

12-1-2012

## School Leadership Readiness: Traditional vs. Online Administrative Preparation

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<http://dx.doi.org/10.34917/4332703>

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SCHOOL LEADERSHIP READINESS: TRADITIONAL VS. ONLINE  
ADMINISTRATIVE PREPARATION

by

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1982

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A dissertation submitted in partial fulfillment  
of the requirements for the

Executive Doctor of Education in Educational Leadership

Department of Educational Leadership  
College of Education  
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University of Nevada, Las Vegas  
December, 2012

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## THE GRADUATE COLLEGE

We recommend the dissertation prepared under our supervision by

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entitled

School Leadership Readiness: Traditional vs. Online Administrative Preparation

be accepted in partial fulfillment of the requirements for the degree of

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**December 2012**

## ABSTRACT

### **School Leadership Readiness: Traditional vs. Online Administrative Preparation**

by

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According to the National Center of Educational Statistics (2006-2007) report, 92% of two and four-year Title IV degree-granting postsecondary institutions offered distance education courses due to students' demand for flexible scheduling. That same report cited that 82% of those institutions were seeking to increase student enrollment via distance education. There is little empirical research that pertain to the topic of degrees earned through online, or hybrid methods that have any bearing on job preparedness for past, present, and future educational leadership candidates. For all concerned, online programs are here to stay. Arguably, online courses are fast becoming the norm rather than the exception within K-12 and higher education curriculum delivery. The research derived from this study sought out to find any differences between traditional and online coursework as it relates to school leadership preparation.

The background of this study will encompass the formation of the Internet as a distance education delivery model. In addition, the research based on community, organizational leadership, trust, change and their combined impact on learning as it applies to online and traditional delivery methods. The conceptual framework for this qualitative study will rely on Dr. Willard Daggett's three decades of work on rigor, relevance, and relationships. Daggett's framework will be filtered through a series of

interview questions posed to district office administration, administrative mentors/supervisors, and school building administrators to discern if there are any differences between candidates that have completed traditional or online masters programs. At the very least, this topic will continue the dialogue about similarities and challenges between both instructional modes. More importantly, what will the participants in this study reveal that may contribute to the body of knowledge toward the evolution of educational leadership?

## ACKNOWLEDGEMENTS

This work is dedicated to my very patient family. Life is what happens despite of all initial plans. Andrea has truly persevered through the trials and tribulations that directly affected our family routines for the sake of furthering my own educational fortitude. My hope for Faith and David is they understand their dad's commitment to learning. Along the way, life's hairpin curves appeared and many friends and colleagues kept this student from falling into complacency. True to research, teachers make all the difference – special thanks to Dr. Edward Chance and his leadership vision; Dr. Patti Chance for her wise heart; and Dr. James Crawford for taking this walk with me. Kudos to the school leaders that participated in this study, they are truly doing some of the toughest work in education today.

## DEDICATION

I often resisted His purpose for me to lead, but He never failed to keep His promises.

To challenge me in taking forward steps and refine me throughout this journey.

For all educational leaders on this arduous path,

LOVE well, LEAD well, and LIVE out your convictions.



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## CHAPTER 1

### INTRODUCTION

Prior to the Internet, school administrative preparation programs were delivered in person complete with requisite brick-and-mortar classrooms that followed a required sequence of courses, which culminated in earning a Master's Degree upon successful completion. In addition, universities purposefully offered administrative preparation courses typically during the evening hours, weekends, and summers as a way to work around schoolteachers' work schedules. The rise of online universities along with increasing distance education courses in the last two decades has changed the conventional face-to-face (F2F) environment by offering courses without a synchronous requirement. According to the National Center of Educational Statistics (NCES) 2006-2007 report for distance education of 4,200 two-year and four-year Title IV degree granting postsecondary institutions, 66% offered any online, hybrid/blended online, or other distance education courses (pg. 2). Current distance education instructional delivery systems from various traditional and online universities are able to offer prospective school administration students with online courses that have flexible asynchronous attendance without the imposition of traveling to an educational facility.

Tangential to this topic is that online education is technology-dependent. This means that post-Internet learners are natives with respect to technology-driven educational delivery systems. Distance education has been defined by Paloff and Pratt (1999) as the "separation of teacher and learner during at least the majority of each instructional process" (p. 5). The educational conduit is linked by instructional technologies that bridge instructors and learners. According to the Federal Communications Commission

(2004), the Advanced Research Projects Agency Network or ARPANET project in 1967 funded by the Department of Defense during the Cold War Era set the foundation for computer-to-computer communications. By 1968 this computer-based communications networking research was outsourced to four universities – Stanford, UC Santa Barbara, UCLA, and University of Utah. This project grew to include more universities and between 1989 and 1993, the previous text-based interactive system became more graphic intensive and was called the World Wide Web. The techno-consumerism of the mid-to-late 1990s was widespread as ordinary citizens were able to purchase affordable personal computers along with Internet services like AOL, Prodigy and Earthlink to name a few. Critical to the online education movement was the development of learning management systems (LMS) from companies like WebCT and Blackboard in the late 1990s. Via LMS platforms, higher education was closely followed by the K-12 community, setting off the modern version of distance education. From the seemingly old school perspective of the traditional textbook environment to our current high speed wireless Internet access on mobile devices, entire populations within cyberspace can summon formal and informal learning on demand.

### **Background of the Study**

Educational delivery for the 21st century learner and educator has become increasingly malleable in terms of how space and time is defined within the virtual classroom. This study focused on the quality of online school administration programs as observed by a veteran school administrative supervisors and a district office administrator. These three administrators typify the succession agents for most school districts. From their experiences with hiring and or mentoring administrative candidates,

their insights revealed if there were any differences between graduates that have earned degrees from conventional F2F programs and online universities in terms of discerning overall job preparedness.

McNulty and Quaglia (2006) posit that students who are challenged by academic rigor, along with relevant lessons that tie learning with meaning and fostered by supportive relationships in the classroom have a greater chance of success. Pursuant to the three R's concept, this study sought knowledge from veteran administrative supervisors and a district office administrator to discern if there were any differences between F2F and online university preparation programs with regard to the quality of instructional rigor, interpersonal relational skills, and relevant training for real world applications.

According to Daggett (2000) "How standards-related instruction is delivered is a critical factor in improving student performance. What all students need to succeed in the twenty-first century is an education that is both academically rigorous and relevant to their personal and professional lives" (p. 69). Kaplan and Owings (2003) defined the daily challenge of leading schools while adhering to ISSLC standards found that "Principals' focus is on teaching, learning, and leadership. They use all three aspects to create environments that place quality teachers in each classroom and assure that all students have the opportunity to –and do—reach high achievement standards" (p. 270). Given increased accountability under NCLB, the call for school leaders to lead in the 21<sup>st</sup> century requires that future school administrators not only take the requisite coursework, but also include practical experiences that provide the foundation for continuous improvement within teaching and learning.

The review of the literature perhaps provides a glimpse into the evolution of online education and some of the challenges that traditional F2F settings face. Both virtual and conventional delivery systems grapple with rigor, relevance, relationships, community, trust, organizational leadership, and change. Common threads woven throughout the literature review investigated the process of forming strong links between members of an instructional community. This relational currency according to Daggett (2008) is driven by (a) meaningful contextual dialogue and honest feedback; (b) trustworthiness and respect among students, parents, and school staff; (c) collaborative endeavors that embrace teaching and learning; (d) and school professionals working with the community that value reflective and open interactions (p. 113). The relationship theme is strongly woven within educational and business organizations that brave virtual space and time. As evidenced by current trends with social networking sites like Facebook and Twitter; the once cutting-edge descriptive labels like e-culture, e-commerce; e-learning have simply folded into the evolving fabric of culture, commerce, and learning.

### **Statement of the Problem**

According to the NCES (2006-2007) report, 92% of two and four-year Title IV degree-granting postsecondary institutions offered distance education courses due to students' demand for flexible scheduling. That same report cited that 82% of those institutions were seeking to increase student enrollment via distance education. There is little empirical research on the topic of degrees earned through online, hybrid, or F2F applications have any bearing on job preparedness for past, present, and future educational leadership candidates. From the 4,200 2-year and 4-year Title IV degree granting postsecondary institutions:

- 66% offered any online, hybrid/blended online, or other distance education courses
- 12,153,000: total number of enrollments in college-level credit-granting online, hybrid/blended online, or other distance education courses
- 25% percent that had college-level degree or certificate programs designed to be completed totally through distance education at the undergraduate level
- 31% percent that had college-level degree or certificate programs designed to be completed totally through distance education at the graduate level
- 92% utilized asynchronous distance education Internet-based delivery systems
- 11,240: total number of college-level degree or certificate programs designed to be completed totally through distance education at 2-year and 4-year Title IV degree-granting postsecondary institutions

The data indicates that online education flourished as a response to consumer demands in order to provide students with the flexibility to juggle their demanding personal, work, and college schedules. Universities compete for increasing student enrollment by expanding beyond brick and mortar classrooms into the comforts and convenience of the students' home environments. Therefore, the problem for administrative preparation programs across the nation is the challenge of ensuring the quality between online and F2F coursework is seamless.

### **Purpose of the Study**

The purpose of this study is to compare administrative preparation programs in two divergent environments, online and F2F programs, to reveal any differences that may exist among school leaders in the areas of rigor, relevance, and relationships. In 2010 the

Race to the Top twelve state finalists were announced. The states that received increased federal funding were Delaware, the District of Columbia, Florida, Georgia, Hawaii, Maryland, Massachusetts, New York, North Carolina, Ohio, Rhode Island, and Tennessee. The United States Department of Education (2010) allocated over four billion dollars in federal funding to the state finalists for meeting the application requirements for school reform initiatives. In summary, the four main school reformation requirements were: 1) preparation of students to compete in a global economy through supportive instructional standards and assessments; 2) measurement of student growth data that identifies how teachers and principals increase student achievement; 3) the recruitment, professional development, and retention of effective teachers and principals through incentives; and 4) lifting up the lowest-achieving schools. From the four main components, the greatest factor on a state's winning application was contained within the great teachers and leaders category. School leadership ranked as high as teacher efficacy in terms of tying student achievement to teacher and principal performance. In light of increasing accountability for all educators, this study was an attempt to answer if there were any differences in the overall quality of school administrators that were trained via traditional methods of face-to-face educational leadership programs as compared to their online prepared counterparts.

### **Research Questions**

1. From the district administrators' perspective, what are the differences in school instructional leadership skills between candidates that graduated from traditional brick and mortar institutions versus online university programs that are applying for school administrative positions?



2. From the veteran administrative supervisors' perspective, what are the differences in mentoring pre-service administrators during the internship process that have graduated from traditional versus online university programs?
3. From the newly appointed school administrators' perspective, what differences will emerge regarding leadership preparedness between completing masters degrees from traditional versus online university programs?

### **Conceptual Framework**

After the 1983 Nation at Risk report that sparked the movement for national school reform, a host of educational researchers launched their respective careers in the critical areas of curriculum, instruction, and assessment. The research from the 1980s and 1990s eventually yielded academic guidance for instructional practice. One of the earliest researchers in school reform, Willard Daggett developed the Rigor/Relevance Framework. Daggett developed a system that measures the first continuum of knowledge derived from Bloom's Taxonomy with the second continuum simply called Application model, which describe the level of action or implementation of knowledge (2008, p. 42-45). The details of Daggett's Rigor/Relevance Framework begins with understanding the learner's level of thinking through Bloom's Taxonomy model of knowledge, comprehension, application, analysis, synthesis, and evaluation. The application model measures five levels of knowledge in action: 1) knowledge in one discipline; 2) application of knowledge in one discipline; 3) application of knowledge across disciplines; 4) application of knowledge to solve real-world, predictable problems or situations; and 5) application of knowledge to solve real-world, unpredictable problems

or situations (p. 44). The knowledge and application tenets combine to form the quadrant metrics of acquisition, application, assimilation, and adaptation.

Daggett (2008) defines Quadrant A – Acquisition; represents basic recall and understanding of acquired knowledge that learners were required to remember. Quadrant B – Application; represents that learners were required to apply, problem solve, or develop solutions to new and unpredictable circumstances. Quadrant C – Assimilation; represents higher level cognition compared to Quadrant A, however learners analyze, synthesize, and evaluate acquired knowledge and various complex information to create out-of-the-box solutions. Lastly, Quadrant D – Adaptation; represents actions that contain a high degree of application, similar to Quadrant B where “students have the competence to think in complex ways and also apply the knowledge and skills they have acquired. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skills to create solutions and take actions that further develop their skills and knowledge. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve complex problems in the workplace are types of Quadrant D knowledge” (p. 45).

The last component that binds rigor and relevance from Daggett’s framework is relationships. Daggett (2008) posits that four dimensions of positive relationships are critically important in schools to thrive. The first dimension is the relationships among and between students. The second dimension is the relationships among the staff; teachers, support staff, and administration. The third dimension - “Professional relationships are the relationships each educator creates and maintains to learn and develop in her or his profession. This includes groups and individual mentors from

whom an educator learns as well as those who provide a supportive environment within the profession. This group often extends beyond the school or district where an educator is employed, such as subject-specialist organizations” (p. 113). The fourth dimension represents the relationships among and between schools, community, parents, businesses, and various leaders from all walks of life that collaborate in concert to support the education process.

### **Significance of the Study**

This qualitative study was an inherently amorphous process that relied on the experiences of the participants balanced with the researcher’s quest to understand how different educational delivery models prepared school administrators. Participant interviews were designed to gather the perceptions and beliefs of those interviewed regarding online and traditional leadership programs. The data collected from the interviews hopefully add to the body of educational leadership research by uncovering any distinctions between traditional and online school administrative preparation.

### **Research Design and Methodology**

As a point of reference from Chapter 2, there were variety of studies using qualitative methods within the body of literature focusing on distance education, rigor, relevance, relationships, organizational leadership, and change. The study is a qualitative interpretivist multi-case study design (Merriam, 1998). The units of study were a collection of eight educational leaders. Naturalistic inquiry was utilized involving human subjects, purposive sampling, inductive data analysis, and protocols for trustworthiness. Interpretive processes were based from data gathered in order to discern any formative indicators or trends. According to Creswell (2003, p. 181-182), “Qualitative research is

emergent rather than tightly prefigured.” He further adds that, “the data collection process might change as doors open and close for data collection, and the inquirer learns the best sites at which to learn about the central phenomena of interest.”

Participants in the study participated in semi-structured interviews. While the main questions were asked of each participant, there may be probing questions asked of some participants as needed. Follow-up interviews may become necessary to obtain further information centered around the research questions. Glesne (1999, p. 69) stated, “The opportunity to learn about what you cannot see and to explore alternative explanations of what you do see is the special strength of interviewing in qualitative inquiry.” She further clarified the interview process lends itself to “serendipitous learnings that emerge from the unexpected turns in discourse.”

### **Limitations and Delimitations of the Study**

A limitation of this study is the sample size comprised of eight participants. A wider range of participants would have yielded a greater body of information and further add to the emergent data. Another limitation in selecting one school district rather than multiple school districts nets less comparability data. A single school district culture inherently contains unique variables that other similarly configured school districts may not have. Biases about online versus tradition principal preparation programs from each participant’s perspective may skew the results of this study. All of the school site administrators in this study completed their program internships in the traditional F2F manner, however an interesting data point for consideration would be if there may possibly be a difference in leadership preparation if the internship was completed strictly online. There was no assurance that participants selected for this study have foundational

knowledge of the rigor, relationship, and relevance framework. Lastly, the researcher as the main instrument for data collection and analysis maybe unaware of his own biases, due to his experience and training received from a traditional principal preparation program. The researcher did his best to uphold an objective lens during the development of the study protocols and throughout the interview process. He worked with his dissertation chairperson to minimize any biases.

### **Definition of Terms**

**Asynchronous:** Instruction and communication between students and instructors that occur at unspecified times through email, discussion postings, and various web-based delivery systems.

**Brick-and-mortar school:** An educational institution that enrolls students primarily in face-to-face classrooms within a traditional school facility.

**Community:** Defined by Sergiovanni (2005): “Communities spring from common understandings that provide members with a sense of identity, belonging, and involvement that results in the creation of tightly held webs of meaningful relationships that have moral overtones” (p. 55).

**Distance education:** Is a method of teaching and learning in which the students are not required to be physically present at a specific location during the class. Students receive course materials, such as books, videos, audiotapes, and CD-ROMs from the distance education institution. Teachers and students communicate via e-mail, web courseware, and video conferencing. Often students are required to come to mandatory meetings and exams.

**F2F:** Face-to-face.

**Hybrid teaching and learning:** Is a blend of the F2F and online processes.

**Online course:** Courses offered totally online via web courseware. In online courses, all course communication, whether student-to-student or student-to-teacher is conducted electronically. E-learning is synonymous with online education.

**Learning Management System (LMS):** Online coursework delivery system like WebCT and Blackboard.

**Race to the Top:** Competitive federal grant program design to offer financial incentives based on school reform initiatives.

**Relationships:** For the purposes of this study is founded on Daggett's (2008) notion that positive interactions that nurture rigor and relevance between and among learners, staff, professionals, and community.

**Rigor/Relevance Framework™:** As explained by Daggett (2008) is the confluence of Bloom's Taxonomy and how knowledge is acquired, applied, assimilated, and adapted respectively. The process entails a flow between the levels of knowledge and how the learner applies cognition by single and multiple disciplines along with real-world situations.

**Synchronous:** Bi-directional instruction and communication between students and instructors that occur at specified times through email, discussion postings, and various web-based delivery systems. Other examples would include chatrooms, face-to-face meetings, telephone calls, and videoconferencing.

### **Organization of the Study**

This dissertation is comprised of five chapters. This first chapter provides an introduction to the study. Chapter 2 encompasses the review of the literature regarding

distance education, educational leadership, conceptual framework, and change. Chapter 3 outlines the qualitative constructs and methodology. Chapter 4 contains the findings of the study and related analysis. Chapter 5 provides a summary, conclusion, and recommendations for further research.

## CHAPTER 2

### LITERATURE REVIEW

Relevant literature in various educational domains was reviewed to provide a foundation for the study regarding the burgeoning growth of online education in the K-12 and higher education market. These areas include: (a) chronology: a brief history of online education, (b) ideology: the realities of the virtual classroom, (c) theoretical framework: rigor, relevance, and relationships within the online and face-to-face environment, and (d) community, organizational leadership, trust, and change.

The majority of scholarly work in the field of e-learning has been pioneered at the post-secondary level. Conversely, elementary and secondary online educational research is a relatively recent phenomenon. This literature review is an eclectic mixture of investigations about traditional and distance education. The fusion of online education within the conventional world of schooling provides the impetus for this research. This literature review is an attempt to gain a deeper understanding of the ties that bind students, educators, and the factors that may lead to the formation of a purposeful online school community.

#### **Chronology: A Brief History of Online Education**

Prior to the Internet, school administrative preparation programs were delivered in person complete with requisite brick-and-mortar classrooms that followed a required sequence of courses, which culminated in earning a Master's Degree upon successful completion. In addition, universities purposefully offered administrative preparation courses typically during the evening hours, weekends, and summers as a way to work around schoolteachers' work schedules. The rise of online universities along with ever



increasing distance education programs and courses in the last two decades has smashed the conventional face-to-face (F2F) environment by offering courses that don't require synchronous attendance. According to the National Center of Educational Statistics (NCES) 2006-2007 report for distance education of 4,200 two-year and four-year Title IV degree granting postsecondary institutions, 66% offered any online, hybrid/blended online, or other distance education courses (pg. 2). Current distance education instructional delivery systems from various traditional and online universities are able to offer prospective school administration students with online courses that have flexible asynchronous attendance without the imposition of traveling to an educational facility.

Tangential to this topic is that online education is technology-dependent. This obvious fact means that post-Internet learners are natives with respect to technology-driven educational delivery systems. Distance education has been defined by Paloff and Pratt (1999) as the "separation of teacher and learner during at least the majority of each instructional process" (p. 5). The educational conduit is linked by instructional technologies that bridge instructors and learners. According to the Federal Communications Commission (2004), the Advanced Research Projects Agency Network or ARPANET project in 1967 funded by the Department of Defense during the Cold War Era set the foundation for computer-to-computer communications. By 1968 this computer-based communications networking research was outsourced to four universities – Stanford, UC Santa Barbara, UCLA, and University of Utah. This project grew to include more universities and by 1989 through 1993, the previous text-based interactive system became more graphic intensive and was called the World Wide Web. The techno-consumerism of the mid-to-late 1990s was widespread as ordinary citizens were

able to purchase affordable personal computers along with Internet services like AOL, Prodigy and Earthlink to name a few. Critical to the online education movement was the development of learning management systems (LMS) from companies like WebCT and Blackboard in the late 1990s. Via LMS platforms, higher education institutions launched a variety of traditional courses and reconfigured them for online education. Subsequently the K-12 community followed, setting off the modern version of distance education. From the seemingly old school perspective of the traditional textbook environment to our current high speed wireless Internet access on mobile devices, entire populations within cyberspace can summon formal and informal learning on demand.

### **Ideology: The Realities of the Virtual Classroom**

In the late 20<sup>th</sup> century to present day, the Internet has become the mainstay for delivering instruction at a distance. Free Internet lessons from the Khan Academy, TED, and a host of podcasts, do-it-yourself or self-styled online courses have sprung forth from YouTube, along with other independently designed websites. Government, businesses, and schools alike have utilized web-based tools for training staff and students. Asynchronous online tools deliver instruction at any time and place, usually at the students' pace. Computer-based instruction (CBI) or e-learning rival traditional classrooms founded on structured lessons, activities, and assessments, along with threaded discussion posts for students. Teachers at all grade levels chronicle instructional content relative to course expectations and designs. Additionally, the latest web-based technologies are transmitting bi-directional synchronous activities. Live online interactive audiovisual broadcasts empower instructors and learners to collaborate and proximate the look and feel of a traditional face-to-face (F2F) classroom. These online

synchronous broadcast classes allow teachers and learners to form professional learning communities (PLC), explore, present, discuss, and demonstrate shared ideas.

New digital software programs combine all media to create simulations that were once inconceivable. Computer-generated chemistry labs, mathematical simulations, physics demonstrations, historical re-creations, and other curricular concepts that have been developed and are continually revised. Moreover, educational technology has impacted teaching and learning so that each learner has an increased role and responsibility to construct his/her own metacognition.

Zucker and Kozma (2003) asserted, “from 1996 to 2002, at least a dozen state departments of education have created statewide virtual high schooling services” (p. 1). Twenty-first century virtual or online schools have expanded learning spaces unrestricted by three-dimensions. Access to learning in K-12 education is also redefining the typical school year schedule. The NCES reported that in 2002-2003 school year, “about one-third of public school districts (36 percent) had students in the district enrolled in distance education courses.” The NCES cited that 68% of all distance education courses were taken at the high school level (p. 7). With respect to the higher education level the 2006-2007 NCES report for distance education of 4,200 2-year and 4-year Title IV degree granting postsecondary institutions:

- 66% offered any online, hybrid/blended online, or other distance education courses
- 12,153,000: total number of enrollments in college-level credit-granting online, hybrid/blended online, or other distance education courses
- 25% percent that had college-level degree or certificate programs designed to be completed totally through distance education at the undergraduate level
- 31% percent that had college-level degree or certificate programs designed to be completed totally through distance education at the graduate level

- 92% utilized asynchronous distance education Internet-based delivery systems
- 11,240: total number of college-level degree or certificate programs designed to be completed totally through distance education at 2-year and 4-year Title IV degree-granting postsecondary institutions

The combination of 2-year and 4-year Title IV degree-granting postsecondary institutions offering any distance education courses reported that various factors affected decisions regarding distance education offerings to a moderate or major extent:

- 82% seeking to increase student enrollment
- 86% making more courses available
- 55% making more degree programs available
- 34% making more certificate programs available
- 92% meeting student demand for flexible schedules
- 89% providing access to college
- 62% responding to the needs of employers/ business
- 63% maximizing the use of existing college facilities

Garrison and Anderson (2003) stated that in today's classrooms, "the focus of education is shifting to the development of critical thinking and self-directed learning abilities," (p. 12) as lifetime learners blaze their own paths for acquiring knowledge. Garrison and Anderson (2003) posit that information is readily available in overwhelming quantities in the digital world, but constructing meaning from the constant tide of data poses many challenges for all students. However, not all teachers over the last few decades have jumped on the constructivistic bandwagon. Similarly, high school students across this nation have not been fully prepared to assimilate, reflect, synthesize, and construct knowledge. By and large, current DE courses have been designed to promote the constructivistic process with the expectations that instructors and students

share similar approaches to teaching and learning. Weigel (2002) stated that teachers cannot “presume anything like a preexisting thirst of knowledge” exists within students in a classroom, but teachers “must create a discovery-based learning environment that launches students on a search for new territory” (p. 3).

### **Theoretical Framework: Rigor, Relevance, and Relationships**

After the 1983 Nation at Risk report that sparked the movement for national school reform, a host of educational researchers launched their respective careers in the critical areas of curriculum, instruction, and assessment. The research from the 1980s and 1990s eventually yielded academic guidance for instructional practice. One of the earliest researchers in school reform, Willard Daggett developed the Rigor/Relevance Framework. Daggett developed a system that measures the first continuum of knowledge derived from Bloom’s Taxonomy with the second continuum simply called Application model, which describe the level of action or implementation of knowledge (2008, p. 42-45). The details of Daggett’s Rigor/Relevance Framework begins with understanding the learner’s level of thinking through Bloom’s Taxonomy model of knowledge, comprehension, application, analysis, synthesis, and evaluation. The application model measures five levels of knowledge in action: 1) knowledge in one discipline; 2) application of knowledge in one discipline; 3) application of knowledge across disciplines; 4) application of knowledge to solve real-world, predictable problems or situations; and 5) application of knowledge to solve real-world, unpredictable problems or situations (p. 44). The knowledge and application tenets translate to form the quadrant metrics of acquisition, application, assimilation, and adaptation.

Daggett (2008) defines Quadrant A – Acquisition; represents basic recall and understanding of acquired knowledge that learners were required to remember. Quadrant B – Application; represents that learners were required to apply, problem solve, or develop solutions to new and unpredictable circumstances. Quadrant C – Assimilation; represents higher level cognition compared to Quadrant A, however learners analyze, synthesize, and evaluate acquired knowledge and various complex information to create out-of-the-box solutions. Lastly, Quadrant D – Adaptation; represents actions that contain a high degree of application, similar to Quadrant B where “students have the competence to think in complex ways and also apply the knowledge and skills they have acquired. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skills to create solutions and take actions that further develop their skills and knowledge. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge” (p. 45).

The last component that binds rigor and relevance from Daggett’s framework is relationships. Daggett (2008) posits that four dimensions of positive relationships are critically important in schools to thrive. The first dimension is the relationships among and between students. The second dimension is the relationships among the staff; teachers, support staff, and administration. The third dimension - “Professional relationships are the relationships each educator creates and maintains to learn and develop in her or his profession. This includes groups and individual mentors from whom an educator learns as well as those who provide a supportive environment within the profession. This group often extends beyond the school or district where an educator

is employed, such as subject-specialist organizations” (p. 113). The fourth dimension represents the relationships among and between schools, community, parents, businesses, and various leaders from all walks of life that collaborate in concert to support the education process.

Daggett (2008, p. 115-116) developed a Relationship Framework that quantifies the seven levels of relationships:

- Level 0: Isolation – This indicates a lack of any positive relationships
- Level 1: Known – A person must know someone before a relationship is formed, so this is the first step in getting to know someone. This step includes learning about another person’s family and his or her likes and dislikes, aspirations, and learning style.
- Level 2: Receptive – Showing you are interested and genuinely care about developing a relationship comes from frequent contact in multiple settings and from taking an active interest in someone.
- Level 3: Reactive – At this level, one person receives guidance or support from another. This relationship yields emotional support or cognitive information.
- Level 4: Proactive – Partners at this stage share a proactive commitment to do more than assist when needed; they take an active interest in supporting the other person. They have moved beyond simply reacting to the other person.
- Level 5: Sustained – Positive support is balanced from all family members, peers, and teachers. This relationship, which endures over a long period of time, is the level that effective parents have with their children.

- Level 6: Mutually Beneficial – While occurring rarely in education, this level finds both parties contributing support to each other for an extended period of time. A healthy, happy, long-term marriage is a good example of a mutually beneficial relationship.

### **Community, Organizational Leadership, Trust, and Change**

One of the major tenets of this theoretical framework hinges on the relationships between a network of learners and educators that are bound together online and offline as members of a connected community. In broad terms, Sergiovanni (2005) defined community as members that foster common values, dynamically shaped by members who are inextricably tied to each other by meaningful relationships. According to Sergiovanni (2000), a school community is bound by relationships, shared purposes, identity, traditions, and teaching practices (p. 66). The rise of internet-based business in the late 20<sup>th</sup> century, Kanter (2002) believes that “e-culture derives from basic principles of community: shared identity, sharing of knowledge, and mutual contributions (p. 8).” Mitchell and Sackney (2000) made a distinction from the general term of community and focused on the learning community, defined as “a group of people who take an active, reflective, collaborative, learning-oriented, and growth-promoting approach toward the mysteries, problems, and perplexities of teaching and learning” (p. 9). The researchers separated the notion of learning organizations and learning communities; the former emphasizes the advancement organizational goals while the latter advances the growth and development of the people within the organization.

Mitchell and Sackney (2000) proposed that a learning community is built on three capacities - personal, interpersonal, and organizational. The personal factor is the quest



for knowledge through internal and external discourse. They explained that educators frame their craft within their own internal personal values, combined with daily classroom experiences to determine professional capacity. In addition, this process requires educators to seek outer networks to enrich their professional learning.

The interpersonal capacity factor is the process of building a learning community climate. Group formation and development is the heart of this concept with affective and cognitive components underpinned by the mixture of relationships and professional values between members of the group. Contained within this interpersonal capacity, Mitchell and Sackney (2000) imply that trust is an important albeit fragile bond, “without trust, people divert their energy into self-protection and away from learning. Where trust is lacking, people will not take risks necessary to move the school forward” (p. 49).

Mitchell and Sackney’s (2000) final factor in the trilogy of a learning community from an organizational stance “implies that schools are structured to support connection rather than separation, diversity rather than uniformity, empowerment rather than control, and inclusion rather than dominance” (p. 78). The supportive organizational components are:

1. Socio-cultural conditions: diverse exchange of ideas between members that challenge status quo and organizational structures that promote safe professional dialogues.
2. Structural arrangements: organizational capacity that fosters inquiry-based discourse, common instructional planning time, and member empowerment.

3. Collaborative processes: “ In a learning community, people construct meanings and structures that extend personal, interpersonal, and organizational capacity in support of profound improvement in teaching and learning” (p. 90).

Cross (1998) reports that learning communities are attracting high interest in higher education as a way to meet the mission of educating students for work and service. High schools have similar goals in preparing students for the future. Prensky (2005) stated that today’s classrooms haven’t change very much, proposing that school structures contain or herd students in and out of classes. He contends that larger class sizes have made personalizing education next to impossible, however students can work in virtual collaborative groups as a way to develop a more intimate learning environment. Prensky posits the “advantage of virtual groups over herds is that nobody is left out” (p.11).

The task to build great online schools is open to dedicated and innovative professionals. What factors fortify the leader’s vision and reach goals towards the school’s mission? According to Senge (2000, p. 327-328), there are nine tenets that foster a climate of enduring change in a learning organization:

1. Reflective dialogue: professionals openly discuss their values, beliefs, practices, and continually reflect on challenges and successes with other professionals.
2. Unity of purpose: professionals take ownership of the uniqueness of their schools and convey a unified sense of purpose and collective action.
3. Collective focus on student learning: professionals share a collective ideal that all students can learn and in turn all educators support this effort.
4. Collaboration and norming: professional idea sharing is encouraged and no single member works in a vacuum.

5. Openness to improvement: risk-aversion is not tolerated and professionals are rewarded and expected to develop and implement new ideas – improving practices, not settling for status quo.
6. Deprivatization of practice and critical review: professionals collaborate by coaching each other and providing constructive performance feedback.
7. Trust and respect: professionals need safe zones where collegiality can flourish. Relationships that honor each member for the efforts tried and accomplished.
8. Renewal of community: social ties that are affirmed through personal and professional traditions, gatherings, festivities, and symbols.
9. Supportive and knowledgeable leadership: professionals that value and promote a culture of collaboration and reflective endeavors.

Senge's call to shape learning organizations overlaps with Mitchell and Sackney's definition of learning communities. The minimal differences between these concepts lies within the relational details involving each professional's role. For the sake of this study the relative definitions for a learning organization and learning community requires more specificity. Shapiro's (1998) found that in her case study, "the learning community model is most successful if it first creates a learning community of faculty" (p. 34).

Baab (2004) studied a student's sense of community by examining the online delivery methods along with other factors. The three methodologies researched were: (a) asynchronous mode, (b) blended approach, utilizing both asynchronous and synchronous modes, and (c) hybrid structure combining a, b, and face-to-face (F2F) instructional modes. The other related factors examined students' learning style, the instructors' teaching style, and the students' perception of interactivity. A total of 161 post-

secondary online students participated in the study. Student participants came from all three online delivery modes – 70 from asynchronous programs, 62 from blended environments, and 29 from hybrid models. Each factor of the study utilized specified quantitative data collection tools, ranging from survey instruments to Rovai's (2002) classroom community scale. Qualitative data was gathered from open-ended questions derived from Palloff's (1999) elements of community.

Paloff (1999, p. 32) assessed that the desired results of an online community can be evidenced through the following factors: (a) online interactivity with a mixture of personal and course content, (b) primarily, student-to-student collaboration, (c) social agreements derived from questions and meaningful deliberation, (d) confirmation of student-to-student resource collaboration, and (e) on-going supportive exchanges between students, balanced with honest assessment feedback.

Baab's data analysis indicated that a student's sense of community is increased when there is a high level of engagement, irrespective of the online delivery mode. The results of the study concluded that the blended delivery method, taught by a facilitative instructional style increase a student's sense of community. Student learning styles were null with regard to community-building. Paloff's elements of community were confirmed as important contributive factors to increasing community. Baab opined that:

Research indicates that creating a sense of community should be a primary consideration in any and all of the delivery designs and the level of interactivity affects both that sense of community and the opportunity for a constructive learning environment. Attempting to establish a sense of community while

fostering teacher-learner, learner-learner and learner-content interactivity requires an understanding of community-building practices. (p. 151)

Most research on school community has been focused on traditional brick and mortar environments and should not be discounted. Other causes maybe related to the unique qualities of a distance education environment versus the traditional face-to-face setting. As online schools proliferate within public, charter, and private schools, the topic of community continues to draw attention. Other factors that may contribute to community such as trust. Bryk and Schneider's (2002) work on Chicago's school reform in the 1990s has bearing the topic of community. His research reports that "a broad base of trust across a school community lubricates much of a school's day-to-day functioning" and is a crucial element of overall improvement and success (p. 5). In addition Paloff stated that "who we are as people begins to build that container of trust" (p. 78) irrespective of the online or traditional setting. Bryk and Schneider focused on the theory of relational trust and how it affected roles between students, teachers, parents, and principals. Relational trust, as defined by Bryk and Schneider, is the quality of interpersonal dynamics between all stakeholders in recognition of how well each member upholds their particular duty and responsibility or expected performance. The goal is for each member to achieve a sense of trustworthiness, or more specifically intrinsic personal and professional motives that are linked with subsequent actions, thus accomplishing the group's mission. Trustworthy behaviors were discerned by four characteristics; respect, competence, integrity, and personal regard for others.

Bryk's initial research in seeking out the impact of the 1988 Chicago School Reform Act was rooted in a qualitative approach. He examined three public elementary schools

and the relationships that developed between teacher-parent, teacher-principal, and teacher-teacher. Interviews conducted at each school consisted of the principal's leadership philosophy, vision for school improvement, and community-building with students, teachers, parents, and local school council (LSC). The case study collection included the teachers' perspective of relational trust with parents, peers, and leadership. Lastly, parents were also interviewed to determine their level of relational trust with teachers and leadership. After a few years of conducting interviews, observations, and focus groups, along with developing field-research instruments, Bryk's research team conducted a citywide relational trust survey. The first relational trust survey conducted in 1994 provided researchers with socio-topographic data. A follow up survey conducted in 1997, measured relational trust and compared responses in top and bottom quartile schools. Further data analysis compared the impact of relational trust on academic achievement measured by results from the Iowa Test of Basic Skills (ITBS) in reading and mathematics. The data analysis showed that schools with improving relational trust made a positive difference in student achievement. Bryk and Schneider concluded that, "schools with a strong base of social ties are better positioned to improve their organizational effectiveness. Those lacking such social resources find the task more difficult" (p. 119).

In addition, the changes in relational trust from 1994 to 1997 were also significantly related to the positive changes over this period in orientation toward innovation, outreach to parents, professional community, and school commitment. This indicates that schools where relational trust was deepening between 1994 and 1997 were more likely to report collateral changes in each of these important organizational conditions. For example, if a

school started in 1994 with weak relational ties, their organizational effectiveness could improve over the next three years if relational trust levels also increased.

How do school leaders shape an online school environment to best satisfy the needs of students in the 21<sup>st</sup> century? Online schools are providing learners with opportunities to achieve academic goals within the comforts of home. Virtual structures driven by technology deliver curriculum, communication, and access to an ever-expanding universe of information. Learning to lead in the digital age is submitting to a whirlpool of change. Perhaps Fullan (2001) said it best – “Control freaks need not apply: people need elbow room to uncover and sort out best ideas” (p. 87). In the world of online education, there is no shortage of ideas about pedagogy, instructional design, or technology infusion. There is however a debate over which delivery method is most effective. Asynchronous, synchronous, blended, hybrid, and distributed models are frequently used when describing the learning environment. Nevertheless, as with all schools, albeit traditional or virtual, one size does not fit all. Yet all these delivery systems have core commonalities and challenges in the areas of engaging learners, sustaining feedback loops, assessment, and technology reliance. Maintaining and sustaining an online school requires fine situational leadership and stewardship. Chance (1992) stated when “organizational vision and the personal vision are closely aligned, the goals of creating an exciting, productive organization is unstoppable” (p. 111). The creation of an exciting and productive school is a worthy pursuit for all stakeholders. Students want to learn and belong to a network of caring peers and educators. Parents entrust schools to do things right for their children, and educators desire to work in schools that make positive differences for all.

In the world of business, organizational community based on the early rise of Internet commerce was investigated by Rosabeth Moss Kanter from the Harvard Business School. Kanter's online and hardcopy "Global E-Culture Survey" in 2000, compiled 785 responses worldwide (p. 311). The surveyed were comprised of mostly top executives. In addition, 300 individual follow-up interviews were also conducted with top management from 80 companies. The span of business organizations ranged from traditional bricks and mortar, hybrid, and purely internet-based structures. Kanter posits that organizational community with regard to e-commerce relies on six elements: (a) a balanced governance structure; (b) shared disciplines and routines; (c) multi-channel, multi-directional communication; (d) integrators; (e) cross-cutting relationships; and (f) shared identity, shared fate (p. 193-196). In essence, Kanter's research defined e-culture as the "human side of the global information era" (p. 6). Organizational community within the e-culture is the binding force between hierarchy and self-governance facilitated through technology-based and face-to-face collaboration. Shared outcomes are based on behavioral norms that allow for altruism, creativity, enthusiasm, grit, and intellectual freedom.

Kanter's research findings indicate that e-culture leadership practices encompass organizational community values, but allow for great experimentation and implementation of ideas. There is no fear of discourse, because it is perceived as progress. The organizational hierarchy is flattened so that innovative ideas from those with the most expertise are not thrown into time-wasting bureaucracy. There is a lack of selfishness, instead replaced with camaraderie, job responsibility flexibility, and high communication flow. Kanter (2000) also found that effective e-culture leadership in not



based on risk-aversion, rather that “changes are considered a fact of life, and people take them in stride.” (p. 321)

Gene Hall and Shirley Hord (2011) have researched the implementation of change. Their study explored the change factors that impact an organization’s ability to develop, initiate, manage, lead, and eventually sustain the change process. Over the last few decades, Hall and his colleagues have observed, analyzed, and produced a concerns-based framework that educators and researchers alike can utilize in defining and refining change within their respective school systems and/or school sites. The concerns-based adoption model (CBAM) is a method for diagnosing the dynamics within individuals, groups, and systems in terms of how change is perceived and eventually implemented. The application of CBAM in terms of the role of educational leaders as change agents, Hall and Hord stated, “Principal leadership is the key. The outcome of these discussions with our school-based colleagues was a set of in-depth studies to document and analyze the intervention behaviors of school principals to see if, indeed, what they did as school leaders could be correlated with the extent of teacher implementation success (p. 121).” Hall and Hord described three change facilitator (CF) archetypes with respective character traits that may hinder, mitigate, or inspire stakeholder change.

The Initiator CF leaders “have clear, decisive, long-range policies and goals that transcend but include implementation of the current innovation. They tend to have strong beliefs about what good schools and teaching should be like and work intensely to attain this vision. Decisions are made in relation to their goals for the school in terms of what they believe to be the best for students, which is based on current knowledge of classroom practices. Initiators have strong expectations for students, teachers, and

themselves. They convey and monitor these expectations through frequent contacts with teachers and setting clear expectations of how the school is to operate and how teachers are to teach (p. 123).” In short, Initiators are hard driving and extremely goal oriented, sometimes at the cost of having staff perceive them as lacking interpersonal or soft skills.

The Manager CF leaders “place heavy emphasis on organizational control of budgets, resources, and the correct application of rules, procedures, and policies. They demonstrate responsive behaviors in addressing situations or people, and they initiate actions in support of change efforts. The variations in their behavior are based on the use of resources and procedures to control people and change processes. Initially, new implementation efforts may be delayed since they see that their staff are already busy and that the innovation will require more funds, time, and/or new resources. Once implementation begins, Managers work without fanfare to provide basic support to facilitate teachers’ use of the innovation. They keep teachers informed about decisions and are sensitive to excessive demands (p. 123).” Managers by and large maintain organizational expectations by executing the required tasks, but may not move beyond their tightly held boundaries of basic to proficient performance.

The Responder CF leaders “place heavy emphasis on perception checking and listening to people’s feelings and concerns. They allow teachers and others the opportunity to take the lead with change efforts. They believe their primary role is to maintain a smoothly running school by being friendly and personable. They want their staff to be happy, to get along with each other, and to treat students well. They tend to see their school as already doing everything that is expected and not needing major

changes (p. 123).” Responders pride themselves on having strong interpersonal skills, however implement very little change and prefer to be hands off.

The three CF leadership styles according to Hall and Hord are contained within a continuum. Meaning, overlapping qualities occur that blur the definitions of Initiator, Manager, and Responder as CF traits are incorporated within each uniquely individual leader. The researchers’ data found that leaders that demonstrate more of the Initiator CF characteristics tend to implement sustained change over time. Hall and Hord concluded, “Initiator principals “make it happen.” They have the vision, passion, and push to help things move in the desired direction.” (p. 129)

This chapter provided a peek into the evolution of online education and mirror some of the challenges that traditional F2F settings face. Both virtual and conventional delivery systems grapple with rigor, relevance, relationships, community, trust, organizational leadership, and change. Common threads woven through the literature review emphasized the process of forming strong links between members of an instructional community. This relational currency is driven by (a) meaningful contextual dialogue and honest feedback; (b) trustworthiness and respect for all members; (c) collaborative endeavors that embrace teaching and learning from outside the box; (d) and professionals that value reflective and open interactions. The relationship theme is strongly woven within educational and business organizations that brave virtual space and time. As evidenced by current trends with social networking sites like Facebook and Twitter; e-culture, e-commerce, e-learning, have simply evolved within the normative fabric of culture, commerce, and education.

## CHAPTER 3

### RESEARCH METHODOLOGY

As a point of reference from Chapter 2, there were variety of studies using qualitative methods within the body of literature focusing on distance education, rigor, relevance, relationships, organizational leadership, and change. The study in adherence with a qualitative interpretivist multi-case study design (Merriam, 1998). The units of study were a collection of eight educational leaders. Naturalistic inquiry was utilized involving human subjects, purposeful selection, inductive data analysis, and protocols for trustworthiness. Interpretive processes were based from data gathered in order to discern any formative indicators or trends. According to Creswell (2003, p. 181-182), “Qualitative research is emergent rather than tightly prefigured.” He further adds that, “the data collection process might change as doors open and close for data collection, and the inquirer learns the best sites at which to learn about the central phenomena of interest.”

Participants in the study were interviewed via open-ended questions. Any follow-up interviews were necessary to obtain further information centered around the research questions. Glesne (1999, p. 69) stated, “The opportunity to learn about what you cannot see and to explore alternative explanations of what you do see is the special strength of interviewing in qualitative inquiry.” She further clarifies the interview process lends itself to “serendipitous learnings that emerge from the unexpected turns in discourse.”

#### **Purpose of Study**

In 2010 the Race to the Top twelve state finalists were announced. The states that received increased federal funding were Delaware, the District of Columbia, Florida,

Georgia, Hawaii, Maryland, Massachusetts, New York, North Carolina, Ohio, Rhode Island, and Tennessee. The United States Department of Education allocated over four billion dollars in federal funding to the state finalists for meeting the application requirements for school reform initiatives. In summary, the four main school reformation requirements were: 1) preparation of students to compete in a global economy through supportive instructional standards and assessments; 2) measurement of student growth data that identifies how teachers and principals increase student achievement; 3) the recruitment, professional development, and retention of effective teachers and principals through incentives; and 4) lifting up the lowest-achieving schools. From the four main components, the greatest factor on a state's winning application was contained within the great teachers and leaders category. School leadership ranked as high as teacher efficacy in terms of tying student achievement to teacher and principal performance. In light of increasing accountability for all educators, this study attempts to answer if there were any differences in the overall quality of school administrators that were trained via traditional methods of face-to-face educational leadership programs as compared to their online prepared counterparts.

### **Research Questions**

1. From the district administrators' perspective, what are the differences in school instructional leadership skills between candidates that graduated from traditional brick and mortar institutions versus online university programs that are applying for school administrative positions?

2. From the veteran administrative supervisors' perspective, what are the differences in mentoring pre-service administrators during the internship process that have graduated from traditional versus online university programs?
3. From the newly appointed school administrators' perspective, what differences will emerge regarding leadership preparedness between completing masters degrees from traditional versus online university programs?

### **Participants**

Initially, the researcher sought out voluntary participation for this study from a northern Nevada school district with the following pre-configured personnel: (a) one district office administrator; (b) two veteran school administrative supervisors; (c) Two recently appointed traditional-educated school administrators and two recently appointed online-educated school administrators to participate in the interview process. Interviews were conducted at the northern Nevada school district at the convenience of each participant to garner valuable narrative descriptions for the study. Given the snowball sampling method, ten administrators were actually interviewed. One district office administrator's interview was not included because her job duties did not fit the qualifications for this study. Another participant's interview was omitted due to technology difficulties and the interview failed to record. A total of eight participants were interviewed for this study and the data collected were fully recorded and transcribed. The difference from the initial pre-interview personnel configuration was an additional principal that was trained in the traditional method, therefore a total of five school site administrators were interviewed instead of four. The interviews were all coordinated around the participant's availability during the workday with all the requisite

university, school district, and participant permissions. In high consideration and respect for each participant's professional time, the researcher took professional leave in order to accommodate the interviewees' schedules.

According to Miriam (1998, p. 72), "Interviewing is necessary when we cannot observe behavior, feelings, or how people interpret the world around them." The interview process described by Miriam (1998) can range from highly structured, semi-structured, to unstructured and open-ended. For the purposes of this study, participants were asked a series of semi-structured queries followed by probing responses that are aligned with the study's research questions.

### **The Role of the Researcher**

Pursuant to naturalistic research practices, the researcher is the instrument and holds the primary role as interviewer. According to Glesne (1999), the interviewer's purpose is to make words "fly" and "from these flights come the information that you transmute into data—the stuff of dissertations, articles, and books (p. 67)." The researcher taught in public education for thirteen years, two of those years as a high school distance education teacher. He began his administrative career as a human resources manager; then held a position as a vice principal at both an online high school and a traditional high school respectively. He was a principal of a traditional high school prior to taking a position as the associate superintendent of human resources.

### **Ethical Considerations**

The researcher followed the UNLV Institutional Review Board (IRB) guidelines along with completing consent forms as required by the Human Subjects Review Committee to ensure impeccable ethical considerations with all participants. The

participants were fully informed of the purpose of the research and the significant contributions they contributed to increase the body of knowledge for this topic. It is paramount that confidentiality was fully maintained with respect to specific identities, work locations, and other discrete or tacit information that would compromise any of the participants involved. Each participant was informed of all data collection procedures and had access to any information via transcripts and reports.

### **Data Collection**

Face-to-face interviews were the primary methodology for data collection. A list of semi-structured questions were utilized as the platform from which respective probing or clarifying inquiries were made. The interview protocol was developed with the researcher's dissertation chairperson (see Appendix C). Some of the questions were derived from Daggett's "We Lead" survey (see Appendix D).

### **Data Analysis**

Post data collection, a narrative analysis of the information derived from the interviews was sifted for any emergent discoveries that address the research questions. The interpretive process was shared with participants for the purposes of member checking and to ensure trustworthiness and credibility. Analysis of thick descriptions and tracking various connections or disconnections with careful audit documentation of the transcriptions, artifacts, and data coding underpin the dependability factors of the study (Appendix E).

### **Limitations and Delimitations of the Study**

A limitation of this study is the sample size comprised of at least eight participants. A wider range of participants may yield a greater body of information.



Another limitation would be the selection of one school district may yield unique cultural variables that other comparative school districts may not have. Biases about online versus traditional principal preparation programs from each participant's perspective may skew the results of this study. There is no assurance that participants selected for this study have foundational knowledge of the rigor, relationship, and relevance framework. Lastly, the researcher as the main instrument for data collection and analysis may be unaware of biases stemming from principal preparation experiences that he experienced in the traditional F2F setting. Upon reflection, the researcher has remained as objective as possible with the interview practices/processes and worked with his chair to minimize any biases.

### **Summary**

This qualitative study is an inherently amorphous process that pivots on the experiences of the participants balanced with the researcher's quest to understand how different educational delivery models prepare future school administrators. The data collected from the interviews reflect the perceptions and beliefs about online and traditional principal preparation programs from the participants' perspectives.

## CHAPTER 4

### RESEARCH FINDINGS

#### **Introduction**

The purpose of this study was to answer if there are any differences in the overall quality of school administrators that are trained via traditional methods of face-to-face educational leadership programs as compared to their online prepared counterparts. It was designed to ascertain if school leaders that came from both modes of administrative preparation would respond if there were direct ties to their current practice from their university leadership preparation programs in terms of rigor, relevance, and relationships.

#### **Characteristics of Participants**

Eight school leaders from a northern Nevada school district were selected based upon their specific level of service: (a) one district office administrator; (b) two veteran school administrative supervisors; (c) four recently appointed school site administrators; two from traditional face-to-face and two from online university programs. Except for one administrator, all school administrative participants came from classroom teaching background. Please see Appendix A, Table 1, for the participant information.

#### **Protocols and Process**

Eight school leaders from a northern Nevada school district were selected based upon their specific level of service: (a) one district office administrator; (b) two veteran school administrative supervisors; (c) five recently appointed (three years of experience or less in current position) school site administrators; three from traditional face-to-face and two from online university programs. It is important to note that all school administrators

completed their administrative program internships in a traditional F2F manner. Except for one administrator, all participants came from classroom teaching background.

As part of the study, a protocol was established based on Daggett's rigor, relevance, and relationships framework in combination with a synthesis of ISSLC and NAESP standards. Interviews were conducted at the convenience of each participant to garner valuable narrative descriptions for the study. The interviews were recorded and transcribed for accuracy. First, the researcher contacted one district office administrator who had direct knowledge of their respective district's administrative preparation programs. The researcher explained the study and requested their participation. Informed Consent was explained to all participants and each submitted a signed and received a copy. Signed consent forms were collected by the researcher. The researcher sought out permission to conduct semi-structured interviews and digitally recorded each of the interviews. Research participants received an interview guide with questions in advance. Each district leader was interviewed at their work site or a location of their choosing. Each interview was scheduled for 60 minutes with the anticipated range of time for each interview being 45 to 60 minutes. A transcript of the interview was provided each participant for member-checking. Participants were given the opportunity to make additions, corrections or any modifications to their own interviews.

Snowball Sampling Description: According to Gay and Airasian (2000) this type of purposive sampling approach is relevant "when a study is carried on in a setting which possible participants are scattered or not found in clusters." Essentially, a few number of participants identify other participants that fit the intent and spirit of the study. The researcher sought out a district-level administrator that identified school administrators

experienced in mentoring newly appointed principals, assistant principals, and deans. Administrative mentors identified site administrators that received training in traditional face-to-face universities and online institutions. The criteria used by the district-level administrator to identify administrative supervisors within the district who have at least five years of mentoring experience with online and traditionally trained school leaders. The criteria that administrative supervisors used to identify newly appointed administrators were: (a) administrative endorsement from an online or traditional university; (b) must have no more than three years of school leadership experience in current position; (c) candidate selection may hold the title of dean, assistant principal, or principal. All participants were at least 18 years of age. The following protocol was used for the interviews conducted:

**Guiding questions for district leader.**

1. What is your role in the principal preparation program in your district?
2. What background/education do you have that prepares you to identify prospective school leaders for your district?
3. What is the district's vision for principal preparation?
4. What is the process for identifying potential school administrators initially and the promotion process once they are appointed?
5. What support does the district provide for developing school leaders?
6. How are principals, assistant principals, and deans selected for leadership positions?

7. Are you aware of any differences between principal candidates that are receiving principal preparation degrees from online and traditional university settings?
8. In terms of rigor, relevance, and relationships – are these candidates ready to lead schools or have you observed gaps in knowledge or experience?
9. Would you be able to identify any veteran school administrators that have supervised or mentored newly appointed principals, assistant principals, or deans that may want to participate in this study?

**Guiding questions for veteran school administrative supervisors/mentors.**

1. Describe your role as a school administrative supervisor/mentor for your district.
2. How do you evaluate the effectiveness of your administrators?
3. How have your personal and/or educational experiences prepared you to supervise or mentor school administrators?
4. How do you select and develop school administrators?
5. What are your expectations for the administrators you supervise?
6. Have you supervised or mentored school administrators that have received educational leadership masters' degrees from traditional university and online institutions?
7. Are you aware of any differences between school administrative candidates that are receiving principal preparation degrees from online and traditional university settings?

8. In terms of rigor, relevance, and relationships – are these candidates ready to lead schools or have you observed gaps in knowledge or experience?
9. Would you be able to identify any newly appointed principals, assistant principals, or deans that have been prepared online and in the traditional method that may want to participate in this study?

**The following attributes are performance-based indicators. When considering the following leadership elements are there any differences between traditional and online graduates.**

- A. The leader participates in the design and implementation of curriculum focusing on congruent instruction.
- B. The leader participates in leading professional development based on school and district goals.
- C. The leader uses student achievement data to initiate constructive change and make instructional decisions.
- D. The leader provides formal and informal feedback to staff with the exclusive purpose for improving individual and organizational performance.
- E. The leader builds and fosters strong interpersonal relationships with students, staff, parents, and school community.
- F. The leader demonstrates integrity in meeting commitments to all stakeholders in varied settings.

**Guiding questions for newly appointed principals, assistant principals, or deans.**

1. Describe your main responsibilities as a school administrator.

2. How have your personal and/or educational experiences prepared you to lead a school?
3. Describe the professional development you have received from your district toward school leadership preparation.
4. What are your own expectations for being an effective school leader?
5. How did your university program prepare you for being a school leader?
6. Did your university program contain sufficient rigor in preparing you for the job?
7. Did your university program provide relevant coursework and experiences that impact your current professional decision making process?
8. Did your university program provide relevant coursework and experiences that impact your current professional relationships with supervisors, staff, students, and community?

**The following attributes are performance-based indicators. When considering your educational leadership training, how well were you prepared to:**

- A. Lead and participate in the design and implementation of curriculum focusing on congruent instruction.
- B. Lead professional development based on school and district goals.
- C. Utilize student achievement data to initiate constructive change and make instructional decisions.
- D. Provide formal and informal feedback to staff with the exclusive purpose for improving individual and organizational performance.

- E. Build and foster strong interpersonal relationships with students, staff, parents, and school community.
- F. Demonstrate integrity in meeting commitments to all stakeholders in varied settings.

### **Rigor, Relevance, and Relationships**

Within Chapter 3, Daggett's framework underscores the tight adherence between rigor, relevance, and relationships. Perhaps, Daggett's (2008, p. 115-116) theory of action begins and ends with relationships. Without the genuine flow of relational currency within a school community, leaders cannot move forward in isolation (Level 0), and must evolve past the known background (Level 2) between individuals. The work of increasing rigor and relevance lies between the ebb and flow between students, teachers, and administrators that support emotional-cognitive needs (Level 3); that individuals take a proactive interest with each other (Level 4); sustained positive relationships over time (Level 5); and in some cases relationships are mutually beneficial when members support each other over an extended period of time (Level 6). Daggett's (2008) description that "students have the competence to think in complex ways and also apply the knowledge and skills they have acquired. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skills to create solutions and take actions that further develop their skills and knowledge. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge" (p. 45).

In this study the semi-structured interview protocols were designed to mine for areas of rigor, relevance, and relationships as they pertain to administrative preparation



programs and how well prepared a traditional and online degree program completers faired between what they learned and how they apply those principles within the scope of their respective work.

## **Data Analysis**

### **Research Question 1**

From the district administrators' perspective, what are the differences in school instructional leadership skills between candidates that graduated from traditional brick and mortar institutions versus online university programs that are applying for school administrative positions?

The district administrator's responses to the protocols yielded no difference between administrators that received their masters' degrees from traditional or online modes.

Specifically she responded with:

I haven't seen any difference but I think it would be interesting to take a good look at that. It's very interesting now that we are going to look at things like student achievement data and our evaluation and all those kinds of things. That opens up a whole new world for us, right? And what I think it would be interesting is to look at... Because you know my first question is going to be, how are you going to determine those successful principals, the highly effective principals? So how are we going to say, when we say differences between those candidates, how do we define that? So I think, what if we look at all our principal candidates, look to see where they got their degrees, look at the online versus the traditional, look at the evaluations, look at school-wide targets and whose meeting school wide targets. Look at those kinds of things and is that how we kind of determine... because there are so many new ones than that as a school leader. Than just the data or you know what you see in an evaluation and so, how do we determine when we say... but I think it would be interesting to look at those kinds of things and then look at maybe those student surveys, peers surveys, self-assessment, parents' surveys... You know if you get school climate data and look at all those kinds of pieces to say you know and we say, are there anything that we see or are there a difference?

The district administrator's response to the quality of rigor from respective administrative preparation programs did not factor into administrative selection, but rather it was the

school district's leadership preparation program that she was most familiar with and aligns the strategic plan with professional development. Independent from the various university administrative preparation modalities, school administrators are currently provided with district professional development initiatives that stem from a mixture of MCREL-based training and related best practice standards that are encompassed within the overall district strategic plan. In addition to the leadership strands, all administrators are being prepared for the most current curriculum, instruction, and assessment state and federal requirements. Common core standards are also folded into their professional development plans. As with all states, Nevada is poised to adapt to the federal revision of the Elementary and Secondary Education Act. As such, she emphasized the upcoming and in-progress state evaluation standards within their own district piloted administrative and teacher evaluation systems that will eventually impact the method by which all licensed personnel will be appraised. It is within the evaluation rubric, process, and product where the district will be able to discern an administrator's performance in terms of relevance and rigor. The relationship strand will emanate from teacher and leader perception surveys. Meaning, parents, students, and staff will be able to provide feedback on the overall climate of their respective schools and inform how teachers and leaders are affecting student learning and well-being.

## **Research Question 2**

From the veteran administrative supervisors' perspective, what are the differences in mentoring pre-service administrators during the internship process that have graduated from traditional versus online university programs?

Both administrative supervisors reflected that they were not aware of any differences between administrators that received their masters' degrees from traditional or online modes. Administrative Supervisor 1 stated:

I don't think that it is in the group that I worked with there's a distinguishable difference. There are strong and weak leaders, from traditional preparation and strong leadership.

It's a matter of how they present their skills and how they demonstrate their skills across a variety of settings. We are looking at the individual at their level of competence relative to our standards of performance, the brand for the Northern Nevada County School District added to disposition and skill level is certainly a part of that. Preparation is certainly a part of that, but I can't ever see it being a determining factor. There's too much that goes into the whole of a school leader to say this individual is was prepared in X or Y method. There are individuals that would argue that an UNR preparation is somehow superior to the University of Phoenix. It really comes down to what has the individual gotten from that experience. And what is the quality they present as a whole.

Administrative Supervisor 2 could not discern any differences between the different forms of leadership preparation, but emphasized the importance of leadership skills associated with parent interactions. She believed her primary role was one of support:

I really tried to build a relationship with them, not a "buddy-buddy" relationship but a relationship where they felt that they can trust me... because they can and then when we have that trust, that mutual trust I can see that what you say you're doing and you're getting results from it. They become a loose type dynamic, I like to be loose when I can but I can also be tight. So, I think its building that relationship and that understanding about expectations. And I expect them to have the same high expectation from me.

According to Administrative Supervisor 1, in overall terms; rigor, relevance, and relationships abilities are inherently on a spectrum for all leaders. The range between each capacity is largely dependent on personal background filled in by knowledge gained through professional experiences and training.

I think that that has everything more to do with what happened before they ever make the decision to go into leadership. The individuals that I work with are strong in those skills, were strong instructionally because they were outstanding

teachers, and teacher leaders, instructional coaches, reading specialists, special education teachers. Leadership preparation in general, there's a gap and that exactly what we talked about. Awareness of curriculum, instruction, assessment and knowledge of curriculum instruction there's a hole in leadership preparation around that. If you weren't strong before, you're not going to get it in your leadership preparation program.

You have developed habits and dispositions. Habits of mind, far before you... I think we are into a leadership preparation program, perhaps gives you some frameworks on which to hang skills that you've developed and I'm not saying that you are a finished product. But I think that some of that is very much hard-wired into who you are, and your work ethic, your self-awareness and that kind of thing before you get into formal preparation. And you run that formal preparation through the filter of who you are, and if you are well-suited to the role, what comes out is the other side is this level of competence and congruence.

Both administrative supervisors echoed the district administrator's stance on the new state and federal changes, however stated that the old accountability system from NCLB drove much of their work with regard to data-driven-decision-making initiatives, increasing overall high school graduation rates, and other areas based on increasing student achievement. Much of the rigor and relevance work was already in place from the last decade. Administrative Supervisor 2 had coincidentally worked with Ray McNulty on Quadrant D concepts as part of her district-level school reform experiences. She stated the selection of leaders and or leadership skills must align to what the urgent needs are. If a school is struggling academically, then increasing rigor is paramount and sometimes relationships suffer because of the stress to press forward toward increasing student achievement.

From the district-level, both administrative supervisors commented that when relationships breakdown at schools, the community most certainly responds by communicating their concerns to district officials. In terms of integrity within relationships Administrative Supervisor 2 stated:

Believe me, I know if it does not happening because that was the phone calls I get... You know what, if I were to rank any of those that would probably be number one for me because when the person acts with integrity and their words and actions are lying and it's around what's best for kids. Then people will begin to understand and listen. But when it disconnects and it's not congruent then it's a disaster and those are hard to recover from.

### **Research Question 3**

From the newly appointed school administrators' perspective, what differences will emerge regarding leadership preparedness between completing masters degrees from traditional versus online university programs?

In terms of rigor, relevance and relationships, the data showed mixed responses in terms of preparation for current instructional leadership expectations. The protocol questions specifically targeted each leadership capacity. The two questions that dealt with rigor were: When considering your educational leadership training, how well were you prepared to (a) participate in the design and implementation of curriculum focusing on congruent instruction; and (b) participate in leading professional development based on school and district goals. Among the five leaders, all expressed that university experiences provided the theory of action for this attribute, but their respective district training/expectations, coupled with on-the-job practice refined their skills with instructional leadership rigor. Most participants were provided with hands-on scenarios or project-based coursework toward understanding how to move staff toward increasing student achievement and the leader's role in this process. However, the same question asked of the administrative supervisors resulted in how well school leaders followed the district's mission and vision for increasing student achievement and leading staff towards site-based goals. Some leaders were proficient in leading professional development (PD) with staff and others either delegated or enlisted the experts in the field to provide

specific PD. In their positions, this quality was expected and supported through various professional development opportunities and strategic collaborative efforts between the district and school leadership.

The method of collaboration between the traditional F2F and online prepared administrators was obviously different in terms of modality. Both online prepared administrators thought the level of participation was comparably rigorous as their F2F counterparts in terms of focused discussion threads within their virtual communities. The dean expressed that he experienced a higher level of scrutiny during his online coursework because all work submitted were peer reviewed and moderated closely by the instructors of record. The Dean stated:

Face-to-face conversation is obviously different than using the technology through the email and things like that but what I found is the Skyping stuff is a virtual environment, but it is close to having that real conversation. That is not a challenge. That is a positive thing. I will say this going back in my education the frustration level was pretty high in terms of learning how to navigate through the different threads and things. I did some have difficulty and get frustrated at times. You need to take a break for just learning how to use the technology. Once I learned how to do it, it became much easier and more efficient really.

The Dean reported the online education experience is inherently personalized when compared to a college lecture course with 100 other students in class. On the other hand, online communications were open for all to see, so it was not as easy to have side bar, or one-on-one confidential conversations.

The two questions that dealt with relevance were: When considering your educational leadership training, how well were you prepared to (c) use student achievement data to initiate constructive change and make instructional decisions; and (d) provide formal and informal feedback to staff with the exclusive purpose for improving individual and organizational performance. In harmony with the rigor attributes, all administrators

expressed that university experiences provided the theory of action for this attribute, but their respective district training/expectations, coupled with on-the-job practice refined their skills with instructional leadership relevance. They were provided with hands-on scenarios or project-based coursework toward understanding how to formulate constructive change and implementation of instructional decisions. With regard to being prepared to provide relevant feedback to staff was one of their focused district training initiatives. However, the F2F internship that each leader experienced was how this relevant feedback leadership attribute was either observed or practiced. In this realm, the Vice Principal stated that during his internship and university coursework:

We developed a network of people in other schools, friendships. It's nice to pick up the phone and call somebody because they are at different levels; high school, middle school, elementary school...you can call up and say - hey I've got a situation with this going on, how would you handle that in elementary? I get feedback from elementary or middle school that was really helpful. Plus, that teamwork philosophy when you're in there together and you've got a project to get done, everybody takes a role and everybody wants to help, so, you get going with it.

The two questions that dealt with relationships were: When considering your educational leadership training, how well were you prepared to (e) build and foster strong interpersonal relationships with students, staff, parents, and school community; and (f) demonstrate integrity in meeting commitments to all stakeholders in varied settings. These two questions generated the most variety of responses. On one end of the continuum one administrator said that fostering positive relationships was not very well covered in the university preparation program and on the opposite end, another administrator said the totality of his experiences within the program helped him develop strong bonds with peers and supervisors. All administrators expressed their own particular style of interpersonal or relational skill in terms of their own experiences and

demeanor. In similar fashion, when addressing the integrity attribute all administrators had taken a required ethics course within their respective programs. They were also unified in fostering positive relationships among their students, staff, peers, supervisors, and community as a paramount responsibility and ranked as one of the highest priorities in their daily work. The following reflections on relationships among all participants paints the variety of responses to the relationship attribute:

**Administrative Supervisor 1:** “I think that probably the competencies that we talked about it got more of that. I talked a lot with my principals about certainly integrity and what I called congruence that I think one of the characteristics of the strong leaders is that you have a strong moral compass. But you also are the same person across situations. And that who you are in the tough times is more important about who you are, than when things are going well. Your interpersonal skills, your ability to communicate and mediate conflict are more important than your ability to set vision and drive in agenda around student achievement.”

**Administrative Supervisor 2:** “Well, one of the things we do have is climate surveys. We do climate surveys at the end of each year and then we sit down with folks and say here's what your survey said, what are we going to do about it? And in some cases, I see some principals be very strategic and have some difficult conversation with their staffs about their beliefs about kids. And being able to take elements from each of the survey to says, this is desperate information that doesn't connect, why doesn't it connect or these things connect it doesn't pay a big picture for us to be able to take that on. And in some cases I have used though is also to have some really strategic conversation with people to put them on an improvement plan around, people don't like to come in and talk to you. And that's a difficult conversation to have but it was worth it because I have a conversation with the principal and that here is the perception, your surveys are showing this. This is what I'm hearing; we can work on this and make a significant change. So, when those things happened, even though the conversations are difficult and it's not a happy feeling, you know it has to happen.”

**Principal 1:** “At principal's position right now for instance, I tell my teachers all the time we need to make it harder for these kids to fail than to succeed and that is how we are going to be successful. That is my motto. I look at my goal. Look, kids fail because we make it too easy for them to fail. If you let that kid sit in your classroom and let them not turn in homework and let them not try their best, they are going to do that. Many kids will just slip through the cracks.”

**Principal 2:** “Maybe, through relationships. Maybe, social emotional issues that were never really addressed. Our approach is really as we talked a little earlier before we started our recording is it is personalized. Practically, what that means



is our kids are assigned to mentor. We have our enrichment time every day. There is a mentor. The job of the mentor is to have them on a personalized for where they want to go in their life and meet with them regularly to carry out that plan. I think hopefully, through the approach being personalized, we can find really where these kids are at.”

**Principal 3:** “I expect that my teachers will own their kids. I expect that my teachers will know everything about each student. I want them to know about their families. I want them to know about their barriers. I want them to know about their culture. I want them to know about their academic skills and I want them to own those kids no matter what class they are going through throughout the day as we have set up the advisory periods so that those advisory teachers are their initial case managers. So, if somebody is having trouble in science, their advisory teacher knows it and they are going into science on their prep and they are checking things out. Complete ownership. They are contacting families. They are keeping us in the loop with anything that they are hearing so that we can provide support. It is true case management and making plans for the kids. The academic personalized plans that my council does with all of the students are then put into their advisory binders. So, the students are looking at them every day. The advisory teachers are looking at them every day. The goals are out there and visible for the kids all the time.”

“I think that it is hard to teach somebody to build relationships unless they have a certain quality. I think for some people it is just hard. I think that is something that is hard to teach.”

**Vice Principal:** “You have to have that trust with everybody that you are working with and they have to have that trust in you. So that has been something that I have to work very hard on at the school because of some of the trust issues that have happened in the past and the turnover in the administration. So coming in, I felt I was looking over my shoulder constantly but as I think by leading by example, and handling things as it come through and following up in doing what I tell people what I’m going to do. They build that trust in me and we started to come up with a pretty strong unit now, where they know whom they can go to. They know who holds high integrity in the system and whose character they can trust. That solid follow up that you’ve developed in your plan and I think also coming back to my teaching and my coaching. I know a lot of people don’t think I’ll lead athletics but if you’ve ever been around the program that I was in which you know that it was successful. And it was successful a long time and there’s a reason that’s because everybody knew their role. No one tried to overstep their balance and everybody had a common goal and as long as you have that in place and everybody knew what they’re going to do to reach that common goal, you would get there. You would have set your goal high, you would have 100% time reach that goal, but you just have come shy of it always. So, having that positive aura about you and that trust everybody else around you, did everybody else do their job and you know you would get it done. So the team mentality is big with me if you can’t tell.”

**Dean:** “Instead of joking, give it to them straight. I like to let people know where they stand. The one thing that is really irritating to me as a teacher are conversations in the teacher’s lounge. Complaining and bringing up all this stuff. That negative piece is like cancer. “

“We (leaders) have to model the type of behavior that we are trying to teach these guys. When we have those conversations behind closed doors, that is one thing but when the students start to hear some of the negativity, which has no place in the classroom. You got to firm on that piece. If you are going to bring a problem to the table, it’s better backed up by some kind of solution or conversation.”

Lastly, there were some emergent points and possible themes stemming from the reflections of practice among the school leaders. The District Administrator pointed out that importance of principal selection is intended to be a purposeful vetting process where community surveys are gathered to inform the district about what kind of principal they think best fits their school. Followed by a vetting process after the initial screening of applicants. District-level interviews are held between the principal candidates and administrative supervisors along with performance/accountability staff experts. This level then narrows the pool of applicants that are interviewed by site-level staff and stakeholders. Recommended applicants are then sent to the superintendent for the final interview. Although this is not a consensus-based principal selection process, it is meant to select the finalist that best fills the needs of the community, district, staff, and students for that particular school.

### **Emergent Points and Themes**

Analysis of thick descriptions and tracking various connections or disconnections with careful audit documentation of the transcriptions, artifacts, and data coding underpin the dependability factors of the study (Appendix E). One emergent theme from the study was that none of the participants were aware of any biases between leaders prepared in

either F2F or online preparation modes with respect to leadership appointments.

Administrative Supervisor 1 explained that:

The delivery of the content is less significant than the experiences that support your understanding of that and so my sense is, of the online environment, that it only works for a certain type of learner. I do think that there are folks that grow in and develop better in authentic classroom experiences of UNR vs. online, but it's the experiences around that it probably have more to do with the quality of the preparation.

Principal 2 experienced both F2F and online modes given having acquired multiple degrees in his chosen career paths expounded on some of the perceptions of online education:

It is a good question because I know there's an assortment of opinions about online schools as credit mills and that kind of thing. I really felt it had good rigor in it. And I had a comparison between online and on ground. I did not see any less rigor between the two programs, but what I would say to you is the instructional hours because the whole process is different. You really having to do a lot of offline work, read a lot of things, and interact with teachers through threads so you are not sitting in a class for four hours, once a week. It is a different kind of process. Some may look at that and say, it was not as rigorous. I didn't feel it was any less rigorous than my on ground experience.

Most of the traditionally prepared candidates had a preference for F2F learning and attribute their success to the relationships they built with their peers and instructors. The Dean expressed that it was easier to deal with discourse online because it wasn't F2F. Both online prepared administrators indicated that an interesting and significant part of their collaboration with peers that lived in other parts of the country added to their knowledge about the educational climate, culture, and processes from a national perspective. The Dean said that his F2F peers had a head start with building leadership teams and professional learning communities because they were able to network within the district in a quicker fashion.

## **Emergent Core Leadership Beliefs**

Lastly, emergent data regarding core leadership beliefs were richly embedded within all of the interviews. The district's strategic plan was referenced often with all participants as a way to unify the message that all students can learn and all students can graduate. There was little doubt about district-led initiatives and how each school was going to achieve their own goals within the scope of the strategic plan. Among all the leaders, there seemed to be a sense of their own leadership identity. Principal 1 stated:

Having been in two districts, I have been in Southern Nevada and I have been in Northern Nevada, I think thematically speaking in both districts most of the professional development they give you is around systems support. This is what we are doing. We are doing this kind of testing. We are bringing in MAPs. So, you need to have PD on how to do MAPs. We have a new teacher evaluation rubric. So, we are going to give you professional development on how to read this rubric and try to figure out what it means. Not necessarily in leadership preparation and again, I am just going to go back because I feel so strongly that one of the main things you have to be able to do. You have to be a visionary leader. You have to be able to see the big picture. You have to be able to see where you want to move your organization regardless if it is just a school or a district and then you need to be able to figure out what practices and what programs...I hate saying programs because people think of canned programs. Rather what supports can bring to the school or the district to move them forward? I think people get bogged down in the management part of that too often and not enough into the leadership part of that. Just because you can read an evaluation rubric and you can assess a teacher on an evaluation rubric does not make you a leader. What makes you the leader is when you can assess and discuss with the teacher about where their strengths are so they can identify them and they can practice them more fully; or where their weaknesses are and how you are going to go about helping them switch that around and get better about that. I think we need to focus more in our professional development on how to be an instructional leader.

Principal 2 was very focused how all students can succeed, especially the disenfranchised. He defined his leadership purpose and urgency as:

Student results and success. I do not quantify just on how they score on the HSPE. I quantify it also on how did we get them to the next step of life. Did we help them get into college? Or did they find a high skilled career to be successful at. So

for me, it is not just graduation or results on certain test. It is the next step of life, too.

I just constantly feel like the system is set up to hurt the very ones we are trying to help. Which is, we want to have higher expectations on kids but we don't recognize how some of them learn. Some come in to our country are learning at such a disadvantage. So, when we start taking away opportunities for them we end up harming them. That will be like one thing is creating systems by which we could help kids become more successful post-high school instead of that very narrow group of kids that are already highly achieving and successful.

Principal 3 was also driven to help all students succeed. When prompted to describe her leadership role, she quickly talked about her students. Students in particular that have trouble fitting into the mainstream. Given her experiences as an elementary teacher, she believes in taking care of the whole child, not simply providing instructional content, but socio-emotional supports. She preferred to use her own term, “ “At-promise” kids. I do not use at-risk. I hate the words “at risk.” ” Further, she added:

I never stray away from my core beliefs, which are; every child deserves a chance; every child can learn; every child can graduate. They may need that extra help and that extra love. I know that it sounds mushy and fuzzy, but love is what makes this school successful. I think that us [staff] loving our kids - having that first makes them feel comfortable enough to take academic risks. That right there, that's my core. The second that I start making decisions that are not based on those beliefs is when I need to not be doing this anymore.

The Vice Principal took the initiative in his program to enlist a mentor who was not a personal friend or associate in order to find an objective learn what it took to be a school leader. After being a football coach for many years, he realized that learning by observing and having an expert coach him through his administrative preparation process was a carry over from his part of his own unique way of learning. He brings forth two important facets of his leadership core beliefs:

My number one priority is to be a positive role model for kids. That's my number one thing. So, anytime I make a choice, personal choice, I'm always thinking if I'm making a good role model for kids. Second, anytime I make a decision, I'm

always making that decision based on what's best for kids. I learned that from Mr. L., and just watching what they do and how they operate, they say you never go wrong and I've never have gone wrong. So, making choices on what's best for kids, so if you come down on hard decision, I just think about what's best for that kid. And it always comes out and it's not being easy or you'll have a group of people talking about what's best for kids. And that ends up coming out.

In terms of moving positive instructional change for students and staff by taking a facilitative leadership role; this attribute evolved through his administrative preparation program combined with his collaborative efforts with peers and experienced school administrators. He shares this process:

So plant a seed and tell them [staff] all the things that are important and let them know what has happened thus far. So, the design and implementation we have done that three times now. They have come up with their plan based on us telling them what the non-negotiables are and the initiative that we have to get in place. And they almost always come up with a plan that you have envisioned and you know they come up with surprises too but what's on them they buy-in better.

### **Summary**

In this chapter, the findings related to each of research questions. The data collected was rich with descriptive information. The analysis included a synthesis of the participants' responses to their perspectives about leadership preparation, added with supporting narratives. A content analysis was conducted to find thematic strands within the parameters of rigor, relevance, and relationships. Providing each participant with his/her transcript for discrepancy review further refined the data derived from the interviews. Follow-up emails resulted in further clarification and refinement.

Based on the responses, it was evident that district-level administrators that had direct and indirect supervisory responsibilities did not see any differences between school administrators that were prepared via F2F or online university programs. This finding was further validated based on the responses from F2F and online prepared participants.

The online prepared administrators interviewed experienced a difference in the manner of educational delivery when comparing their own traditional F2F courses and/or degrees. However, emphasized that rigor and relevance was not diminished because of their online program. Relationship data was varied across all participants, mostly due to their own personalities and socio-emotional needs. All school administrative participants had F2F internships and had opportunities to build and foster professional ties with peers and mentors. One administrator commented that his F2F counterparts had an advantage in forming professional bonds in a quicker fashion, but in the long run did not prevent him from any promotional opportunities.

The emergent points, themes, and core leadership beliefs were rife with unique perspectives. As one participant stated, “we didn’t get to be leaders without having strong opinions.” The school leaders interviewed had no ambiguities with district expectations and standards for instructional leadership. All responded their district’s strategic plan guided all of their decisions. Further reinforced by district initiatives, professional development, and leadership pipeline process. District administrators were clear about their roles in supporting and coaching school leaders in meeting accountability requirements and commitments to their unique community schools. The stringent leadership pipeline developed to select the best leaders for each school by a holistically intentional process that truly involves all stakeholders is truly calibrated for meeting the needs of the district, families, students, and staff. Please see Appendix B, Table 2, to view the research findings summary.

## CHAPTER 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### **Introduction**

Pursuant to the 2006-2007 NCES report for distance education, the combination of two-year and four-year Title IV degree-granting postsecondary institutions offering any distance education courses reported that various factors affected decisions regarding distance education offerings to a moderate or major extent. For the purposes of this study, the researcher found that online prepared administrators chose this modality because it met their need for completing their master's degree with a flexible schedule, thus providing a way to balance work and family obligations.

Daggett's framework underscores the tight adherence between rigor, relevance, and relationships. Perhaps, Daggett's (2008, p. 115-116) theory of action begins and ends with relationships. Without the genuine flow of relational currency within a school community, leaders cannot move forward in isolation. The work of increasing rigor and relevance lies between the ebb and flow between students, teachers, and administrators that support emotional-cognitive needs. Daggett's (2008) description that "students have the competence to think in complex ways and also apply the knowledge and skills they have acquired. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skills to create solutions and take actions that further develop their skills and knowledge. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge" (p. 45). The



field of educational leadership faces a constant change process with known and unknown factors.

As 21<sup>st</sup> century professional relationships develop between a network of learners and educators that are bound together online and offline as members of a connected community. What hasn't changed is the community's purpose. Sergiovanni (2005) defined community as members that foster common values, dynamically shaped by members who are inextricably tied to each other by meaningful relationships. According to Sergiovanni (2000), a school community is bound by relationships, shared purposes, identity, traditions, and teaching practices (p. 66). The rise of internet-based business in the late 20<sup>th</sup> century, Kanter (2002) believes that "e-culture derives from basic principles of community: shared identity, sharing of knowledge, and mutual contributions (p. 8)."

Mitchell and Sackney (2000) made a distinction from the general term of community and focused on the learning community, defined as "a group of people who take an active, reflective, collaborative, learning-oriented, and growth-promoting approach toward the mysteries, problems, and perplexities of teaching and learning" (p. 9). Mitchell and Sackney (2000) imply that trust is an important albeit fragile bond, "without trust, people divert their energy into self-protection and away from learning. Where trust is lacking, people will not take risks necessary to move the school forward" (p. 49). Prensky (2005) posits the "advantage of virtual groups over herds is that nobody is left out" (p.11). This was certainly echoed in this study by two administrators that received their leadership degrees online.

According to Senge's (2000, p. 327-328) tenets that foster a climate of enduring change in a learning organization the researcher encountered (a) professionals that openly

discussed their values, beliefs, and practices with other professionals; (b) school leaders that took ownership of the uniqueness of their schools and convey a unified sense of purpose and collective action; (c) professionals shared a collective ideal that all students can learn and in turn all educators support this effort; (d) professional idea sharing is encouraged and no single member works in a vacuum; (e) risk-aversion is not tolerated and professionals are rewarded and expected to develop and implement new ideas – improving practices, not settling for status quo; (f) professionals collaborated by coaching each other and valued constructive performance feedback; (g) professionals encourage all stakeholders to trust and respect; where collegiality can flourish; (h) social ties that are affirmed through personal and professional gatherings; (i) professionals that value and promote a culture of collaboration and reflective endeavors. These tenets were brought to light by the participants of this study.

Bryk and Schneider's (2002) work on Chicago's school reform in the 1990s has bearing the topic of community. His research reports that "a broad base of trust across a school community lubricates much of a school's day-to-day functioning" and is a crucial element of overall improvement and success (p. 5). All the leaders interviewed either implied or directly tied the importance of trust in their leadership roles.

Gene Hall and Shirley Hord (2011) concerns-based adoption model (CBAM) method for diagnosing the dynamics within individuals, groups, and systems in terms of how change is perceived and eventually implemented. The application of CBAM in terms of the role of educational leaders as change agents, Hall and Hord stated, "Principal leadership is the key. The outcome of these discussions with our school-based colleagues was a set of in-depth studies to document and analyze the intervention behaviors of

school principals to see if, indeed, what they did as school leaders could be correlated with the extent of teacher implementation success (p. 121).” Based on the definitions of the three change facilitators (CF) archetypes, the researcher found that most of the school site leaders interviewed fit the initiator definition spectrum by their “ clear, decisive, long-range policies and goals that transcend but include implementation of the current innovation. They tend to have strong beliefs about what good schools and teaching should be like and work intensely to attain this vision. Decisions are made in relation to their goals for the school in terms of what they believe to be the best for students, which is based on current knowledge of classroom practices. Initiators have strong expectations for students, teachers, and themselves. They convey and monitor these expectations through frequent contacts with teachers and setting clear expectations of how the school is to operate and how teachers are to teach (p. 123).” The district level administrators also had some initiator qualities but were more likely to fall within the Manager role in sustaining and maintaining overall district initiatives. All participants valued the importance of positive relationships with all stakeholders and would pride themselves on having strong interpersonal abilities, as Responders would demonstrate, but not for the sake of sacrificing their core beliefs.

### **Summary**

The findings of the study were based on three research questions:

1. From the district administrators’ perspective, what are the differences in school instructional leadership skills between candidates that graduated from traditional brick and mortar institutions versus online university programs that are applying for school administrative positions?

The district administrator was not directly aware of any differences between candidates that graduated from F2F and online university programs. She explained the stringent district selection process for principals in the district, which did not have any bias for either type of degree or preparation. The stringent leadership pipeline developed to select the best leaders for each school by a holistically intentional process that truly involves all stakeholders is calibrated for meeting the needs of the district, families, students, and staff.

2. From the veteran administrative supervisors' perspective, what are the differences in mentoring pre-service administrators during the internship process that have graduated from traditional versus online university programs?

The district administrative supervisors were not able to discern any differences between candidates that graduated from F2F and online university programs. Perhaps Administrative Supervisor 1 explained it best, that in overall terms - rigor, relevance, and relationships abilities are inherently on a spectrum for all leaders. The range between each capacity is largely dependent on personal background filled in by knowledge gained through professional experiences, training, and not solely based on either online, F2F, or blended leadership preparation programming.

3. From the newly appointed school administrators' perspective, what differences will emerge regarding leadership preparedness between completing masters degrees from traditional versus online university programs?

All of the participants of this study had three years or less in their current position as principal, vice principal, or dean. Three received their administrative degrees via the traditional route to becoming a licensed administrator in Nevada, and two from the online

delivery form. It is important to note that all the school administrators had F2F internships and were given professional development opportunities by their district that added relevant training to their current work. The data analysis showed no significant difference between F2F or online prepared administrators. Rigor and relevance were certainly supported within their respective programs via specific courses and project-based assignments that aligned with their current work. Based on the data, there was no clear advantage gleaned between F2F and online preparation with regard to the quality of learning or career advancement.

### **Conclusions**

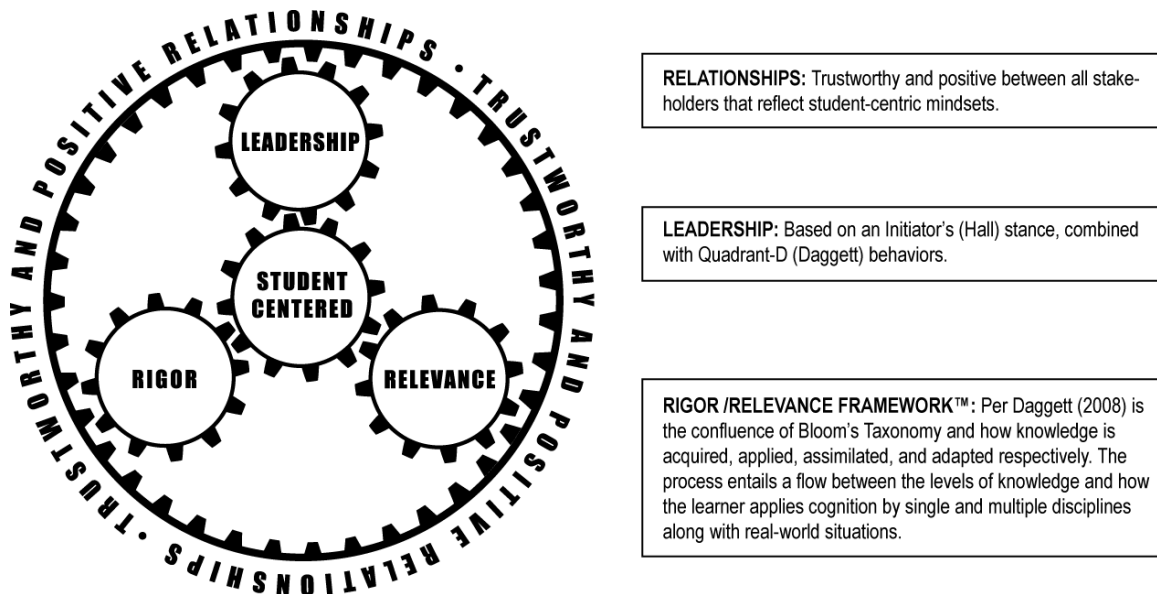
The study and resulting data analysis showed no glowing differences between traditional and online prepared school leaders in terms of performance indicators within the leadership attributes of rigor, relevance, and relationships. Moreover, based on the participant feedback, university preparation mirrored current educational trends and practices. The theory of action from the university level closely matched the district administrators' current work, as it pertained to this study. The district professional development along with alignment leadership pipeline initiatives were reoccurring themes throughout the data between all participants. With one exemption, four of the five school leaders were prepared primarily at the University of Phoenix (UoP). The UoP administrative leadership program offered both modes of educational delivery. Participants receiving master's degrees from the UoP received relevant training from current or retired administrators that have direct ties with the study district. Hence, the tight partnership between the UoP and the northern Nevada school district. From the data, the UoP trained administrators had rigor and relevance embedded within their

program, thereby keeping in close formation with the district's leadership expectations.

The UNLV trained principal was not far behind from her peers as she brought forward a vision-based leadership style.

The emergent concepts in the study portrayed a variety of guiding beliefs about a school leader's role in today's educational ever-changing landscape. Though, one theme remained constant – an initiator's (Hall) instructional leadership student-centric mindset is the key to Quadrant D-like (Daggett) behaviors. Meaning, the leader's ability to apply high cognitive adaptive behaviors to real-world unpredictable situations embodied by a strong vision to drive good teaching and learning communities through calibrated actions becomes the gravitational pull for all stakeholders. Positive and trustworthy relationships in this mindset energize the entire system toward success.

As a final caveat for this study, the district's stringent school leadership selection process had a systemic process from which a qualified selection pool of candidates were filtered from the initial application all the way through the final appointment. This process vetted leaders that fit the district leadership profile with specific attributes tailored for unique school needs. What would the results be for other districts that didn't align their leadership pipeline with a strategic plan or vision for leadership selection?



*Figure 1. Student-Centric Mindset: Driven by positive and trustworthy relationships, balanced with strong leadership focused on rigor and relevance.*

### **Recommendations for Further Study**

1. Further studies around partnerships between university principal preparation programs and school districts that align with state and national initiatives may lead to increased rigor and relevant coursework for future school administrators.
2. Further studies should be conducted to discern if online administrative internships are as rigorous and relevant, compared to the traditional mode.
3. Further studies around blended-learning principal preparation programs to discern any significant differences between strictly F2F and online programs.
4. Further studies around district-led school leadership selection processes by comparing systems that have specific strategic alignment criteria over other districts that may not have well-defined vetting processes.

## APPENDIX A

Table 1

### *Participant Information*

Participant	Demographics	Administrative Preparation Mode
District Administrator	<ul style="list-style-type: none"> <li>• Total number of years in education: 9</li> <li>• Number of years as a teacher: 2 at University of Nevada, Reno</li> <li>• Number of years in school administration broken down by level example: 9 (District Office)</li> <li>• Number of years working outside the field of education: 14</li> <li>• BA: Social psychology, University of Nevada, Reno</li> <li>• MA Speech communication, University of Nevada, Reno</li> <li>• Ethnicity: Asian</li> <li>• Gender: Female</li> </ul>	Traditional
Administrative Supervisor 1	<ul style="list-style-type: none"> <li>• Total number of years in education: 28</li> <li>• Number of years as a teacher: 11</li> <li>• Number of years in school administration broken down by level: 2 (Dean), 4 (Principal), 4 (Director Curriculum/Instruction), 4 (Area Superintendent)</li> <li>• Number of years working outside the field of education: 2</li> <li>• BS Elementary Education University of Colorado, Boulder</li> <li>• MEd Special Education, University of Nevada, Las Vegas</li> <li>• Masters: Educational Leadership, University of Nevada, Reno</li> <li>• Ethnicity: Caucasian</li> <li>• Gender: Female</li> </ul>	Traditional
Administrative Supervisor 2	<ul style="list-style-type: none"> <li>• Total number of years in education: 39</li> <li>• Number of years as a teacher: 21</li> <li>• Number of years in school administration broken down by level: 1 (Dean), 6 (Vice Principal), 4 (Principal); 5 (District Office)</li> <li>• Number of years working outside the field of education: 1</li> <li>• B.S. Education, Memphis State University</li> <li>• M.S. Educational Leadership, Memphis State University</li> <li>• Ethnicity: Caucasian</li> </ul>	Traditional



	<ul style="list-style-type: none"> <li>Gender: Female</li> </ul>	
Principal 1	<ul style="list-style-type: none"> <li>Total number of years in education - 18</li> <li>Number of years as a teacher - 7</li> <li>Number of years in school administration broken down by level: 2 (Dean), 5 (VP), 3 (Principal)</li> <li>If applicable, number of years working outside the field of education - 7</li> <li>BS Special Education, University of Nevada, Las Vegas</li> <li>MEd Administration, University of Nevada, Las Vegas</li> <li>Ethnicity - White</li> <li>Gender – Female</li> </ul>	Traditional
Principal 2	<ul style="list-style-type: none"> <li>Total number of years in education: 15</li> <li>Number of years as a teacher: 6</li> <li>Number of years in school administration broken down by level: 1.7 (Principal), 3 (District Coordinator), 3 (School Psychologist)</li> <li>If applicable, number of years working outside the field of education: 12</li> <li>Bachelors of Arts: Business Administration, Point Loma Nazarene University</li> <li>Master of Arts: Education, Azusa Pacific University</li> <li>Master of Educational Psychology, National University</li> <li>Master of Educational Leadership, University of Phoenix</li> <li>Ethnicity: Caucasian</li> <li>Gender: Male</li> </ul>	Online
Principal 3	<ul style="list-style-type: none"> <li>Total number of years in education: 16</li> <li>Number of years as a teacher: 10</li> <li>Number of years in school administration broken down by level: 3 (Dean), 3 (Principal)</li> <li>If applicable, number of years working outside the field of education: 0</li> <li>BS Education, University of Nevada, Reno</li> <li>Masters of Educational Administration and Supervision, University of Phoenix</li> <li>Ethnicity: Caucasian</li> <li>Gender: Female</li> </ul>	Traditional
Vice Principal	<ul style="list-style-type: none"> <li>Total number of years in education: 20</li> <li>Number of years as a teacher: 17</li> <li>Number of years in school administration broken down by level: 1 (Dean), 2 (Vice Principal)</li> <li>If applicable, number of years working outside the field of education: 0</li> <li>BS Education University of Nevada, Reno</li> <li>Master of Arts Mathematics in Education, University of</li> </ul>	Traditional

	<p>Nevada, Reno</p> <ul style="list-style-type: none"> <li>• Master of Arts in Education Administration and Supervision, University of Phoenix</li> <li>• Ethnicity: Caucasian</li> <li>• Gender: Male</li> </ul>	
Dean	<ul style="list-style-type: none"> <li>• Total number of years in education: 17 including 4 years substitute teaching</li> <li>• Number of years as a teacher: 11</li> <li>• Number of years in school administration broken down by level: 2 (Dean)</li> <li>• If applicable, number of years working outside the field of education: 5</li> <li>• Associates of Arts, Santa Barbara City College</li> <li>• BA Psychology, Azusa Pacific University</li> <li>• BS Education, Sierra Nevada College</li> <li>• Masters in Educational Administration and Supervision, University of Phoenix</li> <li>• Ethnicity: Caucasian</li> <li>• Gender: Male</li> </ul>	Online

## APPENDIX B

Table 2

*Research Findings Summary*

Data	Participant	Synthesis
Research Question 1	District Leader	No discernable differences between administrators that received their masters' degrees from traditional or online modes.
Research Question 2	Administrative Supervisor/Mentor	No discernable differences between administrators that received their masters' degrees from traditional or online modes.
Research Question 3	Principals (3) Assistant Principal (1) Dean (1)	All participants relayed their masters' programs theory of action through coursework and internship processes prepared them for their current school leadership work. Moreover, the refinement of their craft is shaped by district initiatives and job embedded professional development. There was no clear advantage gleaned between F2F and online preparation with regard to the quality of learning or career advancement.
Emergent Points & Themes (EPT)	Administrative Supervisor 1	The quality of experiences that impact leadership preparation is more important than educational delivery.
EPT	All District Office Leaders	Very clear about their roles in supporting and coaching school leaders in meeting accountability requirements and commitments to their unique community schools.
EPT	Principal 2 - Online	Experienced with F2F and online degree pathways were no different in terms of rigor and relevance.
EPT	Dean - Online	Noticed F2F counterparts built collegial communities within the district in a quicker fashion.
EPT	All participants	The school district's strategic plan guided all of their decisions, which were further reinforced by their unique leadership pipeline

		process, instructional leadership initiatives, and professional development.
Emergent Core Leadership Beliefs (ECLB)	Principal 1 - F2F	Having a strong vision and tight alignment of all actions based on the idea that all students can learn and graduate.
ECLB	Principal 2 - Online	Defined his leadership purpose is all about individualizing outcomes for students while they are attending school and setting them up for positive results for life after high school.
ECLB	Principal 3 – F2F	Believes in having strong and positive relationships with students that help them feel comfortable with taking academic risks. “At-promise” not “At-risk” is her description of students under her care.
ECLB	Assistant Principal – F2F	Believes his priority is to be a positive role model for students and planting student-centered seeds with staff and facilitating the change process.
Relationships	All participants	Contained the most variation in this study, mostly due to their own personalities, beliefs, and socio-emotional needs.

## APPENDIX C

### INTERVIEW PROTOCOLS

#### **Guiding Questions: District Leader**

- 1) What is your role in the principal preparation program in your district?
- 2) What background/education do you have that prepares you to identify prospective school leaders for your district?
- 3) What is the district's vision for principal preparation?
- 4) What is the process for identifying potential school administrators initially and the promotion process once they are appointed?
- 5) What support does the district provide for developing school leaders?
- 6) How are principals, assistant principals, and deans selected for leadership positions?
- 7) Are you aware of any differences between principal candidates that are receiving principal preparation degrees from online and traditional university settings?
- 8) In terms of rigor, relevance, and relationships – are these candidates ready to lead schools or have you observed gaps in knowledge or experience?
- 9) Would you be able to identify any veteran school administrators that have supervised or mentored newly appointed principals, assistant principals, or deans that may want to participate in this study?

#### **Guiding Questions: Veteran School Administrator Supervisors/Mentors**

- 1) Describe your role as a school administrative supervisor/mentor for your district.
- 2) How do you evaluate the effectiveness of your administrators?
- 3) How have your personal and/or educational experiences prepared you to supervise or mentor school administrators?
- 4) How do you select and develop school administrators?
- 5) What are your expectations for the administrators you supervise?
- 6) Have you supervised or mentored school administrators that have received educational leadership masters' degrees from traditional university and online institutions?
- 7) Are you aware of any differences between school administrative candidates that are receiving principal preparation degrees from online and traditional university settings?
- 8) In terms of rigor, relevance, and relationships – are these candidates ready to lead schools or have you observed gaps in knowledge or experience?

9) Would you be able to identify any newly appointed principals, assistant principals, or deans that have been prepared online and in the traditional method that may want to participate in this study?

The following attributes are performance-based indicators. When considering the following leadership elements are there any differences between traditional and online graduates.

- A. The leader participates in the design and implementation of curriculum focusing on congruent instruction.
- B. The leader participates in leading professional development based on school and district goals.
- C. The leader uses student achievement data to initiate constructive change and make instructional decisions.
- D. The leader provides formal and informal feedback to staff with the exclusive purpose for improving individual and organizational performance.
- E. The leader builds and fosters strong interpersonal relationships with students, staff, parents, and school community.
- F. The leader demonstrates integrity in meeting commitments to all stakeholders in varied settings.

### **Guiding Questions: Newly Appointed Principals, Assistant Principals, or Deans**

- 1) Describe your main responsibilities as a school administrator.
- 2) How have your personal and/or educational experiences prepared you to lead a school?
- 4) Describe the professional development you have received from your district toward school leadership preparation.
- 5) What are your own expectations for being an effective school leader?
- 6) How did your university program prepare you for being a school leader?
- 7) Did your university program contain sufficient rigor in preparing you for the job?
- 8) Did your university program provide relevant coursework and experiences that impact your current professional decision making process?
- 9) Did your university program provide relevant coursework and experiences that impact your current professional relationships with supervisors, staff, students, and community?

The following attributes are performance-based indicators. When considering your educational leadership training, how well were you prepared to:

- A. Lead and participate in the design and implementation of curriculum focusing on congruent instruction.
- B. Lead professional development based on school and district goals.
- C. Utilize student achievement data to initiate constructive change and make instructional decisions.
- D. Provide formal and informal feedback to staff with the exclusive purpose for improving individual and organizational performance.
- E. Build and foster strong interpersonal relationships with students, staff, parents, and school

community.

- F. Demonstrate integrity in meeting commitments to all stakeholders in varied settings.

## APPENDIX D

### WE LEAD SURVEY: WHOLE STAFF SURVEY

#### Coherent Vision

- Professional development is aligned to school goals.
- The mission statement promotes high expectations.
- I understand the importance of our mission statement.
- My day-to-day actions are aligned with the mission of this school

#### Empowerment

- I have opportunities to contribute school-wide decisions.
- School administrators see me as a leader.
- School administrators recognize the achievements of the staff.
- There is strong communication between school administration and staff.

#### Culture of Learning

- I seek out professional development opportunities.
- School administration expects me to collaborate with other teachers to improve my teaching.
- I want to learn new ways of teaching students.
- Staff are expected to adapt their practices to meet the needs of all students.

#### Community Partnerships

- I connect the learning in my classroom to the community.
- I encourage input from community groups.
- School administrators encourage input from community groups.
- This school involves parents in important decisions about teaching and learning.

#### School Management

- I have the resources I need to be an effective teacher.
- People in this school know their responsibilities.
- Poor staff performance is not tolerated at this school by the administration.



## APPENDIX E

### DATA ANALYSIS

Participants	Data: Gray = Emergent • Pink = Rigor • Yellow = Relevance • Green = Relationships	Synthesis and Distillation
District Administrator	<p><b>Demographics:</b></p> <ul style="list-style-type: none"> <li>• Total number of years in education: 9</li> <li>• Number of years as a teacher: 2 @ UNR</li> <li>• Number of years in school administration broken down by level example: 9</li> <li>• Number of years working outside the field of education: 14</li> <li>• BA: Social psychology, UNR</li> <li>• MA Speech communication, UNR</li> <li>• Ethnicity: Asian</li> <li>• Gender: Female</li> </ul>	
District Administrator	<p><b>Interview facts:</b></p> <p>Pipeline program for current and prospective administrators in WASL – mostly teachers that want to be in administration, and to ensure that current administrators know what the leadership expectations are based on performance targets.</p> <p>Deans are not considered administrators, however are tasked with school wide management duties; are paid at a teacher's salary schedule</p> <p>Stringent principal selection process:</p> <ul style="list-style-type: none"> <li>• Community surveys to gather feedback about what kind of principal they want.</li> <li>• District-level interview with administrative supervisors and members performance/accountability experts. Once vetted candidates move to the next level;</li> <li>• Site-level interviews with school staff and stakeholders, then;</li> <li>• Final interview with Superintendent</li> </ul> <p>No difference between administrators that have been received masters' from online or traditional modes.</p> <p>Correct! Prior to the site interview and that we work through the schools and their parent involvement facilitators to make sure that we have it online or written and we also have translated into Spanish. <b>So that people feel that they have a say in terms of what they are looking for individual leader of what's more important to them.</b></p> <p><u>And so we like having that balance and our best in our vision, the best way to make sure that we've got the best principals on those seats on our bus is to make sure that they know what our vision is. So, even if you're hiring someone externally as I said through our Northern Nevada program we have some current principals and going through that Northern Nevada School District program because we want to make sure that you know exactly what our pathway targets are and what our expectations are as a principal in our schools and so we do have new principal who have come in from other states and other districts going through that program as well.</u></p> <p><u>So we do have a document that outlines what that program is, what our vision is and it aligns to our strategic plan.</u></p> <p><b>Yes and as a committee we ask is there anyone else that the committee supported because what we do in those site level committees, and I think everyone does this a little bit differently but we don't have to have a consensus if we are all sitting around the table. As the site saying who do we recommend? We don't have to come up with one choice, every person on that committee gets to determine who they think is the best fit, all of those goes to our superintendent. And it's not that there's a consensus and the reason why we moved from consensus in to everyone being able to say, here's who my first selection, my</b></p>	<p>District administrative development; grow-your-own-program. Stringent principal selection program that includes all stakeholders that are surveyed, district committee interviews, interviewed via school-site committee and rank ordered, and then final approval by the Superintendent. This is not a consensus-based process, but is vetted by all stakeholders to see who is the best fit for the school.</p> <p>All decisions are based on strategic plan.</p>

	<p>recommendation would be here and so my second one is because we've got feedback from stakeholders in our site level committees that maybe I'm education support personnel and I feel kind of pressured that everyone seems to be going in this direction and I felt that he was never one that maybe someone was filling in that waiting list in their top candidate. We don't want that people to feel pressure that they had to go with the group. So when we went away from the consensus model, so that everyone gets the opportunity to say here, why fill up the best? You still have deliberation and you still talk as a group. But everyone gets the turn individually who they think is the best fit that would be.</p> <p>Deans: So they're an important part of that leadership pipeline and whereas, deans are certified personnel in our school district. They can take on some of the roles and responsibilities. A lot of times, deans might be sitting in with principals or assistant principals when they're dealing with parent issues or student discipline issues. When we draw the line is that they're not evaluating and so because they are not in administrative ranks, they don't do evaluations but they do observations. And they do walk through with principals and assistant principals but they don't formally evaluate teachers.</p> <p>I haven't seen any difference but I think it would be interesting to take a good look at that. It's very interesting now that we are going to look at things like student achievement data and our evaluation and all those kinds of things. That opens up a whole new world for us, right? And what I think it would be interesting is to look at... Because you know my first question is going to be, how are you going to determine those successful principals, the highly effective principals? So how are we going to say, when we say differences between those candidates, how do we define that? So I think, what if we look at all our principals candidates, look to see where they got their degrees, look at the online versus the traditional, look at the evaluations, look at school-wide targets and whose meeting school wide targets. Look at those kinds of things and is that how we kind of determine... because there are so many new ones than that as a school leader. Than just the data or you know what you see in an evaluation and so, how do we determine when we say... but I think it would be interesting to look at those kinds of things and then look at maybe those student surveys, peers surveys, self-assessment, parents' surveys... You know if you get school climate data and look at all those kinds of pieces to say you know and we say, are there anything that we see or are there a difference?</p>	
Administrative Supervisor 1	<p><b>Demographics:</b></p> <ul style="list-style-type: none"> <li>• Total number of years in education: 28</li> <li>• Number of years as a teacher: 11</li> <li>• Number of years in school administration broken down by level: Dean ( 2 years) principal (4years ), Director Curriculum/Instruction (4years), Area supt. (4 years)</li> <li>• Number of years working outside the field of education: 2</li> <li>• BS Elementary Ed. Univ. of Colorado, Boulder</li> <li>• MEd Special Education, UNLV</li> <li>• Admin License coursework UNR</li> <li>• Ethnicity: Caucasian</li> <li>• Gender: Female</li> </ul>	
Administrative Supervisor 1	<p><b>Interview facts:</b></p> <p>Regarding administrators that have been received masters' from online or traditional modes. It's a matter of how they present their skills and how they demonstrate their skills across a variety of settings. We are looking at the individual at their level of competence relative to our standards of performance, the brand for the Northern Nevada County School District added to disposition and skill level is certainly a part of that. Preparation is certainly a part of that, but I can't ever see it being a determining factor. There's too much that goes into the whole of a school leader to say this individual is was prepared in X or Y method. There are individuals that would argue that an UNR preparation is somehow superior to the University of Phoenix. It really comes down to what has the individual gotten from that experience? And what is the quality they present as a whole?</p>	<p>Holistic selection process, not just simply where someone attained his/her degree.</p> <p>Rigorous monitoring of schools that are not attainment within state standards in student achievement. This responsibility comes with the labor-intensive work of issuing assistance plans for</p>

	<p>So, all of our schools are monitored using the same set of inquiry questions on a monthly basis across the four zones. I work closely with two performance directors; zone two is a little bit different, each of the other zones has a single performance director. I have the turnaround director for the district as one of my performance directors. So she splits her time between those schools and the schools in my zone, I have three of those. My zone is largely Title I, majority of our schools are title one. I also have the director of alternative education as one of the performance directors in my zone.</p> <p>So I do support and supervision, I certainly do mentoring in the course of all of that. I work fairly extensively both in leadership development and also in the support of employees; we call it a track three or focused assistance plans for underperforming principals. I support principals with employee discipline. Our zone has 13 achievement steering committees. Those are very focused... Committees that meet monthly at schools that are year three INOI and above, we have 13 in need of improvement; we have 13 of those in zone two. So Thursdays are spent in these meetings which involve district central office specialists in special education. There are highly qualified principals from other sites that sit on these teams and basically the focus of these meetings are around supporting the schools that are in year three or above, in meeting their site targets in raising academic achievement. We are a kind of problem solving team for them but also in accountability team in terms of monitoring their progress toward their school improvement goals.</p> <p>I think that the two big pieces around expectations are the strategic plan and the alignment of their work to the goals that are currently outlined in the strategic plan. What flow from that are the pathways to success and their individual site targets, that dictate expectations and then the seven standards for principal performance in the rubric, paint the broader picture of their work across. And then my own set of principles regarding leadership (PL), standard leadership and how I operate in terms of what I expect, in terms of a high level of professionalism and excellent communication</p> <p>I think that probably the competencies that we talked about it got more of that. I talked a lot with my principals about certainly integrity and what I called congruence that I think one of the characteristics of the strong leaders is that you have a strong moral compass. But you also are the same person across situations. And that who you are in the tough times is more important about who you are, than when things are going well. Your interpersonal skills, your ability to communicate and mediate conflict are more important than your ability to set vision and drive in agenda around student achievement.</p> <p>So, there's always that balance. There are administrators who can do one and not the other. Either way they have wonderful interpersonal skills but they can't drive an agenda or they can drive an agenda but they leave carnage in their wake. I think there's a balance between that if we are going to see, teachers need to sense we are going to do this together and that it is not being done to them especially now. Our current climate of accountability, we start at a base level with the sense of tension around accountability versus the professional value of the teacher and their decision making power there's this tension around that. So you are always valuing the professional on their own. You have to remember the complexities of teaching and at the same time you are setting really high expectations and providing support. The other piece I talked about all the time is actually is Richard Elmont's the reciprocity of accountability, that I can ask you to make these changes, but I have to be darn sure that right behind that I'm providing you the support to make the changes. It's just not here's the book and good luck with that, so you're balancing that. So I think congruence, the balance between support and supervision, certainly integrity being able to look in the mirror. The Superintendent talks a lot about when things are going well you look out at the people that you work with and when things are not going well you look in the mirror. And having a really strong internal locus of control, I think it's really important also.</p> <p>I don't think that it is in the group that I worked with there's a distinguishable difference. There are strong and weak leaders, from traditional preparation and strong leadership.</p> <p>I don't. I would say that right behind that statement is my experience suggests and I only have myself to compare to in terms of traditional preparation for ed leadership. The experiences as a Dean or assistant principal or an instructional coach went the longest way</p>	<p>underperforming administrators.</p> <p>Strategic plan followership and alignment are underpinned by high professionalism and communication.</p> <p>Leaders must have a strong moral compass that is consistent at all levels and situations.</p> <p>She sets a high priority for the following leadership qualities: I think that probably the competencies that we talked about it got more of that. I talked a lot with my principals about certainly integrity and what I called congruence that I think one of the characteristics of the strong leaders is that you have a strong moral compass. But you also are the same person across situations. And that who you are in the tough times is more important about who you are, than when things are going well. Your interpersonal skills, your ability to communicate and mediate conflict are more important than your ability to set vision and drive in agenda around student achievement.</p> <p>The notion of the reciprocity of accountability: The other piece I talked about all the time is actually is Richard Elmont's the reciprocity of accountability, that I can ask you to make these changes, but I have to be darn sure that right behind that I'm providing you the support to make the changes. It's just not here's the book and good luck with that, so you're balancing that. So I think congruence, the balance between support and supervision, certainly integrity being able to look in</p>
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	<p>toward preparation and if you are lucky enough to have been an assistant principal and worked with the master principal, it's just like student teaching. The delivery of the content is less significant than the experiences that support your understanding of that and so my sense is, of the online environment, that it only works for a certain type of learner. I do think that there are folks that grow in and develop better in authentic classroom experiences of UNR vs. online, but it's the experiences around that it probably have more to do with the quality of the preparation.</p> <p>Not aware of any biases between leaders prepared within traditional or F2F preparation programs.</p>	<p>the mirror.</p> <p>The delivery of the content is less significant than the experiences that support your understanding of that and so my sense is, of the online environment, that it only works for a certain type of learner. I do think that there are folks that grow in and develop better in authentic classroom experiences of UNR vs. online, but it's the experiences around that it probably have more to do with the quality of the preparation.</p>
<b>Rigor</b>	<p>A. The leader participates in the design and implementation of curriculum focusing on congruent instruction.</p> <p>I think that that has everything more to do with what happened before they ever make the decision to go into leadership. The individuals that I work with are strong in those skills, were strong instructionally because they were outstanding teachers, and teacher leaders, instructional coaches, reading specialists, special education teachers. Leadership preparation in general, there's a gap and that exactly what we talked about. Awareness of curriculum, instruction, assessment and knowledge of curriculum instruction there's a hole in leadership preparation around that. If you weren't strong before, you're not going to get it in your leadership preparation program.</p>	<p>Rigor, relevance, and relationships are inherently on a spectrum for all leaders, the range between strengths and weaknesses depend on how we are by nature. She posits that leadership development and requisite training does help and can benefit by filling in knowledge gaps.</p>
<b>Rigor</b>	<p>B. The leader participates in leading professional development based on school and district goals.</p> <p>I think that on the whole, school leaders are either more or less comfortable with the design and facilitation of professional development, not all school leaders are equally comfortable being the active leader and facilitator of professional development on their site. They need to be able to know how to design and bring in resources to achieve it if they are not comfortable doing it themselves.</p> <p>School leaders exist along a continuum within all of the standards, their ability to recognize good instruction, their ability to work with data, their ability to work with people. That's all.</p>	<p>School leaders exist along a continuum within all of the standards, their ability to recognize good instruction, their ability to work with data, their ability to work with people. That's all.</p>
<b>Relevance</b>	<p>C. The leader uses student achievement data to initiate constructive change and make instructional decisions.</p> <p>And that's the district expectation, it's really inherent in the standards principal evaluation rubric. True, it's a district wide expectation and a focus so we are caused to working with administrators to increase their level of comfort and the analysis of data. But also in the analysis data in the interest of improving instructional design, and that is a huge leap. There are many school leaders who are very facile with data but less facile in taking the information and after the analysis being able to translate that into how the instruction changes and how do I recognize the practice?</p>	<p>Relevant leadership practices are mostly the district's expectation and professional development is tailored around those expectations.</p> <p>There are many school leaders who are very facile with data but less facile in taking the information and after the analysis being able to translate that into how the instruction changes and how do I recognize the practice?</p>

<b>Relevance</b>	<p>D. The leader provides formal and informal feedback to staff with the exclusive purpose for improving individual and organizational performance.</p> <p>Well, I think with the online piece, you have less opportunity. Again, I'm so unfamiliar with online preparation. I may be speaking from ignorance. In the supervision model within authentic classroom, I would think that the opportunity to go out and practice supervision around the tool, whether it's a walkthrough tool or the existing teacher evaluation rubric; coming back together and in collaborative inquiry and calibration with others. The dialogue around that is really powerful professional development, it is hard for me to imagine how that could be as high quality as what would happen if you are working in isolation online. Understand that there are virtual communities of practice and certainly that exchange, so that's just speculation on my part. The ability to go out to practice and to come back and to dialogue and collaborate; I think is important.</p> <p>We regularly walk classrooms, we use the e-walk tool. We regularly walk classrooms around observation protocols that the schools are using to drive their practice and principal what we are calibrating what they see collecting data or classroom data. It is absolutely a district expectation in addition to the requirements of NRS in the formal evaluation.</p>	<p>The approach that practice makes perfect makes for improved leadership and teacher development. In this regard, administrators that see instructional practices firsthand through informal observations and calibrate with peers are able to calibrate relevant and reliable feedback.</p>
<b>Relationships</b>	<p>E. The leader builds and fosters strong interpersonal relationships with students, staff, parents, and school community.</p> <p>That is part of who you are before you ever made the choice. And you certainly can develop those skills. I will tell you that my experience suggests that individuals who struggle as principals struggle with interpersonal communication, whether it will be a clarity of message, consistency of message or just basic communication skills. Your with-it-ness, your ability to read individuals that is in my mind the most difficult area to remediate in the leader because as an adult you have habituated ways of moving through the world interpersonally and to rewire that and retrain that I have found to be the simple greatest challenge as a supervisor. You kind of are, who you are. My guess is that if there are real gaps in your skills interpersonally, that's a message that you have received over and over in your life before you got to school leadership and for whatever reason that wasn't received. And it's so hard to teach people things they already know and so that becomes a real challenge.</p>	<p>You kind of are, who you are. My guess is that if there are real gaps in your skills interpersonally, that's a message that you have received over and over in your life before you got to school leadership and for whatever reason that wasn't received. And it's so hard to teach people things they already know and so that becomes a real challenge.</p>
<b>Relationships</b>	<p>F. The leader demonstrates integrity in meeting commitments to all stakeholders in varied settings.</p> <p>You have developed habits and dispositions. Habits of mind, far before you... I think we are into a leadership preparation program, perhaps gives you some frameworks on which to hang skills that you've developed and I'm not saying that you are a finished product. But I think that some of that is very much hard-wired into who you are, and your work ethic, your self-awareness and that kind of thing before you get into formal preparation. And you run that formal preparation through the filter of who you are, and if you are well-suited to the role, what comes out is the other side is this level of competence and congruence.</p>	<p>See above.</p>
<b>Administrative Supervisor 2</b>	<p><b>Demographics:</b></p> <ul style="list-style-type: none"> <li>• Total number of years in education: 39</li> <li>• Number of years as a teacher: 21</li> <li>• Number of years in school administration broken down by level: Dean 1; VP 6; Principal 4; District 5</li> <li>• Number of years working outside the field of education: 1</li> <li>• B.S. Education, Memphis State University</li> <li>• M.S. Educational Leadership, Memphis State University</li> <li>• Ethnicity: Caucasian</li> <li>• Gender: Female</li> </ul>	
<b>Administrative Supervisor 2</b>	<p><b>Interview facts:</b></p> <p>So, when I think about it. They all have their particular skills that some maybe stronger with instructional leadership at an intermediate level and then your K-6 principal but you've</p>	<p>Echoes the district mantra that follows the strategic plan, alignment to standards, and to take</p>

	<p>probably done intermediate more. Some are really good at building relationships and may not have content knowledge but they know how build capacity and distribute leadership. I do have some who, for whatever reason and they're very few of them who are still stuck in the principalship used to be and don't seem to be the one looking for the answer so much waiting for me to help them find the answers and truly with those people I become more directive. So, I think it depends on what is it I'm looking for... are they good at managing?</p> <p>Are they good at parent interactions? Those tend to be the things the parent interaction are the things I tend to give more than of anything, if they are not good at it.</p> <p>Now, what we really are doing is a better job of building a pipeline... A new leadership academy we are really focusing on what are the skills and attributes people need to be able to step into a Dean role, which I do wish we had a better preparation and training plans for Deans but I think if I look at every assistant principal as a potential principal then we are really thinking be on, can they just do this job? It's yes, they can do this and that how do we prepare them to take that next step. But you have to have those fundamental competencies.</p> <p>Leadership pipeline: Well, I think it's measured against... now we are using the MCREL rubric but it is also measured against the UVA system. But I think it's about... do they have the attitude and the competencies to be able to lead a school to make this significant shifts that have to occur in order to be successful with our strategic plan.</p> <p>Regarding principal selection: Well, all four of us kind of look and say, here are the characteristics of the schools; these people would be a good match for that community. So, it's not just, I want to be the principal at High School. They can apply for transfer but we do try to match the qualities of the individual to the schools.</p> <p>Well, for us, we are looking at what are the professional development needs that the school that this person can make? What are the curricular needs? Can this person lead that particular staff? So, there's that kind of thing to... So, I have to say that we have to look intangibles.</p> <p>Supervisory role: So, it really is that they have to know that I'm here to support, I really tried to build a relationship with them, not a "buddy-buddy" relationship but a relationship where they felt that they can trust me... because they can and then when we have that trust, that mutual trust I can see that what you say you're doing and you're getting results from it. They become a loose type dynamic, I like to be loose when I can but I can also be tight. So, I think its building that relationship and that understanding about expectations. And I expect them to have the same high expectation from me.</p> <p>Regarding administrators that have been received masters' from online or traditional modes:</p> <p>I can't speak to that with any amount of confidence that I think that would give you skewed results...</p>	<p>advantage of best practices via research-based professional development. Target resources and support for each leader's needs.</p> <p>What are some of the intangibles that contribute to being an effective school leader?</p>
<b>Rigor</b>	<p>A. The leader participates in the design and implementation of curriculum focusing on congruent instruction.</p> <p>In terms of rigor and relationships? It's interesting because I have people who are very strong with the rigor but not necessarily with their relationships and that tends to be the places where I have to do some massaging of the staff or the parents... Their doing it for the right reason but sometimes they are not able to communicate... They don't have that relationship aspect. Then, you know, we have people with relationships and the rigor is not there and if I have one of the other, I'd rather have the rigor. And of course the best of both worlds is when you've got the rigor and the relationships and it's really interesting because with the relevance... I think that's difficult to measure with an administrator because when you are thinking about the relevance that really goes to... if you are thinking about the curriculum but that's where I tend to go, then it becomes how do I help staff developed that relevance and of course you know, you are familiar with the quadrant D. So that was quite a bit of the work that we were doing and some of the schools have.</p> <p>No, I think what I was saying was if I had... I always want the rigor to be there... I can help</p>	<p>Understands Quadrant D. There are continuum of leadership skills that vary within the attributes of the 3-R's. There may be some leaders who are strong in either rigor or relationships, but ideally need to have both.</p> <p>Selection of leaders and or leadership skills must align to what the urgent needs are. If a school is struggling academically, then increasing rigor is paramount and sometimes</p>

	<p>people with relationships and I just tend to think about the people that I have seen that have been in relationship oriented... I don't think the school gets moving in the right direction very quickly and was able to sustain it because the amount of work that has to be done to be able to stay on that tight path or within the parameters because the individual is always struggling with this person is not happy and compromising and making some decisions that may not be in the best interest of students as much as in the best interest in their relationship.</p> <p>Well, to get people to make those difficult shifts... You really do have to spend time helping them to understand and build capacity and build trust. That's where your relationship evolves. But I do think that people will be more likely to follow someone with integrity and making them do the hard work for the right reason than somebody that is a friend of theirs and likes them and they like each other but the work may not be as impactful on kids.</p> <p>I think it's important... So let me go back because I'm trying to break down what you are asking me... I think it's important for them to be able to see that the instructional aligns with the curriculum but in terms of designing the curriculum, that's kind of where my hang up is... But I think absolutely they've got to be able to be familiar with curriculum, understand the scope and sequence and ensure that instruction and assessment are aligned to the curriculum.</p>	relationships suffer because of the stress to press forward toward increasing student achievement.
<b>Rigor</b>	<p>B. The leader participates in leading professional development based on school and district goals.</p> <p>So, in a perfect world, I would want everybody to be able to do that. Do we have the capacity in our sights? No. So, I would be a very strong opponent of that. And sometimes, I have a couple of principals that I have work strategically about you know... your staff needs to... you need to be the one to deliver this message. You're the one to be up there and say as a leader at least introducing a part of this. So that they see that you are familiar with it and you are involved with it versus having just people come in and stand and deliver.</p>	District level capacity building is needed in building increased leadership rigor, and would prefer that all leaders possess this skill. However, in reality this element is dependent on how comfortable a leader is to lead this charge.
<b>Relevance</b>	<p>C. The leader uses student achievement data to initiate constructive change and make instructional decisions.</p> <p>That's a no brainer.</p>	District expectation.
<b>Relevance</b>	<p>D. The leader provides formal and informal feedback to staff with the exclusive purpose for improving individual and organizational performance.</p> <p>It depends on what the "IT" is... Because if I think about the number of things or folks that are working with or working on... What I tend to do is help them think about their work strategically, in terms of... if you're dealing this, what's your next step going to be. What's it going to look like? So then that we are able to build on that conversation and then where we are going with it. Because ultimately, where you want to be and I want you to back up and think about where you are and what's going to get you there and then how are we going to continue to support that work. So part of my job is mentoring them to be able to make those decisions. And then make decisions to be able to do the hard work and support them in that.</p>	Leadership relevance is about being strategic and sequential in thought and action; aligning about where your school is currently, where do you need to go, and how are you going to get there.
<b>Relationships</b>	<p>E. The leader builds and fosters strong interpersonal relationships with students, staff, parents, and school community.</p> <p>Well, one of the things we do have is climate surveys. We do climate surveys at the end of each year and then we sit down with folks and say here's what your survey said, what are we going to do about it? And in some cases, I see some principals be very strategic and have some difficult conversation with their staffs about their beliefs about kids. And being able to take elements from each of the survey to says, this is desperate information that doesn't connect, why doesn't it connect or these things connect it doesn't pay a big picture for us to be able to take that on. And in some cases I have used though is also to have some really strategic conversation with people to put them on an improvement plan around, people don't like to come in and talk to you. And that's a difficult conversation to have but it was worth it because I have a conversation with the principal and that here is the</p>	Climate surveys are important data points for all stakeholders to know. Having those difficult discussions to make significant change... "even though the conversations are difficult and it's not a happy feeling, you know it has to happen."



	<p>perception, your surveys are showing this. This is what I'm hearing; we can work on this and make a significant change. So, when those things happened, even though the conversations are difficult and it's not a happy feeling, you know it has to happen.</p>	
<b>Relationships</b>	<p>F. The leader demonstrates integrity in meeting commitments to all stakeholders in varied settings.</p> <p>Believe me, I know if it does not happening because that was the phone calls I get... You know what, if I were to rank any of those that would probably be number one for me because when the person acts with integrity and their words and actions are lying and it's around what's best for kids. Then people will begin to understand and listen. But when it disconnects and it's not congruent then it's a disaster and those are hard to recover from.</p>	<p>At the District level, the community responds when relationships break down at the school-site administrative level.</p>
<b>Principal 2</b>	<p><b>Demographics:</b></p> <ul style="list-style-type: none"> <li>• Total number of years in education 15</li> <li>• Number of years as a teacher 6</li> <li>• Number of years in school administration broken down by level: Principal; 1.7 years; District Coordinator 3 Years; School Psychologist 3 years</li> <li>• If applicable, number of years working outside the field of education 12</li> <li>• Bachelors of Arts: Business Administration, Point Loma Nazarene University</li> <li>• Master of Arts: Education, Azusa Pacific University</li> <li>• Master of Educational Psychology, National University</li> <li>• Master of Educational Leadership, University of Phoenix</li> <li>• Ethnicity: White</li> <li>• Gender: Male</li> </ul>	
<b>Principal 2</b>	<p><b>Interview facts:</b></p> <p>The strategy in sort of our belief system is the fact that there is a reason why these kids have not done well in his own zoned school through approach. <b>Maybe, through relationships.</b> Maybe, social emotional issues that were never really addressed. Our approach is really as we talked a little earlier before we started our recording is it is personalized. Practically, what that means is our kids are assigned to mentor. We have our enrichment time every day. There is a mentor. The job of the mentor is to have them on a personalized plan for where they want to go in their life and meet with them regularly to carry out that plan. I think hopefully, through the approach being personalized, we can find really where these kids are at. Just like you said, instead of expecting everybody to soak in whatever is being stand and delivered, we do it differently. We also have technology. Every one of our sites have basically one on one computing opportunities in them where there could be really blended learning, project based learning kind of approach and instructions more so than just the stand and deliver kind of idea.</p> <p><b>Figure 1: Relationships, purpose, and goals</b></p> <p>Administrative preparation highlights:</p> <p>I think there are many things. I lot of papers we have to write was a lot of time to focus on what policies are going on in you state. <b>Sharing about policies became most of this folks are in schools and working I think pretty much I think public schools. Interacting about what is the policy between one state compared to another was a lot of conversation. Also, what they were aware of from a national movement perspective.</b></p> <p><b>Yes. I am sort of an unusual case because I went from being a psychologist to a coordinator in the district position to becoming a site principal which I think most people do not go that track. I do not think I would have in a traditional high school. These alternate programs are a little bit different of an animal but what we did receive is as a new principal, I went through a program called Northern Nevada School District Leadership Program. It is basically a leadership training program for principals and those that are aspiring to be principals. Only three I think people are chosen for that. We spend a whole year for training and I just</b></p>	<p><b>Maybe, through relationships.</b> Maybe, social emotional issues that were never really addressed. Our approach is really as we talked a little earlier before we started our recording is it is personalized. Practically, what that means is our kids are assigned to mentor.</p> <p>Relevant leadership preparation with regard to sharing policies and ideas between administrative students in courses, at the local, state, and national levels.</p> <p>Echoed district level expectations, assistance and alignment with supervisors.</p> <p>Purpose and relationships: Student results and success. I do not quantify just on how they score on the HSPE. I quantify it also on how did we get them to the next step of life. Did we help them get into college? Or did they find a high</p>



	<p>finished that last year.</p> <p><b>Figure 2: Relevant district training</b></p> <p>Student results and success. I do not quantify just on how they score on the HSPE. I quantify it also on how did we get them to the next step of life. Did we help them get into college? Or did they find a high skilled career to be successful at. So for me, it is not just graduation or results on certain test. It is the next step of life, too.</p> <p><b>Figure 3: Purpose</b></p> <p>I just constantly feel like the system is set up to hurt the very ones we are trying to help. Which is, we want to have higher expectations on kids but we do not recognize some of them learn. Some come in to our country are learning at such as disadvantage. So, when we start taking away opportunities for them. That will be like one thing is creating systems by which we could help kids become more successful.</p> <p><b>Figure 4: Important educational leadership perspective</b></p> <p>F2F internship:</p> <p>Yes, I think just by having to do the internship was really helpful learning from folks that already in the position. It allowed you to see what a daily of an administrator was and you have to shadow them and spend time in their schools.</p> <p>It is a good question because I know there is sort of opinion about online schools and that kind of thing. I really felt I have good rigor in it. I did not see any fewer rigors between the 2 programs but whatever it says to you is the instructional hours because the whole process is different. You really having to do a lot of offline work, read a lot of things and interact with teachers through threads so you are not sitting in a class for 4 hours once a week. It is a different kind of process. Some may look at that and say, "It was not rigorous." It is rigorous. I did not feel it was any less rigorous.</p> <p>Has experienced both F2F and online modes through his credentialing university education pathway.</p> <p>Professional relationships: That we would discuss together. I have not stayed in a relationship with any of those team members but we talked about a lot of issues that would come up. I think, again, because the online program at U of P requires you to do your internship in your zone school or in your area. You get both. Definitely, there is more depth when you are doing something your own face to face conversation but I still do not think it was a disadvantage by having both.</p> <p>I have been on interview committees and I have not noticed that but I think we all know that if someone came in from Harvard or Berkley and you are looking at the U of P online degree, you will probably go "You got it from..." That is in some situation. It happens just naturally but I have personally never seen somebody get discounted because of the U of P degree.</p> <p><b>Figure 5: No bias</b></p> <p>We talked about it. There is an assumption that because you are online that you are getting less of an education than you would on ground but if you are an adult and you are going once a week for 4 hours to class, how hard is that for you? How much do you really retain? I didn't walk away from any of my programs thinking one was much more rigorous than the other. The psych degree was rigorous because of the type of degree but not because it was ground. It is an intense program. You have to do 1,200 in this program. I did work half time and work on my psych license. That was rigorous.</p> <p><b>Figure 6: Summation</b></p>	<p>skilled career to be successful at. So for me, it is not just graduation or results on certain test. It is the next step of life, too.</p> <p>The urgency: I just constantly feel like the system is set up to hurt the very ones we are trying to help. Which is, we want to have higher expectations on kids but we don't recognize that some of them learn. Some come in to our country are learning at such as disadvantage. So, when we start taking away opportunities for them we end up harming them. That will be like one thing is creating systems by which we could help kids become more successful post-high school instead of that very narrow group of kids that are already highly achieving and successful.</p> <p>Has experienced both F2F and online modes through his credentialing university education pathway. It is a good question because I know there's an assortment of opinions about online schools as credit mills and that kind of thing. I really felt it had good rigor in it. And I had a comparison between online and on ground. I did not see any less rigor between the two programs, but what I would says to you is the instructional hours because the whole process is different. You really having to do a lot of offline work, read a lot of things, and interact with teachers through threads so you are not sitting in a class for four hours, once a week. It is a different kind of process. Some may look at that and say, it was not as rigorous. I</p>
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		<p>didn't feel it was any less rigorous than my on ground experience.</p> <p>Comparisons between online and traditional learning for adults in summation: There is an assumption that because you are online that you are getting less of an education than you would on ground but if you are an adult and you are going once a week for 4 hours to class, how hard is that for you? How much do you really retain? I didn't walk away from any of my programs thinking one was much more rigorous than the other. The psych degree was rigorous because of the type of degree but not because it was ground. It is an intense program. You have to do 1,200 in this program. I did work half time and work on my psych license. That was rigorous.</p>
<b>Rigor</b>	<p>A. The leader participates in the design and implementation of curriculum focusing on congruent instruction.</p> <p>The answer is yes on that one and then practically obviously, I am responsible to evaluating a number of teachers and administrators through a combination of professional development and common core and the training and then how to practically make instructional pedagogue and the response from students from that. So, engagement kind of things. I regularly do walk through in classrooms and always observing and working with teachers on how to improve practices.</p>	<p>Yes within the program and is a district expectation via regular walkthroughs to monitor and improve teacher practice.</p>
<b>Rigor</b>	<p>B. The leader participates in leading professional development based on school and district goals.</p> <p>I would say the answer is yes but of course in my district, I received much more focused training. I regularly do professional development and training of staff on how to improve practice. My role now is I am more working through my piece to do that. A lot of setting intended for them just because we do not come together all of our sites but once a quarters. Each of them is responsible to do their own stuff at their sites.</p> <p>Figure 7: Combination of U of P and district</p>	<p>Rigor was built into the online leadership preparation program, but the district-level professional development are certainly targeted for current practices and expectations.</p>
<b>Relevance</b>	<p>C. The leader uses student achievement data to initiate constructive change and make instructional decisions.</p> <p>I would say that if there was an area that I learned a lot more through in my district that really showing how that functions in my program. I tried to course on it but that is what I would say. Let us say that in that area you will begin to do a little better job on that and practically make that work.</p>	<p>Not extensively covered at U of P, but more so at district level.</p>

	Figure 8: Not extensively covered at U of P, but more so at district level.	
<b>Relevance</b>	<p>D. The leader provides formal and informal feedback to staff with the exclusive purpose for improving individual and organizational performance.</p> <p>Combination. Just part of the agenda. They did a really good job on helping you understand both.</p>	Yes, covered in UoP program.
<b>Relationships</b>	<p>E. The leader builds and fosters strong interpersonal relationships with students, staff, parents, and school community.</p> <p>I would say no. I think they would address it but it wasn't through my U of P experience, I know how to do this better from things that I already knew. They definitely addressed it but I do not remember any major ahas that I walked away with.</p> <p>Figure 9: Prior professional experiences were sufficient</p>	Life experiences better prepared him for handling relationships.
<b>Relationships</b>	<p>F. The leader demonstrates integrity in meeting commitments to all stakeholders in varied settings.</p> <p>There is an ethics class that we had to take that focused a lot on that.</p>	Ethics class.
<b>Dean</b>	<p><b>Demographics:</b></p> <ul style="list-style-type: none"> <li>• Total number of years in education: 17.... including 4 years subing</li> <li>• Number of years as a teacher: 11</li> <li>• Number of years in school administration broken down by level: Dean(2 years)</li> <li>• If applicable, number of years working outside the field of education: 5</li> <li>• Santa Barbara City College (AA) if you're interested</li> <li>• Azusa Pacific University = BA Psychology</li> <li>• Sierra Nevada College = Teaching Credentials</li> <li>• University of Phoenix = MBA Education Administration and Supervision</li> <li>• Ethnicity: Caucasian</li> <li>• Gender: Male</li> </ul>	
<b>Dean</b>	<p><b>Interview facts:</b></p> <p>Personal/Educational Experience: I found that piece right there to be second. You cannot get that when you are sitting in the classroom in a regular university because you are all the same geographical area.</p> <p>As far as the content, I can bring in my real life issues and dilemmas that may have surfaced during my school days. My colleagues and team were integral.</p> <p>Describe the professional development you have received from your district towards your school leadership preparation?</p> <p>What she has been able to do is put me into some of the leadership and when it comes to creating the best learning environment.</p> <p>On question four, what are your own expectations for being an effective school leader?</p> <p>Again, it can be emotional. I think my background coaching helps with some of those conversations. Instead of joking inside, give it to them straight. I like to let people know where they stand. The one thing that is really is irritating me as a teacher is these conversations in the teacher's lounge. Complaining and bringing all these stuff. That negative piece is like cancer. It expands. The thing is there is a solution right there in the corner. I try to cut off those negative conversations and I pointed out. I had a teacher last year who did that in my office and I had to call him a cancer cell that we cannot have spread on this campus because it is bringing the morale down and it is affecting students ultimately because the students are very intelligent people especially in this alt. ed. in terms of the</p>	<p>Negative conversations between adults lead to negative relationships among staff and worse, if that attitude spreads within the classroom. This is where administrators need to step in and set the boundaries for behavior so that negative behaviors and not support or encouraged, but rather positive behaviors are rewarded.</p> <p>Due to having experience with traditional learning and comparing with online: Face-to-face conversation is obviously different than using the technology through the email and things like that but what I found is the Skyping stuff is a virtual environment, but it is close to having that real conversation. That is not a</p>

	<p>street smarts today. No. They can sense when things are not right. We have to model the type of behavior that we are trying to teach these guys. When we have those conversations behind closed doors, that is one thing but when the students start to hear some of the negativity which has no place for in the classroom. You got to firm on that piece. If you are going to bring a problem to the table, it better be backed up by some kind of solution or conversations. It got to be tough sometimes.</p> <p>On question five, how did your university program prepare you for being a school leader?</p> <p>The professionalism was just wonderful. I mean the one on one conversation that I would have with some of the professors really prepared me to thicken the skin up for one thing because we all need a smack in the face sometimes.</p> <p>At first in my mind, yes. I did. Face-to-face conversation is obviously different than using the technology through the email and things like that but what I found is the Skyping stuff is a virtual environment, but it is close to having that real conversation. That is not a challenge. That is a positive thing. I will say this going back in my education the frustration level was pretty high in terms of learning how to navigate through the different threads and things. I did some have difficulty and get frustrated at times. You need to take a break for just learning how to use the technology. Once I learned how to do it, it became much easier and more efficient really.</p> <p><b>Figure 10: Challenges of the online classroom and technology</b></p> <p>Actually, yes. I can argue that it was almost better than sitting in a classroom. You U.C. Riverside with 100 people in there in auditorium kind of missing things that being taught. This is much more effective.</p> <p><b>Figure 11: Advantage of online classroom – personalization</b></p> <p><b>Leadership preparation rigor:</b></p> <p>I can just go back at some of the assignments that we were required to do. They wanted to be on the cutting edge of that research piece. We had access to some unbelievable peer reviewed research in education that is expensive to acquire outside the program. Again, it took a little bit to get familiar with how to navigate around and look at some of the research but it was a vast database of information that was current from some top educators in the nation. Using some of their research to do these assignments was difficult. I felt that their expectations had a pretty heavy scrutiny on the grading process really because looking back to my undergraduate work in some of the assignments that I had turn in did not seem to have nearly as much scrutiny as this online. I was really forced to do the best I could every step of the way.</p> <p>Seven, did your university program provide relevant coursework and experiences that impact your current professional decision-making process?</p> <p>You think we were online and it is like you are learning from a computer but again the group work that was required was very annoying at times because some of the people that I was forced to work with I wish I get a one on one conversation with them and give them my what for but you cannot do that. So, I was very challenged in terms of the simple PR piece. They really try to create this learning forum as a real life situation that we could find ourselves in disagreeing with colleagues. Again, you have to be professional in your comments and the discussions because it was being monitored closely. You had to keep that professionalism with things that you are writing down backed by research. Again, it was not a verbal face-to-face. What you are writing on the discussion thread had to have some relevance. You had to back it with third party research and knowledge. It just did not sound like you are there blabbering away but it is interesting because you did.</p> <p>Again, it is all part of the learning process. I felt prepared to have a professional discussion in the education administration forum.</p> <p><b>Figure 12: Relevant preparation for educational discourse and discussion</b></p> <p>Something that you write on paper or electronically can become a legal situation. Having a</p>	<p>challenge. That is a positive thing. I will say this going back in my education the frustration level was pretty high in terms of learning how to navigate through the different threads and things. I did some have difficulty and get frustrated at times. You need to take a break for just learning how to use the technology. Once I learned how to do it, it became much easier and more efficient really. Having an online education is much more personal compared to a college lecture course with 100 other students.</p> <p>Something that you write on paper or electronically can become a legal situation. Having a conversation behind closed doors one on one, of course, you got to maintain the professionalism but it is not documented dialogue.</p> <p>Rigorous preparation is more scrutinized online: I can just go back at some of the assignments that we were required to do. They wanted to be on the cutting edge of that research piece. We had access to some unbelievable peer reviewed research in education that is expensive to acquire outside the program. Again, it took a little bit to get familiar with how to navigate around and look at some of the research but it was a vast database of information that was current from some top educators in the nation. Using some of their research to do these assignments was difficult. 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<b>Rigor</b>	<p>A. The leader participates in the design and implementation of curriculum focusing on congruent instruction.</p> <p>I can say that the online forum helped me to be interested in the data. The direct implementation from the university, I do not know if it was direct correlation but they at least put an emphasis on the importance of looking at data in terms of student growth and district wide. So, yes and no.</p> <p>Figure 16: Rigor in data analysis was mixed between U of P and district emphasis</p> <p>It was mostly on the district end because again they were trying to prepare. At the site level, you are limited in terms of the administration piece.</p> <p>Again, I will say both. They were really good in providing some of the cutting research in terms of just general in the classroom and, of course, I am still learning today. I am a student of education.</p>	<p>Exposure to rigorous data-driven-decision-making at the UoP, but was more relevant during district level work and professional development.</p>
<b>Rigor</b>	<p>B. The leader participates in leading professional development based on school and district goals.</p> <p>I think just going back to the online learning teams we were required to take the lead in those forums at one point or another. Being a leader as opposed to being a team is a much different responsibility. When you did take the lead, it was definitely preparing you for a real leadership position. There is no doubt about that.</p> <p>They planted a seed. I do not know if there is a way to completely prepare a student to sit in an administrative seat. They gave us some ideas and some things to put your hip pocket as far as tools may be able to use but ultimately once you are in the pool that is where you learn how to swim.</p>	<p>Exposure to leading professional development at the UoP, and made relevant during district level work – good mixture.</p>
<b>Relevance</b>	<p>C. The leader uses student achievement data to initiate constructive change and make instructional decisions.</p> <p>My thesis was based on student growth in the computer based instruction forum. It did force</p>	<p>Direct correlation in relevant coursework to actual leadership experiences due</p>

	to simply learn how to look at achievement data and read the reports and look at ones that were not significant and ones that maybe be better. Yes, I would say yes because that is one of my assignments.	to choosing a specific thesis on student achievement data.
<b>Relevance</b>	<p>D. The leader provides formal and informal feedback to staff with the exclusive purpose for improving individual and organizational performance.</p> <p>Normally, as a dean, you are not the teachers' supervisor but she has got the permission to show me the ropes and go through the process with her. It is more of an on-site leaning process I would say.</p> <p>We were asked to look at different evaluation models which was great again because we got to see models all over the nation and bring them together and formulate. Each member of the learning team would present their model. It was interesting to compare and contrast ourselves as student things they like and dislike about that district system.</p> <p>I was getting into the administration like covering for our site administrator when I was doing the program. I felt like I should be one of the leaders in my program. Yes, there were always weak players. I can recall being a team leader, helping the weak player with the timeline and really be adamant about "Listen, if we do not have your material in by such date, we are all going down." If you need help with part of the project, let me know. I am here to help you because we got to do this again. You know what? I had some positive feedback. I remember one gal that was really did not know what she was doing. I was able to get on the phone with her and walk her through some of the requirements that she need to do for her piece and it was a success. The online learning really did help with that piece to a certain degree. That was a student.</p>	Yes, covered at UoP in depth.
<b>Relationships</b>	<p>E. The leader builds and fosters strong interpersonal relationships with students, staff, parents, and school community.</p> <p>Yes, this goes back to one of the questions. In the program, we were asked to make some of these connections. At that point, it is on you. They are not holding your hand. The scrutiny what they evaluate on in terms of some of the interpersonal relationships with these people was there. We had presented something back to them that was sufficient.</p> <p>I would say yes because some of the students who did the Ground Campus who actually did physically meet, those guys built a pretty strong community amongst themselves. The ones that I know went through the Ground Campus program, they had a head start to be honest with you in terms of building a leadership team in the district because they knew the face and they have worked with them before. The online only may have been lacking in that part just a bit.</p> <p><b>Figure 17: Another difference between online and F2F modes; it seems the on-ground folks had a head start in building community among themselves within the district</b></p>	Fostering strong interpersonal relationship was covered at UoP, and his traditional counterparts had an advantage in their cohort with regard to building relationships among themselves and other district leaders.
<b>Relationships</b>	<p>F. The leader demonstrates integrity in meeting commitments to all stakeholders in varied settings.</p> <p>Yes. Again, the integrity piece everything is being documented. You cannot hide for any of those. Anyhow, we have big disagreements among members of the team and everything. It really helped us be cautious and keep the professionalism and keep a good reputation.</p>	Covered in program and was an ethical expectation for the university system.
<b>Principal 1</b>	<p><b>Demographics:</b></p> <ul style="list-style-type: none"> <li>• Total number of years in education - 18</li> <li>• Number of years as a teacher - 7</li> <li>• Number of years in school administration - 2 years Dean, 5 years VP, 3 years Principal</li> <li>• If applicable, number of years working outside the field of education - 7</li> <li>• Please list your degrees starting with your Bachelors on up, including the names of the universities - UNLV BS Special Education, UNLV MEd Administration</li> <li>• Ethnicity - White</li> </ul>	

	<ul style="list-style-type: none"> <li>Gender – Female</li> </ul>	
Principal 1	<p><b>Interview facts:</b></p> <p>Is that what critically drives you as far as where you want to go in education and keeping those faces, those experiences that you have had throughout the years and moving in forward?</p> <p>At principal's position right now for instance, I tell my teachers all the time we need to make it harder for these kids to fail than to succeed and that is how we are going to be successful. That is my motto. I look at my goal. Look, kids fail because we make it too easy for them to fail. If you let that kid sit in your classroom and let them not turn in homework and let them not try their best, they are going to do that. Many kids will just slip through the cracks.</p> <p><b>Figure 18: Core Belief</b></p> <p>Like if you cannot agree that 100% of your kids need to graduate and if you cannot agree that 100% of your kids need to be successful. I do not care about bell curve. I do not even want to hear that anymore.</p> <p><b>Figure 19: Core Belief</b></p> <p><b>Describe</b> the professional development you received from your district towards school and the preparation?</p> <p>Not necessarily in leadership preparation and again, I am just going to go back because I feel so strongly that one of the main things you have to be able to do is you have to be a visionary leader. You have to be able to see the big picture. You have to be able to see where you want to move your organization regardless if it is just a school or a district and then you need to be able to figure out what practices and what importance you can bring to the school or the district to move them forward. I think people get bogged down in the management part of that too often and not enough into the leadership part of that. Just because you can read an evaluation rubric and you can assess a teacher on an evaluation rubric does not make you a leader. What makes you the leader is when you can assess and discuss with the teacher about where their strengths are so they can identify them and they can practice them more fully or where their weaknesses are and how you are going to go about helping them switch them around and get better about that. I think we need to focus more in our professional development on how to be an instructional leader basically on the practices of the paper itself.</p> <p><b>Figure 20: Core Belief</b></p> <p>Tell me about your university program and how well that prepares you from being a school leader?</p> <p>It is funny that you say that because I go back to vision and I took a class from being a visionary leader. I think that was the best class I took ever. This is probably the only book I have from my master's degree.</p> <p><b>Figure 21: Vision</b></p> <p>You are looking at the budget now and this is how we are breaking this down. We need to do something for graduation initiative and we need to figure out how we are going to do it.</p> <p>Oh, Yes? When I took this class, I thought it was fluff to be honest with you. I rolled my eyes. This is why I am saying. This was an epiphany for me. I mean I sat in the class and I am like okay great. Vision. Yahoo. The more time I have spent in the administration, the more I have really come to value that and understand what a huge part at place but I did not understand that.</p> <p>I said, "They really need to start looking at developing their visions about how they want things to happen."</p>	<p>Vision-driven core beliefs:</p> <p>It is funny that you say that because I go back to vision and I took a class from being a visionary leader. I think that was the best class I took ever. This is probably the only book I have from my master's degree.</p> <p>Put that together but I have my own vision about what needs to happen but each need to have their own vision about how they want to run their departments, their grade levels, how they are going to take care of things. That is a huge part of their professional development in terms of being able to move to the next step. I said, "They do not conflict. We have a mission. We have beliefs. We know that that is our core but does not mean that my vision will not differ slightly from yours or even enormously from yours."</p> <p>You have to develop your own vision to understand what it is or what kind of leader you want to be and how you are going to get your people to buy into that. She thought wow. I said, "I think people get mission and vision completely confused." Our district has a mission statement and we are in alignment with our district's mission but that does not mean that that is my vision statement. There is a difference.</p> <p>At principal's position right now for instance, I tell my teachers all the time we need to make it harder for these kids to fail than to succeed and that is how we are going to be successful. That is my motto. I look at my goal. Look, kids fail because we make it too</p>



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There is a difference.</p> <p><b>Figure 22: Fostering Vision</b></p> <p>Tell me the difference between what you just said when you talk about individual vision whether it is yours or your assistant principal's or your teachers. Is that any different from having core educational values?</p> <p>Yes, I believe it is. Your educational value, again, that is your building blocks I guess but your vision is the pathway or it is the ultimately picture. School's mission is to prepare all students to be for productive post-secondary options, which is bunch of buzzwords now because that is what our district is. We need kids to be ready. The vision speaks to you personally. How are you going to do that? Do you believe in collaborative leadership? Do you believe in empowering your people to make decisions and to take risks? Are you going to be the type of person who is going to penalize people if they take a risk that does not pan out? Or are you going to praise people for taking calculated risks and trying to make things move forward? You have to figure out what your level of comfort is because you cannot say, "I believe in site based leadership. If you are a controlled freak internally and you cannot handle that, then you go in micromanage people."</p> <p><b>Figure 23: Relevance and Core Beliefs</b></p> <p>That is completely in conflict. If you are going to embrace that and say, "I believe in empowering my students to be self-learners. I believe empowering my teachers to be self-learners and to take an active leadership role in the school to help us move forward. I believe in empowering my assistant principals to take responsibility." Again, you have to accept the path that they are going to go down different pathways than you would. Now, the ultimate goal is to make sure you get to the same destination but it will be a different pathway and that is okay but you have to understand that about your own personality. You have to understand about the way you are willing to lead. If you do not know that about yourself, then you are going to drive your folks nuts because you are going to give mixed messages. They are not going to know how to handle you as a person. They are going to love the days that you are sick or off campus at some district meeting because they are going to go "I do not get this person." You have to develop that. You have to be able to look at yourself and go "This is what I am. This is what I believe. This is how I think we need to get there and that might be challenging you own gut instincts or your own reactions to things. I have learned in the past 3 years not to react on a dime. I have to go stop, think, digest, now go because I made it a point that I was not going to be like my predecessor and manage things down to everything. That is hard because that is not my innate way of handling things. I am a handler. I am hands-on. I get in there. Things have worked out really well. The things that is really empowering about that you learn as you get experience with that is that you learn that there are people who are smarter than you and people who can do things better than you. That is okay. That is what you want to exactly surround yourself with is really go getter brilliant people who can do things and get things moving so that it is not all on your shoulders. If you do not know that about you, you are going to be stumbling and you are not going to be able to move in a straight line. You are going to be all over the place. That takes time and waste resources, waste energy and frustrates your folks. They do not how to handle that.</p> <p><b>Figure 24: Core Belief</b></p>	<p>easy for them to fail. If you let that kid sit in your classroom and let them not turn in homework and let them not try their best, they are going to do that. Many kids will just slip through the cracks.</p> <p>if you cannot agree that 100% of your kids need to graduate and if you cannot agree that 100% of your kids need to be successful. I do not care about bell curve. I do not even want to hear that anymore.</p> <p>Having been in two districts, I have been in Southern Nevada and I have been in Northern Nevada, I think thematically speaking in both districts most of the professional development they give you is around systems support. This is what we are doing. We are doing this kind of testing. We are bringing in MAPs. So, you need to have PD on how to do MAPs. We have a new teacher evaluation rubric. So, we are going to give you professional development on how to read this rubric and try to figure out what it means. Not necessarily in leadership preparation and again, I am just going to go back because I feel so strongly that one of the main things you have to be able to do. You have to be a visionary leader. You have to be able to see the big picture. You have to be able to see where you want to move your organization regardless if it is just a school or a district and then you need to be able to figure out what practices and what programs...I hate saying programs because people think of canned programs.</p>
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	<p>Were there any other pieces that you think were rigorous about your preparation?</p> <p>Yes, always has guest speakers coming and we went on like 2 or 3 different trips like we went and visited the school and the women's prison for one of them. That was very cool to see it actually happening to actually get in and see how they are structured it, to be able to talk to these people, to have this people coming in and talk to you about really what is like to be in their positions. I enjoyed his class immensely.</p> <p>If you are taking a class on budgeting, took in UNLV or I do not even know what was those called but it basically in the Nevada Plan, school finance, right? I took a class on that and learned the theory of how schools in Nevada are funded and how they resist barrels of money. This is title 1 money and it cannot be spent here and this is this and this is that but when you are from a teaching perspective that did not connect to me. I did not understand that. Now, as an administrator, I completely understand that because I am dealing with that budget and going "No, we cannot spend money from there because that is for facilities. No, I cannot do that. That is specifically for student learning and educational materials and I cannot buy with that." I am still explaining to even to my assistant principals and I explained to my parents because I always talk about budget or my monthly I cannot call it a pack meeting or yes, we can. Parent advisory. We cannot call it a PTA, right? So, my parent advisory group that gets together monthly. We talk about budget all the time and I give them a status of here is what we are with budget. This is what I have spent money on and this is what we want to do because they help us raise funds and we need money for this. In that class, it just did not sink in because I had no actual hands on experience with it. So, I get it okay, I have this visual image. Here are these barrels. Great. There is money in these barrels and they have to be spent for what they are designated for but it is not until you get here and you start playing with that. It would be nice too if you would have had to do a part on finance in your internship where you needed to actually sit down with the principal and say, "Let us take a look at how you break down the budget." because I break down. We have our student activity budget as well as our budget from the district. We have to break it down obviously into numerous places like this is going to be for operational. Each department gets this amount of money. This goes to athletics. This goes to ground and see how that worked. I did not have that opportunity when I had my internship to actually go in and sit down and talk about budget and let me see what your actual budget it. That would have been a good time. When it came to personnel, we did talk about staffing and that it is important that your teachers are happy. You do not feed the teachers will eat the student's concept, right? I remember taking a class on school personnel. It was tied to a vision which was nice. It is good to get teachers and people who work with you to have the same philosophy and this is how you can build the school culture.</p> <p>We believe strongly in PLCs here. We believe strongly in teachers collaborating. So, if he was a teacher, do not believe in that or if you are not comfortable in that, you probably not going to want to work here because the expectation is you are.</p> <p>The applications that you learned in college really did not happen as relevantly if you will until you were really in the seat. Is that fair to say?</p> <p>Yes, I would definitely say that but the nice thing was is that I was able to reflect back on the classes that I took and went okay, now, I get it. There was a tie there. At least it was not that I went through this whole program and did not get to reflect back or use any of it. That is not what I am saying. It is just that you do not understand until you get into the position okay, now I see why that was meaningful.</p> <p>Did you university program provide relevant course work and experiences that impact your current professional relationships with supervisors, staffs, students and community?</p> <p>Probably not as much it could have. I am trying to reflect back or think back and I think professional relationships with supervisors, staffs, students and community.</p> <p><b>Figure 25: Did not happen within preparation program</b></p> <p>Was there a time from your university preparation to what you do on a personal basis with</p>	<p>Rather what supports can bring to the school or the district to move them forward? I think people get bogged down in the management part of that too often and not enough into the leadership part of that. Just because you can read an evaluation rubric and you can assess a teacher on an evaluation rubric does not make you a leader. What makes you the leader is when you can assess and discuss with the teacher about where their strengths are so they can identify them and they can practice them more fully; or where their weaknesses are and how you are going to go about helping them switch that around and get better about that. I think we need to focus more in our professional development on how to be an instructional leader.</p>
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	<p>all your stakeholders here?</p> <p>You know? I have to say no. I have really thinking back to it. Maybe, just again, I was not looking at it through the right lens at the time. Maybe, it was intended to be there and I just did not walk away understanding it but I think that is definitely something you get from just experience.</p> <p><b>Figure 26: Did not happen within preparation program; but more on the job experiences</b></p> <p>You did talk about human resources or dealing with people, conflict management, etc. but I still think many of our administrators today need to retake a class like that because this is how you deal with people but I think that is more experiential than it is taught.</p> <p><b>Figure 27: Add into administrative preparation programs</b></p>	
<b>Rigor</b>	<p>A. The leader participates in the design and implementation of curriculum focusing on congruent instruction.</p> <p>Based on my training. Again, I would say on that one I had the theory in place. Have the knowledge. Not the practical application. Definitely, understood leaving my program what standards were, how they were developed and curriculum is aligned to standards. We need to have assessments aligned to the standards. I understood that. Putting that into practice guess came afterwards.</p> <p>I definitely understood what a standards based system looks like and understanding curriculum development and how it needs to be aligned to those.</p>	UNLV presented the theoretical framework, relevant practice came later.
<b>Rigor</b>	<p>B. The leader participates in leading professional development based on school and district goals.</p> <p>Actually, it is funny I think because on this one I have said I felt pretty left the school very confident about that because of the way that the classes are designed and we did a lot of presentation in class especially in my master's program not as much my undergrad but in my master's program going through administration, there is quite often the structure of the class was you are going to research some part of whatever courses that we are doing. You are going to present to your peers whether it would be PowerPoint however it is that you present but I had presented so many times through my master's program. By the time I got out, I feel pretty confident to be able to go okay, school district goals, professional development.</p>	Well covered at UNLV and is applicable in her leadership role today.
<b>Relevance</b>	<p>C. The leader uses student achievement data to initiate constructive change and make instructional decisions.</p> <p>I think we did not do a lot of that. We probably should have definitely expanded on that. I did take a class at one point in time on how to read test scores, etc. but not really on how to analyze that, not really on how to use it and to try and come out with a plan of action based on what your data is telling you. That is such a huge part of what we do right now. Huge part that I think I have to definitely learn that on the fly as if gone.</p>	Exposure at UNLV, but is an expectation from the district in practical terms.
<b>Relevance</b>	<p>D. The leader provides formal and informal feedback to staff with the exclusive purpose for improving individual and organizational performance.</p> <p>That is another one. I have to say that we did not spend much time on. Again, I understood what a teacher evaluation would like but no child left behind. This has drastically changed in the last 5 years about teacher evaluation and what is expected to give teacher's feedback and where we are going from that.</p> <p><b>Figure 28: Did not happen very much during preparation program</b></p>	Little exposure at UNLV, but is an expectation from the district in practical terms.
<b>Relationships</b>	<p>E. The leader builds and fosters strong interpersonal relationships with students, staff, parents, and school community.</p>	Not part of UNLV preparation.

	<p>I would have to say that that was not of my program either.</p> <p><b>Figure 29: Did not occur during preparation program</b></p>	
<b>Relationships</b>	<p>F. The leader demonstrates integrity in meeting commitments to all stakeholders in varied settings.</p> <p>I would have to say that that is similar to the professional development. I mean that was engrained in terms of the practices and expectations of the program of the professors. I had a wonderful professor at UNLV. I really did. I really admire all of them. It was great because they were very supportive like you got to know all of the professors. I did that I had to the point where if I had something coming up or had a concern or had a question, I definitely felt that they were approachable. I was able to go and actually talk with them and build a rapport with them but they did have high expectations for your participation in the program. It was not like hey, you show when you want to. Hey, you do what you like. There was a high expectation for it. This is what you need to get through to this class. This is what we expect from you. Most of my master's classes they was a lot of dialogue, a lot of discussion. That was part of the grading of those classes too is your participation and willing to get in there. When I say building strong interpersonal relationships, I guess that would be a practice, too.</p> <p><b>Figure 30: Preparation did not delve into great depth, but is part of her job</b></p>	<p>Covered at UNLV and is applicable in her leadership role today.</p>
<b>Principal 3</b>	<p><b>Demographics:</b></p> <ul style="list-style-type: none"> <li>• Total number of years in education: 16</li> <li>• Number of years as a teacher: 10</li> <li>• Number of years in school administration broken down by level: 3 DEAN/3 PRINCIPAL</li> <li>• If applicable, number of years working outside the field of education: 0</li> <li>• BS IN EDUCATION, UNR</li> <li>• M.ed IN EDUCATIONAL ADMIN AND SUPERVISION, UOP</li> <li>• Ethnicity: CAUCASIAN</li> <li>• Gender: FEMALE</li> </ul>	
<b>Principal 3</b>	<p><b>Interview facts:</b></p> <p>I am responsible for maintaining a positive culture of respect which is at most priority to me. Obviously, the safety of the building. The other with this particular position is building a very strong rapport with all the district administrators because we pull from every school so there is a pretty heavy political piece to this there is with administrative position but with this one, pretty heavy political piece and also responsible for building relationships with the community. We are in a place that we are trying to prove to the community that our kids are worth it and that they are not criminals, that they are kids who just have been misguided and need a chance to prove themselves. Do you want more specifics on all of the day to day stuff?</p> <p><b>Figure 31: Leadership role is clearly defined</b></p> <p>"At-promise" kids. I do not use at-risk. I hate the words "at risk".</p> <p><b>Figure 32: The heart of the leader, per Sergiovanni</b></p> <p>We are all very unique which is probably why we are all crazy enough to work but our students have access to us 24 hours a day. All of my kids have my cellphone number if they need it.</p> <p>Describe the professional development you received from your district towards school leadership preparation.</p> <p>They align with the strategic plan. They support us with the evaluations. They support us with personal and professional growth. Was very lucky to be a part of the Northern Nevada</p>	<p>"At-promise" kids. I do not use at-risk. I hate the words "at risk."</p> <p>Believes in positive and firm relationships with all students and demonstrates this by giving them access to her via cell number anytime.</p> <p>Goals of professional development aligned with District's strategic plan.</p> <p>I never stray away from my core beliefs which are; every child deserves a chance, every child can learn, every child can graduate. They may need that extra help and that extra love. I know that it sounds mushy and fuzzy, but love is what makes this school successful. I think that us</p>

	<p>School District Academy just last year, which is pretty new.</p> <p>We need training. I was really upset to see that that was not happening. Yes, I started making noise. I am not going to take credit for that all happening. I think that myself and my colleague, _____, who is over Northern Nevada Alternative Programs.</p> <p><b>Figure 33: Leadership tenacity</b></p> <p>I never stray away from my core beliefs which are every child deserves a chance, every child can learn, every child can graduate. It just they may need that extra help and that extra love. I know that it sounds mushy and fuzzy but love is I think what makes this school successful. I think that us loving our kids having that first makes them feel comfortable enough to take academic risks. That's right there that is my core. The second that I start making decisions that are not based on those beliefs is when I need to not be doing this anymore.</p> <p><b>Figure 34: Core values</b></p> <p>How did your university program prepare you for being a school leader?</p> <p>They helped to really be able to step into the shoes of an administrator before we actually did. They were able to talk about current things that were happening in their buildings. Constant scenario training which was wonderful because they were living it. they were living it during the day and then whether it was through online conversations or sitting face to face in class as they were able to relay that and we would practice. There was a lot of practice through U of P, which I loved.</p> <p>Alright. Let us talk about the rigor in your U of P program. Do you think it was fairly sufficient in your opinion?</p> <p>I feel like the rigor was very high. It was the hardest that I have ever worked as far as school goes. I shocked myself because I felt like going through it was so difficult. It was so rigorous. My brain felt like it was melting out of my ears constantly and I was able to maintain a 4.0 average. I am so proud of myself because it was rigorous.</p> <p>Yes. Like I said, I think it goes back to this question as to how it helped prepare the writing and the reflection and the reading and the scenarios and the practicing. All of those I think prepared me very well for this position.</p> <p>Did your university provide relevant coursework, I think you are eluded to this already, and experiences that impact your current professional decision making process?</p> <p>Absolutely and I think it was because of the instructors. Instructors being building administrators completely helped prepare for making these professional decisions that I have to make. We had an issue the other. Actually, it was last Thursday when we had an emergency happened here and I was remembering something that happened during my Masters Program with another principal. I know that the reason I made the right decision the other was because of that training because of that preparation. I am constantly doing that. I am constantly able to reflect back when I am faced with hard decisions on my Masters Program.</p> <p>For 8, did your university program provide relevant coursework and experiences that impact your current professional relationships with supervisors, staffs, students and community?</p> <p>Yes, I think that because again we are going back to they pulled instructors from the actual district and that actually helps build those professional relationships with people who actually became my supervisors and my colleagues and my staff. I have stolen some really great people. Finally, this year I think everyone is in the right seats on the bus. So, yes.</p> <p>Tell me more about how those experiences helped you with cultivating or forming those relationships with students and community? Was that part of the program or was that you or</p>	<p>(staff) loving our kids - having that first makes them feel comfortable enough to take academic risks. That right there, that's my core. The second that I start making decisions that are not based on those beliefs is when I need to not be doing this anymore.</p> <p>Given her experiences as an elementary teacher, she believes in taking care of the whole child, not simply providing instructional content, but socio-emotional supports.</p> <p>Her interpersonal skills are her own, the university engrained the professional community as a base, but her experiences and values have shaped her student-centered approach.</p> <p>I think that we have moved away from teachers just teaching to teachers facilitating. They are facilitating a self-driven process of learning and I think that it freezes up more time for them to become case managers for our kids.</p> <p>I never stray away from my core beliefs which are; every child deserves a chance, every child can learn, every child can graduate.</p> <p>I expect that my teachers will own their kids. I expect that my teachers will know everything about each student. I want them to know about their families. I want them to know about their barriers. I want them to know about their culture. I want them to know about their academic skills and I want them to own those kids no matter what class they are going through</p>
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	<p>is it a mixture?</p> <p>Relationships with students and the community? I would say I think that is for me. I think that more of the focus of the program was the administrative side of things and not that relationship. I mean the conversations just happen anyway because you gravitate towards that. Even the professors will gravitate towards that but there was a specific training on relationships with students. There was the emphasis on how important it is for you to have a community support but relationships, no.</p> <p><b>Figure 35: Relational attributes primarily came from her own experiences and core values</b></p> <p>Well, I think that we are going back to the human component. I will be very honest with you. I am not sure that I would have been this prepared if it would not have been online but I am a people person and maybe that is why and maybe there are people who can do great things through the theory. Did it answer your question?</p> <p><b>Figure 36: F2F preference for learning</b></p> <p>I think that we have moved away from teachers just teaching to teachers facilitating. They are facilitating a self-driven process of learning and I think that it frees up more time for them to become case managers for our kids.</p> <p><b>Figure 37: Notion for teacher role in the 21st century</b></p> <p>I expect that my teachers will own their kids. I expect that my teachers will know everything about each student. I want them to know about their families. I want them to know about their barriers. I want them to know about their culture. I want them to know about their academic skills and I want them to own those kids no matter what class they are going through throughout the day as we have set up the advisory periods so that those advisory teachers are their initial case managers. So, if somebody is having trouble in science, their advisory teacher knows it and they are going into science on their prep and they are checking things out. Complete ownership. They are contacting families. They are keeping us in the loop with anything that they are hearing so that we can provide support. It is true case management and making plans for the kids. The academic personalized plans that my council does with all of the students are then put into their advisory binders. So, the students are looking at them every day. The advisory teachers are looking at them every day. The goals are out there and visible for the kids all the time. Makes sense?</p> <p><b>Figure 38: Further refinement of the teacher's role through leadership vision</b></p>	<p>throughout the day as we have set up the advisory periods so that those advisory teachers are their initial case managers. So, if somebody is having trouble in science, their advisory teacher knows it and they are going into science on their prep and they are checking things out. Complete ownership. They are contacting families. They are keeping us in the loop with anything that they are hearing so that we can provide support. It is true case management and making plans for the kids. The academic personalized plans that my council does with all of the students are then put into their advisory binders. So, the students are looking at them every day. The advisory teachers are looking at them every day. The goals are out there and visible for the kids all the time.</p>
<b>Rigor</b>	<p>A. The leader participates in the design and implementation of curriculum focusing on congruent instruction.</p> <p>I would say that we were very prepared in kind of an overall generic sense for the implementation of the curriculum. As a school leader, I was not prepared specifically for this type of curriculum. We have created a blended learning model that is nowhere else right now in the district. That has been something that I have had to research and learn as I go. I think we were prepared for generic. Not prepared for this.</p>	<p>Covered at UoP, but learned to implement a rigorous curriculum on the job.</p>
<b>Rigor</b>	<p>B. The leader participates in leading professional development based on school and district goals.</p> <p>That I would say is we were prepared again in a more generic sense. Leading professional development based on the school and district goals that were during the time where the strategic plan was being created and all of that. I would say probably learned more about that from the district that I did from my program.</p> <p><b>Figure 39: This attribute was mostly covered by district initiatives</b></p>	<p>Covered at UoP, but learned to implement and lead professional development on the job.</p>
<b>Relevance</b>	<p>C. The leader uses student achievement data to initiate constructive change and make instructional decisions.</p>	<p>Covered in depth at UoP.</p>

	<p>Yes, we were prepared for that. It was constantly emphasized the importance of data and making data driven decisions and we are very focused on that here. Similar data but also other stuff and that was our doing.</p>	
Relevance	<p>D. The leader provides formal and informal feedback to staff with the exclusive purpose for improving individual and organizational performance.</p> <p>Yes, we were prepared for that. We talked very deeply about the importance of feedback and all the different forms of giving that feedback. So, yes, I felt very prepared. It is still something that I struggle with. I cannot beat myself up on it because I want to give feedback all of the time and I get so busy that I am worried that I am not giving enough but yes that was emphasized.</p>	Covered in depth at UoP.
Relationships	<p>E. The leader builds and fosters strong interpersonal relationships with students, staff, parents, and school community.</p> <p>I think that there was an emphasis on it but it was very generic. I think that it is hard to teach somebody to build relationships unless they have a certain quality. I think for some people it is just hard. I think that is something that is hard to teach. So, yes in the framework of the program and the curriculum, of course, that was there.</p> <p><b>Figure 40: Leadership nature or nurture?</b></p> <p>You are adding that it is an innate ability or skill.</p> <p>I think that it could possibly be fostered but I think it would take a lot more in depth focus through a program than what we had. I think that that would be really interesting to see. Now, during the Northern Nevada Academy, the Superintendents Academy, that was huge focus. Huge focus. Nothing like what we had in U of P though.</p> <p><b>Figure 41: This attribute was more a district initiative</b></p> <p>How do you foster it? I think that there needs to be an entire class spent on looking at relationships, looking at the ones that work, watching, observing, listening to stories I mean that human piece. It would be very hard to have things on paper in a class like that. I think it is one of those things that you have got to feel it out. You have got to feel a class.</p> <p><b>Figure 42: Can this be taught in a leadership preparation program?</b></p>	<p>I think that it is hard to teach somebody to build relationships unless they have a certain quality. I think for some people it is just hard. I think that is something that is hard to teach.</p> <p>Building community relationships was at the heart of district-driven initiatives.</p>
Relationships	<p>F. The leader demonstrates integrity in meeting commitments to all stakeholders in varied settings.</p> <p>I think it was pretty in depth. I think that you go into a leadership position where you are responsible for the care and education of children. Integrity is yes we talked a lot about that. We did.</p>	Covered at UoP and is an attribute she strongly hold as one of her core beliefs.
Vice Principal	<p><b>Demographics:</b></p> <ul style="list-style-type: none"> <li>• Total number of years in education: 20</li> <li>• Number of years as a teacher: 17</li> <li>• Number of years in school administration broken down by level: Dean (1) VP (2)</li> <li>• If applicable, number of years working outside the field of education: 0</li> <li>• BS Education University of Nevada, Reno;</li> <li>• Master of art in teaching of Mathematics University of Nevada, Reno;</li> <li>• Master of Arts in Education Administration and supervision University of Phoenix.</li> <li>• Ethnicity: Caucasian</li> <li>• Gender: Male</li> </ul>	

<p>Vice Principal</p>	<p><b>Interview facts:</b></p> <p>Mr. VP or you know. I know there's a program for Northern Nevada County and there's a various ways that you can go through the selection pool if you will, for consideration. So what made you think of, "Hey, I need a mentor who I don't really know very well?"</p> <p>So I think after doing that they've started to and actually this year they have new assistant principals. An academy that you did not go to and I think freshmen administrator I think. Which is good? And so I thought of going through some of the topics that they have set up there. And now they're making all new appointees go to that, which I'm jealous because I wish I was there, that was important last year.</p> <p>So Mr. VP what are your own expectations for being an effective school leader?</p> <p>My number one priority is to be a positive role model for kids. That's my number one thing. So, anytime I make a choice, personal choice, I'm always thinking if I'm making a good role model for kids. Second, anytime I make a decision, I'm always making that decision based on what's best for kids. I learned that from Mr. L., and just watching what they do and how they operate, they say you never go wrong and I've never have gone wrong. So, making choices on what's best for kids, so if you come down on hard decision, I just think about what's best for that kid. And it always comes out and it's not being easy or you'll have a group of people talking about what's best for kids. And that ends up coming out.</p> <p><b>Figure 43: Core values</b></p> <p>So, how did your university program prepare you for being a school leader?</p> <p>The Phoenix program was good because we did a lot of hands-on things. We had projects we had to do, the project was good because we had the timeline, you had to set description and they had to be done. And that so much like what happen with paper work for the district, you've got a project you have got to do. You got a timeline to finish, you've got a group that you can work in and it has to be done right. So working on a team was good and then, we did a lot of things with interviewing people from the district, we did a lot of things with role play, believe it or not. I'll tell you one of the most important thing I did in Mr. A's class, he set up random situations with disgruntled parents and you wouldn't know what was going to happen and sit down in front of you and here's the situation and you had to react. And then you get feedback from your peers and from him and how you'd feel when you get to talk about it so you think about it all the time. When you get those situations there.</p> <p>All right. Now, there's something you said that was interesting with regard to U of P, was that a Cohort Program? So you went all together? And maintaining that cohort process, what was some of the benefits of that?</p> <p>We developed a network of people in another school, friendships. It's nice to pick up the phone and call somebody because they are on different levels; high school, middle school, elementary school calls up and say hey I got a situation with this going on, how would you handle that in elementary? He gets feedback from or middle school that was really helpful. Plus that teamwork philosophy when you're in there together and you've got a project to get done, everybody takes a role and everybody wants to help, so, you get going with it. As a motivator, I think that I was a huge motivator.</p> <p>Did your university program contain sufficient rigor in preparing you for the job?</p> <p>As much as possible, there's no substitute for being on the job but like I told you, the role play, project based no nonsense, this is how it is professionals that are in the district doing the job, and you're getting feedback, lessons and lectures from them and talking about personal experience.</p> <p>So you are motivated because you know those people are in the trenches. It's not somebody that hasn't been there. You know you are getting the real deal.</p> <p>Well, another thing that was good was you had a lot of research going on. So you had to</p>	<p>Asked for a mentor to help him understand the tacit work of school administration.</p> <p>Core values: My number one priority is to be a positive role model for kids. That's my number one thing. So, anytime I make a choice, personal choice, I'm always thinking if I'm making a good role model for kids. Second, anytime I make a decision, I'm always making that decision based on what's best for kids. I learned that from Mr. L., and just watching what they do and how they operate, they say you never go wrong and I've never have gone wrong. So, making choices on what's best for kids, so if you come down on hard decision, I just think about what's best for that kid. And it always comes out and it's not being easy or you'll have a group of people talking about what's best for kids. And that ends up coming out.</p>
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	<p>look up articles in research topics and research court cases and things like that. It gave me more experience and more comfort in doing that. So it's more comfortable process. And then getting that out on paper, presenting it to people was a big deal. We had a national research project and actually it is relevant to my topic that I was teaching at that time, which was math and so it gave me the ability to go through that and actually generate something that was meaningful to me.</p> <p>So when you presented your action research project, how does that tie your current role as vice principal here?</p> <p>When I'm looking at data and I want to find out what effects data, I want to find out what we are doing that's making the changes and the growth of the students learning. I know how I can go about that and come up with a valid study on my own, present the findings, write it all out, present it to somebody and show that hey this actually works or hey this doesn't work. But it gives you a valid way of doing that rather than saying I think it works.</p> <p>Did your university program provide course work and experiences have impact but this one has different spin to it that impacts your current professional relationships with supervisors, staff, students and community?</p> <p>So that to me felt like working with my principal or deans or whoever we have in support staff and you look at how you handle students and what you do with students and then the community we actually had projects but we had to do a project that effect to all these people that were in there. It was this big project then we had to show their effect and all the different aspects of the school, all the stakeholders of the school and we had to get it approved, it was a good experience as well. And I did mind on childhood obesity prevention.</p> <p>Pretty topical point there, it is something that we currently struggle with across the nation. So when you present that to all your stakeholders and then you relate that now in your role as a VP, would you have done anything different now that you are on the ground, I mean this job? And just reflecting on your presentation back at U of P if you have the same presentation today in front of your own community, would it be any different?</p> <p>No because I actually do that. When I did the project I send it off to a couple of friends in the district and say; hey, you know what I put this together if it's something that you can use or you would like me to help you with, I would love to. Mr. C. was the director of activities, he ask me if I would present this to all the PE teachers in the school district for a professional development day. So he had me in there and I actually did my presentation, couple from the district Mr. F. and Mr. H. made a point of coming by my presentation to see it because they wanted to lose weight and it has a motivational thing in there and kind of influence them too to try to get in there.</p> <p>Then when I was at H-School they started a program with the staff and it was a biggest looser program and it had a huge following, so I shared my project with them, we went through it, I got motivated, I started sending healthy tips out to the teachers and we had this big contest where everybody was losing weight and at the end, whoever won got the big chunk of money. And it just created this bond between everybody and everybody is working between a common goal and everybody bought into it. It was really fun and so we started to do that here but this community is a little healthier, so the need is much what we did there. We are going to see how that goes this year.</p>	
<b>Rigor</b>	<p>G. The leader participates in the design and implementation of curriculum focusing on congruent instruction.</p> <p>So last year, my first year here, when I was just following lead of my principal and doing what we do, this year we said, "Let's really focus on letting the staff develop some of the things that we need to happen." So we've come up with a bunch of new curriculums, here we came up with what we call, "Freshmen Seminar". Which is in our enrichment time and so started off with what's the problem? The problem is that if we don't have the effective enrichment time. And we want to increase, want to work on one of our school improvement goals, which are increased graduation and freshmen transition, those are the two main</p>	Curricular rigor built through facilitation of ideas, setting clear expectations, and ground rules. Although this was covered at UoP, the VP used his professional connections and observations to make this happen on the job.



	<p>ones. So how can we put all that stuff together and make this effective? Well the teachers came up with a plan. Why don't we take first period, 'cause we don't like our schedules anyways? Everybody else _____. First period was a 50-minute class and the rest of it was blocked. So you would go to that 50 minute class every single day and then you'd be a block. So that really caused a problem. So they said, "Why don't we take that time and make that our enrichment? And make it focused and then have opportunities for enrichment and have opportunities for intervention and now if it's all at the same period, if the kid need to change from mass support to science support, it's seamless you don't have to move him from fourth period to sixth period everything is on that same time." So the teachers came up with that plan, it solved all the problems that we had. And we put it into place and everybody bought into it and never heard one complaint about it. So plant a seed and tell them all the things that are important and let them developed what's happened. So, the design and implementation we have done that three times now. They have come up with their plan based on us telling them what the non-negotiable are and the initiative that we have to get in place. And they almost always come up with a plan that you have envisioned and you know they come up with surprises too but what's on them they buy-in better.</p> <p>So, when will you know if it's working?</p> <p>I'm telling you right now that it's working because they developed our tardy policy, the teachers, her dress code policy, our electronics policy and our new detention policy. They came up with all of those and they kept asking us for input and we kept putting back on them, how do you want it to look? And they felt empowered and they really came up with good things. And I would say our discipline issues are way down from last year. You know I could pull it this paths and show you that and the enrichment, I was talking to a parent today about the enrichment last year was kind of a waste of time because there was no structure in place, now that they have the structure in place, the parents were really appreciative of it because they could see the benefit of what's going on there.</p> <p>Very cool. You definitely answered A. So you would say that you had some kind of way to think about that through the U of P program? But you actually implement that and make it come to reality was when you hit the ground here and made it work.</p> <p>I saw it happened in another school. It wasn't happening here last year, through suggestions and talking's, why don't we let them do that and these are some ideas and we stepped out from our comfort zone and let that work. And it worked well.</p>	<p>So plant a seed and tell them all the things that are important and let them developed what's happened. So, the design and implementation we have done that three times now. They have come up with their plan based on us telling them what the non-negotiables are and the initiative that we have to get in place. And they almost always come up with a plan that you have envisioned and you know they come up with surprises too but what's on them they buy-in better.</p> <p>Shortened version of his leadership theme: Again, plant the seed; don't tell them what you want them to do. Let them come up with what they need to do.</p>
<b>Rigor</b>	<p>H. The leader participates in leading professional development based on school and district goals.</p> <p>Leading professional development, I'm not so sure that it was directly related to that but you know the different projects that we had, you had to come up with research and do some things based on that, that you could present to the staff and you asked questions about how you would present that. So you may have to do presentations, constant presentations. So I felt comfortable, standing up in front of people and say, hey! Here's what we are doing today! So that was never an issue.</p> <p><b>Figure 44: This attribute was touched upon at U of P, but was really done at the site level</b></p> <p>Again, plant the seed; don't tell them what you want them to do. Let them come up with what they need to do.</p> <p><b>Figure 45: Leadership philosophy</b></p>	<p>Covered at UoP through project-based assignments, but was further exercised and implemented on the job.</p>
<b>Relevance</b>	<p>I. The leader uses student achievement data to initiate constructive change and make instructional decisions.</p> <p>That would be the action research plan. So through the action research plan, I remember the first class, there were three classes for action research. The first one was coming up with your problem and that was a question we heard a million times a night. What's the</p>	<p>Covered at UoP through action research projects.</p>

	<p>problem? The problem is and we come up with the problem statement and once we came up with the problem statement, we started looking for an unnecessary solutions but a plan trying to find things to handle that and then you can come with solutions later. So after you get it in place, you started looking at the data, see what decisions you can make about it. What do you think can help, then you come up with that and that's what you going to do.</p> <p>So I'm going to initialize that process and then I'm going to look at that data again and then I can decide what's happened. And sadly, I think they have taken the action research problem out of the U of P program. Because they told us that this was the last time that anybody would take the action research class.</p>	
Relevance	<p>J. The leader provides formal and informal feedback to staff with the exclusive purpose for improving individual and organizational performance.</p> <p>Well I got to see their evaluations and you know these were my peers. The one's they selected were one's they knew would be good. I did get to see it on the track three and got to see some scary stuff but that was good. So they would agree to let me sit in and I would sit in the pre-evaluation, go in and script with them and go back. So they tried to find people that we could observe during my prep period. So I use my prep period to go and it worked that well.</p> <p>When we look at that last part of that question, if you are looking at formal feedback that's the evaluation. When you are looking at informal feedback, where you able to do that through your university program? Through internship or any other parts of UP that you went through that helped with improving teaching and learning with possible district initiatives or school initiatives with regard to the org non-performance, where you exposed or had any participation in that kind of...?</p> <p>The thing that just popped to mind right away is in class when we have some of these role play kinds of things and people would be in situations, everybody was in the cohort and agreement that you could provide constructive criticism or positive feedback if you need it to be able to tell them how they were doing. You have the freedom to do that. So it could have been better if you did this or here's a suggestion that kind of thing.</p>	<p>He learned this attribute by shadowing other administrators and through role-plays in coursework.</p>
Relationships	<p>K. The leader builds and fosters strong interpersonal relationships with students, staff, parents, and school community.</p> <p>I think, the biggest part of this in my program was being able to see district people in their jobs and being able to go and job shadow and watch them in action. In the cohort, we shared names of strong leaders and when you get the chance to go watch this person and so we did a lot of that, trying to move around and get to see him. There was no specific class on that that I can think of, I don't know I never see many of them but I think that was more of a job shadowing job opportunity kind of thing. Where you got to watch people in action more than anything else.</p> <p><b>Figure 46: The positive aspects of a cohort leadership preparation program</b></p> <p>So when you are able to job shadow, folks under your program, how did you know that they were building or fostering strong relationships with stakeholders?</p> <p>Well, just looking at the outcome of the situations. You know when I visited with Mr. K., one of the days that I went in there; he had five kids in his office. And he goes, hey I want you to watch this and I want you to remember this, so he puts on the phone number, a girl told him and he say; hey I want to tell you that your child has one the student of the month, we are very proud of him, his outstanding effort and you could just see the kids glow because they are getting a phone call and in the other part, some of the parents answered and they are thinking, oh no! And you know that makes you a stronger leader because the parents know that they are not always getting negative from you but them going to expect positive from you. And then when I sat with another person, they had interaction with kids in a disciplinary situation and you could just tell the kids didn't respect the person. And it was kind of</p>	<p>I think, the biggest part of this in my program was being able to see district people in their jobs and being able to go and job shadow and watch them in action. In the cohort, we shared names of strong leaders and when you get the chance to go watch this person and so we did a lot of that, trying to move around and get to see him. There was no specific class on that that I can think of, I don't know I never see many of them but I think that was more of a job shadowing job opportunity kind of thing. Where you got to watch people in action more than anything else.</p>

	<p>frustrating because I was just there to watch not to help and I wanted to jump in and then you can't do that. So let them do their thing and afterwards, I have to write some reflections at class about some of the things I observed in the situations and that was scary.</p>	
<b>Relationships</b>	<p>L. The leader demonstrates integrity in meeting commitments to all stakeholders in varied settings.</p> <p>It's unbelievable... You have to have that trust with everybody that you are working with and they have to have that trust in you. So that has been something that I have to work very hard on at the school because of some of the trust issues that have happened in the past and the turnover in the administration. So coming in, I felt I was looking over my shoulder constantly but as I think by leading by example, and handling things as it come through and following up in doing what I tell people what I'm going to do. They build that trust in me and we started to come up with a pretty strong unit now, where they know whom they can go to. They know who holds high integrity in the system and whose character they can trust. That solid follow up that you've developed in your plan and I think also coming back to my teaching and my coaching. I know a lot of people don't think I'll lead athletics but if you've ever been around the program that I was in which you know that it was successful. And it was successful a long time and there's a reason that's because everybody knew their role. No one tried to overstep their balance and everybody had a common goal and as long as you have that in place and everybody knew what they're going to do to reach that common goal, you would get there. You would have set your goal high, you would have 100% time reach that goal, but you just have come shy of it always. So, having that positive aura about you and that trust everybody else around you, did everybody else do their job and you know you would get it done. So the team mentality is big with me if you can't tell.</p> <p><b>Figure 47: Leadership philosophy and trust</b></p>	<p>This attribute is more aligned to his professional experiences than at UoP: Trust.</p> <p>So, having that positive aura about you and that trust everybody else around you, did everybody else do their job and you know you would get it done. So the team mentality is big with me if you can't tell.</p>
	<p>I know that a lot of people trying to get through that online program to get too quickly and get there but I worry about them because they haven't had the experiences that I feel like I had. I have friend that have gone through the online programs and some of them have gone to the programs and they can't get jobs and I don't know that if it's not interviewing well or they don't know enough about leadership to be able to get through that interview but I think it's important to have that face-to-face program.</p> <p><b>Figure 48: VP doesn't think there is a district biased, but personally has a preference for F2F preparation</b></p>	

## APPENDIX F

### PROJECT PARTICIPANT CONSENT FORM – DISTRICT LEADER



#### INFORMED CONSENT – DISTRICT LEADER

Department of Educational Leadership

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**TITLE OF STUDY:** School Leadership Readiness: Traditional vs. Online Administrative Preparation

**INVESTIGATOR(S):** Dr. James Crawford, Jose Delfin

**CONTACT PHONE NUMBER:** Jose Delfin 775-690-6411

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#### Purpose of the Study

You are invited to participate in a research study. The purpose of this study is to compare administrative preparation programs in two divergent environments, online and face-to-face programs, to reveal any differences that may exist among school leaders in the areas of rigor, relevance, and relationships. This instrumental collective case study will answer the following questions:

1. From the district administrators' perspective, what are the differences in school instructional leadership skills between candidates that graduated from traditional brick and mortar institutions versus online university programs that are applying for school administrative positions?
2. From the veteran administrative supervisors' perspective, what are the differences in mentoring pre-service administrators during the internship process that have graduated from traditional versus online university programs?
3. From the newly appointed school administrators' perspective, what differences will emerge regarding leadership preparedness between completing masters degrees from traditional versus online university programs?

#### Participants

You are being asked to participate in the study because you are a district level leader with supervisory responsibilities.

#### Procedures

If you volunteer to participate in this study, you will be asked to: 1) participate in a semi-structured audio taped interview of approximately 45 to 60 minutes; 2) review interview transcripts for accuracy and provide verification to the researcher.

Participant Initials \_\_\_\_\_

1 of 3

Approved by the UNLV IRB. Protocol #1202-4031M  
Received: 03-14-12 Approved: 03-15-12 Expiration: 03-14-13

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**TITLE OF STUDY: School Leadership Readiness: Traditional vs. Online Administrative Preparation**

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**Benefits of Participation**

There may be no direct benefits to you as a participant in this study. However, we hope to learn about school leadership readiness from administrators that have received formal coursework and training from traditional university settings and strictly online institutions.

**Risks of Participation**

There are risks involved in all research studies. This study may include only minimal risks. Due to the relatively small number of participants in this study, there may be a risk that your title or position may indirectly identify you. Also, your response to questions may indirectly identify you. There is no anticipated harm associated with this risk. Fictitious names and/or alphanumeric references will be created for all participants in order to protect your privacy. You may terminate the interview without penalty at any time. You will have the opportunity to review the interview transcript for accuracy, make any revisions or modifications you deem necessary, and return the verified transcript to the researcher.

**Cost /Compensation**

There will be no financial cost to you to participate in this study. The study will take from 60 to 180 minutes of your time in totality. You will not be compensated for your time.

**Contact Information**

If you have any questions or concerns about the study, you may contact Jose Delfin at 775-690-6411, or Dr. James Crawford, Associate Professor, School Environment and Public Affairs at 702-895-4949; email: [jrcrawford@unlv.edu](mailto:jrcrawford@unlv.edu) (GUA 4146). For questions regarding the rights of research subjects, any complaints or comments regarding the manner in which the study is being conducted you may contact the UNLV Office of Research Integrity – Human Subjects at 702-895-2794 or toll free at 877-895-2794 or via email at [IRB@unlv.edu](mailto:IRB@unlv.edu).

Participant Initials \_\_\_\_\_

2 of 3

Approved by the UNLV IRB. Protocol #1202-4031M  
Received: 03-14-12 Approved: 03-15-12 Expiration: 03-14-13

**Voluntary Participation**

Your participation in this study is voluntary. You may refuse to participate in this study or in any part of this study. You may withdraw at any time without prejudice to your relations with the university. You are encouraged to ask questions about this study at the beginning or any time during the research study.

**Confidentiality**

All information gathered in this study will be kept as confidential as possible. Due to the relatively small number of participants in this study, your response to questions, your title or position could make you indirectly identifiable. No reference will be made in written or oral materials that could directly link you to this study. All records will be stored in a locked facility at UNLV for 3 years after completion of the study. After the storage time the information gathered will be destroyed.

**Participant Consent:**

I have read the above information and agree to participate in this study. I am at least 21 years of age. A copy of this form has been given to me.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Participant Name (Please Print)

I agree to be audio taped for the purpose of this research study:

☐ YES

☐ NO

Participant Initials \_\_\_\_\_

3 of 3

## APPENDIX G

### PROJECT PARTICIPANT CONSENT FORM – SITE LEADER



#### INFORMED CONSENT – SITE LEADER

Department of Educational Leadership

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**TITLE OF STUDY:** School Leadership Readiness: Traditional vs. Online Administrative Preparation

**INVESTIGATORS:** Dr. James Crawford, Jose Delfin

**CONTACT PHONE NUMBER:** Jose Delfin 775-690-6411

---

#### Purpose of the Study

You are invited to participate in a research study. The purpose of this study is to compare administrative preparation programs in two divergent environments, online and face-to-face programs, to reveal any differences that may exist among school leaders in the areas of rigor, relevance, and relationships. This instrumental collective case study will answer the following questions:

1. From the district administrators' perspective, what are the differences in school instructional leadership skills between candidates that graduated from traditional brick and mortar institutions versus online university programs that are applying for school administrative positions?
2. From the veteran administrative supervisors' perspective, what are the differences in mentoring pre-service administrators during the internship process that have graduated from traditional versus online university programs?
3. From the newly appointed school administrators' perspective, what differences will emerge regarding leadership preparedness between completing masters degrees from traditional versus online university programs?

#### Participants

You are being asked to participate in the study because you are a site administrator, principal, assistant principal, or dean.

#### Procedures

If you volunteer to participate in this study, you will be asked to: 1) participate in a semi-structured audio taped interview of approximately 60 to 90 minutes; 2) review interview transcripts for accuracy and provide verification to the researcher.

Participant Initials \_\_\_\_\_

1 of 3

Approved by the UNLV IRB. Protocol #1202-4031M  
Received: 03-14-12 Approved: 03-15-12 Expiration: 03-14-13

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**TITLE OF STUDY:** School Leadership Readiness: Traditional vs. Online Administrative Preparation

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**Benefits of Participation**

There may be no direct benefits to you as a participant in this study. However, we hope to learn about school leadership readiness from administrators that have received formal coursework and training from traditional university settings and strictly online institutions.

**Risks of Participation**

There are risks involved in all research studies. This study may include only minimal risks. Due to the relatively small number of participants in this study, there may be a risk that your title or position may indirectly identify you. Also, your response to questions may indirectly identify you. There is no anticipated harm associated with this risk. Fictitious names and/or alphanumeric references will be created for all participants in order to protect your privacy. You may terminate the interview without penalty at any time. You will have the opportunity to review the interview transcript for accuracy, make any revisions or modifications you deem necessary, and return the verified transcript to the researcher.

**Cost / Compensation**

There will be no financial cost to you to participate in this study. The study will take from 60 to 180 minutes of your time in totality. You will not be compensated for your time.

**Contact Information**

If you have any questions or concerns about the study, you may contact Jose Delfin at 775-690-6411, or Dr. James Crawford, Associate Professor, School Environment and Public Affairs at 702-895-4949; email: [jrcrawford@unlv.edu](mailto:jrcrawford@unlv.edu) (GUA 4146). For questions regarding the rights of research subjects, any complaints or comments regarding the manner in which the study is being conducted you may contact the UNLV Office of Research Integrity – Human Subjects at 702-895-2794 or toll free at 877-895-2794 or via email at [IRB@unlv.edu](mailto:IRB@unlv.edu).

Participant Initials \_\_\_\_\_

2 of 3

Approved by the UNLV IRB, Protocol #1202-4031M  
Received: 03-14-12 Approved: 03-15-12 Expiration: 03-14-13



**Voluntary Participation**

Your participation in this study is voluntary. You may refuse to participate in this study or in any part of this study. You may withdraw at any time without prejudice to your relations with the university. You are encouraged to ask questions about this study at the beginning or any time during the research study.

**Confidentiality**

All information gathered in this study will be kept as confidential as possible. Due to the relatively small number of participants in this study, your response to questions, your title or position could make you indirectly identifiable. No reference will be made in written or oral materials that could directly link you to this study. All records will be stored in a locked facility at UNLV for 3 years after completion of the study. After the storage time the information gathered will be destroyed.

**Participant Consent:**

I have read the above information and agree to participate in this study. I am at least 21 years of age. A copy of this form has been given to me.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Participant Name (Please Print)

I agree to be audio taped for the purpose of this research study:

☐ YES

☐ NO

Participant Initials \_\_\_\_\_

3 of 3

## APPENDIX H

### SAMPLE: LETTER OF AUTHORIZATION TO CONDUCT RESEARCH

#### SAMPLE

**\*Correspondence must be on the facility's letterhead\***

[cut and paste all below to your document]

Office of Research Integrity – Human Subjects  
University of Nevada Las Vegas  
4505 Maryland Parkway Box 451047  
Las Vegas, NV 89154-1047

Subject: Letter of Authorization to Conduct Research at a \_\_\_\_\_ Facility.

Dear Office of Research Integrity – Human Subjects:

This letter will serve as authorization for the University of Nevada, Las Vegas (“UNLV”) researcher, Jose Delfin to conduct the research project entitled *School Leadership Readiness: Traditional vs. Online Administrative Preparation* at [facility name and location] (the “Facility”).

The Facility acknowledges that it has reviewed the protocol presented by the researcher, as well as the associated risks to the Facility. The Facility accepts the protocol and the associated risks to the Facility, and authorizes the research project to proceed. The research project may be implemented at the Facility upon approval from the UNLV Institutional Review Board.

If we have any concerns or require additional information, we will contact the researcher and/or the UNLV Office of Research Integrity – Human Subjects.

Sincerely,

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Facility's Authorized Signatory

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Date

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Printed Name and Title of Authorized Signatory

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