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Focus and Priority Schools: How Principals Enact Leadership Responsibilities to Increase Student Achievement in Selected Mid-Western Counties

Jeffery P. Boggan
Western Michigan University, bogganjp@gmail.com

FOCUS AND PRIORITY SCHOOLS: HOW PRINCIPALS ENACT LEADERSHIP RESPONSIBILITIES TO INCREASE STUDENT ACHIEVEMENT IN SELECTED MID-WESTERN COUNTIES

by

Jeffery P. Boggan

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Doctoral Committee:

Walter L. Burt, Ph.D., Chair
Jianping Shen, Ph.D.
Mark Rainey, Ed.D.

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This study explored principal leadership in selected midwestern school districts as it relates to the use of Marzano et al.'s (2005) 21 responsibilities to improve student achievement. Using a phenomenological approach, this study sought to determine how principals: (a) enact leadership practices that correlate to Marzano et al.'s second-order change attributes; and (b) address barriers and prioritize the leadership responsibilities that support second-order change.

Ten principals participated in this study. Data were obtained through semi-structured interviews, card sorting, and daily checklists. Findings revealed that the majority of participants held similar beliefs about enacting the leadership responsibilities identified by Marzano et al. (2005). One second-order change responsibility, Monitor/evaluate, was identified by the majority of participants as being among their top seven leadership practices. Data from across the three data streams showed that most participants use second-order change responsibilities on a daily basis. The majority of participants described five out of seven second-order change responsibilities as being among those most frequently used. Lack of time, district and state mandates, lack of resources, community, student skill and motivation, attendance, and student behavior

were the most commonly discussed barriers. Participants believed that enacting leadership practices such as balancing time, relationship building, utilizing resources, communication, outreach, affirmation, supporting student learning, and supporting teacher development helps to overcome these barriers.

Findings from this study support previous research, but also add to the literature by examining principal leadership through the lens of Marzano et al.'s (2005) 21 responsibilities and second-order change. Recommendations for future research and professional development include: (a) replication of the study, (b) exploration of how principals become skillful in enacting both first and second-order change, and (c) the development of training and mentoring programs at university, district, and state levels. Overall, it is hoped that this study will assist principals in shaping and fine tuning how they enact leadership responsibilities to increase student achievement.

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CHAPTER I

INTRODUCTION

Over time, the role of the principal has evolved from that of a manager to that of an instructional leader. The principal as an instructional leader is expected to create and support the conditions necessary for improving student achievement. An increasing body of research suggests that there is, in fact, a significant and positive relationship between principal leadership and student achievement (Waters, Marzano, & McNulty, 2003). Yet, less is known about specific leadership behaviors that lead to second-order change, or dramatic changes in school culture necessary to promote student achievement (Marzano, Waters, & McNulty, 2005). As principals are required to increase student achievement amidst school reform efforts, additional research is needed concerning practices that lead to second-order change and improved student performance.

This study on principal leadership and student achievement was an exploration of the ways in which principals draw guidance from research on leadership as they work through barriers to raising student achievement. Using multiple qualitative methods and taking a phenomenological approach, I attempted to determine how attributes of second-order change as identified by Marzano and colleagues (2005) help principals in selected midwestern school districts adapt their leadership behaviors to improve student achievement in their respective schools.

Overview

Excellent schools typically have excellent principals (Leithwood, 2003). The principal is known to nearly all in a school as the leader. Throughout the history of U.S. schools, the nature of principal leadership has continued to evolve and be redefined. As noted by Smith (2006), "…historically, principals have functioned as middle managers, one link in a bureaucratic chain that extends from policy makers to students" (p. 34). In the early 1900s, the Industrial Revolution and urbanization elevated the value given to organizational management. During this period, growing school districts placed an increased emphasis on standardized practices, and the specialization of school administration began to be formalized (Kowalski, 2006). As larger schools replaced one-room schoolhouses, two roles, principal-teacher and assistant teacher, appeared, and the teaching functions of the principal teacher were slowly replaced with administrative duties (Spring, 2001). The resulting hierarchy of supervision and administrative control made possible a uniform system of education. Within this uniform system of education, principals were expected to monitor the activities of teachers and students for school improvement. Specifically, principals were to maintain reports, observe lessons, and manage the common activities and business of their schools (Bradley, 1992; Spring, 2001).

Brooks and Miles (2006) labeled the era in principal leadership before World War II the First Wave of Scientific Management. This era was dominated by the rational management of Taylor, among others, and was characterized by buzzwords such as *efficiency, control,* and *effectiveness* (Brooks & Miles, 2006). The overriding emphasis was on following protocols and procedures that led to the most efficient and effective

administrative practices. The post-World War II era was a period of dramatic transformation, with growing numbers of students, trends toward centralization, and advancing technologies symbolized by the Sputnik moment. These transformations spurred educational innovation and improvement in U.S. schools, and "drastically increased the complexity of educational leadership" (Beck & Murphy, 1993, p. 199). Principals were expected to draw from the knowledge base of education, business, sociology, and psychology, and be capable of defending their practices with the theoretical and empirical knowledge of those disciplines (Brooks & Miles, 2006).

The 1966 publication of *Equality of Educational Opportunity,* also referred to as *The Coleman Report,* is often cited as a catalyst for research on student achievement and effective schools. This study, conducted by James Coleman at the direction of Congress, revealed evidence of disparities in achievement among children of different races and economic statuses. Based on these disparities, Coleman declared that access to schooling and school quality did not necessarily ensure satisfactory results in student learning. He concluded that student achievement had little to do with class size, textbooks, physical structures, or teacher experience; but, rather, was attributed to factors such as a student's natural ability or aptitude, socioeconomic status, and home environment (Coleman et al., 1966).

Coleman et al.'s (1966) assertion that differences in school quality had little effect on student achievement was soon challenged (see Edmonds, 1979; Weber, 1971). By analyzing schools that were successful in educating all students regardless of socioeconomic status or family background, new discoveries in school effectiveness emerged. This body of research indicated that all children have the ability to learn, and

school factors are primary in assuring student mastery of core curriculum (Levine & Lezotte, 1990). Researchers also identified common characteristics of effective schools such as strong leadership, a sense of mission, effective instructional behaviors, high expectations, frequent monitoring of achievement, and operating in a safe and orderly manner (Edmonds, 1978). Overall, the research conducted during the 1970s led to the adoption of the humanistic approach among educational leaders, with a focus on total student development. Principals also became public relations experts, seeking to gain positive interactions with the community (Beck & Murphy, 1993).

During the 1980s, new educational reforms were developed that included teacher empowerment, decentralization of the governance of schools, redefinition of roles and responsibilities for stakeholders, examination and selective abandonment of standardized testing, and fundamental classroom-level teaching changes. According to Hallinger, Murphy, and Hausman (1992), this reform embraced not the management style of leadership exhibited during the 1970s, but leadership through shared governance. It was in the early 1980s, which saw the beginning of the "effective schools" research, that the principal's role shifted to that of instructional leader (Leithwood, 1988).

The current wave of education reform emphasizes student and teacher accountability, requiring even more change from principals. According to Carlin (1992), the role of the building-level principal has transformed from that of supervisor and manager to visionary leader. Similarly, Elmore, Abelman, and Fuhrman (1996) suggested that the position of high school principal now vacillates between a leadership role and a managerial role. Beck and Murphy (1993) argued that this vacillating role often consists of contradictory demands. Principals are expected to actively transform,

restructure, and redefine schools, while simultaneously holding organizational positions traditionally connected to resisting change and maintaining stability.

Since the latter part of the 20th century, schools are held accountable for student performance through scores on state and national assessments, further changing the role of the principal. As a result, administrators must now focus on leading while simultaneously supporting the intellectual and emotional work of teachers (Hargreaves, Moore, & Manning, 2001). As suggested by Sergiovanni (1995), this required a shift from principals primarily thinking about "what works" to how to improve student learning. Today, the overarching goal of the high school principal is to empower teachers and build a collaborative culture for the purpose of creating effective learning organizations and school communities based on clearly identified principles and values (Covey, 1992; Lambert, 1998; Speck, 1999).

An increasing amount of research suggests that principals make a difference and can affect student achievement (Hallinger & Leithwood, 1996). Much of this research consists of studies that investigate effective schools and the qualities of sound leadership (e.g., Bolman & Deal, 2001; Collins, 2001; Covey, 1990; Kouzes & Posner, 2002; Leithwood, Louis, Anderson, & Wahlstom, 2004; Lezotte, 1991; Marzano et al., 2005; Witziers, Bosker, & Kruger, 2003). Their findings indicate that sound leadership has a positive impact on organizational improvement, and highlight the principal as a key factor in school success (Barton, 2005; Cotton, 2003; Edmonds, 1979; Leithwood, 2004). Waters, Marzano, and McNulty (2003) synthesized over 5,000 studies on the effects of principal leadership practices on student achievement. According to the results of their analysis, there is a statistically significant positive correlation between effective

principals and student achievement. Based upon the preponderance of evidence found within the research literature, it can be concluded that principal behaviors matter.

With the growing body of evidence concerning the impact of principal leadership on student achievement, many studies have also identified important principal leadership responsibilities (Gronn, 2002). Given the increasingly complex demands and challenges with which principals are confronted, one way to make a seemingly impossible job more manageable is to achieve clarity on what leadership behaviors and practices are the most important (The Wallace Foundation, 2003). The seminal study, *How Leadership Influences Student Learning*, asserted that leadership was the second most important school-based factor in children's academic achievement, and noted that there were few, if any, cases of troubled schools turning around without effective leaders (Leithwood et al., 2004).

With the perceived importance of leadership, it is reasonable that an effective principal is thought to be a necessary precondition for an effective school (Marzano et al., 2005, p. 5). A particularly noteworthy finding, reinforced in a major study by researchers at the Universities of Minnesota and Toronto, is the empirical link between school leadership and improved student achievement (Wallace Foundation, 2010). Effective principals work relentlessly to improve achievement by focusing on the quality of instruction. They help define and promote high expectations, they attack teacher isolation and fragmented effort, and they connect directly with teachers and the classroom (University of Washington, 2009).

Research continues to demonstrate that school improvement and student achievement are the result of leadership focused on the academic program, assessment

data, and professional development (Ruebling, Stow, Kayona, & Clarke, 2004). Leadership does make a difference in student achievement, although, research consistently indicates this difference is primarily indirect (Hallinger & Heck, 1999; Imants, & DeBrabander, 1996; Sergiovanni, 2005; Witziers, Bosker, & Kruger, 2003). Learning and leading are inextricably linked, given that a school with a high capacity for leading has the ability to develop students with a high capacity for learning (Lambert, 2003). Andrew and Soder (1987) found greater gains in student academic achievement in schools with strong principal leadership. While there is considerable speculation about the strength of the relationship linking principal leadership behavior with student achievement, there is a body of research that offers compelling support concerning principal leadership and its indirect impact on improving student achievement (Hallinger & Heck, 1998).

It is widely acknowledged that leadership affects organizations (Ogawa & Bossert, 1995), and this notion holds true for schools as well (Day, Harris, & Hadfield, 2001; Fullan, 2002; Hallinger, Bickman, & Davis, 1996; Hallinger & Heck, 1998; Hallinger & Heck, 1999). Principal leadership is critical to the achievement of students (Murphy, 1998). A study by Andrew and Soder (1987) indicated that the behaviors of instructional leaders had a significant impact on the performance of student achievement, especially for low achieving students. Their findings showed that, as perceived by teachers, achievement scores in reading and mathematics showed significant gains in schools with strong instructional leaders when compared to schools with weak instructional leaders. Similarly, a study exploring the relationship between leadership and student achievement for the years 1980 through 1995 conducted by Hallinger and

Heck (1998) showed leaders have an indirect, but measurable, effect on how well students achieve in their schools. The greatest influence principals exercised was through the development and implementation of a clear vision, a coherent mission, and attainable goals.

As previously mentioned, the link between the principal leadership style, culture, and student achievement is indirect. Accumulating evidence has shown that principals influence student achievement indirectly through a variety of practices. These practices include establishing school goals; setting high student and staff expectations; organizing classrooms; allocating resources; promoting a positive and orderly learning environment; and communicating with school staff, parents, and community groups rather than directly through training teachers to better instruct, visiting classrooms, and making frequent teacher evaluations (Griffith, 1999, p. 287).

As the role of principal continues to progress, principals have evolved from just instructional leaders or master teachers, to transactional leaders, and most recently, to transformational leaders (Fullan, 1991). Such administrators advocate excellence in student performance by building a system of relationships with stakeholders in their schools (Hallinger & Heck, 2000). These relationships help create positive environments where all students can learn (Andrews, Basom, & Basom, 1991; Dwyer, 1984). The principal is the pivotal person within the school. They affect the quality of individual teacher instruction, the height of student achievement, and the degree of efficiency in school functioning (Barth, 1990; Fitzpatrick, 1997).

Leadership from the principal is vital. Standards set by the No Child Left Behind (NCLB) Act leave principals with no choice but to ensure that their schools meet

expected proficiency standards in student achievement outcomes. The 21st century principal, much like those of the 1950s and 1960s, must demonstrate leadership in multifaceted situations while concurrently managing the day-to-day operations of the building. According to Marzano et al. (2005), effective educational organizations contain certain characteristics. Among these characteristics are: (1) a clear mission and goals that help to set the tone of the learning environment in individual classrooms (Bamburg & Andrews, 1990; Duke, 1982), and (2) the organization of curriculum and instruction (Bossert, Dwyer, Rowan, & Lee, 1982; Cohen & Miller, 1980, Eberts & Stone, 1988; Oakes, 1989) (p. 5).

Various standards have been developed to help ensure the quality of school principals. The Council of Chief State School Officers (CCSSO, 1996) spent two years developing a set of model standards for school leaders. Personnel from 24 state education agencies and representatives from various professional associations formed the Interstate School Leaders Licensure Consortium (ISLLC). The standards they developed represent a common core of knowledge, dispositions, and performances that are expected of school leaders. Many states, as part of school administrator certification, require written exams based on these standards:

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

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

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

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (pp. 10-21)

As shown through the overview provided, principal leadership has an extensive history in U.S. schools, and there is a great deal of research that supports the relationship between principal leadership and student achievement. Nevertheless, there continues to be a gap in what is known about specific behaviors of principal leadership that lead to

organizational change and increased student achievement. Many scholars now believe that principals influence student learning through their interactions with teachers, and by shaping the features of the school organization (Cuban, 1989; Hallinger, & Leithwood, 1996; Heck, 1992). Yet, relatively few studies have examined how principal leadership interacts with intervening school-level variables to yield improvement in student learning. This study was conducted to bridge the gap concerning practices of principal leadership and its effect on student achievement.

Statement of the Problem

There are certain attributes associated with principal leadership behaviors, which have a direct impact on improving student achievement (Marzano et al., 2005). Marzano and colleagues identified 21 statistically significant leadership responsibilities:

1. Monitoring/Evaluating
2. Culture
3. Ideals/Beliefs
4. Knowledge of Curriculum, Assessment, and Instruction
5. Involvement in Curriculum, Assessment, and Instruction
6. Focus
7. Order
8. Affirmation
9. Intellectual Stimulation
10. Communication
11. Input
12. Relationship

13. Optimizer
14. Flexibility
15. Resources
16. Contingent Rewards
17. Situational Awareness
18. Outreach
19. Visibility
20. Discipline
21. Change Agent (p. 69)

When consistently implemented, these responsibilities have a substantial impact on student achievement (Waters et al., 2003). However, the research literature suggests that the influence of principal leadership behavior is more questionable when considering the influence of principal leadership behavior on initiating second-order change (Marzano et al., 2005). Principals are in need of practices that will help guide their reform efforts to improve student achievement amidst the growing demand for improved student performance (Wallace Foundation, 2010).

One of the more pressing problems that principals face is making a determination as to which of the 21 responsibilities produce the desired results needed to improve student performance, particularly as it relates to individual school needs and community demographics (Marzano et al., 2005). Cotton (2003) argued that educational leadership is not a finite job description. Rather, the term *educational*

leader encompasses many tasks and characteristics. As noted by Lunenburg and Irby (2006),

> Effective school research has indicated that the principal, as the instructional leader, is critical to keeping a school focused on instruction, to setting a constructive climate and high expectation in standards and goals towards improved student achievement, to working to ensure a common curriculum, and towards providing leadership for teaching. (p. 71)

Equally important to this issue are the complexities involved, and the negative reactions principals often receive when attempting to implement both first and second-order change (Marzano et al., 2005).

There is a lack of research that clearly discerns how principals can utilize Marzano et al.'s (2005) 21 leadership factors to help guide their school reform efforts. Therefore, there is the need for additional research to indicate how principals may use both first- and second-order change to navigate through the complex shoals of improving school performance. More specifically, there is a need for additional research to help school reformers understand to a greater degree how they may utilize these 21 attributes in their everyday practices and individual leadership behavior to bring about needed changes in their individual school settings.

Findings from my study will be of particular interest to principals who are leading reform in schools with serious student achievement challenges, and where time is running out for meeting NCLB requirements. While knowing which of Marzano's leadership factors are most likely to support second-order change is a valuable aid to principals, there is still much that is unknown concerning how principals should negotiate these factors and adapt their day-to-day leadership actions to reform school practices. More information is needed about the actual processes principals undergo as they attempt to change themselves and their schools in fundamental, second-order ways.

Background of the Problem

That the principal has an indirect impact on student achievement has been established through decades of research (Hallinger & Heck, 1996). In an attempt to explicate the importance principals have on improving student achievement in some of the more impoverished schools in the United States, Edmonds' (1979) seminal research study identified five major principal attributes that were highly correlated to high performing schools. These attributes, which he called effective school correlates, were distinguished by the following characteristics:

> Promote an atmosphere that is orderly without being rigid, quiet without being oppressive, and generally conducive to the business at hand; Frequent monitoring of pupil success; Ensure that staff understands that it is incumbent upon them to be instructionally effective for all pupils; Set clearly stated goals and learning objectives; Develop and communicate a plan for dealing with reading and mathematics; Demonstrate strong leadership with a mix of management and instructional skills. (p. 384)

Other early research also associated the principal with successful schools. A 1970 U.S. Senate Committee Report on Equal Educational Opportunity (U.S. Congress, 1970) identified educational leadership as the single most influential condition of a school. In this report, the author makes the following observations:

> In many ways, the school principal is the most important and influential individual in any school. He or she is the person responsible for all activities that occur in and around the school building. It is the principal's leadership that sets the tone of the school, the climate for teaching, the level of professionalism and morale of teachers, and the degree of concern for what students may or may not become. The principal is the main link between the community and the school, and the way he or she performs in this capacity largely determines the attitudes of parents and students about the school. If a school is a vibrant, innovative child-centered place, if it has a reputation for excellence in teaching, if students are performing to the best of their abilities one can almost always point to the principal's leadership as the key to success. (p. 56)

During the 1980s, a preoccupation among policymakers with educational productivity recast issues of administrative leadership largely in terms of its effects on student learning. As a result, policymakers and researchers sought evidence concerning the effects of principals on one particular school outcome–student achievement on standardized tests. The paucity of well-designed studies of principal effects, however, forced researchers and policymakers to draw conclusions from studies that were never

designed to address this issue (Murphy et al., 1988; Murphy, Hallinger, & Mitman, 1983; Rowan et al., 1982). Bossert and colleagues (1982) made the following observation:

> No single style of management seems appropriate for all schools…principals must find the style and structures most suited to their own local situation…a careful examination of quantitative studies of effective schools…suggests that certain principal behaviors have different effects in different organizational settings. Such findings confirm the contingency approach to organizational effectiveness found in current leadership theories. (p. 38)

In spite of the problematic aspects of some of the early research concerning principal effectiveness and student achievement, strong leadership does have an impact on student learning (Hallinger & Heck, 1998). Research on effective schools shows the importance of principal instructional leadership behaviors in promoting higher levels of student achievement (Andrews & Soder, 1987; Edmonds, 1979; Hallinger, Bickman, & Davis, 1996; Hallinger & Heck, 2000). Nevertheless, researchers have only recently identified specific instructional leadership behaviors related to improving teaching and learning processes (Blasé & Blasé, 1998).

The increasing demands brought on by the NCLB Act have had a tremendous influence on principal leadership and its role in increasing student achievement. The purpose of NCLB is to fulfill the promise for equity and quality for all children in the nation's public school system as was articulated in Brown v. Board of Education. NCLB ushered in a new role for educational leaders in that school leadership is now driven by data from educational outcomes as measured by individual state assessment tests. This

legislation compelled states to conduct annual student assessments linked to state standards in order to identify schools that are failing to make adequate yearly progress (AYP) towards the stated goal of having all students achieve proficiency in reading and math by 2013-14, and to institute sanctions and rewards based on each school's AYP status (Dee & Jacob, 2010).

A fundamental motivation for NCLB legislation is the notion that publicizing detailed information on school-specific performance, while also linking test performance to meaningful sanctions, can improve the focus and productivity of public schools (Dee & Jacob, 2010). There are specific directions regarding how schools are to reform when they have not achieved AYP. The issue of restructuring schools that have not achieved AYP, however, continues to be a major platform issue in education. When a school does not achieve AYP over a three-year period, specific NCLB sanctions call for removal of one of the key change agents–the principal.

The need for principals to find new and better ways to increase student achievement is apparent. One of the barriers principals deal with concerning student achievement is teacher perceptions and expectations. Teacher perceptions of student actions are often influenced by their ability rather than effort in assessing the academic potential of students (Bamburg, 1994). Lumsden (2000) found that teachers' unconscious biases and assumptions about student potential have a substantial effect on performance, as students with low expectation are given fewer opportunities to perform. Another barrier principals have regarding student achievement is the attitudes and beliefs of students. Students that lack motivation have low self-expectations, often become frustrated, and achieve at low levels. Still another barrier that principals are challenged

with is the family. Issues such as high mobility, low level of parent education, and poverty create obstacles for students that result in detachment from the learning process and low achievement in schools.

In addition to the barriers that have been listed above, principals must also address the culture of their schools, which can create additional barriers to student success. Principals must ensure academic opportunities for all students, and promote the expectation that all students regardless of individual circumstances can succeed. Principals across the country are charged with responsibility as instructional leaders to create environments where curriculum and instructional techniques result in high student achievement. Renchler (2000) found one of the most effective ways to increase motivation and excitement for learning is through changing the school culture. Principals who successfully manage their school's culture have been found to increase both teacher and student motivation, and impact student achievement. As indicated throughout this chapter, however, there is little research that documents specific leadership behaviors that result in meaningful second-order changes in school culture.

Purpose of Study

The purpose of this phenomenological study was to explore how principals enact leadership practices that correlate to Marzano et al.'s (2005) second-order change attributes. In addition, I investigated how selected principals addressed barriers and prioritized the leadership responsibilities that support second-order changes needed to improve academic achievement.

Research Questions

Principals in the state of Michigan must demonstrate the ability to increase student achievement despite challenging variables such as student poverty and low building budgets. While these variables, as well as others, can pose challenges to educators, state standards still have to be met. It is the principal's responsibility to respond to the unique circumstances his or her community and school present, while concomitantly serving as the instructional leader who guides his or her staff and students into a promising future. Given that the purpose of my study is to help explain principal leadership practices that correlate positively with student achievement and second-order change, the following research questions were explored:

1. Which of Marzano et al.'s (2005) 21 leadership responsibilities did principals utilize most in attaining high student achievement in Focus and Priority schools? And,
2. What barriers did these principals encounter in implementing the most frequent responsibilities? How did they overcome these barriers?

Conceptual Framework

Contextual variables such as school demographics, student demographics, principal background, school process, and principal action have been shown to have some impact on student achievement. Improving student achievement is a multifaceted endeavor with many complexities, including the relationship between the principal and the context in which they are leading. Contextual variables such as grade-level, school size, the organization and governance of the district, and the scale of administrative obligations are all factors that compound a principal's ability to exercise effective leadership (Blank, 1987; Bossert, 1988; Brookover & Schneider, 1975; Heck, Larsen, & Marcoulides, 1990). The socioeconomic status and culture of the community are also

factors that can influence the leadership behaviors principals utilize to achieve positive school outcomes (Goldring, 1986; Hallinger & Murphy, 1983).

Rutter (1988) contended that effective principals possess the ability to manipulate the structures that have an impact on school performance. This includes internal organizational structures within the school and surrounding systemic political structures. According to Slezak (1984), an ideal leader "energizes the system, generates the magic that makes everyone want to do something extra, and exhibits the optimism that it takes for progress to occur" (p. 3). This capacity is what Kouzes and Posner (1995) refer to "as a performing art, a collection of practices and behaviors that mobilize others to want to struggle for shared aspirations" (p. 30), shown in the conceptual model for improving student achievement illustrated in Figure 1. This model is based upon relevant literature.

According to Yukl (2006), researchers have largely avoided the study of reciprocal relationships between school leadership and the context within which leadership is practiced. Furthermore, as noted by Hallinger (2003), "it is virtually meaningless to study principal leadership without reference to school context" (p. 346). As mentioned, improving schools and student achievement is a multifaceted and complex process that involves a multitude of contributing factors, one of which is the interrelationship between the leader and the context in which leadership is practiced (Waters, Marzano, & McNulty, 2004). The scope and magnitude of the impact of specific leadership behaviors has never been clearly defined, which therefore leaves ambiguity as to which behaviors may be of more importance, and which leadership behaviors have links to specific outcomes (Heck, 1992; Heck & Marcoulides, 1993; Kroeze, 1984; Waters & Grubb, 2004).

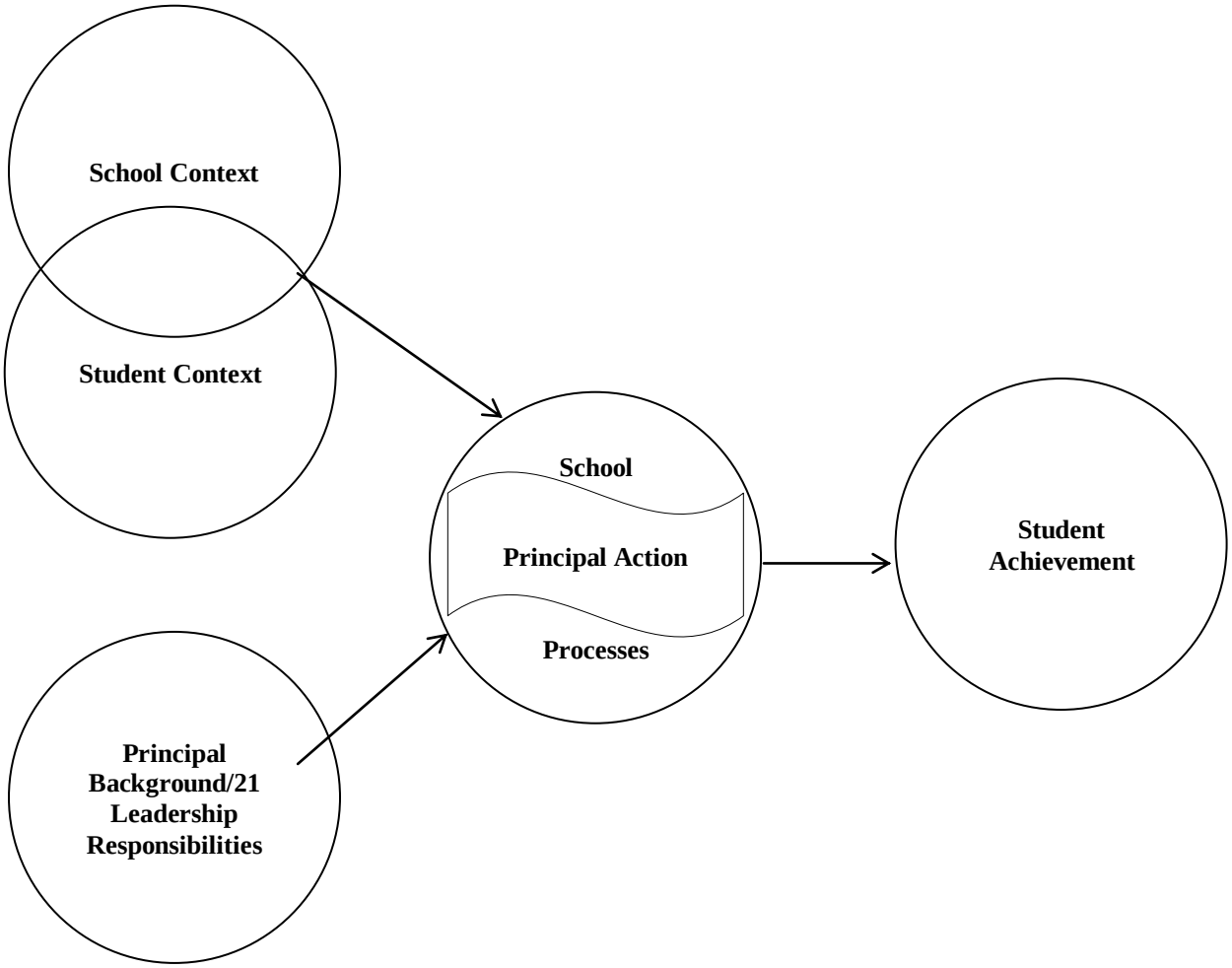

Figure 1. Conceptual Map of Leadership Behaviors Leading to Student Achievement

Methodology

My research utilized multiple qualitative methods taking a phenomenological approach. This phenomenological study took place in schools that have been identified by the state of Michigan as Focus and Priority Schools. Because phenomenological research is useful in depicting the essence of human experiences concerning a phenomenon this methodology will guide the development of this study. Creswell (2009) defined "phenomenology as a research strategy of inquiry in which the researcher identifies the essence of human experiences about a phenomenon as described by participants" (p. 13). Moustakeas (1994) described phenomenology as a research strategy that "seeks meanings from appearances and arrives at essences through intuition and reflection on conscious acts of experience, leading to ideas, concepts judgments, and understandings" (p. 58). Understanding the "lived experiences" marks phenomenology as a philosophy as well as a method, and the procedure involves studying a small number of subjects through extensive and prolonged engagement to develop patterns and relationships of meaning (Moustakas, 1994). In this process, the researcher "brackets" his or her own experiences in order to understand those of the participants in the study (Nieswiadomy, 1993).

The phenomenological approach is especially useful in situations to address meanings and perspectives of research participants. The major concern of phenomenological analysis is to understand "how the everyday, inter-subjective world is constituted" (Schwandt, 2000) from the participants' perspective. Phenomenological studies are characterized by the following process according to Creswell (1998):

1. The researcher needs to understand the philosophical perspectives behind the approach, especially the concept of studying how people experience a phenomenon.

2. The investigator writes research questions that explore the meaning of that experience for individuals and asks individuals to describe their everyday lived experience.
3. The investigator collects data from individuals who have experienced the phenomenon under investigation. Typically, this information is collected through long interviews.
4. In the phenomenological data analysis, protocols are divided into statements or horizonalization; units are transformed into clusters of meaning, tying the transformation together to make a general description of the experience including textural description, what is experienced, and structural description, i.e., how it is experienced.
5. The phenomenological report ends with the reader having a better understanding of the essential, invariant structure of the experience.

As a research design, phenomenological study is beneficial when one wants to "return to experience in order to obtain comprehensive descriptions that provide the basis for a reflective structural analysis that portrays the essences of the experience" (Moustakas, 1994, p. 13). According to Groenewald (2004),

> The operative word in phenomenological research is *described.* The aim of the researcher is to describe as accurately as possible the phenomenon, refraining from any pre-given framework, but remaining true to the facts. The phenomenologist is concerned with understanding social and psychological phenomena from the perspectives of people involved. (p. 5)

Phenomenological research design provides an understanding of the themes and patterns portrayed by the study's participants. The participants in this study were asked open

ended interview questions, such that their specific experiences could be identified. As a result, the phenomenological methodology chosen for this study provided a framework consisting of two categories: (1) second-order change in leadership behavior, and (2) student achievement.

Sample

The target sample for my study consisted of 10 middle and high school principals from 10 Michigan Focus Schools and five Michigan Priority Schools. Focus Schools can be described as schools with the largest achievement gaps. Achievement gaps are defined as a large difference between the average scale score for the top 30% of students and the bottom 30% of students according to the achievement gap component within the Top-to-Bottom ranking (Michigan Department of Education, 2011). Focus Schools are the 10% of Michigan schools having the widest gaps in student achievement. These schools have the greatest issues in supporting their lowest achieving students, whether their overall performance is high or low (Michigan Department of Education, 2011). These schools also include some otherwise high-achieving schools that normally would not be expected to have low achieving students. Priority Schools can be described as schools identified in the bottom 5% of the statewide Top to Bottom ranking (Michigan Department of Education, 2011). Reward Schools are schools with a graduation rate of less than 60% for three consecutive years. These schools received SIG (School Improvement Grant) funds to implement a turnaround model and were identified in 2010 or 2011 as PLA (Persistently Low Achieving) Schools (Michigan Department of Education, 2011).

The schools in my study are located in urban, suburban, and rural areas that have yet overcome identifiable barriers to student achievement, such as low economic status, race and ethnicity, or proficiency with the English language. According to the Institute of Education Sciences National Center for Education Statistics (2009) the three types of communities are defined as follows:

> **Urban:** A central city of a Consolidated Metropolitan Statistical Area (CMSA) or Metropolitan Statistical Area (MSA).
>
> **Suburban:** Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Mid-City or Large City, and defined as urban by the Census Bureau. Also any incorporated place or Census Designated Place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.
>
> **Rural:** An incorporated place or Census Designated Place with a population less than 25,000 and greater than 2,500 and located outside a CMSA or MSA. Also any incorporated place, Census Designated Place, or non-place territory designated as rural by the Census Bureau.

Data Collection

My study explored: (a) which of Marzano et al.'s (2005) 21 leadership responsibilities are used most frequently by principals of Focus Schools; and (b) the barriers they encounter when implementing the most frequent responsibilities, and how they overcome the barriers. The overall goal of my study was to learn from these exemplary principals and share their learning with the large professional community. Data for my study was generated from a variety of sources including structured interview,

daily log, and tasks. I formally interviewed each principal using the same 10 questions that correspond with the research questions.

Validity

Overall, qualitative research is fitting when variables are difficult to define or identify (Creswell, 1998). Some of the benefits specifically associated with phenomenological research are in-depth understanding of individual phenomena and rich data from the experiences of individuals (Van Manen, 1990). One particular issue associated with validity in qualitative research is *transferability*. Transferability refers to the degree to which the results of qualitative research can be generalized or transferred to other contexts or settings, and addresses the core issue of "how far a researcher may make claims for a general application of their [sic] theory" (Gasson, 2004, p. 98). It is achieved when the researcher provides sufficient information about the self (i.e., the researcher as instrument), and the research context, processes, participants, and researcher–participant relationships to enable the reader to decide how the findings may transfer (Marrow, 2005). Accordingly, I gave special attention to describing my role as a researcher, explaining thoroughly the data collection methods, and examining the findings of my study within the context of previous research.

Another issue associated with validity in qualitative research is *credibility*. According to Patton (1990), the credibility or trustworthiness of the researcher is especially important in qualitative research, as it is the person who is the major instrument of data collection and analysis. The background and experience of the researcher are therefore significant. Alkin, Daillak, and White (1979) suggested that trust in the researcher is just as important as the adequacy of the data collection process itself.

As the researcher, I am a secondary administrator with training and experiences similar to those of the participants in this study, which helped to ensure trustworthiness among participants, and aided in being able to have prolonged engagement during interviews. Credibility can also be produced through triangulation, which involves the use of different sources of data. According to Guba (1981), and Brewer and Hunter (1989), the use of different methods in concert compensates for their individual limitations and exploits their respective benefits. In this study, triangulation occurred through the use of three streams of data, along with member checks wherein participants read their transcripts for accuracy and to determine if the ideas, behaviors, and self-reported events described were typical or atypical of their lived experiences.

Data Analysis

According to Creswell (2007) data analysis can be completed in three steps:

1. Preparing and organizing the data,
2. Reducing the data into themes through a process of coding and condensing codes, and
3. Representing the data in figures, tables, or a discussion (p. 148).

The goal of analyzing the interview and daily log data in this study was to develop conclusions to determine the degree to which each principal's leadership effects student achievement. My study utilized the following data analysis procedures as described by Marshall and Rossman (1999): (a) organizing data; (b) generating themes and assertions; (c) coding data; (d) testing emergent understandings; (e) searching for alternative explanations; and (f) writing. Categorization and coding was used for the purpose of data reduction. This, of course, helped to better interpret the descriptions of the perceptions of the participants for comprehensible findings and conclusions.

Significance of Study

School districts across the country are looking for principals who are qualified and equipped with the knowledge and skill sets to lead schools with students achieving at high levels. As noted by Edmonds (1979), "One of the most tangible and indispensable characteristics of effective schools is that they have strong administrative leadership" (p. 22). My study attempted to address the growing concern of principal leadership and student achievement by exploring areas that previous studies have failed to address. Specifically, my study viewed principal leadership through the lens of the 21 principal leadership responsibilities identified by Marzano and colleagues (2005).

Delimitations

Delimitations of a study address how a study is narrowed in scope (Creswell, 2002). The focus of my study was on exploring principal leadership practices and how they address barriers to gain student achievement. To do this, I gathered data from 10 principals in urban, rural, and suburban districts who lead schools that have been identified by the state of Michigan as Focus and Priority Schools (Michigan Department of Education, 2012). I was specifically interested in ways in which these principals leverage resources, and how they worked through barriers to adapt their leadership practices to the factors that correlated with both leading second-order change in their schools and raising student achievement.

Limitations

As mentioned, this phenomenological study used purposive sampling consisting of 10 principals in urban, rural, and suburban districts who lead schools that have been identified by the State of Michigan as a Focus and Priority School. The main goal of

purposive sampling is to focus on key characteristics of a population that will facilitate answering of the research questions. Limitations of purposive sampling as described by Creswell (2002) are primarily related to generalizability. Because my study utilized purposive sampling, it was not generalizable to all schools or school districts. The findings of my study are limited to those principals who participate in this study.

A second limitation of this study is the use of self-report. Credibility is an overarching issue in the use of self-report. As Sedikides and Strube (1995) noted, accuracy is not the only motive shaping self-perceptions. Among the other powerful motives are consistency seeking, self-enhancement, and self-presentation (Robins & John, 1997). Moskowitz (1986) recognized that self-reports contribute to response biases, which according to Paulhus (1991), involve "a systematic tendency to respond to a range of questionnaire items on some basis other than the specific item content (i.e., what the items were designed to measure)" (p. 17). For example, people may respond to present themselves favorably, even if these responses do not reflect how they actually think or behave (Paulhus, 1991). Overall, according to Schwarz (1999), "self-reports are a fallible source of data, and minor changes in question wording, question format, or question context can result in major changes in the obtained results" (p. 93).

Finally, there are both benefits and threats associated with phenomenological research. A few of the threats associated with phenomenological research are (a) the subjectivity of data leads to difficulties in establishing reliability and validity of approaches and information, (b) it is difficult to detect or to prevent researcher induced bias, and (c) there can be difficulty in ensuring pure bracketing which can lead to interference in interpretation of the data (Van Manen, 1990).

The Role of the Investigator

I have worked in the high school setting for approximately 10 years, the last eight years of which have been in the role of assistant principal. I assist the building principal in the improvement of instruction and school-wide discipline. In addition, I assist the principal by overseeing a freshman and sophomore academy, building-wide discipline, and security. I further assist the building principal on team development and curriculum through both formal and informal activities, while establishing clear lines of communication regarding school goals and practices with teachers and parents. Throughout my years as a secondary administrator I have been confronted daily with the challenge of being a quality leader, instructional leader, and helping students achieve. Clearly there is no one solution; yet, I believe there are leadership responsibilities that when properly administered, have a positive impact on students and staff alike.

As the investigator in this study, I obtained permission to conduct the study from each of the principals identified as a potential participant. A letter was sent to the principal detailing all aspects of the study, and assurance will be given that all ethical guidelines will be adhered to. Each principal was informed of his or her rights to participate or not to participate, as well as all responses being confidential. The principals were informed that all data collected would be utilized in aggregate form.

Definition of Terms

Barrier: Those factors that impede student performance. These factors include, but are not limited to such matters as low economic status, race, ethnicity, and proficiency with the English language (Payne, 2005).

First-order change: First-order change assumes innovation is assimilated into existing beliefs and perceptions, and is rejected when it does not fit into the current framework (Marzano, Waters & McNulty, 2005).

Second-order change: Second-order change addresses the existing framework of perceptions and beliefs, or paradigm, as part of the change process (Marzano, Waters & McNulty, 2005).

Principal leader behavior: Behaviors and decision-making that principals use to create positive and/or negative school cultures, positive and/or negative ideals/beliefs, and positive and/or negative monitoring/evaluating (Marzano et al., 2005).

Student Achievement: The state's assessment for measuring student progress on the State's adopted curriculum (Michigan Department of Education, 2006).

CHAPTER II

LITERATURE REVIEW

As discussed in Chapter I, the purpose of my study was to explore how principals enact leadership practices that correlate to Marzano, Waters, and McNulty's (2005) second-order change attributes in order to raise student achievement. The following review of literature places the purpose of this study in context by examining educational leadership from the early 1600s to the present, accountability measures currently placed on principals to improve student achievement, as well as the types of change necessary to attain high student achievement. Accordingly, this chapter is divided into three primary sections: (a) the historical development of schools, school leadership, and principal leadership in the United States; (b) principal leadership and its impact on student achievement; and (c) second-order change and school leadership responsibilities.

The Historical Development of Schools, School Leadership, and Principal Leadership in the United States

For centuries, people have assumed that leadership is critical to the success of any institution (Marzano et al., 2005). As such, principal leadership is thought to be vital to school effectiveness. Over time, the nature of principal leadership in the United States has undergone significant changes, as has the nature of schools and general school leadership principles. The paragraphs below discuss the historical development of schools, school leadership, and principal leadership in the United States, with particular emphasis on changes in roles and expected outcomes.

Historical Development of Schools

Before the Revolutionary War, elementary education varied greatly among the North American English colonies. Some colonies required the schooling of all children as early as the 1600s, while others left education to the discretion of parents, churches, and other community groups. As colony populations increased, it became common practice for towns to authorize town councils, also known as selectmen, to manage schools. These selectmen formed special school committees to assist with tasks such as selection and certification of teachers, supervision of instruction, examination of pupils, school visits, payment of teachers, school supplies, and securing places for schools to meet (Kowalski, 2006).

Soon after the American Revolution, the nation's founders recognized that the approach to schooling utilized at that time was disorganized and inadequate to educate the people of the developing nation. Therefore, an array of systematically distributed communities across the new country was devised, each drawn mathematically and organized with its own local government and education systems. The founders hoped this system would inspire citizens to take ownership of their municipalities, thereby ensuring the continuation of the democracy and, as stated by the Supreme Court in *Cooper v. Roberts* (1855), "Plant in the heart of every community the same sentiments of grateful reverence for the wisdom, forecast, and magnanimous statesmanship of those who framed the institutions of these new States." Their intent was to spread democracy across the new country in a system of self-governed townships, which had at their heart public schools that would instill and further these democratic ideals.

The Congress of Confederation's Survey Ordinance of 1785 provided further organization of school systems among the states by allotting land for the establishment of schools. This ordinance had two major mandates; first, the Northwest Ordinance specifically mandated that any new state, in order to be admitted to the Union, must adopt a Republican (i.e., democratic) form of government. Second, the ordinance broadly declared that schools and education should forever be encouraged. Many of the Revolutionary War leaders, most notably Thomas Jefferson, held a fervent belief in the importance of education. They believed that public education was the only means to ensure that citizens were prepared to exercise the freedoms and responsibilities granted in the Constitution, and thereby preserve the ideals of liberty and freedom.

The practice of using land grants to support education was not a new idea in 1785. Before independence, many American colonies supported schools through land endowments, a practice rooted in European and even ancient Greek and Egyptian origins (Culp et al., 2005). By the end of the 18th century, there was a general consensus in favor of using the "public bounty" for the support of common schools, and many citizens saw widespread schooling as beneficial to both the Union and the common good. By the 1800s, schooling was considered a right, and new states clamored for federal support for their school systems (Tyack, James, & Benavot, 1987).

In 1828, Delaware became the first state to appoint a county official whose sole duty was school supervision. This is the origin of the office of the county school superintendents. As mentioned above, schools were originally managed by the church or from wealthy or prominent laymen who were often heavily influenced by the church. The association between schools and the church was natural; schoolmasters were often

ministers of the church, or subject to its supervision (Kowalski, 2006). The county officials first appointed by the state of Delaware were unique in that their primary obligation was to the schools, not church or business. Their tasks included visiting and supervising schools, keeping official records, selection, certification, and assignment of teachers, and arbitrate county and district boundary disputes. Buffalo, New York is credited with having appointed the first superintendent of schools in 1837 (Kowalski, 2006).

Historical Development of School Leadership

Much has been said about leadership. Kotter (1996) was quoted as saying. "In the most commonly known historical model, leadership is the providence of the chosen few" (p. 176). Bass (1990) noted that leadership is "one of the world's oldest preoccupations" (p. 3). He defined leadership in the following terms:

> Leadership is an interaction between two or more members of a group that often involves structuring or restructuring of the situation and the perceptions and expectations of the members. Leaders are agents of change – persons whose acts affect other people more than other people's acts affect them. Leadership occurs when one group member modifies the motivation or competencies of others in the group. (pp. 19-20)

James Burns (1978), a key contributor to leadership theories, defined leadership in a similar way: "Leadership is leaders inducing followers to act for certain goals that represent the values and motivations – the wants and needs, the aspirations and expectations – of both leaders and followers" (p. 19).

According to Stogdill (1948), research on leadership was launched from a psychological perspective based on the overriding assumption that leaders possessed extraordinary personality attributes, abilities, skills, and physical characteristics others did not have. Stogdill (1974) explored leadership from a trait perspective and identified the following characteristics of successful leaders:

> The leader is characterized by a strong drive for responsibility and task completion, vigor and persistence in pursuit of goals, venturesomeness and originality in problem solving, drive to exercise initiative in social situations, self-confidence and sense of personal identity, willingness to accept consequences of decision and action, readiness to absorb interpersonal stress, willingness to tolerate frustration and delay, ability to influence other persons' behavior, and capacity to structure social interaction systems to the purpose at hand (p.81).

As school leadership continued to evolve, educators of the mid-19th century explicitly modeled their leadership behaviors after factory practices that were prevalent at the time. Machine-age thinking first became the foundation for organization and management during the 18th century when Frederick the Great, the Prussian ruler, achieved military successes by instituting standardization, uniformity, and drill training (Senge, 2000, pp. 29-30). During the 19th century, industrialists patterned their organizations directly after Frederick the Great's army, utilizing mechanistic structures such as the chain of command, the line, staff organizations, and the training and development approach to learning (Senge, p. 30).

The organization as machine eventually found prototypical embodiment in the assembly line factory. As scientific progress manifested itself in new and increasingly powerful technologies, these technologies were incorporated into the assembly line, enabling previously unimaginable increases in labor productivity. The assembly line

produced an unparalleled number of uniform manufactured objects more rapidly than ever before. By 1880, according to business historian Alfred Chandler, Jr., four-fifths of the people working on the production of goods were working in mechanized factories. Because of its societal influence, assembly line principles pervaded the perception concerning how children should be educated, and was manifested through the following beliefs:

1. Children are deficient and schools fix them.
2. Learning takes place in the head, not in the body as a whole.
3. Everyone learns, or should learn, in the same way.
4. Learning takes place in the classroom, not in the world.
5. There are smart kids and dumb kids (Senge, 2000, pp. 35-42).

Consequently, the model for educating children took on a mechanistic approach whose design was based upon the following tenets:

1. Schools are run by specialists who maintain control.
2. Knowledge is inherently fragmented.
3. Schools communicate the truth.
4. Learning is primarily individualistic and competition accelerates learning (Senge, 2000, pp. 43-48).

Educating the masses prior to 1900 was quite challenging. The industrial revolution had an impact on the social, political, and economic lives of all Americans; however, the change in education was significant (Murphy, 2006). The Industrial Revolution shifted America's economy from an agricultural base to an industrial base, and ushered in change concerning how leaders should treat their followers. Furthermore,

the Industrial Revolution and urbanization elevated the value placed on organizational management. As school districts grew, there was an increased emphasis placed on standardized practices, and the specialization of school administration was formalized (Kowalski, 2006). This created a paradigm shift to a new theory of leadership in which common people gained power by virtue of their skills (Clawson, 1999).

From the late 1800s through the early 1900s, the educational goals established for children were centered on their needs and interests by involving a curriculum that was based on hands-on instruction, now commonly referred to as *project learning.* John Dewey was the first person in the literature to recognize the need to covert from the subject-centered and rigid methods of education that existed at that time (Murphy, 2006). Dewey promoted educating the whole child. Students were viewed as total organisms with physical, social, emotional, and intellectual needs. Accordingly, Dewey believed that a child's education should be conducted through a learning experience and problem-solving process. While the pendulum of today's educational practices appears to have moved away from Dewey's methods, there is wide speculation that certain elements of American education are returning to this early philosophy.

Another key contributor to school leadership theory during this time period was Max Weber, a German sociologist. Weber was most influential for his observations on "…the parallels between the mechanization of industry and the proliferation of bureaucratic forms of organization" (Morgan, 1997, p. 17). Weber (1946, 1964) developed his study of social change by describing the role of leaders who possess "a certain quality of an individual personality by virtue of which he is set apart from ordinary men" (1964, p. 329). According to Weber, leaders are those who, in part,

because of their unique individual capacities, are able to set up broad orientations, proposed new norms, articulate new goals, establish organizational frameworks, and mobilize the resources; actions that are fundamental to institution building in any social system.

Still another key contributor to theory during this era was Frederick Taylor. His approach to leadership was considered more precise than others, and was heavily grounded in engineering principles and practices. The work of Taylor led to the development of "scientific management," which was more technological in nature than any of its predecessors (Hersey, Blanchard, & Johnson, 1996). Person (1947) describes Taylor's work as follows:

> First, discovery by experiment of the best way of performing and the proper time for every operation and every component unit of an operation: in the light of the state of the art, the best material, tool, machine, manipulation of tool or machine, and the best flow of work and sequence of unit operations. These data were classified, indexed and lodged in the data files for use as new orders came along. Second, a new division of labor as between management and workers: the assignment to management of the responsibility for discovering these best ways of performing units of operations, and the further responsibility of planning operations and actually making available at the proper time and place, and in the proper quantity, the materials, tools, instructions and other facilities required by the workers. (pp. 10-11)

Taylor fused the perspective of an engineer into management with a strong emphasis on control, ruthless efficiency, quantification, and predictability. He initiated time-and-motion studies to analyze work tasks and improve worker productivity in an attempt to achieve the highest level of efficiency possible (Morgan, 1997). The function of the leader under scientific management theory was to establish and enforce performance criteria to meet organizational goals; therefore, the focus of a leader was on the needs of the organization and not on the individual worker.

Overall, organizational research was focused on overcoming the perceived shortcomings of classical and scientific schools of management. Elton Mayo's *Hawthorne Studies* focused on the work situation and its effect on leaders and followers, and found that the reactions of human beings influence their work activities as much as the formal design and structure of the organization (Maslow, 1959). Conducted between 1927 and 1932 at Hawthorne Works of the Western Electric Plant, these studies had a significant impact on the study of leadership. The concept the *Hawthorne effect*, refers to the phenomenon wherein managers within an organization demonstrates a genuine concern for its employees creating increased production as a result of participating in something valuable (Boyd, 2007; Lovett, 2004).

After the *Hawthorne Studies,* a new theory of organizations and leadership began to emerge based on the idea that individuals operate most effectively when their needs are satisfied. Maslow's (1959) hierarchy of needs posited that once a worker's physiological, security, and social (intrinsic) needs were met, productivity would only be possible if the employee's ego and self-actualizing (extrinsic) needs were also met. Herzberg's (1966) motivation-hygiene theory provided insights into the goals and incentives that tend to

satisfy a worker's needs. According to Herzberg, people have two categories of needs, which he termed *hygiene* (i.e., environmental factors such as working conditions, company policies, etc.) and *motivators* (i.e., factors involving the job itself). An employee's intrinsic and extrinsic needs could and should be addressed simultaneously.

Herzberg (1959) believed that research on workers attitudes toward the job could help solve difficulties through understanding factors that adequately motivated workers. To examine what motivates workers, Herzberg queried over 200 engineers and accountants that worked in a heavy industry plant in Pittsburgh. Specifically, Herzberg's study sought answers to three major questions: (1) What were the attitudes of workers concerning their jobs? (2) What gave rise to these attitudes? and (3) What outcomes resulted from these attitudes? In discussing sources of good times, workers tended to recall events related to achievement, recognition, work itself, responsibility, and advancement. In other words, these were sources of satisfaction motivator factors. Workers reporting sources of bad times tended to recall events related to company policy and administration, supervision-technical, salary, recognition, and interpersonal relations with supervisor. These were sources of dissatisfaction hygiene factors. From the results of his study, Herzberg concluded that paying attention to motivator factors increases job satisfaction, but does not affect job dissatisfaction. He further concluded that paying attention to hygiene factors decreases job dissatisfaction, but does not increase job satisfaction.

Though each decade of the last century brought forth a new direction for leadership, there is a general consensus among researchers that the overall system of school leadership has thus far failed to be considerate of contextual, moral, or ethical

issues in decision-making processes (Heck & Hallinger, 2005). As theories of educational leadership gravitate to business management and social science research, the current re-culturing of schools necessitates a shift from management to education, with a focus on aspects of school administration corresponding to the increased accountability requirements from federal, state, and local governments (Murphy, 2002; Redding, 2006).

Effective school leaders know the importance of aligning all parts of their organizations with efforts to increase student achievement, especially as it relates to meeting district and state standards and goals. Effective school leaders also know that it is necessary to understand the complexity and interdependency of systems within an organization when implementing change to achieve desired results (Darling-Hammond, 1997; Fullan, 2005, 2006; Sarason, 1991; Schlechty, 2005; Senge, 2006). The consideration of the system as a whole requires what Senge and colleagues (2000) termed *systems thinking*, which is defined as "the ability to understand interactions and relationships in complex, dynamic systems" (p. 239). As Darling-Hammond noted, "The solution to the problems of school failure, inequality, and underachievement do not lie within individual schools or fragments of the system, but will depend on major structural changes throughout the system as a whole" (p. 292).

Leaders with an understanding of systems thinking are able to use the concepts of continuous incremental improvement, organizational learning, and feedback loops to promote systemic change (Thornton, Peltier, & Perreault 2004). Systemic change refers to changing the system rather than merely making a change within the system (Sarason, 1991). The system as a whole becomes the focus of the reform, rather than just a fragmented part of the system (Jenlink, 1995).

Senge (2000) identified five learning disciplines, of which systems thinking is just one. The others include learning disciplines include: (1) *personal mastery*, defined as the awareness of one's current reality and vision for the future; (2) *mental models*, the subconscious internal pictures of the world that influence behavior; (3) *shared visions;* and (4) *team learning*, which can occur within any group of members if the other disciplines have been addressed. Applying these concepts to an educational context, Senge (2000) reinforced the power of learning organizations, stating, "The learning disciplines…offer teachers and administrators genuine help for dealing with the dilemmas and pressures of education today" (p. 7). Senge (2006) suggested that by recognizing the patterns and interrelatedness of structures, leaders are more able to remain focused, to predict unforeseen forces, and to bring about the desired change.

Historical Development of Principal Leadership

The principal, as the school leader, is often identified as the dominant force behind successful schools (Bell, 2001; Green, 1994). Edmonds (1979) argued that the most tangible and indispensable characteristic of effective schools is strong administrative leadership. Administrative behavior, policies, and practices in schools, therefore, have a significant impact on school effectiveness.

The principal-teacher model began in the 19th century at the high school level. As this role evolved, teaching and other duties became overly time-consuming and principal responsibilities shifted to leadership and managing the school (Goldman, 1966). At the turn of the 20th century, principal leadership revolved around the philosophy that the principal could serve a moral, or spiritual, role by being attuned to the problems experienced by students. This philosophy was based on the belief that human beings

could be shaped to fit a specific vision of what was considered perfect (Brooks & Miles, 2006).

Beginning in the 1920s and continuing in to the 1960s, principals were seen as administrative managers who supervised the day-to-day aspects of the school (Hallinger, 1992). During World War II, the discipline of educational leadership was built on the democratic principles prevalent at the time, wherein school leaders were expected to imbue their students with distinctively American values. In this way, the principal was viewed as a community leader as well as a school leader.

The post-World War II era was a period of dramatic transformation with growing numbers of student, trends toward centralization, and advancing technologies symbolized by the Sputnik moment. The Soviet Union's success in sending a satellite to space before the United States caused journalists and state and federal politicians to view the rigor of American education with extreme skepticism (Amrein & Berliner, 2002). This challenged the country to make improvements in such areas such as science, math, and military superiority (Beck & Murphy, 1993). As a result, there were tremendous changes made in the way children were taught, as educators sought to increase American children's knowledge in science and math content areas. Demands for more rigorous science and mathematics curriculum placed a demand on the federal government to increase funding for science and mathematics in public schools (Bybee, 1998). In 1958, Congress passed the National Defense Education Act (NDEA), which provided substantial funding for increasing math and science offerings in America's public schools (Arif & Smiley, 2003). The Act also established testing of students in the core content areas to determine where improvements were needed in these areas.

Post-Sputnik era initiatives from the federal government spurred the development of civil rights legislation, desegregation, litigation, and compensatory education programs (Malen, 2003). During the late 1960s and early 1970s, there was a growing propensity on the part of the federal government to become more involved in the improvement of the quality of instruction in U.S. public schools. As principals of this time started to manage programs, especially federally funded programs like special and bilingual education, there was a shift in the principal's role towards equity and curriculum reform (Hallinger, 1992). This new role pushed principals from being individuals who maintained the status quo during the 1920s up to the 1960s, to change agents during the 1960s and 1970s (Hallinger, 1992). It was during this time that the transition toward instructional leadership from the principal was first evidenced. Nevertheless, as Hallinger suggested, while principals in the 1960s and 1970s were concerned with making changes, there was not equal concern about the overall effectiveness of these changes and their impact on student performance.

The 1960s and 1970s also brought about efforts to improve the professionalism of school principals by engaging the support of external stakeholders in principal development (Brooks & Miles, 2006). Principal leadership became a more specialized discipline, with courses on curriculum development, supervision, personnel development, and group coordination (Brooks & Miles, 2006). Beyond coursework, the federal government's role in the operations of public school districts, and an increase in the influence of special interest groups on the quality of instruction in public education also influenced the professional nature of principals. For the first time in public school

history, the professional success of school principals became contingent upon the support of external stakeholder groups.

Changes during the 1970s led to the adoption of the humanistic approach among educational leaders, with a focus on total student development. Principals also became public relations experts, seeking to gain positive interactions with the community (Beck & Murphy, 1993). Principals were considered visionaries during this time, and were expected to draw from the knowledge base of education, business, sociology, and psychology, and be capable of defending their practices (Brooks & Miles, 2006). This decade saw no changes among principals as it relates to instructional programming, which ultimately became a theme during the 1980s, as research stressed the importance of principals as instructional leaders focused on the teaching and learning of both students and faculty (Beck & Murphy; Brooks & Miles; Grogan & Andrews, 2002).

The shift toward instructional leadership in the 1980s was a response to the public's desire for schools to raise standards and improve students' academic performance (Hallinger, 1992; Hallinger, 2003; Leithwood, 1994). For students to be successful learners, teachers had to be successful instructors. For well over a century, the principal had served in the role of a middle manager between the central office administration and teaching staff. Now, principals were challenged to develop caring school communities where strong character emerged from encouraging students to be successful learners (Sergiovanni, 1999). The principal as an instructional leader became the primary source of educational expertise in the building (Marks & Printy, 2003).

Instructional leadership, narrowly defined, focuses on leadership functions directly related to teaching and learning (Murphy, 1988). Murphy (1990) noted that

principals in productive schools where the quality of teaching and learning were strong, demonstrated instructional leadership both directly and indirectly. Although these principals practice a conventional rather than a shared form of instructional leadership, they emphasized four sets of activities with implications for instruction: (1) developing the school mission and goals; (2) coordinating monitoring and evaluating curriculum, instruction and assessment; (3) promoting a climate for learning; and (4) creating a supportive work environment. It was argued that implementation of these leadership tasks were necessary to improve school functioning and student achievement.

Student achievement was a significant issue in the 1980s. The 1983 report issued by the National Council on Educational Excellence (NCCE) entitled, *A Nation at Risk,* highlighted the dismal failure of public education. This report revealed that the country was imperiled not from an external threat, but from one of its own creation. The report concluded that U.S. schools were in "shambles" and threatened by the "rising tide of mediocrity" (National Commission on Excellence in Education, 1983, p. 15), which resulted in a call for more rigorous standards and accountability mechanisms to bring the United States out of the educational slump and into competition with the industrialized world, especially the Soviet Union and Japan (Amerin & Berliner, 2003). One of the major shortcomings of the *Nation at Risk* study, however, was that it relied heavily upon states and local governments to address this prevailing problem (Lutz & Merz, 1992). Overall, this was one of the driving forces that led to contemporary school reform.

As the effective schools movement gained attention in respect to principal leadership and student achievement, Edmonds (1982) formally identified five characteristics of effective schools in a paper entitled, "Programs of School

Improvement: An Overview." The philosophy behind effective schools was that all students could learn if prescribed approaches were utilized. The correlates of effective schools were research based and incorporated the following tenets: (a) strong administrative leadership, (b) a safe orderly school environment, (c) clear instructional focus on academics, (d) frequent monitoring of student success, and (e) the belief that all children can learn (Boysen, 1992).

Student achievement continued to be a focus of principal leadership into the 2000s. In 2001, President George W. Bush reauthorized the Elementary and Secondary Education Act of 1965, and strengthened the federal commitment to high academic standards (No Child Left Behind, 2007). This act, also known as No Child Left Behind (NCLB), promised extra support, increased flexibility for local schools, and increased accountability as measured by performance on standardized tests (Landgraf, 2003).

Principal Leadership and Its Impact on Student Achievement

Historically, the pressure to educate students was at all levels. With the creation of contemporary school accountability systems, the responsibility for educating students is now placed primarily at the local level, most frequently with school leaders. As noted by Cooley and Shen (2003), "The increase in pressure has resulted in a call for more effective principal leadership to address student achievement" (p. 11). Transcending traditional roles of the school leader, this pressure challenge principals to build teams and encourage the informal leadership capacity of others who have a stake in the school. Leadership is becoming less about the leaders themselves, and more about the collective learning and collaborative shaping of schooling in general, and the shaping of knowledge in particular (Williams-Boyd, 2005, p. 278). Principals are increasingly the focus of

school reform programs. "Principals find themselves in the, 'eye of the storm' as society conditioned by instant gratification and change expects immediate results from the latest reform efforts" (Cooley & Shen, p. 13).

It is clear that the creation of standards and accountability dramatically changed the role of the principal (Adams & Kirst, 1999; Coffey & Lashway, 2002; Cooley & Shen, 2003; Copland, 2001; Ferrandino, 2001; Portin, Shen, & Richards, 1998; Tirozzi, 2001). The school principal has always been expected to perform a variety of roles (Hallinger, 2005); however, prior to the standards and accountability era, principals were viewed as managers of schools (Bonstingl, 2001; Copland, 2001; Elmore, 1999; 2000; Tirozzi, 2001). Principals now have a critical role in creating and maintaining effective school programs for all students (Burrello, Schrup, & Barnett, 1992). According to the Council of Administrators of Special Education, Inc. (1993), principals are responsible for overseeing all aspects of the curriculum, including plans for students with a range of educational needs.

While principals are responsible for overseeing all aspects of school curriculum, they are also responsible for attaining organizational goals, maintaining integration of the organizational system, adapting to forces in the organization's external environment, and establishing and maintaining cultural patterns (Sergiovanni, Burlingame, Coombs, & Thurston, 1992). Issues such as single parent families, homelessness, substance abuse, suicide, teen pregnancy, and unemployment challenge educators in meeting the educational and social needs of students. Schools leaders who cling to traditional assembly line patterns of school organization are unable to provide appropriate and equitable educational opportunities to a variety of students (Giangreco, 1992).

Historically, U.S. public schools were set up using a factory model, with short class periods to acquire basic skills, orderly rows of desks, limited student involvement, and hierarchical management structures. This system is no longer functional (Blankstein, 1993). Today's society demands very different learning objectives, teaching approaches, management structures, and support for teachers and students (Peterson, Leroy, Field, & Wood, 1992).

Much has been said about the nature of changing school systems. Journalist and scholar, Charles Silberman (1971), published *Crisis in the Classroom: The Remaking of American Education*. His intended audience was teachers and students, school board members and taxpayers, public officials and civic leaders, newspaper and magazine editors and readers, television directors and viewers, and parents and teachers. Silberman hoped that the readers would reevaluate America's ineffective educational system. In this regard, he identified three major fronts for an improved pedagogical approach. Kevin Costley (2009) identified these advancements below:

1. **Education and the Whole Man.** This particular movement advocated for "old-fashioned, good values" in which people should live and stand for such principles as honesty, caring, loving, good-will, mutual respect, sharing, concern for others, as well as other human character traits;
2. **Education Must Have Purpose.** To this end, Silberman believed that education is not only a mean of transmitting knowledge, abilities, and skills, but also values of societies, culture, history, and long-standing traditions; and

3. **Education Must be Reformed.** For this to occur, Silberman argued that (a) prospective teachers must be given alternative pictures of what teaching and learning can be, along with the techniques they need to implement them: (b) teachers should always be students of learning; and (c) teachers should endeavor to understand how the quality of human relationships in the classroom can encourage learning or prevent it from occurring. (pp. 2-6)

As mentioned above, ideas such as those of Silberman (1971) were part of the effective schools movement. The effective schools movement, commonly known as effective schools research, began in 1979 with Ron Edmonds, a professor at Harvard University (Hoy & Miskel, 2001; Sweeney, 1982). Focused on analysis of the entire school building rather than one particular program, Edmonds (1979) identified five characteristics of effective schools: (1) an orderly environment; (2) emphasis on basic skills; (3) frequent evaluations of student progress; (4) high expectations; and (5) strong instructional leadership by the principal.

On February 17, 2009, President Barack Obama signed the American Recovery and Reinvestment Act of 2009, Pub. L. 111-5 (ARRA) into law. The ARRA provided 787 billion dollars of federally financed economic stimulus funding to schools through a combination of spending programs and reductions in business and individual taxes. Its purpose includes preserving and creating jobs and promoting economic recovery; assisting those most impacted by the recession; investing in transportation, environmental protection, and other infrastructure to provide long-term economic benefits; and stabilizing state and local government budgets (Guidance to State Agencies Regarding Funds Received under the American Recovery and Reinvestment Act, 2009). The State

of Michigan received hundreds of millions of dollars of ARRA funds, and was selected as one of the 16 states to be part of a core group that will be monitored over the next three years to provide an analysis of the use of funds under the ARRA (Guidance to State Agencies Regarding Funds Received Under the American Recovery and Reinvestment Act, 2009). Governor Jennifer Granholm identified five key priorities for spending Michigan's share of the economic recovery dollars:

> Create new jobs and jumpstart Michigan's economy; Train Michigan workers and educate Michigan student for the good jobs here today, and the new jobs we create tomorrow; Rebuild Michigan infrastructure – roads, bridges, water and sewer systems, mass transit, broadband, health information technology, and schools; Provide assistance for struggling Michigan families, helping them make ends meet; and Invest in energy efficiency and renewable energy technologies to create jobs, save money, and reduce our reliance on fossil fuels. (Michigan Women Commission, 2009, pp. 2)

Second-order Change and School Leadership Responsibilities

According to Marzano (2005), "…research over the last 35 years provides strong guidance on specific leadership behaviors for school administrators and that those behaviors have well-documented effects on student achievement" (p. 7). The Mid-continent Research for Education and Learning (McREL) group conducted meta-analyses of 69 studies involving 2,802 schools, and over 14,000 teachers. Ten of these studies focused solely on high school students, and included 371 schools total. Based on these meta-analyses, Marzano identified 21 leadership responsibilities and corresponding

behaviors, which placed a renewed focus on the ability of school leadership to affect student achievement. He concluded that, "…our general finding of a .25 average correlation is compelling and should stir school leaders to seek ways to improve their leadership skills" (p. 32). Furthermore, Marzano argued that all 21 leadership behaviors are necessary for first-order change. First-order change was defined as incremental change, or the obvious next steps to improvement. Conversely, second-order change was defined as "dramatic departures from the expected, both in defining a given problem and in finding a solution" (p. 66).

Table 1 describes Marzano et al.'s (2005) 21 leadership practices, and depicts them in relation to first and second-order change. The first three practices, promoting cooperation, a sense of wellbeing, and cohesion among staff, may be all that is needed from leadership for successful implementation of change; however, these first three practices are insufficient to fulfill second-order change. According to Waters et al. (2003), second-order changes require leaders to work far more deeply with staff and the community. They note, however, that it is possible for second-order changes to disrupt cooperation, a sense of wellbeing, and cohesion. Second-order changes may confront group identities, change working relationships, challenge expertise and competencies, and move people into stages of conscious incompetence, none of which is conducive to cooperation, cohesion, and a sense of well-being. Nevertheless, depending on school context, both first and second-order changes can lead to gains in student achievement. Waters et al. suggested that to be effective, school leaders must become adept at leading both first and second-order changes.

Table 1

Leadership Responsibilities and Effect Sizes in Relation to First- and Second-order Change

Leadership Responsibilities & Effect Sizes	**Appropriate for First-Order Change** ⟵ **Practices** ⟶ **Appropriate for Second-Order Change**
Culture (.29) *The extent to which the principal fosters shared beliefs and a sense of community and cooperation.*	• Promotes cooperation among staff • Promotes a sense of wellbeing • Promotes cohesion among staff • Develops shared understanding of purpose • Develops a shared vision of what the school could be like
Order (.26) *The extent to which the principal establishes a set of standard operating procedures and routines.*	• Provides and enforces clear structures, rules, and procedures for students • Provides and enforces clear structures, rules, and procedures for staff • Establishes routines regarding the running of the school that staff understand and follow
Discipline (.24) *The extent to which the principal protects teachers from issues and influences that would detract from their teaching time or focus.*	• Protects instructional time from interruptions • Protect/shelters teachers from distraction
Resources (.26) *The extent to which the principal provides teachers with the material and professional development necessary for the successful execution of their jobs.*	• Ensures that teachers have necessary materials and equipment • Ensures that teachers have necessary staff development opportunities that directly enhance their teaching

Table 1–Continued

Leadership Responsibilities & Effect Sizes	Appropriate for First-Order Change → Practices → Appropriate for Second-Order Change	
Curriculum, instruction, and assessment (.16) *The extent to which the principal is directly involved in the design and implementation of curriculim, instruction, and assessment practices.*	• Ensures that teachers have necessary materials and equipment • Is involved with teachers to address instructional issues in their classrooms • Is involved with teachers to address assessment issues	
Focus (.24) *The extent to which the principal establishes clear goals and keeps those goals in the forefront of the school's attention.*	• Established concrete goals for all curriculum, instruction, and assessment • Establishes concrete goals for the general functioning of the school • Continually keeps attention on established goals	• Establishes high concrete goals and expectations that all students meet them
Knowledge of curriculum, instruction, and assessment (.24)[a] *The extent to which the principals knowledgable about current curriculum, instruction, and assessment practices.*	• Is knowledgable about instructional practices • Is knowledgable about assessment practices • Provides conceptual guidance for teachers regarding effective classroom practice	
Visibility (.16) *The extent to which the principal has quality contact and interactions with teachers and students.*	• Makes systematic and frequent visits to classrooms • Maintains high visibility around the school • Has frequent contact with students	

Table 1–Continued

Leadership Responsibilities & Effect Sizes	Appropriate for First-Order Change ⟵ Practices ⟶ Appropriate for Second-Order Change	
Contingent rewards (.15) *The extent to which the principal recognizes and rewards individual accomplishments.*	• Recognizes individuals who excel	• Uses perfromance vs. senority as the primary criterion for reward and advancement • Uses hard work and results and the basis for reward and recognition
Communication (.23) *The extent to which the principal establishes stong lines of communication with teachers and among students.*	• Is easily accessible to teachers • Develops effective means for teachers to communicate with one another • Maintains open and effective lines of communication with staff	
Outreach (.28) *The extent to which the principal is an advocate and spokesperson for the school to all stakeholders.*	• Assures that the school is in compliance with district and state mandates • Advocates on behalf of the school in the community • Advocates for the school with parents of the students • Ensures that the central office is aware of the school's accomplishements	
Input (.30) *The extent to which the principal involves teachers in the design and implementation of important decisions and policies.*	• Provides an opportunity for input on all important decisions	• Provides opportunites for staff to be involved in developing school policies • Uses a leadership team in decision-making
Affirmation (.25) *The extent to which the principal recognizes and celebrates school accomplishments and acknowledges failures.*	• Systematically and fairly recognizes and celebrates accomplishments of teachers • Systematically and fairly recognizes and celebrates accomplishments of students	• Systematically acknowledges failures and celebrates accomplishments of the school

Table 1–Continued

Leadership Responsibilities & Effect Sizes	Appropriate for First-Order Change ← Practices → Appropriate for Second-Order Change
Relationships (.19) *The extent to which the principal demonstrates an awareness of the personal aspects of teachers and staff.*	• Remains aware of personal needs of teachers • Maintains personal relationships with teachers • Is informed about significant personal issues within the lives of staff • Acknowledges significant events in the lives of staff
Change agent (.30)[a] *The extent to which the principal is willing to and actively challenges the status quo.*	• Consciously challenges the status quo • Is comfortable leading change initiatives with uncertain outcomes • Systematically considers new and better ways of doing things
Optimizer (.20)[a] *The extent to which the principal inspires and leads new and challenging innovations.*	• Inspires teachers to accomplish things that might seem beyond their grasp • Portrays a positive attitude about the ability of the staff to accomplish substantial things • Is a driving force behind major initiatives
Ideals/beliefs (.25)[a] *The extent to which the principal communicates and operates from strong ideals and beliefs about schooling.*	• Holds strong professional beliefs about schools, teaching, and learning • Shares beliefs about schooling, teachers, and learning with staff and parents • Demonstrates behaviors that are consistent with beliefs

Table 1–Continued

Leadership Responsibilities & Effect Sizes	Appropriate for First-Order Change ⟶ Practices ⟶ Appropriate for Second-Order Change
Monitors/ evaluates (.28)[a] *The extent to which the principal monitors the effectiveness of school practces and their impact on student learning.*	• Monitors and evaluates the effectiveness of curriculum, instruction, and assessment
Flexibility (.22)[a] *The extent to which the principal adopts his or her leadership behavior to the needs of the current situation, and is comfortable with dissent.*	• Is comfortable with major changes in how things are done • Enourages people to express opinions contrary to those of authority • Adapts leadership style to needs of specific situations • Can be directive or non-directive as the situation warrants
Situational awareness (.33) *The extent to which the principal is aware of the details and undercurrents in the runnng of the school and uses this information to address current and potential problems.*	• Is aware of informal groups and relationships among staff of the school • Is aware of issues in the school that have not surfaced but could create discord • Can predict what could go wrong from day to day

Table 1–Continued

Leadership Responsibilities & Effect Sizes	Appropriate for First-Order Change	Practices →	Appropriate for Second-Order Change
Intellectual stimulation (.32)[a] *The extent to which the principal ensures that faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture.*	• Keeps informed about current research and theory regarding effective schooling • Continuously involves staff in reading articles and books about effective practices	• Continually exposes staff to cutting edge ideas about how to be effective • Systematically engages staff in discussions about current research and theory	

[a]Second-order change responsibilities.

Chapter II Summary

Leadership is a robust concept that "occurs universally among all people regardless of culture, whether they are isolated Indian villages, Eurasian steppe nomads, or Polynesian fisher folk" (Marzano et al., 2005, p. 4). Johnson (1991) found that formal discussions of leadership could be traced back to the discussions of Aristotle and Plato. Currently, leadership is the most explored and researched topic in the fields of business and education. Overall, scholars in these fields have consistently suggested that leadership is a vital force in organizational life, especially in the context of a harsh dominant intellectual landscape in which others, at times, view leadership as an insignificant factor in shaping organizational outcomes (Bennis, 1959; Kotter, 1988).

Despite what many people believe, many well-meaning educational reform efforts designed to improve student achievement have largely failed to attain their goals (Finn, 1991; Cooley & Shen, 2003). As the responsibilities of school principals become broader

and more complicated, specifically with NCLB mandates and their impact on school leadership, there is a growing concern about the kind of leadership that is needed by principals to lead in these schools.

Tirozzi (2001) argued, "The principals of tomorrow must be instructional leaders who possess the requisite skills, capacities, and commitment to lead the accountability parade, not follow it." Because of the new complexities brought about by education initiatives such as NCLB, one could argue that schools leaders are being asked by the state and government to lead in ways for which they are unequipped. The two complementary systems of action, that is, management and leadership, are frequently in a state of dynamic tension (Kotter, 1990). School administrators, therefore, must strive for balance, achieving mastery of all roles (Dembowski & Eckstrom 1999). Quinn (2002) described leading people and managing processes as the preferred balance of authority. The risks and consequences of failure are high for everyone, but especially for children. Given the risks to school achievement posed by ineffective leadership, it is important that principals are able to identify specific behaviors that lead to change, particularly second-order change, and increased student achievement.

The next chapter, *Chapter III Methodology*, provides an overview of the design of the study, and the research questions are stated. Data analysis and data collection procedures are explained, along with background regarding the role of the investigator.

CHAPTER III

METHODOLOGY

This chapter describes the methodology that was used to conduct this study. The purpose of my study was to explore how principals enact leadership practices that correlate to Marzano et al.'s (2005) second-order change attributes in order to raise student achievement. Specifically, using phenomenological methods, I explored how principals of schools that have been identified by the state of Michigan as Focus and Priority schools (Michigan Department of Education, 2012) overcome barriers to student achievement while adapting their leadership practices to produce the dramatic changes in school culture necessary to define problems and find solutions. In the sections below, I provided an overview of the: (a) research method; (b) participants; (c) procedures; (d) data analysis; (e) ethical considerations; and (f) role of the investigator.

Research Method

The research method employed in this study is a type of qualitative inquiry known as phenomenology research. According to Van Manen (1990), "…phenomenology aims at attaining a profound understanding of the nature or meaning of our daily experiences. It asks, '''What is this or that kind of experience like?'" What is this or that kind of experience like?" (p. 25). Van Manen (1990) further explained that classical phenomenology is a process through which researchers: (a) describe a type of experience that interests the researcher and others; (b) investigate the experiences; and (c) reflect on

the themes that emerge from the investigation; that is, classical phenomenologists engage in an analysis of experience that elicits ideas for further elaboration. This analysis, known as *content analysis,* involves three steps as described by Moustakas (1994): (1) phenomenological reduction, (2) imaginative variation, and (3) synthesis. Moreover, this analysis is also inductive, as researchers are concerned less with generalizations to other populations than with rich contextual descriptions (Gray, 2009). In this way, phenomenological research provides a lens through which to view all human phenomena as meaningful, as it gives insight into the ways in which human experience and commit various phenomena to conscious. It explores how phenomena become a part of us and the ways it influences our actions and behaviors (Peterson, 1997).

Given that phenomenological research describes how one adjusts to lived experiences, an essential model of this approach is textual reflection on the real-world actions of everyday life with everyday people. As Van Manen (1990) explained, the lived experience is the preliminary point and end of phenomenological research:

> The aim of phenomenology is to transform lived experience into a textual expression of its essence – in such a way that the effect of the text is at once a reflexive re-living and reflective appropriation of something meaningful: a notion by which a reader is powerfully animated in his or her own lived experience. (p. 36)

My intent was to uncover how people make sense of and interact with their social world. Specifically, the phenomenological approach was selected for my research to provide greater elaboration on the connection between principal leadership and student achievement. My study attempted to portray the experience of principals from different

districts across the state of Michigan in relation to the leadership practices they use to attain high student achievement in disadvantaged middle and high schools. Accordingly, the principals' experiences were examined within the context of their working environment, the natural setting where events occur. An integral part of my study's research design, therefore, was the use of personal, semi-structured interviews. This allowed in the present study the capacity to expand in greater depth the factors related to principal leadership behaviors and student achievement.

Participants

Potential participants for this study were selected utilizing a type of purposive sampling technique known as expert sampling. Purposive sampling involves selecting research participants according to the needs of the study (Morse, 1991). Specifically, researchers choose participants who can provide a richness of information that is suitable for qualitative inquiry (Patton, 1980). The population for my study came from a list of midwestern middle and high schools in counties of a midwestern state as identified by the state department of education as Focus and Priority Schools. In this particular midwestern state, there are a total of 358 schools identified on the Focus School list (Appendix A). Furthermore, there are a total of 146 schools identified on the Priority School list (Appendix B). The principals of the schools that were selected as the sample are located in a county of a midwestern state. There were a total of 15 principals in the potential sample.

Research Procedures

Approval of my study was requested from Western Michigan University Human Subjects Institutional Review Board (HSIRB) during the spring semester of 2013. Once

permission was granted, data collection procedures began. The sections below describe participant recruitment, data sources, and data collection techniques.

Participant Recruitment

As mentioned, the targeted sample of my study includes the 15 principals in counties of a midwestern state. I sent a letter by e-mail to each principal of the selected midwestern state county inviting them to participate in my study, as well as explaining the purpose of my study (Appendix C). A secondary letter was sent by e-mail to each principal's superintendent explaining the purposes of the study (Appendix D). Initial e-mails to principals and superintendents were sent five days later with a second e-mail reminding them of the invitation to participate in the study (Appendix E and F).

Participation in my study was voluntary. Once a principal agreed to participate he or she was provided an informed consent document detailing the following: (a) all responses were kept confidential; (b) participants had the right to discontinue participation at any point in the study; (c) all data collected was kept in aggregate form; and (d) no responses with identifiable information will be repeated or otherwise released. After receiving confirmation from the various principals there were 10 principals that agreed to participate in my study. Data collection began after informed consent was obtained (Appendix G).

Data Sources

Data collected for my study was obtained from three main sources: (1) semi-structured interviews, (2) card sorting, and (3) checklists.

Semi-structured interviews. The primary source of data for this study was collected through semi-structured interviews. According to Kyale and Brinkmann (2009)

the semi-structured interview is defined as, “an interview with the purpose of obtaining descriptions of the life world of the interviewee in order to interpret the meaning of the described phenomena” (p. 3). Furthermore, the structure of the interview will provide the means to “understand themes of the lived daily world from the subjects' own perspectives” (p. 24).

The purpose of the interviews was to gain background on leadership behavior and student achievement, and provide a basis for developing the scope and orientation of the research. Participants were given a prompt (Appendix H), and then a formal interview using ten questions that correspond with the study’s research questions as shown in Appendix I.

Card sorting. As a part of the interview, participants completed a card sorting activity (Appendix J). This activity consisted of sorting 21 cards, each card representing one of the 21 specific leadership responsibilities, into three piles: (1) “Most Frequently Used;” (2) “Used to a Certain Extent;” and (3) “Rarely Used.” As with the semi-structured interviews, the purpose of this task was to reveal relationships, patterns, or themes based on the presence or absence of leadership responsibilities in each pile.

Checklists. A third source of data was a checklist comprised of the 21 leadership responsibilities, used to collect data as principals performed their daily tasks over a five-day period (Appendix K). Each day, principals placed checkmarks on the list to indicate engagement in a responsibility. Principals e-mailed or mailed forms back to me after the checklists were completed.

Data Collection

Data collection procedures for this study began near the end of the Spring 2013

semester, and lasted four months. HSIRB approval was granted and letters to the 15 principals identified as the potential sample for this study (Appendix C) and their superintendents (Appendix D) were sent via e-mail. In the letter to the superintendents, I asked each superintendent for permission to conduct this study in his or her district. If permission was granted, superintendents then communicated to their principals their decision granting them permission to participate in this study.

Reminder letters were sent by e-mail five business days later (Appendix E and F). Reminder e-mails were not sent to any principals who agreed to participate in the study within the five business days after the initial e-mail was sent. After the reminder e-mails were sent, a seconded reminder e-mail was sent to any principal that had not responded, followed by an attempt to contact these principals by telephone. Principals were provided with informed consent documents (Appendix G) and scheduled for interviews as they agreed to participate in the study. At the time interviews were scheduled, participants were asked to prepare any documents they had related to student achievement such as school or self-improvement plans, to bring to their interviews.

Each interview lasted approximately 60 to 90 minutes, and took place at the school where the principal is assigned. Interviews began with the reading of a pre-scripted explanation of the study's background and purpose (Appendix H). Participants were given the checklist of 21 leadership responsibilities to complete over the following five days, and return via e-mail (Appendix J), followed by a card sorting activity. As described in the Data Sources section, the card sort consisted of placing 21 cards representing the leadership responsibilities, into three piles: (1) "Most Frequently Used;" (2) "Used to a Certain Extent;" and (3) "Rarely Used." Once the card sort was

completed, participants completed a background information form to conclude the interview (Appendix L), followed by a question and answer period using the interview protocol provided in Appendix I.

All interviews, including semi-structured and card sort portions, were recorded with a Sony ICD-UX523 Digital Flash Recorder. I retained a professional transcriber, and attempted to have the tapes transcribed verbatim within three days of each interview. Audiotapes and resultant transcripts were numbered numerically to protect the participants' identities.

After each interview was transcribed and the checklist information accumulated, I developed summaries of participant responses. I also provided participants a copy of their summaries to review and approve for accuracy (Appendix M). Once the summaries were approved, interview responses and comments were then categorized and coded for analysis using the procedures described below.

Data Analysis

As mentioned above, the data collected in my study was obtained from four main sources to produce an abundance of information. Generally, phenomenological data analysis proceeds through reduction of data, analysis of specific statements and themes, and a search for all possible meanings with the researcher setting aside all prejudgments, bracketing his or her experiences (Creswell, 1998). This phenomenological study followed data analysis procedures as described by Creswell (1998). These procedures include: (a) introduction: problem and questions; (b) research procedures: phenomenological and philosophical assumptions, data collection, analysis, and outcomes; (c) significant statements; (d) meaning of statements; (e) themes of meanings;

and (f) exhaustive descriptions of phenomenon. The paragraphs below describe the general process of data analysis used in this study, followed by specific descriptions of data analysis for each research question.

The initial data analysis process of this qualitative research began once I completed all interviews and collected all checklists entries. After collecting this data, it was read and reread in an effort to begin categorizing the responses and perceptions of each principal. Categorization and coding was used for the purpose of data reduction. Reduction of the data helped to better interpret the participant descriptions, and allowed for more comprehensible findings and conclusions in order to gain a wider theoretical perspective of the research (Creswell, 2003). The major themes established from this study are derived from the perceptions of the participants. I distinguished researcher biases and the need to deduce data from the view of the participants, not my own view as the researcher. To help ensure the validity and reliability of the data, the data were read and reread in an effort to begin categorizing the responses and perceptions of each principal.

Preliminary coding consisted of highlighting certain words and expressions that were recurrently mentioned by the participants as they were interviewed. The first phase of qualitative data analysis, data reduction, involved the process of selecting, simplifying, and extracting themes and patterns from the in-depth interviews (Miles & Huberman, 1994). To accomplish this task, I read and re-read interview transcripts searching for similarities and differences in themes. Code names were assigned to those themes that were detected and then organized into categories of related patterns and concepts that emerged from participants' perspectives.

As the researcher, I also utilized the NVivo 10 program, which assisted me in categorizing the data and identifying recurring themes that occurred during each of the interviews. Furthermore, the NVivo 10 program allowed me to analyze, shape, and manage the data generated from this phenomenological study. Use of NVivo 10 consisted of first importing the transcribed interviews into the program. Second, words and phrases made by each participant that had substantial relevance to the proposed research questions and the experiences of each participant as a principal were highlighted. Then, the highlighted words and phrases from the transcripts were allocated into categories based upon responses to the interview questions, the research questions, and the conceptual framework. Finally, codes were sorted by the degree of evidence among the participants. I decided that codes present in a minimum of five out of the 10 participants (50% response ratio) would constitute a theme. This allowed for in-depth exploration of narratives that were strongly or at least moderately represented among the majority of participants. Any unanticipated discoveries or notable findings were also explored regardless of the response ratio due to the nature of the finding. All themes, subthemes, and experiences identified by the participants are reported in Chapter IV.

Research Questions 1 and 2

RQ_1: Which of Marzano et al.'s (2005) 21 leadership responsibilities did principals utilize most in attaining high student achievement in Focus and Priority Schools?

Research Question 1 was answered primarily using data collected from the interviews, card sorting, and daily checklists. An *a priori* approach was used to categorize and code data obtained from the checklists in order to determine the pattern and trends emanating from the frequency of responsibilities reported by principals. For

the card sorting data, a table was established to indicate the percentage of principals who put each responsibility in the "Most Frequently Used" category. Data from the daily checklists was compiled into aggregate form, with calculations of the percentage of each responsibility occurring within the distribution of responses. Data obtained from the participant interviews was analyzed using the process of collecting, reading, categorizing, coding, and reducing data described above. Utilizing these three streams of data, I triangulated the findings to determine the most frequently implemented responsibilities for these principals. Triangulation is the mixing of different sources of data, which helps to improve validity in a study.

RQ_2: What barriers did these principals encounter in implementing the most frequent responsibilities? How did they overcome these barriers?

Research Question 2 has two sub-questions. The first sub-question pertains to the barriers principals encounter when leading their school to increase student achievement. The second sub-question pertains to how principals overcome these barriers. For analysis, the two sub-sections were treated as separate research questions. Transcripts were examined for ways and differences in the barriers principals encounter in implementing the most frequent responsibilities, and how they overcome these barriers, in two post-hoc analyses.

Altogether, there were three coding systems to address my research questions: (a) an *a priori* system for the 21 responsibilities for research question 1; (b) a post-hoc coding system on the barriers principals encounter for the first part of Research Question 2; and (c) a post-hoc coding system on how principals overcome the barriers they

encounter for the second part of Research Question 2. Table 2 summarizes the research questions, data sources, and data analysis approaches for each research question.

Table 2

Summary of Research Questions, Data Sources, and Data Analysis Approaches

Research Question	Data Source	Data Analysis
1. Which of Marzano, Waters, and McNulty's (2005) 21 leadership responsibilities do principals utilize most in attaining high student achievement in Focus and Priority Schools?	▪ Interview ▪ Card sort ▪ Daily checklist ▪ Document review	▪ *A priori* coding scheme, and exploration of cross case patterns ▪ Descriptive data indicating frequency of each leadership responsibility across the 5 days
2. What barriers do these principals encounter in implementing the most frequent responsibilities? How do they overcome these barriers?	▪ Interview ▪ Document review	▪ Post-hoc coding schemes ▪ Patterns were identified

Ethical Considerations

I gave attention to all requirements associated with Western Michigan University's HSIRB. Written consent was obtained before each of the principals participated in the study. Permission was obtained from HSIRB prior to data collection. Principals were provided with an informed consent document prior to the start of data collection. The principals were informed that all data collected would be used in aggregate form. Also, it was communicated that no individual responses would be repeated or otherwise released. Confidentially of all participants was ensured by masking their names in the data by use of pennames or by identifying them generically in the narrative (e.g., Principal 1 (P1) stated… Principal 2 (P2) identified the following…). Each principal that participated in the study was notified of his or her right to not take part in the study at any time. Permission to conduct my study was obtained from each of

the high school principal's superintendent. A letter was sent to the superintendent detailing all aspects of the study, and assurance given that all policies of the district were adhered to.

Potential risks of participation in this study included manageable mild to moderate stress or emotional discomfort when discussing barriers encountered during work as a principal. If participants became uncomfortable while participating in this study, they had the option to discontinue participation at any time. A benefit participants may have experienced as a result of taking part in this study, was knowing that the information they provided could eventually contribute to better outcomes in their profession as it relates to principal leadership and student achievement. Furthermore, participants may have also personally benefited from reflecting on their experience as a principal by gaining greater awareness of the practices they enact in their daily activities.

The Role of the Investigator

I have worked in the high school setting for approximately 10 years in this midwestern state under study in this dissertation. The last eight years have been in the role of assistant principal. As the researcher I am experienced in the role of an instructional leader. This aided in the communication between me and the other principals within my school district and adjacent school districts. Because I functioned as the primary instrument for data collection and analysis in this phenomenological study, I needed to understand the philosophical perspectives behind the approach, especially the concept of studying how people experience a phenomenon (Creswell, 1998).

My direct involvement as the researcher in data collection and analysis is one of the key challenges of qualitative research (Creswell, 2003). I was attentive to taking the

proper steps to limit the influence of researcher biases. Recognition of researcher bias includes the realization that someone else looking at the data collected may sort and interpret the findings differently than myself as a researcher (Miles & Huberman, 1994). Because qualitative research does not use inferential statistics to support findings or significance levels as it pertains to threats to validity, the strategy of triangulation was used in my study to address concerns pertaining to validity and reliability.

Chapter III Summary

The purpose of my study was to explore how principals enact leadership practices that correlate to Marzano et al.'s (2005) second-order change attributes in order to raise student achievement. To conduct this exploration, a phenomenological approach was utilized. The research design consisted of a triangulation of data from each of the principals including semi-structured interviews, card sorts, and a daily checklist of performed leadership responsibilities. The next chapter, *Chapter IV Results*, describes the individuals who participated in this study, and identifies the themes generated from each research question. It is hoped that the results of my study will address the growing concern of principal leadership and student achievement by exploring areas that previous studies have failed to address.

CHAPTER IV

RESULTS

This chapter presents the results from this phenomenological study. The chapter begins with a brief discussion of the purpose and design of the study. Next, a description of participant demographics is provided followed by a presentation of the data obtained from each data source. This data is organized according to the study's research questions: (1) Which of Marzano et al.'s (2005) 21 leadership responsibilities did principals utilize most in attaining high student achievement in Focus and Priority schools? and (2) What barriers did these principals encounter in implementing the most frequent responsibilities? How did they overcome these barriers? Finally, this chapter concludes with identification of themes generated from participant responses to the interview questions, card sorting activity, and daily checklist, followed by a summary of the major findings.

Purpose of the Study

The purpose of this phenomenological study was to explore how principals enact leadership practices that correlate to Marzano et al.'s (2005) 21 responsibilities. In particular, my study investigated how selected principals address barriers and prioritize the leadership responsibilities that support second-order changes needed to improve academic achievement. By exploring the personal and lived experiences of the principals, I was able to capture and identify philosophies and approaches that could

possibly facilitate the development of original and pioneering programs. These philosophies and approaches could be utilized to assist principals in being effective school and instructional leaders. Conducting this study using a phenomenological approach was fitting in helping me to understand the interrelation of social factors, perceptions, and behaviors among secondary school principals. Each principal who participated in my study was able to provide valuable insight into their own lived experiences throughout their career as a principal. Only administrators experiencing the phenomenon of being a secondary school principal at Focus or Priority school can provide first-hand accounts to describe this weighty experience.

Research Design

As mentioned, this study was phenomenological in nature. It represents an effort to describe the beliefs and philosophies, as well as the lived experiences and circumstances that influenced participants concerning the research questions that formed the basis of the study. Accordingly, the major themes that were established from my study are reflective of the viewpoints of the participants. Participant data was collected from three primary sources: (1) semi-structured interviews, (2) card sorting, and (3) checklists. After data was collected, it was transcribed, read, and coded using NVivo 10 software. Prior to coding and analysis, however, participants were asked to read the transcripts from their interviews, a process called *member checking,* for accuracy. This was necessary to ensure that I captured the actual perspectives of the participants, and to make sure that perspectives were accurately accounted for. This method aided in the validity and reliability of the data. In fact, Guba and Lincoln (1989) considered member checking to be the single most important provision that can be made to bolster a study's

credibility. Once member checking was finished, coding phrases and words from the interviews and organizing the data through the creation of themes allowed for interpretation of the data in a manner that was instructive and meaningful.

Summary of Participant Data Sheet

As stated in Chapter III, each participant in this study was asked to complete a Participant Background Information Form. The forms were completed after receiving approval from superintendents and confirmation from 10 of the 15 principals selected for the potential sample. As mentioned in Chapter I, the target sample for my study consisted of 15 middle and high school principals from 10 Michigan Focus Schools and five Michigan Priority Schools in counties of a midwestern state. Ten of the principals from the target sample agreed to participate in the study. The information from the individual information forms was compiled into a single table and is shown in Table 3.

To ensure confidentiality participants in this study, pseudonyms were provided to each participant. Participants will be referred to as *Principal* with the number assigned to them, or identified using the coding assigned to them. For example, the code for Principal 1 is P1. Every participant in the study was employed as public high school or middle school principals at the time of the study. Each participating principal was assigned to a school that had been identified by the state of Michigan as a Focus or Priority Schools (Michigan Department of Education, 2012).

As it relates to gender, 9 of the 10 principals were male and 1 was female. The age range of participants was 13 years, with the oldest being 56-years-old and the youngest being 43-years-old. The average age of the principals was 48 years. Regarding race and ethnicity, 5 of the 10 principals were African/Black not of Hispanic Origin and

the other 5 principals were Caucasian, European American, not of Hispanic Origin. The number of years as principal in current building ranged from 0 to 8 years. The average numbers of years each principal has been in their current building was 2.6 years. The number of years as principal in current position ranged from 0 to 14 years. The average number of years as principal prior to his or her current position was 5.5 years. The number of years teaching prior to becoming a principal ranged from 0 to 18 years. The average number of years of teaching for each principal was 8.2 years. (The reader is referred to Table 3).

As discussed, the overall goal of this study was to gain an in-depth understanding from each participant concerning how principals enact leadership practices that correspond to Marzano et al.'s (2005) second-order change attributes. Accordingly, data was obtained from three sources to answer the study's specific research questions. This information produced a more extensive understanding of the phenomenon of principals and how they address barriers, prioritize leadership responsibilities, improve academic achievement, and work through their own change process. The data obtained for each research question is presented below. Themes generated from the data obtained from each research question are also presented.

Table 3

Summary of Participant Background Information

Principal	Gender	Age	Race/Ethnicity	Number of years as principal in current building	Number of years as principal prior to current position	Number of years teaching prior to becoming a principal
Principal #1	Female	46	African American/Black, not of Hispanic Origin	0	0	0
Principal #2	Male	44	Caucasian, European American, not of Hispanic Origin	1	6	3
Principal #3	Male	44	Caucasian, European American, not of Hispanic Origin	8	3	10
Principal #4	Male	54	African American/Black, not of Hispanic Origin	0	10	13
Principal #5	Male	49	Caucasian, European American, not of Hispanic Origin	4	11	8
Principal #6	Male	43	Caucasian, European American, not of Hispanic Origin	4	0	7
Principal #7	Male	56	African American/Black, not of Hispanic Origin	1	5	18
Principal #8	Male	46	African American/Black, not of Hispanic Origin	3	6	5
Principal #9	Male	53	African American/Black, not of Hispanic Origin	3	14	10

Table 3—Continued

Principal	Gender	Age	Race/Ethnicity	Number of years as principal in current building	Number of years as principal prior to current position	Number of years teaching prior to becoming a principal
Principal #10	Male	45	African American/Black, not of Hispanic Origin	2	0	8
Total	9 of 10 Male 90% Male 1 of 10 Female 10% Female	Average Age = 48 years	5 of 10 African American/Black, not of Hispanic Origin 50% 5 of 10 Caucasian, European American, not of Hispanic Origin 50%	Average Number of years as principal in current building = 2.6	Average Number of years as principal to current position = 5.5	Average Number of years teaching prior to becoming a principal = 8.2

Presentation of Data and Themes from Each Research Question

RQ_1: Which of Marzano et al.'s (2005) 21 Leadership Responsibilities Did Principals Utilize Most in Attaining High Student Achievement in Focus and Priority Schools?

Research question 1 was answered using data collected from the interviews, card sorting, and daily checklists. Utilizing these three streams of data, I triangulated the findings to determine the most frequently implemented responsibilities. Tables 4, 5, and 6 provide the data from each source associated with research question 1.

Frequencies and percentages of participant responses on principal leadership card sorting activity. As indicated, Marzano et al.'s leadership responsibilities in the 21 specific areas help to determine the extent to which each responsibility was used. A card sorting activity was administered at the beginning of each participant's semi-structured

interview. This activity consisted of sorting 21 cards, each card representing one of the 21 specific leadership responsibilities, into three piles: (1) "Most Frequently Used;" (2) "Used to a Certain Extent;" and (3) "Rarely Used." Table 4 summarizes the results of the card sorting activity across participants.

In examining Table 4, it appears that the participants involved in this study held similar views about 15 of the 21 leadership responsibilities they most frequently used. The following are responsibilities and percentages of participants who indicated the responsibility was used Most Frequently (50% or more of the time):

Culture (80%). The participants acknowledged that the culture of their buildings is a necessary component to the overall success of their buildings. A sense of students and staff being a part of a safe and learning environment was evident throughout the interviews with each principal. Eighty percent of the principals believed that culture was a responsibility they most frequently used. This was evident with Principal 1's insights:

> The culture has to be established so that people feel safe, they feel safe to communicate their concerns, they feel safe when they walk in the building, they feel safe in their classrooms, they feel safe to be open and honest.

In this instance, Principal 1 described the attention and work a principal must give to sustain the culture in their building. She seemed to be sharing that when a principal has worked to establish a healthy culture, people will feel safe. She also appeared to be saying that this helps with communication as well as classroom atmosphere.

Table 4

Frequencies and Percentages of Participant Response on Principal Leadership Card Sorting Activity

	Most Frequently Used		Used to a Certain Extent		Rarely Used	
Responsibility	***f***	**(%)**	***f***	**(%)**	***f***	**(%)**
Culture	8	(80)	2	(20)	0	(0)
Order	7	(70)	3	(30)	0	(0)
Discipline	5	(50)	5	(50)	0	(0)
Resources	4	(40)	5	(50)	1	(10)
Curriculum, instruction, assessment	2	(20)	5	(50)	3	(30)
Focus	6	(60)	4	(40)	0	(0)
Knowledge of curriculum, instruction, assessment[a]	5	(50)	4	(40)	1	(10)
Visibility	9	(90)	1	(10)	0	(0)
Contingent rewards	1	(10)	5	(50)	4	(40)
Communication	8	(80)	1	(10)	1	(10)
Outreach	5	(50)	4	(40)	1	(10)
Input	3	(30)	7	(70)	0	(0)
Affirmation	5	(50)	4	(40)	1	(10)
Relationship	8	(80)	2	(20)	0	(0)
Change agent[a]	4	(40)	4	(40)	2	(20)
Optimizer[a]	5	(50)	2	(20)	3	(30)
Ideals/beliefs[a]	8	(80)	2	(20)	0	(0)
Monitors/evaluates[a]	7	(70)	3	(30)	0	(0)
Flexibility[a]	7	(70)	3	(30)	0	(0)
Situational awareness	9	(90)	1	(10)	0	(0)
Intellectual stimulation[a]	3	(30)	5	(50)	2	(20)

[a]Second-order change responsibilities.

Order (70%). A key purpose for school structures, procedures, and methods is to foster the growth of school conditions that support the work of teachers and student learning. Tschannen-Morin and Barr (2004) described three features associated with school procedures that influence the quality of teaching and learning through their effects on teachers' sense of individual and collective efficacy. These features include: (a) the quality of communication in the school; (b) how well the school's plans for improvement match teachers' views of what the school's priorities ought to be; and (c) the provision of regular feedback to school working groups about the focus and quality of their progress. Student and staff alike need to know what to expect when they walk through the doors of their school. About this, Principal 2 remarked, "This is patterns and procedures…People walk into your building, they know exactly what's going to happen at what time, for the right reason."

Principal 2 shared this insight about order, which speaks to an area that principals cannot neglect. Specifically, he was sharing insights that speak to details such as signs that give directions; sign-in and sign-out procedures for students and guest; and staff communicating and enforcing procedures with students as well as visitors. Principal 2 indicated that something even as simple as a clear sign-in and sign-out for students and guest must be in place for the well-being of the school community.

Discipline (50%). Teaching and learning is also enhanced when student behavior is under control and when there is a positive and supportive disciplinary climate (Ma & Williams, 2004). Principal 5 said the following regarding the importance of protecting instructional time in regards to discipline:

> I think we really go out of our way to protect that classroom instructional time. I don't want phone calls going into the classrooms, I don't want runners going into classrooms, I don't want kids leaving the classrooms, our 10/10 rule, where there are no passes the first ten minutes and the last ten minutes of class.

Principal 5 was stating here that teachers benefit when the cultures of their school environments value and support their safety and the safety of their students. High standards and expectations also provide the discipline needed for all students to achieve, which is apparent to students and teachers throughout the school.

Focus (60%). When Principal 5 talked about focus he offered this insight, "We spend a lot of time doing our Professional Learning Communities (PLCs), talking about what needs to be taught and how it's going to be taught based on data." Brophy (1998) touched on the central characteristics of a "rich" curriculum, one in which the teaching strategies, learning activities, and assessment practices are clearly aligned and aimed at accomplishing the full array of knowledge, skills, attitudes, and dispositions valued by society. Principal 9 added to this by saying:

> The focus…I think goes along with monitoring and evaluating. If something is not working, for example, then maybe we need a different direction. Goals sometimes change. Or are modified, I should say.

Principal 5 and 9 agree here that the principal must set the direction for teachers on what needs to be taught and how it should be taught was common among all the principals.

Knowledge of curriculum instruction, assessment (50%). Prestine and Nelson (2005) contend that successful leadership content knowledge also should encompass

knowledge of "first principles" or "theory-based" understandings about whatever might be the instructional innovation. Principal 1 shared these insights:

> I need to be knowledgeable. Best practices–knowledgeable of the content. It's not my job to be an expert in the area of math, but I need to have enough knowledge that I can provide the experts with direction when they stumble.

Principal 1 expressed here the importance of principals being knowledgeable in the content areas to ensure teacher and student success. Stein and Spillane (2005, p. 44), explain "…administrators…should know strong instruction (teaching) when they see it, know how to encourage it when they do not and know how to set conditions for continuous academic learning among their teaching staff".

Visibility (90%). Principal 9 shared his views about the importance of visibility:

> Visibility I think is really important. People need to see you…there's a touch that you have with your staff, with your students, with your parents, and when you're not there, not that those things don't go on, but it almost should feel like you're not there, and I don't know if that's a bad thing or a good thing, but I think people feel better almost when they can see you.

It was a general belief among a majority of the participants that effective principals need to have a visible presence throughout the entire school. This includes modeling behaviors of learning as well as designing programs and activities on instruction. Visibility goes beyond being accessible with your office door open. Principals agreed on the importance of being visible to students, staff, and parents.

Communication (80%). Strong lines of communication seems to be a mutual driving force for principals; 80% of the principals held the belief that communication was most frequently used when leading their students and staff. Principal 9 stated, "Establishing strong lines of communication… [is] the lifeblood of your building." This statement gives valuable insight to principals. It appears from Principal 9 that communication from the principal helps to sustain trust and build collegiality. Furthermore, collegiality promotes sharing, cooperation, and collaboration, in which both the principals and teachers talk about when discussing teaching and learning (Brewer, 2001).

Outreach (50%). Principals share similar views about their duty to engage the community to partner with their schools to assist with the success of their students and staff. Principal 10 describes himself as a facilitator regarding outreach with the following view:

> I'm facilitating the right sort of culture and circumstances and mindset of both adults and students and parents, so all the stakeholder groups in my community, I'm responsible for helping to facilitate a certain mindset to allow achievement to take place.

From this perspective, the principal is an advocate for the school and the students to the various stakeholders in the community. Principals agree that it is necessary to design and utilize structures and processes, which result in ongoing community engagement support for their schools. Advocacy seems to be a necessary part of principal leadership. Participants gave their insights about the need to develop systems and relationships to leverage the school district and community resources available to them. Maximizing

resources within and outside of their schools in order to capitalize on their schools' ability to serve their students and staff was a common belief.

Affirmation (50%). Principal 9 said the following about affirmation:

> I think that's just a leadership piece that people would expect from an instructional leader. You are hopefully leading them to something and when you accomplish something, there should be some recognition of that accomplishment. Or else your folks are just working in a vacuum.

Principal 6 went on to support this by issuing the following insights:

> So informally, for the relationship building, and talking to teachers and stuff, if there's something that they have success you know, I will say something, and congratulate them or follow up with them on things.

Principals 9 and 6 point out that recognition of students and staffs accomplishments needs to be enacted informally as well as formally by the principal. Affirmation appears to be something that both students and staff alike look for and possibly expect from the principal.

Relationship (80%). Eighty percent of the participants strongly believed that enacting the responsibility of relationships bring a connectedness to a common cause. Regarding Relationships, Principal 1 said, "Relationships are key. When people feel connected, they're willing to work more to do things differently." Principal 1 shared here that the phenomenon of principal-teacher relationships does affect student achievement (Walsh, 2005). In other words, when the principal works at establishing and building strong relationships with students and staff, better results with student achievement are more likely to happen. This phenomenon occurs because teachers, who see principals as

facilitators, supporters, and reinforcers for the jointly determined school mission rather than as guiders, directors, and leaders of their own personal agenda, are far more likely to feel personally accountable for student learning (McEwan, 2003).

Optimizer (50%). Participants seemed to agree that the leadership responsibility of optimizer was a necessary component in connection with student achievement. Principal 6 talked about this:

> We have to keep looking at things from an optimistic and reality – look at it from a realistic perspective…we've got to keep working on the optimism and building that climate of being more optimistic even though we get frustrated.

It appears that participants work to convey a realistic and practical view of conditions while giving guidance and direction about the work that needs to be accomplished in an optimistic manner. Principal 6 added to his views about optimism and its impact on culture when he said, "Your culture changes and as the culture changes so will you…if you're going to change culture, you better get some optimism."

Ideals/beliefs (80%). Eighty percent of the participants most frequently used the leadership responsibility of Ideals/beliefs. Principal 10 connected this with closing gaps and student success:

> I think that speaks to the vision around what does it mean to be successful and closing the gaps and moving student achievement, so I think a building principal has to have strong ideals and beliefs about school and the purpose of school and has to be able to communicate it.

Participants seemed to agree that it is their responsibility to communicate to the entire school community what the vision and mission of their school is. There is considerable evidence that a key function of effective school leadership concerns shaping the purpose of the school and articulating the school's mission (Bamburg & Andrews, 1990; Hallinger & Heck, 2002; Murphy et al., 2006). Principal 10 seemed to understand that without a principal enacting ideals and beliefs with passion and a sense of purpose, leading students to achieve will be a daunting endeavor.

Monitors/evaluates (70%). Participants felt strongly about the necessity of monitoring and evaluating. Seventy percent of the participants said they most frequently use this responsibility in working towards student achievement. Principal 9 said, "Keeping track of the effectiveness and what we're doing and how our students are doing is very important." The literature on effective schools identifies monitoring school progress in terms of setting goals, assessing the curriculum, and evaluating instruction, as a key role of instructional leadership (Purkey & Smith, 1983). It appears that the principals believe that they must make continuous assessments on the various structures and systems. Murphy and colleagues (2006) have noted that learning-centered leaders are knowledgeable about assessment practices and are personally involved with faculty in monitoring assessment systems at the classroom and school levels (Clark & McCarthy, 1983; Marzano et al., 2005). Principal 3 add to this by stating, "You've gotta monitor and evaluate it. If you don't, then you don't know what's going on and you don't' know if it is changing or not. You have to do that." Monitoring student achievement is central to maintaining systemic performance accountability.

Flexibility (70%). Seventy percent of the participants held the common belief that flexibility is a most commonly used responsibility. Principal 10 says, "The need for us not to be so rigid and how we engage with each other, most importantly, how we engage with the young people." Engaging with students and staff in positive and healthy ways appears to be significant to the majority of the participants, particularly as it pertains to principals being sensitive to the various situations that affect the psychological and emotional being of students and staff. It seems that the participants are saying that there needs to be a healthy blend of holding firm to principles, yet being flexible when needed.

Situational awareness (90%). Ninety percent of the participants agree that the school environment must be safe and conducive for achievement to take place. Principal 4 stated, "Situational Awareness…making sure that students are coming into a safe building that we address student needs." A safe and learning environment is vital to the overall success of students and teachers. The early research on effective schools indicated that a safe and orderly environment is associated with academic success (Clark, Lotto, & McCarthy, 1980; Rutter, Maughan, Mortimore, & Ouston, 1979). The participants seem to be suggesting that leaders play a central role in promoting a climate of respect and support for students and teachers (Bryk & Driscoll, 1988).

Top seven leadership responsibilities according to the card sorting activity.

Table 5 shows participant responses to the question, *"From the twenty-one leadership characteristics, what are the seven most important characteristics an instructional leader should exhibit to improve student achievement?"* Note that participants did not rank their top seven, but only placed them in a pile of representing the top seven. Reading down the columns identifies each participant's top seven. The total percentage indicating the

amount of participants who identified each responsibility as one of the top seven can be found by reading across the rows. As shown in Table 5, five of the top seven principal leadership responsibilities identified during the card sorting activity were endorsed by at least 50% of participants. These five were: (1) Communication; (2) Monitors/evaluates; (3) Culture; (4) Focus; and (5) Visibility.

Table 5
Each Participant's Top Seven Principal Leadership Responsibilities

Responsibility	**P1**	**P2**	**P3**	**P4**	**P5**	**P6**	**P7**	**P8**	**P9**	**P10**	**Total**
Culture	X			X		X	X	X	X	X	70%
Order		X			X			X			30%
Discipline								X		X	20%
Resources			X		X	X	X				40%
Curriculum, instruction, assessment				X	X	X	X				40%
Focus	X	X			X	X	X		X		60%
Visibility			X	X	X				X	X	50%
Contingent rewards			X								10%
Communication	X	X	X		X	X	X	X	X		80%
Outreach											0%
Input	X		X	X							30%
Affirmation						X	X		X		30%
Relationship	X			X				X			30%
Change agent[a]	X		X								20%
Optimizer[a]		X									10%
Ideals/beliefs[a]									X	X	20%
Monitors/evaluates[a]	X	X	X	X	X	X	X		X		80%

Table 5—Continued

Responsibility	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	Total
Flexibility[a]								X		X	20%
Situational awareness		X		X						X	30%
Intellectual stimulation[a]		X								X	20%
Knowledge of curriculum, instruction, assessment[a]									X		10%

[a]Second-order change responsibilities.

Culture (70%). Seventy percent of the participants believed that they enacted culture most frequently and viewed it as one of their top seven responsibilities they used toward student achievement. Principal 9 shared his insights about culture:

> Culture, definitely encouraging shared beliefs and a sense of community and cooperation. How your building feels is very important. And that speaks to that with regards with things going not so well or things going fantastic.

Participants seemed to view having a sense of community as a key factor in having a healthy school culture. Research has demonstrated that schools organized as communities, rather than bureaucracies, are more likely to exhibit academic success (Bryk & Driscoll, 1988; Lee, Smith, & Croninger, 1995; Louis & Miles, 1990).

Focus (60%). Sixty percent of the participants believed that they enacted focus most frequently and viewed it as one of their top seven responsibilities they used toward student achievement. Principal 2 spoke vividly about having a clear focus, the need to pay attention, and monitoring where you are at in regards to your school improvement plan. He shared the following views:

> If you're in a 5-year plan in your third year, you know where your focus is, you know where we got to go…you know sometimes even in suburban districts, situational awareness is critical as well. Because when you think all is well, there may be some things that may shake up the mix…this is more prevalent in a focus school, and priority school like we are…I think on a daily basis…one incident can turn everything upside down, and not that it couldn't in other districts.

Principal 2 gave a nice insight into principal leadership. Principals have to have a plan and stay focused on following that plan as well as factors that may try to hinder the students and staff from making progress.

Visibility (50%). Fifty percent of the participants believed that they enacted visibility most frequently and viewed it as one of their top seven responsibilities they used toward student achievement. Principal 5 shared the following:

> The visibility piece of who is the figurehead for this building? Who's the guy they can go to? That's what teachers want to know, whom do they go see. Kids want to know if they can see their principal. Parents want to know…People seeing you…living the walk and living the talk.

Participants agreed that students, teachers, parents, and even the community want to know who the head person is, and they want to be able to see and talk to the leader in charge. It seems that the absence of the principle being visible could lead to confusion and lack of direction.

Communication (80%). Eighty percent of the participants believed that they enacted communication most frequently, and viewed it as one of the top seven

responsibilities used toward student achievement. Principal 5 said, "By having those open lines of communication, when you're part of a larger system as we are here with (P5's school district), the expectation is that we handle most of the issues right here at the building level." Communication seems to be a top priority in regards to leadership responsibility. As noted by Manasse (1985), "Effective principals continually communicate their high expectations to students and staff" (p. 447). These communications allow for clear, focused articulations of the goals of the school (Leithwood & Montgomery, 1982; Venezky & Winfield, 1979). Principal 5 seems to be conveying the perspective that it is more productive to work at keeping communication open in your building; particularly being a principal in a larger school district.

Monitors/evaluates (80%). Eighty percent of the participants believed that they enacted monitors/evaluates most frequently, and viewed it as one of their top seven responsibilities they used toward student achievement. Principal 6 stated:

> You never know how well you do unless you actually look at what you're doing… the monitoring and evaluating are essential…I think what I've seen a lot of times we've put things into play, but we never go back to look at it and observe, was it good, was it effective?

Principals monitor students' programs of study to ensure that all students have an adequate opportunity to learn rigorous content in all academic subjects (Murphy & Hallinger, 1985). Principal 6 appears to have a firm belief that you must purposely look at where you are at in your plan to determine what steps you take forward.

Top three out of seven principal leadership responsibilities. Table 6 describes how each participant responded to question six from the semi-structured interview: *Of the*

seven characteristics you just talked about, what are the top three characteristics you believe principals must exhibit to increase student acheivement? Explain. Again, participants did not rank their top three out of seven but simply placed them in a pile. Reading down the columns identifies each participant's top three. The total percentage indicating the amount of participants who identified each responsibility as one of the top three can found by reading across the rows.

As shown in Table 6, two second-order change leadership responsibilities, Ideals/beliefs (60%) and Monitors/evaluates (50%), were endorsed by 50% or more of participants. It appears that participants held similar beliefs about the Ideals/beliefs and Monitors/evaluates responsibilities.

Ideals/beliefs (60%). Sixty percent of the participants held common beliefs about how frequently they enacted the responsibility of Ideals/beliefs, and viewed this responsibility as one of their top three that helps to increase student achievement. Principal 10 said, "I think a building principal has to have strong ideals and beliefs about school and the purpose of school and has to be able to communicate it." Leaders communicate regularly and through multiple channels with families and community members, including businesses, social service agencies, and faith-based organizations (Edmonds & Frederiksen, 1978; Garibaldi, 1993). Participants appear to have the opinion that principals must have a solid belief system concerning school, as well as the unique ability to articulate their views to all stakeholders involved in the process.

Table 6

Top Three Out of Seven Principal Leadership Responsibilities

Responsibility	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	Total
Culture	X					X		X	X		40%
Order								X			10%
Discipline											0%
Resources											0%
Curriculum, instruction, assessment				X							10%
Focus					X	X	X				30%
Visibility									X		10%
Contingent rewards											0%
Communication		X			X		X	X			40%
Outreach											0%
Input	X		X								20%
Affirmation											0%
Relationship	X										10%
Change agent[a]			X								10%
Optimizer[a]		X									10%
Ideals/beliefs[a]			X	X	X	X	X			X	60%
Monitors/evaluates[a]			X	X	X	X	X				50%
Flexibility[a]										X	10%
Situational awareness				X							10%
Intellectual stimulation[a]		X								X	20%
Knowledge of curriculum, instruction, assessment[a]									X		10%

[a]Second-order change responsibilities.

Monitors/evaluates (50%). Fifty percent of the participants held common beliefs about how frequently they enacted the responsibility of monitors/evaluates and viewed

this responsibility as one of their top three that helps to increase student achievement. Principal 7 said, "You've got to monitor the effectiveness of what you're doing and the impact of student learning if you're going to impact student achievement…that to me is just a given." Principals that are learning-centered monitor the school's curriculum, assuring alignment between rigorous academic standards and curriculum coverage (Eubanks & Levine, 1983). Principal 7, as well as other participants, seem to have a common view that monitoring and evaluating all the systems and structures that in any way shape or form influence student achievement must be assessed.

Daily leadership responsibilities via a checklist. As discussed, research question 1 sought to explore which of the 21 leadership responsibilities principals utilize most. The second source of data beyond the card sorting activities was a daily leadership responsibilities checklist. Principals recorded which of the responsibilities they used each day over a period of five days. In examining Table 7, it appears that the principals enacted several responsibilities with similar frequencies. Fifty percent or more of principals enacted four of seven responsibilities connected to second-order change; Ideals/beliefs (58%); Monitors/evaluates (50%); Flexibility (54%); and Knowledge of curriculum, instruction, assessment (56%). Altogether, 50% or more of principals enacted 11 of the 21 leadership responsibilities during the five days (see Table 7).

Table 7

Summary Results From Daily Leadership Responsibilities Checklist

Responsibility	Day 1	Day 2	Day 3	Day 4	Day 5	Total
Culture	6	8	6	5	6	31/50 (62%)
Order	7	7	6	5	5	30/50 (60%)
Discipline	5	6	4	4	4	23/50 (46%)
Resources	3	3	6	4	3	19/50 (38%)
Curriculum, instruction, assessment	5	6	6	6	2	25/50 (50%)
Focus	4	5	7	3	2	21/50 (42%)
Visibility	7	7	8	8	6	35/50 (70%)
Contingent rewards	4	2	2	1	4	13/50 (26%)
Communication	7	7	8	6	7	34/50 (68%)
Outreach	4	4	6	7	2	23/50 (46%)
Input	4	4	4	3	4	19/50 (38%)
Affirmation	4	5	4	3	3	19/50 (38%)
Relationship	7	7	8	8	7	37/50 (74%)
Change agent[a]	1	3	3	4	4	15/50 (30%)
Optimizer[a]	3	5	3	4	3	18/50 (36%)
Ideals/beliefs[a]	5	7	7	6	4	29/50 (58%)
Monitors/evaluates[a]	6	4	6	5	4	25/50 (50%)
Flexibility[a]	5	6	5	7	4	27/50 (54%)
Situational awareness	6	7	8	7	5	33/50 (66%)
Intellectual stimulation[a]	1	3	5	4	2	15/50 (30%)
Knowledge of curriculum, instruction, assessment[a]	4	7	7	6	4	28/50 (56%)

[a]Second-order change responsibilities.

Insights into daily checklist results from participant interviews. As mentioned, results from the daily checklist showed that 50% or more of principals enacted a total of 11 of the 21 leadership responsibilities over the course of five days.

These leadership responsibilities included: (1) Culture, (2) Order, (3) Curriculum, instruction, assessment, (4) Visibility, (5) Communication, (6) Relationship, (7) Ideals/beliefs, (8) Monitors/evaluates, (9) Flexibility, (10) Situational awareness, and (11) Knowledge of curriculum, instruction, assessment. The following viewpoints are reflective of participants' insights on the leadership responsibilities. It is significant to note that these views were expressed during the semi-structured interview, and not recorded over the five days. Although the insights shared are not direct results of what happened over the five days, they do give a valid representation of each participant's view as he or she participated in the checklist activity.

Culture (62%). Sixty-two percent of the participants enacted the responsibility of culture over a five day period of time. Principal 4 said very plainly, "If the culture's bad, negative, we are going to have a tough time." Strong school cultures help ease the adjustment between current practices and future goals, which is essential for goal achievement (Sergiovanni, 1984). Principal 9 supported this by saying, "Culture I think can speak to things when they're not going well or when they're going well." A strong culture is fundamental to fulfilling the school vision (Deal & Peterson, 1999; Saphier & King, 1985). A leader must be willing to challenge and change the organizational culture so the vision will be fulfilled (Bass, 1990; Norris, 1994). Participants in this study have the common belief that school culture is a responsibility that helps the principal get an internal perspective on the workings that are occurring in their building.

Order (60%). Sixty percent of the participants enacted the responsibility of order over a five day period of time. Principal 8 makes the following statement:

> We have to have protocols and procedures and routines and rituals just like teachers have, should have, in their classrooms…I think if teachers understand there's an order of structure, and then they have input in that order or structure.

Principal 8 shared a nice view when he talks about how principals must have building-wide protocols and procedures and routines and rituals in place for success. Principal 8 continued to talk about how teachers need to understand this, but it is clearly the principal's responsibility to collaborate with the teachers to help them with understanding as well as application.

Curriculum, instruction, assessment (50%). Fifty percent of the participants enacted the responsibility of curriculum, instruction, assessment over a five-day period of time. Principal 4 stated the following:

> I need to be working with the teachers, and their lesson designs, and making sure that they have a curriculum…we want to have a college-going community, so we have to look at the advanced placement curriculum and things of that nature to make sure that we have the rigor that we need.

This statement by Principal 4 is a rich indicator that principals must be directly involved with their teachers in areas such as curriculum and instruction if they expect to see students making academic gains. Principal 6 shared:

> Curriculum, instruction, and assessment, we kind of talked about that too. For the most part that is something I am there with, knowledge of it, that's dealing more with the knowledge of it, as far as the actual design, I'm

> involved in quite a bit of it but a lot of that goes more to the district level too...

Principal 6 supports the importance of curriculum, instruction, and assessment when he talks about being involved quite a bit in the area of curriculum and instruction. It is the working with and being involved with that appears to be what the participant believe are important in connection to student achievement.

Visibility (70%). Seventy percent of the participants enacted the responsibility of visibility over a five-day period of time. Principal 7 shared this view on visibility:

> Visibility, has quality contact and interactions with teachers, and I would say, and students. I'm in the hallways all the time, I'm in the classrooms, I do walk throughs all the time…visibility, that's an everyday thing for me.

Principal 7 talked about enacting the responsibility of visibility consistently and purposely, in order to be in the daily life-space and routines of all individuals involved in the educational process of students in his building. Enacting this responsibility gives principals the opportunities to communicate the school's vision and mission, as well as monitor and evaluate.

Communication (68%). Sixty-eight percent of the participants enacted the responsibility of communication over a five day period of time. Principal 2 said principals, "Have to be able to communicate with all people who are working with our children and our students that there is a higher, there is a basic level of what we need to do consistently across the board." Principal 2, as well as the majority of participants, share the view that when principals invest in ongoing communication to all stakeholders

involved, they are better able to both serve within their schools, and connect with other outside institutions to aid in the efforts to support their students' academic success.

Relationship (74%). Seventy-four percent of the participants enacted the responsibility of relationship over a five day period of time. Principal 4 said, "If you can't relate to me, how can you teach me?" Principal 4, like Sergiovani (1992), expressed the view that investing in and nurturing relationships will not only lead to a healthy school culture, but also position the principal and school community to productively move forward in accomplishing the vision and goals.

Ideals/beliefs (58%). Fifty-eight percent of the participants enacted the responsibility of ideals/beliefs over a five-day period of time. Principal 1 said, "I think that…through strong ideals and beliefs about schooling that we will foster that sense of community and cooperation, if that's what you believe, and that's what I believe from a cultural stand point." She along with the other participants seem to assert that when the principal communicates a distinct focus on areas such as student learning, behavioral expectations, and high expectations for learning for all students; principals then stand a better chance of influencing student achievement.

Monitors/evaluates (50%). Fifty percent of the participants enacted the responsibility of monitor/evaluates over a five-day period of time. Principal 5 said, "Getting in the classrooms, giving teachers feedback, allowing them to provide you with some feedback as well or get their input." This view from Principal 5 seems to express a collaborative effort between the principal and teachers regarding student learning and academic progress. Principal 5 went on to say, "Monitoring or evaluating and then having dialogues about that not only at grade-level discussion or meetings, but also at

department meetings where they're having the right dialogue about student achievement." This insight from Principal 5 also expresses a cooperative effort between the principal and the teachers to insure substantial gains in student achievement.

Flexibility (54%). Fifty-four percent of the participants enacted the responsibility of flexibility over a five day period of time. Participants held common beliefs that principals need to adapt and adjust to the various needs of people and situations. Principal 5 stated the following:

> With me being flexible, I shouldn't be backing kids into the corner, the system the culture here shouldn't be backing kids into the corner, we shouldn't be backing teachers into the corner, we have systems in place that are working with people constantly to improve them and get them better.

Principal 5 appears to be conveying a view that if principals take the time to build on the collective ability of the school community, adapt to relative conditions, and implement procedures with sound judgment, student achievement can improve.

Situational awareness (66%). Sixty-six percent of the participants enacted the responsibility of situational awareness over a five day period of time. Principal 5 shared, "I think situational awareness improves depending upon the experiences that you've been involved with." Principal 5 appears to be sharing that the more experiences a principal has been involved in, the better able they are to recognize and properly address potential conflicts that could affect the school. Principal 5 went on to say the following:

> You've gotta know what's a problem that needs to be addressed right now or is that something that can be addressed at the next faculty meeting, is

> that something that can be addressed at a particular level, at the classroom level, with teacher/parent/student.

Principal 5 again seems to be sharing that the ability to recognize and understand potential conflicts, and being able to respond to conflict with proper strategies, is essential in strengthening the school's capacity to meet school improvement goals and help students achieve.

Knowledge of curriculum, instruction, assessment (56%). Fifty-six percent of the participants enacted the responsibility of knowledge of curriculum, instruction, assessment over a five day period of time. Principal 1 said,

> Well, as the building principal, you are responsible again for all aspects of the school, and so as an instructional leader, I am modeling for teachers the expectations for what happens in the classroom.

When Principal 1 shared her insights and talked about modeling, she seemed to be referring to communicating and providing guidance to her teachers in areas such as curriculum, as well as instructional strategies. When done properly, this modeling to which Principal 1 was referring helps to build teacher efficacy, which, in turn, should help to increase student achievement.

Additional findings from participant interviews. Finally, data obtained from participant interviews provided further insight into the leadership responsibilities principals (Marzano et al., 2005) enact to improve student achievement. As mentioned in Chapter III, data obtained from the semi-structured interviews was analyzed through a process of data collection, reading, categorization, coding, and reduction. During the interviews, several responsibilities were mentioned by at least 50% of participants,

including: (a) Relationships, (b) Visibility, (c) Communication, (d) Culture, (e) Knowledgeable of curriculum, instruction, assessment, (f) Resourcefulness, and (g) Monitors/evaluate. The sections below present the themes and data associated with each theme obtained from the interviews for research question 1.

Relationships. Principal 1 believes the following about relationships:

> I believe that relationships are important, that we're acknowledging people by name, that we're happy to see them, that you're out and you're visible.

Principal 5 supported this by adding:

> It's how you build relationships with people because we are in a heavily driven enterprise where people is the main resource and priority, so if you can't work with people you're going to struggle immensely.

Being visible and friendly, along with building relationships with people, should be high on principal's priority list. In the field of education people, are key resources. With this in mind, if a principal has difficulty establishing and sustaining relationships students, staff, and the educational program is likely to struggle to achieve and perform well.

Principal 4 went on to add:

> I like to get input from colleagues, teachers, students, parents, or even business owners.

Actively seeking input from your key stakeholders sets the stage and opens the doors for relationships to happen (see Table 8).

Table 8

Principal Comments on Relationships

Relationships	
Principal	Key Phrases
1	I believe that relationships are important, that we're acknowledging people by name, that we're happy to see them, that you're out and you're visible.
5	It's how you build relationships with people because we are in a heavily driven enterprise where people is the main resource and priority, so if you can't work with people you're going to struggle immensely.
4	I like to get input from colleagues, teachers, students, parents, or even business owners.

Visibility. Principal 7 shared the following on the importance of visibility:

> Visibility, has quality contact and interactions with teachers, and I would say, and students. I'm in the hallways all the time, I'm in the classrooms, I do walk throughs all the time…visibility, that's an everyday thing for me.

Visibility seems to be a practice that principals instinctively put on their daily calendars. For example, Principal 7 may have meetings scheduled on his calendar throughout the morning and afternoon of a particular day; however, because visibility is an important responsibility to him, he naturally makes an effort to be with his students and staff before, in between, or after his meetings (see Table 9).

Table 9

Principal Comments on Visibility

Visibility	
Principal	Key Phrases
7	Visibility, has quality contact and interactions with teachers, and I would say, and students. I'm in the hallways all the time, I'm in the classrooms, I do walk throughs all the time…visibility, that's an everyday thing for me.

Communication. Principal 2 spoke about working to have clear communication with his staff:

> I think that I give people information when I get it, when people ask, if I know something I will tell them straight up…I definitely want to be clear with people.

Overall, participants indicated that communicating with honesty, clarity, and in a timely manner, needs to be part of what principals do to sustain discussion with all stakeholders, particularly when principals want to promote goals and support student achievement. Principal 6 added to this, stating,

> I developed a system of communication…I have an open door policy always, which is more and more people are coming in and having conversations which is ultimately what I wanted to do.

Principals must have the ability to communicate the vision and mission of the school to diverse groups of people on a regular basis. All stakeholders at some point must be informed of what direction the school is going in to help students achieve. Without the

principal using communication to lead and guide, the promotion of student learning and achievement will be lost (see Table 10).

Table 10

Principal Comments on Communication

Communication	
Principal	Key Phrases
2	I think that I give people information when I get it, when people ask, if I know something I will tell them straight up…I definitely want to be clear with people.
6	I developed a system of communication…I have an open door policy always, which is more and more people are coming in and having conversations which is ultimately what I wanted to do.

Culture. According to participants, it seems that the principal has key a role in the extent to which the school has a safe environment and culture of learning. Principal 5 shared a couple of his views on culture:

> I think along the way you create a culture and that culture has a lot to do with how the building will run, even in the absence of---you can take that principal out of there for a little bit and that building's still going to plug along based on the established culture and guidelines.

Similarly, Principal 10 made the following statement regarding culture:

> I'm responsible for the culture that would allow for achievement to take place.

Principals cannot ignore the importance of establishing and sustaining a healthy school culture. Student achievement depends on the culture of the school environment, which

the principal is responsible for. The absence of a productive school culture would seem to result in poor student and teacher performance (see Table 11).

Table 11

Principal Comments on Culture

Culture	
Principal	Key Phrases
5	I think along the way you create a culture and that culture has a lot to do with how the building will run, even in the absence of---you can take that principal out of there for a little bit and that building's still going to plug along based on the established culture and guidelines.
10	I'm responsible for the culture that would allow for achievement to take place.

Knowledgeable of curriculum instructional practices. Knowledge of curriculum instructional practices involves being knowledgeable about and providing teachers with conceptual guidance about effective classroom practice. Principal 2 made the following statement about this topic:

> I think it's extremely important, especially in the situation we're in right now, to be able to communicate with all people who are working with our children and our students, that there is a higher, there is a basic level of what we need to do consistently across the board, because there are common threads across all of our subject areas, and with us, not all of our kids come with that same background. Whether it's culturally, whether it's the diversity, in multiple different forms, what is the background of their education, there are common threads that our kids need to know from a

basic foundational level that we have to start with.

Principal 9 added to this with the following statement:

> The great thing for me is that I work with some very smart people who are very knowledgeable in their specific areas, so I don't hesitate to lean on them. As a principal, I struggle sometimes like as a classroom teacher, we used to tell people, you are required to know a little bit about an awful lot of things and so kind of the same as a principal. Do I need to know, how much do I need to know, about everything? Do I have folks that are knowledgeable? And you still have to be able to take it all, analyze it, and kind of make it make sense to different groups of people.

Principals that place emphasis on student learning take it upon themselves to learn and understand what quality instruction is. Furthermore, it is important to the principal that all teachers utilize effective pedagogy in the classroom (see Table 12).

Table 12

Principal Comments on Knowledge of Curriculum Instructional Practices

Knowledge of curriculum instructional practices	
Principal	Key Phrases
2	I think it's extremely important, especially in the situation we're in right now, to be able to communicate with all people who are working with our children and our students, that there is a higher, there is a basic level of what we need to do consistently across the board, because there are common threads across all of our subject areas, and with us, not all of our kids come with that same background. Whether it's culturally, whether it's the diversity, in multiple different forms, what is the background of their education, there are common threads that our kids need to know from a basic foundational level that we have to start with.
9	The great thing for me is that I work with some very smart people who are very knowledgeable in their specific areas, so I don't hesitate to lean on them. As a principal, I struggle sometimes like as a classroom teacher, we used to tell people, you are required to know a little bit about an awful lot of things and so kind of the same as a principal. Do I need to know, how much do I need to know, about everything? Do I have folks that are knowledgeable? And you still have to be able to take it all, analyze it, and kind of make it make sense to different groups of people.

Resourcefulness. One principal shared his view on resources by stating the following:

> Providing them with the key resources, providing communication avenues, back and forth, two-way street.

Principals must provide a variety of resources. Many of these resources are tangible, such as text books and supplies. Other resources, like serving on curriculum committees and creating pacing guides, require collaboration. There are still yet other resources, such

as systems of communication, that are more intangible, but still a necessary resource for the educational environment (see Table 13).

Table 13

Principal Comments on Resourcefulness

Resourcefulness	
Principal	Key Phrases
	Providing them with the key resources, providing communication avenues, back and forth, two-way street.
6	I developed a system of communication…I have an open door policy always, which is more and more people are coming in and having conversations which is ultimately what I wanted to do.

Monitors/evaluate. Principal 3 shared his views on monitoring and evaluating with the following reflection:

> So part of being an instructional leader is recognizing your abilities of your teachers, recognizing your abilities or the needs of the students, and then helping the teachers learn how to match what they're effective at doing with those kids and that's a fun dynamic process that is ever changing.

Principal 5 supports Principal 3 with the following statements:

> Getting in the classrooms, giving teachers feedback, allowing them to provide you with some feedback as well or getting their input...You've got to make sure you're teaching the right stuff. When it comes to instruction, is it getting delivered? How effective is it? Are kids engaged? And then

you're ultimately saying well, it was really effective because 80% of them got it. Or you're saying well it wasn't very effective it all because only 30% of them got it…You're…monitoring the effectiveness of those school practices. Are teachers teaching what they should? Is there a teaching/learning cycle going on there? And you're front loading it and you're measuring the end of it.

Principals make many decisions and judgments throughout the course of their days. Principals must hold themselves accountable, and be purposeful and systematic when they are gathering and analyzing data to make decisions for school improvement (see Table 14).

Table 14

Principal Comments on Monitors/Evaluates

Monitors/Evaluates	
Principal	Key Phrases
3	So part of being an instructional leader is recognizing your abilities of your teachers, recognizing your abilities or the needs of the students, and then helping the teachers learn how to match what they're effective at doing with those kids and that's a fun dynamic process that is ever changing.
5	Getting in the classrooms, giving teachers feedback, allowing them to provide you with some feedback as well or getting their input...You've got to make sure you're teaching the right stuff. When it comes to instruction, is it getting delivered? How effective is it? Are kids engaged? And then you're ultimately saying well, it was really effective because 80% of them got it. Or you're saying well it wasn't very effective it all because only 30% of them got it…You're…monitoring the effectiveness of those school practices. Are teachers teaching what they should? Is there a teaching/learning cycle going on there? And you're front loading it and you're measuring the end of it.

Summary of RQ_1

Data for research question 1 was obtained from card sorting activities, daily checklists, and semi-structured interviews. As shown in Table 5, five of the top seven principal leadership responsibilities identified during the card sorting activity were endorsed by at least 50% of participants. These five were: (1) Communication; (2) Monitors/evaluates; (3) Culture; (4) Focus; and (5) Visibility. When selecting their top 3 of 7, two leadership responsibilities, Ideals/beliefs (60%) and Monitors/evaluates (50%), were endorsed by 50% or more of participants (Table 6). Both Ideals/beliefs and Monitors/evaluates are second-order change responsibilities.

Results from the daily checklist showed that 50% or more of principals enacted 11 of Marzano et al.'s (2005) 21 leadership responsibilities over a five day period of time (Table 7). Of these 11, 50% or more of principals enacted four of the seven responsibilities connected to second-order change; Ideals/beliefs (58%); Monitors/evaluates (50%); Flexibility (54%); and Knowledge of curriculum, instruction, assessment (56%).

Finally, I further analyzed research question 1 by examining the semi-structured interview transcripts, exploring which leadership behaviors these principals utilize most in attaining high student achievement. By coding the data, I was able to discover variations in the data, as well as patterns related to the presence and absence of codes. From this analysis I was able to identify seven accompanying themes for research question 1: (a) Relationships, (b) Visibility, (c) Communication, (d) Culture, (e) Knowledgeable of curriculum, instruction, assessment, (f) Resourcefulness, and (g) Monitors/ evaluate. Each theme was endorsed by at least 50% of participants.

Principals appear to believe that building and sustaining relationships with students, staff, and parents is important. One way principals seem to work at implementing the responsibility of building and sustaining relationships is by being purposeful when acknowledging students and staff on a daily basis. Similarly, regarding visibility, principals had common beliefs about having quality contact and interactions with students and teachers, particularly in key areas such as teacher classrooms and hallways. As highlighted earlier, visibility seems to be a practice that principals instinctively put on their daily calendars.

Communication is another responsibility principals seem to believe is a necessary factor. As highlighted earlier, communicating with teachers and students with honesty, clarity, and in a timely manner appears to be a commonality among principals in their efforts to sustain discussion with all stakeholders, promote goals, and support student achievement. Principals held similar beliefs about having systems of communication (e.g., weekly and/or monthly newsletter, staff meetings, and parent meetings) in place within their buildings. Furthermore, principals believe that it is important to have the ability to communicate the vision and mission of the school to diverse groups of people on a regular basis. It was common for principals to indicate that all stakeholders at some point must be informed of what direction the school is going in to help students achieve. Principals appeared to believe that without using communication as a tool to lead and guide, the promotion of student learning and achievement is lost. In addition, principals highlighted the importance of providing teachers with instructional feedback, allowing teachers to provide feedback, and seeking out teacher input on key issues.

Principals held similar beliefs about knowledge of curriculum, instruction, and assessment. They enact this responsibility in similar ways, such as being knowledgeable and current on best practices and strategies, which they believe assists in providing direction to teachers inside of the classroom. Furthermore, principals appear to believe that placing an emphasis on student learning and quality instruction, as well as ensuring that all teachers utilize effective pedagogy in the classroom, improves instructional practices and ultimately student achievement.

In examining similarities in implementing the responsibility of resourcefulness, principals appear to believe it is necessary to provide teachers with key and necessary resources that empower them to teach effectively. As mentioned, the principals in this study appear to do this in both tangible and intangible ways. An example of being resourceful in a tangible way is providing teachers with resources such as textbooks and curriculum. An example of being resourceful in an intangible way is making sure systems of communication are in place for teachers and students.

Finally, principals held similar beliefs regarding monitoring and evaluating. Principals believed that monitoring and evaluating the abilities and needs of the teaching staff is important. They appear to enact this responsibility by visiting classrooms to make sure teachers are delivering the content, to make sure students are engaged and learning, or to assist with evaluating the skill levels and needs of students. Monitoring and evaluating is a principal behavior that appears to require principals to be purposeful and systematic as part of an overall effort to be accountable toward student achievement.

Table 15 is a triangulation of the data collected during the card sorting, interviews, and daily checklist for research question 1. In examining Table 15,

participants appear to have similar beliefs about the following five leadership responsibilities (which appear in each of the three streams of data): (a) Culture, (b) Visibility, (d) Communication, (e) Ideals/beliefs, and (f) Monitors/evaluates. Of these five, two, Ideals/beliefs and Monitors/evaluates, are second-order change responsibilities. Further examination of Table 15 reveals that participants also appear to have similar beliefs about the following six leadership responsibilities, which appear in two of the three streams of data: (a) Order, (b) Focus, (c) Knowledge of curriculum instruction, assessment, (d) Relationship, (e) Flexibility, and (f) Situational awareness. Of these responsibilities, only Knowledge of curriculum instruction, assessment and Flexibility are second-order change responsibilities. Finally, as shown in Table 15, participants seem to have similar beliefs and enact in similar frequency the following four of the seven second-order change responsibilities: (a) Ideals/beliefs, (b) Monitors/evaluates, (c) Knowledge of curriculum instruction, assessment, and (d) Flexibility.

Table 15

Triangulation of Data from Research Question 1

Card Sort	Interviews	Checklist
Most Frequently Used	**Top 7 (Identified by 50%+ of principals)**	**Enacted by 50%+ of principals**
▪ Culture – 80% ▪ Order – 70% ▪ Discipline – 50% ▪ Focus – 60% ▪ Knowledge of curriculum, instruction, assessment[a] – 50% ▪ Visibility – 90% ▪ Communication – 80% ▪ Outreach – 50% ▪ Affirmation – 50% ▪ Relationship – 80% ▪ Optimizer[a] – 50% ▪ Ideals/beliefs[a] – 80% ▪ Monitors/evaluates[a] – 70% ▪ Flexibility[a] –70% ▪ Situational awareness – 90%	▪ Culture – 70% ▪ Focus – 60% ▪ Visibility – 50% ▪ Communication – 80% ▪ Monitors/evaluates[a] – 80% **Top 3 (Identified by 50%+ of principals)** ▪ Ideals/beliefs[a] – 60% ▪ Monitors/evaluates[a] –50%	▪ Culture – 62% ▪ Order – 60% ▪ Curriculum, instruction, assessment – 50% ▪ Visibility – 70% ▪ Communication – 68% ▪ Relationship – 74% ▪ Ideals/beliefs [a] – 58% ▪ Monitors/evaluates [a] – 50% ▪ Flexibility [a] – 54% ▪ Situational awareness – 66% ▪ Knowledge of curriculum, instruction, assessment[a] – 56%

[a]Second-order change responsibilities.

RQ_2: What barriers do these principals encounter in implementing the most frequent responsibilities? How do they overcome these barriers?

My study's final research question explored barriers in implementing leadership responsibilities. This question has two sub-questions. For analysis, I treated these two sub-questions separately. The first sub-question pertains to the barriers related to discharging their leadership responsibilities. The second sub-question explored how principals overcome these barriers. From the semi-structured interview data, I conducted data analyses and developed themes associated with the two sub-questions on: (a) barriers

and (b) ways to overcome barriers.

Barriers to implementing leadership responsibilities to improve student achievement. The themes related to barriers to implementing leadership responsibilities include the following: (a) Lack of time, (b) Impeding district and state mandates, (c) Lack of resources, (e) Impeding community dynamics, (f) Low student skill level and lack of motivation to learn, and (g) Negative student behavior. By coding the data, I discovered variations in the data, as well as associations among the presence and absence of codes, allowing patterns to be identified.

Lack of time. Principal 5 gave the following perceptions about time being a barrier:

> I think time is always a limiting factor. If I had more time, I'd be able to get into more classrooms; I'd be able to free teachers up and maybe have more sessions of cognitive coaching with focus to change existing habits and behaviors, being one. That takes a lot of time. The visibility piece is one part, but it's engaging people around the missions or vision of the building and the overall goal of what we're about, so you know the relationship piece, time.

Principal 3 shared the following about time being a barrier:

> The difficulty is trying to balance the time that that takes. Committees take a long time to make decisions and a lot of times we need to make decisions now. I don't have the time to do everything I need to do. It's discipline. It is parent/community issues. It is sports issues. It is band

> issues. It's, you know, the normal stuff I have to deal with on a day-to-day, financial issues. Um…there's a ton of things that interfere with that.

Time is a valuable resource to principals. The lack of time creates a major barrier in the various aspects of principal leadership. Principals need more time to be in the classroom; yet they want more time to train their teachers, more time to work with students in the hallways and cafeteria, more time to be visible in the different parts of the school and at school events, as well as time to engage people and build relationships. When time is lacking, it becomes a barrier to student achievement.

Impeding district and state mandates. Principal 1 shared the following views about different mandates being barriers:

> Mandatory meetings…The expectations of what's expected through the state, what's expected through your district…can also impact, or create some barriers to your daily instructional leadership.

Principal 8 enhanced Principal 1's reflection with the following thought:

> I understand the meetings, we have biweekly four-hour meetings every two weeks we have a four hour meeting, so what you're telling me Is that you don' t want us to lecture kids but you're going to lecture to me.

Principal 2 shared the following:

> Sometimes the organization is the barrier, sometimes central office is the barrier, and sometimes people's mentality of a union association is a barrier.

Principal 6 stated the following:

> The union, the union officers are in this building, and so that plays a huge piece in things, in the culture, and like I said, it was really tough time in that first year. Especially the first year, it took a few years, but it's blended together much better than it was.

Mandates handed down at the district and state level often tie the hands of principals. Required meetings that pull principals away from their students and staff, as well as systems and procedures instituted for accountability purposes, take away valuable time.

Lack of resources. Principal 4 shared the following thoughts about lack of resources being a barrier:

> Time…money….Getting the best employee for the best teacher for the student.

Principal 5 furthered this by stating:

> As resources get tighter and tighter and you look and say well, "I can't provide that because I don't have the resources."

Principal 5 also shared the following:

> I've cut nine people in four years here, I don't have those, I've got to lean on, I've got to get my training through the district, I've got to get my training through my Intermediate School District (ISD) where I can afford that. So I think it's resources, it's tighter budgets.

Principal 3 shared the following:

> There're tons of things that influence my ability to be an effective instructional leader. But, at this size school primarily its resources.

Principal 4 expanded on this by stating:

> You don't have a lot of people knocking down your door to come into your school to teach, so getting the best employee for the best teacher for the student, and always you not going to get a superstar, a rock star teacher so you try to get the next best thing to it and try to work with that non-rock star person and try to make them as good as possible. So sometimes it's the human capital that you have to work with.

Principals need the best resources if they are expected to provide the best possible education for all students. From money, to time, to employees, which are all resources, students and staff both suffer when principals are not equipped with the necessary resources.

Impeding community dynamics. Principals appear to believe that they must be able to recognize the various dynamics their communities bring to the table, and understand that some dynamics within their community can be barriers to the educational process of their students. Principal 1 made the following statement about how community can be a barrier:

> You can have some events that happen in the community and they come back and may affect your building.

Principal 5 shared the following:

> I think one of the other barriers is when you have these highly mobile, transient populations and you get these kids just floating about the system and I don't even know where they end up, or where their test scores end up.

Principal 4 furthered this by stating:

> Yeah, yeah. It's the time factor because we are here for student achievement but we also have families and personal needs that we have to take care of also, because a lot of places.

Low student skill level and lack of motivation to learn. Principal 1 shared the following about students' skill level and lack of motivation being a barrier:

> I mean you have students arrive in your building who are below grade-level. Those are typically the students who are distracted from learning, and who cause distractions….And so I guess the number one barrier would be having staff not feel like they are equipped to deal with the students who are arriving in their classrooms on a daily basis who may be below grade-level.

Principal 4 added to this view by stating:

> The kids desire to want it, I think that can be a number one barrier.

Principal 4 furthered this by adding the following:

> Okay let's look at the total picture. The kids desire to want it, I think that can be a number one barrier. Motivation…Their motivation to learn.

There continues to be an increasing amount of students who are below grade-level in middle and high schools. Students who struggle to read and write often are not motivated to learn. In addition, students who deal with emotional and psychological issues are often not motivated to learn. Principals cannot disregard the realities of lack of student motivation to achieve academically. This barrier challenges principals to provide academic and social strategies for teachers who are daily challenged with this obstacle.

Negative student behavior. Principal 1 shared the following views about student behavior being a barrier:

> Situations that occur in the building that pulls you away from your daily plan…Students who are arriving in their classrooms on a daily basis who may be below grade-level and they are disrupting the environment.

Principal 10 validated this by stating that "Student behaviors…and needing to redirect and intervene" is a significant barrier in principal leadership. When principals are dealing with student behavior, it appears that this is a barrier that is time consuming as well. Students who struggle academically may be more prone to have a discipline issue in the school environment. Student issues that require the principal to intervene take quality time away from other matters.

Principal 10 went on to say:

> You know what again, I'm really challenged from a time standpoint while giving in the classroom more, and I'm not withstanding even when I'm in there, I still, there's certain behaviors of students I find myself addressing. It's really the time. It's just really the time. You know what the time, and the….wow, student behaviors, um and needing to redirect and intervene more often.

Principal 2 added to this by stating the following:

> You know the only word that comes to my mind is inconsistency; the inconsistency of student attendance.

Overall, it appears that the principals held common beliefs about a variety of barriers. When examining the data further, it also appears that principals hold similar in

regards to breaking barriers. How principals overcome barriers is discussed in the section below.

Ways to overcome barriers. Themes related to ways to overcome barriers including the following: (a) Balancing time, (b) Relationships, (c) Communication, (d) Outreach, (e) Affirmation; and (f) Monitor and evaluate. An interesting note in regards to these themes is that balancing time is not one of the 21 responsibilities. Again, by coding the data, I was able to discover variations in the data as well as associations among the presence and absence of codes, allowing patterns to be identified. Each theme was endorsed by at least 50% of participants.

Balancing time. Principal 9 commented on the importance of how balancing time can help principals overcome barriers:

> For me I try to be as methodical as I can. I have to have a plan. I can't plan on the fly…I need to find time or make time…Just the pace of the job will keep you moving sometimes faster than you want to, so you gotta be able to slow yourself down and take a real reflective look at what you're doing. If you're putting something out there, it should be well thought out. And you sometimes don't have time unless you take it or make it to really think through things as well as they require…Just the pace of the job will keep you moving sometimes faster than you want to, so you gotta be able to slow yourself down and take a real reflective look at what you're doing.

Although balancing time is not one of the 21 responsibilities identified by Marzano et al. (2005), it is a skill principals seem to use when seeking to overcome barriers. Principals

have to not only be watchful of the different components of the institution but also set time aside to prepare for the overall success of the students and staff.

Relationships. Although lack of time can be a barrier, principals seem to understand that investing time in relationships with stakeholders will help to generate student performance. Principal 5 supported this by stating:

> Making time in building, making time to build and cultivate those key relationships with people.

Communication. Principal 4 made the following statement about the necessity of communication in overcoming barriers:

> You better communicate with the students, the teachers, and the definitely the community, because if – and your superiors, because if they not in the know, they're going to want to know why they're not in the know. And communicating, communication in this aspect is a good thing, because you want the buy in from the community and the constituents and the stakeholders.

It seems that principals must frequently communicate the goals of the school to a variety of people. It appears principals believe that communicating in a focused and systematic manner can help to overcome barriers and engage students in academic achievement.

Outreach. Principal 4 commented on how outreach can be used to overcome barriers:

> You're definitely not going to just sit within the boundaries of your building, you're going to seek funds from the community, you know, see how they can help you with the different money issues that you may have.

Overall, principals seem to believe that it is beneficial to collaborate with families and community agencies to help with student achievement.

Affirmation. Principal 1 shared the following about the importance of affirming students and staff to assist in overcoming barriers:

> That you recognize and celebrate the hard work that they do...You have to find ways to celebrate the work that they do so that they feel good about the work that they do.

Students and staff alike seem to look for the principal to both formally and informally affirm the work they are accomplishing in the learning environment. It seems that taking the time to celebrate what students and staff have accomplished has a positive effect on individuals, as well as the overall school culture of the school.

Monitors and evaluatse. Finally, principals seem to believe that the various aspects of the learning environment must constantly be assessed and evaluated. This also appears to be a leadership responsibility that is essential and fundamental to experiencing student achievement. As Principal 7 said, "You've got to monitor the effectiveness of what you're doing and the impact of student learning if you're going to impact student achievement…that to me is just a given."

Summary of RQ_2

Research question 2 explored barriers to implementing Marzano et al.'s (2005) 21 leadership responsibilities. Specifically, research question 2 explored both barriers and

ways principals overcome barriers associated with the 21 leadership responsibilities. From the semi-structured interview data, participants identified the following barriers: (a) Lack of time, (b) Impeding districts and state mandates, (c) Lack of resources, (d) Impeding community dynamics, (e) Low student skill level and lack of motivation to learn, and (f) Negative student behavior. Regarding ways to overcome barriers, the following themes emerged from the interview data: (a) Balancing time, (b) Relationships, (c) Communication, (d) Outreach, (e) Affirmation, (f) Monitor and evaluate. The paragraphs below summarize participants' beliefs about these barriers as they relate to implementing leadership responsibilities. Following this summary is a discussion of the ways in which principals describe how to overcome these barriers.

Some of the barriers principals described had to do with a lack of time and resources, and the ways in which district and state mandates contributed to a lack of time. The principals seem to have similar beliefs about a lack of time creating a barrier in the numerous aspects of their role as principal. Principals shared common beliefs about the need to have more time in areas of their buildings such as classrooms, hallways, and cafeteria. They even talked about the need to have more time to meet with teachers to share their insights and feedback on classroom instruction. An interesting discovery was that while principals appear to believe that the leadership behavior of visibility is important, even being visible takes time. In discussing how issues of accountability at the district and state level can also be a barrier, participants seemed to believe that requirements such as mandatory meetings pull principals away from their buildings and have a negative impact on implementing their leadership responsibilities. In discussing

lack of resources, participants talked about issues such as lack of money, lack of qualified teachers, and lack of classroom materials such as curriculum and pacing guides.

As mentioned, the participants also appear to believe that community issues can impede discharging leadership responsibilities. Examples of community issues principals described ranged from gang-related problems to social media. These issues often distract students from focusing on academic matters. Similarly, principals also explained that students who function below grade-level and lack the academic skills often are not motivated to learn. Lastly as it pertains to barriers, participants agreed that negative student behavior is a barrier. Students dealing with emotional and even academic issues may lack necessary problem-solving skills, and their acting out behaviors may impede their academic success, as well as the success of others.

As it relates to overcoming barriers, participants seemed to believe that a key behavior to overcoming barriers is balancing their time effectively. In relation to this, they described the importance of developing the skill of slowing down and reflecting on the decisions they are making. Participants appear to believe that setting aside time to plan and prepare helps in overcoming barriers.

Participants discussed how taking time to build and sustain in relationships with students, staff, and community will also break barriers. Along with this, communication and outreach are behaviors principals agree assist in overcoming barriers. Principals also believe that frequently communicating the school's goals and vision to stakeholders, while reaching out to collaborate with the surrounding community are key behaviors that help them overcome barriers. In addition to this, principals agreed that affirmation is a principal behavior that is not used enough, but very necessary. Principals seem to agree

that finding ways to recognize and celebrate their students and staff helps to address barriers. Some principals talked about the need to do better in this area, and working to stay aware of the necessity of this behavior. Lastly, principals appear to have a common belief that monitoring and evaluating will support overcoming various barriers that have been described. Principal 7 described the attitude surrounding using the behavior of monitors and evaluates when he said, "You've got to monitor the effectiveness of what you're doing and the impact of student learning if you're going to impact student achievement…that to me is just a given."

Summary of Findings

Data analysis revealed several themes from semi-structured interviews, card sorting activity, and daily checklist, on how principals discharging their leadership responsibilities. After considerable review, it became quite evident that the data collected identified the following four major findings:

1. Overall, participants placed disproportionally equal amount of emphases on first-order responsibilities when compared to second-order responsibilities.

The data support this include out of 21 responsibilities, 7 of them are second-order; 33% of them are second-order. In the rating of their usage of the responsibilities, 50% of them mentioned they frequently discharged 5 second-order responsibilities out of 15 (i.e., 33%). According to the daily checks they discharged four second-order responsibilities out of 11 practiced responsibilities (36%). Given the fact that these are priority and focus schools and principals are expected to discharge many second-order changes, the finding seems to raise the issue whether principals practiced enough of the second-order responsibilities to renew their schools.

2. Overall, participants placed greater emphasis on first-order responsibilities when compared to second-order responsibilities.

During the card sorting activity, principals mentioned 15 of the 21 leadership responsibilities when questioned about which of the behaviors they most frequently implemented, and reported using 11 of the 21 responsibilities via the daily checklist. Principals tended to mention first-order responsibilities more frequently than second-order responsibilities; 10 of the 15 identified in common via card sorting were first-order change; four of the five in common for top seven were first-order change; seven of the 11 in common identified from the checklist were first-order responsibilities. This equates to 10% to 90% of participants reporting use of first-order change responsibilities, versus 30% to 70% of participants reporting use of second-order change responsibilities during the card sorting activity, and 26% to 74% of participants reporting that they enact first-order change responsibilities, versus 30% to 58% of participants reporting that they enacted second-order change responsibilities via the daily checklist. This suggests that the principals tend to focus less on second-order change than first-order change, possibly being more confident enacting first-order change responsibilities.

While participants more often endorsed first-order change responsibilities, it is important to note that when choices were narrowed, and participants were asked to identify their top three principal leadership responsibilities, the top two leadership behaviors, Ideals/beliefs and Monitors/evaluates, were both second-order change responsibilities. In fact, when examining data across the three data streams, it is shown that principals believe they use over half (57%) of the leadership responsibilities

connected to second-order change on a daily basis. This suggests that these principals believe that responsibilities connected to second-order change are necessary for student achievement; however, principals may perceive more barriers when implementing second-order change, or they may simply find first-order change leadership responsibilities more routine and integral to the daily operation of the school building. Furthermore, when the principals rated their usage of the responsibilities, 50% of them mentioned using 5 second-order responsibilities out of 15 or 33% but only on second-order responsibility out of 11 practiced responsibilities. This finding seems to raise the issue whether principals practice enough of the second-order responsibilities. It appears they discharge a very limited number of second-order responsibilities in these priority and focus schools. Second-order change behaviors may be perceived as more important philosophically, but less a part of daily principal responsibilities.

3. There was a decrease from 50% of the principals perceiving frequent usage 15 of those 21 responsibilities to 50% of the principals reported 11 practiced responsibilities via one-week daily checking.

Fifty percent or more of the principals enacted 11 of the 21 leadership responsibilities during the five days, which represents only a slight decrease from the 15 out of 21 responsibilities identified as most frequently used during the card sorting activity. This indicates consistency between their perceptions and their actual behavior. Interestingly, a further look at first- and second-order change reveals that 50% or more of the principals identified five of the seven behaviors connected to second-order change as being among their top seven leadership responsibilities, and when monitored, 50% or more of the principals did actually enact four of the seven responsibilities connected to second order

change. This further indicates consistency between their perceptions and their actual behavior. Nevertheless, the lack of results in the area of student achievement in their perspectives buildings suggests that these principals need training, as well as ongoing mentoring, in the application of these responsibilities.

4. Some of the responsibilities such as relationship, communication, outreach, affirmation, and monitors/evaluates appear to be used in a unique way; these responsibilities are not only important leadership responsibilities, but principals also use these behaviors to overcome barriers in enacting leadership responsibilities.

In other words, these responsibilities are used as defensive measures to overcome barriers, rather than as offensive measures to pushing their school forward. Relationships, communication, outreach, affirmation, and monitors/evaluates were identified as some of the most frequently used leadership responsibilities during the card sorting activity. Data from the semi-structured interviews indicated that the majority of the principals found it necessary to enact these same responsibilities to overcome barriers. Principals appeared to be quite cognizant of the various internal and external barriers they encounter, as well as how they work not to tolerate, but overcome these barriers. In particular, the principals in this study communicate the goals of the school to a variety of people, believing that communicating in a focused and systematic manner can not only help to overcome barriers, but also engage students in behaviors designed to promote academic achievement. Similarly, principals seem to believe that engaging in outreach designed to promote collaboration and relationships with families and community agencies to help with student achievement is also essential to overcoming barriers. These findings suggest that some of Marzano et al.'s (2005) leadership

behaviors may be meta-leadership responsibilities, serving as dual-layered tools that not only work to promote student achievement, but also to assist principals in overcoming barriers.

Chapter IV Summary

The purpose of this phenomenological study was to examine how principals enact leadership practices identified by Marzano et al. (2005). This chapter depicted the experiences of a sample of 10 secondary principals assigned to Focus and Priority schools. Mainly, the conversation reveals: (a) the extent to which these principals enact leadership practices, (b) barriers they encountered to enact these responsibilities, and (c) ways they overcome the barriers. In Chapter V, I give the findings that support current literature, findings that contradict the current literature, findings not revealed through previous studies, implications for practice, and conclusions.

CHAPTER V

DISCUSSION

As stated, the purpose of this phenomenological study was to explore how principals enact leadership practices that correlate to Marzano et al.'s (2005) second-order change attributes. In addition, I investigated how selected principals addressed barriers and prioritized the leadership responsibilities that support second-order changes needed to improve academic achievement. Based on the findings it seems that participants placed proportionally equal amount of emphasis on first-order responsibilities when compared to second-order responsibilities. The following paragraphs discuss the findings of my study in relation to: (a) findings supporting current literature, (b) findings contradicting current literature, (c) findings not revealed through previous studies, and (d) implications for practice.

Findings Supporting Current Literature

As noted in the Chapter II literature review, effective schools incorporate the following tenets: (a) strong administrative leadership, (b) a safe orderly school environment, (c) clear instructional focus on academics, (d) frequent monitoring of student success, and (e) the belief that all children can learn (Boysen, 1992). Principals are responsible for overseeing all aspects of school curriculum. They are also responsible for attaining organizational goals, maintaining integration of the organizational system, adapting to forces in the organization's external environment, and establishing and

maintaining cultural patterns (Sergiovanni et al., 1992). It is often necessary for principals to initiate change within their school environments to reach organizational goals and promote student achievement. Marzano et al. (2005) discussed two types of change: first-order change, and second-order change. They defined first-order change as incremental change, or the obvious next steps to improvement. Conversely, second-order change was defined "dramatic departures from the expected, both in defining a given problem and in finding a solution" (Marzano et al., 2005, p. 66).

Waters et al. (2003) suggested that leadership responsibilities that lead to second-order change are especially important in promoting student achievement. The perspectives of the principals who participated in my study lend support to this assertion. Namely, my study found that 50% or more of the principals selected five of the seven behaviors connected to second-order change as being among their most frequently used leadership responsibilities. When the principals monitored their enactment of the leadership behaviors, 50% or more of the principals did enact four of the seven responsibilities connected to second-order change. Furthermore, when the principals were asked to identify their top three principal leadership responsibilities, at least 50% of the participants had two responsibilities in common, both of which were connected to second-order change. My study also found that the majority of the principals enact first-order change responsibilities on a daily basis. This supports Waters et al. (2003), who suggested that to be effective, school leaders must become adept at leading both first- and second-order changes.

Principals now have a critical role in creating and maintaining effective school programs for all students (Burrello, Schrup, & Barnett, 1992). According to the Council

of Administrators of Special Education, Inc. (1993), principals are responsible for overseeing all aspects of the curriculum, including plans for students with a range of educational needs. In my study, knowledge of curriculum, instruction, and assessment was endorsed as most frequently used by at least 50% of participants during the card sort activity, and by 56% of participants via the five-day checklist. As indicated throughout the literature, the principals in my study also viewed knowledge of curriculum, instruction, and assessment as an important leadership responsibility. Not only did the principals in my study think that it is important to be knowledgeable of curriculum, instruction, and assessment themselves, they also believed it to be important to surround themselves with staff that is also knowledgeable in this area. One principal commented,

> I work with some very smart people who are very knowledgeable in their specific areas, so I don't hesitate to lean on them… you still have to be able to take it all, analyze it, and kind of make it make sense to different groups of people.

The above comment illustrates the idea that while teachers are expected to be skilled in their subject areas, principals must also have enough knowledge of curriculum, instruction, and assessment to communicate information or changes to key stakeholders such as parents, other education professionals, and community members. Not only must principals be knowledgeable of curriculum, instruction, and assessment, but according to Marzano et al. (2005), principals must also be directly involved in the design and implementation of curriculum, instruction, and assessment. This idea was endorsed by 50% of participants during the daily checklist, but not identified during the card sorting activity.

Findings Contradicting Current Literature

While several of the findings from my study support current literature, some of my findings contradict results from previous studies. First, principals used only about half of the responsibilities. It appears they are not using the resources or tools available to them. From the study, overall, participants placed proportionally equal amount of emphases on first-order responsibilities when compared to second-order responsibilities. Therefore, training and coaching are needed to assist principals with how to properly enact these responsibilities when leading their schools. Because of this districts need to make a strong investment in relevant professional development of principals and ensure that the key leadership practices of first-and second-order responsibilities are being enacted.

Second, generally speaking, principals do not put more emphases on second-order change. This raises the issue whether these principals have done enough to renew their schools. From the study, participants seem to place greater emphasis on first-order responsibilities when compared to second-order responsibilities. Along with districts making a strong investment in principals' professional development, principals need to invest in themselves by monitoring the enacting of their leadership responsibilities; at minimum on a monthly basis. This type of self-monitoring and assessing would assist principals in developing and sustaining high expectations for themselves, as well as their students and staff. Furthermore, it would give them clear and specific information that can be communicated at the district level.

Third, as it pertains to the barriers, principals appear to be using responsibilities such as relationship, communication, outreach, affirmation, and monitors/evaluates in a

unique way; these responsibilities are not only important leadership responsibilities, but principals also use these behaviors to overcome barriers in enacting leadership responsibilities. As stated earlier, principals are using these responsibilities as defensive measures to overcome barriers, rather than as an offensive measure to advance their school. As principals use these responsibilities to overcome barriers, ultimately they are seeking to promote student achievement. As principals monitor and asses their own professional development needs, they must communicate these specific needs to the district for future attention such as mentoring or on-the-job leadership training. In addition, the district should communicate these needs to their local ISD with the goal of relevant trainings being designed by the ISD for principals to attend and advance their ability to enact the 21 leadership responsibilities.

Findings not Revealed Through Previous Studies

Tirozzi (2001) argued, "The principals of tomorrow must be instructional leaders who possess the requisite skills, capacities, and commitment to lead the accountability parade, not follow it" (p. 438). Importantly, my study revealed that principals appeared to vary in their beliefs about the top seven responsibilities they enacted, with minimum connection to second-order change responsibilities. Principals tended to focus less on second-order change than first-order change. Issues such as single parent families, homelessness, substance abuse, suicide, teen pregnancy, and unemployment challenge educators in meeting the educational and social needs of students. Schools leaders who cling to traditional assembly line patterns of school organization are unable to provide appropriate and equitable educational opportunities to a variety of students (Giangreco, 1992). Notably, my study revealed that some of the responsibilities such as relationship,

communication, outreach, affirmation, and monitors/evaluates are also used to overcome barriers in enacting leadership responsibilities, making them meta-leadership responsibilities.

Implications for Practice

The findings of my study suggest several implications for practice. As discussed, the principals in my study tended to place more emphasis on first-order change responsibilities when compared to second-order change responsibilities. In other words, principals seem to put proportionally equal amount of emphases on the 21 responsibilities. Yet, second-order change behaviors are especially critical to effective principal leadership (Waters et al., 2003; Marzano et al. 2005). If principals have the knowledge and skills to enact second-order change responsibilities more frequently, they are more likely to be successful in their efforts to increase student achievement. For example, second-order change behaviors such as change agency; knowledge of curriculum, instruction, and assessment; monitors/evaluates; and ideals/beliefs correspond to the characteristics of effective schools identified by Boysen (1992): (a) strong administrative leadership; (b) a safe orderly school environment; (c) clear instructional focus on academics; (d) frequent monitoring of student success; and (e) the belief that all children can learn. Therefore, while the principals in my study identified two second-order change responsibilities as being among their top three, overall, they placed more emphasis on first-order change behaviors and may benefit from further professional development in the area of second-order change. Specifically, principals need to understand the importance of professional development, and allot resources to promote intellectual growth for themselves and their staff in regards to effective schools

and student achievement. Principals must work strategically and purposefully to provide job-embedded professional development for teachers as well as themselves. These professional development opportunities should focus on leadership responsibilities not overwhelmingly endorsed by the principals in this study, such as intellectual stimulation and change agent. When principals enact the responsibility of intellectual stimulation they are ensuring that their staff is aware of and regularly discusses current theories and practices regarding schooling (Marzano et al., 2005). When principals enact the responsibility of change agent they are challenging the status quo to promote the change efforts necessary to help students achieve.

Greater understanding of the change process and its effects is another implication for practice derived from the results of this study. Principals should seek ways to improve their leadership and facilitation skills to effectively manage the change process in their schools. These principals must create and communicate a strong sense of urgency about the need to change and improve student achievement. Principals must find themselves working with central office leaders and intermediate school district personnel to clarify problems, predict challenges, measure progress, and work collaboratively toward student achievement. It is important for principals to understand best practices regarding how their staff learn and have the courage to implement change. In addition, it would benefit these principals to be assigned a principal mentor by the district to help support in the day to day operation of the school in the areas of management and leadership. Each district and intermediate school district should work together regarding the training and assignments of mentor principals.

Much of the research concerning leadership practices is generated at universities or through professional organizations. Therefore, it may benefit principals to not only develop inter-district collaborations, but also collaborate with local colleges and chapters of professional organizations to develop programs to assist principals in the design and implementation of various changes to promote student achievement. It would be particularly beneficial for universities to host workshops that educate principals on Marzano et al.'s (2005) leadership responsibilities, and then assist them with creating action plans to increase student achievement. Similarly, the mentoring of principals needs to be done not only at the district level but also the state and national level. While the findings of my study showed that the principals implemented second-order change behaviors to somewhat of a lesser extent, they also showed that participants had several strengths, and were very strong in implementing some of the leadership responsibilities, including communication, outreach, affirmation, and monitors/evaluates. This was particularly true as it relates to overcoming barriers. Principals should look for ways to utilize these behaviors in accomplishing key tasks such as promoting positive school climates, classroom management, and developing clearly articulated curriculum and instruction that is aligned to state standards.

While knowing which of Marzano et al.'s (2005) leadership factors are most likely to support second-order change is a valuable aid to principals, there is still much that is unknown about how principals should negotiate these factors and adapting their day-to-day leadership actions to reform school practices. However, we do know some steps that will assist principals. First, principals need to purposefully and systematically monitor their own leadership behaviors. Findings from this study appear to indicate these

secondary principals enact first-order leadership responsibilities such as culture, order, discipline, focus, visibility, communication, outreach, affirmation, and situational awareness. These secondary principals also enacted the second-order change leadership responsibilities associated with ideals/beliefs, monitors/evaluates, flexibility, and knowledge of curriculum, instruction, and assessment. In other words, principals seem to put proportionally equal amount of emphasis on first-and second-order changes. The depth to which they are able to implement these second-order changes in an orderly and consistent manner is an area of investigation that needs further study, however, it appears that the principals implement these second-order changed leadership responsibilities to somewhat of a lesser extent.

As it relates to barriers to implementing leadership responsibilities, it is clear that principals need to balance their time more effectively. Focused attention must be given to leadership behaviors that increase student achievement. There was no apparent reluctance on the part of participants to implement second-order change attributes; however, having to contend with the day-to-day responsibilities of managing a building that is undergoing change from an external source, for example, the state Department of Education, may minimize the opportunities principals have to move in deeper building issues. Furthermore, principals seemed to be involved in many managerial duties such as student discipline, facilities, and even transportation. These are time consuming duties that are a part of the daily operation yet, would be better delegated so that the principal can focus on specific leadership actions and behaviors that will increase student achievement.

Principals need training and mentoring in the application of leadership behaviors that increase student achievement. Although, the findings from this study support the assertion that principals do enact leadership responsibilities connected to second-order change, one could possibly conclude that more research, knowledge sharing, and practical application training is needed for principals; because principals in this study seem to put proportionally equal emphasis on the 21 responsibilities. Nevertheless, depending on school context, both first- and second-order changes can lead to gains in student achievement. Waters et al. (2003) suggested that to be effective, school leaders must become adept at leading both first- and second-order changes. More research is needed to determine how principals become skillful experts at leading both first- and second-order changes.

Lastly, principals need to confidently and skillfully hold all stakeholders accountable. According to Waters et al. (2003), second-order changes require leaders to work far more deeply with staff and the community. They note, however, that it is possible for second-order changes to disrupt cooperation, a sense of wellbeing, and cohesion. Second-order changes may confront group identities, change working relationships, challenge expertise and competencies, and move people into stages of conscious incompetence; none of which is conducive to cooperation, cohesion, and a sense of well-being. Principals must not only have the knowledge base of the necessary leadership behaviors, they must also have the courage to work with the contextual issues that their students, staff, and other stakeholders bring as a part of the school process. In Chapter VI, I give a restatement of the purpose, review of the research questions, summary of findings, limitations of study, and recommendation for future research.

CHAPTER VI

SUMMARY OF FINDINGS AND RECOMMENDATIONS FOR FURTHER STUDY

This chapter provides a discussion of the findings that were presented in Chapter V. Specifically, this chapter provides: (a) a restatement of the purpose of my study; (b) a review of its research questions; (c) a summary of findings; (d) limitations of the study; and (e) recommendations for future research.

This phenomenological study was designed to investigate the lived experiences of secondary principals assigned to Focus and Priority schools and the extent to which they used Marzano et al.'s (2005) 21 leadership practices. Using qualitative inquiry and analysis, I was able to find meaning in the 10 interviewees' narratives to gain an understanding of how principals adapted their leadership behaviors to overcome barriers that would eventually lead to improved student achievement in their schools. Overall, these findings provide insight into the growing concern of principal leadership and student achievement by exploring areas that previous studies have failed to address.

Data for my study were obtained through three sources. They were: (a) semi-structured interviews; (b) card sorting activities; and (c) daily checklists. The data were coded, analyzed, and organized using a phenomenological method. According to Miles and Huberman (1994) data reduction is the first phase of qualitative data analysis. Data reduction involved the process of selecting, simplifying, and extracting themes and patterns from the in-depth interviews. To accomplish this task, I read and re-read

interview transcripts searching for similarities and differences in themes. Names were assigned to those themes and then organized into categories of related patterns and concepts. I utilized the NVivo 10 program, which assisted me in categorizing the data and identifying recurring themes that occurred during my interviews with respondents.

Use of the NVivo 10 program was essential in analyzing, shaping, and managing the data generated from this study. As stated in Chapter III, use of NVivo 10 consisted of first importing the transcribed interviews into the program. Second, words and phrases that had substantial relevance to the proposed research questions and the experiences of each participant were highlighted. Highlighted words and phrases from the transcripts were then allocated into categories based upon responses to the interview questions, the research questions, and the conceptual framework. Finally, codes were sorted by the degree of evidence among the participants. I decided that codes present in a minimum of five out of the 10 participants (50% response ratio) would constitute a theme for research questions 1 and 2. This allowed for in-depth exploration of narratives that were strongly or at least moderately represented among the majority of participants. Any unanticipated discoveries or notable findings were also examined regardless of the response ratio due to the nature of the finding. Analysis of the card sorting activities and daily checklists consisted of analyses of frequency of response.

Purpose of the Study

The purpose of my study was to explore how principals enact leadership practices. My intention was to better understand: (a) how principals enact leadership practices that correlate to Marzano et al.'s (2005) second-order change attributes; and (b) investigate how selected principals address barriers and prioritize the leadership

responsibilities that support second-order changes needed to improve academic achievement. In this chapter, I use the two purposes of my study as a basis for organizing the answers to the research questions that my study sought to address. These new discoveries serve as a source for additional inquiry as presented in the recommendations for future study.

Research Questions

Given that the purpose of my study was to explore leadership practices that principals believe correlate positively with student achievement and second-order change, the following research questions were explored:

1. Which of Marzano et al.'s (2005) 21 leadership responsibilities did principals utilize most in attaining high student achievement in Focus and Priority schools?
2. What barriers did these principals encounter in implementing the most frequent responsibilities? How did they overcome these barriers?

Summary of Findings

As cited above, this phenomenological study relied upon three main sources. They were: (a) semi-structured interviews; (b) card sorting; and (c) checklists. The population for my study came from a listing of middle and high schools in counties of a midwestern state identified by the state department of education as Focus and Priority schools. In this particular midwestern state, there are a total of 358 schools on the Focus School list (Appendix A), and a total of 146 schools on the Priority School list (Appendix B). The sample for my study was comprised of Focus and Priority schools located in five counties of the Midwest. There were a total of 15 principals in the potential sample. Of the 15 principals, 10 (or 66%) agreed to participate in my study.

My study relied on the framework developed by Marzano et al. (2005). According to Marzano and colleagues (2005), there are 21 statistically significant leadership responsibilities that when consistently implemented have a substantial impact on student achievement (Waters et al., 2003). These 21 leadership practices can be divided into first-order and second-order changes. First-order changes are those that fit within existing beliefs and perceptions, while second-order changes are those that result in changes to existing frameworks. The research literature suggests that the influence of principal leadership behavior is more vague when considering the influence of principal leadership behavior and second-order change (Marzano et al., 2005). This approach served as the basis in the development of the interview questions, card sorting activities, and daily checklist.

The sections below are organized according to the study's research questions, and address the findings related to the four purposes of the study.

Research Question 1

RQ_1: Which of Marzano et al.'s (2005) 21 leadership responsibilities did principals utilize most in attaining high student achievement in Focus and Priority schools?

Research question 1 was answered primarily using an *a priori* coding scheme, exploration of cross-case patterns, and descriptive statistics indicating frequency of each leadership responsibility across five days. Findings from the card sorting activity indicate that participants hold similar beliefs about 15 of the 21 leadership responsibilities they most frequently use: They were: (1) Culture, (2) Order, (3) Discipline, (4) Focus, (5) Knowledge of curriculum, instruction, and assessment, (6) Visibility, (7) Communication, (8) Outreach, (9) Affirmation, (10) Relationship, (11) Optimizer, (12)

Ideals/beliefs, (13) Monitors/evaluates, (14) Flexibility, and (15) Situational awareness. Of these 15 leadership responsibilities most frequently used, five of the responsibilities represent Marzano et al.'s (2005) second-order change attributes: (1) Knowledge of curriculum instruction assessment, (2) Optimizer, (3) Ideals/beliefs, (4) Monitors/evaluates, and (5) Flexibility.

When participants were asked to select their top seven leadership responsibilities they believed they used to increase student achievement findings indicated that participants hold similar beliefs about five of the 21 leadership responsibilities. These five responsibilities were selected as part of the top seven by at least 50% of participants. They were: (1) Culture, (2) Focus, (3) Visibility, (4) Outreach, and (5) Monitors/evaluates. Of these five leadership responsibilities, only one was related to second-order change attribute, namely Monitors/evaluates.

After identifying their top seven leadership responsibilities, participants were then asked to select the top three they believed they used to increase student achievement out of their top seven. It was revealed that participants held related beliefs about two of the 21 leadership responsibilities. They were: (1) Ideals/beliefs and (2) Monitors/evaluates. Again, this meant that these two responsibilities were selected by at least 50% of participants. Both are second-order change attributes.

When participants were asked to monitor which of the 21 leadership responsibilities they enact on a daily basis, 11 of the 21 leadership responsibilities were identified by a majority of principals. They were (1) Culture, (2) Order, (3) Involvement in Curriculum, instruction, and assessment, (4) Visibility, (5) Communication, (6) Relationship, (7) Situational awareness, (8) Ideals/beliefs, (9) Monitors/evaluates, (10)

Flexibility, (11) Knowledge of curriculum, instruction, assessment. Of these 11 leadership responsibilities, these four attributes were associated with Marzano et al.'s (2005) second-order change attributes. They are (1) Ideals/beliefs, (2) Monitors/evaluates, (3) Flexibility, and (4) Knowledge of curriculum, instruction, and assessment.

When principals performed the card sorting activity and had the opportunity to separate the leadership behaviors into three piles, the result was that 10 first-order change behaviors and five second-order change behaviors were sorted into the "most frequent used" pile. There appears to be a mix of first-order and second-order behaviors being used to enhance student achievement in "most frequent used" pile. However, the wording for the first pile, "Most Frequently Used," may have had some influence on the high number of first-order and second-order change behaviors principals reported. When the principals were asked to select seven of the 21 cards they believe are their top seven leadership responsibilities, principals then seemed to narrow their scope in regards to leadership behaviors they believed to be key in student achievement. More than the number of behaviors being narrowed down, it appeared that principals selected leadership behaviors they believed were necessary for their specific students and staff. It also seemed that regardless of the principal's personality or comfort-level with any particular leadership behavior, participants appeared to have an awareness of what leadership behaviors were needed to help their students and staff.

When the principals were asked to select the top three out of their top seven leadership behaviors, principals had in common two behaviors which were both second-order change behaviors: Ideals/beliefs and Monitors/evaluates. This seems to speak to

what the principals believe are vital leadership behaviors, and where they should be investing their time to help students achieve. When the principals had the opportunity to monitor their enactment of the 21 leadership responsibilities, however, it appeared that they found it necessary to enact first-order change behaviors when working with students and staff. This may speak to the differences between what behaviors principals desire to do with their time and the realities and challenges of leading staff and students by incorporating both first-order and second-order change.

Finally, analysis of the semi-structured interviews using a *post-hoc* coding scheme revealed the following themes regarding which of Marzano et al.'s (2005) leadership responsibilities are most frequently used: (a) Relationships, (b) Visibility, (c) Communication, (d) Culture, (e) Knowledgeable of curriculum, instruction, assessment, (f) Communication, (g) Resourcefulness, (h) Monitors/ evaluates, and (i) Culture. The majority of the principals indicated that it was necessary to enact key first-order leadership responsibilities such as relationships, communication, and monitoring.

Based on the various sources of data for the first research question, the following seem to be the major findings which have implications for the discussion part. First, overall participants placed proportionally equal amount of emphases on first-order responsibilities when compared to second-order responsibilities". This raised the issue whether principals put enough emphasis on second-order changes. After all these are priority and focus schools and a lot of changes need to take place. Second, a large number of the 21 responsibilities are absent in principals' perception and practices. 50% of the principals reported the frequent use of 15 responsibilities; six responsibilities were missing from the list. 50% of the principals reported the actual discharging of 11 out of

the 21 responsibilities during a one-week period. In other words, about half of the responsibilities were not practiced by the 50% or more of the principals in a one-week period. The findings seem to raise not only the issue whether principals practiced enough of the 21 responsibilities, but also the need to provide professional development to principals to raise the awareness of and practice the 21 responsibilities. Third, it is interesting to note that "monitors/evaluates" is the only responsibility that was mentioned in every data source. 50% of the participants chose this as the most frequently discharged responsibilities; 80% of the participants identified it as one of the top seven responsibilities; 50% of the participants picked it as one of the top three responsibilities, and 50% of the principals reported discharging the responsibility in a one-week period. It appears the current educational policy, with a particular emphasis on data and accountability, has reflected in principals' perceptions and behaviors. Fourth, it is also interesting to note that "ideals/beliefs" was mentioned in all the data sources except for the top seven. This finding seem to suggest that principals had a belief in the school and shared the belief, which is very important for improving priority and focus schools.

Research Question 2

RQ_2: What barriers do these principals encounter in implementing the most frequent responsibilities? How do they overcome these barriers?

Based upon the data collected, participants identified seven factors that they considered barriers when enacting leadership responsibilities they most frequently use. They were: (1) lack of time, (2) district and state mandates, (3) lack of resources, (4) community, (5) student skill, (6) student motivation, and (7) student behavior. These findings support the previous research of Giangreco (1992) who highlighted issues such

as single parent families, homelessness, substance abuse, suicide, teen pregnancy, and unemployment as being challenges that hinder the ability of schools to meet the educational and social needs of students. Levin (2002) supported this idea with the following observation:

> Devastating problems are most likely to ensue when learning difficulties are combined with other risk factors, such as poverty, excessive exposure to violence, and serious family turmoil…Emotional problems can erode and weaken neurodevelopmental functions, and neurodevelopmental dysfunctions frequently lead to emotional turmoil and behavior problems…Most kids only need the insulation to handle repeated frustration and personal failure. Some simply surrender. Some become permanently anxious or depressed. Others act out, cause trouble, get themselves pregnant, or take drugs. Still others become transformed into conservative non-risk-takers, shutting down and decisively writing themselves off at an early age. Or else they keep criticizing and putting down whatever it is they can't succeed at. (pp. 246, 262, 273)

Schools leaders who cling to traditional assembly line models of school organization are unable to provide appropriate and equitable educational opportunities to a variety of students. Previous research from Marzano et al. (2005) is consistent with findings from this study indicating that one of the more pressing problems principals face is making a determination as to which of the 21 responsibilities produce the desired results needed to improve student performance, particularly as it relates to individual school needs and community demographics. Moreover in earlier research, Sergiovanni, et

al. (1992) indicated that while principals are responsible for overseeing all aspects of school curriculum, they are also responsible for attaining organizational goals, maintaining integration of the organizational systems, adapting to forces in the organization's external and internal environments, and establishing and maintaining cultural patterns.

It is clear that the creation of standards and accountability dramatically changed the role of the principal (Adams & Kirst, 1999; Coffey & Lashway, 2002; Cooley & Shen, 2003; Copland, 2001; Ferrandino, 2001; Portin, Shen, & Richards, 1998; Tirozzi, 2001). Cooley and Shen (2003) maintained this when they said, "Principals find themselves in the, 'eye of the storm' as society conditioned by instant gratification and change expects immediate results from the latest reform efforts" (p. 13). Brophy (1998) supported their sentiments by specifying that the first factor which creates barriers to student achievement is student attitudes and beliefs. Students with low expectations for themselves become frustrated and give poor effort; thus creating a cycle called failure syndrome (Brophy, 1998).

The second part of research question 2 addressed how participants overcome barriers that impede student achievement. According to the data collected, participants identified six factors they had in common regarding overcoming barriers. They were (1) Balancing time, (2) Relationships, (3) Communication, (4) Outreach, (5) Affirmation, and (6) Monitor and evaluate. These factors are supported by Fitzwater (1996) who stated that time management helps school administrators "get off the treadmill." Fitzwater (1996) found that many school administrators lack the ability to organize time in such a way to achieve more in less time. Wells (1993) talked about how principals

need to manage time, highlighting the notion that effective principals do not succumb to the mercy of endless demands, but are able to hone instructional leadership skills and focus on sustaining strong learning environments for students, staff, and community. Also discussing time management, De Cicco (1985) stated,

> …effective school management requires managers who succeed in carrying out the organizational goals of their schools, utilizing the following leadership skills: planning (deciding how to accomplish the organization's goals); organizing (doing the necessary preparation); staffing (filling positions with the right people); directing (motivating staff so that goals are achieved); controlling (guiding the organization in the proper direction); and decision making (which underlies everything the manager accomplishes). (p. 5)

Fitzwater (1996) continued this line of thinking, arguing that it is imperative for school administrators to make conscientious allocations of time due to the diversity of the job, unusual schedules, and the diversity of publics that must be served. Setting goals and working to achieve them is a literature based time management strategy that administrators need to employ in their daily routines (e.g., Hedges, 1991; Ramsey, 1996).

When examining outreach, Henderson and Mapp (2002) indicated there is a substantial research base supporting the relationship between family involvement and social and academic benefits for students. Goldring and Hausman (2001) clarified this relationship, arguing that to achieve school-community partnerships, school leaders must develop working relationships with religious, business, and political leaders in the community (Goldring & Hausman, 2001). Lawson (1999) talked about investing in the

community, stating that leaders "invest time, energy and resources in community and family work because they know that they and their schools cannot be successful without them…They choose their involvement strategically with an eye toward building supports for children and schools" (p. 12). And finally, Mediratta and Fruchter (2001) argued that community-wide involvement, such as school-linked social services, parent education programs, and community organizing initiatives are all necessary to enact what is needed to change the underlying conditions associated with low student achievement.

A common theme among the authors in the paragraph above, and a barrier identified by participants, in this study is that of communication. Loucks and colleagues. (1982) found that "principals played major communication roles, both with and among school staff, and with others in the district and in the community" (p. 5). Checkley (2000) added to this, arguing that a school leader must be able to clearly articulate a vision, and be committed to that vision in order to create change in learning environments. Openness is an essential aspect of communication. Barlow (2001) claimed "Once the leader takes the risk of being open, others are more likely to take a similar risk—and thereby take the first steps necessary to building a culture of trust" (p. 26). Highly regarded principals demonstrate honesty and commitment to follow through in all interactions with faculty, support staff, parents, and students (Barlow, 2001; Blase & Blase, 2001; Sebring & Bryk, 2000). Sebring and Bryk (2000) emphasized that trusted and respected principals take "a personal interest in the well-being of others," including teachers, students, their families, and other members of the larger school community (Sebring & Bryk, 2000). Black (1997), Blase and Blase (2001), and Sebring and Byrk (2000) indicated that principals earn trust from members of the school community by

encouraging open communication and actively making themselves available to teachers, parents, students, and staff.

As mentioned, a final barrier identified by participants was monitoring and evaluating. Renchler (1992) argued that school leaders must help teachers create high-achieving environments where curriculum and instructional techniques combine to support learning for all students. Eubanks and Levin (1983) went on to support this, stating that true leadership monitors the effectiveness of professional development by assessing the extent to which staff instructional practices are changing and improving, and ultimately having an impact on student learning and achievement. In addition, Heck (1992) found that effective principals use test results to monitor program improvement as a mechanism to focus on systematic accountability.

Limitations of the Study

This phenomenological study was limited by several factors. First, the 10 secondary principals who agreed to participate in my study were located in selected counties in a midwestern state. Therefore the first limitation is that the sample was limited by its locale and the number of principals. As stated earlier, there were 15 secondary principals in the total sample. In regard to the five that did not participate in the study, one superintendent would not permit their principal to participate because of the time commitment. Another principal indicated his schedule was too full to participate in the study but to contact him again in August and when contacted this principal never responded back. And unfortunately, three principals never responded to my invitation to participate in my study.

Related to the first limitation is that second limitation that my study was limited to the unique experiences of secondary principals who worked in selected midwestern counties that were designated by the state department of education as Focus and Priority schools. Their lived experiences may not be representative of all secondary principals in public education. The insights and perceptions of these participants, however, may be beneficial to principals who are interested in the nature of leadership practices and student achievement.

Third, my study was limited to essential self-reported data. Although I used semi-structured interview, card sorting activity, and daily checklist as data sources, it did not allow me to observe principals'working in their school environment or even interview the teachers. While the data sources used provided the principals' opportunity to expound on their experiences, utilizing observation or even interviewing teachers as forms of data collection could have further advanced the study.

Finally, the identity of the researcher might also be a limitation for the study. I currently serve as an administrator in one of the districts represented in this study; professional as well as personal relationships have been established with some participants. There is the propensity of respondents to provide a favorable response to the researcher because of this association (i.e., the Hawthorne Effect). With respect to researcher bias, it is possible, despite my best efforts to stay objective and be aware of my biases, that my experiences as a secondary administrator create a bias that limited my study. The discoveries and conclusions of my study are trustworthy only to the secondary principals who participated in my study.

Recommendations for Future Research

My study plainly establishes that secondary principals have commonalities in beliefs about how they enact leadership responsibilities and address barriers to improve student achievement. While research in principal leadership continues to abound, I believe findings from my study yield several important recommendations for additional research in the area of principal leadership.

First, it is recommended that this study be replicated. There is a need to further explore the beliefs and perceptions of secondary principals. Future studies should consider increasing the sample size to include secondary principals in urban, suburban, and rural areas, as well as other geographical areas of the United States, to determine if similar results would be obtained. Future research studies should also consider how other research designs may help to increase the estimates of the sample, and whether there are significant differences in the perception and challenges of principals with different demographic characteristics.

Second, based on the experience of the study, a survey of principals regarding their leadership responsibilities might be an efficient way to go beyond the findings related to a sample of 10 participants. Despite this study's contribution, further research is still needed to gain more understanding about principals' application of first-and second-order change responsibilities. Further examination of principals could be a university's or ISD's task to explore and develop principals in the proper implementation of these 21 responsibilities. Gaining insight and understanding on how to apply these first-and second-order change responsibilities could have significant influence on how principals lead their schools.

Finally, future studies could research principals assigned to schools identified by the state of Michigan as Beat the Odds schools (Michigan Department of Education, 2009) to see which principals from Focus, Priority, and Beat the Odds schools are effectively enacting Marzano et al.'s (2005) responsibilities and really making a difference with student achievement.

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Appendix A

List of Focus Schools

School Code	District Code	ISD Code	Building Name	District Name	ISD Name	Title I Status
00110	82717	82	Achieve Charter Academy	Achieve Charter Academy	Wayne RESA	Title I-Part
05801	29010	29	Donald L. Pavlik Middle School	Alma Public Schools	Gratiot-Isabella RESD	Title I-Elig
00075	04010	4	Alpena High School	Alpena Public Schools	Alpena-Montmorency-Alcona ESD	Title I-Elig
08655	81904	81	Ann Arbor Learning Community	Ann Arbor Learning Community	Washtenaw ISD	Title I-Part
00006	81010	81	Abbot School	Ann Arbor Public Schools	Washtenaw ISD	Title I-Part
00099	81010	81	Angell School	Ann Arbor Public Schools	Washtenaw ISD	Non-Title I
00163	81010	81	Ann Arbor Open at Mack School	Ann Arbor Public Schools	Washtenaw ISD	Non-Title I
02303	81010	81	Bach Elementary School	Ann Arbor Public Schools	Washtenaw ISD	Non-Title I
00455	81010	81	Burns Park Elementary School	Ann Arbor Public Schools	Washtenaw ISD	Non-Title I
00533	81010	81	Carpenter School	Ann Arbor Public Schools	Washtenaw ISD	Title I-Part
06304	81010	81	Clague Middle School	Ann Arbor Public Schools	Washtenaw ISD	Non-Title I
06336	81010	81	Clifford E. Bryant Comm. School	Ann Arbor Public Schools	Washtenaw ISD	Title I-Part
00915	81010	81	Dicken Elementary School	Ann Arbor Public Schools	Washtenaw ISD	Title I-Part
01064	81010	81	Eberwhite School	Ann Arbor Public Schools	Washtenaw ISD	Non-Title I
01271	81010	81	Forsythe Middle School	Ann Arbor Public Schools	Washtenaw ISD	Non-Title I
01534	81010	81	Haisley Elementary School	Ann Arbor Public Schools	Washtenaw ISD	Non-Title I
05671	81010	81	Huron High School	Ann Arbor Public Schools	Washtenaw ISD	Title I-Elig
01939	81010	81	John Allen School	Ann Arbor Public Schools	Washtenaw ISD	Title I-Part
08895	81010	81	Lakewood Elementary School	Ann Arbor Public Schools	Washtenaw ISD	Non-Title I
06697	81010	81	Logan Elementary School	Ann Arbor Public Schools	Washtenaw ISD	Non-Title I
05760	81010	81	Martin Luther King Elem. School	Ann Arbor Public Schools	Washtenaw ISD	Non-Title I
02582	81010	81	Mary D. Mitchell School	Ann Arbor Public Schools	Washtenaw ISD	Title I-Part
02766	81010	81	Northside Elementary School	Ann Arbor Public Schools	Washtenaw ISD	Title I-Part
02973	81010	81	Pattengill School	Ann Arbor Public Schools	Washtenaw ISD	Title I-Part
04882	81010	81	Pioneer High School	Ann Arbor Public Schools	Washtenaw ISD	Non-Title I
03060	81010	81	Pittsfield School	Ann Arbor Public Schools	Washtenaw ISD	Title I-Part
03488	81010	81	Slauson Middle School	Ann Arbor Public Schools	Washtenaw ISD	Non-Title I
04131	81010	81	Tappan Middle School	Ann Arbor Public Schools	Washtenaw ISD	Title I-Elig
04182	81010	81	Thurston Elementary School	Ann Arbor Public Schools	Washtenaw ISD	Non-Title I

School Code	District Code	ISD Code	Building Name	District Name	ISD Name	Title I Status
02143	81010	81	Uriah H. Lawton School	Ann Arbor Public Schools	Washtenaw ISD	Non-Title I
04562	81010	81	Wines Elementary School	Ann Arbor Public Schools	Washtenaw ISD	Non-Title I
00148	63070	63	Auburn Elementary School	Avondale School District	Oakland Schools	Title I-Part
07856	63070	63	Avondale Middle School	Avondale School District	Oakland Schools	Title I-Part
00166	32010	32	Bad Axe Middle School	Bad Axe Public Schools	Huron ISD	Title I-Part
00219	19100	19	Bath Elementary School	Bath Community Schools	Clinton County RESA	Title I-Part
00223	13020	13	Battle Creek Central High School	Battle Creek Public Schools	Calhoun ISD	Title I-Elig
04274	13020	13	Valley View Elementary School	Battle Creek Public Schools	Calhoun ISD	Title I-Part
06966	09010	9	Kolb Elementary School	Bay City School District	Bay-Arenac ISD	Title I-Part
08458	34080	34	Woodview Elementary School	Belding Area School District	Ionia ISD	Title I-Part
03503	25060	25	South Bendle Elementary School	Bendle Public Schools	Genesee ISD	Title I-Part
00848	10015	28	Crystal Lake Elementary School	Benzie County Central Schools	Traverse Bay Area ISD	Title I-Part
00291	63050	63	Berkley High School	Berkley School District	Oakland Schools	Non-Title I
01959	63050	63	Norup International School	Berkley School District	Oakland Schools	Title I-Part
00296	11240	11	Berrien Springs Middle School	Berrien Springs Public Schools	Berrien RESA	Title I-Part
00299	11240	11	Sylvester Elementary School	Berrien Springs Public Schools	Berrien RESA	Title I-Part
04360	27010	27	Washington School	Bessemer Area School District	Gogebic-Ontonagon ISD	Title I-Part
09444	04901	4	Bingham Arts Academy	Bingham Arts Academy	Alpena-Montmorency-Alcona ESD	Title I-Part
04984	63080	63	Bloomfield Hills Andover H.S.	Bloomfield Hills Schools	Oakland Schools	Non-Title I
04830	63080	63	Conant Elementary School	Bloomfield Hills Schools	Oakland Schools	Non-Title I
05071	63080	63	East Hills Middle School	Bloomfield Hills Schools	Oakland Schools	Title I-Part
06486	15020	15	Boyne City Middle School	Boyne City Public Schools	Charlevoix-Emmet ISD	Title I-Part
00409	12020	12	Chicago Street School	Bronson Community School District	Branch ISD	Title I-Part
00458	75020	75	Burr Oak Elementary School	Burr Oak Community School District	St. Joseph County ISD	Title I-Part
00476	41040	41	Brown Elementary School	Byron Center Public Schools	Kent ISD	Title I-Part
08816	82968	82	Canton Charter Academy	Canton Charter Academy	Wayne RESA	Title I-Part
00842	50010	50	Crothers Elementary School	Center Line Public Schools	Macomb ISD	Title I-Part

School Code	District Code	ISD Code	Building Name	District Name	ISD Name	Title I Status
02445	50010	50	May V. Peck Elementary School	Center Line Public Schools	Macomb ISD	Title I-Part
08719	41920	41	Chandler Woods Charter Academy	Chandler Woods Charter Academy	Kent ISD	Title I-Part
05797	23030	23	Parkview Elementary School	Charlotte Public Schools	Eaton ISD	Title I-Part
00657	81040	81	Beach Middle School	Chelsea School District	Washtenaw ISD	Title I-Elig
02720	81040	81	North Creek Elementary School	Chelsea School District	Washtenaw ISD	Title I-Part
03507	81040	81	South Meadows Elementary School	Chelsea School District	Washtenaw ISD	Title I-Elig
00095	63190	63	Andersonville Elementary School	Clarkston Community School District	Oakland Schools	Title I-Part
03054	63190	63	Pine Knob Elementary School	Clarkston Community School District	Oakland Schools	Title I-Part
05692	63190	63	Sashabaw Middle School	Clarkston Community School District	Oakland Schools	Title I-Elig
01391	25150	25	George R. Carter Middle School	Clio Area School District	Genesee ISD	Title I-Part
01080	12010	12	Larsen Elementary School	Coldwater Community Schools	Branch ISD	Title I-Part
04802	70120	70	Coopersville Middle School	Coopersville Area Public School District	Ottawa Area ISD	Title I-Elig
08633	41918	41	Creative Technologies Academy	Creative Technologies Academy	Kent ISD	Non-Title I
06315	25140	25	Central Elementary School	Davison Community Schools	Genesee ISD	Title I-Part
03511	25140	25	Gates Elementary School	Davison Community Schools	Genesee ISD	Title I-Part
00432	82030	82	Bryant Middle School	Dearborn City School District	Wayne RESA	Title I-Part
00977	82030	82	Duvall Elementary School	Dearborn City School District	Wayne RESA	Non-Title I
01092	82030	82	Edsel Ford High School	Dearborn City School District	Wayne RESA	Title I-Part
01261	82030	82	Fordson High School	Dearborn City School District	Wayne RESA	Title I-Part
01637	82030	82	Haigh Elementary School	Dearborn City School District	Wayne RESA	Title I-Part
04837	82030	82	Lowrey Elementary School	Dearborn City School District	Wayne RESA	Title I-Part
05357	82040	82	Polk Elementary School	Dearborn Heights School District #7	Wayne RESA	Title I-Part
05055	80050	80	Davis Elementary School	Decatur Public Schools	Van Buren ISD	Title I-Part
05056	80050	80	Decatur Middle School	Decatur Public Schools	Van Buren ISD	Title I-Part
09592	82010	82	Jerry L White Center High School	Detroit City School District	Wayne RESA	Title I-Part
09594	82010	82	Keidan Special Education School	Detroit City School District	Wayne RESA	Title I-Part
02969	82010	82	Pasteur Elementary School	Detroit City School District	Wayne RESA	Title I-Part
08039	81050	81	Mill Creek Middle School	Dexter Community School District	Washtenaw ISD	Title I-Elig

School Code	District Code	ISD Code	Building Name	District Name	ISD Name	Title I Status
01012	41090	41	East Grand Rapids Middle School	East Grand Rapids Public Schools	Kent ISD	Title I-Part
02100	41090	41	Lakeside School	East Grand Rapids Public Schools	Kent ISD	Non-Title I
05554	33010	33	Donley Elementary School	East Lansing School District	Ingham ISD	Title I-Part
01418	33010	33	Glencairn School	East Lansing School District	Ingham ISD	Non-Title I
05798	33010	33	MacDonald Middle School	East Lansing School District	Ingham ISD	Title I-Part
05416	33010	33	Marble School	East Lansing School District	Ingham ISD	Non-Title I
03052	33010	33	Pinecrest School	East Lansing School District	Ingham ISD	Non-Title I
03160	33010	33	Red Cedar School	East Lansing School District	Ingham ISD	Title I-Part
04511	33010	33	Whitehills Elementary School	East Lansing School District	Ingham ISD	Title I-Part
01061	11250	11	Eau Claire High School	Eau Claire Public Schools	Berrien RESA	Title I-Elig
00662	05060	28	Elk Rapids High School	Elk Rapids Schools	Traverse Bay Area ISD	Title I-Elig
08643	13902	13	Endeavor Charter Academy	Endeavor Charter Academy	Calhoun ISD	Title I-Part
08246	41905	41	Excel Charter Academy	Excel Charter Academy	Kent ISD	Title I-Part
01178	68030	72	Fairview Elementary School	Fairview Area School District	C.O.O.R. ISD	Title I-Part
00255	63200	63	Beechview Elementary School	Farmington Public School District	Oakland Schools	Title I-Part
01022	63200	63	East Middle School	Farmington Public School District	Oakland Schools	Title I-Part
05100	63200	63	Forest Elementary School	Farmington Public School District	Oakland Schools	Non-Title I
01404	63200	63	Gill Elementary School	Farmington Public School District	Oakland Schools	Title I-Part
05880	63200	63	Harrison High School	Farmington Public School District	Oakland Schools	Title I-Elig
07251	63200	63	Highmeadow Common Campus School	Farmington Public School District	Oakland Schools	Non-Title I
07444	63200	63	Hillside Elementary School	Farmington Public School District	Oakland Schools	Non-Title I
02791	63200	63	O.E. Dunckel Middle School	Farmington Public School District	Oakland Schools	Non-Title I
04818	63200	63	Power Upper Elementary School	Farmington Public School District	Oakland Schools	Title I-Part
06368	63200	63	Warner Upper Elementary School	Farmington Public School District	Oakland Schools	Non-Title I
05865	63200	63	Wood Creek Elementary School	Farmington Public School District	Oakland Schools	Title I-Part
01210	18020	18	Farwell High School	Farwell Area Schools	Clare-Gladwin Regional Education Service District	Title I-Elig
02979	63020	63	John F. Kennedy School	Ferndale Public Schools	Oakland Schools	Non-Title I
00974	25010	25	Durant Tuuri Mott School	Flint, School District of the City of	Genesee ISD	Title I-Part

School Code	District Code	ISD Code	Building Name	District Name	ISD Name	Title I Status
06762	41110	41	Northern Hills Middle School	Forest Hills Public Schools	Kent ISD	Title I-Elig
09447	81906	81	Fortis Academy	Fortis Academy	Washtenaw ISD	Title I-Part
01977	62040	62	Fremont Middle School	Fremont Public School District	Newaygo County RESA	Title I-Part
06953	39050	39	Galesburg-Augusta Middle School	Galesburg-Augusta Community Schools	Kalamazoo RESA	Title I-Elig
06156	25000	25	Elmer A. Knopf Learning Center	Genesee ISD	Genesee ISD	Non-Title I
03691	25000	25	Marion D. Crouse Instr. Center	Genesee ISD	Genesee ISD	Non-Title I
01411	26040	18	Gladwin Junior High School	Gladwin Community Schools	Clare-Gladwin Regional Education Service District	Title I-Part
08457	70010	70	Lakeshore Middle School	Grand Haven Area Public Schools	Ottawa Area ISD	Non-Title I
05818	23060	23	Leon W. Hayes Middle School	Grand Ledge Public Schools	Eaton ISD	Title I-Elig
08793	41921	41	Grand Rapids Child Discovery Center	Grand Rapids Child Discovery Center	Kent ISD	Title I-Part
03450	41010	41	Shawmut Hills School	Grand Rapids Public Schools	Kent ISD	Title I-Part
00594	41130	41	Grandville Central Elementary School	Grandville Public Schools	Kent ISD	Title I-Part
01226	82055	82	Ferry Elementary School	Grosse Pointe Public Schools	Wayne RESA	Non-Title I
01386	82055	82	George Defer Elementary School	Grosse Pointe Public Schools	Wayne RESA	Title I-Part
02937	82055	82	Parcells Middle School	Grosse Pointe Public Schools	Wayne RESA	Title I-Part
03031	82055	82	Pierce Middle School	Grosse Pointe Public Schools	Wayne RESA	Title I-Elig
03237	82055	82	Robert Trombly Elementary School	Grosse Pointe Public Schools	Wayne RESA	Title I-Elig
01519	39065	39	Gull Lake Middle School	Gull Lake Community Schools	Kalamazoo RESA	Title I-Part
07474	82060	82	Dickinson East Elementary School	Hamtramck, School District of the City of	Wayne RESA	Title I-Part
05811	18060	18	Harrison Middle School	Harrison Community Schools	Clare-Gladwin Regional Education Service District	Title I-Part
01530	33060	33	Murphy Elementary School	Haslett Public Schools	Ingham ISD	Non-Title I
01624	73210	73	Hemlock Elementary School	Hemlock Public School District	Saginaw ISD	Title I-Part
09964	70020	70	West	Holland City School District	Ottawa Area ISD	Title I-Part

School Code	District Code	ISD Code	Building Name	District Name	ISD Name	Title I Status
06398	63210	63	Holly Middle School	Holly Area School District	Oakland Schools	Title I-Elig
01112	33070	33	Elliott Elementary School	Holt Public Schools	Ingham ISD	Title I-Part
06663	33070	33	Hope Middle School	Holt Public Schools	Ingham ISD	Title I-Elig
02557	33070	33	Midway Elementary School	Holt Public Schools	Ingham ISD	Non-Title I
04118	33070	33	Sycamore Elementary School	Holt Public Schools	Ingham ISD	Title I-Part
07797	33070	33	Washington Woods Middle School	Holt Public Schools	Ingham ISD	Non-Title I
05669	33070	33	Wilcox Elementary School	Holt Public Schools	Ingham ISD	Non-Title I
08241	81901	81	Honey Creek Community School	Honey Creek Community School	Washtenaw ISD	Title I-Part
00750	72020	72	Collins Elementary School	Houghton Lake Community Schools	C.O.O.R. ISD	Title I-Part
06411	31110	31	Houghton Elementary School	Houghton-Portage Township School District	Copper Country ISD	Title I-Part
02711	27020	27	Norrie Elementary School	Ironwood Area Schools of Gogebic County	Gogebic-Ontonagon ISD	Title I-Part
01859	29060	29	Ithaca High School	Ithaca Public Schools	Gratiot-Isabella RESD	Title I-Elig
03509	29060	29	South Elementary School	Ithaca Public Schools	Gratiot-Isabella RESD	Title I-Part
01870	38170	38	Jackson High School	Jackson Public Schools	Jackson ISD	Title I-Elig
03449	38170	38	Sharp Park Academy	Jackson Public Schools	Jackson ISD	Title I-Part
02174	69030	16	Lewiston Elementary School	Johannesburg-Lewiston Area Schools	Cheb-Otsego-Presque Isle ESD	Title I-Part
08063	17901	17	Joseph K. Lumsden Bahweting Anishnabe Academy	Joseph K. Lumsden Bahweting Anishnabe Academy	Eastern Upper Peninsula ISD	Title I-Part
06117	39010	39	Kalamazoo Central High School	Kalamazoo Public Schools	Kalamazoo RESA	Title I-Elig
04491	39010	39	King-Westwood Elementary School	Kalamazoo Public Schools	Kalamazoo RESA	Title I-Part
09942	39010	39	Linden Grove Middle School	Kalamazoo Public Schools	Kalamazoo RESA	Title I-Elig
02275	39010	39	Loy Norrix High School	Kalamazoo Public Schools	Kalamazoo RESA	Title I-Elig
03518	39010	39	Maple Street Magnet School for the Arts	Kalamazoo Public Schools	Kalamazoo RESA	Title I-Elig
02575	39010	39	Milwood Magnet School	Kalamazoo Public Schools	Kalamazoo RESA	Title I-Elig
02962	39010	39	Parkwood-Upjohn Elementary School	Kalamazoo Public Schools	Kalamazoo RESA	Title I-Part
04558	39010	39	Winchell Elementary School	Kalamazoo Public Schools	Kalamazoo RESA	Title I-Part

School Code	District Code	ISD Code	Building Name	District Name	ISD Name	Title I Status
02019	41150	41	Kent City High School	Kent City Community Schools	Kent ISD	Title I-Part
00419	41160	41	Brookwood Elementary	Kentwood Public Schools	Kent ISD	Title I-Part
02022	41160	41	Crestwood Middle School	Kentwood Public Schools	Kent ISD	Title I-Elig
09669	41160	41	Discovery Elementary	Kentwood Public Schools	Kent ISD	Title I-Part
09306	82976	82	Keystone Academy	Keystone Academy	Wayne RESA	Title I-Part
00347	63230	63	Blanche Sims Elementary School	Lake Orion Community Schools	Oakland Schools	Title I-Part
09049	63230	63	Oakview Middle School	Lake Orion Community Schools	Oakland Schools	Title I-Part
02086	63230	63	Scripps Middle School	Lake Orion Community Schools	Oakland Schools	Non-Title I
06405	63230	63	Waldon Middle School	Lake Orion Community Schools	Oakland Schools	Non-Title I
01700	11030	11	Hollywood Elementary School	Lakeshore School District (Berrien)	Berrien RESA	Title I-Part
01682	63280	63	Hiller Elementary School	Lamphere Public Schools	Oakland Schools	Title I-Part
02123	63280	63	Lamphere High School	Lamphere Public Schools	Oakland Schools	Non-Title I
01960	63280	63	Page Middle School	Lamphere Public Schools	Oakland Schools	Title I-Part
02125	50140	50	L'Anse Creuse Middle School - Central	L'Anse Creuse Public Schools	Macomb ISD	Title I-Part
02374	50140	50	Marie C. Graham Elem. School	L'Anse Creuse Public Schools	Macomb ISD	Title I-Part
04233	44010	44	Turrill Elementary School	Lapeer Community Schools	Lapeer ISD	Title I-Part
02141	80140	80	Lawton Elementary School	Lawton Community School District	Van Buren ISD	Title I-Part
02155	45020	28	Leland Public School	Leland Public School District	Traverse Bay Area ISD	Title I-Part
00308	81070	81	Bishop Elementary School	Lincoln Consolidated School District	Washtenaw ISD	Non-Title I
02187	81070	81	Lincoln Senior High School	Lincoln Consolidated School District	Washtenaw ISD	Title I-Elig
04992	82095	82	Buchanan Elementary School	Livonia Public Schools School District	Wayne RESA	Non-Title I
02171	82095	82	Cass Elementary School	Livonia Public Schools School District	Wayne RESA	Non-Title I
03229	82095	82	Frost Middle School	Livonia Public Schools School District	Wayne RESA	Title I-Part
01372	82095	82	Garfield Elementary School	Livonia Public Schools School District	Wayne RESA	Title I-Part
03148	82095	82	Randolph Elementary School	Livonia Public Schools School District	Wayne RESA	Non-Title I

School Code	District Code	ISD Code	Building Name	District Name	ISD Name	Title I Status
09673	82095	82	Rosedale Elementary	Livonia Public Schools School District	Wayne RESA	Title I-Elig
01912	51070	51	Thomas Jefferson Elem. School	Manistee Area Public Schools	Manistee ISD	Title I-Part
08817	13903	13	Marshall Academy	Marshall Academy	Calhoun ISD	Title I-Part
01790	13110	13	Hughes Elementary School	Marshall Public Schools	Calhoun ISD	Title I-Part
07425	82910	82	Martin Luther King, Jr. Education Center Academy	Martin Luther King, Jr. Education Center Academy	Wayne RESA	Title I-Part
00037	33130	33	Alaiedon Elementary School	Mason Public Schools (Ingham)	Ingham ISD	Title I-Part
02468	57030	83	McBain High School	McBain Rural Agricultural Schools	Wexford-Missaukee ISD	Title I-Elig
02516	56050	56	Meridian Junior High School	Meridian Public Schools	Midland County Educational Service Agency	Title I-Elig
09077	50906	50	Merritt Academy	Merritt Academy	Macomb ISD	Title I-Part
05866	83070	83	Mesick Consolidated Jr/Sr High School	Mesick Consolidated Schools	Wexford-Missaukee ISD	Title I-Elig
00122	38120	38	Arnold Elementary School	Michigan Center School District	Jackson ISD	Title I-Part
00669	56010	56	Chestnut Hill School	Midland Public Schools	Midland County Educational Service Agency	Non-Title I
01902	56010	56	Jefferson Middle School	Midland Public Schools	Midland County Educational Service Agency	Non-Title I
02750	56010	56	Northeast Middle School	Midland Public Schools	Midland County Educational Service Agency	Non-Title I
03475	56010	56	Siebert School	Midland Public Schools	Midland County Educational Service Agency	Non-Title I
05813	56010	56	Woodcrest Elementary School	Midland Public Schools	Midland County Educational Service Agency	Non-Title I
09182	81100	81	Clayton H. Symons Elementary School	Milan Area Schools	Washtenaw ISD	Title I-Part
05691	81100	81	Milan Middle School	Milan Area Schools	Washtenaw ISD	Title I-Elig
02930	81100	81	Paddock Elementary School	Milan Area Schools	Washtenaw ISD	Title I-Part

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02570	79100	79	Millington High School	Millington Community Schools	Tuscola ISD	Title I-Elig
09338	50160	50	Seminole Academy	Mount Clemens Community School District	Macomb ISD	Title I-Part
02635	37010	29	West Intermediate School	Mt. Pleasant City School District	Gratiot-Isabella RESD	Title I-Elig
00597	02070	52	William G. Mather Elementary School	Munising Public Schools	Marquette-Alger RESA	Title I-Part
02741	61230	61	North Muskegon Elementary School	North Muskegon Public Schools	Muskegon Area ISD	Title I-Part
00083	82390	82	Amerman Elementary School	Northville Public Schools	Wayne RESA	Non-Title I
08803	82390	82	Hillside Middle School	Northville Public Schools	Wayne RESA	Non-Title I
06591	82390	82	Meads Mill Middle School	Northville Public Schools	Wayne RESA	Title I-Part
08804	63100	63	Deerfield Elementary School	Novi Community School District	Oakland Schools	Non-Title I
05315	63100	63	Novi High School	Novi Community School District	Oakland Schools	Non-Title I
07042	63100	63	Novi Meadows School	Novi Community School District	Oakland Schools	Title I-Part
06172	63100	63	Novi Middle School	Novi Community School District	Oakland Schools	Title I-Elig
02788	63100	63	Novi Woods Elementary School	Novi Community School District	Oakland Schools	Non-Title I
02843	63100	63	Orchard Hills Elementary School	Novi Community School District	Oakland Schools	Title I-Part
07349	63100	63	Parkview Elementary School	Novi Community School District	Oakland Schools	Title I-Elig
07828	33170	33	Bennett Woods Elementary School	Okemos Public Schools	Ingham ISD	Title I-Part
08214	33170	33	Chippewa Middle School	Okemos Public Schools	Ingham ISD	Title I-Elig
00801	33170	33	Cornell Elementary School	Okemos Public Schools	Ingham ISD	Title I-Part
04881	33170	33	Kinawa School	Okemos Public Schools	Ingham ISD	Title I-Elig
01221	23080	13	Fern Persons Elementary School	Olivet Community Schools	Calhoun ISD	Title I-Part
02835	66050	27	Ontonagon Area Elementary School	Ontonagon Area Schools	Gogebic-Ontonagon ISD	Title I-Part
03227	35010	35	Richardson Elementary School	Oscoda Area Schools	Iosco RESA	Title I-Part
02920	78110	78	Owosso Middle School	Owosso Public Schools	Shiawassee Regional ESD	Title I-Elig
00713	63110	63	Clear Lake Elementary School	Oxford Community Schools	Oakland Schools	Non-Title I
08642	39905	39	Paramount Charter Academy	Paramount Charter Academy	Kalamazoo RESA	Title I-Part
05885	39130	39	Parchment Central Elem. School	Parchment School District	Kalamazoo RESA	Title I-Part
02939	39130	39	Parchment Middle School	Parchment School District	Kalamazoo RESA	Title I-Elig

School Code	District Code	ISD Code	Building Name	District Name	ISD Name	Title I Status
02941	39130	39	Parchment North Elem. School	Parchment School District	Kalamazoo RESA	Title I-Part
00341	80160	80	Paw Paw Early Elementary School	Paw Paw Public School District	Van Buren ISD	Title I-Part
06029	78080	78	Perry Middle School	Perry Public Schools	Shiawassee Regional ESD	Title I-Elig
03019	19125	19	Pewamo Elementary School	Pewamo-Westphalia Community Schools	Clinton County RESA	Title I-Part
03038	47080	47	Pinckney Community High School	Pinckney Community Schools	Livingston ESA	Title I-Elig
03040	09090	9	Pinconning High School	Pinconning Area Schools	Bay-Arenac ISD	Title I-Elig
05232	67055	83	Leroy Elementary School	Pine River Area Schools	Wexford-Missaukee ISD	Title I-Part
02269	82100	82	Discovery Middle School	Plymouth-Canton Community Schools	Wayne RESA	Non-Title I
03079	82100	82	East Middle School	Plymouth-Canton Community Schools	Wayne RESA	Non-Title I
01207	82100	82	Farrand Elementary School	Plymouth-Canton Community Schools	Wayne RESA	Title I-Part
06676	82100	82	Field Elementary School	Plymouth-Canton Community Schools	Wayne RESA	Title I-Part
06274	82100	82	Miller Elementary School	Plymouth-Canton Community Schools	Wayne RESA	Title I-Elig
08433	63906	63	Pontiac Academy for Excellence - High School	Pontiac Academy for Excellence	Oakland Schools	Title I-Part
01272	74010	74	Fort Gratiot Middle School	Port Huron Area School District	St. Clair County RESA	Non-Title I
01772	74010	74	H.D. Crull Elementary School	Port Huron Area School District	St. Clair County RESA	Title I-Part
02538	74010	74	Michigamme Elementary School	Port Huron Area School District	St. Clair County RESA	Non-Title I
03098	34110	34	Portland High School	Portland Public Schools	Ionia ISD	Title I-Elig
09451	50909	50	Prevail Academy	Prevail Academy	Macomb ISD	Title I-Part
03018	24070	15	Petoskey Middle School	Public Schools of Petoskey	Charlevoix-Emmet ISD	Title I-Part
01921	12040	12	Jennings Elementary School	Quincy Community Schools	Branch ISD	Title I-Part
05822	12040	12	Quincy Middle School	Quincy Community Schools	Branch ISD	Title I-Part
08652	41919	41	Ridge Park Charter Academy	Ridge Park Charter Academy	Kent ISD	Title I-Part
04180	11033	11	Three Oaks Elementary School	River Valley School District	Berrien RESA	Title I-Part

School Code	District Code	ISD Code	Building Name	District Name	ISD Name	Title I Status
00178	63260	63	Baldwin Elementary School	Rochester Community School District	Oakland Schools	Non-Title I
00410	63260	63	Brooklands Elementary School	Rochester Community School District	Oakland Schools	Title I-Part
01551	63260	63	Hamlin Elementary School	Rochester Community School District	Oakland Schools	Title I-Part
07855	63260	63	Hampton Elementary School	Rochester Community School District	Oakland Schools	Title I-Part
07548	63260	63	Hart Middle School	Rochester Community School District	Oakland Schools	Title I-Elig
05239	63260	63	Long Meadow Elementary School	Rochester Community School District	Oakland Schools	Non-Title I
01773	63260	63	McGregor Elementary School	Rochester Community School District	Oakland Schools	Title I-Part
06399	63260	63	Reuther Middle School	Rochester Community School District	Oakland Schools	Title I-Part
04458	63260	63	West Middle School	Rochester Community School District	Oakland Schools	Title I-Part
01396	72010	72	Roscommon Elementary School	Roscommon Area Public Schools	C.O.O.R. ISD	Title I-Part
06369	72010	72	Roscommon Middle School	Roscommon Area Public Schools	C.O.O.R. ISD	Title I-Part
08505	81120	81	Heritage School	Saline Area Schools	Washtenaw ISD	Title I-Elig
07527	81120	81	Pleasant Ridge Elementary School	Saline Area Schools	Washtenaw ISD	Title I-Part
08504	81120	81	Woodland Meadows Elementary School	Saline Area Schools	Washtenaw ISD	Title I-Elig
03406	34120	34	Saranac Jr/Sr High School	Saranac Community Schools	Ionia ISD	Title I-Elig
02264	17010	17	Sault Area Middle School	Sault Ste. Marie Area Schools	Eastern Upper Peninsula ISD	Title I-Elig
04379	17010	17	Washington Elementary School	Sault Ste. Marie Area Schools	Eastern Upper Peninsula ISD	Title I-Part
02964	82080	82	Meek-Milton Elementary School	School District of the City of Inkster	Wayne RESA	Title I-Part
09741	63040	63	Addams Elementary	School District of the City of Royal Oak	Oakland Schools	Non-Title I
09740	63040	63	Royal Oak Middle School	School District of the City of Royal Oak	Oakland Schools	Title I-Elig
06273	81020	81	Ypsilanti High School	School District of Ypsilanti	Washtenaw ISD	Title I-Elig

School Code	District Code	ISD Code	Building Name	District Name	ISD Name	Title I Status
01035	78000	78	Shiawassee RESD - Student Learning Center - West	Shiawassee Regional ESD	Shiawassee Regional ESD	Non-Title I
03515	80010	80	South Haven High School	South Haven Public Schools	Van Buren ISD	Title I-Elig
08339	50200	50	Koepsell Education Center	South Lake Schools	Macomb ISD	Title I-Part
03520	50200	50	South Lake High School	South Lake Schools	Macomb ISD	Title I-Elig
02684	63240	63	Ann L. Dolsen Elementary School	South Lyon Community Schools	Oakland Schools	Title I-Part
03522	63240	63	Frank E. Bartlett School	South Lyon Community Schools	Oakland Schools	Title I-Part
07523	63240	63	Millennium Middle School	South Lyon Community Schools	Oakland Schools	Non-Title I
03380	63240	63	Salem Elementary School	South Lyon Community Schools	Oakland Schools	Title I-Part
03496	63240	63	Sayre Elementary School	South Lyon Community Schools	Oakland Schools	Non-Title I
04167	82140	82	Thomas Jefferson Elem. School	South Redford School District	Wayne RESA	Title I-Part
04278	63060	63	Vandenberg Elementary School	Southfield Public School District	Oakland Schools	Title I-Part
00681	82405	82	Chormann Elem School	Southgate Community School District	Wayne RESA	Title I-Part
02135	49010	17	LaSalle High School	St. Ignace Area Schools	Eastern Upper Peninsula ISD	Title I-Elig
00771	75010	75	Congress School	Sturgis Public Schools	St. Joseph County ISD	Title I-Part
04108	45050	28	Suttons Bay Senior High School	Suttons Bay Public Schools	Traverse Bay Area ISD	Title I-Elig
02690	48040	17	Newberry Elementary School	Tahquamenon Area Schools	Eastern Upper Peninsula ISD	Title I-Part
01040	28010	28	Eastern Elementary School	Traverse City Area Public Schools	Traverse Bay Area ISD	Non-Title I
09452	58902	58	Triumph Academy	Triumph Academy	Monroe ISD	Title I-Part
06393	63150	63	Athens High School	Troy School District	Oakland Schools	Title I-Elig
00174	63150	63	Baker Middle School	Troy School District	Oakland Schools	Title I-Part
06941	63150	63	Barnard Elementary School	Troy School District	Oakland Schools	Title I-Part
06940	63150	63	Bemis Elementary School	Troy School District	Oakland Schools	Non-Title I
06367	63150	63	Boulan Park Middle School	Troy School District	Oakland Schools	Non-Title I
03715	63150	63	Hamilton Elementary School	Troy School District	Oakland Schools	Non-Title I
06366	63150	63	Larson Middle School	Troy School District	Oakland Schools	Title I-Part
02161	63150	63	Leonard Elementary School	Troy School District	Oakland Schools	Non-Title I
02618	63150	63	Morse Elementary School	Troy School District	Oakland Schools	Title I-Part

School Code	District Code	ISD Code	Building Name	District Name	ISD Name	Title I Status
05413	63150	63	Smith Middle School	Troy School District	Oakland Schools	Non-Title I
04227	63150	63	Troy Union Elementary School	Troy School District	Oakland Schools	Title I-Part
05537	63150	63	Wattles Elementary School	Troy School District	Oakland Schools	Title I-Part
04931	50210	50	Adlai Stevenson High School	Utica Community Schools	Macomb ISD	Title I-Elig
05753	50210	50	Bruce Collins Elementary School	Utica Community Schools	Macomb ISD	Non-Title I
00457	50210	50	Burr Elementary School	Utica Community Schools	Macomb ISD	Title I-Part
06182	50210	50	Dekeyser Elementary School	Utica Community Schools	Macomb ISD	Non-Title I
00958	50210	50	Dresden Elementary School	Utica Community Schools	Macomb ISD	Title I-Part
02656	50210	50	Frank Jeannette Jr. High School	Utica Community Schools	Macomb ISD	Title I-Elig
06769	50210	50	Heritage Junior High School	Utica Community Schools	Macomb ISD	Title I-Elig
06908	80000	80	Bert Goens Learning Center	Van Buren ISD	Van Buren ISD	Non-Title I
06826	82430	82	Tyler Road Elementary School	Van Buren Public Schools	Wayne RESA	Title I-Part
01945	50220	50	John F. Kennedy Elementary School	Van Dyke Public Schools	Macomb ISD	Title I-Part
02201	50220	50	Lincoln High School	Van Dyke Public Schools	Macomb ISD	Title I-Elig
04195	79150	79	Townsend North School	Vassar Public Schools	Tuscola ISD	Title I-Part
04104	39170	39	Sunset Lake Elementary School	Vicksburg Community Schools	Kalamazoo RESA	Title I-Part
08485	41915	41	Walker Charter Academy	Walker Charter Academy	Kent ISD	Title I-Part
07544	63290	63	Hickory Woods Elementary School	Walled Lake Consolidated Schools	Oakland Schools	Title I-Elig
04339	63290	63	James R Geisler Middle School	Walled Lake Consolidated Schools	Oakland Schools	Title I-Part
06283	63290	63	Maple Elementary School	Walled Lake Consolidated Schools	Oakland Schools	Title I-Elig
08577	63290	63	Meadowbrook Elementary School	Walled Lake Consolidated Schools	Oakland Schools	Title I-Part
05705	63290	63	Walled Lake Western High School	Walled Lake Consolidated Schools	Oakland Schools	Title I-Elig
08610	63290	63	Walnut Creek Middle School	Walled Lake Consolidated Schools	Oakland Schools	Title I-Elig
05589	50230	50	Fillmore Elementary School	Warren Consolidated Schools	Macomb ISD	Title I-Part
06291	50230	50	Flynn Middle School	Warren Consolidated Schools	Macomb ISD	Title I-Part
05701	50230	50	Grissom Middle School	Warren Consolidated Schools	Macomb ISD	Title I-Part
02986	50230	50	Lean Elementary School	Warren Consolidated Schools	Macomb ISD	Title I-Part
06019	50230	50	Sterling Heights Senior H.S.	Warren Consolidated Schools	Macomb ISD	Title I-Elig
00645	50230	50	Warren Mott High School	Warren Consolidated Schools	Macomb ISD	Title I-Elig
05535	63300	63	Waterford Mott High School	Waterford School District	Oakland Schools	Title I-Elig
04924	11320	11	South Elementary School	Watervliet School District	Berrien RESA	Title I-Part
04403	33215	33	Waverly Senior High School	Waverly Community Schools	Ingham ISD	Title I-Elig

School Code	District Code	ISD Code	Building Name	District Name	ISD Name	Title I Status
00307	03040	3	Bessie B. Baker School	Wayland Union Schools	Allegan Area Educational Service Agency	Title I-Part
03224	03040	3	R.J. Steeby School	Wayland Union Schools	Allegan Area Educational Service Agency	Title I-Part
04926	82160	82	Adlai Stevenson Middle School	Wayne-Westland Community School District	Wayne RESA	Title I-Part
00043	82160	82	Albert Schweitzer Elementary School	Wayne-Westland Community School District	Wayne RESA	Title I-Part
06292	63160	63	Abbott Middle School	West Bloomfield School District	Oakland Schools	Title I-Part
04437	63160	63	Orchard Lake Middle School	West Bloomfield School District	Oakland Schools	Title I-Part
03271	63160	63	Roosevelt Elementary School	West Bloomfield School District	Oakland Schools	Title I-Part
07372	63160	63	Scotch Elementary School	West Bloomfield School District	Oakland Schools	Non-Title I
01491	63160	63	Sheiko Elementary School	West Bloomfield School District	Oakland Schools	Non-Title I
06171	63160	63	West Bloomfield High School	West Bloomfield School District	Oakland Schools	Title I-Elig
05490	36025	22	West Iron County Middle School	West Iron County Public Schools	Dickinson-Iron ISD	Title I-Part
08613	70070	70	Harbor Lights Middle School	West Ottawa Public School District	Ottawa Area ISD	Title I-Elig
07840	70070	70	Lakeshore Elementary School	West Ottawa Public School District	Ottawa Area ISD	Title I-Elig
02114	70070	70	Lakewood Elementary School	West Ottawa Public School District	Ottawa Area ISD	Non-Title I
06296	70070	70	Macatawa Bay Middle School	West Ottawa Public School District	Ottawa Area ISD	Title I-Elig
03458	70070	70	Sheldon Woods Elementary School	West Ottawa Public School District	Ottawa Area ISD	Title I-Part
04352	38010	38	Warner Elementary School	Western School District	Jackson ISD	Non-Title I
04598	38010	38	Western Middle School	Western School District	Jackson ISD	Title I-Elig
08700	33906	33	White Pine Academy	White Pine Academy	Ingham ISD	Title I-Part
04509	61240	61	Whitehall Middle School	Whitehall District Schools	Muskegon Area ISD	Title I-Elig
04510	61240	61	Whitehall Senior High School	Whitehall District Schools	Muskegon Area ISD	Title I-Elig

School Code	District Code	ISD Code	Building Name	District Name	ISD Name	Title I Status
07578	81140	81	Whitmore Lake Elementary School	Whitmore Lake Public School District	Washtenaw ISD	Title I-Part
01705	81150	81	Willow Run Elementary Learning Center	Willow Run Community Schools	Washtenaw ISD	Title I-Part
04550	81150	81	Willow Run High School	Willow Run Community Schools	Washtenaw ISD	Title I-Part

Appendix B

List of Priority Schools

2011-12 Priority School List

School Code	District Code	ISD Code	Building Name	District Name	ISD Name	Title I Status
09280	41010	41	Aberdeen Elementary	Grand Rapids Public Schools	Kent ISD	Title I-Part
08435	82921	82	Academy for Business and Technology High School	Academy for Business and Technology	Wayne RESA	Title I-Part
08738	25908	25	Academy of Flint	Academy of Flint	Genesee ISD	Title I-Part
08047	82903	82	Aisha Shule/WEB Dubois Prep. Academy School	Aisha Shule/WEB Dubois Prep. Academy School	Wayne RESA	Title I-Part
00048	82160	82	Alexander Hamilton Elementary School	Wayne-Westland Community School District	Wayne RESA	Title I-Part
09538	41010	41	Alger Middle School	Grand Rapids Public Schools	Kent ISD	Title I-Part
00105	82120	82	Ann Visger K-5 Preparatory Academy	River Rouge, School District of the City of	Wayne RESA	Title I-Part
00213	82010	82	Barton Elementary School	Detroit City School District	Wayne RESA	Title I-Part
00545	82080	82	Baylor Woodson Elementary School	School District of the City of Inkster	Wayne RESA	Title I-Part
07777	82405	82	Beacon Day Treatment Center	Southgate Community School District	Wayne RESA	Title I-Elig
06631	82010	82	Beckham, William Academy	Detroit City School District	Wayne RESA	Title I-Part
00253	25240	25	Beecher High School	Beecher Community School District	Genesee ISD	Title I-Part
00286	11010	11	Benton Harbor Middle & High School	Benton Harbor Area Schools	Berrien RESA	Title I-Elig
00326	33020	33	Bingham School	Lansing Public School District	Ingham ISD	Title I-Part
02058	82010	82	Blackwell Institute	Detroit City School District	Wayne RESA	Title I-Part
04319	82010	82	Bow Elementary-Middle School	Detroit City School District	Wayne RESA	Title I-Part
08395	50000	50	Bozymowski Center	Macomb ISD	Macomb ISD	Non-Title I
09341	82010	82	Brenda Scott Academy for Theatre Arts	Detroit City School District	Wayne RESA	Title I-Part
09991	82010	82	Brewer Elementary-Middle School	Detroit City School District	Wayne RESA	Title I-Part
00417	41010	41	Brookside School	Grand Rapids Public Schools	Kent ISD	Title I-Part
04062	82010	82	Brown, Ronald Academy	Detroit City School District	Wayne RESA	Title I-Part
00425	25010	25	Brownell School	Flint, School District of the City of	Genesee ISD	Title I-Part
00440	73080	73	Buena Vista High School	Buena Vista School District	Saginaw ISD	Title I-Part
04674	82050	82	Burger Development Center	Garden City Public Schools	Wayne RESA	Title I-Elig
00456	82010	82	Burns Elementary-Middle School	Detroit City School District	Wayne RESA	Title I-Part
00468	82010	82	Burton International School	Detroit City School District	Wayne RESA	Title I-Part
05650	73010	73	C.C. Coulter Elementary School	Saginaw, School District of the City of	Saginaw ISD	Title I-Part
00484	33020	33	C.W. Otto Middle School	Lansing Public School District	Ingham ISD	Title I-Part

School Code	District Code	ISD Code	Building Name	District Name	ISD Name	Title I Status
00508	41010	41	Campau Park School	Grand Rapids Public Schools	Kent ISD	Title I-Part
09282	41010	41	Campus Elementary	Grand Rapids Public Schools	Kent ISD	Title I-Part
05553	82010	82	Carleton Elementary School	Detroit City School District	Wayne RESA	Title I-Part
00542	82010	82	Carstens Elementary-Middle School	Detroit City School District	Wayne RESA	Title I-Part
00546	82010	82	Carver Elementary-Middle School	Detroit City School District	Wayne RESA	Title I-Part
00566	35010	35	Cedar Lake Elementary School	Oscoda Area Schools	Iosco RESA	Title I-Part
08668	82949	82	Center for Literacy and Creativity	Center for Literacy and Creativity	Wayne RESA	Title I-Part
00617	82010	82	Central Collegiate Academy	Detroit City School District	Wayne RESA	Title I-Part
00739	82010	82	Cody College Preparatory Upper School of Teaching and Learning	Detroit City School District	Wayne RESA	Title I-Part
00789	25010	25	Cummings School	Flint, School District of the City of	Genesee ISD	Title I-Part
00874	82160	82	David Hicks School	Wayne-Westland Community School District	Wayne RESA	Title I-Part
00902	82010	82	Denby High School	Detroit City School District	Wayne RESA	Title I-Part
00925	82010	82	Dixon Elementary School	Detroit City School District	Wayne RESA	Title I-Part
00939	82010	82	Dossin Elementary-Middle School	Detroit City School District	Wayne RESA	Title I-Part
07135	82010	82	Douglass Academy for Young Men	Detroit City School District	Wayne RESA	Title I-Part
01003	50020	50	East Detroit High School	East Detroit Public Schools	Macomb ISD	Title I-Elig
01044	33020	33	Eastern High School	Lansing Public School District	Ingham ISD	Title I-Part
01069	82250	82	Ecorse Community High School	Ecorse Public Schools	Wayne RESA	Title I-Elig
01074	61020	61	Edgewood Elementary School	Muskegon Heights School District	Muskegon Area ISD	Title I-Part
01166	33020	33	Everett High School	Lansing Public School District	Ingham ISD	Title I-Part
01181	11010	11	Fair Plain West Elementary School	Benton Harbor Area Schools	Berrien RESA	Title I-Part
08951	82010	82	Field, Moses	Detroit City School District	Wayne RESA	Title I-Part
01236	82010	82	Finney High School	Detroit City School District	Wayne RESA	Title I-Part
09121	82010	82	Fisher Magnet Lower Academy	Detroit City School District	Wayne RESA	Title I-Part
01634	82010	82	Ford High School	Detroit City School District	Wayne RESA	Title I-Part
09609	82987	82	Frontier International Academy	Frontier International Academy	Wayne RESA	Title I-Part
01334	38170	38	Frost Elementary School	Jackson Public Schools	Jackson ISD	Title I-Part
01362	82010	82	Gardner Elementary School	Detroit City School District	Wayne RESA	Title I-Part
05696	33020	33	Gardner Middle School	Lansing Public School District	Ingham ISD	Title I-Part
01346	50000	50	Glen H. Peters School	Macomb ISD	Macomb ISD	Non-Title I
01438	82010	82	Gompers Elementary-Middle School	Detroit City School District	Wayne RESA	Title I-Part
01493	82010	82	Greenfield Union Elementary-Middle School	Detroit City School District	Wayne RESA	Title I-Part
01554	82060	82	Hamtramck High School	Hamtramck, School District of the City of	Wayne RESA	Title I-Elig

School Code	District Code	ISD Code	Building Name	District Name	ISD Name	Title I Status
01578	82320	82	Harper Woods High School	Harper Woods, The School District of the City of	Wayne RESA	Title I-Part
07680	63130	63	Hazel Park Adult Education	Hazel Park, School District of the City of	Oakland Schools	Title I-Elig
01616	63130	63	Hazel Park High School	Hazel Park, School District of the City of	Oakland Schools	Title I-Elig
00004	82010	82	Henderson Academy	Detroit City School District	Wayne RESA	Title I-Part
01652	63030	63	Herrington School	Pontiac City School District	Oakland Schools	Title I-Part
01666	82070	82	Highland Park Community H.S.	Highland Park City Schools	Wayne RESA	Title I-Part
01689	82060	82	Holbrook School	Hamtramck, School District of the City of	Wayne RESA	Title I-Part
04237	74010	74	Holland Woods Middle School	Port Huron Area School District	St. Clair County RESA	Title I-Elig
09891	25010	25	Holmes Foundation	Flint, School District of the City of	Genesee ISD	Title I-Part
01840	82080	82	Inkster High School	School District of the City of Inkster	Wayne RESA	Title I-Part
01865	33020	33	J.W. Sexton High School	Lansing Public School District	Ingham ISD	Title I-Part
09960	63030	63	Jefferson Whittier School	Pontiac City School District	Oakland Schools	Title I-Part
07795	82010	82	Jemison, Mae C.	Detroit City School District	Wayne RESA	Title I-Part
02021	41010	41	Kent Hills School	Grand Rapids Public Schools	Kent ISD	Title I-Part
02030	82010	82	Kettering High School	Detroit City School District	Wayne RESA	Title I-Part
01043	82010	82	King High School	Detroit City School District	Wayne RESA	Title I-Part
02036	82010	82	King, John R. Academic and Performing Arts Academy	Detroit City School District	Wayne RESA	Title I-Part
08396	82010	82	Langston Hughes Academy	Detroit City School District	Wayne RESA	Title I-Part
02238	30040	30	Litchfield Elementary School	Litchfield Community Schools	Hillsdale ISD	Title I-Part
02237	30040	30	Litchfield High School	Litchfield Community Schools	Hillsdale ISD	Title I-Elig
07038	73000	73	M.G. Millet Learning Center	Saginaw ISD	Saginaw ISD	Non-Title I
08178	73040	73	Mackinaw High School	Saginaw Township Community Schools	Saginaw ISD	Title I-Elig
06726	82170	82	Madison School	Wyandotte, School District of the City of	Wayne RESA	Non-Title I
02341	82010	82	Mann Elementary School	Detroit City School District	Wayne RESA	Title I-Part
01344	50000	50	Maple Lane School	Macomb ISD	Macomb ISD	Non-Title I
02390	82010	82	Marquette Elementary-Middle School	Detroit City School District	Wayne RESA	Title I-Part

School Code	District Code	ISD Code	Building Name	District Name	ISD Name	Title I Status
00857	82010	82	Marshall, Thurgood Elementary School	Detroit City School District	Wayne RESA	Title I-Part
01518	82010	82	Mary McLeod Bethune Elementary-Middle School	Detroit City School District	Wayne RESA	Title I-Part
09892	25010	25	McKinley Foundation	Flint, School District of the City of	Genesee ISD	Title I-Part
02957	38170	38	Middle School at Parkside	Jackson Public Schools	Jackson ISD	Title I-Part
01274	58000	58	Monroe County Education Center	Monroe ISD	Monroe ISD	Non-Title I
02624	50160	50	Mount Clemens High School	Mount Clemens Community School District	Macomb ISD	Title I-Elig
09287	41010	41	Mulick Elementary	Grand Rapids Public Schools	Kent ISD	Title I-Part
02644	82010	82	Mumford High School	Detroit City School District	Wayne RESA	Title I-Part
02648	82010	82	Murphy Elementary-Middle School	Detroit City School District	Wayne RESA	Title I-Part
02653	61020	61	Muskegon Heights Middle School	Muskegon Heights School District	Muskegon Area ISD	Title I-Part
08221	55901	21	Nah Tah Wahsh Public School Academy	Nah Tah Wahsh Public School Academy	Delta-Schoolcraft ISD	Title I-Part
02669	82010	82	Neinas Elementary School	Detroit City School District	Wayne RESA	Title I-Part
02670	25010	25	Neithercut Elementary School	Flint, School District of the City of	Genesee ISD	Title I-Part
02703	82010	82	Nichols Elementary-Middle School	Detroit City School District	Wayne RESA	Title I-Part
06103	82010	82	Noble Elementary-Middle School	Detroit City School District	Wayne RESA	Title I-Part
02708	82010	82	Nolan Elementary-Middle School	Detroit City School District	Wayne RESA	Title I-Part
06199	25010	25	Northern High School	Flint, School District of the City of	Genesee ISD	Title I-Part
02778	82010	82	Northwestern High School	Detroit City School District	Wayne RESA	Title I-Part
02798	63250	63	Oak Park High School	Oak Park, School District of the City of	Oakland Schools	Title I-Elig
02811	82010	82	Oakman Elementary / Orthopedic School	Detroit City School District	Wayne RESA	Title I-Part
01552	82010	82	Palmer Park Preparatory Academy	Detroit City School District	Wayne RESA	Title I-Part
02951	82010	82	Parker Elementary-Middle School	Detroit City School District	Wayne RESA	Title I-Part
01641	33020	33	Pattengill Middle School	Lansing Public School District	Ingham ISD	Title I-Part
03015	82010	82	Pershing High School	Detroit City School District	Wayne RESA	Title I-Part
04554	82010	82	Phoenix Elementary-Middle School	Detroit City School District	Wayne RESA	Title I-Part
02756	63030	63	Pontiac High School	Pontiac City School District	Oakland Schools	Title I-Part
03130	82010	82	Pulaski Elementary-Middle School	Detroit City School District	Wayne RESA	Title I-Part
03144	82250	82	Ralph J. Bunche Academy	Ecorse Public Schools	Wayne RESA	Title I-Part

School Code	District Code	ISD Code	Building Name	District Name	ISD Name	Title I Status
03153	82090	82	Raupp School	Lincoln Park, School District of the City of	Wayne RESA	Title I-Part
09564	33020	33	Riddle Elementary	Lansing Public School District	Ingham ISD	Title I-Part
03208	82120	82	River Rouge High School	River Rouge, School District of the City of	Wayne RESA	Title I-Part
03238	82240	82	Robichaud Senior High School	Westwood Community School District	Wayne RESA	Title I-Part
03287	65045	72	Rose City Elementary School	West Branch-Rose City Area Schools	C.O.O.R. ISD	Title I-Part
08669	82948	82	Ross-Hill Academy-Elementary	Ross-Hill Academy	Wayne RESA	Title I-Part
02701	82010	82	Rutherford Elementary School	Detroit City School District	Wayne RESA	Title I-Part
03336	73010	73	Saginaw High School	Saginaw, School District of the City of	Saginaw ISD	Title I-Elig
04413	82010	82	Sampson Academy	Detroit City School District	Wayne RESA	Title I-Part
09289	41010	41	Shawnee Science, Math and Tech. Academy	Grand Rapids Public Schools	Kent ISD	Title I-Part
03540	82010	82	Southeastern High School	Detroit City School District	Wayne RESA	Title I-Part
08048	63060	63	Southfield Regional Academic Campus	Southfield Public School District	Oakland Schools	Title I-Elig
03555	82010	82	Southwestern High School	Detroit City School District	Wayne RESA	Title I-Part
01629	11010	11	STEAM Academy at MLK	Benton Harbor Area Schools	Berrien RESA	Title I-Part
05949	25010	25	Summerfield School	Flint, School District of the City of	Genesee ISD	Title I-Part
04156	82010	82	Thirkell Elementary School	Detroit City School District	Wayne RESA	Title I-Part
00130	49901	17	Three Lakes Academy	Three Lakes Academy	Eastern Upper Peninsula ISD	Title I-Part
08572	82933	82	Timbuktu Academy of Science and Technology	Timbuktu Academy of Science and Technology	Wayne RESA	Title I-Part
04222	82010	82	Trix Elementary-Middle School	Detroit City School District	Wayne RESA	Title I-Part
00439	25240	25	Tucker Elementary School	Beecher Community School District	Genesee ISD	Title I-Part
04251	41010	41	Union High School	Grand Rapids Public Schools	Kent ISD	Title I-Part
05868	69040	16	Vanderbilt Area School	Vanderbilt Area Schools	Cheb-Otsego-Presque Isle ESD	Title I-Part
04294	13020	13	Verona Elementary School	Battle Creek Public Schools	Calhoun ISD	Title I-Part
04406	82010	82	Wayne Elementary School	Detroit City School District	Wayne RESA	Title I-Part
04417	33220	33	Webberville High School	Webberville Community Schools	Ingham ISD	Title I-Elig

Appendix C

Invitation to Principal

Dear Principal:

My name is Jeffery Boggan, and I am an assistant principal at Loy Norrix High School in Kalamazoo, Michigan. I am currently completing the requirements to earn my Ph.D. in Educational Leadership with a concentration in Organizational Analysis from Western Michigan University in Kalamazoo, Michigan.

I have chosen to conduct my dissertation research on principal behaviors. The principals I wish to study work in schools that were identified as Focus and Priority Schools in 2011 and 2012 by the state. Specifically, I was able to identify 15 middle and high schools.

In my research, I am specifically studying how frequently principals demonstrate and administer Marzano's 21 leadership responsibilities, as well as the perceived importance of each responsibility.

I would like to meet with you for approximately 60 to 90 minutes to ask ten interview questions, administer a leadership activity related specifically to Marzano's leadership responsibilities, and leave you with a daily check sheet regarding your application of the 21 responsibilities to fill out and return.

I would appreciate the opportunity to discuss my research with you and schedule a time to meet for an interview. I can be reached at (269) 377-7439 or bogganjp@gmail.com.

Thank you in advance for your consideration in helping advance educational research.

Respectfully,

Jeffery Boggan
Doctoral Student
Department of Educational Leadership, Research and Technology
Western Michigan University

Appendix D

Invitation to Superintendent

Dear Superintendent:

My name is Jeffery Boggan, and I am an assistant principal at Loy Norrix High School in Kalamazoo, Michigan. I am currently completing the requirements to earn my Ph.D. in Educational Leadership with a concentration in Organizational Analysis from Western Michigan University in Kalamazoo, Michigan.

I have chosen to conduct my dissertation research on principal behaviors. The principals I wish to study work in schools that were identified as Focus and Priority Schools in 2011 and 2012 by the state. Specifically, I was able to identify 15 middle and high schools.

In my research, I am specifically studying how frequently principals demonstrate and administer Marzano's 21 leadership responsibilities, as well as the perceived importance of each responsibility.

I would like permission to meet with the following principal(s):

The interview will consist of ten interview questions. I will also spend time talking with each principal regarding specific artifacts such as their school improvement plan, self-improvement plan, and any other pertinent artifacts related to student achievement. In addition, I will administer a leadership activity related specifically to Marzano's leadership responsibilities. Lastly, I will leave each principal with a daily log regarding his or her application of the 21 responsibilities to fill out and return. The interview process will last for approximately 60 to 90 minutes. Each principal listed above has received a similar communication in regards to this request. Naturally, if you have any questions regarding my study, you can contact my Doctoral Dissertation Chairman, Dr. Walter L. Burt at (269) 387-2990.

I would appreciate the opportunity to discuss my research with you and schedule a time that we could meet. I can be reached at (269) 377-7439 or bogganjp@gmail.com.

Thank you in advance for your consideration in helping advance educational research.

Respectfully,

Jeffery Boggan
Doctoral Student
Department of Educational Leadership, Research and Technology
Western Michigan University

Appendix E

Reminder Invitation to Principal

Dear Principal:

This letter is to remind you about an invitation to participate in a research study concerning principal leadership practices and student achievement.
My name is Jeffery Boggan, and I am an assistant principal at Loy Norrix High School in Kalamazoo, Michigan. I am currently completing the requirements to earn my Ph.D. in Educational Leadership with a concentration in Organizational Analysis from Western Michigan University in Kalamazoo, Michigan.

I have chosen to conduct my dissertation research on principal behaviors. The principals I wish to study work in schools that were identified as Focus and Priority Schools in 2011 and 2012 by the state. Specifically, I was able to identify 15 middle and high schools.

In my research, I am specifically studying how frequently principals demonstrate and administer Marzano's 21 leadership responsibilities, as well as the perceived importance of each responsibility.

I would like to meet with you for approximately 60 to 90 minutes to ask ten interview questions, administer a leadership activity related specifically to Marzano's leadership responsibilities, and leave you with a daily check sheet regarding your application of the 21 responsibilities to fill out and return.

I would appreciate the opportunity to discuss my research with you and schedule a time to meet for an interview. I can be reached at (269) 377-7439 or bogganjp@gmail.com.

Thank you in advance for your consideration in helping advance educational research.

Respectfully,

Jeffery Boggan
Doctoral Student
Department of Educational Leadership, Research and Technology
Western Michigan University

Appendix F

Reminder Invitation to Superintendent

Dear Superintendent:

This letter is to remind you about an invitation to participate in a research study concerning principal leadership practices and student achievement.
My name is Jeffery Boggan, and I am an assistant principal at Loy Norrix High School in Kalamazoo, Michigan. I am currently completing the requirements to earn my Ph.D. in Educational Leadership with a concentration in Organizational Analysis from Western Michigan University in Kalamazoo, Michigan.

I have chosen to conduct my dissertation research on principal behaviors. The principals I wish to study work in schools that were identified as Focus and Priority Schools in 2011 and 2012 by the state. Specifically, I was able to identify 15 middle and high schools.

In my research, I am specifically studying how frequently principals demonstrate and administer Marzano's 21 leadership responsibilities, as well as the perceived importance of each responsibility.

I would like to meet with the following principal(s):

The interview will consist of ten interview questions. I will also spend time talking with each principal regarding specific artifacts such as their school improvement plan, self-improvement plan, and any other pertinent artifacts related to student achievement. In addition, I will administer a leadership activity related specifically to Marzano's leadership responsibilities. Lastly, I will leave each principal with a daily log regarding his or her application of the 21 responsibilities to fill out and return. The interview process will last for approximately 60 to 90 minutes. Each principal listed above has received a similar communication in regards to this request.

I would appreciate the opportunity to discuss my research with you and schedule a time that we could meet. I can be reached at (269) 377-7439 or bogganjp@gmail.com.

Thank you in advance for your consideration in helping advance educational research.

Respectfully,

Jeffery Boggan
Doctoral Student
Department of Educational Leadership, Research and Technology
Western Michigan University

Appendix G

Informed Consent Document

Western Michigan University
Department of Educational Leadership, Research and Technology

Principal Investigator: Walter Burt, PhD

Student Investigator: Jeffery Boggan, Doctoral Candidate

Title: Focus and Priority Schools: How Principals Enact Leadership Responsibilities To Increase Student Achievement in a Selected Mid-Western Counties.

You are invited to participate in a research study conducted by Jeff Boggan, a doctorate student in the Educational Leadership program at Western Michigan University. The results of this study will contribute to the completion of his dissertation study. You were selected as a possible participant in this study because you are a site principal of a school in this mid-western county that has been identified by the state as a Focus School.

Purpose of the study: The purpose of this study is to explore how principals enact 21 leadership practices that correlate to Marzano, Waters, and McNulty's (2005) second-order change attributes in order to overcome barriers to student achievement. Should you decide to take part in this study, you will be asked to participate in one audiotaped interview lasting 60 to 90 minutes; complete a daily checklist of leadership behaviors over a five-day period; and review a summary of your interview for completeness and accuracy.

Procedures: The procedures for participation in this study ask you to do the following:

1. Participate in a semi-structured interview that consists of ten questions for approximately 60 to 90 minutes;
2. Share and discuss specific artifacts such as your school improvement plan, self-improvement plan, or any other pertinent artifacts related to student achievement during the interview;
3. Complete a cord sort activity, which involves sorting 21 leadership responsibility cards into three piles representing "Most Frequently Used," "Used to a Certain Extent," and "Rarely Used" during the interview;
4. Complete a background information form; and
5. Complete a checklist comprised of the 21 leadership responsibilities to record your use of the leadership behaviors over a five-day period. Once you have completed this task you will be asked to e-mail or mail this document back to the researcher.

Potential risks and benefits: Potential risks of participation in this study include manageable mild to moderate stress or emotional discomfort when discussing barriers

encountered during your work as a principal. Should you become uncomfortable while participating in this study, you may choose to discontinue your participation at any time.

A potential benefit you may experience as a result of taking part in this study is knowing that the information you provide may eventually contribute to better outcomes in your profession as it relates to principal leadership and student achievement. Furthermore, you may also personally benefit from reflecting on your experience as a principal by gaining greater awareness of the practices you enact in your daily activities.

Conditions of participation: In order to participate in this study, you must be the principal of a school identified by the state as a Focus School.

Confidentiality: Any information collected during this study will remain confidential. The student and principal investigator will be the only people with access to the background forms and consent documents. The student investigator will supervise transcription of audio recordings. All information will be de-identified and coded using pennames. District, school, and principal name will not appear in the results of this study. Additionally, pennames will be used to identify the background information form, interview audio recording, card sort activity, interview transcripts, and daily checklists. All information will be stored in a locked file cabinet in the researcher's home, and destroyed within seven years of the conclusion of the study. Consent and background forms will be stored separately from the rest of the study's data. If the results of this study are published or presented at professional conferences, no identifying participant information will be included.

Payment for participation: Participants will not be paid for participation in this study.

Participation and Withdrawal: Participation in this study is voluntary. You can refuse to participate; stop participating at any time; or refuse to answer any question without prejudice or penalty. You may also refuse to answer any particular question and remain in the study. The researcher may withdraw you from this study if circumstances arise which warrant doing so. If you have any questions or concerns regarding this research, please contact Jeff Boggan by at 269-377-7439 or bogganjp@gmail.com or Dr. Walter Burt at 269-387-1821 or walter.burt@wmich.edu. You may also contact the Chair, Human Subjects Institutional Review Board (269-387-8293) or the Vice President for Research (269-387-8298) if questions or problems arise during the course of the study.

This consent document has been approved for use for one year by the Human Subjects Institutional Review Board (HSIRB) as indicated by the stamped date and signature of the board chair in the upper right corner. Do not participate in this study if the stamped

date is older than one year.

I have read this informed consent document. The risks, benefits, and confidentiality have been explained to me. I agree to take part in this study.

_____

Printed Name of Participant

_____

Signature of Participant Date

Appendix H

Oral Instructions to Principals

Oral Instructions to Principals

First, I would like to thank you for agreeing to participate in this research which seeks to further the body of knowledge about principal leadership and student achievement. My name is Jeff Boggan, and I am the assistant principal of Loy Norrix High School in Kalamazoo, Michigan.

I am currently completing my dissertation requirements to earn my Ph.D. in Educational Leadership from Western Michigan University in Kalamazoo, Michigan. My research is focused on principal leadership and how it relates to student achievement.

The framework for my study is based on the research work of Dr. Robert Marzano in his text, *School Leadership That Works.* In the text, Dr. Marzano states that effective principal leadership can have a significant impact on improving student achievement. Your school was selected because it has been identified by the state as a Focus or Priority School.

Today, you will be responding to a structured interview that consists of ten questions. Also, as a part of this interview, we will spend time talking about specific artifacts such as your school improvement plan, self-improvement plan, and any other pertinent artifacts related to student achievement. With your permission, I would like to have copies of theses artifacts as a part of my data collection.

In addition, I will collect data from you by having you perform the task of sorting 21 cards that have the leadership responsibility printed with one responsibility on one card. You will perform the task of sorting the 21 cards into three piles. The first pile will be "Most Frequently Used." The second pile will be "Used to a Certain Extent." And the third pile will be "Rarely Used."

Lastly, for further data collection, I will leave with you a checklist comprised of the 21 leadership responsibilities to collect data as you perform your daily tasks over a five-day period. For each day, you will check whether you engage in each responsibility. Once you have completed this task e-mail/mail this document back to me the researcher.

Are there any questions?

Thank you again for your time and participation in helping further education research.

Let's begin.

Apendix I

Semi-structured Interview Protocol

Semi-Structured Interview Protocol

Which of Marzano, Waters, and McNulty's (2005) 21 leadership responsibilities did principals utilize most in attaining high student achievement in Focus and Priority Schools?

1. How would you describe your leadership style as a building principal?

2. How would you describe instructional leadership?

3. Do you view yourself as the instrucional leader of your school? Explain.

4. Do you believe as building principal, you are responsible for student achievement? Explain?

How did these principals implement these most frequent responsibilities?

5. What are some different ways you provide instructional leadership for your school?

6. From the twenty-one leadership characteristics, what are the seven most important characteristics an instructional leader should exhibit to improve student achievement?

7. Of the seven characteristics you just talked about, what are the top three characterists you believe principals must exhibit to increase student acheivement? Explain.

What barriers did these principals encounter in implementing the most frequent responsibilities? How did they overcome these barriers?

8. What are the different kinds of barriers that get in the way of you providing instructional leadership for your school?

9. What would you say the number one barrier is in making gains in student achievement? Explain.

10. How do you overcome these barriers to make sure you are providing instructional leadership and making gains in student achievement?

Appendix J

Principal Leadership Card Sorting Activity

Principal Leadership Card Sorting Activity

Responsibility	**The extent to which the principal discharges the leadership responsibility**	**Most Frequently Used**	**Used to a Certain Extent**	**Rarely Used**
Culture	Fosters shared beliefs & a sense of community & cooperation			
Order	Establishes a set of standard operating procedures & routines			
Discipline	Protects teachers from issues & influences that would detract from their teaching time or focus			
Resources	Provides teachers with materials & professional development necessary for the successful execution of their jobs			
Curriculum, instruction, assessment	Is directly involved in the design & implementation of curriculum, instruction, & assessment practices			
Focus	Establishes clear goals & keeps current curriculum, instruction, and assessment practices			
Knowledge of curriculum, instruction, assessment	Is knowledgeable about current curriculum, instruction, and assessment practices.			
Visibility	Has quality contact & interactions with teachers and students			
Contingent rewards	Recognizes & rewards individual accomplishments			
Communication	Establishes strong lines of communication with teachers & among students			
Outreach	Is an advocate & spokesperson for the school to all stakeholders			
Responsibility	**The extent to which the principal discharges the leadership responsibility**	**Most Frequently Used**	**Used to a Certain Extent**	**Rarely Used**

Input	Involves teachers in the design & implementation of important decisions & policies			
Affirmation	Recognizes & celebrates school accomplishments & acknowledges failures			
Relationship	Demonstrates an awareness of the personal aspects of teachers & staff			
Change Agent	Is willing to & actively challenges the status quo			
Optimizer	Inspires & leads new & challenging innovations			
Ideals/beliefs	Communicates & operates from strong ideals & beliefs about schooling			
Monitors/evaluates	Monitors the effectiveness of school practices & their impact on student learning			
Flexibility	Adapts his or her leadership behavior to the needs of the current situation & is comfortable with dissent			
Situational awareness	Is aware of the details & undercurrents in the running of the school & uses this information to address current & potential problems			
Intellectual stimulation	Ensures that faculty & staff are aware of the most current theories & practices & makes the discussion of these a regular aspect of the school's culture			

Appendix K

Daily Leadership Responsibilities Checklist

Daily Leadership Responsibilities Checklist

Principal Name: _____
School: _____
Date: _____

Directions: For each day, check whether you engage in each responsibility. Once you have completed this check sheet e-mail this document back to the researcher: bogganjp@gmail.com.

Responsibilities	**The extent to which the principal discharges the leadership responsibility**	**Day 1**	**Day 2**	**Day 3**	**Day 4**	**Day 5**
Culture	Fosters shared beliefs & a sense of community & cooperation					
Order	Establishes a set of standard operating procedures & routines					
Discipline	Protects teachers from issues & influences that would detract from their teaching time or focus					
Resources	Provides teachers with materials & professional development necessary for the successful execution of their jobs					
Curriculum, instruction, assessment	Is directly involved in the design & implementation of curriculum, instruction, & assessment practices					
Focus	Establishes clear goals & keeps current curriculum, instruction, and assessment practices					
Knowledge of curriculum, instruction, assessment	Is knowledgeable about current curriculum, instruction, and assessment practices					
Visibility	Has quality contact & interactions with teachers and students					
Contingent rewards	Recognizes & rewards individual accomplishments					
Communication	Establishes strong lines of communication with teachers & among students					
Outreach	Is an advocate & spokesperson for the school to all stakeholders					
Input	Involves teachers in the design & implementation of					

	important decisions & policies					
Responsibilities	**The extent to which the principal discharges the leadership responsibility**	**Day 1**	**Day 2**	**Day 3**	**Day 4**	**Day 5**
Affirmation	Recognizes & celebrates school accomplishments & acknowledges failures					
Relationship	Demonstrates an awareness of the personal aspects of teachers & staff					
Change Agent	Is willing to & actively challenges the status quo					
Optimizer	Inspires & leads new & challenging innovations					
Ideals/beliefs	Communicates & operates from strong ideals & beliefs about schooling					
Monitors/evaluates	Monitors the effectiveness of school practices & their impact on student learning					
Flexibility	Adapts his or her leadership behavior to the needs of the current situation & is comfortable with dissent					
Situational awareness	Is aware of the details & undercurrents in the running of the school & uses this information to address current & potential problems					
Intellectual stimulation	Ensures that faculty & staff are aware of the most current theories & practices & makes the discussion of these a regular aspect of the school's culture					

Appendix L

Participant Background Information Form

Participant Background Information Form

Directions: Please respond to the questions below by filling in the blanks or circling the choices that best describe you.

Gender (please circle):

1. Male
2. Female
3. Transgendered

Age: _____

Race/ethnicity (please circle):

1. American Indian Alaskan Native
2. Asian or Pacific Islander
3. African American/ Black, nor of Hispanic Origin
4. Hispanic or Latina
5. Caucasian, European American, not of Hispanic Origin
6. Bi-racial/ Multi-racial (please specify):
   _____

Number of years as principal in current building: _____

Number of years as principal prior to current position: _____

Number of years teaching prior to becoming a principal: _____

Appendix M

Interview Summary Review Form

Interview Summary Review Form

Dear (Principal Name):

Thank you for your participation in this study so far. Attached to this form is a summary of the information you have provided thus far. Please review the summary for completeness and accuracy. If you have any corrections or comments, please indicate them in the space below, or directly on the summary itself.

Respectfully,

Jeffery Boggan
Doctoral Student
Department of Educational Leadership, Research and Technology
Western Michigan University

Corrections/comments: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Appendix N

HSIRB Approval

WESTERN MICHIGAN UNIVERSITY

Human Subjects Institutional Review Board

Date: May 30, 2013

To: Walter Burt, Principal Investigator
Jeffery Boggan, Student Investigator for dissertation

From: Amy Naugle, Ph.D., Chair

Re: HSIRB Project Number 13-04-02

This letter will serve as confirmation that your research project titled "Focus and Priority Schools: How High School Principals Increase Student Achievement in Selected Mid-Western Counties" has been **approved** under the **expedited** category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note: This research may **only** be conducted exactly in the form it was approved. You must seek specific board approval for any changes in this project (e.g., ***you must request a post approval change to enroll subjects beyond the number stated in your application under "Number of subjects you want to complete the study"***). Failure to obtain approval for changes will result in a protocol deviation. In addition, if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

Reapproval of the project is required if it extends beyond the termination date stated below.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: May 30, 2014

Walwood Hall, Kalamazoo, MI 49008-5456
PHONE: (269) 387-8293 FAX: (269) 387-8276