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Advancements for Principals

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Advancements for Principals

This edition has some clear presentations for the important principal role and how universities impact the new principals. Additionally, there is a paper on the assistant principals and their movement to the principal position. Our TCPEA Outstanding Graduate Research Exchange paper showcases middle school mathematics achievement for Asian students and parent involvement.

Vance Vaughn and Yanica Oliveras-Ortiz provide suggestions for university faculty and administration preparing principals in their article, *Considering an Overhaul to the New Principal Preparation Program*. They recommended the importance of understanding accountability and reconstitution in the new age of accountability. In their case study research they examined three school districts over a five year span. From this research, they determined that universities need to include training on walkthroughs and appraisal systems, the correct use of data, and an understanding of curriculum, instruction, and assessment.

Amy Ellis and Casey Graham Brown examined the factors related to the assistant principals' movement to the principal position in their article, *Pursuing the Principalship: Factors in Assistant Principals' Decisions*. Their survey research was completed by 323 assistant principals. The findings showed that one of the inhibiting factors for assistant principals' move to the principal position was the ways the job would impact them personally. A motivating factor for the move was the challenge of a principal position. There were differences in the responses by gender, ethnicity, and grade level of the principal position.

Kelly Hodgson Summers, Todd D. Reeves, David A Walker, and J. Schwartz offer a framework of professional development on ethical and effective performance evaluations in their article, *Professional Development Considerations*. The major components in their framework are policy and state laws, statistics, assessment types and purposes, and valued added models. Although their components are based on the state of Illinois, the components are also applicable to Texas as new formative assessments for teachers and principals are being considering in Texas.

Teresa Martin Starrett conducted research with school leaders and the value of walkthroughs in her research, *Principal Perceptions of Walkthrough Effectiveness*. She found that school leaders who agreed on the importance of feedback for teachers as well as the importance of post observations and reflections also believed in the importance of social justice, CEC professional standards, and special evaluation law knowledge by principals. A major constraint of walkthroughs is the time. However, a major benefit is improvement of instruction and thus increased student achievement.

The TCPEA Outstanding Graduate Research Exchange paper, *Family Involvement Strategies of Asian Students with High Achievement in Middle School Mathematics: A Phenomenological Narrative Study*, was written by Kenneth N. Anisoioibi and is included in this issue. His research examined middle school Asian students with mathematics achievement above 80% proficiency and their parent involvement as determined by PTA. His findings showed that the parents of high achieving students used more than one language in the home. Additionally, the parents used a warm interaction style with their children that emphasized consistency and positive adult role models with high structure and discipline in the home.

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