

UTILIZATION-FOCUSED EVALUATION OF THE  
JOB-EMBEDDED COMPONENT OF THE COLLABORATIVE  
PRINCIPAL PREPARATION PROGRAM

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ABSTRACT

The purpose of this study was to provide a utilization-focused evaluation (Patton, 1997) of the job-embedded component of the Collaborative Principal Preparation Program (CPPP) that was implemented in 2002 by Central University (a pseudonym).

Literature suggests that past practices and traditional approaches to school leader preparation have not resulted in a deep pool of candidates for school principal positions that are perceived to be highly qualified. Many school districts have sought to develop internal programs for the development of future school leaders. This study reviewed and evaluated the job-embedded component of the CPPP by using a utilization-focused evaluation lens.

The findings of most interest from the study were: (a) the need for more time to collaborate at the university and district level; (b) more structure in the syllabus regarding job-embedded activities, (c) additional training in the areas of special education, discipline management and curriculum and assessment, and (d) implementing a longer internship throughout the program.