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The Governor's Commission on Training America's Teachers: Response From Pennsylvania's Elementary School Principals

Linda Echard

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THE GOVERNOR'S COMMISSION ON TRAINING AMERICA'S TEACHERS:
RESPONSE FROM PENNSYLVANIA'S ELEMENTARY SCHOOL PRINCIPALS

by

Linda J. Echard

Submitted in partial fulfillment of

the requirements for the degree

Doctor of Education

Instructional Leadership: Excellence at Duquesne

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Duquesne University

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Presented by:

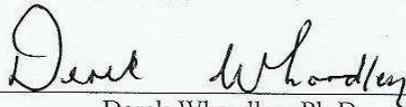
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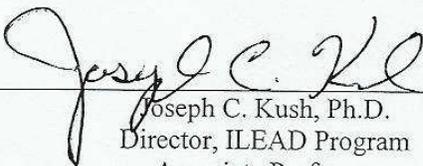
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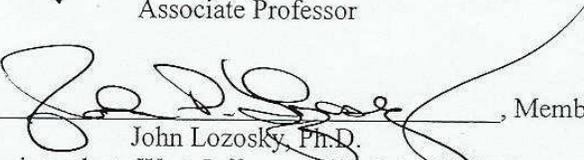
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THE GOVERNOR'S COMMISSION ON TRAINING AMERICA'S TEACHERS:
RESPONSE FROM PENNSYLVANIA'S ELEMENTARY SCHOOL PRINCIPALS

Approved by:


_____, Chair
Derek Whordley, Ph.D.
Professor


_____, Member
Joseph C. Kush, Ph.D.
Director, ILEAD Program
Associate Professor


_____, Member
John Lozosky, Ph.D.
Superintendent, West Jefferson Hills School District

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Linda J. Echard

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Abstract

THE GOVERNOR'S COMMISSION ON TRAINING AMERICA'S TEACHERS:
RESPONSE FROM PENNSYLVANIA'S ELEMENTARY SCHOOL PRINCIPALS

Linda J. Echard

Doctor of Education; August 2007

Duquesne University

Chair: Dr. Derek Whordley

This study examines the opinions of the elementary principals in Pennsylvania with respect to the preparation of new teachers. A survey questionnaire was used to collect 211 responses from elementary principals currently employed in Pennsylvania.

Principals responded to questions pertaining to the overall preparation of newly hired teachers during the 2001-2002 and 2005-2006 school years. The principals were also categorized as principals of elementary professional development schools and as principals of traditional elementary schools. Additionally, principals were asked to rate newly hired teachers on their readiness to demonstrate a mastery of eleven important pedagogical skills related to successful teaching. The responses of the principals were compared to survey responses given by other groups of educators to the same questions as part of an earlier study by the Governor's Commission on Training America's Teachers in Pennsylvania. In this earlier study superintendents of schools, deans from schools of education, and teachers were surveyed. Results of the study show that all principals have some concerns about the preparation of new teachers in Pennsylvania. Two of the greatest areas of concern are using assessment data to meet the needs of students and using differentiated instruction to respond to the needs of a diverse population of students. Overall the Pennsylvania principals are of the opinion that new teachers are well prepared to deliver content knowledge, use technology and plan lessons. When comparing the opinions of the elementary professional development school

principals and the opinions of the traditional elementary school principals the results indicate that there is no significant difference between the beliefs of these two groups. A comparison between responses made by the principals and the superintendents, deans from schools of education, and teachers shows that there are significant differences in their beliefs about new teacher preparation. Although the deans appear to have the perception that new teachers are excellently prepared in all areas, there was no direct conclusion made about their responses due to the fact that they were few in number and could not be statistically compared to the other groups.

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DEDICATION

This study is dedicated to the memory of my father, Albert T. Morgan, Jr., who made many sacrifices to provide his children with educational and many other opportunities in life. His encouraging words, “Get an education and no one can ever take it away from you,” gave me the perseverance to complete this work. I thank my heavenly Father for blessing me with such a wonderful man to be my father on Earth.

CHAPTER I

INTRODUCTION

Background

The academic achievement of American students continues to be a growing concern as many schools are faced with the challenge to improve student achievement. School principals are responsible for the achievement of the students who attend school in the buildings they supervise and are more accountable than ever as outlined in the *No Child Left Behind* legislation (2002). Principals are charged with the responsibility of performing managerial tasks within the school districts where they are employed, as well as examining student data and determining instructional strategies that will lead all students toward the achievement of academic standards.

The National Council for Accreditation of Teacher Education (NCATE), an accrediting agency for institutions engaged in teacher preparation, has been working with its member professional associations to revise teaching standards that focus specifically on teacher candidate performance (Wise & Leibbrand, 2000). The work of these organizations resulted in current standards of the National Board of Professional Teaching Standards (NBPTS). There are 24 sets of standards currently in place by the NBPTS which are based on five core propositions and relate to specific certifications (See Appendix A).

The first large-scale study of the effectiveness of the NBPTS reveals the importance of developing a way to identify the effective teachers without directly observing them in class (Goldhaber, 2004). In this study a data set from North Carolina was used to assess the relationship between the certification of teachers by the NBPTS

and elementary-level student achievement. The findings indicated that the NBPTS was successfully identifying the more effective teachers among applicants. Additionally, NBPTS-certified teachers were more effective at increasing student achievement than their non-certified counterparts. However, there is no data to this point that can lead to the conclusion that NBPTS certification has an impact on teacher effectiveness once candidates are identified (Goldhaber, 2004).

In the state of Pennsylvania, teachers are assessed in four categories: planning and preparation, the classroom environment, instructional delivery, and professionalism. These standards are an integral part of the forms provided by the Pennsylvania Department of Education (PDE, 2006). It is the responsibility of Pennsylvania principals to evaluate teachers according to these standards and to provide documentation to validate the competency of teachers they supervise (PDE, 2006).

Candidates for teaching positions participate in interview processes designed to select the best possible teachers for hiring. These processes may vary and usually consist of questioning by school administrators, the teaching of demonstration lessons, or completion of various performance tasks. Throughout these processes school principals have a vested interest and aspire to identify individuals who will perform successfully in the classroom.

The best hiring systems identify key attitudes, behaviors, and skills desired in classroom teachers, screen for these characteristics during all stages of candidate evaluation, ensure compliance with relevant laws, and provide decision makers with timely, pertinent information. Clement (2000) has directed beginning teacher

programs at Eastern Illinois University and at Berry College in Georgia and has demonstrated how behavior-based interviewing can be used to identify teachers with specific skills. Behavior-based interviewing comes to education from the business world where it has been used for over two decades. It is based on the premise that past behavior is the best predictor of future performance.

School principals are often responsible for hiring the best teachers to work in their schools and need to design interviews that will identify teachers who demonstrate that their knowledge and skills match the knowledge and skills that they believe effective teachers must possess. As Clement (2000) suggests, interview questions should be crafted after a close study of the teacher job description and the establishment of the knowledge and skills that are necessary to perform well in that position. This researcher describes the concept of behavior-based interviewing as a type of interviewing that is related to the standards and pedagogical skills that are important for teachers to master prior to their being hired. She also states that a good indication of the individual's potential success in the position is that a candidate is able to relate past experiences to the knowledge of teaching and the specific subject matter. This author further states that questions geared toward classroom management plans, cultural awareness, and individual student differences are useful predictors of a future teacher's success in the classroom.

Peterson (2002) has researched the practices and procedures associated with hiring effective teachers and has recommended certain principles that should be considered in hiring. One of these principles suggests that teacher hiring must be tied into district planning. Peterson stresses the importance for new teachers to bring skills, experiences, and attitudes that help move the whole school system in the direction it

needs to go. For the school district personnel charged with the responsibility of identifying and hiring these teachers, it is imperative that they secure teachers who are well-prepared and understand the pedagogical skills that are necessary to impact student achievement. The attention given to hiring by experts in the field magnifies the importance for consistency in the beliefs of school district personnel who function as a unit to seek the most well-prepared teachers. This hiring team usually includes central office administrators. This team always includes building principals, who will guide and supervise the new teachers, and requires the final approval of the superintendent of schools.

School districts strive to develop plans that will prepare students for future challenges by providing the best possible learning environments. Principals are the stewards for the individual school buildings and serve as instructional leaders, charged with the fundamental task of maximizing student achievement. It is important that they have an understanding of the knowledge and skills relative to quality teaching and learning. They must also demonstrate the importance of the knowledge and skills associated with effective teaching to the entire teaching staff and recruit individuals to be teachers who share these beliefs.

A National Concern for Student Achievement

In 1994 The National Commission on Teaching & America's Future (NCTAF) was formed. This organization, funded by the Rockefeller Foundation and Carnegie Corporation of New York, developed a mission to provide an action agenda for meeting America's educational challenges by connecting the quest for higher student achievement with the need for teachers who are knowledgeable, skillful, and committed to meeting the

needs of all students. The NCTAF has produced research-based reports which have stimulated a variety of initiatives to improve teaching.

What Matters Most: Teaching for America's Future (NCTAF, 1996), an initial report released by the NCTAF, outlined a plan for recruiting, preparing, and supporting excellent teachers in America's schools. This plan was based on the premise that what teachers know and can do are the most important influences on what students learn. Secondly, it was based on the premise that recruiting, preparing, and retaining good teachers is the central strategy for improving schools. The third premise upon which this plan was based is that school reform cannot succeed unless it focuses on creating the conditions in which teachers can teach, and teach well. The report placed quality teaching at the focus of the nation's education agenda, and ten years later this focus has not changed.

This initial report marked the beginning of the NCTAF. A response paper, *Doing What Matters Most: Investing in Quality Teaching* (NCTAF, 1997), prepared by the first executive director, Darling-Hammond, discussed the most pressing needs pertaining to education. This author indicated that most schools and teachers cannot achieve new educational goals because they do not know how and do not receive support to do so. Darling-Hammond further recommended that teacher standards should be linked to student standards. In addition, Darling-Hammond recommends that focusing on teacher preparation, professional development, and teacher recruitment should be the key element to consider as school administrators work with university faculty to organize schools for success for all (NCTAF, 1997).

When Carroll assumed the role of executive director, progress toward the goals of the NCTAF was further reported in *No Dream Denied: A Pledge to America's Children* (NCTAF, 2003). This report was written from the perspective that high quality teaching makes a difference and that every child in America should be receiving quality instruction. In this document the problem of school staffing and teacher retention is discussed. The Commission reaffirms its commitment to recruiting and preparing highly qualified teachers. Highly qualified teachers are described as teachers who:

- Possess a deep understanding of the subjects they teach;
- Evidence a firm understanding of how students learn;
- Demonstrate the teaching skills necessary to help all students achieve high standards;
- Create a positive learning environment;
- Use a variety of assessment strategies to diagnose and respond to individual learning needs;
- Demonstrate and integrate modern technology into the school curriculum to support student learning;
- Collaborate with colleagues, parents, community members, and other educators to improve student learning;
- Reflect on their practice to improve future teaching and student achievement;
- Pursue professional growth in both content and pedagogy;
- Instill a passion for learning in their students.

According to this report almost a third of all teachers in 1999-2000 were in transition. Some teachers moved to other schools, and some teachers left teaching all together. The reasons for leaving the profession present serious long-term problems with the consequences strongly impacting student achievement. Often, the reality of the situation in a school is manifested when unqualified or numerous day- to-day substitutes are assigned. This disrupts continuity and causes the learning environment to lack the organization needed to be learner-centered, assessment-centered, knowledge-centered, and community-centered. This report further describes typical, large urban schools as those with the highest percentage of poor and minority students, where the highest turnovers of teachers are reported. These types of schools usually have the highest percentages of first-year teachers, the highest percentages of teachers with less than five years of teaching experience, and the lowest percentages of accomplished veteran teachers (NCTAF, 2003).

Concern for Student Achievement at the State Level

At the same time that the report, *No Dream Denied: A Pledge to America's Children*, was published, the NCTAF partnership network was established. Today there are currently 23 NCTAF partner states which include: Alabama, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maryland, Missouri, Montana, New Mexico, North Carolina, Ohio, Oklahoma, Tennessee, Vermont, Virginia, Utah, Washington, West Virginia, and Wisconsin. Although Pennsylvania is not formally part of the NCTAF network, Governor Edward G. Rendell established the Governor's Commission on Training America's Teachers (2005). The purpose of establishing this

commission was to conduct qualitative and quantitative research over a period of one year. This commission proposed to identify and benchmark signature teacher preparation programs and to gather input from teachers, parents, business leaders, and key legislative representatives and staff across Pennsylvania to produce a report with recommendations.

The executive director of the Governor's Commission on Training America's Teachers, Robert E. Feir, PhD, is an experienced educator who has served as a teacher, curriculum coordinator, school superintendent, and assistant director of an intermediate unit. Dr. Feir reports that the commission maintains the following goals:

1. All teacher education programs achieve world class excellence for their students, providing them with the academic knowledge and pedagogical skills to be effective in the classroom.
2. All teacher education graduates are passionate consumers of life-long learning so they communicate these core values to their students and continue to increase their effectiveness in delivering high-quality classroom instruction.
3. The teacher education system as a whole provides quality teachers for all students in all school districts and responds to shortages and imbalances in the teacher marketplace.
4. Pennsylvania meets the need for high quality teachers within the state and enhances its ability to meet the teacher education needs of the nation as a strategic economic development initiative.
5. State laws, regulations, and policies are aligned to achieve these goals.

As part of their research, members of the commission surveyed deans from schools of education at colleges and universities, school district superintendents, experienced teachers, and novice teachers with one to three years of experience to gather information regarding their beliefs related to the knowledge and skills important to quality teaching and learning (R.E. Feir, personal communication, July 24, 2006).

Pennsylvania produces approximately 13,000 teachers a year, which places this state in the top five states producing America's teachers. Since Pennsylvania produces teachers who service many of the border states, such as Ohio, West Virginia, New York, New Jersey, and Maryland, it is inevitable that the teacher preparation programs in this state have a great impact on the success of many of the nation's schools. In Ohio, Governor Taft initiated the Governor's Commission on Teaching Success (2001). The main goal of the Ohio Commission was to improve and sustain achievement of all students by providing them with high-quality teachers who have good preparation, supports, and the incentives they need to help students succeed. As part of their research, the Ohio Commission surveyed novice teachers, experienced teachers, school principals, superintendents, school board members, and university faculty.

The Pennsylvania Governor's Commission on Training America's Teachers (2005) followed the lead of the Ohio Commission as they designed their study. However, they did not include principals when they surveyed other educators as to their perceptions of how well teachers are prepared when they enter the profession. This is an odd oversight since principals are largely involved in the hiring of teachers and principals' perceptions of how well these new teachers are prepared are clearly important. The fact that principals are held accountable for student achievement as evidenced in the

Pennsylvania Accountability Plan makes this omission from the survey equally strange (see Appendix B).

In order to be in compliance with the Federal No Child Left Behind Law, which was signed by President Bush on January 8, 2002. Pennsylvania developed the Pennsylvania Accountability Plan. This plan is a way of measuring school improvement and student achievement. Much of this responsibility is placed on the school principal, which is stressed through the state's Inspired Leadership Initiative (see Appendix C). This state-wide, standards-based leadership development and support system for school principals is delivered through the collaboration efforts of intermediate units and other educational agencies. (Pennsylvania Department of Education, 2006). This reliance on principals to bring about positive change in Pennsylvania's schools reinforces the idea that principals should have been included in the Governor's plan, which is further reinforced by the research.

Peterson (1999), a professor of educational administration at the University of Wisconsin-Madison and the senior training and research specialist at the Center for Effective Schools Research and Development, summarizes the role principals have played in effective schools research by describing principals as the leaders and supporters of school improvement and change. According to Peterson (1999), principals do this by providing instructional leadership and nurturing it in others. His research of effective schools supports the important role principals play in maintaining positive relations with parents and community while they shape the school culture and climate. It takes a good leader, along with good workers, to make good progress. In the school setting, the leader

is the principal and the workers need to be the well-prepared teachers who are identified and nurtured to a great extent by the principal.

The Purpose of the Study

As principals perform their duties, they are key players in making schools successful. The principal is most often involved with the entire hiring process which begins by screening applicants, making recommendations to the superintendent, and placing newly hired teachers into specific teaching positions. Some researchers have acknowledged the importance of obtaining the opinions of principals related to the hiring and preparation of effective teachers. Markow and Martin (2004) directed the research where teachers, principals, and students were surveyed for MetLife, Inc. This survey asked questions pertaining to the preparation of teachers, and it did strive to include the perceptions of principals, as well as the perceptions of students. Principals were also asked questions related to their involvement in the hiring process of teachers. There were 841 principals involved in the study. The surveyed principals shared that during the past five years, 91% of the classroom teachers hired were first-time teachers. The study also revealed that 89% of the principals had a personal interview with a teaching candidate before he or she was hired, and 95% of the principals either made the final hiring decision or made recommendations to the district when hiring teachers (Markow and Martin, 2004).

The work of Bowers (2006) also reflects the importance of the opinions of principals when making judgments about teacher performance and student achievement. The purpose of this study was to explore the professional opinions of both principals and

superintendents regarding the impact of certain teacher characteristics that may have a positive effect on student learning. These characteristics were presented in three categories: teacher preparation, teacher personality, and teacher practices. Within these categories a caring attitude toward students was considered to be the most important characteristic by principals and superintendents. Teacher preparation was considered to be the least important factor; however, the research by Bower determined that a teacher's knowledge of subject matter was the single most important contributor to teacher performance in the classroom and student achievement.

The purpose of the current study is to determine whether there are significant differences between the belief systems of elementary principals and the superintendents, deans of schools of education, and teachers surveyed by the Governor's Commission on Training America's Teachers, pertaining to how well- prepared new teachers are when they are hired to teach. The fact that principals work in schools with varying degrees of involvement with colleges and universities will also be taken into account. Principals may work in professional development schools (PDS) or traditional schools that may or may not engage in the pre-service training of teacher candidates. Within the sample of principals surveyed in this study, the professional development elementary school principal and the traditional elementary school principal groups will be defined and their responses will be analyzed to determine whether there are any similarities or differences in their beliefs of how well prepared teachers are when they enter the teaching profession.

Research Questions

The following questions will be addressed by the design of this study:

1. Based on their observations, how do Pennsylvania principals perceive the quality of initial teacher preparation programs?
2. Are there differences between the beliefs of principals of elementary professional development schools and principals of more traditional elementary schools with respect to the preparation of new teachers in Pennsylvania?
3. Do the open-ended responses by Pennsylvania elementary principals confirm or deny their perceptions about the quality of teacher preparation programs?
4. Are there differences between the beliefs of the elementary principals in Pennsylvania compared to the beliefs of the superintendents, deans from schools of education, novice teachers, and experienced teachers reported by the Governor's commission on Training America's Teachers?

Definition of Terms

Adequate Yearly Progress	It is an individual state's measure of yearly progress toward achieving state academic standards. "Adequate Yearly Progress" (AYP) is the minimum level of improvement that states, school districts, and schools must achieve each year (Pennsylvania Accountability System, 2006).
Distinguished Veteran Teachers	In this study distinguished veteran teachers are described as teachers who are members of the Pennsylvania Teacher of the Year organization,

teachers certified by the National Board for Professional Teaching Standards, and Keystone Technology Teachers.

Effective Teacher	In this study effective teacher will be defined as teachers who employ strategies and procedures that have been proven to have a positive effect on student achievement.
Experienced Teacher	For the purpose of this study an experienced teacher is one who has more than three years of experience and/or possesses outstanding credentials, such as multiple degrees or National Board Certification.
INTASC Standards	Research-based descriptions of the knowledge, skills, and dispositions that need to be developed in pre-service teachers as described by the Interstate New Teacher Assessment and Support Consortium.
Intermediate Unit	A regional educational service agency that provides training and programs to the 501 Pennsylvania public school districts and over 2,400 non-public and private schools which also serves as a liaison between school districts and the Pennsylvania Department of Education. There are 29 intermediate units in the Commonwealth (PAIU, 2007).
Novice Teacher	In this study the term novice teacher refers to a teacher with three or less years of experience.
Pedagogical skills	In this study the pedagogical skills referred to are the following: <ul style="list-style-type: none"> • Developing and implementing lesson plans • Delivering the appropriate content knowledge • Helping students perform well on standardized tests • Providing appropriate instruction for students with differing abilities, including gifted students, average students, and slower learners • Using the results from tests and other student assessments to address students' needs

- Integrating technology into instruction
- Managing classrooms and dealing with discipline
- Helping students master state content standards
- Asking questions to encourage critical thinking
- Teaching decision-making skills
- Encouraging students to work together to solve problems

Pedagogy	Pedagogy is derived from a Greek word, <i>paidagogos</i> , meaning teacher of children and refers to an action that allows, or causes, the learner to acquire new knowledge (van Manen, 1993).
Professional Development School	(PDS) A collaboration between one or more universities and one or more P-12 schools that has the interrelated goals of improved pre-service teacher education, ongoing faculty development, enhanced student learning, and continuous inquiry (Balach, 2003).
Quality Teaching	In this study quality teaching refers to teaching that has a positive impact on student achievement.
Standards	Written expectations for meeting a specified level of performance. Standards exist for the content that P-12 students should know at a certain age or grade level (NCATE, 2006).
State Standards	The standards adopted by state agencies responsible for the approval of programs that prepare teachers and other school personnel. State standards may include candidate knowledge, skills, and dispositions (NCATE, 2006), (PDE, 2006).
Student Teaching	Pre-service clinical practice for candidates preparing to teach (NCATE, 2006).

Traditional Elementary Schools

In this study a traditional elementary school refers to a school that contains grades k-5 or k-6 where there may be student teacher placements without the other interrelated goals of a Professional development school.

CHAPTER II

LITERATURE REVIEW

Introduction

The United States Department of Education has focused on school reform for quite some time. This focus has prompted a concern at the state level as well. In Pennsylvania the Department of Education has become concerned with improving student achievement by improving the preparation of teachers. School superintendents, deans from the schools of education where teachers are prepared, novice teachers, and experienced teachers were involved in a study by the Governor's Commission on Training America's Teachers (2005). This study was designed to obtain data that would help to structure teacher education programs of the future that would have a positive impact on student learning.

Principals are largely involved in the selection, mentoring, and evaluation of teachers. Protheroe (2006) discusses the important role of the principal in making a teacher's first year of teaching successful. In this research report the author considers the needs of new teachers related to their inexperience and how principals can encourage them and instill in them the confidence they lack.

During the twenty-first century, the spotlight has been focused on principals' leadership, management, and organizational practices which, according to research on leadership education as a reform strategy, can improve teaching, student learning, and student performance in schools (Orr, 2005). The important role that principals play in supporting quality teaching is acknowledged by 46 states that have adopted leadership standards for administrator certification and preparation programs. National foundations

have also become involved in supporting the preparation and work of principals, and there has been a state policy reform intended to reflect the type of educational leadership that is needed for effective schools (Sanders & Simpson, 2005).

This literature review is intended to highlight research associated with quality teaching that promotes student learning and the responsibility that the school principal has to foster a community of learners. Since school principals are charged with this important task, it is appropriate to consider their opinions along with the opinions of school superintendents, deans from schools of education, novice teachers, and experienced teachers. Since principals play a significant role in the hiring, induction, professional development, and evaluation of teachers, their perceptions of how well prepared new teachers appear to be as they enter the profession are important.

The Importance of Well-Prepared Teachers

The Education Trust, which is based in Washington, DC, was established in 1990 by the American Association for Higher Education. This organization is staffed by individuals with a wide variety of educational experiences ranging from pre-K-12 and post secondary education and has a mission focus to make schools and colleges work for students by helping teachers to improve instruction in their classrooms (The Education Trust, 2003). In the paper "Good Teaching Matters...A Lot," Haycock (1998), Director of the Education Trust, states that the reports of studies from Tennessee, Texas, Massachusetts, and Alabama provide evidence that teachers really do make a difference.

In Tennessee there are data systems in place that make it possible to study the gains that students make in a particular school year under a specific teacher. This has

been extensively studied. Teachers were grouped into quintiles, based on their effectiveness in producing student learning gains. By grouping the least effective teachers in Q1 and the most effective teachers in Q5, the impact of teacher effectiveness on the learning of students, who ranged from low to high achievers, was studied. The results revealed that high-achieving students gained an average of only 2 percentile points with Q1 teachers but an average gain of 25 percentile points when assigned to Q5 teachers (Sanders & Rivers, 1996).

The Tennessee study also shows the residual effects of being assigned to effective or ineffective teachers over subsequent years. Their findings report that students assigned to ineffective teachers continue to show the effects of the negative experience, even after they are assigned to effective teachers. In spite of the gains that are noted when students are exposed to effective teachers, they still have a high vulnerability to being placed in a situation where education gaps may continue to surface (Sanders & Rivers, 1996).

Evidence pertaining to the positive impact that effective teachers have on student achievement also comes to us through a study conducted at the Dallas Independent School District in Texas (Bembrey, Jordan, Gomez, Anderson, & Mendro, 1998). A group of beginning third graders averaged around the 55th percentile in mathematics. This same group of students averaged around the 76th percentile in mathematics after being assigned to three teachers identified as highly effective. Other conclusions indicate that the most effective teachers are knowledgeable in their content areas. The teachers who are very well prepared cover the entire curriculum, including higher level or

complex skills. They are constantly aware of the need to assess student learning and engage in “deep teaching” (Bembry, et al., 1998).

In the Boston Public Schools the subject of teacher effectiveness has been studied in order to obtain information relative to how teaching influences student learning (Bain and Company, as cited in Haycock, 1998). This study was conducted between high school teachers and their tenth grade students to attempt to show academic growth in reading and math. The average achievement scores were approximately the same for the student participants. The findings indicated that the performance of students with the top third teachers in math performed slightly below the national median for growth where the students with the bottom third teachers made virtually no gain. The students with the top third reading teachers exceeded the national median for growth and the students with the bottom third teachers showed no gain in reading.

R. F. Ferguson & H. F. Ladd (1996) report some interesting findings pertaining to research results of an analysis of teacher impact in Alabama. These researchers studied the relationship between how teachers in Alabama scored on a basic literacy test designed for teachers and administrators and how students scored on a basic achievement test. The results were positive and indicated that higher scoring teachers were more likely to produce significant gains in student achievement than teachers who scored lower.

An extensive study was completed which examined the ways in which teacher qualifications and other school inputs impact student achievement across the United States (Darling-Hammond, 2000). Data from a survey of the policies of the 50 states, case study analyses, the 1993-94 Schools and Staffing Surveys(SASS), and the National Assessment of Educational Progress (NAEP) were studied to provide some interesting

information about the correlations between teacher quality and student achievement. When the data obtained from these studies were aggregated at the state level, teacher quality variables appeared to be more strongly related to student achievement than class sizes or spending. It was also concluded that the effects of well-prepared teachers on student achievement can have more of an influence on student learning than the influences of student background factors, such as poverty, language, and minority status (Darling-Hammond, 2000). This research paints a clear picture of the need for universities and school districts to work in tandem to ensure that policies are in place that will provide quality teachers who are correctly identified to teach America's children.

The research focused on effective teaching has been used to develop a profile of what it means to be an effective teacher (Stronge, 2002). This research, which spans several decades, was used by Stronge to summarize the attributes of effective teachers. He developed a checklist (see Appendix F) which is based on the synthesis of research and can be used to identify key indicators of effectiveness in a teacher's practice. This five part checklist is divided into components that can serve as indicators for the principal to use to assess the preparation level of teacher candidates. In this checklist this author stresses the importance of looking at the teacher as a person to consider personality and mannerisms that are generally associated with one's ability to communicate well. The next three components deal with planning, organizing, and implementing instruction. Finally, the checklist includes a component that would guide the principal to reflect on the teacher's ability to monitor student progress and potential.

Bohn, Roehrig, and Pressley (2004) studied 6 primary-grade teachers in public and private schools. Two of the teachers stood out as being more effective teachers than

their four less effective counterparts. These conclusions were based on observations and reports of student literacy progress. The more effective teachers spent more time teaching and used more diverse instructional techniques. They engaged students in more meaningful tasks, such as reading good children's literature and writing their own stories, and developed lessons that were interesting and motivating. Another very noticeable difference between the more effective and less effective teachers had to deal with classroom management and discipline. The teachers who were more effective teachers employed classroom management plans that made their classrooms run so smoothly that there was rarely a discipline problem.

Research helps to create an image of what effective teaching looks like. The case of Ron Clark, the Disney Teacher of the Year in 2000 who taught students in rural North Carolina and in the Harlem section of New York City, illustrates that point. His experiences in the classroom led him to the adoption of "Four Rules for Success." Clark (2004) summarizes these rules as follows:

Speaking to our students in a positive manner, reaching all learning styles, creating the best possible environment, and developing a positive relationship with our students are wonderful ways to ensure success for all of our students. The most important thing we can do as teachers, however, is to walk into that classroom with enthusiasm in our step, passion in our hearts, and the determination to make a difference in the lives of all of our students (p.15).

By following these rules with the first class he taught in Harlem, Ron Clark helped his students to become the highest scoring class in the entire school with each student on

grade level in reading and math and the class as a whole outscoring the “gifted” classes (Clark, 2004).

Teacher Preparation Programs

Deans were surveyed by the Governor’s Commission on Training America’s Teachers because they lead teacher preparation programs and have the responsibility to see that quality programs are in place. In order to provide quality programs that are designed to prepare quality teachers, the practice of accreditation arose. The goal of accreditation is to ensure that education provided by colleges and universities meets acceptable levels of quality (U.S. Department of Education, 2006). The United States Department of Education does not grant accreditation to these schools. However, the Secretary of Education is required by law to publish a list of nationally recognized accrediting agencies that have been determined to be reliable authorities for determining the quality of education or training (U.S. Department of Education, 2006). The main function of an accreditation agency is to verify that an institution or program meets established standards. All Pennsylvania schools must also have some level of accreditation with the Pennsylvania Department of Education. The Middle States Association of Colleges and Schools, an institutional accrediting agency, and the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting agency, are well-known agencies in Pennsylvania.

The Middle States Association of Colleges and Schools has been accrediting colleges and schools since 1919. This agency looks at the institution as a whole and includes all of the programs affiliated with a school. As part of the accreditation process,

the school staff uses an approved self-study instrument and studies all aspects of the school. This includes the philosophy, mission, programs, student services, finances, and resources. The study is peer reviewed by a committee of evaluators to determine whether the school is to receive accreditation. Many colleges and schools have accreditation through The Middle States Association of Colleges and Schools. Colleges and schools also seek individual program accreditation (Middle States, 2006).

Since 1954 many colleges and universities have adopted the NCATE standards for their teaching preparation programs. These standards were propelled by the standards movement that focused on three types of standards which include the content knowledge standards, student standards, and the standards for what teachers should know in order to help students reach the challenging goals set for them by the student standards. Teacher preparation programs developed around the NCATE Standards required teacher and administrator candidates to understand and use this knowledge for effective practice. Research has been conducted where 270,000 candidates took the PRAXIS examination required for teacher certification. It was determined that 91% of the candidates who took the exam and graduated from NCATE accredited schools passed (Wise & Leibbrand, 2000).

Teacher preparation programs which are accredited through NCATE validate the fact that the future teachers have indeed demonstrated certain behaviors upon completion of the program and were instructed by faculty members who are qualified and able to model the best professional practices in scholarship, service, and teaching. A new professional teacher graduating from an NCATE accredited institution is able to handle the demands of a classroom on day one, knows the subject matter and a variety of ways

to teach it to ensure student achievement, is able to apply effective methods of teaching students of different backgrounds, and is able to explain why he or she used a particular teaching strategy, based on current research and best practice (NCATE, 2005).

During this crucial time when there is great concern about the academic excellence in America's schools, the professional development school (PDS) model, which gets its guiding framework from NCATE, has blossomed. Professional development schools, with their mission focused on teacher preparation and school-university-community collaboration, can play an important role in efforts to improve teacher quality and student achievement (Wallace & Linn, 2000). This focus is somewhat different than the focus of a traditional public school that does not have a strong university connection. Professional development schools can be described as innovative institutions formed through partnerships between professional education programs and pre-k-12 schools (NCATE, 2006). Sedlak (1987) outlined the purposes of professional development schools as:

- to improve education of prospective and practicing teachers;
- to strengthen knowledge and practice in teaching; and
- to strengthen the profession of teaching by serving as models of promising and productive structural relations between teachers and administrators.

Although these schools are designed to be outstanding schools that are staffed by high quality teachers and university faculty, they are "real world" schools, which include pupils from various backgrounds (Carnegie Corp., The Holmes Group, 1986).

Abdal-Haqq (1998) has studied the research which compares professional development schools (PDSs) and non-professional development schools. This synthesis

of research concludes that PDSs appear to provide a better preparation for teaching than traditional teacher education programs because they:

- Incorporate earlier, longer, and more structured clinical experiences;
- Involve school-based faculty to a greater degree in the design and implementation of course work and field experiences;
- Provide more frequent and sustained supervision and feedback;
- Employ more varied assessment strategies;
- Expose students to more diverse learning experiences, and
- Strive to be more supportive, reflective, and empowering (Abdal-Haqq).

The professional development school model is based on an inquiry approach which is learning through investigation. However, many professional development schools follow an active research model. In these schools, teams of individuals design projects to study what is happening at the PDS. The action research is focused on a topic of choice, based on school or classroom needs. This collaborative model pools the strengths of mentoring teachers, principals, college faculty, and teacher candidates to help meet the needs of the pre-k through 12th grade learners (Buffalo State College, 2005). When this research is complete, graduate students assist in tabulating and analyzing results. These research projects are oftentimes shared at PDS retreats where individuals from the school districts and universities come together to make plans and engage in evaluation.

Studies of professional development schools with respect to teacher preparation have suggested that teachers who graduate from professional development schools feel more knowledgeable and better prepared to teach than graduates from more traditional

programs. Yerian and Grossman (1997) did a comparison study between thirty candidates who learned to teach in a middle-level PDS and forty candidates who were trained in a traditional teacher education program. The survey and interview data suggested that the graduates of the PDS felt more knowledgeable about adolescent students, more prepared to teach at the middle-level, and better able to make connections between their coursework and their clinical experiences. The data obtained from the graduates from the more traditional programs indicated that these graduates possessed a lower self-efficacy relating to their ability to support student learning by using different teaching strategies.

Reynolds, Ross, and Rakow (2000) compared PDS graduates and non-PDS graduates from George Mason University in Virginia. Their research focused on three areas which included teacher retention, teacher effectiveness, and the personal perceptions of their own professional preparation. Data was collected by a phone survey to obtain information pertaining to their employment. Teacher effectiveness data was obtained by surveying principals to determine how proficient the graduates appeared to be at performing a set of important teaching tasks and their knowledge of pedagogical skills. Likewise, a written survey was used to determine the graduates' perceptions of their professional preparation and their satisfaction with their teacher education programs.

The findings of this study suggest that both PDS and non-PDS graduates are finding jobs and remaining in teaching in similar numbers. The data collected by surveying principals shows that PDS graduates are rated slightly higher than their non-PDS counterparts with respect to teacher effectiveness. These two areas suggest that

individual differences are greater than program differences. However, 89% of the PDS graduates at George Mason University gave ratings of good to excellent to their professional preparation program, whereas 50% of the non-PDS graduates rated their professional preparation in the good to excellent range (Reynolds et al.).

Reynolds and Wang (2005) surveyed graduates from PDS and non-PDS schools affiliated with five different universities. These researchers set out to investigate the preparation of these graduates with respect to their teaching, employment, proficiency, efficacy, and participation in professional development activities. They found that most graduates from both PDS and non-PDS sites felt prepared, proficient, and effective. At one site the ratings principals gave by way of evaluations were significantly higher. PDS graduates also had higher retention rates than their non-PDS counterparts. From this study it was concluded that there are some indicators suggesting that the PDS model has the potential to offer valuable teacher preparation experiences. It was further concluded that based on self-ratings, the graduates had strong feelings of efficacy and viewed their experiences as highly rewarding (Reynolds & Wang, 2005).

Castle, Fox, and Souder (2006) set out to answer questions related to the differences between teacher candidates who completed field experiences, student teaching, or practicum experiences at professional development schools (PDSs) or non-professional development schools. Two cohorts were formed with a sample of PDS teacher candidates and non-PDS teacher candidates. Several sources of data were collected for each teacher candidate. These sources included student teaching evaluation forms, tapes of student teaching portfolio presentations, student teaching portfolios,

which were organized according to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, and notes from portfolio interviews.

The PDS and non-PDS programs both produced competent professional teachers who met the INTASC standards. There were, however, some results that support the PDS programs for teacher preparation. One major difference observed between the PDS teacher candidates and non-PDS teacher candidates is that the PDS teacher candidates showed ownership and identification with their classroom and school setting. These individuals generally spoke in the present tense when they talked about their teaching. Their non-PDS counterparts used the future tense when they talked about their teaching and made reference to how they would do things when they begin teaching (Castle et al., 2006).

Teacher candidates in PDS programs and non-PDS programs also differed in their understanding and level of sophistication in integrating standards in their teaching practice. The PDS teacher candidates included in their portfolios considerable discussion about classroom management, classroom communication, and school-community. There was almost no discussion in these areas when the non-PDS teacher candidate portfolios were evaluated (Castle et al., 2006).

Differences were noted between PDS and non-PDS teacher candidates in the area of reflection. The PDS teacher candidates described reflection as being an important tool to evaluate the effects of their choices and actions on their teaching with the intention of improving teaching as a result of their reflections. It was found that non-PDS teacher candidates engaged in reflective practice, but their reflections showed less connection to their teaching (Castle et al., 2006).

The National Board of Professional Teaching Standards (NBPTS), which was founded in 1987, has contributed to the preparation of teachers. It is described as having a specific threefold mission:

1. To establish rigorous standards for what accomplished teachers should know and be able to do.
2. To develop and operate a national voluntary system to assess and certify teachers who meet these standards.
3. To advance related education reforms to capitalize on the expertise of the National Board Certified Teachers (NBCT).

Information which links student achievement with national board certified teachers also came out of the study by Goldhaber and Anthony (2004). The researchers studied the relationship between the achievement of students who were instructed by national board certified teachers and the achievement of students who were not instructed by national board certified teachers. It was found that students of the national board certified teachers achieved better in school.

The NBPTS (2006) has developed standards in 27 different fields of teaching. These standards, which have been developed by committees of teachers and other experts in the field, are based on five core propositions pertaining to what teachers should know and be able to do. These five core propositions express the effectiveness, knowledge, skills, dispositions, and commitments of the accomplished teacher and are summarized by the following statements:

- Teachers are committed to students and their learning.

- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

Once these standards are published, they are reviewed every five years. The review process is designed to take into account current research, pedagogy, technology, and classroom realities (NBPTS, 2006).

When the relationship between the NBCT candidates and student achievement of elementary students was studied, the findings indicated that the NBPTS is successfully identifying more effective teachers. This study, which spanned a period of three years, produced positive results, indicating that students of teachers who were National Board Certified Teachers made greater academic strides. Likewise, the teachers who were either part of a cohort aspiring to become certified, or who had successfully completed the process, were more effective teachers prior to making application to the NBPTS (Goldhaber & Anthony, 2004).

Vandevoort, Amerin-Beardsley, and Berliner (2004) set out to determine the relationship between National Board Certification and student achievement as measured by student performance on the Stanford Achievement Test, 9th Edition. In their study they compared the academic performance of students in 35 classrooms where the teachers were certified by the National Board of Certified Teachers and the academic performance of students in the classrooms of their non-certified peers. The comparisons were made by studying the elementary students in four grades with four years of data that included their

scores in reading, mathematics, and language arts. Students in the classes of teachers who were National Board Certified Teachers surpassed the students in the classrooms of non-certified teachers in almost three quarters of the comparisons (Vandevoort et al., 2004).

Accountability for Quality Teaching and Learning

In 1965 Congress passed the Elementary and Secondary Education Act (ESEA), which has served as the principal federal law that affects education from kindergarten through high school. The ESEA was introduced during the presidency of Lyndon B. Johnson in recognition of the special educational needs of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs (Section 201, Elementary and Secondary School Act, 1965). The No Child Left Behind (NCLB, 2002) legislation was passed to bring a reform to education which was designed to improve and close gaps in student achievement. The driving force behind this reform was clearly described by President George W. Bush as, “Too many of our neediest children are being left behind.”(Executive Summary, NCLB).

Accountability for results is a major emphasis of NCLB (2002) as the goal of the law is to have every child achieve state-defined standards by the end of the 2013-14 school year. According to the law, states are required to disaggregate student achievement data. The student achievement data is separated into subgroups which are defined by poverty, race, ethnicity, disability, and limited English proficiency to ensure that no group is left behind (NCLB, 2002). If a school does not meet the standards outlined by the state and fails to meet “adequate yearly progress” (AYP) for two straight

years, either school-wide or in any subgroup, it is considered to be “in need of improvement.” When a school is identified as “in need of improvement,” school administrators are required to work with parents, school staff, district leaders, and outside experts to develop a plan to improve it (NCLB, 2002). The context for this review is school improvement, and clearly there are numerous contributors. These include teachers, superintendents, deans from schools of education, and principals. The literature review clusters the research on these four groups.

Leithwood, Seashore, Anderson, and Wahlstrom (2004) were commissioned by the Wallace Foundation to study the links between student achievement and educational leadership practices. These authors suggest that school improvement plans can be a means of setting direction. However, without an effective leader, troubled schools are unlikely to be turned around. Two important claims were made related to the role of the principal in improving student achievement. The first claim is that leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school. Secondly, leadership effects are usually largest where and when they are most needed (Leithwood et al., 2004).

Two national organizations have studied effective instructional leadership and both have published lists of standards. The Interstate School Leaders Licensure Consortium, a program of the Council of Chief State School Officers (ISLLC), promotes model standards for school leaders (see Appendix D). These standards describe the expected behaviors of principals as they serve as educational leaders who promote the success of all students. According to the standards, principals are expected to be visionaries. They are called to assist in the development and implementation of a vision

of learning while advocating for and sustaining the school culture. The ISLLC also stresses in its standards the importance for principals to respond to diversity within the community and at the same time maintain a set of core values.

A study was conducted in Virginia where the ISLLC standards were connected to student achievement. Kaplan, Owings, and Nunnery (2005) described the investigation in which principals from Virginia's public schools were randomly selected to study the relationship between principal quality and student achievement. Two people who supervised each principal completed the ISLLC questionnaire about the principal. State achievement test data were entered for each principal's school. The results showed that principals who were rated higher on school leadership standards have schools with higher student achievement than the schools where principals were rated lower.

The National Association of Elementary School Principals (NAESP), which serves approximately 28,500 elementary and middle school principals in the United States, Canada, and overseas, also provides a set of standards for principals. In 2001 the NAESP produced a handbook for principals which was written in partnership with the Collaborative Communications Group of Washington, D.C. This handbook, *Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do*, is based on information obtained from surveys of principals. This collective voice of the nation's principals presented a realistic view of the type of instructional leadership that today's principals must provide in order to lead successful schools. Contained in this guide are six standards that have been identified by practicing principals (see Appendix E). These standards provide indicators of quality in schools and link the role of the

principal to student learning by outlining the responsibilities of the school principal as the lead learner in a community of learners.

A review of the standards for principals that are endorsed by the ISLLC and the NAESP helps to create an image of the responsibilities associated with the universal job description of a school principal. From these standards it is easy to extract the high accountability for quality teaching and learning associated with the role of the principal. These standards also paint a clear portrait of the responsibilities principals have in today's educational environment.

The Role of the Principal in Effective Schools

The accountability level at which school principals are placed and the difference that effective principals can make continues to be stressed as resources become available to assist them in their roles of creating a learning community. Prime examples are the "Grow" and "Support" programs (Pennsylvania Department of Education, 2006) previously mentioned in chapter one (see Appendix B). These programs, which are an integral part of the Pennsylvania Accountability System, form the basis of the Pennsylvania Inspired Leadership Initiative and are designed to assist both beginning and veteran principals. "Grow" is available to principals with one to three years of experience, and "Support" is an option for principals beyond that level of experience. These state sponsored programs, which are standards-based, validate the important leadership role that principals must assume to facilitate the success of the schools they administer.

The Broad Foundation (2006) has a mission focus to improve k-12 urban public education through better governance, management, labor relations, and competition. This foundation awards grants and sponsors a management academy. The development of visionary leaders who are given the tools to succeed is the focal point of this organization. The primary investment of the group is made to train current and aspiring leaders of large urban school districts that focus on raising student achievement. The investments in school leadership made by the Broad Foundation provides further documentation related to the need for principals to be able to cultivate a school environment where well-prepared teachers make an impact on student achievement.

Another foundation dedicated to serving as a resource for school administrators, confirming the need for principals to be able to function as educational leaders, is the Bill & Melinda Gates Foundation (2006). Many grants have been awarded by this group to enhance education. The Principal's Technology Leadership Academy is an example of an initiative funded by this foundation. Realizing the important responsibility that principals have to model best educational practices, this foundation provided many of the resources and training to principals in the area of technology. Cohorts of principals were trained across the state on the use of handheld technology with the hope that the principals would take the lead and illustrate the importance of technology in education to students and teachers. The success of this endeavor has empowered principals to be able to apply for grants to train teachers and provide them with the knowledge and materials to implement handheld computers into their classrooms.

As the quest to understand the role of a school principal continues, the work of the Wallace Foundation (2000) emerges with a three objective mission. First and foremost,

the goal of this foundation is to strengthen educational leadership to improve student achievement. Secondly, the Wallace Foundation wants to improve after-school learning opportunities. The third goal is to expand participation in the arts and culture. The financial awards are made to schools that engage in activities that are in alignment with the foundation's mission. These schools are engaged in an action-based research led by the principal. Insights gained by these efforts have equated the role of the principal with successful schools.

An awareness of the need to support principals as they affect changes that lead to school improvement exists at the national level and works its way to the state and local levels through the work of several organizations. The American Association of School Administrators (AASA, 2006) has been providing school system leaders with support since 1865 by providing a means for them to gain professional enrichment through networking with other educational leaders across the country and in many other countries. The National Association of Elementary School Principals (NAESP, 2006), The National Middle School Association (NMSA, 2006), and The National Association of Secondary School Principals (NASSP, 2006) are organizations that exist to support school leaders at specific levels. Each of these organizations address the challenges that school leaders face and offer an array of services, spanning from research reports to standards-based professional development opportunities for principals that include networking.

The Southern Regional Education Board (SREB, 2006) has conducted research on the preparation and development of school principals. This organization has worked on initiatives funded by foundations, such as the Wallace Foundation, to improve school

leadership. The SREB has developed a curriculum designed to prepare principals and aspiring leaders in the areas of curriculum and instruction to improve student achievement. The curriculum is presented online through a series of Leadership Curriculum Modules that are designed to train school leaders in all aspects of school leadership that are directly related to effective leadership and school improvement.

Another organization that has focused its attention on the training and professional development of school principals is the National Center on Education (NCEE, 2006). The work of this group is geared to help school districts train their principals to be outstanding instructional leaders who make an impact on student achievement and is funded by philanthropic and governmental agencies. An initiative supported by the NCEE resulted in the establishment of the National Institute for School Leadership (NISL). This program combines instructional workshops, seminars, study groups, and web-based learning experiences presented from leading experts on school leadership from around the world.

The need to apply state-of-the-art research to share information, develop training programs, and produce materials that will assist principals in their roles as instructional leaders is at the heart of several other organizations. The Education Alliance at Brown University (2006) sustains several leadership projects. One that is of major importance to principals is The Principals' Leadership Network (PLN as cited in the Education Alliance at Brown University, 2006). This network is involved with supporting collegial relationships, guiding professional growth, and fostering collaboration among principals. Regular meetings, workshops, and forums provide the opportunities for principals to share ideas and best practices.

Some organizations exist with the primary purpose of using current knowledge of leadership, based on the research, and creating materials for school districts to use. The Education Commission of the States (ECS, 2006) was awarded a \$350,000 grant to create a toolkit that would identify and promote promising models of school leadership. When completed, this toolkit will provide a step-by-step guide for implementing effective leadership practices. The Mid-continent Research for Education and Learning, (McREL, 2006) is another organization that serves the central region of the country in a similar manner.

The Institute for Educational Leadership (IEL, 2006) dedicates its efforts to improving education by working to improve the preparation of school principals. It has developed the e-Lead (Leadership for Student Learning) program which is a partnership of the Laboratory for Student Success at Temple University. This program is a free online resource that offers states and districts information about how to provide better professional development for principals. The work of e-Lead is guided by an advisory board which is made up of nationally renowned experts in preparing school leaders.

As the literature is reviewed, the role of the principal becomes clearly outlined. The role of the principal as the articulator of the mission of the school is crucial to the overall effectiveness of the school (Effective Schools, 2001). It is the responsibility of the principal to perform as the instructional leader who understands and applies the characteristics of instructional effectiveness in the management of the instructional program (Effective Schools, 2001).

Thomas J. Sergiovanni (1996) in his book *Leadership for the Schoolhouse* examines the various leadership theories and makes reference to the Community Theory

as the roots of school leadership. He describes this theory by making reference to the standards of public obligation that principals must first follow in order to create the environment that he describes as a “moral learning community.” These standards were first introduced by Bellah (1985) in his book *Habits of the Heart* and are not the technical type of standards that are outlined by the ISLLC and NAESP. Bellah states that there are specific tasks that principals should perform as leaders who strive to build a learning community. The nine tasks include purposing, maintaining harmony, institutionalizing values, motivating, managing, explaining, modeling, and supervising. By giving attention to these tasks, principals strive to bring teachers, parents, and students together with a shared vision. As the principal engages in these tasks related to the standards of public obligation, there is an acceptance to assume the responsibility of consensus-building while developing a set of workable procedures.

A study by Johnston (1993) investigated the leadership activities of three principals in Nebraska. The principals were by reputation identified as being strong instructional leaders. These principals worked in three different school settings which were urban, suburban, and a small town. The data collected in this study was obtained by interviewing and shadowing the principals. Even though their leadership activities varied, three common themes prevailed among these principals. They were first described as being process oriented; secondly, they were very collaborative leaders; and thirdly, they involved themselves in the context of school activity. It was concluded that the behaviors of the principals in these three case studies made them good managers and monitors of curriculum, creators of a positive learning environment, and promoters of teacher growth.

Cotton (2003) also investigated the characteristics and behaviors associated with principals of effective schools by summarizing the research presented pertaining to 26 principals of successful schools. Her findings are contained in her report *Principals and Student Achievement: What the Research Says* (2003). It was concluded that principals in high-performing schools support and facilitate instruction as their primary goal.

The effective principals referenced by this author were concerned with pursuing high levels of student learning. They regularly used student achievement data to improve programs by establishing a norm of continuous improvement. At the same time these effective principals showed respect for teacher autonomy, supported teachers' risk taking, and recognized both student and teacher achievements. In addition, the effective principals excelled in the area of supervision. Frequent classroom visits and planned professional development opportunities were provided for teachers, and they encouraged teachers to maximize instructional time. Principals who engage in these activities described have a clear understanding that they are accountable for the quality teaching and learning that takes place in their schools (Cotton, 2003).

Additional studies have been conducted to determine the differences between more effective and less effective school principals (Whitaker, 1997). When 163 middle schools were studied, four schools with more effective principals and four schools with less effective principals were identified. One notable difference that was documented when the groups were compared is that the more effective principals viewed themselves as responsible for every aspect of their school, unlike the less effective principals who maintained the belief that certain aspects of the school were not within their realm of responsibilities.

The study by Dufour, R., Eaker, & Kahanek (2004) focused on four very dissimilar schools. The focus schools were Boones Mill Elementary School in Franklin County, VA; Los Penasquitos Elementary School in Rancho Penasquitos, AZ; Freeport Intermediate School in Freeport, Texas; and Adlai Stevenson High School in Lincolnshire, IL. These schools varied in terms of size, geographic location, accessibility to resources, and the students, along with the communities they serve. The most powerful similarity between these schools was that the teachers were truly focused on student learning as their primary mission, and they embraced data from their common assessments to provide insights into their students' learning. A major factor in creating the learning-centered culture of these four schools was the principal's ability to confront violations of the standards that needed to be in alignment in order to build a learning culture that radiated in student success.

Teasley (2006) studied the strategies used by principals to involve teachers in school initiatives by implementing a distribution of leadership theory. This researcher pursued these questions:

- How is instructional leadership exercised in two urban schools?
- Is this leadership distributed?

Through observation and interview it was found that principals use different strategies to involve teachers within their organizational structures. Some teacher leadership was solicited in a formal manner while other principals solicited teacher leadership informally. This study highlights the way principals are important in distributing leadership.

As discussed earlier, the National Commission on Teaching and America's Future (NCTAF, 1994) began its work focused on a mission with strong roots, dedicated to providing each child in America with quality teachers by the year 2006. In response to this goal, the Pennsylvania Association of Elementary and Secondary School Principals (PAESSP, 2004) developed a guide entitled *Principals Guide to Hiring: Attracting the Best* by A. Richard Pitcock. In this guide Pitcock (2004) provides information pertaining to the procedures that should be in place to hire effective teachers each and every time that a vacancy occurs. Several revealing facts and figures regarding teacher hiring in Pennsylvania were included in the report titled *Pennsylvania's Classroom Teachers: Their Retirement, Replacement and Development* (Cooley & George, 1995 as cited in Pitcock, 2004). The information shared by these authors includes the fact that two-thirds of Pennsylvania's teachers retire from the districts in which they began teaching. It is estimated that the hiring of a 35-year career teacher is an investment of \$2.8-\$3.6 million in that teacher. Also, a teacher impacts the lives of thousands of students over a career.

When one considers the impact that a teacher can make on a large number of students over thirty-five years and the monetary commitment that is to be honored over that period of time, the need to hire teachers who are very well prepared and share the same vision and goals with their employers is extremely important. The Association of School Personnel Administrators (ASSPA, 2002) presented a revised statement listing the knowledge and skills that are most critical for teachers of the future to possess. This statement is based on research obtained through case studies of newly-hired teachers (see Appendix G). This skills statement is very closely related to the statement used to gauge teacher preparation when the Governor's Commission on Training America's Teachers

(2005) surveyed deans from schools of education, superintendents of schools, novice teachers, and experienced teachers. These statements stress the need for teachers to be able to respond to individual differences, use technology, use assessment techniques to evaluate student performance, develop critical thinking skills with students, and use content standards to implement the curriculum.

Among all the decisions made by administrators, it is a widely accepted opinion that hiring a teacher is the most important one. Pete Pillsbury (2005), who has worked for many years as a teacher, administrator, superintendent, and consultant/trainer, shared the views of many individuals who were participants in workshops where they were engaged in discussions related to effective teachers. In his discussions, three common threads have emerged related to great teachers. He first describes teachers as having purpose and states that they have a clear sense of why they have chosen to be teachers. Secondly, he discusses the ability that quality teachers have to develop relationships with their students. The third area that is discussed is the approach that quality teachers take to teaching. This area is related to the pedagogical knowledge that is important for teachers to possess.

According to Pillsbury (2005), great teachers are seen as having high expectations and being demanding as they make learning interesting. They are described as being capable of getting the learner actively engaged while promoting individual and critical thinking. Lastly, well-prepared teachers know how to structure lessons and look for multiple ways to solve issues and problems in the classroom in order to maximize learning for all students by taking personal responsibility for student achievement.

Davis (2005) studied principals' perceptions of the teacher traits that they believe are strong indicators of one's ability to be an effective teacher. The 13 essential traits are related to the following themes :

- Enthusiasm about career
- Team player
- Student-centered
- Flexible
- Content knowledge
- Pedagogy/lesson design
- Certification/licensure
- Organization
- Eagerness
- Compassionate
- Positive outlook
- Communication
- Appropriate dress

The principals interviewed in this study expect these traits to have a positive impact on student learning. They feel that they need to identify committed, invested, compassionate, personal, positive, flexible, experienced, and adaptable teachers because these traits are related to interactions with the students, and principals' opinions are extremely important (Davis, 2005).

The impact that principals have on successful schools along with the hiring of well-prepared teachers has been discussed in this literature review. The literature

supports the need to have a shared vision between principals and teachers in order to experience school progress. Patterson (1993) has defined “leading” as the process of influencing others to achieve mutually agreed upon purposes for the organization (p.3). Therefore, principals have a need to be involved in the hiring of teachers who clearly understand the mission or direction of the school and the role they play in its implementation. Heller (2004), through his research, shares a process for principals to use to set the direction as instructional leaders, which is guided by four basic questions. These questions are stated in simple terms as follows:

- What do we want students to know and be able to do?
- What methods will we use to help students achieve these goals?
- How do we want students and teachers to act?
- How should we treat students and teachers?

The answers to these questions take us back to the earlier definition of “pedagogy” as described by van Manen (1993) where he defines this word as an action that allows or causes the learner to acquire new knowledge.

The fact that school principals need to be current in their understanding of the diverse student populations and the pedagogical skills necessary to educate the students in their schools is validated by the role that principals play in teacher selection. Anthony and Head (1991) found that 84% of newly hired teachers reported that they were interviewed by principals. Additionally, their studies revealed that 54% were interviewed by a district-level administrator, 33% by the superintendent, and 26% by assistant principals or committees (Anthony & Head, 1991).

The Office of Educational Research And Improvement (OERI, 1993), which is affiliated with the Office of Research of the U.S. Department of Education, published a report based on the Schools and Staffing Survey (SASS) which surveyed 8,580 public school principals across the country. The principals surveyed were asked how much they believed that the school district, the principals, and the teachers influenced decisions on curriculum development, the hiring of new full-time teachers, and the setting of discipline policy.

In the area of establishing curriculum, the OERI (1993) research shows that the principals surveyed believed that the school district was most likely to be responsible for this task, according to the responses of 33% of the principals surveyed. The responses of 19% of the principals indicated that they believed teachers and principals were equally responsible for establishing curriculum. Lastly, 15% stated that the school district, principals, and teachers were equally responsible for curriculum development.

The OERI (1993) reported that school principals believed that they shared equal responsibility for decision-making on discipline policy. Responses given by the principals in this area showed that 24% of those surveyed believed that the school district was most responsible. It was reported by 23% that they believed that the school principal was most responsible for discipline policy decisions. Teachers were not seen as having the primary responsibility in this area. However, 18% reported that they believe that teachers worked with principals in setting policy, while 17% responded that they believed that principals worked along with other district personnel in this area (OERO, 1993).

The hiring of new full-time teachers is the third area that was surveyed by the OERI (1993). In this reporting category it was found that principals believe that in this

area they have the most autonomy. The survey results showed that 49% of the school principals believed that they were most likely to have the primary responsibility for hiring. Only 28% believed that the school district personnel were primarily responsible for hiring new teachers, and 18% said principals and the school district were equally responsible. This category report is significant to this researcher's work as it once again implies the need for principals to make good hiring decisions since they play an important role in the process.

Research Involving the Opinions of Principals

A review of educational research provides continual validation that there is a parallel between the leadership of an effective principal and student academic performance. For this reason, principals have been asked their opinions related to various educational topics. This wide range of topics suggests that principals are involved in numerous aspects of education which impact the success of schools.

Kirkland (1971) looked at the opinions of principals as she set out to study the effects of testing on students and schools. As she investigated this topic, she looked at external testing programs and how they could possibly control school programs. Her extensive study took her to the work of a joint committee on testing of the American Association of School Administrators, the Council of Chief State School Officers, and the National Association of Secondary School Principals. She also examined the work of the North Central Association of Colleges and Secondary Schools. Her study involved a comparison of the work of these committees.

A summary of the results indicates that more than half of the school administrators said that they use external test results to compare their schools with other schools. A majority of the principals stated that external testing programs in which their schools participated had no undesirable influence on what or how material was being taught. Only 13% of the principals felt that external testing programs had an undesirable influence on their schools. Some respondents also indicated that their teachers engaged in coaching students on test materials rather than following the curriculum (Kirkland, 1971).

Koretz, Mitchell, Barron, and Keith (1996) studied the perceived effects of the Maryland School Performance Assessment Program (MSPAP). Their research was accomplished by surveying teachers and principals. The reports based on the feedback from principals yielded some interesting results. Principals largely reported that a significant change in their roles as school leaders has resulted from the MSPAP.

Most principals (84%) reported that they have given their teachers a great deal of encouragement to improve instruction. The MSPAP has also influenced the staffing decisions made by principals. In some cases the principals (30%) have reported that they have moved teachers either into a tested grade or out of a tested grade based on experience and observed strengths of teachers. A substantial number of principals also indicated that the MSPSP has caused them to engage in public recognition of teachers for their students' good performance (Koretz, et al.).

The Kentucky mandated induction and mentoring program (1998) has been mandated and funded by the state legislature since 1985. This year-long internship is required of all new teachers in the state. During this internship, each intern is provided a

committee made up of a principal, resource teacher, and a teacher educator from a teacher training institution. Throughout the course of the year, this committee evaluates the progress of the intern and collectively develops a professional development plan for the intern. If the intern completes the program successfully, a four-year teaching certificate is issued, and the teacher can work toward permanent certification.

In the state of Kentucky principals have also worked collaboratively with Kentucky's university teacher education programs to evaluate their programs. When asked for their opinions, 70% of the principals surveyed stated that the new teachers, trained according to the guidelines of the KBTIP (1998), were better prepared to assume teaching responsibilities. Even Kentucky principals are required to participate in a year-long internship. A three person Principal Intern Committee evaluates these new principals. The Kentucky model clearly places an emphasis on the opinions of principals with respect to the evaluation of newly trained educators.

A study conducted by Supovitz and Turner (2000) was designed to investigate the effects of professional development on science teaching practices. Again principals played a vital role in the data collection. The surveys asked teachers questions about their attitudes, beliefs, and teaching practices. The principals at the same schools were also surveyed. The findings indicate that the quantity of professional development in which teachers participate does have an effect on the teaching of science. Principals in this study observed that when substantial professional development opportunities were provided for teachers, an increase in inquiry-based teaching practices and an investigative classroom culture were also observed.

Baumann, Hoffman, Duffy-Hester, & Moon Ro (2000) surveyed teachers and principals to obtain information related to elementary reading instruction practices. In this survey principals were asked questions about the level of involvement and influence that teachers have over a reading program. The responses from 65% of the principals indicated that teachers have much more influence and are involved in the curriculum and materials than they were thirty years ago. The principals were also asked if they have noted any specific change or innovation associated with current reading instruction. A range of responses consisted of 23 different responses. The most popular response was a movement to trade books and literature-based reading instruction (Bauman et.al., 2000).

The results from a national survey to determine the quality of school-based prevention programs were reported by Gottfredson & Gottfredson (2002). In this study principals were once again surveyed by the researchers. The questions asked of the principals were geared toward the evaluation of prevention programs. The findings show that according to the principals, schools support a large number of activities directed at reducing or preventing problem behavior. It is concluded by this study that the quality of the programs implemented in the typical school need to be improved and for the most part only operate for a minimal amount of time throughout the school year. These results suggest that prevention practices would be improved if schools increased the intensity of the activities. Principals for the most part agree that schools usually do not have the resources to implement a prevention program as part of the normal operations of the school for the entire school year.

An annual survey of the trends in primary education is routinely completed in England. The United Kingdom National Foundation for Educational Research (2004)

surveyed principals to obtain the views and concerns of primary principals in relation to budgets, staffing, curriculum, their schools integration with local community services, school improvement, and parental involvement. Of the 800 primary principals surveyed 95% of the principals were concerned about the balance that teachers maintain regarding their work lives and personal lives. Over 75% of the principals identified budgetary issues as their main concern. The survey also revealed that primary schools increased in their use of social services due to the child protection agencies and support agencies they relied on for the support of children with special needs.

The Illinois Arts Education Initiative (2005) surveyed superintendents and principals as to their beliefs pertaining to art education and to obtain information about the arts programs in Illinois. The inclusion of principals by the Illinois Arts Education Initiative is very significant and acknowledges the fact that principals have the potential to impact school programs related to the arts. In Illinois the survey data indicated that almost all principals concur that the arts are an essential part of a quality education, help students perform better on standard achievement tests, and are important all through life. However, 20% of the principals surveyed reported that there are no programs of this type in the schools where they are the instructional leaders. In addition to this data, 80% of the high school principals surveyed said that students are not required to take a single course in the area of the arts during their high school years.

The studied research clearly illustrates that the opinions of principals are important as they have been asked to participate in several educational studies. The role of the principal varies and includes many tasks related to curriculum, instruction, and

staffing. By attending to these responsibilities, principals have the potential to have an impact on student performance which makes their opinions important.

Final Report of the Governor's Commission on Training America's Teachers

As previously noted in chapter one of this study, the Governor's Commission on Training America's Teachers (2005) was formed as a response to the challenge to provide highly qualified and effective teachers in all Pennsylvania classrooms. This year-long study involved superintendents from the Pennsylvania school districts, deans of education from various colleges and universities in Pennsylvania, novice teachers with one to three years of experience, and more experienced teachers. Several pedagogical skills were included in the surveys which were made reference to as part of teacher training, induction programs, or professional development programs. The data collected from the surveys can be used at each of these career levels to provide pre-service teachers or in-service teachers with programs designed to strengthen their teaching skills.

The results of the study conducted by the Governor's Commission on Training America's Teachers (2005), that serve as a generator for this study, deal with the opinions of how well-prepared new teachers are in a number of specific areas. The superintendents, along with novice and experienced teachers, were uniform in the marks that they gave to beginning teachers pertaining to their abilities to develop and implement lesson plans, as well as deliver appropriate content knowledge. However, there were some negative responses from those working in schools. These negative responses were related to the following areas:

- Managing classrooms and dealing with discipline (classroom management).

- Helping students master state content standards (instructing standards).
- Helping students perform well on standardized tests (demonstrating proficiency on tests).
- Providing appropriate instruction for students with differing abilities, including gifted students, average students, and slower learners (differentiated instruction).
- Using the results from tests and other student assessments to figure out how to address students' needs (using tests to improve instruction).
- Integrating technology into instruction (technology use).

The perceptions of deans from university teacher education programs were more positive in these areas. The Governor's Commission on Training America's Teachers (2005) responds to this disparity by referencing the normal tendency to display a belief in ones own work and suggests a need for colleges and universities to be more closely engaged with Pennsylvania PK-12 schools. The specific responses are included for review in chapter four (see Table 8).

Conclusion

The literature reviewed has clearly established the fact that principals are accountable for and have a definite impact on the success of the schools where they serve as educational leaders. Studies completed by various individuals, along with the work of various groups, indicate that the important task that will always be on the top of the priority task list for a principal is the need to hire quality teachers who are well prepared. The National Commission on Teaching and America's Future (1996 as cited in Darling-

Hammond & Bransford, 2005) outlined the need to place quality beginning teachers in teaching situations by stating the following:

We seek to describe the initial understandings that teachers need to serve adequately the very first students they teach. We believe that these students, like all others, are entitled to sound instruction and cannot afford to lose a year of schooling to a teacher who is ineffective or learning by trial and error on the job.

As principals strive to fill the vacancies that become available within the teaching staffs of their schools, they need to be prepared to support teachers from day one. Their ability to provide support will stem from the knowledge of how closely aligned their beliefs pertaining to the pedagogical skills necessary for quality teachers to possess are aligned with their perceptions of how well-prepared new teachers appear to be when they enter the profession. These potential new hires for the most part are those pre-service teachers who are currently student teaching or will be student teaching in the near future.

Since the Governor's Commission on Training America's Teachers (2005) focused on certain pedagogical skills when surveying superintendents, college and university deans from schools of education, novice teachers, and experienced teachers, the next step would be to include principals in the survey. Since principals play a vital role in teacher selection and are largely responsible for student achievement, this data could prove to be very valuable. The perceptions that principals have as to how well-prepared the new teachers appear to be as they approach their first teaching positions are very important, as it is the responsibility of these individuals to help to equip the beginning teachers with the resources and skills they need to respond to the needs of all learners within their school communities.

The data obtained by this study indicates how well-prepared principals believe new teachers to be as they enter the teaching profession. Since principals are accountable for the success of their schools, this information will help to further define their roles. This data will be a valuable source of information which may be used to design the types of induction programs and professional development programs that may need to be in place in order to support newly hired teachers. In this way, the challenge to provide highly qualified beginning teachers in every classroom (NCTAF, 1994) will be addressed.

CHAPTER III

METHODOLOGY

Introduction

Perceptions of Pennsylvania elementary principals on the preparation of new teachers on initial appointments were studied. Their perceptions were compared to the perceptions of the school district superintendents, deans of schools of education, and teachers surveyed by the Governor's Commission on Training America's Teachers (2005). Principals were not included in the original study completed by the Commission. The researcher was particularly interested in their responses. Therefore, the data reported in this study contributes to the information contained in the final report of the Governor's Commission. The need for this data was driven by the role that principals play in the hiring and supporting of new teachers. Since principals hire new teachers and are subsequently accountable for the student achievement in schools, it is important to include their opinions. This data will also be useful as it has the potential to generate educational dialogue between school districts and the 95 colleges and universities that are approved by the Pennsylvania Department of education to engage in teacher preparation.

Data Collection

The principals surveyed were identified through the database of principals which was compiled and is annually updated by the program director of the Educational Administration Program of Duquesne University. All elementary principals from the 501 public school districts in the state of Pennsylvania were surveyed. Once the elementary principals were identified, the survey was emailed to each participant, along with the

appropriate consent form information. Survey Monkey was the site used to launch the survey to the principals and collect their responses. A reminder notice was sent to the elementary principals who did not respond within ten days and in some cases school district superintendents were asked to encourage elementary principals from their districts to participate. The average number of elementary principal positions in Pennsylvania for the last three years is 1,729. However, many principals serve as administrators for multiple buildings and there were actually 1,042 principals at the time that the survey was taken. Therefore, statistical calculations indicated that a sample size of greater than 200 was needed to obtain an appropriate ($p < .05$) level of power.

In addition to the total group of principals, there are two subgroups that were studied. One group consisted of principals from elementary professional development schools (PDSs) in Pennsylvania. Currently 33 colleges and universities maintain PDS relationships with school districts. In a PDS there is a strong college or university affiliation with a school district, as teachers and university faculty work together to provide pre-service training for teacher candidates, as well as professional development opportunities for the in-service teachers. The other group consists of principals from traditional elementary schools in Pennsylvania. In the traditional elementary schools, the type of partnership described in a PDS setting does not exist. However, the school may or may not have some affiliation, such as student teacher placements with colleges or universities. The research questions to be answered in this study were:

1. Based on their observations, how do Pennsylvania principals perceive the quality of initial teacher preparation programs?

2. Are there differences between the beliefs of principals of elementary professional development schools and principals of more traditional elementary schools with respect to the preparation of new teachers in Pennsylvania?
3. Do the open-ended responses by Pennsylvania elementary principals confirm or deny their perceptions about the quality of teacher preparation programs?
4. Are there differences between the beliefs of the elementary principals in Pennsylvania compared to the beliefs of the superintendents, deans from schools of education, novice teachers, and experienced teachers reported by the Governor's Commission on Training America's Teachers?

The research questions stated above were answered as the following hypotheses were tested:

1. Elementary principals in Pennsylvania do not have a positive perception of teacher education programs.
2. Principals of elementary professional development schools and principals of more traditional elementary schools in Pennsylvania do not share the same beliefs with respect to the preparation of new teachers.
3. The open-ended responses made by Pennsylvania elementary principals will confirm or deny their perceptions about the quality of teacher preparation programs.
4. Elementary principals in Pennsylvania do not share the same beliefs as the superintendents, deans from schools of education, novice teachers, and experienced teachers surveyed by the Governor's Commission on Training America's Teachers.

Population

The population for this study consisted of elementary principals from the 501 public school districts in the state of Pennsylvania. All elementary principals from each school district were surveyed. This sample has been divided into two subgroups. One subgroup contains the principals of professional development schools (PDSs), and the other subgroup contains the principals of traditional elementary schools or non-PDS programs.

This database of Pennsylvania principals contains the most recent information available for the 2006-2007 school year. The principals surveyed work in school districts that are urban, suburban, and rural. The sample contains both male and female principals with varying levels of experience.

Instrumentation

Permission was granted by the executive director of the Governor's Commission on Training America's Teachers, Robert Feir, to use any appropriate portion of the surveys used by the Commission as the data collection tool for this study (Robert Feir, Personal Communication, July 24, 2006). According to the research coordinator of the Governor's Commission on Training America's Teachers, the research completed by the Ohio Governor's Commission on Teaching Success, which was completed a year earlier, was used as a model by Pennsylvania (Sarah Coon, Personal Communication, January 4, 2007). The surveys used for that study were created by the consulting firm Beldon, Russonello, and Stewart (2004).

The consultants drafted a survey in collaboration with staff and consultants to the Ohio Governor's Commission on Teaching Success. Although the majority of the questions were asked of all four populations which were superintendents, principals, teachers, and school board members, the questions' wording varied slightly to match the type of respondent. Also, some questions were not appropriate for all types of respondents and were not asked of everyone. Each respondent was asked screening questions to ensure his or her qualification to participate in the study. Once finalized, the surveys were subjected to pretests, resulting in slight modifications in terms of question wording and questionnaire length (Nancy Beldon, Personal Communication, January 17, 2007).

The researchers from the Governor's Commission on Training America's Teachers used four surveys when they replicated the Ohio research in Pennsylvania. For reasons that are unclear, they did not include principals in their research. One survey was designed to be used with teacher education deans and chairs. A slightly different survey was used to survey school district superintendents. Human resource directors were also included in the superintendent group. Teachers were surveyed using two separate surveys. One was used to survey teachers new to the profession with one to three years of experience while the other survey was used to survey distinguished veteran teachers. The distinguished veteran teachers surveyed included a sample of members of the Pennsylvania Teacher of the Year organization, teachers certified by the National Board for Professional Teaching Standards, and Keystone Technology Teachers.

For the purpose of this study the superintendent survey used by the Governor's Commission of Training America's Teachers was adapted to survey the principals (see

Appendix H). The only adaptations made were to insert the word “principal” in place of the word “superintendent” and the word “school” in place of the words “school district.” Questions one, two, and twelve have been added to the survey. These questions deal with demographics and identify the principals who are affiliated with professional development schools.

The body of the survey used with the principals was divided into five sections. The first section contained demographic information. The second section included information pertaining to hiring procedures. In the third section principals were asked to share their perceptions of how well they believe new teachers are prepared when they begin their careers. The fourth section asked the principals questions related to any partnerships their schools maintain with outside organizations. Lastly, a fifth section provided the principals with the opportunity to write any additional comments they would like to make.

In order to be consistent with the survey research conducted by the Governor’s Commission, portions of the principal survey contained questions presented in a Likert Scale Format. This section required the participants to respond to how well-prepared new teachers are in a number of specific areas. These areas include developing lesson plans, delivering appropriate content knowledge, managing the classroom, helping students master state content standards and demonstrate proficiency on standardized tests, differentiating of instruction to meet the needs of all learners, using assessments data to improve instruction, and integrating technology into instruction. The possible responses were “very well prepared,” “somewhat prepared,” “not very well prepared,” and “not at all prepared” Additional open-ended questions and some multiple choice questions were

also part of the survey (see Appendix I). Once the elementary principals were identified, the survey was emailed to each participant, along with the appropriate consent form information (see Appendix J). An identical reminder notice was sent to the principals who did not respond within a ten day period. Additionally in some cases where there were no responses from the principals in a particular school district superintendents were emailed the same information and were asked to forward it to the elementary principals in their school districts to encourage them to respond.

Data Analysis

The design of this quantitative study extends the research of the Governor's Commission on Training America's Teachers (2005). To answer the research questions, descriptive and inferential statistics were used. Principals were asked to respond to eleven statements which represent the pedagogical skills that are important for beginning teachers to master. The response scale contained four responses, which included "very well prepared," "somewhat prepared," "not very well prepared," and "not at all prepared." The percentage of responses in each category was calculated to determine the perceptions principals have with respect to the skill level of new teachers as they enter the profession. The data pertaining to the perceptions of the principals was compared to the data pertaining to the perceptions of the superintendents, deans of schools of education, and teachers, as surveyed by the Pennsylvania Governor's Commission on Training America's Teachers by calculating the chi-square.

The perceptions of principals of elementary professional development schools pertaining to teacher preparation was compared to the perceptions of principals of

traditional elementary schools. This comparison was accomplished by using inferential statistics. A series of independent-measures t-tests were performed. By using the survey data from the professional development school principals and the traditional school principals, each pedagogical skill statement was tested to determine whether or not there is a significant mean difference between these two samples.

Data derived from other questions included on the survey is also included in the summary of the data. The additional information is reported in narrative form. This data serves as a vehicle to create a well-defined view of the sample of principals surveyed and to confirm or deny their perceptions about the quality of teacher preparation programs.

The responses to the principal survey were collected and entered into the computer program Statistical Package for the Social Science (SPSS 9.0). Descriptive statistics were calculated and reported to show the perceptions of how well-prepared the principals believe new teachers to be when they enter the profession. The responses of the principals were compared with the responses reported in the final report of the Governor's Commission on Training America's Teachers by calculating the chi-square test of independence. The mean responses of the professional development school (PDS) principals and the traditional school principals for each pedagogical skill relating to the perceived levels of preparation of new teachers were analyzed by using the t-test. Other information obtained by the survey was reported in narrative form.

Limitations of the Study

1. The experience level of the principals may impact survey responses dealing with their perceptions of how well teachers are prepared.

2. The training of the principals may impact survey responses.
3. The socio-economic status of a school district may deter well- prepared teachers from applying for teaching positions which in turn could impact the perceptions these principals have as to how well prepared teachers are in general.
4. There is no way of verifying the amount of time the principals spend supervising teachers as they engage in instruction.
5. There is no control over the spectrum of teacher preparation programs involved in the training of the newly hired teachers.
6. This study may contain fewer Elementary Professional Development Schools than traditional elementary Schools which may impact the survey results.

Delimitations of the Study

1. This study is limited to only elementary teachers who have been hired between 2001-2005.
2. The participants surveyed in this study are limited to public school principals in the 501 school districts in the state of Pennsylvania.

Summary

The main purpose of this study was to determine how Pennsylvania principals perceive the preparation of new teachers as they begin their teaching careers. This study has been designed to add to the body of knowledge obtained by the Governor's

Commission on Training America's Teachers (2005). Using a survey adapted for principals from the Governor's Commission, elementary principals were surveyed.

The methodology used to complete this study first compares the responses obtained from the sample of elementary principals surveyed to determine what percentage of the elementary principals have the perception that new teachers are well-prepared when they are newly hired. Secondly, the responses obtained from the sample of Pennsylvania elementary principals were sorted into two subgroups which consist of principals from elementary professional development schools and principals from traditional elementary schools. The responses from these two subgroups regarding their perceptions of the level of preparation that new teachers possess were analyzed with respect to the pedagogical skills included in the survey, using inferential statistics. Thirdly, the open-ended responses made by the Pennsylvania elementary principals were analyzed to determine whether or not they confirm or deny their perceptions about the quality of teacher preparation programs. This information is presented in narrative form. Lastly, the responses obtained from the elementary principals were compared to the responses obtained from the superintendents of schools, deans from schools of education, novice teachers, and veteran teachers when they were surveyed by the Governor's Commission on Training America's Teachers, using inferential statistics.

CHAPTER IV

RESULTS

Introduction

The research related to principals in high-performing schools documents the fact that they support and facilitate instruction as their primary goal (Cotton, 2003). The literature also reveals that principals believe that there are certain traits related to pedagogical skills that they must recognize when interviewing teachers (Davis, 2005). The purpose of this study was to investigate the opinions of elementary principals in the state of Pennsylvania as to how well-prepared they believe new teachers to be when they complete a teacher education program and are beginning their teaching careers.

The sample population which consists of 211 elementary principals from Pennsylvania and the evaluation tools discussed in the previous chapter were used to test the following research hypotheses:

1. Elementary principals in Pennsylvania do not have a positive perception of teacher education programs.
2. Principals of elementary professional development schools and principals of more traditional elementary schools in Pennsylvania do not share the same beliefs with respect to the preparation of new teachers.
3. The open-ended responses by Pennsylvania elementary principals will confirm their perceptions about the quality of teacher preparation programs.
4. Elementary principals in Pennsylvania do not share the same beliefs as the superintendents, deans from schools of education, novice teachers, and

experienced teachers surveyed by the Governor's Commission on Training America's Teachers.

Description of the Sample Population

The program director of the educational administration program at Duquesne University maintains a database of the principals from the 501 public school districts in Pennsylvania. This database was updated prior to the start of this study and the elementary principals were extracted from the database. The database was checked for multiple email addresses for individuals who serve as administrators of multiple buildings and the reoccurring addresses were removed. An email which contained the consent form was sent to each elementary principal. At the end of the consent form, the respondents had the choice of whether to click on the link that would take them to the survey and indicate a willingness to participate or to click on the link that would indicate a wish to decline.

A total number of 211 responses were collected from the elementary principals in Pennsylvania. The responses contained in the demographic section summary give a good description of the diversity of the principals who responded to the survey. The number of years the principals worked in their current positions, the school size, community setting, and socio-economic status of the school community were the descriptors used to summarize the sample population. The respondents have served as principal in the schools where they are currently employed from between a period of less than one year to over a ten year period. Table 1 shows the number of years individual elementary principals have held their current positions.

Table 1

Years of Service as Principal in Current Position

Years of Service	Response Percent	Frequency
Less than 1 year	3.9%	8
1 to 5 years	41.8%	87
6 to 10 years	33.2%	69
Over 10 years	21.2%	44

Each principal was responsible for between 100 students and 600 students. Most of the schools were large suburban elementary schools. Table 2 and Table 3 contain information related to school size and the communities where the schools are located.

Table 2

School Size

Number of Students	Response Percent	Frequency
100-200	2.4%	5
201-300	12.4%	26
301-400	19.1%	40
401-500	24.4%	51
Greater than 600	41.6%	87

Table 3

Communities Where Schools Are Located

Community	Response Percent	Frequency
Urban	18.3%	38
Suburban	59.6%	122
Rural	24.5%	51

It was discussed earlier that principals should have been included in the initial Pennsylvania study because they are very much involved in the hiring, mentoring, and

evaluating of new teachers. The elementary principals in Pennsylvania were asked to respond to a question that would describe their role in the hiring process. Table 4 summarizes these results which show that principals are normally very much involved in the hiring of teachers. These responses show a direct relationship to the research claim made earlier which suggests that there are direct links between student achievement and educational leadership practices (Leithwood, et al.,2004).

Table 4

Pennsylvania Elementary Principals Roles in Hiring Teachers

Response	Response Percent	Frequency
Very much involved	78.2%	154
Somewhat involved	18.8%	37
Rarely involved	3.1%	6
Never involved	0.0%	0

Results of Hypotheses Testing

Hypothesis 1: Elementary principals in Pennsylvania do not have a positive perception of teacher education programs.

Since elementary principals are very much involved in the identification of and hiring of teachers, they were asked to draw upon their experiences to consider the graduates who were hired as new teachers over a five-year span. Specifically, they were asked to rate the new teachers who were hired for the 2001-2002 school year and the new teachers who were hired for the 2005-2006 school year. Of the 211 respondents 196 principals answered this question. The principals who skipped this question were more than likely not working as principals during the entire five year span. Table 5 shows the comparison of responses that the principals made with respect to the beginning year and ending year of the time frame studied.

The overall response from the elementary principals indicates that between the 2001-2002 school year and the 2005-2006 school year there has been some improvement in the preparation of new teachers. The specific percentages show that 50.7% of the principals rated the preparation of new teachers as good or excellent for the 2001-2002 school year and 71.9% rated the new teachers as “good” or “excellent” for the 2005-2006 school year. However, there still seems to be the perception among 28.1% of the elementary principals that new teachers are “not very well prepared.”

Table 5

Preparation of New Teachers Hired Between 2001 and 2005

	Excellent	Good	Adequate	Poor	Don't Know
2005-2006	20.4%	51.5%	23.5%	2.6%	2.0%
School Year (n=196)					
2001-2002	6.7%	44.05%	29.5%	3.6%	6.1%
School Year (n=193)					

The overall response from the elementary principals described above becomes more specific when certain aspects of teaching are considered. The principals were also asked to respond to a survey question which asked their opinions of how well-prepared new teachers appear to be with respect to eleven different pedagogical skills. The skills included in the survey have to do with individual teacher's abilities to: demonstrate content knowledge, integrate technology into lessons, demonstrate knowledge of state content standards, employ questioning techniques, assist students in achieving proficiency on standardized tests, teach decision-making skills, differentiate instruction, use test data to drive instruction, encourage students to work together to solve problems,

and manage classrooms, and deal with discipline. In most cases, the principals agree that new teachers appear to be “somewhat prepared.”

The Pennsylvania principals feel that teachers seem to be prepared best in their abilities to deliver appropriate content knowledge with 93.9% of the responses within the “very well prepared” and “somewhat prepared” ranges. Additionally, the principals agree that the new teacher graduates are able to develop and implement lesson plans with 92.4% of their responses within the “very well prepared” or “somewhat prepared” ranges. Teachers were rated lowest by the principals in their abilities to provide appropriate instruction for students with differing abilities as 47.5% of their responses indicate that teachers are “not very well prepared” or “not at all prepared” in this area. It was also noted that the principals feel that teachers are lacking in their abilities to use data from tests and other student assessments to address student needs, since 53.3% of their responses are contained in the “not very well prepared” or “not at all prepared” response categories.

Table 6 shows the complete list of the pedagogical skills surveyed and the responses from the Pennsylvania elementary principals. A study of this information reveals that the elementary principals who responded to the survey do not have a totally positive perception of the preparation new teachers demonstrate when they first complete their education programs and begin their first positions as teachers. The majority of the responses made by the principals fell within the “somewhat prepared” range. This data also shows that the consensus among the Pennsylvania elementary principals is that, overall, new teachers are not demonstrating the degree of mastery of the eleven pedagogical skills that they would expect in order to warrant the rating of “very well

prepared.” As stated earlier even though there were 211 total respondents some participants made the choice to skip some of the questions. There were 197 responses to this question.

Table 6

Preparation of Graduates From Pennsylvania Schools of Education

(n=197)	Very Well Prepared	Somewhat Prepared	Not Very Well Prepared	Not At All Prepared
Delivering Content Knowledge	34.7%	59.2%	6.1%	0.0%
Integrating Technology	39.1%	49.7%	11.2%	0.0%
Helping Students Master State Content Standards	21.9%	60.2%	17.3%	0.5%
Developing Lesson Plans	45.7%	46.7%	7.5%	0.0%
Questioning to Promote Critical Thinking	11.7%	55.3%	30.5%	2.5%
Helping Students Perform Well On Standardized Tests	7.6%	57.9%	33.0%	1.5%
Teaching Decision-Making Skills	8.1%	57.9%	32.0%	2.0%
Differentiating Instruction	8.7%	43.9%	43.9%	3.6%
Using Student Assessment Data	3.6%	43.1%	45.2%	8.1%
Encouraging Groups To Solve Problems	25.4%	51.3%	20.3%	3.0%
Classroom Management	10.2%	64.0%	20.8%	5.1%

Hypothesis 2: Principals of elementary professional development schools and principals of more traditional elementary schools in Pennsylvania do not share the same beliefs with respect to the preparation of new teachers.

To test the above hypothesis the independent measures t-test was used. The responses were filtered to differentiate between the responses made by the elementary professional development school principals and the traditional school elementary principals. There were 32 responses from the professional development school principals and 159 from the traditional school principals. Each of the eleven pedagogical skills contained in the survey were tested to determine whether or not a relationship exists between the two samples. The skills were labeled as follows:

- Skill 1- Content Knowledge
- Skill 2- Integrating Technology
- Skill 3- Helping Students Master Content Standards
- Skill 4- Lesson Planning
- Skill 5- Questioning Techniques
- Skill 6- Helping Students on Standardized Tests
- Skill 7- Teaching Decision-making Skills
- Skill 8- Differentiated Instruction
- Skill 9- Using Test Data to Address Student Needs
- Skill 10- Encouraging Students to Work Together to Solve Problems
- Skill 11- Classroom Management/Dealing with Discipline

Each group of respondents was asked to respond to a Lickert Scale to indicate how well prepared they believe new teachers to be with respect to each of the pedagogical skills

when they are ready to begin their first positions as teachers. The numerical values used to describe their opinions were 3 for “Very Well Prepared,” 2 for “Somewhat Prepared,” and 1 for “Not Prepared.” Table 7 shows the results of the independent-measures t-tests.

Table 7

Opinions of Professional Development School Principals (PDS) and Traditional School Principals (Non-PDS) as to the Specific Skill Preparation of New Teachers

Skill	<u>PDS Principals</u>		<u>Non-PDS Principals</u>		df	t
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>		
Skill 1	2.22	.6082	2.30	.5575	189	-.701
Skill 2	2.41	.5599	2.30	.6721	189	1.07
Skill 3	2.19	.5923	2.02	.6411	189	1.37
Skill 4	2.41	.4990	2.38	.6432	189	.240
Skill 5	1.75	.6720	1.79	.6272	189	-.345
Skill 6	1.69	.5923	1.73	.6026	189	-.361
Skill 7	1.69	.6445	1.76	.5896	189	-.633
Skill 8	1.59	.6652	1.60	.6366	189	-.081
Skill 9	1.66	.6016	1.47	.5604	189	1.679
Skill 10	2.09	.6405	1.99	.7203	189	.775
Skill 11	1.71	.6342	1.86	.5679	189	-1.273

p>.01

An alpha of .01 was used when completing these tests in order to decrease the possibility of a Type I error. By comparing the mean scores of the principals who identified themselves as PDS principals and the mean scores of the principals from more traditional school or Non-PDS schools, it has been concluded that the mean scores for each skill are not significantly different. Therefore, both groups of principals share the same beliefs. They agree that the teachers are “More Prepared” in the areas of content knowledge, integrating technology, and lesson planning. Other findings reveal that both groups of principals share the opinions that new teachers are “Not Well Prepared” to differentiate instruction in order to meet the needs of all learners, manage classrooms, and deal with discipline. They also feel that new teachers are not equipped to use data from tests and assessments to address student needs. Overall, the results indicate that there are areas where new teachers would benefit from additional professional development.

Hypothesis 3: The open-ended responses by Pennsylvania elementary principals will confirm their perceptions about the quality of teacher preparation programs.

The elementary principals in Pennsylvania were given the opportunity to respond to the following open-ended questions :

1. What are the most important characteristics your district personnel look for when hiring?
2. How do these characteristics differ for new and experienced teachers?
3. Would you like to make any additional comments?

There were 197 responses to the first question, and they were divided into four categories. These categories consisted of the top three types of responses which were

labeled as knowledge of pedagogy, grade point average, and experiences with children. The fourth category contained all other responses. Figure 1 shows a percentage of responses for each of these categories.

The responses under the category of knowledge of pedagogy included several references to the mastery of state content standards, differentiated instruction, classroom management, using data to drive instruction, and integrating technology into instruction. A number of principals who responded to this question indicated that they are interested in the types of experience the teacher candidates have had with children. Substitute teaching, working in camps, coaching, and tutoring were examples of the types of experiences that they feel are important. Grades were the focal point of some of the responses, and these responses implied that a certain grade point average is often required before an individual is even granted an interview. Responses contained in the category labeled as “other” contained a number of other emergent themes that varied widely and were not repetitive to a large degree. Some of these responses included items such as strong work ethic, engaging personality, willingness to learn, good fit for the district, specific knowledge of the urban student, ability to get along well with adults, team-oriented, life-long learner, shows enthusiasm, and a strong philosophy of education.

The responses from this question revealed some interesting information. First of all, different school districts place an emphasis on different characteristics that they consider to be important when hiring teachers. This is often related to the location of the school district or the specific initiatives that school districts feel are important to support the general curriculum. However, the responses from the elementary principals in Pennsylvania show that teacher preparation is the most important consideration and 39%

of the specific responses made reference to the fact that there is an expectation that teachers who are being considered for positions must possess these skills.

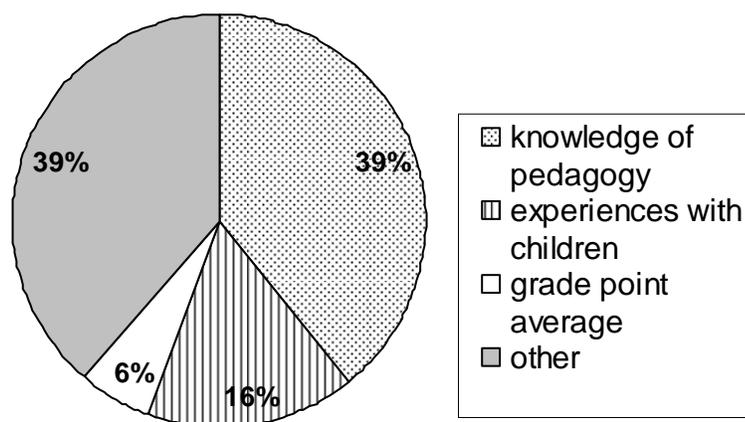


Figure 1.

Characteristics considered when hiring teachers are based on the responses of 192 elementary principals in Pennsylvania. The percentages of the top three responses are illustrated. The percentage of other responses represents topics unrelated to the top three.

The second question requiring an open-ended response asked the elementary principals to consider how the characteristics considered when hiring teachers differed for new and experienced teachers. The responses from the 183 principals who answered this question were easily divided into three natural groups. The largest number of respondents stated that the characteristics are similar for both new and experienced teachers. The next largest group of principals shared that the expectations are different for experienced teachers. Another group of principals, who make up the third group, saw this question as an opportunity to express concerns that they have experienced regarding some of their most recently hired new teachers.

The principals who responded that the characteristics should be similar obviously are in agreement that there are certain pedagogical skills that every teacher should possess. Likewise, the fact that there are different expectations for experienced teachers can also be interpreted to mean that the principals have identified some concerns with some of the newly hired teachers and expect that with experience and professional development these concerns should decrease. The third group of principals who responded to this question did not even state their opinions regarding how the characteristics differ for new and experienced teachers. They simply shared their observations and concerns with respect to the preparation of new teachers.

The third group of principals expressed concerns that should be of interest to both colleges and universities who prepare teachers, as well as school districts who are hiring and supporting new teachers in their positions. Their opinions include concerns about the knowledge base that seems to be lacking in new teachers. One point that was expressed repeatedly is that new teachers often lack the classroom management skills that come with experience. It also seems to be the consensus of this group that new teachers have knowledge of state standards but do not understand how to plan lessons that are geared toward teaching to the standards and differentiating instruction to meet the needs of a diverse group of learners. Another concern expressed by the principals is that new teachers do not seem to have enough training in the areas of reading and literacy. Communicating with parents, the laws of special education, and confidentiality requirements were additional themes found within their responses. Figure 2 summarizes the responses to the second question.

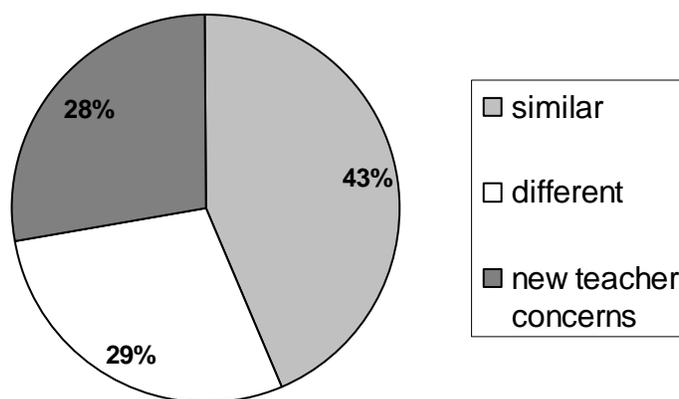


Figure 2.

The characteristics considered when hiring new and experienced teachers are represented. The largest group represents the percentage of principals who feel that new and experienced teachers should be equally prepared. The second largest group of principals represents the percentage of those who feel that they have higher expectations of experienced teachers. The third group expressed specific concerns about teacher preparation.

A final question contained in the survey afforded the elementary principals one more opportunity to make any final comments on any topic. Although only 65 principals made comments in this section, the responses from this group provide some interesting data. The largest group made comments not related at all to the preparation of teachers. The next largest group took this last opportunity to once again express concerns about skills that new teachers seem to be lacking. These skills are very similar to concerns expressed through previously discussed open-ended responses. A small percentage of principals expressed complete satisfaction with how well new teachers are prepared and placed an emphasis on the abilities they demonstrate in their use of technology. Figure 3

gives a visual representation of the final comments made by this group of elementary principals.

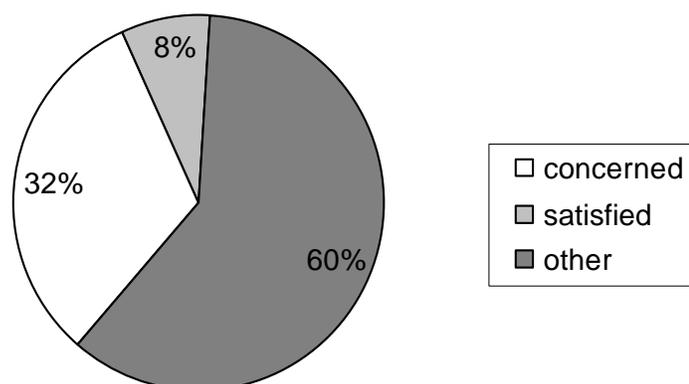


Figure 3.

The opportunity to make final comments is represented. The percentages show that 60% of the responses were unrelated to new teacher preparation. These comments were related to areas such as the hiring process, explanations for skipping a question, comments about the importance of a strong work ethic, an interest in receiving the final results, and appreciation for the opportunity to participate in this study. The results also show that there is a concern among 32% of the respondents with respect to new teacher preparation and 8% of the respondents expressed satisfaction with the preparation of new teachers.

Hypothesis 4: Elementary principals in Pennsylvania do not share the same beliefs as the superintendents, deans, from schools of education, novice teachers, and experienced teachers surveyed by the Governor's Commission on Training America's Teachers.

The final report of the Governor's commission on Training America's Teachers included a report of the six pedagogical skills believed to be among the most pressing needs associated with teacher preparation. This data was obtained by compiling the survey responses which included the opinions of 174 superintendents, 237 veteran teachers, 128 new teachers, and 50 deans from schools of education. The skills considered by these participants were:

- Classroom Management
- Instructing Standards
- Demonstrating Proficiency on Tests
- Differentiated Instruction
- Using Tests to Improve Instruction
- Technology Use

In this current study, the elementary principals of Pennsylvania were asked to consider the same skills pertaining to how well teachers are prepared. There were 197 elementary principals who responded to this section of the survey.

A chi-square test of independence was calculated comparing the frequency of responses of the opinions of the superintendents, novice teachers, experienced teachers, deans from schools of education and the elementary principals. They were asked to describe the preparation of new teachers by responding "very well prepared" or "not very well prepared" for each skill. Table 8 illustrates the results.

Table 8

Opinions of New Teacher Preparation According to Groups of Educators

Group	Well Prepared Responses	Not Well Prepared Responses	chi-square	Sig.
Principals	806	374	124.416	.000***
Superintendents	687	357	72.266	.000***
Veteran Teachers	962	460	69.513	.000***
New Teachers	501	267	26.094	.000***
Education Deans	298	2		

p<.001***

The results of the survey responses show that the principals differ in their beliefs about the preparation of new teachers. This is based on the evidence revealed by the significant chi-square. However, due to the small number of responses from the education deans, it is impossible to directly compare their beliefs with the beliefs of the principals.

Therefore, a conclusion cannot be made with respect to this group.

CHAPTER V

SUMMARIES, CONCLUSIONS, AND RECOMMENDATIONS

Purpose of the Study

A review of the literature clearly supports the national concern for improving student achievement by preparing excellent teachers (NCTAF, 1996). It has been concluded that well-prepared teachers can impact student learning more than other factors such as class size, spending, or student background (Darling-Hammond, 2000). This research outlines the challenge faced by school administrators to identify the best individuals who demonstrate a mastery of the knowledge and skills necessary to be effective teachers.

Successful schools where teachers are impacting student achievement are linked to effective leadership. In addition to the research related to principals and successful schools, principals have a high accountability level and are continually concerned with meeting the needs of all learners to achieve “adequate yearly progress” (AYP) as outlined by NCLB (2002). For these reasons many researchers have recognized the importance of including the opinions of principals in their research.

In Pennsylvania, the Governor’s Commission on Training America’s Teachers (2005) responded to the national concern to improve student achievement by improving teacher preparation. This commission completed its work by surveying superintendents, novice teachers, experienced teachers, and deans from schools of education to obtain information related to the preparation level of new teachers. These groups of educators

were asked to respond to how well prepared new teachers appear to be in certain areas related to particular pedagogical skills.

In this research study elementary principals in Pennsylvania were given the opportunity to respond to the same survey questions posed in the Governor's Commission. This researcher holds the opinion that principals hire, mentor, and evaluate new teachers and should, therefore, be included. The following questions were addressed through this study:

1. Based on their observations, how do Pennsylvania elementary principals perceive the quality of initial teacher preparation programs?
2. Are there differences between the beliefs of principals of elementary professional development schools and principals of more traditional elementary schools with respect to the preparation of new teachers in Pennsylvania?
3. Do the open-ended responses by Pennsylvania elementary principals confirm or deny their perceptions about the quality of teacher preparation programs?
4. Are there differences between the beliefs of the elementary principals in Pennsylvania compared to the beliefs of the superintendents, deans from schools of education, novice teachers, and experienced teachers reported by the Governor's Commission on Training America's Teachers?

Summary of Hypothesis Testing

Hypothesis 1: Elementary principals in Pennsylvania do not have a positive perception of teacher education programs.

The elementary principals were asked to respond to the overall preparation of new teachers hired in Pennsylvania between the years of 2001-2002 and 2005-2006. They were also asked to respond to a question where they rated the preparation of graduates from Pennsylvania Schools of Education, based on their observations of skill attainment. The data obtained from the survey indicates that elementary principals have noted an overall improvement in the preparation of teachers between the years of 2001 and 2005. In 2001 only 6.7% of the new teachers were rated as “excellent” by the principals, and in 2005 there was a 13.7% increase where 20.4% of the new teachers were rated “excellent.” Likewise, 44.05% of the new teachers were rated as “good” in 2001, and an increase of 7.45% in 2005 was reported to total 51.5%. A decrease in the percentage of principals who rated new teachers as “adequate” or “poor” was noted, since 33.1% of the principals in 2001 and 26.1% of the principals in 2005 responded in these categories.

When principals responded to the levels of preparation they have observed in relation to specific pedagogical skills, the survey results show that most of the principals feel that new teachers are “somewhat prepared.” A look at each individual skill shows that the responses ranged from 3% to 45% in the “very well prepared” category, 43.9% to 64% in the “somewhat prepared category, 6.1% to 45% in the “not very well prepared” category, and 0.0% to 8.1% in the “not at all prepared” category. The reluctance on the part of the majority of the Pennsylvania elementary principals to rate new teachers as “very well prepared” confirms the hypothesis that Pennsylvania elementary principals do not have a positive perception of teacher education programs. This finding is consistent with the opinions expressed by the educators surveyed in the initial study conducted by the Governor’s Commission on Training America’s Teachers (2005).

Hypothesis 2: Principals of elementary professional development schools and principals of more traditional elementary schools in Pennsylvania do not share the same beliefs with respect to the preparation of new teachers.

The results of the independent measures t-tests, comparing the means of the responses given by the elementary professional development school principals and the traditional elementary school principals, indicate that both groups of principals share the same beliefs as to the preparation of new teachers in specific pedagogical skill areas. Content knowledge, lesson planning, and integrating technology are, in their opinions, the areas where new teachers seem to be more prepared. They also share the beliefs that new teachers are weakest in the areas of differentiated instruction and using test data to address student needs.

The responses made by the elementary professional development school principals and the traditional elementary school principals are very similar for each skill considered. Since the results of the t-tests do not show a significant difference between the beliefs of these two groups of principals, hypothesis 2 is rejected and the alternative is accepted. Therefore, the principals of elementary professional development schools and principals of more traditional elementary schools in Pennsylvania do share the same beliefs with respect to the preparation of new teachers.

Hypothesis 3: The open-ended responses by Pennsylvania elementary principals will confirm or deny their perceptions about the quality of teacher preparation programs.

The conclusion made as the result of testing Hypothesis 1 is that the elementary principals in Pennsylvania do not have a totally positive perception of the quality of teacher preparation programs. As previously noted, the data obtained from surveying the principals showed that although they acknowledge some improvement in teacher preparation between 2001 and 2006, there are several skill areas where the opinions of the elementary principals present a picture that indicates a need for improvement. The responses to the open-ended questions were studied to determine whether these responses confirm or deny their opinions.

Three specific open-ended questions on the survey provided the opportunity for the elementary principals to give specific responses. The first question asked principals to share the most important characteristics that school district personnel look for when hiring teachers. Question two asked whether the characteristics differ for new and experienced teachers. A third question asked the principals to make any comments they would like to make. As this researcher expected, the responses from the elementary principals validated the earlier claim that there is a need for some improvement in several skill areas.

The first set of open-ended responses reveals that 39% of the principals feel that knowledge of pedagogy is the most important consideration when hiring new teachers. Responses from the second question illustrate two important points. First of all, the majority of the responses (43%) states that the characteristics should be the same for new and experienced teachers. This supports the premise that high quality teaching makes a difference, and that every child in America should be receiving quality instruction (NCTAF, 2003). The second point derived from the responses to the second question is

that comments related to new teacher concerns (28%) are closely related to the percentage of principals (28.1%) who responded that new teachers hired during the 2005-2006 school year were “not very well prepared.” Lastly, when given the opportunity to make any additional comments, 32% of the principals expressed specific concerns pertaining to new teacher preparation.

The open-ended survey responses made by the elementary principals in Pennsylvania do present a concern that new teachers need to be better prepared in some areas. These responses are consistent with their perceptions tested by Hypothesis 1. Therefore, these responses confirm the Principals’ perceptions about the quality of teacher preparation programs, and based on this finding, Hypothesis 3 is accepted.

Hypothesis 4: Elementary principals in Pennsylvania do not share the same beliefs as the superintendents, deans from schools of education, novice teachers, and experienced teachers surveyed by the Governor’s Commission on Training America’s Teachers.

When the Governor’s Commission issued the final report, the responses made by the superintendents, novice teachers, veteran teachers, and deans from schools of education related to six priority pedagogical skills were posted. After surveying the elementary principals in Pennsylvania, the data obtained from their responses was compared to the data obtained from the educators in the initial study. This comparison was accomplished by calculating the chi-square test of independence. The results of this analysis showed that there are significant differences between the beliefs of the elementary principals and the other groups of educators. However, the responses from

the deans of schools of education were far fewer in number and could not be directly compared with the responses of the principals.

The superintendents, novice teachers, veteran teachers, and principals vary in their beliefs about teacher preparation in the areas of classroom management, instructing standards, demonstrating proficiency on tests, differentiated instruction, using tests to improve instruction, and technology use. It appears that the position held by the educators surveyed has an impact on their perceptions. Hypothesis 4 is accepted on the basis of the significant chi-square results.

Conclusions

The summaries of each of the hypotheses tested clearly indicate that the elementary principals in Pennsylvania have a strong belief system pertaining to the preparation of new teachers. The responses from the principals reveal that they are very much involved in the hiring of teachers. By the nature of the position, elementary principals are involved with the day to day supervision of teachers. In many cases, they play a very active role in the induction of new teachers. These responsibilities and duties of elementary principals make their opinions important.

This study has served as a vehicle to provide some very important information about the preparation of new teachers in Pennsylvania. The Pennsylvania elementary principals feel that a mastery of pedagogical skills is the most important characteristic that should be considered when hiring new teachers. Differentiated instruction and using test data to make decisions about how to address student needs are the two areas where the principals feel teachers need to be better prepared. They also feel that new and

experienced teachers should be held to the same standard. However, there is an expectation that the skill deficits observed when new teachers are interviewed will not be manifested when teachers with some experience are interviewed.

The knowledge obtained as a result of this study adds to the body of knowledge related to improving student achievement by preparing excellent teachers. This information can be used to impact teacher preparation in the future. These results should generate dialogue between school principals and deans from schools of education. Likewise, the principals' opinions of new teacher preparation should be considered by school district superintendents to help them identify professional development needs for the teaching staff.

The responses from the elementary principals in Pennsylvania repeatedly send the message that in some areas teachers need to be better prepared. Although data obtained through the Governor's Commission on Training America's Teachers could not be used to provide a direct conclusion about the relationship between the beliefs of the principals and the deans, the observation has been made that 95% of the deans surveyed feel that new teachers are excellently prepared. This may be due to the fact that the teacher candidates meet the program requirements; however, they lack certain experiences in their training that would help them to be better prepared to teach a diverse population of students and to use assessment data to determine the best way to meet the needs of all students.

Recommendations for Immediate Action

In order to immediately address the concerns brought forth by the principals who responded to this study, their opinions of the areas where new teachers need to improve should become the framework of school district induction programs in Pennsylvania. School districts also need to prepare staff development plans to reflect the knowledge of the pedagogical skills that principals perceive new teachers to be lacking. Additionally, the principals who supervise teachers need to be aware of the specific strengths and weaknesses of the new teachers and to provide the educational leadership that will make their schools successful.

The main intent of this study was to gather information about teacher preparation that could be used to promote a positive impact on student achievement. The major task was to acquire the opinions of elementary principals in Pennsylvania and combine this data with the existing opinions of superintendents, novice teachers, experienced teachers, and deans from schools of education. The point has been made that the elementary principals in Pennsylvania feel that, overall, new teachers are somewhat prepared to teach when they graduate and are ready to begin their first teaching positions. This research supports the following recommendations to move new teachers toward becoming master teachers.

1. Teacher preparation programs need to be reviewed to ensure that teacher candidates are receiving instruction related to the important pedagogical skills outlined in this study. These skills should be included as components of every methods course required by every teacher education program. Clinical experiences should also include guided practice experience in these areas.

2. Schools should work with colleges and universities to carefully place teacher candidates in situations so that the teachers assigned to supervise clinical experiences are well prepared themselves to provide the necessary guidance that the teacher candidates require.
3. School districts, intermediate units, colleges, and universities need to work together to identify the most pressing professional development needs of teachers and offer training to address these needs.
4. More school districts need to establish partnerships with colleges and universities to form professional development schools (PDS) where professors and teachers can work together in a learning community setting to bridge the gap between teacher preparation, principals' expectations, and successful teaching.
5. The research referenced in this study strongly places school leadership as a key factor related to successful schools. The fact that principals are actively involved in hiring and mentoring new teachers indicates a need for school districts to make a commitment to provide on-going professional development for its building-level administrators who are charged with the important responsibilities of instructional leadership, supervision, and management.

Recommendations for Further Study

This study focused on the preparation of new teachers in Pennsylvania and solicited the opinions of the elementary principals who are currently employed in the public school districts throughout the state. There is still much research to be completed

to investigate the link between teacher preparation and student achievement. The following list contains possibilities for further study.

1. This study should be extended to include the opinions of secondary principals. By doing a comparison study, patterns may emerge that indicate whether there are similar or different strengths and weaknesses that need to be addressed at the elementary and secondary levels.
2. The elementary principals in Pennsylvania have identified areas related to teacher preparation that they feel need to be improved. A study of the induction programs that exist in school districts across the state would reveal the extent to which school districts are providing the support that new teachers need.
3. A study of the requirements of various teacher education programs to determine whether the skill areas where principals feel that new teachers are not adequately prepared can provide helpful information to be used to make program revisions.
4. A correlation study between the requirements of the Pennsylvania Department of Education (PDE), the National Council of Accreditation of Teacher Education (NCATE), and the National Board for Professional Teaching Standards (NBPTS) to determine the effects of teacher certification on student achievement needs to be completed. This type of study will reveal whether students of teachers who have mastered specific teacher standards perform better in school.
5. Teachers in Pennsylvania are required to complete 180 hours of professional development over a five-year period to keep their teaching certificates current. A study to determine what types of professional development opportunities are available to teachers and what professional development choices they are making

will show whether the concerns about teacher preparation expressed by the participants in this study are being addressed in this manner.

6. Sanders & Rivers (1996) studied the effects on students as a result of being assigned to effective or ineffective teachers. More longitudinal studies need to be completed to determine whether the effects of teacher experience have a significant impact on student achievement.
7. Schools in Pennsylvania are judged according to the performance of students on state assessment tests. A study comparing the ratio of new to experienced teachers in schools where adequate yearly progress (AYP) has not been met should be completed to determine whether there is a relationship between schools making adequate yearly progress and the presence of more or less new teachers in a school.
8. The research claim that leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school (Leithwood et al., 2004) bears implications for further study. A comparative study between the qualifications and experience levels of principals in schools where adequate yearly progress (AYP) has been met and has not been met could have an impact on programs that prepare school administrators.
9. A comparative study of the practices and procedures used by school districts when they engage in the hiring of new teachers would provide some very interesting information. This type of study could lead to the creation of a recommended model that would assist school districts in the efforts to identify the best possible teachers to service their students.

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APPENDIX A

What Teachers Should Know and Be Able to Do

National Board for Professional Teaching Standards (NBPTS)

Policy Position (Five Core Propositions)

APPENDIX A

*What Teachers Should Know and Be Able to Do**National Board for Professional Teaching Standards**Policy Position (Five Core Propositions)*

The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities, and commitments reflected in the following five core propositions.

1. *Teachers are committed to students and their learning.*

Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances, and peer relationships.

Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility, and their respect for individual, cultural, religious, and racial differences.

2. *Teachers know the subjects they teach and how to teach those subjects to students.*

Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.

Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

3. *Teachers are responsible for managing and monitoring student learning.*

Accomplished teachers create, enrich, maintain, and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They also are adept at engaging students and to make the most effective use of time. They also are adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own. Accomplished teachers command a range of generic

instructional techniques, know when each is appropriate and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice.

They know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow the schools' goals for students to be met. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure.

Accomplished Teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents.

4. Teachers think systematically about their practice and learn from experience.

Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students – curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences – and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives to be creative and take risks, and to adopt an experimental and problem-solving orientation.

Accomplished teachers draw on their knowledge of human development, subject matter and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in the literature, but also in their experience. They engage in lifelong learning which they seek to encourage in their students.

Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment, and adapt their teaching to new findings, ideas, and theories.

5. Teachers are members of learning communities.

Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development, and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed.

Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

APPENDIX B

Pennsylvania Accountability System (PAS)

APPENDIX B

Pennsylvania Accountability System

The **Pennsylvania Accountability System** applies to all public schools and districts. It is based upon the State's content and achievement standards, valid and reliable measures of academic achievement, and other key indicators of school and district performance such as attendance and graduation rates. The Pennsylvania Accountability System meets the requirements of the federal *No Child Left Behind* legislation and has the same end goal – having every child in the Commonwealth proficient or above in reading and mathematics by the year 2014.

Schools are evaluated on a minimum target level of improvement called Adequate Yearly Progress (AYP). A key additional feature of the Pennsylvania Accountability System is that it allows both a school's absolute level of achievement (the proportion of students who score at or above the proficient level), and a school's growth in achievement from one year to the next to be recognized.

The pages within this site offer further information on the components of the accountability system, the Pennsylvania Performance Index, and how schools achieve their AYP. Also available are complete data records of schools' current AYP status.

For More Information:

Pennsylvania Department of Education
Bureau of Assessment and Accountability
Division of Performance Analysis & Reporting
333 Market Street
Harrisburg, PA 17126
Voice: (717-265-7655
Email: ra-pas@state.pa.us

APPENDIX C

Pennsylvania Accountability System:

Inspired Leaders Program

APPENDIX C

Pennsylvania Accountability System: Inspired Leaders Program

There are two program components: “GROW” for principals and assistant principals with three years or less of experience; and “SUPPORT” for experienced school leaders.

Both the GROW and the SUPPORT program components of the PA Inspired Leadership Initiative have been designed to address the following three “core” leadership standards:

- The leader has the knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.
- The leader is grounded in standards-based systems theory and design and is able to transfer that knowledge to his/her job as the architect of standards-based reform in the school.
- The leader knows how to access and use appropriate data to inform decision-making at all levels of the system.

In addition, the SUPPORT Program of the Initiative also focuses on six “corollary” standard. The curriculum and delivery of these six standards are regionally determined:

- The leader creates a culture of teaching and learning with an emphasis on learning.
- The leader manages resources for effective results.
- The leader collaborates, communicates, engages, and empowers others inside and outside of the organization to pursue excellence in learning.
- The leader operates in a fair and equitable manner with personal and professional dignity.
- The leader advocates for children and public education in the larger political, social, economic, legal, and cultural context.
- The leader supports professional growth of self and others through practice and inquiry.

Each PA Inspired Leadership Initiative Region has a full-time Site Coordinator who assists with program delivery and support (see list of Project Team members and Regional Site Coordinators). In addition, each region has an Advisory Committee to assist in the design, implementation, and evaluation of the regional leadership initiative.

PDE Project Team:

Sharon Brumbaugh
 Project Leader
 PA Inspired Leadership Program
 PDE
 333 Market Street, 10th Floor
 Harrisburg, PA 17126
 Voice: (717) 705-8642
 Email: shbrumbaugh@state.pa.us

APPENDIX D

Interstate School Leaders Licensure Consortium (ISLLC):

Standards for School Leaders

APPENDIX D

Interstate School Leaders Licensure Consortium (ISLLC):

Standards for School Leaders

Standard 1

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

Standard 2

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

Standard 3

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

Standard 4

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

Standard 5

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

Standard 6

A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

APPENDIX E

Standards for What Principals Should Know and Be Able To Do

A Guide for Those Who Care About Creating and Supporting Quality in Schools

National Association of Elementary School Principals

APPENDIX E

Standards for What Principals Should Know and Be Able To Do

A Guide for Those Who Care About Creating and Supporting Quality in Schools

National Association of Elementary School Principals

Standard One: Balance Management and Leadership Roles

Effective principals lead schools in a way that places student and adult learning at the center.

Standard Two: Set High Expectations and Standards

Effective principals set high expectations and standards for the academic and social development of all students and the performance of adults.

Standard Three: Demand Content and Instruction That Ensure Student Achievement

Effective principals demand content and instruction that ensure student achievement of agreed-upon academic standards.

Standard Four: Create a Culture of Adult Learning

Effective principals create a culture of continuous learning for adults tied to student learning and other school goals.

Standard Five: Use Multiple Sources of Data as Diagnostic Tools

Effective principals use multiple sources of data as diagnostic tools to assess, identify, and apply instructional improvement.

Standard Six: Actively Engage the Community

Effective principals actively engage the community to create shared responsibility for student and school success.

APPENDIX F

Effective Teacher Skills Checklists I -V

By

Dr. James H. Stronge
The College of William and Mary

APPENDIX F

SKILLS CHECKLISTS:

EXPLANATION OF SCALE

MASTER:	a teacher exhibits quality such that others would be able to use the teacher as an expert for how to work with students. The teacher not only has a sense of the quality, but demonstrates an understanding of the essence of the quality.
PROFESSIONAL:	a teacher who exhibits the quality most of the time.
APPRENTICE:	a teacher demonstrates the quality to the degree necessary to make the classroom function. May lack fluidness of use, but the result is still effective. May benefit from working with professional or master level teacher.
INEFFECTIVE:	a teacher who does not adequately fulfill responsibilities resulting in inferior work performance or negative impact on student achievement or behavior. Needs direct assistance to improve performance to an acceptable level.
NOT OBSERVED:	an observer may not have seen evidence of a quality, either through demonstration or observation.

APPENDIX F
SKILLS CHECKLIST I
THE TEACHER AS A PERSON

QUALITY	INDICATORS	NOT OBSERVED	INEFFECTIVE	APPRENTICE	PROFESSIONAL	MASTER
Caring	<ul style="list-style-type: none"> • Active listening • Concern for students' emotional and physical well-being • Shows interest and concern in the students' lives outside of school • Creation of a supportive and warm classroom climate 					
Fairness and Respect	<ul style="list-style-type: none"> • Responds to misbehavior on an individual level • Prevents situations from occurring where a student loses peer respect • Treats students equally • Creates situations for all children to succeed • Is respectful to all students 					
Interactions with Students	<ul style="list-style-type: none"> • Friendly while maintaining professional role • Gives students responsibility • Knows students' interests both in and out of school • Values what students say • Fun, playful, and jokes when appropriate 					
Enthusiasm	<ul style="list-style-type: none"> • Shows joy for the content material • Takes pleasure in teaching • Involved in learning activities 					
Motivation	<ul style="list-style-type: none"> • High quality of work • Returns student work in a timely manner • Provides students with meaningful feedback 					
Dedication to Teaching	<ul style="list-style-type: none"> • Possesses a positive attitude about life and teaching • Spends time outside of school preparing • Participates in collegial activities • Accepts responsibility for student outcomes • Seeks professional development • Finds, implements, and shares new instructional strategies 					
Reflective Practice	<ul style="list-style-type: none"> • Knows areas of personal strengths and weaknesses • Uses reflection to improve teaching • Has high expectations for personal classroom performance 					

APPENDIX F

SKILLS CHECKLIST II

THE TEACHER AS SYMPHONY CONDUCTOR

QUALITY	INDICATORS	NOT OBSERVED	INEFFECTIVE	APPRENTICE	PROFESSIONAL	MASTER
Classroom Management	<ul style="list-style-type: none"> • Consistent and proactive discipline • Establishes routines for all daily tasks and needs • Orchestrates smooth transitions and continuity of classroom momentum • Balances variety and challenge in student activities • Multitasks • Aware of all activities in the classroom • Anticipates potential problems • Uses space, proximity, or movement around the classroom for nearness to trouble spots and to encourage attention 					
Organization	<ul style="list-style-type: none"> • Prompt, efficient, and consistent in handling routine tasks • Has materials prepared and ready to use • Efficient organization of classroom space 					
Disciplining Students	<ul style="list-style-type: none"> • Interprets and responds to inappropriate behavior promptly • Fairly and consistently implements rules of behavior • Reinforces and reiterates expectations for positive behavior • Utilizes appropriate disciplinary measures 					

APPENDIX F
SKILLS CHECKLIST III

THE TEACHER TEACHING: ORGANIZING FOR INSTRUCTION

QUALITY	INDICATORS	NOT OBSERVED	INEFFECTIVE	APPRENTICE	PROFESSIONAL	MASTER
Importance of Instruction	<ul style="list-style-type: none"> • Focuses classroom time on teaching and learning • Links instruction to real-life situations of the students 					
Time Allocation	<ul style="list-style-type: none"> • Follows a consistent schedule and maintains procedures and routines • Handles administrative tasks quickly and efficiently 					
Teachers' Expectations	<ul style="list-style-type: none"> • Sets clearly articulated high expectations for themselves and their students • Orients the classroom experience toward improvement and growth • Stresses student responsibility and accountability 					
Instruction Plans	<ul style="list-style-type: none"> • Carefully links learning objectives and activities • Organizes content for effective presentation • Explores student understanding by asking questions • Considers student attention spans and learning styles when designing lessons • Develops objectives, questions, and activities that reflect higher and lower level cognitive skills as appropriate for the content and the students 					

APPENDIX F

SKILLS CHECKLIST IV

THE TEACHER TEACHING: IMPLEMENTING INSTRUCTION

QUALITY	INDICATORS	NOT OBSERVED	INEFFECTIVE	APPRENTICE	PROFESSIONAL	MASTER
Instructional Strategies	<ul style="list-style-type: none"> • Employs different techniques and instructional strategies such as hands-on learning • Stresses meaningful conceptualization, emphasizing the student's own knowledge of the world 					
Content & Expectations	<ul style="list-style-type: none"> • Sets overall high expectations toward improvement and growth in the classroom • Gives clear examples and offers guided practice • Stresses student responsibility and accountability in meeting expectations • Teaches metacognitive strategies to support reflection on learning progress 					
Complexity	<ul style="list-style-type: none"> • Is concerned with having students learn and demonstrate understanding of meaning rather than memorization • Holds reading as a priority • Stresses meaningful conceptualization, emphasizing the student's knowledge of the world • Emphasizes higher order thinking skills in math 					
Questioning	<ul style="list-style-type: none"> • Questioning reflects type of content, goals of lesson • Varies question type to maintain interest and momentum • Prepares questions in advance • Utilizes wait time during questioning 					
Student Engagement	<ul style="list-style-type: none"> • Attentive to lesson momentum, appropriate questioning, clarity of explanation • Varies instructional strategies, types of assignments, and activities 					

APPENDIX F
SKILLS CHECKLIST V

THE TEACHER TEACHING: MONITORING STUDENT PROGRESS AND POTENTIAL

QUALITY	INDICATORS	NOT OBSERVED	INEFFECTIVE	APPRENTICE	PROFESSIONAL	MASTER
Homework	<ul style="list-style-type: none"> • Clearly explains homework • Relates homework to the content under study and to student capacity • Grades, comments on, and discusses homework in class 					
Monitoring Student Progress	<ul style="list-style-type: none"> • Targets questions to lesson objectives • Thinks through likely misconceptions that may occur during instruction and monitors students for these misconceptions • Gives clear, specific, and timely feedback • Re-teaches students who did not achieve mastery and offers tutoring to students who seek additional help 					
Responding to Student Needs & Abilities	<ul style="list-style-type: none"> • Suits instruction to students' achievement levels and needs • Participates in staff development training • Uses a variety of grouping strategies • Monitors and assesses student progress • Knows and understands students as individuals in terms of ability, achievement, learning styles, and needs 					

APPENDIX G

American Association of School Personnel Administrators (ASSPA):
Teacher of the Future

**MOST CRITICAL KNOWLEDGE STATEMENTS AND KNOWLEDGE
EVIDENCES**

and

MOST CRITICAL SKILL STATEMENTS AND SKILL EVIDENCES

APPENDIX G

American Association of School Personnel Administrators (ASSPA):
Teacher of the Future

MOST CRITICAL KNOWLEDGE STATEMENTS AND KNOWLEDGE EVIDENCES:

1. **Know the subject(s) to be taught and the relationship to other subjects**
As evidenced by:
 - 1.1 identifying how knowledge in a subject area is created, organized, and linked to other disciplines
 - 1.2 identifying the scope and sequence of the curriculum and the resources materials that keep it current, correct, comprehensive, and pertinent
 - 1.3 responding to student inquires about the subject and seeking further inquiry
 - 1.4 presenting accurate information and giving examples from life experiences

2. **Know how to teach the subject(s) to students**
As evidenced by:
 - 2.1 analyzing lesson presentations and identifying when and how the learning theories of motivation, reinforcement, practice, retention, attribution, and transfer are used
 - 2.2 analyzing videotapes of lessons, determining strengths and weaknesses, and changing lessons to reflect improvements
 - 2.3 creating lesson plans that demonstrate how all learning styles are incorporated into the delivery of each major concept
 - 2.4 using differentiated learning activities to meet the needs of all students

3. **Know how to assess student progress on a regular basis**
As evidenced by:
 - 3.1 setting curricular targets and determining the degree to which the targets have been met through the use of multiple assessment techniques
 - 3.2 identifying and communicating student performance expectations and validating the degree to which the student has met the expectations
 - 3.3 analyzing a student portfolio of work and identifying the skills which should be taught next
 - 3.4 utilizing a variety of assessment instruments and procedures, including non-referenced tests, criteria-referenced test, written papers, oral presentations, portfolios, video presentations, etc.
 - 3.5 using assessment data to plan effective learning activities

4. **Know how to plan lessons in a logical sequence**

As evidenced by:

- 4.1 identifying ways of presenting subject matter to students through use of analogies, metaphors, experiments, demonstrations, and illustrations
- 4.2 developing daily, weekly and course lesson plans which take into account school district curriculum, philosophy, subject matter requirements, student classroom composition, societal needs and available resources
- 4.3 evaluating the success of lessons by determining how and to what extent students were led from their knowledge base to new information
- 4.4 designing plans in accordance with acceptable models of teaching that reflect objective, anticipatory sets, activities and evaluations

5. **Know how to reflect on teaching and devise ways of improving performance on an ongoing basis**

As evidenced by:

- 5.1 describing and implementing self-assessment methods, interpreting the results and devising a plan for professional improvement
- 5.2 identifying, creating and incorporating changing supplemental teaching materials on a continuous basis
- 5.3 using assessment of student achievement as a guide for planning lessons

6. **Know how to collaborate with other educators to create the most complete educational environment possible for students**

As evidenced by:

- 6.1 systematically reviewing research journals, attending in-service workshops or university classes and sharing that information with other educators
- 6.2 providing both formal and informal assistance to beginning teachers, student teachers and peers
- 6.3 developing teaching plans which include collaborative elements across grade levels and subject matters
- 6.4 observing others, having others observe self, and communicating suggestions for improvement

7. **Know how to use the technology available to us today, minimally at an intermediate level**

As evidenced by:

- 7.1 describing, evaluating and utilizing instructional technology that is available for the subject/grade level and stressing the value of technology in today's world
- 7.2 using technology for instruction, grading and other classroom organization activities

8. **Know and appreciate various cultures in the large global society and how to establish rapport with a diverse population of students and parents**

As evidenced by:

- 8.1 expressing an understanding of diversity and what it means to individuals, the classroom, the school, the community and society
- 8.2 incorporation contributions of persons from various ethnic backgrounds into lessons
- 8.3 developing with parents learning contracts that commit time, space and assistance for study at home
- 8.4 developing lessons that teach students how and why prejudice and bias are detrimental to a community

9. **Know how and where to get needed information and how to educate students to seek and evaluate information**

As evidenced by:

- 9.1 identifying information resources in the school and community and demonstrating how and why students can use those resources
- 9.2 developing/designing a series of grade-level appropriate lesson plans that will lead students to gather research and evaluate information
- 9.3 facilitating and encouraging student access to information sources and critical thinking skills

APPENDIX G

American Association of School Personnel Administrators (ASSPA):
Teacher of the Future

MOST CRITICAL SKILL STATEMENTS AND SKILL EVIDENCES

1. **Ability to recognize and respond to individual differences in students**
 As evidenced by:
 - 1.1 diagnosing learning styles in a classroom and designing learning strategies for each style in every lesson
 - 1.2 demonstrating a variety of teaching techniques and strategies that address the multiple intelligences
 - 1.3 differentiating assignments according to interests and abilities of students, identifying non-traditional learning strategies and how they might be incorporated into lessons, identifying and demonstrating sensitivity to cultural and socio-economic differences in students
 - 1.4 identifying non-traditional learning strategies and how they might be incorporated into lessons
 - 1.5 identifying and demonstrating sensitivity to cultural and socio-economic differences in students
2. **Ability to implement a variety of teaching methods that result in high student achievement**
 As evidenced by:
 - 2.1 presenting lessons that demonstrate the use and relatedness of the learning theories of motivation, reinforcement, practice, retention, attribution and transfer
 - 2.2 utilizing methods and strategies that reflect changing subject matter and changing composition of students in the classroom
 - 2.3 motivating and involving students in a variety of activities and leaning modalities
3. **Ability to work cooperatively with parents, colleagues, support staff and supervisors**
 As evidenced by:
 - 3.1 utilizing multiple means of communication with parents, inviting parents to participate in classroom activities and offering strategies for parents to assist in the education of their child
 - 3.2 actively participating with colleagues in school improvement activities, curriculum development, team teaching and collaboration
 - 3.3 establishing relationships which demonstrate fairness, humor, courtesy, respect and active listening
4. **Ability to display genuine love of teaching students (enthusiasm)**
 As evidenced by:
 - 4.1 honoring, respecting and taking an interest in students both in and out of the classroom; demonstrating a sense of humor; offering

- and providing additional assistance to students and being sensitive to students' legitimate needs, wishes and desires
- 4.2 insuring that students enjoy the learning experience and the learning facilitator
- 4.3 being observed interacting supportively with students and teachers and displaying a general attitude that shows excitement and enjoyment of students

5. **Ability to implement full inclusion techniques for special education students**

As evidenced by:

- 5.1 making appropriate adjustments, when necessary, to meet the needs and requirements of special education students
- 5.2 including special education students in the classroom and teaching regular education
- 5.3 creating with a specialist in special education joint lesson plans which reflect full inclusion for the special education students in that classroom

6. **Ability to differentiate instruction for a variety of developmental stages and ability levels**

As evidenced by:

- 6.1 implementing instructional strategies that take into account the physical, emotional and intellectual abilities of students
- 6.2 organizing, delivering and evaluating teaching strategies designed to address linguistic, musical, mathematical, spatial, kinesthetic and personal kinds of intelligences
- 6.3 analyzing student performance in order to establish strategies for re-teaching areas not mastered by students

7. **Ability to write, speak and present well**

As evidenced by:

- 7.1 presenting written materials at the time of hire that reflect appropriate writing style, technique and skill for communicating with parents and students
- 7.2 making an informative presentation utilizing technology, overlays, charts, graphs and other resource materials
- 7.3 communicating in a clear, concise, well-planned manner

8. **Ability to develop critical thinking skills with students**

As evidenced by:

- 8.1 incorporating a critical thinking component into each lesson, designed in such a manner that all students will benefit from the activity
- 8.2 having students make and defend judgments

9. **Ability and willingness to relate to parents and other community members, individual and corporate, in a positive and helpful fashion**

As evidenced by:

- 9.1 identifying the customers of education, the expectation of the

- customers and means to keep the customers apprised of progress to meet those expectations
- 9.2 communication and interacting positively with parents, community members and businesses, including them in school-related endeavors and seeking to be included in their endeavors

10. **Ability to know and utilize technology in the teaching and learning process**

As evidenced by:

- 10.1 demonstrating how to use a computer for problem solving, data collection, information management, communications, presentations and decision-making
- 10.2 using technology to assist in the development of instructional materials and record keeping
- 10.3 assigning research projects that will necessitate the use of technology
- 10.4 using computer-supported materials in instruction

11. **Ability to implement conflict-resolution strategies for both adults and students**

As evidenced by:

- 11.1 utilizing classroom instructional strategies that emphasize working relationships and cooperation
- 11.2 utilizing classroom management techniques that require students to resolve disagreements amicably
- 11.3 utilizing various conflict resolution skills in peer mediation and individual counseling as situations occur
- 11.4 focusing on strong collaboration methods which include good listening skills
- 11.5 using techniques that eliminate or redirect put-downs, bullying, taunting and other demeaning student behaviors

12. **Ability to implement adopted curriculum subject matter standards and assessment instruments to meet school and district goals**

As evidenced by:

- 12.1 demonstrating the ability to adapt a lesson approach based on adopted subject matter standards
- 12.2 demonstrating the ability to utilize curriculum materials and teaching strategies that increase student achievement as measured by current assessment instruments
- 12.3 analyzing curriculum materials to determine the congruency between instructional materials and assessment instruments
- 12.4 demonstrating the ability to deconstruct specific test items in order to conduct an accurate analysis of the content of adopted subject matter standards

13. **Ability to use a variety of assessment techniques and/or models to evaluate student performance**

As evidenced by:

- 13.1 describing at least two or three different ways to assess a particular piece of student work

- 13.2 demonstrating or identifying how particular assessment techniques align with either state benchmarks or district-approved curriculum
- 13.3 demonstrating a knowledge of age-appropriate assessment techniques
- 13.4 explaining to parent/guardians and students how these techniques will be used to determine student growth
- 13.5 allowing students to plan their learning experiences and their desired methods of assessment

14. **Ability to utilize data to improve student instruction**

As evidenced by:

- 14.1 demonstrating the ability to differentiate between norm-references tests and criterion-referenced test
- 14.2 collecting and using classroom data to guide decision-making
- 14.3 demonstrating the ability to use data for comparison purposes
- 14.4 giving students access to data to help plan their own instruction

APPENDIX H

**Commonwealth of Pennsylvania
Governor's Commission on Training America's Teachers
Superintendent Survey**

APPENDIX H

Commonwealth of Pennsylvania
Governor's Commission on Training America's Teachers
Superintendent Survey

School District

1. How many students does your district serve?

2. How would you describe the community in your district?

- Urban
- Suburban
- Rural

3. What percentage of students in your district receive free or reduced lunch?

- 0% - 20%
- 21% - 40%
- 41% - 60%
- 61% - 80%
- 81% - 100%

4. How would students in your district describe their race or ethnicity? (Percentages adding up to 100%)

- ___ % Asian
- ___ % Black
- ___ % Hispanic (non-white)
- ___ % White
- ___ % Other

School District Hiring

5. What are the most important characteristics your district personnel look for when hiring teachers?

6. How do these characteristics differ for new and experienced teachers?

7. When hiring teachers, all other factors being equal, do you give preference to:

	Yes	No
Candidates who have substituted in your schools		
Graduates from Pennsylvania colleges		
Bilingual candidates		
Experienced teachers (5 or more years teaching)		
Candidates who currently live in the community		
Alternatively certified teachers		
Candidates who are racially similar to the student population		
Traditionally certified teachers		
Candidates with experience in other fields		
Candidates who have experience working with a similar student population		
Candidates who graduated in the top 25% of their class		
Candidates who grew up in the community		

8. Additional comments on school district hiring practices (optional).

Teacher Recruitment

9. In preparing for school this fall, did you experience difficulty in filling teacher positions?

- Yes, not enough applicants
- Yes, not enough quality applicants
- No

Teacher Recruitment

10. What do you think are the causes of your staffing problems?

Teacher Recruitment

11. How does teacher recruitment today compare to the situation 5 years ago?

- Teacher recruitment is MORE challenging than it was 5 years ago
- Teacher recruitment is LESS challenging than it was 5 years ago
- Teacher recruitment is about the SAME as it was 5 years ago
- I do not know

12. What specific areas were challenging to recruit teachers? (Choose all that apply)

- Pre-Kindergarten
- Elementary School
- Middle School
- High School
- Math
- Science
- English
- Social Studies/History
- Art/Music/Physical Education/Health
- Special Education
- Foreign Language
- Other (please specify)

13. Do you anticipate significant changes in your staffing/recruitment needs in the next few years?

- Yes
- No

Teacher Recruitment

14. Please explain your anticipated change in staffing needs:

Teacher Recruitment

15. Additional comments on teacher recruitment (optional).

Teacher Preparation

16. How would you rank recent graduates of teacher preparation programs applying for teaching positions in your district?

	Excellent	Good	Adequate	Poor	Don't Know
2005 - 2006 School Year					
2001 - 2002 School Year					

17. How well prepared to do each of the following would you say graduates from the Pennsylvania schools of education are when they begin their first jobs as teachers?

	Very Well Prepared	Somewhat Prepared	Not Very Well Prepared	Not At All Prepared
Delivering appropriate content knowledge				
Integrating technology into instruction				
Helping students master state content standards				
Developing and implementing lesson plans				
Asking questions to encourage critical thinking				
Helping students perform well on standardized tests				
Teaching decision-making skills				
Providing appropriate instruction for students with differing abilities including gifted students, average students, and slower learners				
Using the results from tests and other student assessments to figure out how to address student needs.				
Encouraging students to work together to solve problems				
Managing classrooms and dealing with discipline				

18. Would new teacher candidates be better prepared if their teacher education faculty had more current exposure to K-12 schools?

- Yes
 No
 Comments:

19. Would your district be willing to provide opportunities for teacher education faculty to teach or observe in your classrooms?

- Yes
 No
 Comments:

25. Do first year teachers have a lighter teaching load than experienced teachers?

- Yes
- No
- Comments:

26. What teachers are assigned mentors? (Choose all that apply)

- No formal mentoring
- All first year teachers
- All teachers new to the school regardless of experience
- Teachers who request mentors

27. Do mentors receive training?

- Yes
- No
- If yes, describe training:

28. Do mentors receive additional compensation?

- Yes
- No
- If yes, how much? _____

29. How are mentors and mentees assigned?

30. How often do mentors and mentees meet for collaboration and advisement?

- Daily
- Weekly
- Bi-Monthly
- Monthly
- Quarterly
- Yearly
- Other (please specify)

31. Do mentees have release time to observe their mentor teacher?

- Yes
- No
- Comments:

32. Do mentors have release time to observe their mentee?

- Yes
- No
- Comments:

33. Do mentors formally evaluate mentee performance?

- Yes
- No
- Comments:

34. Additional comments on teacher induction/mentoring (optional).

Professional Development

35. Please rank the priorities of your Act 48 professional development activities (#1 highest priority - #8 lowest priority)

	#1	#2	#3	#4	#5	#6	#7	#8
Developing and implementing lesson plans								
Delivering the appropriate content knowledge								
Helping students perform well on standardized tests								
Providing appropriate instruction for students with differing abilities including gifted students, average students, and slower learners								
Using the results from tests and other student assessments to figure out how to address students' needs								
Integrating technology into instruction								
Managing classrooms and dealing with discipline								
Helping students master state content standards								

36. How is professional development primarily evaluated?

- Student achievement
- Informal teacher feedback
- Formal teacher feedback
- Informal principal feedback
- Formal principal feedback
- Other (please specify)

37. During the last school year, about how much money did your district spend on professional development?

38. What percentage of your school district budget is spent on professional development?

39. How could Act 48 activity be made more effective in improving student achievement?

40. Additional comments on professional development (optional).

Partnerships

41. Please explain any partnerships your district has with one or more teacher education institutions (beyond providing field placement and student teaching opportunities).

42. Additional comments on partnerships (optional).

State Policy

43. How can state policy increase the quality of K-12 teachers?

44. Additional comments on state education policy (optional).

Final Comments

45. Thank you very much for completing this survey. Your responses are important to the work of the Governor's Commission on Training America's Teachers.

If you have any final comments, please write them below:

APPENDIX I

Principal Survey

APPENDIX I

Principal Survey

1. Are you a principal in a Pennsylvania public elementary school?

- yes
- no

2. How long have you served as principal in your current position?

- Less than 1 year
- 1 to 5 years
- 6-10 years
- Over 10 years

3. How many students does your school serve?

- 100 - 200
- 201 – 300
- 301 - 400
- 401 - 500
- 501 – Greater than 600

4. How would you describe the community in which your school district is located?

- Urban
- Suburban
- Rural

5. What percentage of the students in your school receive free or reduced lunch?

- 0%- 20%
- 21%- 40%
- 41%-60%
- 61% - 80%
- 81% - 100%

6. As a building principal how would you describe your role in the hiring of teachers?

- Very much involved
- Somewhat involved
- Rarely involved
- Never involved

7. What are the most important characteristics your district personnel look for when hiring?

8. How do these characteristics differ for new and experienced teachers?

9. When hiring teachers, all other factors being equal, do you give preference to

	yes	No
Candidates who have substituted in your schools		
Graduates from Pennsylvania colleges		
Bilingual candidates		
Experienced teachers (5 or more years teaching)		
Candidates who currently live in the community		
Alternatively certified teachers		
Candidates who are racially similar to the student population		
Candidates who graduated in the top 25% of their class		
Candidates who grew up in the community		

10. How would you rank recent graduates of teacher preparation programs applying for teaching positions in your school?

	Excellent	Good	Adequate	Poor	Don't Know
2005-2006 School Year					
2001-2002-School Year					

11. How well prepared to do each of the following would you say graduates from the Pennsylvania schools of education are when they begin their first jobs as teachers?

	Very Well Prepared	Somewhat Prepared	Not Very Well Prepared	Not At All Prepared
Delivering appropriate content knowledge				
Integrating technology into instruction				
Helping students master state content standards				
Developing and implementing lesson plans				
Asking questions to encourage critical thinking				
Helping students perform well on standardized tests				
Teaching decision-making skills				
Providing appropriate instruction for students with differing abilities including gifted students, average students, and slower learners				
Using the results from tests and other student assessments to figure out how to address student needs				
Encouraging students to work together to solve problems				
Managing classrooms and dealing with discipline				

Your participation is valued.

12. Please explain any partnerships your school has with one or more teacher education institutions (beyond providing field placement and student teaching opportunities)

13. Is the school where you are the principal a professional development school (PDS)?

- yes
- no

14. Thank you very much for completing this survey. Your responses are very important. If you have any final comments, please add them here.

APPENDIX J

DUQUESNE UNIVERSITY

600 FORBES AVENUE ♦ PITTSBURGH, PA 15282

CONSENT TO PARTICIPATE IN A RESEARCH STUDY

APPENDIX J



DUQUESNE UNIVERSITY

600 FORBES AVENUE ♦ PITTSBURGH, PA 15282

CONSENT TO PARTICIPATE IN A RESEARCH STUDY

- TITLE:** The Governor's Commission on Training
America's Teachers: Response from
Pennsylvania's Elementary School Principals
- INVESTIGATOR:** Linda J. Echard
5000 Gateway Campus Boulevard
Monroeville, Pennsylvania 15146
412-373-5831
- ADVISOR:** Dr. Derek Whordley
School of Education
412-396-6599
- SOURCE OF SUPPORT:** This study is being performed as partial fulfillment of the requirements for the doctoral degree in instructional leadership at Duquesne University.
- PURPOSE:** You are being asked to participate in a research project that seeks to investigate the perceptions that elementary principals have pertaining to how well prepared elementary teachers appear to be when they begin their first teaching positions. Participants will be asked to complete an online survey that will take approximately 15 minutes to complete.
- This is the only request that will be made of you.
- RISKS AND BENEFITS:** There are no risks greater than those encountered in everyday life. The information obtained through your participation in this study will add to the body of knowledge that currently exists pertaining to the preparation of teachers in Pennsylvania. As a school administrator this information will be a benefit to you as you hire, mentor, and support new teachers.

COMPENSATION:

There will be no compensation for your participation in this study. However, participation in the project will require no monetary cost to you.

CONFIDENTIALITY:

Your name will never appear on any survey or research instruments. No identity will be made in the data analysis. The researcher will hold identifiers of those people who participated but will not hold identifiers associated with specific survey responses. Your responses will only appear in statistical data summaries. The survey data is only available to the investigator who maintains the Survey Monkey account. Once the investigator's Survey Monkey account is cancelled your data will be accessible for 90 days as a summary view only before it is archived.

The servers are kept at SunGard
(<http://www.sungard.com>).

Physically the servers are kept in a locked cage which requires a passcard and biometric recognition for entry. There is digital surveillance equipment and the system is staffed 24 hours a day.

RIGHT TO WITHDRAW:

You are under no obligation to participate in this study. You are free to withdraw your consent to participate at any time.

SUMMARY OF RESULTS:

A summary of the results of this research will be supplied to you, at no cost, upon request. To request a copy of the results please write or telephone the investigator. Contact information is included on page one of this form.

SECURITY:

Survey Monkey will be used as the data collection service. SurveyMonkey.com is aware of your privacy concerns and strives to collect only as much data as is required to make your Survey Monkey experience as efficient and satisfying as possible, in the most unobtrusive manner as possible. Data is collected and stored, but only made available to the account holder. All information collected is kept confidential and secure, and is not shared with any third-parties. Survey Monkey has met the Safe Harbor requirements on 11/29/2004 02:29:37 PM SurveyMonkey.com has been placed on the Safe Harbor list of companies accordingly. This list

can be found at:

<http://web.ita.doc.gov/safeharbor/SHList.nsf/WebPages/Oregon>

VOLUNTARY CONSENT:

I have read the above statements and understand what is being requested of me. I also understand that my participation is voluntary and that I am free to withdraw my consent at any time, for any reason. On these terms, I certify that I am willing to participate in this research project.

I understand that should I have any further questions about my participation in this study, I may call Linda J. Echard (412-373-5831), the Principal Investigator, Dr. Derek Whordley (412-396-6599), the Advisor, and Dr. Paul Richer, Chair of the Duquesne University Institutional Review Board (412-396-6326).

If you agree to participate in this study please click on the link below to take you to the survey.

<http://www.surveymonkey.com/s.asp?u=453682963>

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Linda J. Echard
Researcher's Signature

March 28, 2007
Date