussion from different perspectives. In another study, Hefner found that more females than males used online lesson plans. Analysis of this finding permitted Hefner to conclude that there was a significant relationship between a teacher's gender and his/her use of online lesson plans.

Papalewis (1995) contrasted female and male patterns of communication. In the contrast, she noted among other characteristics that females tend to be more emotive than men, that females tend to use a higher pitched voice than men and this intonation is seen as the female being subordinate, and that females tend to use polite, cheerful intonation while men will interrupt conversations with females. Shakeshaft (1995) found that relationships with others, teaching and learning, and building community are all more important to female administrators than to their male counterparts.

Because the various designs of professional development explored within this study do utilize a variety of communication avenues, the sex of the principal may in fact influence the principal's preference for a particular professional development design. This present study utilized sex as an independent variable to determine if the sex of the principal influenced the preference of professional development design.

Finally, age is a common independent variable in adult learning studies. Principals are adults; therefore, considering adult learning principles when exploring preferences in professional development design is an appropriate line of investigation. The literature is replete with discussions and studies of adult

learning and the principles of adult learning. Among such literature is that from

the America Connects Consortium. A September 2002 document from this

organization examined the principles of adult learning, including that of

"Individual differences in style, time, place, and pace of learning increase with

age" (p. 2). Because principals are adults and because West Virginia's principals

are primarily an aging group of educators, determining if the independent

variable age is related to the preference of professional development design is a

valid consideration in this present study.

Summary and Purpose of the Study

A review of the literature supports that the principal is the primary change

agent within a school and the instructional leader who must lead instructional

improvement initiatives that result in ever-increasing student achievement (Fullen

2001; Hallinger & Heck, 1998; IEL, 2000; Walters, Marzano, & McNulty, 2003).

The literature also acknowledges that the role of the principal has undergone

major changes from basically managerial tasks to leadership for instructional

improvement tasks, tasks which require qualities, proficiencies, and leadership

skills that are not part of the knowledge and skills of many principals today (Hale

& Moorman, 2003; IEL, 2000; Keller, 1998). The preparation programs as well as

the professional development for these principals may well have been designed

for the era of managerial task preparation. Considering the average age of

today's principal to be 48-51 years old, it is not difficult to understand why many

of today's principals do not possess the necessary skills. Finally, the literature

supports that professional development is a means of principals' acquiring the

necessary and required qualities, proficiencies, and leadership skills (NSDC Report, 2000).

The purpose of this study is supported by the review of the literature. The purpose of this study is to determine if West Virginia principals perceive a relationship between their required job-related qualities, proficiencies, and leadership skills and the designs of professional development in which they participate.

CHAPTER THREE: METHODS

Introduction

This study sought to determine in which professional development designs West Virginia's principals most frequently engaged and which of these professional development designs were perceived by the principals to have the most value for their job performance. Specifically, the purpose of the study was to determine if West Virginia principals perceive a relationship between their required job-related qualities, proficiencies, and leadership skills and the designs of the professional development in which they participate.

The Larry Survey: A Web-Based Questionnaire, developed by the researcher, was used to gather the perceptions of the principals and select demographic information. The six demographic characteristics the study collected were the programmatic level at which principals serve, years of experience as a principal, type of certification held, degree earned, age, and sex.

To achieve the purpose of the study, the following research questions were examined:

1. In which designs of professional development do West Virginia principals participate?

2. What value do principals believe specific professional development designs have for their use/knowledge of the qualities, proficiencies, and leadership skills required of them in their jobs?

3. Is there a significant relationship between selected demographic characteristics of West Virginia principals and the perceived value of professional development designs?

This chapter reviews various components of the study. It identifies the research design employed in the study, the population surveyed, the instrument developed to gather the data, the data collection, and the methods used to analyze the data.

Research Design

The study was a quantitative one because it was descriptive and correlational research. It was quantitative in nature because the study relied primarily on the collection of numerical or quantitative data in addition to having the data analyzed via statistical relationships. It was descriptive because its focus was "not on how to ferret out cause-and-effect relationships but rather on describing the variables that exist in a given situation, and sometimes, on how to describe the relationships that exist among those variables" (Johnson & Christensen, 2000, p. 302). It was nonexperimental because there was no random assignment to groups, this being a characteristic of nonexperimental research, and because there was "no manipulation of an independent variable by the researcher" (Johnson & Christensen, 2000, p. 25). Kerlinger and Lee (1999) added to the distinction between experimental and nonexperimental research when they pointed out the major difference between the two is that of control. The experimental design includes control of the independent variables; in the nonexperimental design, "control of the independent variables is not possible" (p.

349). Finally, the study was correlational because the researcher studied the relationship among quantitative variables. According to Johnson and Christensen (2000), the purposes of correlational research "are typically to learn about the relationships among variables and to make predictions based on an understanding of the relationships" (p. 26).

Population

The population in the study was principals in West Virginia's schools. West Virginia has 55 county school districts and a total of 720 schools. All 720 (N=720) of West Virginia's principals were asked to complete *The Larry Survey: A Web-based Questionnaire* to maximize the usable population. The total number of practicing principals was determined by the West Virginia Department of Education's 2004 *FTE of Professional Educators Report.* These 720 principals served as 433 elementary principals, 124 middle/junior high principals, 136 high school principals, and 27 combined school principals (WVDE, *Classification of Professional Personnel Report*, 2004, p. 4).

Most of West Virginia's principals are highly trained and skilled in the use of technology, specifically in using email and accessing the Internet for information relevant to the job. As a group, they have varying levels of skill using a variety of software programs and a variety of technologies. All of West Virginia's principals have an Internet account and all have received, at least, minimal e-mail training (N. Walker, personal communication, May 9, 2005). Numerous principals have also participated in WVDE LEAD, a three-year project funded by the Bill and Melinda Gates Foundation. This project was designed to

train superintendents and principals in the use of technology for leading their school systems and schools for improved student achievement. Over the life of the grant, which began in 2000, a total of 683 administrators (superintendents and principals) out of 720 principals and 55 superintendents participated in the technology training. This total included the superintendent and at least one principal from each of the state's 55 counties (D. Peduto, personal communication May 23, 2005).

In addition to technology training through the LEAD grant, West Virginia's principals have also participated in a variety of other technology training opportunities including Phase 9 Administrator Training. This training involved 172 principals in accessing online unit plans created by their teachers and discussing evaluation tools and techniques being used in schools to evaluate the use of technology in the classroom (D. Peduto, personal communication, May 23, 2005).

Additionally, school and school related matters are routinely accomplished by West Virginia's school staffs via email or web-based procedures. One such matter is registration for attendance at statewide conferences or meetings as was done for four School System Leadership Team conferences in 2004-05. The registration included not only registration for conference attendance but also registration for two specific sessions at each conference and a registration for special events. Many principals were part of these conferences (V. Moss, personal communication, September 19, 2005). Another example of such usage is that of the School Five-Year Strategic Plan. This plan is only an online process

with the plan being built entirely online. Principals have been involved in regional and county training sessions for the plan and have been instrumental in entering school specific profile data along with student performance data for the school (L. McCue, personal communication, September 19, 2005).

Finally, much information about school matters is now available only online. For example, from the present West Virginia Department of Education home page, an inquirer may secure special education clarification letters, Ethics Commission Rulings, superintendent's interpretations, State Board policies, new principal and teacher contracts, certification status, and job availability. Electronic versions of each of the aforementioned examples are accessible primarily online. If principals want any of this information or a myriad of other information sources, the current means of securing them is via the web-based model (F. Ibanez, personal communication, September 19, 2005). Because of the technology skills of West Virginia's principals, it was anticipated that principals would have no difficulty in using the Web-based instrument that was the data gathering apparatus for this study.

Instrument

This study utilized a Web-based questionnaire for data collection. *The Larry Survey: A Web-based Questionnaire* was developed by the researcher to determine the perceived relationship between professional development designs and the qualities, proficiencies, and leadership skills required of the principal by West Virginia law and policy.

The Web-based questionnaire was professionally designed to provide an accurate and professional document. Additionally, by having professional design construction of the online instrument, this study was able to utilize current and appropriate technology.

According to Dillman (2000), the introduction of random sampling in the 1940s and interviewing by telephone in the 1970s were the two most significant advances in survey methodology during the 20th century. He noted that another advancement in survey methodology may have even more profound consequences than the earlier two. It is the collection of survey data through self-administered electronic means including e-mail and the World Wide Web. This study used this contemporary advancement in survey methodology for numerous reasons.

Among the reasons for choosing the Web-based questionnaire over the traditional hard copy instrument were: time for implementation of the survey is far less; costs for paper, postage, and other related costs are almost completely eliminated; display of data can be simultaneous with completion of the surveys; reminders and follow-up on nonrespondents are relatively easy; and responses are entered directly into a database (Archer, 2003; Dillman, 2000; Solomon, 2001).

The Web questionnaire for this study had two sections. The first gathered the demographic information of programmatic level at which the principal served, years of experience as a principal, type of certification held, degree held, age, and sex. These variables were gathered via radio buttons, except for years of

experience and age, which utilized fill-ins. Principals were able to respond to the

questions in any order and were able to exit the questionnaire at any point if a

principal decided not to participate. The first window of the Web questionnaire

also asked principals to click on the names of all designs of professional

development in which they had participated within the past five years and those

in which they would have participated had the designs been available. Each of

the 10 designs named had a definition so principals understood the meaning of

the terms as used in this study.

The second section of the Web questionnaire asked 10 questions. Each

question directed the participant to assign a perceived value to a specific

professional development design as it related to the six qualities, proficiencies,

and leadership skills required of West Virginia principals. West Virginia State

Code §18A-1-1 and West Virginia Board of Education Policy 5500.03: *Qualities,*

proficiencies and leadership skills for principals both delineate expectations for

qualities of the principal. The *Larry Survey* placed these six law and policy-

required abilities--*vision*, *school culture/instruction*, *management/environment*,

community, *professional*, and *systems*--against the 10 professional development

designs of journal writing, peer study groups, support networks, administrator

portfolios, team training for school improvement, school visitations, coaching,

traditional "one-shot" workshops/sessions, a series of related

workshops/sessions, and "other" and asked principals to assign a perceived

value to the relationship between the ability and the professional development

design. Literature of professional development for principals as cited in Chapters 1 and 2 supported the designs utilized in the *Larry Survey*.

The principal determined the perceived value of the relationship between all six of the required qualities and all 10 of the professional development designs by designating a number from a five-point Likert scale. The scale utilized 5 = very valuable, 4 = valuable, 3 = moderately valuable, 2 = slightly valuable, and 1 = not valuable. The questionnaire presented 10 questions, one for each of the 10 professional development designs as it related to the six required abilities, for a total of 60 responses requested of the principal.

Johnson and Christensen (2000) noted that piloting a questionnaire is a cardinal rule in research. They recommended a minimum of 5 to 10 people conduct the pilot. The first of two pilots of the *Larry Survey* utilized five former West Virginia principals who were asked to conduct a usability/workability pilot of the online instrument. The researcher contacted the former principals by phone to seek their assistance in piloting the usability of the Web-based survey. Upon agreeing to serve as a usability pilot principal, the former principal received an email letter (see Appendix A) from the researcher thanking him/her for agreeing to pilot the survey and providing instructions. Attached to the email letter was the Usability Pilot Chart (see Appendix A) for the principal's response to the *Larry Survey*. The response chart was emailed back to the researcher within three days of receiving the letter, instructions, and response chart. The researcher then reviewed the *Larry Survey* based upon the usability principals' responses and revised the survey as appropriate.

Next, five retired or former West Virginia principals, all principals of West Virginia Blue Ribbon Schools or West Virginia Schools of Excellence, served as members of the Expert Panel who conducted the second pilot of the questionnaire, this time for readability and content validity. The researcher first called the retired or former principals seeking their involvement in the pilot. An email letter (see Appendix B) followed the phone call thanking the retired or former principal for agreeing to participate in the pilot of the questionnaire and providing the necessary information to access the Web-based questionnaire. The email letter had attached to it a set of questions (see Appendix B) from Smith and Glass (1987) asking about readability and content validity of the instrument. Responses to this set of questions were returned to the researcher via email within three days.

Johnson and Christensen (2000) supported the use of an Expert Panel to establish content validity of an assessment instrument. The concept of content validity refers to the examination of the content of an assessment instrument to determine if the items of the instrument represent what the researcher is trying to measure. The Expert Panel in this study examined *The Larry Survey: A Web-based Questionnaire* to determine if the questions were readable and if they asked what was necessary to secure the information to achieve the purposes of the study.

The reliability of *The Larry Survey* was determined through the concept of inter-scorer reliability. The five Expert Panel members individually responded to the validity questions on the Reliability and Validity Questions for Expert Panel.

Because all five of the panel members responded "yes" to the content validity

questions, *The Larry Survey* was considered reliable.

Upon receipt of responses to the readability and content validity questions

from the Expert Panel, the researcher revised the questionnaire as necessary

and prepared it for use by the 720 principals in West Virginia. In addition to the

two pilot groups, doctoral students in Marshall University Graduate College's

Advanced Research II class, LS 765, also reviewed the survey in its early stages

for structure and content.

Data Collection

To survey West Virginia's 720 principals, the researcher mailed every

principal a personally addressed introductory letter (see Appendix C), mailed to

the principal at the school. This mailed letter provided information about the study

including the purpose of the study, the procedures for gathering data, and

instructions for accessing *The Larry Survey: A Web-based Questionnaire*.

Additionally, principals were told they had the option of participating or not

participating in the study and were told of the means used to ensure the

confidentiality of their responses. Principals were invited to request results of the

study if they so desired. A survey return rate of between 50% plus one, the

Kerlinger and Lee (1999) recommended minimum level, and 70%, the Johnson

and Christensen (2000) recommended minimum level, was sought.

The mailed letter instructed principals how to access the survey. To

access *The Larry Survey: A Web-based Questionnaire*, principals typed in a URL

address provided to them within the mailed letter. The researcher had

established a personal URL for use with this study –

http://www.KarenKLarry.com. In addition to the URL address, principals were

also given an individual access code to enter the questionnaire at the web site.

This access code served two purposes. The first purpose was to enable only

invited personnel to complete the questionnaire. The second purpose was to

provide an identifier for the research process so that the electronic program

recognized which of the 720 principals had responded by set dates thereby

determining which needed to receive an email reminder to complete the

questionnaire. The principal's access code was a number from a computer

generated list of 720 randomized numbers that were assigned to the 720 schools

in West Virginia.

The principals were also asked in the letter to submit electronically an

Informed Consent Brief (see Appendix D) agreeing to participate in the study.

This item was adapted from the Informed Consent Brief utilized by Marshall

University's Office of Research Integrity in its survey of students who have

participated in the Comprehensive IRB (Institutional Review Board) Training

Initiative.

After the introductory letter was mailed, the researcher generated daily

electronic reports of responding random numbers. Seven days after the

introductory letter was mailed, the researcher determined the nonresponding

random numbers from the daily electronic reports. Using an email address

established for this study--KarenKLarry@gmail.com--the researcher emailed a

reminder to nonresponding principals asking them to respond to the

questionnaire found at the URL address, which was included in the email reminder. The first email reminder was sent during the three weeks following the mailing of the introductory letter. A second email reminder was sent to nonresponding principals, this one during the fourth, fifth, and sixth weeks that followed the mailed introductory letter. Because of a 65% response rate after the second email reminder, no further email reminders were sent to nonresponding principals. A contingency plan had been established to mail a letter to nonresponding principals if the required number of responses were not received by the third day after a fourth email reminder had been sent. This mailed letter would have offered the nonresponding principals the opportunity to respond to the survey using either the Web-based survey or a hard copy of the survey that would have been included in the mailing along with an addressed, stamped envelope. This contingency plan was not necessary.

The original introductory mailed letter was used for two reasons. The first was that a hard copy of the letter sent to principals did get the notice of the study and the survey on their desks. Secondly, a statewide principals' email listserv was not available for public distribution while a listing of schools with principals' names and addresses was available for public use.

Data Analysis

Two sets of data were utilized for analyzing the data collected for this study. The first set of data was the number of principals participating in each of the 10 designs of professional development and the number of principals reporting they would participate in particular designs of professional development

if they were given the choice. Both the numbers reported and the percentages were calculated from this data.

The second set of data was mean scores. Principals reported a perceived value for each of the 10 professional development designs as they related to the six required job abilities. Mean scores were determined for that value within each of the six areas of demographic information collected. Finally, an overall mean score for the job-related ability against each of the 10 professional development designs was calculated.

The mean score for each of the professional development designs was used as the dependent variable when a multiple regression statistical test was run using the SPSS 12.0 software. The independent variables for the multiple regressions were the six demographic characteristics of principals as collected.

The statistical procedure of multiple regression is utilized "to explain or predict the values of a dependent variable based on the values of one or more independent variables" (Johnson & Christensen, 2000, p. 382). In this study, the dependent variable was the professional development design while the independent variables were the six demographic characteristics of programmatic level at which the principal serves, years of experience as a principal, type of certification held, degree held, age, and sex. Multiple rather than simple regression was selected because this study had more than one independent variable to consider. The six independent variables were not under experimental control, and the multiple regression was used to determine if any of the

independent variables were significantly correlated with the dependent variable (*PSY*6003, n.d.).

Summary

The procedures described in this chapter were used to examine the relationship between professional development designs and the six demographic characteristics of West Virginia principals. This study was correlational and descriptive in nature and used as its population West Virginia's 720 principals.

CHAPTER FOUR: FINDINGS

Introduction

The purpose of this study was to determine if West Virginia principals perceive a relationship between their job-required qualities, proficiencies, and leadership skills and the designs of professional development in which they participate. All 720 of West Virginia's principals were asked to identify the professional development designs in which they had participated and to determine the value of that design relative to the six law and policy-required job qualities, proficiencies, and leadership skills.

This chapter provides a description and analysis of data collected from those West Virginia principals as measured by *The Larry Survey: A Web-based Questionnaire*. The chapter has three sections: 1) descriptive data, 2) presentations and analysis of findings related to the research questions, and 3) summary of the chapter.

Descriptive Data

All of West Virginia's 720 principals received the request to participate in *The Larry Survey*. A listing of the state's schools and addresses that included the names of the principals was provided by the West Virginia Department of Education. Of the 720 principals receiving the request, 470 principals responded, giving a response rate of 65%.

Principals completed *The Larry Survey* that consisted of two sections. In the first section principals provided demographic information about the programmatic level at which they serve, years of experience as a principal, type

of certification held, degree held, age, and sex. Additionally, from a list of 10 items, principals provided the names of the professional development designs in which they had participated within the last five years and in which of the 10 professional development designs they would have participated had they had the opportunity.

In the second section of the survey, principals assigned a perceived value to the relationship between the six job-required qualities, proficiencies, and leadership skills (i.e., *vision*, *school culture/instruction*, *management/environment*, *community*, *professional*, and *systems*) and a specific professional development design (i.e., journal writing, peer study groups, support networks, administrator portfolios, team training for school improvement, school visitations, coaching, traditional "one-shot" workshop or session, series of related workshops or sessions, and "other").

Analysis of Findings

Findings of the study are presented in this section along with a discussion of each of the three research questions posed in Chapter One. Figures and tables are used as appropriate to present the findings.

Much descriptive data were gleaned from the first part of the survey. Of the responding principals, 290 reported serving at the elementary level, 90 at the middle level, and 90 at the high school level. Relative to years of experience as a principal, more principals reported having one-to-five-years of experience than at any other five-year grouping. In contrast to the 152 principals in the one to five year grouping, the year's grouping with the least number of principals, 20, was

the "greater than 30" years. To look at this reporting in another way, 287

principals reported serving fewer than 15 years as principals, whereas 183

reported serving more than 15 years as principals.

The vast majority of responding principals, 405 of them, reported the

master's degree in principalship as the certification held; only 65 principals

reported holding the 18 hour certification. Again, the vast majority of responding

principals, 451, reported the master's as the highest degree held, whereas only

19 reported holding a doctorate. Regarding age, 175 principals reported being

under 50 years of age, whereas 295 reported being over 50 years of age. The

largest group of principals, 271, was in the 51-60 year age bracket. Finally, 204

principals reported their sex as female and 266 reported as male.

Research Question 1. In which designs of professional development

do principals participate?

Principals were asked in which of the 10 designs of professional

development they had participated within the last five years. The data in Figure 1

show that the professional development design in which most principals have

participated is the traditional "one-shot" workshop or session. The design in

which the least number of principals have participated is journal writing. See

Figure 1.
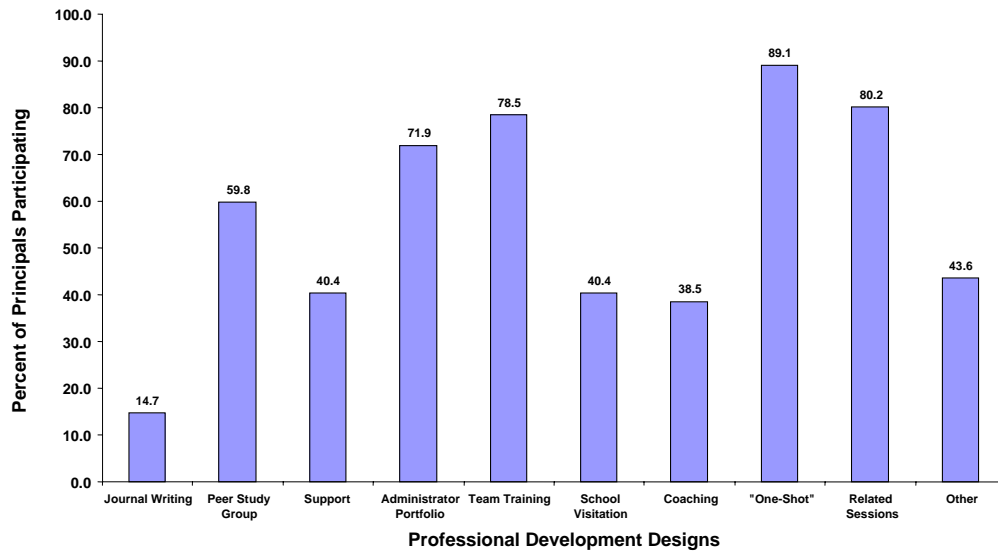
Figure 1. Designs in which principals participate.

Principals were asked in which of the 10 named professional development designs would they participate if they had a choice. The data in Figure 2 show that, given the choice, the professional development design in which most principals would prefer to participate is school visitations. The design in which the least number of principals would participate if given the choice is journal writing. See Figure 2.
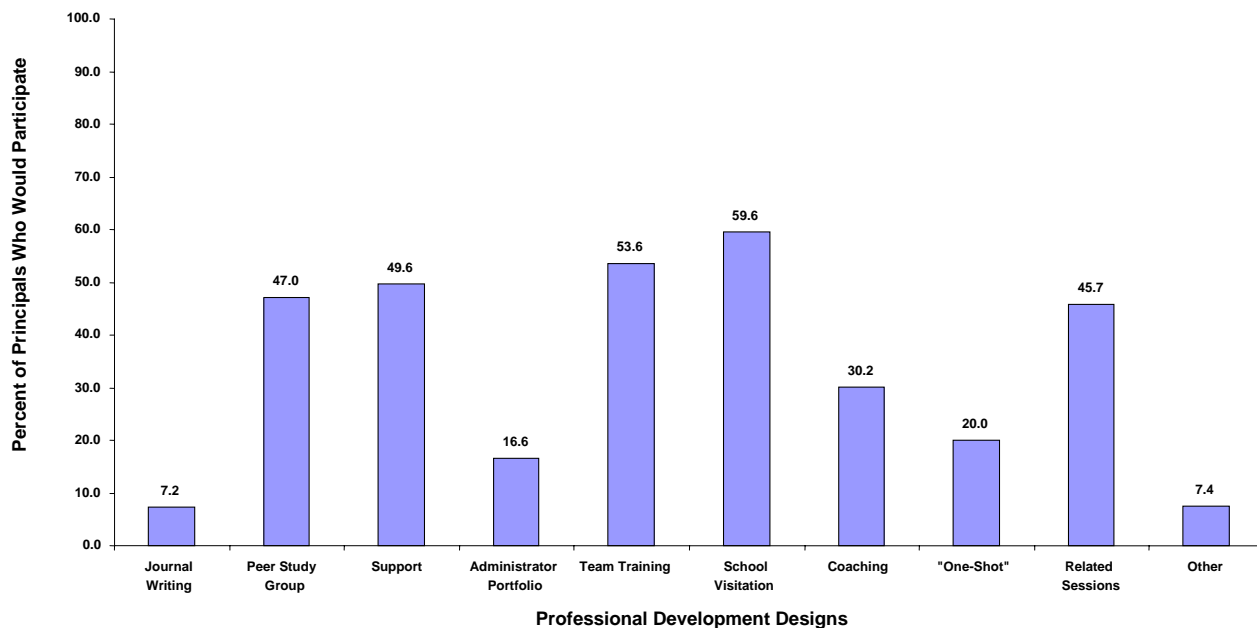
Figure 2. Designs in which principals would participate.

Research Question 2. What value do principals believe specific professional development designs have for their use/knowledge of the qualities, proficiencies, and leadership skills required of them in their jobs?

Design and "Vision"

Using a five-point Likert scale, with 1 = not valuable to 5 = very valuable, to assign a value to each of the 10 professional development designs as they relate to the job-required qualities/proficiencies/leadership skills of *vision* ("the ability to facilitate the development, articulation, and implementation of the school's vision and goals that are shared and supported by the school community" [WVBE Policy 5500.03]), principals cited team training for school improvement as the most valuable design. The design of least value for the job-

required qualities/proficiencies/leadership skills of *vision* was that of the traditional "one-shot" workshop or session. See Figure 3.

Figure 3. Value of professional development design to *vision*.

Design and "School Culture and Instruction"

Using a five-point Likert scale ranging from 1 = not valuable to 5 = very valuable, principals assigned a value to each of the 10 professional development designs as they relate to the job-required qualities/proficiencies/leadership skills of *school culture and instruction* ("the ability to advocate, nurture, and sustain the development of a school culture and an instructional program that are conducive to student learning and staff professional development" [WVBE Policy 5500.03]). Principals again cited team training for school improvement as the most valuable design. The design of least value for the job-required

qualities/proficiencies/leadership skills of *school culture and instruction* was that

of the traditional "one-shot" workshop or session. See Figure 4.

Figure 4. Value of professional development design to *school culture and*

instruction.

Design and "Management and Environment"

Using a five-point Likert scale ranging from 1 = not valuable to 5 = very

valuable, principals assigned a value to each of the 10 professional development

designs as they relate to the job-required qualities/proficiencies/leadership skills

of *management and environment* ("the ability to ensure management of the

organization, operations, and resources for a safe, efficient, and effective

learning environment" [WVBE Policy 5500.03]). Principals again cited team

training for school improvement as the most valuable design. The design of least

value for the job-required qualities/proficiencies/leadership skills of *management and environment* was that of the traditional "one-shot" workshop or session. See Figure 5.

Figure 5. Value of professional development design to *management and environment*.

Design and "Community"

Using a five-point Likert scale ranging from 1 = not valuable to 5 = very valuable, principals assigned a value to each of the 10 professional development designs as they relate to the job-required qualities/proficiencies/leadership skills of *community* ("the ability to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources" [WVBE Policy 5500.03]). Principals cited team training for school

improvement as the most valuable design. The design of least value for the job-required qualities/proficiencies/leadership skills of *community* was that of the traditional "one-shot" workshop or session. See Figure 6.
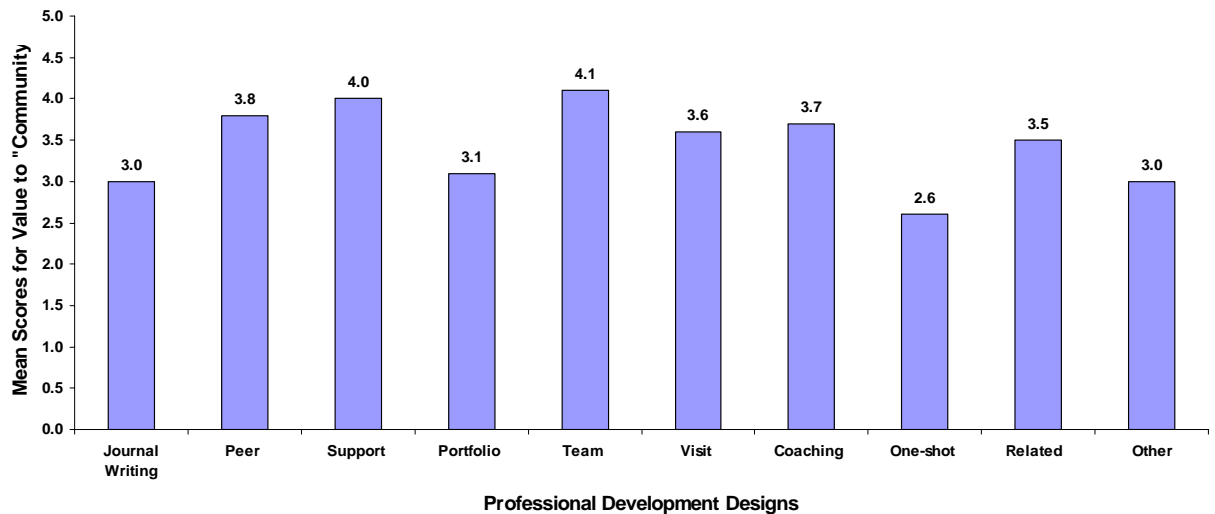
Figure 6. Value of professional development design to *community*.

Design and "Professional"

Using a five-point Likert scale ranging from 1 = not valuable to 5 = very valuable, principals assigned a value to each of the 10 professional development designs as they relate to the job-required qualities/proficiencies/leadership skills of *professional* ("the ability to act with integrity, fairness, and in an ethical manner" [WVBE 5500.03]). Principals cited team training for school improvement and support networks as the most valuable designs. The design of least value for the job-required qualities/proficiencies/leadership skills of *professional* was that of the traditional "one-shot" workshop or session. See Figure 7.
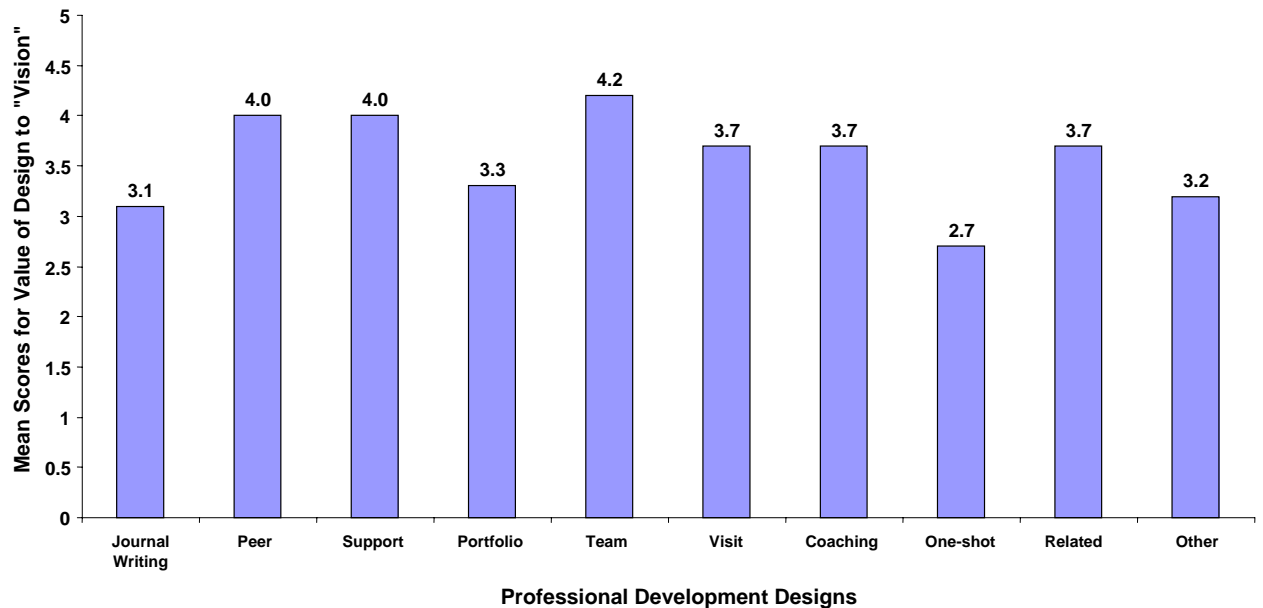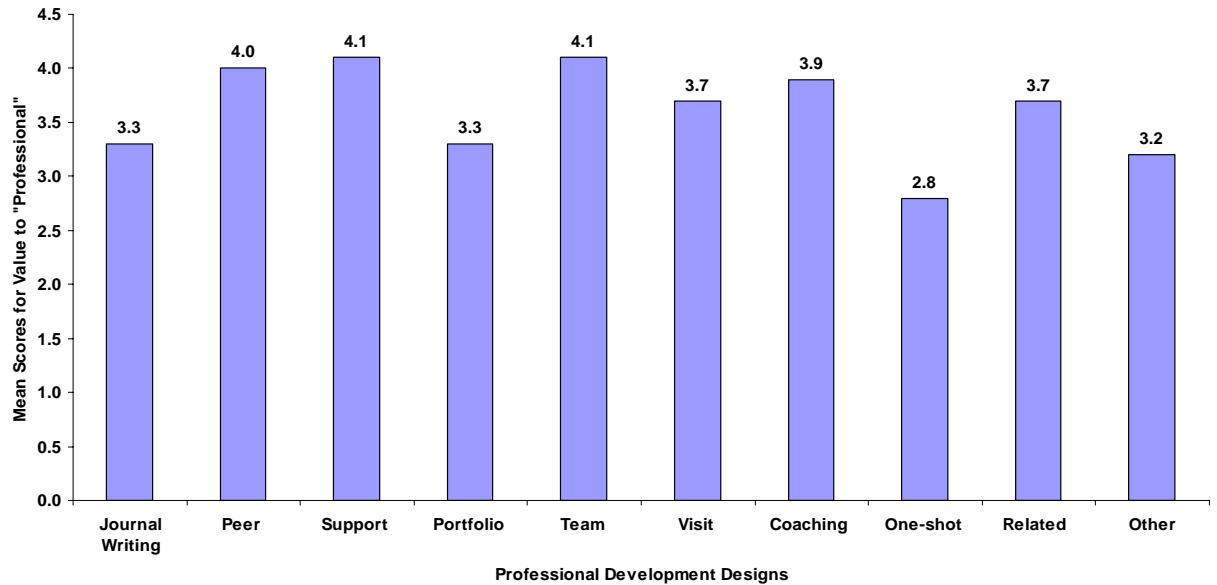
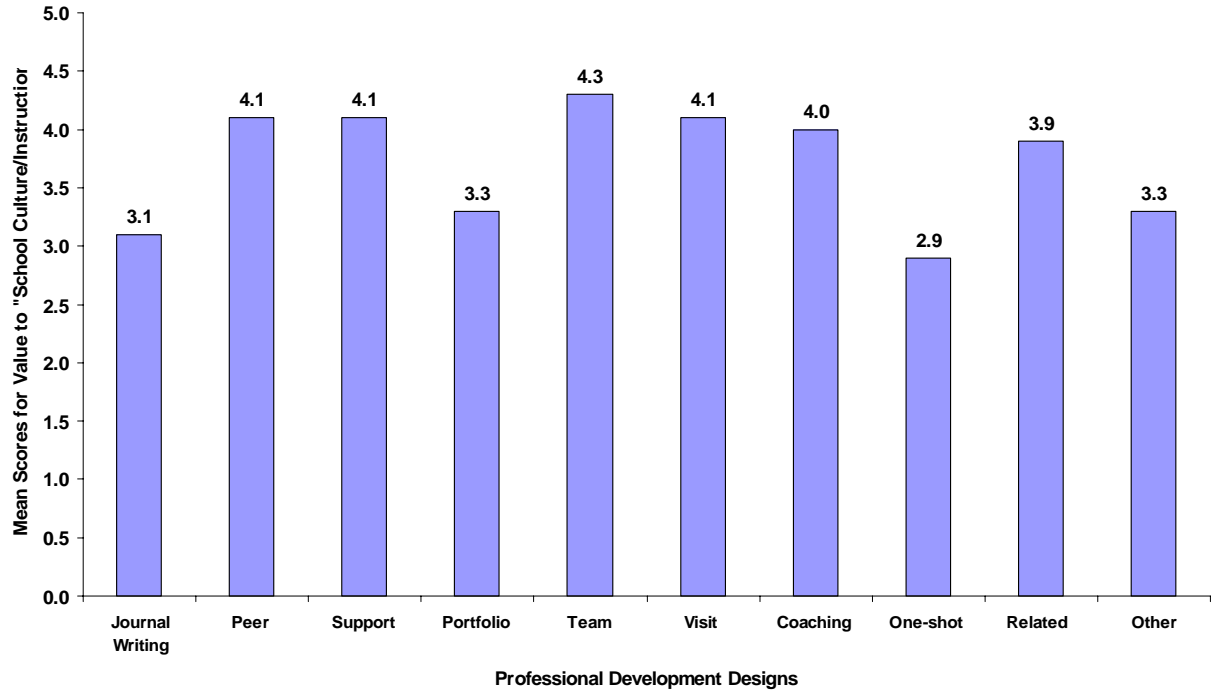*Figure 7.* Value of professional development design to *professional*.

Design and "Systems"

Using a five-point Likert scale ranging from 1 = not valuable to 5 = very

valuable, principals assigned a value to each of the 10 professional development

designs as they relate to the job-required qualities/proficiencies/leadership skills

of *systems* ("the ability to understand, respond to, and influence the large

political, social, economical, cultural, and legal context as it relates to school"

[WVBE Policy 5500.03]). Principals cited team training for school improvement

and support networks as the most valuable designs. The design of least value for

the job-required quality/proficiency/leadership skills of *systems* was that of the

traditional "one-shot" workshop or session. See Figure 8.

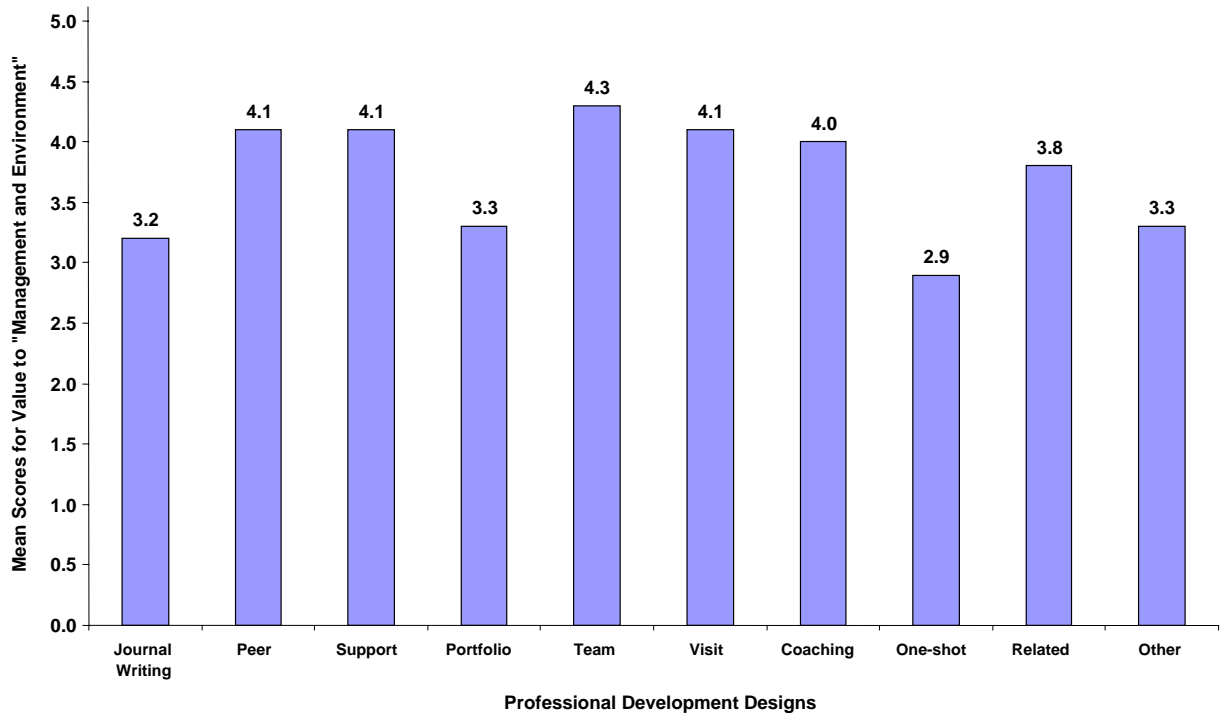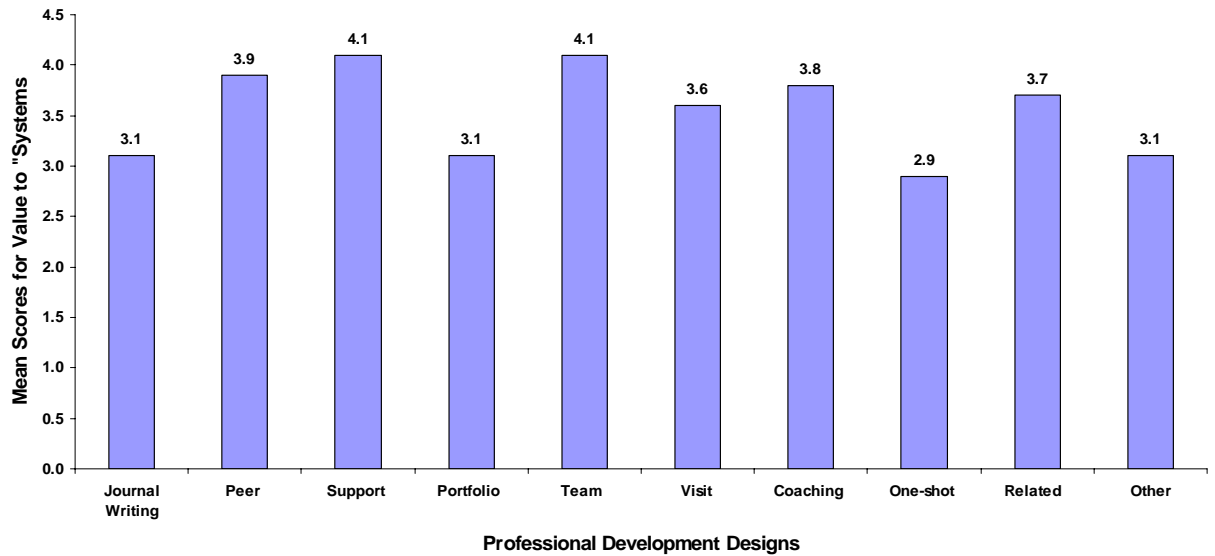*Figure 8.* Value of professional development design to *systems*.

The data show a consistent lack of perceived value for the professional development design of the traditional "one-shot" workshop or session when viewed in light of any of the six qualities, proficiencies, or leadership skills required of West Virginia principals. Yet, the data also show this same design as the one in which the greatest number of principals has participated over the last five years.

Team training for school improvement is cited as the design of most value in all six of the job-required qualities/proficiencies/leadership skills for principals with the mean score of the value ranging from 4.1 to 4.3. The design of support networks does share in the design of most value to principals in the two job-required qualities/proficiencies/leadership skills of *professional* and *systems*. Team training for school improvement is a design in which 78.5% of the principals say they have participated. According to responses from principals,

40.4% of them have participated in the professional development design of

support networks.

> *Research Question 3. Is there a significant relationship between*
>
> *selected demographic characteristics of West Virginia principals and*
>
> *the perceived value of professional development designs?*

To answer this question, stepwise multiple backward regressions were run

with the dependent variable's being the professional development design. The

dependent variable was represented by the mean score of the values placed on

the professional development design by the 470 respondents. The independent

variables were the demographic characteristics of the principals. All of the six

demographic characteristics (i.e., programmatic level at which the principal

serves, years experience as a principal, highest degree held, type of certification,

age, and sex) were run against each of the 10 professional development designs

of journal writing, peer study groups, support networks, administrator portfolios,

team training for school improvement, school visitations, coaching, traditional

"one-shot" workshop or session, a series of related workshops or sessions, and

other. Tables 1-3 depict the significant findings of the multiple regression tests.

The data in Table 1 show a significant relationship between the principals'

demographic characteristics of programmatic level and age and the professional

development design of support networks. Relative to the programmatic level, the

mean score for the 290 elementary principals was 4.1477, for the 90 middle level

principals 3.9463, and for the 90 high school principals 3.9037. For the

demographic of age, a Pearson correlation was used showing the correlation of

-1.03, indicating that the higher the age, the less important the professional

development design of support networks to principals.

Table 1

Summary of Stepwise Backward Regression Analysis for Principals'

Demographic Characteristics Predicting Value of Professional Development

*Design of **Support Networks***

Demographic	Unstandardized Coefficients		
Characteristics	B	Std.Error	Sig.
(Constant)	4.981	.447	.000
Programmatic Level	-.122	.054	.024*
Years Experience	.001	.005	.841
Age	-.015	.007	.042*
Sex	-.080	.087	.356
Degree	.057	.208	.785
Type of Certificate	.067	.119	.571

*p<.05.

The data in Table 2 show a significant relationship between the principals'

demographic characteristic of sex and the professional development design of

team training for school improvement. For females the mean score representing

the value of this professional development design was 4.2639, whereas the

mean for males was 4.1053.

Table 2

Summary of Stepwise Backward Regression Analysis for Principals'

Demographic Characteristics Predicting Relationship to Professional

*Development Design of **Team Training for School Improvement***

Demographic Characteristics	Unstandardized Coefficients		
	B	Std.Error	Sig.
(Constant)	4.594	.450	.000
Programmatic Level	.044	.054	.417
Years Experience	.006	.005	.216
Age	-.005	.007	.528
Sex	-.193	.087	.027*
Degree	-.032	.209	.878
Type of Certificate	.000	.119	.997

*p<.05.

The data in Table 3 show a significant relationship between the principals' demographic characteristic of sex and the professional development design of a series of related workshops or sessions. For females, this professional development design had a mean score of 3.8399, whereas males gave it a mean score of 3.6184.

Table 3

Summary of Stepwise Backward Regression Analysis for Principals'

Demographic Characteristics Predicting Relationship to Professional

*Development Design of a **Series of Related Workshops or Sessions***

Demographic Characteristics	Unstandardized Coefficients		
	B	Std.Error	Sig.
(Constant)	4.250	.517	.000
Programmatic Level	-9.284E-05	.062	.999
Years Experience	.004	.006	.547
Age	-.008	.008	.366
Sex	-.225	.100	.025*
Degree	.158	.241	.512
Type of Certificate	-.007	.137	.961

*p<.05.

No significant relationships were found between any of the principals' demographic characteristics and the professional development designs of journal writing, peer study groups, administrative portfolios, school visitations, coaching, the traditional "one-shot" workshop or session, and "other" (e.g., college courses, seminars).

An ancillary finding resulted from using a Pearson's r correlation coefficient statistical test to determine correlation between professional development designs within each of the six job-required qualities, proficiencies,

and leadership skills. For purposes of this study, any correlation found to be at a Pearson r value of .500 or above was considered to be a moderate relationship.

Principals perceived a moderate relationship between particular professional development designs and the four qualities, proficiencies, and leadership skills of *vision*, *community*, *management and environment*, and *systems*. Table 4 depicts these relationships.

Table 4 Perceived Relationships

Quality, Proficiency, Leadership Skill	Professional Development Designs	Pearson Coefficient (N = 470)
Vision	School visitations	.517
	Coaching	.517
Management and Environment	School visitations	.530
	Coaching	.530
Community	School visitations	.517
	Coaching	.517
Systems	Peer Study Groups	.513
	Support Networks	.513

Summary

Data for this study were obtained from the 470 of West Virginia's 720 principals who responded to *The Larry Survey: A Web-based Questionnaire*. From a response rate of 65% came demographic information about the principal including the programmatic level at which the principal serves, years of

experience as a principal, type of certification held, degree held, age, and sex. Of the 470 respondents, the vast majority, 290, are principals at the elementary level, with 90 serving at the middle level and 90 at the high school level. Further, 152 respondents, the largest grouping in this category, reported having only one to five years of experience as principals in contrast to 20 principals' reporting over 30 years of experience in the principalship. Most of the respondents, 405, reported holding a master's degree, and this degree is the most commonly reported avenue to the principalship. Of the 470 respondents, 271 were between the ages of 51-60 with 204 being female and 266 being male.

Additionally, principals named the professional development designs in which they had participated within the last five years and in which designs they would have participated had they had the opportunity to do so. The design of greatest participation was that of the traditional "one-shot" workshop or session with 89.1% participating. The design of least participation was that of journal writing with only 14.7% reporting participating in this particular design. Given the opportunity to participate, 59.6% of the respondents said they would participate in school visitations while only 7.4% said they would participate in "other."

The study also found the value principals perceive each of the professional development designs to have in relationship to the job-required qualities, proficiencies, and leadership skills. Principals cited the design of team training for school improvement as the design of most value to all of their job-required qualities/proficiencies/leadership skills. Added to this design was that of

support networks for the qualities/proficiencies/leadership skills of *professional* and *systems*.

Based upon multiple stepwise backward regressions, the study determined statistically significant relationships exist between the programmatic level at which a principal serves and the age of the principal and the professional development design of support networks. Another statistically significant relationship was found between the professional development design of team training for school improvement and the demographic characteristic of sex. A third significant relationship was found between the professional development design of a series of related workshops and sessions and the demographic characteristic of sex.

An ancillary finding was that there are moderate relationships between pairs of professional development designs and the job-required qualities, proficiencies, and leadership skills of *vision*, *community*, *management and environment*, and *systems*. The correlating professional development designs are school visitations, coaching, support networks, and peer study groups.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of the study, conclusions based upon the findings of the study, and recommendations. It is divided into four sections: summary and integration of results, explanations for findings/integration of findings with existing literature, implications of findings, and future directions.

Summary and Integration of Results

The purpose of this study was to determine if West Virginia principals perceive a relationship between their required job-related qualities, proficiencies, and leadership skills and the designs of professional development in which they participate. The study was guided by three research questions.

1.   In which designs of professional development do West Virginia principals participate?

2   What value do principals believe specific professional development designs have for their use/knowledge of the qualities, proficiencies, and leadership skills required of them in their jobs?

3.   Is there a significant relationship between selected demographic characteristics of West Virginia principals and the perceived value of professional development designs?

This study found that the traditional "one-shot" workshop or session is the professional development design in which the greatest number of West Virginia principals have participated even though it is the design perceived by principals involved in this study to have the least value to all six of their job-required qualities, proficiencies, and leadership skills. Further, the study found that

principals believe the professional development design of team training for school improvement is the design of most value to all six of their job-required qualities, proficiencies, and leadership skills, those being *vision*, *school culture/instruction*, *management/environment*, *community*, *professional*, and *systems*. The professional development design of support networks is also deemed of the most value for the qualities, proficiencies, and leadership skills associated with *professional* and *systems*.

Another finding of this study is that West Virginia principals have participated in a wide variety of professional development designs. This finding dispels an early assumption held by this study's researcher that West Virginia principals do not participate in many of the designs utilized in this study. Additionally, as noted in the results of this study cited in Chapter Four, West Virginia principals would participate in the professional development design of school visitations if they were given the choice. While this design received consistently high scores of value in relationship to job-required abilities, it did not outdistance the value given to team training for school improvement when scored by principals.

This study also found a significant relationship between the demographic characteristics of the programmatic level at which the principal serves and the age of the principal and the professional development design of support networks. The demographic characteristic of sex has a significant relationship to the professional development design of team training for school improvement

and to the design of a series of related workshops or sessions. This relationship is stronger for females than males in both instances.

In an ancillary finding, this study did determine that principals perceive a moderate relationship between some of their job-required abilities and particular professional development designs. Principals perceived a moderate relationship between *vision* and the designs of school visitations and coaching, between *management and environment* and the designs of school visitations and coaching, between *community* and the designs of school visitations and coaching, and between *systems* and the designs of peer study groups and support networks.

An adventitious finding of the study was the high response rate of participating principals using the online survey, the data collection instrument for this study. During the nine weeks the survey was accessible in an online format, 470 principals responded, 24% with no reminders, 41% with a single email reminder, and 27% with two email reminders. A total of 8% of the respondents replied without providing an access number, thereby making it impossible to track the number of reminders to these respondents.

Explanations for Findings/Integration of Findings with Existing Literature

That the professional development design of the traditional "one-shot" workshop or session is the design in which most West Virginia principals participate is not an unexpected finding. This finding among West Virginia's principals supports the findings of Garet et al. (2001) who noted this design is the most common one used for professional development. As a traditional design,

the "one-shot" workshop/session has been provided for years to educators. Of the responding principals, 295 were over 50 years of age while only 175 were under 50 years of age. Overall, West Virginia's principals are an average of 50.61 years of age (WVDE, 2004). Based upon the age of West Virginia's responding principals, many of the current principals have lived through the education era when this "one-shot" design exemplifying the "sit and git" philosophy of traditional "inservice" was prevalent. In this traditional design something is "done to" the participant rather than the participant's doing something. For example, a consultant might lecture to the participant or a group leader might demonstrate the use of something to the participant. The traditional design allows for an agenda to be filled rather than enabling a process or activity of continued learning designed to improve or enhance the principal's job-required qualities, proficiencies, and leadership skills.

Many providers of professional development routinely utilize the "one-shot" design, perhaps for reasons of expedience such as available funding, available meeting space, time, and the need to convey much information to large numbers of people in a short period of time. Lack of knowledge concerning how to design something other than the traditional "one-shot" workshop or session may also be an explanation for why providers may cling to the traditional design of professional development.

Another possible reason for the high participation rate in the traditional "one-shot" workshop or session design is the sometimes negative view held by some educators of the worth of anything dealing with professional development.

Some principals may have a fatalistic view of spending time in a professional development activity or process that amounts to "Since I have to do this, just get it over with quickly." With this attitude, the principal might choose the activity or process requiring the least professional or personal involvement, hence the "one-shot" workshop or session.

Even though principals reported their high participation rate in the "one-shot" workshop or session, they also reported this design as the one of least value to their job-required qualities/proficiencies/leadership skills, thus supporting the work of Garet et al. (2001). This admission is in direct relationship to adult learning theory because the "one-shot" workshop or session violates each of the five assumptions about the characteristics of adult learning as advanced by Malcolm Knowles (Smith, 2002), thereby making the traditional design one which does not take its learner's needs into consideration.

West Virginia principals' acknowledging the low value of the traditional "one-shot" workshop or session to their job-required qualities/proficiencies/leadership skills echo studies from the early 1970s through the 1980s about concerns with the effectiveness of inservice education (Ainsworth, 1976; Brim & Tollett, 1974; Sparks & Loucks-Horsley, 1989). That principals say the design of professional development which has the greatest participation also has the perceived least value to the job indicates definite concerns about the effectiveness of inservice education.

This study found that principals perceived the professional development design of team training for school improvement to have the most value for all six

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of the qualities, proficiencies, and leadership skills associated with their jobs. This finding is supportive of the characteristics of effective professional development for all educators, including principals, as noted within the NSDC Report (2000). Team training is long-term, job-embedded, focused on student learning, supportive of reflective practices, and provides opportunities for peers to work, discuss, and solve problems together.

Additionally, the design of support networks was perceived to be of the most value, along with the team training, to the job-required abilities associated with *professional* and *systems*. Both of these designs support adult learning theory and the work of Malcolm Knowles as noted by Smith (2002). They specifically support two of Knowles' assumptions. The first is the assumption that adult learners relate their learning to their own situations, particularly to problem solving. The second is the assumption that adult learners possess internal motivation to learn, including the motivation to make or maintain social relationships (Cantor, 1992). Further, support networks is a design that enables support from peers, thus corroborating the literature noting the importance of peer support ("Adult Learning Theory," n.d.).

This study found that the programmatic level at which the principal serves and the age of the principal are both significantly related to the professional development design of support networks. This finding does not support the findings of Hefner (2004), who found no relationships between a job-related task and the programmatic level. It is possible that West Virginia principals do find such a relationship because of the increased attention to the distinctively different

structures and processes based upon a school's programmatic levels. State

Board of Education policies currently note distinctive differences among each of

the programmatic levels of elementary, middle, and high. Likewise, the

accountability measures of the No Child Left Behind federal legislation are

different for each of the three levels.

The literature notes that individual differences in style, time, place, and

pace of learning increase with age (American Connects Consortium, 2002). This

study found that in the professional development design of support networks, the

older a principal is the less important the support network design is. This finding

implies that as principals age, their need for feedback and support from their

peers lessens. This finding supports the American Connects Consortium (2002)

information about the changes in learning as the adult ages.

The demographic characteristic of sex has a significant relationship to the

professional development design of team training for school improvement and to

the design of a series of related workshops or sessions. This relationship is

stronger for females than males in both instances. Relative to the professional

development design of team training for school improvement, this finding

supports the literature on gender-linked patterns of communication styles

(Stewart & Logan, 2002). It also supports Shakeshaft (1995), who found that

relationships with others and building community were more important to female

administrators than to male administrators. Because the design of a series of

related workshops/sessions possesses no specific participant interaction

characteristics, it is difficult to determine why there is a relationship between the design and sex.

In the ancillary finding, the moderate relationships found between job-required qualities, proficiencies, and leadership skills and particular designs may speak to the adult learning theory discussed in Chapter Two. The particular designs found to be related are all designs that take into consideration some or all of the adult learning assumptions advanced by Malcolm Knowles (Smith, 2002), such things as designs that use the experiences of the adult learner, designs that acknowledge the problem solving element, and designs that build upon social interactions (Peredo, n.d.)

While the use of the online data gathering instrument was noted as a potential limitation to the study, the final response rate of 65% indicated this method of data collection was not a limitation for this particular study. The high response rate in this study supported the technology-related abilities of West Virginia's principals as discussed in Chapter Three. Furthermore, the inclusion of the online questionnaire's URL within the email reminders sent to nonrespondents enabled the principals to link directly from the email reminder to the web site of the questionnaire. This direct link may have influenced principals to respond since the connection to the questionnaire was done with ease.

Implications of Findings

The findings related to the perceived value of the professional development designs have definite implications for the design and delivery of professional development for West Virginia's principals. One obvious implication

is that the traditional "one-shot" workshop/session must not continue to be the design of greatest participation since it is also the design perceived to be of least value to the job of the West Virginia principal. The usual providers of professional development for principals in West Virginia must begin to use designs that are more attuned to what principals perceive as important to their job-required qualities, proficiencies, and leadership skills. Many of these usual providers (e.g., local professional staff development councils, RESAs, the West Virginia Department of Education, and the Center for Professional Development) sponsor annual professional development specifically for principals. The work of these providers must begin to reflect what is valued by West Virginia's principals.

Because principals perceive the design of team training for school improvement as having the most value for their job-required abilities, another implication is that professional development providers will better serve their clients by utilizing this particular design. Likewise, the design of support networks, also perceived as having the most value for the abilities of *professional* and *systems*, can assist West Virginia's principals, especially those who are within the younger age brackets. This design takes on more importance when one recognizes that in this study more principals reported being over 50 years of age than under 50. The implication here is that the large number of West Virginia principals approaching eligibility for retirement makes the design of support networks one that deserves attention by professional development providers.

Another finding that has possible implications is that of years of experience as a principal. Of the responding principals, 152 reported having one

to five years of experience. This was the largest group, with the next largest group having 87 principals who reported six to ten years of experience. These numbers point to a fairly large number of principals with fewer than 10 years of experience. If these principals mirror their national counterparts, they are being asked to perform tasks which require qualities, proficiencies, and leadership skills that are not part of their knowledge and skills (Hale & Moorman, 2003; IEL, 2000; Keller, 1998). Therefore, high-quality professional development becomes particularly important for the growth of these principals and for the academic advancement of the students they serve.

Implications for attention to the sex of the principal exist when considering the design of team training. Findings herein suggest a significant relationship between sex and the design of team training for school improvement and that this relationship is stronger for females. That West Virginia's principals perceive team training for school improvement as the design of most value for all six of their job-required abilities implies that professional development providers should be exploring and utilizing this design, especially for female principals.

The issue of funding was introduced in Chapter One as one of the considerations in determining the problem statement for this study. Findings of this study have strong implications for funding and policy issues. Principals noted that team training for school improvement had the most value to all their job-required abilities. This design of professional development involves a number of people over a period of time. It is not a one-time presentation to a group. Costs of professional development increase as the number of people involved increases

and the amount of time increases. Therefore, this design of professional development will cost more money than the traditional "one-shot" workshop has cost in the past. Policy makers will have to decide what they want out of professional development for principals and determine if they are willing to pay for the increased costs of professional development that engages the principal and enhances the required principal abilities.

In the ancillary finding, principals perceived a relationship between some professional development designs and three of their job-required qualities, proficiencies, and leadership skills. The designs of school visitations and coaching had the strongest correlations for *vision*, *community*, and *management and environment*. The implication of this finding is that the processes and activities associated with school visitations and coaching could be fertile learning grounds for principals to become skilled at the behaviors essential to execute these particular job requirements. Furthermore, the designs of peer study groups and support networks' having a moderate relationship to the job-requirement of *systems* implies that working within a professional group could be beneficial to the school administrator learning to navigate the varied context in which a school exists.

A final area of implication is that of the preparation of principals. Colleges and universities that have principal preparation programs will want to explore the designs of professional development viewed by the practicing principal as the designs of most value to the job-required qualities, proficiencies, and leadership skills. Knowledge of the most valuable and the least valuable designs may

encourage a review of class design for principal preparation classes and activities.

Future Directions

Because only West Virginia's principals provided the data for this study, future researchers may want to extend the research questions of this study to principals outside this state, whether it be to principals in other specific states, to principals in regions of the country, or to principals nationally. Future research might also want to redesign the study as an experimental one, thereby enabling the exploration of a causal relationship between the dependent variable of the job-required abilities and the independent variables of professional development designs.

Another area for future research involving West Virginia principals is the effectiveness of electronic data gathering. This study possessed a contingency plan for gathering the necessary information if the planned Web-based questionnaire did not produce the number of results required for an adequate response rate. The received number of responses was more than adequate, but the use of electronic data gathering was not the focus of the study and therefore not an area for determining findings. Researchers in education would be well served if they knew if the use of a Web-based data gathering instrument was effective in collecting information for studies among West Virginia's principals.

Finally, an area for future research is the exploration of the usage of the 10 professional development designs of this study in the next 5 to 10 years. Such a study could determine if the use of the 10 more contemporary designs of

professional development had increased and if principals' perceptions regarding the value of the designs are consistent with this study's findings.

This document began with noting that the school principal has become the pivotal person within a school for leading instructional improvement initiatives. This important person within West Virginia's school systems has an ongoing process available for the acquisition of new information and skills that are vital to leading today's school improvement initiatives. This process is that of professional development, and, according to West Virginia principals, the design of the principal's professional development does have a relationship to some of the job-required abilities of the West Virginia principal.

According to West Virginia's principals, the professional development design of most value to all six job-required abilities is the design of team training for school improvement. The design of support networks is also of most value to the job-required abilities of *professional* and *systems*. Consistently, West Virginia principals said the design of least value to their job-required abilities is the design of the traditional "one-shot" workshop/session. None the less, this is the same design in which the greatest number of West Virginia principals has participated.

Additional findings of this study show statistically significant relationships between some of the principals' job-required abilities and selected demographic characteristics of the principals. Such a relationship exists between both the programmatic level at which a principal serves and the age of the principal and the design of support networks. Another statistically significant relationship exists between the professional development design of team training for school

improvement and the demographic characteristic of sex. A third significant

relationship exists between the professional development design of a series of

related workshops and sessions and the demographic characteristic of sex.

Finally, moderate relationships exist between particular professional

development designs and job-required abilities. Such moderate relationships

were found between the professional development designs of school visitations

and coaching and the job-required abilities of *vision*, *community*, *management*

and environment. A moderate relationship was also found between the

professional development designs of support networks and peer study groups

and the job-required abilities of *systems*.

Providers of programs that prepare students to be principals and providers

of professional development for principals can look to the findings of this study.

By reviewing the findings, these providers may gain insight into those designs of

activities and processes by which principals learn and those designs which

principals value for their relationship to job-required abilities.

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APPENDICES

Appendix A: Usability/Workability Panel Documents

    Email Letter to Usability/Workability Pilot Principals

    Usability Pilot Chart

Appendix B: Expert Panel Documents

    Email Letter to Expert Panel Principals

    Expert Pilot Chart

Appendix C: Introduction Letter Mailed to 720 Principals

Appendix D: Informed Consent Brief

APPENDIX A

USABILITY/WORKABILITY PANEL DOCUMENTS

Email Letter to Usability/Workability Pilot Principals

Usability Pilot Chart

Email letter

<div align="right">
156 4th Street
Dunbar, WV 25064
May 24, 2005
</div>

156 4th Street
Dunbar, WV 25064
May 24, 2005

Dear Usability Panel Member:

Thank you for agreeing to assist me with the preliminary work on the Larry Survey: A Web-based Questionnaire, the data collection instrument for my doctoral dissertation. The topic of my dissertation is the principal's perception of the relationship between professional development designs and the qualities, skills, and proficiencies required of the principal by law and policy. I ask your assistance since you are a former principal in the West Virginia public schools.

To pilot the Larry Survey for its usability, you will have to access the Web-based survey, respond to the Informed Consent Brief, the demographic questions, and the survey instrument. Following this, I ask that you respond to a set of questions about the "user friendliness" of the survey. Please respond honestly as I do want this instrument to be usable by the 720 principals who will be using it soon. I appreciate any and all of your suggestions for improvement.

Instructions along with the URL address for the Web-based survey are in the attachment to this email message. Please email your responses to me at KarenKLarry@gmail.com by May 27, 2005.

My sincere thanks for your willingness to share your expertise. If you have no objections, I will list your name in my dissertation as a member of the Usability Panel who critiqued the Larry Survey for its usability.

Sincerely,
Karen K. Larry
MUGC Graduate Student

UsabilityPanelLetter

Instructions for Usability Panel for Pilot of the Larry Survey

1. **To take the Larry Survey: A Web-based Questionnaire, please go to http://www.KarenKLarry.com .**

2. **Once the main window opens, you are asked to read and agree to the arrangements outlined in the Informed Consent Brief. If you agree to the arrangements, you will be asked to click on "to continue" and then to enter an access code. Your access code is 1234. Once the access code is entered, you will be taken to the Larry Survey. Please follow the directions given to work your way through the survey, including the demographic information section.**

3. **Upon completion of the survey, please click on "submit" and then answer the following questions. Email this response chart to me at KarenKLarry@gmail.com.**

	Yes	No	Problems you found:
Accessing the Larry Survey 1. Were you able to access the Larry Survey with ease?			
Informed Consent 1. Did you understand the information provided?			
2. Did having this amount of information given prior to the survey create any confusion?			
The Larry Survey 1. Did you understand the instructions for taking the survey?			
2. Did you have any problems following the instructions?			
3. Did you understand the wording of the questions?			
Format of Survey 1. Did the format elements of the Larry Survey enable you to take the survey with ease?			
Time 1. How long did it take you to complete the survey?	**Time**		
Suggestions for Improvement Provide any suggestions you believe will make this Web-based survey more "user friendly."			

UsabilityPanelInstChart

APPENDIX B

EXPERT PANEL DOCUMENTS

Email Letter to Expert Panel Principals

Expert Pilot Chart

156 4th Street
Dunbar, WV 25064
October 28, 2005

Dear Expert Panel Member:

Thank you for agreeing to assist me with the preliminary work on the *Larry Survey: A Web-based Questionnaire*, the data collection instrument for my doctoral dissertation. The topic of my dissertation is the principal's perception of the relationship between professional development designs and the qualities, skills, and proficiencies required of the principal by law and policy. I ask that you assist in this pilot of the instrument because I am sure you remember well your experiences as a principal in one of West Virginia's National Blue Ribbon Schools.

Your instructions along with the URL address for the Web-based survey are in the email attachment. I ask that you work your way through the online process – the Informed Consent Brief, the demographic inquiries, and the data collection instrument. Once finished with these, please respond to the questions on the Expert Panel for Readability and Content Validity Chart for the purpose of establishing readability and content validity. These questions are also in the attachment to your email message.

Please email your responses to me by November 2, 2005 at KarenKLarry@gmail.com.

My sincere thanks for your willingness to share your expertise. If you have no objections, I will list your name in my dissertation as a member of the Expert Panel for Readability and Content Validity who piloted the Larry Survey.

Sincerely,
Karen K. Larry
MUGC Graduate Student

ExpertPanelLetter

INSTRUCTIONS for EXPERT PANEL PILOTING the LARRY SURVEY

1.	**To take the Larry Survey: A Web-based Questionnaire, please go to http://www.KarenKLarry.com .**
2.	**Once the main window opens, you are asked to read and agree to the arrangements outlined in the Informed Consent Brief. If you agree to the arrangements, you will be asked to click on "to continue" and then to enter an access code. Your access code is 1234. Once the access code is entered, you will be taken to the Larry Survey. Please follow the directions given to work your way through the survey, including the demographic information section.**
3.	**Upon completion of the survey, please click on "submit" and then answer the following questions. Email this response chart to me at KarenKLarry@gmail.com.**

Questions for Expert Panel for Readability and Validity

Readability: (from Smith & Glass, 1987, p. 248)	Yes	No	Specific problems you found:
1. Are the questions written as to be uniformly understood?			
2. Do any of the questions contain abbreviations or unconventional phrases?			
3. Are any of the questions too vague?			
4. Are any of the questions biased?			
5. Are any of the questions objectionable?			
6. Are any of the questions too demanding?			
7. Do any of the questions embody a double question?			
8. Do any of the questions contain a double negative?			
9. Are the answer choices mutually exclusive?			
10. Do any of the questions assume too much knowledge on the respondent's part?			

Content Validity:	Yes	No	Problems you found:
1. Do the questions ask for the professional development designs in which principals participate?			
2. Do the questions ask for the value principals attach to specific professional development designs?			
3. Do the questions ask for demographic characteristics of the responding principal?			

ExpertPanelReadabilityConValChart

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APPENDIX C

INTRODUCTION LETTER MAILED TO 720 PRINCIPALS

156 4th Street
Dunbar, WV 25064
November 5, 2005

name
address
city, state, zip

Dear Principal _____:

      I am currently enrolled in Marshall University Graduate School's doctoral program in Educational Leadership with a concentration in Public School Administration. It is in my capacity as a doctoral student that I request your assistance with the data collection segment of my doctoral study.

      My study is entitled *Principal Perceptions of the Relationship between Professional Development and the Qualities, Proficiencies, and Leadership Skills Required of West Virginia Principals.* The purpose of my study is to determine if principals perceive a relationship between their job-required skills and the designs of the professional development in which they participate.

      The data collection instrument for my study is a Web-based questionnaire. To access the questionnaire, please go to the Internet and type in this URL: http://www.KarenKLarry.com. This address will open a window that asks you to read a brief section entitled "Informed Consent" before going to the online questionnaire. After reading the "Informed Consent" window, you will be asked to enter an access code and then click on the button "Continue to Questionnaire" if you are willing to participate in the survey. *Your personal access code is printed in the top left corner of this letter.* This site is user friendly and will provide clear directions so that you may easily respond to the questionnaire.

      Finally, I will not know the identity of any respondent, as the electronic system I am using will provide me only the data you enter. Your access code, a randomly assigned number, will serve as a unique identifier known only to this researcher. I will use the number only to determine who is to receive a reminder to complete the survey.

      Your participation in the study will take approximately 10 minutes to respond to the questions. You may choose not to answer all the questions. Likewise, you may choose not to participate in this study. However, if you choose to participate, and I do hope you will do so, your responses will be kept confidential. If you are interested in the results of my study, please indicate this desire on the demographic segment of the questionnaire. I will be happy to email you an executive summary of the study.

      For questions about your rights as a participant in research, contact Dr. Stephen Cooper, IRB #2 Chairperson, 304-696-7320. Thank you so much for your help.

                            Sincerely,

                            Karen K. Larry
                            MUGC Graduate Student

PrincipalLetter

APPENDIX D

INFORMED CONSENT BRIEF

Karen Larry On-Line Questionnaire

Please Do Not Fill This Questionnaire If You Were Not Invited To Do So

Informed Consent Brief

PURPOSE:
You are being asked to participate in an on-line questionnaire that is the data collection instrument for a study being conducted by Karen Larry for her doctoral program at Marshall University Graduate College.

The purpose of the Larry study is to determine if West Virginia principals perceive a relationship between their required job-related qualities, proficiencies, and leadership skills and the designs of professional development in which they participate.

PROCEDURES:
This is an on-line questionnaire. After reading this informed consent text, you may proceed directly to the questionnaire. Your clicking on the "Continue to Questionnaire" button below will be understood to be your consent to participate in the questionnaire. Once you click on the "Continue to Questionnaire" button, you will be taken to a Web page where you will be able to complete the questionnaire.

It will take you about **10 minutes** to complete the questionnaire. Your responses to the questionnaire will be stored in a database, but they will not be linked to your name or your unique identifier. In other words, **you will remain anonymous**.

RISKS:
Completion of the questionnaire involves **no known or foreseeable risks**. Because you as the respondent will remain anonymous, no one will be able to determine your answers or that you even responded to the questionnaire.

BENEFITS:
The results of the study will inform West Virginia's professional development providers as they design professional development opportunities for principals. The projected benefit to you as a principal will be professional development designed to address the principals' job related needs.

ALTERNATIVES:
You have the alternative not to participate in this study. To end your participation please leave this website.

COSTS/PAYMENT TO PARTICIPANT:
There are **no costs** associated with completing this questionnaire **nor is there any payment** to participants for completing the questionnaire.

CONFIDENTIALITY:
The only personally identifiable information that may be generated by your participation is your email address requested in #7 in the Demographic Information section that follows. If you choose to provide your email address, it will be coded to protect your identify. We will not share any of these data with third parties. While it is possible for hackers or spyware to eavesdrop on your submission, the possibility of this happening is minimal.

RIGHT TO WITHDRAW:
Your **participation in this study is voluntary**; you may withdraw at any time you choose and you may skip any questions you want.

OTHER PERTINENT INFORMATION:
For questions about your rights as a participant in research, contact Dr. Stephen Cooper, IRB #2 Chairperson, 304-696-7320. You may contact Karen Larry with any questions about this study. Her email address for this study is KarenKLarry@gmail.com. You may also request an executive summary of the results of this study by providing your email address at the demographic information section.

Please indicate you want to continue and enter your access code:

- I want to continue ☐
- Access Code: ▢

Continue to Questionnaire

APPENDIX E

THE LARRY SURVEY: A WEB-BASED QUESTIONNAIRE

Demographic Information: Please check the appropriate response or fill in the blank with the requested information.

1.   I consider myself a principal at <u>primarily</u> (check one) the elementary level _____ OR

          the middle/junior high level _____   OR   the high school level _____.

2.   Years of experience as a principal: _____   3.   Age: _____

4.   Sex: male _____   female _____   5.   Highest degree earned: _____

5.   My principal certification was obtained via an 18 hour Certification Program _____ OR
                                                                                          MA in Principalship _____.

6.   email address: _____

7.   In which of the following designs of professional development have you participated within the past five (5) years? Check all that apply. **(Please note: regardless of your own understandings of the following terms, the definitions provided here are the meanings of these designs of professional development for this study.)**

_____1)   **Journal Writing** -- The principal is engaged in a long-term reflective, written reaction to and about the work of leadership.

_____2)   **Peer Study Groups or Action Research Groups** -- The principal participates with other principals in a study group that engages the principals in continuous learning focused on student learning and best practices that lead to student learning. The group is organized to consider problems and to figure out what do to about them. The group focuses on important instructional issues at member's schools and meets regularly.

_____3)   **Support Networks** -- The principal is part of a formalized network of professional educators that encourages and provides feedback to principals along with additional knowledge as the needs arise. The group members serve as "critical friends" for each other as they learn about teaching and learning and being an effective instructional leader.

_____4)   **Administrator Portfolios** -- The principal builds a portfolio of artifacts that serve as evidence of achieving the job-related goals he/she has set. Such a portfolio is built over a period of time and is discussed with colleagues and/or the principal's supervisor.

_____5)   **Team Training For School Improvement** -- The principal participates in team training that allows him/her to build positive work relationships with key school and/or district staff while all who are responsible for student learning learn about and focus on the primary purpose of schooling. Such training frequently provides time for application of newly learned skills/knowledge.

_____6)   **School Visitations** -- The principal visits other schools giving him/herself the opportunity to observe classrooms and analyze instruction besides noting different leadership and management styles of fellow principals. These regular visits enable the principal to learn about strong educational practices, to critique a colleague's improvement efforts, and to support other principals in their work in improving instruction.

_____7)   **Coaching** -- The principal regularly interacts with another professional educator for the purpose of providing him/herself with a) a model to follow and one from which to learn, b) feedback on a regular basis during the learning of a new skill or practice, and c) regular support and encouragement for a new skill being developed. The principal may be serving either as a coach for another principal or as the person being coached by another principal.

_____8)   **Traditional "One Shot" Workshop/Session** --The principal participates in "stand alone" events usually occurring away from the school in which participants listen to a speaker talk about/discuss a topic deemed important. This workshop/session has no follow up or support for application of the topic over the long-term.

_____9)   **Series Of Related Workshops/Sessions** -- The principal participates in a series of events during which participants attend a collection of sessions, perhaps loosely tied together by a common theme. The series of events may occur over a period of time and may have limited follow up, but generally has no support for application of the topic over the long-term.

_____10)   **Other** -- Any other kind of professional development in which you have engaged (e.g., college classes, seminars).

This following survey has ten questions. Each question asks you to indicate what value you perceive the named professional development design has for a principal's learning how to demonstrate particular qualities, proficiencies, and leadership skills. The scale below defines value. Please check (√) your response for each of the six items listed in each question.

Very Valuable = 5   Valuable=4   Moderately Valuable=3   Slightly Valuable=2   Not Valuable=1

1.   How valuable do you perceive journal writing to be in assisting principals to demonstrate the qualities, proficiencies, and leadership skills associated with:

	5	4	3	2	1
VISION					
SCHOOL CULTURE and INSTRUCTION					
MANAGEMENT and SAFE ENVIRONMENT					
COMMUITY COLLABORATION					
PROFESSIONAL and ETHICAL BEHAVIOR					
RELATING POLITICAL, SOCIAL, ECONOMIC, CULTLURAL, LEGAL SYSTEMS to SCHOOL					

2.   How valuable do you perceive peer study groups to be in assisting principals to demonstrate the qualities, proficiencies, and leadership skills associated with:

	5	4	3	2	1
VISION					
SCHOOL CULTURE and INSTRUCTION					
MANAGEMENT and SAFE ENVIRONMENT					
COMMUITY COLLABORATION					
PROFESSIONAL and ETHICAL BEHAVIOR					
RELATING POLITICAL, SOCIAL, ECONOMIC, CULTLURAL, LEGAL SYSTEMS to SCHOOL					

3.   How valuable do you perceive support networks to be in assisting principals to demonstrate the qualities, proficiencies, and leadership skills associated with:

	5	4	3	2	1
VISION					
SCHOOL CULTURE and INSTRUCTION					
MANAGEMENT and SAFE ENVIRONMENT					
COMMUITY COLLABORATION					
PROFESSIONAL and ETHICAL BEHAVIOR					
RELATING POLITICAL, SOCIAL, ECONOMIC, CULTLURAL, LEGAL SYSTEMS to SCHOOL					

Very Valuable = 5   Valuable=4   Moderately Valuable=3   Slightly Valuable=2   Not Valuable=1

4. How valuable do you perceive <u>administrator portfolios</u> to be in assisting principals to demonstrate the qualities, proficiencies, and leadership skills associated with:

	5	4	3	2	1
VISION					
SCHOOL CULTURE and INSTRUCTION					
MANAGEMENT and SAFE ENVIRONMENT					
COMMUITY COLLABORATION					
PROFESSIONAL and ETHICAL BEHAVIOR					
RELATING POLITICAL, SOCIAL, ECONOMIC, CULTLURAL, LEGAL SYSTEMS to SCHOOL					

5. How valuable do you perceive <u>team training for school improvement</u> to be in assisting principals to demonstrate the qualities, proficiencies, and leadership skills associated with:

	5	4	3	2	1
VISION					
SCHOOL CULTURE and INSTRUCTION					
MANAGEMENT and SAFE ENVIRONMENT					
COMMUITY COLLABORATION					
PROFESSIONAL and ETHICAL BEHAVIOR					
RELATING POLITICAL, SOCIAL, ECONOMIC, CULTLURAL, LEGAL SYSTEMS to SCHOOL					

6. How valuable do you perceive <u>school visitations</u> to be in assisting principals to demonstrate the qualities, proficiencies, and leadership skills associated with:

	5	4	3	2	1
VISION					
SCHOOL CULTURE and INSTRUCTION					
MANAGEMENT and SAFE ENVIRONMENT					
COMMUITY COLLABORATION					
PROFESSIONAL and ETHICAL BEHAVIOR					
RELATING POLITICAL, SOCIAL, ECONOMIC, CULTLURAL, LEGAL SYSTEMS to SCHOOL					

7. How valuable do you perceive <u>coaching</u> to be in assisting principals to demonstrate the qualities, proficiencies, and leadership skills associated with:

	5	4	3	2	1
VISION					
SCHOOL CULTURE and INSTRUCTION					
MANAGEMENT and SAFE ENVIRONMENT					
COMMUITY COLLABORATION					
PROFESSIONAL and ETHICAL BEHAVIOR					
RELATING POLITICAL, SOCIAL, ECONOMIC, CULTLURAL, LEGAL SYSTEMS to SCHOOL					

<u>Very Valuable = 5</u>　　　<u>Valuable=4</u>　<u>Moderately Valuable=3</u>　<u>Slightly Valuable=2</u>　<u>Not Valuable=1</u>

8.   How valuable do you perceive <u>traditional "one shot" workshop/session</u> to be in assisting principals to demonstrate the qualities, proficiencies, and leadership skills associated with:

	5	4	3	2	1
VISION					
SCHOOL CULTURE and INSTRUCTION					
MANAGEMENT and SAFE ENVIRONMENT					
COMMUITY COLLABORATION					
PROFESSIONAL and ETHICAL BEHAVIOR					
RELATING POLITICAL, SOCIAL, ECONOMIC, CULTLURAL, LEGAL SYSTEMS to SCHOOL					

9.   How valuable do you perceive a <u>series of related workshops/sessions</u> to be in assisting principals to demonstrate the qualities, proficiencies, and leadership skills associated with:

	5	4	3	2	1
VISION					
SCHOOL CULTURE and INSTRUCTION					
MANAGEMENT and SAFE ENVIRONMENT					
COMMUITY COLLABORATION					
PROFESSIONAL and ETHICAL BEHAVIOR					
RELATING POLITICAL, SOCIAL, ECONOMIC, CULTLURAL, LEGAL SYSTEMS to SCHOOL					

10.   How valuable do you perceive <u>other activities or processes in which you have engaged</u> to be in assisting principals to demonstrate the qualities, proficiencies, and leadership skills associated with:

	5	4	3	2	1
VISION					
SCHOOL CULTURE and INSTRUCTION					
MANAGEMENT and SAFE ENVIRONMENT					
COMMUITY COLLABORATION					
PROFESSIONAL and ETHICAL BEHAVIOR					
RELATING POLITICAL, SOCIAL, ECONOMIC, CULTLURAL, LEGAL SYSTEMS to SCHOOL					

CURRICULUM VITAE
KAREN BITONTI LARRY

EDUCATION

Marshall University, Huntington, West Virginia
      Doctor of Education in Educational Leadership, 2006
West Virginia University, Morgantown, West Virginia
      Master of Arts in Education Administration, 1984
      Master of Arts in Speech Communication, 1975
Fairmont State College, Fairmont, West Virginia
      Bachelor of Arts in Education, 1968

CERTIFICATION

State of West Virginia, Professional Teaching Certificate
      Endorsements: English and Speech, 7-12, Permanent
State of West Virginia, Professional Administrative Certificate
      Endorsements: Superintendent, K-12, Renewal 6/30/2010
      Principal Junior/Senior High School, 7-12, Renewal 6/30/2010
      Supervisor General Instruction, K-12, Renewal 6/30/2010
      Elementary/Middle/Junior High School Principal, K-8, Renewal 6/30/2010
      Vocational Administration, 5-Adult, Renewal 6/30/2010

PROFESSIONAL EXPERIENCE

1969-1970   Teacher, Monongalia County Schools, Morgantown, West Virginia
1971-1972   Substitute Teacher, Barbour County Schools, Philippi, West Virginia
1972-1981   Teacher, Barbour County Schools, Philippi, West Virginia
1981-1983   Director, Barbour County Teachers' Center (BCTC), Philippi, West Virginia
1983-1985   Director BCTC/Teacher Barbour County Schools, Philippi, West Virginia
1985-1987   Teacher, Barbour County Schools, Philippi, West Virginia
1980-1981   Adjunct Professor Alderson-Broaddus College, Philippi, West Virginia
1987-present Coordinator, Assistant Director, Administrative Assistant, Executive Assistant, West Virginia Department of Education, Charleston, West Virginia
2002-2004   Adjunct Professor Wheeling Jesuit University, Wheeling, West Virginia