

Statewide Communities of Practice for Excellence

A Statewide Program Evaluation

A Capstone Project submitted in partial fulfillment of the requirements for the degree of Doctor of Education at Virginia Commonwealth University

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Abstract

STATEWIDE COMMUNITIES OF PRACTICE FOR EXCELLENCE A STATEWIDE PROGRAM EVALUATION

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A Capstone Project submitted in partial fulfillment of the requirements for the degree of Doctor of Education in Educational Leadership at Virginia Commonwealth University

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This evaluation examined the effectiveness of the first five years of the Statewide Communities of Practice in Education (SCOPE) program in meeting its objectives with an emphasis placed on determining whether SCOPE provided readiness for senior level positions within the educational environment. The Literature Review focused on determining needs for leadership within school systems, the effects of Generation X and Generation Y on the labor pool, standards for leadership, and succession planning vs. succession management. The study found that the SCOPE program developed by Dr. Iverson, Dr. Cannaday, and Dr. Roberson met or exceeded the criteria put forth in Virginia's Uniform Performance Standards and the ISLLC standards.

Capstone Project-Statewide Communities of Practice in Education

Section 1: Purpose of Study

The purpose of this report is to determine the effectiveness of the first five years of the Statewide Communities of Practice in Education (SCOPE) program in meeting its objectives with an emphasis placed on determining whether SCOPE provided readiness for senior level positions within the educational environment. Although SCOPE has been in existence for five and a half years, a statewide evaluation of the SCOPE program's effectiveness has never been performed. After reading an evaluation of the program for a local school system, a request was made by Dr. Nancy Iverson, Assistant Dean for the University of Virginia's School for Continuing and Professional Studies, to conduct a statewide evaluation of the program's effectiveness. Dr. Iverson stated that she wanted the evaluation to be conducted in order to make informed decisions concerning possible changes/improvements to the program (N. Iverson, personal communication, June 7, 2010). Upon meeting with our client, Dr. Iverson, it was decided that the Capstone Project was to address these questions:

1. Has a statewide community of educational leaders been established and have they made connections with other school leadership practitioners?
2. Have opportunities been provided to participants to obtain a knowledge base and skill set for a variety of diverse settings?
3. Have participants been provided with experiences designed to sustain and enhance their long-term effectiveness as educational leaders?

4. Has local school district succession planning been successful? (N. Iverson, personal communication, June 7, 2010)

Section 2: Structure of the Study

The structure of this study's report consists of five major sections: Introduction, Literature Review, Methodology, Findings and Recommendations. In addition to this study, an Executive Summary of the study was prepared for each member of the Statewide K-12 Education Advisory Council. Each of the five major sections was included in the Executive Summary, highlighting the crucial points found by the research team.

The Introduction, Section 3, provides a comprehensive history and background of SCOPE, the reason for conducting a program evaluation and an outline of the focus for this study. The four questions to be addressed throughout the study are first presented in this section.

The Review of Literature, Section 4, is focused on determining needs for leadership within school systems, the effects of Generation X and Generation Y on the labor pool, standards for leadership, and succession planning vs. succession management. The research team examined the literature base to identify materials relevant to the major themes of the study.

The Methodology, Section 5, explains how the research team gathered the data to conduct an in-depth study of SCOPE. While completing the IRB, it was determined that both qualitative and quantitative data were necessary to attain a complete set of data to assess the program. Qualitative data were captured using interviews and focus groups while quantitative data were obtained using a survey.

The Findings, Section 6, are detailed analyses and summations of the focus groups, survey and interviews with an overall summation at the end of the section. The data for the

Findings were extracted from the interviews, focus groups, and survey. The Findings also individually address the four questions refined by the client.

The Recommendations, Section 7, are based on the Findings and organized by the four questions that are the focus of this study. Across a range of implementation difficulties, recommendations will be offered to the client on March 20, 2011, with a final presentation on April 15, 2011, to the Statewide K-12 Education Advisory Council in Charlottesville.

Section 3: Introduction

History of SCOPE

In 2001, Dr. Iverson met with Dr. Roberson, Superintendent of Hanover County Public Schools and Dr Cannaday, Superintendent of Chesterfield County Public Schools to discuss issues relative to education. Dr. Cannaday stated in his interview on October 15, 2010, that two top priorities of need were identified. “How do we prepare schools and leaders for this century? We talk about preparing our students with 21st century skills but we forget that this is the 21st century. Also, how can we be successful and navigate through to the next step?” It was decided to form a cohort of educational leaders to address these issues and other topics related to education. Thus began the process of forming the Statewide K-12 Education Advisory Council.

Dr. Iverson, Dr. Roberson, and Dr. Cannaday met and discussed possible participants for the council. According to Dr. Iverson,

We wanted diversity. We wanted the superintendents to come together. We wanted a safe place where they could build their own community of practice. My charge to them was to find things that would be useful for them as school divisions rather than the university talking about what the university can do. (N. Iverson, personal communication, April, 23, 2010)

The Statewide Education Advisory Council (SEAC) was formed with school district superintendents and assistant superintendents from 12 Virginia school divisions (Iverson, 2010). The participating school divisions have remained fluid throughout the life of the SCOPE

program due to funding, retirement, and job changes (N. Iverson, personal communication, April 23, 2010).

Once the council began to meet regularly, common concerns emerged. At the beginning, the main concern revolved around slowing the flow of potential retirements and professional burnout by developing leadership for succession planning. During Dr. Iverson's interview, she shared with us that the council determined immediately that "succession was a real issue, succession planning" (N. Iverson, personal communication, April 23, 2010).

In 2001, Fairfax County Public Schools in Virginia projected that 70% of its administrators would be retiring within the next five years while those left to fill the positions were also in the same age bracket (Olsen, 2008). Dr. Cole, Director of Leadership Development for Fairfax County Public Schools, applied for a grant from The Wallace Foundation to "implement an education leadership program and processes that attract, develop and support education leaders able to impact student achievement" (<http://www.fcps.edu/plt/leadfairfax/index.html>, 2011). With the guidance and collaboration of strategic partners, Fairfax made the transition from succession planning to succession management while providing "access to cutting edge best practices in leadership development to benefit FCPS aspiring and accomplished leaders and to maximize their effectiveness" (<http://www.fcps.edu/plt/leadfairfax/index.html>, 2011).

SEAC members visited Fairfax for a three day training session with Dr. Cole and his staff. The Center for Creative Leadership (CCL) also participated and put forth a suggestion that UVA create a state-wide training program without the financial dependence on a grant. In response to SEAC's experiences with LEAD Fairfax and CCL, the Statewide Communities of Practice for Excellence program (SCOPE) was created "to develop and support a cadre of

exemplary leaders through the establishment of a statewide community of educational leaders and practitioners” (Iverson, Cole, & Eugene, 2008, p.1). An underlying theme of diverse settings emerged as the SEAC members discussed division issues with each other. Diverse settings meant more than just different geographic locations to the SEAC members.

We want people to appreciate that the same situation that you meet looks very different from one school or system to the other (working with parents for example). The idea is to have people look at a particular issue that is common (like climate and culture), but to understand it in the context of looking at it situated in a particular place with the understanding then that that begins to give you a structure of thinking about the issue apart from the particularities of the issue. Because you realize that what you are looking at in one place looks really different in another place. You can begin to think about what’s common to all this. (N. Iverson, personal communication, April 23, 2010)

From these ideas, six key goals were established to guide SCOPE:

1. To establish a statewide community of educational leaders.
2. To connect that community of practitioners with other communities state-wide.
3. To provide opportunities for school leaders to gain professional insight within diverse settings.
4. To equip emerging leaders with a knowledge base and skill set to support their success as school leaders.
5. To provide identified school leaders with experiences designed to sustain and enhance their long-term effectiveness.
6. To promote local school district succession planning (Iverson, 2008, p.2)

Dr. Iverson and the SEAC members developed the curriculum content for SCOPE focusing on two major themes, (a) Leading People and (b) Leading Learning. The curriculum content was linked to the State of Virginia's Uniform Performance Standards and the Interstate School Leaders Licensure Consortium (ISLLC) standards (Iverson, et al.).

Standards of Excellence

The State of Virginia's Uniform Performance Standards complete title is the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*. For purposes of this study, it will be referred to as Virginia's Uniform Performance Standards. As a result of the Virginia education reform efforts and the 1999 Education Accountability and Quality Enhancement Act (HB2710 and SB1145), the standards were developed, approved by the Virginia General Assembly and then signed into law by Governor Gilmore (Virginia Department of Education, 2011).

Virginia's Uniform Performance Standards provides guidance for local boards and school divisions in the development of evaluation criteria, policies, and procedures. By developing the standards, a clear set of expectations for teachers, assistant principals, principals, central office supervisors for instruction, and superintendents was established. They provided a continuity of expectations for leadership roles through all levels of educators (Virginia Department of Education, 2011).

Even though the roles of principal, assistant principal and central office supervisors for instruction are unique in some ways, there are also similarities in the actual job responsibilities with the differences lying in the scope and focus of the work but not the content of the job's responsibilities. In the evaluation criteria for Virginia's Uniform Performance Standards, the principal, assistant principal, and central office supervisor for instruction positions are referred to

collectively as “Administrator” (Virginia Department of Education, 2011). In Table 1, the five major evaluation categories for teachers, administrators, and superintendents are identified with administrators and superintendents grouped together in the same column. When looking at Table 1, the emphasis placed on leadership and management is apparent in the evaluation categories under the column for administrators/superintendents.

Table 1

Major Categories of Evaluation Criteria

Teachers	Administrators/Superintendents
Planning & Assessment	Planning & Assessment
Instruction	Instructional Leadership
Safety & Learning Environment	Safety & Organizational Management for Learning
Communication & Community Rel.	Communication & Community Relations
Professionalism	Professionalism

Note. Rel. = Relations. Virginia Department of Education, 2011, *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* p.11.

While many of the categories in Table 1 are similar in title, Appendix A illustrates the differences in the scope and focus of each role. Appendix A is divided by each major category and then into three columns: Teacher, Administrator, and Superintendent. Each major category demonstrates the similarities and differences of the evaluation criteria by giving a comparison across the three different roles. The focus in the teacher column centers around the classroom while the administrator’s and superintendent’s columns appear very similar; however, the focus shifts from school based to a division based emphasis.

As one of the two main documents used in the creation of the SCOPE program curriculum content, a parallel between the two is obvious when comparing Appendix A to the SCOPE course content. Of the five major categories of evaluation criteria, four are utilized in the curriculum content for SCOPE: Planning & Assessment, Instructional Leadership,

Communication & Community Relations, and Professionalism. The fifth category, Organizational Management for Learning, concentrates on school safety and discipline and is not included in the curriculum for SCOPE. In Table 2, a correlation is made between the course content of SCOPE and Virginia’s Uniform Performance Standards evaluation criteria.

Table 2

Correlation of SCOPE Course Content with Virginia’s Uniform Performance Standards Four Major Categories of Evaluation Criteria

SCOPE Course Content	Categories of Evaluation Criteria
Understanding Self: A Foundation for Understanding Others	Professionalism
Powerful Conversation	Communication & Community Rel.
PLC-Belief Systems	Professionalism
Building Climate	Communication & Community Rel., Professionalism
Building Culture	Communication & Community Rel., Professionalism
Initiating and Managing Change	Instructional Leadership, Planning & Assessment
Mentoring and Coaching	Instructional Leadership, Professionalism
History of Educational Reform	
Leadership Roles-Building Trust	Communication & Community Rel., Professionalism
Principal as Instructional Leader	Instructional Leadership, Planning & Assessment, Professionalism
Planning for Success	Instructional Leadership, Planning & Assessment
Supporting Job-Embedded Professional Learning	Planning & Assessment, Professionalism
Using Data to Improve Student Performance	Instructional Leadership, Planning & Assessment
Using Teacher Performance Evaluation for Growth	Instructional Leadership, Planning & Assessment
Program Auditing	Planning & Assessment
Personal Leadership Growth-Knowledge, Service, and Ethics	Professionalism

Note. PLC = Professional Learning Communities, Rel. = Relations

Table 2 illustrates that all but one of the topics covered in SCOPE has a direct correlation to Virginia's Uniform Performance Standards. History of Educational Reform is not covered however one could make an argument that knowing the history in your occupational field is professionalism. If so, then all of the content is a direct correlation to Virginia's Uniform Performance Standards.

The second major document utilized to create the curriculum for SCOPE was the ISLLC standards. The ISLLC standards were written by a body originally consisting of all the members of the National Policy Board for Educational Administration, representatives from 12 national leadership organizations and 23 representatives from various state departments of education for the purpose of providing guidance for leadership development in the educational environment (eLead, 2011). Since a set of common standards for educational administration was not in existence, the committee believed that a common set of standards would provide a leverage point for reform thereby allowing diverse stakeholders to initiate reform efforts along a variety of venues (ISLLC, 1996).

The ISLLC standards have been adopted by over 40 states and recommended for use by the National Association of State Boards of Education (Wallace Foundation, 2011). The National Council for the Accreditation of Teacher Evaluation used the standards as a guideline when creating their own standards. Hundreds of preparation programs revised their curriculum to align with the ISLLC standards while tens of thousands of candidates for principal licensure have taken the ISLLC licensing exam. The ISLLC standards were adopted in 1996 and are now an integral part of programs across the United States (eLead, 2011).

There are a total of six ISLLC standards with three subsections for each standard, *Knowledge, Dispositions, and Performances*. Information acquisition required for the standard is

shown through *Knowledge*. The *Dispositions* subsection reflects the accomplishment of the standard while *Performances* involves what could be observed by a knowledgeable administrator in the specific standard. For purposes of this study, only one subsection, *Knowledge*, is noted because it is pertinent to the evaluation. The remaining two subsections, *Dispositions* and *Performances* are not relevant to this program evaluation since they are neither concerned with the addition of knowledge nor the improvement of the skill set of an instructional leader (<http://www.wce.wvu.edu/Depts/EDAD/forms/ISLLC%20Standards.pdf>). Appendix B contains the six ISLLC standards and the subsection *Knowledge* for each standard. There is a distinct correlation between the ISLLC standards and the curriculum for SCOPE.

Table 3 illustrates the correlation between the ISLLC standards and the course content for SCOPE. Each topic in the course content has at least one or more standards with which it correlates.

Table 3

Correlation of SCOPE Course Content with ISLLC Standards

SCOPE Course Content	ISLLC Standards
Understanding Self: A Foundation for Understanding Others	Standard 2, 4
Powerful Conversation	Standard 1, 2, 4
Professional Learning Communities-Belief Systems	Standard 2, 4, 5
Building Climate	Standard 1, 2, 4, 6
Building Culture	Standard 1, 2, 4, 6
Initiating and Managing Change	Standard 1, 2
Mentoring and Coaching	Standard 2
History of Educational Reform	Standard 2, 5
Leadership Roles-Building Trust	Standard 1, 4, 5
Principal as Instructional Leader	Standard 1, 2
Planning for Success	Standard 1, 2, 4
Supporting Job-Embedded Professional Learning	Standard 2
Using Data to Improve Student Performance	Standard 1, 2
Using Teacher Performance Evaluation for Growth	Standard 2, 3
Program Auditing	Standard 2
Personal Leadership Growth-Knowledge, Service, and Ethics	Standard 2, 5

Table 3 vividly illustrates the direct correlation between the course content of SCOPE and the ISLLC standards. With the direct correlations between the ISLLC standards and Virginia's Uniform Performance Standards, the curriculum for SCOPE is well grounded in these research based principles.

Course Content for SCOPE

Since its formation, approximately 134 participants have graduated from the SCOPE program with participating school systems stretched across the state to include: Albermarle, Buckingham, Caroline, Charlottesville, Chesterfield, Fairfax, Fauquier, Hanover, Hopewell, Hopewell City, King and Queen, Loudoun, Lynchburg, Manassas Park City, Petersburg City, Poquoson, Prince William, Richmond City, Roanoke City, Roanoke County, Rockbridge, Russell, Salem City, Staunton, Virginia Beach, and Westmoreland (Iverson, 2008, p.1). Each school system devised its own criteria for admission into SCOPE.

SCOPE is divided into eleven one-day seminars, conducted over a two-year period that begins with a two-day initial seminar on the University of Virginia grounds in Charlottesville and ends with the final seminar in Fairfax, VA (Iverson, 2008, p.2). Each participant receives a certificate of satisfactory completion awarded by UVA because it is a non-testing, non-credit course (N. Iverson, April, 23, 2010).

During the initial two-day seminar, participants are involved in self-examination activities, including completing the Myers-Briggs Type Indicator Assessment (MBTI) and the StrengthsFinder Assessment (Iverson, 2008, p.3). Each subsequent seminar is held in a different school division. "By situating the sessions in varied school settings across the state, participants are able to appreciate the degree to which best practice responses are context dependent" (Iverson, et al., 2008, p.1). Hosting school systems are responsible for the training of cohort

members on one or more of the topics in Table 4. The first column in Table 4, Focus on Leading People, covers the first year’s curriculum while the second column, Focus on Leading Learning, is the curriculum for year two.

Historically, hosting school systems choose the same topics to teach each year; however, the presentation of the material tends to differ from cohort to cohort. Chesterfield County Public Schools is the only school system that has its SCOPE cohort members present the material. In the past, some of the topics have changed due to feedback from participants (N. Iverson, April, 23, 2010). Table 4 represents the current set of topics.

Table 4

Seminar Topics in the SCOPE Program Based on Two Focus Areas: (a) Leading People and (b) Leading Learning

Focus on Leading People	Focus on Leading Learning
Understanding Self: A Foundation for Understanding Others	History of Educational Reform
Powerful Communication	Leadership Roles – Building Trust
P.L.C. – Belief Systems	Principal as Instructional Leader
Building Climate	Planning for Success
Building Culture	Supporting Job-Embedded Professional Learning
Initiating and Managing Change	Using Data to Improve Student Performance
Mentoring and Coaching	Teacher Performance Evaluation for Growth
	Program Auditing
	Personal Leadership Growth - Knowledge, Service, and Ethics

Note. P.L.C. = Professional Learning Communities. Iverson, 2008, pp. 3-6.

A high degree of participation is expected of SCOPE participants, with pre-reading of relevant materials a frequent requirement. “The sessions build on foundation readings, create interactive seminar settings for discussion of key issues, ground practice in application through analysis of site specific challenges, and link content to daily practice in a specific school system” (N. Iverson, April 23, 2010). The University of Virginia measures the satisfaction of the

participants with SCOPE and its relevancy to the demands of the principal's position through case studies, surveys, and reflective journals.

Section 4: Literature Review

Competent Leadership Pool in Peril

As stated earlier, the SEAC developed a cohort style program, SCOPE, to train promising leaders for upper level leadership positions. Members of the SEAC were not alone in their need for future leaders. School systems throughout the country were faced with a shrinking pool of willing candidates to replace retiring principals, but especially those located in rural or urban geographic locations (Anderson & Louh, 2005; Blackman & Fenwick, 2000; Bloom, Danilovich & Fogel, 2005; Browne-Ferrigno & Allen, 2006; Radcliffe, 2008; Tracy & Weaver, 2000). In 2000, the United States Department of Labor estimated that 40 % of the current principals were nearing retirement age and that the need for school administrators would increase by 10 to 20 % over the next five years (Blackman & Fenwick, 2000). In 2007, Chicago hired 150 new principals, thereby replacing the leadership for 25% of their schools (Olsen, 2007). In 2001, a school system in rural Appalachia projected 50% of their schools would need to replace retiring principals within the next five years (Browne-Ferrigno & Allen, 2006). Houston, Texas estimated that it would need to replace 40% of its current principals who were expected to retire between 2008 and 2016 (Radcliffe, 2008).

Akin to the military, positions in educational leadership tend to follow a domino effect. If there is a shortage in qualified principals, then the positions typically filled by principals are also in shortage including people willing to apply for the superintendent's position. The "2007 State of the Superintendency Survey" released by the Association of School Administrators' Center

for System Leadership found that 87 percent believe an inadequate supply of educational leaders exists to fill the anticipated superintendent openings in the near future (Paz, 2008).

Generational Characteristics of Personnel Affect Workforce

For the first time in US history, four distinct generations are currently working in the same educational setting, all with different expectations and values. Generations are identified by similar social and cultural events occurring during roughly the same point in time of maturation.

The four generations in the workforce today are:

- Matures/Traditionalists – born pre-1946
- Baby Boomers – born 1946-1964
- Generation X – born 1965-1976
- Generation Y/Millennials – born 1977-1995 (Dorsey, 2010)

Besides impending retirements of the Traditionalists and Baby Boomers, another significant factor contributing to the shortage of educational leaders is the differing workplace expectations of Generation X (Gen-X) and Generation Y (Gen-Y) personnel (Dorsey, 2010).

Each generation brings a unique outlook and set of expectations to the workplace that affect the turnover rate of personnel and the availability of a pool of potential leaders for school systems.

Generation X. Gen-Xers were born and grew up during the end of the Vietnam War thus witnessing the problems resulting from the aftermath of the war. They saw the fall of the Berlin Wall and the end of the cold war which affected their political and cultural views. The oil crisis of 1973, the savings and loan crisis, Black Monday, and witnessing their parents losing jobs in the financial turmoil and economic downturn of the 1970s and early 1980s were just some of the factors that resulted in Gen-Xers losing faith in making long term commitments to one employer (Dorsey, 2010). Gen-Xers do not have the expectation of a long term commitment between

employers and employees so they redefined loyalty by being dedicated to individuals, their team, or their work rather than the company (Thielfoldt & Scheef, 2004). Because of the shift in loyalties at work, when a Gen-X employee is dissatisfied with the work site, they quickly send out a resume and accept another offer of employment thus creating turnover in personnel.

Even though Gen-Xers take their employability seriously, their career does not follow the traditional standard of climbing the corporate ladder. Instead, they may move laterally, stop and start just to begin over again, or receive a promotion. Employment is considered fluid, not stationary (Thielfoldt, & Scheef, 2004). There are 51 million Gen-X employees comprising 27% of the workforce (Dorsey, 2010; Thielfoldt & Scheef, 2004). When 2002 Gen-X employees were compared to their age counterparts in 1977, Gen-Xers actually work significantly more paid and unpaid hours per week with 45.6 hours on average compared to 42.9 hours per week on average for their counterparts. Employees in the Baby Boomer and Gen-X generations work more paid and unpaid hours than the other generations. “There is no statistically significant difference in the number of hours the two groups work with an average of 45 and 44 hours per week, respectively” (Families and Work Institute, 2004, pp. 5 & 25). Therefore, like the Baby Boomers, Gen-X employees work long hours. However, there is a significant difference in loyalties which causes an increased rate of turnover. If a school system/company can make personal connections or make the Gen-X employee an integral part of a team, then they are rewarded with a hard-working, dedicated employee. If not, then the Gen-X employee will seek employment elsewhere.

Generation Y. Members of Gen-Y, who are also known as Millennials, Trophy Kids, the Trophy Generation, the Boomerang Generation or the Peter Pan Generation, represents 16% of the workforce with ages ranging from 18 to 32 (Dorsey, 2007, 2010; Thielfoldt & Scheef, 2004).

Each name has a significance tied to at least one of the generation's characteristics. The Boomerang Generation and the Peter Pan Generation refer to the fact that Gen-Yers stayed home or returned home to live after college due to the economic conditions while some believe that the Gen-Yers purposely delayed some of the responsibilities of adulthood (Dorsey 2007, 2010).

The Trophy Kids and Trophy Generation are both derived from childhood when sports teams gave trophies to all of the participants, not just the outstanding athletes. This has transferred over to the workplace as Gen-Y employees seem to expect too much from the workplace. When it does not meet their expectations; they change jobs (Thiel foldt & Scheef, 2004). When surveyed in 2002, 70% of the Gen-Y employees stated that they were somewhat or very likely to leave their current employers in the next year. (Families and Work Institute, 2004). With over half on the Gen-Y employees stating their intentions to leave their current employment within the next year, school systems need to consider the amount of time invested in training programs. Most Gen-Y employees will not complete a long training program before moving to the next job. It is imperative to target professional development needs per employee instead of every potential leader going through all of the same professional development sessions/programs.

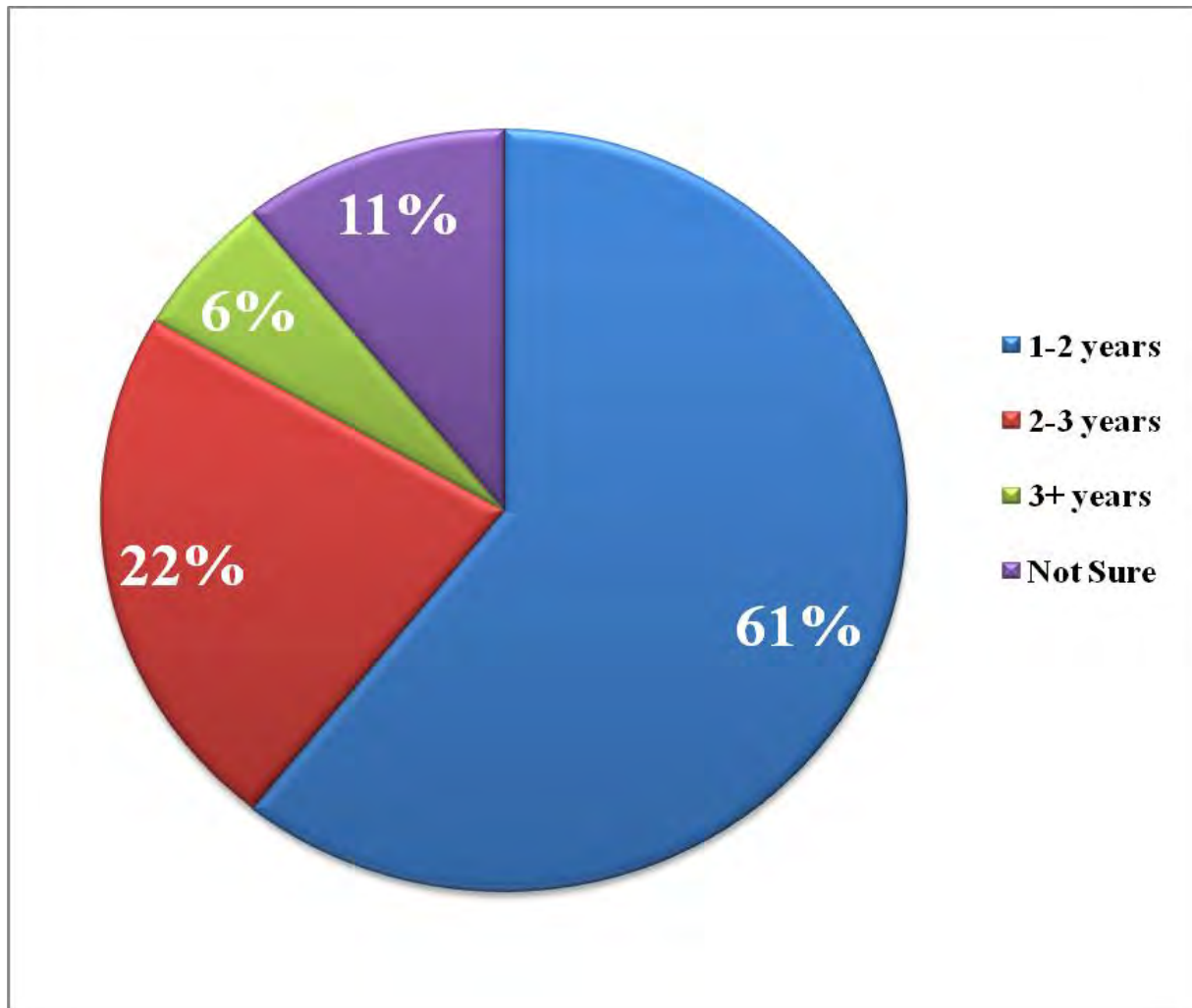
Gen-Y is also known for its use of technology at a higher rate than any other generation. With online gaming, computers, texting, iPods, Facebook, and the Internet at their fingertips, Gen-Y is typically peer and team oriented as opposed to working alone. Even though most of their interactions are via technology, Gen-Yers respond well to personal attention and appreciate structure (Thiel foldt & Scheef, 2004). They are excellent multitaskers but want to work on their own timeline. As Dorsey stated during staff development training for Chesterfield County Public Schools in Chesterfield County, VA, "I sleep with my cell phone and I work at all hours of the

day and night.” Since technology tools are available 24 hours a day, time is irrelevant to the Gen-Y employee, but not to the older generations (Thielfoldt & Scheef, 2004). It is difficult for the “establishment” to adjust to the flexible hours that Gen-Y employees prefer (Dorsey, 2010).

Baby Boomers believe in paying your dues by working hard and proving yourself in entry level positions prior to moving up the corporate ladder (Thielfoldt & Scheef, 2004). When Gen-Y workers were asked how much time should be spent in entry-level positions, Figure 1 illustrates a radically different response from Baby Boomers. Over one-half of the Gen-Yers surveyed believed that they should remain in entry level positions for a period of one to two years. Combine the Gen-Y employee’s belief that they should remain in entry level positions for no more than two years with the belief that they will be changing jobs within the next year and it’s easy to see how it greatly impacts the idea of a stable workforce in today’s school system.

Figure 1

Millennials' Perception of Time Spent in Entry-Level Positions



Note. as cited in Thielholdt & Scheef, 2004-Yahoo! HotJobs & Robert Half International, 2007, p. 10.

When Gen-Y employees decide their current position no longer meets their expectations, they quickly begin the process of seeking another position. Table 5 illustrates how Gen-Y employees rank job considerations on a scale of one-to-10, with 10 being the highest. In order to begin to stem the flow of job fluidity, school systems need to understand the reasons why Gen-Y employees leave their current employment. According to Table 5, salary and benefits are among the most important.

Table 5

Rankings of Job Considerations by Gen-Y Employees on a Scale of One-To-10, With 10 Being the Most Important

Job Consideration	Results
Salary	9.05
Benefits	8.86
Opportunities for career growth/advancement	8.74
Company's location	8.44
Company leadership	7.95
Company's reputation/brand recognition	7.56
Job title	7.19
In-House training programs	6.95
Tuition reimbursement programs	6.44
Diversity of company staff	6.07
Company's charity efforts	6.06

Note. as cited in Thielfoldt & Scheef, 2004-Yahoo! HotJobs & Robert Half International, 2007, p.5.

Even though Gen-Y employees may be content with their current employment, certain factors will entice them to change positions. Table 6 depicts factors which would entice Gen-Y employees to consider a position with another employer. Each item was scaled from one to five, with five having the most influence on the Gen-Y employee. Once again, salary and benefits receive the highest rankings in Table 6.

Table 6

Factors That Would Entice Gen-Y Employees to Seek Other Employment Opportunities

Enticements	Ranking
Higher pay	4.63
Better perks and benefits	4.44
More opportunities for advancement	4.22
More interesting work	4.14
Better work environment	3.99
Shorter commute	3.51
More prestigious job title	3.39

Note. as cited in Thielfoldt & Scheef, 2004-Yahoo! HotJobs & Robert Half International, 2007, p. 14.

Conclusion. Members of each generation bring their own variety of talents and skill sets to the workforce. While each possesses a strong work ethic, it does not exemplify the work ethic standards of previous generations. Employers need to realize that time-honored methods of supervision and management do not apply to these generations. Gen-X employees are loyal to individuals and not the company as a whole. Members of Gen-Y are more likely to change positions or employers when their current employment situation no longer suits their needs. While both generations differ in their values, a high rate of turnover is the constant that exists between Generations X and Y and will continue to affect the potential educational leadership pool for school systems.

Expectations Change with the Times

The two main concerns of principals in the 1970s and into the 1980s were managing the building and handling disciplinary issues (Bloom et. al., 2005; Hallinger, 2005). With the advent of the No Child Left Behind Act (NCLB, 2002) and standardized testing, job performance expectations have changed. Principals are now expected to be (a) instructional leaders utilizing data based decision making while involving all stakeholders in the process, (b) communicators with parents, students, and staff, (c) accountable for the success of each student, and (d)

developers of plans or programs to ensure all students learn (Barnett, 2004; DuFour, 1999; Hallinger, 1998, 2005). Blackman & Fenwick, (2000) described the many demands on the principal by saying,

Today, the school leader is expected simultaneously to be a servant-leader, an organizational and social architect, an educator, a moral agent, a child advocate and social worker, a community activist, and a crisis negotiator--all while raising students' standardized-test performance. Added to these demands is the day-to-day reality of the principalship. The principal must negotiate bureaucratic minutiae, district politics, and community interactions. He or she must be able to placate and soothe parents' concerns, while also serving as a plant manager who can get the bus schedule right. (Blackman & Fenwick, 2000, p. 68)

Not only is there pressure and demands placed on principals but on the school system as a whole. Every level from teachers to superintendents is held responsible for the education of all students. According to the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents, 2011*,

Schools and school personnel at all levels must respond in a direct and convincing manner to address rigorous academic expectations for all students. Schools are expected to teach all children, regardless of the level of skills or personal circumstances they present, to a high level of academic achievement for the unfolding information age. In order to succeed in this most important endeavor, schools must modify their standard service delivery model to adapt to individual student learning needs. Everyone from classroom teachers to school division superintendents must make the learning of every student the priority driving all other professional responsibilities. Teachers must make

instruction meaningful and effective for children at all academic levels. Principals must focus the collective efforts of all school personnel on the primary goal of improving student learning. Superintendents and central office personnel must plan and support instructional programs that facilitate student achievement at the school and classroom levels.

Approximately 47 percent of the nation's public school teachers have master's degrees. Clearly, there is not a dearth of qualified educators to fill administrative positions. They simply are not seeking the position, preferring instead to acquire seniority in the classroom. Often, senior teachers earn more per hour than the principals under whom they serve, when the teachers' 10-month work year and principals' 12-month work year are factored into the calculations (Blackman & Fenwick, 2000).

According to Blackman & Fenwick (2000), other factors leading to a small pool of aspiring principals include the high stress levels of the job, low compensation for high expectations/demands, and too much time needed to perform the job as a school administrator.

Taking Action

In 2002, Kelley and Peterson stated that “principals are key to initiating, implementing, and sustaining high-quality schools.” A well prepared leader is a necessity to direct a school improvement effort through its restructuring and standards-based reform towards the goal of being an effective school (pp. 252-253). “The consequences for failure include threatened closures of schools, external interventions, and loss of students, budgets and staff to competing charter schools. Most of all, administrators' jobs are on the line” (Hargreaves, 2009, p.1).

As a response to these needs, many school systems have begun to initiate programs for succession planning in conjunction with differing levels of staff development to facilitate these

changes in culture and to prepare future instructional leaders for the schools (Hallinger & Wimpelberg, 1991). According to Hallinger and Wimpelberg, prior to 1980, very little formal training was available for principals. They suggested that some form of training was done within the confines of a conference(s) once or twice a year. However, Hallinger and Wimpelberg further suggested that with the advent of accountability for the schools, multiple levels of training programs emerged. For example, university-based programs focused on the acquisition of new knowledge, and/or creation of new ideas in leadership, while state-based programs concentrated on accountability and compliance issues. As Hallinger and Wimpelberg indicated, not surprisingly, the emphasis in programs created by local school systems tended to be on local norms for good leadership.

In more recent times, while some school divisions have concentrated on current principals, others have focused their major efforts on assistant principals by creating their own training programs for aspiring principals (Anderson & Louh, 2005; Brittingham, 2009; Mellon, 2007; Radcliffe, 2008). Other school systems have been working in tandem with universities to create staff development programs or cohorts (Barnett, 2004; Bloom et al. 2005; Browne-Ferrigno & Allen, 2006; Wiedmer, 2007). Some universities have been creating stand-alone leadership programs for educators. Potter (2001) suggested some short term solutions to meet the demands including hiring recently retired principals, promoting qualified assistant principals, retaining good principals in their current positions, redesigning early retirement options to make longer service more attractive, providing monetary incentives for existing principals; recruiting candidates from local universities; and considering candidates outside of education. The need to train or retrain administrators is paramount to supply the ever increasing demands of maintaining/creating high quality schools.

Succession Planning vs. Succession Management

Originally known as succession replacement, the term has evolved over the past 30 years to either succession planning or succession management (Liebman, Bruer & Maki, 1996). Unfortunately, the terms succession planning and succession management are often used interchangeably in educational journals. However, as more attention is placed on succession, the terms are slowly evolving into two distinct entities. Succession planning focuses on providing staff development for individuals in order to provide and maintain strong leadership in the organization thereby allowing the organization to function efficiently (Butler & Roche-Tarry, 2002). By using succession planning, best practice organizations found that they can address the needs of the individual as well as the company's. It has also proven to be a very powerful tool in motivating and retaining top leadership (Butler & Roche-Tarry, 2002).

Leibman et al. (1996) contend that succession planning is focused more on the individual while succession management is focused on developing strong leadership teams. In 2003, Conger and Fulmer further separated the intertwined terms when they stated, "You build the strongest leadership bench when you practice succession management-combining succession planning and leadership development in a comprehensive process for finding and grooming future leaders at all levels of your organization" (p. 1).

Succession management or leadership development was first perfected by the military. Out of necessity to constantly provide qualified personnel to fill positions throughout the military, a systematic approach was created to monitor, evaluate, and place personnel where needed (Pasmore, 2010). Their focus began with trying to recruit the right caliber of personnel while establishing military academy buildings based on the traditions of the French and Prussians. This was followed by establishing a system of on the job career development coupled

with a rotation of assignments that gradually increased responsibilities over a period of time. Review boards were established to assess each candidate's qualifications for advancement. Strict procedures were written to ensure that only the best qualified personnel were able to advance to the next level (Pasmore, 2010).

Although the military has been successfully practicing succession management for several decades, the business community recently embraced the idea while the educational arena is a new frontier. Many corporations are still trying to create meaningful succession management programs; however, Dell, Dow Chemical, PanCanadian Petroleum, Sonoco Products, Bank of America, Eli Lilly, Motorola and Volvo are some of the notable the exceptions (Pasmore, 2010; Conger & Fulmer, 2003).

In 2003, Conger and Fulmer established five guidelines for setting up a succession management program in business:

1. Focus on development

- Job rotations to gain additional experiences
- Involvement in action learning programs
- In depth review process of job performance with results and recommendations incorporated into an individual performance plan
- Mentors assigned

2. Identify linchpin positions

- Set aside key positions throughout chain of command that have different leadership skill sets

3. Make it transparent

- Web based programs aide with accessibility

- Criteria, skill sets, and expectations are accessible for employees
4. Measure progress regularly
 - 75%-80% is a good rate for internal hiring
 - Meet with employees to discuss progress and their individual development plans
 - Allows businesses to find gaps in candidate pool for each level
 5. Keep it flexible
 - Candidates move in and out of contention for openings
 - Adjust management system yearly to meet new needs of company

Education and Succession Management

With the demands facing school divisions today, Pasmore (2010), organizational practice leader at the Center for Creative Leadership, advocates for a renewal in leadership strategy and management to address today's challenges. In order to meet the demands of today's educational environment, change must occur. The school systems cannot continue to follow the traditional path but must embrace new methods of personnel management. Baby Boomers are retiring rapidly, Gen-X and Gen-Y constantly change jobs, and accountability continues to increase for educating all students. If change in education is to be sustainable, then more attention needs to be expended on leadership succession (Hargreaves, 2009). Unfortunately, it is one of the most overlooked factors by school divisions causing havoc on positive long-term advancements in school improvement (Hargreaves, 2010).

While shortages continue to increase, the median age of current principals has risen to 57. Given the proximity of the median age of principals to the expected retirement age, one has to wonder why more school systems were neither engaged in succession planning nor succession management a decade ago. In 2005, the University of Delaware in conjunction with the

Delaware Department of Education began to develop a succession management plan. Wilson (2009) stated that even though they looked for a benchmark program in education to emulate, they could not find any. Instead, they turned to corporations for help. As a result of their efforts, the team produced the Delaware Model for Succession Planning (Brittingham, 2009).

In the past, succession planning has been reactionary, thus poorly planned. Hargreaves (2009) expressed that school systems should be proactive and not wait until the need is immediate, thus plan ahead. “Leadership is a system, not a pipeline. Decisions in one place affect decisions in another. Successful succession is about growing and connecting leadership throughout a system, not just finding the right fit for individual leaders” (Hargreaves, 2009, p. 12).

According to Hargreaves (2009), five obstacles block effective leadership succession:

1. Succession is poorly planned

In the past, succession planning has been reactionary, thus poorly planned.

Hargreaves (2009) expressed that school systems should be proactive and not wait until the need is immediate, thus plan ahead.

2. Succession transitions are badly managed

To facilitate smooth transitions, consistent procedures need to be in place and followed.

3. Succession is often on the wrong frequency

Leadership should be changed when the current leader has reached the point where no more improvements are possible and a fresh perspective is needed instead of a set rotating cycle.

4. Succession planning fails to consider the emotional aspects

Quite often leaders become emotionally attached to a specific job and therefore do not want to train or look for a possible replacement for themselves.

5. Succession is not treated as a systemic problem

Succession management addresses talent/personnel by utilizing a comprehensive strategy. “Human capital is an organization’s most important asset” (Butler & Roche-Tarry, 2002, p. 201). According to Pasmore (2010), several key questions need to be addressed when developing a succession management plan. Who are the individuals that have shown leadership potential and are they available to fill the key roles? What influences their individual leadership development? How will new personnel be attracted to the school system, developed into leaders and retained in the system? What current leadership needs to be replaced immediately, within the next one to two years, or three to five years? How strong are the processes for selecting, developing, promoting, and compensating key leadership within the existing pipeline? Pasmore, (2010) states that “often talent-management and leadership-development efforts are disconnected or fractured, and key talent walks out the door” (p. 4). School divisions need to move from succession planning to succession management (Hargreaves, 2009). “A coordinated plan for succession is a smart investment by districts to both identify and train aspiring school leaders who are well-equipped to lead schools” (Wilson, 2009, p. 2).

What can school systems do in the meantime while they create a succession management plan? In 2009, Hargreaves suggested four different possibilities:

1. Increase leadership stability

Minimize the number of successions in a school and throughout the system itself.

2. Build systemic leadership

Team up weaker administrators with strong ones for training. Utilize other school systems if necessary to provide training.

3. Develop distributed leadership

Create time for PLC meetings for teachers within the school day in order to begin identifying and training potential leaders.

4. Create coaches for new leaders

Pair up first year principals with capable and experienced principals to act as mentors and confidants.

With all of the shortages in personnel confronting school systems throughout the country, it is the responsibility of the local school systems to be proactive to create a pool of qualified candidates for leadership positions. Several locations have been very successful in creating succession management plans such as LEAD Fairfax and Delaware's Department of Education. The longer a school system waits to act, the more difficult the problem becomes with each passing year. Baby Boomers will continue to retire and Gen-X and Gen-Y employees will move from one job opportunity to another leaving the school system wondering how to fill vacant positions.

Summation of Literature Review

In establishing the SCOPE program, a need was met to provide training for educational leaders. After researching and analyzing the existing state and national standards, it was ascertained that the course curriculum for SCOPE met and surpassed the guidelines. The curriculum is varied and covers a wide range of information pertinent to future senior leaders of participating school divisions.

School systems today are facing critical shortages in leadership due to retirements, generational characteristics, and increasing pressures in the workplace. Although the median age for current principals is 57, Gen-X and Gen-Y are not willing to wait in entry level positions for more than a few years. Therefore, school systems must implement incentives for Gen-X and Gen-Y to stay. Succession management is imperative in handling the future demands of the fluid leadership pool. School divisions need to address these issues realistically and in a timely manner by creating a new system to effectively manage their personnel.

Section 5: Methodology

The researchers used traditional methods of data collection for both qualitative and quantitative data to support our findings and strengthen the recommendations made for the SCOPE program. The research team initially met with Dr. Iverson and Dr. Reardon, Chairperson for the SCOPE doctoral study, to elicit from the client her expectations for the study and obtain direction for our focus areas of study. The research team met and developed strategies to obtain our data and to create the survey, focus group questions, and interview questions. The researchers drove to Charlottesville to meet with the client to gain her approval of our research methodology and make any necessary changes. After the meeting, an IRB was prepared and submitted for approval. It was determined by the IRB Board of Review that this study was exempt.

Dr. Reardon was instrumental in guiding the team through the traditional methods of qualitative research. Qualitative research often categorizes data into patterns as the primary basis for organizing and reporting results. As qualitative researchers, the team relied on the following methods for gathering information: interviews, focus groups, surveys, and a literature review.

Interviews

Four trailblazers for education in Virginia were initially interviewed to gain their perspective on the needs in educational leadership for succession planning and the formation of SCOPE. Two former State Superintendents of Education for Virginia were individually interviewed, Dr. Jo Lynne DeMary on September 15, 2010 and Dr. Billy Cannaday on October 15, 2010. Hanover's Superintendent, Dr. Stewart Roberson, was interviewed in Hanover on

October, 27, 2010. Dr. Iverson had already been interviewed the previous year during the initial study for Chesterfield County Public Schools on the SCOPE program; however, she granted an additional interview at the start of this study. Mr. Harold Saunders, Director of Staff Development for Chesterfield County Public Schools and a member of SEAC also granted the team an interview. Jaime Stacy attended an SEAC meeting to interview Dr. Andy Cole, former Director of LEAD Fairfax.

During each interview, four main questions were asked with additional questions added as they pertained to the responses of the individual interviewed.

1. What was your role in the development of the SCOPE program?
2. How does the K-12 Council fit into the development and direction of SCOPE?
3. How well do you think that role has been served?
4. What are your thoughts on how school systems have dealt with preparing for succession planning for the future?

Each interview was conducted in a location conducive for the person interviewed and a time agreed upon by all. The questions were prepared by the SCOPE team with assistance from Dr. Reardon, the direct advisor for the study. The interviews were set for one hour and the team adhered to the time allotment.

Although not all of the individuals interviewed were involved in the development of SCOPE, each individual provided invaluable information to the research team. Since the interviews were conducted at the beginning of the Capstone Project, the information gave direction to our project. The research team was given names, programs, articles to read, and ideas to research. According to all the members of the research team, the interviews were some of the most valuable time spent both for the Capstone Project and personally.

Focus Groups

An analysis was completed to determine where all participants from cohorts I-IV were currently located and then a decision was made concerning the number of focus groups to hold in order to efficiently accommodate the most participants in each group. Table 7 illustrates the dates and locations for each focus group held.

Table 7

Dates and Locations of Each Focus Group

Date	Location
October 27, 2010	Hanover County
November 2, 2010	Chesterfield County
November 3, 2010	Page County
November 5, 2010	Roanoke City
November 5, 2010	Hanover County
November 8, 2010	Henrico County
November 10, 2010	Chesterfield County
November 16, 2010	Manassas Park City
November 22, 2010	Hopewell City
December 8, 2010	Lynchburg City
January 13, 2011	Charlottesville City
February 4, 2011	Manassas Park City

The Focus Groups began once the IRB process was complete. The research team had hoped to complete most of the traveling prior to the end of October; however, the IRB process took longer than anticipated since our cohort was the first set of Capstone Projects reviewed. Once the team was able to travel, we tried to send at least two team members per focus group. Some sites were visited more than once due to the number of participants in that area and the need to accommodate schedules. A total of 11 focus groups were scheduled although a few had to be cancelled due to snow or lack of participation.

Each Focus Group followed the same format:

1. Participants were invited via e-mail.

2. School locations were selected per analysis of participants' current locations.
3. Each focus group was asked the same set of prepared questions to keep the data consistent.
4. All focus groups were recorded and transcribed strictly for use in data collection. Each focus group participant was notified of the recording of each session and how their anonymity would be preserved by the researchers during this process.
5. At the conclusion of the focus groups, all participants were graciously thanked for their time and candor. Through this process, we gathered many nuggets of information to support our study.

After transcribing each focus group (see Appendix C), the team read over all of the responses and discussed the data. The researchers discovered common themes that appeared throughout the data. A shared online document was created to facilitate organizing the data along a thematic approach thus enabling the researchers to analyze the data collaboratively.

Surveys

In addition to the focus groups, a survey was utilized to examine many aspects of SCOPE as it related to succession planning and to capture additional quantitative data. The researchers developed a survey that addressed the main themes of SCOPE and enabled each participant to give an accurate account of their experience in the cohort. The survey (see Appendix D) was comprised of six questions consisting of multiple-choice, drop down selections and short-answer text questions. It was implemented through Google and the URL was sent to each participant via e-mail. As participants responded to the survey, the results were compiled into an Excel spreadsheet.

The survey was sent to all cohorts with the exception of Cohort VI which had just started. The reason for not including this collection of participants was that their longevity in the program was not sufficient to provide adequate experiences to offer an informed opinion of SCOPE. This was agreed upon by the SCOPE team, Dr. Reardon, and Dr. Iverson.

Literature Review

The previous year, while completing a program evaluation on SCOPE for a local school system, the research team had performed a literature review on preparing for the principal position and components of good preparation programs. As a result of the previous smaller study of SCOPE, this study was expanded to encompass the entire state. The research was expanded in order to delve into other areas of leadership.

After meeting with Dr. Iverson, our client, the research team decided to focus their efforts on succession planning vs. succession management, determining needs for leadership within school systems, the effects of Generation X and Generation Y on the labor pool, and the different standards for leadership. In addition, the researchers read and examined literature from LEAD Fairfax and The Wallace Foundation websites. Further, the team reviewed the work of the Center for Creative Leadership (CCL) to gain a perspective of what succession management entails. The CCL's expertise in solving the leadership challenges in business and education coupled with its involvement in creating LEAD Fairfax made it a good source for information.

These sources led the research team to research various journals, books, and past dissertations around this subject area to encompass all the aspects of succession. Through each portion of the research, the team sought guidance from Dr. Reardon and Dr. Iverson to ensure that the researchers were on target with the evaluation of the SCOPE program and was following appropriate methods of research.

Section 6: Findings

Analysis of Focus Group Responses

The following questions were presented to each focus group for discussion:

1. In reflecting over all of the SCOPE sessions that you attended, which was the most beneficial to you as an educational leader? What made the session(s) beneficial to you?
2. One of the goals of the SCOPE program is to provide opportunities for participants to obtain a knowledge base and skill set for a variety of diverse settings. What session or combination of sessions do you feel have best prepared you for working in diverse settings?
3. Have you been provided with experiences designed to sustain and enhance your long-term effectiveness as an educational leader? If so, what are they?
4. Can you provide examples of any sessions that were not beneficial to your professional growth as an educational leader?
5. Were there any themes or concepts during the length of the program you were hoping would be covered but weren't?
6. Was value added to your experience by being in a group consisting of participants who hold a variety of educational leadership roles (principals, assistant principals, central office personnel, etc.)

To assess participant satisfaction in the SCOPE program, a series of focus groups were scheduled and conducted. The questions were reviewed by the client and modifications were

made prior to the start of the focus groups. SCOPE participants unable to participate in focus groups were offered the opportunity to participate in a phone interview, or answer the questions using a link to the Web created with Google Forms. Each session was voice recorded (with the permission of the participants) and their anonymity was guaranteed. Transcriptions of the focus groups were made and key points were pulled into a spreadsheet where they were placed in to specific categories which included collegiality/networking, beneficial topics, presenters, and suggestions. Approximately one-third of SCOPE cohort members participated in 11 focus groups held in various locations throughout the state of Virginia from October, 2010, through the beginning of February, 2011.

Question 1 - In reflecting over all of the SCOPE sessions that you attended, which was the most beneficial to you as an educational leader? What made the session(s) beneficial to you?

When participants were asked their thoughts regarding aspects of the SCOPE program they found to be beneficial, they were well aware of the importance of the first session, a two-day workshop conducted by Sarah Armstrong at the University of Virginia. One participant indicated that it “set the tone for everything else” that followed. Another told the panel that a cohort member “couldn’t be successful going through the two-year process unless one got off on that start” the initial session provided. Participants found the sessions allowed them the opportunity to get to know themselves and each other. One participant indicated that the first session “helped us to find why we do what we do and how and what our strengths are.” They enjoyed learning about their leadership styles through guided analysis of results from the StrengthsFinder and Myers-Briggs assessments. They also enjoyed participating in the low ropes

course during the first session as participants had to “instantly build trust among a group” in order to be successful in that experience.

According to participants, one meaningful experience that came out of the first session involved the journaling process. During the first session, participants received composition notebooks that served as journals along with a set of colored pencils. They were instructed on using the interactive notebook model to reflect on their experiences. Participants expressed a disappointment that the process “dropped off.” It was felt that the “journaling is where you can make [the SCOPE experience] a little more rigorous and [that one] can reflect and think how you are going to take it back and put it in writing.” Focus group participants felt they were “held accountable” when they were asked to put their reflections in writing.

As discussion regarding this question continued, a large number of responses revolved around the topic of collegiality. Participants enjoyed having the opportunity to establish relationships with educators in other school systems while strengthening the relationships they may already have established with the SCOPE participants in their own school system. Participants appreciated the “relationships that were built amongst the people in the cohort as well as going to all the different sites.”

As cohort participants grew more comfortable with one another, they would carpool if they were in the same school system. From those car rides to and from the sessions “it was just a different opportunity outside the school building where you got to build the relationships with the colleagues you work with on a daily basis but just in a different environment.” As the program progressed, SCOPE participants built upon their collegiality and were open to sharing the problems within their buildings and school systems to gain “a different perspective from other people” in a safe environment.

Once the opening session took place, the remaining sessions were held within the hosting school systems. In most cases, each session opened with welcoming remarks from that school system's superintendent. They "love the superintendents that come to speak." Participants appreciated the time the superintendents took out of their busy schedule to come and welcome them to their school system. Some superintendents even shared a story or activity. Specifically, participants remembered Dr. Roberson's contribution to the Hanover session. They enjoyed the "four corners" activity and story he shared with them. The participants saw him as "a true instructional leader" which "validated the session" for many. In regard to the superintendents' role, SCOPE focus group participants indicated that they would like to "spend more time with them because that is networking." They understood the value of putting a face to a name and wanted to take advantage of that opportunity.

In the late focus groups, a point was brought up by one of the participants that generated a lot of conversation among the group. The participants who were principals or aspiring principals saw a lot of value in getting to meet the superintendents and other central office personnel as this allowed them to network for professional advancement reasons in addition to the sharing aspects other participants had indicated.

While most of the dialogue covered individual aspects of SCOPE that participants found beneficial, some specific sessions were mentioned. They included the session on Professional Learning Communities with Jamele Wilson from Hanover, Andy Cole's presentation in Fairfax, and the experience they had while visiting Manassas Park. Participants "loved" to visit other schools because, as a result of their professions, had very few opportunities to have experiences "like that." These presentations were memorable to the SCOPE participants because they felt the

sessions to be “relevant”, “engaging”, and provided the opportunity for them to “share experiences” with one another.

Question 1 summary. According to participants, the most beneficial aspect of the SCOPE program was its people. During each focus group, key discussion points included relationships, networking, and presenters. Cohort members appreciated the relationships they developed with educators from other school systems across the state. Even when it was indicated that participants gained little from a session, they felt there was benefit as a result of the “lunchtime conversations” that took place. They also indicated that relationships with SCOPE participants from their own school systems were enhanced as a result of the shared car rides and time spent outside the confines of their buildings. Participants believed they received benefit from being able to network with fellow administrators, central office personnel, and the session presenters.

Presenters were also a great benefit to the focus group participants when they were engaging and allowed time for discussion. When participants responded negatively to this question, it was to express their desire to have more time to network and share with one another.

Question 2 - One of the goals of the SCOPE program is to provide opportunities for participants to obtain a knowledge base and skill set for a variety of diverse settings. What session or combination of sessions do you feel have best prepared you for working in diverse settings?

As experience interacting with focus group participants across the state progressed, it became evident that the question was being answered in two different ways. If they thought “diverse settings” referred to the aspects, positions, and theories related to the field of educational leadership, the response was positive. If they believed “diverse settings” referred to

an exposure to school systems with a variety of social and economical aspects, the response indicated that more exposure to these settings was needed.

Most of the participants felt they had been given exposure to a variety of diverse settings. Those who felt they did not get enough exposure are from school systems which are more diverse than the majority of systems in the SCOPE cohort. Responses to the second question indicated some participants' desire to have more experience with school systems which have more culturally diverse populations. One participant indicated they would like to see the "good things that go on in older or poorer buildings." Another SCOPE participant said they "would love to go to a school where we see students and communities that look like us." This participant indicated that they "have not seen a 90-90-90 school", or a "city school" but would like to. As SCOPE has grown over the years, more culturally diverse school systems have joined the program. However, it appears the presenting school systems have not changed.

Throughout each focus group that was conducted, Manassas Park was the primary school system that was brought up as being one which provided participants with exposure to diverse settings. Chesterfield was also mentioned because of the content presented at that session. Participants thoroughly enjoyed the "incredible" story the presenters from Manassas Park shared. One focus group participant said also said that they "have never seen a student body like this." To get a chance to see what a student body made up of "50% free and reduced lunch" looked like made the experience of the session more authentic to the participants.

During discussion, a participant shared the story of how the principal "went the political route to change the entire value system of the community in Manassas Park." Another participant was so impressed with the changes that took place that they contacted a SCOPE colleague and asked if they could send a team to Manassas Park to learn more about the

programs they offer their students. That experience resulted in the development of a new literacy team for that visiting school system.

Participants went beyond skin color and socioeconomic status when they discussed diversity. This question also resulted in discussion pertaining to the camaraderie the cohort experienced among themselves. Participants appreciated the fact that no matter what part of the state they came from, that they “all have different size schools, we all have different size populations, yet [they are] all being asked to accomplish the same task.”

Question 2 summary. The term “diverse settings” meant different things to different participants. As a result, the question was answered in two different ways because diversity as a constant was not acknowledged in the different sessions. If participants felt the question pertained to the variety of experiences they were exposed to, responses were positive. In fact, participants were able to provide specific examples where these skill sets were developed. If the viewpoints were based on socioeconomic aspects, the responses indicated that participants would like to have had more exposure related to this topic. Those who were most vocal to the need to see more “diverse schools” were administrators from school systems which served low socioeconomic populations.

Question 3 - Have you been provided with experiences designed to sustain and enhance your long-term effectiveness as an educational leader? If so, what are they?

Cohort participants reacted positively to this question. Participants felt the experiences that they had during SCOPE did enhance their long-term effectiveness as an educational leader. Those experiences included theory and practice provided by the presenters as well as the “lunchtime conversations” SCOPE cohort members participated in. Much of the conversation reverted back to the original session where participants got to know their strengths as a leader

and “thinking about who you are, what you stand for, and what your style is.” Upon returning to their buildings, they felt they had more of the tools needed to be effective as a leader and also “go back and really look at their own leadership team as a whole” to increase team effectiveness as well. While answering this question, participants also indicated that “getting the books was a wonderful thing” because they helped to “build professional libraries.” They appreciated receiving the “buffet of literature” though they may not have “read every book cover-to-cover” before each session.

This question revealed that SCOPE participants became more effective instructional leaders because of the network they had now become a part of. Not only did participants feel that they “get a chance to share” in the sessions, but some have also utilized their fellow cohort members when they were in need of information, advice, or a solution to an issue. They got ideas from one another. For example, one participant shared the success of the “600 club” to recognize perfect SOL score recipients. They got the idea from a colleague in Manassas Park. Due to a very positive impression of a shared literacy program during a school visitation, a team visit was scheduled to ask for advice and guidance from members of that system to aid in the development of their own literacy committee. When ideas on walkthrough observations were needed, a participant said that he contacted a colleague from Chesterfield who was able to provide him with resources as well as examples of the observation forms. During the push to utilize the Virginia Grade Level Assessment for students with special needs, a participant from Hanover called on a colleague from Roanoke to gather information and resources. School systems hosting workshops normally use central office personnel or contract an outside speaker to present their seminar.

Chesterfield County is the exception to this practice. Instead, the SCOPE participants from Chesterfield are the presenters. They work with their director of professional development to create a presentation for the cohort based on school climate and culture. From the perspective of the Chesterfield SCOPE participants, there were a wide variety of thoughts on this experience. Some Chesterfield cohort members felt uncomfortable about presenting for SCOPE because they felt they were being compared to the great speakers other school systems brought in. One participant felt uncomfortable because his group was compared to “Andy Cole from Fairfax” or “the guy who wrote Powerful Conversations.”

Regarding the same situation, other Chesterfield participants were pleased with their presentation and even felt that the skills they had to hone as presenters helped to make them stronger instructional leaders. They were proud of the positive feedback received from their peers because they knew they were being compared to those big-name speakers. One Chesterfield presenter believed that “just getting up there and doing it in itself was a learning experience.” One focus group participant from Charlottesville mentioned that the “Chesterfield participants actually conducting the focus group” made for an “effective” presentation. He appreciated seeing his colleagues as presenters.

Question 3 summary. Like the first question, participants indicated that their fellow cohort members were the major “experiences” which helped to enhance their long-term effectiveness as educational leaders. They learned as much from one another as they did from the presenters. They discussed the share sessions and how they provided them with tools that they would be able to take back to their building and use. Specific examples were also provided. Those participants from Chesterfield responded to this question from a different perspective as they also gained experience as presenters when the cohort visited their school system.

Question 4 - Can you provide examples of any sessions that were not beneficial to your professional growth as an educational leader?

In responding to this question, participants were unable to give specific sessions they did not find to be beneficial. Generally, participants came to the SCOPE sessions with “an open mind” eager to participate in the entire experience. Even if the cohort members felt they were unable to take anything from the presentation aspect of the workshop, they still appreciated the time to network and have discussions with their counterparts from other school systems across the state. SCOPE cohort participants however, did provide particular aspects of sessions that weren’t beneficial.

Participants indicated those sessions where there “was a lot of lecture” were “less engaging.” In conversing with participants, “redundancy” was also an issue; though more so among the larger school systems. The topic in which redundancy was most prominent involved Professional Learning Communities. According to participants, this presentation included a combination of theory and practice. Even though they found the theory to be repetitive, they appreciated the way the presenter applied the practice and were able to “take back concepts and apply them in their own building.”

In dialoging with participants, it became evident that the SCOPE founders reacted quickly to negative feedback from the session feedback forms. As an example, part of the original SCOPE program included a mentoring program through which participants were paired up with educational leaders who held higher positions. Focus group participants indicated that the mentoring relationship was difficult to maintain given the size of the Commonwealth of Virginia. Because this was indicated on the feedback forms, the program was discontinued.

Question 4 summary. While participants were unable to mention specific sessions that weren't beneficial, certain aspects of SCOPE presentations were mentioned. Focus group members indicated that they did not benefit from presentations which involved a large amount of lecture. They found sessions like this to be less engaging. cohort members from larger school systems mentioned that some sessions were found to be redundant as they included topics which had been a point of focus in their own school systems already. However, as long as participants felt they were given ample time to network, discuss, and build relationships with fellow cohort members, they found even the least engaging of sessions to be beneficial.

Question 5 - Were there any themes or concepts during the length of the program you were hoping would be covered but weren't?

Focus group participants were eager to give suggestions for new topics or concepts for future SCOPE cohort members. One potential concept discussed was mentoring and coaching. Rather than the participants having mentors, they wanted to know what they could do to help mentor and coach teachers. Participants also wanted to learn more about the concept of response to intervention. They wanted to hear what cohort members from other school systems were doing to address this as "there are so many different ways of implementing that model." It was felt that it would "be interesting to see how people would be approaching that information" regarding response to intervention.

With No Child Left Behind passing and a new education initiative in development, participants would like to learn about strategies on bridging the achievement gap. One participant indicated that they were "looking at 10% of the population not doing well on the state tests" and that "the more strategies, the more interventions that we might be able to try" would be beneficial. Some participants who serve as assistant principals continue to "hang on" to all of the

information they have obtained until they “become an instructional leader” in their own buildings. There is a hope that the tools have been provided for when that time comes.

An additional topic discussed during the focus groups was the need to learn more about “21st century leadership skills” and learning. SCOPE cohort members would also like to see more technology integrated into the program. Participants from the first two cohorts indicated they would have communicated with fellow SCOPE colleagues more frequently if they “had access to a blog or wiki.” One member suggested using “a discussion board where everybody gets on together.” The SCOPE VI cohort requested the use of a discussion board. This request was granted and a discussion board is now maintained by the University of Virginia.

Overall, for each topic suggested, focus group participants wanted to know what their fellow cohort members felt about the topics presented at each session, and what they did in their own buildings and school systems to address those issues. Throughout discussion of this question, participants reiterated the importance of having the time to learn from one another. Even if the presentation isn’t engaging, the SCOPE cohort members found value from the sessions as long as time was provided for discussion among one another.

Before the presentation of findings, members of the Statewide K12 council have already begun to discuss the need to re-evaluate the concepts presented to the cohort members. They realized that they should be researching the national trends in education and providing professional development based on those trends.

Question 5 summary. Cohort members expect the SCOPE program to provide them with exposure to theories and experiences which are innovative. As a result, their responses reflected a desire to see SCOPE sessions include topics which include, mentoring and coaching fellow educators, the Response to Intervention concept and application, and “21st century” skills.

Discussion also indicated that cohort members would like more technology to be included in the SCOPE experience through the use of blogs, wikis, and discussion boards. Members of the Statewide K-12 Council have already begun the process of incorporating these trends and tools into future SCOPE cohorts.

Question 6 - Was value added to your experience by being in a group consisting of participants who hold a variety of educational leadership roles (principals, assistant principals, central office personnel, etc.)

According to focus group participants, the value in participating in a SCOPE cohort with educators who hold a variety of roles only becomes apparent when the opportunity is given for the participants to get to know one another. There was a feeling among the focus group participants that they “are on this bandwagon of going from workshop to workshop to learn about different things” and in doing so missed out on the necessary “piece of socialization where we are talking and discussing” that allowed the cohort members the opportunity to learn from one another. When that opportunity is provided, focus group participants had a strong appreciation for the opinions of fellow cohort members. They especially enjoy the variety of perspectives that come from the variety of leadership roles represented in their cohort. One participant indicated that they “get bogged down in [their] current careers.” They understood that “having perspectives from people from central office, some at teacher level or teacher leadership roles” is important. There was a realization that “the classroom teacher’s perspective was going to be much different from a building principal’s perspective.” Participants believed that the “meaningful dialogue” experienced during these sessions was the result of this mixture of educational leaders.

Some of the participants received promotions during their time in SCOPE. A participant who began as a school counselor went through the second year of the cohort as an assistant principal. With the “different perspective, it was almost like it was two totally different experiences.” Those who were new to their positions also appreciate having someone in their group who remembers what it was like to go through that transition. Participants, who are teachers, had developed a greater understanding for what happened on the “other side” and gained a “new perspective and appreciation” for those in administrative positions.

Question 6 summary. SCOPE cohort members took this opportunity to reiterate the importance of having time to network, share, and discuss topics with one another. They felt that being able to hear the viewpoints of people who worked in a variety of capacities in different school systems added value to the entire SCOPE experience. From this discussion also came thoughts and ideas on the possibility of developing a SCOPE program for teacher leaders, though participants felt that teachers currently involved in SCOPE developed a new appreciation for those who were administrators.

Additional Feedback

If time permitted once the six questions were completed, focus groups were asked if they had any other thoughts regarding their experience in the program. During this time, much of the discussion that took place came back to the sessions and their presenters. Focus group participants, being educators, looked at the sessions from a teacher’s perspective. One participant pointed out that the SCOPE workshops “started just like a good lesson would start and implemented those good components where you can have time to work collaboratively within groups, reflect independently through writing, through discussion and recognizing that we were all coming from very different backgrounds.” They believed the presenters “did a good job in

organizing the workshops from beginning to end.” In describing the presenters themselves, focus group participants thought the most effective ones to be those who were passionate about their area of expertise.

Focus group participants appreciated the opportunity to provide input regarding the SCOPE program. They understood their thoughts and opinions would be put together to help make SCOPE a sustainable program that continues to benefit the school systems which support it.

Summary of the Focus Group Analysis

Overall, SCOPE cohort members were pleased with the experiences that they had throughout their participation in the program. Benefit was found in sessions that were engaging and conducted by presenters who allowed time for the participants to discuss and share with one another. They thoroughly enjoyed the two day session held at The University of Virginia. The reception and meal held in the Rotunda allowed participants to spend time with division leaders. The opening session “set the tone” for everything else that followed. It may be ascertained from the comments gathered from the participants that being able to network and form relationships with division leaders, presenters, and fellow colleagues was the greatest benefit gained from participation in the SCOPE program. There was also an appreciation for the variety of leadership positions held by the participants.

As to whether or not SCOPE provided participants with experiences which allowed them to grow as leaders, cohort members shared with the research team that the program did aide in the enhancement of their effectiveness as instructional leaders. While concerns regarding the issue of diversity were discussed, especially among those participants who serve lower-income schools, the majority of the cohort members believed that they gained exposure to a variety of

experiences as a result of their time spent in the program. Focus group participants also indicated the literature provided to them was very beneficial as it helped to build their professional libraries.

Though focus group participants were unable to point out any specific sessions that weren't beneficial, they were able to indicate aspects of sessions from which they did not receive benefit. Sessions in which presenters delivered the majority of information via lecturing, cohort members found less engaging. Representatives of larger school systems indicated they experienced redundancy during some sessions. Participants expressed that if time was given for networking and sharing, then the time spent at the session was still beneficial.

It was the hope of focus group participants that the SCOPE program would continue to morph as trends in education continue to shift. Participants would like to see time dedicated to topics which include closing the achievement gap and 21st century leadership skills. The desire for a wiki or blog was also indicated. Through this research, it has become apparent that the SCOPE founders have already begun to react to feedback as changes in the program have begun to take place. The newest trends in education are being researched by the Statewide K-12 Council for implementation and a discussion board has been established for members of cohort VI with hopes that SCOPE will continue to benefit its participants.

Analysis of Survey

Once all focus groups were completed, a follow-up survey was sent out to SCOPE cohort members using the email addresses provided to the research team by the client. Of the 134 SCOPE participants in cohorts I through V, 44, or roughly one third responded to the survey; with the greatest response coming from cohort V. The survey consisted of seven questions and an "opt out" page. The survey addressed two questions relative to the research of the team:

1. Has a statewide community of educational leaders been established and have they made connections with other school leadership practitioners, and
2. Has local school district succession planning been successful?

To help determine if a statewide community has been established, survey participants were asked to identify the school system in which they were previously and currently employed. Since entering SCOPE, 50% (22) of those surveyed have been actively searching for a promotion. Although 67% (29) remained in the same or equal position in the same school system, no participant made a lateral move to another school system. Among the respondents, 27% (12) remained in the same school system with a promotion while 5% (2) changed systems with a promotion.

Survey members were also asked through which method and how often they utilized the resources of their fellow SCOPE cohort members. Table 8 depicts the methods SCOPE cohort members used to communicate with each other. Participants were able to choose more than one method.

Table 8

Communication Methods Used to Contact Fellow SCOPE Cohort Members.

Methods of Communication	Number of Participants
Email	35
At Conference	12
By Phone	15
In Person	12
Other Methods	13

The preferred method of communication was by email (79.5%), although some communication took place via phone, at conferences and in person. Other Methods included any forms of communication not listed.

Participants were also asked to indicate the frequency in which they contacted their fellow cohort members for professional purposes. Table 9 illustrates an even distribution among four of the seven choices.

Table 9

Frequency of Contacts Made by SCOPE Cohort Members for Professional Purposes

Length of Time	Percentage of Participants
Never	16
Once a Year	25
Every 4-6 Months	18
Every 2-3 Months	14
Every Month	16
Every 2-3 Weeks	5
On a Weekly Basis or More	5

While the majority of SCOPE participants make professional contact with one another every six months or more, the greatest percentage, 25, of participants indicated that they made contact with their fellow SCOPE cohort members once a year.

Section 7: Conclusion

After nine months of intensive research, 11 focus groups, six interviews, two surveys, and numerous meetings with our client and advisors, the research team has completed its study. We have combined the findings from the quantitative data and the qualitative data collection to draw our conclusions. The Conclusion addresses the four questions Dr. Iverson wanted addressed in this study.

Question 1- Has a statewide community of educational leaders been established and have they made connections with other school leadership practitioners?

In order to determine whether or not a statewide community of leaders has been established, the locations of the original participants of SCOPE were plotted on a map of Virginia (Appendix E). Data were gathered from rosters of each subsequent cohort. Cohort I was centered primarily around the Richmond area and down the I-81 corridor as far south as Roanoke. The only Washington D.C. area system was Manassas Park. During Cohort II, the participants spread into the Washington D.C. area to include Fauquier and Fairfax while Chesterfield and Hopewell withdrew their participation. SCOPE cohort III once again included representation from Chesterfield and Hopewell with the addition of Petersburg. Cohort IV consisted of the greatest number of participants with a total of 14 school systems represented. These included King and Queen, Virginia Beach, and Montross on the east coast, and Page County on the far western part of the state. Hard economic times brought shrinkage in representation for Cohort V with only 10 school systems participating.

A survey was distributed to participants in SCOPE cohorts I-V to determine the frequency of contacts among cohort members. Of the 134 members of SCOPE, approximately one-third of participants responded. While 16% of SCOPE participants surveyed never made contact with one another, 25% make contact at least once per year with 59% of cohort members making professional contact with one another every six months or more. Eighty percent of participants indicated they used email to make contact with fellow cohort members, while only 34 percent used more traditional means of communication.

Question 2 - Have opportunities been provided to participants to obtain a knowledge base and skill set for a variety of diverse settings?

Focus groups were conducted with participants in cohorts I-V to determine if opportunities had been provided for participants to gain a knowledge base and skill set for a variety of diverse settings. Participants in cohort VI were not included in the study. When asked this question, there were long silences while participants tried to determine what “diverse settings” meant in the context of SCOPE.

The term “diverse settings” meant different things to different participants because diversity as a constant was not acknowledged in the different sessions. As a result, the question was answered in two different ways. If participants felt the question pertained to the variety of experiences they were exposed to, responses were positive. In fact, participants were able to provide specific examples where these skill sets were developed. If the viewpoints were based on socioeconomic aspects, the responses indicated that participants would like to have had more exposure related to this topic. Those who were most vocal to the need to see more “diverse schools” were administrators from school systems which served low socioeconomic populations.

Question 3 - Have participants been provided with experiences designed to sustain and enhance their long-term effectiveness as educational leaders?

Embedded within the focus group, the answer to this question was ascertained. Question 3 in the focus group stated: Have you been provided with experiences designed to sustain and enhance your long-term effectiveness as an educational leader? This question was well received as focus group participants reacted enthusiastically and expounded on a variety of topics under this heading.

Participants indicated that their fellow cohort members were the major “experiences” which helped to enhance their long-term effectiveness as educational leaders. They learned as much from one another as they did from the presenters. They discussed how the share sessions provided them with tools they were able to take back to their building and use. Specific examples were even provided. The journaling segments were appreciated as it provided time to reflect on the topics presented; however, focus groups revealed that the journaling segment was often forgotten.

Much of the conversation reverted back to the original session held at the University of Virginia where participants got to know their strengths as a leader and “thinking about who you are, what you stand for, and what your style is”. Upon returning to their buildings, they felt they had more of the tools needed to be effective as a leader and also “go back and really look at their own leadership team as a whole” to increase team effectiveness as well. While answering this question, participants also indicated that “getting the books was a wonderful thing” because they helped to “build professional libraries.” They appreciated receiving the “buffet of literature” though they may not have “read every book cover-to-cover” before each session.

Even though focus group participants believed there was value added to their sessions by representation from differing levels of instructional leadership, some cohort members elaborated about the need for a “SCOPE for teachers.” This initiative would encompass training for master teachers who desire to remain at the classroom level, but take on a leadership role within their building.

Coupled with the literature presented and the leadership experiences SCOPE participants overwhelmingly indicated that they had enhanced their effectiveness as an instructional leader. However, it was revealed, via focus groups, that cohort members desired increased exposure to cutting edge trends in education.

Question 4 - Has local school district succession planning been successful?

Due to the constraint of having to protect the anonymity of those SCOPE participants surveyed, the research team was unable to determine school districts’ success rate with regards to succession planning. However, survey results revealed the percentage of survey participants who received a promotion.

Members of SCOPE cohorts I through V were presented with the opportunity to respond to the survey. Of the 134 eligible participants, roughly one-third, or 44 cohort members completed the survey. Since entering SCOPE, half of those surveyed have been actively searching for a promotion. In contrast, 33% of participants have received promotions. Twenty-seven percent of participants have stayed in their own school systems with a promotion, while two percent changed school divisions with a promotion.

As members of the Statewide Education Advisory Council, each school system is responsible for determining the utilization of SCOPE as a component in its succession planning. In conducting the literature review, the research team determined that the content of the SCOPE

program is appropriate for training educational leaders. SCOPE was not originally designed to be a principal preparation program, however; many school systems utilize it as a professional development component for individuals with leadership potential.

Comments gathered from the participants throughout the focus group process revealed a common perception that they were “hand-picked” or selected due to their leadership potential. To sum up the overall perception by SCOPE participants, it is “viewed as a privilege, viewed as a principal prep program.” SCOPE cohort members understand that they are in a pool of personnel in line for potential senior leadership positions; however a degree of uncertainty exists on how to obtain the next promotion.

Section 8: Recommendations

The following recommendations represent the careful synthesis of a detailed study conducted by the research team. Each of the recommendations correlates directly back to data obtained by quantitative or qualitative methods. There are recommendations for three of the four questions requested by Dr. Iverson for study: To Sustain a Statewide Community, To Increase Exposure to Diverse Settings, and To Sustain Long-Term Effectiveness. We felt that Question 4 which pertains to the success of local school division's succession planning, was in the control of each local school system. The research team believes that our investigation pertaining to succession planning/succession management has shown the importance of local school systems being proactive in managing their personnel.

To Sustain a Statewide Community

- Increase the use of technology as a networking tool (blogs, wikis, discussion boards.)
Using these methods would increase communication among participants and also enables the development of a statewide discussion board.
- Ensure time is built into each session for cohort members to network and share with one another.
- Implement an annual SCOPE reunion/conference to increase the percentage of cohort contacts taking place.

Currently, only 59% of SCOPE cohort members surveyed are making contact with one another on a frequent basis (every 6 months or more).

- Maximize learning by grouping participants using a variety of methods during individual SCOPE sessions.

For example: Assign participants to groups according to instructional level, instructional knowledge, school system size, demographic location, etc.

- Utilize provided resources (journals, literature) consistently throughout the program.

SCOPE cohort members indicated that as the sessions progressed, less emphasis was placed on the use of journals and literature.

- Develop a separate program for teacher leaders.

Focus groups elaborated on the need for a “SCOPE for teachers.” This initiative would encompass training for master teachers who desire to remain at the classroom level, but take on a leadership role within their building.

To Increase Exposure to Diverse Settings

- Host SCOPE sessions at locations which provide more experience with socioeconomically and culturally diverse settings.

Focus groups indicated a need for more exposure to diversity as it relates to NCLB subgroups.

- Provide additional opportunities for SCOPE participants to discuss issues looking through a variety of lenses including race and socioeconomic status during each presentation.

Hosting school systems and presenters need to be given direction to ensure emphasis on these issues is being placed on looking through the diversity lens.

To Sustain Long-Term Effectiveness

- Research topics and trends in education to develop sessions which provide SCOPE cohort members with exposure to the most “cutting-edge” information in education which includes using relevant technology and resources to make global connections.

Appendices

Appendix A

Evaluation Criteria for Teachers, Administrators, and Superintendents

Comparison of Evaluation Criteria for Teachers, Administrators and Superintendents

Focus Areas	Teacher	Administrator	Superintendent
Planning & Assessment	Designs instr. based on subject matter, students, community, & curr. goals	Employs various processes for gathering, analyzing, and using data for decision making	Employs various processes for gathering, analyzing, and using data for decision making
	Plans instr. that follows SOL and div. guidelines	Plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement of the SOLs	Plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement of the SOLs
	Diagnoses student needs & selects mat. to fit needs		
	Uses various assessments to make instructional decisions to improve student learning	Develops fiscal plan for allocation of resources	Develops fiscal plan for allocation of resources
	Identifies/communicates specific student performance expectations and documents student learning gains	Collaboratively develops and implements school improvement plan that increases student learning	Collaboratively develops and implements a division plan based on analysis of data
Instructional Leadership	Understands content & methodology to create meaningful lessons	Communicates clear vision of continual improvement in line with division goals	Communicates clear vision of continual improvement in line with division goals
	Differentiate instruction to meet needs of students	Supervises alignment, coordination, and delivery of assigned programs and/or curricular areas	Oversees alignment, coordination, and delivery of assigned programs and/or curricular areas
	Uses variety of materials to develop critical thinking, problem solving, and performance skills		
	Chooses & utilizes variety of instructional strategies to actively engage & improve student learning	Selects, inducts, supports, evaluates, and retains quality instructional and support personnel	Selects, inducts, supports, evaluates, and retains quality instructional and support personnel

Safety & Learning Environment Organizational Management for Learning	Implements a discipline policy that fosters a safe and positive environment for students and staff	Maintains effective discipline and fosters a safe and positive environment for students and staff.	Actively supports a safe and positive environment for students and staff.
	Manages classroom procedures to maximize instruction	Coordinates the daily operation of the assigned area of responsibility	Develops procedures for working with the board of education that define mutual expectations, working relationships, and strategies for formulating division policies
		Manages human, material, & financial resources to ensure student learning and to comply with legal mandates	Manages human, material, & financial resources to ensure student learning and to comply with legal mandates
		Demonstrates effective organizational skills to achieve school, community, and division goals	Demonstrates effective organizational skills to achieve school, community, and division goals
Communication & Community Relations	Uses effective verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom	Promotes effective communication and interpersonal relations with students and staff	Promotes effective communication and interpersonal relations within the school div.
	Forges partnerships with families to promote student learning at home and in the school	Promotes effective communication and interpersonal relations with parents and other community members	Establishes and maintains effective channels of communication with board members, between schools and community, strengthening support of constituencies and building coalitions
	Works collaboratively with staff, families, and community resources to support the success of a diverse student pop.	Works collaboratively with staff, families, and community members to secure resources and to support the success of a diverse student pop.	Works collaboratively with staff, families, and community members to secure resources and to support the success of a diverse student pop

Professionalism	Models professional, moral, and ethical standards plus personal integrity in all interactions	Models professional, moral, and ethical standards plus personal integrity in all interactions	Models professional, moral, and ethical standards plus personal integrity in all interactions
	Takes responsibility for and participates in a meaningful and continuous process of prof. dev. that results in the enhancement of student learning	Takes responsibility for and participates in a meaningful and continuous process of prof. dev. that results in the enhancement of student learning	Takes responsibility for and participates in a meaningful and continuous process of prof. dev. that results in the enhancement of student learning
	Works in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning	Works in a collegial and collaborative manner with other administrators, school personnel, and the community to promote and support the mission and goals of the division	Works in a collegial and collaborative manner with school personnel and the community to promote and support the mission and goals of the school division
	Provides service to the profession, the division, and the community	Provides service to the profession, the division, and the community	Provides service to the profession, the division, and the community

Note. curr. = curriculum; div = division; mat. = materials; instr. = instruction; prof. dev. = professional development. Virginia Department of Education, 2011, *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* p. 12-16.

Appendix B

ISLLAC Standards

Standard 1 A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Knowledge** - learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
 - systems theory
 - information sources, data collection, and data analysis strategies
 - effective communication
 - effective consensus-building and negotiation skills

Standard 2 A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- Knowledge** - student growth and development
- applied learning theories
 - applied motivational theories
 - curriculum design, implementation, evaluation, and refinement
 - principles of effective instruction
 - measurement, evaluation, and assessment strategies
 - diversity and its meaning for educational programs
 - adult learning and professional development models
 - the change process for systems, organizations, and individuals
 - the role of tech. in promoting student learning and prof. growth
 - school cultures

Standard 3 A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- Knowledge** – theories/models of organizations & the prin. of organizational dev.
- operational procedures at the school and district level
 - principles and issues relating to school safety and security
 - human resources management and development
 - principles/issues relating to fiscal operations of school management
 - principles and issues relating to school facilities and use of space
 - legal issues impacting school operations
 - current technologies that support management functions
-

Standard 4 A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge - emerging issues and trends that potentially impact school community

- the conditions and dynamics of the diverse school community
- community resources
- community relations and marketing strategies and processes
- successful models of school, family, business, community, government and higher education partnerships

Standard 5 A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Knowledge - the purpose of education and the role of leadership in modern society

- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics
- the philosophy and history of education

Standard 6 A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge - principles of representative governance that undergird the system of American schools

- the role of public education in developing and renewing a democratic society and an economically productive nation
- the law as related to education and schooling
- the political, social, cultural and economic systems and processes that impact schools
- models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- global issues and forces affecting teaching and learning
- the dynamics of policy development and advocacy under our democratic political system
- the importance of diversity and equity in a democratic society

Note. (<http://www.wce.wvu.edu/Depts/EDAD/forms/ISLLC%20Standards.pdf>, retrieved 2011)

Appendix C

Focus Group Transcriptions

Focus Group

Page County – November 5, 2010

1 – Principal

2 – Assistant Principal

I - In reflecting over all the SCOPE sessions you've attended which have been the most beneficial to you as an educational leader?

1 – You know, it's funny. We pull our manuals all the time. He'll say, do you remember, you had that two years ago.

2 – Say the question one more time?

I – Sure (Repeats question)

2 – I would say the first one.

I – The one in Charlottesville

2 – Yup, the very first session. Because it sets the tone for everything else. And I think if you can somehow move that same idea or those principals over to opening up a school year. Opening up a new school, or getting off to a new start. It just lets the rest of the year, it lets my SCOPE session be that much more successful.

1 – For me, I've taken little bits out of so many, and now it's been 6 months from the last time I was at one. For instance, we were at Salem at Glenvar Middle and they have a data disaggregating person and a big part of that one was attributed to dissecting the results longitudinally and then cross-section and really digging into the results of testing, school improvement and it was

just... That was just one example of when we came back and said, “well, we can do some of this.”

Then the very final SCOPE, when we joined LEAD Fairfax, and I came out of that one with just some real school leadership ideas of empowering teachers in the building. We sat down together and talked about running an organization, getting more bang for your buck because you have more leaders helping instead of doing it yourself with just a team of two, or three, or four. Those are the two that really stood out for me.

2 – I don’t think you can be successful through the 2 year process unless you get off on that start. I don’t know if you’ve had that with your cohort; but in just kinda seeing in how people acted with each other today; it looked like you got off to that start.

I – We do, we have a really good group. We’re making polo shirts. They want to do a wiki site.

2 – You’re going to come back, and you’re going to be away from it for a summer and you’ll come to that first session second year and it’s like you haven’t missed a beat.

1 – Yeah, yeah, I called a girl in Petersburg last week, and I hadn’t spoken to her in 6 months and it was like boom, boom, boom, boom. We talked a little about the purpose of the call, but the rest of the time was spent catching up.

I – **One of the goals of the SCOPE program is providing opportunities for participants to obtain a knowledge base and a skillset for a variety of diverse settings. Is there any session that sticks out in your minds that actually helped you prepare for that?**

1 – I’m getting into some year two things and like at Manassas Park and we toured three different schools that day. We saw a middle school, we saw an early learning center, and a brand

new high school that's green certified and in Northern Virginia, the diversity piece is tremendous. From K-12, we encompassed it all that day.

2 – Ask the question again?

I – Sure, one of the goals of the SCOPE program is providing opportunities for participants to obtain a knowledge base and a skillset for a variety of diverse settings. Is there any session that sticks out in your minds that actually helped you prepare for that?

When you think about diverse settings, what sticks out?

2 – The only thing I can relate it to is in my cohort, we all came from different localities, but we were faced with a lot of the same issues. We were all at different stages in our administrative careers. So with all those people coming in some way together. In some way, I'd like to think I'm better prepared because of the thoughts and discussions I've had. Different population, facing the same challenges of NCLB and AYP. How each one of us has gone ahead in meeting those.

1 – You said to me, every time he goes, and we still debrief and it's interesting to me. You said to me you've seen a change in the last couple of meetings that now things seem to be a bit tougher. Budget and NCLB the first 6 months was nearly the topic that it is now.

2 – We all have different size schools, we all have different size populations, yet we're all being asked to accomplish the same task. We've talked about what divisions are doing and how they are doing different things, and the literacy committee is one of those things and another division's done, and we've kinda tweaked it for us.

1 – Whereas the Manassas Park experience, they presented that day. They were in their second year of developing their literacy committee. We were able to send a number of English teachers and specialists to Manassas Park from the SCOPE connection and they helped us get our

committee off the ground. That was a great example of SCOPE in action. We're now 3 months into our own literacy committee. I think it was April we went and visited and you know this school year and getting it off the ground.

I – That goes into my next question, thinking about designing programs and being able to sustain your long-term effectiveness as a leader. So that would be an example.

1 – That was exactly an example. We have a couple of schools right now that are under school improvement. We're the same as everybody else. Our staff is shrinking, not growing, and so how do you accomplish that? A visit to Manassas Park allowed us to begin the process of writing across the curriculum, and having a committee that remains intentional about that process for the whole school division.

I – When you were in Manassas Park, did you actually see the practice taking place?

1 – Not that day. They presented that day. What I did is that I asked one of their lead administrators on the literacy committee was in our cohort. It was Pam. I just called Pam later and said, "can you host a group of teachers from Page, we really want to see the literacy committee in action and know what you went through to get it off the ground. She was all over it. She said, "yeah come on" and hosted 8 or 10 Page County employees that day.

I – You've been able to give a lot of examples. Are there any other examples that stick out in your head that's really like a wow factor or..

1 – I'll tell you one. Networking. Here's a really neat networking one. We have a co-worker who's employed in a completely different school division through SCOPE. We came out of SCOPE session, my guys and one of them down in Hanover, the principal of Hanover High School said, „do you guys know anyone who has tech experience“ They were looking for a

principal for their technical center and we absolutely did know somebody.; Fast forward to today, she's the principal! The networking piece is incredible.

1 – It sounds like the Networking part has been really valuable.

2 – They mentioned it a little bit today. When you guys first went through Jake Burks. Jake Burks then came and did something for Page County Public Schools and we got him back. We've adopted his style as to how to hold a meeting as in our central office administrative meetings. I think about today how what Sara's done in terms of StrengthsFinder and the Myers-Briggs test. We've adopted that into a student leadership group. We took them to Bridgewater College for a few days and we bring Sarah in and she does it for us. She does that with our high school students.

1 – She does it with all our kids from Luray and Page County High Schools.

2 – She looks at their data and talks to them a little bit about, well she takes them through the same process that SCOPE participants go through.

1 – That's a direct result of SCOPE.

I – Is there anything you went to that you feel you didn't benefit from?

1 – If I went through my notebook I could answer that. I don't think I ever came back from one that wasn't worthwhile. Some were better than others for sure. You have a different speaker every time. Different people have different abilities and so on, and I have different interests. What was great for me one week may have not been great for the person sitting next to me. I can say I can't answer that. I can't recall one that wasn't good because it's been so beneficial. I'm such a fan of the program.

2 – Well the ones that you may have thought you weren't getting anything out of; the lunch conversations you have with people. That's what you remember. So although time wasn't spent

on the SCOPE topic, the time you spent sitting down with other administrators was beneficial. I'm with you (1) I can't think of one... I think If you can bring one or two things back, it's been successful. Some of them, we've been able to bring 10 or 15 things back! (Laughter). When you look at it that way in the big scheme of things, there were some we only brought 1 or 2 things back, but that didn't make it not successful.

I – Is there something that we are not covering?

1 – Something that we covered outside of SCOPE, and Nancy's name is embedded all over it, and we've been working with Dr. Canady (Lynn) in Grading for Learning. Our school division has tackled grading scale, zeroes, and on-time graduation. All that interweaves and we're not nearly finished. We've gone to a 10-point grading scale this year, we've developed grading for learning committees across the division. There's so much more we need to do to get our staff on board with late work and zeroes and this age old discussions of those who believe and those who don't believe. That's something I know that's something Nancy has such depth and was so good, but I don't think we have touched any on that. It doesn't jump out at me, of course this jumps out at me because it's fresh.

2 – The one thing I guess I would say is uh, teacher observation or teacher evaluation. In my conversations, the topic that branches off is how walk throughs are used and what does your evaluation instrument look like and scoring and ranking and is it just a meets or does not meet and all those things that go along with it, and that's a big part of it. I'm one of those peoples where I'll say that teachers make the biggest difference in the school. It's in thinking about ways in which you can improve individual teachers and I think some of that comes through with observations. That would be one thing and I don't know if there is a specific section dedicated to it, but I think it's important.

Some of us have taken it upon ourselves to, well I have a copy of Chesterfield's walk through and I'll say that. I have quite a few Chesterfield people in my group. Christa Dillon gave it to me and that's the kind of conversation we had.

1 – Wait till you get to the LEAD stuff. 2 days in Fairfax, it's incredible. That's why it's so hard to pinpoint now, it's so much.

We went to the VASCD conference in Williamsburg. SCOPE was connected to it.

Our superintendent said this morning. We're such a small county and the economy, we're almost 20% unemployed, so our school budget is rock bottom. These schools are a miracle. They started before the economy tanked and that's the only way. They didn't have a choice but to finish.

In this county, teachers are currently on a 10-day furlough in order to meet some of the fall.

All that being said, professional development and speakers being brought in, we just don't have the money for it right now. If we don't have that access to SCOPE and then bringing some of those folks in and making that connection, that's why we're so excited about it. We've seen our superintendent and assistant superintendent embrace it because they realize it as a chance to bring some things to Page they didn't have.

Focus Group

Chesterfield County – November 5, 2010 (Chalkley)

1 – Assistant Principal – male

2 – Assistant Principal – female

Question 1-In reflecting over all of the SCOPE sessions that you attended, which was the most beneficial to you as an educational leader? And what made the session or sessions beneficial to you?

2-Do you remember?

1-It's hard to think of one particular session that far and above the rest. I remember...It's easier for me to remember locations than the themes/topics that we talked about.

Jane – We can trace back the topics if you can remember the locations if that helps.

1-I remember being impressed when we went to Fairfax. I know that Fairfax has more resources available to them. I think that they have an entire department that is devoted to professional development as opposed to you know, and I was just very impressed with their organization I guess. They seemed polished and they seemed like they brought in guest speakers, that they knew would be impactful. I enjoyed the speakers that came to Fairfax.

2-I haven't been to Fairfax yet, but I would concur. I have seen Andy Cole. He is very impressive and the program that he has created even the structure of his leadership program

1-Yeah

2-is... is impressive.

1-That's what it is, Leadership Program, right it's not

2-They have a Leadership Program

1-It's not professional development, it's leadership.

2-They have a Leadership Program

1-Yeah, that's right.

2-Yes, they do. And it is very well structured as I said and the progression through it... is very impact. And he himself is very impressive. We have seen him speak once and that was in Charlottesville, and his session was really good. It was on change. It was on Initiating and Managing Change. There are some here that I don't remember. That was a good one. I don't remember Mentoring and Coaching. That would be a good one. I don't think we have had that one.

Jane-Sometimes they will take one out and put one in.

2-I would have like that one! Well, I guess it depends on who was presenting it.

1-Right.

2-That's really what matters. Not everyone liked the Powerful Communication one but I liked that one..again the speaker was someone who wrote the book. I think some people were offended by him but he didn't offend me. And I liked the first session. The one where we spent two days in Charlottesville. Do you remember that one?

1-ah hum

2-I thought that was very well done. About learning about yourself. And I think last year when you asked us this question we talked about the fact that we didn't spend enough time on...We spent a whole lot of time on Meyers-Briggs which didn't seem as helpful as...the book. What's the name of the book?

1- Which book? I'm sorry, I need help remembering some of this stuff. When you guys did the Myers-Briggs, the first one in Charlottesville. Who was the presenter?

2-Sarah? Sarah something and she is with UVA. I think she is one of the UVA.. I think she is with Nancy Iverson.

1-O.K. Did you all do the.... like the go outside...

2-StrengthsFinders! StrengthsFinders. That's what it was. That is an excellent book. And we really didn't spend much time on StrengthsFinders. We spent all this time on Myers-Briggs and I think StrengthsFinders would have been better.

1-I don't know that book.

2-Oh, you guys didn't do that one. Oh, that's a great book. You should read that.

1-I should write that down.

2-You should do that one.

1-Did you guys go outside and do like the...

2-team building

1-Yeah

2-We did do the team building, but we didn't do the ropes course. It was raining that day so we did activities inside and that was fun. You got to know everyone in your cohort really well. So those two days I thought were pretty meaningful sessions.

Question 2-One of the goals of the SCOPE program is to provide opportunities for participants to obtain a knowledge base and skill set for a variety of diverse settings. What session or combination of sessions do you feel have best prepared you for working in diverse settings?

2-Diverse settings

Jane-Yeah, this is a new question.

2-I don't think we have done anything on diverse settings.

Jane-I can't give you the answer.

Tyrus-Yeah, and I want to say something but I can't

2-Ummmm.

1-I'm trying to recall a session that dealt with diversity. Uh.

2-Well if that was the intention, nobody came out and said it. Maybe they are just doing it in an indirect manner as opposed to directly because they tried it. If you're thinking about diversity, to split us up. They tried to do that to get us to work with people of different backgrounds/ethnicities.

Jane-Think of it along this way. This is the wording that is used in the SCOPE brochures and its goals and diverse settings. After talking with Dr. Iverson, I think it would be better if I had said instead of diverse settings, if I had said, in city vs. urban vs. suburban vs, large vs. small.

Tyrus-In layman's terms, in completing a piece of your SCOPE program can you say that you've got enough skill to be able to work in various diverse settings such as in a rural school vs. an urban school?

Tyrus- To break that down even further...

2-Oh, so they are trying to prepare us to do that.

Jane-Correct

2- Do I feel like I am prepared to do that?

Jane-Yes, do you are best prepared for working

Tyrus-In different settings

Jane-upper economic, lower economic, all these

Tyrus-And anything in between

1-One of the things that I really. I don't want to get too far off the mark but one of the things that I really did enjoy about being a participant in SCOPE was going to each school district and visiting each location and seeing each location ummm whether it be suburban, whether it be rural, ummm One of them that sticks out in my mind is Manassas Park because they had just finished building this incredible green ummm school, green campus and like the next week they were actually going to move the kids into the building and we got to tour it before the kids were walking into it. Ummm. So, we got to see some settings. I, if I'm being honest, I don't feel as though SCOPE has prepared me to work in diverse settings. I feel like anything . That I can glean, anything that I can listen to will certainly help ummm but if I'm being honest, I don't think that SCOPE itself has prepared me to work in diverse settings.

2-I'd of said the same thing. I am surprised that it's even a goal. That wouldn't have jumped out at me as a goal.

Jane-And everything you say, please be honest.

1-Yeah, yeah

2-I'd tell Nancy.

Tyrus-Be honest, We're just transcribing. You're just M and F.

2-I'm guessing that she is just trying to get information to improve her program.

1-Oh, you're doing gender.

Tyrus-Yes.

2-Dishonest answers won't help. I don't think anything that we have done...I don't even remember discussing. It's prepared me in other ways.

1-I had some pretty good conversations with other participants in the program that came from other school districts. We don't have that problem because of where we are located. You know, like it's interesting to talk to, you know, administrators that were from umm, say Hopewell. We had at least one from Hopewell ummm and I think one from Surry. You know, very rural. Umm. So I mean it was interesting to have conversations with them about their day to day stresses are as opposed to what ours are.

2-Right. There is someone in our cohort from Page County.

1-I don't know where that is.

2-Exactly, nobody does! Very, very, very small rural place. And same thing, we compare notes.

Question 3-Have you been provided with experiences designed to sustain and enhance your long term effectiveness as an educational leader? If so, what are they?

2-Yeah, I think so. And the question was about evaluating MY effectiveness.

Jane-Right.

2-Well I do think the resources that we have been given are helpful. You can go back. The books have been really good. And I already gave you an example of a really good book that I continue to look at and that is StrengthsFinders. Because not only do you think of it for yourself but you have to... You can use that as a resource to identify strengths in others so that you can generate teams and put people in a position that they'll be successful.

1-We used Five Dysfunctions of a Team that's why we didn't have StrangthsFinders. Do you know that book?

2-UhHuh. That's a good book. But I didn't do that book.

1-I guess they must have switched that book out. I think that's a good point because I am always going back to THAT book. I am always going back to Five Dysfunctions of a Team. Ummm. I still will get occasional emails from people from within the cohort whether it be for advice on something, whether it be...ummm. I just mean... everyone in the cohort together not just me in particular. We all occasionally do touch base for different reasons. Has anyone ever heard of this particular program? So that I suppose is effective long-term in that I finished the program in uh-huh, I don't know when I finished it. A couple of years ago. And we still..the people within the program are still a resource. I don't know if I'm making sense. My personal long-term effectiveness, has it helped? Sure! I'm sure that it has. When Chesterfield hosted, Have you guys hosted yet?

2-We did.

1-Did you present?

2-We did.

1-That I thought was effective. I don't know why more of the districts didn't do that or start doing that. Have any other districts done it?

2-No, see now our cohort didn't really like that.

1-Didn't like it!?

2-Yeah

1-How did you find out that they didn't like it? Evaluations?

2-The evaluations were fine. They were very nice to us.

1-You didn't like presenting.

2-Well, we didn't feel that we were as good as everybody else.

1-Oh.

2-When you are comparing US to Andy Cole from Fairfax or comparing us to the guy who wrote

Powerful Communications, the guy who has written...he's a he's a coach, you know he is a leadership coach. So you know other counties are doing that and then we did this and we were just like...

1-That's interesting.

2-We felt kind of...We felt inadequate.

1-I was just going to say that that was a learning experience in itself.

2-It was a learning experience and it wasn't horrible. It wasn't a horrible session. It turned out positive. Everyone gave us positive comments but you're right, just getting up there doing it, that in itself was a learning experience. But I'm not sure how much anyone got out of it. Did you think they got a lot out of yours?

1-Yes and no. I think that...It's real interesting to hear your take on it. Because we came away from doing it I think very proud of ourselves. Aww that was great. But realistically we probably should have been a little bit more humble and said, hey wait a second. Let's turn around and look at ourselves from what they saw.

2-Maybe we had high expectations for ourselves.

1-That's good. That's good.

Question 4-What experiences or sessions from the SCOPE program have enhanced your effectiveness as an educational leader? So one was beneficial and now we are asking about effectiveness. There is a little bit of difference there.

1-Is there? These are very thought provoking questions.

2-Yes, they are. That's why they are difficult to answer.

Tyrus-Look at what you have done prior to being in SCOPE as a leader and then look at yourself post SCOPE. For you look at yourself post one year of SCOPE and then tell me how you have been more effective. How has your effectiveness been enhanced by the books that you have read the cohort members you have, the transference of information between you and your cohort members, other cohorts, things of that nature. What has enhanced you, if any, you may still be the same person or the same leader from day one of SCOPE until now but if there are some things that have enhanced you, we just want to know what they are.

Jane-What has made them more effective?

Tyrus-Yeah.

Jane-As an educational leader.

Tyrus-You go back to your ...way before post SCOPE days and then come back to now where you're at. Do you feel some pieces of SCOPE that you brought along with you,,,you're talking about how you've talked to your cohorts and sent out emails and in those emails have you been able to take information out or you disseminated?

1-Ummm I've been responding to questions. I haven't reached out myself. If that's what you're asking.

Tyrus-Yeah, that's what I'm saying.

1-I've been participating and responding but, you know, I have not been initiating any emails.

Tyrus-Have you ever taken anything from those particular emails or conversations? I don't know, anything along those lines. You know what I am saying? You know, I would have done

this this way but now knowing this, probably do it this way or this is a different route to handle this particular situation.

2-I think that question is difficult because it is hard to measure your effectiveness.

Tyrus-It's hard because everyone looks at effectiveness a little different.

2-Exactly, exactly. What exactly does that mean?

Tyrus-I think you have to look at what your definition is.

2-Well, I would say more information makes you better. The more you know, the better. When we know better, we do better. Isn't that the same? So ummm, all the information is going to be effective, is going to be good and make us more effective if we apply it. I'm not sure that you know there are ideas that I got from other people that I took back immediately. We saw that from the Professional Learning Community one. I actually used some of the ideas that they shared directly. And they seem successful.

1-Like any good professional development, I feel like the more you get, the better you get.

Tyrus-What do you mean? As far as information?

1-Quality of professional development. It will help shape you. It will help add to your repertoire but is it earth shattering? Did I come out of SCOPE feeling reborn? No. I thought it was a good program. The most valuable thing for me was the interactions that I had with ummm fellow participants. The networking, the building of relationships with administrators across the state I felt was the best part of SCOPE. As I look back on it, it has affected me as a leader or increased my effectiveness. Could you repeat the question?

Question 4-What experiences or sessions from the SCOPE program have enhanced your effectiveness as an educational leader?

1-I feel like it has you know meeting those individuals and getting to know those individuals has done that for me because, like I was sharing a moment before, you hear about the stresses and the stories, the things going on in their communities. You also take back ideas and learn from others and how they handle different things and different programs that they have implemented in their schools.

Question 5-Can you provide examples of any sessions that were not beneficial to your professional growth as an educational leader? In other words, if you looked over these sessions, didn't need that one, didn't need that one, that one was really bad, eliminate that one.

1- Interesting, I know that there were some that we walked out of there and said, "That was a waste." But I feel like I have blocked them out.

Jane-Or if there is a difference in the material could have been good but the presentation was awful, horrible or the presentation was great but the material was so irrelevant to anything I am doing. Why did I waste my time? I just don't need that. Anything like that. They are really looking to tweek the program.

2-I don't see the last session that I went to (referring to the paper)

1-What was it?

2-I mean all of them. All the sessions. You could walk away with bits and pieces and go "Absolutely, that's wonderful" and bits and pieces that you could say, "Yeah, you just wasted time there. We didn't need to do that part." I don't know that there is any one session that I

would have said, "I could have skipped that one." Except for the one. You're right, when they are not good, you don't remember them. The one I just went to. We went to Hanover. She's very dynamic but I can't even remember what our topic was.

Tyrus-Jamelle

2-Jamelle! Now when we went to Jamelle last year we did Professional Learning Communities and that's when I took direct ideas

Tyrus-I know exactly what you are talking about.

2-At that meeting, I took back direct ideas. But this last session when we went back, it was engaging. You know, we all had some good discussions. I can't remember what the topic was. What was I supposed to get out of that? I can't remember.

Jane-That speaks volumes. So I'll put Hanover cohort 5 this year. Just so I can trace back to what the session was.

1-I agree that there was always at least one piece that I felt like I could take away from each one.

Jane-Is it the same segment? I don't know. Are they set up the same way? Is it, now we are on to this segment.

2-It's not. It depends on where you go. It really depends on who your presenter is. The best things are when they combine some resources. Sometimes the books don't match necessarily what we are doing. So, it needs to be a little theory so you know why you are there and you know why you're doing it because you're supposed to be thinking on a higher level. But, you can't be sit there and listen to someone all day long. You have to have some interaction and be able to get to know some other people and think, think about being a principal. Putting yourself in the leadership role. That would be perfect.

Jane-Would be what?

2-Just having a combination of all of that. Having the book go along with the

1-I'm having a hard time remembering anything

2-I could say something that people would probably slap me for or get mad at me. Sometimes I think it could be a little bit more rigorous. And I think they could stretch us a little bit more.

1-I am really trying to rack my brain to remember some of these sessions. Ummm. Sometimes you walk away from a SCOPE session saying well, we've heard that a hundred times before. There was nothing new or fresh in there.

2-Yes, yes

Tyrus-Redundency

2-Like the PLC meetings. Now the whole thing was a bore. Like the one in Hanover. Again there were parts of it like I said I took some ideas back immediately and implemented them. But the whole discussion before that about PLCs. Yeah, we knew that. That was nothing new. You know what I thought was good that Sarah started. She did it with us the first week and we kind of dropped it off...was the journaling. I think the journaling is where you can make it a little more rigorous and you can reflect and think how you are going to take it back and put it in writing. It almost like holds you to it that you're really going to take another step. And they haven't done that consistently.

1-Sarah, when you say Sarah

2-I don't know her last name. I can't remember her last name.

1-Oh, from the Charlottesville session?

2-Yeah.

1-Did you get colored pencils?

2-Uh huh. I loved them. But it did and you know not that I'm like loving writing. But we had to do that journaling part. It really did make you connect with whatever you were doing and instantly apply it. That's where a good professional development gets lost. You know, if you don't take it back and don't apply it, then you really just haven't done anything. How's that?

1-That sounds really good. I'm trying to remember every place that I've been. What I would like right now, right here, is a list of the different places that I have had sessions in. Then I could probably think about it and say, "Oh yeah, that's the session where I did this." I remember sitting in an elementary school library in the elementary school chairs and thinking, wow I'm going to be sitting in this chair all day. And the meeting, I couldn't even tell you what it was about cause I concentrating on how small the furniture was. I don't know what school district it was. It was very, very rural. But that's all I remember about that session. I do think that they gave us a book there too.

2-No, we haven't done that. So they must have improved on that piece. That hasn't happened. But it has been nice to go to the different schools in the different counties. It's nice that they do the session in the schools cause you get to see different schools from around the state. The other thing that is really good about SCOPE is that it makes you realize that somebody else is out there besides Chesterfield. I mean you really do get caught up in your world and then when you see that other districts do things VERY differently than we do, it really makes you start to think. I had never had that experience until I had participated in SCOPE and then you get to know people in other counties and you start comparing and you're like, Wow, I never thought about doing something differently.

Question 6-Were there any themes or concepts during the length of the program you hoping would be covered but weren't?

2-Well, now that you give me this list, that mentoring and coaching. We didn't do that.

1-Do you want a mentor or do you want to be a mentor?

2-I would think if they are preparing you for the principalship, you're going to be the mentor. You're going to be the coach. Cause that's a skill. You have to know how to do that. And the group that we are in right now. We do mentoring things in the county. And I'm sure you have mentored assistant principals. Aspiring assistant principals.

1-Yes. I have. Yes, yes.

2-You've done that. I've done that. I'm doing it now.

1-Lead 3.

2-Lead 3. I'm trying to mentor a current AP. That's not an easy thing to do effectively. I mean, it's really a skill. There's a way that you approach mentoring and coaching. I don't remember anything ever.

Jane-Anything else when you are going through your job or things come up and you say I wish I had had some training on that. I wish I had known how to do that.

1-Budget. I remember something that I said the last time. I wish there was some sort of...I don't think that it is possible but I wish that there was some sort of training for aspiring administrators on how to navigate the politics. I don't think that there is a set formula. I don't think that it is something that can be taught. So I'm not sure how that would look. Whenever I just sit back and say, "I wish I could figure it out. I wish I could get better at this." It usually has to do with that.

The communication, the political

Focus Group

Hanover County – November 7, 2010

1 – Elementary Assistant Principal

2 – Middle School Principal

3 – High School Assistant Principal

4 – Middle School Assistant Principal

I - In reflecting on the SCOPE sessions, which was most beneficial to you as an educational leader?

4 – For me it wasn't so much what was covered, what the topic was, it was just the discussion, and hearing what other people were dealing with, and it was almost sort of like a group you could talk to about, you knew where they were coming from, they had the same kind of problems you had. It was just a nice place to talk and discuss things, and get a different perspective from other people

3 – It was the sharing aspect, listening to what people were dealing with when it came to SOLS and VGLA. We shared VGLA information.

2 – Well, I do think the professional networking was at a whole different level. It wasn't like you meet someone at a conference and you were in a session with them for an hour or two. You would start an dialogue and then a couple of months later continue that dialogue over a span of two years, so I think those collaborations created more partnerships across...

I worked with a person from Roanoke who actually came down and did some sessions for us on VGLA because they had really worked with it. So I think it really facilitated professional meaningful ongoing dialogue with people not close to you in proximity.

I guess the one session I feel like my group came back to several times and looked at it was Professional Learning Communities. We hit that one very hard and we hit very hard on leadership styles and reflection and how that affects your leadership style. Maybe because that session repeated between one or two years; we had the speaker Andy Hargreaves, who was so impactful. That one probably for our group, feeling like building professional learning communities within your school community.

I – In talking to the developers of SCOPE, one of the goals when they developed SCOPE was to provide opportunities to obtain a knowledge base and skillset for a variety of diverse settings. Were there any particular settings which really helped in that?

2 – One session that really addressed that was actually the Hanover session. They had a panel of leadership positions from throughout the county. They talked about what that looked like from the head of construction to building maintenance. But that was really the only session that I think looked at diverse leadership positions. Otherwise I felt like most of the conversation was around instructional leadership positions.

3 – I enjoyed that session two, it helped me think about where I wanted to go as far as leadership, so that was interesting. They really showed us this is what they do on a day-to-day basis. They were like if you are thinking about this, then you should be blah, blah, like specific little tidbits, If you're interested in human resources, go get these credits or certificate,

2 – They discussed the skillset and endorsement required for..

1 – We visited a school in Manassas Park

I – The green school?

3 – The Taj Mahal

1 – It was amazing. There was also an incredible story.

3 – I like how they went to detail with that. I like how the principal talked about how he needed to go through so much in order to get to..

2 – They say we really aren't the business of politics, but he had to be. He went the political route to change the entire value system of the community.

1 – The way that we rode the bus. They took us around so that we got to see some of the neighborhoods,

4 – I didn't get to go. Our original session had us taking the bus trip, but it got snowed out. And then the makeup date, I had a conflict and I couldn't go.

3 – That's where I came back with the idea of the 600 club for SOLs. I loved seeing all those flags up.

I – Do you think you've been provided with experiences to enhance and sustain your long term effectiveness as an educator?

3 – I think the day we went to Virginia Beach and did that session where we found out who we were as leaders and you know our styles. I think that really made a big difference; because that was at the very beginning when I became an assistant principal. It was like, OK, I'm here, but then I really knew I needed to reign it in. I would make facial expressions that everyone would know. They would read me that way. It helped me to nail some stuff as far as leadership goes, and now I can mask all that.

2 – I think that was most effective in telling you who you are as a leader and where your strengths are, your value systems, and how you might be perceived. Where were your strengths operating from? I think that was probably the most reflective piece. Everything else I feel we just kind of touched on. It was enough to pique our curiosity, but I feel we would still have to go

back and do a whole lot more. I don't think I became, had a real depth of knowledge about anything, but it was a lot of exposure to a lot of different ideas, which is maybe all you can do over that amount of time.

4 – I agree, you know, the personal reflection and then the time you spend thinking about who you are, what you stand for, and what your style is. And then the discussions that come through that, I don't know whether you all did, but we kind of mixed up based on how we came out and then the folks who were similar would get together and then we would discuss things and then that was really rewarding.

And then it was really neat to see how those completely opposite would react and how they would deal with things, and how they look at things from a completely different perspective.

I – How they problem solve?

4 – In just their mindset, how they have a completely different approach to things.

1 – And with that piece, I do think you go back and really look at your whole team. In an elementary you could be all alone, or with one person. With secondary, there's more.

I – Can you provide any examples of any sessions that were just not beneficial to your professional growth, or even less beneficial than some others?

4 – Nothing jumps out at me. There were definitely some sessions that were more engaging than others; but I can't recall a particular topic. Generally, the information was always good. You can't go but so in-depth in that amount of time, but most of the time the information was enough to get you thinking and go do some more personal reflection and research.

1 – The books were great

4 – Oh yeah, the books were great. I don't know about you guys, but towards the end of our first year, and definitely our second year, they would offer us choices of what we wanted. We could

choose from several books; so if we had one, or we had a different interest we could pick the book that we wanted to get.

I – You said something about activities. What types seem to stick out in your head?

4 – I like the ropes course. That was very engaging.

3 – Yeah, I liked that.

4 – I guess

2 – Well that’s like with our team, from which we talked about different ways we looked at different ways of problem solving. We would laugh at that when we would look at different ways people would approach things.

1 – I think it’s just like what’s going on in the classroom; the more an activity was developed in which it was like input-output it was better. If it was a lot of lecture, it was less engaging. I really feel like the Manassas one is where it immersed us into a story, and so you were there and you felt it and saw that. That was a powerful session; just to see the fruits of really going from nothing to where they were. That one really left a great imprint.

The panels really gave a lot of different perspectives as well.

3 – I enjoyed the sessions where we had everybody, like the first session.

2 – The one I felt that did not play out was the mentoring thing.

3 – Oh the partnership thing, but that’s not where we met all the people from all over the place, though.

2 – We met them; but then we were supposed to keep that going on, I think it was just logistically...

3 – I think that was only in SCOPE 2

4 – Yeah, we didn’t even do that one. They must have phased it out.

2 – Logistically, it was just too difficult to really do that.

3 – The information was good,

2 – The information was great, but kind of the takeaway activity wasn't possible to continue with.

I don't remember other groups saying that they did that. They did that in 2 and 3, but the information was good.

I – Throughout the process, and I'm just thinking about your needed skillset, were there any concepts you were hoping would have been covered during SCOPE, but weren't?

3 – Yeah, we have to deal more with 21st Century whatever, whatever.

1 – Actually, I think they are starting to put that in. It was one of our last sessions.

4 – Did you go to that Elementary School in King and Queen? We had a similar presentation there, too.

I – Did that presentation look at 21st Century learning in the way you were thinking?

4 – It was a good session. More of a logistics, thing. We were in the library and we were in such a cramped space; but you can't expect them to kick a class out just for us. The information was good, and the discussion was good; I just remember the space being so small.

Like I said before, the meaningful stuff for me was when we talked about real-life problem solving, how you know, what do you do when this happens? What do you do when that happens? That's never been a topic, but just part of the discussion that evolves, and that's what's so good about it. You get ideas from what other people have done. I don't even know how you would make that a topic.

You can't develop a flowchart and "do this if this" you know? You just have to use your instincts and handle things as they come. But it's nice to hear how other people would handle it. That's what you get from talking to folks.

3 – We learned from Chesterfield with the dress code policy they had.

I – Do you feel value was added from being in a group of people with a variety of roles?

4 – I liked it, the more perspective, the better. The classroom teacher’s perspective was going to be much different from a building principal’s perspective. Those were some of the best discussions. The administrators would have a view, then someone else would say well yeah, but what about this. You have that meaningful dialogue back and forth. They have a different perspective from where you are coming from.

I – Anything else you would like to share regarding SCOPE?

2 – The actual session was really good, really powerful. Really as a follow-up, they tried to get us to mentor, almost mentor each other.

3 – Yeah, the people who were there before us, they were trying to get them to come back and pick on each person so that; the lady I had, she was in Chesterfield; and we talked on the phone once, but she was a principal and there was no way to make a meaningful connection.

2 – I think a more effective type of mentorship opportunity would be to define it by topic. Like this month, we’ll give this topic a try, etc. Maybe outside, have a discussion board where everybody gets on together. Like an online session with people going back and forth. I think that might play out into, because I think the idea was good, but it didn’t quite play out.

The program, NAESP has a whole circuit and curriculum on the topic. Then we look at the standards and let them guide the conversations. I think it was a little bit too loose, and people weren’t too sure where to take it.

Focus Group

Roanoke County – November 7, 2010

1 – Small School System Principal

2 – Urban Principal

3 – Urban Principal

I. In reflecting over all the SCOPE sessions you've attended which have been the most beneficial to you as an educational leader?

- 1 It was good to see the actual reality of PLC's and see what other counties were doing with PLC's as we embraced it. See the school divisions implement PLC's
- 2 Last year, a session on PLC's, from that principals in Hanover County develop an initiative called "Eyes on Instruction. Was able to take that instruction and take it to my school t focus on Today was particularly good however being a reflective practitioner, not able to reflect on this concept as we just finished the session today.
- 1 The first session we had. I want to say Sarah was the leader. Yeah, it was the Myers/Briggs.
- 2 Myers Briggs, MBTI
- 1,2,3 Strength Finder,
- 1 It helped us to find why we do what we do and how and what our strengths are. Get into groups with like leadership styles. That was a nice way to launch SCOPE and nice use of technology with videos. I walked away "like the man in the mirror" looking at myself looking at what I do for kids and teachers. "Why I do what I do?" 1st Session
- 3 I applied NASSP Mentor Certification Program compared to the mentor certification to see how you are still yourself in different situations.

II. One of the goals of the SCOPE program is providing opportunities for participants to obtain a knowledge base and a skillset for a variety of diverse settings. Is there any session that sticks out in your minds that actually helped you prepare for that?

2 I don't know if any of them have reached that. None of the sessions have reached that point. Gives us an opportunity to dialogue with other colleagues that happen to be from other places.

3 What I have seen, as I missed the first session. The schools have been the best of the best. We have visited new schools and have not seen much diversity. Not seen poor schools. Everywhere we have been has been new schools.

3 The other places have been hotels or UVA,

1 My response would be different from my two colleagues, that we are more alike than different. Regardless of structure and demographics. We are grappling with same issues. Because we are bound to the Standards of learning. It matters not the building, it depends on the people in the building, teachers and students. I personally have not been impressed with the buildings as I have just opened a brand new building. We have not seen the good things that good on in older/poorer buildings. Have not seen much in the area of diversity. I agree with you that we Share the same problems and challenges rather rural Virginia or inner city.

1 With that being said if you really want to look at diversity, I am an African-American woman and you are listening to three African-American women. I would love to go to a schools where we see students and communities that look like us. Whether would create another lens for the program. I have not seen a 90 90 90 school.

- 1 SCOPE has been in 11 schools, all new
- 2 I completely understand we have similar issues and concerns, um, but it very different when you have to stand at the panel box to keep the electricity going to keep learning going on versus being in a new setting. Not that those issues are certainly that same and we are not just talking aesthetics, but sometimes there are other things that throw a wrench into it that change your perspective. Opportunity to build our professional libraries.
- 1 Today when Julie spoke about the young lady who had been in 11 schools. I did not need not know that as I see that student every day. Just like we can see students that are gifted. The challenge is how we can find similarities and differences when you from the southernmost point to the northern point. We have yet to see urban as I am from Prince William County and we are urban, but I am talking about a 90 90 90 school.

III. Have you been provided the experiences designed to sustain and enhance your long-term effectiveness as an educational leader? If so, what are they?

- 2 We have had opportunities to build our professional libraries. We don't have to time to read them cover to cover, however we get a chance to share in the sessions.
- 2 I think about through the years that SCOPE progresses, having professional learning that we report on particular parts as we can't read cover to cover, but being able to report back on various assigned parts will cover that.

1,2 Jigsaw

- 1 I agree the um professional literature provided is priceless. Making the time to learn from the literature. The other thing is that we are a select group of principals that it is our responsibility to take back nuggets to our respective districts. I am 1 of 88 chosen and it is

our responsibility to come and get we need for our professional growth. I feel honored to chosen by my superintendent. We have this lack of better terms a buffet of literature. We can have it for our professional libraries that we can assess for our growth. Can't think of another professional development opportunity that brings educators across the commonwealth together.

- 2 The networking opportunities from colleagues from the commonwealth. Sometimes you feel as if you are on an island and this helps to network and learn from various people and their locals.

IV. Can you provide examples of any sessions that were not beneficial to your professional growth as an educational leader? V. Were there any themes or concepts during the length of the program you were hoping would be cover but were not?

- 1 I have to reiterate what I just said. It is the attitude each principal brings. I think there is something for everyone. There are some cutting edge initiatives Common Core Standards/NCLB/Stimulus Funding/PLC/New Evaluations of assistant principals and principals. These topics were not hot issues when this year's planning was happening.
- 3 360 Feedback is another hot topic that school divisions are talking about utilizing as a part of the evaluation process.
- 3 I can't see any of the information not being beneficial. I am like a sponge. Some of us have been in education longer than other. Coming to SCOPE for me helps me to learn things as I have not been in school for a long time.

VI. Was value added to your experience by being in a group consisting of participants who hold a variety of educational leadership roles. (Principals, Assistant Principals)

- 2 Absolutely, we get bogged down in our current careers. Having perspectives from people from central office, some at teacher level or teacher leadership roles. Keep us all grounded on where we are or where we can be.
- 1, 3 We agree.

Focus Group

Manassas Park - November 16, 2010

1 - J – In reflecting over all the SCOPE sessions, what was the most beneficial to you?

4 – I think there was one in particular one on professional learning communities, so I think getting the feedback from all the different school divisions examples of the way they were implementing professional learning communities and kind of striking up ideas on what we can do here.

3 - When I think about some of the sessions towards the end, I feel they were more beneficial because at that point, we had established some connections and relationships with some of the other members and regardless of the topic, the environment, it was, we felt like you knew them, you were sharing ideas, you were more comfortable talking about what you were doing, what areas you were looking for, new ideas

And I think that by the time we got to those last sessions, regardless of what the planned topic was, the relationships were there. I got a lot out of that.

5 – We were in the first SCOPE cohort which was five years ago, and it was the relationships that we built amongst the people in the cohort as well as going to all the different sites then look at what every school division did or had, how they approached things, and that was a great benefit and a great learning opportunity. To this day, I run into people from all of those visits and people from our cohort which is then fabulous.

We re-connect and we talk about things that are working and the challenges that we have. That's the biggest impact.

7 – The opening sessions were really beneficial to me as far as establishing a group and teamwork and talking about personality and Strengthsfinder, and being able to go out and do the low ropes course – you have to instantly build trust among a group.

5 – And fine dining in that restaurant called the Rotunda

J – Question 2

Reading question 2

Long Pause

5 – We’re probably the most diverse here.

J – Expressing honesty that other school systems thought the same, too.

3 – I think that when we had the session in Manassas Park, people were really impressed with our facilities – running schedules and stuff. Lots of the participants have never seen a student body like this. They were all remarking about how wonderful and successful we were

1 – And also with the sessions, it’s just having the support of central office and administration would be a main factor in some of the conversations we had with other members...just relating – You guys have the support from central office to do this. To go in and say how you all started. To know that they were really behind.

4 – I think the opportunity too. Manassas Park is really small and around us, these are the people we talk with, collaborate with. We were in environments where people were from smaller school divisions, and larger divisions – just the opportunity to see the different ways that things are done I think is very eye-opening. It provides you information and knowledge about the different climates, environments.

7 – It’s hard for me to say, I’ve taken a little bit from every single session and we revisited a lot of things from session to session. Being able to take down information and being able to use it all the time.

2 – I can't remember what session it was, we had a breakout session. We were talking about scheduling and different schedules and schedules we were using, and meet the different needs of our students. We dove into different schedules of different schools to meet the needs of others. That's something to hear the K-12 continuation of thought – any time it came up to hear how a high school was addressing an issue and how it relates to an elementary school. I think it's helpful to keep that in mind.

1 – It really helped me as an administrator to have that perspective. To keep in mind from pre-k through middle school and high school.

Question 3

Experiences designed to sustain and enhance

2 – Getting the books was a wonderful thing. Just the conversations we might have “Remember that SCOPE, maybe we should call those people up and open up those lines of communication and networking that we have developed.

9 – Part of that, what I found too is the networking and relationship building with people outside the school division. I very much enjoyed and learned a lot about the relationship building within our division.

4 – In the first one, we would actually go Thursday afternoon, evening session and then all day Friday. And so, as you traveled to different parts, with the car ride, it was just a different opportunity outside the school building where you got to build the relationships with the colleagues you work with on a daily basis but just in a different environment so.

1 – In all different levels

4 – Yes, We had elementary, middle, and high school together to collaborate about things we may have been experiencing – not just on the outside, but the inside as well.

Question 4 – Not beneficial

5 – I think one thing that they changed was going from the 2 days to the one day. The evening, it was a nice social setting, but I don't think there was a lot of networking with the people at our table. It was a big expense for the time. I think going to the one day was a good idea.

5 – The closing – We began at the Rotunda, it would be nice to close at the Rotunda. (Laughter)

Question 5

Anything else need to be covered?

2 – I think the hot topic right now is the response to intervention. There are so many different ways of implementing that model to be able to have those conversations with people throughout the state. It would be interesting to see how people would be approaching that information.

5- Maybe some additional workshops on best practices. Instructional practices such as differentiation would be nice. We hear this term, but until we really start digging in, we don't know as much. Literacy, yeah.

I took away a lot of things that made me a better manager at things.

4 – I know in one of them, it was on program evaluation, and we got a little bit of that. We spend a lot of time, we do a lot of legwork from place to place, and how there are some more refined ways about how we can go back and look and see if these themes are really working. In one, we got a snippet of that, but it was cut short because of the snow. That would be something that would be time well spent also, in kind of looking at what you have in place and is it really doing what you need it to do.

5 – And how do you assess it on an ongoing basis throughout the year?

Question 6 –

Variety of educational leadership positions

2 – Absolutely.

4 – It was nice to share the accomplishments of others in your cohort.

8 – It was interesting for me. The first year, I was a counselor, the second year I was an assistant principal, so having the different perspective, it was almost like it was two totally different experiences. It really helped a lot to have that particular group.

3 – We went into SCOPE 2 as educators, and it was interesting to hear your point of view, so that’s why you do it! Appreciating, or just getting some perspective. As a non administrator we were wondering about didn’t really understand. We were getting it from the other side.

OTHER THOUGHTS???

5 - It’s probably the best professional development experience I’ve had. For leadership. To be an administrator, a leader in a school, it was invaluable. Hopefully, they’ll keep it going.

4 – I would like the opportunity, we were in the, cohort to have a SCOPE reunion. Even if it was something where you would come together.

10- I think I have grown. It would be very interesting to have a chance to talk about the same things, but I think we would have a very different perspective based on our experiences and what’s happened professionally for us in the past 5 years.

8 – I’m not sure where the numbers are, being an issue, this is my second year, the numbers are getting big and we’re cramming into some rooms.

Focus group – Charlottesville

January 13, 2011

IV – SCOPE IV participant

V – SCOPE V participant

J – 1st question

IV – I think probably the one session that sticks out in my mind, particularly was visiting a district and having a meeting, one of the meetings at a district that was similar to mine and touring their facilities and learning a little bit about their assessment data and just for me chewing on that a little bit.

Them having all of this, we don't, their demographics are the same so, just some compare and contrast going in on my own mind. But otherwise I can't really pick out one specific module I guess that really stood out. Because a lot of what we covered in those meetings were representative of the classes I had at UVA going through the program.

V – I guess if I've had to answer that question, 1, I've enjoyed and I'm in my second year of the program right now, and I've enjoyed going to all of the sessions just having the opportunity to meet with different administrators in general throughout the state or at least the region I belong to in this particular SCOPE cohort has been great.

If I had to pick one session as of right now, we had a session early spring in Chesterfield and it was actually, that entire day was pretty much run by the administrators in our cohort who work in Chesterfield, so it was really like practitioner to practitioner versus maybe a college professor who hasn't been an administrator for 15 years leading some type of workshop. It was actually straight on administrator and we delved right on to rigor relevance, relationships. That one really

sticks out in my mind because everything seemed to be incredibly practical from the beginning to the end.

J- Was there a speaker that stands out in my mind?

V – Not a particular speaker, but just sort of the context of that particular session. Most were paired. It was well-done and it was relevant to our jobs; whether you were in Hanover, Chesterfield, Northern Virginia, or Albemarle County. I felt like that was one of those sessions where you could take something back. They were all good, but it was just something about having other assistant principals; it sort of made a lot of sense.

IV – I would agree. The most valuable part of the SCOPE experience was certainly the networking. Just sitting and talking with other administrators from other areas, around the state, listening to stories, to what did they do in a certain situation and applying it back to whatever topic was being discussed for the day. As far as speakers, no one stands out in my mind too much. I enjoyed Sarah Armstrong and learning about brain theory, that helped me a little bit. I've been through it before, and going back to that just to see what type of thinker I am, where I fit, and how I play to my strengths. And develop some of the areas I need to develop with that. But, the networking and being able to have PLC as an administrator instead of leading the PLC, actually being a part of it as an administrator team was enriching.

V – I agree with that.

J – Question 2 Provide opportunities – Diverse settings

IV – Where we have met for that certain workshop. We met in various locations, we met in Chesterfield, we met in Hanover, this one happens to be in Manassas Park. We're Charlottesville City. For me, that was a connection. I don't know if that was an intentional thing, but it certainly opened the eyes of others, maybe. I did more of a comparison, having been in three different

school divisions. I can certainly relate to the people in Hanover and Chesterfield and Fairfax. So, but for my current situation, that was the one that kind of stuck out in my mind the most.

Thoughts regarding in the consideration of the diverse settings. Diverse means different things for different people.

V – There was a session, and I’m trying to go to my storehouse of knowledge. I can’t remember who was leading, but we had a session that dealt with change. Working in diverse settings, I feel like as an administrator, having being faced with the possibility of making change is an eminent idea, and if you are in a setting that is somewhat homogeneous and just kind of everything’s the same.

Students are the same, they come from the same place, but in a diverse setting, often times, there are different initiatives, strategies, and programs, that must be implemented in order to try to reach your different student body as a whole and there was a session that talked about change and it kind of resonated with me because part of my dissertation was on change and it made sense that when you are working in these areas that diverse often times leads to gaps in achievement and other issues that you need to be in the mindset of looking at what can be done to address the needs of your building.

IV – I can’t remember lots of specifics – J – Referred to being able to cross- reference.

V – What would emerge from that is that change, or the topic of change is a very worthwhile theme to have as a workshop. Talking about change, talking leading change, instruction, that’s a worthwhile topic for the coordinators of SCOPE to but in, because that’s what we as administrators do. We lead change every day.

IV – You know as far as specifically addressing being prepared to work in a diverse population, I wouldn’t say the directed that head-on. It was through topics of professional learning

communities, differentiation, leading in change, just various topics under leadership that were discussed. But it could be applied to any situation.

One thing I took from it is that this situation is going to be different from this situation, is going to be different from this situation, etc. You need to as an administrator you are going from an assistant principal to a principal, to central office staff or whatever you need to be able to size something up and then start in with what do I need to do here to address the needs, what works, what doesn't work, and what needs to happen regarding the parts that aren't working to get headed in the right direction.

I think that in and of itself is not one workshop per-se, but part of the whole cohort experience. That's what it did, and that didn't come necessarily from a speaker, from Nancy, from whomever. That came from mostly the discussion that was had with the people within the cohort, that PLC mentality. That networking that I was talking about earlier.

J – Question 3 – Designed to sustain and enhance effectiveness.

IV – I wouldn't say that came from the whole SCOPE program. The position that I'm in talking about being provided the experiences – someone sent me to the cohort for professional development. Has that opened doors for me yet, while I'm only one year out of the program. Possibly. Right now I'm staying out, but could it? Possibly.

V – I don't know. I'm one and a half years in. In Albemarle county, our central office basically selects administrators. It's viewed as a privilege, it's viewed as a principal prep program. You only get in if Central office wants you in. I guess I will say that central office, the upper cabinet, they see me as someone who can be a principal in this county. That this just another way to get some targeted professional development as an administrator. So as of right now, I guess I would

say that what I've gotten out of the program most is my own professional growth. Just my own personal professional growth.

IV – I would agree

V – I haven't written any articles, it's just been me being able to be who and what I am as an administrator...for me. That's an OK place to be. I will say there some people in my cohort who wound up getting principal jobs last year and they are not done with the cohort. There were some elementary jobs and individuals were more or less immersed at the elementary level, and when those jobs came open, a few of them actually were moved up.

IV – I experienced the same thing within my cohort. Several people actually moved from the assistant principal position to a principal position or a principal position to a higher central office position.

J – Question 4 – Sessions not beneficial to growth as an educator.

IV – I think all of them are relevant to my job and what I do. I think some of it was repetitive. Particularly, I had come from a staff who implemented professional learning communities, I have read all of the DuFours, work, I had been to DuFour workshops, I spent hours trying to implement that as a teacher leader in my school.

And then I'm in the program at UVA for certification and taken a course there again re-reading what I had already read and doing that, then we have more it through SCOPE where I'm in a school now that PLC is part of the culture. It was part of the culture when I got there and I'm just fitting in and running with it. At least that part for me was repetitive. For the person sitting next to me, it may have been a different experience. But me personally, that was a little repetitive.

Having come out of a certification program.

V- I don't know. I agree there were some things that I had experienced before, like the PLC work. We had been doing some years back – 7 years ago, starting the PLC work here at Southerland. We had moved on. I guess it depends, you are trying to find out what's cutting edge for our profession and trying to address some of the issues in education that are working around the country.

So, I guess we are going to get some of that at times; but other than the repetition at times, I can't really think of any session that I didn't find some benefit. It was almost like reading a book more than once, you know the second time. Even when I come across those times, I still have been able to bring something from each session.

J – Question 5 Themes or concepts you were hoping would be covered?

IV – I can't think because it's been so long.

V – I can't either, but if I had to pick one, and right now, I just don't remember us dealing with this, but if we did address it, it just wasn't enough, and that's why I can't remember it. But I would like to see more done with maybe addressing the achievement gap. The black-white achievement gap, because where we are, we're looking at 10% of the population not doing well on the state tests. I think the more strategies, the more interventions that we might be able to try to be better off. It's like we're hitting a wall at this point. Most of our kids are doing well, it's the few.

IV – Did you have a session with Jamele Wilson, she's from Hanover county. She is the one that I can remember that broached that subject.

V – OK

IV – Head on. I do remember that. I enjoyed her thoroughly. I had taken a course through UVA with her, but she was the only one who broached that subject.

I know we also did a session in Fairfax on data analysis, but she hit it head on. There were a couple of sessions that I was not able to attend. It may have been addressed at some point.

J – Question 6 Value added to participants who are in a variety of roles.

IV – Yes. There were very few teachers. I think there were 2 or 3 department chairs in my cohort. Most of the people in my cohort were assistant principals, principals, I know that there was one person from my division that represented central office staff. She was a coordinator. I don't remember many coordinators there, but I think that was the biggest benefit, from the program, just being able to share and cross ideas with other people in similar positions and say, "what's working at your school", "what are you doing for this issue"?

They had the sense to say, hmm how can that work where I am. You might be configured a little different, or your schedule might be a little different, but that was the best part of this program.

V – I agree. There are very few teachers I can recall, maybe 2 cohort members who were actually still in the classroom and the rest assistant principals, principals, and yeah, the networking in regards to being able to talk about as "how do you do this" what does it look like in your building and being able to get different ideas. That's been helpful.

J – One more question Do you think there was enough time to do what you are talking about? To talk amongst yourselves?

V – Yeah, I know every one of the sessions have been very well planned and laid out. There's a time where you are being talked to, but there's a time where you are able to talk with your cohort.

IV – Looking at many of the sessions, I consider myself first a teacher, and second an administrator and in looking at the presentations, they started just like a good lesson would start and implemented those good components where you can have time to work collaboratively

within groups, reflect independently through writing, through discussion, recognizing that we were all coming from very different backgrounds and soliciting what we knew about X topic. I felt that the workshops themselves and the presenters did a good job in organizing the workshops from beginning to end.

V – I think that one other area I think has made an impact on these sessions being successful is that for me, each session leader seemed to have been a certain amount of passion about what they do and are very eager to talk and share and teach what it is they know and what they've done. I know they seem to be passionate. You shared (at IV) with me the one from Hanover you could tell she was totally immersed in the work that she does and wants to help people do better with their students by telling them what's going on in Hanover. I got that feeling across the board every time I went to a session.

Jaime – Anything else you wanted to share?

IV – Other than there were some sessions that were for me scheduled during some difficult times of the year. Part of my job is overseeing all the testing as well. If they had a session in March or May, you can count me out. I hated missing it because the district put out money for this. I felt compelled to not miss, although that everybody can't be accommodated all the time. That was just one of my concerns.

I guess more of a question – This is something I maybe I need to ask Nancy is being in this cohort. We got a certificate at the end. Beyond that, does it have any weight such as a certification. What is the stamp for completion other than saying you completed it. How do you develop this into something more.

Tyrus – I know you touched on some of your cohort members. Do you see this as a succession program or preparation program for your individual school districts? Is it not said, but implied?

IV – I’ll be honest with you. When I got the email for this, I had been first hired in Charlottesville city. And so I get this email and say whatever, and I get this package and I’m like what it this. No one ever told me they had signed me up for this cohort and this is what its all about, and until I had spoken with another person who is in the cohort for my district and low and behold I’m whisked into this cohort. I really wasn’t given a choice.

No one has ever communicated to me this is a step-up program.

V – I was contacted by central office. They said they saw me as being a principal here and this program has come about and we’re choosing APs now to participate. Would you like to be a part of this as this is something we believe would serve as a prep. I never got an email from anyone else from SCOPE. And somehow, I guess looked at the body of work of some APs and were asked to see if we were going to be a part of it. That’s how it worked for me.

IV – At the time, I had discovered many of the administrators had been through the cohort, or had been through a cohort with VA Tech.

Focus Group (Lyles)

Manassas Park - February 4, 2011

Participants

1	4
2	5
3	

II. In reflecting over all the SCOPE sessions you've attended which have been the most beneficial to you as an educational leader?

- 1- Hearing ways you can implement real world situations outside your county
- 2- Demographics, all over the state that we face and what resources we use to resolve these issues
- 3- Network with people with other school divisions that day or at sessions
 - 1- Within our divisions, we are able to catch up with on another
 - 3- Powerful Conversations
 - 2- Roanoke-Reflective Practices with Juliet Myers
- 1,2,3- Hanover, Jamele Wilson
- 4- Pyramid of Success – Basketball team

II. One of the goals of the SCOPE program is providing opportunities for participants to obtain a knowledge base and a skillset for a variety of diverse settings. Is there any session that sticks out in your minds that actually helped you prepare for that?

1- Hanover, 1st year/last year

3- Rotation of a core of three principals

1- 3 principals talk about teachers

2- Peer observation

3- Eyes on observation

1- Talked about the 4 corners, MBTI, Strengths Finders, and reflective on 21st century learning

2- Henrico this year/ Jamele did the technology one

2- Taking bits and pieces from all sessions and it spring boards conversation

III. Have you been provided the experiences designed to sustain and enhance your long-term effectiveness as an educational leader? If so, what are they?

1- Professional Learning Communities

3- Absolutely

2- Scary part of it is it will be over soon and we lost this method of communication

1- Sustaining parts/don't get a chance to meet and revisit these issues

3- One deal/consistent basis/Still be able to have that piece

2- Easy to get bog down

3- Where you run the ship/becomes harder to make things happen

1- Good to do a follow up session

3- Reunion

1- Challenges you faced and what's working to solve these challenges

2- Deeper friendships, possibly have dinner to network which creates a trust factor

3- Maybe we should have our own administrative retreat

IV. Can you provide examples of any sessions that were not beneficial to your professional growth as an educational leader? V. Were there any themes or concepts during the length of the program you were hoping would be cover but were not?

1- All sessions that were beneficial, Presentation were not beneficial, more beneficial to network than sit and get

1,2,3- Powerful Conversations- great stuff to say

1,2,3- Lecture/no connections/ January of last year and colleagues were rude

2- MBTI and Strength's Finder- not enough time to analyze-should be two days

1- Oh by the way here is your strength, go on

V. Were there any themes or concepts during the length of the program you were hoping would be cover but were not?

1- None, no thought

3- What will they teach me next?

2- Good to hear your pitfalls your first year/Not too much, too fast/More discussion and more learning

VI. Was value added to your experience by being in a group consisting of participants who hold a variety of educational leadership roles. (Principals, Assistant Principals)

1,2,3 Absolutely!!!

Question 3 - Have you been provided with experiences designed to sustain and enhance your long-term effectiveness as an educational leader? If so, what are they?

A-Well, at each session we have strands that we are learning so this one in professional development. So I'll take that back as a principal of my school to be thinking about how I can embed professional development in the school to improve where we are. And I actually try out some of the strategies that are mentioned. So every session that I attend, I take a take away and share out back at my school with my staff and how I can utilize that. To me I started this as an assistant principal so during those years I take that information and then when opportunities came up in an interview. In interviews they usually look for you to answer a question as an EAR. You have to be able to give an event, an action, and then a result from that action when you are sharing out your information in an interview. So if you are practicing some of these strategies, you are able to concretely share an experience at that school that I learned from SCOPE. Look, I'm a principal now. But still it is self-development that is ever evolving. You don't know everything. I just see it as a learning place or something. I come to each session learning something new.

B-The books that we received they have been very helpful. One in particular was the one about powerful conversations. That has come in handy for me in working with teachers. So I have really enjoyed the professional books that we have gotten.

Question 4 - Can you provide examples of any sessions that were not beneficial to your professional growth as an educational leader?

A-Well that's hard because I think all of it is beneficial. We all have a mindset that we are going to sorta take something away. Just the networking and talking to folks and seeing people. And

plus I can barely remember my sessions. If you had a menu in front of me I could tell you. I have enjoyed everyone that I have attended.

C-Well for me it is I would like to have had an “ask it” from the beginning. Where are you and what is it that you would like to see? When we are talking about differentiated staff development, this here should be differentiated in that sense that we as a group are coming together. We should know who we are, what types of experiences that we already have and how we then can develop ourselves. As she said, it is always nice to be together with other people and learn from others. It is nice to sit and listen to a presentation but it doesn’t really fit where I am. So I’m sitting and I’m listening and I’m learning and I am happy for the books that we are getting. But it doesn’t really fit the situation that I am in. So that is one part if something needs to change. I really strongly believe that we should do that. We could truly develop some friendships across the lines for where people are and where we can go to get ideas. So we know that I need to go to you if I have to initiate something in my school because you have some experience there. I can go to you for this because none of us can do it all. By knowing something about each other in these groups, we could help each other with it and not just from the presenters. Every session that I have been in, we have done something like it but we not used each other’s experiences in the presentations.

Question 5 - Were there any themes or concepts during the length of the program you were hoping would be covered but weren't?

D – I can say something, the answer is no. In my situation, I didn’t really know what SCOPE was all about when I became a part of this group. And I am not a principal yet so basically I am just taking it all in. Everything I am learning, I am keeping so that I can use it when I do become an instructional leader. I do share it but I am really not in a position of being able to make a

change unless my principal is for it wants to make that change. So because I came in kind of blind, I'm taking it all in as professional development.

C-I would like to have seen that we were looking towards the future more and develop those skills that we know that we need to have. So if this is a group of potential new leaders, then where are we heading? And why is it what we are discussing a necessity for the future? Because when I look at what the 21st century we are talking so much about what it is that is needed for us. Are we actually covering that in those presentations that we have heard? I see it as it for what we have been covering. This is what we are doing right now but what is it that we have to aim for? So if we have made a vision for where this group is going to go; where are we? Where do we need to go? What do we need to study to get there? And not as much, what is already going on now.

A – I think the networking piece could be a little stronger like she said. Communicating among each other rather than coming at. We do enjoy the learning piece but the point of SCOPE is to build leaders. Right? So you are a potential leader and they want to see you strive. Well you have to go back to work. And then there will be opportunities and you have to go through all these interviews and then let's say that you don't get a position, so you invested this time and money in me and then you go through the interviews and let's say you don't get a position, what do you do? How many times do you have to go interview? How are they connecting you back to Central Office? If they view you, someone selected you to be this leader how is it connecting to HR? How is it connecting to surrounding counties if you want to leave out of your area? I think if you see us as future leaders, how are you going to connect us to the opportunity?

Question 6 - Was value added to your experience by being in a group consisting of participants who hold a variety of educational leadership roles (principals, assistant principals, central office personnel, etc.)

E – No, unless you sat a table and knew that someone sitting at your table was Central Office or assistant principal. We aren't able to interact enough to even know that about one another.

C-We didn't have any interaction.

A-We did. We did. At the beginning. Well I don't know. Different people coming in at different times. But when I first started the program, you go through all this self-assessment. See where your styles and skills are and then you got to meet people and you got to know where they were but it didn't continue. It's like, after that, it was more like o.k. you are on this bandwagon of going to workshop, workshop to learn about different things. They did miss out that piece of socialization where we are talking and discussing rather than just sitting there and listening to the presentation.

F -Yeah, you're right.

A -We need to be having conversations about where we are and what we are doing and make more connections. I agree with her on that. But at the beginning they were very heavy on the part of getting to know who you are, where you are from. I remember one place where we went to they did a lot of connecting it back to who you are and where you could use...

B-Charlottesville, the team building. And then we did the Myers-Briggs

A-Yeah, the team building activity

F – Charlottesville was first, then it was Fauquier County when we went over those assessments a little bit more because that's when I came for the first time.

A-StrengthFinders. And see what happened is not everybody attends every session. So if you miss a session, you know you might miss something. But I do agree that they may need to have it throughout but they did have that at the beginning.

F -Yeah, the first two sessions.

A – The first two sessions

C – But we have already been going through that and I am going back to the individualization. That is if now for example, I find now that I am already using that at the school where I am the principal and we are basing all of our staff development on StrengthFinders. That we have already initiated. So if I now come to this meeting and I'm going through, I'm making myself again go through the self-assessment, I don't like doing it again but it's not being used for anything. Then we go out to each of our tables and then we are sitting again and listening.

A –I agree with that part. As we went on, they should have brought that connectivity back. I think we all at the table have experienced some of the things that we get from the presentations. But it still sort of interesting to go through it again like the StrengthFinders. My principal, when I was a teacher, did the StrengthFinders when the book first came out. She made us all do the assessments so when we came back they had StrengthFinders2.0. They had changed it. The author has changed it a little bit. Something a little new... I don't mind being repetitive. But Word Study, I am from the Charlottesville area. She is from the Henrico area.

C –We've done it for 22 years.

A –The Charlottesville area, UVA is always influencing the school area. So of course we've been doing Word Study for 10 years. This is their first year doing Word Study. But it was refreshing sort of to hear, you know, even though, I'm like, oh gosh we've already, a lot of the

things they've done, we've already sorta done. I do though, like her suggestion of the piece about... We're not talking..

C –No, we're not talking but we could listen to you. You've done it 10 years.

A –We're not talking

C –If this presentation could be a starter for..then we could then discuss where are we, how can we use it?

A –So that's a piece I agree with that could be an improvement for the programs that they lost sight of us having conversations. Cause by the time we get finished eating, I'm looking at my Blackberry to see what messages I'm getting. I'm ready to go. So it would be nice to have some more talking and sharing.

Question 1 - In reflecting over all of the SCOPE sessions that you have attended, which was the most beneficial to you as an educational leader? What made the session(s) beneficial to you?

D –For me, it was the first session doing all the analyzing yourself and the type of leader you are. Because of your learning style or personality type how you are going to have to work with others. And then just recognizing everyone else. Like if you are an introvert, for example, how are you going to really build relationships with your staff? Or the whole public relations piece as a principal. How are you going to handle yourself with conversation starters and so forth if you are kinda like in your shell? I just thought that was really beneficial. It was eye opening. If you are one of those people that is very analytical and self-aware of yourself just to see what you need to use to become a strong instructional leader.

F -I have to agree because that part was exciting and interesting. The self-assessments, although I missed the Charlottesville session. Although I was at the second one. She sent me the

assessments so I still got to catch up and do everything. And then to sit with people with similar characteristics...that was fun.

A –I agree. I liked the first one too. But I also liked, for some reason, the superintendents that we hear talk. Every superintendent has been interesting. They had a story and then they had an activity. Now he didn't really have an activity but he had an interesting story. But the one superintendent that we had...he gave us a little four corners activity. You know the one in Hanover. He was like being an instructional leader. Every superintendent that has come to visit has been very interesting. I would love to spend more time with them because that is networking. You get to say hey, hello, how are you doing but not really get into a good conversation with them. But they have all been impressive to me and then they give you books...their favorite books and they have a story to share. And it's also good to hear from the other counties. Like he was sharing out about Hanover and he was sharing about Manassas Park. Who knows, you might end up in Manassas Park. I just love the superintendents that come to speak.

B –Dr. Newsome from Chesterfield.

F-That's when we went to the Sheraton.

C –I agree. I have enjoyed that.

D – See I think that the networking aspect is missing. We can network with each other. A lot of us are on the same playing field as either assistants or principals. So unless you want to be an assistant somewhere else, hopefully you can network with a principal. But if your goal is to be a principal, then who can you network with when there is not really anybody there all the time. If you want to county hop or whatever.

Question 2 - One of the goals of the SCOPE program is to provide opportunities for participants to obtain a knowledge base and skill set for a variety of diverse settings. What session or combination of sessions do you feel have best prepared you for working in diverse settings?

They all shook their heads no.

A –I’d have to see the schedule.

C –Diverse settings... We have been to the rural, we have been to...we have not been to the city.

A –Yeah, I don’t think we have been to a city place. Have we been to a city place?

Lots of discussion trying to name locations. One participant found her schedule and began naming locations.

A –To pull out something positive. The schools have been diverse. Look at this one 50% free and reduced lunch. Seeing the kids in the hallway.

C –I have enjoyed it that we have actually seen some children this time.

Session ended

Manassas Park Transcription

February 4, 2011 (Stacy)

Question 1:

DF - I personally liked just hearing from other administrators and colleagues from around the state and knowing that problems and situations exist across and getting their ideas. I like the collaboration when we get that chance to meet with the people who are part of the cohort.

NM – I also liked the professional books we received through SCOPE. It's a great way to build your professional library.

JC – I would say just practicing, communicating that language of our profession, analyzing problems. It is nice getting a chance to go to other school divisions just to be in their school; because you really do get a feel for the environment that's been set up in each one.

Question 2:

CA – I think no one SCOPE session has really stayed specifically on a topic. I think that every time, we come from a whole range of topics. So even in say the topic was job-imbedded professional development. We've talked the importance of literacy, we've talked about use of data. So I think all of those things that are important to education somehow get covered during every single SCOPE session. They don't stay on a specific topic.

1 – And sometimes things are covered on a different light. Depending on what that main topic was, sometimes it branches out in different directions, but it's in a different light.

CF – I think what I like about SCOPE is that unlike some sessions that you get into tends to go negative, you hear about all of the things that are wrong and you run out of time before you can start brainstorming, well how can you change it. I think SCOPE, I think we start with the positives. We don't spiral down and say, "well this is why we can't do this". I think in the back

of our minds we know there are lots of obstacles, but we see what other school districts are doing and I think it gives you more ideas than you build up defenses on why you can't do it.

CA - I know everybody puts their best foot forward. I know when we presented it was like, Come to Chesterfield, it's got to be the best place to teach and well, you know. You don't air your dirty laundry. But I think also, you know, talking behind the scenes with people too, you see that's where people would like to be, but sometimes teachers can be a little resistant, you kind of get the idea that it's universal.

1 – It's kind of reinforcement. It isn't always like peaches and cream and rosy. There's always a true.

CA – But I think this group is more positive thinking which is great. I think as aspiring leaders, or people who are in the position where you do have to lead, you do have to have that leadership. You can't just join the masses and complain about why everything is wrong.

Question 3-

1 – I know for me, I've certainly thought about aspects of leadership that I hadn't previously thought about.

MS – I think it's served as a vehicle for validation. Our district is currently researching best practices, like what's happening in your geographic location of Virginia. You talk with this group and you validate those practices. You either reconfirm or re-commit to things that you know are researched-based and right. You learn from people who are here. You jump in and talk to those who have gotten there ahead of me, and you can figure out what's not working.

Sometimes the non-structured conversation is more powerful. It drives some of my decisions back to my building and my district.

The presentations, don't get me wrong are thought-provoking. But it's the lunchtime conversations, or while we're standing between breaks, having some of those conversations. We've even shared in our own districts. It's that car ride, to and from. If we have to go a distance, there's time to see each other.

We're in a big district, so we don't see our colleagues often. We get to problem solve and do those things that, what's got us questioning is resource.

DF – I think it was our first one. What was that? Roanoke? I think that one. The associate superintendent, she was running it, and she just totally went with what everyone else was asking. She didn't go with what was on her presentation. It just became something where people just started asking questions that were on their mind, and morphed into something different.

JC – What we do is such an abstract thing to be a school executive, what is the process in what other people do. The practical resources that they implement to get change to happen is invaluable.

CA – I think staff development is so important and I sit in every single one of these and know how important it is to share ideas, and to listen to what other people say to kind of affirm that this is a profession that you believe strongly in. I wish and I think this may be part of the difficulty. I wish that teachers could go through this several times a year. But you because I think they need time to reflect on why did I choose this profession, why did I get into this, and unfortunately, we can't take a whole day during the school several times.

We get 4 or 5 days. We get to leave the building. You know if you get to have that kind of retreat, that kind of ability to reflect for teachers, I think you get some of that affirming, yes, this is what I want to do. I want to continue to do this, this is why I came in to education. I really

think it would be different for teachers. Teachers would kind of have a different attitude if they were given the same opportunities to reflect.

Sometimes you are afraid to do it because as an administrator you are walking that fine line because you know that they would get so much out of a day of talk and reflection. But it's going to backfire on you because they walk out and say, I could have been getting such and such done."

1 – I think it would have to do with choosing the right people to do that.

MS – It might not be a vision for SCOPE, it might be that trying through SCOPE, a teacher-leader track. I think teacher leaders are at a different place than administrators, and not that our teacher leaders are aspiring, but why not create something that is regionally for teachers. It doesn't mean they have to go to that to get to this, though it might help. What a powerful thing that would be for our state if your teachers had that option and I think two-fold.

One, it would validate what they are doing. It would also give them time to dialogue with teachers across the state, to know that they are not the only ones focused on literacy, focused on common assessments, differentiated instruction, PLC. I'm not sure where your responses are going, but it may be a powerful thing to think about. I think of teachers in my building where they would choose to do this who I think like me, you know I didn't want .

How do I say this, to come here is always giving up something. After not being in at all last week, I could have easily said I can't, but by the time I get here, I'm fine. I think our teachers would do the same. And I'd have to think our student achievement would increase.

I might lose some because they might find another school district, but I might gain some that you know...I think it goes back to our responsibilities as educators. We're not just administrators for our 700 students. We represent our school district and we also represent the state of Virginia and

they are all our kids. If we are all open with that mentality, and stuff happens. People have to move and what a powerful thing it would be is to be able to share some of that expertise. To know someone was selected for SCOPE by their administrator who came across their resume. We would know that that's certainly a teacher leader/ administrator.

RG – I think that's a really great point, maybe having 2 tracks. I think that's a value of this group. I think a lot of people are in different places so when we share, you know, if you would have a track for teacher leaders or any administrators, it would be good for those maybe once a year to at least get together because there is power hearing from each other.

From the (person sitting next to me), I have always found SCOPE to re-energize me when returning back to the building and to take something back that I can always pass on whether it is the professional reading or an anecdote from another school, or something someone has brought to the meeting and shared. I always leave with something.

CA – You know certain things are being shared because when we were in Roanoke and we did that activity where you had to select a couple of pictures that represented where you are in your leadership journey right now, well – two weeks later I went to a leadership breakfast and the person did the same thing, I'm going, you two have been at the same conference! You see how those things make the rounds! It was a great activity. I've been trying to think of some way, how can I bring this to my school with my teachers because I think it would open their eyes, I think it would get them to think about something...having that block of time. In general, at a school, you have got your faculty meeting. It's 30 minutes, and you don't have time to do reflective activities or an activity where they prioritize things. You just unfortunately have that time built in.

Now Chesterfield next year we are going to have half days so hopefully and it's supposed to be school-based staff development. So hopefully, that will give us.

MS – Can you send us that schedule?

CA – I can send you the proposed schedule but it comes to half a day a month like an early release day per month. What they have said it is instead of pulling teachers out of the building to another building, like the 5th grade teachers will do science and so on, it's supposed to be school-based staff development next year. So maybe that will give us the opportunity to do some of these reflective kinds of staff development with our teachers.

Question 4

JC – I think we all come in with an open mind. We're just optimistic about seeing our friends again and what we are going to share with each other.

DE – One thing I would like to maybe see is when we visit these schools is to really get in the classrooms. A lot of schools we've been in, we've walked the halls, but we haven't gone in the classrooms. I mean think of the conversations we could have with this group of people if we go in classrooms and look at things and then discuss what we have seen afterwards.

JC – I think it would be good if you paired that with what's the school's improvement plan. So after what we look at whatever see, how do we translate that into what we are improving, how we can change for the better.

1 – I think this follows in line with what you have asked us. I appreciate it in the sessions when we have time to interact with each other based on what we are hearing.

CA – Because you are working with such a diverse group of people who are working with such different school systems, and the school systems have provided staff development, there was an overlap once in awhile. I remember one session. It was primarily on the DuFours and Chesterfield had already done that like 2 years in a row, so I don't feel that I learned anything new specifically. I mean the conversation was still good, but that's just impossible to tell. You've

got so many people and something that maybe was new for me may not have been new for a few other people because maybe they had already focused on it in their school system. So that's kind of hit and miss. I don't think there's any way around that.

1 – I think you just kind of grew professionally based on the interactions you have with what you are learning about and I think it's important to have time to talk about it.

CA – I don't know whether it would be beneficial to each SCOPE cohort to actually pick one book that they are going to go through all the way. You know, we're going to read this book and then during the session we might discuss..

1 – Because I'll be honest, I haven't read any of them all the way through.

JC – Me either

1 – I've flipped through them, but I haven't read them cover-to cover.

CA – I know just one session where you may read chapter 1 you really feel like you have done a book study together. But then again, it's hit or miss because you know it may not be a new book for some people.

1 – I think it needs to be an option or something you vote on.

JC – It could be an option.

MS – I think that's a really good idea. I mean we do have a choice of the book we get, but there's not necessarily follow-up with that book, so maybe grouping those folks together who picked that book, like you know at the next meeting you're going to get together and have a...

CA – Maybe at lunch time

MS – Maybe make a circle and discuss something you have found exceptional in that reading, something that you can have a discussion around it.

MH – You can take it one step further and just read the book and jigsaw. Our time is no more or less stretched than anyone else's. I know that I'm going to have to read to get to the class tomorrow.

MS – What a gift if someone gave me 45 minutes and I could read a chapter.

CA – You have great intentions all the time. Or even a really popular article.

Appendix D

Survey

Preliminary SCOPE Survey

We are conducting a research study regarding the Statewide Communities of Practice in Excellence (SCOPE) Program. We are asking participants in cohorts I through V to complete a 1 page survey that should take no more than 5 minutes to answer. Your responses will be anonymous; there is no way for me to know who completed a survey. Feel free to skip any questions that you do not want to answer. If you have questions about the survey, please feel free to email us at jaime_stacy@ccpsnet.net or call (804)241-7107. If you choose to participate, please check the box below and continue on to the survey. Thank you in advance for your time.

I understand and agree to continue. Click yes or no.

- Yes
- No

Preliminary SCOPE Survey

Preliminary SCOPE Survey

You have reached this page because you have clicked "no" on the first page. Thank you for your time.

Preliminary SCOPE Survey

This survey consists of seven questions.

It should take you no more than five minutes to complete.

In year did you enter SCOPE

- Cohort I - 2005
- Cohort II - 2006
- Cohort III - 2007
- Cohort IV - 2008
- Cohort V - 2009

In what school system were you employed when you entered the SCOPE cohort?

In what school system are you currently working?

With what frequency do you contact your cohort members for professional purposes?

- Never
- Once a year
- Every 4 - 6 months
- Every 2 - 3 months
- Every month
- Every 2 - 3 weeks
- On a weekly basis or more

Do you make contacts via - Check all that apply.

- Email
- At Conferences
- Phone
- In Person
- Other:

Since entering SCOPE, have you been actively searching for a promotion?

- Yes
- No

Since becoming a member of SCOPE, which of the following most closely describes your career path?

- Remained in the same/similar school in the same/similar position
- Remained in the same/similar school division with a promotion
- Changed school divisions with the same/similar position
- Changed school divisions with a promotion

Appendix E

Locations of SCOPE Participants in Virginia

Figure E1

SCOPE Participant Locations – Year 1

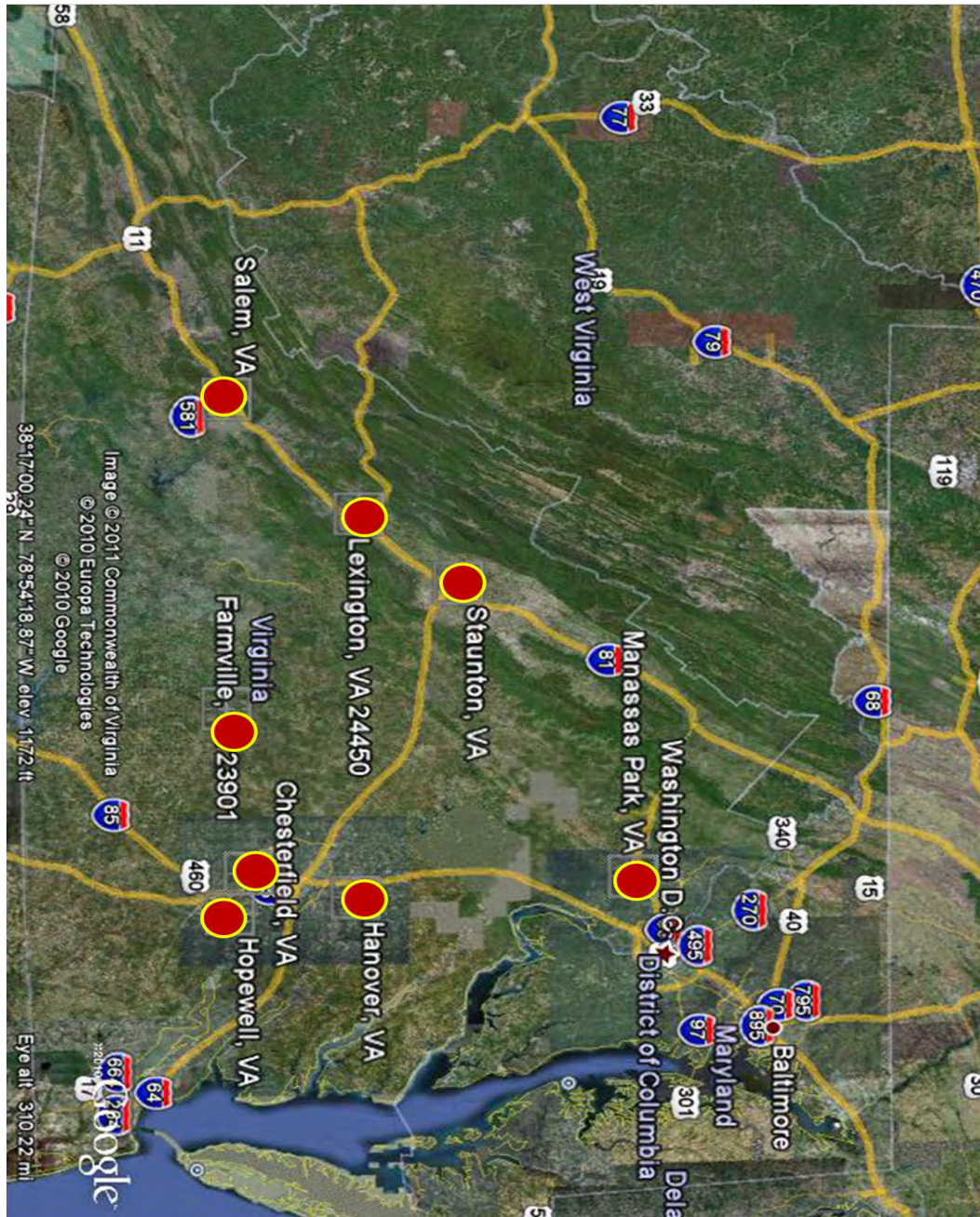


Figure E2

SCOPE Participant Locations – Year 2

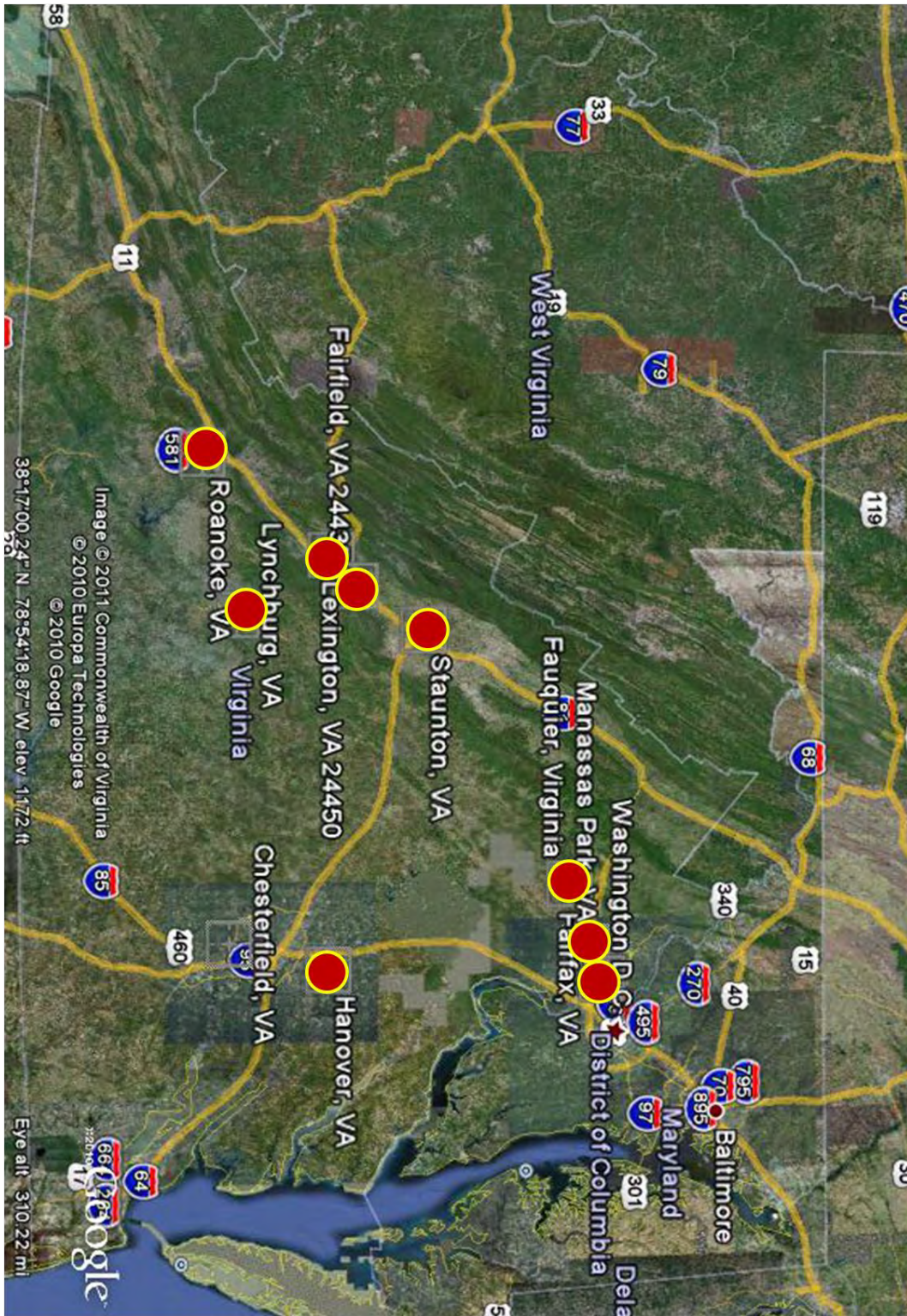


Figure E3

SCOPE Participant Locations – Year 3

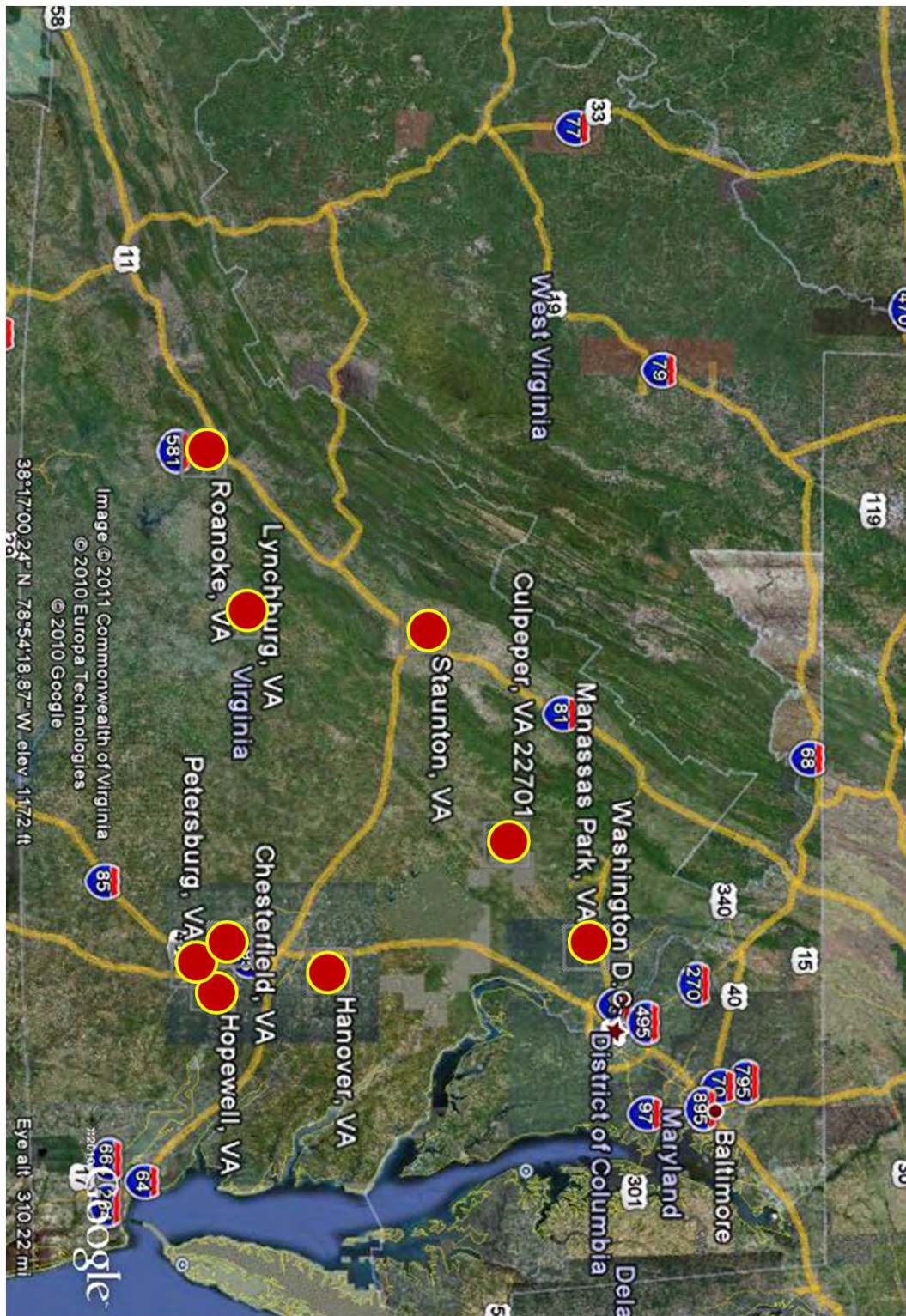


Figure E4

SCOPE Participant Locations – Year 4

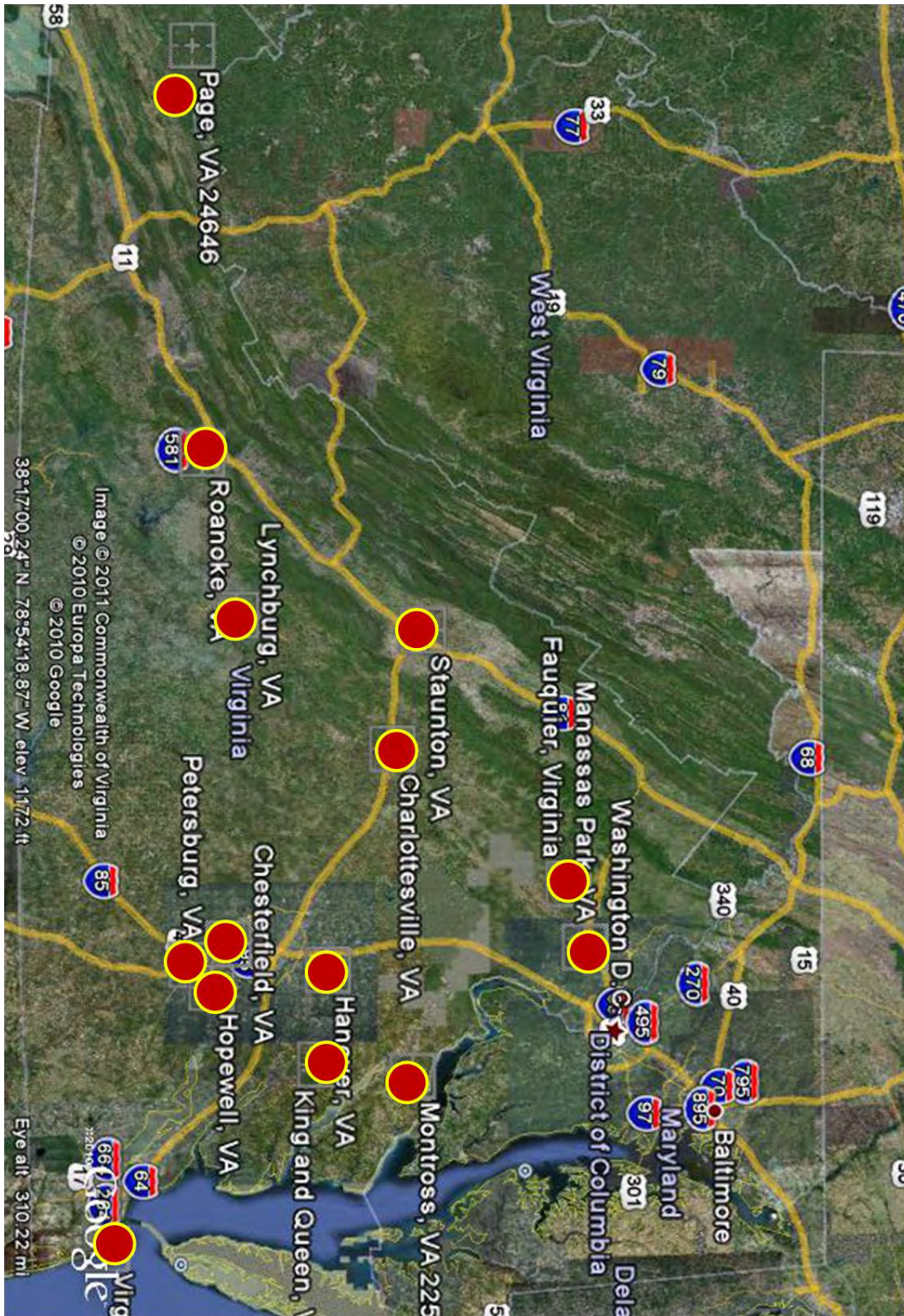
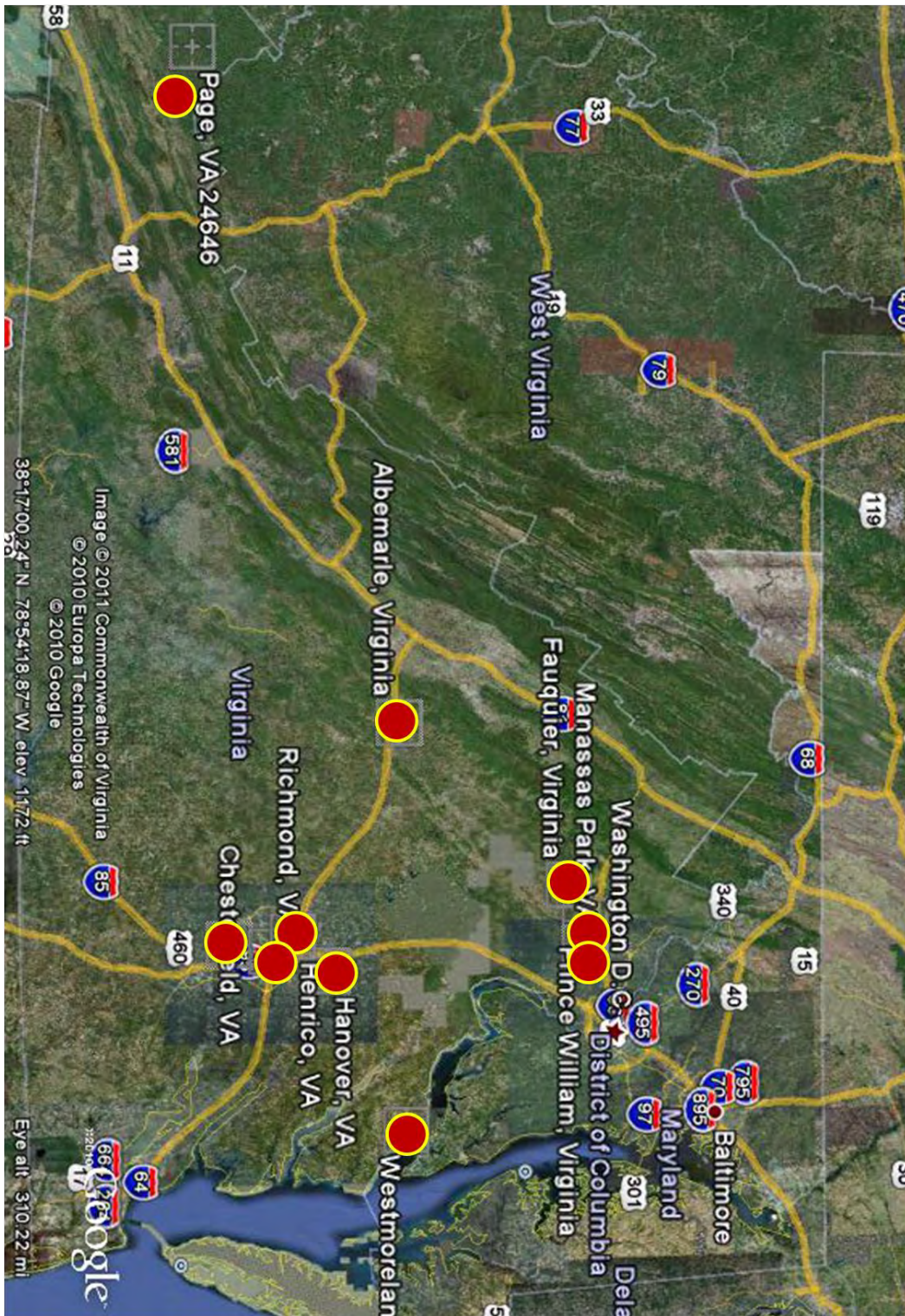


Figure E5

SCOPE Participant Locations – Year 5



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Vita

Matilda Jane Chalkley was born in Richmond, VA on March 26, 1953. She graduated from Douglas Freeman High School in Henrico County, VA in 1971. Ms. Chalkley received her B.S. in Elementary Education at Longwood College, VA in 1971 and taught 6th grade language arts and science at Grange Hall Elementary in Chesterfield County, VA for four years. Jane taught English and reading at Salem Church Middle School in Chesterfield, VA for nine years. She received her endorsement as a Library Media Specialist from Virginia Commonwealth University, VA in 1985. She became the head librarian at Oak Grove-Bellemeade Elementary School and then at Elkhardt Middle School in Richmond, VA for a combined period of five and one half years. Jane began working for the Department of Correctional Education as head librarian at the Virginia Correctional Center for Women, Camp 13, opened Fluvanna Correctional Center for Women, and reopened Buckingham Correctional Center for Men for a combined period of 2 years. She received her M.Ed. from The George Washington University in Administration and Supervision in December, 2000. Jane was the head librarian at Monacan High School in Chesterfield County, VA and became the assistant principal upon receiving her degree from George Washington University. She was the assistant principal at Monacan for four and one half years and has been the assistant principal at Salem Church Middle School in Chesterfield County, VA for the past five years.

Tyrus Taveres Lyles was born in Columbia, South Carolina on March 5, 1975. He graduated from Spring Valley High School, Columbia, South Carolina in 1993. Tyrus attended University of South Carolina and graduated in 1998 with a B.S. in Biology and subsequently taught Biology at King William High School for six years. He received his M. Ed. from the University of Virginia in 2006 in Administration and Supervision. Tyrus became as assistant principal at Essex High School in Tappahannock , VA for one year. He came to Meadowbrook High School in Chesterfield, VA as an assistant principal in 2007 and stayed until 2010. Tyrus is currently the principal of Huguenot High School in Richmond, VA.

Jaime Ceruti Stacy was born in Walpole, Massachusetts on January 12, 1976. She graduated from Walpole High School, Walpole, Massachusetts in 1994. Jaime attended Virginia Commonwealth University in Richmond, VA and received her Bachelors of Music in Education in 1998. She taught music at Salem Church Elementary in Chesterfield County Public Schools, VA from 1998-2005. Jaime received her M. Ed. in Administration and Supervision from the University of Virginia in 2004. In October, 2005, she became the assistant principal at Salem Church Middle School where she is still currently working. Jaime was awarded a fellowship to the Carnegie Project on the Education Doctorate in partnership with Dukane University in 2011.