

Middle-Level Leaders Perceptions of Accountability

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Foundations

- ***A National Study of Leadership in Middle-level Schools: Vol. I: A National Study of Middle Level Leaders and School Programs.*** Valentine, J., Clark, D., Hackmann, D., & Petzko, V. (2002)
- ***National Study of Leadership in Middle-level Schools, Vol. II: Leadership for Highly Successful Middle Schools.*** Valentine, J., Clark, D., Hackman, D., & Petzko, V. (2004).
- **Recommendations from Principals of Highly Successful Schools Regarding Principal Preparation.** Petzko, V. (2005)
- **The Developmentally Responsive Middle Level Principal: A Leadership Model and Measurement Instrument.** Anfara, V. A., Jr., Roney, K., Smarkola, C., DuCette, J., & Gross, S. (2006)

Descriptive Statistics

Population (n=91)

- Average age 46.17 (min 28/max 64)
- 48 male/43 woman
- 41% suburban setting
- 31.9% Urban setting
- 26.4% Rural setting

Table 3, pg. 81

- Years of experience
- Current position
- Middle school teaching



Research Questions

RQ1 What are middle-level principals' perceptions of personal accountability for student achievement in their schools?

Results

- Ethically accountable
- Encourage faculty members to generate creative solutions
- Vision
- Make a difference

RQ2 What are middle-level principals' perceptions of educational accountability?

Results

- Principals and teachers should be held accountable for student achievement
- Personal rewards and sanctions would not assure improvement.

Research Questions

RQ3 What are middle-level principals' perceptions of their competencies for successful implementation and accomplishment of accountability mandates for improved student achievement?

Results (Table 6, pg. 87)

- School culture
- Implement middle level programs
- Instructional leadership skills to improve academic achievement

RQ4 Is there a statistically significant difference between middle-level principals' perceptions of accountability that work in Title I funded schools to those who work in non-Title I-funded schools?

Results

- No statistically significant difference
 - Majority non-title I-funded schools
 - Effect size 3%

Research Questions

RQ5 Is there a statistically significant difference between the perceptions of accountability of middle-level principals with five or more years of administrative experience to those with fewer years of administrative experience?

Results

- Statistically significant difference
- Consistent with national studies
- Effect size 7%

RQ6 Is there a statistically significant difference between middle-level principals' perceptions of accountability with previous middle-level experience to those who do not have previous middle-level experience?

Results

- No statistically significant difference

Research Questions

RQ7 What are middle-level principals' perceptions regarding their university principal preparation programs and district preparation for accountability mandates.

Results (Table 7, pg. 88)

- District vs. University programs

RQ8 What are middle-level principals' concerns regarding No Child Left Behind and what professional development is needed to help principals meet accountability mandates?

Results (Table 13, pg. 93)

- Data Analysis
- Leadership Training
- Instructional Strategies
- Collaboration

Method

- Quantitative – Descriptive and Correlational Methods
Middle-level Leaders Perception of Accountability Questionnaire
 - Part 1
 - Demographic
 - Part 2
 - Scaled format 1 to 7, 1 indicated strong disagreement and 7 indicated strong agreement.
 - Open-ended questions
- Qualitative – Descriptive Methods
 - Categorical summaries
 - Table 12, pg. 93
 - Table 13, pg. 93
- Study Domains – Table 1, pg. 72

Data Analysis

Correlational and Descriptive

- Linear Regression
- Descriptive Methodology

Categorical Summaries

- Table 12, pg. 93
- Table 13, pg. 93

Conclusions

- Middle-level principals attending the National Middle School Association Annual Conference perceive themselves as being accountable for student achievement in their schools.
- Middle-level principals perceive their competencies and perceptions strongly support improvement in student achievement.
- Principals perceptions do not support the mandates being used to accomplish improved achievement for all students
- Professional development perceived as inadequate to meet the new demands for their role in the present accountability environment.

Implications

On the national level,

- Provide additional state funding for meeting accountability mandates

On the state level,

- advocate for adequate funding for districts to provide principal professional development
- say no rewards or sanctions for principals solely based on school performance.

On the district level,

- focused principal professional development
 - Data Analysis
 - Leadership Training
 - Instructional Strategies
 - Collaboration

On the post-secondary level,

- specific preparation to address current accountability mandates
- specific coursework of how to analyze data to improve student achievement.
- extended leadership training for improving student achievement