PREPARING EDUCATION LEADERS TO MEET DIVERSE SCHOOL NEEDS:
A CROSS-CASE ANALYSIS OF PRINCIPAL PREPARATION PROGRAMS

_____

A Dissertation
Presented to
the Graduate School of
Clemson University

_____

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy
Educational Leadership

_____

by
Angela W. Cox
December 2017

_____

Accepted by:
Dr. Robert Knoeppel, Committee Chair
Dr. Roy Jones
Dr. Hans Klar
Dr. Nafess Khan

ABSTRACT

As schools become increasingly culturally diverse, school leaders require the preparation to assist them with the challenges they may face. Educational leaders have a responsibility to guarantee that all students are receiving an equitable and fair education. School leaders have a duty to promote teaching and learning for all students. Principal preparation program should prepare today's school leaders with the knowledge, skills, and dispositions to be culturally aware and hold high expectation for all students and create inclusive school environments. The purpose of this study is to evaluate and determine if principal preparation programs in South Carolina are preparing school leaders to lead successfully in culturally diverse schools, as culturally competent, culturally responsive, and socially just school leaders. A multi-case study approach was used to collect and analyze data from four principal preparation programs to assess the effectiveness of their programs. The findings revealed that principal preparation programs were not preparing aspiring school leaders to lead effectively in culturally diverse school settings as culturally competent, responsive, and socially just leaders. Principals are being prepared with the traditional preparation program design and content knowledge. In conclusion, the researcher provides recommendations for principal preparation programs, state accreditation agencies, and list implication for changing policy.

DEDICATION

I dedicated this dissertation to my father the late Rev. Wendell M. Cox, my mother Frances Cox, my Godmother the late Lillie G. Lewis, and to my doctoral chairperson and friend, Dr. Robert Knoeppel.

First, I would like to dedicate this to my deceased father. On October 27th, 2004, my father died at home peacefully in his sleep. I never got a chance to say goodbye to him, but I would like for everyone that reads this to know that I had the best dad in the world. My father was very caring, loving, and supporting. He was a man that feared God and loved everyone. Thank you, dad, for taking me to church, teaching me how to pray and have faith in God and reading the bible to me. I know you are proud of me and looking down from heaven with a smile. I miss you and can't wait to see you again one day.

This dissertation is also dedicated to my beautiful and God-fearing mom. I thank God for sparing your life after you had two strokes in 2014. Thank you for being my mother, my role model, and giving me advice when I needed it or didn't ask for it. You always had words of wisdom to share. When I wanted to give up, you reminded me that I have never quit anything without finishing it. I would not be the woman that I am today if it wasn't for the values and beliefs that you and daddy engrained in me. I thank God for a mother that prays for me and with me.

Next, I would like to dedicate my dissertation to the late Lillie G. Lewis. She was the principal at a high school that I taught at for nine years. Mrs. Lewis provided me with many leadership opportunities while working for her. She always made me do my very

best and would not accept mediocre work from me. She wanted me to be exemplary and not proficient. I thank Mrs. Lewis for helping me develop and grow as an educational leader and as a person. On October 27, 2004, my mom arrived at my school that afternoon to inform me that my dad had died. After that day, Mrs. Lewis took me in and loved me like her own family. We developed a special bond, and I will always love her dearly. I thank God and her family that I was able to be there when she made her transition from earth to heaven on September 13, 2007. I will always be grateful to God for placing Mrs. Lewis in my life. I know that she is proud of me for finally finishing and looking down from heaven saying "Outstanding."

Finally, I dedicate my dissertation to the person that has believed in me ever since I met him. He was my professor while pursuing my Education Specialist degree at Clemson University, Dr. Robert Knoeppel. If it wasn't for you, I would not be writing these words and have a completed dissertation. There are no words that can express my gratitude to you for the time you have consumed with me, especially within the last two years. Thank you for being patient with me, putting up with me, not giving up on me, and supporting me. You are one of the kindest and most caring persons that I've ever met. I have a lot of respect for you as an educational leader, department chairperson, my doctoral chairperson, and as a friend. I could not have gotten through this without you and would not have wanted anyone else as my doctoral chairperson. People enter our lives for a reason, season, or a lifetime. I pray that you and I are connected and friends for a lifetime.

ACKNOWLEDGMENTS

I would like to start by acknowledging my Lord Jesus Christ, who is always first in my life. Thank you for helping me go through four medical procedures and recover from two car accidents during my dissertation journey. My pain was for a purpose, and it allowed me to grow closer to you. It was your grace and mercy that brought me through.

Next, I am so appreciative to each of the members of my dissertation committee. They have all provided me guidance with my research and taught me a great deal about educational leadership and preparing school leaders. I express my deepest appreciation to my Committee Chairperson, Dr. Robert Knoeppel who I also dedicated my dissertation. This definitely wouldn't have been possible without you. I would like to thank the other committee members, Dr. Roy Jones, Dr. Hans Klar, and Dr. Nafess Khan. Thank you for being patient and understanding with me during this process. I am grateful for your dedication and commitment while serving on my committee. Each one of you brought something exceptional to the committee that enhanced and enriched my dissertation.

To my siblings Crystal and Wendell, nephews, Desean, Zyon, Trey and niece Kaya, I love you. Thank you for being supportive and understanding when I didn't visit because I needed time to write. To all of my family members and friends, thank you for your prayers and well wishes. I would like to thank my favorite cousin, Dameon Cox for always being "SUPA." Nerissa Lewis, thanks for being a friend, like family and asking how are things going. Dr. Hattie Hammonds, thank you for your dissertation talks.

Finally, thank you Hardy Paschal for being a special friend that did not allow me to give up. You believed in me, encouraged me, and most importantly, prayed for me.

TABLE OF CONTENTS

LIST OF TABLES

List of Tables (Continued)

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

School leadership training programs are tasked with preparing and empowering

aspiring school leaders with the knowledge, skills, and dispositions to promote the

success of all students (Darling-Hammond, La Pointe, Meyerson, Orr, & Cohen, 2007;

Hess & Kelly, 2007). Research by Davis and Darling-Hammond (2012) found that

principal preparation programs have never been as intense in focusing on the knowledge

and abilities of school principals and the quality of their programs. It is important that

principals in multicultural school settings are prepared to lead, advocate for, and reform

policies and curriculum programs for students who are typically marginalized in these

contextual settings (Khalifa et al., 2016; Riehl, 2000). Principals who are not prepared

with the knowledge, skills, and dispositions that are needed to lead in today's culturally

diverse schools will continue to create inequities and disparities between students and

widen the opportunity gap. The purpose of this study is to evaluate whether aspiring

school leaders in principal preparation programs are receiving the needed knowledge,

skills, and dispositions to succeed as leaders in culturally diverse schools.

Background of the Study

The demographic shifts across the United States have changed the cultural

makeup of schools; the Center for Public Education (2012) reported that schools in the

United States are on the fast path to becoming culturally and linguistically diverse

populations. In a U.S. Census Bureau 2014 National Projections report, Colby and

Ortman (2014) determined that by the year 2044, the non-Hispanic White population will

1

encompass less than 50% of the nation's total population. By 2050, it has been estimated that children of color (non-Whites) will comprise 57% of all students in schools (Martin & Midgely, 1999; Nieto & Bode, 2012). Yeh and Arora (2003) projected that almost 60% of all school-age kids in the United States will be from ethnic minority groups. At that moment, the United States will become a "majority minority" nation for the first time in history (Colby & Ortman, 2014).

Similarly, the National Center for Education Statistics (NCES) forecasted changes in the demographics of public school students as early as 2024. The NCES reported that White students will embody 46% of the student population, a drop from 51% in 2012; Hispanics are predicted to increase from 24 to 29%, and Asian/Pacific Islander students are expected to rise from 5 to 6% of total enrollment in 2024. African American students are anticipated to be 15% of the total enrollment in 2024, a small reduction from 16% in 2012 (U.S. Department of Education [DOE], 2015).

The U.S. DOE's Policy and Program Studies Service Office of Planning, Evaluation and Policy Development (2016) generated a report that offered a snapshot of the cultural diversity of educators in our nation's elementary and secondary public schools. Despite the fact that schools in the United States are currently serving increasingly non-White, multicultural populations, the most recent nationally representative survey of teachers and principals revealed that 82% of public school teachers identified themselves as White (U.S. DOE, 2016). During the 2011–12 school year, 80% of public school principals were White, while 10% were Black and 7% were Hispanic (U.S. DOE, 2016). Currently, the populations of teachers and educational

leaders do not match the demographics of students in American schools. According to the literature, the majority of teachers and leaders are English-speaking, middle-class, White Americans (Banks et al., 2005; Jazzar & Algozzine, 2006; Schwartz, 2003).

Using projected student population data, students of color and indigenous people will be the majority student populations, and as such, it is important that school leaders cultivate school cultures that promote academic success for all students (Bishop et al., 2009; Horsford, 2010, 2011; Santamaría, Santamaría, Webber, & Pearson, 2014). Young, Madsen, and Young (2010) expressed in their research study that principals were not prepared to lead in culturally diverse schools and could not advocate for policies concerning diversity issues. Education scholars have recognized a need for school districts to employ school leaders who demonstrate knowledge, skills, and dispositions as culturally competent, responsive, and socially just leaders (Landa, 2011; Murphy, 2002). In order to prepare and promote aspiring school leaders who will succeed in culturally diverse schools, principal preparation programs should examine and restructure their programs' courses, pedagogies, and assessments (Davis, Darling-Hammond, La Pointe, & Meyerson, 2005).

Criticism of Principal Preparation Programs

Elmore (2003) stated that enrolling in a principal preparation program is the path for ambitious school leaders to develop the knowledge, skills, and dispositions required to be effective school leaders. Decades of research from educational leadership scholars (Darling-Hammond et al., 2007; Elmore, 2003; Levine, 2005; Peterson, 2002) illustrated that university-based principal preparation programs lacked rigor and relevance and were

not functioning as they needed to function, in order to prepare leaders our nation's schools require. In 1987, principal preparation programs underwent scrutiny after the release of the report *Leaders for America's Schools* (Forsyth, Stout, & Griffiths, 1988). The report stated that out of the country's 505 graduate programs in educational administration, fewer than 200 were capable of meeting necessary standards of excellence (Forsyth et al., 1988). In 2003, more criticism was levied by two foundations. In the 2003 publication *Better Leaders for America's Schools: A Manifesto with Profiles of Education Leaders and a Summary of State Certifications Practices,* the Thomas B. Fordham Institute and the Eli Broad Foundation noted that the failure of principals was a result of candidates' being taught useless courses as well as misguided state licensure requirements (Meyer & Feistritzer, 2003).

In another four-year study, Arthur Levine (2005) compiled a report titled *Educating School Leaders*; his report was based on a survey of committed principals and higher education school leaders as well as case studies of 25 school leadership programs. According to Levine (2005), principal preparation programs started declining in the late 1960s with societal changes, the hiring procedures during the civil rights movement, and school reform movements for equity in education. Levine's report (2005) described areas with educational administration programs that he found disturbing. Some of the issues that Levine (2005) voiced his concerns were lack of a clear mission within programs, the surge in the number of institutions offering low-quality leadership preparation programs, and the disconnect in curricula from the requirements for leaders to lead successful schools. He also stated that there were principal preparation programs that gave out

doctoral degrees with no substance to the candidates' research, that lowered their admission standards to accept more applicants, and that have created online programs to attract candidates (Levine, 2005). His final evaluation and conclusion from this report was a harsh assessment of the current state of principal preparation programs; he stated that the majority of principal preparation programs are poorly preparing principals to succeed in school leadership, and the preparation programs provided aspiring school leaders with unrelated content knowledge.

In illustrating Levine's (2005) criticism regarding irrelevant curricula, in a 2003 Public Agenda, Farkas, Johnson, Duffet, and Foleno (2003) surveyed school principals who had graduated from university-based principal preparation programs regarding what courses they had taken. The same nine courses shown in sequence in Table 1.1 were reported by more than 80% of the principals surveyed as required core curriculum classes. In addition, the table shows the percentage of principals who described each course as valuable to their jobs and described the quality of each class. In their survey, Farkas et al., (2003) established that participating principals were very critical of principal preparation programs overall; of the respondents surveyed, 89% of principals conveyed that they were extremely unsatisfied and not prepared to cope with real-world problems in their schools. Additional information that the survey identified was that 69% of the principals indicated that the traditional leadership preparation programs were "out of touch" with the realities of what it takes to run today's schools (Farkas et al., 2003). The survey showed that more than 40% of principals stated that their programs were fair to poor in training and preparing them to work in diverse settings, and 41% stated that

they were not prepared to work with students from different socioeconomic statuses

(Farkas et al., 2003). Finally, more than 30% of school principals felt that their programs

had inadequately prepared them to educate multiethnic student populations (Farkas et al.,

2003).

Table 1.1

Courses Leading to Advanced Education Degrees in S

Course Title	Percent who took course	Percent rating valuable to job	Percent rating high in quality
Instructional Leadership	92%	78%	71%
School Law	91%	80%	73%
Educational Psychology	91%	66%	63%
Curriculum Development	90%	73%	59%
Research Methods	89%	56%	53%
Historical and Philosophical Foundations of Education	88%	36%	33%
Teaching and Learning	87%	73%	63%
Child and Adolescent Psychology	85%	79%	60%
School Principalship	84%	73%	67%
Needs of Exceptional Children	70%	69%	57%
Schools as Organizations	64%	58%	54%
Organizational Behavior	62%	63%	59%
Community/Parent Relations	58%	65%	56%
Managing Change	56%	67%	59%
Financial Reporting and Controls	56%	58%	54%
Human Resource Management	54%	64%	55%
Supporting Teachers for Instructional Improvement	53%	66%	58%
Ethics	53%	55%	55%
Politics of Education	49%	51%	42%
Economics of Education	46%	50%	51%
Conflict Resolution	41%	63%	
Negotiation	55%	42%	37%
Strategic Management of Innovation and Technology	54%	55%	47%
Average	66%	63%	56%

Source: Public Agenda (Farkas et al., 2003)

In further criticism, Lattuca (2012) characterized administrative preparation programs as ineffectively preparing optimistic school leaders with the social realities of administrative roles and as having weak associations between theory and practice. Similarly, Cambron-McCabe and McCarthy (2005) criticized educational leadership preparation programs for not effectively preparing school leaders to address cultural issues; they emphasized that an awareness of the influence of race and class on schools and students' learning should be the focal point of social justice.

Additional research studies and reports also criticized higher education institutions for principal preparation programs that fail to train principals with the skills necessary to lead schools in the 21st century or on certification issues (National Association of Elementary School Principals, 2013). The Broad Foundation and the Fordham Institute's report (Meyer & Feistritzer, 2003), a recent RAND report (2003), and the Southern Regional Education Board (SREB; 2003) criticized states for addressing certification issues for individuals with no teaching experience in order to expand their pool of skilled leaders. Other research acknowledged that university principal preparation programs are not progressing (National Commission for the Advancement of Educational Leadership Preparation [NCAELP], 2014). These reports corresponded with Levine's report (2005) that principal preparation programs are teaching courses that are outdated and not related to the demands of today's principals. The mounting criticisms of school leadership preparation programs were finally noted by education reformists: The school principal was the missing link in reforming schools. With research initiated by the Wallace Foundation, improving school leadership has become a high priority (2013).

Educational Leadership Policies and Reform

With new research on school leadership demonstrating that principals have an influence on the student achievement by means of promoting teaching and learning (Deal & Peterson, 1999; Leithwood, 1995), educational reforms and policies began to focus on school leadership accountability. In previous eras of reform activities, the effectiveness of school principals was overlooked. In 1965, President Lyndon B. Johnson approved the Elementary and Secondary Education Act (ESEA). He enacted the reform to develop education fairness for students from low socioeconomic households, and it provided federal funds for educating children through Head Start (ESEA, 1965).

Since its original passage, the ESEA has been reauthorized seven times. After the release of *A Nation at Risk* in 1983, education reforms directed at tougher curricula because of performance in American schools (National Commission on Excellence in Education, 1983). Despite previous reforms that addressed multicultural education and student diversity, education statistics continue to illustrate that educational achievement gaps, discipline disparities, marginalization, and oppression still exist in today's schools (U.S. DOE, 2015). In 2001, the No Child Left Behind Act (NCLB, 2002) replaced the 1965 Elementary and Secondary Education Act (ESEA, 1965).

NCLB (2002) was enacted by President George W. Bush; this federal policy governed school principals' accountability for promoting and ensuring the progress of student achievement, closing opportunity gaps, reducing dropout rates, and eliminating disparities and inequities, especially for marginalized and oppressed students from diverse backgrounds. NCLB was a significant educational reform intended to progress

student success and change the culture of America's schools (U.S. DOE, 2015). "The No Child Left Behind Act of 2001 has directed policymakers and their constituents to revisit the concept of school leader quality and the contribution of the leader to raising student achievement" (Bingham & Gottfried, p. 9).

Similarly, President Obama signed the Elementary and Secondary Education Act Every Student Succeeds Act (ESSA; 2015), which was formerly known as NCLB in 2015. ESSA allows states and local education agencies to utilize federal funds for activities aiming to improve the development of school principals and other school leaders. It recognizes the importance of school principals to student success and effective instruction (ESSA, 2015).

Effective Principal Preparation Programs

It is vital that school leaders become aware of the different cultures in their school. They also need the willingness, attitudes, ethics, and dispositions to work well with culturally diversity individuals and to model these skills to their faculty (Lindsey, Robins, & Terrell, 2003). With the cultural demographics change in today's schools, school leaders are facing many challenges, which requires changing how schools are being led (Darling-Hammond, 2005). To be agents of change, school leaders must first be able to recognize their individual cultural differences, beliefs, moral, and values, the existing cultural environments, the historical context of marginalized and oppressed students, and the behaviors and assumptions that privilege certain groups (Dantley & Tillman, 2010; Skrla, Scheurich, Garcia, & Nolly, 2004). Aspiring leaders have to be given the opportunity to gain knowledge and practice that are broad, varied, and authentic

9

in the areas of instructional leadership, school culture, culture awareness, diversity, school improvement, student achievement, and other aspects of diversity (Anast-May, Buckner, & Greer, 2011; Cunningham & Sherman, 2008).

The Institute for Educational Leadership (IEL) published a report, *Preparing and Supporting Diverse, Culturally Competent Leaders: Implications for Policy and Practice* (2005), that provided best practices and policy recommendations for preparing school leaders to become culturally competent. The report contains policy recommendations for higher education institutions to reform their leadership preparation program and curriculum content. Levine (2005) argued that training educational leaders for multicultural education is one approach to impacting education policy and transforming education settings to create positive school outcomes. Leaders must adopt strategies that work best within given school contexts in order for schools to be successful (Glickman, Gordon, & Ross-Gordon, 2008).

Brown (2004) noted that schools in a culturally diverse society require leaders who will value diversity, respond to diversity issues, and advocate for marginalized and diverse students in addressing the racial, cultural, and ethnic makeups of schools. Brown (2004) proposed that school leadership preparation programs must be transformed in order to increase the knowledge, skills, and dispositions of principal candidates so that equity and equal opportunities for all racial and ethnic groups can be improved (Brown, 2004; Council of Chief State School Officers [CCSSO], 1996).

According to the University Council for Educational Administration (UCEA), high-quality leadership preparation programs are very important in creating a strong

Educational Leadership channel for the future (University Council for Educational Administration, 2013). The UCEA defines a quality leadership preparation curriculum as having the following components: (a) it mixes important leadership disciplinary theories and concepts; (b) it associates academic concepts with internship experiences; (c) it offers a logical collection of coursework, authentic learning activities, and program structures; (d) it mounts content around the principles of adult learning theory and relates theory and practice; and (e) it aligns with research-based leadership standards (University Council for Educational Administration, 2012). In addition, the UCEA Institutional and Program Quality Criteria are used to determine if leadership preparation programs are effective based on the following: (University Council for Educational Administration, p, 3, 2012).

Criterion 4. Evidence that the preparation program engages in collaborative relationships with other universities, school districts, professional associations, and other appropriate agencies to (a) promote diversity within the preparation program and the field; (b) generate sites for study, field residency, and applied research; and (c) fulfill other purposes as explained by the applicant

Criterion 5. Evidence that the preparation program is (a) conceptually coherent and clearly aligned with quality leadership standards and (b) informed by current research and scholarship on the essential problems of schooling, leadership, and administration. In particular, applicants should demonstrate how the program's content addresses problems of practice including leadership for student learning and diversity. In addition, evidence should be provided to demonstrate that the processes of the preparation program are based on adult learning principles.

Criterion 6. Evidence that the preparation program engages in ongoing programmatic evaluation and enhancement

Criterion 7. Evidence that the preparation program includes concentrated periods of study and supervised practice in settings that give leadership candidates an opportunity to work with diverse groups of students and teachers

Statement of the Problem

School leaders are facing challenges related to the demographic shift in the student population. There is a surplus of studies on how principals successfully influence school effectiveness and influence students' academic achievement (Leithwood, Seashore-Louis, Anderson, and Wahlstrom, 2004), but studies have not been conducted on how to effectively assist principal preparation programs in developing the knowledge, skills, and dispositions of leadership candidates to successfully lead in culturally diverse schools (CCSSO, 2013). There are growing concerns about the quality and usefulness of university-based school leadership preparation programs (Wallace Foundation, 2005). According to a Public Agenda survey (Farkas et al., 2003), a stunning 80% of superintendents and 69% of principals think that school leadership preparation programs in higher education are not preparing aspiring leaders with the skills needed to work in today's schools (Darling-Hammond et al., 2007).

Educational leadership researchers have been slow in updating and improving principal leadership programs and responding to the realities of increased racial, ethnic, cultural and linguistic diversity in schools across the nation. To meet the challenging needs of a diverse student population, research recommends culturally competent,

responsive, and socially just educational leadership that positively influences academic achievement and students' engagement within school environments (Banks & McGee-Banks, 2004; Gurin, Dey, Hurtado, & Gurin, 2002; Johnson, 2003, 2006).

Purpose and Significance of the Study

The purpose of this study was to evaluate and determine whether principal preparation programs in South Carolina are providing aspiring school leaders with the knowledge, skills, and dispositions to succeed as leaders of culturally diverse schools. The significance of this study is the contribution it will make to evaluating principal preparations programs in South Carolina. Researchers Leithwood, Wahlstrom, and Anderson (2010) found that school leadership influences student learning and is second in school-related influences that contribute to students' success. There are significant gaps in knowledge about how best to develop school leaders and how to change policies that support these programs, but there is significantly more research on the elements of effective school leadership. Previous investigations have confirmed that culturally competent, responsive, and socially just educational leadership affects education outcomes for all students (Klingner et al., 2005; Ladson-Billings, 1995; Riehl, 2000; Skrla et al., 2004, Theoharis, 2007).

With the changing demographics of schools in southeastern states, I contend with this research that Educational Leadership preparation programs in South Carolina can play a significant part in shifting in the direction of preparing aspiring school leaders as culturally competent, responsive, and socially just school leaders. According to Nieto and Bode (2012), to be effective, school leaders must adopt and model attitudes, values, and

characteristics that embrace and express the primary principles of cultural competence, awareness, and responsiveness.

Following the trend of other states and schools in our nation, the drastic demographic shift in southeastern states has generated more culturally and linguistically school populations. From 2000 to 2010, the population of non-White Hispanics in southeastern states grew by 11.2% (U.S. Census Bureau, 2010). The Hispanic population in eight southeastern states more than doubled in those same years; according to the Census Bureau, the southeastern states had the fastest-growing Hispanic population, increasing from 95,000 in 2000 to 236,000 in 2010, a 148% increase).

Schools are becoming increasingly culturally diverse. There can be consequences that occur for the failure of principal preparation programs not preparing aspiring school leaders to successfully lead in schools with a diverse student population. From a historical background, minority principals served as culturally competent, responsive and socially just school leaders and was able to petition to the concerns of diverse groups of people (Johnson, 2006). Minority school leaders are effective, can significantly influence student academics and promote learning for all students (Sanchez, Thornton, & Usinger, 2008). Principal Preparation programs must prepare more principal candidates who with characteristics that reflect the culture and diversity of our schools (Sanchez, Thornton, & Usinger, 2008). It is crucial that principal preparation programs provide effective preparation programs that prepares school principals that feel they can lead and have the knowledge, skills, and dispositions to lead in a culturally diverse school; these educational leaders have the capacity to create schools where all students can learn,

including the low socioeconomic, multicultural and linguistically diverse students can be successful (Darling-Hammond, Meyerson, LaPointe, & Orr, 2010; McKenzie & Scheurich, 2004).

Dantas (2007) advised educational leaders to become culturally aware and in tune with other cultures. Preparing aspiring school leaders concerning educational issues relating to cultural diversity and including cultural awareness in the school organization help school leaders gain cultural familiarity (Dantas, 2007). If school leaders are not familiar with certain cultural understandings, they may misinterpret communication and behaviors of students. This can lead to many other issues that plays a factor in an increase in discipline disparities, low academic achievement from an increase in school absenteeism. Hallinger and Heck (1996) expressed that school leaders who are not prepared to lead successfully in a culturally diverse school cannot be effective leaders.

Theoretical Framework

As schools' demographics shift, the cultural, linguistic, and socioeconomic balance in school environments shifts as well (Cooper, 2009). Research suggests that as demographics continuously shift, so must school's leadership practices, and how school leaders are prepared (Miller & Martin, 2015). Khalifa et al., (2016) proposed that principal preparation programs need a conceptual framework that addresses culture, diversity, and social justice issues. This framework will assist principal preparation programs in preparing aspiring school leaders to create and sustain schools with culturally diverse settings that promote academic achievement for all students and for principals to lead successfully in these situations (Khalifa et al., 2016).

The theoretical framework used to guide this study was organized around three leadership types. Principal preparation programs must prepare school leaders to develop the knowledge, skills and dispositions to become culturally competent (Lindsey, Roberts, and Campbell-Jones; 2005; Pedersen, 2004), cultural responsive (Gay, 1994; Khalifa et al., 2016; Ladson-Billings, 1995) and socially just leaders (Brown, 2004; Cappers, Theoharis, & Sebastian, 2006; Theoharis, 2007).

Table 1.2 illustrates the desired behaviors and actions of culturally competent, culturally responsive, and socially just leaders after developing the knowledge, skills, and dispositions proposed in this framework. Figure 1.1 illustrates the process of preparing leaders for diverse school settings and lists elements for developing the knowledge, skills, and disposition to become culturally competent, culturally responsive, and socially just leaders in 21st-century schools.

Table 1.2

Culturally Competent, Culturally Responsive, and Socially Just Leader Behaviors and Actions

Knowledge	Skills	Dispositions
Knowledge of • power and privilege • cultural self-assessments of one's own identity, attitudes, values, and beliefs, • culture of self and that of the children in our classrooms, • cultural differences, including how they play out, and a deep knowledge of the cultures of the people served • issues of racism, gender bias, and socioeconomic problems that influence learners	Skills to: • collect and use data to identify goals for students and faculty • provide professional development to faculty on diversity, cultural awareness, and relevant teaching • promote policies, programs, and practices to reflect all student • adopt a curriculum that fosters • cultural competency • Demonstrate respect for students' identities • Welcome a diverse community to participate in schools • Acknowledge students' diverse learning styles • Ensure qualified personnel for all students • promotes the success of students by collaborating with families and community members, • responding to the diverse community interests and need • mobilizing community resources" (CCSSO, 2007, p. 16)	Disposition to: • eliminate tracking, • create inclusion • create democracy and equitable practices in schools • promote equal treatment in social, economic, and political arenas • remove racial, linguistic, gender, and class-based barriers • promote academic excellence for all children • elimination of hostile and oppressed environments • equal power relationships • opportunities and resources for career advancement • Provide high-quality education to the marginalized or the oppressed students

Pedersen's model (1994) emphasized changing cultural awareness, knowledge, and skills relative to cultural competency. Pedersen's conceptual framework for developing cross-cultural competence is a tripartite developmental model to encourage diverse cultural understanding among practitioners (Pedersen, 1994). There are three domains in this model: awareness, knowledge, and skills (Pedersen, 1994). In the first domain, awareness, practitioners acquire the knowledge, skills, and dispositions to recognize their own biases; they develop a critical consciousness through self-reflective activities. The next domain, knowledge, entails learning the historical background and becoming culturally aware of the challenges oppressed and marginalized persons have confronted, and the last domain, skills, involves the ability to respond positively after acquiring knowledge about other cultures. To develop cultural competence in Pedersen's (1994) model, the individual has to mastery the previous domain before going on to the next; each domain builds on the one before. The framework also has a logical developmental process for each leadership type, as seen in Figure 1.1.

Theoretical Framework for Preparing Principals
Knowledge of Culturally Competent Leadership + Skills 0f Culturally Responsive
Leadership +Disposition of Socially Just Leadership =
An Effective Principal Preparation Program for Principal in Culturally Diverse Schools

Knowledge

Skills

Disposition

Culturally Responsive
- Reform policy, programs, and curriculum
- Promote positive school climate
- Hire culturally competent teachers
- emphasizes high expectations for student achievement
- search for practices that affirm students' home cultures
- increase parent and community involvement

Culturally Competent
- Cultural-Awareness
- Self Awareness/Assessment
- Critical Reflection
- Value Diversity
- Manage the dynamics of diversity
- Inequities in education

Socially Just
- Increase student achievement
- Create inclusive education
- Advocate for all students, especiially marginilized and students of color
- Eridicate oppression, inequities, and disparities
- Develop resistance when faced with barriers

=

Effective Principal Preparation Programs for Principals in Culturally Diverse Schools

Figure 1.1. Theoretical framework proposed for principal preparation programs.

In the framework for this study, I used a similar approach as Pedersen's model (1994). First, school leaders start the progress to be prepared to lead successfully in culturally diverse schools by becoming culturally competent. Lindsey, Roberts, and Campbell-Jones (2005) acknowledge that the necessary foundations that contribute to developing cultural competence are (a) valuing diversity, (b) having the capacity for cultural self-assessment, (c) being conscious of the dynamics intrinsic when cultures work together, (d) having institutionalized cultural awareness, and (e) having established adaptations to diversity. In the second domain of the framework, after leaders have developed cultural competence and established corresponding behaviors, attitudes, and policies that empower them to work with other cultural backgrounds (Cross, Bazron, Dennis, & Isaacs, p. 7, 1989), they are equipped to respond to the needs of culturally diverse students as culturally responsive leaders. Culturally responsive leadership is derived from the concept of culturally responsive pedagogy. Gay's (1994) culturally responsive pedagogy concept and Ladson-Billings' (1994) framework of culturally relevant teaching described behaviors in which classroom teachers could address the unique learning needs of non-majority students. Their work contributed to the Educational Leadership frameworks relating to the leadership philosophies, practices, and policies that respond to diverse backgrounds (Khalifa et al., 2016). Culturally responsive leaders have an awareness of their own morals and have the skills to apply the elements of the framework to respond to diverse and marginalized students (Khalifa et al., 2016). In the last domain of the theoretical framework for this study, socially just leaders are

prepared to advocate for equity for marginalized students, eradicate oppression, create

inclusion in schools, close achievement gaps, and lead for change.

In order to develop the knowledge, skills, and dispositions of successful school

leaders in culturally diverse schools, Brown (2004) advised that it is a necessity for

principal preparation programs to restructure their programs and courses to address

matters of diversity and inequities. A likely method to achieve this is through Educational

Leadership curricula, pedagogy, and experiences (see Figure 1.2).
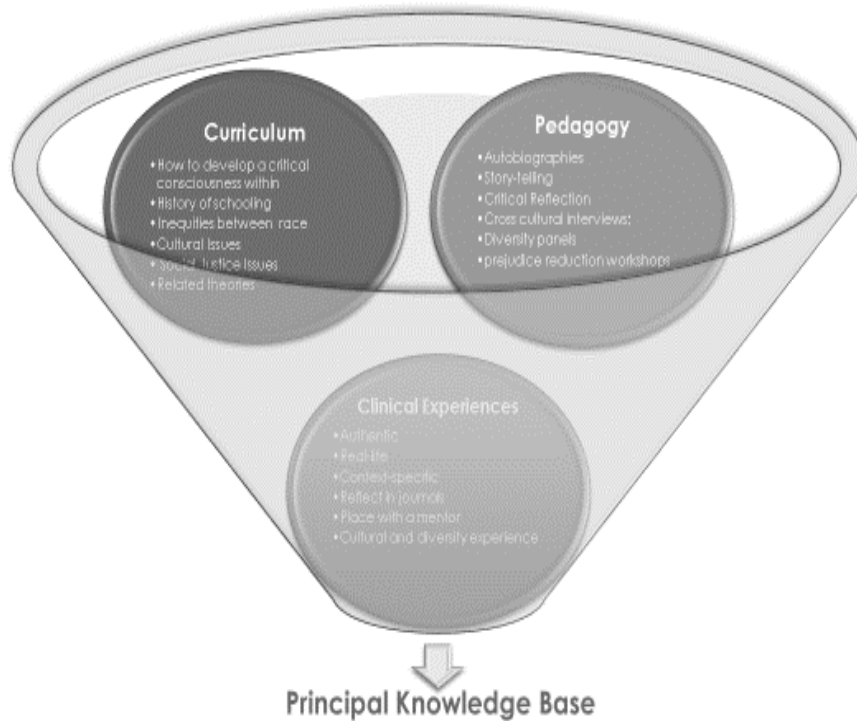
Figure 1.2. Curriculum, pedagogy, and assessment/field experience needed to develop
the knowledge, skills, and dispositions for leadership preparation.

Curriculum

The curriculum must elevate the student's consciousness about power, privilege,

and related issues and the ways that schools are typically designed in disseminating

power inequities (Brown, 2004). It is important to discuss a wide-ranging perspective on issues of difference beyond race, class, and gender (Parker & Shapiro, 1992). Parker and Shapiro recommended building a foundation on the history, philosophy, and sociology of education as they relate to cultural issues. Brown (2004) believes that curricula should include a precise history of schooling in the United States, including the organized nature of inequities (p. 93).

Pedagogy

Although Brown (2004) proposed a transformative framework for preparing school leaders for culturally and socially just leadership, her work centered primarily on delivery methods in leadership programs that could inform leader preparation (e.g., life histories, controversial readings, diversity panels, educational plunges). Brown (2004) further distinguishes between delivery methods that promote knowledge acquisition at the formal cognitive level "such as clinical experiences, internships, cohort groups, case studies, and problem-based learning" (p. 81) and methods that promote skill and attitude development. She also advises that principal preparation programs' faculty members must purposely generate classroom settings and program environments in which students experience a sense of safety that will help them take risks toward conversations on social justice (Brown, 2004).

Researchers are still contemplating the real-life, context-specific, tactical, anti-racist curricula that need to be taught in principal preparation programs (Scheurich, Johnson, & Koschoreck, 2001, p. 239). To prepare leaders for schools with diverse student populations, Educational Leadership programs must utilize pedagogical strategies

that assist potential school leaders to be critically conscious and knowledgeable, offer practical skills, and focus on social justice and related topics with their students (Capper, Theoharis, & Sebastian, 2006). Other educational leadership research proposed that social justice, equity, race, culture, and other terms related to marginalization should be discussed (Brown, 2004; Hawley & James, 2010). Brown (2004) is very helpful with suggesting pedagogical strategies and delivery methods to inform leader preparation such as: "life histories, controversial readings, diversity panels, educational plunges" (p. 81). In addition, she distinguishes between instructional methods that promote information attainment at the formal cognitive level and methods that promote skill and attitude development (Brown, 2004).

Field Experience

Potential principal assessments can be completed at the course or program level, or they can take place in the field with practicing leaders or mentors (Davis et al., 2005). Assessment must be authentic, and the program must train leaders on how to collect, interpret, and use student assessment data to monitor progress and alter programs, policies, or curricula (Davis & Darling-Hammond, 2012). Reflection assignments using journals and collaborative problem solving in culturally diverse environments will help demonstrate leaders' attitudes, behaviors, and values (Jean-Marie, Normore, & Brooks, 2009). Critical self-reflection assessments employ a cultural approach and emphasize the need for critical self-reflection of one's own leadership practices (Cooper, 2009; Gooden, 2005; Gooden & Dantley, 2012; Johnson, 2006; Lomotey, 1989; Theoharis, 2007).

Research Question

The research question that guided this study was how are principal preparation programs in South Carolina preparing aspiring principal candidates to be successful in culturally diverse schools as culturally competent, culturally responsive, and socially just leaders?

Research Design and Methodology

This research study design and methodology were based on the epistemological approach of subjectivism and historical ontology. Therefore, in keeping within Michael Crotty's suggestion on how research should develop, the theoretical perspective was from the viewpoint of a critical theorist. This research study attempted to understand the contexts of principal preparation practices to bring about change with culturally diverse school environments and traditionally marginalized students.

This study utilized a multiple case studies to evaluate and compare four principal preparation programs as the human instrument who designed the study, collected, organized, and analyzed the data, and reported the findings. I collected data from conducting semi-structured interviews using open-ended questions with the Educational Leadership program coordinators. I analyzed the collected data by transcribing the interviews and coding them, known as content analysis.

I also collected data through document analysis of material from printed sources and websites, conducting a cross-case analysis to explore patterns and themes between the four principal preparation cases. Using a qualitative multiple case study approach allowed me to evaluate and determine the skills, knowledge, and dispositions school

leadership candidates are developing through curricula, pedagogy, and internship, to lead as culturally competent, responsive, and socially just leaders.

Delimitations

Delimitations define the parameters and boundaries of a research study, and data collection methods, study procedures, or limiting the participants to certain individuals can all influence the scope of the study (Creswell, 2014). For this dissertation, the following were my multiple case study delimitations:

- I used purposive sampling to select only 4 of the 12 state-approved principal preparation programs offered in the state of South Carolina.

- I only interviewed Educational Leadership department chairpersons or program coordinators to control the nature of the participants based on their job titles.

Limitations

The limitations of a research study are those features of the design or methodology that the researcher does not have control over and that have bearing on or influence the explanation of the findings from the research (Creswell, 2005). This research study was a multiple case study that had several limitations:

1. My sample was small; I compared and analyzed only four programs in the same state.

2. The findings from this study may be only specific to Educational Leadership programs in the southern part of the United States in that they characterize the perceptions of those department chairpersons.

3. The findings from this research can only be compared with findings from other institutions with similar characteristics.

4. The researcher did not interview any student candidates in the programs to give voice about their perception of the principal preparation program preparing them for culturally diverse school settings.

5. I am a PhD graduate student at one of the institutions I evaluated, I was a student in the principal preparation program at that school, and I graduated with an educational specialist degree in Educational Leadership. This could have led to personal bias.

Definitions of Terms

Achievement gap. Refers to the variations in learning among specified cultural groups of students (Reynolds, 2002)

Culturally responsive leadership. Refers to cultural competence and responsiveness to marginalized and non-majority children through reforming policies and procedures and by incorporating, accommodating, and ultimately celebrating the entirety of the culturally and linguistically diverse students in a school

Culturally competent leadership. Refers to having developed the five basic skills of cultural competence: valuing diversity, possessing cultural self-awareness, institutionalizing cultural knowledge and adapting to diversity, possessing knowledge of students' cultures, and knowing how to respond to the dynamic of cultural differences (Lindsey et al., 2009)

Cultural proficiency. Policies and practices of an organization or individuals' values and behaviors that enable organizations or individuals to interact effectively with clients, colleagues, and the community using the essential elements of cultural competence

Culturally and linguistically diverse students. A term used by the U.S. DOE of Education to define students with no or limited English proficiency (Guerra & Nelson, 2008)

Culture. A social system that represents an accumulation of learned and acquired beliefs, attitudes, habits, values, practices, customs, traditions, and behavior patterns shared by racial, ethnic, religious, or social groups (Ford & Whiting, 2008a; National Center for Culturally Responsive Education Systems [NCCRES], 2008; Shade, Kelly, & Oberg, 1997).

Disposition. Defined by the NCATE as the "values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities" (2002, p. 53)

Inclusive education. Including all students regardless of disabilities or any other marginalization to mainstream classrooms with other students

Knowledge. What a school administrator has awareness and understanding of

Marginalized. Made to feel small in social status; with regard to students specifically, refers to groups of students in the school population who live in poverty or have low socioeconomic status and minority groups who are divided from the majority along race, class, gender, language, and/or other lines

Oppression. The process of being unfair or unjust to specific groups

Skills. The "processes" and "activities" that the administrator can "facilitate" and "engage" (CCSSO, 1996, p. 11)

Socially just leadership. Refers to having knowledge and cultural competence and responsiveness to effectively close achievement gaps, create inclusive education, eradicate oppression, and advocate for all students especially those who are marginalized

Summary and Organization of the Study

This study is separated into five chapters. Chapter One provides a brief introduction, a background of the study, a statement of the problem, the significance of the study, research questions, the theoretical framework, definitions of terms, and delimitations, as well as a general description of the design and study methodology. Chapter Two presents a review of the applicable literature on Educational Leadership preparation programs, leadership standards, accreditation organizations, critical race theory, cultural competence, culturally responsive leadership, and Socially Just Leadership. Finally, Chapter Three introduces the overall methodological approach for inspecting the research and describes the overall research design.

CHAPTER TWO

REVIEW OF LITERATURE

INTRODUCTION

The purpose of this chapter is to review relevant literature on effective practices

for preparing aspiring school leaders to successfully lead culturally diverse schools; I

synthesized the existing research and literature on culturally and socially just Educational

Leadership. The literature review will provide a foundation for supporting the theoretical

framework developed in this study. As outlined in Chapter One, the purpose of this study

was to evaluate the curriculum content, pedagogy, and experience of four principal

preparation programs; I assessed the programs to determine if they are providing aspiring

principals with the knowledge, skills, and dispositions to lead successfully in culturally

diverse schools. Specifically, I was interested in learning if principal preparation

programs are training education leaders to be culturally competent, culturally responsive,

and socially just. The following major topics will be presented in this literature review:

(a) historical perspectives on inequities and disparities in education, (b) education reports

and reforms, (c) principal preparation programs, (d) school leadership matters, and (e)

leadership for culturally diverse schools. I utilized multiple conceptual models to provide

different lenses to my framework for analysis.

Historical Perspectives and Implications for Education in America

The historical contexts and landmark Supreme Court decisions that occurred in

the U.S. education system are critical for establishing the underpinnings for this study.

This literature review will justify the need for principal preparation programs that

develop school leaders to be culturally competent, culturally responsive, and socially just. In the next section, I provide a brief glimpse at some of the major inequities that have occurred during the history of education in America; understanding the historical perspectives relating to school inequities and inequalities can help school leadership candidates become aware of the influence that racial and cultural disparities had and can have on the educational achievement of traditionally marginalized students. Finally, looking at the historical background of various education reforms, improvement acts, and federally mandated accountability policies will demonstrate how the opportunity gap for students is still a challenge for school leaders. Educational Leadership programs are in need of an effective framework for preparing leaders (Darling-Hammond et al., 2010)

Historical Context of Inequities and Equalities in Education

Researchers Noltemeyer, Mujic, and McLoughlin (2012) explored historical events that played a critical role in the history of inequity and how these activities have influenced the current status of schools in the United States. The authors examined relevant events linked to inequities in education based on race, gender, language, and disability, perceiving the history of race and ethnicity as being inseparable from issues concerning fairness and equity in American education. Frazier (2012) proposed that one of the greatest tasks in American education is confronting and accepting the heritage of racial and cultural inequities that existed and presently exist in education. He indicated that the ultimate challenge would be transforming and improving education systems and the policies that regulate those systems (2012). Brighouse and Swift (2008) argued that

30

all students should have access to high-quality, equal education regardless of the challenge.

The purpose of education is to develop students so that they can lead productive lives within our self-governing society (Kennedy, 1962). By the same token, Dewey (1944) stated that the purpose of schooling is to cultivate and inspire intellectual, social, and moral development, which eventually allows individuals to progress in society. Other scholars (Tozer, Vioas & Senese, 2002) stated that educators believe they educate students to cultivate the skills needed to become productive citizens in society, and President John F. Kennedy shared the same sentiments. In his Message to the Congress on Education (1962), President Kennedy advised that American children are not educated to their maximum ability, and consequently, they are not able to provide for themselves or their families, or contribute to society. Kennedy's speech was during the era of the Civil Rights Movement and the War on Poverty, a time when students of color were seeking fair, equitable, high-quality education after segregation. The President stressed the importance of our education for educating and developing to their fullest capacity. Specifically, he declared that

> No task before our Nation is more important than expanding and improving the educational opportunities of all our people. The concept that every American deserves the opportunity to attain the highest level of education of which he is capable is not new to this Administration--it is a traditional ideal of democracy (para. 1).

Brown Versus the Board of Education

On May 17, 1954, U.S. Supreme Court Justice Earl Warren delivered the unanimous ruling in the milestone civil rights case *Brown v. Board of Education* 347 U.S. 483 (1954). This verdict called for all public schools to end state-mandated racial segregation in state public schools, ruling that segregation in public schools violated the 14th Amendment and was thus unconstitutional (1954). The Supreme Court decision was the most significant landmark ever attained by activists for racial equality (Bell, 1980). Boozer, Krueger, and Wolkon (1992) examined some indicators and data sets to scrutinize racial disparities in school quality post *Brown*. They found that there were gaps in student-teacher ratios, degrees of computer use, and other advances in school quality (1992).

Education Disparities

The American Psychological Association Presidential Task Force on Educational Disparities published a report, *Ethnic and Racial Disparities in Education: Psychology's Contributions to Understanding and Reducing Disparities* (2012). This report defined education disparities as discrepancies in educational attainment or outcomes that might have resulted from three factors: (a) differential or prejudiced treatment toward ethnic and culturally diverse marginalized students, (b) differences in socioeconomic status, and (c) different responses to education systems or differing education needs (2012).

The academic performance of students of color and marginalized students in the United States remains significantly inadequate (Boykin & Nogura, 2011). Many researchers find that education inequalities are reflected in the poor quality of the schools

that children in poverty and culturally diverse students attend (Aud, Fox, & KewalRamani, 2010; Darling-Hammond, 2001). Current research shows that inequities in education still exist despite numerous education improvement reforms and policies (Erikson & Jonsson, 1996, Euriat & Thelot, 1995; Shavit & Blossfeld, 1993).

Historical Perspective of Cultural Diversity in Education

Creating equitable education opportunities for culturally diverse students has been a recurring challenge for education leaders in the United States as far back as the 19th century (Riehl, 2000). As early as the 1850s, immigrants accounted for over half of in New York City's population. Leaders of public schools struggled with the changes in demographics and how to educate diverse students (Kaestle, 1973). In 1899, unclassified classes for backward pupils were created by a school district in East Orange, New Jersey, that contained only Black students; the principals of the school, when asked, stated that there were no backward and slow White students in the school (Tyack, 1974). In 1935, to decrease multicultural tension and improve ethnic students' self-identity, assemblies took place at Benjamin Franklin High School in New York to acquaint students with the various cultures that were represented in the school (Montalto, 1981). Separately, in the late 19th century, school districts in the rural South received an influx of immigrant students who spoke English as a second language (Riehl, 2000). School leaders were confronted with trying to meet the education needs of culturally and linguistically diverse students (Riehl, 2000).

Cultural Deprivation Paradigm

The term *culturally deprived* was first used in the late 1950s in the struggle to emphasize that disparities in academic performance were associated with environmental rather than genetic or other biological influences (Martinez & Rury, 2012), and the term evolved further during the Civil Rights Movement, when Black Americans were fighting for equality in all realms of being American citizens. In the 1960s, cultural deprivation materialized as the leading paradigm to explain the education problems of minority students (Fordham & Ogbu, 1986). Progressive social scientists Benjamin Bloom, Allison Davis, and Robert Hess (1965) constructed this paradigm and suggested that the reason for their poor school performance was that low-income and minority children were being socialized in cultures of poverty. This explanation of the academic opportunity gap for Black children faulted inadequate cultural resources in the home and low-income communities rather than education practices (Bloom et al., 1965).

In the early 1960s, education scholars (Bereiter & Engleman, 1966; Deutsch, 1963; Hess & Shipman, 1965) proposed cultural deficit models to suggest that children of color were culturally disadvantaged by home settings that unsuccessfully stimulated their intellectual development and hindered their ability to benefit from being in school. Theorists concluded that children of color and low socioeconomic status had been disadvantaged by not learning the primary social and language skills needed to succeed in education (Bloom et al., 1965; Natriello, McDill, & Pallas 1990). The cultural difference paradigm contested that of Bloom et al. (1965).

In the 1970s, a group of theorists called the cultural difference theorists resisted the foundations of cultural deprivation theory (Baratz, 1970; Valentine, 1968). These theorists criticized and rejected the cultural deprivation paradigm by suggesting that the education problems of poor and minority children stem from other factors (Dalton-Miller, 1988). The cultural difference paradigm challenged the cultural deprivation idea that children of color were low in academic performance because of their poor working-class families (Baratz & Baratz, 1970; Ginsburg, 1972; Ramirez & Castafieda, 1974). Instead of blaming the victims, these theorists recommended that educators personalize learning based on students' cultures and the strengths they bring to the classroom (Ladson-Billings, 1995).

The cultural difference model proposed a counterargument to the cultural deprivation paradigm and asserted that children bring many different aspects of learning into the classroom based on their families, cultural backgrounds, attitudes, socioeconomic status, and communities (Wang & Gordon, 1994). Students display their cultural traits in their differing language, communication, and behavior styles (Smitherman, 2000), and with the right tools and teaching strategies, educators can capitalize on these elements to assist students in being successful in school. Kalifa (2013), Parrett and Budge (2012), and Wagstaff and Fusarelli (1999) proposed that the principal is the most significant influence in removing cultural deficit thinking and the most noteworthy factor in minority students' educational attainment. When school principals remove their deficit thinking, teachers can do so as well, and student achievement can surge (Bishop et al., 2002; Shields et al., 2004).

The cultural deprivation and cultural difference paradigms triggered disagreement on how culture affects the achievement of African American students, and the negative implications of these two paradigms still echo in some schools today. Education reforms and policies have been enacted in efforts to eliminate negative perceptions about African American students (Meier & Wood, 2004), and policies are being created and implemented to improve academic achievement for all students (Hawkins, Lishner, Catalano, & Howard 1986). Head Start and other compensatory education program developed during the deprivation paradigm, which directed the construction of most programs for low-income families during the 1960s (Morris, 1991).

The Coleman Report

The work for the Coleman report was conducted during the Civil Rights Era of the 1960s (Blassingame, 1972; Ford, 1973). According to Banks (1993), this was another trial for school leaders: education leaders had inadequate knowledge of multicultural education, seeing it mainly as restructuring curricula to include content about women ad about different cultural and other social groups (1993). American sociologist James Coleman (1966) published a report on an investigation he conducted of 600,000 school children and 60,000 teachers. The report was called *Equality of Educational Opportunity*, and it contained a breakdown of the gaps between White and Black students in public schools and described the influence of discrimination on academic achievement (1966); it has been one of the most influential and debated education reports in American history (Hanushek, 1999). The Coleman report (1966) concluded that family and peer influences and not school resources were the significant determinants of academic

achievement. Coleman stated that disparities in achievement were the result of home, neighborhood, and peer environments. This controversial finding provided scholars a basis for the argument that schools did not need to change (Ladson-Billings, 2006).

Coleman (1966) gave no consideration to other factors that could cause gaps in achievements such as the global economy and education systems (Ladson-Billings, 2006). The report initiated an enormous amount of education research and reforms to disprove the findings and identify other factors that could affect student underachievement. Coleman's report shaped the progression of education research and policy in the direction of equal education opportunities (Wong & Nicotera, 2004).

In 1975, Coleman prepared a follow-up to his earlier report in which he held that the policy of busing Black students to White schools was a failure and that it encouraged so-called White flight: Following the enactment of desegregation policies, White families moved to the suburbs to escape the influx of minorities, thereby offsetting the intent of racial balance in schools (1975). Wong and Nicotera (2004) believed that the Coleman report not only reformed the ways in which social scientists proposed and conducted research but also changed how educators reflected on the purpose of education, which influenced education policy.

Standards-Based Accountability and the Purpose of Education

The performance of America's schools has been questioned and remains a significant area of concern for policymakers and education administrators (Fuhrman, 1993; Good, 2000), and policymakers continue to search for ways to improve education. In addition, assessment continues to change and play an important role in education

policy (National Research Council, 2001). Linn proposed that assessment and accountability have influenced education transformation efforts during the past 50 years; in particular, during the late 1980s and early 1990s, the utilization of test outcomes for accountability purposes increased in education (2000). Accountability plans amplified real and perceived stakes of results for teachers and education administrators by relying heavily on available standardized tests (Linn, 2000). Standards-based reform and accountability policies provided assessment with increasing visibility by conveying signals about the achievements and failures of schools and school districts as well as of individual students (National Research Council, 2001).

Standard-based reforms proposed testing education performance, specifically, testing content and instruction separately, based on observations of student ability. Education assessment and accountability policies offered strong direction for teachers and principals in relation to student outcomes and became a positive motivation for instructional and curricular changes (Goertz, 2000; Kelley, Odden, Milanowski, & Heneman, 2000; O'Day & Smith, 1993; Popham, 2000). According to Linn (2000), education evaluation and assessment can be mandated by elected officials and implemented quickly, yielding noticeable results. Standards-based education reform influences instruction and empowers local education agencies to propose suitable instructional practices and approaches that personalize learning for diverse learners in numerous content areas in return for accountability measured by students' academic performance (Goertz, 2001; Weiss, Knapp, Hollweg, & Burrill, 2001). Standards-based

reform involves transforming school principals into instructional leaders and ensures that students are achieving their academic goals (Chance & Andersson, 2003).

The Role of the Principal in Standards-Based Reform

Instructional leadership is vital to effective standards-based reform. Leaders of 21st-century schools emphasize on instruction as the focal point of schooling (Leithwood & Riehl, 2005; Marzano, Waters, & McNulty, 2005). Anderson (1996) stated that the principal, as an instructional leader, must make available the essential resources to safeguard the achievement of students' academic goals. Instructional leadership encompasses instruction, assessment, accountability, professional development, instructional programs, and administration (Blase & Blase, 1999; Bossert, Dwyer, Rowan, & Lee, 1982; Gantor, Daresh, Dunlap, & Newsome, 1999; Glickman,1985; Pajak, 1989). Principals influence student learning through their collaboration with teachers and by creating schools' organizational cultures (Hallinger, Bickman, & Davis, 1996), and Hodgkinson (1991) specified that education leaders must recognize the cultures that inspire their schools.

Meanwhile, Cuban (1998) identified three roles that described the jobs of education leaders: a managerial role as an organizational chief; a political role as a negotiator with parents, administrators, and other stakeholders; and an instructional role as an educator of teachers. Not only are school leaders significant, they are also commonly perceived to be taking on more and more roles (Mulford, 1993); the principal's role has advanced from manager to that of leader where the school leader is described as a change agent and an instructional leader (Beck & Murphy, 1993). In order

for education leaders to successfully lead schools, they must understand the goals of public education in the 21st century and act collaboratively to develop a shared vision of success. Existing school leadership models are obsolete and in need of improvement to meet the current demands of standards-based education reform (Levine, 2005).

History of Principal Preparation Programs

Since the early 1900s, when the first Educational Leadership school administration program started, there has not been a consensus on how to prepare school administrators (Levine, 2005); historically, the first principal preparation programs consisted of courses that covered management principles, education laws, and human resources and personnel requirements, although there was some importance placed on student learning, effective teaching, professional development, curricula, and organizational change (AACTE, 2001; Copland, 2000; Elmore, 2000; IEL, 2000; Lumsden, 1992). Since the beginning, principal preparation programs have had robust training components, and these training experiences provided opportunities for future leaders to learn the various facets of their multiple jobs in close partnership with highly skilled veteran leaders and mentors (Elmore, 2000; IEL, 2000; Lumsden, 1992). However, many principal preparation programs have been described as fragmented, jumbled, not sustained, lacking rigor, and not aligned with state standards for effective administrative practice (AACTE, 2001; NCAELP, 2002; Peterson, 2002).

Principal preparation programs have been under scrutiny since 1987 (Levine, 2005) with the release of the report *Leaders for America's Schools* (Forsyth et al., 1988). The report stated that out of the country's 505 graduate programs in educational

administration, fewer than 200 were capable of meeting necessary standards of excellence (1988). In 2003, two foundations, the Broad Foundation and the Thomas B. Fordham Institute, made additional criticisms of principal preparation programs. The foundations blamed the failure of principals on candidates' being taught impractical courses and states' having misguided licensure requirements.

School Leadership Matters

In previous eras of school reform, school leadership was overlooked as a component in improving school outcomes and student achievement (Darling-Hammond et al., 2007). At present, school principals are viewed as essential to the task of cultivating schools that influence teaching and learning for all students (NPBEA, 2001; Peterson, 2002). The Wallace Foundation supports research on school leadership and in a recent report noted that "A particularly noteworthy finding is the empirical link between school leadership and improved student achievement" (2011, p. 3).

Researchers Wahlstrom, Seashore, Leithwood, and Anderson (2010), after a six-year study, concluded that "leadership is second only to classroom instruction as an influence on student learning" (p. 9). Other researchers (Andrews & Soder, 1987; Bossert, Dwyer, Rowan, & Lee, 1982; Murphy & Hallinger, 1992) have stated that principals who make measurable inputs into their schools make a difference in the effectiveness of staff and in the learning of pupils. Researchers Marzano, Waters, and McNulty (2005) conducted extensive analyses of earlier research and discovered solid links between effective leadership and student achievement; they found that principals accounted for 25% of a school's total influence on student learning (Marzano et al.,

2005). Darling-Hammond et al. (2007) proclaimed that mounting consensus on the characteristics of effective school principals demonstrated that effective school leaders influence student achievement through backing and developing effective teachers and operating effective organizational procedures.

In their report *Gateways to the Principalship,* Cheney and Davis (2011) noted that school leaders have a significant role in acquiring, retaining, and training teachers, who account for the largest—33%—proportion of a school's influence on student learning. In addition to this, Cheney and Davis observed that "exemplary school leaders hire, grow, support, and keep effective teachers while finding ways to release those who are not getting the job done for children" (p. 5). Moreover, the influence of school leadership on student learning happens "when school leadership strengthens professional community and teachers' engagement in the professional community. Improvement is also found when principals model the use of instructional practices that are connected with student achievement" (Wahlstrom et al., 2010, p. 10).

Standards for Principals Preparation Programs

Some principal preparation programs have been criticized as being fragmented, lacking in rigor, and not aligned with state standards for effective administrative practice (Darling-Hammond et al., 2007). In 1996, the Council of Chief State School Officers published the Interstate School Leaders Licensure Consortium (ISLLC) as a set of guiding principles for the knowledge, skills, and dispositions of education leaders (2008). To guarantee that education leaders have the proper tools to help students achieve academically, principals must be prepared with the curricula, knowledge, and skills to

improve student achievement, growth, and outcomes (CCSSO, 2015). Principal preparation programs are tasked with aligning their programs with standards that will assist leaders in motivating students and teachers. An effective program also cultivates potential school leaders by giving them the tools to create caring atmospheres in which active learning can take place (Darling-Hammond et. al., 2007).

School Leadership in Culturally Diverse Schools

Leadership is often viewed as the most critical influence on the success or failure of organizations (Bass, 1990a), and researchers in the field of Educational Leadership have argued that understanding school culture is an important quality of a successful school leader, especially in schools with diverse student populations (Deal & Peterson, 1999; Fullan, 1991; Leithwood & Jantzi, 1990, 2000; Leithwood & Riehl, 2003; Sergiovanni, 1991). Given the growing diversity among school-aged children and the need for more effectively prepared, culturally competent faculty and staff, school administrators can play a vital role in serving students within culturally diverse schools (Riehl, 2000). Principals can stimulate a better understanding of the issues, experiences, and outcomes of diverse students.

Johnson and Fuller (2015) argued that culturally responsive leadership has been predominant in education literature and emphasizes improving the education experiences and outcomes for all schoolchildren, mainly those who have been marginalized in schools. Culturally responsive leadership incorporates characteristics of anti-oppressive leadership (Gooden & Dantley, 2012; Kumashiro, 2000), transformative leadership

(Dantley & Tillman, 2006; Shields, 2010), and Socially Just Leadership (Bogotch, 2002; Theoharis, 2007), but it pushes further.

Cultural Competence

Although the definition of cultural competence has been modified over the past two decades by scholars in different fields, the fundamental concepts, and ideologies espoused in the cultural competence framework are accepted across different organizations and structures. Cultural competence has been described as "A set of corresponding behaviors, attitudes, and policies that originate together in a system, agency, or between professionals and enables that system, agency, or those professionals to work competently in cross-cultural situations" (Cross et al., p. 7, 1989). Cross et al., (1989) and Isaacs and Benjamin (1991) described cultural competence as similar behaviors, outlooks, and policies that unite individuals and organizations and empower people to work together in sensitive situations.

Davis (1997) defined cultural competence as the capacity to assimilate and understand individuals with attitudes, values, policies, and practices that improved service outcomes. The National Center for Cultural Competence adapted its definition from Cross et al. (1989). Researchers there described cultural competence as being able to work in cross-cultural environments by exhibiting a clear set of morals and ethics that could be modeled when facets of policymaking involved children (Taylor et al., 1991). The Office for Substance Abuse Prevention (1992a) defines cultural competence as academic and social abilities needed to comprehend and appreciate cultural similarities and differences between people. Hanley (1999) defined cultural competence as a self-

reflection on one's own culture and the deep understanding of others' cultures. Taking the definition of cultural competence from an operational standpoint, school leaders who are culturally competent train their faculty and staff in cultural familiarity and value the diversity of others by accepting students' different cultural backgrounds, respecting their different ways of interaction, and recognizing their different traditions and beliefs. In addition, they provide support for faculty development of values, norms, organizational cultures, diversity, and beliefs that enable the success of the entire school organization, especially students (Dunn, 2000; Gardner, 1995).

Culturally Responsive Leadership

Johnson and Fuller (2006) defined culturally responsive leadership in relation to Gay's (2010) notion of culturally responsive pedagogy. The leadership philosophies, practices, and policies of culturally responsive leaders create inclusive schooling environments for students and families from culturally diverse backgrounds (Johnson & Fuller, 2006). Culturally responsive school leadership can identify needs for all students in their schools (Gay, 2010); they possess the knowledge, skills, and dispositions to respond to, embrace, and ultimately celebrate the cultural multiplicity of all students. Additionally, these leaders use practices, actions, mannerisms, procedures, and discourses that influence the school climate, school community, teacher efficiency, and student outcomes. Khalifa et al. (2016) indicated that culturally responsive leadership is needed in all school settings including those that are not highly populated with minoritized students. In addition, the researcher clarifies that not all students of color are minoritized (2016). Schools that can benefit from culturally responsive school leaders have

populations of non-majority, marginalized, or oppressed students characterized by elements such as differences in language, literacy, religion, beliefs, manners, mental ability, thought processes, looks, and expressions.

Many words and phrases are interchangeable with culturally responsive leadership, such as culturally sustaining, culturally proficient, and culturally relevant, just to name a few. The term culturally responsive school leadership is more familiar and has been used widely used in the Educational Leadership field (Johnson, 2006). The most logical reason the term culturally responsive remains more pertinent to culturally diverse schools is that it includes the word *responsive* (Webb-Johnson, 2006). The name suggests that the leader is aware of the cultural issues in education and can respond to them positively, and culturally responsive education leaders have the skills to create school environments and curricula that respond successfully to the education, social, political, and cultural needs of all students (Johnson & Fuller, 2006; Khalifa et al., 2016).

As with other leadership styles, culturally responsive leadership incorporates features of anti-oppressive leadership (Gooden & Dantley, 2012), transformative leadership (Dantley & Tillman, 2006; Shields, 2010), and Socially Just Leadership (Bogotch, 2002; Theoharis, 2007). Although culturally responsive leadership conveys and shares similar connotations with transformative and socially just leadership, it refers to school leaders who have previously developed cultural competence through cultural awareness of the students they serve (Brown, 2004; Cooper, 2009). Culturally responsive school leadership comprises advocacy for non-majority, marginalized, and oppressed

students, but this can be seen further in the knowledge, skills, and dispositions of socially just leaders.

Socially Just Leadership

With the demographic shifts and increasing numbers of culturally diverse schools, there has been an increase in the amount of research on preparing school leaders who advocate for social justice (Dantley, 2002; Gewirtz, 1998; Grogan, 2002a, 2002b; Larson & Murtadha, 2002; MacKinnon, 2000; Marshall, 2004; Maynes & Sarbit, 2000; Scheurich, 1998; Scheurich & Skrla, 2003; Theoharis, 2004a, 2004b). Numerous education researchers have provided definitions for Socially Just Leadership (Blackmore, 2009; Dantley, 2002; Dantley & Tillman, 2005; Marshall, 2004).

Education scholars are noticing a recurring theme in Socially Just Leadership research. Leadership for social justice is action oriented and transformative, dedicated and determined, all-encompassing and democratic, interpersonal and helpful, reflective, and focused on socially just pedagogy (Furman, 2012). Gooden and Dantley (2012) emphasized several of these themes in their research and highlighted the importance of programs that adjust to shifting demographics and issues of race. This recurring theme demonstrates that there is an urgent need for education preparation programs to prepare for learning about diversity and social justice. This research has implications for children who are marginalized and minoritized by their racial, cultural, and ethnic identities (Brown, 2004). With the persistent gaps in opportunities, inequities, and disparities for the oppressed populations of students in our schools, it is evident that this treatment is

wrong, and these students need socially just leaders in their schools to advocate for them (Ladson-Billings, 1994; Scheurich & Laible, 1999; Valenzuela, 1999).

School leaders for social justice are devoted to fostering equity and school improvement; Gewirtz (1998) described social justice as being centered on the philosophies of troublesome and undermining activities that endorse marginalization and exclusionary developments. Goldfarb and Grinberg (2002) defined social justice as "the exercise of altering these [institutional and organizational] arrangements by actively engaging in reclaiming, appropriating, sustaining, and advancing inherent human rights of equity, equality, and fairness in social, economic, educational, and personal dimensions" (p. 162). Theoharis (2007) defined school Socially Just Leadership by combining the two definitions mentioned earlier as

> these principals [who] advocate, lead, and keep at the center of their practice and vision issues of race, class, gender, disability, sexual orientation, and other historically and currently marginalizing conditions in the United States. Addressing and eliminating marginalization in schools is a critical component of this definition. Thus, inclusive schooling practices for students with disabilities, English language learners (ELLs), and other students traditionally separated in schools are also necessitated by this definition. (p. 223)

Theoharis (2009) enumerated seven crucial points to guide school leaders to pursue, produce, and withstand equitable schools for low-performing students: (a) acquire or prepare comprehensive, theoretical consciousness-, knowledge-, and skills-based curricula; (b) have essential leadership qualities; (c) advance inclusion, admission, and

opportunity for all students; (d) improve core learning contexts in both teaching and curricula; (e) create climates of belonging; (f) improve student achievement; and (g) sustain professional and personal development (Theoharis, 2009). Culturally competent and culturally responsive leadership incorporates characteristics and behaviors of Socially Just Leadership (Bogotch, 2002; Theoharis, 2007).

Educational Leadership Principal Preparation Curricula

Principals have a substantial part in navigating the course for schools, so they can be positive and industrious workplaces for teachers and exciting student-centered environments for children. However, existing research on the best methods to develop these effective leaders is scarce (Davis, Darling-Hammond, La Pointe, and Meyerson, 2005). Levine (2005) argued that there was a disconnect between what school leaders needed to be successful in today's schools and what was being taught in their principal preparation programs. He argued that most education administration programs were inadequately training aspiring school leaders (Levine, 2005). Norton and Levan (1987) surveyed UCEA doctoral programs and found that greater that 60% of these programs' content covered managing personnel, school administration, and technical knowledge of law and finance. Hess and Kelly (2005) conducted a similar study of 31 preparation programs and concluded that the programs had not kept up to date with changes in the larger world of education, leaving their graduates unprepared for the challenges and opportunities that will be created by an era of accountability (2005). Duke, Grogan, and Tucker (2003) contended that school leadership has become more demanding, more political, more multifaceted, and more laborious during this age of accountability.

Because of the need to design and restructure principal preparation programs to address principals' accountability, Darling-Hammond, Meyerson, La Pointe, and Orr (2009) published a program resource for UCEA called *Designing a Purposeful and Coherent Leadership Preparation Curriculum.* The authors outlined the essential features of an effective leadership preparation program as being: (a) a program vision and curriculum that stress instructional leadership and school improvement, (b) an inclusive and comprehensible curriculum aligned with research-based school leadership standards, and (c) integrating program features that are created on a reliable model of leadership and reinforced. Darling-Hammond et al. (2009) proposed that an excellent leadership preparation curriculum integrates significant disciplinary philosophies and ideas; links disciplinary theories to clinical experiences; offers a rational selection of coursework, learning activities, and program structures; builds content around the ideologies of adult learning theory and links theory and preparation; and "aligns to research-based school leadership standards" (2009, p. 1).

Other Educational Leadership scholars suggested that leadership preparation curricula should integrate both coursework and clinical field experience (Clark & Clark, 1996; Murphy, 2006; Young, Crow, Ogawa, & Murphy, 2009). State and national accreditation (National Council for Accreditation of Teacher Education, 2008; National Policy Board for Educational Administration [NPBEA], 2008) have mandated that leadership preparation programs be aligned with well-defined leadership standards, the Interstate School Leadership Licensure Consortium standards, on which the Educational Leadership Constituent Council (ELCC) standards are based (Darling-Hammond et al.,

2009). The ISLLC and ELCC standards provide a comprehensive outline of expectations for leadership preparation (Murphy, 2003).

Educational Leadership Principal Preparation Pedagogy

Though Brown (2004) proposed a transformative basis for preparing leaders for cultural and Socially Just Leadership, her work centered mainly on delivery approaches in leadership programs that could inform leader preparation (e.g., life histories, controversial readings, diversity panels, and educational plunges). She further distinguished between delivery methods that promote knowledge acquisition at the formal cognitive level "such as clinical experiences, internships, cohort groups, case studies, and problem-based learning" and emphasized methods that promote "skill and attitude development" (p. 81). She also advised that for potential leaders to be fully involved in curricula, pedagogy, and assessment, program faculty must purposely generate classroom and program environments and settings in which students experience a sense of safety that will help them take risks toward conversations on social justice (Brown, 2004).

Researchers are still contemplating the real-life, context-specific, tactical, anti-racist curricula that need to be taught in principal preparation programs (Scheurich et al., 2001, p. 239). To prepare leaders for schools with diverse student populations, appealing to their students' critical consciousness, knowledge, and practical skills focused on social justice and related topics is a logical approach for these programs. Social justice, equity, race, culture, and other terms related to marginalization should be discussed (Brown, 2014).

Educational Leadership Candidate Assessments

Potential principals' evaluations completed at the course or program level can take place in the field with practicing leaders or mentors. Assessments must be authentic, and the programs must train leaders on how to collect, interpret, and use student assessment data to monitor progress and alter programs, policies, or curricula (Brown, 2004; NPBEA, 2011; SREB, 2007). Reflection assignments using journals and collaborative problem solving in culturally diverse environments will help demonstrate leaders' attitudes, behavior, and values. Critical self-reflection assessments employ cultural approaches and emphasize the need for critical self-reflection of one's leadership practices (Cooper, 2009; Gooden, 2005; Gooden & Dantley, 2012; Johnson, 2006; Lomotey, 1989; Theoharis, 2007).

Evaluating Principal Preparation Programs

The significance of principals in the education process and the need to hold them accountable for student performance was absent from policy considerations until recently (Pashiardis & Brauckmann, 2009; Portin, Feldman, & Knapp, 2006). UCEA members (Orr, 2006; Pounder & Hafner, 2006; Young, 2003) have studied how leadership graduates evolve through their principal preparation programs; authors studied aspiring candidates to learn if they were capable of improving organizational outcomes and student academic results. The researchers (Orr, 2006; Pounder & Hafner, 2006; Young, 2003) questioned the cultural proficiency of education leaders, along with whether they had the skills, dispositions, and knowledge to promote change in increasingly diverse and segregated community contexts. Madsen and Mabokela (2005) contended that it is

necessary for schools to not only be culturally responsive and recognize the significance of cultural boundaries but also be willing to contest schools' preconceptions.

According to Fuller and Hollingworth (2016), principal preparation programs are difficult to evaluate because not all states have mandated tests for administrative licenses, and therefore, the quality of the programs cannot be determined based on licensure exam pass rates (2016); instead, the authors suggested evaluating principal preparation programs based on placement of graduates. The UCEA created several tools to assist with evaluating principal programs: The Institutional and Program Criteria, the INSPIRE 360 Preparation Program Evaluation Survey Suite, the institutional review process, and the newly developed State Evaluation of Principal Preparation Programs Tool Kit (UCEA, 2017). The SREB (2016) indicated five design principles for evaluating principal preparation programs: (a) encourage continuous program development; (b) support states in ensuring that programs are held responsible for cultivating practices and outcomes; (c) provide stakeholders with accurate and useful information; (d) utilize new and sophisticated approaches to data collection, analysis, and use; and (e) follow and stay consistent with the characteristics of high-quality program evaluation.

Summary

This review of literature summarizes how school leadership preparation programs play an integral part in preparing successful school leaders for culturally diverse schools. As the demographics and cultural makeup of our environment change, leadership preparation programs will be advised to monitor and adjust their curriculum content, pedagogy, and assessment. These components should be tailored to school leaders' needs.

CHAPTER THREE

DESIGN AND METHODOLOGY

As stated in Chapter One, the primary purpose of this research was to conduct a qualitative case study on principal preparation programs at four South Carolina higher education institutes. For this research study, I investigated whether each program prepared aspiring school leaders with the knowledge, skills, and dispositions needed to successfully lead in culturally diverse school settings as culturally competent, culturally responsive and socially just leaders; the programs' curricula, pedagogy, and field experience/internship requirements was also evaluated. Another goal of this study was to evaluate the degree to which each program promotes diversity, then, I assessed each program and categorized it as very effective, effective, or developing. Finally, I theorized a framework for principal preparation programs to prepare potential school leaders as culturally competent, culturally responsive, and socially just leaders in today's 21st-century schools.

The organization of the rest of this chapter was as follows: (a) research question, (b) epistemological approach, (c) research design, (d) context of the study, (e) data collection, (f) data analysis, and (g) trustworthiness.

Research Questions

According to Creswell (2003), research questions are developed to formulate and emphasize the purpose of a research study. The guiding research question for this study was how effectively are principal preparation programs in South Carolina preparing

aspiring school leadership candidates with the knowledge, skills, and dispositions to be culturally competent, culturally responsive and socially just leaders?

Philosophical Assumption

Denzin and Lincoln (2011) stated that philosophical assumptions are central premises that are used in qualitative research as interpretive frameworks, and the researcher's intention is to interpret the meanings that the world has for a study's participants by developing a theory or pattern of meaning rather than starting out with a theoretical framework (Creswell, 2007). Philosophically positioning one's ontology and epistemology in qualitative research can be very helpful (Merrian, 2009). Philosophical perspectives, also called world views or assumptions, guide the direction of study designs, and are customarily identified at the beginning of the research (Slife & Williams, 1995). Researchers' philosophical perspectives illustrate the developing views in their work and direct the desire for knowledge (Crotty, 1998). Creswell (2007) implied that people develop personal meanings to seek understanding of the world in which they live, and these specific meanings occur through interaction with others and cultural norms.

Other researchers have called the same concept paradigms, epistemologies, ontologies, or perceived research methodologies (Neuman, 2009; Lincoln, Lynham, & Guba, 2011; Mertens, 2010; Crotty, 1998). Thomas Kuhn (1970) coined the term paradigm as a way of looking at events through the lenses or viewpoints of others. Paradigms influence researchers' questions and the methods they employ to answer the questions (Morgan, 2007). Michael Crotty (1998) postulates that researchers determine their research designs based on their ontological, epistemological, theoretical, and

axiological designs, and their philosophical assumptions are the undeveloped views that direct their desire for knowledge.

The philosophical assumption of this research study was a transformative approach. This world view emerged in the 1980s and 1990s from individuals who rejected the post-positivist assumptions as ill-suited for marginalized students and not addressing education issues related to supremacy, social justice, discernment, and oppression (Creswell, 2014). This paradigm was followed by research scholars who are "critical theorists; participatory action researchers; Marxists; feminists; racial and ethnic minorities; persons with disabilities; indigenous and postcolonial peoples; and members of the lesbian, gay, bisexual, transsexual, and queer communities" (p. 39). According to Neuman (2009), transformative writers emulated the works of Marx, Adorno, Marcuse, Habermas, and Freire, and Kemmis and Wilkinson (1998), Kemmis and McTaggart (2000), and Mertens (2009, 2010) are additional writers with a transformative world view (Creswell, 2009). Transformative researchers advocate action agendas for marginalized individuals and social justice (Creswell, 2014).

A transformative world view consists of an action plan for transformation that changes the lives of oppressed members of society, the organizations in which individuals work or live, and the researcher's life (2014). Mertens (2010) believed that transformative research should be intertwined with policy and a radical change agenda to challenge societal domination at whatever levels it occurs; he asserted that inequities existed because of political and social inaction. A transformative view also utilizes a philosophy of principles around how a program is structured and why issues of

domination and control exist. For this study, I evaluated principal preparation programs including examining their curricula, pedagogical strategies, and fieldwork experiences to identify practices that train leaders to lead in culturally diverse schools. Culturally diverse schools need culturally competent, culturally responsive, and socially just leaders who advocate for marginalized students. A transformational world view was used as the philosophical assumption to recommend restructuring and transforming principal preparation programs in South Carolina.

Qualitative Research Approach

For this research study, a qualitative multiple case study approach was utilized as the research method. Research approaches, also called methods, are proposed strategies and techniques that the researcher utilizes for data collection and analysis and interpretations of the findings (Creswell, 2014). Creswell stated that the research approach should be informed by the researcher's philosophical assumptions, the research design, the data collection, and analysis methods, and in what manner the findings are interpreted. In qualitative research, individuals describe and experience things through their senses and use symbols to interact with others (Patton, 2012); it is generally described as research that does not use numerical procedures to arrive at the results (Strauss and Corbin, 1990). In their *Handbook of Qualitative Research*, Denzin and Lincoln (2005) defined qualitative research as activity that places the observer in the world of the participant. Qualitative researchers examine things in their normal surroundings, trying to make sense of, or understand, "phenomena in terms of the meanings people bring to them" (Denzin & Lincoln, 2005, p. 3). A qualitative approach

gives meaning to participants' individual experiences (Creswell & Clark, 2007). Case studies can be used as the research method for qualitative research.

Qualitative case studies seek to provide meaning and understanding of phenomena and permit the researcher to explore people or organizations, through multifaceted interventions, relationships, groups, or programs (Yin, 2003); the researcher is the primary instrument for collecting and analyzing the data (Creswell, 2014; Yin, 2003). Case study research uses an inductive analytical approach, and the researcher arrives at a deep descriptive study (Creswell, 2014). Yin (2003) proposed the following regarding when it is best to apply a case study in research: a) when the focus of the investigation is to seek answers to "how" and "why" inquiries; (b) when the researcher cannot alter the actions of study participants; (c) when the researcher wants to evaluate related settings in the belief that they are applicable to the phenomenon under investigation; or (d) if the boundaries are vague between the phenomenon and the context (Yin, 2003, p. 13). A case study design was selected for this research investigation in order to answer the question how are principal preparation programs in South Carolina preparing aspiring principal candidates to be successful in culturally diverse schools? The purpose of the study was to seek "how" the phenomenon of principal preparation occurs where boundaries are unclear between the phenomenon and the context, that of culturally diverse schools. Therefore, the case study design was most appropriate.

In addition, case studies can be categorized as single or multiple (Yin, 2003), and I selected multiple cases, specifically, four programs in South Carolina. In multiple case studies, cases and related findings are presented separately, and in keeping with that

convention, a separate case report was prepared for each principal preparation program; then a cross-case analysis was conducted. Finally, conclusions were drawn about the components of an effective principal preparation program that prepares principals for working in culturally diverse schools

Contextual Setting

The location for this study occurred at four state-approved and accredited principal preparation programs at higher education institutions within the same southeastern state, South Carolina. South Carolina is divided into four geographic areas with an estimated population of 4.9115 million; according to the U.S. Census Bureau (2014), the state's population has increased by 4.45% since 2010. The 2013 Census reported that the racial composition of the state is 68.3% White, 27.9% African-American, 0.5% American Indian and Alaska Native, 1.5% Asian, 0.1% Native Hawaiian and other Pacific Islander, 1.7% biracial, and 5.3% Hispanic or Latino (U.S. Census Bureau, 2013). South Carolina was listed as having one of the ten fastest-growing populations in the United States, and the state currently has 12 higher education institutions with approved principal preparation programs.

The names of the institutions used were not disclosed in this study due to ethics and confidentiality policies. Instead a pseudonym was given to the programs; the aliases were Principal Preparation Program A, Principal Preparation Program B, Principal Preparation Program C, and Principal Preparation Program D.

The Role of the Researcher

In qualitative research, the researcher is involved with the participants as the primary data collection instrument (Creswell, 2014); the researcher is the tool for collecting and interpreting data (Creswell, 2013; Denzin & Lincoln, 2000). Hammersley and Atkinson (1995) described the researcher as an active participant in the qualitative research process, although Glesne (1999) noted that the role of the researcher is contingent on the setting of the study and the researcher's personality and principles. Locke, Spirduso, and Silverman (1987) contended that the researcher's influence on the research can be valuable and helpful. A true research approach requires that the investigator adopt a position of neutrality about the phenomenon under study (Merriam & Associates, 2002; Patton, 2003). The qualitative researcher is obliged to define and become conscious of his or her prejudices, biases, perspectives, and expectations (Greenbank, 2003), and this self-reflection process will prevent any influence in the research process. Similarly, researchers have an ethical duty to disclose their experiences in order to be capable to conduct research (Greenbank, 2003).

According to Lincoln and Guba (1985), the human as the instrument in qualitative researcher has six critical skills and expertise areas: (a) interact with the participants, (b) collect data simultaneously, (c) observe a situation without bias, (d) analyze data as soon as it is collected, (r) check for data reliability and validity, and (f) investigate nonconforming findings. The researcher not only gathers the data, offers a voice, and tells a story for the participant but also reviews the information and provides a well-informed description by examining the data inductively (Morse, 1998, 2003).

In this study, I had and still have multiple responsibilities and duties as a researcher, such as designing the study, collecting data from the participants and program documents, analyzing the evidence, verifying the validity of information, and reporting the findings (Creswell, 2014). I have performed my duties in a way that has been impartial to the participants and ethical in practice (Creswell, 2014).

Researcher's Reflexivity

As stated in the above paragraph, the researcher has a leading role as the instrument in collecting qualitative data, and therefore, the researcher's positionality is critical to the study; his or her personality traits, beliefs, biases, and assumptions could influence the data collection, interpretation, and analysis (Guba & Lincoln 1981). Personal characteristics, such as ethnicity, age, sexual preference, immigration status, individual experiences, language, predispositions, likings, theoretical, political and philosophical stances, and emotional responses to participants are all relevant to the researcher's reflectivity (Bradbury-Jones, 2007; Finlay, 2000; Hamzehand &Oliver, 2010).

McDowell (1992) emphasized that researchers are obliged to consider their theoretical positions, that it is vital that researchers pay close attention to their positionality, reflexivity, and philosophical perspectives to conduct qualitative research ethically. These proceedings are essential in the research process (Sultana, 2007, p.380). The researcher's paradigm perspective can shape the understandings formed during a study (Bourke, 2014). This viewpoint consists of the ontological conventions (the nature of social reality) epistemological assumptions (the nature of knowledge; Sikes 2004).

Researchers use a reflexivity approach when they seek to understand their role in the research and their influence on the research acknowledges their views and discloses any information about themselves (Cohen et al., 2011, p. 225).

With these cautions in mind, for this study I identified my biases, values, personal background characteristics, connections to the context or participants, gender, history, culture, and ethnicity matters that could have influenced the research or results. In addition, as the researcher in this study, I felt it was important to acknowledge that I obtained an Educational Specialist degree from one of the programs being studied and a current PhD student at the same institution; similarly, my doctoral committee chairperson is the department chairperson of the educational leadership department. For the purpose of validity, the program coordinator was asked to participate rather than interview the department chair; this change avoided any potential conflicts of interest.

Another positionality worth mentioning was the researcher's transformative world view, expressed in the critical theory paradigm and explained in a previous section of this chapter. As an African American female, I used the critical theory paradigm approach and engaged in critical self-reflection to become aware of how my background would affect and influence this research study. Ladson-Billings (2000) described how epistemologies include not only behaviors of knowing and seeing the world but also systems of knowing the world. Education researchers have marginalized groups of people, especially individuals and communities of color (Ford, 1996; Stanfield, 1995). As a person of color, I developed a positive sense of ethnic identity, and the basis of interpreting the study will not be understood as superiority or inferiority.

As the researcher, I pursue an understanding of why principal preparation programs are not preparing principals to advocate for students of color given that they are now the majority in schools. My first assumption and conclusion as I conducted the literature review and synthesized the findings was central: After 16 years as a high school teacher, reflecting on my experiences as a teacher and performing school leadership internship at the building and district levels, I perceive that the majority of school leaders are not equipped to advocate for marginalized and oppressed students. In the dissertation, I have shared my thoughts from a critical theorist perspective to eliminate any biases and assumptions during the research process and detached my personal judgments as a former educator and intern in order to be unbiased. Acknowledging positionality and using a reflexivity approach during data collection and analysis and in interpreting the findings will be critical in the research process. I had to ensure that bias would not skew the overall conclusions of this research study, strengthening my overall research credibility by identifying any preconceived notions, personal biases, and conflicts of interest.

Gaining Access

According to Shenton and Hayter (2004), one of the most pressing research concerns for qualitative investigators is gaining access to the intended participants. Researchers have an ethical responsibility to all participants and are expected to protect their well-being, and they should also uphold and maintain the integrity of their professions (Maxwell, 2006). Before the data collection began, my research had to be approved by the institutional review board; specifically, my doctoral committee chairperson applied to the board on my behalf. For my part, research protocols for

interviewing participants were created and followed, including obtaining written informed consent, which is a major step in ensuring that research participants are treated ethically and morally; the consent form confirmed that the research had been explained to the participants and that they agreed to participate. Emails were also sent to the department chairpersons of the principal preparation programs to request permission to investigate and to secure participation.

Participant Selection

When conducting qualitative research, researchers want to purposefully hand-pick participants or sites that will help them understand the problem and the research question (Creswell, 2014), being most familiar with or experienced with a phenomenon being researched (Creswell & Clark 2011). When using purposive sampling in qualitative research, the key is for researchers to select cases from which they can absorb a great deal about matters of central importance to the purpose of the inquiry (Patton, 2005). Purposive sampling was used in this study to select four state-approved principal preparation programs in a southeastern state. This state has 12 state-approved elementary and secondary principal preparation programs across 12 universities, and a small sample size of 4 of the 12 were selected for evaluation. The criteria for selecting these institutions were (1) they were accredited and approved by the state; (2) the higher education institution offered an educational leadership principal preparation program (3) they were all located in the same state, (4) they were situated in three different regions in the state, and (4) the higher education institution had a diverse characteristics and student population which would differentiate this research study from other studies by examining

variables that other researchers had not considered. Most studies compared phenomena that were similar in every aspect, whereas these schools have similarities but are also very different.

Qualitative Data Collection Methods

The use of multiple data sources in case study research is a strategy that enhances data credibility (Patton, 1990; Yin, 2003). Creswell (2007) emphasized that although there are several categories of data, all data fall into one of four uncomplicated groupings, observations, interviews, documents, and audiovisual materials (p. 129). Patton (2002) proposed that the most common sources of qualitative data are interviews, observations, and documents, none of which can be "crunched" easily by statistical software. The first data collection method used in the study was semi-structured interviews; I prepared open-ended questions as part of an interview protocol that I followed with the principal preparation program coordinators. In addition to conducting interviews, I collected documents and reviewed them for evidence.

Semi-Structured Interviews

An interview is a scheduled and managed verbal exchange between individuals or groups (Gillham, 2000; Ritchie, Lewis, Nicholls, & Ormston. 2003). When using interviews in data collection, it is important to have interpersonal skills such as the capacity to create rapport, perhaps with humor and humility (Opie, 2004). According to Bernard (1988), semi-structured interviews are favorable when the researcher has limited opportunities to interview participants and when interviewing multiple participants with the same questions to collect data. Interview questions should deliver a robust set of

protocols and instructions for interviewers and offer reliable, comparable qualitative data (1988).

In qualitative research, the researcher is the instrument. A device for collecting data called a protocol is required when using the case study as a method because the researcher will be collecting data using interviewing and inspecting documents (Creswell, 2014; Yin, 2014). Designing and preparing protocols are among the major steps at the beginning of case study research (Al Qur'an, 2010). Yin (2014) proposed that researchers make use of protocols to increase the trustworthiness of their case study data. Brereton et al. (2007) developed a case study protocol template to ensure common procedures and consistency in devising case study research, and I used this template, presented in Appendix A.

The case study protocol included the interview instrument created for data collection, how it was developed, why the types of questions are used, and the protocol for how to administer the instruments to gather data. I utilized an interview protocol by the Wallace Foundation and produced by the Stanford Educational Leadership Institute. The program coordinators from the four participating schools were interviewed using this protocol.

Interview Protocol

An email was sent to each program coordinator to schedule a date and time for the semi-structured interview. At the beginning of the interview, I read each interviewee a script to obtain permission to record their interview (Appendix E). I used a sound recording application on my iPad to record the interviews and read the open-ended

protocol questions (Appendix F) to the participants. After the interviews, I stopped the audio recording, and the interviews were sent to a transcription company to be transcribed.

Data Collection from Documents

Atkinson and Coffey (1997) define documents as common textual elements that are produced, shared, and used in socially systematized ways (p. 47). For this study, I evaluated and analyzed documents systematically. Several studies on education inquired deeply into the effectiveness of programs by examining course descriptions and syllabi (Pugach & Blanton; 2012; Gorski; 2009; Zeichner, 2005), and I collected syllabi for each course in the participants' principal preparation programs. I also collected information from the schools' websites such as the contextual backgrounds of the schools, each program's mission statement, course content and descriptions, and curriculum requirements.

School and Program Websites

I examined each school's graduate course catalogs and program handbooks, downloaded from the schools' websites, for the last five years if available for information about core course requirements, course descriptions, admission requirements, elective classes, graduation requirements, hours required for principal internship or fieldwork experience, and types of certifications offered based on the best practices for principal preparation as outlined in the literature review. After I reviewed the schools' graduate catalogs and program handbooks, I surveyed each school's College of Education website,

and then the individual educational leadership and principal preparation program sites,

for additional, related information.

Mission Statements and Philosophies

Tyler (1990) highlights the importance of ensuring that a program's or school's

mission statement aligns with their curricula, pedagogy, and assessments. I evaluated the

program and mission statements of each principal preparation program to determine its

viewpoint on educating future principals; I also reviewed each program's philosophy to

determine its unstated philosophy based on the language used and implied citations

found. My search key words for determining programs' unstated underlying philosophies

were *culture*, *diversity*, *ethics*, *equity*, *social justice*, *privilege*, *power*, and *social justice*.

Course Syllabi

Using a selection protocol that was similar to that used in a research study by

Hess and Kelly (2005), I collected syllabi for the core courses of the principal preparation

program at each school. I analyzed all of syllabi for each course in the four-principal

preparation program.

<center>**Data Analysis**</center>

I collected and analyzed data concurrently across research sites. Approaching the

study phenomenon while collecting and analyzing data across cases set the stage for the

convergence of evidence that I needed to solidify the findings (Yin, 2003). I analyzed

data for eventual presentation of the findings in three phases: (a) documents were

analyzed for preliminary findings; (b) a thematic analysis was conducted on the semi-

structured interview transcripts; and (c) a document and content analysis were performed

<center>68</center>

on the course syllabi. After the data was analyzed, a similar approach used by UCEA's

UCEA Institutional and Program Quality Criteria, Rubric, and Scale was used to

determine the effectiveness of each program and if the program promoted diversity.

 Yin (2002) explained that because the case study as a method is still developing

in the research arena, researchers need highly planned analytic procedures and ideologies.

Creswell (2007) described two types of data analysis that should be utilized with case

studies: (a) one that analyzes each case individually and (b) a cross-case analysis, which

creates discoveries across the multiple cases in the study. Lincoln and Guba (1985) also

used a method of data analysis to uncover unambiguous embedded data called inductive

data analysis. I analyzed each case in its own chapter and then present the findings in a

cross-case analysis following a method called framework analysis.

Framework analysis is a method to organize and construct qualitative data

findings by creating a data structure by reviewing and reducing the data in ways that

support answering the research questions (Gale et al., 2013). Framework analysis was

developed in the late 1980s by social policy researchers to analyze qualitative data in

policy research (Ritchie et al., 2003). It is similar to thematic analysis (Gale, Heath,

Cameron, Rashid, & Redwood, 2013), emphasizing similarities and differences in

qualitative data, before concentrating on the links between different chunks of the data,

which approach allows the researcher to focus on finding descriptive and illustrative

inferences grouped around themes (Ritchie et al., 2003).

I also used document analysis with the materials I collected from the different

websites and the course syllabi. Bowen (2009) stated that the researcher interprets

documents to personify the voices and meanings in the text. Document analysis is an important research tool and is used frequently in social science research. It is a vital part of most structures of triangulation, grouping study methods for equivalent phenomena (Bowen, 2009).

Data Analysis Procedures

Analyzing qualitative data is not easy. Miles and Huberman (1994) suggested that data analysis is performed in the stages of coding, data displaying, and making sense of the data. In this study, I analyzed the data in three phases using framework and document analysis. The semi-structured interviews with the appropriate contact persons from each program contained open-ended questions, and discussions may deviate from the interview guide; I recorded the interviews and had them transcribed, after receiving the first interview transcript, I read through it without making any notes and reread it; on the second reading, I read the transcripts carefully line by line using two different strategies for the analysis. Initially I used document analysis, searching for terms, phrases, and meanings that were related to describing a culturally competent, culturally responsive, or socially just leader. Document analysis was also used for interpreting participants' words to ensure that they were talking about the knowledge, skills, and disposition of a culturally competent, culturally responsive, or socially just leader. I then used document analysis again to analyze the transcripts for meaning related to the content, pedagogy, and assessment that linked to the theoretical framework. I read and searched the interview data to interpret that the participants were describing program procedures and activities

that intended to prepare candidates with the knowledge, skills, and dispositions to work in culturally diverse schools.

For the next part of the data analysis, I used framework analysis; according to Gale et al. (2013), the framework method is most frequently applied for the thematic analysis of semi-structured interview transcripts. While I read, searched, and made sense of the data, I applied codes to the data that described what I had interpreted. Codes referred to the conceptual framework for preparing principals, to include knowledge of culturally competent leadership, skills of culturally responsive leadership, and disposition of socially just leadership. I highlighted all data from the interviewed transcripts that linked to and supported the theoretical framework and labeled data as CC for any references to cultural competence (words or phrases related to cultural awareness, self-assessment and awareness, critical reflection, value diversity, managing the dynamics of diversity), CR for cultural responsiveness (word or phrases related to reform policy, programs, and/or curriculum, promote positive school climate, hire culturally competent teachers, emphasizes high expectations for student achievement, practices that affirm students' home cultures, increasing parent and community involvement), and SJ for references to social justice (increase student achievement, create inclusive education, advocate for all students, eradicate oppression, inequities and disparities, develop resistance when faced with barriers). I repeated this procedure for all four interview transcripts.

I also used document analysis to examine the course syllabi, specifically to evaluate the content, delivery, assessment, and internship experience of each program's

course syllabus, looking for evidence within those features that displayed tenets of the theoretical framework. I used the three characteristics of effective leaders for culturally diverse schools as my frameworks for guiding the data examination.

After analyzing data from the programs website, the interview transcripts. online materials for all four programs, I evaluated each principal preparation program for its effectiveness in preparing leaders that lead as culturally competent, culturally responsive, and socially just. In addition to the abovementioned frameworks, I also used Young et al.'s (2012) UCEA Institutional and Program Quality Criteria (see Appendix G) to create the evaluation instrument. I created a rubric to analyze each principal preparation program for elements of training for diversity (see Appendix H).

After I completed the case reports for each case site, I began the cross-case analysis. To fully understand each school as a case unit and interpret the data, I organized the analysis into three overlapping phases: coding, data display, and interpreting (Miles & Huberman, 1994). Analysis of the primary data gained through the interviews across sites happened simultaneously.

Organizing the Data

In qualitative analysis, data should be organized at an early stage (Creswell, 2005); data organization in qualitative research is critical due to the vast amount of data that the research may collect. Creswell determined that researchers should determine how to organize data such as whether to store the data on a computer or use file folders or encrypted external storage. For this study, I used the qualitative analysis software NVivo

to organize data collected and carry out the data analysis. Nvivo is used to organize coding of text and both graphic and audio material, but I also used the procedure Creswell (2015) describes to analyze the data by hand. Creswell (2005) recommended the following data organization steps, which followed: create tables in Microsoft Word, using the tables to organize each participating location and then by all interviews and all documents. I also duplicated all completed data forms.

Trustworthiness

The trustworthiness of qualitative research has been investigated by other research paradigms (Shenton, 2004). Guba and Lincoln (1994) proposed four measures to be considered by qualitative researchers to address the trustworthiness of their research study: "a) credibility (in preference to internal validity); b) transferability (in preference to external validity/generalizability's) dependability (in preference to reliability); d) confirmability (in preference to objectivity)" (p.114). Yin (1994) recognizes four tests for judging the excellence of case study research designs: construct strength, internal soundness, external validity, and trustworthiness.

Creswell and Miller (2000) suggest that the lens researchers use to confirm their studies and paradigm assumptions are also used to validate findings. Multiple case study research improves the validity of this research design by using multiple data sources and making multiple group comparisons (Miles & Huberman, 1994). In this study, cross-case replication of the findings identified patterns across the cases to safeguard external validity by using simple pattern matching (Yin, 1994) to detect either projected patterns

or patterns recognized in earlier studies and in different settings (Denzin & Lincoln, 1994; Eisenhardt, 1989).

Summary

Chapter Three has been a comprehensive write-up of the qualitative methodology design for this multiple case study. It restated the study purpose and the research questions. I described the philosophical assumption I used as a theoretical lens for evaluating the study, which also guided the research design. I discussed background information and the rationale for using a qualitative multiple case study design along with describing my data collection methods and data analysis procedures. In the next chapter, I begin reporting findings and conclusions.

CHAPTER FOUR

INTRODUCTION TO CASE STUDY REPORTS

The purpose of the next four chapters is to present the findings of each individual case study. I present the findings through a rich, descriptive discussion of the characteristics of the principal preparation programs in this research study. Each chapter is organized into five sections. In the first section, I provide an individual overview of contextual information about each school and its principal preparation program. This contextual information about the school provides the reader with an insight into each program. In the second section, I present preliminary findings from the document analysis of the websites and program catalog based on the theoretical framework for this section and all findings sections. In section three, I will present findings from each interview with a program coordinator. In section four, I will discuss the principal preparation programs' course syllabus findings, and in the final section, I summarize the findings, answer the research question, and display the findings in tables (Miles & Huberman, 2004). In the chapter following the case studies, I will present a cross-case analysis of the four principal preparation programs, illustrating the similarities, differences, and patterns across the programs. The cross-case analysis allowed me to discover common themes, similarities, and differences across individual cases as well as to identify outliers within the data sets.

Study Overview

The purpose of this exploratory multiple-case study was twofold: (a) to analyze four principal preparation programs in one southeastern state, South Carolina, to assess

how principals are prepared with the knowledge, skills, and dispositions to successfully lead in culturally diverse schools as culturally competent, culturally responsive, and socially just educational leaders and (b) to determine the effectiveness of each program for preparing school leaders to lead in culturally diverse schools. One primary research question guided this study: How are principal preparation programs in South Carolina preparing aspiring principal candidates to be successful in culturally diverse school settings?

Participant Background

The program coordinator from each location participated in the interview. There were five participants in this study from four southeastern principal preparation programs. Programs A, B, and C had one participant, and Program D had two; one of the participants from Program D was an associate professor. I purposely selected the principal preparation programs for this study from the same state but randomly selected them from the list of schools that are accredited by the South Carolina Department of Education. I also took into consideration the demographics, sizes, and locations of the programs. In the next few sections, I describe each participant, and in Table 4.1, I provide a summary of the participants' profiles.

Participant's Profile for Program A

The principal program coordinator for Program A is a lecturer in residence in the educational leadership department. He has served as program coordinator for K-12 building and district level licensure programs position for four years. Before his position

at Program School A, the coordinator had seven years of prior educational leadership experience at the higher education level and 17 years in P–12.

Participant's Profile for Program B

The principal program coordinator for Program B is an assistant professor and coordinator for the educational leadership division. She has been employed with the school since 1998 and has served in the program coordinator's position for 14 years. At the same institution, this program coordinator previously served in the capacity of an assistant professor in the teacher education and educational leadership divisions. The principal program coordinator at School B has over 25 years of experience at the P–12 level as a school administrator and teacher.

Participant's Profile for Program C

The principal preparation coordinator at Program C is an associate professor in the educational leadership department. He has held that position for several years. Before his position at this institution of higher education, he was a superintendent of a school district in another state for eight years. He has over thirty years of experience in P–12 as a school administrator and teacher.

Participant's Profile for Program D

The program coordinator for School D is an assistant professor in the counseling, leadership, and educational studies department. He joined the educational leadership faculty at this school two years ago and served as the program director. Before taking this position, he was a superintendent of a school district in a neighboring state. He has also served in the capacities of assistant superintendent, principal, and teacher.

The associate professor participant at Program D has served at this location for 12 years. She has over 30 years of experience in teaching and leadership. Before being employed with Program D, she was an elementary school principal and director of elementary curriculum and instruction in a neighboring state.

Table 4.1

Profile of Program Coordinator Participants in Study

Program	Age Range	Years with program,	Gender	Demographics			
				White	Black	Latino	Other
A	45-50	4	Male	X			
B	60-65	12	Female		X		
C	60-65	19	Male	X			
D	55-60	2	Male	X			
D	60-55	12	Female	X			

Data Collection

I collected data from multiple sources. I analyzed and triangulated the interviews and documents to ensure validity (Creswell, 2008). The purpose of triangulation is to create evidence across multiple sources of data (Creswell and Miller, 2000). It helps build a solid case for the researcher's theoretical framework**.**

Interview Data Collection

I first collected data using semi-structured interviews. Johnson and Christensen (2004) and Maxwell (1996) specified that interviews in qualitative research should take the form of semi-structured and open-ended questions. This question format allows the interviewer to ask probing questions to elaborate on the participants' responses. I questioned the program coordinators using an interview protocol I created and adapted

from a report titled "Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs" by Darling-Hammond et al. (2007). The interviews lasted forty-five minutes to an hour. At the beginning of each interview, I read the participants a script and asked their permission to audio-record the interviews. Seidman (1989) recommended tape recording interviews to permit the researcher continuous access to the original data; I recorded the interviews using a sound recording app on an iPad. This technique ensured that I precisely recorded the data. I arranged to have the interviews transcribed on two different occasions. After the first two interviews, I uploaded the audio files and sent them to an online transcription company. This method allowed me to have access to some of the interview content while I waited to interview the remaining participants. After I interviewed the last two participants, I sent the audio files electronically online to the same company for transcription.

Document Data Collection

Documents offer valuable data in helping the researcher understand and explain a phenomenon in qualitative research (Creswell, 2008). For this study, I used websites, curriculum catalogs, and course syllabi as data sources. The school and educational leadership department websites of each program were good data sources for preliminary findings before I conducted the interviews. The school catalogs for each program provided me with lists of the course offerings and descriptions of each course required for the program.

Data Analysis

Using the most effective approach and describing the method used in data analysis is very important concerning the credibility of research findings. For this study, I used framework analysis to organize and construct qualitative data findings. Framework analysis creates new data structures that aid researchers in reviewing and decreasing data in ways that can support and answer the research questions (Gale et al., 2013). This method is also used to describe and interpret what is occurring in a particular setting (Ritchie & Spencer, 1994). It is a method that is suitable for thematic analysis of textual data, mainly interview transcripts (Gale et al., 2013). The analysis and presentation of the findings occurred in three phases: (a) I analyzed the documents for preliminary findings; (b) I conducted a thematic analysis of the semi-structured interview transcripts; and (c) I conducted a document analysis of the course syllabi. After the data analysis, principal preparation programs were assessed as being very effective, effective, and developing. These effectiveness levels are based on the UCEA Institutional and Program Quality Scale and Rubric.

Phase One - Documents

Merriam (1998) stated that the data analysis process should occur at the same time as data is being collected. After selecting the principal preparation programs to participate in the study, I accessed each school's College of Education and Educational Leadership Department websites. I looked at each school's principal preparation program's mission statement, overview, goals, conceptual framework, and curriculum. I also examined the course catalogs available online pertaining to course requirements,

course descriptions, and graduation requirements. I searched the programs' websites and

documents for related terms and phrases that provided evidence of the theoretical

framework. Table 4.2 presents the lens that I used to search the websites and program

catalogs for preliminary findings. The table displays and describes three types of leaders

that principal preparation programs should prepare to lead in culturally diverse schools.

Table 4.2

Theoretical Framework Leadership Elements Used in Evaluating Programs

	Culturally Competent	Culturally Responsive	Socially Just
	Have acquired the knowledge and set of behaviors to value diversity and lead in a culturally diverse school. Be aware of the inequities in education and able to manage the dynamics of diversity.	Respond to and address issues of diverse school cultures. Establish practices, policies, and organizational cultures that value and respect inclusion. Include parents and the school community.	Have the cultural competence and responsiveness to transform schools, advocate for all students, especially marginalized students, close achievement gaps, and create inclusive schools.

I conducted document analysis to provide preliminary findings of the programs

before the semi-structured interviews. Document analysis allows for giving voice and

meaning to text by assessing it for information (Creswell, 2007). In this study, I used my

findings to gain insight into each program and write the contextual sections for each. The

document analysis of the websites and program catalog helped me develop an

understanding of the programs' goals, faculty members, curricula, and structures.

Phase Two – Semi-Structured Interviews

After receiving the transcription from the first interview, I read through the interview without making any notes. I then read the transcript a second time, but this time, carefully line by line. I read the transcript contents using two different analysis strategies. I first used document analysis, searching for terms, phrases, and meaning that were related to describing a culturally competent, culturally responsive or socially just leader (see Table 4.2). Document analysis gave life and meaning to the participants' words. I interpreted their words to ensure that they were talking about the knowledge, skills, and dispositions of culturally competent, culturally responsive, or socially just leaders. I then used document analysis again to analyze the transcripts for meaning related to the content, pedagogy, and assessment that linked to the theoretical framework using Table 4.3. This table outlines what content should be taught and discussed, the pedagogical strategies that should be used, the assessment that should be given, and the types of internship that should be experienced. Again, I read and searched the interview data to ensure that the participants were describing procedures and activities in their programs that were preparing candidates with the knowledge, skills, and dispositions to work in culturally diverse schools.

Table 4.3

Content, Pedagogical Strategies, Assessment, and Internship Framework Guide

Common Curriculum Content Needed in Programs	• Recognizing the existing conditions, climates, behaviors, and assumptions that privilege certain groups and marginalize others (Dantley & Tillman, 2010; Skrla et al., 2004) • Developing these capacities for self-reflection in relation to leadership for inclusion and diversity with the caution that "those leaders who are not prepared may unknowingly encourage or continue destructive practices that negatively affect the future academic success of children and adolescents, particularly those who are traditionally marginalized within the societal context" (Bustamante et al., 2009, p. 820). • Examining and reflecting on the meaning of their cultural background, their skin color, and their belief systems as well as the relationship between these attributes and principals' personal and professional practice (Parker and Shapiro,1992) • Examining personal biases, privilege, and beliefs about others who are different, as well as guiding leaders to develop culturally responsive skills and knowledge and the ability to assess school-wide cultural competence • Addressing issues of diversity and social justice • Having a history of schooling in the United States, including the "systematic nature of inequities" (Brown, 2004, p. 93) • Developing capacities for racial awareness through a social justice framework of leadership preparation • Addressing sociocultural consciousness, cultural proficiency, and community connections with candidates in an intentional developmental manner in order to promote measurable growth in knowledge, skills, and dispositions of diversity.
Pedagogical Strategies Internship Experience	Reflective writing and listening, interviewing, critical reflection, critical thinking, case studies, journaling, debates, videos diversity panel (Brown, 2004; Cappers et al., 2006) • Educational leadership practice in culturally diverse settings • Authentic • Real-world experience (Barnes, 2006; Guerra & Nelson, 2008; Hafner, 2006, Howard & Del Rosiario, 2000).

The next part of the data analysis used the framework method. According to Gale et al. (2013), the framework method is most frequently applied for the thematic analysis of semi-structured interview transcripts. Richards and Richards (1994) stated that when there is an initial theoretical framework, the keywords, phrases, or themes from the framework are used to index rather than code the data. While I read, searched, and made sense of the data, I applied labels to index the data and to describe what I had interpreted. Indexing illustrates which theme or concept is being revealed or denoted in the findings (Richards & Richards, 1994). I highlighted all data from all four interview transcripts that linked to the theoretical framework and that provided evidence to support the framework and labeled the data as CC (culturally competent), CR (culturally responsive), or SJ (socially just).

Phase Three – Content Analysis

I used document analysis to examine the course syllabi, specifically to evaluate the content, delivery, assessment, and internship experience of each program's course syllabus. I inspected the syllabi for evidence that displayed tenets of the theoretical framework. I used Tables 4.2 and 4.3 in phase one and phase two as a framework guide to examine the data.

Categorizing the Effectiveness of the Program

I conducted data analysis on all data sources used to collect information on the principal preparation programs. A rubric was modified from UCEA that was used to determine if the principal preparation program was very effective, effective, or developing. UCEA's Effectiveness Scale defined a program very effective if the criteria

and elements are detailed and exceeds norm. An effective program meets the basic standard, and UCEA describes developing as incomplete and does not yet meet standard

interview transcript and course syllabi for all four programs, and I evaluated each principal preparation program for preparing leaders to be culturally competent, culturally responsive, and socially just and for the effectiveness of each program. From the framework, I used the elements of cultural competence, cultural responsiveness, and socially just leadership to define the type of leaders the programs prepared (see Appendix F). I also used Young et al.'s (2012) University Council for Educational Administration's (UCEA) Institutional and Program Quality Criteria (see Appendix G) to create the evaluation instrument and created a rubric to analyze each program for elements of training for diversity (see Appendix H); I evaluated the programs based on their effectiveness at promoting diversity. The UCEA scale for measuring effectiveness consists of three categories: (1) Very effective means the program is detailed and exceeds the standard listed on the rubric, (2) Effective illustrates that the program meets basic standards from the rubric, and (3) Developing shows that the program does not yet meet standards on the rubric but may be working toward them.

Chapter Summary

The purpose of this chapter was to introduce the case studies that I will present in the next four chapters. I gave an overview of the study to explain its purpose. I presented demographic profiles for each of the interview participants from the principal preparation programs, and I gave a summary of how I collected and analyzed the data. I analyzed the

data in three phases and described each phase so the research study can be replicated. In the next chapters, I will present the findings of each principal preparation program case study separately, followed by a cross-case analysis.

CHAPTER 5

CASE STUDY ONE- PRINCIPAL PREPARATION A

Introduction

Chapter Five includes a discussion of the findings and sources of evidence to determine if principal preparation Program A is preparing principal candidates to lead in diverse school settings as culturally competent, culturally responsive, and socially just school leaders. Following the research protocol, the analysis and presentation of the findings occurred in three phases: (a) I analyzed documents for preliminary findings; (b) I conducted a thematic analysis of the semi-structured interview transcripts; and (c) I conducted document analysis of the course syllabi. I include two tables to summarize the data sources that provided evidence of how the program addresses the elements of the theoretical framework.

Overview of Program A

In the next three sections, I give a brief background summary of the university where Program A is located, Program A's principal preparation program mission statement, and a snippet of Program's A. I used this information to generate preliminary finds for Program A

Contextual Overview of Program A's University

Principal Preparation Program School A is a state-supported, land grant educational institution founded in 1889. It is classified as a tier one research university committed to world-class research. It is located in a small southeastern state with a city population of 13,905 residents. The campus is nestled near the foothills of beautiful

mountains and lakes. It sits on a campus area of 1,400 acres of land. There are approximately 17,360 undergraduate students and 4,597 graduate students. The institution includes 80 undergraduate degree programs, 110 graduate degree programs, and seven academic colleges.

Mission Statement

The Department of Educational and Organizational Leadership Development sustains the mission stated of the College of Education where Program A is housed. Their mission is to engage students in high-quality applied research, professional learning, and immersive experiences. They prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation. This guiding principle serves as the foundation for principal preparation. Upon program completion, faculty expect students to be caring, capable leaders with the knowledge, skills, and dispositions to bring needed change to educational settings to meet the learning needs of all children

Contextual Overview of Principal Preparation Program A

Program A's principal preparation program is located in the Department of Educational and Organizational Leadership Development within the College of Education. There are seven full-time faculty members in the department and two adjunct faculty members who vary per semester. The department has a total of four males and five females. Currently, the entire faculty is Caucasian, although there will be one African American male starting in the fall semester of 2017. The student demographics of

the program consist of 20 males and 60 females, 66 of whom are Caucasian; there are 10 African American and four Latino students.

Program A offers three-degree routes to obtaining principal certification: Master of Education in Administration and Supervision, Education Specialist in Administration and Supervision, and PhD in Educational Leadership, P–12. The program offered at Principal Preparation School A is a traditional, face-to-face format. The program encompasses traditional classwork, online assignments, clinical assignments, and cooperating learning experiences and offers cohort courses in partnership with local school districts. Some of the classes are taken on school district campuses.

Preliminary Findings for Program A

The preliminary findings for principal preparation Program A provided an initial perception and understanding of the program's vision and mission. The evidence established links to themes and elements in the theoretical framework for preparing leaders for culturally diverse school settings. The findings further assisted me in gaining a sense of how Program A is preparing aspiring principal candidates for cultural and diversity issues in educational leadership.

The College of Education's mission statement that Program A operates within states that the program prepares culturally competent scholar practitioners who promote the growth, education, and development of all individuals. The program emphasizes preparing school leaders to lead in underperforming schools and underserved communities across the state and nation. This mission statement show evidence that at some level, Program A is preparing leaders to be successful in school environments.

Other findings on the school's website show that the overview coincides with the goals of the program. The goals for Program A candidates are to demonstrate knowledge, dispositions, and skills of educational leadership and for candidates to apply their knowledge, dispositions, and skills ethically to ensure educational opportunities for all students.

Finally, a preliminary finding from the program catalog for the current year and previous years is that the master of education degree in administration and supervision prepares individuals as elementary or secondary school administrators or supervisors. The program also ensures both a theoretical and clinical foundation in educational leadership with an emphasis on leading instructional growth for the benefit of all P–12 students. These data provide preliminary evidence and theoretical support for preparing leaders to lead successfully in culturally diverse schools. There are initial indications that in Program A, candidate leaders are receiving preparation and training to work with students from culturally diverse populations.

Interview Finding for Culturally Competent Leadership Preparation

The preliminary findings from principal preparation Program A provided me with a general perspective of the program. The data from analyzing the program's mission statement and goals provided initial evidence that Program A is in some way preparing leaders to lead successfully in diverse schools as culturally competent leaders. The theoretical framework I used in this study defines culturally competent leaders as school leaders who have the knowledge, skills, and dispositions to (a) have self-awareness about their own and other cultures, (b) conduct a self-assessment of the school culture and their

own stereotypes and bias, (c) engage in critical reflection, (d) value diversity, (e) manage the dynamics of diversity, and (f) understand the current inequities in education. The data analysis and findings from the interview transcript for principal preparation Program A's coordinator will utilize the theoretical framework elements to determine if the program is preparing school leaders to become culturally competent leaders by teaching the content using pedagogical strategies or assessments. In the next section, I discuss my findings from the interview with the program coordinator from principal preparation Program A.

Evidence of Knowledge of Cultural Awareness

Quappe and Cantatore (2005) describe cultural awareness as the building block of communication; it is essential when there is a need for individuals to interact with others from dissimilar cultures. People communicate, perceive, understand, and assess things in different ways. Aspiring school leaders interact with students of different cultures in their school environments, so they need to be culturally aware of the students in their schools. In my interview with the l from Program A, I concluded that the program is developing in the cultural awareness aspect of the theoretical framework for preparing aspiring candidates to become culturally competent school leaders. In this segment of the chapter, I present the findings and evidence that establish that the program is providing principal candidates with knowledge and skills relating to cultural awareness.

During the interview, the program coordinator communicated that the program is headed in the direction to "focus on meeting the needs of people in high-needs schools and also high-need leaders." He continued to say, "I think a lot of that involves getting a better understanding and grounding our students in understanding the needs of kids

91

coming from poverty." By stating that his program was "headed in this direction," the coordinator indicated that the program is not quite at that point. He is currently working on a plan to focus and prepare principal candidates on how to be culturally aware of students with high needs and those who come from poverty.

I discovered additional evidence that the program was preparing its students with awareness of students' different cultures in diverse school environments when the program coordinator stated that the program is also "focusing on the influence of race and culture on the educational context of schools especially in South Carolina as well as when taking into account urban and rural and that a lot of the people we serve are rural in the rural context." This statement specifies that Program A is developing. The program coordinator expressed that he is restructuring the program to focus on preparing students with cultural awareness of how students' ethnicity and schools' geographic locations outside of cities can influence the educational context and what is being taught in those schools. This also ties into being aware of the inequities in education, another element in the theoretical framework that I will discuss later.

In discussing the topic of cultural awareness preparation within Program A, I asked the program coordinator how students were given the opportunity to learn and practice cultural awareness. He replied by giving an example of an assessment that he gives in class. He said," Students have assignments to go find leaders in their certain communities and start to understand differences between different sub-communities that work in their school." Understanding the differences between the communities and the

different cultures provides an authentic experience that will assist the students in Program A to learn about cultural awareness as school leaders.

The program coordinator provided an example of a pedagogical strategy that he utilized to prepare potential school leaders to become culturally aware. On several instances during the interview, he made reference to things that he did and did not do throughout the entire program. He communicated this by saying:

> I try to start each class session with something that forces them to really get to know each other more deeply and to start to understand that even if we look the same and come from the same background, we have really different experiences, and those experiences influence how we see the world.

This is a pedagogical strategy that permits students in Program A an opportunity to interact with other students in the program. Students have a chance to perceive, interpret, and communicate with other individuals within their same cultures and with similar backgrounds but who have different life experiences. The program coordinator stresses that "a big part of the theory to practice is getting them to actually understand everybody did not grow up like me."

Evidence of Knowledge on Self-Awareness

Bustamante (2009) described self-awareness as consciousness and mindfulness of one's own discernment and an assessment of one's own personal prejudices and world view, as well as acknowledging the truth when privilege and discrimination arise in one's environment. There are indications from the interview with Program A's program coordinator that students in that principal preparation program are receiving some

93

content, pedagogical strategies, and assessments related to self-awareness. Self-assessment of self-awareness is an element in the theoretical framework. It is another component needed for school leaders to become culturally competent and lead successfully in diverse school settings.

Principal candidates in Program A experience authentic opportunities to assess and become aware of their own beliefs, perceptions, backgrounds, biases, values, and strengths and weaknesses; however, the program coordinator suggested that the program needs to do a better job and stated that he is currently working to reform the program. Therefore, Program A is developing in providing self-assessment and awareness preparation for its principal candidates to become aware of their own issues and lead as culturally competent school leaders.

During the interview, the program coordinator illustrated his personal self-awareness and assessment. He indicated that he came from a background of ethics from the previous university where he was a faculty member. He described the school where he previously worked as located in a rural and mountainous area. His self-awareness guided him to conclude that because of the students' cultural backgrounds in the program, if he lectured heavily on topics dealing with critical race theory and social justice, he felt he would "lose people." He continued by saying, "So I really worked from a point of ethics and developing people's personal ethical sensitivities and what they valued."

The program coordinator's statement can be seen as his demonstrating self-awareness and assessment. He had assessed his research background, his students'

culture, and the cultural background of the school's location, which guided him in what he felt was appropriate teaching content for his students. This can also be seen as his conducting a self-assessment and self-evaluation of his cultural background, strengths, and weaknesses and deciding that social justice and critical race theory were not his strong point, so he did not provide content, instructional delivery or assessments on them. My conclusion is supported by the program coordinator's statement that

> I think with the current political climate and things that are going on in our country, I need to step up my game; I need to step up my game, so I've been trying to integrate more teaching people about systemic oppression using some social justice stuff and critical race theory. White privilege has been a big theme for us. Trying to help show people how these things all intersect and then how that influences what we're doing in schools. That's a lot to influence, and it's not my area. I think that's where I'm struggling personally is to be able to have the depth and breadth of knowledge to be able to do that effectively.

The program coordinator signified that he needed to "step his game up" on certain topics such as social justice and critical race theory. These are the same topics that he chose not to cover with the students in his previous program because he felt he would lose them if he taught profoundly on those themes. His awareness and assessment of his lack of knowledge and depth of the context of those topics could be a reason that he is not teaching them. The coordinator made an assessment of principal preparation Program A. Specifically, he is aware that the program is working on self-awareness and self-assessments, and he commented:

I've found it's really helpful just to have discussions, and people want to be able

to talk about those things and deal with those things, but it's a lot to get done, and

I keep thinking how we do that programmatically. We're building on the

discussions that we have in one class, we're building on the next class, and faculty

is all on the same page as well. That's a big challenge for us.

This is also evidence that the program is developing in this element of the theoretical

framework.

Evidence of self-assessment can be seen in the details the program coordinator

provided about Program A's internship field experience. The coordinator discussed that

at the beginning of the internship, aspiring school leaders sit down with the principals of

their schools. They complete the South Carolina Principal Standards Evaluation. Once

this assessment is completed, the candidates develop specific goals and create

professional development plans. After talking with their principals and creating their

plans, the student principal candidates can develop self-awareness of their own issues and

assess where they need to seek professional growth.

Evidence of Knowledge of Critical Reflection

Mezirow (1985) defines critical reflection as an "understanding of the historical,

cultural, and biographical reasons for one's needs, wants and interests . . . such self-

knowledge is a prerequisite for autonomy in self-directed learning" (p. 27). Mezirow also

believed that educational institutions should provide opportunities for critical reflection

and assist adults in becoming aware of unfair structures and practices, developing cultural

awareness of how they might change these, and building the self-confidence and capacity

to work for united change. The evidence was limited that Program A is preparing aspiring school leaders to critically reflect. The program is in the developing stage in providing students with critical reflection preparation that they need to become culturally competent school leaders.

Student principal candidates in Program A have the chance to critically reflect when they are pulling and looking at student data. During this process, students disaggregate data by poverty and race and then compare the data with what they know about local schools and other schools across the country. The students engage in critical reflection when they ask themselves questions such what explains the data they have uncovered or "Why does it always look the same if we've got this stratification no matter the wealth of the school district, the wealth of the students?" The coordinator stated that "asking these questions opens us up and it forces people to confront there's something going on here."

The program coordinator expressed that he used to have his students keep journals when he taught the introduction class. Students would work through different ethics themes and then apply what they were thinking in their interactions in their schools. He said, "I had them applying what they were thinking in their schools as they interacted with people and then had them do pretty significant reflection that I gave feedback on."

These were the two main examples that the program coordinator shared in how students critically reflected on issues in education. During their internships, students get another opportunity to look at data on their student populations, evaluate what their schools are doing, critically reflect on what they want to do, and do those things.

Evidence of Knowledge in Valuing Diversity

Lindsey, Robins, and Terrell (2009) define valuing diversity as tolerating and valuing the differences of others in regard to different cultural experiences and traditions, unlike ways of communicating, and different customs and beliefs. Program A showed evidence of valuing diversity, but the process was in the developing stage; the program coordinator suggested on several occasions that the program was restructuring. When I asked him about his program's mission statement, he told me, "Programmatically we've identified an area of focus, which is preparing leaders to serve high-needs students." This focus illustrates that the program values diversity and prepares aspiring candidates to do so as well by focusing on students with high needs. However, his efforts are at the developmental stage and not quite effective, as seen in the following statement:

> I think part of our curriculum design work is really landing on what is that framework? What does it mean, high-needs student? Is that only in a high-needs school or is that in all schools? How does that look different in a different context? But then adopting a specific framework or creating one for ourselves that cycles through our programs. We don't have that conceptual framework yet, and that's a big part of the emphasis for us moving forward.

This statement shows that the program values diversity by teaching and focusing on high-needs students but that it is still developing in that the coordinator expresses that he and his staff are still working on "what it means to be a high-needs student" and that they still do not have a conceptual framework.

Another way that Program A is restructuring toward valuing diversity is in hiring. When the program posted faculty job openings, the coordinator used a very specific job description to attract the type of candidates he and his staff were seeking. He said:

We hired two new faculty members, and when we did our call for faculty we were really explicit about working with issues of poverty, race, and culture in high-needs schools, especially rural as well as then somebody who's collaborative. We just pounded those words into the job advertisements, and we got people that are committed to that work and are committed in a collaborative way because it's one thing for me to be an expert and come in and do my class, but for us to do it programmatically takes a different kind of person. So, we're really excited about that.

Hiring faculty members that are culturally diverse and that value diversity indicates that the program values diversity. The new faculty members will have depth of knowledge in the topics of poverty, race, and culture. They will be able to add their strength in these areas and develop in students the knowledge, skills, and dispositions to value diversity in diverse school settings.

The principal candidate students also have the opportunity to practice interviewing in class. This authentic experience entails conducting mock interviews with other students in the program. The interviews are based on a role-play scenario in which a principal is interviewing a teacher, and each student in the course gets to play both roles. Hiring quality teachers who are culturally competent is a way to value diversity and manage that dynamic within a school. These are two elements needed to become a

culturally competent school leader. The coordinator said, "I don't think we have that in place, especially specifically to address issues of diversity."

Evidence of Knowledge in How to Manage the Dynamics of Diversity

Managing the dynamics of diversity means that school leaders understand that various factors can influence transactions across cultures, including historical cultural experiences and interactions between cultures in a local community (Robbins et al., 2005). School leaders should know how to make training available, create support systems for conflict management, and aid faculty and staff members in learning how to differentiate between behavioral problems and cultural differences (Robbins et al., 2005). From the evidence in the interview with the program coordinator, I determined that Program A is developing in this area. The program coordinator voiced that he and his staff are not quite there yet and are working to redesign the curriculum to

The evidence that Program A is preparing aspiring principals to manage the dynamics of diversity is exemplified when the program coordinator talks about partnering with surrounding school districts. He communicates this by saying:

> We're forming a steering committee where there are representatives from each district so that we can look at the content of the courses and say, "Here's what we're planning to do. What are we missing or how do we need to take this piece and ensure it's good and toward what you guys are doing in the schools?" The program is collaborating with other stakeholders to ensure their program includes the content that is needed for students in the program to manage the dynamics of diversity in schools.

The coordinator also professed,

> There's so many opportunities in so many areas for us to do that like the
> curriculum. We're working in rural schools, place-based curriculum, curricula that
> empowers kids that don't feel like they're part of the school. To me, that should be
> an essential piece of it, but we've gotta find the people with expertise to teach that
> class as well.

This account provides evidence that the program is trying to prepare students, but they
have to find the right faculty with the experience to instruct principal candidates on
working with diverse students.

Evidence of Knowledge of Inequities in Education

Inequities in education exist when schools do not have the capability to provide
fair and comprehensive education and suitable learning environments for students to
achieve the products worthy of their effort and ability (Field, Kuczera, & Pont 2007).
Principal preparation programs that are preparing students to become culturally
competent school leaders aim to teach students how to recognize and what to do about
inequities in education. This is another area within the theoretical framework in which
Program A is developing. The program coordinator spoke with me on several occasions
about his background in ethics and the pedagogical strategies that he used in his classes:

> I try to help them transition that not just to this child but then to start to see how
> there was systemic oppression and stuff happening that influenced not just this
> child but all children who came from X background or who had X features.

This is an example of getting students to see how a child's background, race, culture, and other diverse features can affect that child's academic achievement and cause inequities in education.

The program coordinator mentions having a conversation with students about White privilege and how he talks to students about what they do when, for example, they discover there are no African American males in the eighth-grade algebra class. He asks students in the program, "What are you actually going to do about that?" The students and faculty discuss examples of inequities in education relating to the geographic area of a school. The educational content in a school can be influenced by the school's location, and the coordinator noted that the program is still working in this area.

These discussions happen in classes and during the principal candidates' internships. For instance, in the finance class, the program coordinator states that the professor assigns students to complete a budget. In the project, students discuss with the principal the school budget. Students should be able to identify any inequities regarding how monies are distributed in the school.

I found that all of the elements of the theoretical framework for culturally competent leaders are still being developed in Program A. In the next section, I deliberate on evidence concerning culturally responsive leaders.

Interview Findings for Preparing Culturally Responsive Leaders

In this section of the findings from my interview with the program coordinator of Program A, I discuss evidence that the program is preparing aspiring principals with the skills to become culturally responsive leaders. I present evidence from analyzing the

interview with the coordinator and from document analysis of the course syllabi. In the theoretical framework, there are six skills that culturally responsive leaders possess: (a) reform policies, programs, and curricula; (b) promote positive school climates; (c) hire culturally competent teachers; (d) emphasize high expectations for student achievement; (e) search for practices that affirm students' home cultures; and (f) increase parent and community involvement. I discuss each of these elements below and present any evidence I found that Program A is preparing school leaders with the skills to lead success as culturally responsive leaders in culturally diverse school settings. In short, I determined that the program is still developing in all of the elements for preparing its students to be culturally responsive school leaders. I present my program analysis and evaluation findings in Tables 5.1 and 5.2. In Appendix G, I present the findings from the program course syllabi in Table 5.3.

Evidence of Skills to Reform Policies, Programs, and Curricula

School data can be used in restructuring policies, procedures, and programs (Anderson, Leithwood, & Strauss, 2010), and students in principal preparation Program A have the opportunity to develop skills in this restructuring. The program coordinator described pedagogical strategies and assessment relating to analyzing school data. When analyzing school data, the aspiring principals interpret the data and determine how what they find affects the students at their schools. After the principal candidates analyze the data and discover inequities in policies, programs, or curricula, they have the opportunity to develop plans and implement them. The program coordinator discussed how the internships in Program A prepare candidates with this skill:

Our internship is two semesters. They have to do 100 hours of field experiences

each semester. Some of those experiences are prescriptive. They have to analyze

data, and they've gotta come up with certain kinds of plans to work on.

However, the coordinator did state, regarding the internships, that "I think we've got a

ways to go," revealing that the program is still developing in this area.

Evidence of Skills to Promote Positive School Climates

Promoting a positive school climate is another element in the theoretical frame

that describes what culturally responsive leaders do. The National School Climate

Council (2007) describes school climate as "norms, values, and expectations that support

people feeling socially, emotionally, and physically safe" (p. 4). Program A is developing

in nurturing students in how to promote positive school climates in schools with

culturally diverse students, although students do get some experience in their internships.

The program coordinator did not list any specific examples during the interview of

promoting positive school climates, but he did talk about internship experience:

They're working with a principal to identify experiences that are applicable to that

specific building and that level. Then they also identify experiences that are

specifically aligned to their goals to help improve. So they've got a relatively

coherent plan of experiences.

Students also acquire the opportunity to analyze school data, which can expose

disparities in the school, and to develop plans to address these disparities. When principal

candidates work on strategic plans for their schools, they get a chance to develop ways to

promote positive school climates, although based on the interview, this area is still in development in Program A.

Evidence of Skills to Hire Culturally Competent Teachers

Teachers who are culturally competent have the ability to effectively promote learning among students from different cultures than their own (Irvine, 1990). The coordinator for Program A emphasized during the interview that his program is preparing leaders to serve high-needs students, which means providing them with the knowledge, skills, and dispositions to respond to all students' needs as culturally competent leaders. During the interview with Program's A coordinator, he stated that "We are grounding our students in understanding the needs of kids coming from poverty." Program A's coordinator informed me that he does a great deal with interviewing in class. The interviewing assignments, practices, and discussions can prepare students to become culturally responsive leaders. School leaders can recognize the needs of kids who come from poverty by ensuring that they are hiring and developing culturally competent teachers.

Evidence of Skills to Emphasize High Expectations for Student Achievement

Culturally responsive leaders maintain high student expectations (Walker, 2009). Looking at school data and monitoring students' growth are very important skills that culturally responsive school leaders should possess (Skrla et al., 2004). Students in Program A had the opportunity to use school data to find solutions and respond to the needs of students who live in poverty, who are marginalized, whose schedules are tracked, and who experience severe discipline for infractions. They also compared their

schools' data with data from other schools regarding student demographics and academic characteristics. These data inform the principal candidates that all students can learn and remind them to emphasize high expectations for all students. Developing this skill in the principal candidates is still in progress in Program A; the program coordinator says they are not there yet but are redesigning their curriculum.

Evidence of Skills to Search for Practices That Affirm Students' Home Cultures

Ladson-Billings (1994) suggest that educators should utilize students' cultural references in all aspects of learning. The program coordinator noted that students do talk with each other from the perspectives of the same culture but different experiences. He also discussed one assignment that entailed the students' identifying a person in the community from a different culture to understand the different communities. However, there was no precise evidence that Program A was teaching students how to search for practices that affirm their diverse students' home cultures. I determined that this aspect of the program was still in development.

Evidence of Skills to Increase Parent and Community Involvement

The coordinator expressed that

we teach and prepare leaders to understand their school communities and building relationships with leaders in the communities. And we look at that trying to get people to really reach out to leaders in their communities through school community relations class. So instead of just doing theory, people have assignments to go find leaders in their certain communities, start to understand differences between different sub-communities that work in your school.

The evidence confirms that Program A is preparing students in this element of the theoretical framework. Students are learning how to take an active interest in and approach to the different cultures in their schools by building relationships with people in their school communities. However, the program coordinator expressed this aspect of his curriculum as "a work in progress"; the program staff are at the starting point of preparing leaders to become culturally responsive in diverse school settings. Preparing principal candidates in Program A with skills to increase parent and community involvement is in the developing phase.

Evidence of Preparing Students with the Dispositions of Socially Just Leaders

In this last section of the interview findings for Program A, I present the evidence that the program is preparing aspiring principals to be socially just leaders. In the theoretical framework for this study, social just leaders are described as having the following dispositions: (a) to increase student achievement, (b) to create inclusive education, (c) to advocate for all students, especially marginalized students and students of color, (d) to eradicate oppression, inequities, and disparities, and (e) develop resistance when faced with barriers. I examined the evidence against each of the elements in the theoretical framework, and based on the interview with Program A's coordinator, I concluded that the program is developing in this area

Evidence of Teaching the Disposition to Increase Student Achievement

Increasing student achievement is of one of the elements in the theoretical framework, and I found that Program A was still developing in this element. The coordinator communicated in the interview that his program was being restructured and

the curriculum was being redesigned. He did, however, note some examples of work that was already taking place. The principal candidates analyze their schools' data, including race, poverty level, and geographic area, and develop plans. Students then ask questions to understand why some students are performing well and others are not. However, the coordinator never mentioned during the interview any specific interventions to develop in the principal candidates the disposition to increase student achievement.

Disposition to create inclusive education. Program A's coordinator gave no solid examples of developing in students the disposition to create inclusive education during the interview. Therefore, I concluded that this element in the theoretical framework for preparing socially just leaders is still developing. The program coordinator did discuss principal candidates' internship activities that entailed looking at data from their students and schools, and the candidates could, as they monitored the data, possibly determine if any students were not receiving an inclusive education.

Disposition to advocate for all students. Another element in the theoretical framework is that socially just school leaders advocate for all students, especially marginalized students of color. According to the evidence from the interview with the coordinator, Program A is developing in this component of the theoretical framework. The program coordinator expressed to me:

> I think on a surface level. I think we do a good job teaching teachers to advocate for individual students. They're not as good at recognizing systemic oppression and then advocating for systems change. It seems to me a lot of school districts here are really rigidly hierarchical, and I struggle with how to I teach our students

to push back up the system when it seems that that's highly discouraged, and yet I

don't think you can be an advocate for kids and advocate for social justice if you

can't push up the system. I don't know how we do that.

The program coordinator says that on the "external level "that he thinks they are doing a

good job, but he doesn't think kids can be advocated for without pushing back at the

system. He admits that he struggles with how to teach students to push back up the

system. He is not quite sure how the program teaches students how to push back.

During the interview, the coordinator did talk about social justice on several occasions. In

one instance, I asked him about factors that had generated change in Program A, and he

replied:

We converted to the 2011 ELCC standards not until I came in 2014, and the

standards, especially ELCC standard five, which is the ethical standard, is

significantly different from previous iterations. There is much more of an

emphasis on ethics and not just law and also on social justice and advocacy.

The ELCC standards are guidelines for principal preparation programs to align with to

ensure effective school leaders. Because Program A is in the midst of restructuring, this

element of the theoretical framework could be talked about more. The program

coordinator did indicate that the new standards emphasized social justice and advocacy

more than before.

Disposition to advocate for eradicating oppression, inequities, and

disparities. Principal candidates who are socially just school leaders are prepared by

their principal preparation programs with the disposition to advocate for eradicating

109

oppression, inequities, and disparities. After analyzing the interview with Program A's coordinator, I determined that this element of preparing candidates to be socially just leaders is in the developing stage. The coordinator made this comment:

> White privilege has been a big theme for us and saying, "I'm trying to build that understanding and then bringing in the theory that applies to all of the social justice issues that we have and weave that in. We're doing a lot of that in class.

The coordinator described a pedagogical approach used in Program A to develop socially just leaders; however, he admitted, "those don't necessarily carry the social justice piece through them." He was referring to literature reviews and projects as instructional strategies used in the program to deliver content on diversity issues. Journaling was also a pedagogical method Program A used in teaching ethics. Candidates would write reflections on social justice and ethics. The coordinator said, "I had them doing a lot of journaling" but again said, "This is something that we have to do a better job at."

Disposition to develop resistance when faced with barriers. The disposition to develop resistance when faced with barriers is the final element in the theoretical framework for preparing principal candidate students to be socially just leaders. Program A's coordinator did not specifically discuss any matters related to this element as part of the program's content. He recognized that the program needed to be redesigned and noted at various times during the interview that he did not "know what other faculty members were doing or teaching." Thus, I determined that this element is still developing in Program A.

The program coordinator voiced that there are so many opportunities in so many areas for the department to do incorporate social justice into the program curriculum. He admitted that he needed to improve his teaching strength in the area of social justice and that the department needed to work on preparing principal candidates to push back against system inequities, that is, to develop resistance when faced with barriers.

Additional Findings

Before the above statement, the coordinator stated "I don't know what anyone else was doing" and "I keep thinking how we do that programmatically." He had shared that the program was in a restructuring phase, and he said:

I think part of our curriculum design work is really landing on what is that framework? What does it mean, high-needs student? Is that only in a high-needs school or is that in all schools? How does that look different in a different context? But then adopting a specific framework or creating one for ourselves that cycles through our programs. We don't have that conceptual framework yet, and that's a big part of the emphasis for us moving forward.

At the beginning of the interview, the program coordinator talked a great deal about the structure of Program A. He discussed revamping the program's cohort model and starting a new cohort program with surrounding districts in the upcoming semester. The coordinator said, "Districts are really involved in the admissions process, which has not happened before, so when we get the admissions, we're turning to the superintendents to say, 'Is this somebody you want from your district to be in this program?'" Ross, Stafford, Church-Pupke, and Bondy (2006) explained that in teacher education programs,

when themes relate to diversity, disability, and social justice, the cohort model has the potential to create an environment in which candidates can develop the knowledge, skills, and dispositions of inclusive leaders. Based on the literature, the data on Program A show evidence that the program is preparing culturally competent, responsive, and socially just leaders using this model. The program coordinator's responses to this question confirmed evidence of culturally competent, responsive, and socially just principal preparation in Program A. However, these elements are evolving in the program.

Findings from Program A's Course Syllabi

Brown (2004) proposed that preparing school leaders to lead in culturally diverse schools requires principal preparation programs to rethink the content, delivery, and assessment in their programs. I collected and analyzed 12 course syllabi from principal preparation Program A; I present a complete list of all the courses with the content, pedagogical strategies, and assessments in Table 5.2. Hess and Kelly (2005) suggest that university course syllabi reflect the curriculum contents and outlooks of the courses being taught, so I used document analysis to examine the syllabi. Specifically, I scanned each required course syllabus for key words related to the theoretical framework. I also looked at the ELCC standards that were covered in the courses that connected to the framework, the instructive strategies used, and the assessments for each course.

During my document analysis of the 12 course syllabi for Program A, I noted common and standard essentials on each syllabus that helped me find certain pieces of information; for instance, each syllabus gave the course description, the ELCC standards covered in the course, the course overview and objectives, the pedagogical strategies, the

list of assignments, and the course assessments. I also looked at current syllabi and syllabi from the last five years to check consistency. There were some differences in format, and some syllabi were more detailed than others.

The course syllabi taught in principal preparation Program's A had evidence of the fundamentals of the theoretical framework for preparing principal candidates to lead culturally diverse schools. I looked for the curriculum content relating to culture and diversity on the syllabi guided by the ELCC Standards; Standards 1, 2, 5, and 6 relate to developing the knowledge, skills, and dispositions of culturally competent, responsive and socially just school leaders, and I found that these standards were being taught in the majority of the courses. These standards focus on the school's vision, culture, and community, the school's instruction and curriculum, ethics, and advocating for students.

Findings of Pedagogical Strategies

The program coordinator mentioned during the interview some of the pedagogical strategies used I identified from analyzing the syllabi, and I identified others on my own. I found that instructors used case studies, critical reflection, journals, projects, lecturing, PowerPoint presentations, debates, and discussions to instruct candidates on content relating to culture and diversity issues in education.

Findings of Assessments

I found that students were evaluated and assessed on their knowledge, skills, and dispositions regarding the ELCC standards with both field work and written assignments. For some of the field work assignments, students had to collect and analyze data about their schools' needs and finances and student achievement. They had to conduct

113

interviews with their schools' principals, attend school board meetings, and perform teacher observations and write-ups. Written assignments included logging fieldwork hours, writing in journals, critical reflection papers, policy analysis write-ups, and self-reflection. The data analysis findings for the course syllabi are located in Appendix G.

Summary of Findings for Program A

I articulated that candidates in Program A are being prepared to be culturally competent, responsive, and socially justice leaders. Using elements from the theoretical framework in assessing and analyzing the websites, program catalog, and course syllabi and during the interview with the program coordinator, I concluded that Program A's effectiveness as a principal preparation program is still developing in preparing leaders to lead successfully in culturally diverse school settings (see Table 5.2).

In addition, I found that Program A was still developing using the evaluation matrix adapted from UCEA (Table 5.3). I used a UCEA (Appendix F) rubric to determine Program A's effectiveness at promoting diversity in its curriculum. Specifically, I used four criteria from the rubric relating to diversity to evaluate the program.

Program A was still developing in using an advisory board, although there was some evidence that the program was using an advisory board of educational leadership stakeholders and involved leadership practitioners in program planning, teaching, and field internships. During our interview, the program coordinator only mentioned that the program staff consult with one local district to collaborate on program curriculum redesign, but he did state that they were planning to work with other school districts.

Another area in which Program A was developing was engaging in collaborative relationships with other universities, school districts, professional associations, and other appropriate agencies to (a) promote diversity in the preparation program and the field, (b) generate sites for clinical study, field residency, and applied research, and (c) achieve other goals. The program coordinator described these efforts as a "work in progress," stating,

> In the past, we've had an advisory committee of administrators in other schools that have come in and talked to us about that, and we've tried to incorporate that. At this point we're trying to be more intentional with the curriculum we're designing and with another district, so that'll be not just once every couple years, but now we hope that that'll be ongoing every semester that we will have input from their field on what they want to see and what they need in the classes.

A third area of the rubric in which Program A was developing in making use of the current research and scholarship on the essential problems of schooling, leadership, and administration related to diversity and social justice. The program coordinator said on numerous occasions that he did not know what the other faculty was doing and that he needed to "step his game up" and he did not have "depth of knowledge" in certain areas; for instance, the preparation program did not fully address problems seen in schools today concerning diversity and social justice. The coordinator also talked about Program A's course sequence, which is addressed in one of the UCEA criteria. He had this to say about the sequence of courses in the program:

We have a sequence. We've been playing with it a little bit. Part of the new

Anderson cohort is having a much more intentionally designed sequence. I think

it all comes in the iteration. The program was designed and had a sequence, and

then over time people come in, people leave. You lose that focus. Now we're

coming up with a new program, so we've got an intentional sequence. I think we'll

be able to map in a core curriculum, and then we'll have core experiences, but

that's gonna take place over time. It's just so hard to do all that design work up

front, but I think we'll have those things.

The fourth criterion relates to evidence that the preparation program includes

concentrated periods of study and supervised clinical practice in settings that give

leadership candidates an opportunity to work with diverse groups of students and

teachers. This is also in the developing stage for Program A. The principal candidates

conduct their field experience in the schools where they are employed, so if their schools

are not culturally diverse, they do not get authentic experience in settings with students

who are different from them. The program coordinator indicated that the program's

internship framework would be changing so candidates can get this experience.

Although I did find some of the elements of the framework for developing

culturally responsive, socially just principals in multiple data sources, there was

insufficient evidence to rate it as effective. Program A's coordinator even acknowledged

that his program's work was still in progress, and he also stated that there is a need for

more coherence in program:

Right now we have good people in classes, but we're each doing our own thing, and we don't have that level of coherence outside using the ELCC standards for guidance. I don't think we have that intentional level of coherence. The interview with the program coordinator established the sense that the program has begun to have a conversation as a department in how to preparing aspiring leaders to be successful leaders in schools that are culturally diverse.

The course syllabi contained some evidence of links with the theoretical framework. For the majority of the courses, the curriculum content, pedagogical and instructional strategies, and assessments are still in the developing stages of preparing school leaders to work in culturally diverse schools. The course that focused on ELCC Standards 1, 2, 5, and 6 included more content, pedagogy, and assessments that developed the knowledge, skills, and dispositions of culturally competent, culturally responsive and socially just school leaders. Each course syllabus stated that the program is committed to diversity, but there was no clear indication of this in some areas.

The program coordinator did advise me that he and his staff are in the process of restructuring in several areas of the program. He also communicated that there were some challenges in the program, including getting people to commit their time to work on restructuring the program:

One of the challenges in higher ed is that's not a piece that gets a big emphasis. When you go up for tenure and promotion you say, "I helped redesign a program," that doesn't count the way scholarly publications. It doesn't count the way teaching does or sitting on certain committees. So, I think that's a challenge

117

to convince people that it's worth ... Not to convince them but for them to know

it's okay to invest time in that work and maybe let some other things go. I'm

biased in that direction and may not be totally accurate.

Another challenge that the program coordinator mentioned was the ability for faculty,

especially himself, to talk about social justice issues:

I think that's where I'm struggling personally is to be able to have the depth and

breadth of knowledge to be able to do that effectively. I've found it's really helpful

just to have discussions and people want to be able to talk about those things and

deal with those things, but it's a lot to get done, and I keep thinking how we do

that programmatically. We're building on the discussions that we have in one

class we're building on the next class, and faculty is all on the same page as well.

That's a big challenge for us.

With the need for principals who are able to successfully lead in culturally diverse

schools, the program coordinator hopes that principal preparation Program A will become

effective in producing these leaders in upcoming years.

.

Table 5.1

Program A: Theoretical Framework Findings from Data Analysis

Leader Characteristic	Framework Elements of Knowledge, Skills, and Disposition	Very Effective	Effective	Developing	Source of Evidence
Culturally Competent	Self-awareness			✓	IC, S, I
	Self-assessment			✓	IC, S, I
	Critical reflection			✓	IC, S, I
	Value diversity			✓	S, I, W
	Manage the dynamics of diversity			✓	IC, S, I, W
	Address inequities in education			✓	S, I
Culturally Responsive	Reform policies, programs, and curricula			✓	IC, I. S
	Promote positive school climates			✓	I, W
	Hire culturally competent teachers			✓	S, I
	Emphasize high expectations for student achievement			✓	S, I
	Search for practices that affirm students' home cultures			✓	S, I
	Increase parent and community involvement			✓	IC, S, I
Socially Just	Increase student achievement			✓	S
	Create inclusive education			✓	S
	Advocate for all students, especially marginalized students and students of color			✓	S
	Eradicate oppression, inequities, and disparities			✓	IC, S
	Develop resistance when faced with barriers				No evidence

Data Source Legend: IC = Interview with Program Coordinator, S= Syllabus. I = Internship, W = Website

Table 5.2

Institutional and Program Quality Criteria Evaluation Form

Evidence that the program makes use of an advisory board of educational leadership stakeholders and involves leadership practitioners in program planning, teaching, and field internships.				
Elements of Diversity	Very Effective	Effective	Developing	Source of Evidence
Advisory Board			X	I
Educational leadership stakeholder representation			X	I
Practitioners in program planning			X	I
Practitioners in teaching			X	1
Practitioners in internship			X	1
Practitioners in internship			X	1
Evidence that the preparation program engages in collaborative relationships with other universities, school districts, professional associations, and other appropriate agencies (a) to promote diversity within the preparation program and the field; (b) to generate sites for clinical study, field residency, and applied research;				
Element relating to diversity	Very Effective	Effective	Developing	Source of Evidence
Promote diversity in the program and the field		X		I, S, W
Generate sites for clinical study and residency		X		I, S
Generate sites for applied research		X		S
Evidence that the preparation program is (a) conceptually coherent and precisely aligned with quality leadership standards and (b) informed by current research and scholarship on the essential problems of schooling, leadership, and administration. In particular, applicants should demonstrate how the content of the preparation program addresses problems of practice including leadership for student learning and diversity. In addition, evidence should be provided to demonstrate that the processes of the preparation program are based on adult learning principles.				

				X	I
Conceptually coherent				X	I
Standards-based			X		IC, I, S, W
Research and practice based				X	I, S, W
Adult learning principles				X	S
Formative and summative assessment of student performance				X	I, S

Evidence that the preparation program engages in ongoing programmatic evaluation and enhancement.

Element relating to diversity	Very Effective	Effective	Developing	Source of Evidence
Programmatic evaluation			X	IC, I, S, W
Evaluation utilization to enhance program			X	IC, I, S, W
Institutional support: institutionalized beyond the immediate program, evidence of institutional support of the process			X	IC, S, I, W

Evidence that the preparation program includes concentrated periods of study and supervise clinical practice in settings that give leadership candidates an opportunity to work with diverse groups of students and teachers.

	Very Effective	Effective	Developing	Source of Evidence
Concentrated periods of study			X	IC, S, I, W
Supervised clinical practice			X	IC, S, I, W
Opportunities to work with diverse groups			X	IC, S, I, W
Formative- and summative-assessment feedback			X	IC, S, I, W

Data Source Legend: IC = Interview with Program Coordinator, S= Syllabi. I = Internship, W = Website

Summary of Chapter Five

The purpose of Chapter Five was to present the evidence and findings from the interview with principal preparation Program A's coordinator and the document analysis of the school's website content and the program's course syllabi. The findings in this chapter established from the evidence suggest that Program A is developing in preparing school leaders to lead successfully in culturally diverse schools, but that currently, the program is not preparing aspiring school leaders in their principal preparation program to be culturally competent, culturally responsive, and socially just school leaders. Program A's Program Coordinator disclosed that the program is currently restructuring and undergoing a curriculum redesign.

CHAPTER SIX

CASE STUDY TWO - PRINCIPAL PREPARATION B

Introduction

Chapter Six begins with a brief contextual overview of Program B, including its

mission statement and its university. I then report on my preliminary findings using

evidence from the school's website. The evidence is used to validate that Program B is

preparing aspiring principal candidates to lead in culturally diverse school settings

successfully.

After I present the preliminary findings, I outline how the program aligns with

developing the three characteristics from that theoretical framework that principals need

to lead culturally diverse schools, namely, cultural competence, cultural responsiveness,

and a sense of social justice; I will present evidence for each of these elements. Next, I

present the findings from the course syllabi followed by a summary of the findings. At

the end of the findings, I rate the program's effectiveness in developing the three leader

elements from the framework and in promoting diversity using the UCEA program

criteria and rubric.

Contextual Overview of School

Principal Preparation Program B is located in the lower part of South Carolina

and was founded in 1842. The school is in the heart of an urban historical city that is very

diverse, and its campus sits on 300 acres of land; the city has a current population of

about 137,447 residents. There are 2,300 students in the undergraduate program and

1,000 graduate students. The undergraduate students come from more than 40 states and

12 different countries. There are 20 undergraduate programs for students to select, but business is the most popular major.

The graduate program of Program B's university is an evening program that was started in 1968. It offers 20 graduate degrees with 37 concentration options, 13 graduate certificate programs and six evening undergraduate programs. There are five academic schools in the college: business, education, engineering, humanities and social sciences, and science and mathematics. The school is on a semester-based academic calendar.

Mission Statement of Program B

The mission and goals of Program B's master of education in educational leadership degree are to teach the following concepts: (a) knowledge of human and public relations problems in education, (b) new curricular developments and trends, (c) skills in practical applications of education research, (d) competence in applying principles of human and group behavior in problem situations, (e) program personnel knowledge and competencies, and (f) different leadership and management styles and a clear understanding and working knowledge of learner-centered education.

Overview of Principal Preparation Program B

School B's Department of Educational Leadership offers two options for principal and leadership certification. Candidates can receive an M.Ed. in elementary administration and supervision or in secondary school administration and supervision. There is also a non-degree state licensure program for elementary or secondary school administration and supervision certification. Students are required to complete 39 semester hours to receive an M.Ed. in educational leadership elementary or secondary

school administration and supervision; the program's state non-degree certification sequence requires 30 hours. There are nine hours of core requirements that must be completed before or concurrent with registration for any other courses in the program. Those courses are Data Collection and Analysis, Exceptional Child in the School, and Critical Educational Issues in a Multicultural Society.

The program uses the cohort model, and classes are in traditional face-to-face and hybrid formats using blackboards. Program B provide students with a two-semester Capstone Internship. The Capstone Internship mandates that students complete a minimum of 150 hours of different experiences in the responsibilities common to elementary or secondary principalship. Examples include but are not limited to budgeting, personnel administration, school community relations, teacher evaluation, curriculum planning, state and federal regulations, and other practices that a principal might deem worthwhile to assign the intern. The Educational Leadership Department comprises three full-time faculty members: two White males and an African American female. There are also two White males who are part-time/adjunct faculty members. There are currently 70 students in the principal preparation program, 60 White and 10 African American and 60 females and 10 males.

Program B Preliminary Findings and Results Section

The remainder of this chapter is dedicated to the findings and outcomes from the data analysis of principal preparation Program B. I present preliminary results for Program B based on evidence obtained from analyzing documents and text from the school's website and the responses from the semi-structured interview with the program

125

coordinator. The program coordinator's interview findings are reported individually for culturally competent, culturally responsive and socially just leadership with the elements that define them. At that point, any additional findings from the interview are documented followed by the summary of findings and results from Program B's course syllabi (see Table J.1 in Appendix J for complete syllabus findings). Finally, I discuss my overall evaluation of Program B, present my findings in Tables 6.1 and 6.2, and summarize Chapter Six.

I established the preliminary data analysis findings for Program B through a document analysis of the educational leadership program's mission statement and their conceptual framework. I scanned these two documents to find evidence by linking the themes from the theoretical framework for preparing school leaders to lead successfully in culturally diverse schools, that is, cultural responsiveness, cultural competence, and a focus on social justice.

My examination of Program B's mission statement revealed evidence that the program is preparing aspiring principals to develop skills in applying principles of human and group behavior in problem situations. The mission statement also states that the program provides students with the knowledge, skills, and dispositions of diverse leadership and management styles. This education and training give students clear understanding of and working knowledge regarding working with students from culturally or ethnically diverse backgrounds. This preliminary analysis illustrated that that Program B prepares its principal candidates to lead successfully in diverse school settings.

The program's conceptual framework also supports that Program B is preparing school leaders to work in schools with diverse student populations. The framework states that the program equips principled educational leaders to be knowledgeable, reflective, and ethical professionals. Students in the program are committed to ensuring that all students in their schools succeed in learner-centered environments. This additional evidence illustrates that principal preparation Program B contains the elements of preparing culturally competent, culturally responsive, and socially just school leaders. However, in the next sections, I present my findings from my comprehensive and detailed data analysis of additional data sources.

Finding of Culturally Competent Leadership Preparation

The framework I applied in this research study describes the elements of culturally competent school leaders who are prepared to: (a) have awareness about their own and other cultures, (b) have self-awareness and conduct self-assessment on their values, beliefs, stereotypes, and bias, (c) engage in critical reflection, (d) value diversity, (e) manage the dynamics of diversity, and (f) understand inequities in education. For my data analysis, I utilized the theoretical framework elements to determine if Program B was preparing culturally competent school leaders through its teaching content, pedagogical strategies, and assessments. I found the program to be effective in some of the elements but still developing in others. I present my findings in the next section.

Evidence of Cultural Awareness

For principals to lead in schools that are becoming more culturally diverse with students, staff, and communities, principals need to be culturally aware (GAO and

Manger, 2011). School leaders have to scrutinize their own beliefs about diversity including their values, standards, labels, prejudices, and practices (Samuels, 2014). From my interview with the coordinator of Program B, I found the program to be effective in the element of preparing aspiring school leaders to be culturally aware.

Program B is training student principal candidates with the knowledge of how to become culturally aware of their student populations, and one of the ways the program is accomplishing this is through their internship. The coordinator stated that the program "assures that our candidates have one internship in the school where they are employed, and the other is in a school that is demographically, academically, geographically different from the school where they are employed." This experience gives students the opportunity to interact in culturally diverse school settings and gain awareness of other cultures.

The program coordinator stated that their program "tries to instill in aspiring candidates to understand that their values and their students' values may be different, but the students have a desire to be respected." Additionally, "candidates should desire to give these children a quality education that you would want for your children." The coordinator talked very passionately about this topic:

> You know, I do not care where you live and where you go, but when you are interacting with those children, and when you are in that environment, please understand that everyone wants the same thing for their children. We want, not for you to love them, because I'll love my own, but give them a little respect, and then try to help them, value them, scaffold them to help them get where they

chose their career, and where they can choose business or industry if they desire, and not have to accept because they're not prepared.

Program B wants its principal candidates to be able to interact with students of different cultures and be aware that all students want to be treated with respect. The students in Program B listen to lectures and hold discussions regarding the influences of their values, beliefs, and stereotypes on the academic achievement of different students.

Evidence of Self-Awareness/Assessment

Self-assessment is another one of the elements listed in the theoretical framework for being prepared as a culturally competent school leader, and Program B is effective in developing self-awareness in future school leaders to conduct self-assessments as well as needs assessments; students assess their schools' strengths, weaknesses, and needs. Students analyze and interpret data, and then determine next steps; the program coordinator stated, "Once they are done with analyzing and interpreting data, students have to consult or investigate the research to find out what changes they need to make." The coordinator also indicated that students were provided multiple opportunities in different courses to become aware of their own biases, stereotypes, and principles. She said that she believes that aspiring school leaders "need to understand what their strengths and weaknesses are to determine what they have to bring to the table if they want to turn the school environment around."

In addition, Program B wants aspiring principal candidates to envision themselves as school leaders as they self-assess. The coordinator expressed this by saying:

Well, they do get a lot of practice of self-awareness in the techniques of school

supervision course because you do need to know who you are, and you need to

recognize who's in your building. So definitely in the techniques of school

supervision. They do it quite a bit in with the curriculum. You know, they have to

see themselves as the curriculum leader for the entire school. For example, if your

content area is math, then you know math, but when you become that principal,

you have to be the curriculum leader for all of the content areas. So, we spend

much time with them looking, and growing, and assessing where they are."

The program coordinator mentioned that the students in the program are given the

Myers–Briggs Type Indicator to assess their personalities. She also stated,

We do a lot with Maslow because they have got to understand what's going on in

the environment, not only with the students but what's going on with the adults in

that room. So, we do have assessments to try to figure out.

An essential concept of self-assessment in Program B is students' assessing their

strengths and weaknesses by working with mentors in local school districts as they

complete their internships. The students in Program B have the opportunity to discuss

their findings and develop professional growth plans to acknowledge and reflect on any

cultural biases when they work in underperforming schools.

Evidence of Critical Reflection

Disaggregating and analyzing school data to determine what is going wrong, what

are the needs of the school, what needs to change, and what is needed from the school

leadership are some of the critical reflection activities that principal preparation Program

B require of students. Student principal candidates reflect on real issues in schools and ask what could have been done differently or what still can be done to fix things. Diem and Carpenter (2012) proposed that educational leaders must be prepared to participate in critical reflective inspection of their philosophies and perceptions, and program B is effective in providing principal candidates with the skills, experiences, and activities to critically reflect.

During the interview, the program coordinator shared the program's conceptual framework. The framework states that principled educational leaders trained in Program B will become knowledgeable, reflective, and ethical professionals. Program B guarantees that aspiring principals who complete the have had many opportunities to critically reflect on issues focused on race and diversity. From the program coordinator:

As long as I am here, we are always going to address the elephant that's in the room. The thing that no one wants to talk about. And I tell them the one that really gets me is they say, "Oh, I don't see that you're Black." I said, "You must be blind because when I walk in the room that's the first thing you see. It may not matter to you, but don't play me by saying you do not see it because you do."

The program coordinator stressed her commitment to ensuring that issues relating to race, culture and other diversity topics are discussed. Her vow to "address the elephant in the room" provides evidence that Program B is effective in preparing aspiring school leaders to receive practice and experience in critical reflections. Students will critically reflect on their beliefs and on the cultural issues that influence schools once they begin to engage more in conversation about race and other issues. When I asked the program

coordinator how students have the opportunity to reflect on who they are critically, she responded,

> Well, what they have to do is they have to reflect on what it is they have done, and they also have to talk about what was the learning curve like. Was this easy for them? Was this a struggle for them? Are these things that they have not considered before, and how has the experience caused them to grow? A student in the program is reflecting on experiences that they have had in the program… another thing is one experience is not enough. So, we have at least three courses that students are going to have to do a needs assessment.

Giving students multiple opportunities to do needs assessments and reflect is why Program B is effective in these two elements of the theoretical framework in preparing aspiring school leaders to be culturally responsive.

Evidence of Valuing Diversity

Culturally competent leaders are also prepared with the knowledge of how to value diversity. When describing what diversity means in Program B, the coordinator gave her definition of diversity and the questions she asks students when she is discussing diversity:

> When I'm thinking diversity, I'm thinking men in our elementary schools. I'm thinking to bring more females into science, more females into math. I'm looking at how effective are our urban schools, and what are we doing with our rural schools? So, my broadness in terms of diversity, is, you know, we talk about what's going on in the school districts. I want to know, what are you doing to

ensure that diversity is happening? What are you doing to try to bring in more diversity?

The program coordinator believes in valuing diversity by addressing the topics and issues surrounding it. She showed this by using the expression "the elephant in the room" on several occasions. She said,

That is why I always address the elephant in the room. Don't pretend that that is not an issue, because it really is an issue, and if you don't face it head on, it may turn out to be an issue.

The coordinator used the phrase on two other occasions. She was stressing that she makes sure she addresses topics relating to valuing diversity, race, racism, and any issues people are aware of but disregard because discussing such topics is uncomfortable. The coordinator wanted students in her program to be prepared as culturally competent school leaders, so she forced them to talk about the issues so they can value diversity.

From the evidence from Program B's internship, the coordinator is determined to be effective in the area of preparing school leaders. During the candidates' internships, one of the schools they select has to be demographically, academically, and geographically different from where they are employed. The program coordinator said:

So, if you are in a high-performing urban school, for example, if you are in a Mount Pleasant school that is predominantly White, you're going to do an internship in a downtown school that is 99.9999 percent African American. Now, that does not mean that those African Americans are not achieving, but there is a

larger number who may be underperforming, and you need to work with that. I mean, that's a requirement. You have to do that.

Evidence of Managing the Dynamics of Diversity

Samuels (2014) expressed there is an urgency that school leaders understand how to become culturally competent leaders, and they must value and manage the dynamics of diversity to do so. Culturally competent school leaders manage the dynamics of diversity by providing professional development, training and creating support systems for teachers who need it. They are instruction leaders who model and help faculty and staff differentiate between social problems and cultural dissimilarities (Robbins et al., 2005).

One way Program B encourages managing diversity is to recognize that it is essential to keep up to date with what is happening in the schools. The program coordinator emphasized that Program B conducts seminars with the surrounding school districts. The school district may inform Program B of capacities in school leadership that they want to include in their program or strengthen.

Evidence of Impact of Inequities in Education

Collecting and assessing data are critical as candidates learn to recognize inequities and develop strategies for serving in their communities. The interview with the program coordinator demonstrated that potential school leaders in Program B are being effectively equipped with knowledge related to inequities and fairness in education. The convincing evidence that the program coordinator presented validated my finding that Program B is effectively preparing aspiring principal candidates with this component of the theoretical framework.

134

The coordinator referred to equity theory as one of the education theories that Program B's curriculum uses to address and discuss fairness and inequities in education, citing herself and Sergiovanni (1991) as examples:

> Well, when you look at Sergiovanni, or even looking at me, what we've got to do is, if we watch what's going on in this world, fairness, even though we have federal legislation, affirmative action, civil rights laws, they're on the books, but people are not necessarily adhering to it. In my classes, I make a point of addressing the elephant that's in the room. I want you to consider how your actions influence those children. I want you to consider how placing children in classes, and right now I'm teaching a course of staff personnel administration, and I want to know, what are you doing to ensure that diversity is happening? What are you doing to try to bring in more diversity?

The coordinator discussed that she wanted students in Program B to know how to address issues that are unfair, think about how unfairness affects children, and develop solutions to ensure that all children are being treated fairly and receiving an equitable education.

Evidence of Preparing Culturally Responsive Leaders

Here I examine the evidence that Program B is preparing its aspiring principals with the skills to become culturally responsive leaders; I present findings from the interview with the program coordinator and my analysis of the program's course syllabi. In the theoretical framework that guided this study, there are five essentials abilities that culturally responsive leaders have: (a) reform policies, programs, and curricula, (b)

promote positive school climates, (c) hire culturally competent teachers, (d) emphasize high expectations for student achievement, (d) search for practices that affirm students' home cultures, and (e) increase parent and community involvement. I discuss each of these elements below, highlighting evidence that Program B is preparing school leaders with these skills. I determined that the program is still developing all of the elements for preparing school leaders to be culturally responsive school leaders. I present my findings in Tables 6.1 and 6.2. In Table J.1, located in Appendix J, I present my findings from analyzing the program course syllabi.

Evidence of Skills to Reform Policies, Programs, and Curricula

"It is critical that schools and districts develop a culture in which data are used at all levels to make decisions related to policies, programs, placement, and practice" (Geier, 2012, p. 1). Based on my interview with Program's B coordinator, the program is effective in preparing principal candidates with the skills needed to reform policies, programs, and curricula.

Aspirant principal candidates acquire the experiences and skills to make these reforms when they analyze school data and determine schools' needs. The program coordinator gave several examples during the interview that demonstrate that students are examining school data:

> Much time was spent in class having candidates analyze and interpret that data because they need to figure out what the next steps are. Once they've done that, we have them to consult or investigate the research to find out what changes they need to make. They have to somewhat do a gap analysis to determine what is

happening there, to determine what they need to do, or what changes they need

to make.

Once the students select courses of action, they develop action plans:

and then they have to prepare some form of an action plan. It is not enough to

determine what changes need to be made, but if you don't know how to

implement the changes, then that's not helping you very well either. So, we spend

a lot of time creating a matrix that's more of an action plan and then we establish a

Gantt chart to determine the timeline in which they're going to fix it.

Evidence of Skills to Promote Positive School Climates

School leaders have a high influence on promoting positive school cultures, which

tends to affect student achievement (Boyd & Hord, 1994). Anderson (1982) indicated that

it is significantly important that principal preparation and school leadership programs

provide aspiring principals with the knowledge of how to promote these school cultures. I

found evidence that Program B is preparing student candidates with the knowledge of

how to create positive cultures of belief, learning, and hope, but efforts are developing.

Principal preparation Program B's plan is to improve schools and improve

learning. The program coordinator reported in the interview that her program prepares

aspiring principals with the understanding that the quality of any school depends mainly

on the leader; she articulated that the school leader sets the tone of the school and must

promote a positive school climate and stressed that this is very important for candidates

to know: "You have got to be able to analyze your environment and interpret what you

need to do." The program coordinator talked about Hersey-Blanchard situational

137

leadership model. She tells students that as their schools' leaders, they need to be whatever the situation requires in terms of advocating for students. Program B's coordinator said that situational leadership is vital for student candidates to know but acknowledged that her program needed some work in this area.

Evidence of Skills to Hire Culturally Competent and Responsive Teachers

Culturally responsive school leaders are prepared with the skills to hire and develop culturally competent and responsive teachers (Ginsberg & Wlodkowski, 2000; Voltz, Brazil, & Scott, 2003). The coordinator for Program B spoke about the various techniques her program her program teaches regarding how to hire culturally competent, culturally responsive such teachers. The evidence from the interview suggests that the program is still developing in this area, although the coordinator did state that, "Culturally responsive is what we want them to be, so we talk about culturally responsive teaching."

The program coordinator communicated that when program candidates analyze data, conduct gap analyses, and determine what changes they need to make in low-performing schools, she also hints to them program that sometimes faculty changes are needed:

> I'm teaching a course of staff personnel administration, and I want to know, what are you doing to ensure that diversity is happening? What are you doing to try to bring in more diversity? I want you to understand that your actions influence those children."

She tries to get students to develop plans for hiring more minority teachers or for professional development for current teachers who need training in cultural competence.

Evidence of Skills to Emphasize High Expectations for Student Achievement

Johnson and Fuller (2014) professed that culturally responsive leaders emphasize high expectations for students' academic success; they encourage students and believe that all students can learn. Similarly, teachers need to have high expectations for all students' learning (Khalifia, 2016). My evidence from my interview with Program B's coordinator led me to conclude that the program is developing in preparing school leader candidates with skills to emphasize high expectations for student achievement. I did not find sufficient significant evidence in the interview of the efforts of the program or faculty members.

Although there was not substantial evidence that Program B is preparing principal candidates with the skills to emphasize high expectations for student achievement, the program coordinator specified some activities and discussion that could indirectly help candidates develop skills in this element of the theoretical framework. The coordinator indicated that she wanted school leaders to think about and consider how students are being placed and tracked into classes; this emphasizes having high expectations for students by not allowing them to be placed in level classes because of their race but instead to be placed based on their ability. Having them decide which teacher teaches a particular class also reflects that the school leadership candidates are being taught that having the wrong teacher teach a class can affect the expectations of students.

Evidence of Skills to Search for Practices That Affirm Students' Home Cultures

Geneva Gay (2013) contended that "the education of racially, ethnically, and culturally diverse students should connect in-school learning to out-of-school living (Gay, 2013, p. 49). Schools can at times deculturalize students by not including their cultures in school traditions, environments, and curricula (Joel Spring, 1997). Program B uses a conceptual framework cited by the coordinator that reads, "Students will develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural characteristics." The data I evaluated from the interview showed that Program B is still developing in preparing student candidates with the skills to search for practices that affirm a student's home culture.

The program coordinator tries to create opportunities in the curriculum for students to demonstrate their skills regarding the performance indicators in the conceptual framework. In reference to one of these indicators, the coordinator discussed how she tells students that they may have to consult with other students or research what they need to know to implement a plan:

> We talk about the research, and we talk about how they might handle those situations. And we don't always ask them to work individually. We ask them to work in groups because collaboration is big and they can't do it all by themselves.

The program uses group work to develop in the students' education research skills. According to the coordinator, knowing how to research benefits the principal candidates when they need to search for best practices, policies, laws, or case studies relating to issues at their schools; students can also apply the knowledge they gain from

research training to develop and implement education programs. The conceptual framework performance indicators from principal preparation Program B can also provide the students with knowledge of how to search for practices that affirm students' home cultures. The program coordinator said that emphasizes to principal candidates in the program the importance of implementation based on their students' cultures. In one example, she cited that she and her staff work a great deal with Ruby Payne's *A Framework for Understanding Poverty*:

> I think people can be exposed, but I don't think that ... When you do what you do, and you go back to your gated community, I think that you shield yourself. But what I'm interested in is when you're working with those children, do you understand that your values and their values, the desire to be respected, the desire to give these children a quality education that you would want for your children, that's what we try to instill here.

Evidence of Skills to Increase Parent and Community Involvement

Culturally responsive school leaders cultivate and foster relationships with parents and community stakeholders to increase their involvement with local schools (Gardiner & Enomoto, 2006). Program B teaches principal candidates to develop skills to work with parents in their school communities. The program coordinator said in the interview that she tells students, "[t]they've got to work with their communities to make this work because it really does take a village. We can't do it all by ourselves."

I asked the coordinator how Program B links theory with preparation and with providing principal candidates with skills to address real-world complexities and

allowing the students to experience current issues surrounding diversity, her response illustrated how the principal candidates in Program B acquire skills to increase parent and community involvement:

> We do a lot of action research. Even with our data collection and analysis course, we start there and we try to link it through the courses so that the candidates have an understanding of how you go about making changes and the importance of handling your own issues without going out using empirical research, and people who are not familiar with what's going on in your environment… It is essential that students in [Program B] understand what is going on in the school and the communities and we provided them that experience.

Identifying and linking the theoretical framework with data from the program coordinator interview showed that Program B uses theory and practice to address the issues of increasing parent and community involvement in schools. However, the program is still developing at preparing candidates the skills with increasing this type of involvement.

Evidence of Preparing Students with the Dispositions of Socially Just Leaders

In this final section on the program coordinator interview findings for Program B, I discuss the outcomes from the evidence to determine if Program B is preparing principal candidates to become socially just school leaders. In the theoretical framework for this study, socially just leaders are defined as having the following leadership behaviors and dispositions: (a) increase student achievement, (b) create inclusive education, (c) advocate for all students, especially marginalized students and students of

color, (d) eradicate oppression, inequities, and disparities, and (e) develop resistance when faced with barriers. I examined each of the elements in the theoretical framework for evidence against the data from the interview with Program B's coordinator and concluded that the program is still developing in this area.

However, socially just leaders are familiar with policies and procedures of their school, and Program B's coordinator stated that their program's conceptual framework is to prepare principled educational leaders who are knowledgeable, reflective, and ethical:

> We also want the principal candidates to be ethical. We want them to do what is right and what is decent for children when people are looking and people are not looking. So, our position is, as a program who is creating leaders, we want them to be principled leaders all the time, and you can't be principled if you don't have those characteristics. So, we try to integrate that into all of the coursework that we have.

Evidence of Disposition to Increase Student Achievement

Socially just school leaders hold high academic expectations for all their students, serve as advocates for them, and do not allow any assumptions that students in their schools are intellectually or academically marginal (Garcia, 1993, pp. 82–83). During our discussion on social justice, the coordinator at Program B noted how schools in the same district may receive different academic resources but also noted that the differences can be based on a school's location. She stated that she starts her class with a student group discussion of "Why do these children over here have this?" Then she asks them, "And as a building principal, what's going to be your role so that there is equity in terms of the

kinds of experiences these children are going to have?" These discussions turn into

conversations about advocating for resources to increase achievement for those students

without the same resources. The coordinator described some practices and theory that

Program B uses to increase student achievement. She concluded the discussion on this

topic with this:

> So, what we do in our program is we look at the reality. In terms of social justice,
> equality, fairness, what are you doing to ensure that students achieve in your
> school? What are you doing to ensure these children graduate, they will be
> competitive? They will be able to make the choice of whether they want to go to
> college? Or whether they are prepared for a career?

This evidence was not sufficient to confirm that Program B is effective in preparing

socially just leaders with the disposition to increase student achievement. Faculty seem to

have initiated the conversation, but I determined that the program is still developing in

this framework element.

Evidence of the Disposition to Create Inclusive Education

Education research has revealed that school leaders who advocate for inclusion

for students with disabilities are dedicated to social justice and fairness (Reitzug, 1994;

Riehl, 2000). Theoharis (2007) describes socially just school leaders as focusing on

advocating for and abolishing marginalization in schools and creating inclusive education

for students with special needs. Although Program B's curriculum engages principal

candidates in discussions on inclusion and has them create action plans during their

internships to include all students, my analysis of the interview data suggests that

Program B is still developing in this area because there was no concrete evidence relating to preparing aspiring candidates to create inclusive educational environments.

Evidence in the Disposition to Advocate for All Students

Principal preparation Program B strives to prepare its principal candidates to be socially just leaders, including developing in them the disposition to advocate for all students, especially marginalized students. The findings from interview analysis using the theoretical framework illustrate that Program B is still developing in this area.

Program B's coordinator verbalized that she wanted her students to be ethical. She expressed that preparing aspiring school leaders to become socially just leaders helps prepare them to address issues relating to fairness, ethics, and advocacy. As the school principals, they will need to identify disparity issues and advocate for students who are being marginalized. While discussing equity and fairness, the program coordinator described the equity issues in school districts in the school's program area and shared an example of an initiative that a school district had with Google. Google contracted with one of the school districts to provide infrastructure on buses that transport students from extremely rural areas. Because students are on the bus for long periods and some may not have technology at home, the buses are wired with the Internet, and students have backpacks with iPads so they can do their homework to and from school.

From this scenario, the program coordinator emphasized advocating for students who do not have such resources at their schools. The principal candidates in Program B are asked to think about how equity issues can exist within school districts based on

geographic location. Coursework entails discussing how school leaders can advocate for

students in their schools to obtain additional resources.

Evidence in the Disposition to Eradicate Oppression, Inequities, and Disparities

The coordinator for Program B eagerly discussed how she tried to prepare

principal candidates with a disposition to eradicate oppression, inequities, and disparities.

although even she was aware that her program was still developing in this part of

preparing socially just leaders to be successful in culturally diverse schools. However,

she did emphasize that

> I would always address the elephant in the room. Don't pretend that it is not an
>
> issue, because it really is an issue, and if you don't face it head on, it may turn out
>
> to be an issue later.

> The program coordinator addressed issues relating to oppression, inequities, and

disparities in education. She wanted students in the program to be aware of concerns and

issues surrounding culture, race, and racism. She felt that students disregarded these

issues because students found discussing these topics to be uncomfortable. Program B is

still developing in preparing aspiring principal candidates regarding issues of inequities,

although the program coordinator is striving to make an influence.

Program B's Syllabi Course Content Findings

I conducted document analysis of the syllabi for the 13 courses (39 hours) in

Program B's master of education in educational leadership elementary or secondary

school administration and supervision sequence. Specifically, I examined the syllabi for

themes and elements relating to the theoretical framework. As with most college syllabi,

those for Program B's courses displayed coherence with common elements such as the required textbooks, course descriptions, class expectations, disclosures, policies, assignments, and assessments.

Program B's syllabi listed the learning and developmental goals for each course, the ELCC standards addressed in the course contents, the program's conceptual framework with the 17 performance indicators (see Appendix J), the program's performance assessment codes (See Appendix K), and the dimension level codes: awareness, understanding, and capability.

I reviewed each syllabus for evidence linking the three leadership elements from the theoretical framework with the ELCC standards indicated for that course to determine whether Program B was preparing culturally competent, culturally responsive, and socially just school principals to successfully lead in culturally diverse schools. I summarize the data findings presented in Table J.1 (see Appendix J).

The design of principal preparation Program B's course syllabi made it simple to determine the curriculum content discussed in the vs. The course goals along with the conceptual base indicators and ELCC standards were listed on the syllabi, and thus, it was easy to recognize the education themes, content, and knowledge bases that student principal candidates were being prepared for and equipped with to lead successfully in culturally diverse schools. The first three courses in Program B's curriculum are required before students take any courses in the educational leadership program; the content of these courses provides students with the knowledge, skills, and dispositions to: (a) acquire and apply research skills to solve problems in schools that principals may

encounter on a daily basis; (b) more effectively meet the academic, social, and behavioral needs of students with disabilities; and (c) encourage students to examine issues and trends within the contexts of their present and future career interests.

According to the NPBEA (2011), Program B must offer course curricula that prepare school leaders to be knowledgeable and skilled and to have the disposition to effectively lead a school. The course syllabi for Program B display a vast amount of evidence that the program is effective in preparing school leaders to lead successfully and promote learning and student achievement in culturally diverse school settings.

All of the course syllabi in Program B are aligned to the 2011 ELCC standards. The curriculum content pertains to school law, staffing personnel, school administration, issues in public education, political processes, exceptional needs of children with disabilities, budgeting and finance, parent and community relations, and other topics related to diversity. Although all of the ELCC standards are represented in Program B's course syllabi, Standards 2, 4, 5, and 6 connect to and align with the elements in the theoretical framework for this study and provide the diversity content and knowledge that school leaders need to work with different cultures in their schools. I identified nine course syllabi in Program B that addressed ELCC Standard 2; the course contents specifically discuss elements of school cultures and how they can be influenced to safeguard the success of all students, motivational and learning theories, how diversity affects the learning process, and skills to promote the success of every student by advocating, nurturing, and supporting a school culture and instructional program favorable to student learning (NPBEA, 2011).

ELCC Standard 4 appeared in four of Program's B course syllabi. These standard addresses promoting the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, mobilizing community resources, and collecting data and analyzing information relevant to improving of schools' educational settings (NPBEA, 2011).

ELCC Standard 5 encourages school leaders in principal preparation programs to have the knowledge to act with integrity and fairness and to engage in ethical practice; understand democratic values, equity, and diversity; know about current ethical and moral issues facing education, government, and business; and understand the relationships between social justice, school culture, and student achievement. Program B has five courses that incorporate this standard is visible in their program (NPBEA, 2011).

Program B's course syllabi showed evidence in five courses of ELCC Standard 6. The courses prepare students to be school leaders who are prepared to advocate for students and influence the political, social, economic, legal, and cultural settings in schools and districts; understand the policies, laws, and regulations legislated by state, local, and federal authorities; improve the social opportunities of marginalized students; request and practice proactive leadership; and understand how culturally responsive educational leadership can positively influence academic achievement and student engagement (NPBEA, 2011). Standard 6 contributed to the finding for Program B that established the link between the theoretical framework elements and evidence that the program is preparing socially just school leaders.

Based on my findings, the evidence in Program B's course syllabi is that the 10 educational leadership courses and the two semesters of internship classes, are preparing student principal candidates with the capacity to lead successfully in schools with culturally diverse student populations. Principal candidates are being prepared for school leadership in a program that aligns its curriculum with the ELCC standards and that equips its students to create visions for their schools that encompass the cultures of all students. The students in Program B are also being taught to collect school and student data and use the data to identify their schools' strengths and weaknesses, evaluate and monitor school programs for inequities, and increase student achievement by reforming policies, programs, and school goals.

Program B's Syllabus Pedagogical Strategies

The course syllabi analyzed from Program B did not utilize effective pedagogical strategies that informed aspirant school leaders with the knowledge, skills, and attitudes for leadership in diverse school settings (Ladson-Billings, 1994). Program B's faculty differentiate their instructional delivery based on the courses being taught to convey content to students relating to culture and diversity. Some of the instructional strategies that were revealed in the course syllabi were collaborative group work, lectures, class discussion, role-playing, textbook and journal article readings, and student presentations.

In my examination of the course syllabi, collaborative group work was the pedagogical strategy seen in nearly every course syllabus. Students in Program B must converse and exchange ideas with other students about general topics relating to culture and diversity or their own personal experiences. Peer observation and shadowing are also

150

used in Program B, which is evident when students are completing their principal internship course work. Group projects, guest speakers, literature reviews, debates, interviews with students from different cultures, and workshops were instructional strategies implemented in courses that addressed school cultures, collecting and using data, and community relations.

For Program B's online courses, the syllabi reflected instructional strategies that were appropriate for virtual classrooms; threaded discussions were created on the Blackboard learning platform, students posted to other students' responses, and the faculty placed students in groups. Program B's course syllabi also indicate that course instructors required students to use case studies and journals to help students with critical thinking and reflecting skills. These skills can be used in face–to-face or online format.

Although Program B's course syllabi comprised various pedagogical strategies to deliver content to aspiring school leaders, the evidence was not sufficiently convincing to recognize the program as being effective. I considered the program's pedagogical strategies to be developing; for instance, there were no examples of strategies related to critical consciousness. Program B can include instructional strategies such as narrative storytelling, workshops on diversity, and reflective journals to increase students' cultural awareness, self-assessment, and critical reflection.

Program B's Syllabus Course Assessment Findings

In this final analysis section for Program B's course syllabi, I report the evidence and findings for the methodologies that were used to measure and assess the knowledge, skills, and dispositions of students in the principal preparation program. Program B's

course assessments are intended to evaluate and determine if aspiring school leaders can lead successfully in schools with culturally diverse settings. The evidence from the course syllabi leads to the conclusion that Program B is still developing. There is not sufficient credible and concrete evidence that clearly shows that Program B can promote teaching and learning in culturally diverse schools. The placement records of graduating students as school leaders, along with the demographics of their schools and test data would provide irrefutable evidence of the program's effectiveness.

Some course assignments comprise authentic clinical experiences and written assessments to evaluate the program's principal candidates. School law and community relations courses have students attend a school board meeting and write up a reflection and summary of the meeting. Most classes listed traditional assessments such as midterms, final exams, student PowerPoint presentations, research papers, critical and reflective essays, quizzes on readings, creating a resume and cover letter, and interviews a school principal.

I found the most authentic assessment in Program B's Capstone Principal Internship. During this internship, students perform administrative duties in their schools and another school that is culturally and academically different from theirs. This two-semester course addresses ELCC Standard 7; students complete 150 hours in school leadership undertakings that contribute to their knowledge and promote their success. They keep up with their activities and hours by maintaining activity logs. Students have to complete a variety of assignments including analyzing their schools' vision statements to ensure that they are inclusive for all students, collecting and analyzing school data,

creating and implementing school renewal and action plans, and developing improvement

and professional development plans for teachers.

Other assessments exemplify whether the principal candidates have the

knowledge, skills, and dispositions to promote positive cultures in culturally diverse

student populations. Some of the assessment in the internship permits the program staff to

evaluate the aspiring principals' ability to hire culturally competent teachers and model

instructional leaders.

Additional Findings

There were findings from the interview with Program B that were interesting to

report. The coordinator for Program B measures the success of her program by how many

students are placed in school leadership positions after they graduate from the program:

> We are proud because many of the principals and superintendents in the
>
> geographical region are our graduates, and they seem to be quite successful. So,
>
> we believe the return on the investment is if they are employed, and if they are
>
> successful, then that must mean that our program is working.

The program coordinator never claimed that her program was successful at

preparing school leaders to work in culturally diverse schools based on the curriculum

content, instructional strategies, course assessments, or clinical internship experiences.

However, when I asked her if she would say that her program was very effective,

effective, or developing in terms of preparing school leaders with the skills, knowledge,

and dispositions to work in diverse school settings, she replied,

Well, I think that's still on the table. The superintendent we have in [Program B]'s county has done a lot of shifting principals. So, I don't know the rhyme and reason yet for the shift. I'm waiting to see the schools where the candidate worked formerly, and the schools where they're currently going to be placed. And I think that that will tell me because in the newspapers they said we are shifting because the candidates have assets that would help the environment where they're shifting. So, what do I say, the data is still out, but you come back in a year, I'll be able to tell you.

Again, this statement implies that Program B's coordinator feels that her program is considered successful in preparing school leaders to work in diverse school settings given that previous students have been placed by the district superintendent as school principals. The coordinator's statement that "those principals that are selected to be school leaders in those schools have the assets that would help the school environment where the leadership are shifting" suggests that principal preparation Program B is preparing students with the assets they need to be successful.

Another finding worth mentioning from Program B is that the program coordinator is not fully aware of what other faculty members are doing. She referred to what the program was doing and also noted, "in my class" and "my students do this." When I asked her how often her program instructors updated their syllabi, the coordinator replied,

Well, I can't speak for other people, but I know mine is updated every time I'm teaching the course because things are constantly changing. I mean, the things that

I taught, and you know, as you go to conferences and you learn from your

learning societies what's going on out there.

I spend a lot of time talking with practitioners because sometimes higher

ed doesn't really know what's going on in the public schools. And if you don't

ever know if there's a disconnect. So, since they don't tell me, I just stay in contact

with a lot of our graduates who are principals to find out what's going on. As a

matter of fact, I was talking to the librarians at [Program B's university] because

we now have an area with them, what do they call it? It is a space maker.

I will be bringing my classes over to the library now, it's not enough for

them to know what's going on with the Space Maker and STEM as far as teachers

are concerned, but when you're a leader you're going to have to learn how to be

able to lead those people, particularly those who may be a little, I won't say

resistant, but not as eager to learn about STEM. So, you have to keep current

because you have to be in contact with what's going on in P-12 to ensure that our

students in our schools are ready.

Regarding my conclusion that Program B lacks coherence, I shared this finding to

illustrate how the program coordinator was not aware in some instances of the content,

pedagogy, and assessments of other faculty. It is essential for individuals to have their

own concepts and designs as faculty members, but the teaching experience that the

program coordinator wants all students to have should be aligned with the program's

mission and conceptual framework. The coordinator may want to work on restructuring

the program to find out how moving from theory to practice to evaluation is being addressed by another program faculty.

One final addition to the findings was the program coordinator's apparent difficulty distinguishing between culturally competent and culturally responsive leaders. When I asked her if Program B prepared students to be culturally competent school leaders and culturally responsive school leaders, she responded, "We've done a lot of culturally responsive training. I don't know about being culturally competent, because how are you culturally competent about something that you haven't experienced?"

A leader has to be knowledgeable about a concept before being able to respond to it, which the coordinator appeared to be concluding as well. In my final summary, I conclude that Program B is training principal candidates to be culturally responsive but not necessarily culturally competent.

Summary of Findings for Program B

Here I summarize the findings for Program B by evaluating the program based on the elements of the theoretical framework regarding the three characteristics of school leaders who are prepared to lead culturally diverse schools. The results are illustrated in Table 6.1 at the end of the section. I evaluated Program B based on these three elements—culturally responsive, culturally competent, socially just—and on the four (out of 11) UCEA criteria that relate to diversity, and the results of this evaluation are displayed in Table 6.2.

Summary of Evaluation Using the Theoretical Framework

I concluded that overall, Program B was effective in preparing students in all elements of the theoretical framework. I found ample evidence that Program B was providing its principal candidates with curriculum content, instructional delivery, and assessments to acquire the knowledge, skills, and dispositions to become both culturally aware and self-aware in addition to learning to conduct self-assessments of their strengths and weaknesses as well as to assess the needs of their schools.

Students in Program B have opportunities to collect, disaggregate, and analyze data, discuss their findings, and present their results. That is, the program prepares students to use their data to develop plans for change, and I evaluated them as effective in this element of preparing school leaders for diverse school settings. However, my overall suggestion for Program B's coordinator is to develop ways to prepare her aspirant school leaders to be culturally competent. The interview with the program coordinator and the analyses of the course syllabi revealed that the program's pedagogical strategies engage students to promote positive school climates, emphasize high expectations for student achievement, hire culturally competent diverse teachers, and increase the involvement of parents and the community. Examples of culturally responsive school leaders search for practicing that affirms student's home culture can be seen in the course syllabi and references from the interview with the program coordinator about students using data to inform and drive school practices and promote a positive culture.

Although Program B contributes to developing in its students the knowledge, skills, and dispositions to be socially just school leaders, I concluded that the program is

157

in the developing phase. The program coordinator did state that "social justice is what it's about, and that you have to be very concerned about your moral and ethical development, and the influence that's going to have on children," and program faculty use critical writing and reflection assignments, debates, workshops, and guest speakers, among other strategies, to deliver instructions. However, I found insufficient data to conclude that Program B was effective in teaching its principal candidates to increase student achievement, create inclusive education, advocate for all students especially marginalized students and students of color, eradicate oppression, inequities, and disparities, and developing resistance against barriers.

Program B has a few courses that address ELCC Standards 5 and 6. These two standards emphasize advocacy, fairness, having knowledge of policies and laws concerning special education, and promoting the achievement of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural contexts (NPBEA, 2011). When asked if she thought Program B was preparing students to be socially just leaders, the program coordinator responded,

> Well see, you can be really big on social justice, but you can't legislate, and you can't use research. I mean, because if you think in terms of increasing student achievement, how long have we been working on that? And is the gap closing, or is the gap getting wider? So, you know, my position is you may be writing a lot of literature on this, but you can't legislate this, and you can't write social justice into people's minds. You've got to do something that's different. And I keep telling a

student in our program, unless we change our paradigm of how we're educating, and how we're structuring it, we can't close gaps. I talk about that a lot.

When asked to clarify "how we're structuring it," she replied,

> Structuring higher ed, and structuring P12. It's all got to change. I mean if we're still doing what we're doing, expecting that we're gonna get something different, they tell me that's insanity. And we're not really changing what it is we're doing. We are just changing the name of it.

The program coordinator's comments validate that Program B is developing and needs some restructuring in creating opportunities and authentic experiences to successfully prepare principal candidates to be socially just school leaders.

Summary of Evaluation Using UCEA Criteria for Evaluating Principal Programs

I evaluated Program B against the UCEA criteria related to supporting diversity using the UCEA criterion rubric and effectiveness scale; the scale is for rating each element of a criterion as being very effective, effective, or developing. A program that is very effective exceeds all the standards, an effective program meets the basic standards, and a program that is developing does not meet the standards but could be restructuring. Using the evidence from my data sources, I rated Program B as developing in its overall effectiveness at promoting diversity.

For the first criterion, evidence showed that Program B uses an advisory board of educational leadership participants and involves education practitioners in program development, teaching, and field internships. I determined this from my document analysis of the program's websites and of the course syllabi and from my interview with

159

the program coordinator, who stated in the interview that the program holds seminars with the school district of the program's housing university, surrounding school districts, and principals who graduated from the program to inform one another of the strengths and weaknesses of their programs.

The second UCEA criterion is that programs must show that they are involved in joint relationships with stakeholders through internships and applied research to promote diversity, and I verified that Program B met this criterion through analysis of documents on the website. The program's relationships ensure that students have internship placement locations, and the course syllabi for the two internship class describe the terms of placement. The program coordinator confirmed that she and her staff ensure that students are placed in different schools from the ones where they are employed, and the two semesters of fieldwork classes entail rigorous supervised clinical practice in culturally diverse school settings that give principal candidates in the program the opportunity to work with diverse groups of students and teachers.

The next criterion is that a program is aligned with quality leadership standards, informed by current research and scholarship on the critical issues in education, leadership, and administration. I found evidence that Program B was meeting this criterion in the course syllabi, including course delivery and assessment, student internships, and data from the interview with the program coordinator.

The fourth criterion specifies that a program participates in ongoing programmatic evaluation, development, and improvement regarding diversity. Program B's website reflects this in the conceptual framework model, and the program coordinator confirmed

160

that she and her staff were meeting this criterion in terms of how the program is

evaluated, how stakeholders make recommendations, and how school districts inform

them of current issues in schools.

Chapter Six Summary

Based on my findings, I concluded that Program B is effective in preparing school

leaders to be culturally competent, culturally responsive, and socially just. In terms of

promoting diversity, the evidence illustrated that the program is effective in some aspects

but still developing in the majority of the UCEA criteria.

Table 6.1

Program B Theoretical Framework Findings from Data Analysis

Leader Characteristic	Framework Elements of Knowledge, Skills, and Disposition	Very Effective	Effective	Developing	Source of Evidence
Culturally Competent	Self-awareness		✓		IC, S, I
	Self-assessment		✓		IC, S, I
	Critical reflection		✓		IC, S, I
	Value diversity		✓		S, I, W
	Manage the dynamics of diversity		✓		IC, S, I, W
	Address inequities in education		✓		S, I
Culturally Responsive	Reform policies, programs, and curricula			✓	IC, I. S
	Promote positive school climates			✓	I, W
	Hire culturally competent teachers			✓	S, I
	Emphasize high expectations for student achievement			✓	S, I
	Search for practices that affirm students' home cultures			✓	S, I
	Increase parent and community involvement			✓	IC, S, I
Socially Just	Increase student achievement			✓	I, S
	Create inclusive education			✓	S

	Advocate for all students, especially marginalized students and students of color			✓	S, I
	Eradicate oppression, inequities, and disparities			✓	IC, S, I
	Develop resistance when faced with barriers				I

Key to Data Source Legend: IC = Interview with Program Coordinator, S= Syllabi. I = Internship, W = Website

Table 6.2

Institutional and Program Quality Criteria Evaluation Form

Evidence that the program makes use of an advisory board of educational leadership stakeholders and involves leadership practitioners in program planning, teaching, and field internships.				
Elements of Diversity	Very Effective	Effective	Developing	Source of Evidence
Advisory Board				
Educational leadership stakeholder representation				
Practitioners in program planning				
Practitioners in teaching				
Practitioners in internship				
Practitioners in internship		X		I
Evidence that the preparation program engages in collaborative relationships with other universities, school districts, professional associations, and other appropriate.				
Element relating to diversity	Very Effective	Effective	Developing	Source of Evidence
Promote diversity in the program and the field		X		I, S, W
Generate sites for clinical study and residency		X		I, S
Generate sites for applied research		X		S
Evidence that the preparation program is (a) conceptually coherent and precisely aligned with quality leadership standards and (b) informed by current research and scholarship on the essential problems of schooling, leadership, and administration. In particular, applicants should demonstrate how the content of the preparation program addresses problems of practice including leadership for student learning and diversity. In addition, evidence should be provided to demonstrate that the processes of the preparation program are based on adult learning principles.				
Conceptually coherent			X	I

Standards-based		X		IC, I, S, W
Research and practice based			X	I, S, W
Adult learning principles			X	S
Formative and summative assessment of student performance			X	I, S

Evidence that the preparation program engages in ongoing programmatic evaluation and enhancement.

Element relating to diversity	Very Effective	Effective	Developing	Source of Evidence
Programmatic evaluation		X		IC, I, S, W
Evaluation utilization to enhance program		X		IC, I, S, W
Institutional support: institutionalized beyond the immediate program, evidence of institutional support of the process		X		IC, S, I, W

Evidence that the preparation program includes concentrated periods of study and supervise clinical practice in settings that give leadership candidates an opportunity to work with diverse groups of students and teachers.

	Very Effective	Effective	Developing	Source of Evidence
Concentrated periods of study		X		IC, S, I, W
Supervised clinical practice		X		IC, S, I, W
Opportunities to work with diverse groups		X		IC, S, I, W
Formative- and summative-assessment feedback		X		IC, S, I, W

Data Source Legend: IC = Interview with Program Coordinator, S= Syllabi. I = Internship, W = Website

CHAPTER SEVEN

CASE STUDY THREE - PRINCIPAL PREPARATION C

Introduction

Chapter Seven comprises a short contextual summary of Program C's School, its mission statement, and an overview of their Principal Preparation Program. Then, preliminary findings are described using website documents from the educational leadership program and the course catalogs online. This information is used to gain a perception of whether Program C is preparing aspiring principal candidates to lead and successfully promote learning in culturally diverse school settings.

After the initial findings, the three styles of leadership in the theoretical framework are outlined by the fundamental characteristics. Data analysis and the results are offered for the description of the three types of leadership using the theoretical framework. Next, the findings from the course syllabi are presented, followed by a summary of the findings. At the end this summary, the program will be assessed on the preparation of the three leadership styles and an evaluation of the effectiveness for promoting diversity using UCEA Program Criterion and Rubric.

Contextual Overview of School

Principal Preparation Program C is located at a public, state-supported, liberal arts university. It is located near the coast in a southeastern state on 633 acres of land. The total enrollment at the university is 10,479 students. The undergraduate student population is 9,747 students, and 732 graduate students are enrolled. The university resides in a county with a population of 269,291 residents and within a city that has a

population of 17,103. The university has undergraduate degrees in 73 major fields of study. Its graduate program offers 20 degrees with 17 master's degrees, two educational specialist degrees, and three Ph.D. degrees in the area of science. Program C's university has 468 full-time faculty members, in which 75% has doctoral/terminal degrees.

Mission Statement

Program C's Principal Preparation's Educational Leadership Program is found within the College of Education. The Educational Leadership Program preserves the mission statement of the College of Education. The mission is to embrace the teacher-scholar model in developing and preparing students to be industrious, responsible, and reflective practitioners and leaders for professional occupations in education. Program C's College of Education website states that leadership wants school leaders to embrace a leadership role through building a relationship, service, and faculty research with P-12 schools, institutions of higher education, community agencies, and professional associations.

Principal Program Overview

Program C's Master of Education degree program in Educational Leadership is for students who are aspiring school principals at levels of K-12 schools. A student in Program C can apply the knowledge of the theories and skills learned in the classroom to daily school issues and situations. Various opportunities are provided for students in Program C to work in culturally diverse school environments with teachers, students, and experienced principals during their clinical internships to learn how to meet the demands of leadership as a building level administrator.

Principal Preparation Program C offers undergraduate degrees in 73 majors and 21 graduate-level programs. The Master of Education in Educational Leadership requires completion of 36 semester hours of graduate work. A minimum of 27 semester hours must be completed in the major. The remaining nine credit hours are taken from the education core for graduate studies in the College of Education. Students become part of a cohort that takes courses together in a prescribed sequence. The program uses a hybrid approach of face-to-face and online courses, designed to be completed in 2 years of ongoing coursework.

Preliminary Findings for Program C

The mission statement, program requirements, and conceptual framework were examined from the program's educational leadership website, along with the course descriptions from the course catalog. This data assisted me with making an initial perception of the Program C's Principal Preparation Program by searching for relevant terms and phrases that linked to the theoretical framework. I wanted to understand this initial information to determine if Program B was preparing school leaders to promote teaching and learning in culturally diverse schools settings successfully.

A portion of Program C's College of Education mission statement reads that the mission is to prepare school leaders for professional careers in education. The website displays that this mission is accomplished by offering innovative programs that concentrate on curriculum content, pedagogical strategies, professional dispositions, diverse field experiences, and internship placements. These are ideologies that are portrayed in the theoretical framework. This early indication demonstrates that Program

C's Principal Preparation Program are developing aspiring school leaders to lead in culturally diverse schools. Program C's Conceptual Framework general primary theme is "The Educator as Reflective Practitioner." Culturally competent leaders require the knowledge to critically reflect. Critical reflection is an element in the theoretical framework and is additional evidence in the preliminary findings that support this study.

Looking at the program requirements and course descriptions in the course catalog, Program C require students to take a core course: Strategies for Serving Diverse Learners. This course provides students with an awareness of issues in cultural diversity and special education. It also prepares students with the knowledge to identify how elements, such as socioeconomic position, racial and cultural backgrounds, gender, language ability, and disabilities, can affect a child's academic performance (Coastal Carolina University, n.d.). These findings also connect to the framework.

After considering the above initial finding, an initial assessment was made for Program C. The Principal Preparation Program contains ideologies and core content that prepares aspiring school principal candidates who can be successful in a diverse school setting. However, this is not enough information to make a valid conclusion at this point in the study. Additional data were collected to determine if potential principal candidates were prepared with the knowledge, skills, and dispositions of culturally competent, responsive, and socially just school leaders. Similarly, the evidence is not adequately convincing to say whether Program C is promoting diversity in the program using the UCEA Program Criteria Guidelines. To address the findings, the next section will

conduct a comprehensive and detailed analysis of the program coordinator's interview and course syllabi data for Program B.

Findings for Culturally Competent Leadership Preparation

The theoretical framework for this evaluation research conceptualizes the traits of a culturally competent school leader in Program C. Principal Preparation Programs prepare potential school leaders with the knowledge of (a) cultural-awareness about their culture and other cultures different than theirs; (b) self-awareness and conduct self-assessment on their values, beliefs, stereotypes, and bias; (c) critical reflection; (d) valuing diversity; (e) managing the dynamics of diversity; and (f) inequities in education. The data analysis for Program C's principal preparation program examined the interview transcript for evidence that linked to the theoretical framework. The next subsection will discuss the findings.

Evidence of Cultural Awareness

Trumbull et al. (2001) emphasized that being mindful that different cultures existed in environments was tremendously valuable in evolving curriculums, school policies, and undertakings that promoted the strengths and beliefs of a multicultural school community. From analyzing interview evidence, Program C is found effective in providing knowledge and preparing student candidates on cultural awareness in the program. The Principal Preparation Program Coordinator at Program C stated that it is imperative for student candidates to gain experience from being in school environments with different cultures.

The program coordinator discussed his interpretation of culture when he lectures students about it. He stated, "So, when I talk about culture, that is what I say to folks whose culture is the way we do things in an organization, and it is really kind of a function of a lot of different things." He later stated, "Our program gives future school leaders a chance to get real valuable experience on the topic of culture."

Program C's program coordinator believed that students in the program should have the opportunity to experience different cultures, beliefs, values, and customs from the various school districts that partner with the program. When asked how students get opportunities to learn about cultural awareness, the coordinator mentioned the student internship in his reply. He said the following:

> They also have two settings. In other words, they're not always in just one school; they'll go to two different settings in two different semesters. What we are finding just based on the very nature of the schools in this region is the cultural, social, racial, sexual orientation, whatever, those diverse experiences are just there just based on the population of the schools that they are dealing with.

Program C understands that the opportunity to gain clinical experience in a diverse school setting benefits the students and assists them in shaping their learning experiences about other cultures. Student leadership candidates have the chance of getting to know students in school settings that have different cultures, values, and ethnicity than they do. Some of the students' internship projects require them to interact with students' family members by partaking in social activities in the community. This experience also gives

them awareness and understanding that their culture is not superior or valued more by others.

Program C students also gain cultural awareness by taking a required core course in their education and leadership program. This course addresses cultural awareness and students from diverse backgrounds. The coordinator shared, "As they go into the field, they've already had that background in that particular course. We have not found that to be an issue at all regarding being concerned about exposure to diversity and the cultures of others."

Evidence of Self-Awareness/Self-Assessment

Having self-awareness means that school leaders are conscious of their strengths, weaknesses, and motivations and others' awareness of leading a school (Walumbwa, Wang, Wang, Schaubroeck, & Avolio, 2010). Self-assessments are a way of increasing a school leader's self-awareness (Branson, 2007). The indication that students were prepared with the knowledge of self-awareness and self-assessments was not directly detected. Program C's Principal Preparation's Program is considered as developing in this element of the theoretical framework.

The program coordinator did not use the terminology of self-awareness and self-assessment during the interview. Students in the program learn about self-awareness and self-assessment in the Strategies for Serving Diverse Learning course. The program coordinator referred to this course on multiple occasion when he talked about where students learned about culture and diversity issues.

Some discussion during the interview with Program C's coordinator can be seen as examples of self-awareness and opportunities to do a self-assessment. When he was defining culture, he said the following:

You've got all these things that are contributing to the culture and, as a leader, you've got to recognize that and understand what's good culture and what's bad culture, and what do you do to address that, promote good and probably extinguish bad. Those are the things that we talk about, in terms of culture.

This comment presents an opportunity for aspiring principal candidates to be informed about self-awareness and self-assessment of their own culture and values to understand "what is good culture" and "bad culture." When the program coordinator stated that these were some of the things that the program covered regarding culture, the principal candidates could assess their awareness of cultural biases, stereotypes, beliefs, and moral values on what good and bad cultures looked like to them based on their experiences.

Evidence of Critical Reflection

Cultural competence is grounded on the ability of an individual to conduct a profound self-reflection concerning their own culture (Hanley, 1999). There was not much concrete evidence given by the program coordinator that was convincing that their program provided students with the knowledge on the subject of critical reflection. Program C is developing in providing opportunities for students in the program to critically self-reflect and gain a profound knowledge of the cultures of students served in education.

The program coordinator alleged he would say that students received critical reflection learning opportunities in the diversity course that they were required to take. Faculty utilizes instructional strategies and assessments where students reflect about their own bias. The program coordinator felt that this allows students in the program to bring their stereotypes to the forefront.

Instructional strategies examples were used to enlighten students in the program on critical reflection. The program coordinator stated he uses scenarios in class about situations that he dealt with as an assistant principal to get students to think about their actions and what they would have done. A student in the program can critically reflect before action is taken, during the process, and after the experience that the program coordinator shared with them.

In another piece of evidence that could be seen as a critical reflection activity in Program C, the program coordinator said that when using case studies to teach issues in diversity, he adds a descriptor he wonders if student candidates would get diverted by adding some multiplicity to the situation.

Evidence of Valuing Diversity

There is evidence of preparing principal candidates to value diversity in Program C's Principal Preparation Program. When the program coordinator was asked how students were prepared in the program to value diversity in education, he replied by saying,

I think that it is just happens. I don't think that we consciously do that, really, because it's just there all the time. It's such a huge piece of being an educational

leader that, if nothing else, you're learning about diversity by us mostly through the process of all these courses, in the sense of having to deal with all the different types of people and their needs and ages.

In a similar comment stated about valuing diversity, the program coordinator expressed that he thought "valuing diversity is such an underlying theme in their program and what we do that often." He went on to state the following:

I don't even think we think about it. It's just something we're talking about. You'll find this interesting… When I first came down here, and I started to talk about race, I found people very hesitant to talk about it. I found, especially African American students were very hesitant, especially with me being a White middle-class guy.

During the interview with the coordinator at Program C, he made relevant points about valuing diversity. He told stories with referencing himself being from the north. He shared the following:

As a northerner, because I grew up with lots of African American kids in my neighborhood and so on. I never thought twice about it in the sense of talking about it or whatever. It was just there and we dealt with it.

The program coordinator chatted about how the program tried to teach students that diversity meant more than race. He commented, "There are all kinds of diversity out there. There's gender, sexual orientation, religion, disability, ability, so we have got all kinds of things."

There are many surrounding school district and communities within proximity of Program C's campus with various cultures and social economic statuses. The program coordinator mentioned several of the counties regarding their diversity and preparing students for leadership in those school communities. He stated, "We have not found it to be an issue at all regarding being concerned about exposure of our student candidates to diversity." Student candidates in the program have a chance to value the diversity by interning and getting clinical experience in multicultural schools. Faculty also provide content, instructions, and assess their knowledge using case studies and roleplaying. Program C is useful in preparing hopeful school leaders to lead successfully in diverse school environments.

Evidence of Managing the Dynamics of Diversity

Program C's Program prepares students on learning how to manage the dynamics of diversity when they experience authentic clinical experiences in the different school districts that they work. The program coordinates alluded to the fact that there are many different calibers of schools in the region of the program. This type of schools is based on cultural demographics and socioeconomic status. He compared two school districts by saying,

> I mean, when you're dealing with a fluent County, that plays a lot different than when you're going out to a rural less fluent County. Students are going to know how to deal with the different cultures. They will learn to develop skills to manage conflict positively.

The program coordinator told a story about collective bargaining in the north. He used this example in class to talk about managing diversity:

One of the things that I find interesting is being from the north versus the south, and people who sometimes look at me and like a little scan when I say this, because in the north, you have collective bargaining units and they kind of offset your power as an administrator so you have to bring them along all the time. And you're in conflict sometimes with what they want and you want and they're very powerful so you have to learn to be a very collaborative kind of a bottom-up type of leader. You'd have to plant seeds all the time and water it and let it grow.

What I found in the south, because of that lack of that, it's very top-down sometimes. It's like the administrator says, "We're going to do this," and there isn't much discussion. What happens is then you get that conflict of the leader's idea versus implementation and your field, and one of the things I saw, especially in Program C School's County was initiative exhaustion. It's just throwing so much at the teachers all the time that they couldn't get their arms around it. Soon as they get something, then something else would be on top of it and then something else and then something else.

That wouldn't occur in the north because you would have to bring people along and you'd have to get buy in and you'd have to really work to build that collaborative culture. I think my point is I think that's one of the thing I've tried to instill at least from my perspective as a professor here is this whole idea of how to

get people to buy in to things and to use the collective wisdom of your staff. I

often give them a case study.

The program coordinator's story was used as a way to address managing diversity

and conflicts. He gave a scenario that dealt with collective bargaining in education and

the difference of ways in which conflict was resolved in the north versus the south. This

program is developing based on the lack of substantial evidence. There was not a lot to

mention on informing students of how to manage the dynamics of diversity. The program

coordinator stated again that students in the program received a lot of this information in

the course on Strategies of Diverse Students. Program C would be developing in this area

for creating culturally competent school leaders.

Evidence of Impact of Inequities in Education

One of the findings from Program C was from the internship experience. The

program coordinator stated that students in Program C conducted clinical experiences at

more than one school. Those two schools were quite the opposite in the dynamics of

diversity and culture. Candidates might notice a difference in the student academic data,

as based on the geographic location and county of the schools. The chance to analyze

school data and disaggregate these based on race, gender, and socioeconomic status was

one activity that Program C's student candidates experienced. From this information,

student candidates considered the culture of the school, policies, programs, resources, and

any other indicators in the school that might have influenced the student achievement

data at one school versus another.

Other findings in the interview were when the program coordinator talked about training their aspiring school candidates, so the school could provide quality leadership in school districts where teachers and leaders were leaving. These schools are located in rural areas and have high poverty levels. When a quality teacher leaves schools, it influences the students and can cause inequities for the school. Working in these schools, the student acquires knowledge and awareness of different inequities that exist within the same school district.

The program coordinator brought up the subject of women being minorities. He made this statement to make it relevant to inequities in education:

> I think that female brings a different lens to that than probably a male does. I think females are more sensitive to that, right? Initially. I mean, that's my own ... It's just my gut speaking that because women have dealt with a lot of the issues that minorities and folks from various diverse backgrounds have dealt with throughout their lives so I think they're somewhat more sensitive to that right out of the shoot."

This statement was not evidence because it was not something being taught in the program. It was a random comment made by the program coordinator. The majority of the evidence about students receiving knowledge on inequities in education derived from their internship and work in a different school setting that had different resources; moreover, students' demographics varied. There were no other robust findings that linked data to the theoretical framework and this culturally competent leadership skill. Program C is developing in this area.

Interview Findings for Preparation of Culturally Responsive Leaders

This section indicates findings and results from the interview with Program C's coordinator. After utilizing leadership themes from the theoretical framework, data are examined for findings that Program C is developing aspiring candidates with the skills to lead as a culturally responsive leader. Results will be presented from the analysis of the program coordinator's interview and the course syllabi.

There are five essentials skills that culturally responsive leaders display, which are listed in the theoretical framework. School leaders who are culturally responsive have the skills to (a) reform policy, programs, and curriculum; (b) promote positive school climate; (c) hire culturally competent teachers; (d) emphasizes high expectations for student achievement; (e) search for practices that affirm students home cultures; and (f) increase parent and community involvement. Each of these elements will be discussed below, and any evidence found shows where the program is preparing school leaders with the skills to lead success as culturally responsive leaders in a culturally diverse school setting. The program was found as developing in all of the elements for preparing school leaders to be culturally responsive school leaders. The results of the findings are in Table 7.1 and Table 7.2. Table N.1 presented the findings from analyses of the program course syllabi and is located in Appendix N.

Evidence of Skills to Reform Policy, Programs, and Curriculum

The program coordinator for Program C explained that the school was providing students, desiring to be school leaders, with the tools and skills they needed to look at some of the subgroups in the school. Students are receiving opportunities to work with a

mentor during their internships and are assigned projects dealing with data. The assignments in their internships and field experiences have students thinking about the overall philosophy of the school's strategic plan and asking themselves why they are pursuing the program: What's the purpose? The coordinator added, "Part of the internship, what I do with them and part of the design was to allow them to do three 10-hour projects. During the internship, this is when a student can get their teeth into real experiences."

Data show school leaders the map to drive reform and tell the schools where the students are regarding gaps and inequities; where they need to go with reforming policies, curriculums, and programs; and who is not achieving (U.S. Department of Education, 2003). Students in Program C receive some skills to understand ways in which to reform the school's policy, curriculum, and programs by using data. However, Program C is developing in this area.

Evidence of Skills to Promote Positive School Climate

This section will discuss the findings from the Program C's coordinator's interview. The data are examined to provide evidence and illustrate that aspiring student principal candidates in Program C are being prepared to promote a positive school culture. There was a lack of substantial data to say that Program C was very effective or effective in preparing principal candidates in the program with this skill. The program was considered as developing in preparing students to promote school climate.

There is much research showing that positive school climate has a widespread influence on the motivation for students to achieve (Eccles et al., 1993) academically.

Program C's coordinator said, "I sometimes think climate and culture, they kind of get thrown in together." He explained the difference between culture and school climate by using case studies, scenarios, and critical reflective journal writing assignments. In addition, the student's authentic internship experience would provide them with the majority of the skills that they needed to support a positive school climate and environment. They would take on projects in the school that might influence the school culture.

Evidence of Skills to Hire Culturally Competent Teachers

Although Program C's principal preparation program mission statement is taken from the College of Education, the program coordinator wanted to make it concise:

I think just to make it very succinct, it's to educate leaders that are going to address the needs of the students of this upcoming century. The circumstances that these leaders are encountering, it's like Stan and I keep saying it's changing so fast, so quickly, that they have to have the skills and be able to adapt to that so I think we spend quite a bit of time talking about change. Change theory, the whole idea of how you bring … do capacity for change inside your population and your staff. All of those ideas are very important because you can be the leader and there may not … and you look behind you and you may not have followers, so then you're not a leader.

According to Program C, if leadership are addressing preparing quality leaders for the needs of children in the upcoming century, then they are preparing school leaders who can hire qualified culturally competent teachers, who are aware of the needs of students

and their cultures. Program C's coordinator identified various aspiring student candidates learned how to hire culturally competent and responsive teachers. The evidence from the interview shows that the program is developing in promoting students in the program to hire culturally competent teachers.

The opportunities that school leader candidates have with data analysis can also be used as evidence that teachers are learning ways in which to hire culturally competent teachers. They look at the level of student achievement and success for each teacher based on assessments. They can also look at discipline data to see the number of disciplinary write-ups a teacher has written, for what reason, and what ethnicity. In addition, the available evidence for Program C seems to show that Program C is developing in preparing potential school leaders to be successful in diverse schools and having the skills to hire culturally competent teachers.

Evidence of Skills to Emphasizes High Expectations for Student Achievement

During the data analysis for Program C, data were examined for evidence that school leadership were successfully preparing principal candidates with skills to emphasize high expectations for student achievement, as culturally responsive leaders. With the evidence that was available, one can suggest that Program C is developing in this element of the theoretical framework. The program coordinator did not provide specific examples or information that illuminated this skill being taught in the program.

The coordinator discussed the internship projects and described ways in which students might analyze data as part of one of their 10-hour projects. Looking at data can always help school leaders emphasize student achievement. The program coordinator

admitted that their program is going through some changes. They currently have three positions available. He also said,

> We're actually in the middle of … Not in the middle. We're kind of in the beginning stages of beginning to do a full-on curriculum audit because of the things we discussed earlier that are being restructured in the program. The program is started to offer virtual and hybrid classes. A lot of the changes that are going on in their program is why they are developing.

Evidence of Skills to Search for Practices That Affirm Students Home Cultures

The data showed that Program C was developing in providing aspiring principal candidates skills to search for practices that affirm students' home cultures. As the program coordinator moved through the interview question, he talked more about ideologies of diversity in education. He did not necessary cite examples or what was being done in Program C to prepare students in the program techniques to search for practices that supported and encouraged the origin of students' culture. Instead, he spoke about items, attempting to make these relevant to the interview question that he was asked.

Evidence of Skills to Increase Parent and Community Involvement

The limited conversation occurred about increasing parent and community involvement. It can be assumed that students receive skills in this area when they do their clinical internship. The program coordinator stated that the internship covered all six ELLC standards. There were standards that address increasing parent and community

involvement, but as I stated, there was not a precise example given. However, the program coordinator did say the following:

> Student candidates are learning about diversity by us mostly through the process of all these courses, in the sense of having to deal with all the different types of people and their needs in the sense of having to deal with all the different types of people and their needs and ages and educational continuum and parental rights and parental demands.

The student interns do get the opportunity to build relationships with parents when they are doing after school curriculum duties during their internships. Building a positive relationship with the parents and people in the community shows them that the students are interested. Showing interest to parents may lead to them becoming more involved with the school. However, Program A has some work to do on this element of being a culturally responsive school leader. The evidence for the data indicated that Program C was developing in preparing school leaders to increase involvement with parents and community stakeholders.

Interview Findings for Preparing with Disposition of Socially Just Leaders

The final section of the interview findings for Program B showed the outcomes from the evidence to determine if Program A was preparing student candidates in their program to become socially just school leaders. In the theoretical framework for this study, socially just leaders were defined as having the following leadership behaviors, and dispositions: (a) increase student achievement; (b) create inclusive education; (c) advocate for all students, especially marginalized and students of color; (d) eradicate

185

oppression, inequities, and disparities; and (f) develop resistance when faced with barriers. Each of the elements in the theoretical framework were examined for evidence. The findings for this section were based on the evidence from the interview with Program A's coordinator that concluded the program was developing in this area.

Evidence of Disposition to Increase Student Achievement

One of the components of socially just leaders is to have the disposition to increase student achievement. This disposition is achieved by advocating for students, whether it is changing policies, getting quality or culturally competent teachers, advocating for more resources, or being the voice of the student. The program coordinator stated the following about people in their program:

> Good leaders would emerge, they may leave, whatever it is, but to give not only in the leadership of the administration but I think the other thing that this program does is there's a certain element of people who don't become administrators who went through the program, and you build this capacity around social justice by constantly talking about the agenda of social justice and giving them the tools to look at some of the sub-groups that are out there.

The program coordinator stated that the program built the capacity to give student candidates the disposition for socially just leadership. Whether they decided to become a school principal, they have the disposition to go into a school and advocate to increase student achievement. Program C was developing in this area because there was not enough data that indicated leadership was effective in preparing principal candidates in this element of the theoretical framework.

Evidence in the Disposition to Create Inclusive Education

During the interview, Program C's Coordinator was asked the following: What theories are used to address topics related to social justice, advocacy, cultural, and diversity or any other content in their program? The program coordinator referred to the labeling theory. He implied that Program C attempted to get people to think about theories and how to put these into practice. He stated,

I think I always go back to the labeling theory. You know, the whole idea that if we label somebody, they're either going to live up or down to that label, so we've got to be very careful about that.

He continued that he was a former social studies teacher and labeling was distasteful to him. The coordinator stated the following:

Labeling provides prejudice and grounds for stereotyping and so on and so forth. I think that oftentimes we're trying to get people to think beyond those labels that education is full of. We're labeling people all the time, and I have found that most of the time, those labels are not productive.

Although the program coordinator did not examine theories regarding creating inclusion education, students who were considered different and were in special education programs were sometimes labeled by teachers and other students. Relating the labeling theory to creating inclusion education in schools could help students develop dispositions to ensure students in special needs classes were not being labeled, made fun of, or called names. Additionally, the program coordinator added the following:

A lot of these situations, you almost end up advocating anyway because you're

dealing with a special education situation. You're dealing with a personnel

situation. I was just talking about one where there was this, a sexual molestation.

So now you've got all of those factors about social justice and diversity that are in

there and personnel types of things,

The program coordinator did not communicate or report enough evidence that showed

leadership were effective in preparing student candidates to create inclusion education.

Therefore, Program C was considered as developing in this element for describing

socially just leaders.

Evidence in the Disposition to Advocate for All Students

School leaders are socially just leaders who advocate for all students. The

program coordinator stated that the program utilized the Educational Leadership

Constituent Council (ELLC) standards. ELLC Standard Five requires the program to

prepare student candidates to demonstrate "appropriate communication skills to advocate

for democracy, equity, and diversity" (National Policy Board for Educational

Administration, 2011, p. 20). According to Standard Six, school principals need the skills

to "understand and can advocate for school students, families, and caregivers "(National

Policy Board for Educational Administration, 2011, p. 21). Program C was developing in

preparing the principal candidates to advocate for all students.

The program coordinator in Program C's Principal Preparation Program

conversed about social justice and advocating for students from a personal view. He

stated the following:

And you're talking to a 1960s guy, you know? I was brought up in an era where

social justice was a very important component of my upbringing. I think, I hope I

bring that to this program because it's obviously been a huge piece of my life.

Social justice has so many manifestations, and education obviously is the major

tool for advocating students.

An additional comment that the program coordinator made showed the need for

more diverse faculty in schools. He stated the following:

And it's heartbreaking because you and I both know that the key, social justice

key, is that those young African American males see somebody who looks like

them being successful in the school, in the world, and those role models are just

sometimes too sparse. I see it all the time, and I'm concerned about it, as is many

people.

One of the things that the program coordinator explained as a strategy to try to

promote more African American males in educations was to talk to the football players at

the school where Program C was located. He expressed the following:

I went to the football team one time. They have a program, they call it Life After

Football, so I talked to the coach and I said, "Coach, you know, I'd like to come

over and talk about education with these guys."

Most of them have not even ... not an inkling about becoming a teacher or

becoming, going into education. They're all going to the NFL. I'm going, "Come

on, guys. You know what the stats are here?" And I give them the statistics

around African American males in education and you should watch their jaws just

drop. It's like, "Really? Really?" The amount of ignorance around that is just astounding.

The program coordinator used this example in lecturing students in the program about a way to advocate for receiving more minorities in education, which meant advocating for students. The coordinator's examples did not provide evidence that the program was preparing students effectively to advocate for students. The statements, used from the coordinator, mainly focused on himself. Program C was developing in this part of the theoretical framework for socially just leaders.

Evidence in the Disposition to Eradicate Oppression, Inequities, and Disparities

In the theoretical framework for this study, one of the objectives of socially just school leaders was to promote change to eradicate oppression, inequities, and disparities. With the lack of reliable evidence in the interview with Program C's coordinator, the data show that Program C is developing at preparing student candidates with skills to demonstrate this disposition. The program coordinator talked about bringing change in the school culture to get everyone onboard and buying into making the necessary changes in schools. He said the following:

Change theory, the whole idea of how you bring ... do capacity for change inside your population and your staff. All of those ideas are very important because you can be the leader and there may not ... and you look behind you and you may not have followers, so then you're not a leader.

He told student candidates, when lecturing on social justice, that to change the school's culture and get rid of oppression, inequities, and disparities, one must obtain

faculty trust and get them involved. This aspect also led the program coordinator to talk about transformational and transactional leaders. He voiced the following:

> When they're building their vision and mission and leader. They all go to the transformational model. Its great were ... Teachers kind of are attracted there right away, and it's interesting because all say, "I want to be a transformational leader," and I said to them, "Yeah, but are you going to form a committee when there's a guy with a gun at the door?" I've got to get them thinking that it's now always, that's not always the formula. Sometimes you have got to be directed. Sometimes you've got to be transactional. I mean, the reality is we're all working on a continuum all the time.

The program coordinator expressed that sometimes, one must take the high road and make the decision to do what is right on one's own because one knows it is the right thing to do for a student.

Evidence in the Disposition to Develop Resistance When Faced with Barriers

Speaking of taking the high road and making a decision as a socially just leader, sometimes, a socially just leader must face barriers and develop resistance to keep pushing for what is best for students who are being marginalized. The program coordinator provided some evidence that students in the program were being prepared to develop a disposition of opposition when faced with obstacles. He mentioned debates as an instructional strategy used in classes. The interview did not illustrate a sufficient amount of data to show leadership prepared aspiring leaders to eradicate opposition. The program was considered as developing in providing the content, instructional strategies,

and assessment. There might be an occasion for a student candidate to experience some learning with barrier resistance during their internship. It would depend on what activities they may get in involved in with at school.

The program coordinator communicated that he informed students that they would face blockades when advocating for what they felt was right for students. They went over policies and school laws that should be used to help overcome some of the resistance. The coordinator stated the following:

> Even working on that more collaboratively, not only within the program but also with our special education folks and understand what it is we should be doing in there and what pieces that they do that might be relevant for us to present to leaders so that they have a good understanding. But we've got work to do, and I don't think it's … It's not that diversity is weak or social justice weak. I just think we've got to continue in that cycle of improving what we're doing and you've made me think about that a little bit more. I really haven't thought much about diversity or social justice, just because I always kind of just assumed it's there, you know?

The program coordinator expressed that the program needed to do a better in improving what was already occurring. There were areas that were weak in the program.

Introduction of Findings from Course Syllabi

Program C's master degree programs in Educational Leadership was designed to provide advanced professional studies in graduate-level coursework. The course syllabi, required to complete the 36 semester hours of graduate work, was examined for elements

192

of the theoretical framework. Program C's syllabi displayed coherence with common essential parts. The curriculum used a hybrid approach of face-to-face and online courses, which was designed to be completed in two years of ongoing coursework. Students in the program became part of a cohort that took courses together in a suggested sequence.

Each course in Program C had the program's all-encompassing theme of their conceptual framework, "The Educator as Reflective Practitioner." Courses in Program C's Principal Preparation Program emphasized the development of knowledge, skills, and dispositions to guarantee that all principal candidates were well prepared and met all standards at the completion of the Principal Preparation Program. In addition, the courses in Program C ensured coherence among curricula, field experiences, clinical practice, and the unit's assessment system.

Each course syllabus was investigated to detect evidence from the content, pedagogical strategies, and assessments between the themes in the theoretical framework. The ELLC standards were used as an indication of evidence for the content base knowledge for courses that were applicable. A compilation of the outcome in how Program C delivered, instructed, and assessed students in their Principal Preparation Program was used to determine if leadership were preparing culturally competent, responsive, and socially just school leaders. A summary of the outcomes is presented in the next section. A list of Program C's courses is listed in Appendix P followed by the full findings from each syllabus in Table N.1 (see Appendix N).

Program C's Syllabi Course Content Findings

.		The courses in Program C were aligned to the ELLC Standards and Program C's

conceptual framework. The curriculum in Program C gave students' opportunities to

engage in reflective practices, work with diverse populations, and apply the knowledge

learned in each course. Program C courses provided content that prepared aspiring

student principal candidates with the necessary knowledge, skills, and dispositions that

they needed to lead successfully in schools with a diverse student population. Their

program required nine credit hours of coursework from the education core for graduate

studies in the College of Education. The first sequenced course of the nine hours of

course credit focused on recognizing and writing research questions, examining existing

research and research-based educational leadership practices, collecting and analyzing

factual data, and using the results of research to guide instructional decisions.

The second required course involved students examining the role of curricula in

American public schools. Students gained knowledge of curriculum and instruction

related to PK-12 schools. Curriculum planning, the teacher's roles and responsibilities,

assessment, and influences in curriculum and instruction practices were topics that the

course brought to the students' attention. Student candidates also explored themes that

integrated historical, social, and philosophical traditions in schools. The information,

delivered in this curriculum and the instructional course, was essential to school leaders

understanding ways in which to provide and offer programs and curriculums in their

schools for diverse cultures and learners.

The last of the required courses was a course that centered the content on strategies for serving diverse students. The curriculum material presented information on issues in multicultural and special education issues. Aspiring school leaders increased their knowledge to recognize ways in which culture and diversity factors, such as socioeconomic status, racial and ethnic background, gender, language proficiency, and disabilities, might affect a child's performance. The topics, covered in this class and the other two education foundation courses, were for school leaders who were needed to be culturally competent, responsive, and socially just leaders to lead successfully in diverse school environments.

The remaining 27 semester hours consisted of courses within the educational leadership major. These courses were the standard courses found in most Principal Preparation Program, such as finance; school law; and introduction to school administration, school personnel, supervision, and curriculum instruction; school and community relations; and the internship courses. A summary of the findings, relating to the content of these courses, is discussed below. The evidence and conclusion, relating to the theoretical framework, is reflected in relevance to the ELLC Standards

During the data analysis phase for the curriculum content of Program C's course syllabi, it was found that 5 out of the 13 educational leadership major courses provided content and knowledge from ELLC Standard One. ELLC Standard One was comprised of four elements or substandard on the subject of school leaders creating a shared vision that included all students and exactly how to use assessment data for implementation and evaluation of strategic plans, school improvement plans, and variables that affected

student achievement. In this course, the curriculum matter connects to the theoretical framework.

ELLC Standard Two and its subelements were covered in four of the educational leadership courses in Program C. The results of the content analysis exhibited that content was being taught on various educational leadership, instructional, curriculum, and adult learning theories, relating to human development behavior and personalizing the learning environment for students. These courses also featured content in instructional aspects on sustaining a school culture, supervising and evaluating teachers, providing professional development for teachers, evaluating curriculum and instructional school program using school data, and providing infrastructure for ongoing support. This evidence showed that Program C provided content to student candidates to prepare them to lead and promote teaching and learning in a diverse school setting. Content knowledge on the various themes and topics addressed would provide them the skills to identify and implement diversity in programs, curriculums, and instructional activities, as well as to encourage trust, fairness, impartiality, and respect among students, parents, and school staff (National Policy Board For Educational Administration, 2011).

Potential school leaders need curriculum content during their principal preparation in the capacity of managing schools to promote the success of every student from every culture and all diversities. There were 7 out of 13 courses in Program C's school leadership major courses that included content from ELLC Standard Three. This standard fell under the content of knowing the strategic supervision of human capital, school operations, and school facilities. These courses provided candidates with material

and substance concerning management and handling school resources. Student candidates developed knowledge and skills about the schools' budgets, hiring a quality teacher and staff, policies regarding school safety, and other issues that dealt with the operation, management, and organization of the school.

The significant evidence that linked the curriculum in the course syllabi to the elements in the theoretical framework was found in the courses that were aligned with ELLC Standards Four, Five, and Six. Students were instructed on collaborating with the community, law, ethics, equity, fairness, and social justice; advocating for students and family; understanding laws, policies, and special education laws; modeling self-reflective practices; and addressing other education issues that prepared culturally competent, responsive, and socially just leaders to lead successfully in culturally diverse school settings.

Program C offered curriculum content in the program to prepare school leaders effectively to lead in a school with a diverse student population. The program was aligned with the contents of the ELLC standards. The education required course were not aligned with the ELLC standards but contained content that school leaders needed the knowledge of to promote student achievement and to have high expectations for all children.

Program C's Syllabi Pedagogical Strategies Findings.

Principal Preparation Program C shared various modalities of pedagogical strategies to deliver the content taught to principal candidates in their program. The findings from the analysis of the course syllabi showed that faculty in Program C utilized

class discussion; case studies, article reviews, book reviews, field experience, technology, textbooks, current magazines, newspapers, periodicals, and handouts; and PowerPoints, portfolios, and scenarios. Since Program C's delivery format consisted of face-to-face, hybrid, and online course, those classes used instructional strategies that enabled the faculty and student to communicate electronically via the internet. Students received instructions using the learning platforms, Moodle and Blackboard. Some of the strategies that were found in examining the syllabi included online discussions, group projects, responding to other classmates threaded discussions, reading journal articles, and critical reflective writing.

The pedagogical findings from Program C's data analysis showed evidence that the program did provide instructional strategies to students that promoted teaching and learning. However, it was at developing stages. The strategies were listed on the course syllabi, but these did not substantiate ways in which the strategies were being applied in the courses for cultural diversity training.

Program C's Syllabi Course Assessment Findings

Program C's course syllabi provided evidence that the program utilized assessments that evaluated the knowledge, skills, and dispositions of prepared aspiring leadership candidates to lead in diverse school settings. Program C was found effective in providing an authentic assessment to evaluate and ensure student candidates have what it took to be a school leader in a culturally diverse school setting. The program syllabi displayed assessments that provided opportunities for authentic assessment for students in the program. Students assessed and evaluated their performances by creating data

198

analysis; conducting interviews; writing research reports, reflective writings, and case briefs; attending board meetings; creating projects, such as a School Community Relations Project and Multicultural Curriculum and Instruction Project; evaluating and observing teachers; and taking final exams. The assessments, listed above for Program C from findings, were performance-based assessments used to assess aspiring principal candidates; these assessments also documented that students in the program have successfully attained the knowledge, skills, and competencies to lead in a diverse school setting.

Additional Findings for Program C

Further findings from the data analysis of Program C showed that Program C was not cohesive throughout the program. The program coordinator did not review the content, pedagogical strategies, and assessment from course syllabi of course that he did not teach. He acknowledged that he did not know what each faculty member was doing in their classes and expected that it was aligned with the standards. He also talked about what he was doing in the program, as much as he mentioned what the program was doing; for example, he stated the following:

> I was brought up in an era where social justice was a very important component
> of my upbringing. I think, I hope I bring that to this program because it's
> obviously been a huge piece of my life.
>
> I think in terms of theory, what we're trying to get people to think about, I
> know at least from my perspective, I try to be very ... I think I always go back to
> the labeling theory.

Between both statements, the word "I' was used nine times. The program coordinator likewise stated that he hoped he brought social justice to the program, and he knew, from his perspective, the type of theory they were trying to get students to think about.

The level of coherence in the program could be lacking because the program coordinator communicated a few things to me during the interview. He stated that the program was relatively new: "If you think about it, it has only been around since the fall of 2009." In addition, the Program C coordinator stated, "We have been going through the growing process of moving from face-to-face to a more hybrid format because of, really, market demand to keep up with all the other programs that are out there." Another statement that the program coordinator made that could influence the level of coherence in the department was that the program had faculty openings to fill. He made this comment about open position:

> We have three. Three slots. One right now … We're in the middle of a search for one of the slot. We may have another slot opening up soon. Formally that, and then we have some adjuncts that help us as well. Probably, depending on the scheduling for a particular semester, we probably have one or two adjuncts that are working with us as well.

These findings were significant in showing that Program C was relatively new, changing the delivery format, and in the process of hiring new faculty. The program was going through many changes, which could affect ways in which students were being prepared.

A final finding from the program coordinator was about the demographics of the program. The program coordinator was asked to describe the students' demographics of Program C:

> I would say predominantly White female. Probably I would say somewhere in the neighborhood of 70%. We have some male White, probably … I don't know, 10%? 15% probably, White male. Most of them are young. When I say young, they're young compared to me. Anywhere from 23, 24 to 40 roughly would be the demographic age-wise. I would say maybe less than 1% African American male and the rest being African American females.

As illustrated, Program C student demographics were not very diverse. There were no Hispanics or Latinos, and a tiny percentage of African Americans. According to the program coordinator, when I asked about the faculty demographics, he stated,

> Well, in the past … Let me talk about the past. We've had … I talked to you about the woman. She was a Caucasian woman; she retired a year ago. White male, visiting professor took her slot. The other two, myself and the other faculty slot are both White males. Both middle-aged guys.

Program C's Coordinator also mentioned retiring within the next two years.

Introduction to Summary of Findings for Program C

This section provides an overall summary of the findings for Program C. Using the components from the three leadership styles shown in the theoretical framework, Program C's Principal Preparation Program was evaluated to determine if leadership were preparing leaders who could lead in diverse schools. The results are illustrated in

201

Table 7.1 at the end of this section. Likewise, Program C was assessed based on its ability to promote diversity in their principal preparation program. This assessment was inferred by rating Program's C Principal Preparation Program for being very effective, effective, or developing. Four criterions were used from the University Council for Educational Administration (UCEA) Institutional and Program Quality Criteria and Rubric. The four elements of the Program Quality Criterion relating to diversity was used. The outcome of this assessment is displayed in Table 7.2 for Program C.

Summary of Evaluation Using Theoretical Framework

The complete results from the evidence that was gathered for Program C indicated that Program C was developing in preparing aspiring principal candidates as culturally component, culturally responsive, and socially just school leaders. There were indications that Program C provided aspiring candidates with curriculum content; instructional delivery; and assessments to acquire the knowledge, skills, and disposition to become both culturally competent, culturally responsive, and socially just leaders. The information, presented from all sources of evidence, was not adequate to say that the program was effective.

Only one component was found effective in preparing leaders to be culturally component, and that involved valuing diversity. I thought that the program did a great job with content, pedagogical strategies, creating authentic assessments, and providing excellent opportunities during the internship to work in a school environment that was culturally diverse. However, all of the other elements in the theoretical framework for leaders to be prepared as culturally competent, responsive, and socially just was found as

developing. As the program coordinator stated, "Program C is kind of a new program," and leadership also are in the process of hiring new faculty members and offering a new class delivery format. These changes could play a part in the program developing in specific areas.

A definite quality about Program C's Principal Preparation Program was that the program required students to take the Strategies for Diverse Students course. Student principal candidates gained exposure to content, strategies, and field experiences relating to cultural and diversity that they could put into practice once they started taking their educational leadership required courses and doing field experience. Once Program C completed its restructuring, leadership could focus more on providing an effective program to prepare aspiring school leaders to lead successfully in diverse school settings.

Summary of Evaluation using UCEA Criteria for Evaluating Principal Programs

The evaluation of Program C for its level of effectiveness to promote diversity in the program was measured using the UCEA Institutional and Program Quality Criterions and Scale. There were four criterions in the UCEA's Institutional and Program Quality document that concerned relating principal preparation programs to supporting diversity. The rubric's effectiveness scale was used to gauge this assessment. Programs were categorized as being very effective, effective, and establishing developing practices regarding each standard evaluated.

Effective program surpassed all the standard listed on the rubric. A program that is effective in promoting diversity is considered essential and average, and a developing program does not yet meet the standard and may be a new program that needs

restructuring. There was also a column to document no evidence. The evidence from Program C resulted in the program developing in the wide-ranging effectiveness of promoting diversity in their program.

The first criterion used from UCEA Institutional and Program Quality Criterions showed that the principal preparation program utilized an advisory board of educational leadership stakeholders and involved leadership practitioners in program planning, teaching, and field internships (Young et al., 2012). Program C was effective in this area. The program coordinator made this statement during the interview:

> We have developed a solid working relationship with our regional school
>
> districts with Horry County, Georgetown County, Florence school districts,
>
> Marion to some extent. What's happened is we have worked very closely with
>
> them. We have advisory boards of professionals from those districts that we meet
>
> with a couple of times a year to get feedback along with a student based body as
>
> well to get their perspective and, often, the students point out maybe some little
>
> glitches in process and procedures, so we get a lot of feedback that way. Those
>
> are some things, I think, are unique about our program.

The program coordinator had a lot to say about the advisory board that provided ample evidence for this criterion. He also said the following:

> We're in the midst of we're going to probably replace one of our courses in our
>
> MED which is school and community relations. We have had discussions about
>
> sprinkling the learning outcomes from that course throughout other courses and
>
> focusing in on a special education course for educational leaders.

That is a direct result of that principal's advisory group. They keep saying, "People need more, more, more special ed," and has been … I tell people all the time. One of the reasons that I think I got my job as a superintendent was the district special education was in a wreck. It was a mess. And when the board was interviewing me, they asked me what I would do and I told them. I think that's one of the reasons why I got that position.

In the second criterion, Program C was effective. The program coordinator provided evidence that illustrated that Program C's principal preparation program engaged in collaborative relationships with other universities, school districts, professional associations, and other appropriate agencies to promote diversity within the preparation program and the field and to generate sites for clinical study, field residency, and applied research (Young et al., 2012). During the interview with the program coordinator, he expressed the following:

Basically, we meet with the principal's advisory group probably three times a year. Two to three times. Sometimes more if needed, but generally, what we will do is it's really a two-way street. We kind of keep them up to date on program changes and things we've been discussing during this interview. The slip to the high bread and how that's working and so on and so forth, and in those discussions, oftentimes what will happen is they'll bring up something.

Providing evidence that the preparation program was conceptually coherent and precisely aligned with quality leadership standards and informed by current research and scholarship on the essential problems of schooling, leadership, and administration was

205

Criterion Three. This criterion mainly ensured that the principal preparation program demonstrated ways in which the content of the preparation program addressed problems of practice, including leadership for student learning and diversity. In addition, evidence should be provided to demonstrate that the processes of the preparation program were based on adult learning principles. Program C had some weak and strong areas of evidence in this criterion. From conversing with the program coordinator, the coherence relating to course syllabi content and pedagogical strategies was developing, especially with changing the format from face-to-face to online teaching. The program courses were aligned with the ELLC standards. The ELLC standards were shown on the course syllabi. Another element in this criterion talked about the adult learning theory. The program coordinator voiced that he recognized the adult learning theory in structuring the internship program for their students. From this substantial evidence, Program C was effective in the criterion.

The four UCEA criterion for Principal Preparation Programs promoting diversity showed evidence that the preparation program engaged in ongoing programmatic evaluation and enhancement. Program C was effective in this area. The coordinator stated several times that superintendents, school districts, and previous students who were currently school principals provided a suggestion on what needed to be changed in the program and what latest educational issues the program should address.

Program C was also found effective in the final criterion with displaying evidence that the principal preparation program included a supervised clinical internship in diverse settings that gave leadership candidates an opportunity to work with diverse groups of

students and teachers. From the course syllabi, educational leadership website, program catalog, and an interview with the program coordinator, information was stated that students conducted their internships in two different diverse environments, and they have a mentor principal provided to them.

Although Program C has some restructuring and redesigning that they are currently working through, the indications determine that they be effective in promoting diversity in their program. There was enough evidence that demonstrated that they promoted diversity in the criterion elements that were used from the University Council for Educational Administration (UCEA) Institutional and Program Quality Criteria and Rubric.

Chapter Seven Summary

This chapter resulted in me determining that Program C's Principal Preparation Program was developing in preparing in preparing aspiring school leaders in the program to lead as culturally competent, culturally responsive, and socially just school leaders. Program C's Principal Preparation Program was found effective in promoting diversity in the program. This rating meant that their program met basic standards with providing evidence on the rubric.

Table 7.1

Program C's Findings from the Data Analysis

Program C	Type of Leader being developed	Framework Elements of Knowledge, Skills, and Disposition	Very Effective	Effective	Developing	Source of Evidence
	Culturally Competent	Self-Awareness			✓	IC, S, I
		Self-Assessment			✓	IC, S, I
		Critical Reflection			✓	IC, S, I
		Value Diversity		✓		S, I, W
		Manage the dynamics of diversity			✓	IC, S, I, W
		Inequities in education			✓	S, I
	Culturally Responsive	Reform policy, programs, and curriculum			✓	IC, I. S
		Promote positive school climate			✓	I, W
		Hire culturally competent teachers			✓	S, I
		Emphasizes high expectations for student achievement			✓	S, I
		Search for practices that affirm students' home cultures			✓	S, I
		Increase parent and community involvement			✓	IC, S, I
	Socially Just	Increase student achievement			✓	I, S
		Create inclusive education			✓	S
		Advocate for all students, especially marginalized and students of color			✓	IC, S, I

| | | Eradicate oppression, inequities, and disparities | | | ✓ | IC, S, I |
| | | Develop resistance when faced with barriers | | | ✓ | I, IC |

Key to Identify Data Source: IC = Interview with Program Coordinator, S= Syllabi. I = Internship, W = Website,

Table 7.2

Program C Institutional and Program Quality Criteria Evaluation Form

Evidence that the program makes use of an advisory board of educational leadership stakeholders and involves leadership practitioners in program planning, teaching, and field internships.				
Advisory board			X	IC
Educational leadership stakeholder representation			X	IC
Practitioners in program planning			X	IC
Practitioners in teaching			X	IC,
Practitioners in internship			X	IC
4: Evidence that the preparation program engages in collaborative relationships with other universities, school districts, professional associations, and other appropriate.				
Elements of Diversity	Very Effective	Effective	Developing	Sources of Evidence
Promote diversity in the program and the field			X	I, IC, S, W
Generate sites for clinical study and residency			X	I, IC, S, W
Generate sites for applied research			X	IC, I
Evidence that the preparation program is (a) conceptually coherent and clearly aligned with quality leadership standards and (b) informed by current research and scholarship on the essential problems of schooling, leadership, and administration. In particular, applicants should demonstrate how the content of the preparation program addresses problems of practice including leadership for student learning and diversity. In addition, evidence should be provided to demonstrate that the processes of the preparation program are based on adult learning principles.				
	Very Effective	Effective	Developing	Source of Evidence
Conceptually coherent			X	

Standards-based			X	
Research and practice based			X	
Adult learning principles			X	
Formative and summative assessment of student performance			X	
Evidence that the preparation program engages in ongoing programmatic evaluation and enhancement.				
	Very Effective	Effective	Developing	Source of Evidence
Programmatic evaluation			X	IC
Evaluation utilization to enhance program			X	IC
Institutional support: institutionalized beyond the immediate program, evidence of institutional support of the process			X	IC
Evidence that the preparation program includes concentrated periods of study and supervised clinical practice in settings that give leadership candidates an opportunity to work with diverse groups of students and teachers.				
	Very Effective	Effective	Developing	Source of Evidence
7A: Concentrated periods of study			X	I
7B: Supervised clinical practice			X	IC, I, W
7C: Opportunities to work with diverse groups			X	IC, I, W
7D: Formative- and summative-assessment feedback			X	S, C,

CHAPTER 8

CASE STUDY FOUR - PRINCIPAL PREPARATION PROGRAM D

Introduction

In Chapter Eight, one will read about the findings from an evaluation of Program D's Principal Preparation Program. The evidence, gathered and presented from analyzing the data sources for Program D, was used to determine if the Principal Preparation Program was preparing principal candidates to lead in diverse school settings. The data in Program D were examined for elements that were defined in the theoretical framework for culturally competent, culturally responsive, and socially just school leaders. The analysis and presentation of the findings occurred in three phases: (a) documents were examined for preliminary findings; (b) a thematic analysis was conducted of the Program's Coordinator's interview; and (c) a document analysis was conducted on the content in the course syllabi. At the end of the section, a summary of the outcome was shared based on whether the program was preparing school candidates in the principal preparation program with the components of the three styles of leaders. The program was assessed using the elements in the theoretical framework and UCEA Program Criterion and Rubric. The findings of each leadership element and the sources of data that provided evidence of the result of the evaluation were illustrated at the end.

Contextual Background of Program D's University

Principal Preparation Program D is a public university founded in 1886. The university is located in a county with a population of 226,073 residents and situated in a town with an estimated population of 66,154. Program D's school is less than minutes

from the border of another state and sits on 456 acres of land. The total school enrollment is 6,109 students, with 5,091 students seeking an undergraduate degree and 1,018 students in the graduate program. There are more than 40 undergraduate majors and fields of study, as well as 30 graduate academic degree programs. Additionally, the university campus is diverse with 37.5% of the students being minorities within the United States. The graduate student body is represented by a minority rate of 27%. Students enrolled in the graduate program migrate from 26 states and 16 countries.

Program D's Mission Statement

The mission statement for Program D's educational leadership program is stated on the website. In summarizing the mission for their Principal Preparation Program, the statement showed the need to prepare future school leaders to be visionary and culturally perceptive educators. Student candidates will become instructional skilled practitioners, who can advance student achievement; knowledgeable administrators of their schools; and community stakeholders, who promote for all children and consistently demonstrate high ethical standards in all aspects of school leadership.

Overview of Program D's Principal Preparation Program

Principal Preparation Program E offers an M.Ed. in Educational Leadership that leads to Principal Certification and an Ed.S. in Educational Leadership intended to develop school district leaders who are interested in becoming superintendents. Program D utilizes the Educational Leadership Constituent Council (ELLC) standards and indicators. These standards specify the knowledge and skills that aspiring principals must demonstrate at the end of the program.

Program D's Educational Leadership Program operates using the cohort model with sequenced courses being offered 6 to 9 hours per semester. A potential principal candidate can change his or her mind to pursue the degree once he or she has to wait a full year to re-enroll on a space available basis. The students in Program D must complete a total of 42 semester hours, which includes three semesters of internship.

The faculty at Program D consist of two full-time faculty members and 10 part-time/adjunct staff. The demographic composite of the faculty is seven females and five males, with nine Whites and one African American. The current educational leadership program has 87 students, with 16 males and 71 females. The racial makeup of the students is 69 Whites, 16 Blacks, and two Latinos.

Preliminary Findings for Program D

After reading the mission statement printed on Program D's website, there is some evidence discovered relating to the theoretical framework that Program D is preparing aspiring school leaders in the Principal Preparation Program to work in multicultural and diverse school settings. The preliminary findings display that Program D's mission statement demonstrates that the program prepares ambitious educational leaders with the required knowledge to develop as a visionary leader in an educational setting. Culturally competent leaders are visionary and culturally aware of their school environments to create their school visions to promote teaching and learning for all students.

The potential school leaders are also prepared as culturally sensitive and practical leaders. This statement aligns with traits of all three leadership styles in the theoretical

framework. Preparing students to be culturally sensitive means that they are culturally aware and can respond and advocate for students. Students in Program D are receiving content and instructional training to promote teaching and learning, so all students can collaborate with all stakeholders, advocate for all children, and display an ethical disposition in all aspects of being the school principal.

Additional findings from the mission statement on the College of Education's website, which is where the Principal Preparation Program is housed, communicates that the faculty of the College of Education will ensure students receive authentic experiences. This declaration exemplifies that students in the Principal Preparation Program will receive opportunities to experience challenges based on real school issues.

The written texts on the websites establish evidence that links to the basic fundamental elements of the theoretical framework for preparing leaders for multicultural and diverse school surroundings. These preliminary findings establish a reason to pursue the next data analysis phase to discovery additional findings. The added discoveries will validate the finding concerning whether Program D's Principal Preparation Program are preparing aspiring school leaders to lead successfully in culturally diverse schools.

Interview Finding for Culturally Competent Leadership Preparation

The initial findings in Program D presented positive aspects of the program and how it prepares future principal. This information guided me into the next data analysis stage and allowed me to triangulate the data from preliminary findings and the structured interview. It was used to validate the information that the program coordinator gave during the interview and the findings from the course syllabi.

Furthermore, triangulating the evidence supports the trustworthiness of the findings. The information from examining the mission statement on the Principal Preparation Program and College of Education websites provided primary evidence that proposed that Program D was preparing students in the program to create a vision and lead successfully as culturally competent leaders. The next section will present more evidence to make that determination.

The characteristics of culturally competent leaders are shown in the theoretical framework. Competent leaders are described as school leaders who are prepared with the content knowledge and given the opportunities to (a) have cultural-awareness regarding their cultural backgrounds and other culture dissimilarities compared to theirs, (b) conduct a self-assessment on the school culture and their stereotypes and biases, (c) engage in critical reflection, (d) value diversity, (e) manage the dynamics of diversity, and (f) have an understanding of inequities in education.

Evidence of Knowledge on Cultural-Awareness

The program coordinator and an associate professor of Program D's Principal Preparation Program were interviewed to generate evidence to conclude if their program met the needs of potential school leaders leading in diverse schools. Program D's coordinator and associate professor believed that their program prided itself on providing future principal candidates with the knowledge, skills, and dispositions to work in schools that have students with high needs, poverty, and cultural diversity. The data analysis from Program D's interview showed that Program D's principal preparation program was effectively providing students content knowledge on cultural awareness.

Cultural awareness was the first element in the theoretical framework. It was an important trait that culturally competent leaders possessed to assist them to be successful in schools that were multicultural and diverse. During the interview, the program coordinator and associate professor from Program D demonstrated evidence that their program involved teaching student candidates about cultural awareness and the importance of being mindful of the different cultures of students in their school.

The first established findings were found in the data when the participants from Program D were asked to describe how their program provided knowledge to student candidates about cultural awareness. Both participants replied to the question by alternating their responses to this question. First, the program coordinator expressed that all student candidates have opportunities to learn from theory to practice about cultural awareness and the importance of knowing the background and learning about students' cultures through different instructional strategies in their courses. In one of the courses, students in Program B were required to complete research on the different cultures found in their schools. Students also acquired the knowledge about cultural awareness through reflective writing about the aspects of different cultures and how this influenced student achievement. Students were also assessed through different field experiences where they received a chance to interact in culturally diverse environments and complete projects.

The foremost exposure and learning about cultural awareness involved acquiring experience during their clinical field experiences. During their internships, the associate professor stated that student candidates gained knowledge and experience in cultural awareness when they completed three semesters of internships. During their internships,

Program D required students in the program to work in a different school compared to the school they were employed. The program coordinator elaborated more on the internship program by describing the internship:

> We try, and I think this relates to your study, the other school that they're assigned to we want to be different demographically than the school that they serve in. If they're in a suburban school that happens to serve lots of middle-class families, then we want the summer portion of their internship to be in a school that's demographically different. So, if they currently work in an affluent school they would want them to work in a high poverty school in the summer or vice versa.

Aspiring school leaders interacted with students and parents who were from different cultures during their internship. Student candidates developed an understanding of the language, communication, and tradition of cultures different than theirs, which helped them understand and relate to the students. These findings showed students in Program D were exposed to different cultures and had the opportunity to become knowledgeable and aware of other cultures. With the level of activities that Program D offered in the program, the program seemed effective in preparing aspiring leaders to be culturally aware.

Evidence of Knowledge on Self-Awareness

Sue (2001) declared that self-awareness included individuals knowing their own culture, heritage, and the likely effect of their backgrounds on individuals they worked with and the setting at which they worked. The program coordinator made this comment about the focus of their program relating to self-awareness: "In order to be a strong

school principal, we put a lot more emphasis on understanding yourself as a leader and what is your style and where are you going and how will you respond to certain situations"

This statement showed how leadership felt student candidates must know themselves in Program D. They provided students in their program with the knowledge and content to acquire the meaning of self-awareness. From conversing with the interview participants, they expressed that the courses that students took instructed and gave them the chance to gain insight into their identities, characters, and ways in which it could influence their leadership in schools, especially a school with a diverse environment. Students also have projects during their internships where they have a chance to complete a self-assessment. Self-assessments allowed student candidates to understand their biases, stereotypes, morals, values, and decipher who they were as individuals. The associate professor gave an account of ways in which the program focused on self-awareness in the discussion below:

> One of the school districts in close proximity has really been placing a strong
>
> focus on cultural diversity and understanding implicit biases that administrators
>
> have as they work with groups in schools at this point in time. Knowing that our
>
> students are gonna graduate and get jobs in that district, we have worked really
>
> hard to add a component on our biases into the principalship, which is the final
>
> class in the program.
>
> Knowing what the district expects we've tried to get a head start and say
>
> we're gonna give ours a taste of what that will be, not the exact same thing that

they will get in the district because we don't want it to be repetitive, but we want

it to be something that would lead in. So, we do quite a bit of work in the

principalship class with them on looking at your biases, what are they, and how

do you manage them.

On the basis of the evidence that was cited in the interview by the program coordinator

and associate professor, Program D was effective in providing student candidates with

the capacity to become self-aware about who they were and how to assess their personal

elements that might conflict with being successful in culturally diverse school settings.

Evidence of Valuing Diversity

When student candidates in Program D were presented with the opportunities to

work with other cultures, they showed that their program valued diversity. Valuing

diversity showed that student candidates acknowledged other cultures, understood that

everyone was different compared to their culture, and learned ways in which to accept

others by becoming self-aware through self-assessment. These were all practices that

Program D exemplified by preparing students with the knowledge on ways in which to

value diversity. Both the program coordinator and associate professor discussed the

redesign of their courses to ensure that student candidates received what they needed to

be successful in schools that were culturally diverse. This aspect showed that the program

valued diversity by focusing on the needs that the student candidates would require as

they obtained jobs. The associate professor made the following comment:

We really have tried to look at all of the diversity within our schools and say if

these are the children that are sitting in our classrooms what's the principal's

responsibility in setting a school up that would meet the needs of those children. That came in at the very beginning by restructuring one of the classes. We moved all of exceptional children's law out of the Preparing Leaders to Serve Students with Special Needs class and into the School Law classes that are taught. It was just that structuring of what we teach where we teach it to allow us to be able to put in more of those cultural pieces.

Students received more content knowledge on special needs students and the laws that affected them by restricting the content taught from one class to another. Some of the instructional strategies that the interview participates mentioned involved role-playing, reviewing literature, and reading journal articles that related different types of diversity issues in education. The fact that leadership was redesigning the program to ensure that students received the valuable and needed knowledge base showed evidence that Program B was preparing aspiring school leaders to value diversity. The data showed strong evidence that Program D was efficient in preparing student candidates in the program to value diversity.

Evidence of Managing the Dynamics of Diversity

Educational researchers voiced that leadership candidates, preparing to lead in culturally diverse schools, required the participation in authentic practices in culturally diverse school environments (Guerra & Nelson, 2008; Hafner, 2006). Program D findings showed the program was effective in preparing student candidates to manage the dynamic of diversity. The Program D's program coordinator and associate professor spoke about

ways in which their program created course offerings to ensure that students were being taught and prepared with issues in education that were most relevant.

With schools becoming culturally diverse due to demographic shifts, Program D leadership wanted to ensure that students received the necessary tools and strategies to manage the dynamics of diversity in schools. The citations from the interview informed me that the faculty of Program D lectured their potential school leaders about ways in which to respect the cultures of others to avoid conflict, thereby providing relevant assessment and experience for the student candidates to practice managing the dynamics of diversity.

It was reported that the program advised students to manage the dynamics of diversity by valuing and integrating all students' cultures into the schools' curriculum programs and policies. The coordinator commented, "We encourage our students to leave their ego at the door and realize that they're there to work just as hard as anybody else, and they have to be ready to be a courageous leader."

The interview contributors from Program D echoed each other during the interview several times about how it was important that students in their program completed three semesters of internship. Student candidates were highly involved where they completed their internship hours. They interacted with the students and faculty from different backgrounds. This interaction gave them a chance for authentic experience and practice managing the dynamics of diversity. They might have to resolve conflict or handle discipline during their clinical experiences.

Other instructional strategies, such as video conferencing, debates, critical writing, and field experiences of interacting with culturally diverse school environments, helped student candidates with managing the dynamics of diversity. The associate professor reported that written and oral communication skills were also important. Communication was one way to solve conflict. She said, "Aspiring school leaders have to know how to communicate." She emphasized that in all courses, students were learning about diversity in some form or fashion. Hence, Program D was effectively educating principal candidates about ways in which to manage, influence, and facilitate conflict surrounding diversity. The Principal Preparation Program incorporated preparation to inform students on ways in which to manage diversity.

Evidence of Impact of Inequities in Education

Program D encourages their students to accept the cultures and the differences of others. Understanding how inequities influence student achievement is an important element and trait for culturally competent school leaders. Both interviewees from Principal Preparation Program D pointed out that their program acknowledged cultural diversity in school settings and wanted to ensure that their students developed the content knowledge and had the capacity to recognize inequities in their schools.

The coordinator mentioned that students would need to know how to conduct data. Students in Program D have projects where they analyzed data. There were different types of data in schools that student candidates would have access to and be asked to make recommendations or come up with a plan. Schools could have inequities in student

achievement from the lack of quality teachers if the ethnicity of the teaching did not represent all students in the school.

Other evidence in this section showed that students acquired knowledge about funding. Inequities in school funding could influence student achievement. Students in Program D worked on a school budget project. They had to understand how to manage and budget the money allocated for different school resources. The program coordinator stated that the program educated students on ways in which to seek additional funding for their schools. He expressed,

> Then we're gonna be talking about Title One funding and how the funding can be
>
> used to enhance certain programs for certain demographic needs in the school.

> The funding from Title One benefits schools that have a high poverty rate.

If the money from the funding is used in the right way, Program D shows that students can make a difference in their schools regarding additional money for another teacher, after-school program, or whatever was needed to promote learning for the students.

Interview Findings for Preparation of Culturally Responsive Leaders

In this section, the discussion will indicate the evidence from the interview with the program coordinator and associate professor of Program D. Findings were generated determine if Program D was equipping aspiring school administrators with the necessary skills to develop into culturally responsive leaders. Discoveries were offered from the interview with the program coordinator and associate professor. In addition, the results from the content analysis of course syllabi from Program D follows. The theoretical framework list five fundamentals actions that culturally responsive leaders need to be

prepared for to be successful in culturally diverse schools. They require the skills to (a) reform policy, programs, and curriculum; (b) promote positive school climate; (c) hire culturally competent teachers; (d) emphasizes high expectations for student achievement; (e) search for practices that affirm students home cultures; and (f) increase parent and community involvement.

The overall program was determined as effective in all elements displayed in the theoretical framework for preparing school leaders to be culturally responsive school leaders. The results of the findings are summarized in Table 8.1 and Table 8.2. Table P.1 indicates the findings from analyses of the program course syllabi and is located in Appendix P. The individual findings for the elements of culturally responsive school leaders are discussed in the upcoming subsections, including the evidence.

Evidence of Skills to Reform Policy, Programs, and Curriculum

Program D's Principal Preparation Program is a reflection of what it means to reform programs and curriculum. The associate professor who has been with the university and department for 13 years explained how the program was reformed and redesigned to ensure that they could prepare aspiring school leader with the skills to reform policy, program, and curriculum. From the findings and evidence that linked back to the theoretical framework, Program D was preparing aspiring school leaders to be successful in diverse school environments.

Data that provided evidence of the findings were found when the program coordinator talked about the school turnaround project that the associated professor assigned to students in one of the courses that she taught. He described the following:

The associate professor, for example, does a big school turnaround project in one

of her classes where students have to actually go out and study a school that's

struggling academically and then works with that principal and others to try to

develop strategies for helping the school to improve.

She chimed in and added that in this turnaround project, students collected and used data

to identify school goals, assess organizational effectiveness, and create and implement

plans to achieve school goals. Students in the program tried to identify the root causes of

the opportunity gap and low student achievement. Student candidates researched school

data, developed professional development plans, and looked at cultural demographics and

anything that might have an influence on the success of students in the program. Then,

student candidates created an improvement plan and made suggestions to reform the

programs, policy, and curriculum.

This turnaround project provided multiple skills to aspiring school leaders. It

focused on developing aspiring school leaders with the knowledge and skills to serve

diverse populations. It also showed ways in which to analyze school data to make a

decision about restructuring and reforming policy and programs in the school to benefit

and support all students.

Evidence of Skills to Promote Positive School Climate

Hoy et al. (1990) stated that student success and achievement was influenced by

the school leader creating a positive school climate that is conducive to learning. There

was a variety of ways that the school principal could create a positive school climate.

Supporting the teachers represented one way. Program D participants were asked what

leadership theories were taught to students in the program. The associate professor replied to this by making the following comment:

> In leadership from the beginning to the end we focus a lot on servant leadership and that we are here only to ensure that teachers are in a situation where they can actually be successful working with our children, that we're not the most important people in school, so we encourage our students to leave their ego at the door and realize that they're there to work just as hard as anybody else, and they have to be ready to be a courageous leader.
>
> We really do focus a lot on that kind of things, that this is not all about you and that you need teacher leaders to be part of your team to help you grow a school. You can't do it by yourself. I'm not sure if that's what you're referring to with the theories or not, but.

This comment was an example of providing students in the program with how to create a positive school environment. The principal had to provide an environment where the teacher could do his or her job. They are important to the success of the students.

Students received a lot of experience during their internships, thereby developing skills to promote a positive school climate. They were assigned a mentor at their school and had a day that they shadowed the school principal. Shadowing the principal gave them a chance to see the principal model ways to create a positive school environment.

Another example that showed evidence that Program D was preparing their students how to promote a positive school environment was given by the program coordinator:

I think what we try to help our students understand is that, and I know our faculty always talks about the importance of relationships and so on, so I think we definitely land on that in terms of how we treat students and how we hope that they go out and treat others when they're in leadership roles is around helping people to maximize their potential.

Program D prepared student candidates by stressing to them the importance of building positive relationships and ways in which to treat students. Building relationships and being nice goes a long way with adults and students. Therefore, from these findings, Program D was effective in preparing students for the program with the skill of promoting a positive school culture. This preparation was a skill that culturally responsive leaders need to have when they respond to issues regarding culture and diversity in schools.

Evidence of Skills to Hire Culturally Competent Teachers

Every student needs to recognize that their individual culture is appreciated, respected, and valued by their school (Gay, 2010). Principals who are prepared with the skills to hire culturally competent teachers have the ability to perceive that they care for all students, especially those in a culturally diverse school setting. Evidence from the interview with the program coordinator and associate professor showed that Program D was preparing school leaders with the skills to hire culturally competent teachers. Program D interview participants indicated that students conducted mock interviews with other students in the program. This practice guided the student candidates on ways in

which to recognize the needs of the students when hiring teachers. Assessing the school population and ensuring that students saw teachers that looked like them was important.

In addition, the associate professor talked to school principals about getting teachers to stay when they were there. The program's leadership told student principal candidates to ensure that they valued teachers once they got there. If a teacher did not have the culturally competent skills, the principal needed to bring in the support or provide the professional development for that teacher, so he or she could become culturally competent.

> We've really been hit by that though. There for a long time, we were hearing about teachers losing the joy of teaching, and we were also hearing about some of the things and the way that teachers don't get in and feel valued. They leave so quickly, and we see that as one of the key players is the school's principal.
>
> They will stay if the principal knows how to value and the recognize them and to inspire them to do the work that needs to be done. So that inspiration part has become something that we have really embraced probably in the last couple years more so than ever before saying that our students can't come out and just know how to go run a school and study data and tell people what to do. They have to know how to work with people and inspire them to understand that look at the difference you can make.

These findings showed Program D was preparing aspiring school leaders in the program with the skills to hire culturally competent school leaders.

Evidence of Skills to Emphasizes High Expectations for Student Achievement

One way that culturally responsive school leaders emphasize high expectation for student achievement is to hire culturally competent school leaders to teach and promote learning in the classroom (Khalifa et al., 2016). Program D's Principal Preparation program focuses on preparing aspiring principals with the skills to have high expectation for all students. This was evident and seen during the interview with the program coordinator and associate professor. The program coordinator stated, "Everything that we teach goes back to the ongoing emphasis on trying to ensure that all children are achieving at appropriately high levels." This aspect is evidence that Program D is preparing their students with the skills to emphasize high expectations for student achievement.

Other evidence is when the interviewees explained components of their internship. The internship provides student candidates with working directly in schools and attaining the chance to practice and develop their skills.The program coordinator added this comment:

> We don't necessarily count hours and how much time people spend during the internship, but rather we're looking for quality of work and the relationship they build with the principal in the building as they are working as a team. The internship is activity based, and it is standards-based, and it is a full year long.

These findings support the element in the theoretical framework and validate that Program D is effective at preparing school leaders to hold high expectations for all students. The program coordinator illustrated that leadership wanted their student

candidates to learn skills, such as teambuilding, collaboration, and building partnerships. Having high expectation for students are qualities that it takes for a culturally responsive school leaders to increase student achievement.

Evidence of Skills to Search for Practices That Affirm Students Home Cultures

School leaders that contribute to learning by searching for practices that affirm students' home cultures illustrates that they are creating a connection between students' home and school lives (Ladson-Billings, 1994). Program D Principal Preparation Program is focused on preparing potential school leaders in their program to recognize students' cultures and differences. The skills that students acquire to search for practices that affirm students home cultures are learned in the classrooms during lectures, project, writing activities, and during their internship.

The program coordinator and associate professors expressed and emphasized, "culture and working with children of different backgrounds have also become an element addressed in all of our courses. During their internship, students observe and evaluate teachers." This is an opportunity that student candidates can provide feedback to teachers in the classroom who are not using the different instructional strategies to personalize learning for students that may need that to happen. Student candidates can help the teachers develop lesson plans to use and strategies for instructions. This evidence is conclusive and shows that Program D does prepare students, based on the element in the theoretical framework that culturally responsive students need to respond to diverse school environments.

Evidence of Skills to Increase Parent and Community Involvement

The evidence that showed that students in Program D were being prepared to increase parent and community involvement is shown in the content, instructional strategies, and assessments that students receive in the classroom. Students were required to do a project in their school to understand families and communities around the school. In addition, during their internship, they interacted with parents and the community by attending extra curriculum activities and PTA. They also communicated with parents about disciplinary issues and experienced handling a parent conference. During these events, the student in the program obtained the skills to increase parent and community involvement. Two findings from the interview showed that Progam D was effectively preparing aspiring school leaders with culturally responsive leadership skills to increase parent and community involvement.

Interview Findings for Preparing with Disposition of Socially Just Leaders

This last segment of the interview results for Program D showed findings to determine if Program D was preparing aspiring principal candidates as socially just school leaders. Socially just leaders are defined by having the lead actions and dispositions that (a) increase student achievement; (b) create inclusive education; (c) advocate for all students, especially marginalized and students of color; (d) eradicate oppression, inequities, and disparities; and (e) develop resistance when faced with barriers. These five dispositions are analyzed in the interview data for findings and evidence. The findings for this section are based on the evidence from the interview with

232

Program D's program coordinator and associate professor. It was concluded that the program was developing in this area

Evidence of Disposition to Increase Student Achievement

Socially just school leaders have the disposition to increase student achievement. They are prepared to understand how ethical behavior and school culture can influence the student. Program D prepares students with the disposition to increase student behavior when students have completed projects where they are required to look at data and develop an improvement plan. Program D has meetings with prior graduate students in the program who are now principals. Program D tries to discover the latest assessments that are being given in school. The program coordinator stated they talked to students about accountability:

> We are in an era of high stakes accountability that we're in that ultimately what people are so keenly focused on is if we're gonna have the types of proficiencies that we want that means we're gonna have to be more effective at reaching out to students.

Program D wants to make certain that their students are aware of accountability law. The interview contributors from Program D were asked how students in their program learned to increase student achievement. They expressed that in the classrooms, students were prepared by participating in discussions and making recommendations; they received projects to develop a specific plan that they had to present in class, and they did simulations. Students in the program have the opportunity to practice their skills at feedback, presentations, and school improvement planning. Improvement plans focus on

233

student achievement. Program D was developing in this area because there was not enough data that indicated effective preparation in social justice for principal candidates in this element of the theoretical framework.

Evidence in the Disposition to Create Inclusive Education

Educational researchers have proposed that socially just principal leadership is the key to producing and sustaining inclusive education that works for all students (Capper, Frattura, & Keyes, 2000; Riehl, 2000). Principal Preparation Program D leadership recognize the importance of preparing aspiring leaders as socially just leaders, thereby creating inclusive education for studies with special needs. The associate professor stated that teachers were rearranging classes to ensure that special education and students with exceptional needs were addressed. She expressed the following:

> The other class that really got a big shift with that was the one that we had on
>
> leadership for special needs. There's been one course really looking at the
>
> principal's role in serving children not just with exceptional needs, even though
>
> that is part of it, but how do we work with our schools.

In another statement, the associate professor stated they have a course called Preparing Leaders to Serve Students with Special Needs. She explained the classes as ones that prepared aspiring school administrators in assisting and guiding teachers, as they worked with children with special and unique needs. Students in the principal preparation program focused on developing knowledge and skills to serve diverse populations. From discussing this course with the interview participants, it was found that it was designed to address issues related to programs for diverse groups within the

school. Several types of students were studied in the course, including students with various disabilities, gifted learners, students from poverty, and English Language Learners. Attention was given to what aspiring school leaders needed to know to lead successfully in schools for diverse student populations in an inclusive school environment.

The associate professor also mentioned that leadership wanted to isolate the laws pertaining to special education and students with diverse needs, so it was moved out of the Preparing Leaders to Serve Students with Special Needs course to the School Law Course. She felt that the laws and policies would get more attention and be focused on more. With these findings, Program D showed that leadership were at the borderline of being effective. Due to the fact that the interview participants did not specifically talk about inclusive educations, the program was developing in this area of preparing leaders as socially just leaders to create inclusive education.

Evidence in the Disposition to Advocate for All Students

One of the main tenets of socially just school leaders is advocating for students who are marginalized, oppressed, or treated unfairly in education. When Program D interview participants were asked about the theories teachers in the program used to teach aspiring principal candidates about diversity, the program coordinator said the following:

> I think that we are pretty much on the social justice issues as far as making sure we serve all children to the best that we can at any point in time. That keeps coming up in a lot that we do.

He stated almost all principal preparation courses in Program D helped student candidates learn about ways in which to advocate for students. Program D prepared their students to advocate for students regarding costs, curriculum, programs, policies, course tracking, and getting support from outside services. Students get to practice during their internship on advocating for students. They have to attend board meetings, analyze data, write improvement plans, and interview the principals at their schools to ask them about social justice issues. Therefore, with the amount of evidence found in the interview, Program D was still developing in preparing school leaders to advocate for all students. Leadership made significant growth, according to the interview participants, but still needed to advance in the content knowledge and instruction.

Evidence in the Disposition to Eradicate Oppression, Inequities, and Disparities

Socially just school leaders transform schools and eliminate oppression, inequities, and disparities. There was not a great amount of evidence in the interview data relating to Program D preparing school leaders with the disposition to eradicate oppression, inequities, and disparities. There were brief comments relating to preparing school leaders to focus on the needs of children from different cultures, and particularly those in poverty.

The associate professor indicated, "We work with our schools that have a growing ESL population or have a large poverty group, children that are homeless, children that have a lot of different medical needs." This statement showed that Program D was preparing and providing students in their program who were potential school leaders with

236

the experience to deal with different groups of students who have been historically oppressed, marginalized, and have suffered from inequities and disparities in education.

The coordinator and professor again focused on how their internship was unique by offering three semesters of internship in different environments for students in the program. They also reported that their program was redesigning the curriculum to add issues that were recommended by advisory groups and students who had previously graduated from their program and were now principals. However, Program D did not show enough evidence to be effective in preparing students for the program with this disposition; therefore, the program was considered as developing still from the findings.

Evidence in the Disposition to Develop Resistance When Faced with Barriers

Socially just leaders can be faced with many barriers when advocating for students on equity issues, inclusion, marginalization, or special education matters. Principal preparation programs must prepare students to develop resistance to support what is right and fair for all students. Program D showed leadership were preparing aspiring school leaders with the disposition to develop resistance when faced with barriers.

One way that Program D prepared students in the educational leadership preparation program was to make certain that student candidates were familiar with the policies relating to political, social, economic, and legal topics. Program D prepared students on these topics in their school law class. Students completed projects in their law classes relating to social justice issues. The school laws class provided aspiring school leaders with content about ways in which power and political skills could influence local,

state, or federal. Therefore, Program D was still developing in preparing school leaders in this element from the theoretical framework. The findings were not seen during the interview that their Principal Preparation Program was at an effective level.

Introduction of Findings for Program D from Course Syllabi

Program D's Principal Preparation Program consists of 42 credit hours. There are nine hours of core classes that students must take before they can take any of the educational leadership major courses. Student principal candidates must also take three semesters of internship. The syllabi for the Educational Leadership major courses for Program D listed the Educational Leadership Constituent Council Standards (ELCC) and the Professional Standards for Educational Leaders (PSEL) that were addressed in each class.

A content analysis was performed for each syllabus to determine evidence connecting the elements and themes in the theoretical framework. The conclusions from the course syllabi were utilized to decide if Program D was preparing culturally competent, responsive, and socially just school leaders to be successful as school leaders in schools that were culturally diverse. The succeeding section presents a description of the data findings, and the comprehensive results are presented in Table P.1 (see Appendix P). A list of the names of the courses is listed in Table P.1.

Program D's Syllabi Course Content Findings

The first nine hours that students in Program D must take involve Educational Research, Design, and Analysis; Schooling in American Society; and Advanced Educational Psychology. These courses are part of the general education classes for all

238

graduate students enrolled in the majors in the College of Education. A brief description is provided below the class, but due to not being able to obtain the syllabi for these courses, a complete analysis will not be shown in Table P.1.

In the educational research, design core, students are taught principles, methods, and procedures of educational research, design, and analysis. During the course, students have to develop a proposal outlining a study, project, or practicum. Schooling in American Society is a course for teachers, administrators, counselors, and other school personnel at Program D that emphasize key issues related to teaching and leading in a democracy. Students in this course explore the social, historical, legal, and philosophical foundations of American education and how these foundations affect contemporary schools. The last education core course is Advanced Educational Psychology. In this course, students examine contemporary research, issues, and trends and their application to effective leadership, critical inquiry, and stewardship in educational professions.

This section will provide an analysis of the 27 hours of the educational leadership course. The internship courses' analysis will be presented in a separate section. Program D's courses provided content on practical topics and themes that were essential for aspiring school leaders to be successful in culturally diverse school settings. All of the courses in Program D were aligned to the ELLC standards in scanning and examining syllabi of the nine major courses.

The finding from the analysis from Program D's course syllabi illustrated the following in reference to the number of courses that addressed a specific ELLC standard: five courses addressed ELLC Standard One; six addressed ELLC Standard Two; four

courses addressed ELLC Standard Three; seven courses addressed ELLC Standards Four and Five were listed in seven courses; and six courses addressed ELLC Standard Six.

The courses that contained elements of ELLC Standards Four in Program D's Principal Preparation Program were linked many of the knowledge, skills, and disposition that were shown in the theoretical framework for Culturally Competent, Responsive, and Socially Just Leaders. The seven courses that indicated elements of ELLC Standard Four delivered instruction on topics relating to collaborating with faculty and community members and collecting and analyzing information pertinent to improve the school's educational environment. Program D courses provided student candidates with skills to identify and mobilize effective community resources; school-based cultural competence; and diverse cultural, social, and intellectual community resources. The findings from these specific courses showed that Program D was providing student candidates with the knowledge, skills, and disposition to effectively prepare students to lead successfully in schools with culturally diverse school settings.

There was a significant amount of the educational leadership courses with components of ELLC Standard Five. Courses focused on themes and skills that culturally responsive leaders needed to know to respond to culturally diverse environments and socially just leaders required to advocate for all students, especially marginalized. ELLC Standard Five prepared student candidates in Program D with the knowledge that promoted the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success.

These are dispositions that socially just school leaders display in culturally diverse schools. Socially just leaders have the knowledge of culturally competent leaders and can model school principles of self-awareness, reflective practice, transparency, and ethical behavior, as related to being a school leader. The course syllabi demonstrated that Program D provided content, so that their students could evaluate the potential moral and legal consequences of decision making in the school and promoting social justice within the school to ensure that individual students needed inform all aspects of schooling. Program D syllabi analysis generated evidence courses that contained ELLC Standard Five were preparing potential school leaders to lead in a diverse school.

ELLC Standard Six has illustrated in six of the courses in Program D. This standard was an important one that acknowledged a lot of the content as critically important to socially just leaders. The courses in Program D that contained ELLC Standard Six prepared students to reform education and improve the social opportunities of students, particularly in settings where there were issues of student marginalization. Themes and course topics covered policies, laws, and regulations that were enacted by the state, local, and federal authorities and affected schools, as well as covered the effects that poverty and disadvantages posed to the schools. Students gained the capacity to lead in schools that are multicultural.

Elements of Standards One, Two, and Three were mentioned in 4 to 6 of the courses in Program D. These courses contained content from ELLC Standard One, thereby preparing students with theories relevant to building, articulating, implementing, and stewarding a school vision through assessing data for school improvement. ELLC

241

Standard Two provided students in Program D with materials on theories relating to curriculum development and instructional delivery, how to measure teacher evaluation, provided quality professional development for faculty and staff, and how to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

The findings showed that Program D prepared culturally competent, responsive, and socially just school leaders with content knowledge about managing and organizing a school, creating a safe learning school environment, allocating human and capital resources, and allocating duties to faculty and staff. These were elements from ELLC Standard Three. Courses with themes connecting to ELLC Standard Four indicated students in Program D were effectively being prepared to lead successfully in culturally diverse school systems. Students acquired knowledge in areas about collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. The elements in ELLC Standard Four represented and linked to the concept in the theoretical framework. It provided student candidates ways in which to promote teaching and learning for diverse students.

Program D's Syllabi Pedagogical Instructional Findings

Program D's course syllabi content analysis revealed that the program provided various teaching methods and instructional strategies to prepare students for the program. Each course syllabus displayed the teaching methods that were used in the courses. The findings from this analysis related to instructional strategies that were used to prepare

aspiring school leaders for leadership in schools with a diverse population. Some of the pedagogical teaching strategies that were found as used by faculty members in the Educational Leadership Department for Program D were known to be used to help students become critically aware and conscious of cultural diversity. Students participated in role-playing, reflections, case studies, field experience, simulation, and mock interviews. Role-playing occurred in the school personnel class. The student also conducted mock interviews in this class. These two instructional strategies were effective for students in the program to become self-aware on some issues because they have other people who critiqued them.

Other methods, used in Program B's content, included providing lectures, encouraging student participation, and giving presentations. In almost every course in Program B, students presented some type of project, reading, video, or reading related to a cultural issue. Presenting in class helped aspiring principals with their communication skills. Communication skills are important as a school leader. It is also critical to learn how to communicate effectively with individuals from different cultures. This knowledge helps manage the dynamics of diversity, which is one of the elements in the theoretical framework. Therefore, Program D was preparing students to lead with diversity in schools. Moreover, Program D showed the program effectively prepared student candidates with the mindset to work with all students, especially a multicultural school environment. Content is delivered with methods and strategies to help students become more conscious and critically aware of the values of different cultures and values that will be represented in school environments.

Program B's Syllabi Course Assessment Findings

The concluding analysis piece for Program D's course syllabi included evidence and outcome for the assessments used in the course for Program D. Program D's Principal Preparation Program utilized various assessments to measure and assess the knowledge, skills, and dispositions of students in the principal preparation program. This analysis was intended to examine and determine if aspiring school leaders in Program D could lead successfully in schools with culturally diverse settings.

There was evidence of several assessments that Program D assigned to students that were geared to cultural awareness. In one of the courses, students in the program had to do a cultural analysis assignment. Students have to design a short survey that specifically addressed climate and instruction in the school. They have to administer their survey to at least 12 people in their school and summarize the findings, making recommendations based on the data received. In another assessment that embedded culture, students in the program read a book on leadership and school culture, preparing a three-page book review to present during class.

Additional evidence was shown in a field experience assessment. Students in Program D have to visit a school with a special population, which the students have limited experience serving. During their visit, they ask questions that they have formulated. After their visit, they write a summary and present it in class. Another assessment is the Turn Around Project that students have to do in the special needs course. Aspiring school leaders have to study the neighborhoods that attend their schools and find information on the school boundaries and the demographics of each

neighborhood (e.g., economically, educational attainment, crime statistics, etc.). Then they use the data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals. In addition, the student candidates collect and analyze a wide range of data on the school to begin to identify the root causes of the low student achievement.

Program D has a variety of assessments that demonstrate that they are effectively preparing their aspiring school leaders to lead in culturally diverse schools as competent, responsive, and socially just leaders. Some of the other assessment findings involved taking midterm and final exams; completing questions on Blackboard, teacher supervision, and evaluation (walkthroughs, formal observations, conferences, and growth plans); reading and reflecting on Blackboard, interviews with administrators, and video projects; evaluating a lesson, career stage activity; comparing and contrasting teacher evaluation instruments; and reviewing and summarizing school evaluation plans.

Program D's Internship Findings

Program D's internship findings showed that the program was effectively preparing aspiring leaders to work and be successful in culturally diverse schools. Student candidates in Program D's Principal Preparation Program Internship have three semesters of internship. The first internship class starts in the summer. Students in the program have 20 activities that are required, and some that are mandatory. They also have to reflect on their activities. The internship is not based on the number of hours students perform but the quality of their work. Their internships are not all completed at

the same school. They have to serve in a school that is demographically different

compared to the school that they work.

There was evidence perceived in Program D's program that reflected that student

candidates were being prepared to serve in diverse school populations. The findings were

revealed in the course syllabi. An aspiring student in Program D was required to develop

a 3-year history of school data to compare the school's demographic data, student

achievement data, and perception data. After collecting the data, they have to plan a

PowerPoint presentation for the school leadership team to highlight their findings.

Recommendations for school improvement and professional development must be

included by the student. In another activity, the student candidate gathered a small focus

group or data team to analyze a particular school need to compile the feedback and

suggestions for the principal. Potential school leaders in Program D have a chance to

interact with parents and the community when they accompanied the principal to a

community meeting where the principal was the school representative; they also attended

back-to-school events and participated in PTA. All these activities prepared students in

Program D as culturally competent, responsive, and socially just school leaders.

<div align="center">

Additional Findings

</div>

There were additional findings for Program D. One of the findings was a

comment that the program coordinator made about the delivery format of their program:

"We are a face-to-face only program. We occasionally might have a class meeting that

occurs through some sort of video conferencing software, but that's very occasional." The

program coordinator and the associate professor both expressed that having their classes

in the traditional, face-to-face delivery format had the potential to create a loss of students enrolling in their program. Another competing challenge was that students were required to complete 42 hours in the program. Other programs in this area did not require as many. Program D interviewees demonstrated concern with competing with other principal preparation programs.

Another interesting fact that Program D's leadership shared during the interview related to the partnership that they have with another school district. Program D was part of a principal pipeline program. The coordinator explained the following:

We have extremely close partnerships with the districts that are represented by our students. A neighboring state's school district program is one where the school district actually chooses students, and they filter students who then apply to our program.

Then we involve their administrators very, very closely with our program, and then the same thing with the Old English Consortium. The first step of getting into our program for folks is to receive a blessing from their district, so we have probably the tightest partnerships with districts that I'm familiar with.

This conversation continued with both Program D's coordinator and Programs D's associate professor informing me about partnerships that their program was involved with:

The neighboring state's school district was one of the original pipeline schools working with Wallace Foundation. We were their first university partner in that process. This has been a real blessing for us because it has put us in contact with

247

other principal prep programs from across the country that are also working as part of the Wallace Pipeline Projects.

It has brought us together periodically. At the same time, we have ongoing conversations with the other pipeline universities or programs that serve our neighboring state. So rather than us being in competition with four other local universities within our proximity, they know what we do, and we know what they do.

We know what our differences are and how we set up the program. So, if a person is looking for a program, and we aren't the right fit we can recommend that they go somewhere else and vice versa because the programs are all set up and organized a little bit more uniquely.

This was a unique finding from Program D. It also showed the level of collaboration that they have with other principal preparation programs and working with the prominent Wallace Foundation.

Summary of Findings for Program D

This section provides an overall summary of the findings for Program D using the components from the three leadership styles shown in the theoretical framework; Program D's Principal Preparation Program was evaluated to determine if it was preparing leaders who could lead in diverse schools. The results are illustrated in Table 8.1 at the end of this section. Likewise, Program D was assessed based on its ability to promote diversity in their principal preparation program. This assessment was inferred by rating Program's D Principal Preparation Program for being effective, effective, or

developing. Four criterions were used from the University Council for Educational

Administration (UCEA) Institutional and Program Quality Criteria and Rubric. The

outcome of this assessment is displayed in Table 8.2 for Program D.

Summary of Evaluation Using Theoretical Framework

The final overall outcome from the evidence that was collected and analyzed for

Program D indicated that principal preparation was effective in preparing aspiring

principal candidates as culturally component, culturally responsive, and socially just

school leaders. There were strong indications in Program D's course syllabi that showed

leadership provided aspiring candidates with content, instructional strategies, and

assessments to acquire the knowledge, skills, and disposition to become culturally

competent, culturally responsive, and socially just leaders. Their internship was very

effective in preparing students to work in diverse school environments as school leaders.

All of the components were there to gain the authentic experience, to interact with a

culturally diverse faculty and study body, and to get practice in real day-to-day issues that

school leaders might face. Each of the elements in the theoretical framework was present

in the internship.

Summary of Evaluation using UCEA Criteria for Evaluating Principal Programs

The evaluation of Program D for its level of effectiveness to encourage diversity

in the program was assessed by means of UCEA's Institutional and Program Quality

Criterions and Scale. There were four conditions relating to diversity in the UCEA's

Institutional and Program Quality. The effectiveness scale from the Criteria for

Evaluating Principal Programs was used to measure this assessment. Programs were

characterized as being very effective, effective, and establishing developing practices regarding each standard evaluated.

With the first criterion concerning advisory boards, Program D was found effective. Leadership have an advisory board or committee exists and is engaged in program planning. The advisory board has representatives from schools and districts in the programs, and they meet regularly. Program D's advisory board also has four or more school or district leaders and other stakeholders (e.g., the advisory board) with whom faculty consults during program design, redesign, or accreditation, and with whom program faculty has an ongoing program-planning discussion.

The next criterion relates to collaborating to promote diversity with other educational organizations. Program D was found effective in this area. Their program had a cooperative relationship with one or more local districts, professional associations, or other agencies to promote diversity within the preparation program. Program D demonstrates a collaborative relationship with one or more local districts, professional associations, or other agencies to develop sites for clinical study and residency.

With the third criterion, Program D provides evidence that their preparation program is conceptually coherent and clearly aligned with quality leadership standards and informed by current research and scholarship on the essential problems of schooling, leadership, and administration. This aspect was shown in the analysis of the interview with the program coordinator and associate professor, as well as in the course syllabi. Program D's Principal Preparation Program formally explored the articulated theory of action for the course sequences, teaching strategies, learning activities, and assessments.

The syllabi indicated a rich blend of research- and practice-based content that addressed the essential problems of schooling, leadership, and administration. These findings were evident from the interview and syllabi also.

The fourth criterion required that the Principal Preparation Program at School D must provide evidence that leadership engaged in ongoing programmatic evaluation and enhancement. Program D showed evidence in the interview with the program coordinator and associate professor. They were effective in this area. The interview participants stated that they engaged in program evaluation annually. In addition, program evaluation included a review of course content, pedagogy, assessments, and graduate outcomes over a 3- to 5-year time frame with the national accreditation agency.

In the final criterion, Program D showed evidence that the preparation program included concentrated periods of study and supervised clinical practice in settings that gave leadership candidates an opportunity to work with diverse groups of students and teachers. Students in the program have the opportunity to work in a culturally diverse environment. Their program was effective in this area. Therefore, Program D was found as an effective program in promoting diversity in every category and in the criterion relating the advisory board and internship. Results can be seen in Table P.1.

Summary of Program D

Program D interview participants and their course syllabi showed strong evidence that leadership were on the right track in effectively preparing aspiring school leaders to be prepared for success in school environments that are culturally diverse. From statements made during the interview from the program coordinator and the associate

professor, Program D utilizes a variety of stakeholders to assist students to be successful

leaders in today's schools. They have already taken an initiative to rebuild their program

to make it better and to prepare better school leaders. The program coordinator stated the

following:

> As we rebuilt the program we did a lot of curriculum alignment, so we got rid of a
>
> lot of redundancies. It wasn't what the professor felt comfortable with and what
>
> they wanted to teach. It was more of an alignment from what principals need to
>
> know and be able to do, very standards-based. We did a lot of backward planning,
>
> the same way that you would do in a school setting.

This statement showed dedication from Program D to ensure that students were being

given the knowledge, skills, and disposition for what they needed to be successful as

school leaders.

Throughout the interview with the participates in Program D, the program

coordinator and associate professor continue to emphasize that it was important to their

program offered students the knowledge that will prepare them to be successful school

leaders for today schools. The participants conversed about their advisory group helping

to ensure that their program prepared aspiring school leaders with what they needed:

> We brought in an advisory board to work with us, so it wasn't just the people that
>
> were here in the university trying to create the program. We brought in principals
>
> and assistant principals and central office staff from different districts and said,
>
> "Come work at the table with us." So twice a year we would have those folks

come in for a breakfast meeting, and we would give then a quick overview or update of where we were with revising the program.

They would then work on certain projects for us. We might say in our curriculum course we want to ensure that we're dealing with some of the assessments that are most relevant right now. What should our students be learning, and knowing, and doing as part of a curriculum course where these are our objectives. They really helped us build the content that went into the curriculum that we were doing.

Although this statement did not reflect evidence of ways in which students were being prepared, it did reflect how Program D prepared students with the right knowledge, skills, and disposition to become a school leader. Program D ensured that leadership involved other stakeholders in developing a principal preparation program that would effectively prepare and develop school leaders to work in all school environments.

Program D's course syllabi reflected that leadership effectively prepared their students when an analysis was completed on the content, pedagogical strategies, and assessments. The courses showed coherence, and these were taught in sequence. Each course was aligned to the ELLC standards and other professional standards used by Program D's Educational Leadership Department.

Table 8.1

Program D's Findings from the Data Analysis

Program D	Type of Leader being developed	Framework Elements of Knowledge, Skills, and Disposition	Very Effective	Effective	Developing	Source of Evidence
	Culturally Competent	Self-Awareness		✓		IC, S, I
		Self-Assessment		✓		IC, S, I
		Critical Reflection		✓		IC, S, I
		Value Diversity		✓		S, I, W
		Manage the dynamics of diversity		✓		IC, S, I, W
		Inequities in education		✓		S, I
	Culturally Responsive	Reform policy, programs, and curriculum		✓		IC, I. S
		Promote positive school climate		✓		I, W
		Hire culturally competent teachers		✓		S, I
		Emphasizes high expectations for student achievement		✓		S, I
		Search for practices that affirm students' home cultures		✓		S, I
		Increase parent and community involvement		✓		IC, S, I
	Socially Just	Increase student achievement		✓		I, S
		Create inclusive education		✓		S
		Advocate for all students, especially marginalized and students of color		✓		IC, S,I

254

| | | Eradicate oppression, inequities, and disparities | | ✓ | | IC, S, I |
| | | Develop resistance when faced with barriers | | ✓ | | I, IC |

Key to Identify Data Source: IC = Interview with Program Coordinator, S= Syllabi. I = Internship, W = Website,

Table 8.2

Program D's Institutional and Program Quality Criteria Evaluation Form

Evidence that the program makes use of an advisory board of educational leadership stakeholders and involves leadership practitioners in program planning, teaching, and field internships.				
	Very Effective	Effective	Developing	Sources of Evidence
Advisory board		X		IC
Educational leadership stakeholder representation		X		IC
Practitioners in program planning		X		IC
Practitioners in teaching		X		IC,
Practitioners in internship		X		IC
Evidence that the preparation program engages in collaborative relationships with other universities, school districts, professional associations, and other appropriate.				
	Very Effective	Effective	Developing	Sources of Evidence
Promote diversity in the program and the field		X		I, IC, S, W
Generate sites for clinical study and residency		X		I, IC, S, W
Generate sites for applied research		X		IC, I
Evidence that the preparation program is (a) conceptually coherent and clearly aligned with quality leadership standards and (b) informed by current research and scholarship on the essential problems of schooling, leadership, and administration. In particular, applicants should demonstrate how the content of the preparation program addresses problems of practice including leadership for student learning and diversity. In addition, evidence should be provided to demonstrate that the processes of the preparation program are based on adult learning principles.				
	Very Effective	Effective	Developing	Source of Evidence
Conceptually coherent		x	X	

Standards-based		X		
Research and practice based		X		
Adult learning principles		X		
Formative and summative assessment of student performance		X		
Evidence that the preparation program engages in ongoing programmatic evaluation and enhancement.				
	Very Effective	Effective	Developing	Sources of Evidence
Programmatic evaluation		X		IC
Evaluation utilization to enhance program		X		IC
Institutional support: institutionalized beyond the immediate program, evidence of institutional support of the process		X		IC
Evidence that the preparation program includes concentrated periods of study and supervised clinical practice in settings that give leadership candidates an opportunity to work with diverse groups of students and teachers.				
Elements of Diversity	Very Effective	Effective	Developing	Source of Evidence
Concentrated periods of study			X	I
Supervised clinical practice	X			IC, I, W
Opportunities to work with diverse groups	X			IC, I, W
Formative- and summative-assessment feedback	X			S, C,

Chapter Eight Summary

Chapter Eight provided an analysis of the data collected for this study. Evidence and findings were presented from the interview with the Principal Preparation Program D's program coordinator and associate professor. The document analysis of the school's website content and the program's course syllabi was also included. The findings in this chapter, established from the evidence, showed that Program D was effective in preparing school leaders to lead successfully in culturally diverse schools. Evidence also showed that the program effectively prepared aspiring school leaders in their principal preparation program to be culturally competent and culturally responsive leaders. Program D was not effectively preparing school leaders as socially just leaders. They were found as still developing in some of the elements: eradicating oppression, inequities, and disparities and developing resistance when faced with barriers.

CHAPTER NINE

CROSS-CASE ANALYSIS

This chapter presents a cross-case analysis of the similarities and differences in the four principal preparation programs in regards to preparing aspiring school leaders for diverse school settings. The purpose of the study was to evaluate and assess whether prospective school leaders were being prepared by their principal preparation programs to lead successfully in schools that have a culturally diverse environment. There has been a plethora of researched that focused on the elements of an exemplary and effective principal preparation program. Educational researchers have suggested that principal preparation programs utilize strategies that capitalize on increasing learning, leadership identity, cohorts, adult learning theories, learner-centered pedagogical strategies, and faculty and mentor support (Darling-Hammond et al., 2007). Davis et al. (2005) proposed seven key features of an effective principal preparation. This cross-case analysis presented findings using five of those features: (a) curricular coherence, (b) cohort model, (c) program content, (d) pedagogical strategies, and (e) authentic field experiences/internships, as well as the findings from the theoretical framework for preparing aspiring school leaders as culturally competent, culturally responsive, and socially just leaders

Mission Statement

A mission statement is written by an educational organization to illustrate the desired output that leadership wants each student to acquire when completing their program. The mission statements for each principal preparation program in this study

259

mentioned some indirect characteristic of preparing school leaders to have the knowledge, skills, and dispositions to lead in and serve in a capacity at diverse school populations (see Table 9.1). Program A was specific in using wording that linked to the theoretical framework. The mission statement included that leadership prepared culturally competent scholar practitioners. They also expressed that students in their program were prepared with emphasis on underperforming schools and underserved communities across the state and nation.

Program B's mission statement did not precisely use the words culture or diversity, but words, such as to teach knowledge of and skills to different leadership and management styles, were used. These words allowed the student to develop a clear understanding and working knowledge of learner-centered education. Program C's mission statement did not mention terms related to culture and diversity, but it stated that leadership prepared students to be productive, responsible, reflective practitioners, and leaders who collaborated with other educational institutions. Program D surpassed the other three programs, with a mission statement that showed leadership prepared school leaders who were visionary and culturally astute educators, pedagogically skilled practitioners who could improve student achievement, and those who could advocate for all children, thereby consistently demonstrating high ethical standards.

These findings, comparing the mission statement of the four programs, showed that all leadership were preparing student leaders to work with a diverse school population. The lack of words, relating to culturally diversity, was found in Program B

and C. Program D went further and utilized words that were linked to the theoretical

framework and elements of social just leaders.

Table 9.1

Programs' Mission Statements

	Program A	Program B	Program C	Program D
Mission Statement	To engage our candidates in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation.	To teach knowledge of human and public relations problems in education. New curricular developments and trends, skills in practical applications of educational research, competence in applying principles of human and group behavior in problem situations. Knowledge and competencies in staff personnel administration Different leadership and management styles and a clear understanding and working knowledge of Learner-Centered Education.	To embrace the teacher-scholar model in preparing students to be productive, responsible, reflective practitioners and leaders for professional careers in education; and to embrace a leadership role through collaboration, service, and faculty research with P-12 schools, institutions of higher education, community agencies, and professional associations.	To prepare future school leaders to be visionary and culturally astute educators, pedagogically skilled practitioners who can improve student achievement, efficient managers of their organization, community collaborators who advocate for all children, and consistently demonstrate high ethical standards in all aspects of the Principalship.

<center>**Program Elements and Characteristics**</center>

A comparison of the elements and characteristics were compiled for the four

principal preparation programs evaluated in this study. The findings showed that the

design elements and features in the four programs were those commonly found in most

traditional principal preparation programs. The following section discusses those

features, as shown in Table 9.2

Program Location

The site of the four principal preparation programs are housed in the College of

Education institution at the institution of higher education. At most schools, this

academic college is responsible for the preparation of teachers, administrators, and school

counselors. One of the programs granted a Master of Education in Administration and

Supervision to those program candidates interested in seeking a degree and certification

as an elementary or secondary school administrator in the state, and Programs B, C, and

D degree offered a Masters of Education in Educational Leadership. The Educational

Specialist Degree in Educational Leadership can be obtained at all four programs, and

only Program A offers a PhD program in Educational Leadership. These two degrees can

lead to state superintendent certification if the candidates follow the proper process.

Delivery Method

The four programs utilized three delivery approaches to offer courses to students.

The most typical delivery method of principal preparation programs was the traditional

face-to-face method. This method consisted of student candidates attending class with a

full- or part-time/adjunct faculty member for instruction. All four programs utilized this

method as the primary way of delivering content, pedagogical strategies, and assessments to students. Another popular and widely used method of delivery that all four programs used was the hybrid or blended technique. This method allowed faculty to present course material to aspiring school leaders in a traditional face-to-face classroom, in addition to seat time, substituted with online learning activities.

Principal preparation programs use learning platforms, such as Blackboard and Moodle, to deliver content, instruction, and assessments to students. Students also participated in online discussions, forums, and group projects. The last method of delivery that was used by two programs was virtual/online learning. Some of the courses in Programs B and C were completely online. These courses met asynchronously; meaning, students logged on at their convenience to complete the required assignments.

Program Structure

The cohort model was also considered a delivery method, as well as part of the structure of the program. Researchers have considered cohorts as one of the key features of current leadership preparation program design (Darling-Hammond et al., 2010; Orr, 2011). The cohort model program structure is a successful method of adult learning, where principal preparation program leadership create a partnership with the local school districts, solicit student candidates for the program, and in most cases, offer a discount on tuition to students. Students who are accepted into the program are a part of a cohort and go through the program together. Educational cohort models are ways that principal preparation program leadership group incoming students into their program to go through classes together (Horn, 2001; Maher, 2001, 2005; McPhail, 2000). All four principal

preparation program leadership used the cohort model program structure in their programs. The Principal Preparation Programs were all similar with the way the cohort program worked. Each program built a partnership with the local school districts in the surrounding areas and offered cohort programs.

Accreditation

All four programs were accredited by the Council for the Accreditation of Educator Preparation (CAEP), formerly known as the National Council for Accreditation of Teacher Education (NCATE). CAEP is the accrediting body for educator preparation institutions that have academic programs leading to certification/licensure, bachelors, masters, post-baccalaureate, and doctoral degrees worldwide.

Standards

The four principal preparation programs are aligned with the ELCC standards. These standards were established by the NPBEA (2011) to guide the content knowledge, evaluation, and endorsement of programs that prepare educators for building- and district-level school leadership positions. The ELLC standards are nationally recognized by CAEP and the southeastern state where the principal preparation programs reside.

Curricular Coherence

The findings in this study exposed that 1 out of 4 principal preparation programs displayed coherence in their program. Programs A and C lacked coherence in the curriculum, teaching strategies, assessment, and connecting theory to practice. Although the courses were aligned to the ELLC standards, there was no required course sequence. In addition, faculty members independently decided what students would learn without

collaborating with faculty. The coordinators for Program A and C were unaware about what other members of their faculty were doing regarding the content, pedagogical strategies, or assessments. When asked questions about learning activities that the program utilized to link theory and practice, the program coordinators from Programs B and C both stated that they needed to improve communicating and collaborating with faculty members. They did not have an answer for that question. They talked more about what they were doing in their classes that they taught.

Principal Preparation Programs B and D displayed coherence throughout the program. The course content was logically planned and sequenced, students' knowledge built and connected on previously learned material, and there was no repetitive or redundant learning across other courses in their program. An important finding about the cohesiveness in Program D was that faculty members collaborated as a program and talked about what was being taught, how it was taught, and how students were assessed. The program coordinator talked about the program and not just what he taught.

Table 9.2

Comparison of Programs' Design Element and Characteristics

	Program A	Program B	Program C	Program D
Program Location	College of Education	College of Education	College of Education	College of Education
Program Title	Master of Education: Administration Supervision	Master of Education in Educational Leadership	Master of Education in Educational Leadership	Master of Education in Educational Leadership
Degrees Offered	M.Ed. Ed.S Ph.D.	M.Ed. Ed.S	M.Ed. Ed.S	M.Ed. Ed.S
Certification Availability	Principal Superintendent	Principal Superintendent	Principal Superintendent	Principal Superintendent
Delivery Method	Traditional/ Hybrid	Traditional/ Hybrid Online	Traditional /Hybrid Online	Traditional /Hybrids
Programs structured	Cohort Model	Cohort Model	Cohort Model	Cohort Model
Accreditation	CAAEP	CAAEP	CAAEP	CAAEP
Standards Used	ELLC	ELLC	ELLC	ELLC
Coherence in Program	No	Yes	No	Yes

Theoretical Findings Cross-Analysis Findings

The theoretical framework in this research study was utilized as a conceptual model that established a sense of structure that guided this study to answer the research question. The theoretical framework's elements were used to assess the semi-structured interviews with the program coordinators, documents from the program's website, course syllabi, and the programs' internship for research findings. The theoretical framework comparison findings for each program are illustrated in Table 9.3. The cross-analysis results are discussed below by the effectiveness of each program for each type of leader in the theoretical framework.

Culturally Competent

Preparing aspiring school leaders to become culturally competent means that principal preparation programs are helping principal students evolve in the knowledge needed to communicate effectively with students from cultures other than their own. The elements displayed in the theoretical framework involved things that students in principal preparation programs needed to know and understand. An effective principal preparation program that prepares students as culturally competent leaders includes elements that teaches the students to be aware of cultures different than their own; to understand how to conduct self-assessments; to become self-aware of who they are as a leader; and to evaluate their values, beliefs, standards, stereotypes, prejudices, biases, or anything else that would hinder them from holding high expectations for all students.

In addition, aspiring school leaders must learn ways in which to reflect critically on political, social, and historical contexts in education; value diversity; manage the dynamics of diversity to avoid conflict between individuals from different cultures; and understand and be aware of the inequities in education. Effective programs include pedagogical strategies that help students in leadership programs talk about race and White privilege issues, as well as critically think to solve the problem and increase the consciousness, knowledge, and skills of students on issues of diversity. Students' assessments and clinical field experiences should be authentic by providing multiple opportunities to engage with students, faculties, and school communities who are culturally and demographically different than the school in which they are employed.

The cross-case analysis findings from the principal preparation programs showed that 2 out of 4 programs were effective in preparing school leaders as culturally competent leaders, and two were still developing. Programs A and C were evaluated and found as developing in preparing school leaders as culturally competent leaders. There was some evidence in the mission statements, instructional strategies, and internship experiences that exhibited students in Programs A and C were exposed to some of the framework elements of culturally competent leaders. Program A actually used the words culturally competent in the mission statement. Program B used the word reflective, which was linked to the theoretical framework. Both programs used case studies, scenarios, and reflective writing to teach content. There was a lack of evidence in the curriculum content and assessment that indicated the ELLC standards to demonstrate the content knowledge relating to diversity.

Programs B and D were found as effective in preparing school leaders to be culturally competent. In analyzing the data, the evidence was substantial in the program content. From the content analysis of the course syllabi, Programs B and D provided students with content, pedagogical strategies, assessments, and clinical experiences that taught students to be culturally competent. Leadership provided students with the content knowledge from the ELLC standards that focused and linked the elements of the theoretical framework to their program. There was content and instruction on issues that included privilege and cultural self-assessments of one's own identities, attitudes, values, and beliefs. The culture of self and that of the students in the classrooms, cultural differences, understanding how these plays out, and a deep knowledge of the cultures of

the people served were other topics covered. Generating conversations about issues of racism, inequities in school, and socioeconomic problems influencing learners also represented critical issues addressed. The coordinator of Program B emphasized several times that race issues were addressed in her classroom; she gave examples of how she spoke to students about inequities in education when it related to capital resources.

Culturally Responsive

A culturally responsive leader is described by his or her title. Leaders have the skills to respond. Once a leader is prepared as a culturally competent leader, the next level of preparation for principal preparation programs is to prepare him or her to respond to the cultural and diverse needs of students in their school environment. Culturally responsive school leaders have already developed the content knowledge of cultural awareness and understand the many issues of inequity in education. Now, they are being cultivated and prepared by their preparation programs with skills to reform policy, programs, and curriculum to ensure it includes all students and promotes a positive school climate. Culturally responsive leaders hire culturally competent teachers, have high expectations for all students, and search for practices that affirm the students' home cultures. This aspect includes providing teachers with professional development to ensure they use culturally competent and responsive teaching practices. Lastly, they increase parent and community involvement, which influences student achievement.

One of the critical pedagogical strategies and assessments that programs must provide to students is ways in which to collect and analyze school data, create or help with school action plans or improvement plans, and help with scheduling to monitor and

intervene if students are being tracked into low academic or special education classes.
Principal preparation programs will evaluate students with similar assessments and
provide authentic field experiences as culturally competent school leaders, but because
they have acquired additional knowledge and skills, they can think more critically to
solve problems dealing with inequities that may be causing an opportunity gap between
students from different ethnic or socioeconomic groups in their schools. They may be
asked to develop a professional development plan for teachers, supervise a teacher and
perform walk-throughs, participate on an interview hiring a team, and interact with
parents and communities at school events.

The findings of the cross-case analysis indicated that Programs A, B, and C were
developing, and Program D was effective in preparing aspiring leadership students as
culturally responsive leaders. Program A, B, and C did not exhibit enough evidence that
the programs provided students with the capacity to reform policy, programs, and
curriculum that were unfair to some students. There was little evidence that program
content taught aspiring leaders to build leadership capacity to promote school climate and
increase parent involvement. When asked if the programs prepared culturally responsive
school leaders to respond to diversity issues in schools, the program coordinator from
Programs A stated, "No," but the other two stated, "Yes."

Program D's leadership was asked the same question of whether they prepared
culturally responsive school leaders. The program coordinator and the associate professor
both said, "Yes." The findings showed support that the program was effective in
preparing school leaders to respond to issues of culture and diversity. Program D

provided content that focused on the ELCC standards that addressed skills related to the elements of culturally responsive leadership. The field and clinical experiences gave students opportunities to work in different school environments that were culturally diverse; collect community and school data; and determine if there were inequities in the curriculum, school policies, or programs offered. Students' internships were based on relevant issues that students might face. The program coordinator emphasized that his or her program wanted to ensure that students have the skills to respond to those issues.

Socially Just

Socially just leadership preparation is where principal preparation programs focus on preparing aspiring school leaders with the knowledge, skills, and dispositions to transform school environments and take action. Students are prepared to increase student achievement and close the opportunity gap; create inclusive education; advocate for all students; remove any indications of oppression, inequities, and disparities in the school, especially discipline; and develop resilience to keep advocating for students when faced with barriers.

Principal preparation programs that prepare their students to be socially just leaders provide a focus on program content and evaluation using ELLC Standards Five and Six. The content knowledge, provided in those standards, relate to advocating for students and their families, creating inclusive school environments, being moral and ethical, and having a knowledge of the laws and policies to advocate for democracy, equity, and diversity. Students may attend workshop or diversity conferences, attend a board meeting, or critically reflect using a journal.

The findings illustrated that all programs were developing. Program D could be effective, but there was no evidence that clearly showed that leadership were preparing students on ways in which to eradicate oppression, inequities, and disparities, not how to develop resistance when faced with barriers. These were the two areas that were still developing. The program was effective in all of the other areas. Program D provided a lot of content knowledge on moral values, ethical leadership, justice, respect, care, equity, and social justice. Programs A, B, and C did not provide enough content in this area. Program A's program coordinator expressed that social justice was not his area and that he needed to increase his knowledge by "stepping up his game." When asked about social justice, Program B's coordinator stated, "I still think our program has a long way to go on preparing school leaders to be socially just." Program C's coordinator stated, "I really haven't thought much about diversity or social justice, just because I always kind of just assumed it's there." Program D's interviewee stated that he thought the program was doing a good job.

All programs addressed Standard Five a little more than Standard Six. Program D also had an educational leadership major course called Preparing Leaders to Serve Students with Special Needs. This course provided students with content on ways in which to create inclusive schools that focused on diversity issues dealing with special education. The associate professor stated they did not focus on laws regarding special education in this course; rather, they ensured that is left in the law course.

```
Culturally
Competent

  • Cultural -
    awareness
  • Self
    Assessment/A
    wareness
  • Critical
    Reflection
  • Value
    Diversity
  • Manage the
    dynamics of
    diversity
  • Inequities in
    Education
```

```
Culturally
Responsive

  • Reform policy,
    programs, and
    curriculum
  • Promote positive
    school climate
  • Hire culturally
    competent teachers
  • emphasizes high
    expectations for
    student achievement
  • search for practices
    that affirm students'
    home cultures
  • increase parent and
    community
    involvement
```

```
Socially Just

  • Increase student
    achievement
  • Create inclusive
    education
  • Advocate for all
    students,
    especiially
    marginilized
    and students of
    color
  • Eridicate
    oppression,
    inequities, and
    disparities
  • Develop
    resistance when
    faced with
    barrier
```

Figure 9.1. Theoretical framework for preparing aspiring school leaders for diverse schools. This figure illustrates the knowledge, skills, and dispositions that principal preparation programs should prepare aspiring principal candidates with to be successful in culturally diverse school environments. This process demonstrates the following (a) leaders must first be prepared with the content knowledge to become culturally competent, (b) acquire the skills to respond as a culturally responsive leader, and (c) prepared with the disposition to advocate as a socially just leader.

Table 9.3

Program Comparison of Theoretical Framework and Findings

	Theoretical Framework Elements	Program A			Program B			Program C			Program D		
		V	E	D	V	E	D	V	E	D	V	E	D
Culturally Competent	Cultural-awareness			x		x			x			x	
	Self-awareness			x		x			x			x	
	Critical Reflection			x		x			x			x	
	Value Diversity			x		x		x				x	
	Manage the Dynamics of Diversity			x		x			x			x	
	Education Inequities			x		x			x			x	
Culturally Responsive	Reform Policy, Programs, Curriculum		x			x			x			x	
	Promote positive school climate		x				x		x			x	
	Hire culturally competent teachers		x				x		x			x	
	Emphasizes high expectations		x				x		x			x	
	Search for practices that affirm students' home cultures		x				x		x			x	
	Increase parent and community involvement		x				x		x			x	
Socially Just	Increase student achievement		x			x			x			x	
	Create inclusive education		x			x			x			x	
	Advocate for all students		x			x			x			x	
	Eradicate oppression, inequities, and disparities		x			x			x				x
	Develop resistance when faced with barriers		x			x			x				x

Key for columns under Programs – V = very effective, E= effective, D = Developing

Program Curriculum

The four principal preparation programs varied by the number of total hours needed to complete the degree. Program A and B required 36 hours; Program C required 39 hours; and Program D required 42 hours. Out of the four programs, Program D was the only program that reported that classes had to be taken in a sequence. Programs B, C, and D all had nine hours of required general education courses that had to be taken before any of the educational leadership major courses could be taken. Programs B, C, and D all required a course that focused on current issues in today's schools, such as culture, diversity, equity, and inclusion.

Program B required a general education course called Critical Educational Issues in a Multicultural Society. This course discussed contemporary issues/trends, internal and external, that have an influence on the achievement of students. In addition, Program B required leadership candidates to take the class, Exceptional Child in the School. This class provided aspiring school leaders with information that would enable them to more effectively meet the academic, social, and behavioral needs of students with disabilities. Program C's Strategies for Diverse Student Learners course provided students with content knowledge on issues in multicultural and special education to recognize how such factors as socioeconomic status, racial and ethnic background, gender, language proficiency, and disabilities might affect a child's performance. Program D's course covered key issues related to teaching and leading in a democracy; social, historical, legal, and philosophical foundations of education; and ways in which these foundations affected contemporary schools. Program D also required a 3-hour course in Advanced

Educational Psychology to examine contemporary research, issues, and trends, as well as the application to effective leadership, critical inquiry, and stewardship in educational professions. The other courses in the three programs required students deal with educational research and data collection and analysis.

The four principal preparation programs all had similar educational leadership courses: instructional curriculum, supervision, school law, finance, school personnel, school community, school administration, and the internship classes. The only difference was the names of the class. Table 9.4 presents the frequency of the courses in each program that contained ELCC standards linked to the theoretical framework or related to culturally competent, culturally responsive, or socially just leadership. ELCC Standards One and Four related more to culturally competent leaders; ELCC Two and Four were skills that culturally responsive leaders needed to respond to multicultural issues, and socially just leaders developed the disposition to advocate from Standards Five and Six.

The findings from this comparison showed that Program D's courses focused on more standards relating to the theoretical framework, thereby effectively preparing students to lead successfully in culturally diverse schools as culturally competent, culturally responsive, and socially just school leaders. Syllabi from Programs A, B, and C showed development in preparing diverse school leaders to lead in diverse school populations. The courses had a high concentration of Standard Three, which dealt with management and operations.

Table 9.4

Cross Analysis Finds of ELLC Standards Addressed in Program Content

Standards-based (ELCC Standards that link to theoretical framework)	Programs and number of courses that contain ELCC Standards			
	A	B	C	D
ELCC 1.2: Collect and Use Data	2	5	2	4
ELCC 1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholder	2	4	3	4
ELLC 1.5 Promote Community Involvement	1	1	1	1
ELCC 2.1 Promote Positive School Culture	2	5	3	5
ELLC 2.2 Provide Effective Instructional Curriculum to accommodate diverse learner needs	2	3	5	5
ELLC 2.3 Apply Best Practice to Student Learning	3	4	5	6
ELLC 4.1 Collaborate with Families and the Community	3	4	4	3
ELLC 4.2 Respond to Community Interests and Needs	4	3	5	4
ELLC 4.3 Mobilize Community Resources	4	5	4	5
ELCC 4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.	0	0	0	5
ELCC 5.1 Acts with Integrity	5	3	6	6
ELCC 5.2 Acts Fairly	4	2	4	8
ELCC 5.3 Acts Ethically	4	5	4	7
ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.	3	2	1	7
ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	4	2	1	3
ELLC 6.1 Understand the Larger political, social, economic, legal, and cultural context	1	8	5	5

ELLC 6.2 Respond to the Larger Context (Communicate with members of a school community concerning trends, issues, and potential changes in the school environment and maintain ongoing dialogues with diverse community groups)	3	2	3	6
ELLC 6.3 Influence the Larger Context (Advocate for policies and programs that promote equitable learning opportunities and success for all students)	3	3	2	9

Pedagogical Instructions Findings

All four principal preparation programs indicated similar pedagogical strategies used to deliver instruction on the content provided in the courses (see Table 9.5). These pedagogical strategies are common in most programs. Most of the instructional strategies involve reading journal articles or posting to discussions online, so faculty can instruct online with a learning platform software. All of the programs were developing in providing instructional strategies that were used to bring awareness to students and raise their critical consciousness.

Table 9.5

Comparison of Pedagogical Instructions Used in Programs

	Program A	Program B	Program C	Program D
Role Play		x	x	x
Simulations		x	x	x
Case Studies	x	x	x	x
Reflections	x	x	x	x
Presentations	x	x	x	x
Interviews	x	x	x	x
Videos	x	x	x	x
Articles	x	x	x	x
Websites			x	
Projects	x	x	x	x
Discussions	x	x	x	x
Scenarios	x	x	x	x
Lectures	x	x	x	x

Internship Experience

All four Principal Preparation Programs internship were aligned to the 2011

ELLC standards. Three out of the four schools required student candidates to complete

their internships at a site other than the school where they were employed. This aspect

gave aspiring principal candidates the opportunity to work in a school that was different

in demographics and culture. Program A did not have this component in the internship

program, but the program coordinator mentioned that the program worked toward this

method. Programs A, B, and C required student candidates to complete their internships

within two semesters: the fall and spring. Program D had a three-semester requirement.

Students started their internship during the summer, and then fall to complete it in the

spring semesters. The number of field experience hours were 200 for Programs A, B, and

C.

The program coordinator for Program D stated that the program was not based on a set number of hours. Student candidates received a list of activities to complete. However, leadership were more concerned about the quality of the work instead of the amount of time spent on the activity. During the internship/field experiences, principal candidates gained experience from authentic learning events, such as collecting and analyzing student and school data; observing school improvement, classroom observations, and walkthroughs; attending supervisor extracurricular activities, involving discipline, bus supervision, and action research projects.

One unique feature about Program B was that students had to complete a capstone project. Students in Program D had to complete a two-semester project in which they pursued independent research on a research question or problem of their choice. The other three programs had traditional internship and field experience. All four programs required students to have a mentor to whom they reported. If it was not the principal, it was an assistant administrator in the building. Students kept activities logs and portfolios in all four programs.

Table 9.5

Internship Comparison

	Program A	Program B	Program C	Program D
Semesters	2	2	2	3
Contact Hours	200	210	300	20 Quality Activities
Number of Sites	1	2	2	2
Authentic Field Experiences	Yes	Yes	Yes	Yes
Standards Used	ELLC	ELLC	ELLC	ELLC
On-site Mentor	Yes	Yes	Yes	Yes
Internship Project	No	Capstone	No	No

Findings from Assessments Comparison

The findings from the cross-case analysis of assessments used by the four

principal preparation programs showed that the programs used similar and traditional

assessments to evaluate the performance of students in their programs. All programs'

teachers gave quizzes, midterm exams, and final exams in at least three or more of the

courses. Literature reviews, research papers, data analysis, improvement plans, and

projects were used in at least one or two or the courses to assess the knowledge, skills,

and dispositions of the student candidates. Program D used the most effective assessment,

requiring students to do a cultural project where they had to collect and analyze the

demographics of their schools and the communities where the students lived. Students

had to determine if any of these factors played a part in the students' achievement levels.

Table 9.6

Findings from Comparing Assessments Between Programs

	Program A	Program B	Program C	Program D
Data/Policy Analysis	x	x	x	x
Final Exams	x	x	x	x
Midterm Exams	x	x	x	x
Literature Review	x	x	x	x
Quizzes	x	x	x	x
Budget Project	x	x	x	x
Reflection Papers	x	x	x	x
School Needs Assessments	x	x		x
Action Plans		x		x
Position Papers	x	x	x	x
Cover Letters/Interviews	x	x	x	x
Self-Assessment		x		x

Summary

As part of the findings, a cross-case analysis was prepared. The data were collected and analyzed to provide evidence to answer the study's research questions. Included in the cross-analysis report of findings were the findings for each program from some of the key elements of preparation programs. These findings indicated evidence to discuss that principal preparation programs leadership prepared school leaders as traditional programs. The findings for each principal preparation program showed that all programs had common program design elements.

Each program included some element of diversity in the mission statements. Programs A, B, and C's mission statement was from the College of Education in which the programs operated. Program D was a part of the College of Education also but had its own mission statement. The delivery methods of instruction for all programs were the traditional face-to-face method and hybrid method. Programs B and C also offered courses online. A cohort model was used in each to collaborate with surrounding school districts. All four programs were accredited by the same agency, the CAEP, and the program had a standards-based curriculum aligned with the ELLC standards. Only one of the programs, Program D, exhibited curricular coherence.

The cross-analysis finding for the theoretical framework found that all four programs prepared culturally competent school leaders; Programs A, B, and C were developing at preparing culturally responsive leaders; Program D was effective; and all four programs were developing at preparing socially just leaders, while Program D was almost there, with only two elements of the framework still developing.

The findings from the program content showed that Programs B, C, and D required nine hours of core general education courses, in which one of those courses provided students with content on multicultural and diversity issues relating to education. The content, taught and focused on in Programs A, B, and C, showed that principal preparation programs were not preparing school leaders with a focus on diversity but management, with the exception of Program D. The pedagogical strategies, used in the program, mostly involved lectures, discussions, presentations, and reflections. Assessments and field experiences/internships were not always aligned with the standards in Programs A, B, and C; in Program A, students did not have the opportunity to change school environments during their internships.

CHAPTER TEN

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

In the previous chapter, findings from the cross-case analysis of the four principal preparation programs were presented. Chapter 10 provides a summary of the multiple evaluative case studies. The following will be discussed: (a) situating the findings for each cross-case analysis in the existing literature, (b) examining findings through the lens of the theoretical framework, (c) answering the research questions, (d) making recommendations for future research on principal preparation programs, (e) discussing the implications of a change in policy in the curriculum for principal preparation programs, and (f) offering final reflections.

Summary of the Study

Educational reformers and scholars are in agreement that the main role of school leaders is to align all structures of education to promote teaching and learning so that all students are successful (Peterson, 2002; Leithwood, Louis, Anderson, & Wahlstrom, 2004). To safeguard an equitable education and maintain high expectations for all students, aspiring school leaders must be equipped with the proper knowledge, skills, and dispositions. The purpose of this qualitative multi-case study was to evaluate and determine if aspiring school leaders in the state of South Carolina are receiving the needed knowledge, skills, and dispositions to flourish as leaders in culturally diverse schools. With the demographic differences in school environments, aspiring school leaders need principal preparation programs to offer content, incorporate pedagogical

strategies, and include assessments, so they can acquire the knowledge, skills, and dispositions to ensure students from all backgrounds are successful.

The theoretical framework for this study was created from a review of the literature on culturally competent, culturally responsive, and socially just leaders (see Table 10.1). In addition, Standards and Rubrics from the University Council for Educational Administration (UCEA) Institutional and Program Quality Criteria (Young et al., 2012) were used to determine if the four principal preparation programs were promoting diversity in the educational leadership programs. Criteria Three through Seven were utilized because leadership specifically addressed diversity.

Data were collected using semi-structured interviews and electronic documents. The data indicated ways in which the four principal preparation programs' mission statement, program design, curriculum content, pedagogical strategies, course assessment, and clinical internship experiences linked to the theoretical framework. Conclusions could be drawn about how each program prepared leaders to work in culturally diverse schools. Lastly, syllabi from each program were reviewed to determine which standards were included in each program and ways in which those standards related to the theoretical framework.

Four principal preparation programs were reviewed as part of the study. The program coordinator at each institution was interviewed as part of the study. McCarthy (2002) advised that most studies on principal preparation programs examined the students' perceptions of their leadership preparation program, and relatively little

research involved university faculty members. This study added to the literature on the

perception of principal preparation programs from the perspectives of the faculty.

This study included a theoretical framework that posited that principal preparation

programs should prepare aspiring school leaders with the knowledge, skills, and

dispositions to be culturally competent, culturally responsive, and socially just school

leaders. The following research question guided the study: How are principal preparation

programs in South Carolina preparing aspiring principal candidates to be successful in

culturally diverse schools as culturally competent, culturally responsive, and socially just

leaders?

Fit of Finding in Existing Literature and Theoretical Framework

The theoretical framework was created using existing literature on cultural

competence, cultural responsiveness, and social justice; this framework provided the lens

through which findings were examined. Cross et al. (1989) and Benjamin (1991)

described cultural competence as congruent behaviors among individuals that allowed

them to work together in culturally diverse organizations and environments. Culturally

competent school leaders are individuals who can interact with other cultural groups

using the five essential elements of cultural competence (Cross et al., 1989; Mason, 1993;

Lindsey et al., 2005). The five elements of cultural competence include (a) valuing

diversity, (b) having the capability for cultural self-assessment, (c) being conscious of the

dynamics intrinsic when cultures work together, (d) having institutionalized cultural

awareness, (e) having established adaptations to diversity, and (f) understanding

inequities in education and how they influence student achievement.

Cultural responsiveness is described as having the skills and abilities to respond to the needs of diverse students "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them" (Gay, 2010, p. 31). Culturally responsive leaders have skills to do the following: (a) use data to reform policy, curriculum, and programs; (b) hire culturally competent teachers; (c) promote a positive school climate; (d) have high expectations for all student; (e) search for culturally relevant practices that affirm students' home cultures; and (f) increase parent and community involvement (Johnson, 2003; Khalifa et al., 2016).

Blackmore (2009) and Theoharis (2007) stated that social justice covered a range of terms surrounding fairness, impartiality, disparities, equal opportunity, affirmative action, and diversity. Educational leadership scholars described socially just leadership as leaders with the disposition to (a) increase student achievement; (b) create inclusive education; (c) advocate for all students, especially marginalized and students of color; (d) eradicate oppression, inequities, and disparities; and (e) develop resistance when faced with barriers (Dantley & Tillman, 2010; Theoharis, 2007). This study was a cross-case analysis that examined the principal preparation program at four universities in South Carolina. The review of each program was guided by the literature on principal preparation programs and on criteria for exemplary programs.

Mission Statement

Jackson and Kelley (2002) declared that most effective principal preparation programs were described in terms of the mission statement. Moreover, Rutter and

Maughan (2002) and Teddlie and Reynolds (2000) noted the inclusion of a shared mission statement was one of the leading factors in distinguishing effective schools from less effective schools. Darling-Hammond, French, and Garcia-Lopez (2002) found that education programs appeared to be inserting statements about the importance of social justice to their mission. The findings in this study were similar to the discovery made by Darling-Hammond et al. (2002). Each of the principal preparation programs in the study included a mission statement that contained language that linked to diversity. However, the findings indicated that the design and coherence of their program's curriculum and learning activities were not aligned with the stated mission. Davis et al. (2012) proposed that effective principal preparation programs were organized and aligned with the mission statement of their program.

Program Design Elements

Researchers have given the significance of the design and delivery characteristics of school leadership preparation programs increasingly more consideration (Hackmann & McCarthy, 2011; Orr, 2011). Recent literature has shown that as school leaders' roles and responsibilities continue to change, outdated and traditional program elements, once used in principal preparation programs, will no longer satisfactorily prepare school leaders for the issues they may face in schools with diverse school settings (Elmore, 2000; Levine, 2005, Peterson, 2002). Each of the four programs reviewed used traditional program design elements, as described in the literature. These elements included principal preparation programs with curricular coherence that aligned with the purposes and goals of the program's standards-based curriculum; a focus on instructional, managerial, and

organizational leadership; authentic field-based internships with a mentor; cohort groups with opportunities for collaboration in learning activities; and problem-based pedagogical strategies that relate theory and practice (Davis et al., 2005).

Cohort Model

According to current research, the cohort model is considered one of the key features of current leadership preparation program design (Darling-Hammond et al, 2010; Orr, 2011). Educational leadership cohort models are one way that principal preparation leadership group incoming students into their programs; these students take all of their classes in the program together (Horn, 2001; Maher, 2001, 2005; McPhail, 2000). Findings from the study indicated that all principal preparation programs used the cohort model in their program and partner with school districts. Hale and Moorman (2003) recommended that cohorts should assist local school districts and universities with recruiting and preparing diverse cohorts of highly qualified potential school leaders. There was some criticism of cohort models. Levine (2005) argued that cohort classes on satellite campuses programs might have abbreviated and weak curriculum, lack of clinical experience due to accepting job experience, and a revised curriculum that eliminated important coursework.

Accreditation

Educational leadership programs are required to be accredited by appropriate accreditations agencies in the state (Hale & Moorman, 2003). An examination of the four southeastern principal preparation programs showed that all four programs were accredited by the CAEP. CAEP requires accredited higher education institutions to

follow and sustain specific guidelines and criteria once accredited (Johnson, 2016).

Mitgang and Gill (2012) suggested that states could use control over the approval of state

educator preparation programs to influence the quality of school leadership preparation.

Some states have legislated how school leaders are being prepared in principal

preparation programs. This aspect has led to a reduction in the number of accredited

principal preparation programs (Hale & Moorman, 2003).

Standard-Based

Darling-Hammond et al. (2007) reported that the lack of common standards and

the uniformity of standards used by states has been a criticism of the lack of quality with

school leadership principal preparation programs. In 2011, the NPBEA established a new

standard to use as a guideline for the content, evaluation, and approval of programs that

prepare school leaders. The comparative analysis of the design elements of the four

principal programs displayed that they were aligned with the 2011 ELCC standards. The

ELLC standards are used as guidelines for the design, accreditation, assessment, and state

approval of principal preparation programs. These serve as the standards for national

principal preparation accreditation from the Council for the Accreditation of Educational

Programs (NPBEA, 2011). Davis (2010) reported that not all states have aligned principal

preparation programs with professional standards, nor have states used these standards to

guide requirements for licensure and evaluation. There has been some criticism of the

ELCC standards, in that these do not include the tenets of race, especially given the vast

amount of research that depicts the influence of race on teaching and learning in schools

(Dixson & Rousseau, 2006; Howard, 2010; Milner, 2012).

Curricular Coherence

According to Darling-Hammond et al. (2010) and Orr (2011), coherence has often been identified as a key element in effective principal preparation programs. Davis et al. (2005) reported that having a clear purpose and focus on school leadership and a knowledge on which programs were coherently organized was a feature for an effective principal preparation program. In addition, extremely coherent principal preparation programs propose a logical and sequential arrangement of coursework, learning activities, and program structures that connect theory and practice, as outlined around the ideas of adult learning theory (Davis et al., 2012). Findings in this study showed that principal preparation programs lacked curricular coherence in their program. These findings were not consistent with current literature Other existing literature showed that the absence of curricular coherence in principal preparation programs could influence the variety of knowledge, skills, and dispositions that school leaders might receive (Jackson & Kelly, 2003). When Levine (2005) released his report about the condition of school leadership preparations programs, he suggested programs should evaluate curricular coherence.

Program Content

Educational leadership researchers proposed principal preparation programs must prepare school leaders with the content knowledge needed to make a difference in today's schools (Bookbinder, 1992). Existing research described traditional principal preparation programs as those that included coursework in management, law, personnel, and supervision (Copland, 2000; Elmore, 2000; IEL, 2000). The findings in this study indicated that aspiring school leaders were prepared with the content knowledge of

instructional, managerial, and organization leadership. The examination of results from the four programs' syllabi showed that the majority of the courses were designed around ELCC Standard Three. Content material was presented to students on operations and management, professional development, school supervision, hiring personnel, evaluation, human, financial, and technological resources and school safety. These findings were consistent with prior research, wherein Brown (2005) found that principal preparation programs mostly prepared leaders with content on scientific management principles and Davis et al (2012) suggested that programs prepared school leaders as instructional, managerial, and organizational leaders.

Pedagogical Instructions

Brown (2004) asserted that principal preparation programs that were effectively preparing school leaders with the dispositions of diversity, equity, and social justice issues needed instructional strategies, such as pedagogical "critical reflection, rational discourse, and policy praxis to increase awareness, acknowledgment, and action" (p, 78). Brown (2004) proposed

> eight instructional strategies to raise student consciousness and awareness (a) cultural autobiographies; (b) life histories; (c) prejudice reduction workshops; (d) reflective analysis journals that professors respond to and ask critical questions and students analyze; (e) rational discourse using critical incidents, controversial readings, and structured group activities; (f) cross-cultural interviews; (g) educational plunges; and (h) diversity panels. (pp. 23-27)

The analysis of the syllabi showed that the four principal preparation programs main strategies used for instruction included lectures, discussions, reading journal articles, presentations, case studies, simulations, and interviewing. The findings corresponded with Davis, Leon, and Fultz (2013), who suggested principal preparation programs should use adult learning theories to prepare managerial and instructional leaders that included problem-based learning. Darling-Hammond et al. (2009) proposed that effective principal preparation programs should use instructional approaches, such as problem-based learning, case studies, action research, and technology-supported learning.

Assessment

Assessments for students in leadership preparation programs should be linked to the learning activities, standards-based content, and mission statements (Darling-Hammond et al., 2010). Anderson (2007) found that principal preparation programs evaluated students in programs using "needs assessments, gap analyses, surveys, interviews, and pre-and post-self-assessments" (p. 20). Findings in this study demonstrated assessments that were aligned to instructional leadership and managerial standards. Some of the assessments required students to complete projects, such as analyzing the school safety plan, professional development plan, and school improvement plan. Aspiring school leaders were evaluated on their reflections from classroom observations and walk-throughs. They interviewed the school principal and completed a school budget project. The majority of courses across all four programs assessed students using quizzes, mid-term and final exams, reflective writing, literature reviews, and research papers. Educational leadership scholars (Darling-Hammond et al., 2009; Jackson

& Kelley, 2002) have proposed performance-based assessments, including exams, portfolios, and projects, as found in this study.

Internship/Field Experience

Several educational leadership studies have emphasized the importance of quality internships and field experience for aspiring school leaders (Christian, 2011; Darling-Hammond et al., 2010; Orr, 2011) and that programs integrate theory and practice that progressively develop administrative competencies through a range of practical experiences (Ringler, Rouse, & St. Clair, 2012; Risen & Tripses, 2008). Darling-Hammond et al. (2010) established that a field-based internship with a trained mentor or supervisor was a key element in an effective principal preparation program. Moreover, current research showed that elements for an effective internship included collaboration between the site-based school and principal preparation program, clear directions and expectations on internship components, real-world and authentic leadership experience, and a qualified mentor or supervisor (Christian, 2011, Duncan et al., 2011; Shoho, Barnett, & Martinez, 2012). Internships provide students with the opportunity to connect theory to practical school experiences (Wilmore & Bratlien, 2005).

The findings from this study illustrated that all four principal preparation programs required students to have a site-based school internship experience with a mentor who supervised their activities. Students in the programs were required to complete activities in their internship that was prescribed by their programs. Students had to keep a log of their activities and hours completed. A reflection was written after some of the learning activities. Three out of the four programs provided students with two

internship locations to allow them the opportunity to work in a culturally diverse school environment. The majority of the internship activities for all of the programs involved the students practicing instructional and management leadership skills. Principal candidates supervised students in the morning and afternoon in common areas of the school, as well as managed textbooks; conducted teacher evaluations; handled student discipline, supervised extra-curricular activities; and attended parent conferences, PTA, and community events.

In summary, the four principal preparation programs that were examined in this study followed a traditional model of leadership preparation, as described in the literature. The programs all included mission statements that hinted at preparing students to work in diverse school settings, but the program content lacked alignment with the mission. All four principal preparation programs offered cohort models to deliver instruction, were accredited by CAEP, were aligned to the ELCC standards, and were characterized by content focused on management and organizational leadership. Both pedagogical strategies, as well as assessments in each program, could be characterized as traditional; these programs used face-to-face lectures and hybrid course delivery. Students were rarely assessed based on critical reflection. Programs lacked curricular coherence, which literature showed was detrimental to the preparation of leaders who were equipped to address the needs of a diverse student body. Lastly, all programs included field based internships. Consistent with other findings, the bulk of the learning opportunities in the internships focused on organizational management and instructional leadership.

Answering the Research Question

After the findings were situated in the literature, I next considered the data

through the lens of the theoretical framework to make a determination about the degree to

which programs prepared aspiring leaders to be culturally competent, culturally

responsive, and socially just leaders. One research question was posed in this study: How

are principal preparation programs in South Carolina preparing aspiring principal

candidates to be successful in culturally diverse schools as culturally competent,

culturally responsive, and socially just leaders? This question was answered in three

separate segments: How are principal preparation programs in South Carolina preparing

aspiring principal candidates to be successful in culturally diverse schools as (a)

culturally competent leaders, (b) culturally responsive leaders, and (c) socially just

leaders?

Culturally Competent Leaders

Principal Preparation Programs in South Carolina are not preparing aspiring

school leaders to be culturally competent leaders; findings show that the programs are

developing in this area. Table 10.1 provides a summary of how each preparation program

is rated using the theory of cultural competence. The table also includes the source of

data used to justify the placement. The findings showed that principal preparation

programs mission statements were not aligned to the elements of diversity; although, the

programs had components of diversity embedded in their statement. In addition, aspiring

school leaders received more content knowledge from ELLC Standard Three. This

standard is focused on managing and operating schools and does not include content

material on cultural awareness, inequities in education, and how to assess individual

biases and stereotypes. Not all schools offered a required course on diversity or

multicultural education for students.

The instructional strategies that were used did not provide students with strategies

to open up their critical consciousness and reflect about diversity issues. The programs

assessed students with traditional assessments, such as quizzes, research papers, midterm

exams, and final exams. There were some but not many assignments that asked students

to conduct a data analysis or a needs assessment for individual students or the school. All

students in the programs were not given opportunities for learning activities and clinical

field experiences at a school location that was culturally diverse.

Table 10.1

Research Question Answered about preparing Cultural Competent Leaders

	Theoretical Framework Elements	Program A				Program B				Program C				Program D			
		V	E	D	S	V	E	D	S	V	E	D	S	V	E	D	S
CC	Cultural-awareness			x	IC, S, I		x		IC, S, I			x	IC, S, I		x		IC, S, I
	Self-awareness			x	IC, S, I		x		IC, S, I			x	IC, S, I		x		IC, S, I
	Critical Reflection			x	IC, S, I		x		IC, S, I			x	IC, S, I		x		IC, S, I
	Value Diversity			x	S, I, W		x		S, I, W		x		S, I, W		x		S, I, W
	Manage the Dynamics of Diversity			x	IC, S, I, W		x		IC, S, I, W			x	IC, S, I, W		x		IC, S, I, W
	Inequities in Education			x	S, I		x		S, I			x	S, I		x		S, I

Note. Key: CC = Culturally competent, V= Very Effective E= Effective, D = Developing, S=Source of Evidence; Data Source Legend: IC = Interview with Program Coordinator, S= Syllabus. I = Internship, W = Website

Culturally Responsive Leaders

Principal preparation programs in South Carolina are not preparing culturally responsive leaders. Overall, principal preparation programs were found as still developing in the concept of cultural responsiveness. Table 10.2 provides a summary of the rating of each principal preparation on the component of the theoretical framework cultural responsiveness. Data from the interviews with the program coordinators, course syllabi, documents, and the internship experience indicated that only 1 of 4 programs prepared potential school leaders as being culturally responsive leaders. The other three

programs were still developing. The findings from the study showed that students were not provided the content, instructional strategies, assessment, and field experience to acquire the skills to respond to culture and diversity issues as a school leader.

Content that focused on cultural responsiveness was absent in the majority of the programs' courses. An analysis of the course syllabi was conducted to determine which standards were addressed in each the course and linked to the framework. The findings demonstrated that there were few courses that instructed students on reforming school curriculum, policies, and procedures using school data. Students did not receive an opportunity to analyze data from students who were from a culturally diverse student population.

Courses in the preparation programs offered students content that increased their knowledge to manage school resources, supervise their staff, and provide instruction to promote teaching and learning. The content information was scarce and limited that associated culture, diversity, and equity issues in education that influenced student achievement. There were no activities that taught students ways in which to promote a positive school culture. There were few opportunities for students to solve educational problems that dealt with cultural diversity. Student practiced mock interviews in class with other candidates but did have the opportunity to participate in an authentic experience of being a part of a school interviewing team to learn more about the hiring process. Preparation programs did not include the opportunity to conduct professional development workshops on culturally relevant teaching or diversity issues. In addition, the majority of the programs did not have a learning activity where students helped with

the creation of the master schedule or to evaluate if students were being marginalized and

tracked into special education classes or lower academic classes based on their ethnicity

or cultural background.

Table 10.2

Research Question Answered about preparing Culturally Responsive Leaders

	Theoretical Framework Elements	Program A				Program B				Program C				Program D			
		V	E	D	S	V	E	D	S	V	E	D	S	V	E	D	S
CR	Reform Policy, Programs, Curriculum			x	IC, S, I			x	IC, S, I			x	IC, S, I			x	IC, S, I
	Promote positive school climate			x	IC, S, I			x	IC, S, I			x	IC, S, I			x	IC, S, I
	Hire culturally competent teachers			x	IC, S, I			x	IC, S, I			x	IC, S, I			x	IC, S, I
	Emphasizes high expectations			x	S, I, W			x	S, I, W			x	S, I, W			x	S, I, W
	Search for practices that affirm students' home cultures			x	IC, S, I, W			x	IC, S, I, W			x	IC, S, I, W			x	IC, S, I, W
	Increase parent and community involvement			x	S, I			x	S, I			x	S, I			x	S, I

Note. Key: CR = Culturally Responsive, V= Very Effective, E= Effective, D = Developing, S=Source of Evidence; Data Source Legend: IC = Interview with Program Coordinator, S= Syllabus. I = Internship, W = Website

Socially Just Leaders

This section addressed the last element of the theoretical framework: Are principal preparation programs preparing school principals to be socially just school leaders? According to the findings from the study, all of the programs were found as still developing in preparing socially just leaders. Table 10.3 provides a summary of the rating of each principal preparation on the component of the theoretical framework social justice.

In examining the mission statement from each program, no evidence was found that they were preparing school leaders that would be fair, equitable, or prepared to remove barriers for marginalized students. The program content did not heavily focus on ELLC Standards Five and Six; these standards address issues relating to fairness, equity, policy, and social justice. Students did not receive authentic assessments or clinical experiences on creating inclusive education, eradicating oppression, inequities in school resources, and disparities using school policies. Faculty did not use instructional strategies that gave students practice advocating for students, such as role-playing or prejudice workshops. Students did not have performance assessments or learning activities that allowed them to analyze data on marginalized students and minorities. Specifically, the assessments did not ask candidates to analyze data on whether students from underrepresented minority groups were enrolled in advanced placement courses or special education courses to determine if students were being academically tracked.

Table 10.3

Research Question Answered about preparing Socially Just Leaders

	Theoretical Framework Elements	Program A				Program B				Program C				Program D			
		V	E	D	S	V	E	D	S	V	E	D	S	V	E	D	S
SJ	Increase student achievement			x	IC, S, I			x	IC, S, I			x	IC, S, I		x		IC, S, I
	Create inclusive education			x	IC, S, I			x	IC, S, I			x	IC, S, I		x		IC, S, I
	Advocate for all students			x	IC, S, I			x	IC, S, I			x	IC, S, I		x		IC, S, I
	Eradicate oppression, inequities, and disparities			x	S, I, W			x	S, I, W			x	S, I, W			x	S, I, W
	Develop resistance when faced with barriers			x	IC, S, I, W			x	IC, S, I, W			x	IC, S, I, W			x	IC, S, I, W

Promoting Diversity

As a final post-hoc test during data analysis, principal preparation programs were evaluated using the University Council for Educational Administration (UCEA) Institutional and Program Quality Criteria and Rubrics. One goal of UCEA is to ensure the quality of principal preparation programs. As such, UCEA has designed research activities around principal preparation programs, promoted research on how preparation programs influence the practice of school leaders, and identified program elements and features that are indicative of quality preparation (Darling-Hammond et al., 2009; Jackson & Kelley, 2002). The findings of the evaluation are shown in Table 10.4

The overall finding from this evaluation was that principal preparation programs were not promoting diversity within their programs. The findings using the criteria

showed that programs remained in development. All programs had advisory groups. However, these groups were not used to advise on diversity issues. On the second criterion, all of principal preparation programs were found to have established a partnership with other school districts. These partnerships were not used to promote diversity within the program, and all programs did not have students interning at a culturally diverse site. The third criterion addressed the conceptual coherence. Findings showed programs were not coherently aligned and nor was current research on diversity included in the program design. In the last standard, principal preparation programs had to engage in evaluation and enhancement. Programs in this study had some current redesign plans in progress, but these did not address diversity issues.

Table 10.4

Overall UCEA Findings that Determine if Programs were Promoting Diversity

Criterion Promoting Diversity	Program A				Program B				Program C				Program D			
	V	E	D	S	V	E	D	S	V	E	D	S	V	E	D	S
Program makes use of an advisory board of			x	IC, S, I			x	IC, S, I			x	IC, S, I			x	IC, S, I
Evidence that the preparation program engages in collaborative relationships to promote diversity			x	IC, S, I			x	IC, S, I			x	IC, S, I			x	IC, S, I
Evidence that the preparation program engages in collaborative relationships with other universities, school districts, professional associations.			x	IC, S, I			x	IC, S, I			x	IC, S, I			x	IC, S, I
Evidence that the preparation program is conceptually coherent and clearly aligned with standards and informed by current research learning principles			x	S, I, W			x	S, I, W			x	S, I, W			x	S, I, W
Evidence that the preparation program engages in ongoing programmatic evaluation and enhancement.			x	IC, S, I, W			x	IC, S, I, W			x	IC, S, I, W			x	IC, S, I, W

304

Implications for Practice for Principal Preparation Programs

The findings from the study confirmed that principal preparation programs in South Carolina were not reforming or redesigning their programs to meet the needs of an increasingly diverse population of students. The implications for practice for principal preparation programs were as follows:

1. Principal preparation programs must create their own mission statements and align it with their program.

2. Principal preparation programs must be more deliberate about their recruitment of diverse faculty and students. They need to build stronger partnerships with school districts and identify minority candidates to be a part of a principal preparation program cohort group (Davis and Darling-Hammond, 2012),

3. Principal preparation programs must revamp their instructional strategies, assessments, and internship experiences to allow students to reflect, self-assesses and become aware of other cultures.

4. Principal preparation program must create a curriculum to prepare aspiring school leaders to advocate for marginalized students and create inclusive educational environments.

5. Principal preparation programs must make it mandatory for faculty to collaborate and meet more often as a department.

Implications for Policy

The following recommendations are provided based on the results of this study on preparing principals to lead in culturally diverse schools. These implications for policy are recommended to assist the state legislature and the state's department of education.

1. The South Carolina Legislature must mandate that state accredited principal preparation programs be reformed or redesigned to include a multicultural or diversity course.

2. The South Carolina Department of Education Licensure Division should require additional certification tests that assess content knowledge an application on diversity issues.

3. Education Accrediting Agencies should mandate higher education institutions with approved principal preparation programs to increase their program's content and standards to focus more on diversity and culture.

4. It is vital that there is representation from multicultural and diverse group of educational leadership stakeholders present when changes or reforms are being made to policies relating to principal preparation programs. These voices have been underrepresented, and unless they are included in the conversation, there will be no change that   symbolizes the voices of those individuals

    After completely analyzing the findings from this study on principal preparation programs, I have my own personal thoughts. There were several examples that I address in this section using quotes from the program coordinator

interviews. It appeared to me that faculty in principal preparation programs were not knowledgeable of the terms, tenets, and practices of cultural competence, cultural responsiveness, and socially just leadership. One of the program coordinators stated,

We've done a lot of culturally responsive [things]. I don't know about being culturally competent, because how are you culturally competent about something that you haven't experienced? It is to say that [it] is difficult to prepare leaders with dispositions when you as a faculty member cannot define them. To be culturally competent, you have to have the content knowledge and awareness of cultural diversity issues that impact the political, social, and educational context.

Culturally responsive leaders respond to cultural and diversity issues by having the skills to increase student achievement, change policy, and transform their schools. They have a lot of the same traits as socially just school leaders. The only difference is that they do not promote advocacy to the level that socially just school leaders do.

The other examples that dealt with faculty not having the content knowledge to prepare aspiring school leaders and to promote diversity came from this statement from a coordinator:

I need to step up my game, so I've been trying to integrate more teaching people about systemic oppression using some social justice stuff, critical race theory. White privilege has been a big theme for us. Trying to help show people how these things all intersect and then how that influences what we're doing in schools. That's a lot to influence, and it's not my area. I think that's where I'm

307

struggling personally is to be able to have the depth and breadth of knowledge to be able to do that effectively.

This finding also illustrates the fact that principal preparation programs' faculty were not prepared to teach aspiring school leaders on issues relating to diversity. Faculty members felt that their programs were not preparing school leaders for culturally diverse schools. The coordinator stated they did not know much about social justice and how to teach it. This finding was shown in research. Marshall (2004) established that numerous educational administration faculty might not have the knowledge, resources, approaches, foundations, or capacity to permeate their research interests or classes that they taught with issues linked to poverty, language minority, special needs, gender, race, and sexuality. Current research showed that with the move toward making tenure, many faculty members and curricula tread lightly on approaches in which "education policies are outlined without a critical, contextual, or historical understanding of social inequities, equity concerns, or desires for social justice" (Crow & Whiteman, 2016, p. 125).

Recommendation for Future Research

According to Hernandez et al. (2012), researchers in the field of educational leadership have acknowledged that the quality of leadership is reliant on the quality of leadership preparation programs. The perception of school leaders is that principal preparation programs have failed to prepare leaders for schools in the 21st century (Lynch, 2012; Miller, 2013). There are many studies on the effectiveness of school leaders, how school leaders influence student achievement, and key elements of an effective leadership program, but there are not many studies evaluating the degree to

which preparation programs include diversity leadership. This aspect is needed so programs can determine what works. In addition, research studies will need to be conducted on the new 2015 Professional Standards for Educational Leaders once these are implemented in the majority of the principal preparation in South Carolina and others states to determine if school leaders are being prepared with standards other than managerial, organizational, and instructional methods.

Conclusion

As demographics shift across the nation, the population of schools will continue to become more diverse. School leaders must be prepared with the knowledge, skills, and dispositions to value and manage diversity. School leaders have an ethical and moral obligation to promote teaching and learning for all students, employ quality teachers, treat all students with respect and fairness, and carry out the mission statement for their schools. Kaser and Halbert (2009) proposed that safeguarding equity and quality in education necessitates that leaders change their mindsets and refocus on core educational value. Changing their mindset can start by providing the knowledge, skills, and disposition to work in culturally diverse schools and aspiring school leaders participating in learning activities, such as those recommended by Gooden and Dantley (2012). They declared that the capacity for critical reflective practice was vital for cultivating leadership for equity, diversity, and advocacy in schools (Gooden & Dantley, 2012).

Researcher's Final Thoughts

As I concluded my research study, I would like to share my final thoughts regarding the findings in my study. For a combination of 16 years, I taught at two high

schools where students of color were the majority and minority student population. As an African American female teacher, certified school administrator, and advocate for fairness and equity in the educational system, I am saddened by the current conditions of principal preparation programs in the state that I resided in and across the United States. The need to prepare all potential school leaders to be successful in culturally diverse schools should be recognizable using education statistics and population data.

I currently work as an instructional coach for an alternative program, and I observe the number of colored students who are expelled excessively from school. After reading some of the explanations as to why they are here, it is apparent that there is no one advocating for these students at schools. Discipline disparities are increasing, and teachers are not receiving any professional development on cultural competence, culturally relevant teaching, or culturally responsive teaching. If school leadership analyzed all their data and not just student test data, they would be informed that students of color were being treated differently.

There is an abundance of educational leadership research studies relating to the effectiveness of school principals, leadership matters, and how school leaders influence students' learning. School leaders also set the tone of the school and influence the schools' culture. I personally feel that if principals are second in impacting students academically, they should feel obligated to understand the culture of all students; how different cultures learn, communicate, live, think, and react are critical pieces of information to understand when managing the dynamics of diversity in a school environment. I believe that educational leadership preparation programs are responsible

for safeguarding schools from hiring principals who are unprepared to lead for diversity, equity, and advocacy. An injustice is occurring for students who are of color, marginalized, impoverished, and oppressed.

REFERENCES

Al Qur'an, Marwan N. (2010). How to Use Multiple Case Studies in International

   Business Research: Methodological Aspects. *International Review of Business*

   Research Papers, 6(3), p. 104. Retrieved from:

   http://www.bizresearchpapers.com/8.Marwan.pdf

American Psychological Association. (2012). *Ethnic and racial disparities in education:*

   Psychology's contributions to understanding and reducing disparities. Retrieved

   from http://www.apa.org/ed/resources/racial-disparities.pdf

Anast-May, L., Buckner, B., & Greer, G. (2011). Redesigning principal

   internships: Practicing principals' perspectives. *The International Journal*

   of Educational Leadership Preparation, 6(1), 1-7.

Anderson, M. J. (2007). Principals and conflict management: Do preparation programs

   do enough? *AASA Journal of Scholarship & Practice, 4*(1), 4-13.

Anderson, S.E. (1991). Principal's management style and patterns of teacher

   implementation across multiple innovations. *School Effectiveness and School*

   Improvement, 2 (4), 286-304.

Atkinson, P. A. & Coffey, A. (1997). Analyzing documentary realities. In D. Silverman

   (Ed.), *Qualitative research: Theory, method and practice,* London: Sage, 45–62

Aud, S., Fox, M., & KewalRamani, A. (2010). *Status and trends in the education of*

   racial and ethnic groups (NCES 2010-015). U.S. Department of Education,

   National Center for Education Statistics. Washington, DC: U.S. Government

   Printing Office.

Aud, S., Wilkinson-Flicker, S., Kristapovich, P., Rathbun, A., Wang, X., and Zhang, J. (2013). *The Condition of Education 2013* (NCES 2013-037). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Banks, J. (1989). *An introduction to multicultural education*. Needham, MA: Allyn & Bacon.

Banks, J. (2002). *An introduction to multicultural education* (3rd ed.). Needham, MA: Allyn & Bacon.

Banks, J. (2008). Diversity, group identity, and citizenship education in a global age. *Educational Researcher*, *37*, 129-139. doi:10.3102/0013189x08317501.

Banks, J. A., Banks, C. A. M., Cortés, C. E., Hahn, C., Merryfield, M., Moodley, K., Osler, A., Murphy Shigematsu, S., & Parker, W. C. (2005). *Democracy and diversity: Principles and concepts for educating citizens in a global age*. Seattle: Center for Multicultural Education, University of Washington.

Banks, J., & McGee-Banks, C. (2004). *Multicultural education: Issues and perspectives* (4th ed.). New York, NY: John Wiley.

Baratz, J., and S. Baratz. (1970). Early Childhood Intervention: *The Social Science Base of Institutional Racism*. Harvard Educational Review, *40*, 29-50.

Barker, R. L. (2003). *The social work dictionary (*5th ed.). Washington, DC: NASW Press

Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report, 13*, 544-559. Retrieved from http://www.nova.edu/

Bell, D. (1980). Brown v. Board of Education and the interest-convergence dilemma. *Harvard Law Review, 93*(3), 518-533. doi:10.2307/1340546

Bereiter, C., & Engleman, S. (1966). *Teaching disadvantaged children in preschool*. Englewood Cliffs, NJ: Prentice Hall.

Bingham, C. S., & Gottfried, S. (2003). The call for new school leaders and leadership development. *The Vision Magazine, 2*(2), 32-34.

Bishop, R., Berryman, M., & Richardson, C. (2002). Te toihuarewa: Effective teaching and learning in total immersion Maori language educational settings. *Canadian Journal of Native Education, 26*(1), 44-61.

Bishop, R., Berryman, M., Cavanagh, T., & Teddy, L. (2009). Te kotahitanga: Addressing educational disparities facing Māori students in New Zealand. *Teaching and Teacher Education, 25*(5), 734-742.

Bitterman, A., Goldring, R., and Gray, L. (2013). *Characteristics of public and private elementary and secondary school principals in the United States: Results from the 2011–12 Schools and Staffing Survey. First look. NCES 2013-314*. Washington, DC: National Center for Education Statistics.

Blackmore, J. (2009). Leadership for social justice: A transnational dialogue. *Journal of Research on Leadership Education*, *4*(1), Article 5. Retrieved from http: www.ucea.org/jrle.

Blase, J., & Blase, J. (1999). Principals' instructional leadership and teacher development: Teachers' perspectives. *Educational Administration Quarterly, 35* (3), 349-378.

Blassingame, J. W. (1972). *The slave community: Plantation life in the antebellum South*. New York: Oxford University Press.

Bloom, B. S., Davis, A., & Hess, R. (1965). *Compensatory education for cultural deprivation*. New York: Holt.

Bodovski, K., & Farkas, G. (2007). Do instructional practices contribute to inequality in achievement? The case of mathematics instruction in kindergarten. *The Journal of Early Childhood Research*, *5*, 301-322. doi: 10.1177/1476718X07080476

Bogotch, I. E. (2002). Educational leadership and social justice: Practice into theory. *Journal of School Leadership*, *12*, 138-156.

Bookbinder, R. M. (1992). *The principal: Leadership for the effective and productive school.* Springfield, IL: Charles C. Thomas.

Boozer Michael A., Krueger Alan B., Wolkon Shari 1992. Race and School Quality since Brown v. Board of Education. *Brookings Papers on Economic Activity, Microeconomics*: 269–326.

Bossert, S., Dwyer, D., Rowan, B. and Lee, G. V. (1982) The instructional role of the principal. *Educational Administrative Quarterly, 18*(3), 34–64.

Bottoms, G., & O'Neill, K. (2001). *Preparing a new breed of school principals: It's time for action*. Atlanta, GA: Southern Regional Education Board.

Bourke, B. (2014). Positionality: Reflecting on the Research Process. *The Qualitative Report*, *19*(33), 1-9. Retrieved from http://nsuworks.nova.edu/tqr/vol19/iss33/3.

Boyd, V., & Hord, S. M. (1994). Schools as learning communities. *Issues. About change*, *4*(1). Austin, TX: Southwest Educational Development Laboratory.

Bradbury-Jones C (2007). Enhancing rigor in qualitative health research: Exploring subjectivity through Pushkin's I's. *Journal of Advanced Nursing. 59*: 290–298.Harvard University Press.

Brighouse, H., & Swift, A. (2008). Putting educational equality in its place. *Education Finance and Policy, 3*(4), 444-466. doi:10.1162/edfp.2008.3.4.444

Brown v. Board of Education 347 U.S. 483 (1954).

Brown, K. M. (2004). Leadership for social justice and equity: Weaving a transformative framework and pedagogy. *Educational Administration Quarterly*, *40*, 79-110.

Brown, K. M. (2005). Transformative Adult Learning Strategies: Assessing the Impact on Pre-Service Administrators' Beliefs. *Educational Considerations*, *32*(2), 17-26.

Bustamante, R. M., Nelson, J. A., & Onwuegbuzie, A. J. (2009). Assessing schoolwide cultural competence: Implications for school leadership preparation. *Educational Administration Quarterly, 45*(5), 793-827. doi:10.1177/0013161X09347277.

Cambron-McCabe, N., & McCarthy, M. (2005). Educating school leaders for social justice. *Educational Policy, 19*(1), 201-222. Retrieved from http://epx.sagepub. com/content/19/1/201.

Capper, C. A., Theoharis, G., & Sebastian, J. (2006). Toward a framework for preparing leaders for social justice. *Journal of Educational Administration*, *44*, 209-224.

Carr, W., & Kemmis, S. (1995). *Becoming critical: Education, knowledge and action research*. London, England: Hyperion Books.

Christian, G. R. (2011). *Internship experiences for aspiring principals: Student perceptions and effectiveness* (Doctoral dissertation). Available from ProQuest UMI Dissertations Publishing. (UMI No. 3476276)

Cohen, L., L. Manion & L. Morrison (2011). *Research Methods in Education*. Abingdon, Oxon, Routledge.

Colby, Sandra L. and Jennifer M. Ortmann, (2014). Projections of the Size and Composition of the U.S. Population: 2014 to 2060, *Current Population Reports*, P25-1143, U.S. Census Bureau, Washington, DC, 2014

Coleman, J. S. (1966). *Equality of educational opportunity.* Washington, DC: Government Printing Office.

Coleman, J. S. (1975). Equal educational opportunity: A definition. *Oxford Review of Education,1*(1), 25-29. doi:10.1080/0305498750010104

Coleman, J. S., Campbell, E. G., Hobson, C. J., McPartland J, Mood, A. M., Weinfeld, F. D., & York, R. L. (1966). *Equality of educational opportunity.* Washington, DC: U.S. Government Printing Office.

Common Core of Data. (2006). *Documentation to the State Nonfiscal Survey of Public Elementary and Secondary Education: School Year 2003–04*. Washington, DC: National Center for Education Statistics.

Common Core of Data. (2015). *Documentation to the State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2013–14*. Washington, DC: National Center for Education Statistics.

Copland, M. A. (2000). Problem-based learning and prospective principals' problem

    framing ability. Educational Administration Quarterly, 36, 585-607.

Council of Chief State School Officers. (1996). *Interstate School Leaders Licensure*

    Consortium. Washington, DC: State Education Assessment Center.

Council of Chief State School Officers, C. (2007). Retrieved from CCSSO Homepage:

    www.ccsso.org/content/pdfs/elps_isllc2008.pdf.

Council of Chief State School Officers. (2008). *ISLLC 2008 Educational Leadership*

    Policy Standards. Retrieved from

    http://www.wallacefoundation.org/knowledgecenter/schoolleadership/principal

    -evaluation/Documents/Educational-Leadership- Policy-Standards ISLLC-

    2008.pdf.

Council of Chief State School Officers. (2013). *Knowledge, Skills, and Dispositions:*

    The Innovation Lab Network State Framework for College, Career, and

    Citizenship Readiness, and Implications for State Policy. Retrieved from:

    http://www.ccsso.org/Documents/ILN%20Knowledge%20Skills%20and%2

    0Dispositions%20CCR%20Framework%20February%2 02013.pdf.

Council of Chief State School Officers. (2014). *2014 ISLLC Standards*, Washington,

    DC: Author.

Creswell, J. W. (1994). *Research design: Qualitative and quantitative approaches***.**

    Thousand Oaks, CA: SAGE.

 Creswell, J. W. (1998). *Research design: Qualitative, quantitative, and mixed*

    methods approaches (2nd ed.). Thousand Oaks, CA: Sage.

Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Merrill Prentice Hall.

Creswell, J. W. (2003). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

Creswell, J. W. (2009). *Research Design: Qualitative, quantitative, and mixed methods approaches*. (3rd Ed.). Thousand Oaks, CA: Sage.

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: Sage.

Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.). Thousand Oaks, CA: Sage.

Creswell, J. W., & Clark, V. L. P. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.

Creswell, J. W., & Miller, D. (2000). Determining validity in qualitative inquiry. *Theory into practice*, *39*(3), 124–130.

Creswell, J. W & Plano, Clark V. L. (2011). *Designing and conducting mixed method research.* 2nd Sage; Thousand Oaks, CA:

Cross, T., Bazron, B., Dennis, K., & Isaacs, M. (1989). *Towards a culturally competent system of care: A monograph on effective services for minority children who are severely emotionally disturbed, Volume 1*. Washington, DC: Child and Adolescent Service System Program Technical Assistance Center.

Crotty, M. (1998). *The foundations of social science research: Meaning and perspective in the research process*. New South Wales, Australia: Allen and Uwin.

Crotty, M. (2003). *The foundations of social research: Meaning and perspectives in the research process*. Thousand Oaks, CA: Sage.

Crow, G. M., & Whiteman, R. S. (2016). Effective preparation program features: A literature review. *Journal of Research on Leadership Education,11*(1), 120-148. doi:10.1177/1942775116634694.

Cuban, L. (1998). The Superintendent Contradiction. *Education Week, 18*(7), 56.

Cunningham, W. G., & Sherman, W. H. (2008). Effective internships: Building bridges between theory and practice. *The Educational Forum, 72*, 308-318. doi:10.1080/00131720802361936.

Dantas, M. L. (2007). Building teacher competency to work with diverse learners in the context of international education. *Teacher Education Quarterly, 34*(1), 75-91. Retrieved from http://vnweb.hwwilsonweb.com.leo.lib.unomaha.edu/hww/ jumpstart.jhtml?recid=0bc05f7a67b1790e50c64c5d6b9bbacc8e900eaa8fed22850 0b919cfb5534db70529dc5daa31d7d7&fmt=P.

Dantley, M. (2002). Uprooting and replacing positivism, the melting pot, multiculturalism, and other impotent notions in education leadership through an African American perspective. *Education and Urban Society, 34*(3), 334-352.

Dantley, M. E., & Tillman, L. C. (2010). Social justice and moral transformative leadership. In C. Marshall & M. Oliva (Eds.), *Leadership for social justice* (2nd ed., pp. 19-34). Boston, MA: Allyn & Bacon.

Dantley, M. E., Beachum, F. D., & McCray, C. R. (2008). Exploring the intersectionality of multiple centers within notions of social justice. *Journal of School Leadership*, *18*, 124-133.

Darling-Hammond, L. (2001). The challenge of staffing our schools. *Educational Leadership, 58*(8), 12-17.

Darling-Hammond, L. (2005). Teaching as a profession: Lessons in teacher preparation and professional development. *Phi Delta Kappan, 87*(3), 237–240.

Darling-Hammond, L., French, J., & Garcia-Lopez, S. P. (Eds.). (2002). *Learning to teach for social justice*. New York: Teacher's College Press.

Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M. T., & Cohen, C. (2007). P*reparing school leaders for a changing world: Lessons from exemplary leadership development programs*. Stanford, CA: Stanford University, Stanford Educational Leadership Institute

Darling-Hammond, L., Meyerson, D., LaPointe, M., & Orr, M. T. (2010). *Preparing principals for a changing world: Lessons from effective school leadership programs*. San Francisco, CA: Jossey-Bass.

Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession*. Washington, DC: National Staff Development Council.

Davis, S. H. (2010). *Analysis of site-level administrator and superintendent certification requirements in the USA*. Sacramento, CA: California Commission on Teacher Credentialing. Retrieved from http://www.ctc.ca.gov/educator-prep/ASC/ASC-analysis-of-USArequirements.pdf.

Davis, S., & Darling-Hammond, L. (2012). Innovative principal preparation programs: What works and how we know. *Planning and Changing*, 43, 25–45.

Davis, J., & Jazzar, M. (2005). The Seven Habits of Effective Principal Preparation Programs. *Principal,84*(5), 18-21.

Davis, S. H, Darling-Hammond, L., LaPointe, M., & Meyerson, D., (2005). *School leadership study: Developing successful principals.* (Review of Research). Stanford, CA: Stanford University, Stanford Educational Leadership Institute.

Davis, S. H., Leon, R. J., & Fultz, M. (2013). How principals learn to lead: The comparative influence of on-the-job experiences, administrator credential programs, and the ISLLC standards in the development of leadership expertise among urban public-school principals. *International Journal of Educational Leadership Preparation, 8*(1), 1-24.

Davis, S. H.., Darling-Hammond, L., LaPointe, M., & Meyerson, D., (2005). *School leadership study: Developing successful principals.* (Review of Research). Stanford, CA: Stanford University, Stanford Educational Leadership Institute.

Deal T., & Peterson, K. D. (1999). Shaping school culture: *The heart of leadership* San Francisco, CA: Jossey-Bass.

Denzin, N.K. and Lincoln, Y.S. (eds) (1994) Handbook of Qualitative Research, Thousand Oaks, CA: Sage

Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of qualitative research*. Thousand Oaks, CA: Sage.

Denzin, N.K. & Lincoln, Y. (2005). *Handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.

Denzin, N.K., & Lincoln, Y. (2011). *The SAGE handbook of qualitative research*. (4th ed.). Thousand

Deutsch, M. (1963). The disadvantaged child and the learning process. In A. H. Passow (Ed.), *Education in depressed areas* (pp. 163-179). New York: Bureau of Publications, Teachers College, Columbia University.

Dewey, J. (1944). *Democracy and education*. New York, NY: The Free Press.

Diem, S., & Carpenter, B. W. (2012). Social justice and leadership preparation: Developing a transformative curriculum. *Planning and Changing*, *43*(1-2), 96-112.

Diem, S., & Carpenter, B. W. (2013). Examining race-related silences: Interrogating the education of tomorrow's educational leaders. *Journal of Research on Leadership Education*, *8*, 56-76. doi:10.1177/1942775112464962

Digest of Education Statistics. (2015). *Enrollment and percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and region: Selected years, fall 1995 through fall 2025*. Washington, DC: National Center for Education Statistics.

Dixson, A. D. and Rousseau, C. (2006). *Critical race theory in education: All God's children got a song*. New York, NY: Routledge

Duncan, H., Range, B., & Scherz, S. (2011). From professional preparation to on-the-job development: What do beginning principals need? *International Journal of Educational Leadership Preparation*, 6(3), 1-20.

Eisenhardt, K.M. 1989, "Building theories from case study research", Academy of Management Review, vol. 14, no. 4, pp. 532-550.

Farkas, S., Johnson, J., Duffet, A., & Foleno, T. (2001). *Trying to stay ahead of the game: Superintendents and principals talk about school leadership*. New York, NY: Public Agenda.

Finlay L (2000) 'Outing' the researcher: the provenance, process, and practice of reflexivity. *Qualitative Health Research* 12: 531–545.

Ford, D. Y. (1996*). Reversing underachievement among gifted Black students: Promising practices and programs.* New York: Teachers College Press.

Forsyth, P., Stout, R. T., & Griffiths, D. E. (1988). *Leaders for America's schools: The report of the National Commission on Excellence in Educational Administration*. Berkeley, CA: McCutchan.

Fullan, M. (2007). *Leading in a culture of change: Personal action guide and workbook*. San Francisco, CA: Jossey-Bass.

Fuller, E. J., & Hollingworth, L. (2014). A bridge too far? challenges in evaluating principal effectiveness. *Educational Administration Quarterly, 50*(3), 466-499. doi:10.1177/0013161X13506595

Furman, G. C. (1998). Postmodernism and community in schools: Unraveling the

paradox. *Educational Administration Quarterly*, *34*, 298-328.

Furman, G. C., & Gruenewald, D. A. (2004). Expanding the landscape of social justice:

A critical ecological analysis. *Educational Administration Quarterly*, *40*, 49-78.

Furman, G. C., & Shields, C. M. (2005). How can educational leaders promote and

support social justice and democratic community in schools? In W. A. Firestone

& C. Riehl (Eds.), *A new agenda for research in educational leadership* (pp. 119-

137). New York, NY: Teachers College Press

Gale, N. K., Heath, G., Cameron, E., Rashid, S., & Redwood, S. (2013). Using the

framework method for the analysis of qualitative data in multi-disciplinary health

research. *BioMed Central Medical Research Methodology*, *13*, 117.

doi:10.1186/1471-2288-13-117

Gao, W., & Mager, G. (2011). Enhancing preservice teachers' sense of efficacy and

attitudes toward school diversity through preparation: A case of one U.S.

inclusive teacher education program. *International Journal of Special Education*,

26, 92-107. Retrieved from

http://www.internationaljournalofspecialeducation.com

Gardiner, M. E., & Enomoto, E. (2006). Urban school principals and their role as

multicultural leaders. *Urban Education*, *41*, 560–584.

doi:10.1177/0042085906294504

Gay, G. (1994). NCREL monograph: A synthesis of scholarship in multicultural

education: Naperville, IL: North Central Regional Education Laboratory.

Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York, NY: Teachers College Press.

Gay, G. (2010). *Culturally responsive teaching theory, research, and practice* (2 ed.). New York, NY: Teachers College Press.

Gay, G. (2013). Teaching to and through cultural diversity. Curriculum Inquiry, 43, 48–70.

Ginsburg, H. (1972*). The myth of the deprived child: Poor children's intellect and education*. Englewood Cliffs, NJ: Prentice-Hall

Ginsberg, M. B., & Wlodkowski, R. J. (2000). *Creating highly motivating classrooms for all students: A schoolwide approach to powerful teaching with diverse learners*. San Francisco, CA: Jossey-Bass.

Glackman, T., Martin, R., Hyman, I., McDowell, E., Berv, V., & Spino, P. (1978). Corporal punishment, school suspension, and the civil rights of students: An analysis of Office for Civil Rights school surveys. *Inequality in Education*, *23*(1), 61–65.

Glenn A. Bowen, (2009) "Document Analysis as a Qualitative Research Method", Qualitative Research Journal, *9*(2), 27-40, https://doi.org/10.3316/QRJ0902027

Glesne, C. (1999). Becoming qualitative researchers: An introduction (2nd ed.). New York: Longman.

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2008). *Supervision and instructional leadership: A developmental approach* (8th ed.). New York: Jossey- Bass.

Goertz, M. E. (2005). Implementing the No Child Left Behind Act: Challenges for the states. *Peabody Journal of Education*, *80*(2), 73–89.

Goertz, M.E. (2001). Standards-based accountability: Horse trade or horse whip? In L. Corno (Ed.), *Education across a century: The centennial volume, NSSE Yearbook, 100*(1), 39- 59.

Goldfarb, K. P., & Grinberg, J. (2002). Leadership for social justice: Authentic participation in the case of a community center in Caracas, Venezuela. *Journal of School Leadership, 12*, 157-173.

Good, T. L. (Ed.). (2000). *American education: Yesterday, today, and tomorrow*. Ninety-Ninth Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press

Gooden, M. A. (2005). The role of an African American principal in an urban information technology high school. *Educational Administration Quarterly*, *41*b, 630-650.

Gooden, M. A., & Dantley, M. (2012). Centering race in a framework for leadership preparation. *Journal of Research on Leadership Education*, 7, 237–253. doi:10.1177/1942775112455266

Gorski, P. C. (2009). What we're teaching teachers: An analysis of multicultural teacher education coursework syllabi. Teaching and Teacher Education, 25, 309-318.

Greenbank, P. (2003). The Role of Values in Educational Research: The Case for

    Reflexivity. *British Educational Research Journal, 29*(6), 791-801. Retrieved

    from http://www.jstor.org/stable/1502134

Griffiths, D. E., R. T. Stout, and P. B. Forsyth, eds. 1988. *Leaders for tomorrow's*

    schools. Tempe, Ariz.: University Council for Educational Administration

Guba, E. G., & Lincoln, Y. S. (1981). Criteria for assessing the trustworthiness of

    naturalistic inquiries. *Educational Communication and Technology Journal*,

    29(1), 75-91. doi:10.1007/BF02766777

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N.

    K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105–

    117). Thousand Oaks, CA: Sage.

Guinier, L. (2004). From racial liberalism to racial literacy: Brown v. Board of Education

    and the interest divergence dilemma. *The Journal of American History*, *91*(1), 92–

    118. doi:10.2307/3659616

Gurin, P., Dey, E. L., Hurtado, S., & Gurin, G. (2002). Diversity and higher education:

    Theory and influence on educational outcomes. *Harvard Educational Review*, *72*,

    330–366. doi:10.17763/haer.72.3.01151786u134n051

Hackmann, D. G., & McCarthy, M. M. (2011). Clinical faculty in educational leadership

    programs: A growing force. *Planning and Changing*, 42(3-4), 183-208.

Hafner, M. M. (2006). Teaching strategies for developing leaders for social justice. In C.

    Marshall & M. Oliva (Eds.), *Leadership for social justice: Making revolutions in*

    education. Boston, MA: Pearson Education.

Hale, E. L., & Moorman, H. N. (2003). *Preparing school principals: A national perspective on policy and program innovations.* Washington, DC: Institute for Educational Leadership

Hallinger, P. (1987). Assessing and developing principal instructional leadership. *Educational Leadership*, *45*(1), 54-60.

Hallinger, P., & Heck, R. H. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research 1980-1995. *Educational Administration Quarterly, 32*(1), 5-44.

Hallinger, P., & Heck, R. H. (1998). Exploring the principal's contribution to school effectiveness: 1980–1995. *School Effectiveness and School Improvement*, *9*, 157-191. doi:10.1080/0924345980090203

Hammersley M, & Atkinson P (2007) *Ethnography: Principles in Practice*. Third edition. Routledge, London

Hamzeh M. Z.& Oliver K. (2010) Gaining research access into the lives of Muslim girls' researchers negotiating muslimness, modesty, inshallah, and haram. *International Journal of Qualitative Studies in Education 23*(2): 165–180.

Hanley, J. (1999). Beyond the tip of the iceberg: five stages toward cultural competence. *Today's Youth: The Community Circle of Caring Journal*, *3*(2), 9-12.

Hanushek, E.A. (1999). "Some findings from an independent investigation of the Tennessee STAR experiment and from other investigations of class size effects". *Educational Evaluation and Policy Analysis* 21 (2), 143–163

Hawkins, J. D., Lishner, D. M., Catalano, R. F., & Howard, M. O. (1986). Childhood

predictors of adolescent substance abuse: *Toward an empirically grounded*

theory. Journal of Children in Contemporary Society, 18, 11-48

Hawley, W., & James, R. (2010). Diversity-responsive school leadership. *UCEA*

Review, 52(3), 1–5.

Hernandez, R., Roberts, M., & Menchaca, V. (2012). Redesigning a principal preparation

program: A continuous improvement model. *International Journal of Educational*

Leadership, 7(3).

Hess, F. M., & Kelly, A. P. (2005). An innovative look, a recalcitrant reality: The politics

of principal preparation reform. *Educational Policy, 19*(1), 155–180. doi:

10.1177/0895904804270776.

Hess, F., & Kelly, A. (2007). Learning to lead: What gets taught in principal-preparation

programs. *The Teachers College Record*, 109(1), 244-274.

Hess, R. D., & Shipman, V. C. (1965). Early experience and socialization of cognitive

modes in children. *Child Development*, *36*, 869–886. doi:10.2307/1126930.

Hodgkinson, C. (Ed.). (1991). *Educational leadership: The moral art.* Albany: State

University of New York Press.

Horn, R. A., (2001). Promoting social justice and caring in schools and communities: The

unrealized potential of the cohort model. *Journal of School Leadershi*p, 11,313–

335.

Horsford, S. D. (2011). *Learning in a burning house: Educational inequality, ideology,*

and (dis)integration. New York, NY: Teachers College Press.

Howard, T. C. (2010). W*hy race and culture matters in schools: Closing the achievement gap in America's classroom*s. New York, NY: Teachers College Press

Hoy, W. K., Tarter, C. J., & Bliss, J. R. (1990). Organizational climate, school health, and effectiveness: A comparative analysis *Educational Administration Quarterly, 26,* 260-279.

Hussar, W.J., and Bailey, T.M. (2011). Projections of Education Statistics to 2020 (NCES 2011-026). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

Institute for Educational Leadership. (2000). *Leadership for student learning: Reinventing the principalship.* Retrieved from http://www.iel.org/programs/21st/reports/principal.pdf

Institute for Educational Leadership. (2005). Preparing and supporting diverse, culturally competent leaders: *Practice and policy considerations*. Washington, DC: Institute for Educational Leadership

Isaacs, M. R., & Benjamin, M. P. (1991). *Toward a culturally competent system of care: Vol. IL Programs which utilize culturally competent principles.* Washington, DC: Georgetown university, Child Development Center, Child and Adolescent Service System Program, Technical Assistance Center.

Jackson, B. L., & Kelley, C. (2002). Exceptional and innovative programs in educational leadership. Educational Administration Quarterly, *38*(2), 192-212.

Jazzar, M., & Algozzine, R. (2006). *Critical issues in Educational Leadership*. Boston, MA: Pearson.

Jean-Marie, G., Normore, A. H., & Brooks, J. S. (2009). Leadership for social justice: Preparing 21st century school leaders for a new social order. *Journal of Research on Leadership Education*, *4*(1). Retrieved from http://www.ucea.org/jrle

Johnson, L. S. (2003). The diversity imperative: Building a culturally responsive school ethos. *Intercultural Education*, *14*(1), 17–30. doi:10.1080/1467598032000044629

Johnson, L. S. (2006). "Making her community a better place to live": Culturally responsive urban school leadership in historical context. *Leadership and Policy in Schools*, *5*(1), 19-36. doi:10.1080/15700760500484019

Kaestle, C. F. (1973). *The evolution of an urban school system: New York City, 1750-1850*. Cambridge, MA: Harvard University Press.

Kaser, L., & Halbert, J. (2009). *Leadership mindsets: Innovation and learning in the transformation of schools*. New York: Routledge.

Kelley, Carolyn, Allan Odden, Anthony Milanowski, and Herbert Heneman III. (2000). The Motivational Effects of School-Based Performance Awards, Consortium for Policy Research in Education, policy brief RB-29, Retrieved from: http://www.cpre.org/Publications/rb29.pdf.

Kemmis, S., & McTaggart, R. (2000). Participatory action research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 567–605). Thousand Oaks, CA: Sage.

Kennedy, J. F. (1962). Special message to the Congress of Education. *The American Presidency Project.* Retrieved from http://www.presidency.ucsb.edu/ws/?pid=8858.

Khalifa, M. (2013). Creating spaces for urban youth: The emergence of culturally responsive (hip-hop) school leadership and pedagogy. *Multicultural Learning and Teaching*, *8*, 63–93. doi:10.1515/mlt-2013-0010.

Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016). Culturally responsive school leadership: A synthesis of the literature. *Review of Educational Research, 86*(4), 1272–1311. doi:10.3102/0034654316630383.

Klingner, J. K., Artiles, A. J., Kozleski, E., Harry, B., Zion, S., Tate, W., Durán, G. Z., & Riley, D. (2005). Addressing the disproportionate representation of culturally and linguistically diverse students in special education through culturally responsive educational systems. Education Policy Analysis Archives, 13(38). Retrieved [date] from http://epaa.asu.edu/epaa/v13n38/.

Kuhn, T. 1970. *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teaching for African American students*. San Francisco, CA: Jossey-Bass.

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *American Educational Research Journal*, *32*, 159–165. doi:10.1080/00405849509543675.

Ladson-Billings, G. (2000). Racialized discourses and ethnic epistemologies. In N. K. Denzin & Y. S. Lincoln (Eds.), Handbook of qualitative research (2nd ed., pp. 257-278). Thousand Oaks: Sage.

Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. *Educational Researcher*, *35*(7), 3-12. doi:10.3102/0013189X035007003.

Larkin, J. (1979). School desegregation and student suspension: A look at one school system. *Education and Urban Society*, *11*, 485-495. doi:10.1177/001312457901100406.

Lattuca, P. (2012). The principalship in transition. *The Educational Forum,76*(2), 224-233. doi:10.1080/00131725.2011.653868.

Leithwood, K, A., & Jantzi, D. (1990). The effects of transformational leadership on organizational conditions and student engagement with school. *Journal of Educational Administration*, *38*, 112-126. doi:10.1108/09578230010320064.

Leithwood, K. A., & Jantzi, D. (2000). Transformational leadership: How principals can help reform school cultures. *School Effectiveness and School Improvement*, *1*, 249-280. doi:10.1080/0924345900010402

Leithwood, K. A., & Riehl, C. (2003). *What we know about successful school leadership*. Philadelphia, PA: Laboratory for Student Success, Temple University.

Leithwood, K., & Riehl, C. (2005). What we know about successful school leadership. In W. Firestone & C. Riehl, (Eds.), *A new agenda: Directions for research on educational leadership* (pp. 22–47). New York, NY: Teachers College Press.

Leithwood, K., Louis, K.S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning.* New York: The Wallace Foundation. Available at www.wallacefoundation.org/knowledge-center/schoolleadership/key-research/Pages/How-Leadership-InfluencesStudent-Learning.aspx

Levine, A. (2005). Educating school leaders. Washington, DC: The Education Schools Project.

Lincoln, Y. S., & Guba, E. A. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.

Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences revisited. In N. K. Denzin & Y. S. Lincoln, *The SAGE handbook of qualitative research* (4th ed., pp. 97–128). Thousand Oaks, CA: Sage.

Lincoln, YS. & Guba, EG. (1985). *Naturalistic Inquiry*. Newbury Park, CA: Sage Publications.

Lindsey, R., Roberts, L. M., & Campbell-Jones, F. (2005). *The culturally proficient school: An implementation guide for school leaders*. Thousand Oaks, CA: Corwin.

Lindsey, R., Robins, K. N., & Terrell, R. (1999). *Cultural proficiency: A manual for school leaders*. Thousand Oaks, CA: Corwin.

Linn, R. L. (2000). *Assessments and accountability.* Educational Researcher, 29 (2), 4-16.

Locke, L., Spirduso, W., & Silverman, S. (2000). *Proposals that work: A guide for planning dissertations and grant proposals* (4th ed.). Thousand Oaks, CA: Sage

Lomotey, K. (1989). Cultural diversity in the school: Implications for principals. *NASSP*

Louis, K., Leithwood, K., Wahlstrom, K., & Anderson, S. (2010). *Learning from leadership: Investigating the links to improved student learning*. New York: Wallace Foundation.

Lynch, J. M. (2012). Responsibilities of today's principal: Implications for principal preparation programs and principal certification policies. *Rural Special Education Quarterly*, 31(2), 40-47

Madsen. J., & Mabokela, R. (2005). Culturally relevant schools. New York: Routledge.

Maher, M. A. (2001, April*). Professional living situations: Cohorts as communities of living and learning*. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA.

Maher, M. A. (2005). The evolving meaning and influence of cohort membership. *Innovative Higher Education*, *30*(3), 95–211

Marshall, C. (2004). Social justice challenges to educational administration: Introduction to a   special issue. *Educational Administration Quarterly*, *40*(1), 5-15.

Marshall, C., & Oliva, M. (2006). *Leadership for social justice: Making revolutionsin education*. Boston: Pearson Education.

Martin, P., & Midgley, E. (1999). Immigration to the United States. Population Bulletin, 4(2), l-44. Washington, DC: Population Reference Bureau

Martinez, S. L. M., & Rury, J. L. (2012). From "culturally deprived" to "at risk": The politics of popular expressions and educational inequality in the United States, 1960-1985. *Teachers College Record*, *114*(6), 8-39.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results.* Alexandria, VA: Association for Supervision and Curriculum Development.

Mason J.L. (1993). *Culturally competence self-assessment questionnaire*. Portland OR Portland State University. Multicultural initiative project.

McCarthy, M. M. (2002). Educational leadership preparation programs: A glance at the past with an eye toward the future. *Leadership and Policy in Schools,1*(3), 201-221. doi:10.1076/lpos.1.3.201.7890

McCray, C. R., Wright, J. V., & Beachum, F. D. (2007). Examining the perplexing plight of African American principals. *Journal of Instructional Psychology*, *34*(4), 247-255.

McDowell, L.1992. Doing gender, feminism, feminists and research methods in human geography. *Transactions of the Institute of British Geographers*, *17*(1), 399–416.

McKenzie, K. B., & Scheurich, J. (2004). Equity traps: A useful construct for preparing principals to lead schools that are successful with racially diverse students. *Educational Administration Quarterly*, *40*, 601-632.

McKenzie, K. B., Christman, D. E., Hernandez, F., Fierro, E., Capper, C. A., Dantley, M., et al. (2008). From the field: A proposal for education leaders for social justice. *Educational Administration Quarterly*, *44*, 111-138.

McPhail, C. J. (2000). *Transforming community college leadership preparation: A cohort leadership learning model*. Baltimore, Maryland: Morgan State University.

Meier, D., & Wood, G. (Eds.). (2004). *Many Children Left Behind: How the No Child Left Behind Act is Damaging our Children and our Schools*. Boston: Beacon Press.

Merriam, S. B. 2002. *Qualitative research in practice: examples for discussion and analysis.* San Francisco, Calif.; Jossey-Bass.

Merriam, S. B., & Tisdell, E. J. (2009). *Qualitative research: A guide to design and implementation* (Vol. 3). San Francisco, CA: Jossey-Bass.

Mertens, D. M. (2010). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (3rd ed.). Thousand Oaks, CA: Sage.

Meyer, L., & Feistritzer, E. (2003). *Better leaders for America's schools: A manifesto*. Los Angeles, CA and Washington, DC: Broad Foundation and Thomas B. Fordham Institute.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded source book* (2nd ed.). Thousand Oaks, CA: Sage.

Miller, C. M., & Martin, B. N. (2015). Principal preparedness for leading in demographically changing schools: Where is the social justice training? *Educational Management Administration & Leadership, 43*(1), 129-151. doi: 10.1177/1741143213513185

Miller, W. (2013). Better principal training is key to school reform. *Phi Delta Kappan, 98*(4), 80.

Miller-Jones, D. (1988). Black children's development: Contributions to a reformulation of the developmental paradigm. In D. Slaughter (Ed.) Black children and poverty. *New Directions in Child Development, 42*, 75-92. San Francisco: Jossey-Bass

Milner, H.R. (2012). Beyond a test score: explaining opportunity gaps in educational practice. *Journal of Black Studies*, *43*, 693-718.

Mitgang, L., & Gill, J. (2012). *The making of the principal: Five lessons in leadership training*. Retrieved from Wallace Foundation website: www.wallacefoundation.org/knowledge-center/school -leadership/effective-principal-leadership/Documents/The-Making-of-the-Principal-Five-Lessons-in-Leadership-Training.pd

Monroe, C. R. (2005). Why are "bad boys" always Black? Causes of disproportionality in school discipline and recommendations for change. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, *79*(1), 45-50. doi:10.3200/TCHS.79.1.45-50

Montalto, N. V. (1981). Multicultural education in the New York City public schools, 1919-1941. In D. Ravitch and R. K. Goodenow (Eds.), *Educating an urban people: The New York City experience* (pp. 67-83). New York: Teachers College

Morgan, D. (2007). Paradigms lost and pragmatism regained: Methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research, 1*(1), 48–76.

Morris, G. B. (1991). Perceptions of leadership traits: Comparison of adolescent and

adult school leaders. *Psychological Reports*, *69*, 723–727. doi:10.2466/

pr0.1991.69.3.723.

Morse, J. M. (1994). Designing funded qualitative research. In N. K. Denzin & Y. S.

Lincoln (Eds.), *Handbook of qualitative research* (pp. 220–235). Thousand Oaks,

CA: Sage.

Murphy, J. (2002). Reculturing the profession of educational leadership: New blueprints.

Educational Administration Quarterly, *38*(2). doi:10.1111/j.1744-

7984.2002.tb00004.x.

National Association of Elementary School Principals & National Association of

Secondary School Principals (NAESP & NASSP). (2013). *Rethinking*

principal evaluation: A new paradigm informed by research and practice.

Retrieved from

http://www.naesp.org/sites/default/files/PrincipalEvaluationReport.pdf.

National Center for Education Statistics. (2009). *The condition of education 2009*.

Washington, DC: Author.

National Center for Education Statistics. (2016). *The condition of education 2016*.

Washington, DC: Author.

National Council for the Accreditation of Teacher Education. (2002). Professional

standards for the accreditation of schools, colleges, and departments of education.

Washington, DC: Author.

National Policy Board for Educational Administration. (2011). *Educational leadership program standards: Building level*. Washington, DC: Author.

National Research Council. (2001). *Educating Children with Autism*. Washington, DC: The National Academies Press. https://doi.org/10.17226/10017.

Natriello, G. & MacDill. E.L. & Pallas, A.M. (1990). *Schooling disadvantaged children: racing against catastrophe*. New York: Teachers College Press.

Neuman, W. L. (2009). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Boston: Allyn & Bacon.

Nieto, S., & Bode, P. (2012). *Affirming diversity: The sociopolitical context of multicultural education* (6th ed., pp. 40-59). Boston, MA: Pearson.

Noltemeyer, A.L., Mujic, J., & McLoughlin, C.S. (2012). The history of inequality in education. In A.L. Noltemeyer & C.S. McLoughlin (Eds.), *Disproportionality in Education and Special Education*. Springfield, IL: Charles C. Thomas Publisher Ltd.

Norton, J. (2002). *Preparing school leaders: It's time to face the facts*. Atlanta, GA: Southern Regional Education Board. Oaks, CA: Sage Publications

Opie, Clive. (2004). Doing educational research: a guide to first-time researchers. http://lst-iiep.iiep-unesco.org/cgi-bin/wwwi32.exe/[in=epidoc1.in]/?t2000=022954/(100).

Orr, M. T. (2006). Mapping Innovation in Leadership Preparation in Our Nation's Schools of Education. *The Phi Delta Kappan, 87*(7), 492-499. Retrieved from http://www.jstor.org.libproxy.clemson.edu/stable/20442058.

Orr, M. T. (2006). Research on leadership education as a reform strategy. *Journal of Research on Leadership Education*, *1*(1), 1-5.

Orr, M. T. (2011). Pipeline to preparation to advancement: Graduates experiences in, through, and beyond leadership preparation. *Educational Administration Quarterly*, *47*, 114-172.

Pajak, E. (1989). Identification of supervisory proficiencies project. Alexandria, VA: ASCD.

Parker, L., & Shapiro, J. (1992). Where is the discussion of diversity in educational administration programs? Graduate students' voices addressing an omission in their preparation. *Journal of School Leadership, 2* (1), 7-33.

Parrett, W., H. & Budge, K., M. (2012). *Turning high-poverty schools into high-performing schools*. Alexandria, Virginia: ASCD.

Patton, M. (1990). *Qualitative evaluation and research methods* (2nd ed.). Newbury Park, CA: Sage.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA:Sage.

Pedersen, P. (1994). A handbook for developing multicultural awareness (2nd ed.). Alexandria, VA: American Counseling Association.

Peterson, K. D. (2002). The professional development of principals: Innovations and opportunities. *Educational Administration Quarterly, 38(2), 213-232.*

Popham, W.J. (2000). *Modern educational measurement: Practical guidelines for educational leaders*. (3rd Ed.). Boston: Allyn and Bacon.

Pounder, D. G., Hafner, M. (2005). A report of Utah's leadership preparation study. In

    M. Terry Orr's (Symposium), Researching the big picture of leadership

    preparation programs. Paper presented at the University Council for Educational

    Administration, Nashville, TN.

Public Law 107-110, No Child Left Behind Act of 2001, January 8, 2002.

Public Law No. 114-95, Every Student Succeeds Act, December 10, 2015.

Pugach, M. C. & Blanton, L. P. (2009). A conceptual framework for conducting research

    on collaborative teacher education. Teaching and Teacher Education, *25*, 575-

    582.

Ramirez, M., & Castafieda, A. (1974). *Cultural democracy, bicognitive development, and*

    education. New York: Academic Press.

Reynolds, G.M. (2002). *Identifying and eliminating the achievement gaps and in-school*

    and out-of-school factors that contribute to the gaps. Naperville, IL: North

    Central Regional Educational Laboratory.

Riehl, C. (2000). The principal's role in creating inclusive schools for diverse students: A

    review of normative, empirical, and critical literature on the practice of

    educational administration. *Review of Educational Research*, *70*(1), 55-81.

    doi:10.3102/00346543070001055.

Ringler, M., Rouse, A., & St. Clair, R. (2012). Evaluating masters of school

    administration internship experiences: Practices and competencies quantified.

    National Council of Professors of Educational Administration, 7, 1-18.

Risen, D. M., & Tripses, J. S. (2008). Designing principal preparation internships to strengthen school leadership. *Journal of Scholarship and Practice*, *5*(3), 4-10.

Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (2003). *Qualitative research practice: A guide for social science students and researchers*. Thousand Oaks, CA: Sage.

Ritchie J., Lewis J., Nicholls C. M., & Ormston R. (2013). Qualitative research practice: A guide for social science students and researchers. Thousand Oaks, CA: Sage.

Robbins, S. B., Lauver, K., Le, H., Davis, S., Langley, R., & Carlstrom, A. (2004). Do Psychosocial and Study Skill Factors Predict College Outcomes? *A Meta-Analysis Psychological Bulletin*, *130* (2), 261-288.

Rutter M., Maughan B. (2002). School Effectiveness Findings *Journal of School Psychology*. *40*(6):451–475.

Samuels, D. R. (2014). *The culturally inclusive educator - Preparing for a multicultural world.* New York, NY: Teachers College Press.

Sergiovanni, T. (1991). Constructing and changing theories of practice: The key to preparing school administrators. *Urban Review, 23*, 39-49.

Shade, B. J., Kelly, C., & Oberg, M. (1997). *Creating culturally responsive classrooms*. Washington, DC: American Psychological Association.

Shavit, Yossi, and Hans-Peter Blossfeld, eds. 1993. *Persistent Inequalities: A Comparative Study of Educational Attainment in Thirteen Countries.* Boulder, CO: Westview Press.

Shenton, A. K., & Hayter, S. (2004). Strategies for gaining access to organizations and informants in qualitative studies. *Education for Information*, 223–231.

Shields, C. M. (2010). Transformative leadership: Working toward equity in diverse contexts. *Education Administration Quarterly (EAQ)*, 46(4), 558– 589.

Shields, C., Bishop, R., & Mazawi, A. (2004). Pathologizing practices: The impact of deficit thinking on education. In J. L. K. a. S. R. Steinberg (Ed.), *Counterpoints: Studies in the postmodern theory of education*, *268*, New York, NY: Peter Lang

Shoho, A. R., Barnett, B. G., & Martinez, P. (2012). Enhancing "OJT" internships with interactive coaching., 43(1-2), 161-182.

Sikes, P. (2004). Methodology, procedures and ethical concerns. Doing Educational Research, a guide for first Time researchers. C. Opie. London, Sage.

Skrla, L. (2003). Productive campus leadership responses to accountability: Principals as policy mediators. In W. Hoy & C. Miskel (Eds.), *Studies in leading and organizing schools: Theory and research in educational administration* (pp. 27-50). Greenwich, CT: Information Age Publishing.

Skrla, L., Scheurich, J. J., Garcia, J., & Nolly, G. (2004). Equity audits: A practical leadership tool for developing equitable and excellent schools. *Educational Administration Quarterly*, *40*, 135-163. doi:10.1177/0013161X03259148.

Skrla, L., Scheurich, J. J., Johnson, J. F., & Koschoreck, J. W. (2001). Accountability for equity: Can state policy leverage social justice? *International Journal of Leadership in Education*, *4*, 237-260. doi:10.1080/13603120120176.

Slife, B. D., & Williams, R. N. (1995). *What's behind the research? Discovering hidden assumptions in the behavioral sciences.* Thousand Oaks, CA: Sage.

Skrla, L., Scheurich, J. J., Johnson, J. F., & Koschoreck, J. W. (2001). Accountability for equity: Can state policy leverage social justice? *International Journal of Leadership in Education*, *4*, 237-260. doi:10.1080/13603120120176.

Smitherman, G. (1977). *Talkin and testifying: The language of Black America*. Boston: Houghton Mifflin

Smitherman, Geneva, (2000b). A New Way of Talkin": Language, Social Change, and Political Theory. *In Talkin That Talk: Language, Culture and Education in African America*. New York: Routledge

Southern Regional Education Board. (2003). The three essentials: Improving schools requires district vision, district and state support, and principal leadership. Retrieved from http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Pages/Three-Essentials-to-Improving-Schools.aspx

Southern Regional Education Board. (2007). *Schools need good leaders now: State progress in creating a learning-centered school leadership system.* Atlanta, GA: Author.

Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

Stanfield, J. H. (1995). The myth of race and the human sciences. *Journal of Negro Education*, 64, 218–231.

Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Grounded theory procedures and techniques* (2nd ed.). Thousand Oaks, CA: Sage.

Sultana, F. 2007. Reflexivity, positionality and participatory ethics: Negotiating fieldwork dilemmas in international research. *Acme: An International E-Journal for Critical Geographies*, 6:74–85.

Teddlie, C., & Reynolds, D. (Eds.). (2000). *The international handbook of school effectiveness research*. New York, NY: Falmer.

Terrell, R. D., & Lindsey, R. B., (2009). Culturally proficient leadership: The personal journey begins within. Thousand Oaks, CA: SAGE.

Theoharis, G. (2007). Social justice educational leaders and resistance: Toward a theory of social justice leadership. *Educational Administration Quarterly*, *43*, 221–258. doi:10.1177/0013161X06293717.

Theoharis, G. (2008). Woven in deeply: Identity and leadership of urban social justice principals. *Education and Urban Society*, *41*, 3-25.

Thomas B. Fordham Institute. (2003). *Better leaders for America's schools: A manifesto*. Washington, DC: U.S. Government Printing Office. doi: http://www.edexcellence.net/publications/betterleaders.html

Tozer, S., Violas, P. & Senese, G. (2002). *School and society: Historical and contemporary perspectives* (4th ed.). New York: McGraw-Hill.

Trumbull, E., Rothstein-Fisch, C., Greenfield, P. And Quiroz, B., 2001. *Bridging Cultures Between Home and School*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Tyack, D. B. (1974). *The one best system: A history of American urban education*. Cambridge, MA: Harvard University Press

Tyler, R. W. (1990). Basic principles of curriculum and instruction. Chicago, IL: University of Chicago Press.

U.S. Census Bureau (2010). *2010 Census Shows America's Diversity*. Retrieved from: https://www.census.gov/prod/cen2010/briefs/c2010br-13.pdf.

U.S. Department of Education. (1999). *Impact of civil rights laws.* Washington, DC: U.S. Department of Education Office of Civil Rights.

U.S. Department of Education. (2001). *Elementary and secondary education*. Washington, DC: U.S. Department of Education Office of Civil Rights.

U.S. Department of Education. (2002). *No Child Left Behind Act of 2001: Executive summary.* Retrieved from http://www.ed.gov/offices/OESE/esea/exec-summ.html

U.S. Department of Education. (2003). *No Child Left Behind Act of 2001*, Pub. L. No. 107-100. Retrieved from http://www.ed.gov/legislation/ESEA02/

U.S. Department of Education. (2014). *Racial/ethnic enrollment in public schools*, Institute of Education Sciences, National Center for Education Statistics

University Council for Educational Administration. (2012). *Evaluation leadership preparation programs.* Retrieved from http://www.ucea.org/educational-leadership-preparation.

University Council for Educational Administration. (2013). Curriculum modules for leadership preparation: Building a community of trust through racial awareness of self. Retrieved from http://www.ucea.org/building-a-community-of-trust.

University Council for Educational Administration. (2017). State Evaluation of Principal Preparation Programs Tool Kit. Retrieved from: http://www.ucea.org/2016/02/25/state-evaluation-of-principal-preparation-programs-toolkit-sep3-toolkit/..

University Council for Educational Administration. (n.d.). *UCEA Review.* Retrieved from http://www.ucea.org/ucea-review1.

Valentine, C. (1968). *Culture and Poverty: Critique and Counter Proposals.* Chicago: University of Chicago Press.

Voltz, D. L., Brazil, N., & Scott, R. (2003). Professional development for culturally responsive instruction: A promising practice for addressing the disproportionate representation of students of color in special education. *Teacher Education and Special Education*, *26*, 63–73. doi:10.1177/088840640302600107.

Wagstaff, L., & Fusarelli, L. (1999). Establishing, collaborative governance and leadership. In J. S. P. Reyes, & A. Scribner. (Ed.), *Lessons from high-performing Hispanic schools: Creating learning communities*. New York, NY: Teachers College Press.

Wahlstrom, K., Seashore, K., Leithwood, K., & Anderson, S. E. (2010). *Investigating the links to improved student learning: Executive summary of research findings*. New York, NY: The Wallace Foundation.

Wallace Foundation. (2008). *Becoming a leader: Preparing school principals for today's schools.* Retrieved from http://www.wallace foundation.org

Wallace Foundation. (2009). *Assessing the effectiveness of school leaders: New directions and new processes*. Retrieved from http://www.wallacefoundation.org/knowledge-center/school-leadership /principal-evaluation/Documents/Assessing-the-Effectiveness-of -School-Leaders.pdf

Wallace Foundation. (2011). *The school principal as leader: Guiding schools to better teaching and learning.* Retrieved from http://www.wallacefoundation.org/knowledgecenter/school-leadership/effective

Walumbwa, F. O., Wang, P., Wang, H., Schaubroeck, J., & Avolio, B. J. (2010). Psychological processes linking authentic leadership to follower behaviors. *The Leadership Quarterly*, 21, 901–914.

Wang, M. C., & Gordon, E. W. (Eds.). (1994). *V*. Hillsdale, NJ: Lawrence Erlbaum

Weiss, I.R., Knapp, M.S., Hollweg, K.S., & Burrill, G. (Eds.), (2001), *Investigating the influence of standards: A framework for research in mathematics, science, and technology education,* Washington, DC: National Academy Press.

Wilmore, E., & Bratlien, M. (2005). Mentoring and tutoring within administrative internship programs in American universities. *Mentoring and Tutoring*, 13(1), 23-37.

Wong, Kenneth & C. Nicotera, Anna. (2004). Brown v. Board of Education and the Coleman Report: Social Science Research and the Debate on Educational Equality. *Peabody Journal of Education*. *79*. 122-135. 10.1207/s15327930pje7902_8.

Yeh, C. J., & Arora, A. K. (2003). Multicultural training and interdependent and independent self-construal as predictors of universal-diverse orientation among school counselors. *Journal of Counseling and Development*, *81*, 78-83.

Yin, R.K. (1994) *Case Study Research: Design and Methods*, 2nd edition, Beverly Hills, CA: Sage

Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage.

Young, M. D. (2004). Next steps for NCAELP, UCEA and the field: A joint research taskforce on educational leadership preparation. *UCEA Review*, *46*(3), 11-12.

Young, B. L., Madsen, J., Young, M. A. (2010). Implementing diversity plans: Principals' perception of their ability to address diversity in their schools. *NASSP Bulletin*, 94, 135–157. doi:10.1177/0192636510379901

Young, M. D., Orr, M. T., & Tucker, P. D. (2012). University Council for Educational
Administration (UCEA) institutional and program quality criteria: Guidance for
master's and doctoral programs in educational leadership. Charlottesville, VA:
UCEA.

Zeichner, K. M. (2005). A research agenda for teacher education. In Cochran-Smith, M.,
Zeichner, K. (Eds.), *Studying teacher educati*on: The report of the AERA panel
on research and teacher education (pp. 737-759). Mahwah, NJ: Lawrence
Erlbaum

APPENDICES

INTERVIEW PROTOCOL FOR DEPARTMENT CHAIRPERSON/ PROGRAM
COORDINATOR

Name of Faculty Member:
Higher Institution:
Location:
Interviewer: Angela Cox
Date:
Time:
Introduction at beginning of Interview: (Read Verbal Consent Script:)

My name is Angela Cox and I'm a Ph.D. graduate student at Clemson University I am

conducting research on principal preparation programs in South Carolina. The purpose of

this qualitative multiple case study is to assess and determine if South Carolina principal

preparation programs are providing aspiring principals the knowledge, skills, and

dispositions to become culturally competent, culturally responsive, and social just school

leaders.

This study will evaluate five principal preparation programs in a South Carolina

to determine if and how each program is providing opportunities for school leaders to

develop the knowledge, skills, and dispositions, through the curriculum, pedagogy and

assessment of the program, to work in a culturally diverse school, as culturally

competent, culturally responsive and socially justice leaders.

Your participation will involve one informal interview with semi-structured

interview questions that will last between thirty minutes to an hour. This research has no

known risks. This research will benefit the academic community because it helps us to

understand the culture awareness school administrators must possess in a diverse school

population as schools become more diverse. Please know that I will do everything I can

to protect your privacy. Your identity or personal information will not be disclosed in any

publication that may result from the study. Notes that are taken during the interview will

be stored in a secure location.

Do you mind if I audiotaped our interview? Saying no to audio recording will have no

effect on the interview

Do you have any questions before we begin?

I. Background Information

Demographics
Name
Age:
Gender:
Role/job:
Length of time with the program:
Prior experience:
Prior educational leadership experience:

Warm Up Questions
Why do you think your program was selected for the study?
What distinguishes this from other programs (preparatory or in-service)?
What are the most special things about the program?
What is the thing you are most proud about in your program?

II. History and Current Needs of Program

Describe the history of the principal preparation program at your institution. (How was
the program developed?)
Probing Questions if Necessary:
Why was it started?
When?
Who were the key stakeholders?
How do local school districts in your community influence your program?

How has your principal preparation program changed over time?
Probing Questions if Necessary:
What are some factors that generated the change?

How has recent research linked to educational leadership for social justice implied or made obvious the need for modifications or restructuring your principal preparation program?
School Reforms and Policy Shifts (NCLB (No Child Left Behind), ESEA (Elementary and Secondary Education Act), RTT (Race to the Top)?
Shift in student demographics and moral obligation to the current needs of school leaders serving a more diverse student population?

III. Program Theory and Goals

What values, beliefs, and theoretical perspectives are your principal preparation program designed grounded in? Where can this be displayed within your program?
What established theories of leadership are your principal preparation program aligned with?

What education theories are used to address topic relate to diversity and culture in your program? How does your program define culture and diversity?
How are the educational leadership theories and the programs goals linked to the beliefs and values essential knowledge and skills that allow you to handle the daily tasks of the principalship?

Describe how the program is design to prepare leaders to address diversity.
How does your program prepare aspiring educational leaders to be successful in linking theory with practice and encourage self-reflection? Cultural awareness? Social Justice? School transformation?
Change management) PROBE: for emphasis (ADVOCACY)

How do students learn this AND Practice?

How does coursework in your program link theory with preparation and provide hopeful principal candidates real-world complexities that allows them to experience current issues in education surrounding diversity?

IV. Program Content, Structure, and Pedagogies

Describe how the principal preparation curriculum is designed to address the beliefs and values that underlie your program?

How are the principal preparation program courses ordered and interconnected? Why? (What is the rationale for this organization?)
How many courses does the program consider as core curriculum courses?
Out of the required core curriculum, how many courses provide principal candidates with a contextual knowledge of (culture diversity, multicultural education, cultural competence, social justice, or related themes)?

Describe how the courses in your principal preparation program are designed for aspiring principals of culturally diverse schools to explore methods in responding to diverse students' interests and needs?

What pedagogical strategies related to diversity issues are used in the program to address problems-solving? Issues of power and privilege? Critical thinking skills? Critical reflection? Self-awareness? Note: Push for examples (portfolios, projects, PBL, lecture, cases, simulations, etc.), but don't lead.

How is information acquired within in the courses linked with projects, assessments and clinical experiences?

What are some of the assessment used to determine if students are developing the knowledge, skills, and dispositions to lead in culturally diverse schools?

V. Program Evaluation

Describe how the data that you collect is used in improving or restructuring your program?
How often are course syllabi updated?
How are courses revised/improved?
What performance monitoring processes including data collection and analysis does your program utilize to understand and assess any improvement that need to be made to the program.

Describe your program's current efforts to improve, update, or revise the principal preparation program.
What kinds of data are used to make judgments about the effectiveness of aspiring leaders in meeting the needs of schools with culturally diverse students' population?
How often are data collected and examined to assess if there are changes that need to be made within any component of the program?
Who conducts the evaluation?

VII. Final Questions
Overall, what do you think the program is most successful at accomplishing in terms of preparing aspiring school leaders to succeed in culturally diverse school settings?

Overall, what do you think are the program's area of weakness and improvement as it relates to diversity training for aspiring principal candidates and preparing them to succeed in culturally diverse school settings? Be specific. Can you give examples?

Examining the evidence data and feedback from other sources would you say that your principal preparation program is very effective, effective, or developing as far as preparing school leaders to lead in the following areas: providing aspiring leaders with the knowledge, skills, and dispositions to be successful in culturally diverse schools? As culturally competent leaders? Culturally responsive leasers? And Socially Just Leaders?

APPENDIX B

INFORMED CONSENT VERBAL SCRIPT

My name is Angela Cox and I'm a Ph.D. graduate student at Clemson University I am conducting research on principal preparation programs in South Carolina. The purpose of this qualitative multiple case study is to assess and determine if South Carolina principal preparation programs are providing aspiring principals the knowledge, skills, and dispositions to become culturally competent, culturally responsive, and social just school leaders. This study will evaluate five principal preparation program in a South Carolina to determine if and how each program is providing opportunities for school leaders to develop the knowledge, skills, and dispositions, through the curriculum, pedagogy and assessment of the program, to work in a culturally diverse school, as culturally competent, culturally responsive and socially justice leaders. Your participation will involve one informal interview with semi-structured interview questions that will last between thirty minutes to an hour. This research has no known risks. This research will benefit the academic community because it helps us to understand the culture awareness school administrators must possess in a diverse school population as schools become more diverse.

Please know that I will do everything I can to protect your privacy. Your identity or personal information will not be disclosed in any publication that may result from the study. Notes that are taken during the interview will be stored in a secure location. Would it be all right if I audiotaped our interview? Saying no to audio recording will not affect the interview.

PERMISSION TO CONDUCT RESEARCH STUDY

January _____ 2017

Faculty Name
Department Chairperson/Program Coordinator
Educational Leadership Department
Principal Preparation Program
School's Address
City, State, Zip Code

RE: Permission to Conduct Research Study

Dear _____
My name is Angela Cox. I am writing to request permission to conduct a research study at your institution. I am currently enrolled in the Educational Leadership Ph.D. program at Clemson University in Clemson, SC. I am in the process of writing my Doctoral Dissertation. Dr. Robert Knoeppel, faculty member and primary investigator, along myself would like to invite you to take part in my research study. Dr. Robert Knoeppel is a faculty member and Department Chairperson at Clemson University,
The study is entitled An Evaluation of Principal Preparation Programs at Five Southeastern Higher Education Schools. The purpose of this research is to assess and determine if South Carolina principal preparation programs are providing aspiring principals the knowledge, skills, and dispositions to become culturally competent, culturally responsive, and social just school leaders. This study will evaluate five principal preparation program in a Southeastern state to determine if and how each program is providing opportunities for school leaders to develop the knowledge, skills, and dispositions, through the curriculum, pedagogy and assessment of the program, to work in a culturally diverse school, as culturally competent, culturally responsive and socially justice leaders, minority and low-income students that they serve.
Your consent to conduct this research investigation will be greatly appreciated. You may contact me at my email address: awcox@g.clemson.edu. I would be delighted to answer any questions or concerns that you may have.
 If you agree to participate, kindly email me at the email address above, a signed letter, on your organization's letterhead acknowledging your agreement and approval for me to conduct my research study at your higher education institution.

Sincerely,
Angela Cox
Clemson University

AN EVALUATION OF PRINCIPAL PREPARATION PROGRAMS AT FIVE
SOUTHEASTERN HIGHER EDUCATION INSTITUTIONS

Description of the Study and Your Part in It
You are invited to participate in a research study conducted by Dr. Robert Knoeppel and
Angela Cox from Clemson University. The purpose of this study is to evaluate and
determine if South Carolina principal preparation programs are providing aspiring
principals the knowledge, skills, and dispositions to become culturally competent,
culturally responsive, and social just school leaders.
You are being asked to take part in this study and participate in a semi-structured
interview to assist the researcher in exploring the principal preparation programs' in five
higher educational institutions. In addition, your responses from the interview will assist
in determining if and how each program is providing opportunities for school leaders to
develop the knowledge, skills, and disposition needed to lead in cultural diverse schools.

Risks and Discomforts
There are no known risks associated with this study.

Potential Benefits
The benefit of participation is the opportunity to reflect upon your principal preparation
program and receive a suggestion to benefit aspiring principals and preparing them to
work in a culturally diverse school setting. You may gain a self-awareness about your
school's program and reflect on ways to improve it.

Protection of Confidentiality
This study is confidential. The records of this study will be kept private. No identifiers
linking you to the study will be included in any sort of report that might be published.
Research records will be stored securely and only the researchers will have access to the
records. All audio recordings will also be stored securely. Dr. Robert Knoeppel and
Angela Cox will be the only researchers that have access to data collected. The Clemson
University research ethics committee (Institutional Research Board) has certified this
research and all its investigators. The recordings will be used for research publications
and will be held for up to five years before being destroyed.

Voluntary Participation
Your participation in this research study is voluntary. You may choose not to participate,
and you may withdraw your consent to participate at any time. You will not be penalized
in any way should you decide not to participate or to withdraw from this study.

Contact Information

If you have any questions or concerns about this study or if any problems arise please contact Dr. Robert Knoeppel at rck@clemson.edu or (864) 656-1882, or Angela Cox at awcox@g.clemson.edu or (864) 982-8690.

If you have any questions or concerns about your rights in this research study, please contact the Clemson University Office of Research Compliance (ORC) at (864) 656-0636 or irb@clemson.edu.

A copy of this form will be provided to you.

APPENDIX E

TABLE E.1

Table E.1

Evaluation of Theoretical Framework Elements in the Program

	Type of Leader being developed	Framework Elements	Very Effective	Effective	Developing	Source of Evidence
Program	Culturally Competent	Self-Awareness				
		Self-Assessment				
		Critical Reflection				
		Value Diversity				
		Manage the dynamics of diversity				
		Inequities in education				
	Culturally Responsive	Reform policy, programs, and curriculum				
		Promote positive school climate				
		Hire culturally competent teachers				
		Emphasizes high expectations for student achievement				
		Search for practices that affirm students' home cultures				
		Increase parent and community involvement				
	Social Just	Increase student achievement				
		Create inclusive education				
		Advocate for all students, especially marginalized and students of color				

| | | Eradicate oppression, inequities, and disparities | | | | |
| | | Develop resistance when faced with barriers | | | | |

APPENDIX F

TABLE F.1

Table F.1

Criteria for Evaluating Principal Programs Effectiveness Level in Preparing School Leaders to Lead Successful in Culturally Diverse Schools (Adapted from UCEA)

Evidence that the program makes use of an advisory board of educational leadership stakeholders and involves leadership practitioners in program planning, teaching, and field internships			
Element	Very Effective	Effective	Developing
A. Advisory board	An advisory board or committee exists and is engaged in program planning. The advisory board is made up of six members. The board informs or is consistently engaged in program development, program content, and/or quality internships.	An advisory board or committee exists and is engaged in program planning. The advisory board is made up of four or more members. The board informs program development, program content, and/or quality internships.	An advisory board or committee does not exist or is not convened regularly.
B. Educational leadership stakeholder representation	The advisory board has representatives from schools and districts in the program's catchment area, representing different types of educational leaders. The advisory board includes representatives from other partners in the program's catchment area.	The advisory board has representatives from schools and districts in the program's catchment area.	The advisory board identifies educational leadership stakeholders.
C Practitioners in program planning	The program has four or more school or district leaders and other stakeholders with whom faculty consult during program design, redesign, or accreditation, and with	The program has two or more school or district leaders with whom faculty consult during program design, redesign, or	At least one school or district leader was consulted for the program's design when last redesigned

	whom program faculty have ongoing program-planning discussions.	accreditation. Program-planning consultation is formalized and documented.	or undergoing accreditation review.
D. Practitioners in teaching	The program has two or more school or district leaders and other stakeholders teaching in the program in multiple ways, as guest lecturers and instructors.	The program has two or more school or district leaders who teach in the program on a regular basis as either a guest lecturer or instructor.	At least one school or district leader teaches in the program as either a guest lecturer or instructor.
E. Practitioners in internship	Program candidates are supervised by school or district leaders who are recognized for excellence, School and district leaders receive training and support in internship supervision	Program candidates are supervised by school or district leaders who are selected for competence	Program candidates are supervised by school or district leaders.

Evidence that the preparation program engages in collaborative relationships with other universities, school districts, professional associations, and other appropriate agencies (a) to promote diversity within the preparation program and the field; (b) to generate sites for clinical study, field residency, and applied research; and (c) for other purposes as explained by the applicant.

Element	Very Effective	Effective	Developing
A. Promote diversity in the program and the field	Has formally established collaborative relationship (through Memorandum of Understanding [MOU] or other mechanism) with one or more local districts, professional associations, or other agencies to promote diversity within the preparation program. Shares strategies with one or more universities and other entities to promote diversity within the field.	Has a collaborative relationship with one or more local districts, professional associations, or other agencies to promote diversity within the preparation program. Discusses strategies with other universities (and other entities) for promoting diversity within the field.	Consults with one or more local districts, professional associations, or other agencies to promote diversity within the preparation program.

B. Generate sites for clinical study and residency	Has formally established collaborative relationships (through MOU or other mechanism) with one or more local districts, professional associations, or other agencies to develop and support sites for clinical study and residency.	Has a collaborative relationship with one or more local districts, professional associations, or other agencies to develop sites for clinical study and residency.	Consults with one or more local districts, professional associations, or other = agencies to develop sites for clinical study and residency.
C. Generate sites for applied research	Has formally established collaborative relationships with one or more local districts, professional associations, or other agencies to develop and support sites for applied research.	Has a collaborative relationship with one or more local districts, professional associations, or other agencies to develop sites for applied research.	Consults with one or more local districts, professional associations, or other agencies to develop sites for applied research.

Evidence that the preparation program is (a) conceptually coherent and clearly aligned with quality leadership standards and (b) informed by current research and scholarship on the essential problems of schooling, leadership and administration. In particular, applicants should demonstrate how the content of the preparation program addresses problems of practice including leadership for student learning and diversity. In addition, evidence should be provided to demonstrate that the processes of the preparation program are based on adult learning principles.

Element	Very Effective	Effective	Developing
A. Conceptually coherent	Formally, articulated theory of action for the course sequence, teaching strategies, learning activities, and assessments. Student outcomes are clearly stated, and program design is aligned with these outcomes.	Course sequence, teaching strategies, learning activities, and assessments are described in materials. Student outcomes are clearly stated, and program design is aligned with these outcomes.	Course sequence, teaching strategies, learning activities, and assessments are described in materials. Student outcomes are described.
B. Standards based	Program faculty has developed a crosswalk of course content, learning activities, and assessments that are aligned with Interstate School Leaders Licensure Consortium (ISLLC) or other leadership standards and elements. All standards are	Program faculty has developed a crosswalk of course content, learning activities, and assessments that are aligned with ISLLC or other leadership standards and elements. All	Program faculty has developed a crosswalk of course content that is aligned with ISLLC or other leadership standards and elements Each standard

	addressed in at least two courses and are assessed multiple times throughout the program. Syllabi indicate the standards addressed by the course content.	standards are addressed in at least one course and assessed once or twice times during the program. Syllabi indicate the standards addressed by the course content.	is assessed at least once during the program.
C. Research and practice based	All syllabi reflect a rich blend of research- and- practice-based content that addresses the essential problems of schooling, leadership, and administration. Readings and learning activities in each course almost always promote a better understanding of the existing research on course content. Students are engaged in critically assessing implications for practice.	Syllabi in most courses reflect a rich blend of research-and-practice-based content that addresses the essential problems of schooling, leadership, and administration. Readings and learning activities often promote a better understanding of the course content and some related research. Students consider implications for practice.	Syllabi in some courses reflect content that addresses the essential problems of schooling, leadership, and administration. Readings and learning activities sometimes promote a better understanding of the course content. There is limited consideration of implications for practice.
D. Adult learning principles	Program descriptions of curriculum and learning experiences clearly articulate adult learning principles. Most or all course syllabi reflect relevant content, active engagement, social support networks, and strong field-based experiences.	Program descriptions of curriculum and learning experiences reflect adult learning principles. At least half of the course syllabi emphasize relevant content, active engagement, social support, and some field-based activities.	Program descriptions of curriculum and learning experiences imply adult learning principles. Some individual courses reflect relevant content, active engagement, social support, and some field-based activities.
E. Formative and Summative Assessment of Student Performance	Competency-based formative data are used to give students feedback about their performance in individual courses and overall multiple times during the program Standards-based summative assessments	Competency-based formative data are used to give students feedback about their performance in individual courses and overall at least once during the program.	Competency-based formative data are used to give students feedback about their performance in some courses. Standards-

	of student performance are used in courses and the program as a whole.	Standards-based summative assessments are used in courses of student performance	based summative assessments of student performance are used in some courses.

Evidence that the preparation program engages in ongoing programmatic evaluation and enhancement

Element	Very Effective	Effective	Developing
A. Programmatic evaluation	Program undergoes regular review and evaluation by a national accreditation organization. Engages in program evaluation annually. Program evaluation includes a review of course content, pedagogy, assessments, and graduate outcomes over a 3- to 5-year time frame. Program evaluation tracks students longitudinally throughout the program using measures of learning that are valid and reliable and based on a set of leadership standards.	Program undergoes some type of review and evaluation by the state and/or a national accreditation organization. Program evaluation includes a review of course content, pedagogy, assessments, and graduate outcomes over a 2- to 3-year time frame. Program evaluation tracks students longitudinally throughout the program using measures of learning that are valid and reliable and based on a set of leadership standards.	Program undergoes some type of review and evaluation. Program evaluation includes a review of course content, pedagogy, and assessments. Program evaluation is based on a set of leadership standards.
B. Evaluation utilization to enhance program	Most or all faculty members are actively involved in the evaluation design, data analysis, and generation of implications for program improvement. Data are utilized to make specific, substantive changes to program content, features, and delivery.	At least half of the faculty members are actively involved in the evaluation design, data analysis, and generation of implications for program improvement. Data are utilized to make changes to program content, features, and delivery. Program faculty members engage in a continuous process of review and	A designated faculty member is actively involved in the evaluation design, data analysis, and generation of implications for program improvement. Data are utilized for program evaluation report. Program faculty members

	Program faculty members engage in a continuous process of review and critique to improve program quality as part of regular meetings (two or more times a year).	critique to improve program quality at least annually	engage in review to improve program quality.
C. Institutional support: institutionalized beyond the immediate program, evidence of institutional support of the process	Program is actively supported in its collective efforts to use the program evaluation process to improve quality by its host institution. Host institution promotes a culture of continuous improvement and tangibly provides the necessary resources to conduct program evaluation, including software for data collection and an information system to store relevant, longitudinal data regarding student learning.	Program is supported in its efforts to use the program evaluation process to improve quality by its host institution Host institution promotes a culture of continuous improvement and tangibly provides basic resources to conduct program evaluation.	Program receives limited support in its efforts to use the program evaluation process to improve quality by its host institution.

Evidence that the preparation program includes concentrated periods of study and supervised clinical practice in settings that give leadership candidates an opportunity to work with diverse groups of students and teachers

Element	Very Effective	Effective	Developing
A. Concentrated periods of study	Candidates are provided a sustained school internship with substantial and regular field	Candidates are provided a sustained school internship with substantial and regular field experiences over at least one entire semester.	Candidates are provided a school internship with intermittent field experiences over a semester.

	experiences over an extended period of time (6-12 months).		
B. Supervised clinical practice	Includes planned, purposeful, developmentally sequenced, standards- based supervision of students in clinical settings. Field experiences and clinical internship demonstrate a wide range of opportunities for candidate responsibility in leading, facilitating, and making decisions typical of those made by educational leaders. Candidates are provided with opportunities to gain experiences in two or more types of school settings and a variety of community organizations. Supervised and coached by both university and field-based supervisors.	Includes planned, developmentally sequenced, standards-based supervision of students in clinical settings. Field experiences and clinical internship demonstrate a few opportunities for candidate responsibility in leading, facilitating, and making decisions typical of those made by educational leaders. Candidates are provided with opportunities to gain experiences in a school setting and community organizations. Supervised by university and/or field- based supervisors.	Lacks structured supervision of students in clinical settings that is connected to standards. Field experiences and clinical internship do not demonstrate any opportunity for candidate responsibility in leading, facilitating, and making decisions typical of those made by educational leaders. Candidates are not provided with opportunities to gain experiences in different types of school settings or community organizations.
C. Opportunities to work with diverse groups	Provides candidates with multiple opportunities to work with students and teachers from diverse groups.	Provides candidates with occasional opportunities to work with students and teachers from diverse groups.	Provides candidates few or no opportunities to work with students and teachers from diverse groups.
D. Formative and summative assessment feedback	Provides both formative- and summative- assessment feedback regarding competency development	Provides summative-assessment feedback regarding competency development	

APPENDIX G

PROGRAM A'S COURSES NAME AND PREFIX

Masters of Administration and Supervision Program

EDL 7000 Introduction to Public School Admin*

EDL 7100 Organizational Theory

EDL 7150 School and Community Relations

EDL 7200 Human Resources Management

EDL 7300 Supervision of Instruction

EDL 7250 School Law

EDL 7350 Program Evaluation

EDL 7400 Curriculum Improvement for Admin

EDL 7450 School Finance

EDL 8390 Research in Education

EDL 7500/7555 Elementary Internship I

EDL 7510/7556 Elementary Internship II

APPENDIX H

TABLE H.1

Table H.1

Program's A Document Analysis Findings from Course Syllabi

Course Name	Content Knowledge Base	Culturally Competent	Culturally Responsive	Socially Just
EDL 7000	Content from ELLC Standards 1	ELCC 1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement ELCC Standard Element 1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.	N/A
	Pedagogy	Face-to-face, online, and field-based elements, projects, journaling, interviews, case studies, change projects, and relationship, readings, small group work, individual inquiry and research, collaborative inquiry, lectures, student-directed discussions on readings, student presentations, and in-class simulations and activities		
	Assessment	• assesses participants' levels of competence on the ELCC Standards • final reflection		

		• Complete a need base analysis		
EDL 7050	Content from ELLC Standards (all 6 standards are presented in this course)	ELCC 1. A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision ELLC 2 knowledge of theories on human development behavior, personalized learning environment, and motivation; school culture and ways it can be influenced to ensure student success	ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision ELLC 3 Knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources ELLC 4 knowledge of strategies for collaboration with faculty and community members, understanding of diverse community interests and needs, and best practices	ELLC 5; Knowledge of how to act with integrity, fairness, and engage in ethical practice. ELLC 6. Knowledge of how to respond to and influence the political, social, economic, legal, and cultural context within a school and district
	Pedagogy	Face-to-face, online, and field-based elements, projects, journaling, interviews, case studies, change projects, and relationship, readings, small group work, individual inquiry and research, collaborative inquiry, lectures, student-directed discussions on readings, student presentations, and in-class simulations and activities		
	Assessment/ Assignments	• Completion of site-based experiences, • Analysis of student's own organizations • Create a comprehensive list of initiatives and how they influence the organization • Assimilation of learning, • Personal role reflections,		

		• Culture and Change Analysis • Conducting a culture audit • Organizational Culture Core Experiences		
EDL 7150	Content of ELLC Standard 4	ELLC 4.2 Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the diverse cultural, social, and Intellectual resources within the school community. ELLC 4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	ELLC 4.1: knowledge to collecting and analyzing information pertinent to the improvement of the school's educational environment. ELLC 4.2 Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community. ELLC 4.3 - Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. ELLC 4.4 - Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners	ELCC 4.4Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners

375

	Pedagogy	Face-to-face, online, and field-based elements, projects, journaling, interviews, case studies, change projects, and relationship, readings, small group work, individual inquiry and research, collaborative inquiry, lectures, student-directed discussions on readings, student presentations, and in-class simulations and activities School Showcase presentation		
	Assignments/ Assessment	School Audit Completion of site-based needs analysis, School Showcases Review of literature School improvement project and plan.		
EDL 7200	Content of ELLC 3	ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.	ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.	ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.
	Pedagogy	Face-to-face, online, and field-based elements, projects, journaling, interviews, case studies, change projects, and relationship, readings, small group work, individual inquiry and research, collaborative inquiry, lectures, student-directed discussions on readings, student presentations, and in-class simulations and activities		
	Assessment	School Board Policy Analysis Field experience assignments Written analysis on human resource policies Create a summary portfolio/notebook to use a reference tool in the first year of leadership		
EDL 7300	Content of ELLC 2	ELLC 2.1 Knowledge of theories on human development, behavior, personalized learning environment, and motivation; school culture and ways it	ELLC 2.3 knowledge to understand, develop and supervise the instructional and leadership capacity of school staff.	

		can be influenced to ensure student success.		
	Pedagogy	Face-to-face, online, and field-based elements, projects, journaling, interviews, case studies, change projects, and relationship, readings, small group work, individual inquiry and research, collaborative inquiry, lectures, student-directed discussions on readings, student presentations, and in-class simulations and activities, role-playing of legal situations, documentaries and film clips		
	Assessment	Self-Reflection, Walk-through Reports, Instructional Improvement Plan		
EDL 7250	Content	ELLC 5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. ELLC 5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.	ELLC 5.4 - Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school	ELLC 5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success. ELLC 5.5 - Candidates understand and can promote social justice within the school to ensure individual student needs inform all aspects of schooling.
	Pedagogy	Lecture, Readings, small group work, individual inquiry and research, collaborative inquiry, lectures, student-directed discussions on readings, student presentations, and in-class simulations and activities, role-playing of legal situations, documentaries and film clips		
	Assessment	Law Into Policy research poster, Ethical Framework Project.		
EDL 7350	Content (covers all 6 ELL standards)	ELLC 1: : A school administrator is an educational leader who promotes the success of all students by facilitating the	ELLC 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a	ELLC 2: A school administrator is an educational leader who promotes the success of all students by advocating,

		development, articulation, implementation, and stewardship of a vision of earning that is shared and supported by the school community	school culture and instructional program conducive to student learning and staff professional growth.	nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth
		ELLC 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.	ELLC 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.	ELLC 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
		ELLC 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.	ELLC 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.	ELLC 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.
			ELLC 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.	ELLC 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger

378

			political, social, economic, legal, and cultural context.
	Pedagogy	Face-to-face, online, and field-based elements, projects, journaling, interviews, case studies, change projects, and relationship, readings, small group work, individual inquiry and research, collaborative inquiry, lectures, student-directed discussions on readings, student presentations, and in-class simulations and activities	
	Assessment	• Stakeholder analysis • Logic Model • Evaluation design • Data collection • Data analysis and Recommendations	
EDL 7400	Content	ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment ELCC 2.4: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.	ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. ELCC 2.4: Candidates understand and can develop and	

		supervise the instructional and leadership capacity of school staff.		
	Pedagogy	PowerPoint Presentation. Class discussions, video, lecture, questions/responses, readings, written papers, student presentations, and individual research,		
	Assessment	Choice of 4 of Provided Reading Log Entries: Summaries and Reflections; Self-Assessment of ELCC Standard, 2; Curriculum Improvement Plan and Project		
EDL 7450	Content	ELLC 3.1: knowledge of school management of organizational, operational, and legal resources; school management of marketing and public relations functions.	ELLC 3.1: knowledge of school management of organizational, operational, and legal resources; school management of marketing and public relations functions. ELLC 3.2 – knowledge and understand to efficiently use human, fiscal, and technological resources to manage school operations ELLC 3: knowledge and understand and to promote school-based policies and procedures that protect the welfare and safety of students and staff.	ELLC 3.1: knowledge of school management of organizational, operational, and legal resources; school management of marketing and public relations functions
	Pedagogy	Questions/responses, readings, written papers, student presentations. lecture, discussion, small group work, interviews, individual research and field experiences		
	Assessment	Interview the school principal and/or bookkeeper to determine the procedures for accountability regarding school funds; Investigate and analyze the budget resources available at your school; Does Money Matter Fact Sheets		
EDL 8390	Content	Content did not contain any keywords or phrases in theoretical framework		

	Pedagogy	N/A		
	Assessment	N/A		
EDL 7500/7555 (Internship 1)	Content		Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	
	Pedagogy	Field Experience		
	Assessment	• Complete a needs assessment for the candidate's leadership strengths and areas for improvement	• Conduct/analyze a needs assessment, conduct a planning process for a project, and will work to implement and evaluate an instructional leadership project. •	Advocacy and Policy Project
EDL 7501/7556 (Internship 2)	Content			ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers. ELCC 6.2: Candidates understand and can act to

			influence local, district, state, and national decisions affecting student learning in a school environment.
	Pedagogy	Field Experience	
	Assessment	EEDA Assessment: Analyzing Student Support Services • Each candidate will complete an electronic Core Activity Verification and Reflection Log Entry for activities completed;	• Technology and Learning Analysis • Each candidate will complete an electronic Core Activity Verification and Reflection Log Entry for activities completed	• Advocacy and Policy Project • EEDA Assessment: Analyzing Student Support Services • Each candidate will complete an electronic Core Activity Verification and Reflection Log Entry for activities completed;

APPENDIX I

PROGRAM B'S COURSE NAME AND PREFIX

M.Ed. in Educational Leadership

Elementary or Secondary School Administration and Supervision

Core requirements (9 hours)
EDUC 512 Data Collection and Analysis

EDUC 514 The Exceptional Child in the School

EDUC 522 Critical Educational Issues in a Multicultural Society

Professional Requirements (30 hours)

EDUC 524 Techniques of School Supervision

EDUC 527 Finance and Business Management

EDUC 528 School Administration

EDUC 529 Emerging Technologies for School Administration

EDUC 531 Principles of Elementary Curriculum Development OR EDUC 532 Principles

of Middle or High Curriculum Development

EDUC 601 School Law

EDUC 602 Staff Personnel Administration

EDUC 616 Political Process of Public Education

EDUC 661 Internship in Elementary Administration OR EDUC 663 Internship in Middle

or High Administration

EDUC 662 Internship in Elementary Administration OR EDUC 664 Internship in Middle

or High Administration

APPENDIX J

TABLE J.1

Table J.1

Program B's Syllabi Findings

Course Name	Content Knowledge Base	Culturally Competent	Culturally Responsive	Socially Just
EDUC 512	Content	ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals	ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.	ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.
	Pedagogy	Lecture, discussion, research projects, literature review, group work, demonstrations, and student presentations.		
	Assessment	Introduction Blog, Research Exercises, Protecting Human Subjects Certification, Field Experience Activity Logs, Action Research Study Report, Research Competency Pretest & Posttest		
EDUC 514	Content	ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students

		ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.	ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment. ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.	ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school. ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling. ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.
	Pedagogy	Online activities, class Discussions/Case Studies, Modules, Videos, Guest Speaker,		
	Assessment	Quizzes, Field Experience Presentation/Journal, Resource Notebook		
	Content	N/A	N/A	N/A

EDUC 522	Pedagogy	Group Collaboration, textbooks, outside reading assignments		
	Assessment	Field Experience, Position Paper, Reading Quizze, Three (3) Position Papers, Critical Issues Presentation		
EDUC 524	Content	ELLC 1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	ELLC 2.1 Candidates understand and sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ELLC 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. ELLC 3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high quality school instruction and student learning. 4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of school's educational environment.	ELLC 3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high quality school instruction and student learning.

386

	Pedagogy	Chapter Readings, Chapter Discussions, Face-to Face format, Online, Textbook, Outside Articles,		
	Assessment	Needs assessment, literature review, action research proposal and electronic presentation protocol, create a safety and violence plan for your school.		
EDUC 527	Content	ELLC 3.3. Candidates understand and can develop school capacity for distributed leadership.	ELLC 3.1 Candidates understand and can monitor and evaluate school management and operational system candidate knowledge of ♦ school management of organizational, operational, and legal resources; ♦ school management of marketing and public relations functions. ELLC 3.3. Candidates understand and can develop school capacity for distributed leadership. ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school. ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.
	Pedagogy	Workshops, Chapter Readings, Chapter Discussions, Face-to Face format, Online, Textbook, Outside Articles,		
	Assessment	Budget Project, Ethnographic Field Study/Budget Portfolio (Finance Interviews with the Principal, Bookkeeper, and Attendance Clerk) Compile portfolio of experiences including interview, question/answer narrative, and self-reflection		

EDUC 528	Content	ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement. ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.	ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement. ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders. ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment. ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.	ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems. ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.
	Pedagogy	Textbook Reading, Outside Articles, Lecture, Class discussions, case studies,		
	Assessment	Scenario Discussion/Assignments, Livetext Submissions, PACT Data Summary, and Final Exam		

EDUC 529	Content	ELLC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. ELLC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners. ELLC 5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success ELLC 6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	ELLC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment. ELLC 3.1 Candidates understand and can monitor and evaluate school management and operational systems. ELLC 3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. ELLC 3.5Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning. ELLC 4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. ELLC 4.4 Candidates understand and can respond to community interests and needs by building and sustaining	ELLC4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. ELLC 4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners. ELLC 5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success ELLC 6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

		productive school relationships with community partners.		
	Pedagogy	Online instruction, journal reading, guest speakers, discussion,		
	Assessment	Journal Article or Case Study Review, Website Review, Guest Speaker Reflection, LiveText, Discussion Board, Review the ISTE Standards for School Administrators, Infusing Emerging Technologies Into the Learning Process (Activity), Infusing Emerging Technologies Into the Learning Process (Presentation)		
EDUC 531/532	Content	ELCC 1.4 - Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders. ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.	ELCC 1.2 - Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals ELCC 1.4 - Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.. ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent	ELCC 1.2 - Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

		curricular and instructional school program. ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment. ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.		
	Pedagogy	Lecture, discussion, research projects, literature review, group work, demonstrations, and student presentations.		
	Assessment	Chapter Presentations, Curriculum Proposal – The Proposal Consists Of: (A) A Needs Assessment, (B) A Literature Review, and (C) a curriculum proposal (action plan matrix, flowchart, and Gantt chart); review of current literature to assist administrative candidates in formulating a resolution to the curricula problem identified in the needs assessment; Curriculum Proposal/Presentation - Action Research Proposal;		
EDUC 601	Content	ELLC 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	ELLC 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	ELLC 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

		ELLC 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.	ELLC 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.	
	Pedagogy	Readings, Lecture, Discussions, Debates, Presentations, Field Experience,		
	Assessment	Attend School Board Meeting, Case Brief Field Experience, Midterm Examination; Reading Quizzes, Final Exam,		
EDUC 602	Content	ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.	ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. ELLC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.	ELLC 6.1: Candidates understand and can advocate for school students, families, and caregivers.
	Pedagogy	Online discussions; online reading; guest speakers, readings in textbooks, workshops, mock interviews, scenarios, case studies		
	Assessment			

		Case Studies of Staff Personnel Administration, Journal Review: Summary and Analysis, Discussion of Personnel Issues with a practicing administrator, Speaker Discussion Reflection, Practice Interview, Resume and Cover Letter		
EDUC 616	Content	ELLC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ELLC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. ELLC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school	ELLC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ELLC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. ELLC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. ELLC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers ELLC 6.1:	ELLC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. ELLC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers ELLC: 6.1 Candidates understand and can advocate for school students, families, and caregivers. ELLC: 6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. ELLC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

		relationships with families and caregivers	Candidates understand and can advocate for school students, families, and caregivers. ELLC: 6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. ELLC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	
	Pedagogy	Textbooks and outside reading assignments, classroom discussions, case studies, interviews, School District Board Meetings, Field Experience		
	Assessment	School Profile Brochures, Sociological Inventory, School Community Relations Project, Final Exam		
EDUC 661/662:	Content	ELLC 7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences. ELLC 7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.		

		ELLC 7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.
	Pedagogy	Field Experience
	Assessment	Activity Log and Portfolio
EDUC 663/664	Content	ELLC 7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences. ELLC 7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment. ELLC 7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.
	Pedagogy	Field Experience
	Assessment	Activity Log and Portfolio

APPENDIX K

PROGRAM B'S PERFORMANCE INDICATORS

Program B's Professional Education Unit has identified 17 performance indicators for candidates to demonstrate that they are **principled educational leaders** who are **knowledgeable, reflective,** and **ethical** professionals:

Knowledgeable Principled Educational Leaders…
1. Know in-depth subject matter of their field of professional study and practice;
2. Demonstrate and apply an understanding of developmental and learning theories;
3. Model instructional and/or leadership theories of best practice;
4. Utilize the knowledge gained from professional study to develop and implement an educational program that is varied, creative, and nurturing;
5. Integrate the use of technology;
6. Demonstrate a commitment to lifelong learning.

Reflective principled educational leaders…
7. Develop and describe their philosophy of education and reflect upon its influence in the teaching and learning environment;
8. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural characteristics;
9. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
10. Apply their understanding of both context and research to plan, structure, facilitate, and monitor effective teaching and learning in the context of continual assessment;
11. Research their practice by reflectively and critically asking questions and seeking answers.

Ethical principled educational leaders…
12. Apply reflective practices;
13. Demonstrate commitment to a safe, supportive learning environment;
14. Demonstrate high values and a caring, fair, honest, responsible, and respectful attitude;
15. Establish rapport with students, families, colleagues, and community;
16. Value diversity and exhibit sensitivity to and respect for cultures;
17. Exhibit prompt regular attendance, wear professional attire, and communicate in standard English.

APPENDIX L

PROGRAM B'S PERFORMANCE ASSESSMENT CODES

CH Checklist	**O** Observation	**SH** Shadowing
CS Case Study	**P** Participation	**V** Volunteer
DA Data Analysis	**PR** Project	**WR** Written Reflection
E Exam	**RD** Reading	**WV** Website Review
F Professional Portfolio	**S** Simulation	**T** Thesis/Paper
G Group Discussion	**SA** Self-Assessment	
I Interview	**SP** Presentation	

PROGRAM C'S COURSES NAME AND PREFIX

M.Ed. in Educational Leadership

EDUCATION CORE (9 credits)
EDUC 607 Research for Today's Schools (3)

EDUC 630 Advanced Study of Curriculum and Instruction (3)

EDUC 685 Strategies for Serving Diverse Learners (3)

II. MAJOR COURSES (27 credits)
EDAD 600 Introduction to Educational Leadership (3)

EDAD 635 School Personnel Administration (3)

EDAD 660 Supervision of Instruction (3)

EDAD 680 School and Community Relations (3)

EDAD 684 School Finance/Ethics (3)

EDAD 686 Legal Basis of Educational Org. & Administration. (3)

EDAD 689 School Principal (3)

EDAD 694 Elementary School Principal in Practice-Fall (3)

EDAD 695 Elementary School Principal in Practice-Spring (3)

EDAD 696 Secondary School Principal in Practice-Fall (3)

EDAD 697 Secondary School Principal in Practice-Spring (3)

APPENDIX N

TABLE N.1

Table N.1

Program C's Course Syllabi

Course Name	Content Knowledge Base	Culturally Competent	Culturally Responsive	Socially Just
EDUC 512	Content	ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals	ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.	ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.
	Pedagogy	Lecture, discussion, research projects, literature review, group work, demonstrations, and student presentations.		
	Assessment	Introduction Blog, Research Exercises, Protecting Human Subjects Certification, Field Experience Activity Logs, Action Research Study Report, Research Competency Pretest & Posttest		
EDUC 514	Content	ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.	ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ELCC 2.4: Candidates understand and can promote	ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students ELCC 4.3: Candidates understand and can respond to

399

		the most effective and appropriate technologies to support teaching and learning in a school environment. ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.	community interests and needs by building and sustaining positive school relationships with families and caregivers. ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school. ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling. ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.
	Pedagogy	Online activities, class Discussions/Case Studies, Modules, Videos, Guest Speaker,	
	Assessment	Quizzes, Field Experience Presentation/Journal, Resource Notebook	
EDUC 522	Content	N/A	N/A	N/A
	Pedagogy	Group Collaboration, textbooks, outside reading assignments	
	Assessment	Field Experience, Position Paper, Reading Quizze, Three (3) Position Papers, Critical Issues Presentation	
EDUC 524	Content	ELLC 1.1 Candidates understand and can collaboratively develop,	ELLC 2.1 Candidates understand and sustain a	ELLC 3.5 Candidates understand and can ensure teacher and

		articulate, implement, and steward a shared vision of learning for a school.	school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ELLC 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. ELLC 3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high quality school instruction and student learning. 4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of school's educational environment.	organizational time focuses on supporting high quality school instruction and student learning.
	Pedagogy	Chapter Readings, Chapter Discussions, Face-to Face format, Online, Textbook, Outside Articles,		
	Assessment	Needs assessment, literature review, action research proposal and electronic presentation protocol, create a safety and violence plan for your school.		

EDUC 527	Content	ELLC 3.3. Candidates understand and can develop school capacity for distributed leadership.	ELLC 3.1 Candidates understand and can monitor and evaluate school management and operational system candidate knowledge of ♦ school management of organizational, operational, and legal resources; ♦ school management of marketing and public relations functions. ELLC 3.3. Candidates understand and can develop school capacity for distributed leadership. ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school. ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.
	Pedagogy	Workshops, Chapter Readings, Chapter Discussions, Face-to Face format, Online, Textbook, Outside Articles,		
	Assessment	Budget Project, Ethnographic Field Study/Budget Portfolio (Finance Interviews with the Principal, Bookkeeper, and Attendance Clerk) Compile portfolio of experiences including interview, question/answer narrative, and self-reflection		
EDUC 528	Content	ELCC 1.2: Candidates understand and can collect and use data to identify school goals,	ELCC 1.2: Candidates understand and can collect	ELCC 1.2: Candidates understand and can collect and use data to identify school goals,

		assess organizational effectiveness, and implement plans to achieve school goals. ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement. ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.	and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement. ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders. ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment. ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.	assess organizational effectiveness, and implement plans to achieve school goals ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems. ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.
	Pedagogy	Textbook Reading, Outside Articles, Lecture, Class discussions, case studies,		
	Assessment	Scenario Discussion/Assignments, Livetext Submissions, PACT Data Summary, and Final Exam		
EDUC 529	Content	ELLC 4.3: Candidates understand and can respond to community	ELLC 2.4: Candidates understand and can promote	ELLC4.3 Candidates understand and can respond to community

| | | interests and needs by building and sustaining positive school relationships with families and caregivers.
ELLC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners. ELLC 5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success
ELLC 6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. | the most effective and appropriate technologies to support teaching and learning in a school environment.
ELLC 3.1 Candidates understand and can monitor and evaluate school management and operational systems.
ELLC 3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
ELLC 3.5Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.
ELLC 4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. ELLC 4.4 Candidates understand and can respond to community interests and needs by building and sustaining | interests and needs by building and sustaining positive school relationships with families and caregivers.
ELLC 4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners. ELLC 5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success
ELLC 6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. |

			productive school relationships with community partners.	
	Pedagogy	Online instruction, journal reading, guest speakers, discussion,		
	Assessment	Journal Article or Case Study Review, Website Review, Guest Speaker Reflection, LiveText, Discussion Board, Review the ISTE Standards for School Administrators, Infusing Emerging Technologies into the Learning Process (Activity), Infusing Emerging Technologies into the Learning Process (Presentation)		
EDUC 531/532	Content	ELCC 1.4 - Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders. ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.	ELCC 1.2 - Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals ELCC 1.4 - Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders. ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ELCC 2.2: Candidates understand and can create and evaluate a	ELCC 1.2 - Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

		comprehensive, rigorous, and coherent curricular and instructional school program. ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment. ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.		
	Pedagogy	Lecture, discussion, research projects, literature review, group work, demonstrations, and student presentations.		
	Assessment	Chapter Presentations, Curriculum Proposal – The Proposal Consists Of: (A) A Needs Assessment, (B) A Literature Review, and (C) a curriculum proposal (action plan matrix, flowchart, and Gantt chart); review of current literature to assist administrative candidates in formulating a resolution to the curricula problem identified in the needs assessment; Curriculum Proposal/Presentation - Action Research Proposal;		
EDUC 601	Content	ELLC 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	ELLC 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe,	ELLC 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

		ELLC 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.	efficient, and effective learning environment. ELLC 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.	
	Pedagogy	Readings, Lecture, Discussions, Debates, Presentations, Field Experience,		
	Assessment	Attend School Board Meeting, Case Brief Field Experience, Midterm Examination; Reading Quizzes, Final Exam,		
EDUC 602	Content	ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.	ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. ELLC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.	ELLC 6.1: Candidates understand and can advocate for school students, families, and caregivers.
	Pedagogy	Online discussions; online reading; guest speakers, readings in textbooks, workshops, mock interviews, scenarios, case studies		
	Assessment			

		Case Studies of Staff Personnel Administration, Journal Review: Summary and Analysis, Discussion of Personnel Issues with a practicing administrator, Speaker Discussion Reflection, Practice Interview, Resume and Cover Letter		
EDUC 616	Content	ELLC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ELLC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. ELLC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers	ELLC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ELLC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. ELLC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. ELLC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school	ELLC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. ELLC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers ELLC: 6.1 Candidates understand and can advocate for school students, families, and caregivers. ELLC: 6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. ELLC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

		relationships with families and caregivers ELLC 6.1: Candidates understand and can advocate for school students, families, and caregivers. ELLC: 6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. ELLC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	
	Pedagogy	Textbooks and outside reading assignments, classroom discussions, case studies, interviews, School District Board Meetings, Field Experience	
	Assessment	School Profile Brochures, Sociological Inventory, School Community Relations Project, Final Exam	
EDUC 661/662:	Content	ELLC 7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences. ELLC 7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.	

		ELLC 7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.
	Pedagogy	Field Experience
	Assessment	Activity Log and Portfolio
EDUC 663/664	Content	ELLC 7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences. ELLC 7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment. ELLC 7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.
	Pedagogy	Field Experience
	Assessment	Activity Log and Portfolio

APPENDIX O

PROGRAM D'S COURSE NAMES AND PREFIXES

Master of Education in Educational Leadership

Required Program		Semester Hours
Professional Core:		
EDUC 640	Educational Research, Design & Analysis	3
EDUC 670	Schooling in American Society	3
EDUC 681	Advanced Educational Psychology	3
Specialty Studies:		
EDLD 601	Leadership	3
EDLD 602	Techniques of Supervision	3
EDLD 603	Curriculum Leadership in Schools	3
EDLD 604	Principalship for the 21st Century	3
EDLD 610	Fiscal and Business Management in Schools	3
EDLD 611	School Law	3
EDLD 616	School Personnel Development	3
EDLD 613	Preparing Leaders to Serve Students with Special Needs	3
Internship		
EDLD 621	Internship I	3
EDLD 622	Internship II	3
EDLD 623	Internship III	3
Total Semester Hours		**42**

APPENDIX P

TABLE P.1

Table P.1

Program D's Course Syllabi Analysis

	Content Knowledge Base	Culturally Competent	Culturally Responsive	Socially Just
EDLD 601	Content	ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement. ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders. ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing	ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. ELCC 2.4: Candidates understand and can promote the most effective and	ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school. ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

		information pertinent to the improvement of the school's educational environment. ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.	appropriate technologies to support teaching and learning in a school environment. ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems. ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership. ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners	ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

	Content Knowledge Base	Culturally Competent	Culturally Responsive	Socially Just
	Pedagogy	The class design is based on the premise supported by research that students learn best by becoming engaged in the learning process and making connections to prior knowledge. Therefore, the following instructional strategies model this belief: Class presentations/discussion; case study analysis; simulations and experiential activities, small group discussions and activities. This interactive course will require candidates to lead group discussions and make individual presentations.		
	Assessment	Reflective Journal. Vision Project. Reflective Journal, Cultural analysis		
	Content Knowledge Base	Culturally Competent	Culturally Responsive	Socially Just
EDLD 602	Content	ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.	ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement. ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.	ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

		ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.	
	Pedagogy	Activities will require student participation, presentation, research, reflections, case study, and simulations. This course is reading intensive. Little lecture is used; this course is an interactive experience to allow students the opportunity to practice their applying skills to the schoolhouse: observation, feedback, presentations, critiquing, and mentoring/coaching. Best practice in instruction and assessment will be modeled by the instructor.	
	Assessment	Complete questions on Blackboard, Teacher Supervision and Evaluation (Walkthroughs, Formal Observations, Conferences, Growth Plans), Read and reflect on Blackboard, Interviews with administrators, Video Project Evaluating a Lesson, Career Stage Activity, Compare and Contract Teacher Evaluation Instrument, Review and Summarize School Evaluation Plan	
EDLD 603	Content	LCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.	ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners. ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

		ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning. ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners. ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	
	Pedagogy	Lecture, student participation, presentation, small group sharing and discussions, and simulations. This is an interactive course to allow students the opportunity to practice their skills at feedback, presentations, and school improvement planning	
	Assessment	Curriculum improvement project, NCATE Key Assessment, Journal articles and text reading , Individual Presentation, CCSS Group Presentation, Critique of instructional plans, Critique instructional planning meetings, Participation, Book Study Group Presentation	
EDLD 604	Content	ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.	ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

| | | ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners | ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. | ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. |
| | Pedagogy | The class will be divided into project teams to serve as critical friends, discussion facilitators, and reflective practitioners. The following instructional strategies will also be used: class | | |

		presentations/discussion; case study analysis; simulations and experiential activities, video presentations and analysis. This interactive course will require candidates to lead group discussions and make individual presentations.		
	Assessment	School Improvement Plan(Analyze the school improvement plan from your Comp Exam school and critique its appropriateness), Case Studies, 360 Project, Entry Plan (write an entry plan for your first 3 months on the job at your comprehensive exam school or your home school), Leading a Meeting, Change Activity, Interview questions, Interview Administrator on Ethical Issues, Interview an administrator about effective administrative teams, Find one journal article on cultural diversity to read, highlight, and bring to class, Video project on collaboration/facilitation of a meeting,		
EDLD 610	Content	ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners. ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice,	ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems. ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the	3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners. ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as

418

| | | transparency, and ethical behavior as related to their roles within the school. | school's educational environment. ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners. ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. | related to their roles within the school. ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. ELCC 6.3: Candidates understand |

				and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.
	Pedagogy	Lecture, student participation, presentation, case study, and simulations. This is an interactive course to allow students the opportunity to practice their skills at feedback, presentations, critiquing, and mentoring/coaching		
	Assessment	Biweekly examination, Budget Project, Crisis plan project, School Media Project, Facilities Checklist, Audit Form		
EDLD 611	Content	ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success. ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school. ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success. ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school. ELCC 5.4Candidates understand and can evaluate the potential moral and legal	ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success. ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school. ELCC 5.4Candidates understand and can

			consequences of decision making in the school. ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	evaluate the potential moral and legal consequences of decision making in the school. ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers. ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.
	Pedagogy	This course is taught mainly through lecture, student participation, presentation, case study, and simulations. This is an interactive course to allow students the opportunity to practice their skills at feedback, presentations, critiquing, and mentoring/coaching.		
	Assessment	Completion of Legal Briefs, Weekly Discussion of Law Cases Assigned, Weekly Reading, Development of Practical Scenarios for Specific Sections of Law Completion of Mid-Term Examination, Completion of Final Examination		
EDLD 613	Content	ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward	ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational	CC 2.1: Candidates understand and can sustain a school culture and instructional

| | | a shared vision of learning for a school. ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals CC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community. ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior | effectiveness, and implement plans to achieve school goals CC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community. ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success. ELCC 5.3: Candidates understand and can safeguard | program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community. ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success. |

		as related to their roles within the school. ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.	the values of democracy, equity, and diversity within the school. ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school. ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling. ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.

				ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.
	Pedagogy	Lecture, student participation, presentation, small group sharing and discussions, and simulations. This is an interactive course to allow students the opportunity to practice their skills at feedback, data analysis, and school improvement planning.		
	Assessment	Special Needs Principals Must Know (research their topic and how it relates to the role of the principal.), Gifted Education Reading, Getting It Done (student will list the five most important points from the reading and be prepared to share your list in class), Case Study of Individual Student, Field Experience/School Visit, Turn-Around School Project, Turn-Around Toolkit Protocol Presentations		
EDLD 616	Content	ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals CC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning	ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders. ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.	ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers. ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success. ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective

| | | environment with high expectations for students. ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community. ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school. | ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success. ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school. ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. | practice, transparency, and ethical behavior as related to their roles within the school. ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school. ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling. ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. |
| | Pedagogy | This course is taught mainly through lecture, student participation, presentation, case study, and simulations. This is an interactive course to allow students the opportunity to practice their skills at feedback, presentations, critiquing, and mentoring/coaching |

	Assessment	Mock Interviews for Teacher and Assistant Principal, Self-critique, Cover letter/resume and questions/rubric, Chapter presentations, Final Exam, Cases
Internship EDLD 621 EDLD 622 EDLD 623	Content	ELLC 7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences. ELLC 7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment. ELLC 7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.
	Pedagogy	Field Experience
	Assessment	Activity Log and Portfolio