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A Comparative Case Study of Leadership Responsibilities Between Principals of Four Comprehensive High Schools Versus Four Magnet High Schools in Single Urban District

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**A Comparative Case Study of Leadership Responsibilities Between Principals of Four
Comprehensive High Schools versus Four Magnet High Schools in a Single Urban District.**

By

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**Submitted in partial fulfillment of the
Requirements for the Degree of Doctor of Education
Seton Hall University**

2009

Abstract

A Comparative Case Study of Leadership Responsibilities Between Principals of Four Comprehensive High Schools versus Four Magnet High Schools in a Single Urban District. The purpose of this study is to gain insight into which behaviors (responsibilities) of magnet high school principals and comprehensive high school principals are both congruent and different. The researcher investigated how and why Marzano et al.'s (2005) 21 leadership responsibilities are prioritized and applied by principals in both a comprehensive high school setting and a magnet high school setting. This study shows whether or not environmental factors such as a school's selection process, school enrollment and mobility rates impact the leadership behaviors of principals. The data was organized through the use of the comparative method of analysis along with comparative charts and discussion by construct.

Among the three variables of selection process, mobility rates and enrollment size, discussed in chapter one, selection process was the one mentioned with the most consistency during the data collection process. It was strongly perceived that the selection process of a particular school heavily influenced the overall dynamic of a school and which responsibilities were chosen by each of the principals involved in this study.

Ultimately, a notion emerges as to the fairness of holding the principals in both magnet high schools and comprehensive high schools to the same standards despite the glaring differences between the two academic institutions.

Dedication

I would like to dedicate this dissertation to my precious daughter Talayeh Aviles and wonderful wife Lizmaris Mantilla-Aviles whose love has been my foundation. I would also like to thank my parents Mirta and Julio Aviles whose support and strength has seen me through the toughest of times. In addition I would like to thank my in-laws Pascual and Carmen Mantilla for their generosity and warmth.

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To my dissertation committee-Dr. Daniel Gutmore, your high expectations did not allow me to settle for less. Thank you for your guidance and patience throughout this endeavor. To Dr. Mario Santos, thank you for your direction and advise. Your help has made achieving this goal a reality. To Dr. Rebecca Cox, thank you for your meticulous and precise points of view. Your words of encouragement helped me through this process.

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Chapter I

INTRODUCTION

Leadership is a universal term that is commonly used, but few understand its complex nature. Its concepts are fluid and change like the tides in the ocean. The variables and related situations connected to it are as diverse as the life that live within that ocean. Leadership also means different things to different people. It is no wonder that a concept like leadership is extremely difficult to measure and, though the concept has been discussed for hundreds of years, there is historically limited substantive research that guides leadership behavior.

According to Bass (1981) “The concept of leadership dates back to antiquity the study of leadership is an ancient art. Discussions of leadership appear in works of Plato, Caesar, and Plutarch. Additionally, leadership is a robust concept that “occurs universally among all people regardless of culture, whether they are isolated Indian villagers, Eurasian steppe nomads, or Polynesian fisher folk”(p.5).

Marzano, Waters, and McNulty (2005) further state with all theories of leadership there is a continual focus on an individual.’s extraordinary ability. Marzano et al. (2005) include ideas such as the “great-man” theory. This theory suggests “for example, without Moses the Jewish nation would have remained in Egypt and without Churchill the British would have acquiesced to the Germans in 1940” (p.5).

Other theories suggest that environmental factors can produce leaders, depending on the right circumstances. Marzano et al. (2005) go on to state “Regardless of the theory used to explain it, leadership has been intimately linked to effective functioning of complex organizations throughout the centuries” (p.5).

Michael Fullan's (1993) research has influenced our views on the variables involved with change and leadership. He also dedicated an extraordinary amount of time on the process of change and leadership that encourages change. Fullan (1993) goes on to state that educational reformers are addressing issues that seem impossible to address. Though educators want change they often contradict themselves by rejecting change when it is introduced. Although Fullan acknowledges that coming up with an actual solution to address this predicament may seem impossible, he at least offers new ways to think about change. He feels it is not something that can be mandated. It takes a collective effort on part of the entire school community with the school principal at the forefront.

Understanding the enormity of the leadership task given to principals today, one can only respect the drive and spirit of those who take a job that some consider extraordinarily difficult. Change in such an environment may seem impossible. But change is possible when it starts from the top. A school is only as good as the people who lead it.

Marzano et al. (2005) stated that "Given the perceived importance of leadership, it is no wonder that an effective principal is thought to be a necessary precondition for an effective school. To illustrate, a 1977 U.S. Senate Committee Report on Equal Education Opportunity (U.S. Congress, 1970) identified the principal as the single most influential person in a school" (p.5).

Recognizing and understanding the importance of leadership gives us an opportunity to take a closer look as to how we measure the characteristics and behaviors associated with it. But before we can measure, we must identify what are their primary responsibilities and behaviors and how are they related to student achievement.

Wimpleberg, Teddlie, and Stringfield's (1989) work goes beyond general leadership characteristics. They focus on the actual behaviors exhibited by those in charge. They feel that research on principal leadership should not be limited to generalized characteristics of behavior. Rather educational leaders must identify specific actions that affect student achievement. Consequently, Marzano et al. (2005) examined 69 studies in their meta-analysis looking for specific behaviors related to principal leadership. They identified 21 categories of behaviors that they refer to as "Responsibilities."

These "responsibilities" help facilitate gaining insight regarding the opinions and priorities of principal leadership. Understanding how principals apply these responsibilities according to the demands of a given situation is important. Comprehension of these leadership responsibilities and applying them in challenging environments such as high schools can prove to be a difficult task. Awareness of environmental or cultural changes from high school to high school within the district is also critical. As policies change and student backgrounds change adjustments in leadership style must change.

Though leadership is a difficult term to define many researchers have attempted to offer a definition. Understanding what leadership is and providing substantial structures and methods to measure it has made it a firm and identifiable concept. Leadership will be defined within the context of situational leadership as influenced by the work of Marzano et al.'s. (2005).

Statement of Problem

"There is nothing so unequal as the equal treatment of unequals" Blanchard (1985)

Organizational structures such as district comprehensive high schools have coexisted with magnet high schools for decades. Though, the magnet high schools are located in the same socio-economic areas as the comprehensive high schools there are three sets of variables that

make these two types of schools distinct. Though many other variables may exist that separate the two types of schools these three variables are perceived to be the most influential. They are the schools' selection process for students, school enrollment and mobility rate.

The first variable is student selection. Comprehensive high schools are schools that serve the children of a specific community regardless of academic ability. Magnet high schools serve students that follow a very selective and strict application process. They must meet certain criteria such as passing the New Jersey proficiency assessment and maintaining a high grade point average. Students that do not meet the set standards are turned away.

The process of selecting students based on academic performance is also known as "cream-skimming". Cream-skimming is a term that refers to a school that selects the best students thus taking the cream while leaving other schools such as comprehensive schools with what is left over. The concept of cream-skimming becomes evident when the question of fairness and equality becomes a focus for debate.

Hoxby (2001) found that "cream-skimming is a theoretical possibility, and we should care about the outcomes of students who remain in regular public schools, especially in the short-term, when regular public schools are likely to contain the bulk of students" (p.2).

Though it is difficult to track which students and how many are lost from the comprehensive high schools to magnet schools there is a strong perception that cream-skimming has a negative effect on the students that remain at the comprehensive high schools thus having a major impact on student performance.

The second variable that differentiates magnet high schools from their comprehensive high school counterparts is their enrollment size. Lee (2004) found that quality versus equality studies indicated that school size plays a large role in student learning and achievement. This

was especially true in urban school districts located in socio-economically deprived environments. This has become more evident as poorer school districts struggle to meet higher achievement standards set by the federal government. Much of Lee's work focuses on public policies that relate to educational equity, where equity is defined by the results of standardized exams. Lee's research examines which size high schools work best with respect to learning and student achievement. Their results suggested that the ideal size of a high school, defined in terms of effectiveness enrolls between 600 and 900 students.

Lastly, mobility rates have had a profound impact on student achievement. Hartman (2002) defines "student mobility" as the phenomenon of students changing schools for reasons other than grade promotion. Students who transfer frequently between schools during the school year are at greater risk for academic and behavioral problems. Hartman (2002) also found that high student mobility has consequences for mobile students, non-mobile students, teachers, and schools. For students, the long-term effects of high mobility include lower student achievement on exams and reduced academic production, ultimately resulting in a higher likelihood of dropping out.

There are many other variables, that may be used when assessing and evaluating schools, but the three that were identified seem to have the most profound impact. Other variables such as quality of instruction, level of parent education, abusive households, crime and violence to name a few can also be indicators related to school achievement. This researcher suggests that they are not the most significant determining factors.

As per the New Jersey Department of Education (2005) state report card, magnet high schools' mobility rate never exceeds 5%, while comprehensive high schools have an average mobility rate of over 35%.

Magnet high school enrollment never exceeds 700 students. While all comprehensive high schools have a population of over 1,000 or whatever the functional capacity of the building can sustain.

Some magnet schools have had great success on state assessments particularly on the language arts and math sections of the New Jersey High School Proficiency Assessment. On average magnet schools have a 90% passing rate. Comprehensive high schools on the other hand have not been as successful, averaging less than 40%. When one takes a look at the passing percentages alone, comprehensive high schools may be seen as failing schools. Judging all schools based on state assessments alone can be considered an unfair practice.

Educators understand that the success of any school begins and ends with the principal. This is why it is essential to gather valuable qualitative information regarding those placed in leadership positions. One of the sanctions in the No Child Left Behind Act is reorganization of schools that do not make Annual Yearly Progress 5 years in a row. The first position to be reorganized in this process is the principal. Ultimately, a question emerges as to the fairness of holding the principals in both magnet high schools and comprehensive high schools to the same standards despite the glaring differences between the two academic institutions.

Purpose of Study

The purpose of this study is to gain insight into which behaviors (responsibilities) of magnet high school principals and comprehensive high school principals are both congruent and different.

The researcher will investigate how and why Marzano et al.'s. (2005) 21 leadership responsibilities are prioritized and applied by principals in both a comprehensive high school setting and a magnet high school setting.

Research Questions

The following questions will guide the research:

1. How and why are the behaviors (responsibilities) between magnet high school principals and comprehensive high school principals congruent?
2. What distinctions are there between leadership practices and behaviors of magnet high school principals and comprehensive high school principals and why do they exist?

Definition of Terms

Public Education is education mandated for the children of the general public by the government, whether national, regional, or local, provided by an institution of civil government, and paid for, in whole or in part, by taxes. The term is generally applied to basic education, K - 12 education and 1st graders or primary and secondary education.

Public Secondary School is a high school that is funded by the government using income from taxes. Most high schools in the United States are for students between the 9th and 12th grades, or approximately 14 to 18 years old

Secondary Principal is the chief administrator of a high school. The principal, often in conjunction with the school board, makes the executive decisions that govern the school. The principal is ultimately responsible for all aspects of the school's instruction and curriculum.

Magnet High Schools in the U.S. system of education, a magnet school is a public school that draws students interested in specific subjects such as the sciences or the arts, from the surrounding region (typically a school district, a county, or a region-wide group of school districts). Magnet schools have a competitive entrance process, requiring students to take an exam or submit an application in order to enter so admission requires a desire to enter the school.

Comprehensive High Schools most public high schools in the United States are comprehensive high schools. They are meant to serve the needs of all students, as compared to the common practice in other nations where examinations are used to sort students into different high schools for different populations.

High School Proficiency Assessment (abbreviated HSPA and pronounced "hes-pah" or sometimes just "H-S-P-A") is a standardized test administered by the New Jersey Department of Education to all New Jersey high school students in March of their 11th grade year. The HSPA is administered over a course of 3 days simultaneously in all high schools throughout the state of New Jersey. The exam tests students' proficiency in a variety of academic subjects including mathematics and language arts literacy. State law in New Jersey requires that all students pass the HSPA for high school graduation.

Mobility Rate is the percent of the school population entering and leaving the school.

School Population is the total enrollment for a particular school.

Situational Leadership The ability of a particular leader to adapt his or her leadership behavior to followers' "maturity," based on their willingness and ability to perform a specific task. Managers' responses to these situations reveal their Leadership style and flexibility. Primary and secondary styles may emerge and effectiveness is determined by one's ability in matching the choice of a leadership style to the situation. Blanchard (1984)

Organizational Structures refers to the four theoretical frameworks discussed in Bowman and Deals (1997) *Reframing Organizations*. They are: The Structural Frame, The Human Resource Frame, The Political Frame and the Symbolic Frame.

The No Child Left Behind Act commonly known as NCLB, is a United States federal law that reauthorizes a number of federal programs that aim to improve the performance of United

States primary and secondary schools by increasing the standards of accountability for states, school districts and schools, as well as providing parents more flexibility in choosing which schools their children will attend. Additionally, it promotes an increased focus on reading and re-authorizes the Elementary and Secondary Education Act of 1965 (ESEA). NCLB is the latest federal legislation (another was Goals 2000) which enact the theories of standards based education reform, formerly known as outcome-based education which is based on a belief that high expectations and setting of goals will result in success for all students.

Thorough and Efficient A phrase used in the New Jersey State constitution that guarantees that all students in the state of New Jersey receive an equitable and quality education.

Meta-Analysis This term refers to an array of techniques for synthesizing a vast amount of research quantitatively. Meta-analysis allows researchers to form statistically based generalizations regarding research in a given field.

Limitations of the Study

The focus of this study is the preferred and practically applied leadership responsibilities of principals in both magnet secondary schools and comprehensive secondary schools. The scope will be limited to:

Only principals assigned to secondary schools in a large urban district.

The data analysis will be descriptive of the respondents only and should not be generalized to the hypothetical population of all secondary magnet and comprehensive school principals.

The use of the interview instrument relied heavily on principals, answering questions honestly and accurately.

Principals have a variety of different educational backgrounds as well being at different levels in their career.

The use of the field observation is limited to the events and happenings of that particular day.

Findings do not imply causation.

Significance of Study

This study will show whether or not environmental factors such as a school's selection process, school enrollment, and mobility rates impact the leadership behaviors of principals. The researcher will explore how the differences, if any, manifest themselves within the leadership behaviors of the principals in this study. Understanding the multitude of variables that make magnet high schools and comprehensive high schools different and their relationship to principals' preferred or demonstrated leadership behaviors is the core of this study. The researcher would like to see if there is a unique pattern exhibited between the leadership behaviors from magnet high school principals and principals from comprehensive high schools.

If differences are found this will have an enormous impact on how leadership is assessed and measured amongst the New Jersey public schools. Finding little or no variation in leadership behavior will reinforce the notion that a standard set of behaviors can be applied to all scenarios.

Summary

Leadership is a very qualitative concept that deals with words like, inspire, motivate, and persistence. However, leadership extends beyond emotion to real practical and precise concepts such as communication, delegation and implementation. There is no single type of leadership that fits all situations, individuals must be able to adapt to changing environments.

Marzano et al. (2005) found that “The basic principle underlying situational leadership is that a leader adapts her leadership behavior to followers’ ‘maturity,’ based on their willingness and ability to perform a specific task” (p. 17).

There are leaders that lead from the front and take responsibility head on. The Marine Officer’s motto, “Ductus Exemplo” (leadership by example), is testament to that philosophy. Unless you are willing to step forward and lead from the front, leadership in any forum will not be as productive as it can be. It must be about substance, knowledge, expertise, and action.

Then there are leaders that take a more facilitative approach. Political leaders facilitate a shared development by all stakeholders. These leaders understand that at times they must take a step back and encourage their subordinates to step forward and share ideas. Allowing individuals to assume leadership roles gives them a sense of ownership, which results in more production and a sense of pride. Working collaboratively ensures that all possible avenues for addressing a problem is explored, and allows for the best and most practical solution to be applied.

Leadership in changing environments seems to be the preferred type of leadership. A profound ability to adapt to an ever-evolving landscape is critical. With tremendous pressure placed on educational leaders and applied at both the federal and state level, it is vital that their roles become more defined. Regardless of style and approach, success is dependent on how their students perform. Essentially, the researcher would like to see if a pattern develops between comprehensive high school principals and magnet school principals’ leadership behavior and practices and how this ultimately influences the organizational structure within the school.

Chapter II REVIEW OF LITERATURE

Introduction

There has been a growing amount OF literature on leadership and the concepts that link leadership with education today. Terms that were once difficult to define are linked to specific methodologies and their affect on student achievement. This chapter will discuss the evolution of education in America and its influence on educational leadership. This chapter covers the birth of compulsory education and the circumstances from which magnet high schoolS were created.

Last, an in depth look will be taken at Marzano et al.'s. (2005) 21 responsibilities of a school leader and its relation with the situational leadership theory established and developed by Kenneth Blanchard (1985).

Educational Leadership

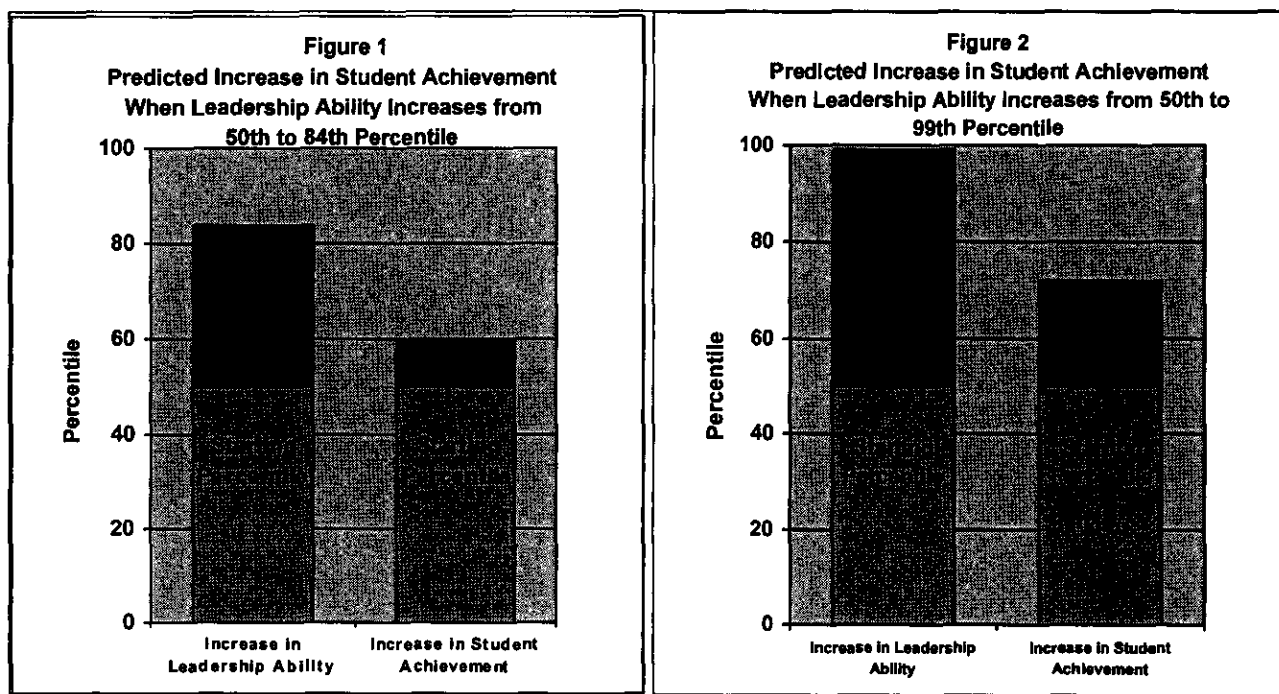
As addressed in Chapter I leadership is a concept that is difficult to capture. Hanson (2003) states “The concept is a many-faceted one, surrounded by a mass of myth, conventional wisdom, idealism, and illusion” (p.153.) Applying this concept to education can prove to be just as difficult. Considering traditional beliefs about educational leadership it is safe to assume that effective leadership demonstrated by a principal is essential for any school to prosper. (U.S. Congress, 1970) identified the principal as the most important person in a school. The principal.'s leadership ability is what creates a stable atmosphere that is conducive to learning. Lipham (1981) simply concludes that there are no good schools with poor principals or poor schools with good principals.

Understanding that the leadership behavior of a principal is critical to the success of a school is evident, but identifying what characteristics make a principal successful has been difficult. Part of the difficulty in capturing its meaning is that the definition of leadership means

different things to different people. James Lipham (1981) states “In much of the literature the myth perpetuated that leadership is unitary in nature. Hence, one tries to identify it, describe it, capture it, exercise it, rate it, measure it, and above all, correlate and predict it”(p.2) .

One of the more popular themes discussed in an effort to define educational leadership is the concept of instructional leadership. Leithwood, Jantzi, and Steinbach (1999) note that instructional leadership is a term that is synonymous with educational leadership. Educational leadership is a collection of several types of preexisting styles and methods of leadership that is applied to an educational setting. Though teaching and learning are concept that pre-date history, the concept of educational leadership is rather new. The application and implementation of educational leadership becomes more focused in conjunction with instructional leadership. Wilma Smith and Richard Andrews (1989) identified characteristics that link instruction with leadership. They created four categories that measure the abilities of an instructional leader. They are: The resource provider, instructional resource, communicator, and visible presence. Other researchers have expounded on these categories using them as a catalyst to provide a larger degree of measurement. These characteristics have evolved and grown to capture the true essence of educational leadership. Marzano et al.’s (2005) have taken this relatively new concept of measurement to new heights, creating an in depth look into the world of educational leadership. Marzano et al.’s (2005) formulated a rubric that can assist in measuring the leadership behavior those principals place in these educational leadership roles. Marzano et al.’s. (2005) findings to measure principals’ leadership behavior is at the center of this study. They later refer to these behaviors as responsibilities.

Marzano et al. (2005) gives instructional leaders a framework that can be used to assist them on what their responsibilities are and their correlation to student achievement.



From "School Leadership that Works"(p.11), by Marzano, R. J., Waters, T. & B. A. McNulty, 2005, Aurora, CO: Mid-continent Research for Education and Learning. Copyright 2005 by Mid-continent Research for Education and Learning

Figure 1 and figure 2 illustrate the relationship between instructional leadership and student achievement. As shown in Figure 1, we can see that if a principal incorporates Marzano et al.'s. (2005) 21 leadership responsibilities at a higher rate of 34 percent or increases his or her leadership ability from the 50th percentile to the 84th percentile, student achievement will increase by 10 percent overall. Although there are many other outlying variables such as socio-economic environment, crime, abuse, and absenteeism to name a few that influence student achievement, this increase in leadership ability is significant. But, one's leadership ability must improve at least three times the rate of student achievement in order to see significant gains. An increase in leadership ability of only 10 percent would possibly increase student achievement by approximately 3 percent, but that increase would be seen as insignificant. Figure 2 shows an even more substantial increase. As a result of a principal.'s leadership ability increasing from the 50th percentile to the 99th percentile, student achievement increases from 10 percent to 22

percent. This illustrates that the more profound increase in leadership ability the larger the impact on student performance. Though there are many other variables to take into account, we cannot dismiss the impact that leadership has on student achievement.

On average Marzano et al.'s. (2005) 21 responsibilities have a correlation of .25. Though this correlation of .25 may seem insignificant, many other variables must be taken into account. The following interpretation of the .25 correlation provides a different perspective on the potential impact of school leadership. Let us consider Table 1, which presents a situation that is hypothetical but precise in its explanation of the average correlation between principal leadership and student academic achievement.

	Percentage of Schools Passing the Test	Percentage of Schools Failing the Test
Schools with Principals Rated in the Top Half of All Principals Based on Leadership Effectiveness	62.5%	37.5%
Schools with Principals Rated in the Bottom Half of All Principals Based on Leadership Effectiveness	37.5%	62.5%

From "School Leadership that Works"(p.31), by Marzano, R. J., Waters, T. & B. A. McNulty, 2005, Aurora, CO: Mid-continent Research for Education and Learning. Copyright 2005 by Mid-continent Research for Education and Learning

The average correlation of .25 produced in Marzano et al.'s. (2005) meta-analysis was based on principal leadership defined in very broad framework. In terms of correlation in a standard definition, an average of .25 represents a very low correlation. A direct correlation is considered 1.0 and a significant correlation is defined as anything higher than a .08. So this does not tell us much in a practical sense. In order to really place these findings into perspective one

must think literally of the tens of thousands of variables that may have an impact on student achievement. We must remember that students are human beings and as such there are influential factors that affect them at the very moment of conception. Biological factors play a large role, the life style the mother lives, what she puts into her body, her genetic make-up to the their immediate societal structure, family values and upbringing have an impact no matter how small or large it is. What Marzano et al.'s. were able to do, based on the information presented is quite significant considering the enormity of influential factors. Collecting information in a precise and consistent manner allowed Marzano et al. to apply empirical methods to connect the 21 leadership responsibilities to student achievement. Making a connection using these methods is an extraordinary task. This is why an average correlation of .25 can be considered significant. The information gathered within the 69 studies of this meta-analysis that aided in the construction of Marzano's et al. 21 leadership responsibilities had to meet certain criteria.

Marzano et al. (2005) found:

'When conducting our meta-analysis, we considered any and all available studies from 1970 to present that met the following conditions:

- The study involved K-12 students.
- The study involved schools in the United States or situations that closely mirrored the culture U.S. schools.
- The study directly or incidently examined the relationship between the leadership of the building principal and student academic achievement.
- Academic acheivement was measured by a standardized achievement test or state test, or composite index based on one or both of these.
- Effect sizes in correlation form were reported or could be computed.

We should note that one type of study met these criteria but was sometimes excluded from our analysis. Those studies dealt with leadership “styles” --- general categories of leadership behavior based on some predetermined theory. For example, Evans and Teddie (1995) examined the relationship between *initiator, manager* and *responder* styles of leadership and overall achievement in schools. Similarly, High and Archilles (1986) examined the relationship between the following styles and school achievement: *referent, expert, enabler, coercer, legal authority, norm setter, and involver*. Such studies provide useful perspectives. In general, however, we excluded them from our meta-analysis because they represented very broad categories of behavior that were in themselves summaries of more specific behaviors. Because one of our primary goals was to identify specific leadership behaviors, we dealt with only those studies that addressed specific behaviors that had not been collapsed into broad categories.’ (p.28)

All the information obtained from these 69 studies were compiled with the aid of three databases. The databases were ERIC, Psych Lit, and Dissertation abstracts.

Armed with the information gathered from the 69 studies in the meta-analysis, Marzano et al.’s. (2005) were able to establish and pinpoint the specific behaviors that defined principal leadership. They identified 21 categories of behaviors that were referred to as “responsibilities.” This information is listed in Table 2 along with their correlations with student achievement.

From "School Leadership that Works"(p.42-43), by Marzano, R. J., Waters, T. & B. A. McNulty, 2005, Aurora, CO: Mid-continent Research for Education and Learning. Copyright 2005 by Mid-continent Research for Education and Learning

Table 2
The 21 Responsibilities and Their Correlations (r) with Student Academic Achievement

	Responsibility	The Extent to Which the Principal...	Average <i>r</i>	95% CI	No. of Studies	No. of Schools
1	Affirmation	Recognizes and celebrates accomplishments and acknowledges	.19	.08 to .29	6	332
2	Change Agent	Is willing to challenge and actively challenges the status quo	.25	.16 to .34	6	466
3	Contingent Rewards	Recognizes and rewards individual accomplishments	.24	.15 to .32	9	465
4	Communication	Establishes strong lines of communication with and among teachers and students	.23	.12 to .33	11	299
5	Culture	Fosters shared beliefs and a sense of community and cooperation	.25	.18 to .31	15	819
6	Discipline	Protects teachers from issues and influences that would detract from their teaching time or focus	.27	.18 to .35	12	437
7	Flexibility	Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent.	.28	.16 to .39	6	277
8	Focus	Establishes clear goals and keeps those goals in the forefront of the school's attention	.24	.19 to .29	44	1,619
9	Ideals/Beliefs	Communicates and operates from strong ideals and beliefs about schooling	.22	.14 to .30	7	513
10	Input	Involves teachers in the design and implementation of important decisions and policies	.25	.18 to .32	16	669
11	Intellectual Stimulation	Ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture.	.24	.13 to .34	4	302
12	Involvement in Curriculum, Instruction, and Assessment	Is directly involved in the design and implementation of curriculum, instruction, and assessment practices.	.20	.14 to .27	23	826
13	Knowledge of Curriculum, Instruction, and Assessment	Is knowledgeable about current curriculum, instruction, and assessment practices	.25	.15 to .34	10	368
14	Monitoring/Evaluating	Monitors the effectiveness of school practices and their impact on student learning	.27	.22 to .32	31	1,129
15	Optimizer	Inspires and leads new and challenging innovations	.20	.13 to .27	17	724
16	Order	Establishes a set of standard operating procedures and routines	.25	.16 to .33	17	456
17	Outreach	Is an advocate and spokesperson for the school and its stakeholders	.27	.18 to .35	14	478
18	Relationships	Demonstrates an awareness of the personal aspects of teachers and staff	.18	.09 to .26	11	505
19	Resources	Provides teachers with materials and professional development necessary for the successful execution of their jobs	.25	.17 to .32	17	571
20	Situational Awareness	Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems	.33	.11 to .51	5	91
21	Visibility	Has quality contact and interactions with teachers and students	.20	.11 to .28	13	477

Table 2 identifies the responsibilities as well as their relationship to student achievement in terms of correlation. Marzano et al.'s. (2005) provides the researcher with tremendous insight into how they are identified within the context of a school.

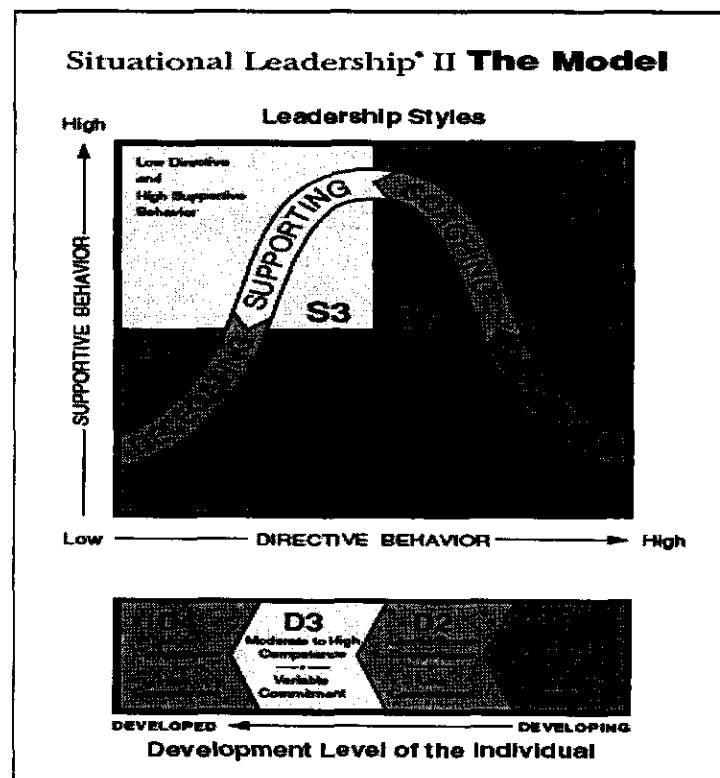
Gaining a clear understanding of what is expected of our nation's instructional leaders is essential if they are to be held accountable. Also grasping the concept of what is considered effective is vital. In combination, expectations and effective school leadership enhance student achievement. These concepts go hand in hand and for educational leaders that do not meet expectations, they at the very least, understand why they did not. Marzano et al.'s. (2005) 21 leadership responsibilities make expectations vividly clear allowing very little room for miscommunication.

Situational Leadership

There are over 600 school districts in New Jersey that range from the highest economic strata to the poorest, with many variations in between. These districts serve students that come from an intense variety of ethnic backgrounds, religious beliefs, and political groups. No one school is the same. It is essential for leaders to understand that adapting to such a variety of situations is an essential skill for effectiveness. Developing and implementing plans for change and taking on a multi-lateral approach to leadership is critical. Understanding that environmental factors influence leadership behavior and practices is important. Marzano et al. (2005) state: "The basic principle underlying situational leadership is that the leader adapts her leadership behavior to followers' 'maturity,' based on their willingness and ability to perform a specific task" (p.17). Marzano et al. (2005) indicate that an effective leader realizes that not just one leadership style can be applied for all followers and all situations.

As we all know, within all organizational structures such as schools, situations occur on a daily basis. Applying the necessary leadership skills to a given situation within that organization is a concept known as situational leadership. Situational leadership has been studied and developed by Ken Blanchard (1985). Blanchard, Zigarmi and Zigarmi (1985) found that their situational leadership theory can be broken up into four leadership styles based on two dimensions of behavior—task behavior and relationship behavior—with followers maturity level as a parameter, in determining a leader’s leadership style, leadership effectiveness and leadership flexibility. These four leadership styles are similar to a life cycle depending on the maturity level of the followers; the four styles range from directing (high task and low relationship), coaching (high task and high relationship), participating (high relationship and low task), to delegating (low relationship and low task) .

Figure3



From “Situational Leadership Model”, by Kenneth Blanchard, 1969, Ken Blanchard Companies. Copyright 1985 by Blanchard Management Corporation

These styles are interchangeable dependent on a given scenario. Success is determined by the outcome of the situation. There can be different paths to success, the leader is not just limited to one.

When Lightfoot (1983) visited six schools that she defined as good schools during the time she wrote her book *The Good School*, she recorded many meticulous observations. She connected these observations to characteristics that that were aligned in making a school effective. She observed that some leaders had strict control of the school while others were more collaborative and allowed more freedom. There are many variables that play a role in determining that a school is effective, but research findings have determined that a school can only be as effective as its principal. She found a large contrast in leadership styles but was able to define each of those schools as a good school. Though the variables for each of those schools were different many of the determining characteristics remained the same. Schools or large organizational structures can be successful with the use of different leadership styles but for the most part environmental circumstances are determining factors.

Change Leadership

Change is difficult in any situation. Making the right change is essential, poor decision-making can be costly to any organization. When change leadership is discussed there are two forms that are often arise. They are transformational leadership and transactional leadership.

Both terms have their origins in the work of James Macgregor Burns. His focus was primarily in the area of politics. Burns (1978) defines leadership as leaders motivating and enticing followers to strive for goals that represent the values and expectations of the leader. “The genius of leadership lies in the manner in which leaders see and act on their own and their followers’ values and motivations” (p.19). Within his general definition, Burns makes a

fundamental distinction between transactional leadership and transformational leadership.

“Transactional leadership is defined as trading one thing for another (quid pro quo), whereas transformational is more focused on change” (p. 14).

The leadership style that is most relative to change leadership is transformational leadership. Transformational leadership in most cases is the favored style of leadership given that it is assumed to produce higher results. According to Burns (1978), transformational leaders form relationships with their followers that become mutually stimulating. It encourages followers to take on more leadership roles while the leaders are converted into moral agents. Transformational leadership is key for change leadership to prosper. Leaders must understand that at times they must take a step back and encourage their staff to step forward and share ideas. Allowing faculty and staff to assume leadership roles gives them a sense of ownership, which results in more production and a sense of pride. Working collaboratively ensures that all possible avenues for addressing a problem is explored, and allows for the best and most practical solution to be applied.

Ultimately, a true testament to a successful administrator is not how well the school does when the administrator is there, but how well the school does when the administrator is absent. Change leadership changes the school from within. The principal encourages the teachers to play more prominent leadership roles which ensures greater success overall. When all stakeholders have a vested interest in the success of an organizational structure greater ownership develops thus encouraging all to take on more responsibility. Once this happens real change will occur, establishing change leadership for lasting reform.

An Evolution of Magnet Schools

The concept of magnet schools has stirred considerable interest and controversy in the United States. Though specialized schools did exist in the United States prior to the civil rights movement, there were very few and not open to all for application. The notion received great attention during the era of desegregation. Its intention was to attract students of different racial backgrounds from across district lines through its thematic based education. The thought was that it would encourage integration. This concept of unforced desegregation was initially introduced in the Heartland school district.

Metz (2003) found in the winter of 1976, that after a suit that lasted several years, a federal judge ruled that the Heartland schools must be desegregated. The federal judge ordered that the desegregation process begin by September of 1976. According to the court mandate a minimum of one third of the city's schools had to be desegregated by the fall of 1976 and in 1977, two-thirds. By 1978 all of its' school must meet the definition of desegregation, with their Black school enrollment climbing towards the 50 percent mark. The acceptable percentage of Black students in desegregated schools was set at 25 to 50 percent. In later years, it was modified to 25 to 60 percent.

Metz (2003) also found that in responding to the court order, the school board members began to fight among each other. Dr. Stewart, a new superintendent at the time, and the administration decided to try a different approach to desegregation. Instead of using mandatory methods of reassignments he opted to explore voluntary avenues. They came up with a plan that provided vehicles for voluntary placement of students. First, they developed a magnet school program, which allowed volunteers to apply from anywhere in the city. Certain limitations and quotas were developed to ensure racial balance within the schools. Second, another set of

Magnet schools drew children from their own neighborhood and children of a different race from a larger zone. These concepts proved to be very effective and soon many other districts followed suit. Claire, S. and Goldring E. (1999) found "... between 1982 and 1991, the number of individualized schools offering magnet programs nearly doubled to over 2,400 and the number of students enrolled in these programs almost tripled. By the 1991-92 school year, more than 1.2 million students were enrolled in magnet schools..." (p.7) Eventually the concept of magnet schools evolved developing a wide range of distinctive programs, emphasizing academic subjects such as math, science, aerospace technology, and humanities. Others developed unique instructional approaches such as a focus on basic skills, open classrooms, individualized or differentiated instruction. Some schools included a theory-based approach such as Montessori and Multiple Intelligence. Others focused on career and vocational education, while many included gifted and talented programs within their curricula. Magnet schools in large urban districts have developed competitive criteria to gain entrance for high performing students. Although the initial intention in the development of magnet schools was promote equity, it has become highly competitive and some contend that it recently has had adverse effects.

Claire, S. and Goldring, E. (1999) found that critics of magnet school programs assert that magnets schools can make existing class or socioeconomic cleavages worse. This is especially true when the magnets are academically selective and are few in number leaving the majority out. They contend that middle-class parents are more motivated and more informed regarding the availability of educational options thus, more likely to take advantage of such programs. Lower-income parents on the other hand are less likely to understand or take advantage of such programs thus ending up with the conventional attendance area schools with no specialized offerings and fewer resources. Thus, it is perceived that magnets tend to "cream

off' more academically motivated and able students, as well as more effective and innovative teachers, resulting in diminished educational opportunities (e.g., less rigorous curricula, lower expectations by teachers, and different school climates) for those who do not attend them (p.9).

Despite some noted disadvantages, magnet schools have served as a catalyst to inspire and stimulate America's educational system many times over. Stemming from its origins in desegregation to its current thematic approach, magnet schools have helped educators throughout the years address the intense variety of needs our students have. We continue to see their contributions throughout our country today from the arts to the sciences. It is difficult not to include this concept of magnet schools within large school districts. Though, concepts like "cream-skimming" raise legitimate concerns, magnet schools will continue to be a permanent fixture in America's public schools.

The Development of Comprehensive High Schools in New Jersey

We can trace the origins of comprehensive education as far back to the first settlers that landed on Plymouth Rock, over 300 hundred years ago. In 1642 the first educational law of its kind was enacted in Massachusetts. Cubberley (1947) uncovered that it was part of religious puritan theory that parents were to educate their children. But the voluntary efforts on the part of the people and town would not be sufficient to insure that general education took place. Under the hard pioneer conditions and suffering which ensued it became difficult for many parents and masters of apprentices. It became apparent that they were neglectful of their educational duties. The leaders in the Puritan Church saw that it was their duty to ensure that the children of the town were educated in order for proper worship. They appealed to the State as represented in colonial legislature, to assist them in motivating parents and masters to observe their obligations. The result was the famous Massachusetts Law of 1642 (R.14). This law directed the officials of

each town to inspect and observe if the children were being trained “in learning and labor and other employments profitable to the commonwealth” and if children were being taught “to read and understand the principles of religion and the capital laws of the country.” The officials were given the authority to enforce fines on those individuals who failed to give appropriate instruction and the courts were adamant that the municipalities obeyed the law.

Until the creation of the Constitution in 1776 and the Constitutional Convention in 1787, which separated church and state, education was a combination of both aspects whose foundation was built on learning how to worship and becoming a good citizen. In 1875, The New Jersey constitution was amended thus, mandating that the state provide all of their students a "thorough and efficient education." This opened the door to what we know as public education today. It is state law that all students attend school from the age of 5 years until 16 years of age which also makes New Jersey's educational system compulsory. High schools are considered schools that serve student populations which attend from grades nine to twelve with students ranging in age of 15 to 18 years. Most public high schools in New Jersey and in the United States are considered comprehensive high schools. They are meant to serve the needs of all students through a variety of curricular offerings.

Before the 20th century high school enrollment rates were very low and graduation rates even lower averaging less than 10 percent. Due to farming and the need for manual labor a high school education was seen as a luxury not necessity. High school enrollment and graduation rates began to steadily increase with the birth of the second industrial revolution. Mokyr (1998) found that between 1870 and 1914 increased technological advances were made. Key contributors to this revolution were great minds such as Thomas Edison and Felix Hoffman. During this time period there was an increased demand for white collared workers as well as trained and skilled

blue collared workers. From the fields of agriculture, engineering, manufacturing, transportation to sales, accounting, management, and business technology has influenced all aspects of the economy and life. The need for a more educated workforce to handle this increased level of technology became essential. Graduation rates rose to over 80 percent. This need for a more educated workforce became more evident with the creation of the word processor. Eventually the birth of the Internet has given education a global perspective. In 1983 President Ronald Reagan's National Commission on Excellence in Education submitted a report named *A Nation at Risk*. A Nation at Risk (NCES) reported that the United States was lagging behind in education as compared to the global landscape. The National Commission on Excellence in Education (1983, ¶ 1) reported that “our once unchallenged preeminence in commerce, industry, science, and technology is being overtaken by competitors throughout the world. This report is concerned with only one of the many causes and dimensions of the problem, but it is the one that undergirds American prosperity, security, and civility... What was unimaginable a generation ago has begun to occur--others are matching and surpassing our educational attainments.”

Competition on a global platform has presented large challenges for educators today. It is difficult for schools to prepare curricula that are designed to address the wide range of backgrounds and circumstances of their students and at the same time meet the demands of such a fast paced global market.

In 2001, the US Department of Education reported that there were 26,407 public high schools in the United States. These high schools address a variety of needs demonstrated by a very diverse student population. Some schools specialize in academic preparation, some in remedial instruction, while others specialize in vocational instruction. A typical comprehensive high school offers more than one course of focus in its curriculum. Comprehensive high schools

usually have a diverse collection of college preparatory courses and as well as scientific or vocational courses. Though this is a broad definition, comprehensive high schools are designed to serve the needs of the general population within the districts they serve.

Summary

Leadership and the universal applications of leadership have now been linked to education and student achievement. Concepts that were once considered fluid are now empirically connected to student progress and success. Our nation, like many others, realizes that the future lies within its educational systems. Nations have a vested interest in their school's production and now more than ever have pushed the limits of the nation's most valuable resource.

This has led to the birth of standards based education. Holding the nation's educators accountable for the role they play in the nation's future is paramount. But, the creation of standards based education has left America with more questions than answers. Which standards are applied and how they are applied has caused an insurmountable amount of friction between districts that have the resources they need with the districts that do not. Holding the educational leadership accountable to the same standards regardless of circumstance has not been well received. Though the increased effort in part of the federal government is commendable, the realization that America's educational system is far from where it should be has set in. With the initial establishment of the Elementary and Secondary Education Act of 1965 to the No Child Left Behind act of 2001 the federal government has now made its presence felt in the field of education and is more obligated than even to produce results.

Education has also been at the forefront of legal and social change as well, starting with the landmark case of *Brown vs. The Topeka Board of Education*, which overturned *The Plessy vs. Ferguson* decision that legalized segregation.

In an effort to finding new and innovative ways to desegregate the school population, school districts implemented the concept of magnet schools. Though specialized schools did exist in the United States prior to the civil rights movement, there were very few of these schools and they were not available to all students. The intention of magnet schools was to attract students of different racial backgrounds from across district lines through its thematic based education. The thought was that magnet schools would encourage integration. With the implementation of new ways to address these problems, other unforeseen variables have presented themselves. The concept of cream-skimming, which is a focal point for debate, is one variable that has manifested itself.

All of these variables have emerged and has evolved within a structure that has been in existence since 1875. The New Jersey constitution was amended during that time mandating that the state provide all of their students a "thorough and efficient education." This phrase refers to the concept of guaranteeing that all students in the state of New Jersey receive an equitable and quality education.

Though education has been in the forefront as the vehicle of social change, years of segregation, racism and the inequitable distribution of resources have created a problem that currently persists in our schools today. Realizing there is a problem is one aspect, trying to solve it is another.

Legislators have turned to our educational leaders for these answers. Leadership in this diverse and rich landscape is just one avenue that can help educators understand what can be done to “level the educational playing field.”

Marzano et al.’s. (2005) 21 leadership responsibilities is the first step in providing educators a rubric as to what concepts in leadership transcend all environments regardless of fluctuations within these variables. Understanding this common denominator and how it is applied in different educational settings is what the researcher intends to do.

Chapter III

METHODOLOGY

In this chapter research design and methodology will be discussed. Included in this discussion are research procedures, participant selection, techniques for data collection, validity and reliability and treatment of data.

Research Design

A research design is essential in providing the researcher with correct and precise data. Failure to choose the correct research design places the researcher and the research project at risk. Yin (2003) states that “a research design is the logic that links the data to be collected ... to the initial questions of study. Every empirical study has an implicit, if not explicit, research design. Articulating ‘theory’ about what is being studied helps to operationalize case study designs and make them more explicit” (p.19).

It is essential that the researcher link all the concepts in this study together in order for the reader to gain a clear understanding of the material presented. For the purpose of this study the researcher will use a descriptive, qualitative approach to get an in-depth view of how and why Marzano et al.’s. (2005) 21 leadership responsibilities are applied on a daily basis. The researcher will personally interview the principals in a one on one scenario.

Laurel (2003) states that one on one interviews, where one person is interviewed by a researcher who is following either a tightly scripted guide or a loose outline is a valuable tool for data collecting. The duration of these interviews can vary from 20 minutes to several hours. Individual interviews are ideal for learning exactly how each person feels and thinks about a topic, without concern for influence of others except the moderator’s influence, which really cannot be avoided. For most researchers this is the preferred collection method. The researcher

feels it is important to take a close look at the principals' perspectives on the use and application of Marzano et al.'s (2005) 21 leadership responsibilities and the differences as to how the responsibilities are applied between the two types of school concepts. Though their opinions may vary the researcher will attempt to seek out any patterns that develop among the administrators.

The researcher would also like to see the respondents' views on the roles variables such as magnet and comprehensive concepts play on their approach to education and leadership behaviors. The researcher will align the principals' qualitative views on his or her leadership behavior with Marzano et al.'s (2005) 21 responsibilities of the school leader.

Understanding the principals' thoughts and opinions are at the core of this study. The researcher will interview four magnet school principals and four comprehensive high school principals within a large urban public school district in New Jersey. The researcher will use a focused interview approach to interview all the principals in a reasonable amount of time. In all cases, the interviews will allow for open-ended responses. Though the researcher will encourage the respondent to elaborate on their answers, the setting will assume a conventional approach, following a certain set of questions derived from the case study protocol. Specific questions must be meticulously worded, so that the researcher seems neutral and unbiased about the issues and allow the respondent to provide a fresh outlook on it. In other instances the researcher may ask leading questions that serve to corroborate what is already known. The researcher must be careful and identify when different interviewees appear to be saying the same thing. This may be seen as the researcher leading the subjects into a certain direction. The researcher must delve deeper. Yin quotes Rubin (1995) who expresses that "...interviews will appear to be guided conversations rather than structured queries. In other words, although you will be pursuing a

constant line of inquiry, your actual stream of questions in a case study interview is likely to be fluid rather than rigid” (p.89).

Giving the respondents flexibility in answering questions is essential in order to gain as much information as possible. Asking for similar information in a different context will ensure that the information is at least more accurate. Giving the respondents time to reflect on previous answers and then re-answering the same question within a different context will either reinforce what was already said or digress from previous statements.

Field observations will be conducted after the interviews to either support what the respondent said or contradict it. The field observations will allow the researcher to see what is happening in the school during the day when activity is the greatest. It also provides greater depth and dimension, thereby enhancing your accuracy, credibility and reliability of the study. These field observations will help corroborate certain facts that the researcher may already think have been established.

The independent variables that will be taken into account are enrollment size, mobility rates and school acceptance policies. These variables will be placed into two categories, the magnet high school and comprehensive high school. Preferred leadership responsibilities are the dependent variables.

Research Procedures

A letter of permission (see Appendix A) was sent to the Institutional Review Board chairperson of the chosen district that is to participate in this study. Following the Institutional Review Board (IRB) approval (see Appendix B), letters of solicitation (see Appendix C) and informed consent forms (see Appendix D) were sent to the principals chosen to participate in this study.

Description of the Participants

The participants are principals in all the high schools in a large urban district in New Jersey that fall into the category of magnet or comprehensive high schools. Principals who are currently in charge as well as those who have recently retired will be part of the study.

Data Collection

The researcher will use the method of triangulation to collect all essential data. Triangulation is a concept that allows a researcher to look at a topic of interest from several different perspectives through the use of different data gathering instruments. The researcher's topic of interest is comparing the leadership responsibilities between principals of four comprehensive high schools versus four magnet high schools in a single urban district. The principals' qualitative views on his or her leadership behavior are at the center of this study. The researcher will use Marzano et al.'s (2005) 21 responsibilities of the school leader to help guide the study. The researcher will use two instruments to gather the essential data to conduct this study.

The first instrument that will be used is a one-on-one focused interview that will zone in on each principals leadership behavior and practices as defined by the 21 leadership responsibilities developed by Marzano et al. (2005). The researcher will use Marzano et al.'s (2005) 21 responsibilities of the school leader to gain insight into the respondents' opinions and feelings surrounding the research questions stated in Chapter I. Ensuring that adequate time is allotted for each respondent is essential for in depth data collection. The researcher will schedule times and dates that allow respondents the flexibility to be placed in the most comfortable environment possible.

The focused interview will help the researcher ensure a more accurate depiction of the principals' application of the 21 leadership responsibilities in his or her school on a daily basis. The researcher will hand the respondents a list of the 21 leadership responsibilities with a description of each responsibility and give the respondents an opportunity to read the list. Once the respondent is done the researcher will ask the respondent to choose which four of the responsibilities they feel are the most ideal and why? The rationale for having the respondents choose four responsibilities is because it represents the upper 20th percentile. Historically, within social and economic statistical analysis, data has been organized and synthesized using the upper and lower 20th percentiles as a bench mark. This will allow the researcher to focus on which responsibilities the respondents feel are the most important. Once the principal is done responding to the question and any others that may ensue afterwards, the researcher will then ask the respondents to reflect a moment on their answers. The researcher will then ask which four responsibilities are actually applied most often in your school. Regardless if the choices remain the same the respondents will be asked to elaborate on the four responsibilities that were chosen the second time around. This will ensure validity and reliability of the questions. The responsibilities that are chosen four or more times in construct A or B will appear in Chapter V findings. This will help the researcher focus on the responsibilities that are perceived to be the most profound.

The second instrument that will be used are field observations. This will allow the researcher to see the participant in his or her environment. Field observations allow the researcher to see what is happening in real time. It also provides greater depth and dimension, thereby enhancing both accuracy and credibility of the study. The field observations will be conducted after the one-on-one focused interviews are done. These observations will be

scheduled on a different date and are expected to last four hours. As per the New Jersey Department of Education the minimum mandated school day is 4 hours. The researcher will use Marzano et al.'s (2005) 21 responsibilities of the school leader to help guide the field observations primarily focusing on the responses given by the respondents to question one and two. Question 1 is which four of the responsibilities they feel are the most ideal and why. Question 2 is which four responsibilities are actually applied most often in your school? Using the responses to the questions will allow the researcher to focus his time gathering data to either support what was said during the interviews or contradict the data gathered during the interviews. The researcher will like to see what the respondents stated during the interviews are actually what is applied during the course of the school day. This will enhance the validity of the one-on-one focused interview.

There will be a series of eight interviews and eight field observations done, four with comprehensive high school principals and four with magnet school principals. The schools will be coded to assist in confidentiality. The magnet high schools will be referred to as school 1, school 2, school 3 and school 4. The comprehensive high schools will be referred to as school A, school B, school C and school D. As stated in Chapter I the researcher will focus on three very influential variables that make the two types of high schools distinct. The first variable is the way in which the two types of schools select their students. Magnet schools follow a very stringent selection process based on student achievement. Comprehensive high schools must accept students that live within the district boundaries regardless of student achievement. Educators perceive this variable to be the most influential. Second is school enrollment, a magnet high school's enrollment never exceeds 700 students. All comprehensive high schools have a population of over 1000 or whatever the functional capacity of the building can sustain. Last are

the mobility rates. A magnet high school's mobility rate never exceeds 7%, while comprehensive high schools have an average mobility rate of over 30%.

The following are the individual schools with their school enrollment size and mobility rates. School 1 has an enrollment size of 697 and a mobility rate of 4.0%, school 2 has an enrollment size of 556 and a mobility rate of 7.0%, school 3 has an enrollment size of 565 and a mobility rate of 4.4%, school 4 has an enrollment size of 623 and a mobility rate of 2.7%. School A has an enrollment size of 1,950 and a mobility rate of 46.9%, school B has an enrollment size of 1,359 and a mobility rate of 30.4%, school C has an enrollment size of 1,026 and a mobility rate of 22.2%, school D has an enrollment size of 1,498 and a mobility rate of 29.1%.

The researcher will provide a letter to the principals informing them of the intended interview and field observation. All responses to the interview questions will be kept confidential. No names will be included on any forms or transcripts. Only the researcher will analyze the data and any results will be included in the dissertation. No reference to the respondents or the school's name will be included. The researcher will use note writing to gather all the necessary information.

Validity and Reliability

A research design is supposed to represent and capture the data of a research project with logic and rationale. In order to judge the quality of a design you must apply certain assessments that will allow you to test for credibility. There are four tests that have been commonly used to establish the quality of any research design. They are construct validity, internal validity, external validity, and reliability.

Yin (2003) goes on to list the following:

Construct validity: establishing correct operational measures for the concepts being studied. *Internal Validity* (for explanatory or causal studies only, and not for descriptive or (exploratory studies): establishing a causal relationship, whereby certain conditions are shown to lead to other conditions, as distinguished from spurious relationships. *External Validity*: establishing the domain to which a study's findings can be generalized. *Reliability*: demonstrating that the operations of study-such as the data collection procedures-can be repeated, with the same results. (p.34)

The researcher will also gain valuable insight as to the validity and reliability of the research questions and interview script through a "Jury of Experts". A Jury of Experts is a collection of individuals that have a tremendous amount of expertise in a particular field. In this case the field of education. There will be five members of the Jury of Experts all of which are high school vice-principals. All members of the Jury of Experts have over one hundred years of combined experience.

Summary

Ultimately, ensuring that the data collected is clear, precise, and dependable is paramount. It is important to apply all the tests of construct validity, internal validity, external validity and reliability throughout this research project and not just the beginning or the end. The data collection process for case studies is a bit more complex than other collection processes used in other research designs. The researcher in case studies must take a practical approach and focus on staying consistent procedurally. This type of versatility is not necessarily required for using other strategies. The researcher must follow certain formal procedures and stay consistent to ensure quality control during the data collection process.

Chapter IV

PRESENTATION AND ANALYSIS OF THE DATA

The purpose of this study was to investigate and gain insight into how and why the behaviors (responsibilities) of magnet high school principals and comprehensive high school principals are both congruent and different.

The researcher investigated how and why Marzano et al.'s. (2005) 21 leadership responsibilities are applied by principals in both a comprehensive high school setting and a magnet high school setting and what variables influence this behavior. This chapter includes the summary of the study, the nature of the study, and the presentation of data analysis.

Summary of Study

Leadership has been considered a qualitative concept that has been associated with words like; inspire, motivate, and persistence. Leadership now goes beyond sensation and can be categorized into real practical and precise concepts like communication, delegation, and implementation. Leadership can now be directly connected to education and student achievement. Concepts that were once considered abstract are now pragmatically associated with student progress and success. There is no single type of leadership that fits all situations, individuals must be able to adapt to changing environments. This is the case with the eight principals involved in this study. Four principals are in charge of what are known as magnet high schools. These schools are considered to be elite and they employ a very selective application process that accepts only those students that meet their qualifications. They also do not have school enrollments that exceed 700. Magnet high schools have low mobility rates, which never surpass 7 percent. Their four comprehensive high school counter parts on the other hand have to work under very different conditions. Comprehensive high schools do not have an application

Nature of Study

Four principals from magnet high schools and 4 principals from comprehensive high schools within a single urban district were sent letters inviting them to participate in this study. All 8 agreed to be interviewed as well as observed through the use of a field observation for one day. All participants were asked a series of questions, which included three background information questions. The second pair of questions were developed to gain an understanding of the respondents' top four preferred leadership responsibilities in an ideal setting and their top four leadership responsibilities actually applied on a day-to-day basis. The leadership responsibilities are defined by Marzano et al.'s (2005) "Leadership that Works" (see Table 2). The interview contains two more questions regarding the perceived difference between magnet and comprehensive high school respondents as it pertains to Marzano et al.'s (2005) 21 leadership responsibilities.

Analysis of Data

Glaser and Strauss (1999) believes that producing theory from research means that most notions are developed through the use of data. Data must be analytically developed in relation to the information gathered during the course of the research. Grounded theory takes a long hard look at the data collected and makes it relevant in as many ways possible to the study. Glaser and Strauss (1999) also influenced the concept that grounded theory can mean many things to different people. The primary purpose of theory is to create rules that can accurately predict and explain occurrences with regularity and reliability. The researcher, through the use of grounded theory, takes an even closer look at the data using a concept known as comparative method of analysis. The comparative method of analysis in this study will take place between two groups. They are the principals of magnet high schools versus the principals of comprehensive high

schools within a single urban district. The purpose of this study is to gain insight into which behaviors (responsibilities) of magnet high school principals and comprehensive high school principals are congruent and different and why.

Presentation of Data

All eight interviews were facilitated in the office of the principal at the respondents' respective schools. At the beginning of the interview the researcher read from a predetermined script explaining the process in detail as well as having each subject sign the informed consent form prior to the interview (See Appendix D). The interviews also followed a set protocol (See Appendix E & F). All interviews were then followed up by eight field observations. (See Appendix G) The field observations were used to reinforce the validity and reliability of the participants' answers to the questions to the interviews.

In presenting the data obtained from the interviews, care has been taken to ensure anonymity. The magnet high schools were coded numerically while the comprehensive high schools were coded alphabetically. The three variables used to distinguish each school are selection process, total enrollment and mobility rates. This information was gathered from the subjects as well as from the New Jersey Department of Education School Report Card for the 2005-2006 school year.

The eight schools from which each principal were interviewed are located within the same urban district, which share students from the same socio-economic area. The first construct of the researcher's interview tool was background information.

Why did you enter the field of education? Based on the responses given to the researcher by the subjects, the researcher was able to categorize these responses into two groups (a) making a difference in student lives and (b) societal or economic influences

Five principals cited making a difference in the lives of students as the reason why they entered education. One subject stated, “It was my dream to become a teacher; I want to make a difference in the lives of children.” Another stated, “I’ve always had a passion for children, teaching and learning.” Three others cited that societal or economic factors played a role in their decision. One subject stated, “It just happened, I grew up in an era where females were expected to be secretaries, nurses or teachers.” While another said, “I got into education by default, I initially had no intention of going into education. A friend convinced me to try education and I loved it.”

How many years in total have you worked as an educator? The responses ranged in years of experience from 15 to 41 and the average total years that each subject worked as an educator was 32. In total the subjects have a combined 258 years of experience as educators.

What was your prior assignment before you became principal of your current school? Four of the 8 subjects have had prior principal positions before entering their current positions. The other four were vice-principals and all have been educators prior to their current assignment.

Construct A

Through this construct the researcher seeks to uncover any patterns, similarities or differences between the magnet high school and comprehensive high school principals’ ideal leadership responsibilities. This question is designed to gain insight into which four of the 21 leadership responsibilities developed by Marzano, Waters, and McNulty (2005) are most important to the respondent. As stated in Chapter II, the rationale for having the respondents choose four responsibilities is due to the fact that it represents the upper 20th percentile. Historically within social and economic statistical analysis, data has been organized and synthesized using the upper and lower 20th percentiles as a bench mark. This will allow the

researcher to focus on which responsibilities the respondents feel are the most important. A list of Marzano, Waters, & McNulty’s 21 leadership responsibilities were handed to the interviewee. (See Table 2 page 20) The researcher asked the respondent to review this piece of information. The respondent was given as much time as he or she needed to review this information then responded to the following questions:

Select four out of the 21 leadership responsibilities you feel are the most ideal and essential in running a high school? Please elaborate on why you have chosen these responsibilities and how you perceive their relationship to student achievement starting from the fourth most important? The following is a graph of the respondents’ chosen ideal responsibilities.

Table 4

Chosen Ideal Leadership Responsibilities

Magnet High Schools

1	2	3	4
1. Culture 2. Input 3. Involvement in curriculum, Instruction and assessment 4. Optimizer	1. Focus 2. Communication 3. Involvement in curriculum, Instruction and assessment 4. Monitor and Evaluate	1. Intellectual Stimulation 2. Involvement in curriculum, Instruction and assessment 3. Monitor and Evaluate 4. Communication	1. Involvement in curriculum, Instruction and assessment 2. Optimizer 3. Intellectual Stimulation 4. Culture

Comprehensive High Schools

A	B	C	D
1. Involvement in curriculum, Instruction and assessment 2. Monitor and Evaluate 3. Resources 4. Changes Agent	1. Intellectual Stimulation 2. Ideals Beliefs 3. Monitor and Evaluate 4. Input	1. Flexibility 2. Intellectual Stimulation 3. Involvement in curriculum, Instruction and assessment 4. Visibility	1. Communication 2. Intellectual Stimulation 3. Involvement in curriculum, Instruction and assessment 4. Relationships

Seven of the 8 respondents chose Involvement in Curriculum, Instruction and Assessment as one of their top four ideal responsibilities. This responsibility was cited 87.5% of the time by all respondents, which makes it the most consistently chosen responsibility for Construct A. Four out of 4 magnet high school principals cited this responsibility within their ideal priorities while three out of the four comprehensive school principals chose this responsibility. One

respondent stated, “The academic program is the most important part of a school.” While another said, “...if you do not have a grasp on the curriculum the school is lost.” These two respondents chose Involvement in Curriculum, Instruction and Assessment as their first ideal responsibility. Based on the amount of times this responsibility was cited it is evident that this concept is critical to both magnet high school principals as well as comprehensive high school principals.

Four of the 8 respondents chose Monitoring and Evaluating as one of their top four ideal responsibilities. This responsibility was cited 50% of the time by all respondents. Two of 4 respondents from the magnet high schools chose this responsibility as well as two of four respondents from the comprehensive high schools. One respondent stated, “With everything you do you must know where you are. Constant feedback is essential.” While another stated, “There is old adage, that if it is not monitored it is not done.”

Five of the 8 respondents cited Intellectual Stimulation as one of their top four ideal responsibilities. This responsibility was cited 62.5% of the time by all respondents. Two of four respondents from the magnet high schools cited Intellectual Stimulation as a primary responsibility. Three of 4 respondents from the comprehensive high schools chose this responsibility. One respondent stated, “Teachers must continue to stimulate themselves in order to stimulate their students.”

Three of the 8 respondents cited Communication as one of their top four ideal responsibilities. Two of 4 respondents from the magnet high schools chose this responsibility while one respondent from the comprehensive high schools chose this responsibility. One respondent summarized it well by stating, “Communication is the fundamental responsibility of any leader. All leaders should have a mission, a vision, a goal and they have to communicate

these items to their parents, teachers, students and staff. It is essential for effective operation of the school.”

Two of 4 respondents from the magnet high schools cited *Optimizer* as a primary responsibility while none of the comprehensive high school principals chose this responsibility.

Two of 4 respondents from the magnet high schools cited *Culture* as a primary responsibility while none of the comprehensive high school principals chose this responsibility.

Two of the 8 respondents cited *Input* as one of their top four ideal responsibilities. One of four respondents from the magnet high schools cited *Input* as well as one of four respondents from the comprehensive high schools.

The remaining 5 responsibilities appear once within the respondents’ citations. They are: *Focus, Resources, Change Agent, Ideals/Beliefs, Flexibility, Visibility, Relationships.*

Construct B

The following graph depicts the respondents’ answers in their entirety to question one in Construct B *Do you feel if you were placed at a magnet/comprehensive high school, the responsibilities you have chosen would change?* This question will focus on the respondents’ choices related to their top four ideal responsibilities and how they would possibly be influenced if they were placed within a different environmental situation; for example, a magnet high school principal being placed at a comprehensive high school or a comprehensive high school principal being placed at a magnet high school.

Question One Construct B Table

1B. Do you feel if you were placed at a magnet/comprehensive high school, the responsibilities you have chosen would change?

1 No. Just the degree and volume of work that needs to be done will change.	2 No, What's right for a school is right for a school. Safety would possibly be an issue but I will still choose the same responsibilities. It is important that kids are happy, it is a fact that all our students come from rough a environment. Kids must feel good about coming to school. Took a look at Maslow's Hierarchy	3 No, The areas would be the same, other aspects would come into focus, but curricula issues remain the same regardless. Communication is key in any environment.	4 No. I would need more soldiers to implement it, more people more resources. I believe our students deserve the same thing. They are all capable.
Comprehensive High Schools			
A Yes. It is a better environment, no conflict and very little gang activity. The situation would be much improved. My focus would be on curriculum rather than discipline and social dysfunction.	B I am not sure. I do not know if the problems are the same. I never had any real experience in a magnet school.	C Yes, A magnet school may have students who are "good" test-takers, who pass standardized test at a higher proficient percentage. However, the principal still is pulled-pushed to meet at meetings, but the key is that these students are held accountable. There are not many distractions (Gangs, community problems, etc.) that occur in the magnet schools so therefore the staff members can and will be flexible, visible, involved in instruction, curriculum and assessment.	D No. I see that discipline would not be as much of an issue, but my ideals would remain the same. I believe I would still see success if the ideals are implemented.

Five of the 8 respondent stated that they felt that their ideals would not change. All 4 respondents from the magnet high schools cited that their top 4 ideal responsibilities would not change while the comprehensive high school principals varied in their responses. One out of the four comprehensive high school principals stated that their chosen responsibilities would not change stating, "No. I see that discipline would not be as much of an issue, but my ideals would remain the same. I believe I would still see success if the ideals are implemented." Though the respondent said "No", there seems to be some digression when he states "discipline would not be as much of an issue," this insinuates that there would be some difference if placed at a magnet high school setting. Two out of the four comprehensive high school principals stated that their chosen responsibilities would change. One respondent stated, "Yes. It is a better environment, no

conflict and very little gang activity. The situation would be much improved. My focus would be on curriculum rather than discipline and social dysfunction.” While the other respondent stated, “There are not many distractions (Gangs, community problems, etc.) that occur in the magnet schools...” One respondent stated, “I am not sure. I do not know if the problems are the same. I never had any real experience in a magnet school.”

Question 2 in construct B *Is it fair that magnet and comprehensive high schools be held to the same standards? Why?* This question is designed to elicit strong emotions. The researcher is interested in the respondents’ perception on the overall concept of using the same standardized criteria for magnet high schools versus comprehensive high schools. The following graph depicts the respondents’ answers in their entirety to question 2 in Construct B

Table 6

Question Two Construct B Table

2B. <i>Is it fair that magnet and comprehensive high schools be held to the same standards? Why?</i>			
Magnet High Schools			
1	2	3	4
Yes, If you change or lower the standards and expectations of your students you are essentially doing them a disservice. While the standards should remain the same, the criteria for assessing the schools should be adjusted accordingly. The criteria used for assessing failure or success should be different. The focus should be on progress not one set criteria.	No. No one school should be held to the same standard. We all should be held responsible based on an analysis of the ninth grade coming in and then an analysis of the same students before completion. There should be an expectation of a certain percentage of growth. It seems to be a catch 22 you also have schools with a larger percentage of students with limited English proficiencies. It is not fair to have a set number, percentages in growth is key	This is a tough one but –No, it is not fair. This is from the viewpoint that our students coming into magnet schools are better prepared. They are coming in at an entirely different level.	No. I think different criteria should be adjusted. Schools should be held to the highest possible standard, may be a different type of test. It should be based on percentage increases. Maybe basing our success on the amount of students receiving advanced proficient. My students come in with more skills, I do not believe it is fair.
Comprehensive High Schools			
A	B	C	D
No. it is unfair to measure both settings with the same standards. The district should divide those students that go to the magnet schools among the comprehensive high schools. All schools should have their fair share of gifted and talented. There should be a 50/50 ratio of gifted and talented.	It would have to be considered fair if we operate under the same premise. The magnets obviously receive better students. I don't think there should be magnet schools. Magnet academies inside the comprehensive high schools can solve that issue. Comprehensive high schools should have an application process.	Yes, Education instruction, curriculum and assessment are not separated nor is it differentiated. The drive, climate, expectations and accountability need to be the same for all schools. Everything we do revolves around the New Jersey core content curriculum standards, by all schools. It is about education and expectations.	Yes. The only edge that they really have is that they get to screen their students. If the data is broken down correctly, I would have a higher rate of success if it was calculated proportionately. The way we read the data should be different. We should take a look at how many of your students have test proficiently when they come in and how many are proficient when they leave you.

Four of the 8 respondents stated that they feel it is not fair to hold magnet high schools and comprehensive high schools to the same standard. One respondent stated:

“No. No one school should be held to the same standard. We all should be held responsible based on an analysis of the ninth grade coming in and then an analysis of the same students before completion. There should be an expectation of a certain percentage of growth. It seems to be a catch 22 you also have schools with a larger percentage of students with limited English proficiencies. It is not fair to have a set number, percentages in growth is key.”

Four respondents stated that it is fair to hold the 2 types of schools to the same standards. All respondents made some reference to the quality of students the magnets received and 6 of the 8 respondent stated that adjustments should be made to how the data is read. One respondent stated when asked the question about fairness, “Yes, if you change or lower the standards and expectations of your students you are essentially doing them a disservice. While the standards should remain the same, the criteria for assessing the schools should be adjusted accordingly. The criteria used for assessing failure or success should be different. The focus should be on progress not one set criteria.” Another respondent stated, “Yes. The only edge that they really have is that they get to screen their students. If the data were broken down correctly, I would have a higher rate of success if it were calculated proportionately. The way we read the data should be different. We should take a look at how many of your students have tested proficiently when they come in and how many are proficient when they leave you.”

Two comprehensive high school respondents went as far as to state magnet schools should not exist. One respondent stated, “...The district should divide those students that go to the magnet schools among the comprehensive high schools. All schools should have their fair

share of gifted and talented. There should be a 50/50 ratio of gifted and talented.” Another stated, “The magnets obviously receive better students. I don’t think there should be magnet schools. Magnet academies inside the comprehensive high schools can solve that issue. Comprehensive high schools should have an application process.”

It was made abundantly clear that all the participants felt the variable that made the biggest difference between magnet high schools and comprehensive high schools was a school’s particular selection process. The participants also made reference to the way data is collected and measured for the two types of schools indicating that the current methods are unfair and incorrect.

Construct C

Through this construct the researcher seeks to uncover any patterns, similarities or differences between the magnet high school and comprehensive high school principals’ actual leadership responsibilities. This question is designed to gain insight to which four of the 21 leadership responsibilities developed by Marzano, Waters, and McNulty are most often and actually applied by the respondent on a day-to-day basis.

A sheet of paper detailing Marzano, Waters, and McNulty’s 21 leadership responsibilities will be handed back to the interviewee. (See Table 2 page 20) The researcher will ask the respondent to review this piece of information again. The respondent will be given as much time as he or she needs to review this information then respond to the following questions. *Which four responsibilities are actually and realistically implemented the most at your school on a day-to-day basis? Please elaborate on why you have chosen these responsibilities and how you perceive their relationship to student achievement starting from the fourth most important?* Table 7 highlights the responses.

Table 7**Chosen Actually Applied Responsibilities Table****Magnets High Schools**

1	2	3	4
1. Culture 2. Intellectual Stimulation 3. Monitor and Evaluate 4. Resources	1. Focus 2. Communication 3. Involvement in curriculum, Instruction and assessment 4. Monitor and Evaluate	1. Communication 2. Focus 3. Monitor and Evaluate 4. Situational Awareness	1. Monitor and Evaluate 2. Outreach 3. Resources 4. Culture

Comprehensive High School

A	B	C	D
1. Discipline 2. Monitor and Evaluate 3. Resources 4. Culture	1. Culture 2. Change Agent 3. Discipline 4. Flexibility	1. Contingent Rewards 2. Discipline 3. Focus 4. Monitor and Evaluate	1. Discipline 2. Change Agent 3. Situational Awareness 4. Flexibility

Six of the 8 respondents chose Monitoring and Evaluating as one of their top four actually applied responsibilities. Monitoring and Evaluating was cited 100% of the time by the magnet high school respondents. While this responsibility was cited twice by comprehensive high school respondents. One respondent stated, "You have to know what's going on in your building. The only way to do this is to monitor and evaluate." Another said, "The plan is to do what is needed then check it to see if it is working, it is a continual process."

Four of the 8 respondents cited Discipline as one of their top four actually applied responsibilities. Discipline was cited 100% of the time by the comprehensive high school respondents, while none of the magnet school respondents cited Discipline. One respondent said, "Discipline is an issue for both students and staff... I constantly have to find ways to avoid escalation of problems." Another stated, "...this is one of those things that I have to get involved with more than I really want to. The issues in the community find their way into the school, such as violence and gangs. My job is to minimize these distractions to maintain order. It is important to understand how procedures solve problems, it is an involved process." While an additional

respondent acknowledged, "Without safety there is no instruction, you have to ensure students feel safe."

Four of the 8 respondents cited Culture as one of their top four actually applied responsibilities. Two of four respondents from the magnet high schools chose this responsibility as well as two of 4 respondents from the comprehensive high schools. One respondent stated, "My goal is to foster a belief in community and cooperation. I want to create an environment, a culture that allows students and teachers to see me." Another said, "Development of a positive school culture is important. Changing a culture to one that encourages teachers and students that teaching and learning along with shared relationship is essential."

Three out of 8 respondents chose *Resources* as one of their top four actually applied responsibilities. One respondent said, "I deal with all aspects of my school, I spend the entire day calling downtown to get the services I need for the school, fighting for everything that is essential."

Three out of 8 respondents chose Focus as one of their top four actually applied responsibilities. A respondent stated, "I liken running a school like going on a trip. We are all rowing a boat and we are all setting out towards the same destination. Everyone must row together and the person taking the lead must make sure everyone stays focused on the mission. The principal is that lead person."

Two out of 8 respondents chose Flexibility as one of their top four actually applied responsibilities. One respondent stated, "Particularly with leadership, you have to be susceptible to change. If it is not working do not be afraid to make the necessary adjustments. You must remember that no man is an island; you cannot do things in isolation."

Two out of 8 respondents chose *Situational Awareness* as one of their top four actually applied responsibilities. One respondent stated, “You must always be on top of your game, anticipation is key. Understanding the climate of your building through preparation and predicting what actions should be taken to prevent problems. Understanding what would be the backlash for your decisions and asking yourself, is this the right thing to do.”

Two out of 8 respondents chose Communication as one of their top four actually applied responsibilities. One respondent stated, “The leader must constantly communicate to everyone and everyone must know what is expected of them. The same thing must take place in the classroom between the teachers and their students. This is how we develop relationships. Relationships must be established between administrator, teachers, parents and students.”

Two out of 8 respondents chose Change Agent as one of their top four actually applied responsibilities. “I must be the catalyst for change, you must bring some things to the table such as research and data. You have to bring people out of their comfort zone. As a curriculum team leader you must be consistent in developing a culture of change. You must be mindful of implementing best practices. It is difficult to implement change when you still have teachers teaching the same way they taught 20 years ago.”

One out of 8 respondents chose *Outreach* or *Contingent Rewards* as one of their top four actually applied responsibilities.

The second phase of the research was the field observations. All eight-field observations were conducted at the respondents’ respective schools. At the beginning of the field observation the researcher simply reported to the main office to sign in and inform the respondent that the researcher was present to conduct the field observation. None of the respondent’s was readily available when the researcher initially arrived at the school. Each of the respondents was

immersed in the activities of the school day. All the respondents were involved in such activities as meetings with parents, faculty, students, or staff. After signing in the researcher walked around the entire length of the school taking observation notes detailing activity and observations. The observation tool was created with two constructs that replicated the interview tool. Construct A listed the respondent's chosen ideal leadership responsibilities. Construct B listed the respondent's chosen actually applied leadership responsibilities. For any observation falling into the category of a particular responsibility the researcher noted the observation in that category. Each category (responsibility) was given a score from a scale of 1 to 5. The researcher determined that 1 would represent the lowest score, which was entitled "Never" meaning that the responsibility was not observed or evident at all. The researcher determined that 5 would represent the highest score, which was entitled "All the Time" which was defined that evidence of this responsibility was abundant in text and in actions both verbal and non-verbal by the leadership team (Vice-Principals, Department Chairpersons) of the school. Events and actions were actually observed by the researcher.

Table 8 is a rubric detailing the scores and what they represent for the observation tool used in this study.

Table 8

<i>OBSERVATION TOOL RUBRIC TABLE</i>	
All the Time	Evidence of this responsibility was abundant in text and in actions verbal and non-verbal by the leadership team (Vice-Principals, Department Chairpersons) of the school. Events and actions actually observed by researcher.
Most of the Time	Evidence is clearly witnessed in text such as posted rules, memorandum, etc. Expressed via activity by students throughout the day. Though it may not have been actually observed, it is evident in text and conversation.
Sometimes	Evidence is seen throughout the building posted via the use of bulletin boards and posted agendas but not witnessed directly by the researcher throughout the day. Some mention of responsibility through conversation.
Hardly	There is little evidence of the responsibility.
Never	No evidence at all.

The researcher found that all responsibilities within all the field observations produced a rating of 3 or higher. At the very least between a respondent's chosen ideal responsibilities and actually applied responsibilities, evidence is seen posted throughout the building via the use of bulletin boards and posted agendas, but not witnessed directly by the researcher throughout the day. Some mention of responsibility was made through conversation.

A clear distinction develops between respondent's chosen ideal responsibilities and chosen actually applied responsibilities. On average a respondent's chosen ideal responsibilities received an overall average rating of a 3.625 with a standard deviation of a .047, while a respondent's chosen actually applied responsibilities on average received a rating of a 4.25 with a standard deviation of a .078. The difference between the two averages is a very definitive .625. This suggests that the actually applied responsibilities are more evident throughout the school building during the school day. Though the chosen ideal responsibilities are not as evident as the chosen actually applied responsibilities the data shows that they too are evident within the schools throughout the day with an average rating of a 3.625. Though these responsibilities may be the ideal, there seems to be a legitimate effort on part of the respondents to implement them.

During the researcher's visits to the respondents' schools there were several notable differences between the comprehensive high schools' environment versus the magnet high school environment.

First and most notably was the physical size of the two types of buildings. The comprehensive high schools were much larger than their magnet high school counterparts. The physical structures were taller and wider. This is obviously due to the size of the populations comprehensive high schools serve.

Secondly, when the researcher arrived at the comprehensive high schools at approximately 8:30am and noticed a very large amount of students arriving at the school and still waiting outside for entry. The numbers ranged from 50 to 150 students. The start of the school day for all high school students is 8:20am. Lateness was an issue that all comprehensive high schools dealt with in different ways. All the comprehensive high schools implemented a late door system to address student lateness. This was not the case for the magnet high schools. Late doors were non-existent, all students entered through the same entrance. Though mention has been made of late procedures at the magnet high schools the researcher did not observe any disruption to the school day or students waiting outside to get into the school. Magnet high school students seemed to reach their destinations at a timely manner.

Another noted dissimilarity was the feel of the hallways during passing. The sheer volume of students during passing at the comprehensive high schools seemed a bit overwhelming. The noise levels at the comprehensive high schools were louder and it took a greater amount of time to get students into their classrooms when the late bell rang. At the magnet high schools most if not all students were in their classes at the sound of the late bell, this was not the case at the comprehensive high schools.

Last, traffic in the hallways during instructional time at the comprehensive high schools was notably larger as well. The researcher noticed groups of approximately 3 to 5 students roaming the hallways with no particular destination in all the comprehensive high schools. This activity was not observed at any of the magnet high schools. These were just a few observations recorded by the researcher during the field visits.

The following is a chart of both the chosen ideal responsibilities and the chosen actually applied responsibilities the respondents have made. Along with the chosen responsibilities are the corresponding ratings observed by the researcher during the field observation.

Table 9

Field Observation Rating Table

Magnet High Schools

1		2		3		4	
A. Ideal Leadership Responsibilities							
1. Culture	4	1. Focus	4	1. Intellectual Stimulation	3	1. Involvement in C. I. & A	3
2. Input	3	2. Communication	5	2. Involvement in C. I. & A	3	2. Optimizer	3
3. Involvement in C. I. & A.	4	3. Involvement in C. I. & A	3	3. Monitor and Evaluate	5	3. Intellectual Stimulation	4
4. Optimizer	4	4. Monitor and Evaluate	3	4. Communication	5	4. Culture	4
<i>Average</i>	3.75	<i>Average</i>	3.75	<i>Average</i>	4	<i>Average</i>	3.5
B. Actually Applied Leadership Responsibilities							
1. Culture	4	1. Focus	4	1. Communication	5	1. Monitor and Evaluate	5
2. Intellectual Stimulation	3	2. Communication	5	2. Focus	4	2. Outreach	4
3. Monitor and Evaluate	5	3. Involvement in C. I. & A	3	3. Monitor and Evaluate	5	3. Resources	4
4. Resources	4	4. Monitor and Evaluate	3	4. Situational Awareness	4	4. Culture	4
<i>Average</i>	4	<i>Average</i>	3.75	<i>Average</i>	4.5	<i>Average</i>	4.25

Comprehensive High Schools

A		B		C		D	
A. Ideal Leadership Responsibilities							
1. Involvement in C. I. & A	3	1. Intellectual Stimulation	3	1. Flexibility	4	1. Communication	4
2. Monitor and Evaluate	4	2. Ideals Beliefs	3	2. Intellectual	3	2. Intellectual Stimulation	3
3. Resources	4	3. Monitor and Evaluate	4	3. Involvement in C. I. & A	3	3. Involvement in C. I. & A	4
4. Changes Agent	3	4. Input	3	4. Visibility	5	4. Relationships	3
<i>Average</i>	3.5	<i>Average</i>	3.25	<i>Average</i>	3.75	<i>Average</i>	3.5
B. Actually Applied Leadership Responsibilities							
1. Discipline	5	1. Culture	5	1. Contingent Rewards	3	1. Discipline	5
2. Monitor and Evaluate	4	2. Change Agent	5	2. Discipline	5	2. Change Agent	5
3. Resources	4	3. Discipline	5	3. Focus	5	3. Situational Awareness	3
4. Culture	4	4. Flexibility	4	4. Monitor and Evaluate	4	4. Flexibility	4
<i>Average</i>	4.25	<i>Average</i>	4.75	<i>Average</i>	4.25	<i>Average</i>	4.25

The information gathered via the field observations strongly support the choices given to the researcher by the respondents. In all case scenarios evidence was found to support the reliability and validity of the data provided by the respondents.

Summary

This chapter reinforced the nature of this study as well as presenting the data collected by the researcher in great detail. This information was acquired through the use one-on-one interviews. The purpose of the interviews was to gain insight into how and why the behaviors (responsibilities) of magnet high school principals and comprehensive high school principals are both congruent and different. These interviews were then supported through eight field observations. The field observations were used to either support what was said during the interviews or contradict the information gathered during the interviews. In this case study the field observations supported all information given to the researcher by the respondents.

The data analysis used in this study was descriptive of the respondents only and should not be generalized to the hypothetical population of all secondary magnet and comprehensive school principals. The use of this interview instrument relied heavily on respondents, answering questions honestly and accurately. Data gained from the field observations are descriptive of the schools observed and should not be generalized to the hypothetical population of all secondary magnet and comprehensive schools.

The data collected in this research project assisted the researcher in finding and recognizing patterns, similarities and differences that developed during the course of the analysis. This information will be provided in the next chapter. The data was organized through the use of the comparative method of analysis along with comparative charts and discussion by construct. In chapter five the researcher will also specify and determine conclusions to his findings and identify implications for further studies.

Chapter Five

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Chapter I stated the purpose of the study. The purpose of the study was to gain an understanding of which behaviors (responsibilities) of magnet high school principals and comprehensive high school principals are either congruent or different. The researcher investigated how and why Marzano et al.'s (2005) 21 leadership responsibilities which define behaviors are prioritized and applied by principals in both a comprehensive high school setting and a magnet high school setting.

Chapter II contains the literature review, which provided the research project with valuable information to support and enhance the researcher's findings. Concepts such as leadership and its transcending applications were vividly and scientifically connected to education and student achievement through use of the literature review. Concepts that most would consider difficult to understand were clearly presented within this chapter.

Chapter III contains the research design and methodology. This chapter clearly defined the data collection process ensuring that the data collected is understandable, precise and trustworthy. It provided the researcher with information relating to construct validity, internal validity, external validity and reliability. Chapter III provided the researcher with formal procedures and protocol that allowed the research to stay consistent and ensure quality control during the entire data collection process.

Chapter IV offers an overview of the presentation and data analysis as well as the summary of the study. It provided the researcher with an opportunity to take a close look at the data collected and make various determinations with that data.

Chapter V allows the researcher to specify and determine conclusions to his findings along with patterns, similarities and differences. The researcher identifies implications for further studies.

Findings

There were 64 opportunities within construct A (Select four out of the 21 leadership responsibilities you feel are the most ideal and essential in running a high school?) and construct C (Which four responsibilities are actually and realistically implemented the most at your school on a day-to-day basis?) for any one of Marzano et al.'s. (2005) 21 leadership responsibilities to appear in this study. The total possible frequency for any one of the 21 leadership responsibilities could appear in any one construct was 8 and 16 within both constructs A and C. Table 10 list the responsibilities and the number of times that responsibility appears in this case study.

Table 10

Responsibility Frequency Table

Responsibility	Average <i>r</i>	Construct A Ideal Frequency	Construct A Percentage	Construct C Actual Frequency	Construct C Percentage	Total Freq.	Construct A & C % out of 16	Overall % out of 64
1. Affirmation	.19	0	0	0	0	0	0	0
2. Change Agent	.25	1	12.5 %	2	25 %	3	18.75%	4.7%
3. Contingent Rewards	.24	0	0	1	12.5%	1	6.25%	1.5 %
4. Communication	.23	3	37.5 %	2	25 %	5	31.25%	7.8 %
5. Culture	.25	2	25 %	4	50 %	6	37.5%	9.4 %
6. Discipline	.27	0	0	4	50 %	4	25. %	6.25 %
7. Flexibility	.28	1	12.5 %	2	25 %	3	18.75%	4.7 %
8. Focus	.24	1	12.5 %	3	37.5 %	4	25%	6.25 %
9. Ideals/Beliefs	.22	0	0	1	12.5 %	1	6.25%	1.5 %
10. Input	.25	1	12.5 %	1	12.5 %	2	12.5%	3.0 %
11. Intellectual Stimulation	.24	5	62.5 %	1	12.5 %	6	37.5%	9.4%
12. Involvement in Curriculum, Instruction, and Assessment	.20	7	87.5 %	1	12.5 %	8	50. %	12.5%
13. Knowledge of Curriculum, Instruction, and Assessment	.25	0	0	0	0	0	0	0
14. Monitoring/Evaluating	.27	4	50 %	6	75 %	10	62.5%	15.6%
15. Optimizer	.20	2	25 %	0	0	2	12.5%	3.0%
16. Order	.25	0	0	0	0	0	0	0
17. Outreach	.27	0	0	1	12.5 %	1	6.25%	1.5 %
18. Relationships	.18	1	12.5 %	0	0	1	6.25%	1.5 %
19. Resources	.25	1	12.5 %	3	37.5 %	4	25%	6.25%
20. Situational Awareness	.33	0	0	2	25 %	2	12.5%	3.0 %
21. Visibility	.20	1	12.5 %	0	0	1	6.25%	1.5 %

Patterns

Among the three variables of selection process, mobility rates, and enrollment size, discussed in chapter I, selection process was the one mentioned with the most consistency during the data collection process. It was strongly perceived that the selection process of a particular school heavily influenced the overall dynamic of a school. Six out of the 8 respondents in total referenced the selection process as a determining factor. One respondent stated, "...from the viewpoint that our students coming into magnet schools are better prepared. They are coming in at an entirely different level."

All 8 respondents suggested that adjustments should be made in terms of how the standards for both schools are measured. One participant responded to Construct B question 2; is it fair that magnet and comprehensive high school be held to the same standards and why? by indicating "Yes, if you change or lower the standards and expectations of your students you are essentially doing them a disservice. While the standards should remain the same, the criteria for assessing the schools should be adjusted accordingly. The criteria used for assessing failure or success should be different. The focus should be on progress not one set criteria."

Only 2 out of 8 respondents referenced enrollment size, this respondent stated, "No, I would need more soldiers to implement it, more people, more resources." While another said, "No. Just the degree and volume of work that needs to be done will change." For question one in construct B, Do you feel if you were placed at a magnet/comprehensive high school, the responsibilities you have chosen would change?

The data overall supports the perception that the selection process of a particular school is the most influential in this study. In Chapter I, Statement of the Problem, the notion of "cream-skimming" was discussed which is defined as the process of selecting students based on

academic performance. Cream-skimming is a term that refers to a school that selects the best students thus taking the cream while leaving other schools such as comprehensive schools with what is left over. The concept of cream-skimming becomes evident when the question of fairness and equality becomes the focus. It is evident in this study that cream-skimming at the very least should be taken into account when assessing whether or not a school is considered successful.

Similarities

Four of the 8 respondents cited Culture as one of their top four actually applied responsibilities. This responsibility was cited 50% of the time by all respondents. Two of 4 respondents from the magnet high schools chose this responsibility as well as 2 of 4 respondents from the comprehensive high schools. One respondent stated, "Focus on others to create an environment that is conducive to learning. This involves all aspects of the school. In order to accomplish any goals a culture that is conducive to learning must first be established."

Five of the 8 respondents cited Intellectual Stimulation as one of their top 4 ideal responsibilities. This responsibility was cited 62.5% of the time by all respondents. Two of 4 respondents from the magnet high schools cited Intellectual Stimulation as a primary responsibility. Three of four respondents from the comprehensive high schools chose this responsibility. One respondent stated, "The Motto inspired by the heart achieved by the mind. We must create thinkers, we have to teach them to ask the right questions we must instill curiosity."

Seven of the 8 respondents chose Involvement in Curriculum, Instruction and Assessment as one of their top 4 ideal responsibilities. This responsibility was cited 87.5% of the time by all respondents, which makes it the most consistently chosen responsibility for Construct A. Four out of 4 magnet high school principals cited this responsibility within their ideal priorities while

3 out of the 4 comprehensive school principals chose this responsibility. The responsibility of Involvement in Curriculum, Instruction and Assessment appears to be the concept that is most transcending among the participants in both the comprehensive and magnet high schools. No respondents choose Knowledge of Curriculum, Instruction and Assessment. The perception seemed to be that it was more essential to have administrators visibly involved rather than simply having knowledge of the material. It is hard to be an educational leader without being involved in curriculum. You must know your school and design your curriculum accordingly.

Wilma Smith and Richard Andrews (1989) created four categories that quantify the capability of an instructional leader. They are: the resource provider, instructional resource, communicator, and visible presence. Other researchers have expounded on these categories using them as a catalyst to provide a larger degree of measurement. These characteristics have evolved and grown to capture the true essence of educational leadership. Marzano et al.'s (2005) has taken this relatively new concept of measurement to new heights, creating an in depth look into the world of education.

Four of the 8 respondents chose Monitoring and Evaluating as one of their top four ideal responsibilities. This responsibility was cited 50% of the time by all respondents. Two of 4 respondents from the magnet high schools chose this responsibility as well as 2 of 4 respondents from the comprehensive high schools. This similarity stems from the participants' interest in gaining feedback. One participant stated: "You have to know what's going on in your building... This is not the big brother is watching type of monitoring, but you have to know what's going on inside the classroom." Marzano et al.'s. (2005) found "...feedback does not occur automatically. It is a function of design" (p.55). Developing a program that incorporates monitoring and

evaluating is essential in ensuring students perform well. Overall Monitor and Evaluating was selected 10 times, the most out of any responsibility.

Differences

Four of the 8 respondents cited Discipline as one of their top four actually applied responsibilities. Discipline was cited 100% of the time by the comprehensive high school respondents, while none of the magnet school respondents cited Discipline. This responsibility was the single most distinguishing characteristic. There was a clear separation between magnet high school principals and comprehensive high school principals. Marzano et al.'s. (2005) defines this responsibility as protecting teachers from "undue distractions". Though Marzano et al.'s. (2005) relate this responsibility to issues like limiting announcements and media interference; The clear issue at hand for the participants at the comprehensive high schools is students' behavior. Disruptive behavior is at the core of what the respondents from the comprehensive high schools were referring. One respondent stated "Discipline is an issue for both students and staff...I constantly have to find ways to avoid escalation of problems." Another stated that safety is a concern. "Without safety there is no instruction, you have to ensure students feel safe while they are here. I just received a phone call that there was a shooting near the school. It always has to be on your mind. You must feel safe in order to learn."

For construct B question 1; Do you feel if you were placed at a magnet/comprehensive high school, the responsibilities you have chosen would change? Five of the 8 respondents stated that they felt that their responsibilities would not change. All 4 respondents from the magnet high schools cited that their responsibilities would not change while the comprehensive high school principals varied in their responses.

One magnet high school principal stated, “No. What’s right for a school is right for a school, safety would possibly be an issue but I will still choose the same responsibilities.” A comprehensive high school respondent stated, “Yes. It is a better environment, no conflict and very little gang activity. The situation would be much improved. My focus would be on curriculum rather than discipline and social dysfunction.” There seemed to be a bit of disconnect between the comprehensive high school respondents and the magnet school respondents. This disconnect occurred when questioned about change in leadership responsibilities if placed in a different environment. The magnet school respondents seemed a bit more idealistic in their responses as compared with their comprehensive high school counterparts.

Conclusions

As stated in chapter II, effective educational leadership begins and ends with the principal and is essential for any school to prosper. This idea is reinforced by the United States Congress in 1970. The (U.S. Congress, 1970) found “In many ways the school principal is the most important and influential individual in any school” (p.56). The principal’s leadership ability is what creates a stable atmosphere that is conducive to learning. Lipham (1981) simply concludes that there are no good schools with poor principals or poor schools with good principals. One of the most important concepts related to effective leadership is one’s ability to monitor and evaluate.

Overall Monitoring and Evaluating was cited 10 times, the most out of any responsibility in either construct A or construct C. It appears 4 times in construct A--ideal responsibilities--and six times in construct C--actually applied responsibilities. The researcher can conclude that Monitoring and Evaluating for the purpose of this case study is the most relevant responsibility

as it relates to the day-to-day management and student achievement in both comprehensive high schools and magnet high schools within the said district.

In chapter II the researcher also finds a clear link between both educational leadership and instructional leadership. When educational leadership is applied it becomes more focused in conjunction with instructional leadership. Leithwood, Jantzi, and Stienbach (1999) note that instructional leadership is a term that is synonymous with educational leadership. One of the key concepts that make a good instructional leader is their involvement with curriculum, instruction, and assessment. Overall 7 of the 8 respondents chose Involvement in Curriculum, Instruction and Assessment as one of their top four ideal responsibilities. The responsibility of Involvement in Curriculum, Instruction and Assessment was the most transcending responsibility among the participants in both the comprehensive and magnet high schools. Most educators directly correlate educational leadership with instructional leadership, therefore, it is predictable that Involvement in Curriculum, Instruction and Assessment is shared as one of the most ideal responsibilities.

For the purpose of this case study the researcher also found that all of the respondents from both the magnet and comprehensive high schools share many of the same beliefs. In construct A, ideal responsibilities, it was found that the same ideal responsibilities were chosen for both the magnet and comprehensive high school respondents 72 percent of the time. The comprehensive and magnet high school respondents differed in construct C, the top four actually applied responsibilities. Overall it was found that the same actually applied responsibilities were chosen for both the magnet and comprehensive high school respondents only 53 percent of the time.

The biggest difference between the comprehensive high schools and magnet high schools was the issue of discipline. The researcher understood that there was an indirect connection between the selection process and discipline. Four of the eight respondents cited Discipline as one of their top four actually applied responsibilities. Discipline was cited 100% of the time by the comprehensive high school respondents, while none of the magnet school respondents cited Discipline.

The researcher found that the selection process was strongly associated with student achievement. It was determined that the selection process of a particular school heavily influenced the overall dynamic of a school. One respondent said, "The magnets obviously receive better students." Six out of the 8 respondents in total referenced the selection process as a determining factor. School enrollment was cited minimally while a school's mobility rate was not referenced at all. As stated in chapter I the process of selecting students based on academic performance is a concept also known as cream-skimming. Cream-skimming is a term that is used when a school selects the best students thus taking the cream while leaving other schools such as comprehensive schools with what is left over. There is a strong perception that cream-skimming has a negative effect on the students that remain at the comprehensive high schools thus having a major impact on student performance.

It was also found in this study that measuring schools, which select their students based on set criteria and schools that do not, by the same standards was inappropriate. All 8 respondents, 100 percent, referenced that adjustments need to be made as to how the standards for both schools are set and applied.

Five of the 8 respondents stated that they felt that their responsibilities would not change. All 4 respondents from the magnet schools cited that the responsibilities would not change while

the comprehensive high school principals varied in their responses. The researcher found that the magnet school respondents held a more idealistic and optimistic attitude towards education when compared to the comprehensive high school respondents.

Based on the researchers observations when visiting all schools in this study the differences in environmental factors were very clear. The most profound difference was the physical size of the two types of buildings. The comprehensive high schools were much larger physically which can prove to be a challenge managing as compared to their magnet high school counterparts. When the researcher visited the comprehensive high schools he observed that the volume of students arriving late to school by far exceeded the numbers late at the magnet high schools, at times by as many as 200. Another contrast was the feel of the hallways during passing. The sheer volume of students during passing at the comprehensive high schools seemed a bit overwhelming. Students were louder and unruly. It seemed to take an extra ordinate amount of effort to have students report to class after the late bell rung as opposed to the magnet high school students. There were practically no students in the corridors when the late bell rung at the magnet high schools. Students seemed more concerned about getting to class on time. Last, there was a large amount of traffic in the hallways during instructional time at the comprehensive high schools. This type of activity was non-existent at the magnet schools during instructional time. Based on the researcher's observations, it is no wonder comprehensive high school principals seem to take a measured approach towards education. Though the researcher would not consider the comprehensive high school participants disenfranchised, they seemed cautious about their optimism towards education.

Recommendations

Understanding the size of the leadership task given to principals today, one can only respect the determination of those who take a job that some consider extraordinarily difficult. Comprehending the importance of leadership gives us an opportunity to put this concept into context allowing us to measure the characteristics and behaviors associated with it. Marzano et al. (2005) stated that “Given the perceived importance of leadership, it is no wonder that an effective principal is thought to be a necessary precondition for an effective school” (p.5).

The researcher has found that the selection process of the two types of schools presented in this study is perceived to be the largest determining factor of the academic success and overall dynamic of the school.

Ultimately, a notion emerges as to the fairness of holding the principals in both magnet high schools and comprehensive high schools to the same standards despite the glaring differences between the two academic institutions. The following are the researcher’s recommendations.

There should be a study on high schools in the state that vary in their selection processes as well as other variables that relate to student achievement. As stated in chapter II, New Jersey has over 600 school districts. Each district with its own unique identity and serving students that range from the highest and lowest socio-economic surroundings. These districts serve students that come from a variety of ethnic backgrounds, religious beliefs, and political groups. It is critical for leaders to understand that adapting to such different environments is an essential skill that is needed to ensure success. Understanding that environmental factors influence leadership behavior and practices is paramount. According to Ken Blanchard (1984) the overall notion of situational leadership is that the leader makes adjustments to his or her leadership behavior based

on their followers' ability. In the case of education, administrators will adapt to the ability of their students, faculty and staff. Marzano et al. (2005) suggest that effective leaders realize that not just one leadership style can be applied for all followers and all situations. As indicated previously organizational structures change from school to school and district to district. Differentiating the necessary leadership skills to meet the needs of all students is important. Studying these variables will provide the state Department of Education with valuable information regarding different school settings allowing the state an opportunity to identify patterns that may develop. Once patterns are identified guidelines should be established as to how the schools are measured regarding these variables.

The federal government through The Child Left Behind Act should re-examine the implementation of Annual Yearly Progress in light of the significant differences between magnet and comprehensive high schools. A thorough analysis of the practices in place that determine whether a school is seen as a school in needs of improvement or failing school must be performed. The reason for a more thorough analysis is due to the many underlying and influential factors that are not addressed through the No Child Left Behind Act. Variables such as the selection process of a school and socio-economic standing should be taken into account when determining whether or not a school is in need of improvement. Hirsh-Pasek and Golinkoff (2007) takes a fundamental look at the No Child Left Behind Act and finds several flaws with its' philosophy.

They believe that education should take a holistic approach when addressing the needs of a child. Education must be responsive to differences in learning style and capacity. The same approach must be taken when addressing the needs of a district or school. Labeling a school as

failing when legitimate progress is being made can be detrimental. Additionally, other aspects and variables must be calculated as part of the equation not just test scores.

Focus group interviews should be conducted with principals from both comprehensive high schools and magnet high schools. This qualitative approach will provide in depth information that otherwise could not be produced by other methods of data collection. Focus groups allow interviewers to observe and study people in a more natural and casual setting, more so than one-to-one interviews. Focus groups are a very powerful method of data collection. It allows the researcher to gain access and insight to the various thought processes and opinions of the participants. Focus groups have a high level of validity since the data is easy to understand and the results are credible.

There should be a replication of this study used in other districts in New Jersey including socio-economic indicators and standardized testing data. This will give this research project greater reliability if similar results are produced.

Final Note

Leadership and its countless applications have now been systematically linked to education and student achievement. Ideas that were once considered conceptual are now precisely associated to student progress and success. Principals must continually adapt and apply these concepts consistently in an environment that is unstable and often unpredictable. Our nation like many others realize that survival lies within education. Ensuring that all students receive a thorough and efficient education is not just an ethical notion but guarantees that the United States is competitive within a global landscape. Nations have a large interest in their school's production and now more than ever has pushed the limits of their Nation's most valuable resource, their leaders of tomorrow.

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Appendix A

Jose Aviles
West Side High School
403 South Orange Ave
Newark NJ 07103

Date

Name/Address of Board of Education

Dear: District IRB Chairperson

My name is Jose Aviles and I am a doctoral candidate in the Traditional Educational Administration Program at Seton Hall University, College of Education and Human Services. I am currently working on my dissertation entitled, "A Comparative Case Study of Leadership responsibilities Between Principals of 4 Comprehensive High Schools versus 4 Magnet High Schools within a Single Urban District."

The purpose of this study is to gain insight into how and why the behaviors (responsibilities) of magnet high school principals and comprehensive high school principals are both congruent and different. The researcher will investigate how Marzano's et al. (2005) 21 leadership responsibilities are applied by principals in both a comprehensive high school setting and a magnet high school setting. An analysis of the information collected will allow me to add to the knowledge base for principal leadership behavior and practice research. I anticipate that the interview process in this study will involve approximately sixty minutes of your principals' time. This will be followed by a field observation. In total I will have 10 principals participate in this study.

Participation is definitely voluntary. Any and all participants may withdraw from the research study without prejudice at any time. The results of this study will be reported in aggregated form only.

All information linking respondents to this research will be kept confidential and stored in a secure location. This project has been reviewed and approved by the Seton Hall University Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's welfare, civil liberties, and rights. The Chairperson of the IRB may be reached at (973) 313-6314

Upon completion of the research, results of this project will be shared with you. Thank you, for your time and your assistance it is truly appreciated.

Sincerely,



Jose Aviles



THE NEWARK PUBLIC SCHOOLS

Institutional Review Board (IRB)

20 Appendix B 909
Newark, New Jersey 07102
(973) 733-8773



Lucille E. Davy
COMMISSIONER OF EDUCATION

Marion A. Bolden
STATE DISTRICT SUPERINTENDENT

IRB Panel

April 12, 2007

Marbella Barrera, EdD, Chair
Fran Atchison, MA
Elaine Walker, PhD
Clare Shade, MSW, LCSW
Perry Lattiboudere, JD
Gayle Griffin, PhD
Robert Cecere, MA
Josephine McDowell, EdD
Marguerite Leuze, DMH
Antoinette Allen

Jose Aviles
Vice Principal
West Side High School
403 S. Orange Ave.
Newark, NJ 07103

Dear Mr. Aviles:

After a review of your proposal, A Comparative Case Study of Leadership Responsibilities Between Principals of Comprehensive High Schools versus Magnet High Schools within the Same District, your research has been approved on 4/12/07 by the NPS IRB Expedited/Administrative Review process. Dr. Garris, Assistant Superintendent of SLT II will provide oversight for the research.

1. Your application and supporting documents will be kept on file.
2. You must notify the IRB as soon as possible of any significant changes in your research or unanticipated problems that occur subsequent to the approval date.
3. Please forward additional research surveys and protocols that were not included with your original proposal. Please be advised that if there are significant changes, further IRB review and approval may be required.
4. According to federal guidelines, all research projects shall be reviewed not less than once per year.
5. One year from the approval date, you will receive a "Continuing Review Letter" requesting a summary of the 1st year's research activities and study status. If you plan to conduct a multi year study you are required to resubmit for review and approval a research continuation plan.

Please contact us if you have any questions at NPS-IRB@NPS.K12.NJ.US .

Sincerely,

Marbella Barrera, Ed.D.
IRB Panel Chairperson
Newark Public Schools
973 733 6435 (Fax)

c: Dr. Russell Garris, Assistant Superintendent SLT II

Appendix C

Jose Aviles
West Side High School
403 South Orange Ave
Newark NJ 07103

Date

Name/Address of High School

Dear:

My name is Jose Aviles and I am a doctoral candidate in the Traditional Education Administration Program at Seton Hall University, College of Education and Human Services. I am currently working on my dissertation entitled, "A Comparative Case Study of Leadership Responsibilities Between Principals of 4 Comprehensive High Schools Versus 4 Magnet High Schools within a Single Urban District."

The purpose of this study is to gain insight into how and why the behaviors (responsibilities) of magnet high school principals and comprehensive high school principals are both congruent and different. The researcher will investigate how Marzano's et al. (2005) 21 leadership responsibilities are applied by principals in both a comprehensive high school setting and a magnet high school setting.

An analysis of the information collected will allow me to add to the knowledge base for principal leadership behavior and practice research. I anticipate that the participation in this study will involve approximately sixty minutes of your time followed by a field observation.

I will be using an interview process that will involve answering approximately 10 predetermined questions, along with some other questions that flow out of our discussion. Our discussion will revolve around the 21 leadership responsibilities described in the book entitled *School Leadership That Works* by Marzano, McNulty and Waters. The interview will take place in the following way:

- ✓ The researcher will act as the moderator, leading the discussion and asking the questions.
- ✓ A field observation will be scheduled after the interview.

Your participation is definitely voluntary, but would be appreciated. Any and all participants may withdraw from the research study without prejudice at any time.

The results of this study will be reported in aggregated form only and confidentiality is a top priority. Name will not be included in any of the transcriptions.

This project has been reviewed and approved by the Seton Hall University Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's welfare, civil liberties, and rights. The Chairperson of the IRB may be reached at (973) 313-6314

I have enclosed an Informed Consent Form for your signature and a self-addressed stamped envelope for its return. Upon receipt of the Informed Consent Form, I will contact you to arrange a mutually convenient time to conduct the interview and field observation.

Upon completion of the research, results of this project will be shared with you. Please indicate your approval by signing the enclosed Informed Consent Form and return it in the enclosed self-addressed, stamped envelope by September 15, 2007.

Thank you, for your time and your participation in this project is appreciated.

Sincerely,

A handwritten signature in black ink that reads "Jose Aviles". The signature is written in a cursive style with a large initial "J" and "A".

Jose Aviles

Appendix D



College of Education & Human Services
 Department Of Education Leadership, Management and Policy
 400 South Orange Avenue
 South Orange, New Jersey 07079
<http://www.shu.edu>

Informed Consent Form

Note: please disregard the prior Informed Consent Form that was signed as it was sent to you before IRB approval. This informed consent form will be the official form used for this study.

Affiliation: The researcher's name is Jose Aviles and he is a doctoral candidate in the Traditional Ed. D. Program at Seton Hall University, Department of Educational Leadership, Management and Policy, College of Education and Human Services, working on his dissertation: "A Comparative Case Study of Leadership responsibilities Between Principals of 4 Comprehensive High Schools versus 4 Magnet High Schools within a Single Urban District."

Purpose of Study: Is to find out if there is a distinct set of leadership behaviors between Magnet high school principals and comprehensive high school principals. What must these instructional leaders do differently in order to effectively manage their day-to-day responsibilities.

Procedures: The principal will participate in a discussion that will revolve around predetermined questions followed by a field observation to either support what was said during the interviews or contradict the information gathered during the interviews. The discussion and observation will be recorded using note taking.

Voluntary Nature of Project: By signing the Informed Consent Form and attending the discussion, you are consenting to participate in the study and are fully aware that your responses will be recorded via note taking. Prior to completion of the discussion or the completion of the research, if at any time you wish to end your participation, you may do so without any resulting penalty or loss of any kind.

Anonymity: Your responses will be kept confidential. No names will be included on any forms or transcripts. Only the researcher will analyze the data and any results will be included in the dissertation. No reference to you or the school's name will be included.

Security of Data Stored: The information gathered will be kept with the researcher only. All information will be placed in a cabinet that is secured. Only the researcher will have access to this information. This information will be stored for at least three years.

Confidentiality: No one will have access to any information on the subjects and the schools they work at. The information gained will be used primarily for this dissertation, no mention of the district, the school's or the subject will be made.

Risk and Benefits: There are no risks and no benefits of any kind to the participants of this study.

Alternatives: If any participant is not available to attend an interview, they will have an opportunity to respond to the questions in written format via mail using the self addressed envelope. The respondents will also be able to do the same for this Informed Consent Form.

Acquisition of Further Information: The researcher may be contacted for further information, answers to pertinent questions, and for information about research subjects rights by writing the researcher at West Side High School, 503 South Orange Avenue, Newark, New Jersey 07103; or by telephone at (973) 733-7238 or E-Mail at avilesj@msn.com.

Acknowledgement of Informed Consent Form: This project has been approved in its entirety by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures used in this study adequately safeguard the subject's privacy, welfare, civil liberties and rights. The chairperson of the IRB may be reached at (973) 313-6314

I have read the materials presented and I am comfortable in participating in this research project. I agree to participate in this study and understand that I may withdraw at any time with no questions asked.

Print Name _____

Signature _____ Date _____

Appendix E

Introductory Script

Good morning/afternoon/evening. Thanks for taking time out of your busy schedule to participate in this discussion concerning your leadership responsibilities and behaviors. My name is Jose Aviles, and I am a doctoral candidate at Seton Hall University.

I am here today for the primary purpose of conducting research for my dissertation. My work seeks to discover what are your preferred leadership responsibilities.

There are no wrong or right answers. Just answer the questions to the best of your ability. I will be recording this session because I don't want to miss any information provided to me by you. Your comments are confidential and feel free to discuss what comes to mind. Your honesty and straight forwardness will be appreciated and is most helpful.

If you want to follow up on something or give an example, feel free to do so. I am here to ask questions and listen. I am interested in hearing what you have to say.

Let's begin.

Appendix F

Interview Questions

Background Information

This series of questions provide background information on each magnet and comprehensive high school principal interviewed.

1. Why did you enter the field of education?
2. How many years in total have you worked as an educator?
3. What was your prior assignment before you became principal of your current school?

The next question is designed to gain insight to which of the 21 leadership responsibilities developed by Marzano, Waters, & McNulty are most important to the principals interviewed.

A sheet of paper detailing Marzano, Waters, & McNulty's 21 leadership responsibilities will be handed to the interviewee. The researcher will ask the respondent to review this piece of information. The respondent will be given as much time as he or she needs to review this information.

1. Select four out of the 21 leadership responsibilities you feel are the most ideal and essential in running a high school?
2. Please elaborate on why you have chosen these responsibilities and how you perceive their relationship to student achievement starting from the fourth most important?
3. Do you feel if you were placed at a magnet/comprehensive high school, the responsibilities you have chosen would change?

4. Is it fair that magnet and comprehensive high school be held to the same standards?
Why?

In an effort to ensure reliable and validity the researcher will give the respondent back the sheet of paper detailing Marzano, Waters, & McNulty's 21 leadership responsibilities and asked to review it once again. Once the respondent is done the research will ask:

5. Which four responsibilities are actually and realistically implemented the most at your school on a day to day basis?
6. Please elaborate on why you have chosen these responsibilities and how you perceive their relationship to student achievement starting from the fourth most important?
7. Are there any additional statements you would like to make?

Thank you for your time, your cooperation is truly appreciated.

Observation Tool

The field observation will allow the researcher to see the participant in his or her environment. Field observations allow the researcher to see what is happening in real time. It also provides greater depth and dimension, thereby enhancing your accuracy and credibility of your study. The field observations will be conducted after the one-on-one focused interviews are done. These observations will be scheduled on a different date and are expected to last four hours. The researcher will use Marzano et al's (2005) twenty-one responsibilities of the school leader to help guide the field observations primarily focusing on the responses given by the respondents to question one and two. Question one is which four of the responsibilities they feel are the most ideal and why? And question two, which four responsibilities are actually applied most often in your school? Using the responses to the questions will allow the researcher to focus his time gathering data to either support what was said during the interviews or contradict the data gathered during the interviews. The researcher will like to see what the respondents stated during the interviews are actually what is applied during the course of the school day. This will enhance the validity of the one-on-one focused interview.

A. Ideal leadership responsibilities selected by principal

All the Time Most of the Time Some times Hardly Never

1. Selected responsibility one

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Notes/Observation

2. Selected responsibility two

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Notes/Observation

3. Selected responsibility three

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Notes/Observation

4. Selected responsibility four

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Notes/Observation

B. Actually applied leadership responsibilities selected by principal

All the Time Most of the Time Some times Hardly Never

1. Selected responsibility one

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Notes/Observation

2. Selected responsibility two

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Notes/Observation

3. Selected responsibility three

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Notes/Observation

4.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Notes/Observation