

A Quantitative Study of P-12 Public, Rural Principals' Self-Efficacy with Florida's Principal
Leadership Standards

by

Teresa M. Crawford

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Dissertation Chair: Steven Petrie, Ed.D.
Dissertation Committee
Sherri Albritton, Ed.D.
Michele Polk, Ed.D.
Susan Serrano, Ph.D.

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DEDICATION

I dedicate this dissertation to my family and colleagues who have been so instrumental in both supporting and guiding me through this process. To my husband, Vent, you have always been on my team and my most staunch supporter. I appreciate your attention to detail and your invaluable assistance in checking every field for my data and your patience with my studies. You make all my dreams come true.

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ABSTRACT

The purpose of this study was to determine what variables increase self-efficacy for public, rural P-12 principals in Florida's principal leadership standards. The study's intent was to also determine what sources principals acknowledged as their source of self-efficacy in each standard. For the context of this study, sources of self-efficacy were operationalized and ranked by respondents. Self-efficacy in each standard was determined by a continuous rating 0-10 in each of the skills established by the Florida Department of Education as comprising each of the nine standards evaluated in this study. The data was analyzed using non-parametric measures because of the skewness of the data as determined by the Kolmogorow-Smirnov test. Pearson's, Mann-Whitney U, and Kruskal-Wallis were used to determine relationships of the variables studied with principals' self-efficacy in each standard. The number of years a principal has served in that capacity had the greatest significance with having weak, positive correlations in four of the nine standards. Females had higher rates of self-efficacy in two of the nine standards, and race, ethnicity, school and school site had no relationship with self-efficacy in the nine standards. As a principal's age increased, so too did self-efficacy in two standards. Years of teaching and years as an assistant principal had no relationship with a principal's self-efficacy in the standards. The greatest source of self-efficacy, ranking number one, was performance outcomes, while verbal feedback was the second, and vicarious experiences ranked as third.

CHAPTER ONE: INTRODUCTION

Overview

“For children to succeed, we need schools to be led by skilled principals who support effective teaching across the entire school” (New leaders for new schools, 2009, p. 2).

According to Alvoid and Black (2014), “the role of a modern-day principal has transformed into something that would be almost unrecognizable to the principals of the past” (p. 1). The outdated model of the principal as a building manager has been supplanted by a new paradigm, where the principal has multiple roles, including instructional leader, budget and financial expert, as well as data analyst. Additionally, today’s school leader has become responsible for influencing the climate of the school and ensuring that the school’s vision and mission are at the forefront while increasing student achievement. The role of building manager has been abandoned in favor of a new model of leadership that calls for principals to be more prepared than ever in meeting a multitude of standards. “The job of principal has evolved into a highly complex and demanding position that requires strong instructional and leadership skills” (Cheney & Davis, 2011, p. 1).

Contributing to this evolution, according to Alvoid and Black (2014), is that teacher and principal evaluations are increasingly focused on student achievement. With student performance as a priority, principals are now being called upon to cultivate new skill sets focused on data, curriculum, pedagogy, and human capital development in order to increase student achievement.

Aside from the preoccupation with student achievement, school leaders are increasingly called upon to confront issues such as bullying, social media harassment, transgender equality, and a horrifying need to protect their schools against gun violence. “Educational leadership is becoming increasingly complex as American society becomes more diverse and schools are held

responsible for multiple social tasks at the local, state, and federal levels” (Vogel, 2012. p. 2).

Dempster, Frealkey, & Parry (2002) posit that:

Most of the issues facing school principals today require resolution at the local school level, by leaders able to reach decisions that are right, fair, just and good within an environment which compels principals to deal with competing demands and values distinctive of today's pluralistic societies. (p.427)

Individual states play a critical role in determining who leads America's schools. The leadership standards and credentialing process for public school leaders currently resides with the states. Each state determines its leadership standards, credentialing process, and training standards for school leaders. This is a heavy load when considering that the majority of children in America attend public schools, especially when one further notes the influence of school leaders on student achievement and their influence on the teachers who have a more direct impact on student achievement.

Background

Leadership is ascribed to the person at the top of the hierarchy in a formal model. In a school setting, the principal serves this designated role. According to Bush (2011), leaders are charged with creating the tone of the organization, for establishing the objectives, and for clarifying and following the values of the institution they lead. There is an expectation that the leaders will be ethical and have standards that they utilize in leading their organization. At the school level, principals are tasked with building and sustaining the visions of their schools and with managing the school. Leithwood and Louis (2012) attribute school leadership to be a dominant force for school effectiveness. Miller (2015), in his foreword to Manna's Wallace Report on *Developing Excellent School Principals* states that “school principals are second only

to teachers in influences of student success” (p.5). Manna (2015) also observes that principals have the most influence in schools that are struggling. Principals are tasked with retaining teachers in high needs schools because they can influence teacher satisfaction, commitment to the school, and teacher retention; therefore, they have an impact on those who most directly influence student learning. The role of the school principal is no longer relegated to that of the school’s disciplinarian and the boss, but has evolved to become far more complex. However, contradicting the value of school leadership to student achievement is the lack of a definitive model for educational leadership preparation and continuing professional development which ensures that principal capacity is directly impacting student achievement in a positive manner.

Relevancy

Fullan (2001) asserts that “the more complex society gets the more sophisticated leadership must become” (p. v). Research indicates that principal preparation programs lack the first order change necessary to arm educational leaders with the skills necessary to lead in today’s educational climate. It is Milstein’s (1999) contention that the frustration with educational leadership preparation programs has led to much discussion but has resulted in very little change in educational leadership programs’ objectives, strategies, and staffing. This is disconcerting when Seashore-Louis, Wahlstrom, Leithwood, & Anderson (2004, p. 5) note that “principal leadership is second only to teaching in terms of impact on child outcomes.” Leadership preparation programs and professional development for leaders are important because of the direct impact they have on student achievement and their indirect influence through the teachers they hire and the educational climate they create in the schools they lead. Educational leadership programs should be as carefully and thoughtfully crafted as the curriculum implemented in k-12 schools, and they should be targeted to meet objectives that

have been determined to be essential in the development of quality leadership. Siegrest (1999) notes that there continues to be a discrepancy between what is known about teaching and learning and what is actually implemented in the classroom with students, and this includes those students who hope to become instructional leaders of schools. Seigrest (1999) credits a colleague as describing this inability to move from knowing to doing as “institutional inertia.” This highlights the irony that what is known about learning is often absent from the development of educational leadership programs.

According to Cheney and Davis (2011), “states control the two most important levers to ensure the quality of principals—principal preparation program approval and principal licensure oversight” (p. 1). To examine leadership requirements for school principals, research must be conducted at the state level. According to Article Ten of the United States Constitution, “all powers not delegated to the United States nor prohibited by it to the states are reserved to the states respectively, or to the people” (U.S. Const. Amend. X). Traditionally, welfare, safety, and education are among those powers reserved to the states, and for that reason many of the rules regarding education and principals are determined at the state level. Anticipated shortages in highly qualified leaders and in leaders who can improve and sustain increasing levels of student performance in education have underscored the importance of the delivery of effective preparation for school leaders (Conley, 2010). Society and, more particularly, schools have become progressively data-driven in decision making models, and this dynamic has had an impact on the shifting role of today’s educational leader. Larsen (2009) explains that with the unprecedented number of baby boomers retiring, retaining and attracting quality leaders is becoming a priority. Larssen (2009) ascertains that finding leaders will be challenging, but finding leaders who have been adequately trained will be downright daunting.

Purpose of the Study

The purpose of this study is to determine P-12 rural principals' self-efficacy with Florida's Principal Leadership standards. The study will seek to determine which variables increase leadership self-efficacy. Additionally, the study will seek to discover to what operationalized source of self-efficacy principals surveyed attribute their development of self-efficacy in each of the standards. Principals will be asked to rank operationalized sources of self-efficacy, and this will identify elements that could be introduced and enhanced in leadership programs, assistant principal preparation programs, and professional development experiences to increase principal self-efficacy in Florida's Principal Leadership Standards.

The results of this study will highlight areas where rural principals feel high levels of self-efficacy regarding the Florida Principal standards and where they feel that they lack self-efficacy. The results of this study can be used to determine what standards are not covered and mastered in leadership programs, assistant principal induction programs, or through formal or informal mentoring. This study can be used by leadership programs and school districts to provide more support in areas where principals identify less self-efficacy. Bandura's (1997) model of self-efficacy will indicate to which sources principals attribute high self-efficacy, and these can provide important insights into how leadership programs and professional development can be structured to offer principals opportunities to develop higher levels of self-efficacy in each of the standards. The study will also examine the relationship between the principals' self-efficacy and demographic information, such as gender, race, age, level of education, number of years teaching, number of years as an assistant principal, and number of years as a principal. Improving self-efficacy in these standards is important, as these standards are at the center of evaluations for principals in Florida.

Problem Statement

Leadership programs, induction programs, and other mechanisms to support principals lack adequacy in preparing principals to meet the complex demands of today's public education. Existing leadership programs have been identified as lacking qualified faculty, cohesive curricula targeted to prepare these leaders, adequate candidate selection processes for students, and an emphasis on practical skills that leaders can apply when leading their schools. Credentialed principals confront issues that they have not been adequately prepared for, and many lose confidence or become disenchanted with education and leave the profession. With the principal's influence on student achievement second only to that of teachers and the principal's impact on the teachers who have a primary role in student achievement, it is vital that principals' self-efficacy as related to Florida's Principal Standards be determined. This determination of self-efficacy may provide an understanding of what standards need to be enhanced to further student achievement and which standards principals feel that they have mastered. Additionally, an objective of this research is to analyze from what source the principals feel that they developed their self-efficacy in each standard. This research will provide information that will allow an evaluation of leadership programs, assistant principal programs, professional development for principals, and official and unofficial mentoring relationships. This data can be used to identify the most valuable experiences as identified by these principals to potentially replicate. The data can also be used to determine where these initiatives may fall short in preparing principals for their roles in leading their school.

Significance of the Study

Vogel and Weiler (2014) note the critical nature of the principal in regard to student performance and highlight the importance of coherence in creating a sustainable systemic change

in school leadership programs. Vogel and Weiler (2014) call for “an alignment of policies and practices at each level – preparation by colleges and universities, licensure by states and evaluation by districts -- to ensure that principals have the necessary foundation to increase the achievement of students” (p. 2). This study will indicate if such an alignment of policies and practices exists in preparation programs and if Florida’s rural principals feel prepared to meet the demands of running a school. In focusing on Florida’s rural principals, the study will examine if preparation programs administered at the district level fall short because of lack of resources or if these principals experience lack of opportunities in professional development as a result of their location in these districts. This study will also seek to identify which components of preparation programs are of the most value and which are construed by these principals as the least valuable to them in their leadership role. The study will further seek to correlate other demographic variables with principal self-efficacy.

Theoretical Framework

Albert Bandura (1986) defines self-efficacy as the “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (p. 3). According to Bandura, “self-efficacy theory provides explicit guidelines on how to enable people to exercise some influence over how they live their lives” (1997, p.10). “People can exercise influence over what they do” (Bandura, 1997, p. 3). According to Bandura, “beliefs of personal efficacy constitute the key factor of human agency. If people believe they have no power to produce results, they will not attempt to make things happen” (p. 3). Bandura’s self-efficacy theory advocates that a person’s self-efficacy impacts one’s choices, one’s degree of motivation, one’s resilience to adversity, one’s susceptibility to stress and depression, as well as the individual’s overall ability to function in society. High self-efficacy is an important leadership

indicator because leaders with high self-efficacy are likely to approach difficult issues as challenges, rather than as threats. Leaders with high self-efficacy persist and are resilient. Bandura (1994) posits that when leaders with high self-efficacy fail, they are likely to attribute their failure to lack of knowledge or training and seek out such knowledge to be more successful in their next attempt. Bandura (1994) also contends that leaders with high self-efficacy seek challenging goals and are deeply committed to achieving them. Developing high self-efficacy in principals is crucial to principal retention, ensuring that principals can face challenges with confidence and competence.

Bandura (1997) delineated four sources of information that individuals utilize to develop their efficacy: “performance outcomes (performance accomplishments), vicarious experiences, verbal persuasion, and physiological feedback (emotional arousal)” (p.79). Bandura (1994) designates “performance outcomes or mastery experiences as the most powerful of the four sources contributing to self-efficacy” (p. 72). When an individual performs a task well, then he or she has confidence that he or she can continue to perform well in that area as well as transfer that knowledge to approach any similar experience. Leaders’ confidence level is boosted because of their success, and they are less hesitant to approach new experiences because they have successfully mastered other similar experiences. In educational leadership programs, the challenges presented as assistant principal to tackle issues under the guidance of a seasoned principal or district staff are often opportunities to develop self-efficacy. Allowing an assistant principal to deal with situations and supporting them in doing so provides a learning experience that can foster a leader’s self-efficacy. Districts may also offer professional development opportunities for principals that offer the chance for principals to implement programs to improve their schools and assist them with meeting performance outcomes. Other experiences

may also serve as sources of performance outcomes. Other opportunities for mastery or performance outcomes may include experiences as a teacher having to deal with disgruntled parents or with fractious faculty while serving as department chair. "Mastery experiences are the most influential source of efficacy information because they provide the most authentic evidence of whether one can muster whatever it takes to succeed. Success builds a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established" (Bandura, 1997, p.80). Bandura (1982) postulates that the most compelling element of the self-efficacy estimate is past performance accomplishments in the related task. Meeting successfully with disgruntled parents, dealing with an emergency medical crisis, or improving student achievement on math scores in a district with past failing scores can immeasurably boost a principal's self-efficacy.

A second source of self-efficacy is vicarious experience. Vicarious experiences allow the person to make referential comparisons with others performing a similar task. According to Bandura, "efficacy beliefs are heightened by alleged performance superiority in relation to group norms but diminished by alleged low normative standing" (p. 87). This source is multi-faceted in leadership programs. Many principals begin their careers as teachers and later become department chairs. In these capacities, they observe their school's leadership team. These observations can be both positive in that they have a high regard for their school's leadership team or they can be negative in that the potential principal recognizes deficiencies in the principal's leadership skills and begins to plan or strategize how things could be better. Internship experiences provide opportunities to watch other leaders operate within their schools. This observation is also a crucial component of induction programs as the assistant principals have a significant amount of time that they must serve in the role as assistant, observing the

principal run the school. Mentoring relationships, either formal or informal, provide an aspiring leader with the opportunity to “watch and learn” as others lead schools.

Verbal persuasion or social persuasion is another source of developing high self-efficacy. Positive feedback when one performs well is important to building confidence. A compliment or a reprimand from someone an individual regards highly is significant in building or diminishing an individual's level of self-efficacy. Leadership degree programs provide an opportunity to develop high self-efficacy when leadership students are patted on the back for successful outcomes by their professors. The same is true for when an assistant principal's performance is positively noted and complimented by the school leader or a teacher at their school or when he or she is complimented by a mentor that he or she holds in high regard. The principal's evaluation and subsequent discussion of his or her evaluation can also offer another opportunity for verbal persuasion to increase or decrease a principal's self-efficacy.

According to Bandura, (1997) the fourth and final source of self-efficacy, and the one on which he places the least emphasis, is physiological feedback. This is the internal emotional or physical response individuals have when they respond to events. If an individual is nervous or anxious about an experience or if he or she is confident and prepared, it is this emotional response that comprises this source. Bandura (1997) explains that if a person is more confident, then the individual is more at ease or comfortable with how he or she is taking on a situation, demonstrating a higher level of self-efficacy than when he or she is anxious or apprehensive about handling a situation. If an individual is successful when he or she is confident, then his or her confidence is reinforced allowing the development of a higher sense of self-efficacy. This source is often contingent upon successful experiences with the other three sources of self-efficacy. It is built on the foundation of background knowledge attained through educational

experiences, vicarious experiences also gained through educational endeavors, experiences as assistant principals and through mentorship opportunities, and lastly, the effect of verbal persuasion coming from professors, principals, mentors and even constituents, such as teachers, teacher leaders, and parents in the schools in which these leaders work. This last source will not be a source that is operationalized for this study. The last source of self-efficacy is contingent on interactions with the previous three in addition to the principal's personal health and mental well-being. For the purposes of the study, this fourth source will be excluded.

A high sense of self-efficacy is an important attribute in leadership. Leadership behavior and attempting to lead have been associated with high self-efficacy. Further, a principal's self-efficacy as demonstrated by his or her leadership behaviors can influence teacher self-efficacy and the collective self-efficacy of the school.

The development of self-efficacy should become an objective for educational leadership programs and for professional development designed for assistant principals. Analyzing the self-efficacy of leaders and providing interventions that build self-efficacy relying on Bandura's sources could provide strategies for increasing the leadership capabilities of principals. Bandura (1997) designates this source as guided mastery experiences. This process involves creating leadership opportunities for potential school leaders and offering the preparation and training needed to help them succeed.

Development of Self- Efficacy

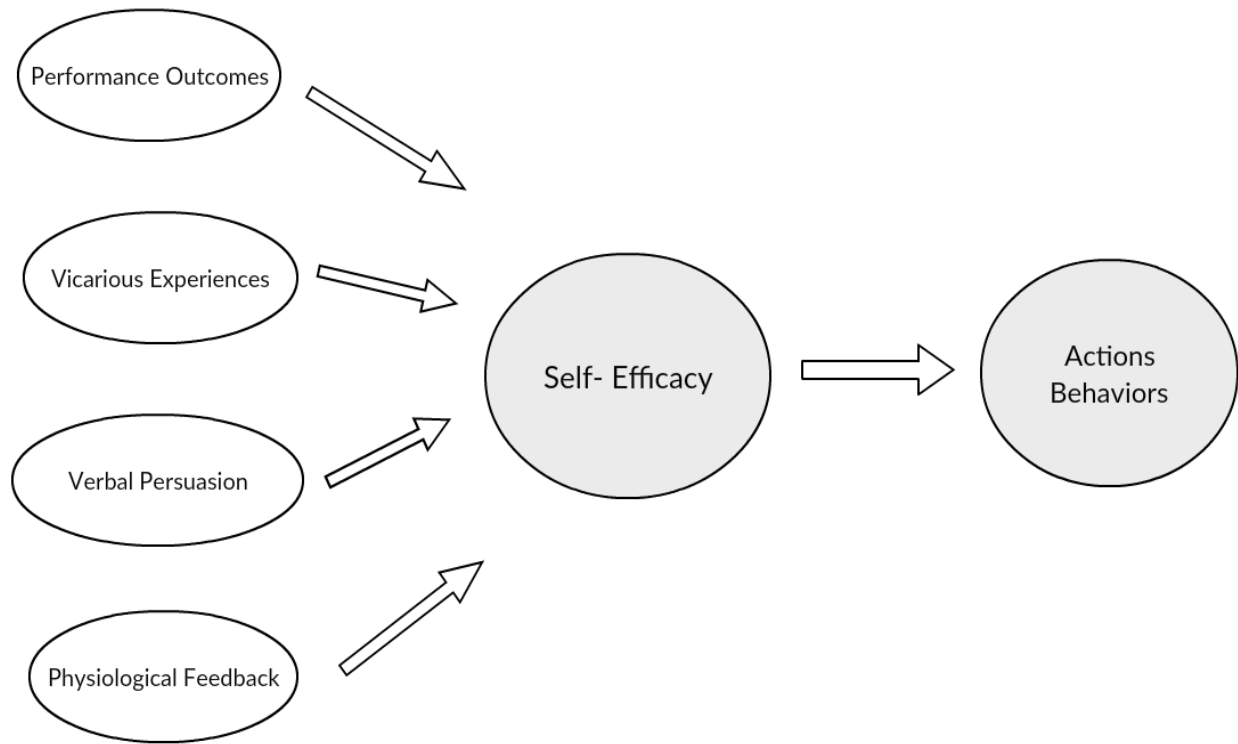


Figure 1 -- Development of Self-Efficacy (Bandura, 1977)

Research Questions

1. How do P-12 rural principals perceive their level of self-efficacy with Florida's Principal Standards?
2. How does demographic information such as gender, race, age, level of education, number of years teaching, number of years as an assistant principal, and number of years as a principal correlate to the P-12 rural principals' self-efficacy in each of the standards?
3. Using Bandura's model of self-efficacy, what operationalized source of this model do P-12 rural principals attribute to the development of their self-efficacy in a particular standard?

Assumptions

1. The survey will be a valid and reliable measure of P-12 principals' perceived self-efficacy in Florida's Principal Leadership Standards.
2. The operationalized sources of self-efficacy will serve as accurate sources of self-efficacy for the principals surveyed.
3. An adequate number of principals will participate in the voluntary survey to collect data and analyze it for the purposes of this study.

Limitations

1. This study requires self-reporting which may or may not be an accurate indicator of principal performance in a particular standard.
2. This study requires that principals rank sources of their self-efficacy in each standard, again relying on principals' self-reporting.

3. This study focuses on those districts in Florida qualifying for the sparsity supplement and there is a wide variance in the number of students and schools in districts that qualify for this supplement.
4. This study will be conducted using data from rural principals and may not be generalized to more urban school districts.
5. This study will be conducted in Florida, and because principal certification and credentialing is determined by the state, the results may not be generalized to other states.

Delimitations

1. This study will seek survey respondents from each principal in every school district qualifying for the sparsity supplement in Florida's FEFP model.
2. Excluded from this study will be the laboratory schools associated with Florida universities that also qualify for sparsity funding as well as the school district of Hardee County, which is where the researcher currently serves on the School Board. The school district of Jefferson County was also excluded, as their two schools were turned into Charter Schools.
3. The survey will be conducted from November through the middle of December of 2018, and survey respondents will be prompted three times via email to complete their survey.

Definitions

Self-efficacy: "One's belief in his or her ability to develop knowledge or skills which has been theorized to predict engagement and success in the development of leaders" (Bandura, 1997, p. 37).

Sparsity Supplement:

A cost index which recognizes the relatively higher operating cost of smaller districts due to sparse student populations through a statutory formula. This index is computed by dividing the FTE of the district by the number of permanent senior high school centers. For districts with FTE student memberships between 20,000 and 24,000, the number of high school centers is reduced to four. The number of high school centers is reduced to three for districts with fewer than 20,000 FTE students (Office of Funding and Financial Reporting in the Bureau of School Business Services, 2017).

Performance Outcomes: Source of self-efficacy identified by Bandura as the most powerful. It is built on performing a task successfully which, according to Bandura, builds a person's self-efficacy. These are also referred to as mastery experiences in Bandura's theory. (Bandura, 1997).

Vicarious Experiences: Source of self-efficacy which is based on observing others successfully completing a task (Bandura, 1997).

Verbal Persuasion: Source of self-efficacy which is built as a result of someone's verbal encouragement or someone's complimenting your performance of a task or their exhibiting confidence in your ability to perform a task (Bandura, 1997).

Psychological Responses: The fourth and final source of self-efficacy, which is contingent on a person's physiological responses to a task which includes their mood, as well as their emotional state and physical well-being (Bandura, 1997).

Summary

Principals are engaging in leadership roles that are far more challenging than managerial functions. Many principals are inadequately prepared to meet the demands stemming from an increasingly diverse population of students and staff. Stress in this field leads to high attrition

rates, particularly in low performing schools which are some of the nation's schools most in need of effective leadership. Because of the strong link between student achievement and principal effectiveness, as well as the principal's role in retaining teachers who are the most directly responsible for student achievement, it is imperative that those factors which enable principals to persevere and become strong instructional leaders be identified and emulated. Self-efficacy is theorized to be such a factor, and the purpose of this study is to discover which variables correlate to a principal's self-efficacy and which sources principals identify as those most compelling in their development of self-efficacy. This research will be important in establishing what principals identify as most relevant to the development of their self-efficacy and what endeavors they identify as less relevant in the development of their self-efficacy. These sources of self-efficacy development will be important in shifting the focus of educational leadership programs, district assistant principal development, and district and state professional development for assistant principals and principals in Florida to those sources that principals identify as the most meaningful.

CHAPTER TWO: LITERATURE REVIEW

Historical Context of the Principal

From having virtually no colleges with a focus on educational leadership in the 1900's to 125 such colleges at the end of World War II (Murphy, 2006), educational leadership programs bloomed in the United States, and by the 1980s had become the topic of intense review. Bogotch (2011) suggests an important consideration when focusing on educational leadership is that much of its history is undocumented, as localized practices in leadership training and development happened all over the United States. These activities are controlled by the state, not the federal government, and education's origins along with that of its leaders truly emerged from the local communities.

In her book, *The Principal's Office*, Rousmaniere (2013) declares that very little research exists regarding the office of the principalship, reinforcing Bogotch's claims that much of the history of this position is undocumented. She attributes this to the focus placed on analyzing the history of policy and the social history of teachers, rather than an examination of the principal's role in American schools. She also attributes the lack of study and historical knowledge to the principals' relegation to the role as a middle manager responsible for translating and transmitting educational policy from the central office to the classroom. Rousmaniere (2013) states that "through the mid-twentieth century, the principalship was an inconsistently defined position, with the principal often being a teacher with administrative responsibilities or an administrator who supervised teachers" (p.5). Rousmanier (2013) contends that present-day principals work in the midst of distinctive contemporary challenges of fluctuating fiscal climates, school law and policy shifts, eroding community values, and an ever changing youth culture. However, Rousamanier (2013) does note that the work of today's principal shares many commonalities

with their precursors two centuries ago. With changing social and economic circumstances, the primary function of the principal has remained relatively static over time: to implement federal, state, and local educational policy and to maintain the school culture. Black and Alvoid (2014) note that despite the evolving role of the principal, the heightened attention and focus on instructional leadership does not mean that the more mundane managerial functions of school administration have vanished. An expectation continues to exist that principals are to be effective building managers and disciplinarians, as well as public relations and subject area experts.

Credentialing Principals

In the quest to legitimize and professionalize the principalship, a process of preparation and credentialing was created. According to Rousmainiere (2013), the process of certifying educators began in colonial New England when schoolmasters were “certified” by local selectmen or clergy. Early twentieth century reformers contended that in order to professionalize administration, a comprehensive academic body of knowledge was required. Becoming a principal should not be inadvertent or accidental, but a deliberate career path.

Essential in determining this deliberate career path was the development of educational leadership programs. However, the development of such programs was and remains challenging because education is a complex bureaucracy. Education is not a centralized entity but is under the auspices of the state with the local school board controlling policy. This lack of continuity is difficult for educational leadership programs endeavoring to prepare their students for leadership opportunities. Often graduating educational leadership students face different certification requirements in other states and additional classes may be required as well. Constitutionally, at the state level, education certification requirements are handled by departments of education.

According to a 2014 report conducted by the Center on Enhancing Early Learning Outcomes (Brown, Squires), the ease of access to data varies from state to state, requiring in some cases a combined review of the state's department of education, its education code, and its university documents. Manna (2015) contends that each state faces an individual set of educational, political, and financial circumstances and therefore each state's approach to developing and licensing principals may differ. Manna (2015) does, however, believe that a common framework for the development of effective school leaders exists and can serve as a starting point for all states.

Policy expectations for educational leadership program quality are charted by national accrediting bodies, as well as state and professional standards (Conely, 2010). Criticisms of the lack of continuity in training and preparing educational leaders have led to the development of national leadership standards such as those by the Interstate School Leaders Licensure Consortium, which have been adopted by almost every state as the basis for leadership training expectations. Conley (2010) provides that these guidelines primarily focus on program content based on leadership standards with the intent to give potential educational leaders knowledge and skills to provide a framework to promote students' success. Other program standards were additionally established by such entities as the University Council on Educational Administration and the Southern Regional Educational Board. Each of the entities mentioned emphasizes leadership standards as a foundation of their curriculum, intensive internships, activities providing authentic experiences, program evaluation, and monitoring of student and program quality, and lastly, a high-quality faculty (Conely, 2010).

Vogel and Weiler (2014) analyzed, qualitatively, the principal standards and requirements of each of the 50 states. They did so from the perspective of the federal Race to the

Top incentives for states to fortify school leadership and practice. The concentrated focus on student assessment demanded by Race to the Top has intensified the need for principals conversant in improving and analyzing data, selecting competent and qualified instructors and principals becoming instructional leaders of their schools. Vogel and Weiler (2014) indicate that 19 states have adopted the 2008 Education Consortium Council (ELCC) standards and the remaining 31 states principal standards include ELCC standards as well as standards that reflect each state's own agenda"(p.11). Vogel and Weiler (2014) also note that the ELCC standards serve as the criteria for the national principal preparation accreditation; however, they also observe that many states do not align their preparation programs with these standards. Licensure requirements rely on teaching experience, completion of a degree or program, and passing a state assessment, but many states do not require preparation programs be accredited nor are many programs aligned with the ELCC standards. Vogel and Weiler (2014) found that often standards include additional criteria that attend to a state focus such as on technology or diversity or ethics and integrity. Standards that are common among states include vision, school culture, program development and management of safe, efficient and effective school environments. Vogel and Weiler's (2014) qualitative research indicates that "the most common benchmarks for licensure for educational leaders includes a valid educator's license, experience in an educational setting, completion of a preparation program, and passage of an assessment."

Vogel and Weiler (2014) also document the development of professional standards through the ISLLC, whose purpose was "to provide guidance to state policy makers to improve educational leadership preparation, licensure, evaluation and professional development" (p. 328). Vogel and Weiler (2014) point out that many states have adopted the Interstate School Leaders Licensure Consortium Standards, "which have become the source of national accreditation" (p.

328). These ISLLC standards are frequently aligned to the professional practice frameworks in principal evaluation systems and provide a degree of coherence to the leadership competencies required in each state. Forty-six states have adopted leadership standards and use these for accountability purposes and to evaluate leadership programs (Educational Leadership Policy Standards, 2008). Lynch (2012) suggests that changes in principal leadership programs emanate from the requirements each state enacts for principal certification. Lynch, too, observes that even though forty states have adopted the ISLLC standards for school leadership in defining principal competencies, a gap exists between what is expected and what is taught in preparation programs. As evidence of this gap, Lynch (2012) identifies the lack of special education training for principals, noting that only eight states currently include this training, and concludes by rebuking a reliance on only ISLLC standards to change principal preparation programs. Lynch (2012) concludes that relying only on the ISLLC standards means that principals are not prepared in a manner that enables them to meet the challenges of an increasingly demanding educational environment.

Vogel and Weiler (2014) discuss state licensure requirements and their variance because states, rather than the federal government, control the process of becoming a principal. In their findings, Vogel and Weiler (2014) also note the importance of what happens in the district setting. They view the district as having a critical role in building the development of new school leaders through professional development and principal preparation programs, along with internship requirements which exist in states such as Idaho, Maine, New Mexico and Utah. They also document induction programs and mentoring programs and the value that each brings to the principal preparation process.

Criticism of Leadership Programs

According to Hackmann and Wanat (2007), citing the work of McCarthy, “the preparation of school leaders and licensure has become the most contested issue in educational administration” (p.1). The National Commission on Excellence in Educational Administration’s 1987 landmark report, “Leaders for America’s Schools,” indicated a lack of cohesion in programs for aspiring school leaders and also pointed out that 90% of respondents stated that their programs failed to adequately prepare them for the reality of schools and classrooms (Sanders, 2005). The commission’s report specifically cites issues with the lack of clarity in defining good educational leaders, in addition to a lack of collaboration between school districts and universities. The report also identifies a lack of coherent and meaningful professional development for school leaders, as well as the absence of sequencing and relevant content in the curriculum of leadership programs and a lack of clinical opportunities. In 1989, the National Policy Board for Educational Administration also criticized the quality of administrator preparation programs (Engler & Edlefsen, 2005). “In 1999, the National Association of State Boards of Education (NASBE) issued a report criticizing the low quality of some principal certification programs and called for alternative routes for principal certification that were independent of traditional university-based programs” (Fossey & Shoho, 2006. p.4).

Much of the criticism and resulting reform of educational leadership programs emanates from Levine’s (2005) study of twenty-five educational leadership preparation programs. Levine’s study asserts that leadership programs are disconnected from the needs of students and have inadequate faculty. Further, he noted, many educational leadership programs have admission and graduation criteria that are weak, curricula that lack coherence and rigor, and inadequate research. Principals themselves recognize that their educational leadership programs

are deficient in preparing them to meet the demands of school leadership. Research conducted by Grissom and Harrington (2010) indicates that principals dissatisfied with their leadership programs protest that they were too theoretically based and both impractical and extraneous to their daily experiences.

Murphy, Moorman and McCarthy (2008) expound that efforts to alter or revamp educational leadership programs do not succeed because the institutions that provide them are vested in the preservation of the existing curriculum. Buskey and Karvonen (2012) describe the process of redesigning the curriculum in these programs as minimal at best. They describe a lack of resources and adequate release time for the professionals charged with redesign and note that functionally these “changes” often end with renaming courses and rearranging content rather than becoming transformational. At the university level, these changes are frequently driven by political interest, creating a resistance among faculty. Alterations implemented lack a genuine investment in real change and are more a matter of compliance. Despite a need for reform, efforts to modify the curriculum in leadership programs were added to existing curriculum contingent upon what existing faculty could teach without a sincere commitment to transformational change.

Hess and Kelly (2007) analyzed the content of syllabi from thirty-six of the nation's educational doctoral programs and identified the lack of instruction in key areas such as data analysis and management of personnel. A disconnection from management of personnel is critical when one links Fullan's (2001) key dimension of relationship building and the lack of data analysis, which diminishes the leader's ability to ensure coherence and create and share knowledge. Evers and Lakomski (1998) complain that one of the most serious problems with the cognitive base in educational leadership programs is that they do not mirror the actualities of the

workplace. The importance of the leadership program is demonstrated by Kottkamp (2011), who advances the notion that “the nature and quality of leadership preparation programs are shown to matter in important ways” (p.11).

Inertia in the educational leadership realm exists despite the incursion of technology as exhibited by lack of deviation from managerial leadership principles established in the past. Jensen (2011) assesses the problem with traditional educational leadership programs as having fixated on technical skills and competencies that have not sufficiently prepared educational leaders with the abilities to succeed in a world of complex challenges or with the skills to adapt to the current and future educational environment. Jensen (2011) suggests that experiences be sequenced, providing a scaffolding approach characterized by increasingly more difficult demands on leaders' cognitive and reflective capacities. Jensen's multi-case designed study yields the need that leadership practitioners be afforded the opportunity to develop perspective, providing them with opportunities in leadership preparation programs to examine and reflect on cultural values, assumptions, and attitudes. Jensen (2011) proposes that doing so would provide an opportunity for self-reflection and greater self-awareness that would be invaluable in the principal's role as school leader. Jensen (2011) believes that this self-awareness will allow leaders to diagnose what leadership style will work best for them. Her research also indicates that this self-reflection will uncover where leaders differ in their actual beliefs and practices, allowing them the opportunity to make their practices and their leadership style more congruent with their beliefs.

With today's emphasis on progressively higher standards or benchmarks and results on state assessments, leaders must have the skills to promote continuous improvement within their schools – sustainability of student success becomes key. Brazer and Bauer (2013) believe that a

problem with educational leadership programs is that they assume that in addition to learning to manage schools, leadership students also need to understand pedagogy, and yet educational leadership programs often do not provide the framework to do so. Brazer and Bauer (2013) believe that this premise is flawed and to help develop effective instructional leaders in addition to effective managers, leadership programs should more carefully examine pedagogy and leaders should be encouraged to understand that in order to evaluate teachers and curriculum, they must become experts in multiple areas. Brazer and Bauer (2013) propose that the instructional leader candidates be able to have meaningful conversations about instruction with classroom teachers and be able to do more than just recognize strong instruction when they see it. This element of the leader preparation program traditionally rests on the core curriculum theories course, which is included in most programs.

Additionally, Brazer and Bauer (2013) share that the leadership program must strive to provide these prospective leaders with the necessary skills to foster deeper pedagogical content knowledge among teachers, which the authors identify as a concept called “educational connoisseurship.” This “educational connoisseurship” allows the instructional leader to evaluate the whole classroom and the entire educational experience. The educational leaders must be able to communicate his/her observation of the classroom experiences and provide effective feedback, becoming both a connoisseur and a critic. According to Leithwood and Louis (2012), this concept of the principal as the instructional leader implies a focus on classroom practice with an assumption that the instructional level will improve with comprehensive feedback from the school leader. Bush (2011) describes this leadership initiative as having a focus on the behavior of teachers, as they engage in activities which directly impact students’ growth, connecting principal behaviors with student achievement.

Lynch (2012) proposes that the principal's role has been spotlighted because of legislation such as No Child Left Behind and the requirements for adequate yearly progress which impact funding. In addition, Lynch (2012) notes that the Individuals with Disabilities Education Improvement Act of 2004 also increased the principal's instructional responsibilities, as he or she was mandated to ensure that students received individual academic or social instruction in the least restrictive environment. Because these initiatives are connected to funding and legal mandates, it is imperative that the weaknesses in preparation programs be identified and that programs be re-structured. According to Lynch, "principals are ill-equipped to manage special education programs because they lack the knowledge regarding special education policy and the learning characteristics of students with disabilities" (p. 46). In his critical analysis of principal preparation programs, Lynch (2012, p.41) cites evidence from Crurzeiro and Morgan, which suggests that "despite instructional leadership being deemed the most important empirically of the principal's roles, principals spend approximately 12% of their time on this function." Absent from principal preparation programs Lynch (2012) notes is special education knowledge, which he assesses as critical, as school principals find themselves and their time more dedicated to the issues of this specialized population. Lynch (2012) notes research that indicates principals lack confidence in their abilities to manage special education programs, indicating they need more training in special education law, characteristics of students with disabilities, and special education program management.

Lynch (2012) also notes the challenges for principals in rural communities in meeting the mandates of No Child Left Behind (NCLB) for hiring highly qualified professionals. Hiring ineffective and unprepared teachers puts a heavier burden on the principal as instructional leader of the school. Lynch (2012) also notes that the direct impact principals exert on the academic

achievement of their students makes it vital that principal preparation programs more adequately prepare principals to meet their obligations as instructional leaders. A critical shortage of educational leaders and a shifting educational climate have proven problematic in the development of quality leadership education programs. A review of the literature heightens the awareness that leader preparation programs, like effective schools, should have a well-defined theory of leadership that resonates with their vision and philosophy. An effective leadership program should be standards based and should be selective in those candidates that it allows to participate. The curriculum of the program should address instructional leadership, as well as managerial leadership. Additionally, a deeper breadth of knowledge regarding pedagogy should be central in ensuring that school leaders are able to manage well while leading instruction effectively. The program should offer situational opportunities that provide a depth and breadth of opportunities for leaders to experience what real educational leadership will entail.

Talented leadership is a focus for Perilla (2014), who cites Rice and King, indicating that highly effective educators, for the most part, are not the ones working with high-need populations. Perilla (2014) further proposes that achievement gaps are exacerbated when these high-need populations are disproportionately populating our lowest performing schools. He notes that federal initiatives have failed to prioritize developing an effective workforce of educators despite Marzano's research showing the importance of teachers and principals on student academic achievement. Perilla (2014) connects teacher and principal performance, noting the principal's role in hiring, evaluating, and guiding the professional development of teachers. He acknowledges that diminishing the achievement gap in low-income children requires a systematic approach guaranteeing the consistent presence of effective teachers from year to year. Perilla's (2014) concerns emanate from his observations regarding the inequity in education,

particularly in regard to the Hispanic student. Perilla (2014) notes the importance of this group by documenting that by the year 2050 Latinos will constitute 40% of the school population and become key drivers of the American economy in the future. He also documents research from the Wallace Foundation which finds that “to date we have not found a single case of a school improving its student achievement in the absence of talented leadership” (Louis, Seashore et al., 2010. p. 9). Stanford Educational Leadership Institute released research results indicating that “study after study has shown that the training principals typically receive in university programs and from their own districts does not do nearly enough to prepare them in their roles as leaders of learning” (Darling-Hamond, LaPointe, Meyerson, & Orr, 2007).

Calls to Action

Petzko (2008) summarizes the issues with principal leadership programs:

If there is a shortage of aspiring principals, if many of those are perceived to be unqualified, and if half leave the position in the first 8 years, something must be done to better address the immediate needs of those who actually do step up to the job. University preparation programs, school districts, and the profession must collectively begin to address the specific needs of beginning principals to provide maximum support for success. (p. 225)

The criticisms of educational leadership programs are numerous and span decades. The proposals of potential solutions that have been suggested to revamp educational leadership programs to produce more effective school leaders are numerous as well. One suggestion that fits nicely into the framework of Bandura (1997) is that leadership programs should offer situational opportunities that provide a depth and breadth of opportunities for leaders to experience what real educational leadership will entail. Brazer and Bauer (2013) assert that

“viewing schools as organizations nested in larger organizations will help when principals encounter non-rational outcomes stemming from competing goals and limited resources” (p.657). Educational leadership programs should embrace adult learning theory in providing coherence of learning experiences and active learning strategies that connect coursework to the environment in which they will actually be working, again highlighting another source of self-efficacy, learning outcomes. Murphy, Moorman and McCarthy (2008) suggest that programs implementing changes in curriculum begin with a zero-based curriculum development and add only those courses which have been proven to be beneficial to prospective leaders. Moving away from a collection of fragmented courses into an integrated holistic potential leader experience is touted by Brazer and Bauer (2013). Along those lines, the professors in the program must communicate and the course content should complement rather than duplicate instruction. Barnett (2004) also suggests the inclusion of a portfolio that the student begins with the first class and then finally presents in the last or capstone course. This idea suggests a scaffolding of knowledge that would enable a learner to build self-efficacy gradually. Barnett (2004) also advocates that programs and the courses that include portfolios should integrate technology, as not doing so will diminish the effectiveness of the principal leadership program.

Noted as well by much of the literature is the importance of internships and other field-based experiences that provide an opportunity for application and practice of what the leadership professional is learning. Again, this allows the potential leader to develop self-efficacy through performance outcomes and additionally through verbal encouragement from mentors and other school leaders, as well as vicarious experiences that combine to synergistically improve their physiological responses and increase their opportunity for persistence and success through the development of self-efficacy. It is important too that these internship experiences be under the

supervision of experienced mentors or supervisors who have a passion for the differences these leaders can make in their schools. Essential, too, is that the new leader have a regard for the competence of these supervisors and mentors, again increasing their self-efficacy. Barnett (2004) suggests that welcoming partnership opportunities with P-12 schools will be mutually beneficial for graduate educational leadership programs and for the schools with which they partner. Binbin et al., (2009) report that first-year principals who had internship experiences exhibited far more confidence than those who did not and principals reported these school-based internship experiences as the most valuable experiences of their leadership programs. These researchers additionally report that the time spent in internships and the mentoring that they received in their internship experiences were also variables in how principals rated their internship experiences. These extended internships provide performance outcomes, allowing the candidate the opportunity to actually practice the role for which they are training. These internships also provide vicarious experiences, allowing the candidate to view his or her assigned principal handle situations, and verbal persuasion, allowing the candidate to receive feedback from the supervising principal and staff, students, and other stakeholders. Such an experience is crucial in building the self-efficacy of a future school administrator. Binbin et al. (2009) reveal that prolonged internship experiences that allow candidates to experience administrative roles under veteran administrators are a common feature of exemplary leadership preparation programs. Levine (2005) documents that more than one-third of his respondents indicated that longer clinical experiences should be required for educational preparation programs.

Grissom and Harrington (2010) propose professional development extending beyond traditional principal preparation programs. They advocate the development of professional networks, mentoring programs, and professional development participation. Professional

networks can create a rich source of support. Professional networks can afford the novice principal opportunities to seek advice and to draw upon administrators who may have encountered similar situations. Mentors can also provide professional advice and can advocate on behalf of the novice principal, providing them someone at their level in the educational hierarchy to turn to for support. The intent of all of these efforts is to promote the professional capacity of the school principal and increase the organizational effectiveness of the school in which that principal leads. These relationships further provide vicarious experiences, as mentors relate their experiences, and verbal persuasion, as the mentors connect and build confidence by offering positive feedback -- furthering a leader's self-efficacy in their position as school leaders.

Perilla's (2014) proposal to improve the quality of the principal pipeline calls for "increasing the accountability of principal preparation programs for their results, providing incentives for talented individuals to enter the pipeline, and improving the quality of principals in high-need schools" (p. 66). Perilla (2014) also suggests that an essential component of improving principal quality is creating a system allowing comparability across state lines. Perilla's (2014) suggestions include a three-year probationary period for new principals with renewal of license contingent on their demonstration of success. He advocates grants for mentoring programs, particularly for principals serving high-needs areas in their first three years of service. He suggests linking principal preparation accreditation to their three most recent classes of graduates and further posits that principal preparation programs using evidence-based curriculum and including clinical practice and mentoring would be much more successful in turning out talented leaders. Thus, offering all of these experiences would promote the development of self-efficacy in potential school leaders.

Backor and Gordon (2015) analyze the ability of principal preparation programs to foster instructional leaders. They do so based on the premise that research has established links between the principal's instructional leadership and student achievement. They begin by presenting the conclusions of Bamburg and Andrews (1990) regarding characteristics of principals of high achieving schools. Their findings include that highly effective leaders are sought by their teachers for instructional guidance. Bamburg and Andrews (1990) also indicate that effective leaders are able to clearly communicate instructional goals, are highly visible on their campuses, and are active participants in staff development. Lastly, (Bamburg & Andrews, 1990) note that effective leaders are perceived by their staff to be effective instructional leaders. Backor and Gordon (2015) are critical of leader preparation programs that focus on administrative competencies and place little emphasis on learning, curriculum, and professional development. They also note that very few principal preparation programs have been revised to meet the challenges confronting new principals in our current educational environment. Their research focuses on practicing principals acknowledged as strong instructional leaders and what they believe should be included in principal preparation programs. They used in-depth interviews to gather these perceptions.

One suggestion from the interviewees in Backor and Gordon's (2015) research is that the applicant screening process should include a personal interview which should include a scenario or in-basket experience. The interviewees also suggested that teacher evaluations become a larger focus in principal preparation programs as should professional development. Participants of the study proposed that principals be better versed in cultural diversity. Backor and Gordon's (2015) respondents suggested that principals be instructional leaders able to discuss and engage in layered discussions regarding instructional practices and how such practices can impact

student achievement. Their participants also called for more of a focus in the area of instructional technology. A prevailing concern of the participants of the study was the skill of communication, as they felt that such a skill is vital to the effective principal. Participants in the study also acknowledged the importance of knowing themselves and understanding their own values, promoting a focus on self-reflection. Backor and Gordon's (2015) participants also revealed the recognition that principals have an obligation to be responsive and engaged with all segments of their school's population. Included among Backor and Gordon's (2015) respondents' recommendations was that potential principals develop positive interpersonal relationships with all stakeholders and that they be visible and collaborate with all stakeholders. They, again, propose that principals become strong instructional leaders able to model effective learning strategies. They call for field experiences and an induction program with a possible cohort support group.

Duke (2014) analyzes the Florida Turnaround Leaders Program funded through the Race to the Top Initiative. This program was an initiative sponsored by Florida's Department of Education intended to prepare turnaround principals for middle and high schools in Florida that were determined to present the greatest challenges. The contract for the program was awarded to the Southern Regional Education Board. "The turnaround program is an initiative operating as a partnership between the Department of Education, the SREB and five Florida school districts" (P.80). Duke (2014) explains that the participants were selected primarily from the ranks of teacher leaders beginning in 2012 with 118 prospective specialists. The theory of action for leading turnarounds consisted of the following:

- an awareness of the problems that must be overcome for the school to raise performance,
- understanding why the problems and obstacles exist, planning the focus and direction

necessary to guide action that will maximize impact, developing competency in leading the staff members in addressing the problem and overcoming obstacles and an emphasis on developing commitment to staff in addressing problems and overcoming obstacles.

(p.81)

Duke (2014) also identifies the ten skill sets that serve as a basis for the FTLP training.

They include the following:

analyzing the context of low performing schools, envisioning a culture of high expectations, promoting effective teaching and learning, providing rigorous and relevant curriculum, building a productive school environment, planning and managing the turnaround process, leading initiatives to improve student success, maximizing flexibility and autonomy in the character setting and sustaining the turnaround process (p.83).

Duke (2014) notes that what it takes to become a principal does not always seem to correspond to what it takes to be an effective principal. He suggests that too little is done to prepare principals in their programs for actual experiences and how to lead change and raise student performance. In combatting these issues, the FTLP was designed on seven basic principles: “problem based learning, situated learning, data-based problem solving, team-based activities and assignments, coaching and continuous feedback, sequenced learning and the provision of instructors who are role models” (p.83).

Lessons learned at this point in the program include that the design is a continuous process that requires flexibility. Personnel challenges represented another challenge to the program, and in the midst of the program Florida began requiring end of the year tests, began implementation of the Common Core, and began a new evaluation system for teachers. In addition, the Florida Commissioner of Education resigned soon after the launch. Another lesson

learned was the inclusion of both charter and public school leaders and the recognition that their issues were very different and required different training sessions. Duke (2014) also noted another challenge was the time away from the classroom for these teacher leaders. Because of this, Duke (2014) suggests that the viability of the program may rest on looking at assistant principals or others who would not be leaving the classroom and their daily responsibilities. This program has the promise of providing new strategies to approach principal preparation. Duke (2014) is insistent throughout his article that principal preparation programs are failing to adequately prepare principals, particularly for low performing schools.

A synthesis of the literature yields that an effective leadership program should be standards based and should be selective in those candidates that it allows to participate. The curriculum of the program should address instructional leadership as well as managerial leadership. Additionally, a greater depth and breadth of knowledge regarding pedagogy should be central in ensuring that school leaders are able to manage well while leading instruction effectively. The program should offer situational opportunities that provide a solid range of opportunities for leaders to experience what real educational leadership will entail. These opportunities will provide performance outcomes, vicarious experiences, and verbal feedback that will enable potential school leaders to develop a higher degree of self-efficacy. These programs should embrace adult learning theory in providing coherence of learning experiences and active learning strategies that connect coursework to the environment where they will actually be working. Moving away from a collection of segmented courses into an integrated holistic candidate experience is touted by Brazer and Bauer (2013). Along those lines, the professors in the program must communicate and the course content should complement rather than duplicate that of other courses in the program. Noted as well by much of the literature is the

importance of internships and other field-based experiences that provide an opportunity for application and practice of what the leadership professional is learning. It is important too that these internships experiences be under the supervision of experienced mentors or supervisors who have a passion for the differences these leaders can make in their schools. Barnett (2004) suggests that welcoming partnership opportunities with P-12 schools will be mutually beneficial for graduate educational leadership programs and for the schools with which they partner.

Florida Requirements for Principals

Florida's Constitution addresses education in Article IX. In this section, Florida defines education as a fundamental value, establishes a State Board of Education, establishes districts and school boards, as well as superintendents, and discusses a state fund for education. Under *Florida Statutes Chapter* 1012.28 the duties of a principal are defined, and 1012.55 identifies who must hold certification, which includes school principals.

Florida Rule 6a.4.082 defines certification requirements under the administrative class. This rule defines requirements for Level I certification which leads to initial certification in educational leadership for the purpose of preparing individuals to serve as school leaders. Level I programs in Florida make individuals eligible for assistant principal roles in Florida school districts. Rule 6A-5.081 establishes the Department of Education's authority to approve leadership programs and authorizes a bi-level certification process. The first requirement is that the potential administrator hold a master's degree from an acceptable institution. Those institutions are identified in further rules. Secondly, a potential administrative candidate must have completed Florida's identified Ten Leadership Standards. "These core leadership standards include: instructional leadership, managing the learning environment, learning, accountability and assessment, decision-making strategies, technology, human resource development, ethical

leadership, vision, community and stake-holder partnerships and diversity” (Florida Department of Education, Principal Certification). The documentation of completing these core competencies can be verified in one of five plans:

Plan one is completing a Florida Department of Education approved Florida pre-service program in educational leadership offered by an approved institution. Plan two is completing graduate degree major in educational administration, administration and supervision or educational leadership awarded by an approved institution. The third plan is completing a graduate degree with a major in a subject other than educational administration, administration and supervision or educational leadership, and successful completion of a Department of Education approved modified Florida program in educational leadership offered by an acceptable institution. The fourth plan is completing graduate degree with a major in a subject other than educational administration, administration and supervision, or educational leadership awarded by an acceptable institution, and 30 semester hours of graduate credit which includes credit in each of the courses in the Florida Educational Leadership Core Curriculum. The final plan includes Completion of an Educational Leadership training program approved by the Department of Education and offered by a Florida public school district. (Florida Department of Education, Principal Certification, 2007).

Currently there are twenty-four institutions/districts authorized in Florida to offer Level I programs. This includes 12 universities, 11 private institutions, and one public school district (Florida Department of Education Principal Certification).

Level II builds on Level I and leads to certification as a school principal. All 67 districts plus one laboratory school are approved to offer Level II programs. Florida requires that

principals serve one year as an assistant principal prior to moving up to a principal. Prior to earning certification in Florida to become a principal, an eligible candidate must also pass the Florida Educational Leadership exam (FELE), which has three parts: instructional leadership, operational leadership and school leadership. (Florida Department of Education Principal Certification.)

Florida's Ten Principal Leadership Standards

According to the Florida Department of Education, the ten principal standards are set forth as Florida's core expectations for effective school administrators. "The Florida Department of Education acknowledges the standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge bases needed in effective schools" (Florida Department of Education Leadership Standards). Also, according to the Florida Department of Education, the standards form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements. The Department of Education groups the ten standards into categories identified as domains of effective leadership. Each standard is listed by title and includes descriptors which the Department of Education considers essential in the development of leadership curricula and proficiency in the assessments.

The first of the ten principal leadership standards is student learning results. "Effective school leaders achieve results on the school's student learning goals" (Florida Department of Education Principal Leadership Standards). The literature continuously reminds us of the importance of school leaders in students' achievement. Leadership is second only to classroom instruction when considering all related factors to students' learning (Leithwood, Louis, Anderson, & Walhstrom, 2004). Other studies indicate the impact of leadership on student

learning outcomes – both direct and indirect could possibly be as high as 25% of total school effects (Hallinger & Heck, 1996, 1999; Leithwood & Jantzi, 2000).

The second standard identifies student learning as a priority for the principal.

“Establishing a school climate conducive to student learning, supporting faculty and staff and generating high expectations for students’ learning growth are all components of this standard” (Florida Department of Education Principal Leadership Standards). Hattie (2009) indicates that using the concept of visible learning by intentionally setting challenging learning goals and being clear about the school’s mission are critical in influencing student achievement. Feldman and Tung (2001) document the effectiveness of the inclusion of data in moving schools forward. They studied six schools using the data-based inquiry and decision-making process, or DBDM, to conduct “ongoing analysis of data from multilevel sources to provide a comprehensive picture of the school's strengths and challenges and develop a plan to prioritize and address those challenges” (Feldman & Tung, 2001, P. abstract). Their research indicates that schools implementing this process became more reflective in their practices and more professional in their working environment. According to Mendels and Mitgang (2013), New York City principals are being reinforced to use data by making it a condition for their consideration as “exemplary leaders,” as determined by their evaluation. This requires that the principal create a culture where data reflection is used to determine professional development needs of their staff and students and encourage this data be used for continuous improvement for his or her school. According to Duke (2014), “if there is one consistent finding in the literature regarding school turnarounds, it is that improvements in low performing schools requires data-based decision making” (p.83).

“The third standard is the school leader’s ability to work collaboratively to develop and implement an instructional framework that aligns with state standards, effective instructional practices and student needs and assessments” (Florida Department of Education Ten Principal Leadership Standards). Bottoms & Fry (2009) acknowledge the principal’s role in influencing student achievement and leading change, but they also acknowledge in doing so the principal must get others on board by establishing a clear focus. Bottoms and Fry (2009) include building support and establishing relationships with the district office, as well as investing heavily in professional development for their school. Steiner and Hassel (2011) identify impact and influence among their critical competencies for school turnaround leaders. They indicate that influencing student achievement by acting with purpose in taking actions that set challenging goals for schools and students and establish these despite barriers are what creates these critical competencies.

Standard Four of the Florida Principal Leadership Standards is “effective school leaders recruit, retain and develop an effective and diverse faculty and staff” (Florida Department of Education Ten Principal Leadership Standards). Hattie (2009) posits in her book *Visible Learning* that what works best for students is similar to what works best for students. Clearly demonstrating what success looks like, establishing challenging learning intentions, and developing conceptual understanding about what students know and understand are all necessary to develop successful schools. Leithwood, Day, Sammons, Harris, & Hopkins (2006) describe from their research three leadership practices that they determined impact student learning. Among the three is developing people, which includes the teachers in their school, by supporting, modeling, and providing intellectual stimulation. Louis, Dretzke, & Walhstrom (2010) studied a national sample of United States teachers, and their work validates that sharing

leadership with teachers, supporting instructional improvement, and the developing trust between principals and teachers are important principal behaviors that are positively related to student learning.

Florida's Principal Leadership Standard Five is "effective school leaders structure and monitor a school-learning environment that improves learning for all of Florida's diverse population" (Florida Department of Education Ten Principal Leadership Standards). Benham and Murakami-Ramalho (2010) studied key principals engaged in indigenous communities. Their study highlights school principals who nurture and value cultural difference. Benham and Murakami-Ramalho (2010) note that it is these principals who provide a vision for their schools that is culturally and socially just and create an accepting and welcoming school climate. Lewis (2008) examined schools in disadvantaged communities. He highlights that schools can collaborate with agencies outside of the school system to bring people together and synergistically begin making differences in schools in "crisis."

"Effective school leaders employ and monitor decision making that is based on vision, mission, and improvement priorities using facts and data" (Florida Department of Education Ten Principal Leadership Standards) is Florida's sixth Principal Leadership Standard. Research supports that clarity of mission and vision for schools is important in a leader's arsenal. Improving the culture and organization of a school is closely related to transformational leadership reliant on the school leader's clear understanding of the school's vision and mission (Fullan, 2003; Hallinger 2000, 2003; Hallinger & Heck, 2002; Leithwood & Jantzi, 2000; Murphy & Lewis, 1994). Leithwood, Day, Sammons, Harris & Hopkins (2006) also identify direction setting including emphasizing the school's vision, clarifying its goals and expectations, and reshaping its culture as important leadership practices.

Florida Principal Standard Seven is “effective school leaders actively cultivate, support and develop other leaders within the organization” (Florida Department of Education Ten Principal Leadership Standards). “The role of the principal is widely perceived to be a critical resource for developing teacher leadership” (Szeto and Cheng, 2017, p 363). In Szeto and Cheng’s (2017) study, they analyzed interactions between leaders and followers in the school context, focusing on beginning teachers and the influence that principals have in determining leadership conditions for teachers. They argue that inspirational principals are those who can clearly articulate the school vision. These principals create an empowering environment where opportunities are provided for meaningful professional development and opportunities are also provided for distributed leadership experiences. In their research, Szeto and Cheng (2017) note the importance of a visible leader in creating a safe and supportive learning environment for teachers to begin to feel autonomous. The results of their study indicate that the frequency of teacher principal interactions created an opportunity for the development of leadership.

Florida Principal Standard Eight is “effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote safe, efficient, and effective learning environments” (Florida Department of Education Principal Leadership Standards). According to Kozlowski and Doherty (1989), school leadership plays an important role in the climate of a school. Bellibas and Liu (2016) conducted a study using data from the Teaching and Learning International Survey (TALIS) from a data set acquired in 2013. Their research “provided evidence that a principal’s implementation of both distributed and instructional leadership is important for building a positive school environment with mutual respect and trust “(p. 239). Bellibas and Liu’s (2016) research also indicated that leadership appeared as the most important factor to establish respect in a school. Moreover, their research

findings indicate that “regardless of school characteristics such as socio-economic status, location and size and even principal characteristics such as gender, educational level, and experience, principals fundamentally play an essential role in the school in establishing a positive climate with staff respect” (p. 240). Browne-Ferrigno, Hunt, Allen and Rowe (2006) conducted research using 1998-2004 data in Kentucky schools with a focus on school improvement. Their results support the notion that schools whose leadership promotes a safe and orderly environment are schools that are successful.

Florida Principal Standard Nine is “effective school leaders practice two-way communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents and community” (Florida Department of Education Principal Leadership Standards). Clearly and effectively communicating with parents and support staff is a consistent recommendation from many studies and an approach that has shown correlations with high academic achievement (Leithwood & Louis 2012; Sirvani 2007) Hattie and Timperley (2007) note the impact of feedback, an element of communication, and how effective feedback can be a major influence on learning and achievement in schools. Further, the research of Horvat, Curci, and Chaplin (2010) focused on the value of the parent-principal relationship. Their findings reveal that ignoring this relationship can create challenges for schools. Managing parent and community relationships is essential for a principal to exhibit. Hulpia and Devos’ (2010) study on distributed leadership reveals that leaders who are social, interactive, and participatory in their decision-making inspire a stronger commitment from their teachers.

Florida Principal Leadership Standard Ten states that “effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education

and as a community leader” (Florida Department of Education Principal Leadership Standards). Cranston, Erich, and Kimber (2006) contend that ethical dilemmas are now so common in schools that they have become the “bread and butter” of educational leaders’ “lives” (p. 106). According to Frick, “moral leadership and ethical administrative decision making require more than the mechanical application of existing rules, regulations, and various levels of school and school-related policy” (Frick, 2011, p. 527). He advocates that the ethics of the profession go beyond the procedural and should demonstrate a deep concern with the best interest of the student. He suggests that determining the best interest of the student for the administrator can be complex, as the administrator adheres to the policies and rules but also must integrate the ethics of care, justice, and critique. In this model for students’ best interest, Frick (2011) examines principal responses to moral dilemmas based on the 3R’s – rights, responsibility, and respect. Reinforcing the need for an ethical frame of reference for school administrators is research conducted by Green & Cooper (2012), whose study reports that integrity ranks second below vision in preferred dispositions for school leaders. The study defined integrity as leadership which observes a code of ethics, demonstrates moral or artistic values, and is incorruptible.

Self-Efficacy in Principal Leadership

Self-efficacy beliefs are an element of Albert Bandura’s social cognitive theory. This concept highlights human agency and the belief that individuals can exercise some degree of influence over what they do (Bandura, 1977). Underpinning this sense of self-efficacy are self-regulation and self-reflection. Based on Bandura’s (1997) research, leadership self-efficacy for a principal would be his or her assessment or belief that he or she could develop an ability or skill to employ in the context of leading the school. Accordingly, the principal self-efficacy would be the principal’s assessment of his or her capabilities to develop a course of action necessary to

yield the desired outcomes for the school he or she leads. According to Bandura and Locke (2003) self-efficacy can impact one's actions, one's self-construct, one's ability to self-regulate, and one's survival skills. Bandura and Locke (2003) also indicate self-efficacy can influence motivation and perseverance in overcoming barriers and contribute to resiliency when encountering failure. Self-efficacy can impact the goals school leaders set and their efforts to accomplish those goals (Gist & Mitchell, 2002). High self-efficacy can result in leadership with a purpose (Hannah, Schaubroeck, & Peng, 2016). Seashore-Louis, Wahlstrom, Leithwood & Anderson (2010) document that principals with a high source of self-efficacy are more likely to persevere through school improvement, and as noted by Bandura (1997), low self-efficacious leaders tend to avoid challenges. McCormick, Tanguma and Lopez-Forment (2002) write that research findings indicate a consistent relationship between self-efficacy and work-related performance. They also acknowledge one of the most reported findings in the literature regarding self-efficacy to be the relationship between a leader's self-confidence and successful leadership and highlight the importance of the relationship between self-confidence and transformational leadership. McCormick, Tanguma and Lopez-Forment (2002) differentiate between self-confidence and self-efficacy. They assert that self-confidence is a personal trait not subject to change, while self-efficacy is developed as a result of social cognition and can change due to conditions.

Subscribing to the notion that principals are born, not made, contradicts research which proposes that leadership qualities can be developed gradually through experiences, professional development, and performance assessments (Day, Harrison, & Haplin, 2008). Self-efficacy's appeal as a basis for improving leadership lies in its ability to be developed. Self-efficacy (Kurt & Dyar, 2012) is not set in stone. Unlike students who come with factors that cannot be

manipulated, such as socioeconomic status, self-efficacy is a variable that can be. Self-efficacy can be developed and can provide leadership that is persistent and goal-oriented. Although self-efficacy can be influenced by inherent capacity, it is the acquired skill development of self-efficacy that is the most resistant to erosion. With the erosion of self-efficacy, Leithwood and Jantzi (2008) propose that leaders become inconsistent in their problem solving, lower their objectives for the groups they lead, and, as a result, contribute to an overall decline in performance. Acquired skill self-efficacy becomes an appealing part of leadership curriculum for school leaders when viewed from this perspective.

Another factor that can contribute to the resilience of a leader's self-efficacy is the pliability of the work environment. If leaders believe that they can alter their work environment, they are more persistent. Leaders who approach their work environment with the belief that they cannot make a great deal of change have lower self-efficacy skills and fail to understand that changes can be made with more creative and inventive thinking. Leaders with high self-efficacy skills manage to work out ways to make an impact on schools that have even the lowest levels of student achievement because of their belief that changes can be made and their persistence in pursuing those changes. Tschannen-Moran and Gareis (2004) describe principals with a strong sense of self-efficacy as being more flexible and willing to adapt strategies to meet varying conditions. They also describe principals with a strong sense of self-efficacy as viewing change as a slow and incremental process. Tschannen-Moran and Gareis (2004) describe principals with strong self-efficacy as maintaining their sense of humor and remaining calm in difficult circumstances.

Leithwood, Jantzi and Steinbech (1999) articulate categories of successful leadership practices that have emerged from school leadership self-efficacy. As these categories directly

parallel many of the suggestions for improving leadership programs, they establish the importance of principals' self-efficacy. They identify the first category as setting directions. Included among this category are establishing vision and creating high expectations for learning. Along with leaders who foster their school's vision and promote high student and staff expectations are those leaders who effectively collaborate and communicate, as well as those leaders who are versed in monitoring performance. For schools, this would include monitoring student achievement and staff performance. Leaders who are proficient in setting direction not only demonstrate high self-efficacy, but they also establish a collective self-efficacy among their teachers and staff, which in turn can yield higher levels of student achievement.

A second category that Leithwood, Jantzi, and Steinbech (1999) identify is that of developing people. This category is clearly recognizable as developing the leadership capacity of the school is a competency in Florida's Principal Leadership Standards. It includes the principal being an effective instructional leader and knowing which instructional techniques are working and which are not. It also includes the further development of teacher self-efficacy as the leader becomes responsible for providing vicarious learning experiences and immediate verbal feedback that teachers and staff can utilize in perfecting their craft.

The third category the researchers identified was the redesigning of the organization. This shifts back to the malleability of the school or school district's environment. When leaders and teachers believe that they can change the environment or the culture of the school, then they are likely to affect school improvement. Again, this category includes collaboration and communication with all stakeholders and builds the self-efficacy of the staff and teachers, as well as solidifying that of the leader.

The last category Leithwood, Jantzi, and Steinbech (1999) identify is that of managing the instructional program. Again, this is an identified leadership competency in Florida's Ten Principal Leadership Standards. Included within this category are providing instructional support, planning and supervising instruction, and monitoring the school's progress. A principal with high self-efficacy will in turn provide mastery experiences, vicarious experiences, and social persuasion or verbal feedback that allows him or her to increase the self-efficacy of the staff and the school's collective self-efficacy.

Machida and Schaubroeck (2011) posit that leader "self-efficacy is linked with more satisfactory professional experiences and with the effectiveness of the leader as perceived by others" (p. 460). Versland's (2009) study with head teachers demonstrated an impact on the teacher leaders' self-efficacy in his study through leadership experiences, authentic learning practices, motivation, and self-regulation. Hallinger and Heck (2010) and Robinson, Lloyd, and Rowe (2008) argue that instructional leadership training, through the replication of mastery of experiences, can increase school leaders' self-efficacy.

Leithwood and Jantzi (2008) cite McCormick, claiming that "leadership self-efficacy or confidence is likely the key cognitive variable regulating leader functioning in a dynamic environment" (p.497). As indicated in the literature, schools are incredibly dynamic and diverse work environments. The demands on a school leader are tremendous and require the school leader to foster and maintain a positive evaluation of his or her own competence in dealing with competing demands of being a building manager, instructional leader, and even the person responsible for the school's public image. Chemers, Watson, & May (2000) explain that leaders' self-efficacy is of significance because it affects the attitude and performance of those who follow them. Licklider and Niska (1993) found an association between a principal's level of

self-efficacy and the quality of supervision of teachers. Research conducted by Tschannen-Moran and Gareis (2007) determined that self-efficacy beliefs of principals are important because they are tied to the principals' motivation. Their research also determined that principals' beliefs in their preparation for the role, their ability to establish relationships with educational stakeholders, and their perceived support from the central office made a difference in principals' reported levels of self-efficacy.

For the purposes of this study, self-efficacy is used as a theoretical framework because professional development activities such as degree programs, principal preparation programs, and district professional development have been found to enhance leader self-efficacy, particularly when they effectively provide vicarious experiences which enable leaders to learn how to handle the challenges of the principalship. Additionally, performance or mastery experiences, such as assistant principal experiences, teaching experiences, and experiences as an administrator, all further enhance a leader's self-efficacy. Verbal persuasion is also a component of Bandura's (1997) model which enhances self-efficacy. Compliments from a professor or a supervising principal can enhance one's self-worth and increase self-efficacy. Being able to seek assistance through mentoring relationships with peers, professors, members of staff, and even school constituents such as parents and members of the community can heighten the awareness of a principal regarding standards, allowing him or her to experience increased self-efficacy.

Performance evaluations, too, can provide both positive and negative feedback that can be constructively utilized by principals to develop leadership standards that enable them to become better, more capable school leaders. It makes a great deal of sense to integrate the efficacy building experiences into principal leadership programs, principal professional development, and assistant principal training programs. Principals who are highly self-

efficacious create environments that are collectively self-efficacious, develop leadership capacity among their staff, and create school cultures that are less inclined to be stagnant and more inclined to be responsive to the needs of students. “Those who are prepared in innovative, high quality programs are more likely to become instructional leaders who are committed to the job and are efficacious in their work” (Darling-Hammond, La Pointe, Meyerson, & Orr, 2007, p. 6).

CHAPTER THREE: METHODOLOGY

Approach

The methodology of this study was quantitative. It was a non-experimental research design. It included descriptive, survey, and correlational research. Public school principals in rural areas – defined as those meeting the criteria for sparsity funding -- were identified as the population with the respondents being identified as those in the sample for the research study.

Instrument

For the purposes of this study, the researcher used Standards One, Two, Three, Five, Six, Seven, Eight, Nine and Ten and excluded Standard Four. Standard Four is concerned with faculty engagement, and the researcher felt that this standard was better suited for a mixed or quantitative study connecting the principal's self-efficacy scores with faculty survey results. Standard Four was not a part of the questionnaire for the purposes of collecting data for this study.

The data was collected with a questionnaire developed by the researcher using Bandura's guide for constructing self-efficacy scales (2005). This survey posed questions on principals' self-efficacy in Florida's Principal Standards, which were answered using a continuous scale from 0-10, ranking their self-efficacy in each skill identified with each of the nine standards included in the study. Low self-efficacy began with a rating of 0, and the highest level of self-efficacy was scored as 10. Bandura (2005) suggests that self-efficacy surveys use "can" statements prefacing an expectation of principals, such as analyzing data with the wording "I can analyze data to recognize where student learning needs to improve." Bandura (2005) then suggests that the 0 on the scale be identified as something the respondent cannot do and that the middle scale, 5, be something the principal identifies as a skill they "can somewhat do" and 10

being something that they “highly know they can do.” The skills under each of the nine standards were taken directly from the Florida Department of education’s Florida’s Principal Leadership Standards.

Following each skill under the targeted principal standard, principals were asked to rank the three sources of self-efficacy that were provided. They were instructed to rank one as the most important in their development of self-efficacy in that standard. They were also instructed to rank their next choice as two and their third choice as three. These sources of self-efficacy were identified and operationalized for the purpose of this study. The sources include their educational leadership program, formal principal preparation program in their district, and district professional development, which were categorized as vicarious experiences. Social persuasion consisted of feedback from mentors or school stakeholders. Performance outcomes included the principal’s years of teaching experience, years of experience as an assistant principal, and years of experience as a principal. Figure 1 (on the following page) represents how the researcher operationalized sources of self-efficacy.

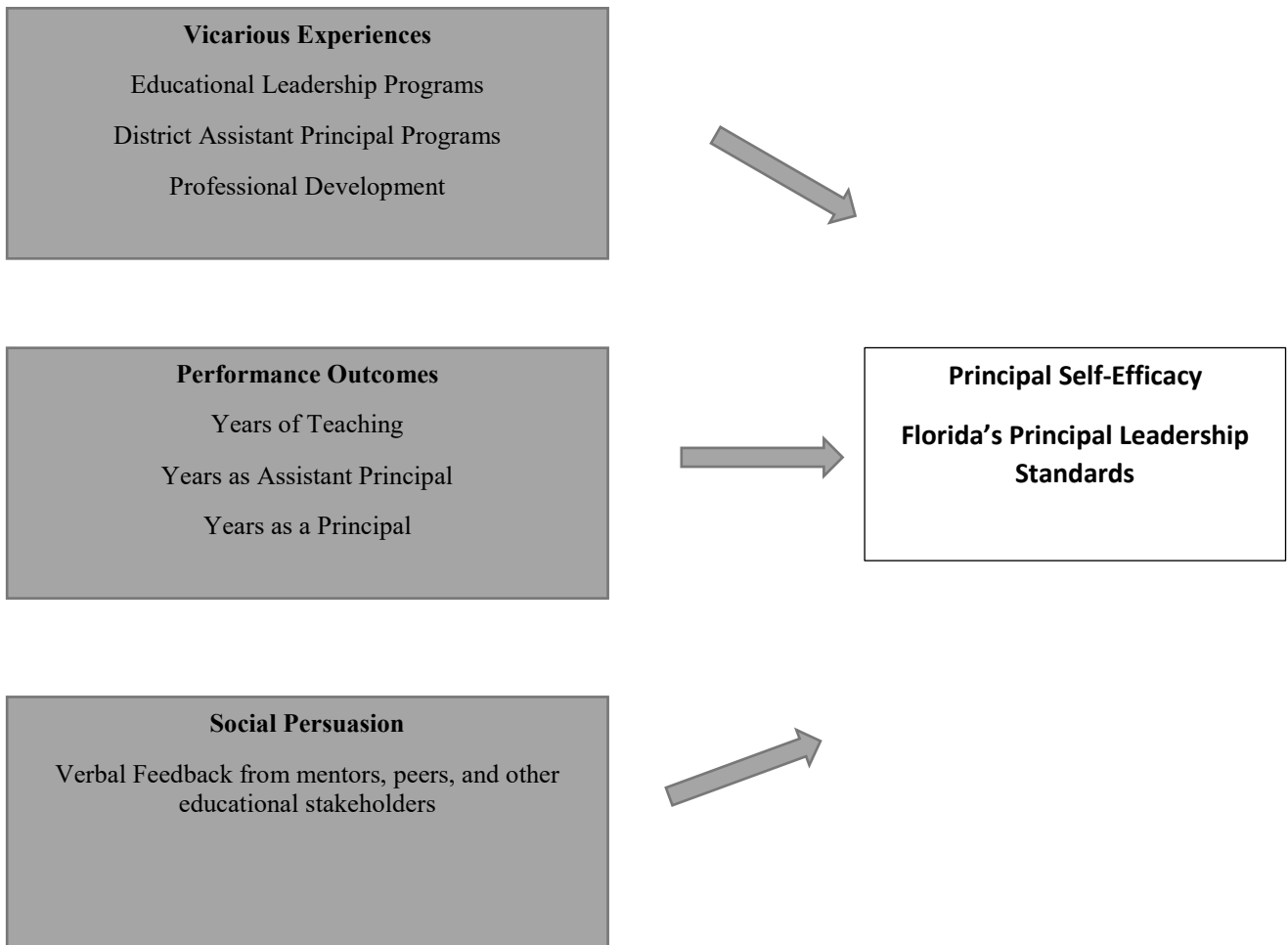


Figure 2. Operationalized Sources of Self-efficacy

Self-efficacy scores were generated by combining the totals in each of the skill areas constituting that standard. The least number of skills was two for a standard and the most six. These were converted to percentages to indicate principal self-efficacy scores in each standard. The ranking questions regarding self-efficacy in each standard were analyzed for frequency of the rankings for each of the nine standards. Table 1 correlates research questions and variable to the questionnaire.

Table 1*Alignment of Research Questions and Variables with Questionnaire Items*

Research Question and Variable	Questionnaire Item(s)
Research Question #1 Self-Efficacy in standards	
Standard #1 Student Learning Results	Item #11, 12
Standard #2 Prioritizing Student Learning	Item #14, 15, 16,17
Standard #3 Instructional Leadership	Item #19, 20, 21,22,
Standard #5 Learning Environment	Item #24, 25, 26, 27, 28, 29,
Standard #6 Decision Making	Item #31, 32, 33,34, 35,
Standard #7 Leadership Development	Item #37,38,39,40
Standard #8 School Management	Item #42, 43,44,45
Standard #9 Communication	Item #47, 48, 49,50, 51
Standard #10 Professional and Ethical Behavior	Item # 53, 54, 55, 56
Research Question #2 Demographic Variables	
Principal's School Site	Item #2
Principal's Gender	Item #3
Principal's Ethnicity	Item #4
Principal's Race	Item #5
Principal's Level of Education	Item #6
Principal's Age	Item #7
Principal's Number of years as a teacher	Item #8
Principal's Number of years as an asst. principal	Item #9
Principal's Number of years as a principal	Item #10
Research Question #3 Ranking Self-Efficacy Sources for each Standard	
Standard #1 Student Learning Results	Item #13
Standard #2 Prioritizing Student Learning	Item #18
Standard #3 Instructional Leadership	Item #23
Standard #5 Learning Environment	Item #30
Standard #6 Decision Making	Item #36
Standard #7 Leadership Development	Item #41
Standard #8 School Management	Item #46
Standard #9 Communication	Item #52

Prior to the distribution of the survey, both content and face validity testing were performed on the instrument. Content validity indicates how well the survey measures the construct of principal self-efficacy in Florida's Principal Leadership Standards. Content validity

addresses the comprehensiveness of the instrument, including the instrument's logic and appropriateness to the study for which it is developed or used (Fraenkel & Wallen, 1996).

Included among content area experts for this portion of my study are a retired former Director of the Heartland Regional Association, who also served as a principal and director of curriculum; a current superintendent of schools in an adjacent school district, who also served as a school principal; a former superintendent of schools in both Florida and Georgia, who also served as principal in several Florida school districts; and two current Florida principals. The content area experts were asked to ensure the items were representative of the content domain which was developed in the questionnaire on Florida's Principal Leadership Standards. They were asked to review the clarity of the items and the comprehensiveness of the measure. Survey Monkey was used to share the survey with the content area experts, and it allowed each of the experts to respond with comments to any of the items on the questionnaire. Two of the content area specialists suggested that questions reflecting race and ethnicity be further refined and suggested utilizing the Florida Department of Education data reporting elements to revise these questions. This expanded the number of categories for those items, and the questionnaire was adjusted in response to those suggestions. Questions that required the respondents to use a rating scale were also not deemed clear when the respondent was asked to rank the source of efficacy but given no directions as to having one be the most important and three being the least important. Changes were made in the instrument to reflect these suggestions. The directions for ranking were more clearly outlined by specifying that a ranking of one provided the respondent's top source of self-efficacy in that standard while the rankings of two and three represented those of less value. No other feedback was given that resulted in changes to the instrument.

Face validity, or logical validity, was performed. This form of validity tests whether the survey, on the surface, seems to measure principal's self-efficacy and the sources of self-efficacy. Two current Florida principals reviewed the instrument, as did the Chief Informational Officer of SFSC. Furthermore, two principals in the researcher's district, which has been excluded from the study, were included to review for face validity. Their task was to ensure that questions reflect tasks within the standard. Additionally, all members of the researcher's committee were given the survey to review. One of the members of the committee currently serves as a secondary principal, and two members of the committee are former principals who served at the elementary and secondary levels. These members were also sent the survey via Survey Monkey with an ability to make comments regarding each of the questions. No changes were requested through this review process.

The researcher built the questionnaire with the intent to distribute via Survey Monkey using the email functions and masking the email responses so that the participants would remain anonymous. The district selected for the pilot was Polk County. The researcher emailed the superintendent regarding the study and then all principals in the district. Following two weeks, an email reminder was sent, and a week later, a final email was sent asking the principals to complete the survey. A total of 8 surveys were returned out of a population of over 100 principals. Because no data of discernable value came from the survey, the researcher recognized that for the research to be viable, another mechanism needed to be identified to distribute surveys that would yield an adequate response rate and sample for the research to continue.

A new IRB was submitted and the researcher began to contact districts in November, asking to be directed to those individuals responsible for supervising principals. Districts were

contacted by email and phone. The researcher requested in making these contacts to be given a person with direct supervision over principals in the district. For smaller districts that sometimes was the superintendent and in some districts it could have been a person in a curriculum and instructional position. Once the researcher secured a contact person for a district, that person was contacted and asked to serve as a survey administrator and be responsible for administering and collecting the surveys to be returned in the prepaid postage envelopes provided by the researcher. When the district contact person agreed to serve, the surveys for the district were mailed to his or her attention with a prepaid self-addressed envelope. The district contact person was asked to get the survey back before the middle of December and include nothing in the package that would indicate where the surveys were from in order to maintain anonymity. The researcher worked with the list of thirty districts over several weeks, making several attempts to contact each district. Some districts were responsive, and some districts were not. Several of the districts in the sample were in the Panhandle of Florida, and the questionnaires were distributed during the time that these districts were impacted by Hurricane Michael. One other district qualifying for the sparsity supplement was taken over by the State and the two schools in the district became charter schools, thus excluding those schools' principals from the study.

Because the pilot did not yield substantial results, it was not used to determine the reliability of the instruments. Instead, the researcher conducted internal consistency reliability using Cronbach's Alpha. "This statistic provides an indication of the average correlation among all the items that make up the scale" (Pallant, p.6). According to Pallant, "values can range from 0 to 1, with higher values indicating greater reliability" (p.6). For the 38 skill items in the survey, the Cronbach Alpha value was .964, and for the 9 combined scores for each standard, the score was .939, indicating reliability for both skill ratings and their combined totals.

Survey Participants

The survey participants were selected in a non-random sample. Each of the public school principals in the 32 school districts qualifying for the sparsity supplement with the exception of Hardee County and Jefferson County were included. The researcher serves as a school board member in the Hardee County school district, and it was excluded as was the Jefferson County school district whose two schools became charter schools. The researcher selected participants in rural, public P-12 schools because those schools often lack the resources for professional development to which some larger districts may have access and the researcher's interests were focused on rural schools and their leadership. The population of respondents was identified as the P-12, public rural principals serving in the district during the 2018-2019 school year at the time of the questionnaire's administration. The sample included those 101 principals responding to the survey.

Research Questions

1. How do P-12 public, rural principals perceive their level of self-efficacy with Florida's Principal Leadership Standards?
2. How do gender, race, age, level of education, school site, number of years teaching, number of years as an assistant principal and number of years as a principal correlate to the P-12 rural principals' self-efficacy in each of the standards?
3. Using Bandura's model of self-efficacy, what operationalized source of Bandura's model do P-12 rural principals rank as having the strongest relationship with the development of their self-efficacy in a particular standard?

Hypotheses

1. There will be variance in how principals perceive their level of self-efficacy with Florida's Principal Leadership Standards.
2. Gender, race, age, ethnicity, level of education, school site, years of experience as a teacher, years of experience as an assistant principal, and years of experience as a principal will indicate a relationship with a principal's self-efficacy in Florida's Principal Leadership Standards.
3. The strongest source of self-efficacy for each of the Principal Leadership Standards will be performance outcomes.

Data Collection

Demographic information collected by the survey on the sample of principals will include the following: number of years of experience teaching, number of years as an assistant principal, number of years as a principal, educational level, gender, ethnicity, and age. This survey posed questions on principals' self-efficacy in Florida's Principal Standards, which were answered using a continuous scale from 0-10. Those skills composing the standards were then added for a total score for self-efficacy in the standard and entered into SPSS 25. Following each skill under the targeted principal standard, principals were asked to rank the three sources of self-efficacy provided from one to three with one being the most important to the development of this competency and three being the least important in the development of the competency. These sources of self-efficacy have been identified and operationalized for the purpose of this study. The sources include their educational leadership program, formal principal preparation program in their district, and district professional development -- which serve as vicarious experiences. Social persuasion is comprised of feedback from mentors or school stakeholders and

performance outcomes or mastery experiences include the principal's years of teaching experience, years of experience as an assistant principal, and years of experience as a principal.

Data Analysis

The data collected from the respondents was analyzed using the appropriate and inferential statistical methods. Data for this study was compiled and analyzed using The Statistical Package for the Social Sciences (SPSS) statistical program (version 25). Sum scores for the skills for each standard were calculated and transferred to SPSS for statistical analysis. The questionnaire was composed of 56 questions, which included demographic information such as gender, race, ethnicity and age. Also included in this information were the participant's number of years as a teacher, number of years as an assistant principal, and number of years as a principal. Next, were questions on each of the skills associated with the nine standards included in the study. These required a response on continuous scale between 0 and 10. The sums of the skills in each standard were totaled and transferred to SPSS for analysis. The sums were designated as the principal's self-efficacy in that particular standard. After the skills, the standard was identified, and participants were asked to rate the sources of self-efficacy provided with one being the most important source of their self-efficacy in the standard, two being secondary, and three being the least important.

The standards were analyzed for variance after their conversion to percentages. The continuous independent variables were analyzed for associations to the dependent variables of self-efficacy in the leadership standards using Pearson's Correlation Co-Efficient. "The Pearson r determines the strength of a linear relationship between two variables" (Cronk, 2018, p.50). It was used for the continuous variables of age, years of experience as a teacher, years of experience as an assistant principal, and years of experience as a principal.

The variables of gender and educational level with two categories were analyzed with the Mann -Whitney U. “The Mann-Whitney U test is the nonparametric equivalent of the independent t test. It tests whether or not two independent samples are from the same distribution using ranking of the data” (Cronk, 2018, p. 106). “It is used to test for differences between two independent groups on a continuous measure” (Pallant, 2013, p. 235).

Race, ethnicity, and school location had variables with more than two categories. Variables with more than two categories were analyzed using the Kruskal-Wallis, and a Friedman Dunn was the post hoc used to determine relationships among pairs. “The Kruskal-Wallis Test is the non-parametric alternative to a one-way between-groups analysis of variance. It allows you to compare the scores on some continuous variable for three or more groups” (Pallant, 2013, p.240). According to Pallant, “if you obtain a statistically significant result for your Kruskal-Wallis Test you don’t know which of the groups are significantly different from one another so you can use the Friedman test which is the non-parametric alternative to the one-way repeated measure of analysis variance. It is used when you take the same sample of participants or cases and measure them at three or more points in time, or under three different conditions” (2013, p. 243). It automatically calculates for the Bonferroni adjustment in SPSS, giving a revised alpha level as your criteria for determining significance (Pallant, 2013).

The rankings for the sources of self-efficacy were analyzed for frequency. Frequency and percent distributions were also used to present this data in the study.

Ethical Considerations

A primary ethical consideration in this survey is the protection of identity to ensure that respondents answered truthfully regarding their self-efficacy in each of the tasks for the ten principal standards. When Survey Monkey was discarded as a mechanism for the survey distribution after the pilot failed to yield an adequate sample size for study, the researcher used return postage envelopes with the researcher's address for the return address. The person responsible for the distribution and collection of the surveys in each district was asked to return the surveys with no identifying information on the surveys. A disclaimer was included at the beginning of the questionnaire with the verbiage required for Florida Southern College's research involving human subjects. Participation in the study was entirely optional. Because no return addresses were provided by the districts other than the senders', the participants are unable to be identified by district, giving them anonymity in the study. Results of the survey will be kept for five years in a secured storage cabinet in the researcher's home.

Summary

This chapter describes the methodology utilized to conduct this study, as well as the construction of the questionnaire. It describes the process used for content validity and face validity to ensure that the questionnaire reflected the Florida Department of Education's Principal Leadership Standards and the corresponding skills associated with those standards. Skills and total combined scores were also analyzed for reliability using Cronbach's Alpha. The researcher followed Bandura's (2005) methodology for construction of scales to measure self-efficacy. The researcher then operationalized three of Bandura's sources of self-efficacy so that principals could rank these sources to determine which source led to their self-efficacy with a particular standard. The questionnaire was designed to answer the three primary research

questions and ascertain if the researcher's hypotheses were correct. Further, this chapter reflects the way the questionnaire was distributed among participating districts after the pilot failed to yield an adequate sample. The researcher also provides a Table 1, which matches research questions to the associated item on the questionnaire. Lastly, this chapter includes the means by which the data was analyzed, measures used for descriptions of central tendency, variance, frequency, and significance, as well as the tests performed.

CHAPTER FOUR: FINDINGS

Introduction

Principals and critics of principal education programs are dissatisfied with principal preparation programs, citing that principals are unprepared to face the complex issues that confront today's educational leader. While retention of teachers has become a critical issue an even more pressing concern is that of hiring and retaining quality principals. Fuller (2012) cites Burkhauser et.al (2012), who indicate that principal turnover has a direct negative impact on student performance immediately after their exit. Fuller (2012) also indicates that principal turnover negatively impacts student performance indirectly through leading to teacher turnover and then indirectly by establishing a climate of teachers "waiting out" the principal because they do not want to invest in any change efforts.

Self-efficacy is a belief that a person is capable of a certain skill or activity. Self-efficacy is something that can be developed and has been proven, through numerous studies, to increase a person's resilience and ability to complete a task for which he or she believes he or she is capable. A principal's self-efficacy can increase his or her teachers' self-efficacy and the collective self-efficacy of the school, providing an environment where academic success is attainable for students. Self-efficacy is relevant in leadership and serves as the foundation for this study.

Survey Response

Because of the critical nature of self-efficacy in skill proficiency the self-efficacy of rural, public P-12 principals in districts qualifying for the rural sparsity supplement in Florida was examined (Appendix E). The population of this survey consisted of 30 public Florida school district principals. One district was eliminated, as the researcher serves on the school board, and another district was eliminated as the school failed to meet Florida's standards and the two

schools in the district were taken over by private charter schools. From an original population of 263 principals, this took the number to 254. Three districts did not respond to contact from the researcher during the time data was collected because those districts were suffering the aftermath of Hurricane Michael and were closed. Several districts that were not impacted did not respond to the researcher's contacts via phone or email, but of those who responded and designated a contact person, surveys were mailed and 101 questionnaires were completed and mailed back to the researcher for analysis. One incomplete survey was omitted. The response rate for the survey was 39.6%.

Demographics of Participants

Of the sample collected, 51.5 % identified as the male gender and 48.5% identified as the female gender. Of responses regarding race, 92.1% were white, 5.9 % were black, 1% was other and 1% preferred not to disclose. Ethnicity demographics indicated that the participants were 1% Hispanic, 97% Non-Hispanic and 2% preferring not to disclose. The level of education identified by the sample participants included a large percentage, 81.2 %, as having a master's degree, with 18.8% disclosing an education beyond a master's degree. The school sites where the principals of this sample worked were as follows: 48.5% at elementary schools, 20.8% at middle schools, 17.8% at high schools, and 12.9% identifying their schools as special or center schools other than elementary, middle, and high schools.

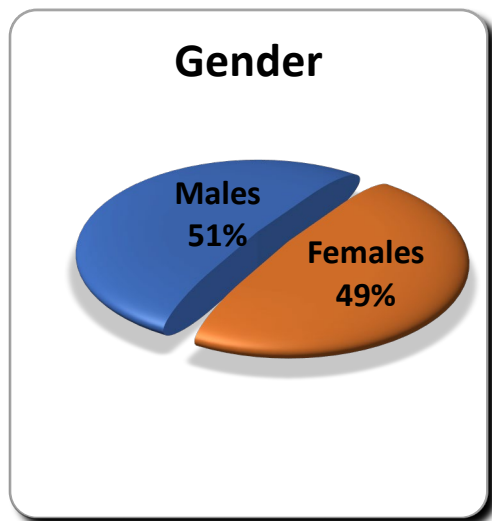


Figure 3. Percentage of Participants by Gender

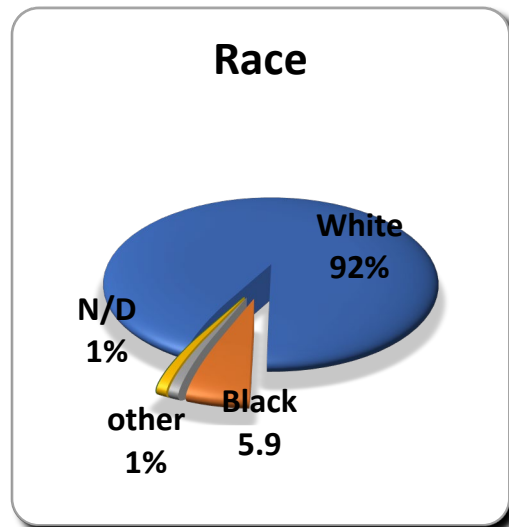


Figure 4. Percentage of Participants by Race
N/D is prefer not to disclose

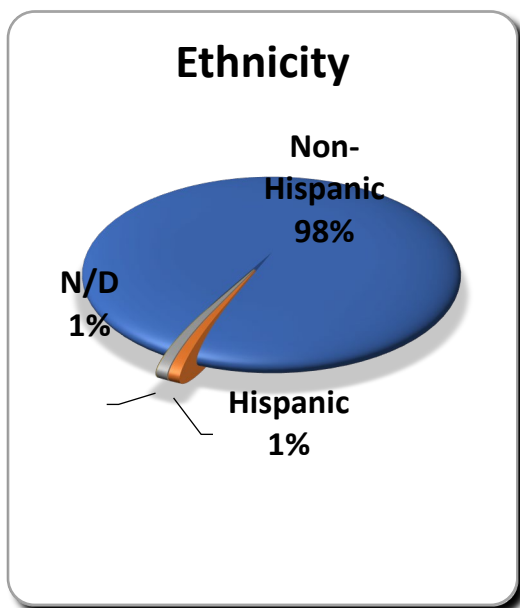


Figure 5. Percentage of Participants by Ethnicity
ND is prefer not to disclose

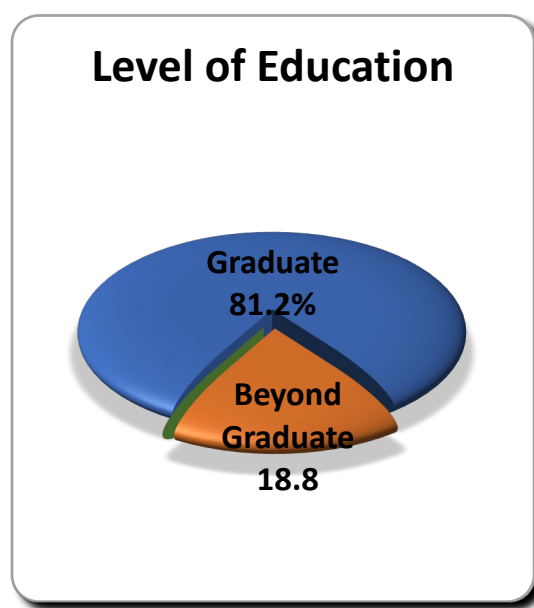


Figure 6. Percentage of Participants by
Level of Education

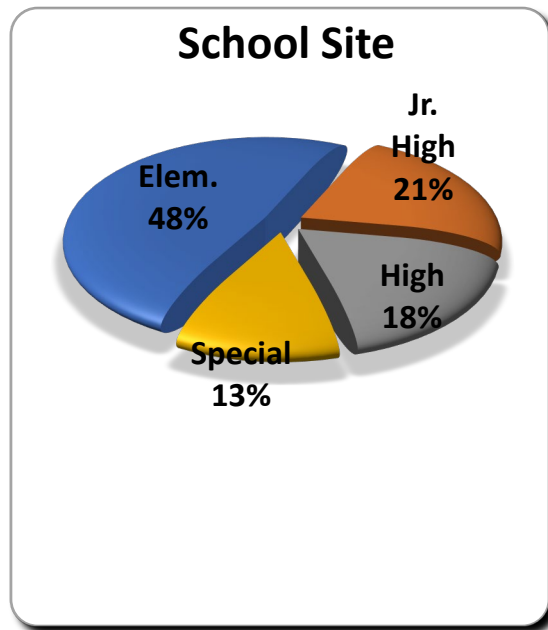


Figure 7. Percentage of Participants by School Site

Of the continuous independent variables identified, such as age, years of experience teaching, years of experience as an assistant principal, and years as a principal, the following table indicates mean, median, standard deviation, maximum, minimum, and range.

Table 2

Continuous Demographic Variables

Variable	n	Mean	Median	Maximum	Minimum	Range	s
Age	100	47.36	47.5	67	30	37	8.04
Y/T	101	11.48	10.0	27	3	24	5.42
Y/ AP	101	4.53	4.0	16	0	16	3.24
Y/P	101	4.16	3.0	15	.5	14.5	3.6

Note. Percentages are represented as valid percentages. Y/T is years teaching, Y/AP is years as an assistant principal, and Y/P is years as principal. One participant failed to report age.

Research Question One

How do Florida's public, rural P-12 principals perceive their level of self-efficacy in the Florida Leadership Standards?

Totals from the skills associated with each standard were calculated and entered into SPSS. These totals represented the participants' self-efficacy in each of the nine standards surveyed.

Hypothesis One

There will be variance in how Florida's public, rural P-12 principals perceive their level of self-efficacy in the Florida Leadership Standards.

Table 3

Standard and Self-Efficacy Score

Standard One	88.76%
Student Learning Results	
Standard Two	85.24%
Prioritizing Learning	
Standard Three	82.78%
Instructional Plan Implementation	
Standard Five	87.58%
Learning Environment	
Standard Six	84.87%
Decision Making	
Standard Seven	86.63%

Leadership Development

Standard Eight	86.13%
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School Management

Standard Nine	87.88%
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Communication

Standard Ten	91.57%
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Professional and Ethical Behavior

Of the nine standards surveyed, the participants identified the least self-efficacy with Standard Three, Instructional Plan Implementation. The participants indicated the highest level of self-efficacy with that of Standard Ten, Professional and Ethical Behavior.

Next, the researcher analyzed the skills that constitute the standards. The mean for each skill, median, and the percentage of principals who felt that they could “highly perform” the skill are in Table 4 below.

Table 4*Skills Composing Standards*

Standard & Skill	Mean	Median	Percent that feel they “highly can perform”
<hr/> Standard One – Learning & Assessment			
#1 Setting Learning Goals	8.64	9	47.5%
#2 Assessing Student Performance	9.1	10	53.5%
Standard Two – Prioritizing Student Learning			
Skill #1 Encouraging Collaboration	8.83	9	43.6%

Skill #2 Supportive Learning Environment	8.9	9	42.6%
Skill #3 Generating High Expectations	8.6	9	33.7%
<hr/>			
Standard & Skill	Mean	Median	Percent that feel they “highly can perform”
<hr/>			
Skill#4 Closing Learning Gaps	7.76	8	17.8%
Standard Three- Implementing Instructional Framework	7.86	8	26.7%
Skill #1 Implementing Accomplished Leader Practices			
Standard Three			
Skill #2 Analyzing Data for instructional planning & improvement	8.66	9	38.6%
Skill #3 Communicating Relationships among standards	8.28	8	27.7%
Skill #4 Implementing adopted curriculum	8.3	8	32.7%
Standard Five – Learning Environment			
Skill #1 Maintaining a safe, respectful and inclusive learning environment	8.95	9	42.6%
Skill #2 Recognizing Diversity as an asset & using it to promote achievement	8.7	9	33.7
Skill #3 Promoting a culture that validates			

similarities and differences	8.8	9	32.7%
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Standard & Skill	Mean	Median	Percent that feel they “highly can perform”
<hr/>			
Skill #4 Monitoring and giving feedback on the learning environment	8.6	9	31.7%
Skill #5 Encouraging student success & well- being	9.17	9	47.5%
Standard Six – Decision Making			
Skill #1 Prioritizing decisions that impact student learning and teacher proficiency	8.6	9	32.7%
Skill #2 Thinking critically & problem solving	8.72	9	34.7%
Skill #3 Evaluating decision for effectiveness & equity	8.43	8	26.7%
Skill #4 Empowering others & sharing leadership	8.6	9	33.7%
Skill #5 Utilizing technology to enhance efficiency & decision making	8	8	18.8
Standard Seven – Leadership Development			
Skill #1 Identifying and cultivating leaders	8.55	9	31.7%
Skill #2 Providing evidence of trust & delegation	8.85	9	36.5%

Skill #3 Planning for succession	8.6	9	33.7%
Standard & Skill	Mean	Median	Percent that feel they “highly can perform”
Skill #4 Developing sustainable & supportive relationships	8.64	9	35.6
Standard Eight – School Management			
Skill #1 Organizing time, tasks and projects effectively	8.36	9	26.7%
Skill #2 Establishing deadlines	8.77	9	38.6%
Skill #3 Managing schedules, allocating resources & delegating	8.59	9	32.7%
Skill #4 Maximizing resources & being fiscally responsible	8.73	9	36.6%
Standard Nine – Communication			
Skill #1 Actively listening to stakeholders	8.98	9	41.6%
Skill #2 Communicating student expectations	8.88	9	42.6%
Skill #3 Maintaining high visibility	8.92	9	43.6%
Skill #4 Utilizing technology for communication & collaboration	8.2	8	26.7%
Standard Ten – Professional and Ethical Behavior			
Skill #1 Adhering to professional code of ethics	9.7	10	78.2%

Standard & Skill	Mean	Median	Percent that feel they “highly can perform”
<hr/>			
Skill #2 Demonstrating resiliency by staying			
focused on school vision	8.95	9	36.6%
Skill #3 Demonstrating explicit improvements			
in performance based on feedback	8.95	9	36.6%
Skill #4 Demonstrating commitment to the			
school	8.99	9	41.6%
<hr/>			

Analyzing the skills provides the information that prioritizing student learning, found in Standard Two, has the lowest number of participants indicating they can highly perform the skill of encouraging faculty and staff to close learning gaps, with only 17.8% affirming that this is the case. The next to the lowest percentage indicating that they could highly perform a skill was that in Standard Six, decision making. Only 18.8% of participants indicated that they could effectively use technology in decision making. By far the highest percentage of those indicating that they could highly perform a skill came from Standard Ten, Professional and Ethical Behavior, with 78.2% of the participants indicating that they could highly perform adherence to the professional code of ethics. The second highest was a distant 53.5% in Standard One, student learning results, with respondents indicating they could highly assess student learning performance.

Skewness

Inputting the data for skills provided the researcher with the indication that the participants' scores in the skills and subsequently the standards were possibly skewed. To determine if the data was skewed, the researcher conducted the One Sample Kolmogorov-Smirnov Test on each of the nine standards surveyed. "The Kolmogorov-Smirnov statistic assesses the normality of the distribution of the scores. A non-significant result of a value more than .05 indicates normality while less than .05 indicates a violation of the assumption of normality" (Pallant, 2013, p.66). The scores for Standard One, student learning results $p = .000^c$ indicates the result deviates significantly from normality. For Standard Two, prioritizing student learning, $p = .032^c$ indicates that the result deviates significantly from normality. For Standard Three, instructional plan implementation, $p = .023^c$ indicates that the result deviates significantly from normality. For Standard Five, student environment, $p = .043^c$ indicates that the result deviates significantly from normality.

For Standard Six, decision making, $p > .05$ indicates a non-significant value and does not deviate from normality. Standard Seven, leadership development, $p = .004^c$ indicates that the result deviates significantly from normality. Standard Eight, school management, $p = .002^c$ indicates the result deviates significantly from normality. Standard Nine, communication $P = .004^c$ indicates that the result deviates significantly from normality. Standard Ten, professional and ethical behaviors is $p = .000^c$. All standards indicate skewness, with the exception of Standard Six, decision making, which indicated a non-significant value $p > .05$, which did not deviate from normality. Figures 8-16 indicate self-efficacy scores in each of the nine standards. The data provided indicates skewness with the dependent variable of self-efficacy in all but one standard.

The researcher followed the guidelines for the use of non-parametric measures, as the data was not normally distributed.

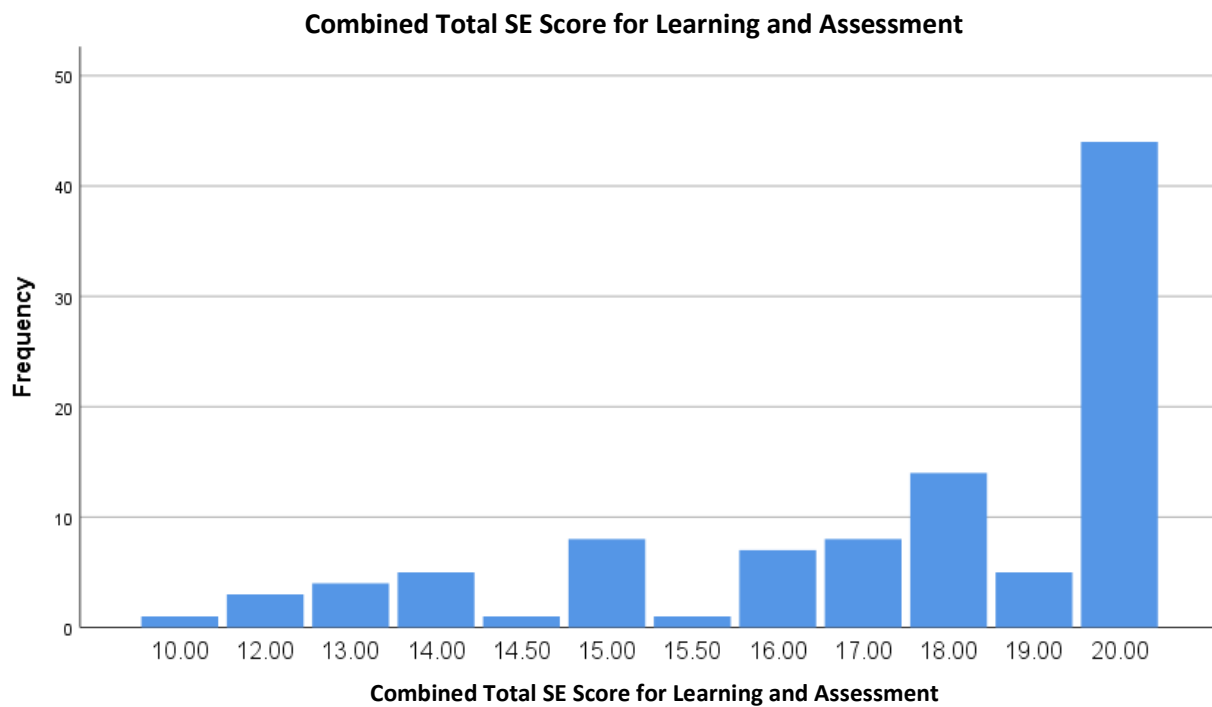


Figure 8. Participant Results of Self-efficacy for Standard One, Learning and Assessment

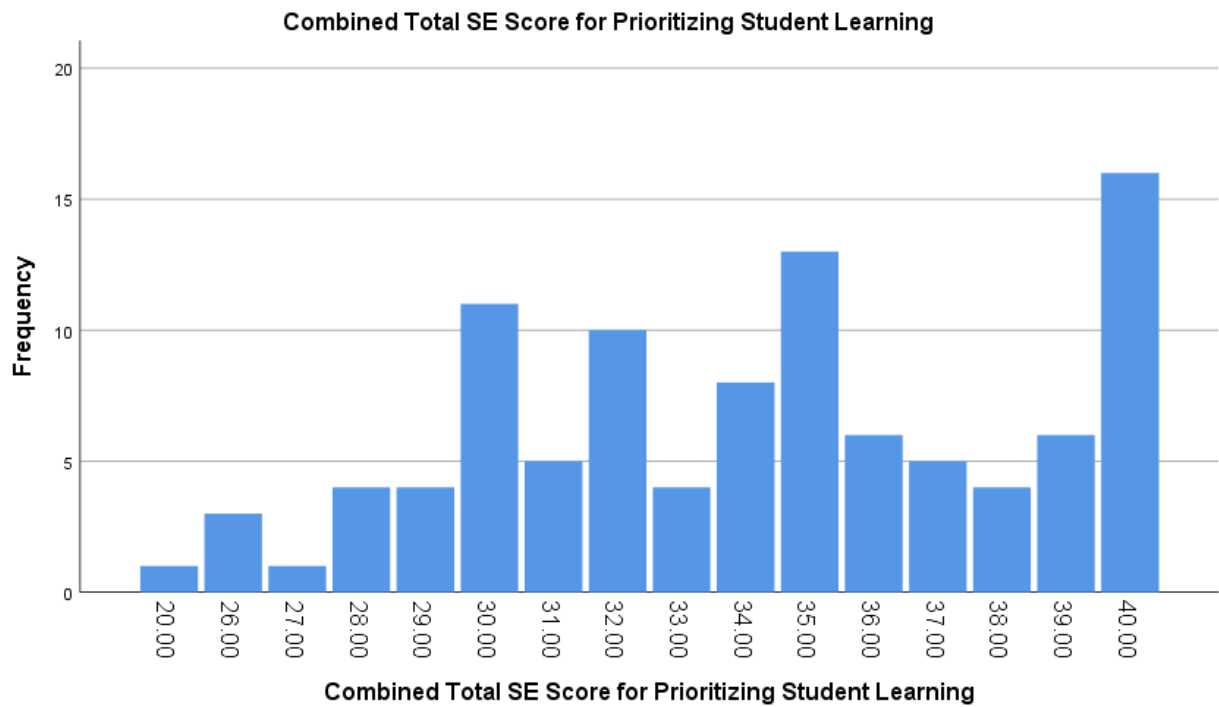


Figure 9. Participant Results of Self-efficacy in Standard Two, Prioritizing Learning

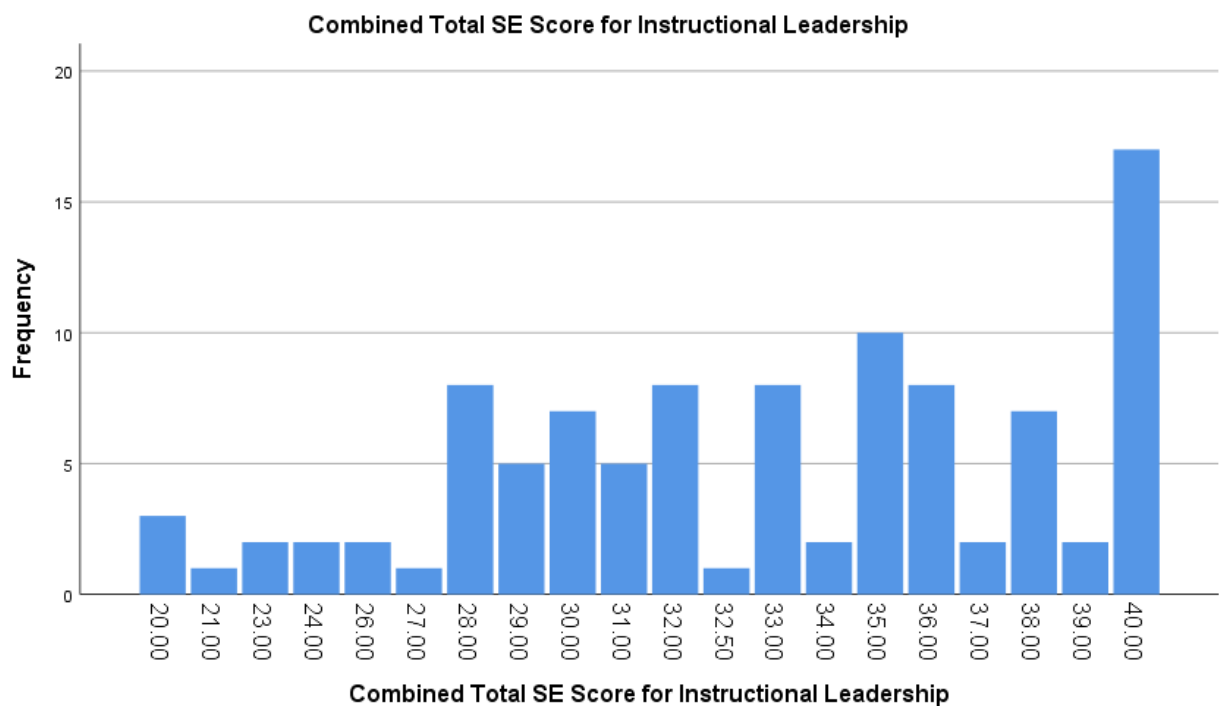


Figure 10. Participant Results of Self-efficacy in Standard Three, Instructional Leadership

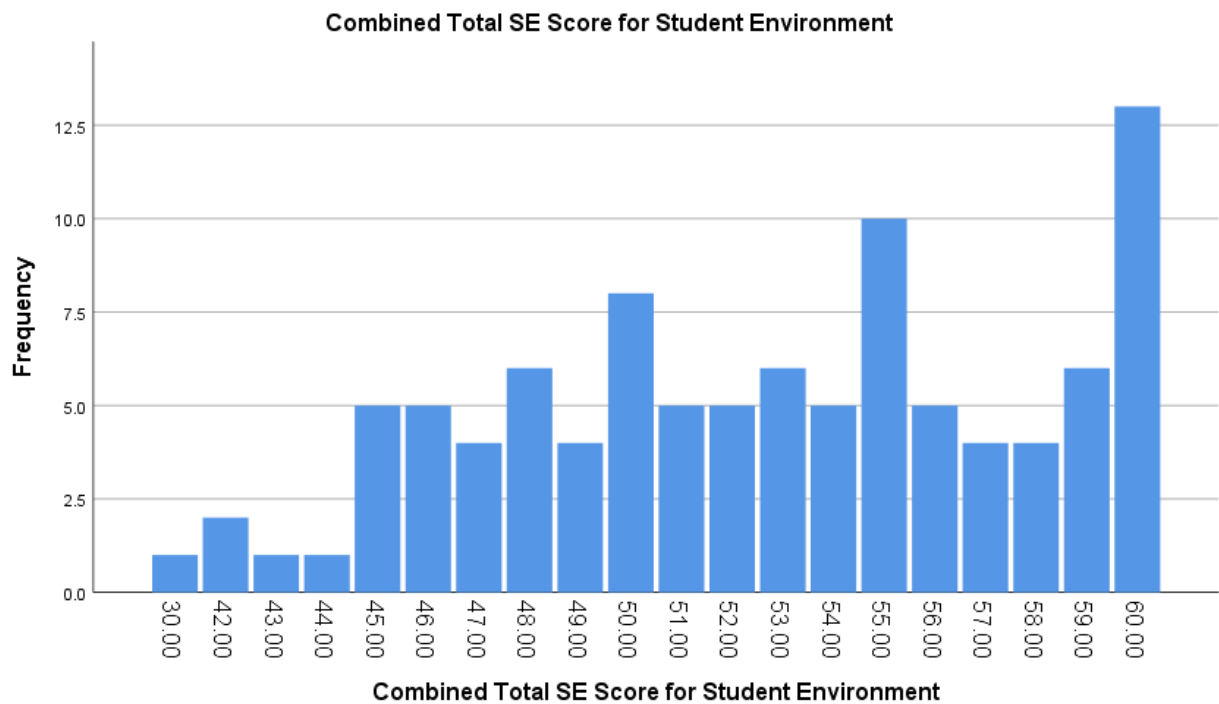


Figure 11. Participant Results of Self-efficacy in Standard Five, Student Environment

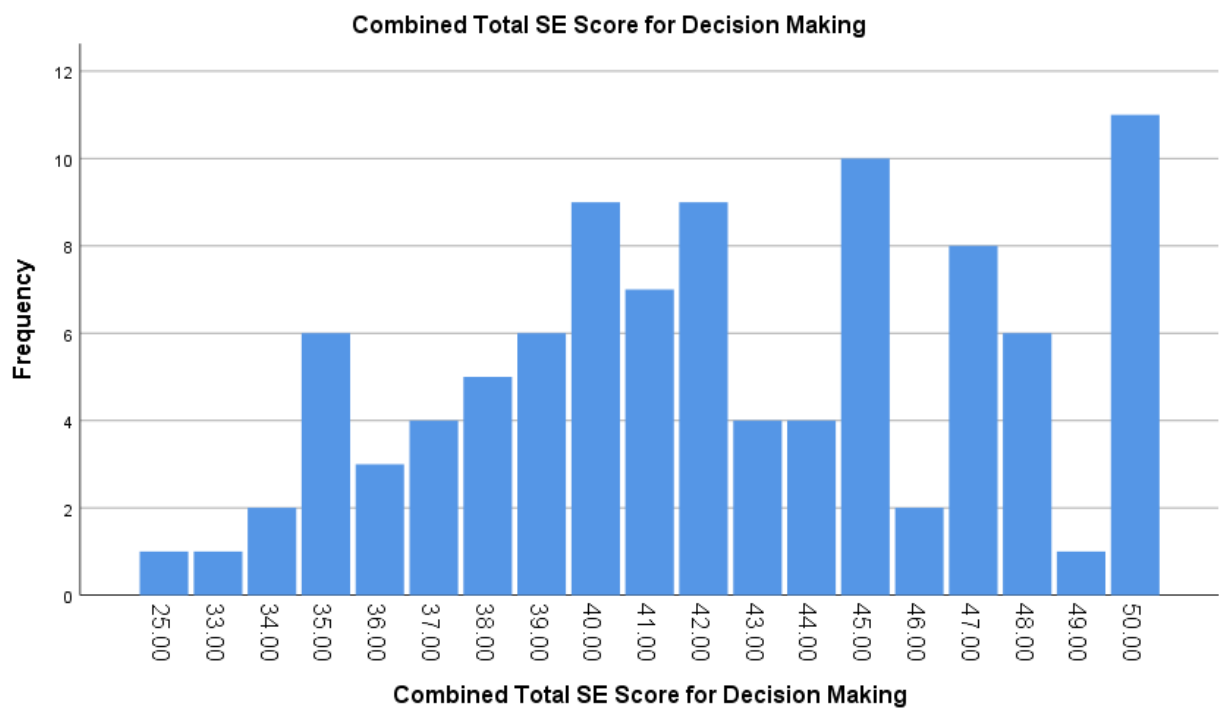


Figure 12. Participant results of self-efficacy in Standard Six, Decision Making



Figure 13. Participants Results of Self-efficacy in Standard Seven, Leadership Development

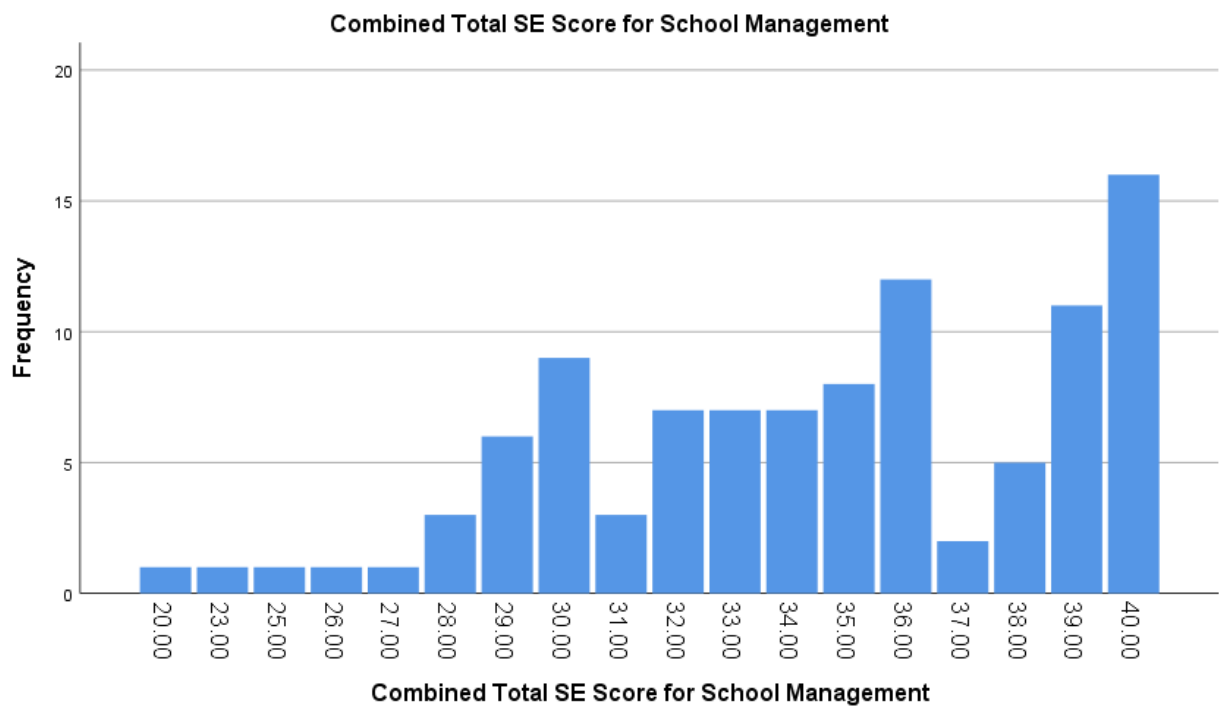


Figure 14. Participant Results of Self-efficacy in Standard Eight, School Management

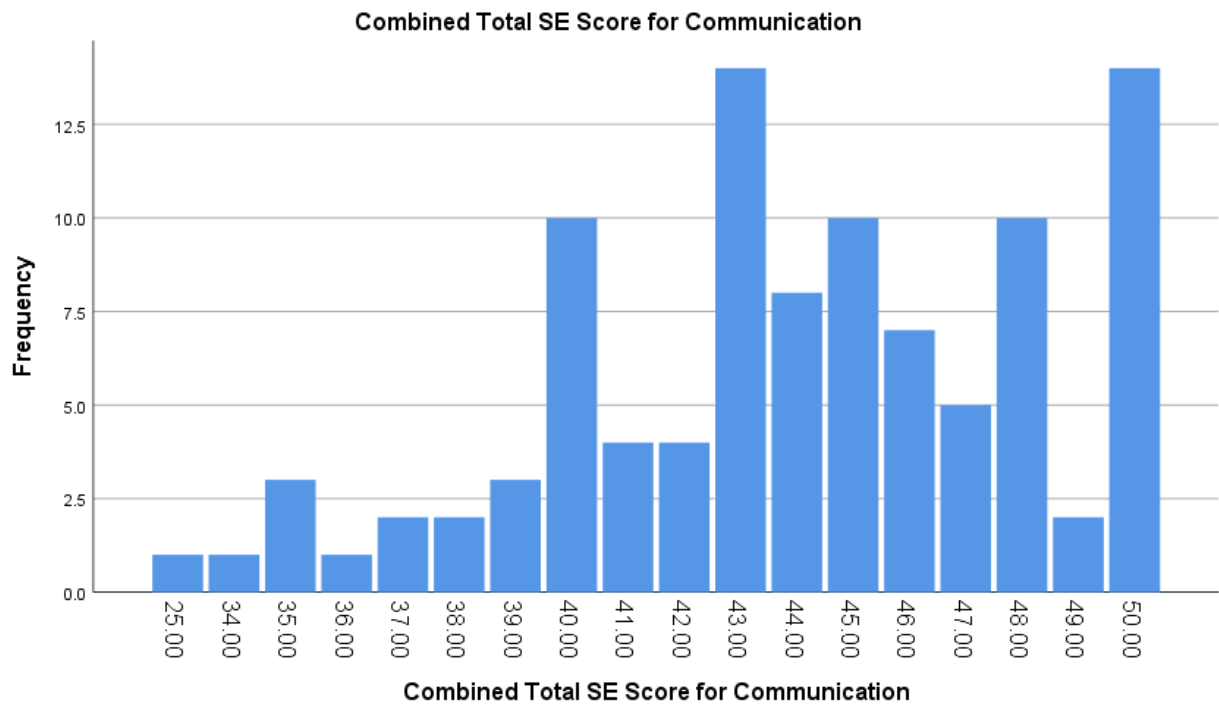


Figure 15. Participant results in Standard Nine, Communication



Figure 16. Participant Results of Self-efficacy in Standard Ten, Professional and Ethical Behavior

Research Question Two

Do gender, race, age, level of education, school site, number of years teaching, number of years as an assistant principal and number of years as a principal correlate to the P-12 rural principals' self-efficacy in each of the standards?

Hypothesis Two

Gender, race, age, ethnicity, level of education, school site, years of experience as a teacher, years of experience as an assistant principal and years of experience as a principal will indicate a relationship with a principal's self-efficacy in Florida's Principal Leadership Standards.

Pearsons, Mann-Whitney U, and Kruskal Wallis were the tests used to determine relationship among variables for this question. Pearsons was used to determine the relationship of the continuous variables of age, years of teaching, years as an assistant principal, and years as a principal. Mann-Whitney U was used for the relationships of gender and educational level, with the Kruskal Wallis performed on nominal variables of race, ethnicity, and school location. Dunn's was performed as a post hoc test for those variables indicating relationships.

Continuous Variables

Age, years of teaching, years as an assistant principal, and years as a principal were the continuous variables analyzed for Research Question Two. A Pearson correlation coefficient was calculated for the relationship between age and each of the nine standards. A correlation coefficient will be between -1.0 and +1.0. Coefficients close to .0 represent a weak relationship. Coefficients close to 1.0 or -1.0 indicate a strong relationship. Absolute values less than .3 represent weak relations while absolute values between .3 and .7 are moderate. Positive correlations indicate that while one variable increases, the other increases. Negative values for the correlation coefficient indicate that while one value increases, the other decreases.

Table 5*Correlation between Age and Self-Efficacy*

Standard	n	p	r
Standard 1	100	.717	.037
Learning & Assessment			
Standard 2	100	.012	.252*
Prioritizing Learning			
Standard 3	100	.474	.072
Instructional Leadership			
Standard 5	99	.051	.197
Learning Environment			
Standard 6	98	.377	.090
Decision Making			
Standard 7	100	.009	.258**
Leadership Development			
Standard 8	100	.057	.191
School Management			
Standard 9	100	.433	.079
Communication			
Standard 10	99	.060	.190
Professional& Ethical Behavior			

Note: *. Correlation is significant at the .05 level (2-tailed).

**. Correlation is significant at the .01 level (2-tailed).

A significant linear relationship was found with age and both Standard Two and Standard Seven. A weak positive correlation was found ($r=.252$, $n=100$, $p<.05$), indicating a significant linear relationship between a principal's age and Standard Two, prioritizing student learning. As the principal ages, the self-efficacy score in prioritizing student learning increases. A weak positive correlation was found ($r=.258$, $n=100$, $p<.01$), indicating a significant linear relationship between a principal's age and his/her indicated self-efficacy in leadership development. As a principal ages, his or her self-efficacy in leadership development increases.

Table 6

Correlation between Years as a Teacher and Self-Efficacy

Standard	n	p	r
Standard 1	101	.708	-.038
Learning & Assessment			
Standard 2	101	.966	-.004
Prioritizing Learning			
Standard 3	101	.531	-.063
Instructional Leadership			
Standard 5	100	.962	-.005
School Environment			
Standard 6	99	.239	-.119
Decision Making			
Standard 7	101	.591	.054
Leadership Development			

Standard	n	p	r
Standard 8	101	.493	-.069
School Management			
Standard 9	101	.190	-.132
Communication			
Standard 10	100	.719	-.036
Professional & Ethical Behavior			

There were no statistically significant correlations found between the principal's years of experience as a teacher and his or her self-efficacy scores in each of the standards ($p > .05$).

Table 7

Correlation between Years as an Assistant Principal and Self-Efficacy

Standard	n	p	r
Standard 1	101	.336	.097
Learning & Assessment			
Standard 2	101	.082	.174
Prioritizing Learning			
Standard 3	101	.415	.082
Instructional Leadership			
Standard 5	100	.154	.144
School Environment			

Standard	n	p	r
<hr/>			
		.	
Standard 6	99	.051	.197
Decision Making			
Standard 7	101	.086	.172
Leadership Development			
Standard 8	101	.069	.182
School Management			
Standard 9	101	.110	.160
Communication			
Standard 10	100	.192	.132
Professional & Ethical Behaviors			
<hr/>			

There were no significant correlations found between years as an assistant principal and the nine standards ($p > .05$).

Table 8*Correlation between Years as a Principal and Self-Efficacy*

Standard	n	p	r
Standard 1	101	.013	.245*
Learning & Assessment			
Standard 2	101	.003	.289**
Prioritizing Learning			
Standard 3	101	.265	.112
Instructional Leadership			
Standard 5	100	.041	.205*
School Environment			
Standard 6	99	.099	.167
Decision Making			
Standard 7	101	.069	.182
Leadership Development			
Standard 8	101	.003	.295**
School Management			
Standard 9	101	.284	.108
Communications			
Standard 10	100	.082	.175
Professional & Ethical Behaviors			

Note: *. Correlation is significant at the .05 level (2-tailed).

**. Correlation is significant at the .01 level (2-tailed).

The independent variable of years of experience as a principal had the highest number of standards with correlations indicating that years of experience have a significant relationship and a weak, positive correlation with four of the nine standards. A weak positive correlation was found ($r=.245$, $n=101$, $p<.05$), indicating a weak positive correlation between the number of years a principal serves as principal and a principal's self-efficacy in Standard One learning and assessment. As the number of years a principal serves as principal increases, the principal's self-efficacy in learning and assessment increases. A weak positive correlation was found ($r=.289$, $n=101$, $p<.01$) between the number of years a principal serves as principal and Standard Two, prioritizing student learning. As the number of years a principal serves as principal increases, their self-efficacy in prioritizing learning increases. A weak positive correlation was found ($r=.205$, $n=100$, $p<.05$), indicating a significant linear relationship between the number of years of experience as a principal and the Standard Five, student environment. A weak positive correlation was found ($r=.295$, $n=101$, $p<.01$), indicating a significant linear relationship between a principal's years of experience as a principal and Standard Eight, school management. As the number of years a principal serves as principal increases, their self-efficacy in school management increases.

Gender and Educational Level

For variables with two categories, such as gender and level of education, a Mann-Whitney U test was performed. For the purposes of inputting the data, gender was coded as 1 for male and 2 for female. The Mann-Whitney U Test is used to measure the differences between two independent groups, male and female, on a continuous measure, which will be the self-efficacy score in each of the nine standards. It is a non-parametric test used because of the non-normality of the data.

Table 9*Differences in Self-Efficacy Scores between Men and Women*

Standard	M- n	F- n	M- \bar{X}	F- \bar{X}	u	z	p
Standard 1	52	49	17.11	18.43	921	-2.51	.012
Learning & Assessment							
Standard 2	52	49	51.24	50.74	1261.5	-.085	.932
Prioritizing Learning							
Standard 3	52	49	44.58	57.82	940	-2.279	.023
Instructional Leadership							
Standard 5	51	49	51.2	49.78	1214	-.245	.806
School Environment							
Standard 6	50	49	48.14	51.90	1132	-.653	.514
Decision Making							
Standard 7	52	49	55.43	46.30	1043.5	-1.576	.115
Leadership Development							
Standard 8	52	49	50.62	51.41	1254	-.137	.891
School Management							
Standard 9	52	49	51.83	50.12	1231	-.294	.769
Communication							
Standard 10	51	49	51.86	49.08	1180	.486	.627
Professional & Ethical							

Note: M is men and F is female.

A Mann-Whitney U test revealed a significant difference in the self-efficacy for Standard One, learning assessment, between men ($Md=17.11$, $n=52$) and women ($Md=18.43$, $n=49$), $U=921$, $z=-2.51$, $r=.012$. Women had a statistically higher self-efficacy score for learning assessment than men. The Mann-Whitney U test revealed a significant difference in self-efficacy for Standard Three, instructional leadership between men ($Md=31.77$, $n=52$) and women ($Md=34.54$, $n=49$), $U=940$, $z=-2.28$, $r=.023$. Women indicated a statistically significant higher self-efficacy score in Standard Three, instructional leadership, than men. The Mann-Whitney U test indicated no other statistically significant differences in gender.

Table 10

Differences in Self-Efficacy Scores Between Master's and Beyond Master's

Standard	M- n	B- n	M- Ω	B- Ω	U	z	p
Standard 1	82	19	48.08	63.61	539.5	-2.78	.029
Learning & Assessment							
Standard 2	82	19	51.49	48.89	739	-.349	.727
Prioritizing Learning							
Standard 3	82	19	50.15	54.66	709.5	-.607	.544
Instructional Leadership							
Standard 5	81	19	48.97	57.03	645	-1.092	.275
School Environment							
Standard 6	80	19	48.75	55.26	660	-.891	.373
Decision Making							
Standard	M- n	B- n	M- Ω	B- Ω	U	z	p

Standard 7	82	19	49.96	55.47	694	-.743	.457
Leadership Development							
Standard 8	82	19	50.29	54.08	720.5	-.511	.61
School Management							
Standard 9	82	19	50.93	51.29	773.5	-.048	.962
Communication							
Standard 10	81	19	49.72	53.82	706.5	-.562	.574
Professional & Ethical							

Note: M is those with masters and B is for those with education beyond a master's.

The Mann-Whitney U was also used for the independent categorical variables of level of education. A number 1 was assigned to those principals with master's degrees and a number 2 assigned to those with education beyond a master's degree. Those with master's are indicated as follows: (md=17.48, n=82). Those with an education beyond a master's are indicated as follows: (Md=18.89, n=19) U=539.5, z=-2.178). Those with education beyond a master's indicated a statistically higher self-efficacy score than did those with a master's in Standard One, learning and assessment. The Mann-Whitney U test indicated no other statistically significant differences between those with a master's degree and those with educations beyond a master's.

Race, Ethnicity, and School Site

For these variables, the categories exceeded two, and it was necessary to run a Kruskal - Wallis test. This test allows the comparison of scores on a continuous variable for three or more groups. School sites were divided into four categories. Elementary schools were designated a 1, middle schools a 2, high schools a 3, and center or special schools were designated as a 4.

Table 11*Relationship with Self-Efficacy and School Site*

Standard	Gp1	Gp2	Gp3	Gp4	Gp1	Gp2	Gp3	Gp4	H	p
	n	n	n	n	ΩR	ΩR	ΩR	ΩR		
1 Learning & Assessment	49	21	18	13	54.83	59.71	38.58	39.69	8.61	.035
2 Prioritizing Learning	49	21	18	13	48.88	60.52	46.56	49.77	2.941	.401
3 Instructional Leadership	49	21	18	13	51.78	56.12	41.03	53.62	2.889	.409
5 School Environment	48	21	18	13	47.75	57.26	46.72	54.96	2.196	.533
6 Decision Making	47	21	18	13	46.70	55.67	46.56	57.54	2.61	.456
7 Leadership Development	49	21	18	13	46.36	57.76	60.72	44.12	5.12	.164
8 School Management	49	21	18	13	47.47	57.95	51.92	51.81	1.94	.585
9 Communication	49	21	18	13	45.27	61.48	50.64	56.19	5.02	.170
10 Professional & Ethical	49	21	17	13	45.87	59.88	50.76	52.46	3.61	.307

Note: Gp1 elementary principals, Gp2 middle school principals Gp3 high school, Gp4 special schools.

The Kruskal -Wallis revealed a statistically significant difference in Standard One, learning and assessment, across the four different school sites where principals work (Gp1, n=49: elementary schools, Gp2=21: middle schools, Gp3=18: high schools, Gp4=13: special schools or centers), ($H=8.610$, $p<.05$). Middle schools reported the highest mean with 18.57. A post hoc test, Friedman Dunn, was conducted to determine where the differences in the groups were the most significant. When significance levels are adjusted for multiple tests, the Bonferroni correction, there are no significant differences among any of the pairs $p>.05$. There were no other statistically significant differences among principal school sites and their levels of self-efficacy.

7	93	6	1	1	50.12	64.42	32.5	70.5	2.21	.53
Leadership										
Development										
8	93	6	1	1	50.57	58.25	37	61.5	.751	.861
School										
Management										
9	93	6	1	1	50.13	66.75	38.50	49.50	2.02	.570
Communica-										
tion										
10	92	6	1	1	51.8	34.42	48.50	86.50	3.59	.316
Professional										
& Ethical										

Note: Gp1 white, Gp2, black, Gp3 other, and Gp4 preferred not to disclose.

The Kruskal-Wallis Test was also performed on race. Whites were assigned 1, blacks 2, other 3, and prefer not to disclose were assigned 4. Gp1=92: whites, Gp2=6: blacks, Gp3=1: other, Gp4=1: prefer not to disclose. No values were statistically significant $p>.05$.

Table 13*Relationship with Self-Efficacy and Ethnicity*

Standard	Gp1	Gp2	Gp3	Gp1	Gp2	Gp3	H	p
	n	n	n	ΩR	ΩR	ΩR		
1	1	98	2	27	52.16	6	6.071*	.048
Learning & Assessment								
2	1	98	2	34.5	52.01	10	4.39	.111
Prioritizing Learning								
3	1	98	2	40.5	51.18	47.5	.162	.922
Instructional Leadership								
5	1	97	2	45	50.93	32.25	.853	.653
School Environment								
6	1	96	2	33	51.13	4.25	5.61	.061
Decision Making								
7	1	98	2	32.5	51.28	46.75	.455	.797
Leadership Development								

Standard	Gp1 n	Gp2 n	Gp3 n	Gp1 ΩR	Gp2 ΩR	Gp3 ΩR	H	p
8	1	98	2	2	37	51.98	4.3	.117
School Management								
9	1	98	2	38.5	51.56	29.75	1.28	.527
Communication								
10	1	97	2	48.5	50.66	43.75	.119	.942
Ethical & Professional								

Note: Gp1 Hispanic, Gp2, non-Hispanic, and Gp3 prefer not to disclose.

* $P < .05$.

The Kruskal-Wallis Test was then performed on ethnicity. Hispanics were 1, non-Hispanics 2, preferred not to disclose was 3. Gp1=1: Hispanic, Gp2=98: non-Hispanic, Gp3=2: preferred not to disclose. The significance for Learning and assessment, Standard One, indicated that there was a statistically significant difference among ethnicities in this standard. The mean average of the non-Hispanic at 17.88 was higher than the prefer not to disclose mean for this standard at 12. A post hoc test was conducted to see if there were significant relationships among the pairs of variables. This post hoc test resulted in no significant differences, and no other statistically significant differences in self-efficacy scores among ethnicities emerged.

Research Question Three

Using Bandura's model of self-efficacy, what operationalized source of Bandura's model do P-12 rural principals rank as having the strongest relationship with the development of their self-efficacy in a particular standard?

Hypothesis Three

The strongest source of self-efficacy for each of the Principal Leadership Standards will be performance outcomes.

Frequencies

For the purposes of this study, sources of self-efficacy were operationalized. Performance outcomes were labeled "experience as a teacher," "experience as an assistant principal," and "experience as a principal." Verbal feedback was operationalized to verbal feedback from mentors, professors, peers, and other stakeholders. Vicarious experiences were operationalized into educational leadership programs, district assistant principal programs, and professional development. Participants of the survey were asked to rank each of the three with one having the most importance in their development of self-efficacy in this standard, with two the second highest, and three having the least importance for that particular standard.

Utilizing the frequency function of SPSS, the mode was identified for the responses available for each of the nine standards. The modes were then analyzed to see which appeared as the most frequent number one choice for participants in each standard. The number two and three choices were also identified. The results are indicated in the table below. Performance outcomes are labeled with P, verbal feedback with F, and vicarious experiences with a V.

Table 14*Sources of Self-Efficacy for Each Standard*

Sources of Self-efficacy	Ranking	P	F	V
Standard One	1 st	79.3%	10.9%	10.9%
Student Learning Results	2 nd	15.8%	49.5%	35.6%
	3 rd	4.0%	38.6%	52.5%
Standard Two	1 st	76.2%	11.9%	12.9%
Prioritizing Student Learning	2 nd	17.8%	46.5%	39.6%
	3 rd	5.9%	42.6%	47.5%
Standard Three	1 st	58.4%	14.9%	26.7%
Instructional Plan Implementation	2 nd	27.7%	46.5%	29.7%
	3 rd	13.9%	38.6%	43.6%
Standard Five	1 st	79.2%	8.9%	10.9%
Learning Environment	2 nd	12.9%	65.3%	23.8%
	3 rd	5.9%	23.8%	63.4%
Standard Six	1 st	65.3%	16.8%	20.8%
Decision Making	2 nd	27.7%	50.5%	20.8%
	3 rd	5.0%	30.7%	56.4%
Standard Seven	1 st	63.4%	16.8%	21.8%
Leadership Development	2 nd	28.7%	44.6%	29.7%
	3 rd	7.9%	38.6%	48.5%
Standard Eight	1 st	73.3%	15.8%	15.8%
School Management	2 nd	20.8%	48.5%	29.7%

	3 rd	5.9%	35.6%	54.5%
Standard Nine	1 st	71.3%	21.8%	6.9%
Communication	2 nd	20.8%	54.5%	23.8%
	3 rd	5.9%	21.8%	67.3%
Standard Seven	1 st	68.3%	10.9%	21.8%
Professional and Ethical Behavior	2 nd	25.7%	43.6%	29.7%
	3 rd	4.0%	43.6%	46.5%

Note: P is performance outcomes, F is verbal feedback and V is vicarious experiences.

The participants of the study overwhelmingly identified performance outcomes such as experience as a teacher, experience as an assistant principal, and experience as a principal as their primary source of self-efficacy for each of the standards. Next, they consistently identified verbal feedback from mentors, professors and stakeholders as their second source of the development of their self-efficacy in each of the standards. Participants also consistently identified vicarious experiences operationalized as their educational leadership program, assistant principal program, and professional development as their least important source of self-efficacy in each of the standards.

CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Purpose of the Study

The purpose of this study was to determine P-12 rural principals' self-efficacy with Florida's Principal Leadership standards. The study sought to determine which variables increase leadership self-efficacy. Additionally, the study sought to discover to what operationalized source of self-efficacy principals surveyed credit for their development of self-efficacy in each of the standards. Principals were asked to rank operationalized sources of self-efficacy, and this was used to identify elements that could be introduced and enhanced in leadership programs, assistant principal preparation programs, and professional development experiences to increase principal self-efficacy in Florida's Principal Leadership Standards.

Problem Statement

Credentialed principals confront issues for which they have not been adequately prepared, and many lose confidence or become disenchanted with education and leave the profession. With the principal's influence on student achievement second only to that of teachers and the principal's significant impact on the teachers who have a primary role in student achievement, it is vital that principals' self-efficacy as related to Florida's Principal Standards be determined. This determination of self-efficacy may provide an understanding of what standards need to be enhanced to further aid student achievement and which standards principals feel that they have mastered. Additionally, this research determines from what source the principals feel that they developed self-efficacy in each standard. This research will provide information that will allow an evaluation of leadership programs, assistant principal programs, professional development for principals, and official and unofficial mentoring relationships. This data can be used to identify the most valuable experiences as identified by these principals to potentially

replicate. The data can also be used to determine where these initiatives may fall short in preparing principals for their roles in leading their schools.

Research Questions

1. How do P-12 public, rural principals perceive their level of self-efficacy with Florida's Principal Leadership Standards?
2. Do gender, race, age, level of education, number of years teaching, number of years as an assistant principal, and number of years as a principal correlate to the public, P-12 rural principals' self-efficacy in each of the standards?
3. Using Bandura's model of self-efficacy, what operationalized source of Bandura's model do P-12 rural principals credit for the development of their self-efficacy in a particular standard?

Study Participants

The population of the study were rural, public, P-12 principals in 30 of Florida's school districts. Two of Florida's districts were not included, as the researcher was a school board member in one of the districts, and another district qualifying for sparsity with two schools had those schools taken over by charter schools. The population was 254, and the response rate for the survey was 39.76% with 101 respondents. Of the sample collected, 51.5 % identified as the male gender and 48.5% identified as the female gender. Of responses regarding race, the largest 92.1% were white, 5.9 were black, 1% was other, and 1% preferred not to disclose. Ethnicity demographics indicated that the participants were 1% Hispanic, 97% Non-Hispanic and 2% preferring not to disclose. The level of education identified by the sample participants included a large percentage, 81.2 %, as having a master's degree, with 18.8% disclosing an education beyond a master's degree. The school sites where the principals of this sample worked were as

follows: 48.5% at elementary schools, 20.8% at middle schools, 17.8% at high schools and 12.9% identifying their schools as special or center schools other than elementary, middle and high schools. The mean age for the survey participants was 47.36, with the youngest principal at 30 years of age and the oldest at 67. The mean number of years teaching experience was 11.48. The least number of years of experience reported for teaching was 3, and the greatest number reported was 27. The mean of the participants' years of experience as an assistant principal was 4.53. The least years of experience reported as an assistant principal participant was 0 with the highest number of years in this capacity reported as 16 years. Participants reported a mean of 4.16 for years of experience as a principal, with one principal reporting six months as the least amount of experience and one principal reporting 15 years of experience.

Conclusion

In responding to how rural, public, P-12 principals perceive their self-efficacy with Florida's Principal Leadership Standards, the study revealed a combined skill total for each of the nine standards studied. These combined totals came from a 0-10 skill level score for skills identified as those skills comprising the Standard by the Florida Department of Education. The 0-10 option reflected Bandura's (2005) suggested mechanism for designing self-efficacy scales. Standard Four, faculty development, was excluded, and all other standards were analyzed. Examining self-efficacy for leaders is critical as efficacy is crucial in determining the goals that principals establish and how much effort they extend in meeting these goals. Efficacy is also an important determinant in principals persevering when they encounter challenges. Higher self-efficacy has been attributed to resiliency, and principals with a high self-efficacy can build efficacy among their faculty and within their school.

Skills in each standard studied differed in number and were converted to percentages to analyze where the participants felt the highest and lowest degrees of self-efficacy. All scores are reported in each standard. (Table 2). Standard Ten elicited the highest response of self-efficacy at 91.57% of principals indicating they could highly perform the skills listed under the category of Standard Ten, professional and ethical behavior. The lowest scores indicated by participants were for Standard Three, instructional leadership, at 82.78%. Comparisons were also performed on the skills comprising each standard. Most concerning in this finding is that principals do not feel as high a degree of self-efficacy in Standard Three, instructional plan implementation, as they do in the other nine. This is, by far, one of the most challenging of Florida's Leadership Standards and one of the standards that is crucial to student performance. Dretzke and Wahlstrom (2010) tie instructionally focused leadership with school improvement. The Wallace Foundation (2013) includes in the effective principal practices list the principal having the ability to improve instruction to empower teachers to teach at their best and students to learn at their highest capacity. With today's focus on performance standards and student achievement, it is vital that our principals be instructional leaders and demonstrate higher self-efficacy in this standard.

Analyzing the skills associated with each standard provides the information that prioritizing student learning, found in Standard Two, has the lowest number of participants indicating they can highly perform the skill of encouraging faculty and staff to close learning gaps, with only 17.8% affirming that this is the case. Closing learning gaps is essential in school improvement. Branch, Hanashek, and Rivkin (2103) note that effective principals can raise student achievement in their school by two to seven months, while an ineffective principal can decrease student achievement by two to seven months. Hull states that schools with highly

effective principals have standardized test scores that are 5 to 10 percentile points higher than those schools led by average principals. The next to the lowest percentage indicating that they could highly perform a skill was that in Standard Six, decision making. Only 18.8% of participants indicated that they could effectively use technology in decision making. Data driven student achievement has become the mantra of public education. It is essential that principals be versed and have a high degree of self-efficacy in the use of technology and data when making decisions regarding their schools. Staff utilization, budgeting, and room and resource utilization are far easier when a principal can use technology to manage resources and ensure that all of these are used to meet the vision, mission, and improvement priorities of the school. Recognizing achievement gaps and narrowing them is much easier with technology.

By far the highest percentage of those indicating that they could highly perform a skill came from Standard Ten Professional and Ethical Behavior, with 78.2% of the participants indicating that they could highly perform adherence to the professional code of ethics. A high degree of self-efficacy in this skill indicates that principals are aware of the professional standards that govern them. They are aware of the expectations that state has for their behavior and their governance of the school. The second highest was a distant 53.5%, in Standard One, student learning results, with respondents indicating they could very effectively assess student learning performance. This skill is important too, as an analysis of student learning results enables principals to focus on deficits, reallocate resources, and reward both teachers and students for attaining learning goals.

Age, number of years teaching, number of years as an assistant principal, and number of years as a principal were correlated using Pearson's. Age was significant in two of the nine standards. Age had a significant linear relationship with both student learning, Standard Two,

and leadership development, Standard Seven. Pearson's was also used to analyze number of years teaching and number of years as an assistant principal. Surprisingly, neither had any relationship with the nine standards studied. What was significant, however, was the number of years principals had served in that capacity. Pearson's revealed a weak significant relationship with four of the nine standards. As the number of years a principal serves as principal increases, his or her self-efficacy increases in each of the following areas: learning and assessment, Standard One; prioritizing student learning, Standard Two; the school environment, Standard Five; and school management, Standard Eight. Experience as a principal becomes an impactful variable on a principal's self-efficacy.

Additionally, the relationship with the principals' self-efficacy in each of the nine standards in gender and level of education was tested for evidence of statistical significance with a Mann-Whitney U. The test revealed a significant difference in the self-efficacy for Standard One, learning assessment, between men ($Md=17.11$, $n=52$) and women ($Md=18.43$, $n=49$), $U=921$, $z=-2.51$, $r=.012$. Women had a statistically higher self-efficacy score for learning assessment than men. The Mann-Whitney U test revealed a significant difference in self-efficacy for Standard Three, instructional leadership between men ($Md=31.77$, $n=52$) and women ($Md=34.54$, $n=49$), $U=940$, $z=-2.28$, $r=.023$. Women indicated a statistically significant higher self-efficacy score in Standard Three, instructional leadership, than men. The Mann-Whitney U test indicated no other statistically significant differences in gender between males and females in the other seven standards. This study found an almost equal number of men and women serving in the role of principal. Considering that women outnumber men in the field of teaching, it is surprising that more have not stepped into leadership roles in the schools where they work.

It is refreshing to this researcher that differences in the genders are not significant and when they are, women are indicating levels of higher self-efficacy.

Variables such as race, ethnicity, and school location as related to principals' self-efficacy scores were tested using the Kruskal Wallis. This test revealed a statistically significant difference in principals' self-efficacy in Standard One, learning and assessment, and their school site. It also revealed a statistically significant difference in Standard One, learning and assessment, and ethnicity. Post hoc tests were performed for differences among pairs, and neither yields significant differences when the Bonferroni Correction was applied and the researcher applied the adjusted significant values. The variable race did not have a statistically significant relationship with any of the nine standards. The study yielded that a significant number of principals are white and non-Hispanic in the sample. However, the study did not indicate that there were any differences in the self-efficacy among the ethnicities and races included. The study also did not reveal any statistically significant differences following post hoc testing for principals among various school sites.

Determining what sources of self-efficacy the participants credited for each standard required the use of frequency statistics. The mode for each ranking was determined in each of the nine standards and a percentage calculated (Table 12). Performance outcomes, as Bandura theorized, have the highest percentage of participants identifying it as the number one choice for each of the nine standards. Verbal feedback was ranked a solid second in each of the nine standards. This was operationalized as feedback from mentors, peers, and educational stakeholders. The source of self-efficacy ranking third was vicarious experience, which was operationalized as educational leadership programs, assistant principal programs, and professional development.

Recognizing from what source principals develop their self-efficacy is critical to raising their self-efficacy. If principals indicate lower self-efficacy in instructional leadership or using data in making decisions, then linking those skills and the standards to their sources allows an analysis of what matters. Principals often feel unprepared to meet the increasing complexity in today's schools. The increasingly demanding performance and achievement goals are a problem when evidence suggests that principals do, in fact, influence student achievement and they acknowledge that they need help. If principals' primary source of developing self-efficacy comes from performance outcomes, consideration should be given to developing experiences with educational leadership programs that provide that opportunities. Also, if one recognizes the importance of verbal feedback, it follows that formal mentorship experiences would be included in educational leadership programs and certainly when a principal begins his or her career. Having a sounding board and support is something we all value. Recognizing the high turn-over rate for principals and the lack of leaders in the pipeline, we must begin to assist principals in making supportive connections that sustain them.

Recommendations for Practitioners

The demographic information yielded by this survey reflected very little diversity in Florida's principal sample, with a large number of principals being white and non-Hispanic. This demographic is not reflective of the composition of our districts or our schools. Thus, the following recommendations should be seriously considered:

- Develop initiatives to grow minority leadership in schools by establishing mentoring relationships with current school leaders and potential leaders as they move through their educational leadership program. This action and growing minority ranks within the teachers in these districts by "growing our own" programs may foster leaders from

within the districts that are more reflective of the districts' demographics. This would be a recommendation for educational consortiums, The Florida Department of Education, and the school districts themselves.

- The State Department of Education should be further encouraged to develop scholarship incentives for minority students to complete educational leadership programs.
- Florida Universities and Colleges offering educational leadership programs should also foster minority candidates through institutional scholarships.
- Educational Foundations in these districts should be encouraged to offer minority teaching and educational leadership scholarships to students in their school districts who express a desire to stay in the district and teach.

Performance outcomes were recognized as the most important source of self-efficacy, yet when correlating number of years teaching and years serving as an assistant principal to principals' self-efficacy in the standards, the researcher identified no significant statistical relationship. Florida's current leadership certification program requires one year as an assistant principal, and many of the state's educational leadership programs require or suggest teaching experience as an admission requirement. These results indicate that neither of these may be as important as previously thought, and the following recommendations should be considered:

- Review the requirement of assistant principal experience as a Florida Department of Education requirement for the educational leadership certification.
- Review the requirement of teaching experience as a necessary entrance requirement for Florida Universities and Colleges.

Years as a principal had the most significant statistical relationship with Florida's Principal Leadership standards, suggesting that perhaps experiences such as an internship in

educational leadership might become a valuable tool in educational leadership programs; “doing,” as opposed to having vicarious experiences provided in the educational classroom setting may serve principals better when navigating the complex role of the principalship.

- The Florida Department of Education and the Florida universities and colleges that offer educational leadership programs should develop an internship program as part of the Level I certification process. They should implement the educational leadership internship in the educational leadership program.

The performance outcome of verbal feedback was selected as the second highest source of self-efficacy. Making connections to access resources, establishing relationships, and being able to seek counsel from another leader are invaluable experiences.

- Therefore, this researcher recommends the establishment of formal mentorship programs within the assistant principal programs. This recommendation would be applicable to numerous parties. The Florida Department of Education should be encouraged to add mentoring as a mandatory component of the assistant principal program. Districts and consortiums could be tasked with providing mentors to new assistant principals and ensure that formal mentorships exist through the principal's first year of service.

Reviewing the results in the standards and then in the skills provides an indication of where principal self-efficacy is lower. Principal professional development, district assistant principals programs, and educational leadership programs should be targeted to address areas where principals self-report a lower sense of self-efficacy.

- Data provided from this study regarding principal self-efficacy in the standards and the skills should be utilized to enrich or revise current offerings to principals that could potentially increase self-efficacy. This recommendation is applicable to Florida's

universities and colleges offering educational leadership programs, districts offering the assistant principal program, and district professional development and rural educational consortiums that provide professional development to the principals in their service area.

Recommendations for Research

This study was conducted using quantitative measures. Incorporating a qualitative element may have supplemented and clarified findings. For example, with the operationalized sources of self-efficacy, there were a number of items within each source. Interviews may have clarified the importance of the items within the operationalized source.

Qualitative research combined with quantitative research for a mixed method study may add breadth to the study's findings. The data regarding total combined self-efficacy scores, with the exception of Standard Six, was skewed. Principals primarily reported a high degree of self-efficacy with standards yielding data in the eightieth and ninetieth percentile. Having an opportunity to sit down with principals may have yielded less skewed results. Interviews with principals may have yielded more reflection from the respondents about skills about which they felt a lower sense of self-efficacy.

Adding a survey for staff and faculty assessing the leaders based on the same standards and skills as the principal's questionnaire and comparing that to the principals' self-efficacy in this instrument would have also indicated if principals' self-reported self-efficacy scores were congruent with their actual leadership behaviors as perceived by the people who work with them every day.

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APPENDIX A

Florida Department of Education Ten Principal Leadership Standards

Domain	Standard	Principal Actions
Student Achievement	Student Learning Results	<p>a.The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and</p> <p>b.Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state</p>
Student Achievement	Student Learning as a Priority	<p>a.Enables faculty and staff to work as a system focused on student learning;</p> <p>b.Maintains a school climate that supports student engagement in learning;</p> <p>c.Generates high expectations for learning growth by all students; and</p> <p>d.Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.</p>
Instructional Leadership	Instructional Plan Implementation	<p>a.Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;</p> <p>b.Engages in data analysis for instructional planning and improvement;</p> <p>c.Communicates the relationships among academic standards, effective instruction, and student performance;</p> <p>d.Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and</p> <p>e.Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.</p>

Domain	Standard	Principal Actions
Instructional Leadership	Faculty Development	<p>a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;</p> <p>b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;</p> <p>c. Employs a faculty with the instructional proficiencies needed for the school population served;</p> <p>d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;</p> <p>e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and</p> <p>f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.</p>
Instructional Leadership	Learning Environment	<p>a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;</p> <p>b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;</p> <p>c. Promotes school and classroom practices that validate and value similarities and differences among students;</p> <p>d. Provides recurring monitoring and feedback on the quality of the learning environment;</p> <p>e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and</p> <p>f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.</p>
Organizational Leadership	Decision Making	<p>a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;</p> <p>b. Uses critical thinking and problem solving techniques to define problems and identify solutions;</p> <p>c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;</p> <p>d. Empowers others and distributes leadership when appropriate; and</p> <p>e. Uses effective technology integration to enhance decision making and efficiency throughout the school</p>

Domain	Standard	Principal Actions
Organizational Leadership	Leadership Development	<ul style="list-style-type: none"> a. Identifies and cultivates potential and emerging leaders; b. Provides evidence of delegation and trust in subordinate leaders; c. Plans for succession management in key positions; d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.
Organizational Leadership	School Management	<ul style="list-style-type: none"> a. Organizes time, tasks and projects effectively with clear objectives and coherent plans; b. Establishes appropriate deadlines for him/herself and the entire organization; c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities
Organizational Leadership	Communication	<ul style="list-style-type: none"> a. Actively listens to and learns from students, staff, parents, and community stakeholders; b. Recognizes individuals for effective performance; c. Communicates student expectations and performance information to students, parents, and community; d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school; e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues. f. Utilizes appropriate technologies for communication and collaboration; and g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.
Professional & Ethical Behavior	Professional & Ethical Behaviors	<ul style="list-style-type: none"> a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C. b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership; c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community; d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and e. Demonstrates willingness to admit error and learn from it; f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

APPENDIX B
PILOT POLK COUNTY EMAIL ONE

Dear Polk County Principal,

My name is Teresa Crawford and I am a doctoral student in Educational Leadership at Florida Southern College. I am conducting a pilot on my study of rural principal self-efficacy with Florida's Ten Principal Leadership Standards. I am also working with Bandura's self-efficacy model to determine the relationship of sources of self-efficacy with each of the standards. My hope is that my research can be used to determine what sources of self-efficacy can be implemented in educational leadership programs, assistant principal programs and principal professional development to add to Florida principals' efficacy with the standards and assist them in their efforts to increase student achievement. My study will use those districts qualifying for sparsity funding in Florida's FEFP, however I am using Polk County as my pilot for the survey. The survey should take from 15-20 minutes.

I am an educator at heart and I currently am a campus director for a state college and have served on my county's school board for ten years. Prior to that I taught social sciences and served as a guidance counselor in my school district for 16 years. I know how incredibly valuable your time is and I greatly appreciate your completion of this survey.

Thank You,

Teresa M. Crawford

Florida Southern College Doctoral Student

APPENDIX C
PILOT POLK COUNTY EMAIL TWO

Dear Polk County Principal,

My name is Teresa Crawford and I am a doctoral student in Educational Leadership at Florida Southern College. I am conducting a pilot on my study of rural principal self-efficacy with Florida's Ten Principal Leadership Standards. I am also working with Bandura's self-efficacy model to determine the relationship of sources of self-efficacy with each of the standards. My hope is that my research can be used to determine what sources of self-efficacy can be implemented in educational leadership programs, assistant principal programs and principal professional development to add to Florida principals' efficacy with the standards and assist them in their efforts to increase student achievement. My study will use those districts qualifying for sparsity funding in Florida's FEFP, however I am using Polk County as my pilot for the survey. The survey should take from 15-20 minutes.

Please let me thank you if you have already completed my survey. If you have not, I know how incredibly valuable your time is and I would appreciate your responding so that my study can be as effective as possible.

Thank You,

Teresa M. Crawford

Florida Southern College Doctoral Student

APPENDIX D
PILOT POLK COUNTY EMAIL THREE

Dear Polk County Principal,

My name is Teresa Crawford and I am a doctoral student in Educational Leadership at Florida Southern College. I am conducting a pilot on my study of rural principal self-efficacy with Florida's Ten Principal Leadership Standards. I am also working with Bandura's self-efficacy model to determine the relationship of sources of self-efficacy with each of the standards. My hope is that my research can be used to determine what sources of self-efficacy can be implemented in educational leadership programs, assistant principal programs and principal professional development to add to Florida principals' efficacy with the standards and assist them in their efforts to increase student achievement. My study will use those districts qualifying for sparsity funding in Florida's FEFP, however I am using Polk County as my pilot for the survey. The survey should take from 15-20 minutes.

Please let me thank you if you have already completed my survey. If you have not, I know how incredibly valuable your time is and I would appreciate your responding so that my study can be as effective as possible. I will be wrapping up my pilot next week and would like to have as many responses as possible.

Thank You,

Teresa M. Crawford

Florida Southern College Doctoral Student

APPENDIX E

SUPERINTENDENT PILOT EMAIL

Dear Superintendent,

My name is Teresa Crawford and I am a doctoral student at Florida Southern College. I am conducting a pilot for my study on rural principal self-efficacy with Florida's Ten Principal Leadership Standards. I am also working with Bandura's self-efficacy model to determine the relationship of sources of self-efficacy with each of the standards. My hope is that my research can be used to determine what sources of self-efficacy can be implemented in educational leadership programs, assistant principal programs and principal professional development to add to Florida principals' efficacy with the standards and assist them in their efforts to increase student achievement. I am using only those districts qualifying for sparsity funding in Florida's FEFP in my study, however, I am using the principals in your district for my pilot. I have forwarded them an initial email and will be send two follow-up emails as I am not tracking responses or emails to guarantee anonymity. I would so appreciate if you could forward this email to the principals in your district and encourage them to complete the survey or let me know of principal supervisors that may be able to do so.

Thank You,

Teresa M. Crawford

Florida Southern Doctoral Student

APPENDIX F: SELF EFFICACY SURVEY

Self-Efficacy

Self-Efficacy in Florida's Ten Principal Leadership Standards

1. This questionnaire is an instrument used in a doctoral study of Rural Principals' Efficacy in Florida's Ten Principal Leadership Standards from a student at Florida Southern College. The questionnaire will be used to indicate where, on a sliding scale, rural principals place their self-efficacy in tasks associated with each standard. Self-efficacy is defined as a person's belief that they can accomplish a given task.

The questionnaire will also seek to identify sources of self-efficacy by asking for a ranking of sources after each of the ten standards. The questionnaire results will be used to assess where self-efficacy may need to be addressed and what sources of self-efficacy would be optimal to deliver further professional development.

The questionnaire will take from 10-15 minutes. Questionnaires will be anonymous. The results of the questionnaire will not be tied back to a school or district nor will the results be used to collect any personally identifiable information. The results of the questionnaire will be used collectively to determine relationships among demographic variables and Florida's Ten Principal Leadership Standards as well as sources of efficacy and the Florida's Ten Principal Leadership Standards.

The results of the study will be published. This is an entirely voluntary questionnaire and no one will receive compensation for completing the questionnaire. There are no anticipated risks for your participation. Your indication below of a yes will allow you to proceed. A no will indicate you are unwilling to participate. You are free to discontinue the survey at any point.

☐ Yes

☐ No

2. Where are you currently a principal?

- ☐ Elementary School
- ☐ Middle/Junior High
- ☐ Senior High
- ☐ Center or special school

3. What is your gender?

- ☐ Male
- ☐ Female

4. What is your ethnicity?

- ☐ Spanish
- ☐ Non-Hispanic
- ☐ Prefer not to disclose

5. What is your race?

- | | |
|--|---|
| <input type="radio"/> White | <input type="radio"/> Native Hawaiian/ other Pacific Islander |
| <input type="radio"/> Black/African American | <input type="radio"/> Other |
| <input type="radio"/> Asian | <input type="radio"/> Prefer not to disclose |
| <input type="radio"/> American Indian/Alaskan Native | |

6. What is your level of education?

- ☐ Masters
- ☐ Beyond Masters

7. What is your age? Please indicate your age in the box provided.

20 80

8. How long did you serve as a teacher prior to entering administration? Please indicate the years in the box provided.

0 40

9. How long did you serve as an assistant principal prior to becoming a principal? Please indicate the years in the box provided.

0 40

10. How long have you served in your current role as principal? Please indicate the years in the box provided.

1 40

11. I can set student learning goals based on student academic standards and the district adopted curriculum. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

0- I cannot do at all 5- I can do somewhat 10 - Highly certain I can do

12. I can assess student performance based on state, district, and school assessment. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

0- I cannot do at all 5- I can do somewhat 10- Highly certain I can do

13. Questions 11 & 12 address self-efficacy in your ability to analyze **student learning results**. Rank the following in importance in helping you achieve your self-efficacy in this area from one being the most important to three being the least important and use the boxes provided to indicate rank. Use the box provided to indicate rank using 1, 2 or 3.

<input type="text"/>	Educational Leadership Program, District Asst. Principal Program, Professional Development
<input type="text"/>	Experience as a teacher, assistant Principal, or principal
<input type="text"/>	Verbal feedback from mentors, professor, peers and other stakeholders

14. I can encourage faculty and staff to work collaboratively to focus on student learning. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10- Highly certain I can do

15. I can maintain a school environment that supports student learning. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10 - Highly certain I can do

16. I can generate high learning expectations for students. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10- Highly certain I can do

17. I can engage faculty and staff to close learning performance gaps among student subgroups. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10 - Highly certain I can do

18. Questions 14-17 address your self-efficacy in **prioritizing student learning**. Please rank the following according to what was the most important in your development of self-efficacy in this area from one being the most important to three being the least important. Use the box provided to indicate rank using 1, 2 or 3.

<input type="text"/>	Educational Leadership Program, District Asst. Principal Program, Professional Development
<input type="text"/>	Experience as a teacher, assistant Principal, or principal
<input type="text"/>	Verbal feedback from mentors, professor, peers and other stakeholders

19. I can implement the Florida Educator Accomplished Practices through a common language of instruction. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10 - Highly certain I can do

☐

20. I can analyze data for instructional planning and improvement. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10 - Highly certain I can do

☐

21. I can communicate relationships among academic standards, effective instruction and student performance. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10 - Highly certain I can do

☐

22. I can implement the adopted curriculum. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10 - Highly certain I can do

☐

29. I can encourage faculty and staff to understand culture and development issues and develop strategies that minimize performance gaps. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all

5 - can do somewhat

10 - Highly certain I can do

30. Questions 24-29 address your self-efficacy in the **Student Environment**. Please rank the following according to what was the most important in your development of self-efficacy in this area from one being the most important to three being the least important. Use the box provided to indicate rank using 1, 2 or 3.

Educational Leadership Program, District Asst. Principal Program, Professional Development

Experience as a teacher, assistant Principal, or principal

Verbal feedback from mentors, professor, peers and other stakeholders

31. I can prioritize decisions that impact student learning and teacher proficiency. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all

5 - can do somewhat

10 - Highly certain I can do

32. I can think critically and utilize problem solving strategies to define and identify solutions. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all

5 - can do somewhat

10 - Highly certain I can do

33. I can evaluate decisions for effectiveness and equity knowing when to revise or follow-up. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all

5 - can do somewhat

10 - Highly certain I can do

34. I can empower others and share leadership responsibilities. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

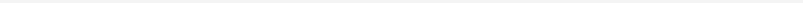
1 - cannot do at all

5 - can do somewhat

10 - Highly certain I can do

35. I can utilize technology to enhance decision making and efficiency in my school. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10 - Highly certain I can do

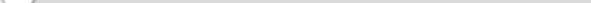
☐ 

36. Questions 31-35 address your self-efficacy in **Decision Making**. Please rank the following according to what was the most important in your development of self-efficacy in this area from one being the most important to three being the least important. Use the box provided to indicate rank using 1, 2 or 3.

<input type="checkbox"/>	Educational Leadership Program, District Asst. Principal Program, Professional Development
<input type="checkbox"/>	Experience as a teacher, assistant Principal, or principal
<input type="checkbox"/>	Verbal feedback from mentors, professor, peers and other stakeholders

37. I can identify and cultivate leaders in my school. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10 - Highly certain I can do

☐ 

38. I can delegate and trust those to whom I delegate. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10- Highly certain I can do

39. I can plan for succession in key positions within my school. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10 - Highly certain I can do

40. I can develop sustainable and supportive relationships among all educational stakeholders - parents, community, business partners, higher education, other school leaders. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10 - Highly certain I can do

41. Questions 37-40 address your self-efficacy in **Leadership Development**. Please rank the following according to what was the most important in your development of self-efficacy in this area from one being the most important to three being the least important. Use the box provided to indicate rank using 1, 2 or 3.

<input type="text"/>	Educational Leadership Program, District Asst. Principal Program, Professional Development
<input type="text"/>	Experience as a teacher, assistant Principal, or principal
<input type="text"/>	Verbal feedback from mentors, professor, peers and other stakeholders

42. I can organize my time, tasks, and projects effectively. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10 - Highly certain I can do

43. I can establish appropriate deadlines for myself and my staff. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10 - Highly certain I can do

44. I can manage schedules and allocate resources to promote school improvement and faculty development. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10 - Highly certain I can do

45. I can be fiscally responsible and maximize my resources for the school. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10 - Highly certain I can do

46. Questions 42-45 address your self-efficacy in **School Management**. Please rank the following according to what was the most important in your development of self-efficacy in this area from one being the most important to three being the least important. Use the box provided to indicate rank using 1, 2 or 3.

<input type="text"/>	Educational Leadership Program, District Asst. Principal Program, Professional Development
<input type="text"/>	Experience as a teacher, assistant Principal, or principal
<input type="text"/>	Verbal feedback from mentors, professor, peers and other stakeholders

47. I can be an active listener with my school's constituents and learn from them. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10 - Highly certain I can do

48. I can recognize individuals in my school for their performance. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10 - Highly certain I can do

49. I can communicate school expectations. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10 - Highly certain I can do

50. I can maintain a high visibility at school and in the community. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10 - Highly certain I can do

51. I can utilize appropriate technology to communicate to all stakeholders and ensure that school requirements are communicated timely. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10 - Highly certain I can do

52. Questions 47-51 address your self-efficacy in **Communication**. Please rank the following according to what was the most important in your development of self-efficacy in this area from one being the most important to three being the least important. Use the box provided to indicate rank using 1, 2 or 3.

<input type="text"/>	Educational Leadership Program, District Asst. Principal Program, Professional Development
<input type="text"/>	Experience as a teacher, assistant Principal, or principal
<input type="text"/>	Verbal feedback from mentors, professor, peers and other stakeholders

53. I can adhere to the Code of Ethics and Principles of Professional Conduct for Educators in Florida. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10 - Highly certain I can do

☐

54. I can demonstrate resiliency when confronting barriers and dissent to student success and the school's vision. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10 - Highly certain I can do

☐

55. I can improve my performance based on evaluations and feedback. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10 - Highly certain I can do

☐

56. I can demonstrate my commitment to the school by identifying barriers and their impact on the well-being of my school, the students' families, and our community. Please indicate a number in the box from 0-10 indicating your belief in your capacity to complete the task.

1 - cannot do at all 5 - can do somewhat 10 - Highly certain I can do

☐

57. Questions 53-56 address your self-efficacy in **Professional & Ethical Behaviors**. Please rank the following according to what was the most important in your development of self-efficacy in this area from one being the most important to three being the least important. Use the box provided to indicate rank using 1, 2 or 3.

Educational Leadership Program, District Asst. Principal Program, Professional Development

Experience as a teacher, assistant Principal, or principal

Verbal feedback from mentors, professor, peers and other stakeholders

APPENDIX G

Florida Counties Qualifying for Sparsity Supplement

Baker	Nassau
Bradford	Okeechobee
Calhoun	Putnam
Citrus	Taylor
Columbia	Union
Desoto	Wakulla
Dixie	Washington
Flagler	Note.* Researcher on school board. District excluded.
Franklin	** County became charter so was excluded.
Gasdsen	
Gilchrist	
Glades	
Gulf	
Hamilton	
Hardee *	
Hendry	
Hernando	
Highlands	
Holmes	
Jackson	
Jefferson *	
Lafayette	
Levy	
Liberty	
Madison	