

A DESCRIPTIVE STUDY OF LOCAL *GROW YOUR OWN* PRINCIPAL
INTERNSHIP PROGRAMS IN THREE DIFFERENT SIZE AND TYPES
OF SCHOOLS IN MISSOURI

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by
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Presented by Kerri Lynn Criner,

A candidate for the degree of Doctor of Education,

And hereby certify that, in their opinion, its worthy of acceptance.

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DEDICATION

To my husband, Steven Criner for his patience, support, and understanding throughout this journey. Thank you for helping me to understand that accomplishing anything is impossible without the support of loved ones. When I wondered at times was this all worth it, you constantly pushed me to continue and to persevere. I'm sure we will never forget our summers in Columbia! I love you!

AND

To my kids, Zoey and Elley Criner. You can do anything you want as long as you are willing to work hard and never give up. Grow up and become a paleontologist, a veterinarian, a cowgirl, and a wild girl--you can do it! You have always wanted to go to the Tiger School. Mommy and daddy will support you through the journey of life and wherever it may take you. Enjoy life and do what makes you happy!

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Kerri Criner

Dr. Robert Watson, Dissertation Supervisor

ABSTRACT

The purpose of this mixed methods study was to examine the outcomes of *grow your own* principal internship programs among three exemplary school districts in the state of Missouri. The researcher focused on experiences and perceptions of the intern as well as their job advancement, mentor-mentee relationships, management development, and transformational leadership development. It was anticipated that the results of this data would reveal necessary components of a successful principal internship program.

Throughout the literature review, prior studies urge local districts to develop a reliable system for identifying, recruiting, and developing people who have proven records of raising students' achievement and taking a leadership role with other faculty to change school and classroom practices in ways that raise student achievement (Southern Regional Education Board, 2009). Supporting aspiring and new administrators is essential. Finding ways to collect and capture advice from seasoned administrators is essential to developing local leaders (Browne-Ferrigno & Muth, 2006).

The data was collected through convergent parallel design; both qualitative and quantitative data were collected simultaneously (Creswell & Plano Clark, 2011). Data was collected through documents, interviews, focus groups, and surveys to look for

trends. The collection of the data was intended to yield the results of successful attributes within an internship program.

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CHAPTER ONE
INTRODUCTION TO THE STUDY

Educational reforms and concerns about outcomes and accountability have been changing proceedings in schools for the past twenty years. Since the inauguration of the No Child Left Behind Act of 2001 (NCLB), with a billion dollar budget to induce educational reform, schools have been under the microscope for meeting accountability standards for students. In recent years, many PK-12 schools have been designated as low performing and placed under accountability sanctions due to the NCLB (Finnigan & Stewart, 2009). The performance pressures have intensified as the consequences for not achieving academic benchmarks have escalated.

Within PK-12 education, the population is often mobile and incredibly diverse both economically and academically. According to NCLB, the theory behind school reform is that through a combination of external sanctions and support, the school staff will redirect their efforts (Bottoms & O'Neill, 2001). In essence, by reallocating resources and altering the curriculum and instruction, school staff will bring about improvement and overcome their history of low performance. However, this idea ignores an important aspect of school performance. Accountability in America's schools has created increased responsibilities for educational leaders.

Research has shown that the principal is the key player in school effectiveness, school improvement, and school change (Moolenaar, Daly, & Slegers, 2010). Principals influence school and students' performance; they shape the schools internal processes, climate, and resources (Hallinger & Heck, 1996). The moment that policymakers and

politicians decided that educators should be held accountable for student outcomes, the role of the principal, as the building leader dramatically shifted as a result (Duke, Grogan, Tucker, & Heinecke, 2003). For example, principals today have innumerable and varied leadership and managerial responsibilities as they carry out their roles (Goldberg, 2004). Perhaps now, more than any time in history, student academic achievement is the driving force of schools.

The emphasis in terms of the principal's role has now shifted from being accountable for money and other resources to being accountable for student outcomes and achievement (McGhee & Nelson, 2005). Meeting Annual Yearly Progress (AYP) and raising test scores has become an important influence on the educational vision of school principals. However, there is little attention given to whether schools have the necessary internal capacity to improve, including organizational leadership (Finnigan & Stewart, 2009).

Serious questions have been raised recently about the preparation of educational administrators. Aspiring school leaders rarely emerge from their principal intern collegial programs fully ready for the challenges that await them as new administrators (Searby, 2010). School leadership is an increasingly challenging task, the challenges facing new educators is unparalleled with accountability for student achievement, implementing complex special education policies, providing for diverse student populations, and dealing with parents who have misgivings about public education (Rooney, 2008).

The role of a principal is vital to the life and health of a school community, contributing to a clear vision and plan of action for their school (Clarke & Wildy, 2011; Harris, Ballenger, & Leonard, 2004; Kafka, 2009; Leone, Warnimont, & Zimmerman,

2009). Currently the role of a principal has become even more complex and effective principals must be skilled instructional leaders, change initiators, managers, personnel directors, problem solvers and visionaries (Blase & Kirby, 2000; Sergiovanni, 2001). Moreover, all of these roles must be fulfilled within a landscape that is heavily influenced by state accountability policies all centered on standardized testing (Thompson, 2001).

The need to replace retiring administrators is inevitable. The opportunity for upgrading current preparation practices is necessary in creating and sustaining strong leaders (Michael & Young, n.d.). Internships offer real-world experiences and help administrators create working relationships with potential colleagues and employers. Highly skilled school leaders are not born, it is generally recognized that they will need guidance from more experienced school leaders (Searby, 2010).

The need to create and maintain administrator preparation programs is essential (Simkins, Close, & Smith, 2009). Principal preparation programs are designed to equip aspiring principals with the knowledge and skills necessary to effectively lead schools. The emphasis on new roles and accountability of principals validates the need for administrator preparation programs and are the rationale for the focus on this study.

Statement of the Problem

There is much research on principal preparation programs based in the higher educational setting. Research suggests the process used to groom individuals to become school leaders misses the mark (Clarke & Wildy, 2010; Lashway, 1999; Murphy, 1993, 1998). One criticism frequently leveled against principal preparation programs is that they are unbalanced; students are saturated with educational theory while receiving little to no exposure to the types of professional challenges they may encounter in the real

world (Lumsden, 1992). It is not unusual to become certified as an administrator having never demonstrated one's ability to be an instructional leader. Although some programs include opportunities to practice leadership skills, in many cases, insufficient time is spent designing and supervising these experiences (Searby, 2010). Another criticism is that aspiring principals often enter the field of leadership with a lack of knowledge in the areas of curriculum and instruction (Lumsden, 1992).

In addition, findings on effective teaching, staff development, organizational change, and adult learning are also often overlooked (Tirrell, 2001). As calls for educational reform increase, it is necessary to identify the deficiencies of current graduate preparation programs in order to experiment with new designs to better equip individuals to perform competently once they leave. The lack of preparation being provided by higher educational institutions only clarifies the need for additional principal preparation, paving the way for the development of internship programs guided and maintained by local districts to provide the real world, hands on experience for aspiring principals (Alsbury & Hackmann, 2006; Kafka, 2009; Lumsden, 1992).

Responsibility for principal preparation cannot be laid solely at the door of the educational leadership department, the university, or any of the various state agencies responsible for higher education, program approval, and licensure (Southern Regional Education Board, 2009). To address this problem, agencies across the leadership preparation system need to work towards better principal preparation. Little research exists on principal internship programs guided and maintained by local districts. Prior studies show a need for *grow your own* principal preparation programs, as evidenced by research stating the need to create opportunities for aspiring principals to demonstrate,

under the guidance of an experienced and trained school leader, knowledge and skills to change schools and classrooms to accelerate students achievement (Alsbury & Hackmann, 2006; Kafka, 2009; Rooney, 2008; Tirrell, 2001). Districts cannot depend on a successful leadership candidate to come from a pool of individuals with administrative credentials, as evidenced by research which states the importance of school leadership to the performance of schools and the achievement of students (Gronn & Lacey 2004; Riley, 2009; Searby, 2010).

The results of prior studies urge local districts to develop a reliable system for identifying, recruiting, and developing people who have proven records of raising students' achievement and taking a leadership role with other faculty to change school and classroom practices in ways that raise student achievement (Southern Regional Education Board, 2009). Supporting aspiring and new administrators is essential; finding ways to collect and capture advice from seasoned administrators will be important to addressing some of these challenges (Browne-Ferrigno & Muth, 2006). The review of literature offers little about what makes an effective internship; however, through a review of the literature, there is evidence that internships are effective. Components such as mentoring and transformational leadership development are essential to an effective internship (Henry, 2010; Searby, 2010).

The study followed the path of an aspiring principal wanting to become an effective leader and possibly develop a principal intern leadership program. The problem of this study is the lack of literature and previous research studies to determine what makes a good principal internship program. The lack of literature is almost non-existent at the local school district level. The Wallace Foundation is constantly researching and

advising the states, higher education, and local schools to work together to better prepare aspiring principals for the high demands of the position and to work together to create a more hands on internship approach to such a program (Southern Regional Education Board, 2006, 2009). However, literature lacks in what components should be added to such a program or any data collection from the few programs that exist in states, especially Missouri. Within the state of Missouri, only a few local *grow your own* principal internship programs exist, which are funded and directed locally (Missouri Department of Education, 2006, 2010).

Purpose of the Study

The purpose of this mixed methods study was to examine the outcomes of *grow your own* principal internship programs among three exemplary school districts in the state of Missouri. The data was collected through convergent parallel design; both qualitative and quantitative data were collected simultaneously (Creswell & Plano Clark, 2011). It was anticipated that together the results of this data would reveal what components make up a successful principal internship program. The in-depth study of the three *grow your own* programs also sought the outcomes of the programs, the operations, and the experiences of the interns involved in the programs (Creswell, 2007).

The purpose of the study was to identify principal internship program components and subsequently to develop a curriculum design that identifies program practices interns associate as positive and negative and to further develop and improve future internship program design. Principal internship program success is defined as internship practices that support participant experiences to improve leadership knowledge, skills, attitudes, and beliefs in the areas of instructional leadership, community leadership, and

management and leadership structures that promote student achievement. This research answered the following questions: What components within a principal internship program help prepare and create successful principals? How do districts design effective principal internship programs for aspiring school leaders and what are the components of this model?

The research involved three different principal internship programs was explored to show different perspectives of similar programs. Through this study the researcher attempted to better understand the effectiveness of leadership preparation through the evaluation of three diverse internship programs within the state of Missouri. Success within each program was identified specifically through the following four emergent themes: job advancement within the district or elsewhere, mentor-mentee relationships, administrative duties, and transformational leadership development.

The quantitative data was intended to address the outcomes expected, such as job promotion within the district, and managerial and leadership skills obtained from the principal internship programs, while the qualitative data explored the processes experienced by individuals within the principal preparation programs. Data was collected through records, interviews, focus groups, and surveys to look for trends or patterns within internship programs over the past five to eight years. The collection of the data was intended to yield the results of successful attributes within an internship program. Additionally, a model was developed for a local *grow your own* principal internship program at the researcher's district, containing components consistent with successful internship programs.

Research Questions

The research questions guiding this study are:

1. What are the outcomes of a *grow your own* principal internship programs in the following areas:
 - a. job advancement of the principal intern,
 - b. mentor-mentee relationship,
 - c. managerial development,
 - d. transformational leadership development?
2. What are the perceptions of practicing principals from the internship programs regarding how well their experience within the programs prepared them for the demands of principal leadership?
3. What experiences within the principal internship programs do participants perceive as contributing to the development of their leadership?

Conceptual Underpinnings for the Study

Creswell (2007) suggested the importance of understanding the common experiences in order to develop practices or policies and gain a deeper understanding for the event. The common incident within this study is the internship program. This study looks to answer the question, How are K-12 school districts internship programs preparing administrator trainees in *grow your own* programs with leadership experiences?

An in-depth case study will examine the effectiveness of *grow your own* principal internship programs within three different programs in Missouri. To show different perspectives, a collective case study was used to explore multiple cases of internship programs based on widespread data collection within three different school settings

(Creswell, 2009). Through these case studies the researcher will attempt to better understand the leadership experiences gained to develop the effectiveness of leaders within these programs.

This study will flow from situated learning theory (Lave, 1989) based on individual learning through socialization, visualization, and imitation to an internship program broken down into four themes: job advancement within the district or elsewhere, mentor-mentee relationships, managerial development, and transformational leadership development. For the purpose of funneling the study, it was necessary to start with the history of principalship, then examine the four themes to determine if there is a relationship between local principal internship program and successful leaders, ensuring a clearer picture for the reader, and finally by evaluating the perceptions of the leadership gained within the programs by the participants (Heppner & Heppner, 2004).

The concepts of situated learning theory will help to evaluate the overall effectiveness of the principal internship program. Situated learning (Brown, Collins, & Duguid, 1989; Greeno, 1989) is a stance that inquiries into learning and cognition, taking serious account of social interaction and physical activity. A unifying concept emerging from situated learning research is *communities of practice*, the idea that learning is constituted through the sharing of purposeful, patterned activity (Lave & Wenger, 1990). This idea stresses practice and community equally. Knowledge is seen as the practical capability for doing and making, while meaning is seen as a construction of a social unit that shares a stake in a common situation. Therefore, learning is seen as a capability for increased participation in commonly experienced situations, through learning the construction of identity and understanding occur (Wenger, 1998).

Lave (1989) argued that learning as it normally occurs is a function of the activity, context and culture in which it occurs, learning within the principal internship program will be situated in the experiences of the participant and the outcomes of those experiences. Lave and Wenger's (1990) concept of situated learning involves people being full participants in the world and in generating meaning from their experiences. Through social interaction, the learner becomes involved in a community of practice which usually embodies certain beliefs and behaviors and is a critical component of situated learning. As the beginner or intern moves from the border of this community or position (i.e., principalship) to its center, they become more active and engaged within the culture and hence assume the role of expert or veteran; this is called the process of legitimate peripheral participation (Lave & Wenger, 1990).

Cognitive apprenticeship supports learning in a domain by enabling students to acquire, develop and use cognitive tools within authentic domain activities (Lave, 1977). Similarly, craft apprenticeship or principal internship enables apprentices to acquire and develop the tools and skills of their craft through authentic work in the real world. Through this process, apprentices enter the culture of practice, attempting to promote learning within a context.

Active participation within the community or position promotes learning and advances through collaborative social interaction and the social construction of knowledge (Brown et al., 1989). Ultimately, it is anticipated that through the principal internship programs the participants should gain knowledge and understanding of the principal position, enhancing their ability to step into that role and become successful leaders.

Resnick and Resnick (1988) pointed out that throughout most of their lives, people must learn and work collaboratively, promoting the idea of craft apprenticeship and learning by doing. Within a culture, ideas are exchanged and modified, developing a belief system appropriated through conversation and narratives, so these must be promoted, not inhibited (Brown et al., 1989). Learning creates a process of acculturation, supported in part through social interaction and the circulation of narrative, making groups of practitioners particularly important, for it is only within groups that social interaction and conversation can take place (Bruffee, 1999). Significant features of group learning include collective problem solving, confronting ineffective strategies and misconceptions, and providing collaborative work skills; all of which are valuable to an aspiring principal and may be obtained through an internship program.

Limitations and Assumptions

The outcomes of three distinct and exemplary principal internship programs in Missouri were explored through a mixed methods approach, convergent parallel design (Creswell & Plano Clark, 2011). The data was collected through convergent parallel design; both qualitative and quantitative data were collected simultaneously. It was projected that together the results of this data would reveal what components make up a successful principal internship program.

The quantitative data was intended to address the outcomes expected from the principal internship programs, while the qualitative data explored the processes experienced by individuals within the principal preparation programs. The collection of the data is intended to yield the results of successful attributes within an internship program; a model was developed for a local *grow your own* internship program at the

researchers personal district, containing all the needed components to be a successful program for everyone involved.

Limitations

These case studies cannot represent all types of principal internship programs, making it difficult to draw generalizations. Most studies are based on the principal preparation from higher education and the brief internship some schools require as part of the program requirements. Few studies exist on *grow your own* principal internship programs directed by local school districts to develop and promote leaders. Another limitation was the lack of a specific model or instrument to evaluate principal internship programs, which may result in a lack of consistency across the three different programs.

As with any qualitative research, the researcher serves as the data collection instrument (Creswell, 2009; Mertens, 2005). Therefore, the data collected was subject to bias which may be present within the researcher. The researcher brings personal bias and is an experienced educator with ideals on possible components necessary to create an effective internship program for aspiring principals. A third limitation was that most principal internship programs are relatively new, limiting the collection of data, rendering only a few years of quantitative data. Finally, discrepancies occurred by using a convergent parallel design mixed methods approach; the two methods were given unequal priority resulting in unequal evidence, the quantitative data is larger than the qualitative data, creating a disadvantage when interpreting the final results (Creswell & Plano Clark, 2011).

As Creswell (2007) and Seale (1999) pointed out, there are many aspects of the researcher that will be present in their work regardless of how reflexive they are.

Regarding this reflexivity, personal interpretation, biases, inclinations, and shortcomings pervaded this research. To ensure dependability, validity, and reliability of the research, many strategies were utilized. Video tapes and recorder ensured accurate descriptions of events during interviews and focus groups. Strategies for validation included multiple surveys and questionnaires to be presented to the participants within the case studies along with an explanation of the process and purpose of the research. Finally, utilizing both peer reviews and external audits by dissertation advisors only further ensured dependability, validity, and reliability (Mertens, 2005). The use of these strategies allowed the researcher to remove as much bias as possible while grouping results into meaningful statements and identifying overlapping themes among the three internship programs.

Due to the fact that there are programs in the literature review on local *grow your own* principal internship programs, the literature review reflects not only higher education preparation, but also components of proven practices to promote growth in leadership, such as mentoring, adult learning, and leadership theories (Barnes, 2008; Riley, 2009; Searby, 2010). In addition, internships are reviewed within multiple areas of practice. For years, businesses have used internships to search out, mold, and acquire needed personnel.

Literature from these areas included successful strategies for creating and sustaining internship programs for the benefit of the organization (D'Abate, Youndt, & Wenzel, 2009). Thus, it is important that principal internship programs be thoughtfully created and matched to the needs and conditions of the school district for long-term sustainability as well as to be feasible and socially acceptable.

Assumptions

The researcher made several assumptions regarding the approach used to study the principal preparation within local *grows your own* principal internship programs. For instance, the researcher assumed that four main components: job advancement of the principal intern, mentor-mentee relationships, managerial development, and transformational development within a local principal internship program developed better prepared participants. In addition, the researcher assumed that situated learning theory was the most appropriate framework in which to study this topic.

There are many different research theories available; however, situated learning theory focuses on learning based on the individual through socialization, visualization, and imitation (Lave, 1989). This theory seemed to best fit the study due to a unifying concept emerging from situated learning research called *communities of practice*. This idea states that learning is constituted through the sharing of purposeful, patterned activity (Lave & Wenger, 1990).

Lastly, the researcher chose a convergent parallel mixed methods research design using both qualitative and quantitative data, working under the assumption that this design would provide the most relevant and easily quantifiable data from the internship programs studied. Under the convergent parallel design, both qualitative and quantitative data were collected and analyzed during the same phase of the research process and the two sets of data were merged, looking for overlapping themes and interpretation. However, a different type of mixed methods design approach may have provided a more comprehensive and deeper analysis (Creswell, 2009; Mertens, 2005). Since little research

exists on local *grow your own* principal internship programs within local school districts, a mixed methods design seemed an appropriate choice for the current study.

Definition of Key Terms

Based on this study that focuses on the principal internship programs along with perceptions of both practicing principals and participants within the programs, it is necessary to define a few key terms. To ensure clarity for the reader, key terms within this study are defined.

Grow Your Own Principal Internship Program

A *grow your own* principal internship program would be funded and directed within a school district as an attempt to develop leaders from within a district. Within a principal internship program, participants would be given opportunities to help an active principal with both managerial and leadership tasks. The participant within a local principal internship program would be able to apply classroom knowledge and theory into practice within the school setting (SREB, 2009). The ultimate idea behind the energy and money put forth by a local district to create such a program would be beneficial to the school district in that it would create strong leaders and maintain those leaders within their district for many years.

Internships

Internships are opportunities to integrate career related experience by participating in planned, supervised work. Internships are learning tools for participants to help fill the gap between classroom learning and the practice of the principal (D'Abate et al., 2009). Specifically, internships should provide participants the opportunity to relate theory to practice, providing task significant learning opportunities for participants to

apply their knowledge to real world situations (SREB, 2009). Internships should also provide supervisor support and feedback throughout the learning experiences (Browne-Ferrigno & Muth, 2006).

Job Advancement

Job advancement is moving up to a higher position; progression of one's working life or one's professional achievements (National Association of Colleges and Employers, 2005). Job advancement usually includes an increase in wages and responsibility along with a title change within a similar profession or organization (D'Abate et al., 2009). Job advancement is also a promotion, as in rank or status into another position which creates forward motion towards the top of the ladder within an organization.

Managerial Development

Managerial development is the development of managerial task related to the principal such as facility, personnel, and scheduling. Managers are concerned about how things get done, and they try to get people to perform better (Yukl, 2010). Managerial development focuses more on the value of stability, order, and efficiency of the organization. Management is directed at the achievement of certain educational objectives, it is essential that a leaders develop managerial skills in order to connect the managerial tasks to the purpose of the educational institution (Bush, 2003).

Mentor-Mentee Relationships

Mentor-Mentee relationships are the formal and informal social building of professional performance expectations developed through purposeful interactions between aspiring and practicing principals in the context of authentic practice (Browne-

Ferrigno & Muth, 2006; Searby, 2010). The interactions between the mentor and mentee help aspirant principals clarify their perspective on the principal's role and increase their technical expertise, change conceptions of the principalship and develop important skill and professional behaviors needed to carry out their craft and become successful (Harris et al., 2004).

Principal Intern

A principal intern is a participant within a principal internship program. The participant is provided with action learning situations, allowing the participant the opportunity to apply classroom theory and knowledge to practice in a manner that builds deep, practical management, leadership, and decision making skills (Clark, 2003; D'Abate et al., 2009). The principal intern is an aspiring principal involved in an internship program to experience the everyday occurrences as they transpire throughout the year, gaining real world experience and learning along side an active principal (Creighton, 2001).

Principalship

Principalship is the all encompassing leadership position of the principal, including tasks as simple as creating a master schedule for the building, to hiring and firing, and more complex task such as instructional leaders of the building (Clarke & Wildy, 2010; Kafka, 2009). Being a principal means becoming the leader of the building by unifying the people around the key values of the organization (Bush, 2003). Through the principalship, leaders must influence others' actions in achieving existing and new goals. Leaders are people who shape the goals, motivations, and action of others to initiate change for the benefit of all stakeholders (Sergiovanni, 2001).

Situated Learning Theory

Situation learning theory sees learning as an unintentional social process that occurs through activity in an authentic context (Lave, 1989). Social practice involves the active, social, negotiated, complex process of participation in a community of practice (Wenger, 1998). As a strategy for preparing future principals, situated learning theory places aspiring school leaders in authentic situations, under the guidance of practicing principals, where they can apply theories, procedures and skills learned in classroom settings.

Transformational Leadership

Transformational leadership suggests that influential leaders can move followers to greater levels of commitment and capacity resulting in increased effort from the followers in achieving the vision of the organization (Burns, 1978; Bush, 2003). To bring a vision into focus, transformational leaders should involve followers in the creation of the vision, focusing on the organizational needs and striving to achieve something more rewarding for both leaders and followers. Transformational leadership refers to the leader, leading the follower beyond immediate self-interests through idealized influence, inspiration, and intellectual stimulation to create a high performing team focused on the goals of the organization or group (Bass, 1999).

Significance of the Study

It is the researcher's hope that contributions to literature, practice, and the current district will emerge from the results of this study. Extended, aspirant, principal internships have been a recent and limited phenomenon and are in the early stages of implementation; a study is needed to determine their impact on participants (Clarke &

Wildy, 2010; Murphy, 1998; Searby, 2010). The significance of this research will add to the body of literature information on designing and implementing internships that develop leadership skills necessary to create a learning culture for adults with a focus on improving preparation for aspiring principals. Contributions to literature may also include valuable information and key factors from these internship programs to promote, create, and evaluate a new internship program within a school district.

Contributions to practice include the insight of internship programs needed within schools and their value. The nature of the internship and its connection to coursework are critically important to helping principals learn to implement sophisticated practices. Participants of internship programs rate their experience as positive; those who had full-time, funded learning experiences rated their programs most positively (Riley, 2009). Teachers with the qualifications to become leaders could learn the value of being involved in an internship program to mold them as prospective leaders within their district. In addition, leaders of schools without internships may learn the key factors needed to implement such a program from this study. In addition, schools with internship programs may also learn key factors that are missing from their program to ensure its success.

Contributions to the current district and school include the development of an internship model to present to school leaders; the current district does not have an internship program for prospective leaders. Multiple teachers within the current district are qualified to become leaders; however, without some experience in the area of leadership, how will the district ever know who will be best for the job? Through key

factors that may develop within this study, the teachers, staff, and administrators could benefit from knowing what it takes to create and sustain a successful internship program.

Summary

Throughout this paper, there is a focus on the need for *grow your own* principal internship programs. A background for the study has been provided by incorporating some insights from the historical perspective of the role of the principal within a school setting. With the responsibilities of the principal as the school leader rising due to accountability issues passed down to local districts, it is essential that schools have a reliable process for contributing to the development of leaders for their districts. This belief has been supported through a synthesis of related literature and highlighted the major contributions that a principal internship program could have on creating and sustaining strong leaders for the challenges that face most schools today.

Chapter One has introduced and outlined the rationale for this study and its significance in adding to the knowledge base regarding principal preparation programs and the development of principal leadership through a principal internship program. Chapter Two will provide the history of principalship, the need for principal internships, mentor-mentee relationships, management development, leadership development, and job advancement through the principal internship. Chapter Two will review the literature base regarding principal preparation programs, leadership faculties to support the program, and effective components of the program to development and define the theoretical framework for this study.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

Introduction

The purpose of this literature review was to present and support ideas about the development of a leader through a principal internship program. Local districts can develop and maintain *grow your own* principal internship programs in an effort to breed strong leaders. Through a synthesis of the literature and a critique of various components of an internship program, it is the researcher's intent to discover successful attributes of an internship program to promote and prepare aspiring principals.

First, the literature was reviews on the history of the principalship and how those roles have changed and developed over time providing a need for principal internships. Then, the role of mentoring within an internship program to provide the principal intern with valuable advice from a veteran principal was analyzed. Next, through literature, a discussion on how managerial and leadership skills can be development within a principal internship program.

Finally, included within the literature review are job advancement opportunities that arise from an internship program. It is the researchers hope that through the literature review, successful components of such a program will arise. The researcher specifically focused on local principal internship programs and their ability to provide mentoring, managerial development, leadership development, and possibly job advancement to participants within these programs.

History of Principalship

Through research of literature, it has been demonstrated that the history of the principalship has always been a complex and multifaceted role, and that principals have historically drawn on shifting sources of authority to asset their institutional and personal power (Brown, 2005; Cuban, 1988; Kafka, 2009; Pierce, 1935; Rousmaniere, 2007). To better understand the history of the principalship, American history must be considered. In addition, the impact of American history on the principalship was reviewed.

The literature review first explored what it was like as an early principal in the 1800s through the mid-1900s. Next, the literature review looked at the minority principals; specifically, how race, class, and gender, have impacted schooling and society throughout the 20th century. Third, the rural principal was investigated to better understand the issues in such a mobile district stricken with high levels of poverty in the student population. Finally, state and federal mandates were explored to gain a better grasp on the need for a highly qualified instructional leader able to overcome many obstacles and help students find success in school.

Early Principals

The position of the principal as it currently exists is a relatively new trend within the history of public education. Early schools had single teachers, or masters, who had to answer to the local community, about the happenings in their classrooms. As schools became larger in the early 1800s, and grade level classes were established, the position of the principal teacher was created. This person, almost always a man, was a teacher who also carried out some administrative duties that kept the school in order, such as assigning classes, conducting discipline, maintaining the building, taking attendance, and

ensuring that school began and ended on time. As the century progressed, the principal teacher eventually lost his teaching responsibilities and became primarily a manager, administrator, supervisor, instructional leader, and increasingly a politician.

Principals gained power over their local schools in the late 19th and 20th centuries. As district bureaucracies grew, central offices in many cities were forced to hand over more and more responsibility and decision making to school heads (Pierce, 1935). In addition, principals demanded the right to examine and promote students on their own, hire and fire teachers, purchase textbooks, and supervise the maintenance of their buildings. Principals also gained local authority and increased their prestige by working to professionalize the principalship, through the creation of local associations (Brown, 2005). By the mid-1930s, 70% of urban elementary school principals had no teaching duties, the notion that principals were in charge of other adults in the building, and responsible for their professional growth, brought the position added stature and power (Kafka, 2009; Rousmaniere, 2007).

By 1940 priorities in American life changed and compulsory education laws had extended the number of years American youth were expected to attend school (Tyack, 1974). This meant that more and more youth attended school for more and more years making teachers and school principals more important figures within their local communities. The principalship gained prominence in American communities in partnership with the rise of education itself. By the 1960s, principals were seen as potential change agents, expected to manage federally sponsored programs and curricular initiatives (Hallinger, 1992). The focus on the principal's capacity to enact change was only affirmed in the 1980s, when strong administrative leadership was a common

characteristic of successful schools; thus, principals were being called upon to become instructional leaders within their buildings. Beck and Murphy (1993) stated that the principal has always been expected to be an instructional leader, and that their roles have always represented a mixture of expectations and challenging demands.

Minority Principals

The literature seems to leave out large portions of American history and its impact on the principalship; specifically, ignoring how race, class, and gender, have impacted schooling and society throughout the 20th century. In addition to the race, class, and gender, principals in Missouri must deal with an ever growing student population that is poor and mobile; especially in rural Missouri. Most of these authors ignore these shifts in the history of the principalship with the exception of Brown (2005). In the 1950s and 1960s, efficiency, scientific knowledge, and democratic institutions fighting communism were central to American schooling. The United States Supreme Court's Brown vs. Board of Education decision and the larger civil rights movement were affecting American public education as well. Within many towns and cities across America in both the North and South, questions of what schooling was supposed to accomplish and who it was intended to serve raised doubts about local principals' authority (Kafka, 2009).

In the South, desegregation in the school system often eliminated Black principal positions, so that Black men and women would not supervise Whites (Fultz, 2004). In the North, community and student protests often openly challenged White principal's authority and at times called for Black school leaders to replace them (Dougherty, 2004). The notion of the principal as a community leader was born out of struggles and conflicts

that are sometimes missing from the literature on the history of expectations of the principal in 20th century America (Kafka, 2009).

Rural Principals

According to the United States Government Accountability Office (2004), one quarter of the nation's school districts is rural, many in isolated locations with large populations of economically disadvantaged students. In these districts, the standardized test scores of a single student could have a greater impact on the academic performance of the entire school than larger urban and suburban school districts. One student's third grade reading score in a K-6 school of 125 students in rural Missouri will have a far greater impact on the school's AYP than one reading score from one student in St. Louis, Missouri.

Rural students have the same mobility rate as the national average (U.S. GAO, 2004), but rural children's mobility has been almost always related to poverty, and related to a heightened risk for academic failure (Powell, Higgins, Aran, & Freed, 2009). Many U.S. rural schools have been plagued with declining enrollment and experience difficulty hiring and retaining highly qualified teachers and administrators (U.S. Department of Education, 2006). As a result, many rural schools face more challenges in meeting the provisions of the NCLB Act of 2001 than non-rural schools.

Missouri was ranked 14th in the nation for rural concerns in 2006 (Johnson, 2007). Missouri has the 15th largest rural student population. Forty percent of schools in Missouri are rural and about 30% of the population of Missouri's students attend a rural school. U.S. Department of Education (2005) reported 253 small rural Missouri school districts in 2005-2006 out of a total of 523 school districts (Missouri Department of

Education, 2006). These districts have fewer than 600 students in average daily attendance or the district is located in a county with a total population density of fewer than 10 persons per square mile (Missouri Department of Education, 2008).

Rural Missouri schools have over a 120% ten-year increase in rural minority students compared to a 54.9% increase nationally. This is primarily due to a significant increase in the Hispanic population with many new English language learners entering Missouri schools for the first time. Over 40% of Missouri's rural children are considered economically disadvantaged (Johnson, 2007). Economically disadvantaged students often have related academic problems, especially in reading.

State and Federal Mandates

Elementary school has always been considered the foundation for future learning. Decisions made today about curriculum and instruction in elementary schools have the potential to influence education at other levels, to have long term effects on students, and could even have an effect on the future of our nation. NCLB Law has the potential to make wide scale changes. Rural schools in the past were often slower at making changes; however NCLB has definitely brought rural principals to action and required changes in instructional leadership (Powell et al., 2009). The role of a principal is directly connected to student achievement and a positive school climate.

With the ever changing and difficult demands on the position of the principal, states need to take action to ensure aspiring principals are prepared for their new positions. SREB (2006) recommended that states take action to ensure principals are highly qualified instructional leaders ready for the demands of the position. State policy-makers can adopt policies to ensure all persons preparing to become school leaders have

a quality internship experience that adequately prepares them for the job. To accomplish this, policy-makers can develop guidelines, require and provide training, and develop procedures to measure an intern's performance.

States should develop guidelines that require aspiring school leaders to have a broad range of experiences in leading school improvement (SREB, 2006). These experiences should include working with teachers to develop good teaching practice and helping teachers find evidence indicating students meeting or exceeding a standard. The guidelines might also require that aspiring leaders work with teachers to develop curriculum and instructional practices.

Secondly, states may require and provide training for mentor principals. The training should focus on the competencies the intern is expected to demonstrate, what ideal performance looks like, how to observe and evaluate performance, how to provide feedback, and opportunities to practice and needed to develop proficiency (SREB, 2009). Finally, states need to develop a uniform procedure to measure an intern's performance using the state's own adopted standards.

Throughout the principalship, schools have needed leaders. However, as time passes the principalship has drastically changed, requiring the principal to be responsible for much more especially in the rural school. Principals of today need extra hands on training to be better prepared for this every changing and demanding position of the principalship. This would mean allocating the time, effort, and resources necessary to develop performance evaluation systems that are rigorous, creating a better system to train these aspiring principals (SREB, 2006). Aspiring principal leaders could develop skills needed through an internship program that benefits the needs of the students,

especially our rural students who desperately need a strong instructional leader. Moreover, the changing demands on the position of the principal and the value of this position make it necessary for local school districts to look at *grow your own* principal internship programs to give valuable experience to prospective principals.

The Need for Principal Internships

Literature suggests there is a distinct relationship between school leaders' actions and student achievement. With current school reform efforts focused on site-based accountability to bring greater attention to issues regarding building level leadership, the interest in educational leadership has grown, especially in the principalship, a position that is reportedly more difficult, time consuming, and pivotal today than ever before (Kafka, 2009). The challenges facing new administrators is overwhelming; therefore, it is essential that aspiring principals build relationships, listen, think before they leap, find a mentor, develop managerial and leadership skills, and prioritize (Rooney, 2008).

Within this section of the literature review, internships were examined through their components and the experience they give to their participants. It seems logical for local *grow your own* principal internship programs to be developed to better prepare principal leaders of the future and for local districts to take a stake in growing strong leaders within. First, the literature review looked at internships and how they could better prepare leaders. Second, the literature review explored the components of successful internships and how corporations and the business world has used internships for years to better recruit and mold leaders. Finally, the literature review looked at the valuable experience gained from internships, better preparing aspiring principals.

Internships

In many professional fields, the internship is the ultimate performance test, the final rite of passage before gaining an initial license to practice. A well-designed internship expands the knowledge and skills of candidates while also incorporating their ability to apply new learning in authentic settings as they contend with problems that have real world consequences (SREB, 2006). Constructed properly, the internship can become the foundation upon which new practitioners can navigate the rapid and unpredictable dealings that separate classroom theory and on the job reality.

Principal internships are relatively new and evolving. A good internship program can support the future of an organization. Internships can be an improved opportunity to connect theory to practice. Too often, the administrative field experiences are disconnected and clinical hours are in too small of increments, happening during planning periods or after school, and do not make an impact on instructional leadership learning. The school-based setting is too complex to have such a limited approach to developing instructional leaders. *Grow your own* principal internships can be designed in many different ways but “care should be taken to provide extended field experiences that closely replicate daily administrative life...a year-long full time placement is considered to be optimal...” (Hackmann, Schmitt-Oliver, & Tracy, 2002, pp. 12-13).

Corporate America invests considerable resources in coordinating and managing internship programs and relies heavily on internship programs to recruit entry-level employees (Pianko, 1996; Zawel, 2005). Employers enjoy many benefits resulting from internship programs that range from establishing ongoing relationships and favorable

reputations among college students and schools to reducing recruitment, selection, and training costs (Knouse, Tanner, & Harris, 1999; Pedro, 1984; Pianko, 1996).

Internships are forms of experiential learning that give the participant valuable opportunities to discover the prospective position firsthand and to apply classroom knowledge to practice (Clark, 2003; D'Abate et al., 2009). Further, internships serve critical roles when participants approach graduation and starting their careers. As the job market becomes increasingly competitive, internships have become an essential experience for students seeking desirable jobs. It has been estimated that almost 80% of all graduating college seniors have at least one internship experience (Zawel, 2005).

After completing his first six months of the principalship, Creighton (2001) concluded that current college preparation programs for educational administration do not address real life situations which principals work with day-to-day. Creighton questioned why other professions provide a *practice field* that is lacking in school administration or is notoriously weak (Creighton, 2001). The optimum experience for aspiring principal leaders includes the everyday occurrences that transpire throughout the year. Nothing about this clinical experience should be left to chance (Hackmann et al., 2002).

Components of an Internship

Successful internship experiences not only enhance participants' job-related skills, but also ease their role transition from student to employee and, thus, increase their opportunities to be hired immediately upon completion of such program (Gault, Redington, & Schlager, 2000; Knouse et al., 1999; Taylor, 1985, 1988). Internship experiences also appear to help employees achieve greater early career success (Gault et al., 2000). Given the potential benefits of internships for both sponsoring companies and

interns, examining the factors that influence positive internship experiences becomes important.

Research on factors that contribute to positive internship experiences has focused on internship design elements, such as selection criteria, organizations' socialization programs, work environment, and job characteristics (D'Abate et al., 2009; Feldman, Folks, & Turnley, 1999; Feldman & Thomas, 1992; Feldman & Weitz, 1990). Internships need to maintain and breed positive experiences associated with beneficial outcomes both for interns (i.e., satisfaction with their internship job) and for the internship sponsors (i.e., interns' affective commitment to the internship sponsor and a positive attitude toward the industry they interned with as a future career option).

It is important now more than ever to have a systematic approach to refining administrators that can drive school change and that understand the complexity that comes with this process. Crow and Pounder (2005) referred to the need to sustain the pipeline of highly qualified candidates and to support both novice and experienced administrators. This is necessary because of the distressing shortages of qualified candidates to fill current principal positions in the near future and an increasing trend for individuals with relatively limited experience to move into principal positions.

Experience

Internships are learning experiences. Most interns expect to further their career skills and learn from hands-on experiences what they cannot learn in a classroom (Liu, Xu, & Weitz, 2011). By working in real world organizations, interns enhance their career related academic, job acquisition, interpersonal, and communication skills (Gault et al., 2000). From internships, interns come to know more about work and working with

others, their own strengths and weaknesses as future employees, as well as the nature of their potential future careers (Pedro, 1984; Taylor, 1985, 1988).

Job characteristics (e.g., task variety, autonomy) influence job satisfaction (Busch & Bush, 1978). The opportunities to face challenges and to learn and facilitate career growth are essential features of satisfying jobs. Learning not only represents immediate rewards in the forms of better performance and compensation, especially for people in the early stages of their careers, but also long-term benefits associated with career advancement.

Schools need good leaders. High-quality preparation programs can produce good leaders. A growing body of literature suggests the need for schools to *grow their own* leaders through locally directed and supported principal internships (SREB, 2006). Quality internships demand careful planning, coordination with local school systems, and close supervision by knowledgeable experts who have a track record as successful school leaders.

Participants of principal internship programs may be more likely to remain in their district, become high quality leaders for their district, and be promoted within their district (Tirrell, 2001). The literature consistently supports the role of local districts working to *grow their own* leaders. Local districts controlling and maintaining these principal internship programs might better support their local needs for strong leaders. Through research a district can begin collecting the basic components of an internship program to give experience to the aspiring principals within their district. Through the development of a supportive relationship, participants of principal internships state the importance of having a seasoned administrator who was willing to listen to their

concerns, train them in real life situations, and who could introduce them into informal administrative networks (Alsbury & Hackmann, 2006).

Mentor/Mentee Relationships

Administrative mentoring programs need to address the professional development needs of aspiring principals. Through mentoring, these intern participants can be integrated into the profession (Alsbury & Hackmann, 2006). Principal internship programs have the opportunity to make a difference in the learning and development of future principals. Internship programs must also recognize that the mentoring process is individualized in nature and requires the process of socialization into the profession, as well as time to adapt to the organization as an administrator (Sullivan, 2004). Therefore, the literature review examined leadership mentoring, the needs of the mentee, and effective mentoring and the effects on aspiring principals.

Leadership Mentoring

Leadership mentoring can be defined as the formal and informal social construction of professional performance expectations developed through purposeful interactions between aspiring and practicing principals in the context of authentic practice (Browne-Ferrigno & Muth, 2006; Heck, 1995; Hilbert, 2000; Parkay & Hall, 1992). As a strategy for preparing future principals, mentoring and situated learning places aspiring school leaders in authentic situations, under the guidance of practicing and experienced principals, where they can apply theories, procedures and skills learned in classroom settings (Glasman & Glasman, 1997; Murphy, 1993).

Principal internship programs have the opportunity to make a difference in a critical aspect of the learning and development of future principals. A variety of factors

influence the effectiveness of the mentoring relationship. Mentoring works best when the mentor and mentee share many similarities, such as values, background, experiences, and outlook (Allen, Day, & Lentz, 2005; Sullivan, 2004). Based on research, mentoring is beneficial to new principals.

Hansford and Ehrich's (2005) work, a meta-analysis of research studies in the mentoring of school principals, provides a comprehensive list of positive outcomes for the principal mentee's. This list includes support, empathy, counseling, sharing ideas, problem solving, professional development, and improved confidence. Finally, mentoring relationships that develop informally, out of natural interactions between the mentor and the mentee, are generally more beneficial than formal relationships, where the mentor and mentee are matched through a mentoring program (Allen et al., 2005; Scandura & Williams, 2001).

For teachers who seek greater responsibility, becoming a school principal is both a career step and a role of transformation into new professional responsibilities (Browne-Ferrigno & Muth, 2006). Changing one's career orientation from teaching to administration requires socialization into a new community of practice and assumption of a new role identity. This process can be greatly enhanced through internships guided by experienced administrators and focused mentoring by veteran principals. Successful mentoring of new school leaders by their experienced colleagues involves two busy professionals seeking time to conduct enough mentoring conferences to facilitate protégé growth (Riley, 2009). This relationship alone can be a significant hurdle to the success of a new principal. Newly hired principals can expect to enter into a mentoring relationship,

with approximately 32 states currently having policies that support mentoring programs for new administrators (Alsbury & Hackmann, 2006).

Needs of the Mentee

Aspiring school leaders rarely emerge from principal preparation programs (college) ready for the challenges that await them as new administrators, with much evidence revealing the need for continued mentoring and professional development (Searby, 2010). The National Association of Elementary School Principals (NAESP) (2003) reported that principals are traditionally “thrown into their jobs without a lifejacket” (p. 8), unprepared for the demands of the position, feeling isolated and without guidance. Mentoring is critical for the inexperienced school leaders to provide a bridge between theory learned in graduate school and the complex realities of school leadership (Harris et al., 2004).

Zachary (2000) has noted that the focus of mentoring is moving away from a product orientation to a process-oriented model that emphasizes the building of relationships and professional reflection. Daresh (2004) suggested that effective mentoring programs should provide professional feedback, role clarification, and socialization into the profession, while lessening the sense of isolation that new principals typically experience when assuming their administrative positions. In addition to role socialization, this arrangement also provides an opportunity to deliver customized and individualized professional development (Browne-Ferrigno & Muth, 2006).

Mentoring is a relationship between two people and process of oriented facilitation (Riley, 2009). For a mentor program to be effective, it is critical that aspiring principal students are able to recognize appropriate leader behaviors (Harris et al., 2004).

Ehrich, Hansford, and Tennes (2004) identified three significant impediments to success: insufficient time, the mentor's lack of professional expertise, and personality mismatches. Mentors who consciously adopt specific relational skills such as open questioning and active listening techniques are more likely to help the mentee clarify issues deemed most important for their development as leaders. Both mentors and mentees must maintain good communication skills, positive attitudes, and perceptions about the process.

Both mentors and mentees are busy people, so for mentoring to be effective, it must be done efficiently, without time wasted on superficialities. However, both the mentor and mentee must devote time to the process while maintaining a positive relationship and open communication for knowledge to be transferred and gained. The relationship benefits both the mentee, who learns needed skills and gains experience to be successful, and the mentor, who has the satisfaction of passing on his or her wisdom and experience and of developing new talent (Jonson, 2002).

The task of school leadership is overwhelming and intimidating, pointing to the need for principals to receive a mentor, ensuring that new principals enter schools confident in their ability to foster a strong learning community and be sensitive to the culture they are joining (Henry, 2010). Mentoring within an internship program gives job-embedded, authentic learning opportunities with practicing administrators. Transforming teachers into administrators requires changes in language, perspective, concepts and skills, which in turn alters perspective school leader's conceptual, personal, and educational orientations (Browne-Ferrigno & Muth, 2006). Mentoring can provide some essential administrator development opportunities. Moreover, successful mentoring programs can lead to novice leaders displaying more confidence in their "professional

competence, more effectively translating educational theory into practice, developing improved communication skills, feeling more comfortable in their new positions, and becoming more aware of the tricks of the trade” (Daresh, 2004, p. 504) in mentoring principals and superintendents.

Effective Mentoring

Effective mentoring programs also can enhance the mentor’s professional growth through increased job satisfaction, increased recognition from peers, and further opportunities for personal career advancement. School districts benefit from mentoring programs by gaining more capable administrative staff members with higher motivation, improved self-esteem, and greater productivity (Daresh, 2004). Leadership mentoring and situated learning appear to be catalysts that together can help mentees adapt into future roles as school leaders and help build confidence toward exiting a program directly into an administrative position (Browne-Ferrigno & Muth, 2006).

Through situated learning, an unintended social process occurs through activity in an authentic context (Lave, 1989). Within a community of practice, such as a principal internship program, social practice involves active, social, negotiated, complex processes of participation (Wenger, 1998). Principal internship programs can utilize situated learning theory to place participants in authentic situations under the guidance of practicing principals, where theories can be applied, procedures and skills learned all within the school setting.

Administrative mentoring programs should address novices’ professional development needs, in addition to their needs to become integrated into the profession, through leadership mentoring these needs could be addressed (Alsbury & Hackmann,

2006). In addition, internship programs must also recognize the highly individualized nature of the process of socialization into the profession, as well as the unique organizational context in which each novice administrator is situated to better meet the needs of the mentee or aspiring principal. Therefore, programs should incorporate flexibility in program scheduling, content, communication processes, and delivery models to accommodate individual needs of both mentors and mentees to create and maintain a positive experience. Through effective mentoring, aspiring principals can become better prepared to carry out the managerial skills necessary to be successful leaders in the demanding and ever changing position of the principal.

Management Development

Management includes the daily tasks that an administration must do to keep the school functioning (Yukl, 2006). Within education, management has to be centrally concerned with the purpose of aims of the school and its needs (Bush, 2003).

Organizational goals should drive the management of educational institutions. Through a local *grow your own* principal internship program, aspiring principals could have the opportunity to experience and discover what management is in education. In the literature review, the role of the manager and management in education were looked at to better understand the need for management development within a principal internship program.

The Role of the Manager

Through the principal internship, participants can discover what managers do and how they spend their time. Bush (2003) said managers in schools and colleges have to engage with both internal and external audiences in leading their institutions. Educational

management is a field of study and practice concerned with the operation of educational organizations. Managerial development includes a variety of tasks:

how much time managers spend alone or interacting with subordinates; peers; superiors; and outsiders; how often managers use different forms of interaction such as the telephone; scheduled meetings; unscheduled meetings; and written messages; where the interactions occur; how long they last; and who initiated them (Yukl, 2006, p. 23).

Fayol's (1916) classic managerial activities of planning, commanding, coordinating, and controlling are still prevalent in today's management positions and the activities they perform daily. Work roles are generally defined in terms of responsibilities and requirements associated with enacting specific jobs (Ilgen & Hollenbeck, 1991). These responsibilities and requirements include role activities and role holder attributes such that they refer to "specific acts, things that the person should do or avoid doing to personal characteristics or style" (Katz & Kahn, 1978, p. 190).

Therefore, work role requirements encompass more than just the activities managers must perform as part of their roles, but also extend to relevant attributes that are vital to role performance, such as different knowledge, skills, abilities, and traits of the role holders themselves (Dierdorff & Rubin, 2007). Of importance, similarities in work role requirements also enable individual work roles to be meaningfully combined in occupational groupings that share a common overall goal or purpose (Dierdorff & Morgeson, 2007). In this sense, managerial work roles entail the various attribute and activity requirements associated with enacting specific managerial occupations (e.g.,

financial managers, construction managers, human resource managers, principals, and superintendents).

Mintzberg (1973) formulated ten management roles and made thirteen propositions about the characteristics of managerial work. The 10 roles account for all of a manager's activities, and each activity can be explained in terms of at least one role, however, many activities may involve more than one role (Yukl, 2006). Managers take on the leadership role to ensure that their organization functions as an integrated whole unit for the purpose of obtaining a goal. Within these 10 roles, managers consistently maintain relationships with individuals and groups, monitor progress, clearly communicate within the organization, and negotiate to gather needed resources. The propositions describe managerial work in a rather precise and well-defined manner where managers act in reactive and fragmented behavior, conduct work at a relentless pace, and use oral communication to exchange information. The propositions were based on the theoretical assumption that structural conditions determine managerial behavior to a large extent.

“In essence, managers work today as they always have” (Mintzberg, 1973, p. 161). In Mintzberg's (1994, 1998) later work, he argued that the reason for such stability was the strength of structural conditions inherent in the work itself, which left little room for individual deviations from the general pattern. However, societal issues such as new technology, change, flexibility, globalization, and increasing competitive pressures only add to the activities that a manager must overcome (Tengblad, 2006).

Management in Education

Organizational challenges place new and increasing demands on managers who have to develop new competencies in order to proactively recognize opportunities and manage challenges by suitably molding the organization's strategy (Dierdorff & Rubin, 2009). Undoubtedly, effective managers have become a requisite for continuing self renewal and eventual organizational survival. Educational managers need to have a futuristic vision that focuses on high performance standards, increasing standardized test scores, and gaining a competitive advantage while facing the challenges of globalization (Tengblad, 2006).

One way to accomplish this is through effective management development within a principal internship program. As organizations face an increasing number of challenges, their future depends largely on their ability to adapt and overcome. One way to accomplish this is to let the principal internship program develop management skills and strategies aimed at goal accomplishment. This means that management development is an effective vehicle for organizational effectiveness.

Planning is often described in managerial literature primarily as a formal process of written objectives, strategies, policies, and budgets, falling from top management down the hierarchy, with ever more detailed versions at each lower level of management, some planning occurs, but it is often informal and implicit (Yukl, 2006). Managerial responsibilities are increasingly evolving, and managers must be able to understand, communicate with, and influence people. Through principal internships, participants can experience managerial development by shadowing an active, effective principal. Workshops can also be provided with specific agendas to provide information and

develop skill building with immediate application to the everyday running of schools for busy administrators (Michael & Young, n.d.). Overall, effective managerial leadership requires manager's to use their time wisely, cope with demands, handle role conflicts, deal with disturbances, and solve problems efficiently.

Educational management has to be centrally concerned with the purpose of aims of education (Bush, 2003). An organization's goals and purpose should drive the management of educational institutions. Through management, achievement of certain objectives can be obtained. In education, a manager must be efficient to achieve goals; the three aspects of goal-setting in education are the value of formal statements of purpose, whether the objectives are those of the organization or those of particular individuals, and how the institution's goals are determined.

Formal aims of schools are often set at a high level of generality. However, when leaders share a vision of their organization it is possible for effective managers to link functions with aims and to ensure that all management activity is purposeful. Secondly, educational management includes both the organization and the individual aims. Govender and Parumasur (2010) stated that the process of management needs to be concerned with helping the members of an organization attain individual and organization objectives within the changing environment of the organization. Finally, the process of deciding on the aims of the organization is central to educational management. An effective manager must incorporate government policy and develop approaches based on the school's values and vision to set goals and determine aims on the basis of their student needs.

The typical manager's day includes no breaks, and continuous requests for information, assistance, direction, and authorization from many people, such as subordinates, peers, superiors, and people outside the organization (Yukl, 2006). Participants within the principal internship can gain understanding of the typical managerial roles and develop skills necessary to move an organization towards its goals. Managers work long hours while engaging in a variety of activities each day.

Much of a manager's behavior is reactive rather than proactive in nature, meaning managers have no time to carefully analyze the problem and develop an elaborate plan to deal with it (Bush, 2003). Therefore, an internship program may give aspiring principals practice in educational management, dealing with the high pace of managerial work within education. In addition to the development of managerial skills, principal interns need time within such a program to develop effective leadership skills as well.

Leadership Development

It is not unusual for individuals to be certified as principals without ever having demonstrated their ability to provide leadership (Lumsden, 1992). Through principal internship, leadership development opportunities can be provided to practice leadership skills, specifically in three forms: formal training, developmental activities, and self help activities. Effective skills for leadership are mostly learned from experience and not from training programs (Yukl, 2006). Therefore, within the literature review it was necessary to look at learned leadership and the need for real life experiences within a principal internship program. In addition, transformational leadership was looked at because a transformational leader in education can develop a positive culture of learning within an organization and move followers to greater levels of commitment (Bush, 2003).

Learned Leadership

Gronn and Lacey (2004) identified three key developmental requirements for aspirant leaders. First, leaders must construct an identity; hands on learning in a principal internship can allow participants to develop themselves as leaders. Second, positioning is necessary, this involves engaging in a range of personal work tasks and questioning to do with self-belief and self-esteem. Confidence can be established throughout the learning experiences a participant gathers within an internship program. Finally, leaders need reflective space to filter through proposed leadership and the impact it will have on others. Reflection is essential for prospective leaders to grow and develop a leadership style.

Through organizational frames, leadership learning can be conceptualized. Bolman and Deal (2008) have four organizational frames: human resource, political, structural, and symbolic. The human resource frame deals with aspects of personal transition, capability and role identity which promotes understanding and thinking about how to be a leader. In the political frame, the intern can observe how a leader uses his/her power and influence to achieve certain goal.

Aspects arising from the structural frame include the nature of formal role relationships, planning processes, and organizational design will all have implications for how leader's understand school. Through the symbolic frame a leader's actions are characterized by their response to crises, strategic actions, and other cultural behaviors. These behaviors reflect how the vision of the school as an organization develops over time (Simkins et al., 2009).

Transformational Leadership

Through transformational leadership, a building leader can develop a positive culture of learning within an organization. Transformational leadership theory suggests that influential leaders can move followers to greater levels of commitment and capacity resulting in increased effort from the followers in achieving the vision of the organization (Bush, 2003; Kuhnert & Lewis, 1987). In PK-12 education, administrators act as role models to encourage and empower students and fellow teachers to become critical thinkers, which in turn can promote a culture of learning. The development of transformational leadership skills within a principal internship program can help a prospective principal learn how to promote a positive culture of learning through the following four dimensions: (a) shared vision building; (b) leading by example; (c) motivating, supporting, and encouraging followers to engage in leadership; and (d) creating and sustaining a culture of learning (Bass, 1985; Burns 1978; Yukl, 2010).

Many individuals in leadership positions strive to create work environments that are conducive to individualism, creativity, and productivity (Yukl, 2010). The vision of an organization is an elusive concept; the vision of an organization is not something that just appears for a transformational leader. Northouse (2007) explained, “Although leaders play a large role in articulating the vision, the emergence of the vision originates from both the leaders and followers” (p. 187). To bring a vision into focus, transformational leaders should involve followers in the creation of the vision, focusing on the organizational needs and striving to achieve something more rewarding for both leaders and followers. Both leaders and followers strive for greater productivity through their commitments to an equally created and shared vision.

Transformational leadership refers to the leader, leading the follower beyond immediate self-interests through idealized influence, inspiration, and intellectual stimulation to create a high performing team focused on the team's goals (Bass, 1999). Within the educational setting, transformational leaders must give individual consideration, which includes attending to the feelings and needs of individual teachers, personal relationships are necessary. Bass and Avolio (1994) found evidence that transformational leadership was particularly powerful and had the foundation to move followers beyond what was expected. Furthermore, Bass and Avolio believed transformational leaders did more than set up exchanges and agreements; in their view, leaders behave in certain ways in order to raise the level of commitment from followers. Transformational leaders become role models to workers by promoting organizational learning through examples, showing ownership of organizational values, and validating interest in the organization (Bush, 2003).

The leader "creates clearly communicated expectations that followers want to meet and also demonstrates commitment to the goals and the shared vision" (Bass & Avolio, 1994, p. 3). The PK-12 transformational leader does what she expects the followers of the organization to do, leading by example. According to Burns (1978), the transforming leader looks for

potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result...is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents (p. 4).

In addition to leading by example, transformational leaders aim to motivate, support, and encourage followers to accomplish and even exceed their initial achievement expectations (Bass, 1999). According to Burns (1978), leadership must be aligned with a collective purpose and effective leaders must be judged by their ability to make social changes. Transformational leadership within the educational context must provide intellectual stimulation, which includes the support of teacher professional development and the constant challenging of teachers to readdress their knowledge and daily practice to ensure the best results. Transformational leaders “pay special attention to each individual’s needs for achievement and growth by acting as a coach or mentor” (Bass & Avolio, 1994, p. 3).

A transformational leader in education will ensure that teachers are involved in decision making while remaining committed to school improvement and accountability policies. Leithwood’s (1992) research results suggested that transformational school leaders are in continuous pursuit of helping staff members develop and maintain a collaborative, professional school culture, fostering teacher development, and helping them solve problems together more effectively. The success of a transformational leader is demonstrated both by increased performance outcomes and the degree to which followers develop their own leadership potential and skills (Stewart, 2006).

Finally, the transformational perspective provides direction within PK-12 education on the importance of values, vision, heroes, stories, rituals, and ceremonies in the shared commitment among organizational members to ensure the success of all kids (Bolman & Deal, 2008). A conceptual link between the three transformational leadership dimensions: shared vision building; leading by example; and motivating, supporting, and

encouraging followers to engage in leadership with an innovative school climate seems plausible.

Schein (1996) included formal philosophy, climate, and habits of thinking as cultural forms; transformational leaders may increase a team's orientation towards innovation by creating and sustaining a culture of learning. Transformational leaders encourage a culture of learning through supporting a risk-tolerant climate, providing opportunities for learning and professional development, and challenging team members to invent new solutions to old problems (Moolenaar et al., 2010).

Within the educational setting, transformational leaders have the ability to develop a shared vision that may boost followers' innovation and clarifying the challenges for the school's future. Transformational leadership in education focuses on the importance of developing new knowledge and practice while pointing out opportunities for school improvement through innovation, and motivating team members by envisioning an attractive future for the school creates a constant culture of learning benefiting everyone involved. Through the development of leadership skills within an internship program, an aspiring principal might gain the skills necessary to move upward in education and be promoted to a higher position of job advancement, becoming the principal.

Job Advancement through the Principal Internship

Internships provide opportunities for learning. Learning that can occur in the work place creates real world situations and hands on learning. Through principal internships, employers have the opportunity to screen and recruit participants into their workforce. Internships that are created and driven by an organization have the ability to promote

leaders within their organization that have a clear vision of where the organization needs to go and what its goals may be. Finally, internship can promote confident leaders by giving them a chance to learn and build relationships through practice under an active principal's leadership.

Principal internships may bridge the gap between the classroom and practice. In class activities cannot provide a complete replication of the complexities involved in real world problem analysis and solving. A good internship provide action learning situations which compel participants to apply classroom theory and knowledge to practice in a manner that builds deep, practical management and decision making skills (Clark, 2003).

Through principal internships, job advancement may be found, 58% of student interns get offered full time positions from their internship employer (D'Abate et al., 2009). Internships are useful tools for employers as they provide organizations with a means of screening and recruiting potential hires. Furthermore, research suggest that employees with previous work experience, such as internships, ear higher salaries, and organizations are likely to see higher retention rates when they hire their own interns for full-time positions (National Association of Colleges and Employers, 2005).

Aspiring principals must overcome any lack of confidence they have in themselves to move upward in the system. Often a lack of clear expectations and experience creates a lack of confidence in the system as well (Cardno & Auva'a, 2010). Through internships, participants can gain confidence through active learning and hands on situations that provide experience in the real world. Moreover, within the principal internships, gaining confidence and building relationships with active school leaders can develop, helping participants make connections. It is concluded that such is the

complexity of school leadership now and certainly in the future that some form of specific preparation for the role is imperative; principal internships might be the answer.

Summary

Chapter Two presented a review of the literature regarding the importance of principal leadership on student achievement and overall school improvement. A historical glance at the move from principal as manager to principal as instructional leader underscored the need for change and revision of principal preparation programs. Research findings support a need for principal internships to develop and better prepare aspiring leaders. Local internships can support new leaders through mentor-mentee relationships, management development, and leadership development.

Through a local *grow your own* internship program, school districts might be able to better prepare aspiring principals for the challenging and demanding position of the principal. A culminating argument was made suggesting that the purposeful inclusion of experiences and interactions designed to promote management and leadership development into a research based principal preparation program could strengthen the overall preparation experience for aspiring principals.

While the research was related to educational leadership, this project brought attention to the need for additional studies of real-world practice for aspiring principals. Additionally, gaining a better understanding of the needed components and outcomes of an internship program can only strengthen an organization implementing such a program. Understanding how individuals learn and become successful leaders can only encourage school districts to implement such internship programs, creating and maintaining strong leadership to promote the success of their students in the future. Chapter Three will

provide an explanation of the research design, participants, data collection, instruments, data analysis, role of the researchers, and trustworthiness used in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Introduction

Principals influence school performance and students' performance; they shape the school's internal processes, climate, and resources (Hallinger & Heck, 1996). The moment that policymakers and politicians decided that educators should be held accountable for student outcomes through No Child Left Behind (NCLB), the role of the principal as the building leader shifted dramatically (Duke et al., 2003). Principals have innumerable and varied leadership and managerial responsibilities as they carry out their roles (Goldberg, 2004).

Perhaps more than any time in history, student academic achievement is the driving force of schools. The emphasis in terms of the principal's role has shifted from being accountable for money and other resources to being accountable for student outcomes and achievement (McGhee & Nelson, 2005). Meeting Annual Yearly Progress (AYP) and raising test scores has become an important influence on the educational vision of school principals. However, there is little attention given to whether schools have the necessary internal capacity to improve, including organizational leadership (Finnigan & Stewart, 2009).

Recently, serious questions have been raised about the preparation of educational administrators. Aspiring school leaders rarely emerge from their principal intern collegial programs fully ready for the challenges that await them as new administrators (Searby, 2010). Levine (2005) discussed the lack of quality clinical instruction within principal

preparation programs, school leadership programs offer little in the way of meaningful field based education; principal preparation tends to be disconnected from academic instruction and real everyday dealings of the principal position. School leadership is an increasingly challenging task; the challenges facing new educators is unparalleled with accountability for student achievement, implementing complex special education policies, providing for diverse student populations, and dealing with parents who have misgivings about public education (Rooney, 2008).

The role of a principal has become complex, and effective principals must be skilled instructional leaders, change initiators, managers, personnel directors, problem solvers and visionaries (Blase & Kirby, 2000; Sergiovanni, 2001). Moreover, all of these roles must be fulfilled within a landscape that is heavily influenced by state accountability policies all centered on standardized testing (Thompson, 2001). The need to upgrade current preparation practices is necessary to create and sustain strong leaders (Michael & Young, n.d.). Internships offer real-world experiences and help administrators create working relationships with potential colleagues and employers. Highly skilled school leaders are not born; it is generally recognized that they will need guidance from a more experienced school leaders (Searby, 2010).

Beginning in the 2005-2006 school year, Missouri's new principals were required to participate in a mentoring program (Missouri Department of Education, 2005). The objective of the Administrator Mentoring Program is to provided a year-long program of mentoring and support for new school leaders so that they may demonstrate quality leadership in their work with teachers and students. The goal of the program is to have effective school leaders in every school district in Missouri.

Principals face a plethora of challenges. They deal with ongoing pressure on the performance of the students within their building as principals strive to meet the No Child Left Behind standards. While striving to meet those standards, principals are continually looking at incoming data to drive changes within their buildings. Local school districts need to take the lead from the state and develop local *grow your own* principal internship programs to provide support to new leaders.

Little research exists on principal internship programs guided and maintained by local districts. Prior studies show a need for *grow your own* principal preparation programs, as evidenced by research stating the need to create opportunities for aspiring principals to demonstrate, under the guidance of an experienced and trained school leader, knowledge and skills to change schools and classrooms to accelerate students achievement (Alsbury & Hackmannn, 2006; Kafka, 2009; Rooney, 2008; Tirrell, 2001). Quality internships demand careful planning, coordination with local school systems, and close supervision by knowledgeable experts who have a track record as successful school leaders. Participants of principal internship programs may be more likely to remain in their districts, become high quality leaders for their districts, and be promoted within their districts (Tirrell, 2001).

Within this chapter the researcher provides the design for the study including a rationale for the mixed methods approach. Through the convergent parallel design, both qualitative and quantitative data were collected and analyzed during the same phase of the research process and the two sets of data were merged, resulting in an overall interpretation. The population and sample of the research was included along with the data collection procedures and instruments.

Finally, data analysis was included to explain the treatment of the data collected. Data analysis looked for patterns and themes to emerge within the three distinct school districts in Missouri. The purpose of this study is to answer the question, how are K-12 school districts internship programs preparing administrator trainees in *grow your own* programs with leadership experiences?

Research Questions

The research questions guiding this study are:

1. What are the outcomes of a *grow your own* principal internship programs in the following areas:
 - a. job advancement of the principal intern,
 - b. mentor-mentee relationship,
 - c. managerial development,
 - d. transformational leadership development?
2. What are the perceptions of practicing principals from the internship programs regarding how well their experience within the programs prepared them for the demands of principal leadership?
3. What experiences within the principal internship programs do participants perceive as contributing to the development of their leadership?

Design for the Study

The outcomes of three distinct and exemplary principal internship programs in Missouri were explored through a mixed methods approach called convergent parallel design strategy (Creswell & Plano Clark, 2011). Patton (2002) suggested that researchers use mixed methods because “they need to know and use a variety of methods to be

responsive to the nuances of particular empirical questions and the idiosyncrasies of specific stakeholder needs” (p. 585). Patton further promoted the use of mixed methods to study a social phenomenon and recognizes, as a researcher, that, in any one type of study, biases are inherent, and that, by using mixed methods researchers can conduct stronger research by reducing those biases.

Through the convergent parallel design, both qualitative and quantitative data were collected and analyzed during the same phase of the research process and the two sets of data were merged, resulting in an overall interpretation. The purpose of convergent parallel design is to acquire different but complementary data on the same topic to better understand the research problem. The intent in using this design was to bring together differing strengths and weaknesses of qualitative and quantitative methods. Through a convergent parallel design, four major steps were implemented.

First, both qualitative and quantitative data were collected. These two types of data collections are concurrent but separate—meaning one does not depend on the results of the other. Second, the two sets of data were analyzed separately and independently from each other using typical qualitative and quantitative analytic procedures. Third, the two sets of data were merged to allow for comparing the separate results to relate the two sets of data types during additional analysis. Finally, the interpretation was completed based on the two sets of data and the results they rendered.

Through these in-depth case studies, the effectiveness of *grow your own* principal internship programs within three different programs in Missouri were examined. To show different qualitative perspectives, a collective case study was used to explore multiple cases of internship programs based on widespread data collection within three different

school settings (Creswell, 2007). Through this case study the researcher attempted to better understand the effectiveness of leadership preparation through the evaluation of three diverse internship programs within the state of Missouri. Success within each program was identified specifically through the following four themes: job advancement within the district or elsewhere, mentor-mentee relationships, managerial development, and transformational leadership development.

Pragmatism provided the underlying philosophical framework for this mixed methods research (Creswell, 2009). Through pragmatism, the study was able to focus on an ontological, epistemological, and methodological view (Mertens, 2005). Ontologically, pragmatists use effectiveness as the criteria for judging value of research. Epistemologically, the pragmatist is free to study what is of interest, has value, and utilize the results in a way that can bring about positive consequences. Methodologically, a pragmatist see mixed methods as offering a practical solution to the tensions created in the research community. Ultimately, the pragmatism focuses on the consequences of research, on the primary importance of the question asked rather than the methods, and on the use of multiple methods of data collection to inform the problems within the study (Creswell & Plano Clark, 2011).

This study flowed from situated learning theory based on individual learning through socialization, visualization, and imitation to an internship program broken down into the four themes within the research questions (Lave, 1977). The concepts of situated learning theory helped to evaluate the overall effectiveness of the principal internship programs. Through situated learning theory (Brown et al., 1989; Greeno, 1989), this study inquired into learning and cognition, taking serious account of social interaction

and physical activity within the internship programs (Lave & Wenger, 1990). This theory stressed the idea of using practice and community equally. Situated learning theory focused the study to look at the relationships of people that work and learn collaboratively, promoting the idea of craft apprenticeship and learning by doing (Resnick & Resnick, 1988).

Participants

The study took place in three different and distinctive school districts and geographic regions of Missouri. Participants within this study from Riverdale school district (pseudonym) included one director, three aspiring principal participants, and two veteran principal, some of which had participated in their district principal internship programs and some had not but were still serving as mentors. Participants from Prairieville school district included one director, three former internship participants, and two veteran principal that had been a mentor. Finally, participants from Westland school district included one director, three internship participants, and two veteran principals that had been through the internship program.

A combination of comprehensive and purposeful sampling was gathered based on the availability of the participants from these three school districts that were willing and available to complete the survey and be interviewed (Fink, 2009). The concept of purposeful sampling is used often in qualitative research and simply means that the research selects individual and sites for the study because they can purposefully inform an understanding of the research problem (Creswell, 2007). Comprehensive sampling was utilized by selecting the entire group of schools and participants based on the criteria that they offered and maintained a local *grow your own* principal internship program.

Other measures were also gathered from each participant, including demographic characteristics such as gender, race, years of teaching, and years within their district, variety of positions held within education and within their district. Both quantitative and qualitative data was collected in an attempt to converge the two forms of data to bring greater insight into the problem than would be obtained by either type of data separately (Creswell & Plano Clark, 2011).

Each participant was given a four-digit code as an identifier. The code was first used to identify those participants who had not yet responded to the survey so that follow-up contacts could be made to encourage their participation in order to obtain an adequate sample size. A second purpose of coding was to identify participants for further qualitative interviews based on their responses to the 64 items of the Principal Internship Program Questionnaire. Participants were guaranteed anonymity in their survey responses and their identities were also kept confidential.

The intern participants that were a part of research interviews were recorded, transcribed, validated, analyzed, and coded. The interviews of both the principal intern and the veteran principal looked for perceptions and components of a successful, local *grow your own* principal internship program. Directors of the internship programs were interviewed for clarification during the process to consciously establish trends or patterns in the interviews to pursue effective program strategies and to understand which ones may have had the reverse effect.

Pseudonyms are used to protect the privacy of the three school districts. The first school is located in the northwest part of Missouri and is an urban school district called Riverdale. Riverdale has 25 schools including elementary, middle, secondary, and

alternative. Riverdale has approximately 1,050 certified staff and a student population PK-12 of approximately 12,000 students. Riverdale has a tax levy of approximately \$4.00 and an assessed valuation of approximately \$1,000,000,000. The second school is located in the southwest part of Missouri and is also an urban school district called Prairieville. Prairieville has approximately 2,000 certified staff and a student population PK-12 of approximately 25,000 students. Riverdale has a tax levy of approximately \$3.60 and an assessed valuation of approximately \$3,000,000,000. The third school is also located in the southwest part of Missouri and is a rural school district called Westland. Westland has approximately 370 certified staff and a student population PK-12 of approximately 4,400 students. Westland has a tax levy of approximately \$4.00 and an assessed valuation of approximately \$320,000,000.

Next, focus groups were assembled with all three districts individually. Each focus group included two internship participants in each program; one practicing principals that had been through the program and one director of the program. Also included in the qualitative data were semi, structured interviews about principal interns perceptions of their encounters with their day to day activities, the depth of those activities, and their mentors involvement with both managerial and leadership development. The purpose of this study was to corroborate, directly compare, or relate the two sets of findings about the internship programs; therefore, the same individuals who participate in the qualitative sample also participated in the quantitative sample.

Data Collection and Instruments

Data Collection Procedures

Within each school district the researcher attempted to gather five to eight years of records from the program in an attempt to find commonalities among the three districts or overlapping themes and objectives that ran through the programs. Records were collected that included a number of participants from each district, requirements of the program, components of the program, objectives and goals of the program, promotions within the program, and any additional data to attempt to better understand what makes a successful principal internship program. In addition, within all three districts studied, the director of each internship program was interviewed individually along with a minimum of one participant, one mentor, and one practicing principal that had been through the program.

The data was collected through convergent parallel design; both qualitative and quantitative data were collected simultaneously (Creswell & Plano Clark, 2011). It was hypothesized that together the results of this data would reveal what components make up a successful principal internship program. To quantify the qualitative data, codes and themes were counted as often as they occurred in the data (Creswell, 2009). This quantification of the qualitative data then enabled a comparison of the quantitative results with the qualitative data.

The quantitative data was intended to address the outcomes expected, such as job promotion within the district, managerial and leadership skills obtained from the principal internship programs, while the qualitative data explored the processes experienced by

individuals within the principal preparation programs. Data was collected through records, interviews, focus groups, and surveys to look for trends or patterns within internship programs over the past five to eight years. Multiple years of data was collected from each of the three districts in an attempt to reveal any overlapping or correlating data among the three schools and the various participants.

According to the Missouri Department of Education (2010), all new administrators must complete one year of district provided mentoring. Mentoring must include training addressing cognitive coaching skills and Interstate Leaders Licensure Consortium (ISLLC) standards. The collection of the data was also intended to yield the results of successful attributes within a principal internship program. Additionally, a model was developed for a local *grow your own* principal internship program at the researcher's district, containing components consistent with successful internship programs.

Human Subjects Protection

Through the informed consent process, all participants fully understood their rights (Mertens, 2005). In addition, the data collection procedures were communicated to participants before the interviews, focus groups, and surveys were conducted also through the informed consent process (Krueger & Casey, 2009). Any participant that completed an interview, focus group, and/or survey was a willing participant within the research study.

The University of Missouri's Institutional Review Board (IRB) pre-approved the procedures of the research study to ensure that all data was collected in an ethical and appropriate manner. Moreover, permission was granted from the gatekeepers at the

institutions studied; in the schools studied, superintendents, the directors of the internship programs, and building level principals were all informed of the research study and given copies of the results. Participants were given permission to stop at anytime throughout the study.

Qualitative Instruments

Qualitative data from all three internship programs was collected through interviews, focus groups, document reviews, and observations in all three district internship programs and in all three distinct environments. All participants signed the consent form (see Appendix B). In the qualitative interviews, the researcher conducted a face-to-face or telephone interview with one intern participant at each of the three school districts. Whenever possible the researcher attempted to keep the interviews in the participant's natural setting. The interviews included open ended questions (see Appendix C) that were few in number and intended to render the perceptions, opinions, and views of the principal internship participants within these local *grow your own* principal internship programs.

Focus groups were conducted to gather data regarding the history, the length of involvement of the members, and the value to the district of the local *grow your own* principal internship program. The focus group questions (see Appendix D) included open ended questions to render information about the program and participants of the internship in all three school districts. Focus groups consisted of one intern participants, the director of the program, one mentor within the program, and a graduate of the program that had been promoted within the district. Through the focus groups, which

consisted of three to four interviewees in each group, more data for the researcher regarding the internship programs at the three distinct school districts was collected.

During the process of research, qualitative documents were collected using the document protocol (see Appendix E). This included minutes of meetings, official reports, and required documents to enter the internship program, qualifications, and expectations of interns while in the program, records of internship participants, and records of participants that moved onto a higher position. Through the collection of documents, the researcher was able to access this data at a time of convenience (Creswell, 2009). The documents were an unobtrusive source of information. As written evidence, documents saved the researcher time and expense in transcribing.

Finally, observations included one intern in action at each of the three school districts, an internship meeting, and a meeting between an intern and their mentor administrator rendered data for the researcher. Notes will be taken on the behavior and activities of the principal interns within their natural setting during the observations (Creswell, 2009). In these field notes, the researcher recorded, in an unstructured way using the questions (see Appendix F) to guide the notes, including activities at the research site. In addition, open ended surveys and questionnaires were also distributed within the principal internship programs. Through qualitative research, the goals and outcomes of the internship program unfolded (Creswell, 2007). A few participants were examined in depth. The data was collected in the participant's natural setting (Krueger & Casey, 2009).

Quantitative Instruments

Quantitative data was collected through program records that maintain job advancement of interns after completion of the internship program, numbers of participants, and additional information pertaining to the success of the program. Additionally, open-ended questions were collected through The Principal Internship Program Questionnaire that consisted of six parts asking about participant satisfaction, level of experience given, perceptions on guidance from the mentor, and overall program evaluation (Fink, 2009). This survey was sent electronically through SurveyMonkey. The survey included both managerial and leadership tasks. Moreover, the survey included questions of the intern participants about transformational leadership development, asking specifics on learned leadership attributes, observations within the program, and styles of leadership learned.

The Principal Internship Program Questionnaire

The Principal Internship Program Questionnaire (see Appendix A) was adapted from a previous design of Versland for the use of her dissertation research of principals in the state of Montana (2009). Versland (2009) created The Principal Preparation Program and Self-Efficacy Questionnaire to collect data from active Montana principals about their leadership preparation, based on their higher educational training. The Principal Internship Program Questionnaire was adapted from this model, slightly. The sections of the questionnaire were not altered. Some of the questions within the survey were changed in an attempt to collect specific data on the principal intern's perceptions of their local *grow your own* principal internship program.

In January of 2012, a small pilot study was done. The Principal Internship Program Questionnaire was sent out to six participants within the researcher's school district that held a license to be an active principal to test the instrument and give feedback regarding any needed changes. The pilot study questionnaire consisted of 54 items that were measured on a five point differential scale where 1 = None at All, 3 = with Some Degree, and 5 = A Great Deal with mid points between extremes. The questionnaires were hand delivered to the pilot study participants within the researcher's school district. In the pilot study, there were five females and one male. All six questionnaires were returned within a week. Follow-up emails were made to each pilot participant asking for their input about the ease of use of the questionnaire as well as its face validity. From the follow-up contacts and discussion, the researcher learned that the items were perceived to be understandable and appropriate to the study. Pilot study participants reported that the questionnaire addressed important areas of principal preparation and that the open ended items gave them a chance to further explain their thoughts.

The final questionnaire was adapted and sent out for the collection of data through SurveyMonkey, an online survey service to the email addresses of participants, directors, practicing principals, and mentors within the three internship programs in Missouri. SurveyMonkey was chosen as the vehicle to collect information about principals' perceptions of their preparation programs for several reasons. The advantages of using this online survey system over a conventional mail survey were primarily associated with cost, clerical accuracy, and immediacy of results. Also the online service (SurveyMonkey) provided immediate results to the questionnaire and tabulated both

individual item percentages as well as respondent demographics. Since data did not have to be hand entered for analysis, clerical errors were greatly reduced. Another reason SurveyMonkey was chosen was that the Principal Internship Program Questionnaire data were easily downloaded into an EXCEL spreadsheet and for exporting to the Statistical Package for the Social Sciences (SPSS) program for conducting statistical analyses on the survey data. That feature alone reduced clerical error and time associated with data entry of thousands of data points.

The Principal Internship Program Questionnaire was designed to gather data from participants, directors, practicing principals, and mentors within the three *grow your own* principal internship programs. The questionnaire consisted of two sections; the first, addressed requirements and admission to the program, faculty and instructional experiences, relevancy of work experience to practice and the quality of field experiences within the internships. The first section of the questionnaire was modified by the researcher who based it on findings from Stanford University's School Leadership Study (Stanford Education Leadership Institute, 2005).

The second section of the questionnaire focused on the experiences and perceptions of the participants and how well they were trained in both leadership and managerial skills throughout the internship program. Additional questions came from an independent review of additional literature advocating stronger selection and recruitment criteria for principals (Creighton & Jones, 2002), recent and relevant school experience for aspiring principals (Hess & Kelly, 2005), research based instructional constructs (Hallinger & Heck, 1996; Murphy, 2002), and meaningful mentoring and field experiences (Elmore, 2000; SREB, 2009).

Data Analysis

Data analysis looked for patterns and themes to emerge. The final product included the voices of the participants and included an evaluation of the internship programs and its products. Each district study gathered both qualitative and quantitative data in an attempt to interpret the data, find overlapping themes, and identify any similarities that might be a component of a successful *grow your own* principal internship program. In the convergent parallel design, after collecting both qualitative and quantitative data concurrently, analyzing the information separately, and then merging the two databases; the analysis was conducted in order to merge the results by comparing the two data sets (Creswell & Plano Clark, 2011).

Data analysis in the convergent design occurs at three distinct points in one phase of research: with each data set independently, when the comparison or transformation of the data occurs, and after the comparison or transformation is complete. Interim steps occurred between these points, such as identifying the dimensions on which the data was compared, defining what variable was transformed, and representing the comparisons in data displays or in discussions. Ultimately, the data was compared to merge results with the research questions.

Through the convergent design mixed methods approach, the parallel-databases variant was utilized to convey the variation found within the research design (Creswell & Plano Clark, 2011). The parallel-databases variant is a common approach where two parallel strands are conducted independently and are only brought together during interpretation. For example, the qualitative data was collected through interviews, focus groups, and open-ended survey questions; while quantitative data was collected through

written records and closed-ended survey questions. The qualitative and quantitative data was examined and the two sets of independent results were then synthesized or compared to reveal any phenomenon within the internship programs painting a clear picture of the results warranted.

Some challenges using the convergent design included different sample sizes, the qualitative and quantitative data were collected for different purposes (Creswell & Plano Clark, 2011). Qualitative data was collected to gather in-depth description from the participants within the programs using interviews, focus groups, and open-ended survey questions (Mertens, 2005). Quantitative data was collected to gather more generalizations about the programs using records and closed-ended survey questions (Creswell, 2007). The same individuals were studied in both samples of the quantitative and qualitative data in order to better compare the data sets.

The researcher analyzed the data by counting the codes, attempted to quantify the qualitative data using this design, creating codes and themes and then counting the number of times they occurred in the text data (Creswell, 2009). This quantification of qualitative data enabled the researcher to compare quantitative results with the qualitative data. Merging two sets of different data and their results in meaningful way proved to be challenging. Contradictions found within the qualitative and quantitative results provided new insights into the topic, but these differences were difficult to resolve.

Descriptive statistics were gathered through quantitative research to describe or indicate several characteristics common to the entire sample of participants within a principal internship (Mertens, 2005). Statistically, descriptive analysis was utilized on each survey item to determine strengths and weaknesses within the internship program.

Both frequencies and percentages were also analyzed. Results were arranged in order from highest to lowest to clearly show the items with the highest mean and/or the highest number of agree answers were the strengths and the items with the lowest mean and/or lowest number of agree answers were the weaknesses of the program. Determining the strengths and weaknesses of the internship programs was helpful in identifying components and themes of a successful internship program.

The predictor variable within this study is the local *grow your own* principal internship programs. The predictor variable is the cause or thought to predict an outcome variable (Field, 2005). The outcome variable is the prepared principal intern that has completed the local principal internship program. The outcome variable changes as a function if the predictor variable changes, meaning that individual internship programs may vary in outcomes because each program varies in components from one to another.

The following discrete variables were utilized with regards to the research question number one of this study: job advancement, mentor-mentee relationships, managerial development, and transformational leadership development. A discrete variable is continuous and can take on only certain values, whole numbers from one to five as in the questionnaire (Field, 2005). Through the combination of descriptive statistics, including frequencies and percentages, the questionnaire, and the interview process data was collected and entered in an attempt to reveal any similarities and/or differences among the principal internship programs, yielding some successful components of a local *grow your own* principal internship program. The variable job advancement of the principal intern was measured using both records and the questionnaire. All three variables, mentor-mentee relationships, managerial development,

and leadership development were measured using the questionnaire, observations, documents, interviews, and focus groups.

Research questions numbers two and three were answered using interviews and focus groups. Perceptions and experiences questions gathered data for this research to better identify any overlapping themes or commonalities found within all three internship programs. Identifying correlations between the three internship programs in the research was helpful in noting successful components of internship programs in general.

In addition to interviews and focus groups, the questionnaire looked for overlapping components and experiences within the three different internship programs. Real world relationships that emerged from the data were collected to better understand the perceptions of the aspiring principals within these local *grow your own* principal internship programs. This data helped the researcher to gather successful workings of such a program.

Role of the Researcher

Through a convergent parallel design, approximately half of the data collection was qualitative while the other half was quantitative (Creswell & Plano Clark, 2011). Within the qualitative research, the researcher served as the primary instrument in data collection (Creswell, 2007). Therefore, a brief description of the researcher's personal educational experiences is necessary; I have been employed by one school district and served as a regular education teacher. The researcher's personal experiences in K-12 education have revolved around students within the general education setting and technology programs for the promotion of higher levels of learning. Within the

quantitative research, the researcher will utilize the Principal Internship Program Questionnaire along with statistics and charts to best represent the data (Field, 2005).

Trustworthiness

To ensure dependability, validity, and reliability of the research, many strategies were utilized. Video tapes and recorder ensured accurate descriptions of events during interviews and focus groups. For better reliability of the research, transcripts were checked to make sure they did not contain any obvious mistakes during transcription. To ensure of no shifting in the meaning of the codes during the process of coding, coding was compared with data and memos were written about the codes and their definitions (Creswell, 2009). Codes were cross-checked by a transcriber to ensure that similar codes were used for the same passages in the text. Miles and Huberman (1994) recommended that the consistency of the coding be in agreement at least 80% of the time for good qualitative reliability.

Strategies for validation included multiple surveys, questionnaires, focus groups, and interviews to be presented to the participants within the case studies along with an explanation of the process and purpose of the research. Through these multiple sources of data, sources of information were used to examine evidence in order to triangulate the data and build a coherent justification for the emergent themes found in the research (Creswell, 2009). Member checking was used to determine the accuracy of the qualitative findings through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they are accurate. Through the use of thick, rich descriptions conveyed the findings so the readers could be transported to the setting and read about shared experiences.

Finally, data collection and analysis strategies were reported in detail in order to provide a clear and accurate picture of the methods used in this study. All phases of this project will be subject to scrutiny by an external auditor who is experienced in both qualitative and quantitative research methods. By utilizing both peer reviews and external audits by dissertation advisors only further ensured dependability, validity, and reliability (Mertens, 2005). The use of these strategies allowed the researcher to remove as much bias as possible while grouping results into meaningful statements and identifying overlapping themes among the three internship programs. Clarification of researcher bias is articulated in the writing of the dissertation under the heading, *The Researcher's Role*.

Summary

The purpose of this mixed methods study was to examine how the elements of principal preparation programs contribute to the development of principals. The study identified specific elements in principal preparation programs. The results of this study will be used to inform education leadership faculties about how those program elements contribute to principal preparation. The purpose of this study was to explore components of a successful principal internship program while looking at job advancement, mentor-mentee relationships, managerial development, and transformational leadership development.

An overview of the parallel convergent research design has been provided within this paper. Through the collection of both qualitative and quantitative data, this research project contributed to research on principal training and internship programs, while attempting to identify the components that make them successful. Statistical methods and verification techniques used for this study were also included in this chapter. Chapter

Four will present the quantitative and qualitative findings from the Principal Internship Program Questionnaires and the Interviews. Chapter Four will present the quantitative and qualitative findings from the Principal Internship Questionnaire and interviews.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

Introduction

The proposed topic of study was to determine if local *grow your own* principal internship programs can better prepare aspiring principals for the often challenging and overwhelming task of the principalship. The focus of the research was to answer if a relationship exists between principal internship programs and their ability to prepare the aspiring principals and the local districts' abilities to grow and to maintain local leaders. The study's purpose was to gain insight into successful attributes of a local *grow your own* principal internship program. The data was collected through convergent parallel design; both qualitative and quantitative data were collected simultaneously (Creswell & Plano Clark, 2011). The in-depth study of the three local *grow your own* programs also sought the outcomes of the programs, the operations, and the experiences of the interns involved in the programs (Creswell, 2007).

The study utilized the conceptual frameworks of situated learning theory (Lave, 1989). This theory is based on individuals learning through socialization, visualization, and imitation. An internship program supports learning through this theory and is broken down into four themes for the purpose of this study: job advancement within the district or elsewhere, mentor-mentee relationships, managerial development, and transformational leadership development. Lave (1989) argued that learning as it normally occurs is a function of the activity, context and culture in which it occurs. Additionally, the theory suggests learning within the principal internship program will be situated in

the experiences of the participant and the outcomes of those experiences. Lave and Wenger's (1990) concept of situated learning involves people being full participants in the world and in generating meaning from their experiences. As the beginner or intern moves from the border of this community or position (i.e., principalship) to its center, they become more active and engaged within the culture and hence assume the role of expert or veteran; this is called the process of legitimate peripheral participation (Lave & Wenger, 1990).

Chapter Four presents the results of the data analysis and findings from the Principal Internship Program Questionnaire and interviews. The Principal Internship Program Questionnaire was a 64-item survey modified by the researcher, and based on findings from the Southern Regional Education Board (SREB) (2009) report, *Schools Can't Wait*, the Stanford Educational Leadership Institute's report (2005), *School Leadership Study* (2007), and the *Self-Efficacy Development of Aspiring Principals* dissertation by Versland (2009). Questionnaires from these studies provided the research base for 52 items on the questionnaire that asked about preparation program effectiveness. Additionally, interviews were collected by the instrument for the qualitative data as a means of tying preparedness to principal preparation.

Though studies have been done which examine principal preparation program effectiveness, this study sought to examine preparation programs, specifically local *grow your own* principal internship programs. Within this local *grow your own* principal internship program, the researcher attempted to connect the benefits of job advancement, mentor-mentee relationship, management development, and leadership development to the intern. Recommendations from that research suggested that additional studies

examine how preparation programs could more purposefully assist in the development of aspiring principals. The Principal Internship Program Questionnaire was described as well as the demographics of the respondents. Interview participants' demographic characteristics will also be presented. Data analysis and reporting for each of the three research questions is also included in Chapter Four.

Demographics

The research study focused on aspiring principals within local *grow your own* principal internship programs from three distinct schools in Missouri. Participants were selected according to their accessibility and connection to their local internship. Each participant was currently employed and either teaching or in an administration position. All participants selected were currently employed and held a current teaching and/or administration certification. Participants included teachers and administrators in various grade-levels, subject-levels, and varied in personal attributes such as age and gender.

Within the three school districts, the participant number is low. Often these schools only have one or two interns per year. The researcher attempted to gather data from as many active and former interns in an attempt to collect more data. However, the schools districts had a limited number of participants available, some former interns had moved onto other positions outside of their districts. Of the 21 surveys sent to participating school districts, 15 participants returned the survey producing a return rate of 71.4%. The collection period for the surveys to be returned was two weeks from the receipt of the surveys; however, a second round of surveys were sent in an attempt to collect additional. This follow up request asked participants to finish the survey within a week. Assistance was provided by participating school district administration in

communicating the importance of participation to influence their local internship program. As an optional question, participants were asked to agree to a follow-up interview or focus group regarding their perceptions and preparation as an aspiring principal within their principal internship program. Of the 21 participants surveyed, eight participants responded that they were willing to participate in an interview or focus group, producing a return rate of 52.3%. The Principal Internship Program Questionnaire was sent electronically to 21 practicing interns in three Missouri's public schools. Demographic characteristics are presented in Tables 1-3. A brief explanation of those characteristics precedes each table.

The gender of respondent interns is reported in Table 1. Male participants account for 26.7% of the sample. Females made up 73.3% of respondents. On a national scale, males and females are almost evenly split with males filling 51% of principal positions and females making up the remaining 49% (Miller, 2012). In Missouri, however, there are 994 male principals compared to 1,114 female principals, female principals make up 53% of the total number of principals. It is not known why males are underrepresented in school principal positions in Missouri.

Table 1

Gender of Participants

Gender	<i>N</i>	Percent
Male	4	26.70
Female	11	73.30
Total	15	100.00

Table 2 presents the participants age. The ages of participants ranged from 25 to 60. 40% of respondents reported being 25 to 35 years old and 40% respondents also reported being 36 to 45 years old, making these two age groups equal and representing the largest groups. 20% of respondents reported being 46 to 60 years old and represented the smallest group.

Table 2

Participants Ages

Ages	<i>N</i>	Percent
25	2	13.30
27	1	6.70
32	2	13.30
35	1	6.70
36	1	6.70
39	2	13.30
40	2	13.30
43	1	6.70
46	1	6.70
60	1	6.70
Total	15	100.00

Table 3 represents the participants' years of experience as a principal. Principal experience was not split evenly among the respondents. There were more participants with less than five years of experience, making up 73.5% than those with six to 10 years of experience. Five respondents had no principal experience and were still in the classroom setting as a teacher, making up the largest group with 33.4% of respondents. Five elementary principals accounted for 33.4% of the total responses. Middle school

assistant principals, middle school principals, high school assistant principals, and central office staff accounted for 6.7% each of the total responses, containing one participant from each of these areas. One respondent did not answer this question.

Table 3

Participants Years of Principal Experience

Years	<i>N</i>	Percent
0	5	33.30
1	1	6.70
2	2	13.30
3	1	6.70
5	2	13.30
6	2	13.30
7	1	6.70
8	1	6.70
Total	15	100.00

Data Analysis

The researcher analyzed the data, looking for patterns and themes to emerge. The final product included the participants' voices and an evaluation of the internship programs and the leaders within the programs. Each district study gathered both qualitative and quantitative information in an attempt to interpret the data, find overlapping themes, and identify any similarities that might be components of a successful grow *your own* principal internship program. The researcher used the convergent parallel design after collecting both qualitative and quantitative data concurrently, analyzing the information separately, and then merging the two databases;

the analysis was conducted in order to merge the results by comparing the two data sets (Creswell & Plano Clark, 2011).

Data analysis in the convergent design occurs at three distinct points in one phase of research with each data set independently, when the comparison or transformation of the data occurs, and after the comparison or transformation is complete. Interim steps occurred between these points, such as identifying the dimensions on which the data was compared, defining what variable was transformed, and representing the comparisons in data displays or in discussions. Ultimately, data was compared to merge results with the research questions. The qualitative and quantitative data were examined, and the two sets of independent results were then synthesized to reveal any phenomenon within the internship programs, attempting to clearly present the results that were warranted. One challenge using the convergent design was that because of different sample sizes, the qualitative and quantitative data were collected for different purposes.

Some challenges the researcher experienced while using the convergent design included different sample sizes, the qualitative and quantitative data were collected for different purposes (Creswell & Plano Clark, 2011). Qualitative data was collected to gather in-depth descriptions from the participants within programs using interviews, focus groups, and open-ended survey questions (Mertens, 2005). Quantitative data was collected to gather more generalizations about the programs using records and closed-ended survey questions (Creswell, 2007). The same individuals were studied in both samples of the quantitative and qualitative data in order to better compare the data sets.

The researcher analyzed the data by counting the codes, attempted to quantify the qualitative data using this design, created codes and themes and then counting the number

of times they occurred in the text data (Creswell, 2009). This quantification of qualitative data enabled the researcher to compare quantitative results with the qualitative data. Merging two sets of different data and their results in meaningful way proved to be challenging. Contradictions found within the qualitative and quantitative results provided new insights into the topic, but these differences were difficult to resolve.

Descriptive statistics were gathered through quantitative research to describe or to indicate several characteristics common to the entire sample of participants within a principal internship (Mertens, 2005). Statistically, descriptive analyses were utilized on each survey item to determine strengths and weaknesses within the internship program. Both frequencies and percentages were also analyzed. Results were arranged in order from highest to lowest to clearly show the items with the highest mean and/or the highest number of agree answers. The items with the lowest mean and/or lowest number of “Agree” answers were understood to be the weaknesses of the program. Determining the strengths and weaknesses of the internship programs was helpful in identifying components and themes of a successful internship program.

The following discrete variables were utilized with regards to the research question number one of this study: job advancement, mentor-mentee relationships, managerial development, and transformational leadership development. A discrete variable is continuous and can take on only certain values, whole numbers from one to five as in the questionnaire (Field, 2005). Through the combination of descriptive statistics, which included frequencies and percentages, the questionnaire, and the interview process data, was collected and entered in an attempt to reveal any similarities and/or differences among the principal internship programs. This information yielded

some successful components of a local *grow your own* principal internship program. The variable job advancement of the principal intern was measured using both records and the questionnaire. All three variables, mentor-mentee relationships, managerial development, and leadership development, were measured using the questionnaire, observations, documents, interviews, and focus groups.

Research questions numbers two and three were answered using interviews and focus groups. The researcher asked the participants questions about their perceptions and experiences in order to gather data to better identify any overlapping themes or commonalities found within all three internship programs. Identifying correlations between the three internship programs in the research was helpful in noting successful components of internship programs in general.

In addition to interviews and focus groups, the questionnaire looked for overlapping components and experiences within the three different internship programs. Real world relationships that emerged from the data were collected to better understand the perceptions of the aspiring principals within these local *grow your own* principal internship programs. This data helped the researcher to gather successful workings of such a program.

Research Question One

1. What are the outcomes of a local *grow your own* principal internship program in the following areas: job advancement of the principal intern, mentor-mentee relationship, managerial development, and transformational leadership development? The Principal Internship Program Questionnaire was categorized into subscales. The subscales consisted of five constructs guiding the research: (a) *selection and conclusion*

(job advancement of the principal intern), (b) *mentor and instruction* (mentor-mentee relationship), (c) *applying knowledge to practice* (management and transformational leadership development), (d) *field experience* (management and transformational leadership development), and (e) *principal preparedness* (management and transformational leadership development). Each subscale was constructed from the Principal Internship Program Questionnaire.

The subscales applying knowledge to practice, field experience, and principal preparedness were further broken down to better understand the data. These subscales consisted of both management and transformational leadership development questions that were mixed within each section. The data was transformed and additional subscales were created. Through management development, four subscales were created: (a) *managing the demands of the job*, (b) *management of the building*, (c) *supervising*, and (d) *management of student discipline*. Through transformational leadership development, five subscales were created: leadership connections, leadership vision, promoting learning through leadership, promoting a positive climate and culture, and data drive instruction through leadership.

Job Advancement

The selection and conclusion survey items included Principal Internship Program questions 5, 6, 7, 8, 61, and 62 were related to recruitment and job advancement of the participants. These items measured the process of entering the internship and whether the intern moved into a higher position, such as the principalship after being involved in their local *grow your own* principal internship. These items measure the participants appeal to

their local internship program and the conclusion or job advancement after completion of the program.

The valid number of responses for selection and conclusion was 15 out of the 21 participants, and three participants chose to decline answering at least one of the subscale questions. The section of the survey asked participants if their local internship program was appealing. Table 4 reflected the mean for the selection section of the survey between a three and four representing a high level of agreement on a scale ranging from 1 “not at all,” 3 “to some degree,” and 5 “a great deal.” The responses reflected a mean of 3.96, a relatively high standard deviation of .67, and a median of 4.00 representing the middle value of all answers for the selection and conclusion section of the questionnaire.

Table 4

Participants Responses to the Appeal of their local Internship Program

	<i>N</i>	Mean	Median	Standard Deviation
Selection Average	12	3.96	4.00	0.67
Missing	3			

Note. The averages were on a 5 point Likert scale about the level the participants agreed with 1 “not at all,” 3 “to some degree,” and 5 “a great deal.”

Research suggests that through principal internships, job advancement may be found. For example, 58% of student interns are offered full time positions from their internship employer (D’Abate et al., 2009). Employees with previous work experience, such as internships, earn higher salaries, and organizations are likely to see higher retention rates when they hire their own interns for full-time positions (National Association of Colleges and Employers, 2005). Based on the Principal Internship

Program Questionnaire, 53.3% of the respondents answered question 61 and reported a promotion after completion of the internship program (see Table 5).

Table 5

Promotion of Intern Participants

Valid	<i>N</i>	Percent
Yes	8	53.30
Missing	7	46.70
Total	15	100.00

In addition, 53.3% of respondents answered question 62, including their current position, the one they obtained after completion of their local *grow your own* principal internship program. Eight respondents specifically added their current administration title within the questionnaire. One respondent added that he was offered a middle school assistant principal position within his school district but selected to stay within the classroom and continue his teaching and extracurricular activities. Table 6 shows the participants' current position they were promoted to after the completion of their local internship program (see Table 6). The majority of respondents reported an assistant principal or principal position within their district.

Overall the local principal internship participants felt that their program provided ample opportunity to move up in their district. This opportunity was part of the appeal presented in Table 4 and was again validated in Table 5 with 53.3% of participants moving up after the completion of their program. It seems that all three local principal internship programs did a good job of presenting their programs to their participants and

rendering them opportunities to move into the principalship after completion of the program.

Table 6

Participants New Position after Completion of the Internship Program

New Position	<i>N</i>	Percent
Assistant Principal	2	13.30
Elementary Principal	3	20.00
Principal	1	6.70
Special Education Director	1	6.70
Middle School Principal	1	6.70
Offered a Middle School Assistant Principal Position but stayed in the classroom	1	6.70
Current Interns	6	40.00
Total	15	100.00

Mentor-Mentee Relationships

Mentor and instruction survey items included Principal Internship Program questions 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 33, and 34. These items measured the degree of the intern’s relationship with his or her mentor and how that relationship affected their learning experiences. These items specifically asked participants to answer questions about the instruction given from their mentor within their internship based on experiences, problem solving situations, current educational issues, instructional leadership, emphasis on student achievement, reflection and discussion time, and a variety of learning opportunities that were provided to them.

These mentor and instructions survey items measured relationship traits and learning provided by the mentor to the mentee within the local principal internship program. The valid number of responses for mentor and instruction survey questions was 10 respondents out of the 15 participants, and five participants chose to decline answering. Table 7 reflected the mean for relationships between the mentor and the mentee in the local principal internship program. The participants were asked about their mentor and the learning climate and created opportunities that were provided to them through their internship. Mentor-mentee relationships was between a three and four representing a high level of agreement on a scale ranging from 1 “not at all,” 3 “to some degree,” and 5 “a great deal.” The responses reflected a mean of 3.73, a relatively high standard deviation of .63, and a median of 3.79.

Table 7

Participant’s Responses to Mentor-Mentee Relationship Questions

	<i>N</i>	Mean	Median	Standard Deviation
Mentor-Mentee Relationships	10	3.73	3.79	0.63
Average Missing	5			

Note. The averages were on a 5 point Likert scale about the level the participants agreed with 1 “not at all,” 3 “to some degree,” and 5 “a great deal.”

Figure 8 shows the responses to the mentor and instruction survey questions, the majority of respondents, 90% selected a between a three and four, on a five point likert scale, representing that their mentor provided great learning opportunities. This histogram

shows that the majority of principal intern participants surveyed felt their mentor created a learning climate and encouraged learning between one another.

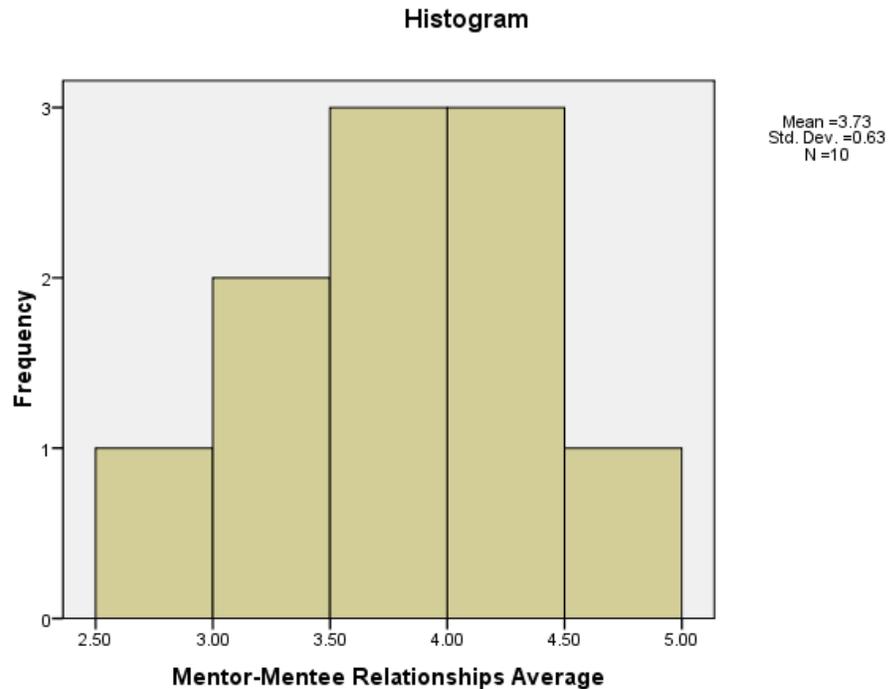


Figure 8. Representing the Participants Mean to Mentor-Mentee Relationships

Note. The averages were on a 5 point likert scale about the level the participants agreed with 1 “not at all,” 3 “to some degree,” and 5 “a great deal.”

Management Development

The subscales applying knowledge to practice, field experience, and principal preparedness were further broken down to better understand the data in regards to management development. Through management development, four subscales were created: (a) *managing the demands of the job*, (b) *management of the building*, (c) *supervising*, and (d) *management of student discipline*.

Management development questions 45, 53, 57, 59, and 60 collectively constructed managing the demands of the job subscale and consisted of questions regarding the participant's opportunities to handle the management demands of a principalship. These items specifically asked participants to answer questions about opportunities to handle the demands of the job, maintain control of the daily schedule, handle paperwork requirements, cope with the stress of the job, and prioritize among competing demands of the job. The valid numbers of responses for the managing the demands of the job survey questions were eight out of 15 respondents, with seven participants who chose to decline answering at least one of the subscale questions. The mean for the managing the demands of the job section was between a three and four representing a relatively high level of agreement on a scale ranging from 1 "not at all," 3 "to some degree," and 5 "a great deal." The responses reflected a relatively high mean of 3.65 and a relatively high standard deviation of 1.23.

Management development questions 23, 25, 46, and 54 collectively made up management of the building subscale and consisted of questions regarding the participant's opportunities to manage the building as a principal would. These items specifically ask participants to answer questions about their opportunities to manage facilities and facility maintenance, implementing school policies and procedures that contribute to a safety, manage change, and shape operational policies and procedures that are necessary in managing the building. The valid numbers of responses for the management of the building survey questions were nine out of 15 respondents, six participants chose to decline answering at least one of the subscale questions. The management of the building section was between a three and four representing a

relatively high level of agreement on a scale ranging from 1 “not at all,” 3 “to some degree,” and 5 “a great deal.” The responses reflected a relatively high mean of 3.69 and a standard deviation of 0.77.

Management development questions 27, 28, and 42 made up the supervising subscale and consisted of questions regarding to the participants opportunities to handle the supervision of the building. These items specifically ask participants to answer questions about their opportunities to supervise staff, evaluate instructional staff, and observe teachers and practice supervision techniques. The valid numbers of responses for the supervising survey questions were 10 out of the 15 respondents, five participants chose to decline answering at least one of the subscale questions. The mean for the supervising section was between a three and four representing a relatively high level of agreement on a scale ranging from 1 “not at all,” 3 “to some degree,” and 5 “a great deal.” The responses reflected a relatively high mean of 3.57 and a standard deviation of 0.88.

Management development questions 39, 47, 55, and 56 made up the management of student discipline subscale and consisted of questions regarding the participant’s opportunities to handle student discipline and promote good student behavior through the internship program. These items specifically asked participants to answer questions about their opportunities to apply student management procedures equitably, promote school spirit among the majority of the student population, effectively handle discipline of students, and promote acceptable behavior among students. The valid numbers of responses for the management of student discipline survey questions were nine out of 15

respondents, six participants chose to decline answering at least one of the subscale questions.

The mean for the management of student discipline section was a four, representing a high level of agreement on a scale ranging from 1 “not at all”, 3 “to some degree”, and 5 “a great deal”. The responses reflected a high mean of 4.00 and a standard deviation of 0.87. Table 9 represents all management development survey questions and their subscales to show the highest mean to the lowest mean, including standard deviations.

Table 9

Participants Management Development Subscales

Management Development Subscales	<i>N</i>	Mean	Standard Deviation
Managing the Demands of the Job	8	3.65	1.23
Management of the Building	9	3.69	0.77
Supervising	10	3.57	0.88
Management of Student Discipline	9	4.00	0.87

Note. The averages were on a 5 point Likert scale about the level the participants agreed with 1 “not at all,” 3 “to some degree,” and 5 “a great deal.”

Transformational Leadership Development

The subscales applying knowledge to practice, field experience, and principal preparedness were further broken down to better understand the data in regards to

transformational leadership development. Through transformational leadership development, five subscales were created: (a) *leadership connections*, (b) *leadership vision*, (c) *promoting learning through leadership*, (d) *promoting a positive climate and culture*, and (e) *data drive instruction through leadership*.

Transformational leadership development questions 24, 32, 35, and 41 comprised the leadership connections subscale and consisted of questions regarding to the connection opportunities toward the community and parents. These items specifically asked participants to answer questions about their working with diverse school environments and with students from different socio-economic groups, supporting student learning by providing opportunities for parent and community involvement and input, creating opportunities to collaborate with community agencies to support diverse students and families, and providing opportunities to work with other social, political, and economic systems in the community in the service of students and families. The valid numbers of responses for the leadership connection survey questions were nine out of 15 respondents; six participants chose to decline answering at least one of the subscale questions. The mean for the leadership connection section was between a two and three representing a moderate level of agreement on a scale ranging from 1 “not at all,” 3 “to some degree,” and 5 “a great deal.” The responses reflected a mean of 2.89 and a standard deviation of 0.59.

Transformational leadership development questions 19, 21, 22, 38, and 44 made up the leadership vision subscale and consisted of questions regarding to the participant and their opportunities to develop and promote a shared vision. These items specifically ask participants to answer questions about their opportunities to develop a school vision,

using vision principles to guide decision-making and allocating resources to accomplish educational objectives, communicating the shared vision to diverse community groups, and generate enthusiasm for a shared school vision. The valid numbers of responses for the leadership vision survey questions were eight out of 15 respondents, seven participants chose to decline answering at least one of the subscale questions. The mean for the leadership vision section was between a two and three representing a moderate level of agreement on a scale ranging from 1 “not at all,” 3 “to some degree,” and 5 “a great deal.” The responses reflected a mean of 2.93 and a standard deviation of 0.77.

Transformational leadership development questions 20, 43, and 49 made up the promoting learning through leadership subscale and consisted of questions regarding to the participant and their opportunities to promote learning within their internship program. These items specifically ask participants to answer questions about their opportunities to lead a planned change effort for school improvement, facilitate learning in the school, and raise student achievement on assessments. The valid numbers of responses for the promoting learning through leadership survey questions were nine out of 15 respondents, six participants chose to decline answering at least one of the subscale questions. The mean for the promoting learning through leadership section was between a three and four representing a relatively high level of agreement on a scale ranging from 1 “not at all,” 3 “to some degree,” and 5 “a great deal.” The responses reflected a mean of 3.74 and a relatively high standard deviation of 1.01.

Transformational leadership development questions 26, 37, 48, 50, 51, 52, and 58 made up the promoting a positive climate and culture subscale. These items specifically ask participants to answer questions about their opportunities to promote a positive

climate and culture through the implementation of school policy procedures that encourage social justice, model ethical and moral principles in decision-making, creating a positive learning environment, the promoting a positive image of the school, motivating teachers, and promoting ethical behavior among school personnel. The valid numbers of responses for the promoting a positive climate and culture survey questions were nine out of 15 respondents, six participants chose to decline answering at least one of the subscale questions. The mean for the promoting a positive climate and culture section was between a three and four representing a relatively high level of agreement on a scale ranging from 1 “not at all,” 3 “to some degree,” and 5 “a great deal.” The responses reflected a mean of 3.78 and a standard deviation of 0.93.

Transformational leadership development questions 29, 30, 31, 36, and 40 made up the data drive instruction through leadership subscale and consisted of questions regarding to the participant and their opportunities use leadership and data to make decisions regarding instruction within their internship program. These items specifically ask participants to answer questions about their opportunities to coach teachers in the use of assessments and data for instructional decision making, design and facilitate professional development to strengthen teachers’ knowledge and skills, collaborate with community agencies to support the learning of diverse students and families, and collect and analyze data for decision-making. The valid numbers of responses for the data drive instruction through leadership survey questions were 9 out of the 15 respondents, six participants chose to decline answering at least one of the subscale questions. The mean for the data drive instruction through leadership section was between a three and four representing a relatively high level of agreement on a scale ranging from 1 “not at all,” 3

“to some degree,” and 5 “a great deal.” The responses reflected a mean of 3.74 and a relatively high standard deviation of 1.01. Table 10 represents all transformational leadership development survey questions and their subscales to show the highest mean to the lowest mean, including standard deviations.

Table 10

Participants Transformational Leadership Development Subscales

Transformational Leadership Development Subscales	<i>N</i>	Mean	Standard Deviation
Leadership Connections	9	2.89	0.59
Leadership Vision	8	2.93	0.77
Promoting Learning Through Leadership	9	3.74	1.01
Promoting a Positive Climate and Culture	9	3.78	0.93
Data Driven Instruction Through Leadership	9	3.78	0.93

Note. The averages were on a 5 point Likert scale about the level the participants agreed with 1 “not at all,” 3 “to some degree,” and 5 “a great deal.”

Research Question Two and Three

Using the responses from the Principal Preparation Program Questionnaire, 8 participants were identified who were willing to complete an interview about their perceptions and experiences in their local internship program. Research question two

asked: What are the perceptions of practicing principals from the internship programs regarding how well their experience within the programs prepared them for the demands of principal leadership? Research Question three asked: What experiences within the principal internship programs do participants perceive as contributing to the development of their leadership? This study examined perceptions and experiences of the intern to better understand the most positive attributes of such a local program. Ten interview questions were ask to better understand the perceptions and experiences of Missouri's local *grow your own* principal internship programs and how leadership was developed during those programs (see Appendix C).

Each interview consisted of 10 questions and took approximately one hour to complete. The interview sample also contained subjects who were active interns, former interns, and directors of all three programs. After the interviews began, it was clear that information or data saturation was reached after six interviews. Data saturation occurs when the researcher no longer encounters new information regarding an experience or phenomenon and concludes that the information learned thus far represents the group's experience (Patton, 2002). Those six interview participants have been given pseudonyms and are described in greater detail below.

Through the qualitative interviews that were conducted with six participants of varying age and experiences whose self-reports indicated high levels of learning and who also perceived their preparation programs as highly effective in preparing them for the principalship. This study used a mixed methodology approach in order to expand upon the scope of survey responses and triangulate perceptions with documented experiences of participants (Creswell & Plano Clark, 2011; Greene, Caracelli, & Graham, 1989). Ten

open-ended interview questions (Appendix C) provided the thick, rich descriptions of preparation program perceptions, experiences, and learning activities that further enhanced those participants' within their local *grow your own* principal internship program. In addition, one focus group was granted consisting of two interns and one director. Five open-ended focus group questions (Appendix D) provided similar information obtained from the interviews. The researcher did obtain some history and requirements of the internship program during the focus group interview which had not been collected in any individual interview.

“Gerald” is a 52 year old principal at an elementary school. Gerald went into his local principal internship program after nine years of teaching and has over 20 years of principal experience. Prior to going into education, Gerald was a manager at a factory. “Dealing with personnel and personnel issues everyday at the factory made me a good listener and good at working with people.” Through his internship program, Gerald felt like his mentoring was purposeful, strong, provided a variety of experiences, and helped him learn how to think on his feet. He enjoyed the reflection time between himself and his mentor, “looking back, it was a blessing to have a sounding board, someone to talk to about issues you were having that you knew would keep it confidential.”

Gerald felt the most influential experience he had was being a principal substitute within the district, during these days he was often moved around the district. Sometimes he might be in one building for three days, then off to another building for a day, and so on. The hands-on experience provided him with both management and leadership skills. He learned to be a good listener, make eye contact, and watch people. “I learned that they manner in which you ask something of people can really make a difference. I always

approach someone by that needed to do something by stating we need to make this change, not you. It always use the words we and us, not you and I.” Gerald also felt like the internship helped him become more of a servant leader than a transformational leader. “Servant leadership is more my styles, I constantly want the input of others and respect is something you ear through consistency and being fair with people.” Throughout the internship program, Gerald felt like he did learn and become a leader, he said that leadership is all about trust with people.

“Sara,” 32 has been an assistant middle school principal for one year and taught middle school for 9 years prior to obtaining a principalship position. Sara completed a three year internship at her local school where she felt that she developed some much needed relationships with local administrators. Sara said that each year within her three year local internship, she was provided a new mentor, all of those relationships were positive and she learned something different from each person. She felt that the most influential component of the mentor process was the conversations with the principal before an experience and again after the experience was over. She said it was nice to move around each year within the internship and be assigned to a different administrator, “it helped me get to know some of the administrators within my district better and build some much needed relationships.”

Sara stated that through experiences that were presented to her through the internship program, she gained confidence in her ability to lead a building. She felt that the constant interactions with parents and students about discipline helped her understand school policy and make decisions that she felt confident about more quickly. She also felt that being a principal substitute was very valuable to her learning to be a leader. In

addition to gaining management experience, Sara felt that she was learning to be an instructional leader. “I was allowed to lead faculty meetings and teacher trainings which helped me grow as a person.” Sara said that she learned to focus on the school’s vision and lead by example, like a transformational leader.

“Audrey,” age 42, was an elementary teacher for 14 years before completing her local internship program, where she developed as a leader and gained some much needed hands-on experience. After two years of being the part time assistant principal split between two buildings, Audrey became an elementary principal and has been in that position now for four years. Her internship experience was short, only 6 months before being promoted to an administration position. However, she felt that she learned a lot about herself and about dealing with stressful situations. Through her internship program, she had to answer district phone calls from angry parents, then try to find out what happened by calling buildings and speaking to administrators and teachers. Audrey said it was draining but she learned how to be a listener and use conflict resolution. “Looking back on that experience it was very valuable; I was able to solve a problem that I had no emotional stake in. Now as a principal, when parents call angry, it’s hard to take that emotional connection out of the mix, sometimes making it more difficult to solve, so I often reflect back on those phone calls to help me in my job today.”

Audrey felt that all her experiences helped her grow, not one experience really was any better than the rest. She looked at it as a learning experience, what to do and not to do as a leader. Overall, she said that she gained a bigger picture perspective PK-12 by substituting in building as the principal and working in the central office to help solve parent complaints. She felt that as a leader and a manager, she developed problem solving

and listening skills to help her be successful as an administrator. “Living through that experience, makes things easier when you’re on your own as a principal, especially with parents.”

“Bob,” 40, was a special education teacher for six years before gaining his administration certification. Bob’s is currently a special education director and has held that position for 6 years. Bob was nervous about supervision and working with adults prior to entering his internship program. His mentor was a special education director and he was allowed to fill in as a principal during his internship. He felt like that was the best experience within the program. Through interaction he became more outgoing and learned through trial and error. After his second year as an intern, Bob felt prepared to be a principal.

Bob felt that his mentors were helpful but that the program needed to be more organized, with discipline actions and rules to follow as an intern. For example, once Bob was assigned to supervise a middle school football game, there was no active administrator at the game. He was ask to supervise during the game and shut off the lights when he left, he had no idea what he was going to do during that game if something went wrong. “I was just praying that nothing went wrong, I was glad when that night ended.” Bob said there were some stressful nights away from home during the internship program. Overall, Bob said that he had many great experiences in the program and that with the program he gained confidence and the knowledge to lead and manage a school successfully.

“Maryann” is a 60 year old director of a local principal internship and also works on curriculum and instructional methods to implement into professional development for

teachers throughout her district. Maryann does not have a principal certification, but instead has a specialist degree in curriculum and instruction. Maryann works as a central office administrator in her district and has done so for over 20 years. Maryann stated, as the program began, the purpose was to give experience, hands-on practice, exposure, and interpersonal skills to the intern. Through this program, it was her goal to “give these interns experience to be able to talk the talk and blow away interviews.” Through her internship program, all interns ran summer school in addition to being a principal substitute and a variety of other experiences. It was the programs intent to apply best practices and use data collection to better improve instruction in summer school and throughout the intern’s experiences.

Maryann said that the internship program shared expectations with the interns and how to get it done and do a good job. She said the program emphasized using good management to create and become a good leader. “The program focused on three main goals to provide the intern with skills to use time management, organizational skills, plan ahead, return calls quickly, be proactive, a good listener, a problem solver, and be prepared.” In the end, the interns would learn effective communication with an upset parent, understand the power of short cycle predictive assessments, build relationships with staff and the power of that, and gain exposure to a variety of leadership situations.

“Rosie,” age 36 was an instructional coach at her district while completing the local internship program and has now been an assistant principal at the elementary level for one year. Before the instructional coaching position, Rosie was an elementary school teacher for 12 years. Since Rosie already had her specialist degree in educational administration, she entered the internship program because it was a hoop she needed to

jump in order to become an administrator in this district. The program helped Rosie interact with lots of different groups of people and build relationships with administrators. Rosie felt that the mentors she was assigned to were “masters at apprenticeship,” very good at teaching through leading.

Rosie had two experiences during her internship experience that she felt were beneficial in her growing as a leader. Being a building principal substitute helped her practice district policy regarding discipline and gain lots of hands-on experiences including restraining a child for behavior issues and basics like bus duty and supervision in the lunch room and gymnasium. The other experience was helping with district revision of curriculum by using a rubric form similar to the state model. From this experience, Rosie gained a lot about summative evaluation and understanding instruction. This experience helped her gain a better understanding of how difficult it is to be an instructional leader and to know what is going on in your building through assessments. “Overall, the experiences were good, I felt confident as a leader before entering the program and when it was over, I felt better for the experiences that I had gained.”

In addition to the questionnaire, interviews, and focus group; documents were also collected from two of the three schools within this study. The documents revealed the districts selection, implementation, and compensation guidelines regarding their local internship program. Each district had an application process. One district required that prior to being accepted into the local internship program, an intern must have completed their administration degree and licensed principal within the state and their internships had no set length or duration period. The second school district had levels within their local internship program and the programs duration was three school years. Within this

district, level one interns had to have zero to 16 graduate credit hours towards a degree in administration, at least two years employment within their local district, and their focus was to get to know their mentor and the operations of their building as an administrator. The level two interns had to have 16 to 36 hours towards a degree in administration, a goal and timeline to complete their degree, and proven leadership skills through the level one internship experience, and their focus was a building level project. The final level three interns had to have completed their administration degree, proven leadership skills through both level one and two of the internship, and their focus was a district level project. Both districts offered a stipend for the extra internship duties. The third internship, where documents were not collected, hired administrative interns. The internship was their primary job. Typically the interns were assigned to a building to act as a part time assistant principal and the other half of their day they would act as an administrative intern to a central office staff member.

Overall, every intern stated that filling in as the principal or being the principal substitute was the most or one of the most valuable experiences during their internship program. Real hands-on experiences seemed to be the most influential among the interns. In addition, the interns stated they did not meet with other interns during their program and thought that could be very valuable in learning from others and having a time to reflect with someone similar to them.

Moreover, some participants suggested meeting with other interns and including mentors as well so that each mentor could better understand the purpose of the program and lead by example. This seemed to be very valuable in the local internship programs that transferred their interns yearly to a new mentor. Those participants felt that with each

year and with every new mentor their learning opportunities should grow and build upon one another. With a meeting to discuss this process, local internship programs could further the growth of their potential future principals within their local internship programs. Finally, the directors of the program did not mention any changes needed to the program, except one. This director mentioned that a local *grow your own* principal internship program is greatly needed in all school districts to grow leaders and give them the skills that district needs them to have. That director also mentioned that these programs need to be organized, supported, and purposeful to create learning that develops strong leaders, the types of leaders a district wants.

A final goal of the study was to identify unplanned experiences that contributed to principal development. The interns did not feel that any experience was unplanned; meaning that every experience they were involved in had a purpose and something could be learned from that experience. The major findings of this study have identified three factors in preparation programs that contribute to the development of a prepared principal: (a) mentoring and reflection, (b) management and leadership experiences, (c) authentic learning and practice that is purposeful in gaining skills to become a principal.

The common themes that emerged from the questionnaire, interviews, focus groups, and documents exemplified the importance of: relationships and learning from others, authentic learning experiences that promoted managerial and leadership skills, and the opportunities to lead and reflect on those leadership experiences to promote growth within the aspiring principals within their local *grow your own* internship programs. Figure 11 shows the major findings of this study in a diagram to better understand the common themes and the location of where the theme occurred mostly: questionnaire,

interviews and focus groups, or documents. The overall conclusion is that the best practices of a local *grow your own* internship program would contain all of these themes and find a successful way to merge them together to best benefit the participant and the school.

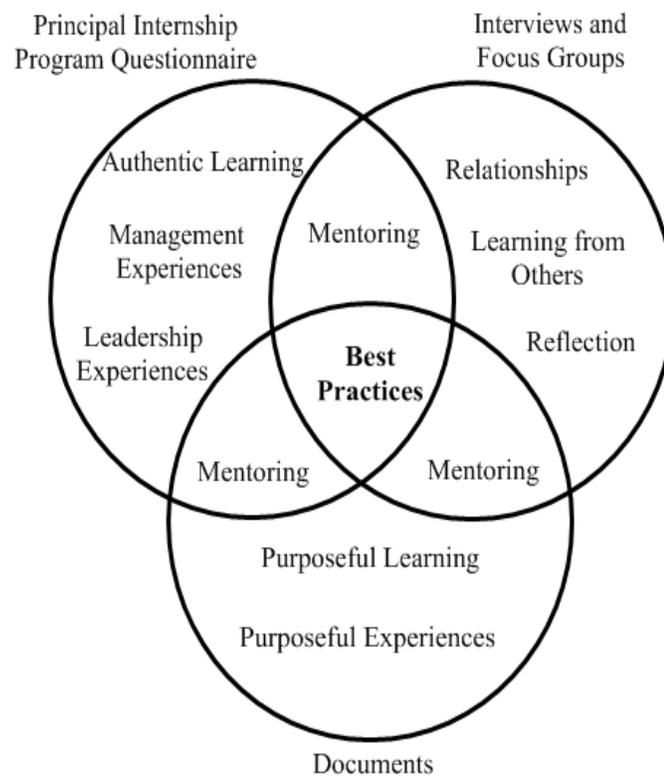


Figure 11. Characteristics of a Strong, Local Grow Your Own Internship Program

Summary

Chapter Four has presented the results of the data analysis and findings from the quantitative and qualitative data. Response rates from the Principal Internship Program

Questionnaire were described as were the demographics of the respondents. Qualitative interview participants' demographic characteristics were also presented. Data analysis and reporting was included for each of the three research questions. Qualitative interviews, focus groups, and observations were presented to reinforce quantitative findings from the Principal Internship Program Questionnaire.

The purpose of this study was to gain insight into successful attributes of a local *grow your own* principal internship program. Research was performed to determine successful attributes of a local *grow your own* principal internship program. Research was also performed to better understand the outcomes of the three local principal internship programs in Missouri, the operations, and the experiences of the interns involved in the programs. To achieve this, the research utilized a convergent parallel design, mixed-methods approach and gathered information in the form of surveys, interviews, focus groups, documents, and observations from active interns, former interns, and directors of all three local principal internship programs.

The populations of intern participants were given the Principal Internship Program Questionnaire created by the researcher for the purpose of gathering information related to the intern's experiences and preparation for the principalship. Descriptive analyses were performed to support the research questions. In addition, documents were collected from the internship programs to better understand the process of application and acceptance into the program and the progression over the years of the internship. Moreover, follow up interviews, focus groups, and observations were collected to discover the perceptions of the intern within the internship program. Findings of this study displayed that the principal internship programs better prepare aspiring principals

for the challenging job of building leadership and did grow local leadership that was somewhat maintained within the local district.

In Chapter Five, the purpose of the study was revisited, the assumptions first identified at the beginning of the study were reviewed, discussed, and determined to be validated or not. An overview of the mixed-methods convergent parallel design approach was presented. Limitations of the study were addressed and a discussion of specific findings presented. Implications and contributions to the related field and recommendations for future research were also presented.

CHAPTER FIVE

SUMMARY AND RECOMMENDATIONS

Introduction

This study analyzed the components of a successful local *grow your own* principal internship program. In comparing the three principal internship programs in different and distinct schools districts in Missouri. It was the researchers attempt to discover the outcomes of a local principal internship program and gather the perceptions and experiences of the intern. This was accomplished by surveying the active interns and past interns. In addition, by interviewing intern participants and directors of the internship programs, perceptions, experiences, and intent of the programs were captured. Participants were chosen based on their connection and participation within their local *grow your own* principal internship program.

Chapter Five includes a review of the purpose of the study. The chapter identifies the limitations and assumptions of the study, and includes a discussion of the specific findings. The theoretical contributions of this study to the existing body of literature will also be addressed in the implications and contributions section of the chapter. Recommendations for further research, the importance of this type of study on the position of the principalship, and improving future studies similar in nature will be discussed. Finally, an overall summary of the study will conclude the chapter.

Purpose of the Study

The purpose of this mixed methods study was to examine the outcomes of *grow your own* principal internship programs among three exemplary school districts in the

state of Missouri. The data was collected through convergent parallel design; both qualitative and quantitative data were collected simultaneously (Creswell & Plano Clark, 2011). It was anticipated that together the results of this data would reveal what components make up a successful principal internship program. The in-depth study of the three *grow your own* programs also sought the outcomes of the programs, the operations, and the experiences of the interns involved in the programs (Creswell, 2007).

The purpose of the study was to identify principal internship program components and subsequently to develop a curriculum design that identifies program practices interns associate as positive and negative and to further develop and improve future internship program design. Principal internship program success is defined as internship practices that support participant experiences to improve leadership knowledge, skills, attitudes, and beliefs in the areas of instructional leadership, community leadership, and management and leadership structures that promote student achievement. This research answered the following questions: What components within a principal internship program help prepare and create successful principals? How do districts design effective principal internship programs for aspiring school leaders and what are the components of this model?

The research involved three different principal internship programs was explored to show different perspectives of similar programs. Through this study the researcher attempted to better understand the effectiveness of leadership preparation through the evaluation of three diverse internship programs within the state of Missouri. Success within each program was identified specifically through the following four emergent

themes: job advancement within the district or elsewhere, mentor-mentee relationships, administrative duties, and transformational leadership development.

The quantitative data was intended to address the outcomes expected, such as job promotion within the district, and managerial and leadership skills obtained from the principal internship programs, while the qualitative data explored the processes experienced by individuals within the principal preparation programs. Data was collected through records, interviews, focus groups, and surveys to look for trends or patterns within internship programs over the past five to eight years. The collection of the data was intended to yield the results of successful attributes within an internship program. Additionally, a model was developed for a local *grow your own* principal internship program at the researcher's district, containing components consistent with successful internship programs.

Research Questions

The research questions guiding this study are:

1. What are the outcomes of a *grow your own* principal internship programs in the following areas:
 - e. job advancement of the principal intern,
 - f. mentor-mentee relationship,
 - g. managerial development,
 - h. transformational leadership development?
2. What are the perceptions of practicing principals from the internship programs regarding how well their experience within the programs prepared them for the demands of principal leadership?

3. What experiences within the principal internship programs do participants perceive as contributing to the development of their leadership?

Limitations

These case studies cannot represent all types of principal internship programs, making it difficult to draw generalizations. Most studies are based on the principal preparation from higher education and the brief internship some schools require as part of the program requirements. Few studies exist on *grow your own* principal internship programs directed by local school districts to develop and promote leaders. Another limitation was the lack of a specific model or instrument to evaluate principal internship programs, which may result in a lack of consistency across the three different programs.

As with any qualitative research, the researcher serves as the data collection instrument (Creswell, 2009; Mertens, 2005). Therefore, the data collected was subject to bias which may be present within the researcher. The researcher brings personal bias and is an experienced educator with ideals on possible components necessary to create an effective internship program for aspiring principals. A third limitation was that most principal internship programs are relatively new, limiting the collection of data, rendering only a few years of quantitative data. Finally, discrepancies occurred by using a convergent parallel design mixed methods approach; the two methods were given unequal priority resulting in unequal evidence, the quantitative data is larger than the qualitative data, creating a disadvantage when interpreting the final results (Creswell & Plano Clark, 2011).

As Creswell (2007) and Seale (1999) pointed out, there are many aspects of the researcher that will be present in their work regardless of how reflexive they are.

Regarding this reflexivity, personal interpretation, biases, inclinations, and shortcomings pervaded this research. To ensure dependability, validity, and reliability of the research, many strategies were utilized. Video tapes and recorder ensured accurate descriptions of events during interviews and focus groups. Strategies for validation included multiple surveys and questionnaires to be presented to the participants within the case studies along with an explanation of the process and purpose of the research. Finally, utilizing both peer reviews and external audits by dissertation advisors only further ensured dependability, validity, and reliability (Mertens, 2005). The use of these strategies allowed the researcher to remove as much bias as possible while grouping results into meaningful statements and identifying overlapping themes among the three internship programs.

Due to the fact that there are programs in the literature review on local *grow your own* principal internship programs, the literature review reflects not only higher education preparation, but also components of proven practices to promote growth in leadership, such as mentoring, adult learning, and leadership theories (Barnes, 2008; Riley, 2009; Searby, 2010). In addition, internships are reviewed within multiple areas of practice. For years, businesses have used internships to search out, mold, and acquire needed personnel.

Literature from these areas included successful strategies for creating and sustaining internship programs for the benefit of the organization (D'Abate, et al., 2009). Thus, it is important that principal internship programs be thoughtfully created and matched to the needs and conditions of the school district for long-term sustainability as well as to be feasible and socially acceptable.

Assumptions

The researcher made several assumptions regarding the approach used to study the principal preparation within local *grow your own* principal internship programs. For instance, the researcher assumed that four main components: job advancement of the principal intern, mentor-mentee relationships, managerial development, and transformational development within a local principal internship program developed better prepared participants. In addition, the researcher assumed that situated learning theory was the most appropriate framework in which to study this topic. There are many different research theories available; however, situated learning theory focuses on learning based on the individual through socialization, visualization, and imitation (Lave, 1989). This theory seemed to best fit the study due to a unifying concept emerging from situated learning research called *communities of practice*, the idea that learning is constituted through the sharing of purposeful, patterned activity (Lave & Wenger, 1990).

The researcher chose a convergent parallel mixed methods research design using both qualitative and quantitative data, working under the assumption that this design would provide the most relevant and easily quantifiable data from the internship programs studied. Under the convergent parallel design, both qualitative and quantitative data were collected and analyzed during the same phase of the research process and the two sets of data were merged, looking for overlapping themes and interpretation. However, a different type of mixed methods design approach may have provided a more comprehensive and deeper analysis (Creswell, 2009; Mertens, 2005). Since little research exists on local *grow your own* principal internship programs within local school districts, a mixed methods design seemed an appropriate choice for the current study.

Summary of Findings

Three research questions were the focus of this study. The research was conducted in an attempt to determine the successful attributes of a local *grow your own* principal internship program. In addition, the researcher gathered perceptions and experiences of participating interns regarding their individual internship program. of the servant leadership characteristics shown by their principals. The research determined the relationship between four constructs of an internship program: job advancement, mentor-mentee relationships, managerial development, and transformational leadership development. In addition research was performed to determine if a relationship existed between the perceptions and experiences of the aspiring principals within the inters were similar and lead to gained leadership

Job Advancement

When analyzing data from the Principal Internship Program Questionnaire, the majority of respondents stated that their local *grow your own* principal internship program was appealing to them, had a success rate of moving interns into higher positions within the district, was recommended by administrators, and the program and directors had a reputation for creating strong leaders within the district. Three participants chose to decline answering at least one of the subscale questions. The selection portion of the survey asked participants why their local internship program was appealing. Internships are useful tools for employers as they provide organizations with a means of screening and recruiting potential hires. Furthermore, research suggest that employees with previous work experience, such as internships, ear higher salaries, and organizations

are likely to see higher retention rates when they hire their own interns for full-time positions (National Association of Colleges and Employers, 2005).

Mentor-Mentee Relationships

When analyzing data from the Principal Internship Program Questionnaire, two-thirds of the respondents felt that their local principal internship program paired them with an exemplary principal mentor with the knowledge and skills needed to help them learn and grow in the areas of school improvement, school vision, data used for decision-making and everyday problem solving. Five respondents chose to decline answering. Most of internship participants reported that their mentor created a learning climate and encouraged learning from one another; one respondent stated that their mentor did not create a learning climate or encourage learning from one another. Four respondents chose decline to answer, making up about a fourth of the participants. In addition, two-thirds of participants felt that their mentor provided learning opportunities that integrated leadership theories into practice, again about a fourth of the respondents chose to decline. The majority of the respondents agreed, reporting a good relationship with their mentor, on the Likert scale, respondents selected between to some degree and a great deal.

Throughout the research and throughout the data it is evident that an internship program is only as strong as its mentors. Participants had a high level of agreement about the learning opportunities that their mentor provided them, on the Likert scale, the majority of respondents chose between to some degree and a great deal. Internship participants felt that their mentors not only provided opportunities for learning but created a positive climate cohesive to learning and growing as a principal. Local *grow your own* principal internship programs must mold their mentors to grow the types of

leaders the district needs and wants to retain, these local internships are providing strong mentors for their aspiring principals.

Management Development

The subscales applying knowledge to practice, field experience, and principal preparedness were further broken down to better understand the data in regards to management development. Through management development, four subscales were created: managing the demands of the job, management of the building, supervising, and management of student discipline. Throughout the management development subscales an overall of eight to nine participants answered these questions with the majority of respondents selecting on the Likert scale, between to some degree and a great deal, meaning participants felt they were given ample opportunities to develop their management skills within the internship programs.

The lowest mean and standard deviation among the subscales was supervising, suggesting that these experiences were not as influential as some of the others to the internship participants. Management of student discipline subscale had the highest mean, suggesting most interns spent working with students on behavior. Managing the demands of the job had the highest standard deviation. Both management of student discipline and managing the demands of the job were rated moderate to high by participants in regards to learning within the internship program.

Transformational Leadership Development

Through the Principal Internship Program Questionnaire, the subscales applying knowledge to practice, field experience, and principal preparedness were further broken down to better understand the data in regards to transformational leadership development

Through transformational leadership development, five subscales were created: leadership connections, leadership vision, promoting learning through leadership, promoting a positive climate and culture, and data drive instruction through leadership. Throughout the transformational leadership development subscales an overall of eight to nine participants answered these questions with a mean ranging from a little below and above to some degree on the Likert scale with a relatively low standard deviation. This suggests that principal interns were given some transformational leadership opportunities.

The lowest mean and standard deviation among the subscales was leadership connection, suggesting that the internship experiences did not always connection the internship participants with other leaders within the district well. Promoting positive climate and culture along with data driven instruction through leadership both had the highest mean, ranging above to some degree and below a great deal on the Likert scale, suggesting that the participants felt the internship did a good job of supporting their learning in these areas. Promoting learning through leadership had the highest standard deviation. Participants scored this subscale moderate to high suggesting that they were given ample opportunities through their internship programs to promote learning within leadership.

Interviews

Using the responses from the Principal Preparation Program Questionnaire, 8 participants were identified who were willing to complete an interview about their perceptions and experiences in their local internship program. This study examined perceptions and experiences of the intern to better understand the most positive attributes of such a local program. Ten research questions were ask to better understand the

perceptions and experiences of Missouri's local *grow your own* principal internship programs and how leadership was developed during those programs. After the interviews began, it was clear that information or data saturation was reached after six interviews. Data saturation occurs when the researcher no longer encounters new information regarding an experience or phenomenon and concludes that the information learned thus far represents the group's experience (Patton, 2002).

Overall, every intern stated that filling in as the principal or being the principal substitute was the most or one of the most valuable experiences during their internship program. Filling in as a principal became an essential attribute of a local *grow your own* principal internship program based on the data collected. An addition needed to be added to a local internship program based on the participant's responses is a bi-weekly meeting of all local participants to talk through their experiences, reflect, and learn from one another.

In addition, some participants suggested meeting with other interns and including mentors as well so that each mentor could better understand the purpose of the program and lead by example. The directors of the program did not mention any changes needed to the program. However, one director did mention that such a program is greatly needed in all school districts to *grow their own* leaders and give them the skills that district needs them to have. That director also mentioned that these programs need to be organized, supported, and purposeful to create learning that develops strong leaders, the types of leaders a district wants.

A final goal of the study was to identify unplanned experiences that contributed to principal development. The interns did not feel that any experience was unplanned;

meaning that every experience they were involved in had a purpose and something could be learned from that experience. The major findings of this study have identified three factors in preparation programs that contribute to the development of a prepared principal: mentoring and reflection, management and leadership experiences, authentic learning and practice that is purposeful in gaining skills to become a principal. The common themes that emerged from the questionnaire, interviews, focus groups, and documents exemplified the importance of: relationships and learning from others, authentic learning experiences that promoted managerial and leadership skills, and the opportunities to lead and reflect on those leadership experiences to promote growth within the aspiring principals within their local *grow your own* internship programs.

It was the researcher's hope that contributions to literature, practice, and the current district will emerge from the results of this study. Extended, aspirant, principal internships have been a recent and limited phenomenon and are in the early stages of implementation; a study is needed to determine their impact on participants (Clarke & Wildy, 2010; Murphy, 1998; Searby, 2010). The significance of this research will add to the body of literature information on designing and implementing internships that develop leadership skills necessary to create a learning culture for adults with a focus on improving preparation for aspiring principals. Contributions to literature may also include valuable information and key factors from these internship programs to promote, create, and evaluate a new internship program within a school district.

Conclusions

Research on factors that contribute to positive internship experiences have focused on internship design elements, such as selection criteria, organizations'

socialization programs, work environment, and job characteristics (D'Abate et al., 2009; Feldman, Folks, & Turnley, 1999; Feldman & Thomas, 1992; Feldman & Weitz, 1990). Internships need to maintain and breed positive experiences associated with beneficial outcomes both for interns (i.e., satisfaction with their internship job) and for the internship sponsors (i.e., interns' affective commitment to the internship sponsor and a positive attitude toward the industry they interned with as a future career option).

The participants within the local *grow your own* principal internship programs had positive experiences within their programs. Internships are learning experiences. Most interns expect to further their career skills and learn from hands-on experiences what they cannot learn in a classroom (Liu, Xu, & Weitz, 2011). By working in real world organizations, interns enhance their career related academic, job acquisition, interpersonal, and communication skills (Gault et al., 2000). From internships, interns come to know more about work and working with others, their own strengths and weaknesses as future employees, as well as the nature of their potential future careers (Pedro, 1984; Taylor, 1985, 1988).

It is important now more than ever to have a systematic approach to refining administrators that can drive school change and that understand the complexity that comes with this process. Crow and Pounder (2005) referred to the need to sustain the pipeline of highly qualified candidates and to support both novice and experienced administrators. This is necessary because of the distressing shortages of qualified candidates to fill current principal positions in the near future and an increasing trend for individuals with relatively limited experience to move into principal positions. These local *grow your own* principal internship programs are addressing a need for the learning

of aspiring principals and possibly creating strong leaders to promote within their districts.

Schools need good leaders. High-quality preparation programs can produce good leaders. A growing body of literature suggests the need for schools to *grow their own* leaders through locally directed and supported principal internships (SREB, 2006). Quality internships demand careful planning, coordination with local school systems, and close supervision by knowledgeable experts who have a track record as successful school leaders. The directors of the local internships emphasized the importance of making learning purposeful for the interns.

Participants of principal internship programs may be more likely to remain in their district, become high quality leaders for their district, and be promoted within their district (Tirrell, 2001). The literature consistently supports the role of local districts working to *grow their own* leaders. Local districts controlling and maintaining these principal internship programs create stronger support for local aspiring principals and their local needs for strong leaders. Through research a district can begin collecting the basic components of an internship program to give experience to the aspiring principals within their district. Through the development of a supportive relationship, participants of principal internships state the importance of having a seasoned administrator who was willing to listen to their concerns, train them in real life situations, and who could introduce them into informal administrative networks (Alsbury & Hackmann, 2006).

Overall, it seems logical that local districts create and maintain a local *grow your own* principal internship program. With this, local aspiring principals can find the hands-on learning needed to become a successful and confident principal, bridging the gap

between the classroom and the principalship. Directors can mold the program to the needs of the district and create time for reflection and direction of both interns and mentors. Therefore, the district gains the needed leaders to continue their success and promote learning with principals that are ready to hit the floor running.

Discussion

Job Advancement

Research suggests that internships provide opportunities for learning. Learning that can occur in the work place creates real world situations and hands on learning. Through principal internships, employers have the opportunity to screen and recruit participants into their workforce. Internships that are created and driven by an organization have the ability to promote leaders within their organization that have a clear vision of where the organization needs to go and what its goals may be. Finally, internship can promote confident leaders by giving them a chance to learn and build relationships through practice under an active principal's leadership.

Principal internships may bridge the gap between the classroom and practice. In class activities cannot provide a complete replication of the complexities involved in real world problem analysis and solving. A good internship provide action learning situations which compel participants to apply classroom theory and knowledge to practice in a manner that builds deep, practical management and decision making skills (Clark, 2003).

Through principal internships, research suggests job advancement may be found, 58% of student interns get offered full time positions from their internship employer (D'Abate et al., 2009). Based on the Principal Internship Program Questionnaire, about half of the respondents reported a promotion after completion of the internship program,

making up a total of eight participants who reported a promotion and felt that the internship program had helped them obtain that position. However, a small percentage reported that they had not been promoted to a higher position after completion of their local internship program, consisting of two participants who answered. One of the respondents was offered a middle school assistant principal position but had decided to stay in the classroom. Five respondents did not respond regarding a promotion because they were still active interns within their local programs.

Mentor-Mentee Relationships

The National Association of Elementary School Principals (NAESP) (2003) reported that principals are traditionally “thrown into their jobs without a lifejacket” (p. 8), unprepared for the demands of the position, feeling isolated and without guidance. Mentoring is critical for the inexperienced school leaders to provide a bridge between theory learned in graduate school and the complex realities of school leadership (Harris et al., 2004). Daresh (2004) suggested effective mentoring programs should provide professional feedback, role clarification, and socialization into the profession, while lessening the sense of isolation that new principals typically experience when assuming their administrative positions. In addition to role socialization, this arrangement also provides an opportunity to deliver customized and individualized professional development (Browne-Ferrigno & Muth, 2006).

The task of school leadership is overwhelming and intimidating, pointing to the need for principals to receive a mentor, ensuring that new principals enter schools confident in their ability to foster a strong learning community and be sensitive to the culture they are joining (Henry, 2010). Mentoring within an internship program gives

job-embedded, authentic learning opportunities with practicing administrators.

Transforming teachers into administrators requires changes in language, perspective, concepts and skills, which in turn alters perspective school leader's conceptual, personal, and educational orientations (Browne-Ferrigno & Muth, 2006). Mentoring can provide some essential administrator development opportunities. Moreover, successful mentoring programs can lead to novice leaders displaying more confidence in their "professional competence, more effectively translating educational theory into practice, developing improved communication skills, feeling more comfortable in their new positions, and becoming more aware of the tricks of the trade" (Daresh, 2004, p. 504) in mentoring principals and superintendents.

Management Development

Organizational challenges place new and increasing demands on managers who have to develop new competencies in order to proactively recognize opportunities and manage challenges while molding an organization (Dierdorff & Rubin, 2009).

Undoubtedly, effective managers have become a requisite for continuing self renewal and eventual organizational survival. Educational managers need to have a futuristic vision that focuses on high performance standards, increasing standardized test scores, and gaining a competitive advantage while facing the challenges of globalization (Tengblad, 2006). Through principal internship programs management skills and strategies can be developed.

Planning is often described in managerial literature primarily as a formal process of written objectives, strategies, policies, and budgets, falling from top management down the hierarchy, with ever more detailed versions at each lower level of management,

some planning occurs, but it is often informal and implicit (Yukl, 2006). Managerial responsibilities are increasingly evolving, and managers must be able to understand, communicate with, and influence people. Participants within their local grow your own principal internship programs felt opportunities for management development were provided to them throughout their program as evident in the data presented. Through principal internships, participants can experience managerial development by shadowing an active, effective principal.

Transformational Leadership Development

The PK-12 transformational leader does what she expects the followers of the organization to do, leading by example. According to Burns (1978), the transforming leader looks for

potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result...is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents (p. 4).

In addition to leading by example, transformational leaders aim to motivate, support, and encourage followers to accomplish and even exceed their initial achievement expectations (Bass, 1999). According to Burns (1978), leadership must be aligned with a collective purpose and effective leaders must be judged by their ability to make social changes. Effective skills for leadership are mostly learned from experience and not from training programs, suggesting the need for such a principal internship program to provide more hands-on experiences to the aspiring principal (Yukl, 2006).

A conceptual link between the three transformational leadership dimensions: shared vision building; leading by example; and motivating, supporting, and encouraging followers to engage in leadership with an innovative school climate seems plausible. Therefore within the research it was necessary to look at learned leadership and the need for real life experiences within a principal internship program. In addition, transformational leadership was looked at because a transformational leader in education can develop a positive culture of learning within an organization and move followers to greater levels of commitment (Bush, 2003).

Throughout the local *grow your own* principal internship program; the participants felt their program was helpful overall in better preparing them for the principalship. Internship participants stated on the questionnaire their program provided a variety of opportunities to learn through leadership. While developing management and transformational leadership, the interns were guided by their mentor who provided them with feedback and a variety of opportunities to grow from. Participants also felt that their local internship programs provided them with the opportunity to move up in their district and career.

Implications for Practice

Contributions to practice include the insight of internship programs needed within schools and their value. The nature of the internship and its connection to coursework are critically important to helping principals learn to implement sophisticated practices. Participants of internship programs rate their experience as positive; those who had full-time, funded learning experiences rated their programs most positively (Riley, 2009). Teachers with the qualifications to become a leader could learn the value of being

involved in an internship program to mold them as a prospective leader within their district. In addition, leaders of schools without internships may learn the key factors needed to implement such a program from this study. While, leaders of schools with internship programs may learn key factors that are missing from their program to ensure its success.

Contributions to the current district and school include the development of an internship model to present to school leaders; the current district does not have an internship program for prospective leaders. Multiple teachers within the current district are qualified to become leaders; however, without some experience in the area of leadership, how will the district ever know who will be best for the job? Through key factors that may develop within this study, the teachers, staff, and administrators could benefit from knowing what it takes to create and sustain a successful internship program.

Recommendations for Future Research

One of the most important items revealed from this research was the participants who were involved in the local internship programs did not speak or meet with other interns. In addition, many interns that were interviewed stated that they would like a chance to meet with other interns and discuss their experiences to learn from one another. A study that combines mentor meetings and intern meetings could possibly generate some data that could significantly contribute to local principal internships and their intentions.

The first recommendation for future research would be to break the demographic information into more specific categories to include: age, area of certification, grade-level taught, years of teaching/administration experience, and to analyze the data comparing a

first year intern with third year interns. Questions could be asked how each of the demographic subgroups compared and a more detailed focus could be created to assist school administrators in developing a more purposeful internship to better develop a stronger local internship program. Only three schools were analyzed in Missouri, there are very few principal internship programs in Missouri, data could be collected nationwide to gather best practices within a principal internship.

The second recommendation for future research is to be more purposeful in separating the data to reflect the differences and similarities in suburban and rural principal internship programs. Only three schools were analyzed in Missouri, there are very few principal internship programs in Missouri, data could be collected nation-wide to gather best practices within a principal internship. Within the study three schools were analyzed, two were suburban and one was rural. It would be beneficial to compare more internship programs and include a question about the type of school you work in: suburban or rural. By separating the data of suburban and rural schools, it might be beneficial to the programs to find out the most influential components of the program and run data comparisons on suburban versus rural data.

The third recommendation is to add more qualitative research to the study. Research suggest a bridge between collegial preparation programs and the principalship, local schools could become the bridge. However, to better prepare aspiring principals, more data needs to be collected from former interns. It would be very beneficial to find the interns that have left the district and moved into principal positions. This data source could provide a deeper understanding of the implication of the principal internship program and what it may or may not be lacking in the preparation of future principals.

Finally, an additional study should be performed including mentors of such an internship program. It was the researchers attempt to gather this information as well; however, finding active principals who served as mentors and also went through their local internship program was difficult. In order to better understand the internship, knowing the mentors and their contributions to the program would be beneficial. In addition, it would be helpful to understand if the mentors are consistent in their instruction towards the intern within the school districts and if the mentors meet with the director of the principal internship program to purposefully create the types of leaders the district would like to grow. Research only creates more questions to be answered and in the area of education any ideas and research to improve instruction, improve principal preparedness, and retention of principals within a local districts will have an impact on current school leaders and add to the area of this type of research.

Final Summary

Collegial principal preparation programs have been criticized inside and outside the field of education for not producing leaders capable of meeting the challenging demands of present-day schools. Despite the recommendations for program redesign and a renewed focus on instructional leadership, many programs have been slow to change or have not gone far enough in providing instruction and experiences that not only impart knowledge but develop skills and the belief in one's ability to execute those skills.

New principals with high levels experience and knowledge of instructional leadership are more able to persist in difficult situations, overcome obstacles, and perform at an advanced level than those with little to no experience. Additionally, aspiring principals with experience such as through a local *grow your own* principal

internship program will set higher goals for themselves and their schools and will be more likely to influence the motivation and commitment of followers. If local schools can purposefully design internship programs with their needs in leadership, the district could potentially grow and maintain their leadership needs. The intern experiences will better develop management and leadership skills, enabling principals to enter school leadership armed not only with skills and knowledge, but the belief in their abilities to make welcome and needed change.

This study attempts to fill a gap that exists in the literature about what preparation program elements most contribute to the development of aspiring principal and how that occurs. The study examined the perceptions of practicing principals in Missouri regarding the effectiveness of their preparation programs and the program factors that contributed to their management and leadership skills. The survey also asked principals about their mentor-mentee relationship, instructional learning, field experiences, application of knowledge, and principal preparedness regarding the principalship. Qualitative interviews and focus groups with directors of the internship programs, active participating interns, and former interns revealed the ways in which program elements contributed to the development of principal preparedness through a local *grow your own* principal internship program.

A final goal of the study was to identify unplanned experiences that contributed to principal development. The findings of this study have identified three factors in preparation programs that contribute to the development of a prepared principal: leadership experiences, mentor leadership and reflection, authentic learning and practice that is purposeful. The common themes that emerged from the questionnaire, interviews,

focus groups, and documents exemplified the importance of: relationships and learning from others, authentic learning experiences where principals mastered the art of working with people, and persistence and perseverance that helped principals develop advocacy skills.

Many of the findings from the quantitative questionnaire as well as the interviews reinforced prior research including the importance of continuous internships with expert principal mentors, the importance of faculty feedback and relationships, and the benefits of rigor and relevance across all aspects of preparation programs (Alsbury & Hackmann, 2006; Barnes, 2008; Browne-Ferrigno & Muth, 2006; Clarke & Wildy, 2010; Kafka, 2009). The implications of this research may serve to assist local preparation programs and their faculty as they evaluate program effectiveness and consider program designs that provide principals with high quality experiences. This study suggests that creating instructional experiences that build relationships and promote experiences working with others is central to the development of a principal. Equally important is the understanding of prior leadership experiences to better prepare for principal leadership. The study would also suggest that internships and field experiences be sufficient in length to support extensive learning and profound relationships.

Finally, this study asserts that acknowledging the need for better principal preparation can occur through a local district creating and maintaining a local *grow your own* principal internship program to support aspiring principals through the difficult task of leading a building. In conclusion, the value in this work may not be in the questions that are answered, but instead, in the new questions that arise because of it. What is known for certain is that internships have the ability to better prepare principals for the

challenging task of leadership in present-day schools, and the contribution that preparation programs can make to the leadership needs of the district is worthy of continued study. A more decisive commitment toward developing principals in local *grow your own* principal internship programs would undoubtedly yield leaders who possess not only the skills and knowledge necessary for the job, but who also believe in their abilities to make a difference, and provide district level support to develop and maintain those leaders for the benefit of all stakeholders.

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APPENDIX A
QUESTIONNAIRE

(This is a typed questionnaire; the original survey will be placed on SurveyMonkey)

Principal Internship Program Questionnaire

Dear Colleague,

Thank you for volunteering to complete this survey. Your input and insight are important to the study of principal preparation programs and development of aspiring principals.

The purpose of this questionnaire is to collect data about principals' perceptions of their principal internship program experiences. A second purpose of the questionnaire is to determine what elements of your internship program had an effect on your management and leadership development, or your belief in your ability to be successful in your role as principal. Please complete the demographic information below. Following the demographic information, there are four sections of survey items. Each item requires you to select the response that best describes your feelings and thoughts about elements of your principal internship program. The second part of the survey asks about your management and leadership development in relation to specific tasks of your principal position. At any time during your participation of this survey, you may quit at anytime. Please complete the questionnaire by **March 30, 2012**. Thank you for your time and input in making this study possible.

Demographic Information

1. Gender: Male _____ Female _____

2. Age: _____

3. Years of principal experience: _____ years

4. Current position: (please check one)

High School Principal _____

High School Assistant _____

Middle School Principal _____

Middle School Assistant _____

Elementary Principal _____

K-12 Principal/Superintendent

Other: i.e. Central Office _____

Selection

Please indicate your opinion about each of the items in the **Selection** section by selecting one of the five responses in the columns on the right side. The response scale ranges from "Not at All" (1) to "A Great Deal" (5), with "To Some Degree" (3) representing the mid point between extremes. You may choose any of the five since each represents a degree on the continuum.

The local internship program I completed appealed to me because:

5. The program had a success rate of interns moving into

- | | |
|--|-----------|
| higher position within the district. | 1 2 3 4 5 |
| 6. It was near to my home and convenient. | 1 2 3 4 5 |
| 7. Other administrators recommended the program. | 1 2 3 4 5 |
| 8. The program and directors had a reputation for creating strong leaders within the district. | 1 2 3 4 5 |

Mentor and Instruction

Please indicate your opinion about each of the items in the **Mentor and Instruction** section by selecting one of the five responses in the columns on the right side. The response scale ranges from “None at All” (1) to “A Great Deal” (5), with “some Degree” (3) representing the mid point between extremes. You may choose any of the five since each represents a degree on the continuum.

The mentor in my education leadership program:

- | | |
|---|-----------|
| 9. Possessed recent administrative experience to bring relevant knowledge and practices to coursework. | 1 2 3 4 5 |
| 10. Used problem based learning, active problem solving and simulations in order to help student’s master specific tasks or skills. | 1 2 3 4 5 |
| 11. Used analyses of case studies to discuss current educational issues. | 1 2 3 4 5 |
| 12. Created a learning climate and encouraged learning from one another. | 1 2 3 4 5 |
| 13. Developed learning communities through small and large group assignments and projects. | 1 2 3 4 5 |
| 14. Emphasized current research and leadership theory as a framework for decision-making. | 1 2 3 4 5 |
| 15. Created opportunities for students to develop self reflective practices through scholarly research and writing. | 1 2 3 4 5 |
| 16. Provided learning opportunities that integrated leadership theories into practice. | 1 2 3 4 5 |
| 17. Emphasized instructional leadership | 1 2 3 4 5 |
| 18. Emphasized student achievement | 1 2 3 4 5 |

Applying Knowledge to Practice

Please indicate your opinion about each of the items in the **Applying Knowledge to Practice** section by selecting one of the five responses in the columns on the right side. The response scale ranges from “None at All” (1) to “A Great Deal” (5), with “some Degree” (3) representing the mid point between extremes. You may choose any of the five since each represents a degree on the continuum.

My local principal internship program included learning experiences that helped me gain practice in:

- | | |
|---|-----------|
| 19. Developing a school vision that reflects the larger political, social, economic and cultural contexts of the community. | 1 2 3 4 5 |
|---|-----------|

20. Leading a planned change effort for school improvement.	1 2 3 4 5
21. Using vision principles to guide decision-making in managing budgets.	1 2 3 4 5
22. Using vision principles in allocating resources to accomplish educational objectives.	1 2 3 4 5
23. Managing facilities and facility maintenance.	1 2 3 4 5
24. Working with diverse school environments and with students from differing socio-economic groups.	1 2 3 4 5
25. Implementing school policies and procedures that contribute to a safe, effective learning environment.	1 2 3 4 5
26. Implementing school policies procedures that encourage social justice.	1 2 3 4 5
27. Supervising instructional staff.	1 2 3 4 5
28. Evaluating instructional staff.	1 2 3 4 5
29. Coaching teachers in the use of assessments and data for instructional decision making.	1 2 3 4 5
30. Designing professional development to strengthen teachers' knowledge and skills.	1 2 3 4 5
31. Facilitating professional development to strengthen teachers' knowledge and skills.	1 2 3 4 5
32. Supporting student learning by providing opportunities for parent and community involvement and input.	1 2 3 4 5

Field Experience

Please indicate your opinion about each of the items in the **Field Experience** section by selecting one of the five responses in the columns on the right side. The response scale ranges from “None at All” (1) to “A Great Deal” (5), with “some Degree” (3) representing the mid point between extremes. You may choose any of the five since each represents a degree on the continuum.

My field experience or internship helped me prepare for the role of principal by:

33. Pairing me with an exemplary principal mentor with knowledge and skills in school improvement.	1 2 3 4 5
34. Including ongoing class discussions that allowed students to process their field experiences.	1 2 3 4 5
35. Creating opportunities to collaborate with community agencies to support diverse students and families.	1 2 3 4 5
36. Creating opportunities to design and implement school policies and procedures.	1 2 3 4 5
37. Creating opportunities to model ethical and moral principles in decision-making.	1 2 3 4 5
38. Providing opportunities to communicate the school's vision	

to diverse community groups.	1 2 3 4 5
39. Allowing me the chance to learn and apply student management (discipline) procedures equitably.	1 2 3 4 5
40. Allowing me an opportunity to collect and analyze data for decision-making.	1 2 3 4 5
41. Providing opportunities for me to work with other social, political and economic systems in the community in the service of students and families.	1 2 3 4 5
42. Allowing me to observe teachers and practice supervision techniques.	1 2 3 4 5

Principal Preparedness

Please indicate your opinion about each of the items in the **Principal Preparedness** section by selecting one of the five responses in the columns on the right side. Only complete the following questions if you are a current principal or became a principal after completing the internship program. For the following questions, please indicate your opinion by marking one of the nine responses in the columns in the right. The response scale ranges from “None at All” (1) to “A Great Deal” (5), with “some Degree” (3) representing the mid point between extremes. You may choose any of the five since each represents a degree on the continuum.

In your current role as principal, to what extent can you:

43. Facilitate student learning in your school?	1 2 3 4 5
44. Generate enthusiasm for a shared vision for the school?	1 2 3 4 5
45. Handle the time demands of the job?	1 2 3 4 5
46. Manage change in your school?	1 2 3 4 5
47. Promote school spirit among a large majority of the student population?	1 2 3 4 5
48. Create a positive learning environment in your school?	1 2 3 4 5
49. Raise student achievement on standardized achievement tests?	1 2 3 4 5
50. Promote a positive image of your school with the media?	1 2 3 4 5
51. Motivate teachers?	1 2 3 4 5
52. Promote the prevailing values of the community in your school?	1 2 3 4 5
53. Maintain control of your own daily schedule?	1 2 3 4 5
54. Shape the operational policies and procedures that are necessary to manage your school?	1 2 3 4 5
55. Handle effectively the discipline of students in your school?	1 2 3 4 5
56. Promote acceptable behavior among students?	1 2 3 4 5
57. Handle the paperwork required of the job?	1 2 3 4 5

58. Promote ethical behavior among school personnel? 1 2 3 4 5
59. Cope with the stress of the job? 1 2 3 4 5
60. Prioritize among competing demands of the job? 1 2 3 4 5
61. Were you promoted to a higher position after completion of the internship program?
Yes_____ No_____

62. If Yes, What position did you acquire?

63. Would you agree to be contacted for a possible interview regarding this study and your principal preparation experiences?

Yes_____ No_____

If Yes, Please add your name and contact information below.

64. Name: _____

Address: _____

Phone: _____

Email: _____

The Principal Internship Program Questionnaire was adapted from
The Principal Preparation Program and Self-Efficacy Questionnaire
created by Tena Marie Versland

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APPENDIX B
CONSENT FORM

Subject Consent Form for Participation in Human Research at the University of Missouri in a Comparison of Local *Grow Your Own* Principal Internship Programs

Thank you for considering participation in my study on comparing local *grow your own* principal internship programs in different size and types of schools in Missouri. The study in which you will be participating is a study that examines how school leaders' sense of leadership is developed in principal internship program. The results from this study may help us better understand how to effectively prepare principals for school leadership. Before you make a final decision about your participation, I need to explain how your rights as participants are protected:

1. Although your insights will help us better understand principal preparation and local principal internship a programs, this study is of no benefit to you personally. Your participation in this study is voluntary. You may withdraw from participation at any time you wish without penalty, including in the middle of completing the Principal Internship Program Questionnaire or after it is completed. Your consent to participate or refusal to participate will not affect your employment in any way. You many also decline to answer any questions that you feel uncomfortable answering. Please do not hesitate to contact me with any questions or concerns about participation. You can call me at (417- 224-2976) or email me at kcriner@bolivarschools.org. In addition you are also welcome to contact the dissertation advisor for this research study, Dr. Robert Watson (417-836-5177) at Missouri State University.
2. Your identity and your building's identity will be protected in reporting of results. Your participation in this study is confidential. I will not list any names of participants, or their corresponding institutions, in my dissertation or any future publications of this study. Participants' answers will remain confidential, anonymous, and separate from any identifying information. Only the researcher and the dissertation supervisor will have access to identifiable data. Collected data will be kept locked and destroyed three years after completion of this study. Participants' identity and district or school affiliation will not be published. Data will be aggregated for statistical analysis and summarized for reporting, protecting participants' confidentiality at all times.
3. If you agree to participate in this study, you will be asked to participate in a 30-60 minute interview regarding your perceptions of how you were better prepared as a school leader through your internship

program. You will be asked about the kinds of experiences and interactions you had during your principal preparation program that most contributed to your belief about your ability to be a successful school leader. The interview will be audio taped and the tape will be transcribed verbatim by a paid transcriptionist. A follow-up contact will be made with you after the interview to review the transcriptions for accuracy, and to ask clarifying questions regarding the interpretation of the data from your interview. Only Kerri Criner and the transcriptionist will have access to the tapes. These tapes will be erased by July 15, 2011. Because your identity will be protected by use of a code and pseudonym, there are no risks.

This research has been preauthorized by the Institutional Review Board of the University of Missouri. If you have further questions regarding research participants' rights, please contact the University of Missouri campus Institutional Review Board at (573-882-9585). For inquiries about the survey or your participation in the interview, please contact the researcher Kerri Criner at (417-224-2976) or kcriner@bolivarschools.org. You may also contact my dissertation advisor, Dr. Robert Watson, at (417-836-5177).

Sincerely,
Kerri Criner
1621 East 464th Road
Bolivar, Missouri 65613
417-224-2976

AUTHORIZATION: I have read the above and understand the discomforts, inconvenience and risk of this study. I agree to participate in this research. I understand that I may later refuse to participate, and that I may withdraw from the study at any time. I have received a copy of this consent form for my own records.

_____ Participant Signature	_____ Date
_____ Witness Signature	_____ Date
_____ Investigator Signature	_____ Date

APPENDIX C
INTERVIEW PROTOCOL

Principal Perceptions Interview Protocol

Kerri Criner, Principal Investigator

Please think back to your principal internship program as you answer and elaborate on these questions.

1. What did you first believe about your ability to be successful as a principal as you began your preparation program?

· How did those beliefs change or develop while you were in the program?

2. Did specific kinds of instructional experiences have an impact on your leadership and/or management?

Please elaborate.

3. What specific kinds of experiences had the most impact on your beliefs about being successful in the role of principal?

· If not, what kinds of experience would have had more of an impact?

4. What kinds of personal interactions did you have during your principal internship program that had an influence on your leadership and/or management?

· How did those interactions develop – were they a result of purposeful instruction or did they come about in another way?

· Were there specific faculty members who contributed to your leadership and/or management development?

5. What people most influenced your leadership and/or management beliefs while you were in the principal preparation program?

· What were the reasons for their influence or lack of influence?

· What was your relationship like with your mentor? Was it a valuable experience?

6. Were there experiences that other aspiring principals had that affected your leadership and/or management beliefs?

· How did their experiences influence you?

7. If you had to go through the principal internship program again, what experiences or interactions would you want to replicate?

· If not, what specific experiences or interactions should be central to the program?

8. Was there a stressful element, experience or interaction in the program that caused you to question your belief in your ability to be successful as a principal?

· How could those experiences or interactions be mitigated to lessen the stress?

9. Were there any unplanned experiences during your program that contributed to your leadership and/or management development?

10. What could principal internship programs do better to positively affect aspiring principals' leadership and/or management development?

APPENDIX D
FOCUS GROUP PROTOCOL

Focus Group Protocol

Kerri Criner, Principal Investigator

Please think about your principal internship program as you answer and elaborate on these questions.

1. What is your name and title within this school district?
 - How are you involved in the principal internship program?
 - How have you been involved in the principal internship program?
2. Can you give me some historical information regarding your internship program?
 - How long has the program been running?
 - Can you give me the pieces required for both interns and mentors?
3. What makes your internship successful?
 - What is vital to its success?
4. What is the value of your internship program to your district?
5. If this program were/is cut due to financial issues, what impact would/does that have on your school district and its future leaders?

APPENDIX E
DOCUMENT PROTOCOL

Document Protocol

Kerri Criner, Principal Investigator

Documents were collected using the following qualitative research approaches:

1. The researcher kept a journal during the research study.
2. Documents were analyzed: minutes of meetings, official reports, and required documents to enter the internship program, qualifications, and expectations of interns while in the program, records of internship participants, and records of participants that moved onto a higher position.
3. Permission by the Superintendent of each school district was obtained prior to the collection of the documents.
4. In addition, each building principal was contacted for additional permission to be in the building to conduct research and gather documents.
5. The director of the internship program was also keep informed of the location of the researcher and had knowledge of all documents being collected.

APPENDIX F
OBSERVATION PROTOCOL

Observation Protocol

Kerri Criner, Principal Investigator

Observations were collected using the following qualitative research approaches:

1. Field notes were gathered by conducting an observation as an observer.
2. Field notes were gathered by conducting an observation as a participant.
3. Field notes were taken on behavior of principal interns
4. Field notes were taken on activities of principal interns
5. Field notes were taken in the researcher's natural setting.
6. The following questions guided the field notes:
 - a. What does a typical day of a principal internship look in this district?
 - b. What types of activities does an intern perform on a day-to-day basis?
 - c. Who does the principal intern answer to?
 - d. Do others seem to see this principal intern as a leader within the building?
 - e. How does this intern deal with stressful situations?
 - f. Does this intern make decisions with or without consulting their mentor on a daily basis?
 - g. What types of management issues did the intern deal with?
 - h. What type(s) of leadership did the intern exhibit?
 - i. Was the intern comfortable being in this leadership role?

IRB
APPROVAL



Campus Institutional Review Board
University of Missouri-Columbia

485 McReynolds Hall
Columbia, MO 65211-1150
PHONE: (573) 882-9585
FAX: (573) 884-0663

February 13, 2012

Principal Investigator: Criner, Kerri Lynn
Department: Educational Leadership and Policy Analysis

Your Application to project entitled *A DESCRIPTIVE STUDY OF LOCAL GROW YOUR OWN PRINCIPAL INTERNSHIP PROGRAMS IN THREE DIFFERENT SIZE AND TYPE OF SCHOOLS IN MISSOURI* was reviewed and approved by the MU Campus Institutional Review Board according to terms and conditions described below:

IRB Project Number	1201091
Initial Application Approval Date	February 13, 2012
IRB Expiration Date	February 13, 2013
Level of Review	Exempt
Project Status	Active - Open to Enrollment
Regulation	45 CFR 46.101b(2)
Risk Level	Minimal Risk

The principal investigator (PI) is responsible for all aspects and conduct of this study. The PI must comply with the following conditions of the approval:

1. No subjects may be involved in any study procedure prior to the IRB approval date or after the expiration date.
2. All unanticipated problems, serious adverse events, and deviations must be reported to the IRB within 5 days.
3. All modifications must be IRB approved by submitting the Exempt Amendment prior to implementation unless they are intended to reduce risk.
4. All recruitment materials and methods must be approved by the IRB prior to being used.
5. The Annual Exempt Certification Form must be submitted to the IRB for review and approval at least 30 days prior to the project expiration date.
6. Maintain all research records for a period of seven years from the project completion date.
7. Utilize the IRB stamped document informing subjects of the research and other approved research documents located within the document storage section of eIRB.

If you have any questions, please contact the Campus IRB at 573-882-9585 or umcresearchcibr@missouri.edu.

Thank you,

Charles Borduin, PhD
Campus IRB Chair

VITA

Kerri Lynn Criner was born in West Plains, Missouri, on July 1, 1978 to Jerry Brummet and Brenda Koontz. She is the middle of three children and was raised in Mountain Grove, Missouri. After graduating from high school in 1996 at Mountain Grove, Missouri; she attended college. At Missouri State University she earned a Bachelors degree in Elementary Education and a Masters degree in Educational Administration K-12 from William Woods University. In 2012 she earned a Doctorate degree at the University of Missouri in Columbia, Missouri in Educational Leadership and Policy Analysis.

Kerri's professional education career began as a 4th grade eMINTS teacher in Bolivar, Missouri. Kerri continued to work for Bolivar R-1 Schools for nine years where she taught both 4th and 5th grade. For ten years, Bolivar, Missouri was her home, where she lived with her husband and two daughters. Kerri is married to Steve Criner and has two lovely daughters: Zoey and Elley.

In 2012, she was selected to be the principal of McMillan Elementary School in Mexico, Missouri. McMillan Elementary School is a K-5 building where Kerri supervised both students and teachers. Her love of education will provides the necessary foundation to move kids forward and find success within the educational setting. Kerri continues to pursue additional opportunities to enhance her ability to improve the educational experience for all students around her.