

Millersville University of Pennsylvania IRB Protocol Form

The Human Subjects Review Protocol form for all researchers must be submitted and approved by the IRB before implementing the project. Additional information regarding Informed Consent can be found [HERE](#). All documents must be submitted as a single PDF. Protocols submitted as multiple documents or that are incomplete will be returned without review.

Information on [Federal guidelines regulating human subjects research](#), the [ethical considerations regarding human subjects research](#), [definitions of human subjects research](#), [kinds of IRB review](#) and [other information](#) can be found by following the included links. If you have not completed CITI training, please do so as soon as possible. If you are unsure whether or not your research will require IRB review, please use this [flow chart](#) to help inform your decision. If you have any questions regarding the need for IRB review, this form or the review process, please contact Rene Munoz, Director, Sponsored Programs by phone at 717.871.4457 or by email at rene.munoz@millersville.edu.

Principal Investigator Information

Is this a:*

Please enter the Protocol Number or Unique Identifier

560381048

I am a*

Principal Investigator Name

XXXXXXXXXXXX

Email (where are most likely to contact you)

XXXXXXXXXXXXXXXXXXXX

Major

Year

Field of Study
Doctorate in Education - Educational Leadership
Department

Faculty Mentor/Co-investigator Information

Faculty/Co-investigator Name
Ann Gaudino

Email
Phone
(717) 871-7354

Department
Educational Foundations

Project Information

Project Title
The Perceptions of Elementary School Principals about Their Evaluation, Professional Development, and Self-Efficacy

Project Starts Date
Dec 20, 2019
Project End Date
Feb 26, 2020
Project Funding
None

Specify Funding

Nature of Risk

In your judgment, does your research involve more than minimal risk? “Minimal risk” means that the risk of harm anticipated in the proposed research is not more likely than those risks encountered in daily life, or during routine physical or psychological examinations/tests.

No

Protected Populations and Sensitive Subjects

Will your research have as its primary focus any protected populations or deal with illegal, potentially illegal or otherwise sensitive subjects?

No

Protected Populations and Sensitive Subjects

If any Human Subjects from the following list would be involved in the proposed activity, place an X next to the category.

Project Purpose and Background

Purpose of the Study

This study seeks to investigate the perceptions of elementary school principals in ██████████, Pennsylvania surrounding what professional development they are receiving, how, if at all, it arises from their annual evaluations, and the subsequent influence on their self-efficacy. This initial study, conducted in one county, hopes to shed light on this topic and following research questions:

1. What relationship, if any, do elementary principals believe exists between their evaluation process, professional development, and self-efficacy?
2. What do elementary principals believe should be the relationship between their evaluation process, professional development, and self-efficacy?
3. What types of professional development do elementary principals believe are the most and least effective to improve their evaluations, professional practice, and self-efficacy? Why do they believe they are the most and least effective to improve their evaluations, professional practice, and self-efficacy?

Superintendents in three school districts in the county have approved this study (see attachment).

Background

Strong, focused leadership is a critical factor in student and school success, contributing to both teacher and student achievement (Leithwood & Jantzi, 2008; Leithwood & Louis, 2012; Leithwood & Wahlstrom, 2008; Levin & Bradley, 2019; Marzano, Waters & McNulty, 2005; School Leaders Network, 2014). The combined direct and indirect effects of the school principal on student academic successes are educationally significant (Hallinger & Heck, 1996; Leithwood, Louis, Anderson & Wahlstrom, 2004; Walters, Marzano, & McNulty, 2003). In fact, research from the School Leaders Network (2014) indicated that school principals contribute 25% of the total school influences on a student's academic performance. In an era of high stakes testing defined by the national academic push of No Child Left Behind in 2001 and the Every Student Succeeds Act of 2015, the role of the principal has shifted from being primarily a building manager, to an instructional leader, to a transformational leader (Fullan, 2001; Hallinger, 2003; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Levin & Bradley, 2019).

This new role of the school principal is highly complex and ever-evolving (Chapman, 2006; Davis, Darling-Hammond, LaPointe, & Meyerson, 2005; Hallinger, 1992; Hallinger, 2003; McCay, 2001). The measures of student achievement required by state and federal entities have changed the educational accountability and a great deal of scrutiny rests on the principal. Yet, many principals enter the position ill-prepared to meet these demands (Bloom, Castagna, & Warren, 2003; Davis, Darling-Hammond, LaPointe, & Meyerson, 2005; Kearney, 2010; Levine, 2005; Mitgang, 2008; Nicholson & Leary, 2001). There is a vast contrast between the roles and responsibilities of teacher and principal and school principals often experience a sense of ultimate responsibility and loneliness (Spillane & Lee, 2014; Maxwell, 2015).

The constant stresses and loneliness of this position have led to the diminishing longevity of the school principal. The annual principal turnover rates are between 12-35% (Levin & Bradley, 2019) with an even greater percentage in urban settings (Battle, 2010; Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007; Harris Interactive, 2013; Peterson & Kelley, 2002). This is alarming as many factors of school success are influenced by the quality of the principal over time (Hallinger & Heck, 1996; Kearney, 2010; Waters, Marzano, & McNulty, 2003).

School principals must possess the skills to adapt to this new paradigm of school leadership. Furthermore, they need guidance and ongoing professional learning opportunities to meet the inevitable challenges that they will encounter (Levin & Bradley, 2019; Weathers & White, 2015; Wise & Jacobo, 2010). Leaders need sustained professional learning throughout their career. Ongoing opportunities for professional development and renewal are essential for continued skill building and development of self-efficacy (Bloom, Castagna, & Warren, 2003; Chapman, 2006). One way to promote effective principal professional development is to utilize the principal evaluation as a tool to guide future opportunities. The objective of principal evaluation systems should be to evaluate and increase leadership capacity (Micheaux & Parvin, 2018). When utilized in this two-fold manner, the principal evaluation process has the potential to develop school leaders and improve student achievement (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

In Pennsylvania, principal evaluation is guided by Act 82 of 2012. This act mandates yearly evaluations of principals by chief school officers (Pennsylvania Bulletin, 2014). While principals are held responsible for various areas and ongoing challenges presented to them, there is no legislation governing that principals be provided professional development after completing an initial induction program. With no governance on this practice, each local education agency can have a different process for principal professional development, or no process at all.

Research has revealed a need for effective professional development for principals, yet professional development is often lacking. Also, there is a lack of research specific to elementary principals on this topic. Furthermore, school districts in Pennsylvania are given autonomy to determine, or not, professional development for their principals. This has resulted in a variety of practices. This study seeks to investigate the perceptions of elementary school principals in Cumberland County, Pennsylvania surrounding what professional development they are receiving, how, if at all, it arises from their annual evaluations, and the subsequent influence on their self-efficacy.

Research questions include:

What relationship, if any, do elementary principals believe exists between their evaluation process, professional development, and self-efficacy?

What do elementary principals believe should be the relationship between their evaluation process, professional development, and self-efficacy?

What types of professional development do elementary principals believe are the most and least effective to improve their evaluations, professional practice, and self-efficacy?

Qualtrics will be utilized to gather background information for each elementary principal participant (see

attached survey) prior to conducting individual interviews. The purpose of gathering this information is so that interview responses can be analyzed within and across role alike and non-role alike groups as well as collectively for the entire group of subjects. Next, the researcher will conduct individual interviews with each principal consisting of seven defined questions that further support the research questions (see attachment). Interviews will be recorded using the Audacity program, transcribed, and the de-identified data will be uploaded to NVIVO software for analysis.

References (see attachment)

Characteristics of the Subject Population

If protected populations will be included, provide justification of the need to use these subjects in research.

Justification for use of protected populations

What is the estimated no. of participants?

15

List participant inclusion criteria*

Five school districts in [REDACTED] were invited to participate, however, only three superintendents responded with agreement for their principals to participate. Therefore, three districts with 15 potential veteran elementary principals will be invited. Veteran principals are those with 3 or more years of experience in the position.

List any participant exclusion criteria*

Participants who are not elementary principals in Cumberland County or elementary principals in the county with less than 3 years of experience in the position. The researcher is a veteran elementary principal in Cumberland County, but will not participate as a subject due to her role as the researcher.

Will sex or gender be used as an exclusion criteria?

Please remember **sex** usually refers to the biological aspects of maleness or femaleness, whereas **gender** implies the psychological, behavioral, social, and cultural aspects of being male or female

No - neither sex nor gender will be used as an exclusion criteria

Please justify exclusions based on sex and/or gender*

What is the subjects age range and why was it chosen?

From:

23

To:

80

Please justify age range*

These ages represent the possible ages of participants for the study.

Risk and Consent

Please list any potential risks. Specify types and levels of risk.*

This study poses no known risk to subjects that would not occur in daily life.

Protection Against Risks - specify the procedures for preventing or minimizing any potential risks.

All recordings and subsequent transcripts will be stored on the researcher's password protected laptop. Only the researcher and the secondary coder of data will have access to the recordings and transcripts. The secondary coder is another student in the MU/Shippensburg doctoral program in educational leadership and has completed CITI training (attached). The secondary coder has signed a confidentiality statement (attached). Recordings and transcripts will be kept for 3 years and then destroyed per federal regulations. Pseudonyms for subject, school, and county names will be used in the dissertation and any subsequent presentations or publications in order to preserve anonymity.

Note: The researcher is an elementary principal in [REDACTED], where the study will be conducted, and will not participate as a subject herself. Furthermore, the researcher has no supervisory or other authority position over the potential subjects who are her peers in the county.

Potential Benefits - Describe any potential non-monetary benefits of the study, both for subjects and in general.

It is hoped that the findings of this study will be valuable for administrators who can utilize this information to examine current professional development practices and determine future professional development for principals.

Methods and Procedures

Describe the method(s) for identifying and recruiting prospective subjects.

Initial participants will be chosen purposively to ensure a representative subject from each of the three


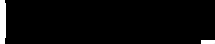
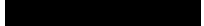
school districts within the county. Initial participants will be recruited via email from the researcher (see attached recruitment email). Snowball sampling will then be utilized to attract the remaining elementary principal participants for the study so that there are three representative elementary principals from each district. Initial subjects will be asked to provide names and contact information of principals meeting the inclusion criteria who have indicated to them that they are interested in participating in the study. Once additional participants are identified through snowball sampling, they will be recruited to participate via email from the researcher.

Will you publicly advertise to recruit participants?

No

State the location(s) where the study will be conducted.

Cumberland County which includes the following school district:

 School District
 School District
 District

Specific locations will vary for 1:1 interviews. Interviews will take place at a location of the participant's choice that is conducive to a recorded interview.

Permission from the superintendents for each of these districts for their principals to participate has been obtained in writing (see attachment).

Will your research take place outside of Millersville?

Yes

Upload copies of letters of approval to conduct the study from all non-MU sites*



Describe in detail the study design and all procedures (sequentially) to be applied to subjects. The researcher will send an email to subjects welcoming them to the study. This email will include information for participation including the link to Qualtrics (<https://www.qualtrics.com/>), a survey platform. The first page of the qualtrics survey will include the informed consent. Qualtrics will be utilized to gather participants' background information prior to the individual interviews. Participants will be asked their gender, ethnicity, years of experience as an elementary principal, and years of experience in other professional roles in K-12 schools (see attached survey). The purpose of gathering this information is so that interview responses can be analyzed within and across role alike and non-role alike groups as well as collectively for the entire group of subjects.

Next, the researcher will email with the subjects to set up the individual interviews, date, time, and location. One-on-one interviews will serve as the data collection tool in this research. The interviews will consist of seven defined questions worded to encourage answers that provide data in support of the study's research questions (see attached questions). Interviews will be conducted and recorded in each participant's office, or a comfortable location of his or her choice. While it is preferred to interview the subjects in person, using a video technology platform such as Zoom may be necessary to accommodate researcher and interviewee schedules. The researcher will provide a hard copy of the questions that the participant may refer to as the researcher reads them.

All interviews will be digitally audio recorded on two laptops using the Audacity program to ensure there

is a duplicate in case of a technological error. The use of audio recording will be stated on the initial consent form and will be communicated with each participant prior to beginning each interview. Additionally, the researcher will take notes during each interview to capture additional impressions during the interview. The researcher will read a question to the participant and the participant will respond. Each response to a question will be a separate recording for organizational purposes.

Member checking will be utilized to ensure that the interview responses accurately represent each subject's perceptions. A transcript of each participant's interview will be provided to that participant for review. The participant will be invited to provide corrections or further information.

Will you use any instruments such as surveys, rating scales, or questionnaires?

Yes

Upload copies any instruments such as surveys, rating scales, or questionnaires?*



Describe any alternatives to participation in the study which might be advantageous to the subject. If the subjects are to receive academic credit for research participation, describe the alternatives available to earn equivalent academic credit. - Copy

The only alternative to participation is that potential subjects may decline to participate.

Will the participants receive monetary or other forms of compensation for their participation*

No

Will any information be withheld from the participants?*

No

Describe any monetary or other forms of compensation which will be provided to subjects, and any conditions which must be fulfilled to receive compensation.

Identify the nature of any information to be purposely withheld from subjects, and provide justification for the nondisclosure.

Describe the procedure for post-study debriefing of of subjects

A thank you letter will be sent electronically to each participant with the primary investigator's name and contact information offering that the subject may contact the researcher if she/he wishes to debrief. Once my dissertation is published electronically, all subjects will be contacted and the link to the dissertation will be provided.

Describe in detail how confidentiality and privacy will be maintained

All participant responses will be assigned a pseudonym name and will not be associated with the participant name, school name or any other identifying factors. All schools and the county will also be assigned a pseudonym. All digital recordings will be stored on the researcher's password protected laptops. The researcher will upload recordings to a professional online service Rev.com (<http://www.rev.com>) via their secure upload system for electronic transcriptions of the recordings. Data will also be uploaded by the researcher into the Computer Assisted Qualitative Data Analysis Software

(CAQDAS), NVivo, for analysis purposes. NVivo will be maintained on a secure, password-protected computer owned and operated only by the researcher. In accordance with federal guidelines, all transcripts, survey results, and recordings will be preserved by the researcher for three years and then destroyed. The secondary coder of data has completed CITI training and has signed a confidentiality agreement (see attached).

If any information with subject identifiers will be released, specify the recipients. Include a statement that all data will be retained for at least three years in compliance with federal regulations.

Checklist and Signatures

CITI Training is required for anyone submitting an IRB protocol.

I have completed CITI training

Upload CITI Completion Certificate



If you have not yet completed CITI training, please start here:

[CITI - Collaborative Institutional Training Initiative](#)

Millersville Students, staff or faculty can use the "Single Sign On" (SSO) for CITI access. Click the CITI link below, scroll and select Millersville University. You will be redirected to a Millersville login page.

By signing my name below, I agree to provide whatever surveillance is necessary to ensure that the rights and welfare of the human subjects are properly protected. I understand that I cannot initiate any research with human subjects before I have received approval/or complied with all contingencies made in connection with the approval. I understand that as the principal investigator I am ultimately responsible for the welfare and protection of human subjects and will carry out the project as approved.



If you have any questions regarding this form or the IRB review process, please contact Rene Muñoz, Director, Sponsored Programs at 717.871-4457 or by email at rene.munoz@millersville.edu

Protocol Number

Review type

Date/Time Assigned

Assigned to:

Survey Questions

Participant ID #: _____ Participant District ID #: _____

1. What is your gender?
 - a. Male
 - b. Female
 - c. Other
 - d. Prefer not to say
2. What is your ethnicity (or race)?
 - a. White
 - b. Hispanic or Latino
 - c. Black or African American
 - d. Native American or American Indian
 - e. Asian/Pacific Islander
 - f. Two or more races
 - g. Other
 - h. Prefer not to respond
3. What is the highest degree or level of school you have completed?
 - a. Bachelor's degree with additional certificate
 - b. Master's degree
 - c. Doctorate degree
4. How many years have you been a principal?
 - a. Less than 5
 - b. 5-10

- c. 10-20
- d. 20-30
- e. More than 30

5. Prior to becoming a principal, what was/were your previous roles in education?

- a. For how many years were you in this/these previous roles?

Interview Questions

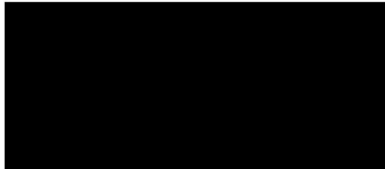
1. What is the purpose of your annual principal evaluation?
 - a. Does your annual evaluation guide your district-provided professional development? How so?
 - b. How does your annual evaluation influence your feeling of preparedness as a principal?
2. What types of professional development have you engaged in as a principal?
 - a. What opportunities have you had for professional development that relate directly to your teachers' needs?
 - b. What opportunities have you had for professional development that relate directly to your needs?
 - c. What opportunities have you been provided by the district? Why were they provided?
 - d. What opportunities have you chosen as self-directed professional development? Why did you choose to pursue them?
3. Which opportunities have been sufficient and helpful to your development as a principal? Why?
4. Are there areas in which you think you still need support? Which areas?
5. What other professional development opportunities do you feel would help to continue to prepare you in the principal role? Why?
6. Have there been any obstacles to your professional development as a principal? What are they?

7. Is there anything that I did not ask you that I should know to better understand the kinds of things you and your district have been doing to improve professional development opportunities for you as a principal?



[Redacted]
[Redacted]
[Redacted] • **Superintendent**

November 20, 2019



Dear [Redacted],

I am granting you permission to include principals from my district in your research study entitled The Perceptions of Elementary School Principals about their Evaluation, Professional Development, and Self-Efficacy which will investigate the perceptions of elementary school principals about the relationships between their evaluation, professional development, and self-efficacy. I understand participants in your study will be asked to complete a survey and a one-on-one interview. I am aware that the information will remain anonymous and will not be linked to my district in any way. Additionally, I recognize that participants will be presented with informed consent information prior to participating. Taking part in this study is completely voluntary, and participants are welcome to discontinue participation at any time.

I have received a copy of the informed consent and your contact information should I need to reach out to you for further information.

Thank you.

Sincerely,



[Redacted]

Superintendent

[Redacted]



SCHOOL DISTRICT

[Redacted]

David E. Christopher, Ed.D.

November 15, 2019

[Redacted]

Dear [Redacted]

I am granting you permission to include principals from Cumberland Valley School District in your research study entitled "The Perceptions of Elementary School Principals about their Evaluation, Professional Development, and Self-Efficacy" which will investigate the perceptions of elementary school principals about the relationships between their evaluation, professional development, and self-efficacy. I understand participants in your study will be asked to complete a survey and a one-on-one interview. I am aware that the information will remain anonymous and will not be linked to Cumberland Valley School District in any way. Additionally, I recognize that participants will be presented with informed consent information prior to participating. I further recognize that taking part in this study is completely voluntary, and participants are welcome to discontinue participation at any time.

Thank you for providing a copy of the informed consent and your contact information. Should I need additional information, I will reach out to you.

Sincerely,

[Redacted]

Superintendent of Schools

Copy of Informed Consent Form: Elementary Principal

You are being asked to participate in a study conducted by [REDACTED], doctoral student, Millersville/Shippensburg University and principal at [REDACTED]. Please read the following carefully and ask any questions you have before signing. Signing your name and the date at the bottom of the page indicates that you understand the information provided below and agree to participate.

Title of the Study:

The Perceptions of Elementary School Principals about Their Evaluation, Professional Development, and Self-Efficacy

Purpose and Procedures:

This study seeks to gather data surrounding elementary principal evaluation, professional development and self-efficacy in the [REDACTED]. A growing body of research has investigated the relationships among principal professional development and principal self-efficacy, as well as principal professional development and annual principal evaluations. Yet, there is a void in research examining elementary principal perceptions of the relationship among those three factors. This study seeks to begin to fill that gap by exploring the perceptions of elementary school principals about the current relationships between their evaluation, professional development, and self-efficacy and what principals believe the relationship should optimally be.

You will be participating in a survey and 1:1 interview with [REDACTED] with the researcher. The survey will collect demographic data about you. Interviews will be conducted in person or via technology (such as the Zoom platform) as you prefer and as your schedule permits.

Risks and Benefits:

There are no known risks or benefits to you personally associated with participation in this study. Interviews will be audio recorded and transcribed to written transcripts so that researcher can analyze and summarize them. Your responses will be assigned a pseudonym name and will not be associated with your name, your school's name or any other identifying factors. [REDACTED] from the same doctoral program, will be a secondary coder in this study and has signed confidentiality statements. Results of this study will be published in my dissertation and may also be utilized conference or other presentations or publications. The findings of this study may serve to inform district administrators as they examine their current professional development practices and determine future professional development opportunities for principals.

Compensation, Refusal, and Withdrawal:

Participants receive no compensation. Your participation in this study is voluntary and you can withdraw at any time with no negative consequences.

Confidentiality:

The confidentiality of recorded and transcribed data will be maintained throughout the study by the researcher. Your responses will be recorded. Your responses will be assigned a pseudonym

name and will not be associated with your name, your school's name or any other identifying factors. All files will be saved on password protected laptops and printed transcripts will be kept in a locked filing cabinet in my locked office, for the duration of the study. In compliance with Federal law, they will be kept for three years, at which time any recordings and documents with identifying information will be destroyed.

Age:

All participants must be over the age of 18.

Contact:

If you have any questions, comments, or concerns before, during, or after the study, please contact me and I will answer any questions and provide any additional information.

[REDACTED]

[REDACTED]

Dr. Ann Gaudino is the chair for this dissertation. She can be reached at ann.gaudino@millersville.edu or 717-871-7554.

This study has been approved by the Millersville University of Pennsylvania Institutional Review Board. Dr. René Muñoz, Director of Sponsored Projects and Research Administration, can be contacted with any questions at either (717) 871-4457 or (717) 871-4146, or at rene.munoz@millersville.edu.

Consent

I understand this information and agree to participate fully under the conditions stated above. I also acknowledge that I am 18 years of age or older.

Participant Signature: [REDACTED] Date: 4/19/19

[REDACTED]

November 12, 2019

[REDACTED]

Dear [REDACTED]

I am granting you permission to include principals from my district in your research study entitled The Perceptions of Elementary School Principals about their Evaluation, Professional Development, and Self-Efficacy which will investigate the perceptions of elementary school principals about the relationships between their evaluation, professional development, and self-efficacy. I understand participants in your study will be asked to complete a survey and a one-on-one interview. I am aware that the information will remain anonymous and will not be linked to my district in any way. Additionally, I recognize that participants will be presented with informed consent information prior to participating. Taking part in this study is completely voluntary, and participants are welcome to discontinue participation at any time.

I have received a copy of the informed consent and your contact information should I need to reach out to you for further information.

Thank you.

Sincerely,

[REDACTED]

[REDACTED]

Superintendent

[REDACTED]

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 1 OF 2 COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** [REDACTED]
- **Institution Affiliation:** Millersville University of Pennsylvania (ID: 3027)
- **Institution Email:** [REDACTED]
- **Institution Unit:** Educational Foundations
- **Phone:** [REDACTED]

- **Curriculum Group:** Social & Behavioral Research - Basic/Refresher
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - Basic Course
- **Description:** Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social/Behavioral Research with human subjects.

- **Record ID:** 26383242
- **Completion Date:** 03-Mar-2018
- **Expiration Date:** 02-Mar-2021
- **Minimum Passing:** 80
- **Reported Score*:** 100

REQUIRED AND ELECTIVE MODULES ONLY

	DATE COMPLETED	SCORE
History and Ethical Principles - SBE (ID: 490)	03-Mar-2018	5/5 (100%)
Defining Research with Human Subjects - SBE (ID: 491)	03-Mar-2018	5/5 (100%)
The Federal Regulations - SBE (ID: 502)	03-Mar-2018	5/5 (100%)
Assessing Risk - SBE (ID: 503)	03-Mar-2018	5/5 (100%)
Informed Consent - SBE (ID: 504)	03-Mar-2018	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	03-Mar-2018	5/5 (100%)
Research with Prisoners - SBE (ID: 506)	03-Mar-2018	5/5 (100%)
Research with Children - SBE (ID: 507)	03-Mar-2018	5/5 (100%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	03-Mar-2018	5/5 (100%)
International Research - SBE (ID: 509)	03-Mar-2018	5/5 (100%)
Internet-Based Research - SBE (ID: 510)	03-Mar-2018	5/5 (100%)
Conflicts of Interest in Human Subjects Research (ID: 17464)	03-Mar-2018	5/5 (100%)
Unanticipated Problems and Reporting Requirements in Social and Behavioral Research (ID: 14928)	03-Mar-2018	5/5 (100%)
Populations in Research Requiring Additional Considerations and/or Protections (ID: 16680)	03-Mar-2018	5/5 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?k9f1f1367-58a8-415d-a37b-c37d795fb48d-26383242

Collaborative Institutional Training Initiative (CITI Program)

Email: support@citiprogram.org

Phone: 888-529-5929

Web: <https://www.citiprogram.org>

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 2 OF 2 COURSEWORK TRANSCRIPT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** [REDACTED]
- **Institution Affiliation:** Millersville University of Pennsylvania (ID: 3027)
- **Institution Email:** [REDACTED]
- **Institution Unit:** Educational Foundations
- **Phone:** [REDACTED]
- **Curriculum Group:** Social & Behavioral Research - Basic/Refresher
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - Basic Course
- **Description:** Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social/Behavioral Research with human subjects.
- **Record ID:** 26383242
- **Report Date:** 17-Nov-2019
- **Current Score**:** 100

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
Defining Research with Human Subjects - SBE (ID: 491)	03-Mar-2018	5/5 (100%)
The Federal Regulations - SBE (ID: 502)	03-Mar-2018	5/5 (100%)
Assessing Risk - SBE (ID: 503)	03-Mar-2018	5/5 (100%)
Informed Consent - SBE (ID: 504)	03-Mar-2018	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	03-Mar-2018	5/5 (100%)
Research with Prisoners - SBE (ID: 506)	03-Mar-2018	5/5 (100%)
Research with Children - SBE (ID: 507)	03-Mar-2018	5/5 (100%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	03-Mar-2018	5/5 (100%)
International Research - SBE (ID: 509)	03-Mar-2018	5/5 (100%)
Internet-Based Research - SBE (ID: 510)	03-Mar-2018	5/5 (100%)
Unanticipated Problems and Reporting Requirements in Social and Behavioral Research (ID: 14928)	03-Mar-2018	5/5 (100%)
History and Ethical Principles - SBE (ID: 490)	03-Mar-2018	5/5 (100%)
Populations in Research Requiring Additional Considerations and/or Protections (ID: 16680)	03-Mar-2018	5/5 (100%)
Conflicts of Interest in Human Subjects Research (ID: 17464)	03-Mar-2018	5/5 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?k9f1f1367-58a8-415d-a37b-c37d795fb48d-26383242

Collaborative Institutional Training Initiative (CITI Program)

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Completion Date 03-Mar-2018

Expiration Date 02-Mar-2021

Record ID 26383242

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Social & Behavioral Research - Basic/Refresher (Curriculum Group)

Social & Behavioral Research - Basic/Refresher (Course Learner Group)

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Under requirements set by:

Millersville University of Pennsylvania



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November 12, 2019



Dear 

I am acknowledging that I have agreed to serve as the secondary coder for your research study entitled The Perceptions of Elementary School Principals about their Evaluation, Professional Development, and Self-Efficacy which will investigate the perceptions of elementary school principals about the relationships between their evaluation, professional development, and self-efficacy. I understand that as a secondary coder in your study I must maintain confidentiality at all times. I am aware that the data must remain anonymous and must not be linked to any district in any way. Additionally, I recognize that the data must be maintained in a secure location by you, the researcher. In my role as a secondary coder, I understand that I will complete my coding independently of you, the researcher.

I have received a copy of all pertinent information for your study, have obtained the necessary CITI certification, and hereby agree to serve as a secondary coder for your study.

Thank you.

Sincerely,

A black rectangular redaction box covering the handwritten signature of the sender.

Doctoral Candidate



Completion Date 04-Mar-2018

Expiration Date 03-Mar-2021

Record ID 26383271

This is to certify that:



Has completed the following CITI Program course:

Social & Behavioral Research - Basic/Refresher (Curriculum Group)

Social & Behavioral Research - Basic/Refresher (Course Learner Group)

1 - Basic Course (Stage)

Under requirements set by:

Millersville University of Pennsylvania



Verify at www.citiprogram.org/verify/?wa658a756-b503-4224-a732-6ca499b2d946-26383271

Informed Consent Form: Elementary Principal

You are being asked to participate in a study conducted by [REDACTED], doctoral student, Millersville/Shippensburg University and principal at [REDACTED]. Please read the following carefully and ask any questions you have before signing. Signing your name and the date at the bottom of the page indicates that you understand the information provided below and agree to participate.

Title of the Study:

The Perceptions of Elementary School Principals about Their Evaluation, Professional Development, and Self-Efficacy

Purpose and Procedures:

This study seeks to gather data surrounding elementary principal evaluation, professional development and self-efficacy in the Cumberland County. A growing body of research has investigated the relationships among principal professional development and principal self-efficacy, as well as principal professional development and annual principal evaluations. Yet, there is a void in research examining elementary principal perceptions of the relationship among those three factors. This study seeks to begin to fill that gap by exploring the perceptions of elementary school principals about the current relationships between their evaluation, professional development, and self-efficacy and what principals believe the relationship should optimally be.

You will be participating in a survey and 1:1 interview with Megan Ward, the researcher. The survey will collect demographic data about you. Interviews will be conducted in person or via technology (such as the Zoom platform) as you prefer and as your schedule permits.

Risks and Benefits:

There are no known risks or benefits to you personally associated with participation in this study. Interviews will be audio recorded and transcribed to written transcripts so that researcher can analyze and summarize them. Your responses will be assigned a pseudonym name and will not be associated with your name, your school's name or any other identifying factors. Mr. Chad Runkle, from the same doctoral program, will be a secondary coder in this study and has signed confidentiality statements. Results of this study will be published in my dissertation and may also be utilized conference or other presentations or publications. The findings of this study may serve to inform district administrators as they examine their current professional development practices and determine future professional development opportunities for principals.

Compensation, Refusal, and Withdrawal:

Participants receive no compensation. Your participation in this study is voluntary and you can withdraw at any time with no negative consequences.

Confidentiality:

The confidentiality of recorded and transcribed data will be maintained throughout the study by the researcher. Your responses will be recorded. Your responses will be assigned a pseudonym name and will not be associated with your name, your school's name or any other identifying factors. All files will be saved on password protected laptops and printed transcripts will be kept in a locked filing cabinet in my locked office, for the duration of the study. In compliance with Federal law, they will be kept for three years, at which time any recordings and documents with identifying information will be destroyed.

Age:

All participants must be over the age of 18.

Contact:

If you have any questions, comments, or concerns before, during, or after the study, please contact me and I will answer any questions and provide any additional information.

[REDACTED]
[REDACTED]
[REDACTED]

Dr. Ann Gaudino is the chair for this dissertation. She can be reached at ann.gaudino@millersville.edu or 717-871-7554.

This study has been approved by the Millersville University of Pennsylvania Institutional Review Board. Dr. René Muñoz, Director of Sponsored Projects and Research Administration, can be contacted with any questions at either (717) 871-4457 or (717) 871-4146, or at rene.munoz@millersville.edu.

Consent

I understand this information and agree to participate fully under the conditions stated above. I also acknowledge that I am 18 years of age or older.

Participant Signature:_____ Date:_____

Dear XXXXXX:

As a doctoral candidate in Educational Leadership at Shippensburg and Millersville Universities, I am conducting research to better understand the perceptions of elementary school principals about the relationships between their evaluation, professional development, and self-efficacy. The role of the elementary school principal is highly complex and ever-evolving. It is my hope that the findings from this study will be valuable for district administrators as they examine their current professional development practices and determine future profession development for principals.

I plan to conduct 1:1 semi-structured interviews with elementary principals in your district and surrounding districts. These interviews will seek to garner the principals' perceptions surrounding your evaluation, professional development, and self-efficacy, and what, if anything, could be done to better support your needs. The interviews will take approximately 45 minutes and be in a location of your choice. The information will remain anonymous and will not be linked to you or your district in any way. Your superintendent has approved your participation in this study; however, taking part in this study is completely voluntary and you are welcome to discontinue participation at any time. Additionally, you will be presented with informed consent information prior to participating.

I will share an executive summary of my research study upon completion. Thank you for considering my request. If you choose to participate, please email me [REDACTED] and we will set up a time and location that is convenient for your schedule.

If you have any questions, I would be glad to discuss further.

Thank you for your consideration.

Sincerely,

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Survey Questions

Participant ID #: _____ Participant District ID #: _____

1. What is your gender?
 - a. Male
 - b. Female
 - c. Other
 - d. Prefer not to say
2. What is your ethnicity (or race)?
 - a. White
 - b. Hispanic or Latino
 - c. Black or African American
 - d. Native American or American Indian
 - e. Asian/Pacific Islander
 - f. Two or more races
 - g. Other
 - h. Prefer not to respond
3. What is the highest degree or level of school you have completed?
 - a. Bachelor's degree with additional certificate
 - b. Master's degree
 - c. Doctorate degree
4. How many years have you been a principal?
 - a. Less than 5
 - b. 5-10

- c. 10-20
- d. 20-30
- e. More than 30

5. Prior to becoming a principal, what was/were your previous roles in education?

- a. For how many years were you in this/these previous roles?

Interview Questions

1. What is the purpose of your annual principal evaluation?
 - a. Does your annual evaluation guide your district-provided professional development? How so?
 - b. How does your annual evaluation influence your feeling of preparedness as a principal?
2. What types of professional development have you engaged in as a principal?
 - a. What opportunities have you had for professional development that relate directly to your teachers' needs?
 - b. What opportunities have you had for professional development that relate directly to your needs?
 - c. What opportunities have you been provided by the district? Why were they provided?
 - d. What opportunities have you chosen as self-directed professional development? Why did you choose to pursue them?
3. Which opportunities have been sufficient and helpful to your development as a principal? Why?
4. Are there areas in which you think you still need support? Which areas?
5. What other professional development opportunities do you feel would help to continue to prepare you in the principal role? Why?
6. Have there been any obstacles to your professional development as a principal? What are they?

7. Is there anything that I did not ask you that I should know to better understand the kinds of things you and your district have been doing to improve professional development opportunities for you as a principal?