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Identifying Leadership Development Needs of Catholic Secondary Educators

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COLLEGE OF EDUCATION

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2016

Abstract

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Abstract

Current administrators at a Northeast metropolitan area Catholic school have not formally identified the needs that support leadership development for their future and novice administrators. Compounding this problem, an increasing number of Catholic school lay administrators are taking on leadership roles traditionally held by members of religious communities whose membership is steadily declining within the United States. This case study examined the experiences of current administrators to identify leadership development needs for novice and future administrators at a Catholic secondary school. The study's framework was derived from the concepts of leadership succession planning and mentoring. A purposeful sample of 10 current lay administrators at a Catholic secondary school was used to provide interview data in response to standardized questions designed to elicit their perceptions. An inductive approach was used to analyze the data through the identification and coding of common themes that emerged from the range of participant responses. The findings demonstrated that active leadership planning, purposeful mentoring, and prioritizing the continuity of religious identity were critical needs for the development of novice and future administrators at the particular metropolitan Catholic school in question. The findings may be used to codify the leadership development process at the research site and to provide a model for other Catholic secondary schools to develop administrator preparation programs that address common leadership requirements for the future.

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Dedication

To my wife Joanne.

Acknowledgments

I would like to thank my committee chairperson, Dr. Don Jones, for staying with me over the course of this long journey. His mentorship and patience were invaluable.

I would also like to thank my committee members, Dr. Englesberg, Dr. Hinrichs and Dr. Miller…Their dedication kept me from settling for less than my best effort.

Thanks to my mom for teaching me the value of education.

Thank you to my children for understanding the hours spent pursuing this study.

Most of all, thank you to my wife Joanne…without her love and support the first page would still be blank.

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Section 1: Introduction to the Study

The Catholic parochial school system in the United States is at a crossroads. The administrative model that has been in place for more than a century has traditionally relied on members of religious communities to fill leadership positions. This paradigm may no longer be viable, considering the steep decline in the present membership of those same religious communities. In referencing American nuns, Gibson (2014) stated that "membership in women's religious orders grew rapidly in the first half of the 20th century, reaching a high point of 181,421 sisters in 1966. Since then, the numbers have steadily declined, to below 50,000 today, a 72.5 percent drop-off" (para. 2).

As a result of this demographic change, lay faculty in the Catholic school system have experienced an expanded role in the area of classroom teaching and, more recently, in school administration. These circumstances are becoming more common across the broad spectrum of Catholic schools in the United States, and they raise the question about the need for formal and informal professional leadership development programs for future school administrators (McDonald & Schultz, 2016).

No evidence has been found to suggest that Catholic schools in the United States have invested in internal administrator preparation programs on a significant scale. Formal, uniquely organized and sponsored administrative leadership development programs in schools have existed for many years. At least one large metropolitan school district in the United States and the national school system in Great Britain have

developed internal leadership programs for administrators that offer more than basic academic credentials available through degree granting programs. The New York City Department of Education (NYCDoE) has established a leadership academy to equip aspiring principals with foundational professional leadership development. The 14-month program "uses problem-based and action learning methodology to prepare participants to lead instructional improvement efforts" (NYCDoE, 2010, p. 1). The Aspiring Principals Program (APP), which was instituted in 2004, currently accounts for 16% of New York City's public school principals and provides leadership coaching programs tailored to meet specific leadership challenges (NYCDoE, 2010). On a broader scale, Great Britain recently moved toward providing baseline leadership development programs that go beyond formal academic degrees at the national level. The National College for School Leadership in Great Britain, which opened in 2002, offers standardized national level leadership development, to include the exploration of emerging practices (Bush, Briggs, & Middlewood, 2006). Both the New York City program and the British national program underscore the fact that focused leadership development beyond obtaining a formal academic degree is important to the success at the individual institutional level.

Focusing on a smaller scale by studying the problem at a metropolitan area Catholic school in the Northeast United States, I explored school community and organizational needs that drive leadership development centering on administrator preparation at this local level. Over the past few decades, U.S. Catholic schools have been challenged to remain a competitive alternative to an improving and evolving

national public school system. In the Northeast United States, Catholic schools that had once been filled with hundreds of students have either closed or consolidated into regional schools (Lestch, 2011). To justify substantial tuition expenditures by stakeholders, Catholic schools need to remain competitive while maintaining the religious and cultural traditions that make them the preferred choice for individuals choosing a faith based education. At the same time Catholic schools must keep pace with nonreligious, private and public institutions to meet the current and future needs of their students.

Remaining a competitive educational choice is essential for the survival of any private educational institution. To this end, leadership is critical. Catholic stakeholders should consider leadership development programs for future administrators who, because of the increasing shortage of faculty from religious orders, will likely emerge from the ranks of lay faculty. Future leaders must understand the enduring mission of Catholic schools and their evolving role in the surrounding communities. This paradigm shift coincides with the model of participative leadership in which faculty members are prepared to assume leadership and administrative roles within the decision-making process of an educational institution (Lunenberg & Ornstein, 2008). Few, if any, studies have focused specifically on community and organizational needs that will shape leadership development for administrators in Catholic education.

Problem Statement

The community of current administrators in a Northeast metropolitan area Catholic school had not formally identified the needs, both organizational and communal, that support leadership development for future and novice administrators. At the Catholic school in question, there was no published record of any formal discussion, at either the administrative or general faculty level, that addressed leadership development for aspiring administrators. This problem was compounded by the sharply and steadily declining numbers of religious faculty who traditionally held administrative positions and were responsible for maintaining the religious identity of Catholic schools in the United States (Gibson, 2014). Through interviews, I explored the perceptions of current administrators at one metropolitan Catholic secondary school regarding the need for leadership development programs.

This problem is not unique to the school in question: Catholic schools across the United States are being affected by the declining numbers of religious orders, particularly Catholic schools in Northeast metropolitan areas of the United States. A large number of Catholic schools are located in this region, and they will soon be at a point of organizational transition resulting from the decline of religious faculty and administrators. Historically, individuals from various religious communities held school leadership and administrative positions in U.S. Catholic schools. These religious communities were assigned to or sponsored educational institutions (Dolan, 2010). The current trend is for lay faculty to assume more responsibility for classroom teaching and

school administration (Editorial, 2005; Scheopner-Torres, 2011). Despite this trend, no evidence has indicated that professional leadership programs for administrator preparation exist in response to specifically identified needs arising from the local school community. There is evidence, however, that public school systems in comparable metropolitan region have instituted leadership development programs in response to school community and organizational change (NYCDOE, 2010).

The contemporary dynamic educational environment is complex. Classroom experience alone may no longer provide the foundational depth required of most school administrators. Being a good teacher does not automatically prepare an educator to be a good department chairperson or a good administrator. Teaching qualifications and experience are no longer considered sufficient to hold leadership positions; leadership at the administrative level is more commonly being considered a more specialized position requiring specific preparation (Bush, 2008). Outside of the Catholic school system, future program directors, department chairs, and administrators require formal and informal leadership development through their educational institutions that supplements certificate- or degree-granting academic programs (Miller, 2008; Rhodes & Brundrett, 2009; Vasudeva, 2009).

Each school has unique organizational and instructional needs specific to its relationship with the community it serves. The absence of professional leadership development programs in response to the unique requirements of a local school community might decrease the perception of faculty efficacy because of the lack of

preparation for long-term career advancement opportunities. In a British study, Rhodes and Brundrett (2009), concluded that the lack of confidence and the limited mentoring prevented teachers "from actively pursuing or achieving leadership progression" (p. 385). Rhodes and Brundrett recommended a common-sense approach to education and to mentoring and career development preparation programs.

Nature of the Study

I employed a constructivist case study methodology to address how to best prepare the next generation of Catholic leadership not only at the school in question but also in the larger context of the Catholic school system. The research was timely because Catholic schools, especially those in the local school community in this study, are transitioning from a model in which leadership and leadership training is carried out within sponsoring religious communities to one in which lay faculty will be taking on more leadership and administrative roles because of the decline of religious community membership throughout the United States.

I employed a qualitative study to answer the primary research question, which focused on identifying the needs that will support the establishment of leadership development programs for parochial school administrators. The literature review addressed the contextual and methodological foundations and indicated the need for further study of the problem. Interviews with current administrators at a Northeast metropolitan area Catholic secondary school were the primary data source. Participants answered open-ended questions directing them to articulate the various needs that support

leadership development for future administrators at the school community. Additionally, artifacts were collected to provide both context and validation for the interview process. The data were coded and analyzed for key trends, which led to a greater understanding of the needs driving leadership development at the school. Recommendations were made based on how the needs identified by the interviewees may influence leadership development programs at the participating school.

Research Question

The decline in the number of religious faculty in the U.S. Catholic school system over the past few decades has created leadership opportunities in administration for lay teachers (Gibson, 2014; McDonald & Schultz, 2016). Unlike their public school counterparts, however, most Catholic lay faculty members do not have access to specialized leadership training in administrative roles. A review of the literature revealed no specific studies that directly addressed leadership development for future administrators serving in Catholic secondary schools. Several related works indirectly supported the research topic. Based on extensive web-based research, I was the first to address the topic of identifying the needs in a local parochial Catholic secondary school community that should and will drive leadership development for future administrators.

In case studies, the data paint a picture so that the reader develops an in-depth understanding of the problem being explored (Creswell, 2007). The basis for defining the needs that support the use of a leadership training program for future administrators at a Northeast metropolitan area school can be found in the experiences and perceptions of

current administrators. The study was guided by one research question: What needs do current administrators at one Northeast metropolitan parochial school identify to support leadership development for novice and future administrators?

Purpose of the Study

The purpose of this study was to gain an in-depth understanding of leadership preparation needs as identified by current administrators at one Northeast metropolitan parochial school. Current administrators' experiences were used to identify the needs that may guide future leadership development programs. The study focused on the specific developmental issues of the institution in light of the sharply and steadily declining numbers of religious faculty who have traditionally held administrative positions in Catholic schools. Given the limited number of studies on the need for specialized leadership development training in U.S. Catholic schools, this constructivist case study addressed the need for specific administrator preparation tailored to the culture and character of the local school community. The findings were intended to create a basis for new leadership development programs for administrator preparation and organizational growth planning at the local Catholic school community.

Conceptual Framework

This study was designed to identify leadership development needs in one secondary Catholic school through a comprehensive understanding of the phenomena based on the multiple realities and perspectives created by the interaction between myself, as the researcher, and the interview participants. Before identifying a need, that

need must be defined. In education, the term *leadership* has taken on many definitions and has often been confused with the term *management*. Management addresses the operational processes of an organization, whereas leadership creates context for the present and defines the future direction for an organization. Steyrer (1998) wrote about leadership as a way of expressing values and meaning through action and inspirational vision. Steyrer's leadership is transformative; that is, the followers adopt the organizational values and mission articulated by the leadership. In essence, the individuals commit to the mission as defined by leadership.

The purpose of this subsection is to define the concept of leadership development in relation to administrator preparation. This conceptual framework was necessary to bridge the gap between leadership development in an educational setting and the specific case of leadership development to prepare administrators in the secondary school I used in this case study. In addition, understanding the nature and potential benefits of leadership development programs created a context through which interview responses were analyzed and the resulting recommendations were presented.

The need for leadership development in a local setting has been identified for nearly a century. In an early 20th -century work on leadership development for administrators, Pierce (1935) chronicled the evolution of professional qualifications for principalship. In the 19th century, principalship culminated in the mastery of academic subject matter and good character. By the late 1800s, metropolitan school districts, particularly in the Northeast, began to require professional knowledge on the subjects of

teaching, general education, and even educational reform as a qualification. By the early 1900s, principals' associations began to develop to provide peer-to-peer mentoring in addressing the challenges of educational leadership. These associations were one of the first examples of leadership development at the local level, which supplemented formal academic programs (Pierce, 1935).

The justification for leadership development in response to locally identified needs remains valid in the current era of educational transformation. Few new principals have mastered the tenets of administrative management and instructional leadership. Experienced principals require support to sustain relevant competence in leading a school community. In response to these needs, leadership development is required in some school districts, such as in the New York City public school system, regardless of experience (Fink & Resnick, 2001). Today, few doubt the decision to invest in quality school leadership; the question is how to produce sustained and responsive quality leadership in local school communities (DeVita, Colvin, Darling-Hammond, & Haycock, 2007). To this end, strategic planning in leadership succession is critical and requires deliberate preparation in meeting the needs of the local school community (DeVita et al., 2007; Lindsay, 2008). Although workshops and seminars are effective introductions to new leadership concepts, leadership development at the local level provides a sustained solution in response to trending educational issues at the local level (Darling-Hammond, LaPointe, Meyerson, & Orr, 2007). A good example of the type of sustained and responsive local leadership development addressed in this study can be found in the New

York Leadership Academy, founded in 2003, whose objective is the preparation of new principals, beyond academic credentials, for the rigorous demands that a diverse metropolitan community can impose (DeVita et al., 2007).

When researching this topic, I identified several recurring needs driving local leadership development. Traditionally, school administrators spent a significant amount of time managing resources, such as finances, supplies, faculty training, community relations, and so on. These tasks still put a heavy demand on principals' time. Effective leadership development in addressing these challenges can mitigate extra effort spent on these factors (DeVita et. al., 2007). Another identified need is the current trend in which school leaders attempt to move away from administrative mechanics. Instead, leaders focus on instructional leadership, curriculum development, and faculty coaching that responds to the specific challenges of a local school community (Mendels, 2012). The need for mentorship has also been a recurring theme in leadership development literature. In general, U.S. administrators work in a compartmentalized environment (DeVita et al., 2007). In response to this phenomenon, school districts have been formalizing the mentoring process, resulting in a continuity of experience in responding to local school issues (DeVita et al., 2007; Fink & Resnick, 2001).

The majority of concepts discussed in this section were pioneered by metropolitan area public school systems in response to common leadership challenges applied in diverse local settings. In this study I applied the above concepts that currently govern leadership development in multiple metropolitan areas of various sizes across the United

States, including the Northeast metropolitan area Catholic school where I conducted the research. The commonality of the needs that govern the local school community should not have affected the general application of these concepts; however, the unique religious nature of a Catholic school may have altered the context of the application to a significant degree.

Operational Definitions

The following terms are defined according to how they were used in the study:

High-time administrator: An individual who has 20 years or more of experience in a titled school administrative position. High-time does not refer to a type of administrator position.

Laity/layperson: Individual who is not considered clergy (Catholic Online, 2013).

Leadership development: A process that enhances the capability of individuals to act in leadership roles within their school community (BTS, 2013). In the context of this study, leadership development will be used interchangeably with administrator preparation or administrator development.

Mid-level administrator: An individual who has 5 years or more, but less than 20 years, of experience in a titled school administrative position. Mid-level does not refer to a type of administrator position.

Novice administrator: An individual who has less than 5 years of experience in a titled school administrative position. Novice does not refer to a type of administrator position.

Parochial school: An educational institution supported by a local church or religious community. The governing principles and financial support are provided by the local church or religious order, although in most cases students pay tuition to attend the school (Freude, 1998).

Assumptions, Limitations, Scope, and Delimitations

Assumptions

I assumed that the respondents answered the interview questions accurately and objectively and without an obligation to adjust their responses to avoid criticizing the school's current or previous leadership and policies. I also assumed that the respondents had a genuine concern in identifying the needs of parochial professional leadership development, and provided logical and carefully considered responses to the interview questions. I also assumed that the respondents had both the breadth and depth of experiences to answer the questions in a manner that would bring about new understanding of the research topic. Additionally, I assumed that the experiences recorded at the particular Catholic secondary school where the interviews took place were common, to a degree, with other metropolitan area Catholic schools. Finally, I assumed that the respondents' answers would allow for identification of common themes.

Limitations

One limitation of this study was the relatively modest size of the local school community in which the research was conducted. The school community is sponsored by a specific religious order, subsequently narrowing the scope of the organizational culture

compared to the larger Catholic system. Another limitation was a potential perceived lack of anonymity because of the small size of the faculty. The respondents may have been concerned that their answers would identify them based upon specific demographic questions. This apprehension could have possibly led to omissions or distortions in the interview responses.

The scope of this study was narrow: The research took place at one single-gender metropolitan Catholic high school in the Northeastern United States. The suburban socioeconomic environment is somewhat homogenous and can best be described as primarily middle -class to upper -middle class.

Significance of the Study

This study contributed to the discussion regarding the need for leadership development in academic environments, particularly the Catholic school system. The research facilitated a more in-depth understanding of the needs of institutional leadership as seen from the leaders in the parochial school system. Currently, membership in religious communities in the United States is declining (Gibson, 2014). As lay teachers and administrators assume expanding roles in Catholic schools, leadership development becomes a critical issue. At a time when economic stability is uncertain, if stakeholders are to continue to invest in Catholic education, the leadership vision must adapt to ensure continuation of tradition along with the development of strategies to meet the inclusive needs of school communities in the 21st century. This study addressed the perceptions of the internal stakeholders regarding the developmental leadership challenges and potential

solutions that will help Catholic education to continue to be an asset to the U.S. educational community. The data gathered in this study may have a significant impact on the way that Catholic leaders prepare educators. Effective leadership requires a continuous and distributive assessment of needs. In the Northeastern metropolitan area that was the focus of the study, more than 160,000 students are educated in approximately 600 Catholic elementary and secondary schools whose faculty number over 5,000 (Diocese of Brooklyn, 2012). The oldest and largest Catholic school communities are in New York City and its surrounding metropolitan area. This study may be the impetus for broader discussions on ways to meet leadership development needs in 1,200 U.S. Catholic secondary schools attended by over 575,000 high school students (McDonald & Schultz, 2016).

Summary

The declining numbers in the U.S. Catholic religious population have led to an increase in lay administrators in the U.S. parochial school system. As a result, current Catholic lay administrators find themselves facing the same needs as their public school contemporaries. Local leadership development programs have been implemented in large metropolitan settings such as New York City. The central issue of this study was the specific needs for administrator leadership development as identified by current administrators at one metropolitan area Catholic school. The conceptual framework for this study was rooted in the leadership development processes employed to prepare administrators in large metropolitan cities over the past century. A qualitative case study,

focused primarily on interviews, was conducted to explore the leadership development needs identified by Catholic administrators.

The following sections include a literature review, providing the intellectual foundation and justification for this study, as well as a review of the methodology that provided a framework for both data collection and analysis. Topics covered in the literature review include defining educational leadership, exploring leadership development experiences, identifying leadership development needs in academic communities, the development of future administrators for succession planning, and the justification and application of the methodological paradigm used in this study. The methodology review focuses on the research design, including justification of the use of case study methodology, sampling strategy, and the data analysis process. The role of the researcher, participants, data collection, ethical issues, and validation strategy are described in Section 3. Sections 4 includes the results of the study, and Section 5 contains recommendations for future leadership development of parochial school administrators.

Section 2: Literature Review

The literature review for this study comprises scholarly works focusing on educational leadership development planning, the nature of leadership in relation to organizational culture, and the challenges facing Catholic schools in the 21st century. The literature presented in this section was found primarily in professional journals and purpose-driven scholarly books. Other articles were found in periodicals written for general consumption outside the community of professional educators.

The literature review is presented through eight major topic areas that contextually define the research problem and provide a conceptual framework for the study. Most research articles were found in the ERIC, Educational Research Complete, and Education from SAGE databases using phrases such as leadership succession, parochial school administration training, leadership development in parochial schools, and administrator preparation. Common search engines, such as Google Scholar were also used to find more general material on leadership and statistics, including parochial school staff demographics.

Overview

The purpose of this study was to identify leadership development needs at a secondary Catholic school based on the perceptions of current administrators. Current literature has not addressed the specific issues of leadership development in Catholic schools. My approach to the literature review was to begin with a validation of the study by exploring general topics of leadership development practices in education, narrowing

to the topic of leadership succession planning, and focusing on specific cultural changes in the U.S. Catholic school system.

Eight topics are addressed in the literature review: the need for the study based on the lack of literature pertaining to Catholic education leadership development programs; a working definition of leadership; an applied definition of leadership development, along with examples of leadership development methodology; the need for sustainable leadership development in Catholic schools; the grooming of future leaders; the specific need for leadership development programs internal and specific to the organizational culture of the institution; and negative issues associated with a lack of leadership development programs. Together, these topics provide an aggregate picture of the literature review to validate the core inquiry by applying general leadership development concepts to the specific challenges in the changing culture of the Catholic school system.

Need for the Study

Compared to the public school system, leadership development within the Catholic school system has not been a focus of research. The faith-based foundation of Catholic schools sets them apart from public education institutions, so literature addressing the intersection of educational leadership practices and the specific organizational culture of a Catholic institution regarding a variety of topics from faculty efficacy and teacher retention to succession planning has been lacking. Dee, Henkin, and Singleton (2006) commented on the lack of literature addressing these issues in both Catholic and public schools: “Fewer studies, however, have examined the effects of

organizational characteristics on teacher job satisfaction, job performance, and organizational commitment" (p. 604). Leadership plays a significant role in shaping the organizational characteristics of an institution. Individuals taking on leadership roles also change the organizational dynamic in their relationship to teacher colleagues (Struyve, Meredith, & Gielen, 2014). Struyve et al. (2014) determined that in taking on leadership roles, to include new job responsibilities, a shift in both social and professional relations with former peer colleagues takes place including how new leaders view themselves in relation to the former status quo. The manner in which leadership and organizational culture combined in perpetuating a specific learning community will have a cascading effect in defining common characteristics of both the teaching and learning experiences at that institution.

Several researchers explored the relationship between professional satisfaction and leadership development, as well as the relationship between experiences derived through professional growth and changes in leadership practices (Bush et al., 2006; Struyve et al., 2014). However, the actual context and nature of teacher leadership is ambiguous. Leadership in the field of education has often been confused with management and has become somewhat conceptually nebulous. In addition, the applied practical functions of leadership are considerably different from organization to organization (York-Barr & Duke, 2004). Teacher leadership as currently understood continues to expand, encompassing different management roles beyond curriculum

development to include professional learning communities and the evaluation of new initiatives (York-Barr & Duke, 2004).

Because of the practical application of leadership and its universal necessity in global educational institutions, most research has been conducted to understand best practices and to make them available across the community (Bush, 2010). Even so, researchers focusing on educational leadership have asserted that theory often does not meet practice. Fullan (1996) stated, "more work needs to be done to develop a meaningful action-based theory of leadership" (p. 267). That is, meaningful explanations of best practices are required to build robust theories of educational leadership and help to guide school-level practice. The relationship, or lack thereof, between theory and practice indicates that more research is needed to determine how well school leaders bridge the gap between theoretical concepts and practical applications. In addition to the lack of research on the gap between leadership theory and practice, few researchers have linked the nature and distribution of leadership functions with the commitment of educators to particular school communities and cultures (Hulpia & Devos, 2009).

Researchers have emphasized the need for further study on the practical application of leadership theory in the academic setting, particularly on educational leadership across a broad contextual spectrum. Few researchers have addressed the practical application of leadership in the Catholic system, and fewer, if any, have applied theoretical models of leadership development programs and their practical application in the Catholic school system. Many Catholic secondary schools are governed by a specific

religious order as opposed to Diocesan consolidation making the study of leadership development in Catholic secondary schools even more difficult because decentralization allows individual school level policies to shape professional development (Bush, 2011; Struyve et al., 2014). Bush (2011) concluded that decentralization, however, lead to the implementation of local solutions, including leadership development programs that were employed successfully as a result of an established succession planning process; however, Bush (2011) mentioned that this was still problematic for smaller schools and Catholic schools. Bush's (2011) findings suggest the need to conduct research in leadership development in secondary schools requiring a common understanding of leadership. I addressed those areas and traits of leadership because they applied directly to my problem statement.

Leadership and Education

Steyrer (1998) wrote about leadership as a transformative way of expressing values and meaning through action and inspirational vision. How that definition relates to leadership development in a parochial secondary school can be addressed by understanding the relationship between teachers assuming leadership roles and their potential development into administrators. In focusing on teachers as leaders, York-Barr and Duke (2004) asserted that teacher leadership reflects individual empowerment and localized authority because teachers are central to the operation of educational institutions. For sustainable and meaningful change to take place, teacher leadership must be active at every level of the educational community. Krysinski and Reed (1994) pointed

out that, as an organization undergoes a change from what it currently is to what the leadership thinks it should be, leadership will not only be driving the plan for transformation but will also be responding to new issues identified during the change process. It is true that many aspiring administrators come from the rank of teachers, who often take on a variety of leadership roles within their local school communities. These emerging leaders can be agents of change by first understanding the needs of the schools and surrounding communities and then working toward changing organizations to meet those needs. These individuals articulate, edit, and become the custodians of institutional vision, and in doing so, they shape the organizational cultures of their schools (Ghamrawi, 2010).

Educational leadership in a school community can be formal or informal. An example of a formal school community leader is a department chair, a staff support director, an assistant principal, and so on. Formal teacher leaders, administrators in particular, often receive training prior to assuming their positions and fall within a well-defined organizational hierarchy, at least in most public schools. They tend to evaluate educational performance in the classroom, edit and revise curricula, and schedule professional development and various other administrative tasks (Danielson, 2007). Informal leaders may not have official positions or titles within their school communities, but they can take the initiative to engage in solving problems or the organizational evolution process. In either case, school community leadership such as administrators, define values and inspire others to act (Danielson, 2007). In further defining the role and

influence of leadership on a school community, Danielson (2007) grouped the scope of educator leadership into three major categories: school-wide policies and programs, teaching and learning, and communication and community relations.

Leadership, whether defined as a trait or a learned characteristic, is a social interaction requiring considerable skill and effort. Educational leadership requires active participation and understanding with the intent to improve and evolve the local school community. This concept may be identified by some as distributed leadership in which organizational success is based on committed members sharing responsibility for the leadership development of the institution (Keiser, Kincaid & Servais, 2011). The degree to which this social interaction is possible can be defined as leadership capacity (Lambert, 2006). Leadership capacity, however, is not always the determining factor in who is selected for leadership positions within school communities. Rizvi (2008) questioned how school principals are promoted to formal leadership positions. Rizvi stated that this promotion is often based on teaching experience and seniority rather than specific previous leadership experiences or academic qualifications. In essence, leadership capacity is often based on instructional excellence and longevity in the classroom more than the ability to develop and articulate a reasonable and attainable vision for a particular educational institution. Rizvi's findings, based on four case studies of administrators in Pakistan with regard to principals' roles in government primary schools and enhancing teacher professionalism, supported the idea that distinguishing teacher leadership from policy management can be confusing. Quinn, Haggard, and Ford

(2006) brought this discussion full circle in relating their definition of educational leadership, specifically the teacher leader, to the concepts of organizational commitment and the opportunity for career advancement as a means of exercising an individual's leadership capacity to the fullest extent. Teacher leaders possess a combination of experience and knowledge and can apply these traits to influence the many significant decision-making processes within a school community. For these individuals, a limited career path within an organization that does not provide opportunity for advancement to other positions, such as administration, will result in most talented personnel ultimately seeking other career paths or opportunities (Quinn et al., 2006). This concept is also supported by Struyve et al. (2014) who acknowledged that developing teacher leadership positions is perceived as a way to create career opportunities leading to greater job satisfaction.

Although it was not possible to apply to this study a single definition of leadership in general or teacher leadership specifically, several themes emerged during this review: (a) Educational leaders assess organizational needs and then use initiative to inspire others to commit to a mission that meets these needs, (b) leaders shape organizational values, and (c) leaders actively seek an outlet to express their capacity (Danielson, 2007; Quinn et al., 2006; Rizvi, 2008; York-Barr & Duke, 2004). Understanding these recurrent themes was critical to approaching the problem from a standard reference point. A leadership development program tailored to the specific needs of a local school community and targeted toward individuals who have demonstrated initiative and

capacity provides the foundational discipline needed to translate values into organizational change for the future sustainability of a particular school community. Leadership development programs should not be designed in a vacuum but should take into account the aggregate leadership development experiences of current administrators within a particular school community. Understanding these leadership development experiences serves two purposes: identifying shortfalls in preparing to take on an administrator role, and highlighting those positive experiences that provide a substantial knowledge or experience base in assuming those same leadership positions.

Leadership Development Experiences

Leadership development can be broken down into formal or informal experiences (Earley, 2009). Educators in positions of leadership often are required to undertake internships as part of their formal academic training programs; however, educators in leadership positions recognize the value of working alongside more experienced leaders as a major formative professional experience. In this regard, the informal leadership development experience can potentially have a greater impact than formalized academic programs (Earley, 2009). This impact can take the form of conveying values specific to a local school setting, in essence, sustaining a leadership culture. Administrators are introduced to cultural norms through their training, mentoring and discussions with colleagues (Leo & Wickenberg, 2013). Sociologists refer to this process as socialization. Ng (2013) determined that administrators will not only become socialized but will also

direct the socialization process for future leaders because administrators provide a shared purpose and develop an institutional culture for faculty and staff.

According to the National Foundation for Educational Research in Great Britain (as cited in Earley & Weindling, 2007), the first stage, or Stage 0, is labeled "preparation prior to headship" (p. 74). This leadership development stage is a combination of formal and informal processes. Informally, emerging leaders look to experienced educational leaders as role models. Formally, emerging school leaders will take administrative courses, and by combining the two processes, they will work as deputies alongside more experienced leaders, giving the emerging leaders a formalized structure of specific job requirements and exposure to the informal socialization provided by the more experienced educators with regard to a particular school community (Earley & Weindling, 2007). Ng and Szeto (2015), in studying professional development needs of novice principals, concluded that Hong Kong, a former British colony, should adopt a similar approach to leadership development in schools that combines formal and informal aspects such as mentoring and workplace centered research projects.

On the job training is another pathway to leadership development. Miller (2008) wrote about on-the-job leadership development experiences in regard to the circumstances through which some educators assume leadership positions. Miller stated that "some are handed a road map with a person to guide them along the way until they know the road perfectly, while some have to carve out the road and then create the map for themselves" (p. 17). Miller's leadership development exercises include a combination

of on-the-job experiences and formalized, structured discussions in readings, supervisions, and evaluations.

Need for Leadership Development

Leadership in an educational institution is critical for passing on values, inspiring stakeholders, and charting the organizational direction. Leadership development is equally as critical in providing a foundation to understand organizational needs and culture as well as techniques to execute various leadership processes. Bush (2008) stated, "There is increasing recognition that preparing and developing leaders cannot be left to chance" (p. 307). Classroom teachers would agree with this concept not only here in the United States, but on an international scale as well. A study in Ethiopia linked the correlation between the quality of educational supervision and progressive professional development throughout a career as a teacher (Tesfaw & Hofman, 2014). The effects of leadership development reach beyond faculty and out to the student level. Leithwood and Jantzi (2006) recognized that leadership, along with classroom teaching, has a significant impact on student learning. The complexities of the educational environment have created a general view among educational professionals that being a good teacher with significant amounts of experience is not enough to prepare an educator for a future role as an administrator. Educational leadership has developed into a unique specialty (Bush et al., 2006). Recognizing the impact of leadership on student achievement is a core function of a leader, who must define and pursue the visions that give purpose to an

educational institution. As a result, leadership development can be considered critical in maintaining sustainable student achievement (Bush et al., 2006).

For other practical purposes, school leadership development is gaining interest because the Baby Boomer generation has begun to retire (Rhodes & Brundrett, 2009). Leadership succession planning is, therefore, a critical concern to current school leaders. Hallinger and Snidvong's (2005) 20-year research indicated that leadership has a direct effect on school climate and educational success. Simkins (2005) added that the current common understanding of organizational success by an educational institution is largely dependent on that institution's leadership model.

Leadership is critical to school performance, but leadership development also needs to transcend general instruction and focus on the economic, demographic, and technological needs of the local community. When career development with the local school community in mind is approached as being intertwined with succession planning, specific leadership needs can be identified and met in a proactive rather than a reactive culture (Rhodes & Brundrett, 2009). Being proactive means consciously pursuing a formalized succession planning model (Mason, 2015). In succession planning, leadership development opportunities should take place in normal working conditions of the organizational environment. These opportunities often provide the informal mentoring and coaching that occurs between emerging leaders and experienced staff leaders (Rhodes & Brundrett, 2009).

In succession planning, a significant amount of time is spent identifying the leadership traits of others; however, complicating this process further is the question whether current leaders are being reasonably successful in identifying the leadership characteristics of others. This ability becomes more critical when examining the problem of recruiting and retaining quality teachers through the lens of school leadership (Rhodes & Brundrett, 2009). Even schools with good retention rates face challenges in leadership deterioration in internal and external processes, such as the result of the lack of upward mobility within an educational organization and, as McCreight (2000) suggested, a high attrition rate of teachers. There is no increased responsibility associated with performance and experience in classroom teaching unless teachers move into semi-administrative (i.e., department chair) or fully administrative (i.e., principal) positions, jobs that are much different from classroom teaching. In addition, McCreight (2000) cited the low emphasis on professional development, which would help bridge the gap between classroom teaching and administrative functions but could be a factor in the lack of career advancement and high attrition rates. Danielson (2007) referred to teaching as "a flat profession" (p. 14), where average classroom teachers have the same responsibilities after 20 years of teaching that they had on their first day as educators without regard to experience. The only way to capitalize on that experience is to move into administrative positions.

Upward mobility presents its own challenges. School leaders are faced with increasing standardization in compliance with emerging government initiatives. Over the

past decade, federal and state initiatives such as the No Child Left Behind Act have placed more pressure on institutional leaders to perform to a standard that does not take into account the specific cultures or issues of particular educational institutions. Leadership development takes these new realities into account when balancing the individual needs of institutions with the standardization of larger government initiatives that may distract institutional leadership from focusing on the identified needs of a preexisting culture (Foster, 2004).

Ultimately, as in every other profession that must, by necessity, adapt to meet the changing needs of society, the nature of leadership will be proactive as opposed to reactive in order to insure organizational relevancy. This means not only that leaders keep pace with the times but also how new leaders are trained should take into account current and future trends and vision. How future administrators are prepared will be a continuingly evolving process as the nature of educational leadership undergoes continuing evolution as well.

Evolution of Educational Leadership

Even as teachers are assuming more leadership functions that deal with curriculum development and institutional organization, there exists a nebulous understanding of what educational leadership actually encompasses in concept as well as practice (York-Barr & Duke, 2004). Because the functions of teacher leadership are evolving based upon the need to balance increasing standardization of educational practices with the more narrowly defined values and culture of individual schools,

multiple perspectives are needed to address deficiencies in the current understanding of teacher leadership. As a result, studying the nature of leadership is becoming as important as understanding leadership's measurable effects in reference to the school community's individual leadership culture (Heck & Hallinger, 2005). Administrators are not only leaders of teachers but also pupils of the art of leadership as well.

The traditional role of administration is also changing. Traditionally, principals often initiated, outlined, and set the criteria for organizational administrative concepts. Because of the increasing complexity of modern educational needs, principals cannot identify the full scope of issues that school communities must address or develop action plans to provide the desired effect in relation to those issues. Principals find themselves taking on more of a facilitator role in empowering teams of educators within school communities to identify issues, allocate resources, and define the effects of those efforts with reference to organizational policy (Turk, Wolff, Waterbury, & Zumalt, 2002). Ghamrawi (2010) emphasized that subject leaders (e.g., department chairs) at the high school level are carrying out more tasks that normally used to be handled by upward administration.

The increasing role of department chairs in developing and sustaining leadership functions emphasizes the need for increased leadership development at all levels. The increasing role also highlights the concept that mastery of subject material alone is no longer the only qualifying factor in the development of midlevel leaders, such as department chairs. Bush (2008, 2010) supported this contention by arguing that

experience is not enough to prepare emerging leaders for the challenges facing them. As this point, critical reflection becomes valuable as a formal and an informal leadership development technique to prepare for the increasing complexities that accompany progression throughout a career in education. Identifying individuals with an aptitude for leadership and then proactively maturing that aptitude is at times a departure from traditional seniority bases leadership opportunities (Mann & Swain, 2014). Rizvi (2008) questioned the degree to which principals in Pakistani government primary schools have moved into administration based solely upon high tenure in the classroom. How well they perform their jobs without specific leadership experience or qualifications is debatable. Subject leaders have a more direct role in the daily execution of curriculum than senior leaders because of the constant and consistent supervision provided by department chairs in creating and maintaining individual departmental cultures and curriculum visions (Ghamrawi, 2010). School leadership begins to function at levels between formal administrators and classroom teachers. A good example of this midlevel leadership is the department chairs and support service directors found in most secondary schools.

Midlevel leadership is important because, at this point, prospective administrators begin to strike a balance between carrying out the intent and vision of the current administration while they begin to develop their own vision for their department or functional area. The nature of midlevel leadership requires an understanding of both the need for an organizational vision and an appreciation of the importance of connecting with the people they supervise and the administration's overall vision for the school. In

any case, developing a vision and developing future school leaders are part of the same process.

Need to Develop a Leadership Vision

One can assume that some teachers enter the field of education focused on gaining experience and perfecting their classroom techniques. Some teachers do not begin their careers with any clear intent to move to leadership positions, such as department chairs or principals. In making the transition from classroom teacher, some new administrators may find themselves in charge of faculty and staff with no clear understanding of their role (McMaster, 2014). Based upon the phenomenon of teachers seeing themselves only in their classrooms for the duration of their careers, the leadership potential of educators can be identified and nurtured through preparation programs, including socialization to leadership concepts and practices (Quinn et al., 2006). This preparation can help schools to keep pace with constant changes in student populations and identified educational needs because administrators in particular institutions alone are unable to meet and identify all leadership needs (Quinn et al., 2006).

Part of the leadership development socialization process is cultivating a vision. Danielson (2007) suggested leadership vision is indicative of a successful school. Vision is developed in response to the desire of some teachers to influence change. Danielson referred to this concept as “leadership itch,” meaning that teachers who want to influence change will find a way, formally or informally, to lead in their school communities. Vision can be a powerful factor in a school’s leadership equation, but what is vision?

Researchers have defined vision as a conceptualization of the purpose or mission of an educational institution (Bush et al., 2006; Hallinger & Heck, 1998). Hulpia and Devos (2009) supported this view by stating that "in the high potential schools, much importance was attached to an educational vision and professional development. . . . In the low potential schools that was not a priority for the school leaders" (p. 10). Professional leadership development, particularly in high-performing schools, is shared by the organizational leadership team, not just the top-level administrators (Hulpia & Devos, 2009). Intxausti, Joaristi, & Lizasoain, (2016), through a mixed method study of 32 schools in the Basque Region of Spain, resolved that one common characteristic of highly effective schools is the school community having a clear understanding of the school's mission and vision. Lambert (2006) suggested that schools that have implemented professional leadership development have made such significant improvements and are no longer considered low-performing institutions.

The unique characteristics of a particular school may lend themselves to a particular model of how future school administrators are developed. A school's characteristics and organizational vision will play a role in determining not only the context for prospective administrators' development but also can determine the most efficient developmental model.

Models of Leadership Development Programs

The shortage of teacher leaders, combined with the increasingly complex roles of school leaders, particularly in administration, has spurred research into leadership

development programs (Earley & Jones, 2009; Mackenzie & Marnik, 2008). In theory, efficient leadership development at the local level would be carried out through some form of low cost-high impact training program (Mann & Swain, 2014). Bush, Kiggundu and Moorisi (2011) assessed a new principal preparation program in South Africa and recommended a systematic preparation process be used to effectively develop new administrators. A successful program should also combine both formal and informal leadership development elements (Ng & Szeto, 2015).

One way to address the shortage of leaders is to train future leaders via apprenticeships (Earley & Jones, 2009; Malone, 2001; Ng, 2013) Ylimaki and Jacobson (2013) conducted a qualitative interview based study, which included participants from 7 nations, focusing on effective school leadership development and practices and concluded that "successful principals all advocated a hands-on approach to acquiring leadership proficiency" (p.19). One example of a formalized program that structures apprenticeships is the Future Leaders program in England, a program created to address the teacher leader/administrative shortage in that country (Earley & Jones, 2009). The specific focus of the program is to develop department chairs and administrators in an urban setting. The program was designed to use mentoring as a way of not only developing future leaders within a particular school system but to identify where their leadership talents would be most used (Earley & Jones, 2009). Internal leadership development programs, however, can produce negative effects. Future leaders are going

to develop their leadership potential within a system based upon the status quo of that system (Earley & Jones, 2009).

In the United States, there is also a continuing emphasis on how school leadership is developed. Formalized mentoring programs targeted at sharing various leadership strategies now often take the form of internships or apprenticeships (Malone, 2001). Additionally, models of leadership development are changing in response to a changing model of school leadership. The more traditional hierarchal paradigm of school administration can be viewed as lacking the ability to adapt and change to meet the needs of the school community and thus the way future administrators are developed must overcome the traditional hierarchal shortcomings of an outdated model (Korach, 2012).

Catholic schools can find themselves looking for the balance between their unique traditions and the dangers of perpetuating the status quo in a profession, which by its nature prepares individuals to become productive members of society in the future. If Catholic schools are to follow their public school counterparts, leadership development will be deliberately planned with the above stated conundrum in mind.

Need for Leadership Development in Catholic Parochial Schools

Up to this point, the literature review has highlighted the need for leadership development programs across the general spectrum of educational organizations. In 2013, there were over 6,000 Catholic schools in the United States. Just about 5,000 of these schools are elementary and a little more than 1,000 are secondary (McDonald & Schultz, 2016). Catholic parochial schools, particularly secondary schools, have a unique religious

identity, inspired by the specific religious order that sponsors the school, which defines the values and missions of the institutions (Sanders, 2010; Tidd, 2009). Because there tends to be less formalized bureaucracy in Catholic parochial secondary schools (e.g., they receive only basic guidelines from the diocese education office), leadership development can be assessed as essential because of the specific needs of understanding the unique religious culture as well as the governance of the schools.

Complicating the leadership challenge in the Catholic school system is the current issue of an aging and declining religious population (i.e., nuns, brothers, and teaching priests) in the United States (Dolan, 2010). In the past, the religious order that would sponsor a particular school would maintain the school's particular religious culture with consistency because it was a subset of the religious order's unique identity. As long as the religious order continued, the values and mission of that religious order were passed along to other members of the organization. Because of the declining population of religious community educators, this paradigm is no longer the case. It has become more essential for lay teachers to assume positions of leadership, be responsible for maintaining a school's particular culture, while adapting to the school community's changing needs (NCEA, 2014). To meet the needs of schools and local communities, as well as passing along the values and cultures of these institutions, future Catholic parochial administrators can turn to highly focused leadership development programs.

Another factor that is a challenge for leadership development in the Catholic school system is the high turnover rate of Catholic school teachers. Teachers have a

unique responsibility of not only providing academic instruction but maintaining the religious component of the school culture (Torres, 2012). A high rate of attrition means a lack of continuity in maintaining a strong sense of community and religious culture from one generation of teachers to the next (Torres, 2012). Statistics from the first decade of the 21st Century on teacher attrition rates from 2000 through 2009 indicate that public schools had an overall loss rate of approximately 9%, while private schools, of which Catholic schools in America comprise a large percentage, produced a loss rate of 21% for teachers with 1 to 3 years of experience (Keigher, 2010).

Of significant note, the issue is not only that Catholic school teachers are leaving their specific institutions but where they are going. Tamir (2009) estimated that 50% of parochial school teachers will leave their jobs within the first 5 years. This statistic on the surface may not be significantly greater than those leaving public education in their first few years, however, 80% of those teachers remained in the teaching profession at some other educational institution (O'Keefe et al., 2004). This migration away from Catholic education can be based on a number of factors, including the increasing disparity in pay between Catholic and public educators (Torres, 2012). Cimino, Haney, and Jacobs (2000) identified the hiring and retention of quality teachers as the most difficult challenge facing administrators. Przygocki (2004) stated, "Teacher attrition is a concern in all educational sectors but is of special importance to Catholic schools because of the salary disparity between public and Catholic schools" (p. 523). The question can be asked if Catholic schools should focus on other career factors, such as providing potential

opportunities for motivated teachers to take on administrative roles where they can have a larger influence on their school community.

Although it is difficult to maintain high-tenure teachers in the Catholic school system, the need for expediency in developing future school leaders remains because of the rapidly increasing aging of members of religious communities in the United States. In the 1950s, 90% of Catholic school teachers were religious, such as nuns and brothers. As of 2004, 95% of Catholic school faculty were lay teachers (Editorial, 2005). Dolan (2010) of New York City connected the decline in vocations to religious teaching orders, with the roughly 50% decline in the number of Catholic schools nationwide. An additional challenge is keeping Catholic schools staffed with high quality leaders willing to take on the challenges of Catholic education in the 21st century.

Succession planning for Catholic school leadership may be a major factor in maintaining a healthy Catholic school system in the United States. The education literature has pointed out often that leadership has a direct impact on educational success. Assuming this is true, developing future school leaders at all levels should, in general, be a priority in any school community. Succession planning through sustainable leadership communicates that effective administrators will actively encourage other faculty to seek leadership opportunities (Lingam, 2012). Successful Catholic schools will attract professional educators who plan on making a career teaching in the Catholic system (Przygocki, 2004). Career efficacy, in the sense of opportunities for upward career mobility, might induce teachers to overlook disparities in pay.

Leadership development programs would allow teachers to take advantage of opportunities for professional advancement by acting as an incentive based upon professional efficacy. Roberts (2013) looked at this form of professional leadership development in terms of social capital, where individual leadership is developed as part of collective leadership development. Roberts (2013) believed that social capital affects every part of an organization, including recruitment, retention and innovation.

Traditionally, organizational change in Catholic schools had been governed by the religious communities that sponsored those schools. Over the past 20-plus years, that paradigm has begun to shift rapidly with a decline in religious community membership. The changing demographics of Catholic education created both opportunities and challenges for the lay faculty, who are more commonly found taking on administrator roles.

Changing Nature of Catholic Parochial Faculty Demographics

At the height of Catholic parochial education in the United States, throughout the 1950s, religious communities comprised 90% of Catholic parochial school faculties. Within 50 years, lay teachers would comprise 85% to 95% of Catholic parochial faculties (Editorial, 2005). Beyond the raw data, the significance in this trend lies in the fact that in parochial schools, maintaining the charism, or unique religious culture, is often identified as the most important aspect of school leadership and religious faculty were prepared throughout their religious life to champion that charism (Collier, 2012; National Association of Episcopal Schools, 2013).

One difference between lay and religious faculty, highlighted by the reversal in faculty demographics, is that religious teachers were assigned to schools indefinitely, whereas lay faculty signed annual contracts, creating an inherent instability in faculty retention (Przygocki, 2004). The main reason given for the decrease in numbers of religious faculty was a consistent decline in religious vocations to teaching orders in the United States (Dolan, 2010).

By 1904, the Catholic school system in the United States had greatly expanded. The Catholic Education Association was founded to bring Catholic educational communities throughout the United States together under one organization as a way to communicate and standardize effective educational practices. This organization eventually evolved into the National Catholic Education Association (NCEA, 2010). This umbrella professional organization became a lobbying group between the Catholic parochial school system and the different levels of government. At its height, the Catholic parochial school system was responsible for educating approximately 12% of U.S. elementary and secondary students (Przygocki, 2004).

At the same time, the religious communities that ran the vast majority of Catholic parochial primary and secondary schools had an internal professional communication structure provided by the inherent structure of the religious communities sponsoring them. Programs are moving toward a concept of leadership development that can be seen throughout groups of American Catholic schools sponsored by national or regional level religious orders. Orders, such as the Christian Brothers, have been attempting to develop

a conceptual infrastructure that invites lay faculty to more fully participate in the evolution of both the mission and vision of the Lasallian school system in the United States (Tidd, 2009). The Christian Brothers' lay-inclusive conceptual infrastructure for mission development does not yet directly equate to either a formal or informal leadership development program for the purposes of preparing future administrators in meeting both the general administrative and community specific challenges of Catholic secondary school leadership.

As lay faculty became more prevalent in the schools, the NCEA (2010) assumed a greater role in providing a professional communication infrastructure for the lay faculty on a national scale. However, to date, no standardized leadership programs have been tailored to the needs of specific school communities sponsored by larger organizational units such as the NCEA or the local diocese education offices. For the most part, any leadership programs, whether formal or informal, are left up to the individual schools at the secondary level.

Challenges Facing Lay Leadership

To date, many Catholic schools have continued on with their unique identity throughout the trend of increasing lay staffing. Many questions remain concerning the challenges of transitioning from a school leadership model that was traditionally the responsibility of the sponsoring religious communities to a model that gives lay faculty an important and complex role: assessing the needs of the educational community, while balancing those needs with the values, traditions, and cultures that define specific

schools. One challenge identified by an Australian study designed to preserve Catholic educational culture through lay leadership is the need for a greater understanding by current and future leaders on how a school's charism, its' uniquely inspired religious identity, can be effectively introduced to future generations (Belmonte & Cranston, 2009). Another study on Catholic secondary school leadership succession identifies the challenges that a lay principal faces in being both a faith leader as well as an administrative leader. These unique expectations, coupled with the perception of increased bureaucratic responsibilities, resulted in fewer applicants for the principalship of Catholic schools in New South Wales, Australia (d'Arbon, Dulgnan, Dwyer, & Goodwin, 2001). At this point the question becomes one of how leadership development programs can potentially help future administrators overcome the challenges of preserving a school's charism through effective lay leadership recruitment and succession.

Retaining a lay faculty committed to maintaining Catholic identity in parochial schools is a top priority of current parochial administrators (Collier, 2012; National Association of Episcopal Schools, 2013; Pryzgocki, 2004). One retention challenge to overcome is that attrition rates for faculty in parochial schools tend to be greater than those in public schools because of the financial realities of substantially lower pay and fewer benefits in the parochial system (Editorial, 2005). Financial hardship is not the only reason that retention of lay faculty in parochial schools is an ongoing issue. In contrast,

Lacey (2000) found that a lack of administrative support and minimized professional efficacy as reasons for discontinuing service as a Catholic school teacher.

Introducing leadership development programs to promote involvement can be a potential solution to the retention dilemma. Involvement then creates a sense of community and efficacy, which would become a strong draw for faculty retention (Pryzgocki, 2004). An additional challenge for lay leadership development in Catholic schools is the lack of precedent in defining and disseminating existing administrator preparation programs. Even if one assumes that Catholic secondary schools relied on on-the-job training, research focusing on on-the-job training has been less than stellar in describing an understanding the significance of these experiences (Earley & Jones, 2009).

This study addressed the need to recruit potential candidates as part of a leadership development program to prepare Catholic secondary administrators. Assuming there is a legitimate need for leadership development in parochial schools, a process, or at least a framework, should exist in order to identify tomorrow's parochial administrators. In addition to identifying future Catholic parochial administrators, the role of mentorship in encouraging candidate's active participation or at least interest in becoming future administrators warrants additional study.

Identifying, Encouraging, and Developing Future Leaders

An important function of any leadership development program is to identify, encourage, and develop future leaders over time (Mann & Swain, 2014). Another major premise of this study was that holding academic credentials in administration and

leadership might not be enough to prepare school leaders, ranging from department chairs to principals to meet the needs of their school communities, especially the specific cultural needs inherent in Catholic parochial secondary schools. Taking this into account, the assumption of a leadership position, either through credentials or teaching experience, will leave administrative candidates lacking in some aspect of the understanding necessary to be the most efficient in their new positions. Vasudeva (2009) supported this view of leadership being developed over time: "Simply hiring the right people was not enough to establish sustainable leadership. New leaders also would need to develop the right skills, ideally in ways they were broadly distributed across people rather than narrowly concentrated within them" (p. 4). Succession planning is a long- term commitment rather than relying on hiring an individual with the proper academic credentials as the need arises.

As previously stated, few educators begin their careers planning to assume leadership roles; still, current school leaders should begin to recruit and train educators who will ultimately become the leadership pool that will meet administrative and leadership needs. The grooming process begins by identifying individuals who are willing and capable of assuming leadership roles within their school communities. Bush (2008) stated, "The requirement for a trained cohort of senior staff links to the parallel issue of how such leaders should be identified for preparation and subsequent appointment as principals" (p. 307). This concept can be extended easily beyond principalship to encompass the vast majority of leadership positions in any school

community. Schools need to find a process to identify faculty and staff who have demonstrated leadership capabilities. This process usually is initiated at the upper levels of school administration. Grooming as a strategy can be applied easily to the role of department chair. At that level, grooming can be comprised of basic empowerment and demonstrate that a candidate is capable of assuming responsibility (Miller, 2008).

Sustainable Leadership

One reason for grooming leaders and developing leadership pools is sustainability. Internal leadership development programs marry experience in understanding the unique culture of a school community with formalized training and preparation to assume leadership responsibilities (Leo & Wickenberg, 2013). The combination of these elements allows organizational change to be proactive rather than reactive by equipping leadership candidates with the skills needed to use their understanding of a school's unique religious culture in the case of a parochial institution with the administrative tools needed to make that change happen (Cocklin & Wilkinson, 2011). Cocklin and Wilkinson (2011) conducted a qualitative exploratory case study focusing on maintaining continuity during times of change, specifically leadership transition. They determined that successful institutions are able to change and evolve while maintaining the unique traditions and history as a result of leadership and leadership succession planning. Leadership can apply gentle corrections rather than drive massive change that could alienate faculty and damage the sense of community brought about by identifying with an existing school culture.

Hargreaves (2007) viewed sustainable leadership as preserving what is culturally valid and valued in a school community over time, using it as a bridge from leader to leader. Sustainable leadership can guide educational change by applying a vision that extends beyond the successes or failure of any one leader. Hargreaves also stated that sustainable leadership creates a context for educational change so that it is renewing and redefining an organizational culture rather than eliminating it in favor of one who might be understood and valued only by the leader who is directing the change.

Several studies on sustainable leadership have been conducted based on the conceptual foundations articulated by Hargreaves. Clarke and Stevens (2009) completed a series of case studies focusing on sustainable leadership in small schools in rural Australia. Three principals in their first year as administrators and one slightly experienced principal were interviewed and visited on-site, over a period of several months, by the researchers. One can draw parallels between the unique leadership challenges faced by these small rural school communities and the leadership challenges faced by individual Catholic secondary schools. Clarke and Stevens (2009) found that the specific character of a school community does influence, to a significant degree, the prospects for school leaders to develop processes that will have a lasting impact on the operation of the institution. One inherent challenge identified by the case studies was how to prepare future leaders in order to continue the process development progress initiated by current leaders (Clarke & Stevens, 2009). The proceeding concept was particularly germane to this study based on the declining numbers of religious administrators who

were steeped in the school's charism, as well as the high faculty attrition rate in Catholic schools as discussed earlier (Collier, 2012).

Another case study based on the conceptual framework of sustainable leadership as articulated by Hargreaves and his associate Fink (2004) was conducted by Lingam (2012) to explore the principles of sustainable leadership in schools located in Fiji. Faculty members were asked to define how sustainable leadership was applied at their school community. The findings of the study support the idea that grooming future leaders is important for process progress continuity and that grooming leaders means implementing quality training programs for future administrators (Lingam, 2012).

Grooming as a Function of Leadership

Educational leaders, be they department chairs or school principals, train other leaders (Ng, 2013). Training for leadership succession is a primary function of educational leadership that is accomplished through staff development and training programs as well as modeling appropriate and desirable leadership behaviors (Bush et al., 2011). This type of succession training is done with the intent of empowering other teachers to be agents of change (Krysinski & Reed, 1994). Rhodes and Brundrett (2009) explored leadership as a commitment to developing leadership in others by creating a culture of leadership development that then creates an internal pool of leadership development talent familiar with the organizational culture (Bush, 2011). This process does not rule out the recruitment of leaders external to school communities, but an internal leadership pool can exist as a resource not only for internal promotion, but also

as a way to help leaders brought in from outside the school communities to understand the organizational cultures of those communities.

Hargreaves and Fink (2004) considered sustainable leadership proactive rather than reactionary. They contended that individuals in leadership positions in school communities should immediately begin the grooming process to prepare potential replacements. Administrators need to recognize succession planning as a critical component of their responsibilities. Sustainable leadership goes beyond change in the immediate sense and accepts responsibility for the effects of directed changes over time as a legacy of school communities.

A leadership development program that focuses on sustainable leadership can create a network opportunity that gives leadership candidates and school leaders the opportunity to support one another through mentoring and coaching. This form of sustainable leadership development can distribute resources throughout large segments of school communities because there is no limit on the size of the leadership pool (Hargreaves & Fink, 2004). This process is an example of leadership distribution, which can support leadership succession planning (Rhodes & Brundrett, 2009).

The preponderance of the literature cited in this section demonstrated that leadership succession planning often takes into account the development needs of future administrators. Based on the research, whether the leadership development program at a particular school serves as a pool from where future administrators will be selected, or a development program exists for future administrators, post selection, some form of

development program, whatever that program entails, is usually part of any affective leadership succession plan. In the next subsection I will address in greater detail the connection between succession planning and leadership development.

Succession Planning Through Leadership Development

The first step in succession planning is to identify organizational leadership needs and then create leadership training opportunities tailored to meet those needs (Rhodes & Brundrett, 2009). Educators across the globe are focused on succession planning. In the Asia-Pacific region, for example, succession planning in education has been successful because established educational policies identify potential school leaders early on and then engage in long-term career development with those individuals (Rhodes & Brundrett, 2009). In England, the National Council for School Leadership (2007) has taken a lead role in cultivating leadership development throughout the education system. It "advocates the creation of a culture of leadership learning in all schools so as to foster potential and better manage teacher career development" (p. 384). Succession planning has recently become a focal point for independent schools here in the United States (Griffith, 2015). A similar role can be assumed by the NCEA (2010) or even diocese offices of education in creating a culture of leadership development in Catholic parochial secondary schools. Succession planning should be socialized as a conscious effort (Mason, 2015). In this role, umbrella organizations such as the NCEA and diocese offices of education also can provide communication and programming infrastructures; in a sense they are creating communities of practice.

Identifying leadership needs as a proactive measure in succession planning allows school communities to develop the appropriate leadership skills that correspond with the existing organizational culture in parochial schools, while meeting those needs previously identified (Vasudeva, 2009). Levine (2005) stated "that education and training for school leadership needs to be fit for purpose because of the profound economic, demographic, technological, and global changes that has transformed the job of school leadership" (p. 10). Stoll and Temperley (2009) conducted research with faculty members in 11 British schools. Teachers identified the need for leadership development to bridge the gap from a policy-focused professional environment to an environment where leaders could apply creative leadership skills to the problems at their schools. This is another example supporting leadership development throughout the various stages of teachers' careers as a way to merge career planning on the part of the teachers with succession planning on the part of the school communities. This is also important because of the smaller pool of candidates for administration in Catholic education (Bush, 2011).

Based on the proceeding examples in this subsection, an issue arises regarding the proactive nature of grooming educators to create a large leadership pool within school communities for the purpose of succession planning. Replacement planning must be more than a reactive strategy. The literature suggests that succession planning should take into account the projected needs of the school community and the characteristics of future leaders whose mission it will be to meet those needs (Groesbeck, 2014; NAES, 2013). In any educational community, the administration must continuously look ahead and see

current staff members who are both talented and willing to take on future leadership responsibilities. Each school community's forward looking succession strategy will be different based on the characteristics of that particular organization (Bush, 2011; Rhodes & Brundrett, 2009).

Quinn et al. (2006) asked whether leaders would step forward if they knew they would be trained in a formal program and then perform a leadership function if drawn from the leadership pool. To answer that question, researchers have looked at the consequences of not instituting proactive leadership development programs to meet the needs of specific local school communities. Rhodes and Brundrett (2009), for example, found that without leadership development training, educators in England were not confident in assuming leadership roles.

Grooming for leadership development can have a synergistic effect of retention, efficacy, and sustainability within school communities. Much of the focus of leadership development planning occurs at the local level, that is, internal to particular schools based upon identifying their own community needs. As a result, members of a school community are available and able to meet leadership challenges as the opportunities arise. This organizational characteristic lends itself to a more distributed form of leadership and creates opportunities for developmental experiences (Rhodes & Brundrett, 2009).

Internal Leadership Development Programs

Formal academic leadership programs are available to educators who seek academic credentials. However, a major concept guiding this study focused on assessing the need for internal leadership programs that match leadership ability and formal training with the specific needs of local school cultures, or in the case of the parochial schools, a unique religious identity. However, one might ask to what degree internal leadership development programs are necessary and what the benefits are. Hoerr (2005) pointed out that institutional evolution is a product of leadership without regard to the nature of the progress. In addition, the existence of internal leadership development programs can be a key factor in developing efficacy among faculty and staff. McCollum and Kajs (2009) considered instructional leadership and staff development the first of eight factors of school efficacy. They stated that efficacy is critical in developing leaders because efficacy is directly related to increasing the likelihood of success in the classroom setting as well as inspiring developing leaders to undertake challenging goals aimed at the successful evolution of their school communities.

Factors other than efficacy have also been studied in relation to school community specific leadership development programs for future administrators. Stearns, Marglus and Shinsky (2012) conducted research at the university level that focused on the Aspiring Leaders Program with regard to the program's influence on developing competencies necessary for the training of future administrators. Additionally, Stearns et al. explored the benefits of customizing a leadership development program. Based on the findings,

Stearns et al. recommended that leadership development programs would benefit from being team-taught by a group of individuals who create a blanket of diversity based on their broad level of experiences.

Rockman et al. (2011) directly addressed the impact of leadership development programs, focusing on disseminating effective administrative practices used at high performing urban schools. The researchers examined how leadership development programs assisted participants in achieving both personal and professional goals and how the influence of the program affected development of future principals. Rockman et al. demonstrated that the leadership development program being studied had a positive effect on the professional development of school administrators by introducing both aspiring and current principals to a variety of resources that improved both teaching and learning.

Organizational Experience and Leadership Development

Internal leadership development programs use the organizational experience that gives emerging leaders insight into the nature of their school communities, the history of challenges confronting school communities, and a general understanding of previous policy initiatives (Earley & Weindling, 2007). Internal leadership development programs take advantage of organizational socialization. Printy (2008) stated, "The learning that results from participation feeds back into the community and impacts subsequent participation" (p. 189). Internal leadership development programs that take advantage of existing organizational experiences also take advantage of the social contexts inherent in those experiences. Leadership in this situation can be described as a function of the

relationship with colleagues (McMaster, 2014). These contexts are formed through relationships and shared experiences with other members of school communities (Buyssee, Sparkman, & Wesley, 2003).

The NYCDoE (2010), the largest public school system in the United States, has acknowledged the importance of experience in developing school leaders who have firsthand knowledge of the challenges and strengths of their local school communities. The NYCDoE established a leadership academy specifically designed to take advantage of the local school experiences of emerging administrators. The APP (Aspiring Principals Program) is a 14-month, problem-based, action learning program focused on using prior experience to improve the performance of local school communities (NYCDoE, 2010).

The relationship that educators have with school communities also helps to establish a degree of organizational commitment that can act as a key motivating factor in taking on leadership roles in those school communities. Mowday, Porter, and Steers (1979) defined organizational commitment as how well individuals benefit with particular organizations, their goals, and their values. Organizational commitment is a function of devotion to the organization and a willingness to engage in organizational issues. Sergiovanni & Corbally (1984) stated, "leadership is an artifact or product of organizational culture" (p. 377). Copland (2003) expanded on this understanding of organizational culture by directly relating it to leadership development. The literature has supported a positive link between leadership development, organizational commitment, and experience. A key component of this study is the exploration of this relationship with

regard to secondary schools in the parochial school system. In addition to the benefit of increased organizational commitment, other benefits can be provided via an internal leadership development program. An internal leadership development program would mitigate the difficulties of succession planning in a decentralized system such as the Catholic secondary system where individual religious communities sponsor schools rather than the Diocese (Bush, 2011).

Organizational Benefits of Internal Leadership Development

The ultimate goal of leadership development in education is to benefit students. Internal leadership development programs that consider the organizational cultures of local school communities can serve to model leadership development opportunities that can be internalized by teachers and then passed along to students (Wallace, 2001). Developing leadership programs to pass along to students is just one advantage. A second is that it focuses current school leaders who are responsible for carrying out programs on key organizational questions that deal with issues of organizational evolution and mission in the context of the needs of local school communities. It can be said that as school leadership goes, so does the rest of the school (Groesbeck, 2014). Defining the purpose and effects of internal leadership development programs in local school communities gives school leaders the opportunity to reassess internal processes before passing them along to leadership candidates (Simkins, 2005). Creating internal leadership development programs calls for comprehensive organizational assessments. Internal leadership development programs support distributed leadership by creating an internal pool of

prospective school leaders who are familiar with organizational contexts. These individuals then form a leadership community that can work collaboratively toward change (Keiser et. al, 2011). Lasting change is usually not the product of one particular individual. Successful and lasting change requires the buy in and multiple efforts associated with distributed leadership. One trait found in high performing school communities is a mature faculty who are contributing stakeholders in the reform process. Building on this concept, Marks and Printy (2003) viewed instructional leadership as the main reason for improved academic performance resulting from principals involving teachers in the decision-making process. In other words, teachers become equal partners in defining organizational change. According to Glickman (1989), the principal-teacher partnership includes taking responsibility for staff development and the principal serving as one leader among many. According to Short and Greer (2002), this approach to leadership not only empowers teachers but also creates a sense of confidence in their problem-solving ability and encourages risk taking.

The role of administrators is critical in taking advantage of internal leadership development opportunities. Current school leadership must pass along the necessary tools to developing leaders so that they might rise to meet emerging leaders' opportunities. When administrators contribute to the development of teacher leadership, they contribute to the success of the entire school community (Danielson, 2007). It is with this intent that one must explore the relationship between the lack of a leadership development program and the potential negative consequences that may result in a school community.

Negative Effects Associated With the Lack of Leadership Development Programs

The attrition rate among Catholic parochial schools exceeds that of public schools in the United States. This phenomenon can lead to a lack of organizational stability, particularly in the case of new administrators who cannot connect the culture and religious identity of their school communities to the policy changes being directed (Belmonte & Cranston, 2009; Lacey, 2000; Schoepner-Torres, 2011). This instability makes internal leadership development programs all the more vital to the sustainability of Catholic parochial secondary schools.

Leadership development is also seen an opportunity for career advancement (Struyve et al., 2014). The absence of professional leadership development programs can negatively affect teacher retention rates and decrease the perceptions of faculty efficacy based upon the lack of preparation for long-term career advancement opportunities (which in the case of this study is preparation for an administrative role). Rhodes and Brundrett (2009) suggested that success in leadership depends on developing the leadership skills of others at various stages in their careers. The authors also argued that local school communities should assess current and impending leadership challenges accurately when developing leadership preparation and mentoring opportunities.

Hulpia and Devos (2009) highlighted differences in the performance of schools with and without leadership development programs. High-performing schools put a significant amount of effort into leadership development based upon their educational visions, but the leadership of low-performing schools did not emphasize professional

development or the creation of an educational vision. Earley (2009) suggested that leadership development should take place across a broad spectrum of formats that can include formal and informal experiences within organizations. In their research on the relationship between administrators' efficacy and goal orientation, McCollum and Kajs (2009) contended that individuals' in-depth understanding of organizational goals is based upon understanding the history and unique characteristics of the organization in question.

The ill-effects of a school's lack of leadership development programs have been researched in England. Schools lacking leadership development opportunities saw educators who did not want to assume leadership roles, which led to the perception of limited career advancement (Rhodes & Brundrett, 2009). These limited leadership development opportunities resulted in larger workloads for administrators as well as the perception by midlevel and newer classroom teachers that career progression to a leadership position was unlikely. Perceptions of favoritism can arise when faculty members are promoted to leadership positions without preliminary training (Rhodes & Brundrett, 2009).

Research focusing on teacher leadership within schools in the United States from kindergarten through Grade 12 led Lindahl (2008) to conclude that schools with organizational cultures firmly rooted in hierarchal leadership will have a difficult time moving toward distributed leadership. School leaders might find it difficult to move beyond the perception of the single "heroic" leader. Some educators actually experience a

sense of security by maintaining the status quo of a hierarchal leadership culture, so they might not embrace the change to distributed leadership that internal development programs bring about (Zimmerman, 2006).

Another negative issue associated with faculty turnover and minimal leadership opportunities is degradation, which results from high faculty turnover, leading to a lack of continuity in understanding an organization's cultural history and a leadership structure reluctant to empower developing leaders to act beyond the immediate supervision of the administration (deholan & Phillips, 2004; Hargreaves, 2007). Hargreaves and Fink (2004) addressed a phenomenon akin to degradation that also is based upon a strong hierarchal model in which supervision limits leadership development. This phenomenon known as standardization hinders sustainability by imposing a one-size-fits-all policy that does not allow emerging leaders to assume roles of responsibility in identifying the need for as well as directing change. Collaboration has a positive effect on innovation (Struyve et al., 2014).

The lack of leadership development programs in school communities also might result in experienced teachers being ill at ease coping with the politics in school communities. This feeling includes apprehension when engaging administrators such as principals (Spaulding, 1997). The lack of leadership development programs can contribute to political tensions because school leaders who have never been familiarized with the organizational culture might have unrealistic expectations of teachers (Spaulding, 1997).

Literature Related to the Methodology

For this qualitative research, case study methodology was employed for data gathering and data analysis. In this research, the case or cases became a means to explore, and, ultimately, understand the phenomenon to a greater degree (Stake, 1995). Qualitative researchers explore specific experiences in particular contexts based upon the perceptions of the participants being interviewed (Creswell, 2009; Koerber & McMichael, 2008). The perceptions of the participants play a key role in shaping the direction of the case study particularly at the point where they verify their interview transcripts for accuracy in context as much as content (Stake, 1995).

In particular, case studies allow researchers to explore phenomena within bounded systems, resulting in thorough descriptions of the phenomena through the lenses of particular contexts (Creswell, 2007). Case studies, to a great degree, rely on choosing what to study within the boundaries of a phenomenon (Denzin & Lincoln, 2005). Context plays a key role in a case study because the context is directly relevant to the phenomenon, often to the point where the phenomenon and the context cannot be separated (Baxter & Jack, 2008). A constructivist paradigm was used by this study to develop an understanding of the phenomenon (Hatch, 2002). Constructivism relies on multiple realities created by researchers and participants to understand the phenomena under study (Hatch, 2002).

Several case studies have been effectively used to explore similar concepts about leadership development for administrator preparation. One similar case study focused on

advanced leadership development for principals and teachers who had already received formal academic administrator credentials. Browne-Ferrigno (2007) explored the concept that advanced leadership preparation for administrators was useful in that formal degree-granting programs did not fully prepare administrators for the unique challenges specific to the educational communities where they served. Additionally, the concept of advanced administrator training was applied to the challenge of recruiting quality school leaders who may have been otherwise unwilling to take on an administrative role. Case study research was carried out with a cohort of advanced leadership development program participants over several years via surveys, interviews, observations, and participant's reflections. The specific program that the cohort was engaged in bounded the case study. The framework of the study explored topics similar to ones found in this study, such as leadership mentoring and succession planning (Browne-Ferrigno, 2007).

Chew and Andrews (2010) provided another example of case study methodology being applied to research ideology parallel to concepts found in this study. Chew and Andrews compared the development of teacher leaders in like schools in Singapore and Australia. A key research question addressed how administrators supplied the support for teachers to mature as leaders within their specific educational community. Data were collected over a 3-year period via observation and interviews conducted with both administrators and aspiring teacher leaders, as well as written reflections by participants in the program. Documents and artifacts were also collected. Although Chew and

Andrews' study primarily focused on the leadership roles of faculty, the general concept of leadership development is explored in detail via case study methodology.

Although this study is a single-case case study, multi-case studies have also been used to study leadership practices and preparation across multiple school communities. Although the sampling is much broader and larger in number due to the nature of the multi-case study, the elements of the sampling strategy as well as data collection and analysis were found to be very similar to this study's sample strategies, data collection, and data analysis. Struyve et al., (2014) used a qualitative multi-case study to explore the perceptions of teacher leaders in regard to leadership practices in Flemish schools. The sample for this study was based on 26 teacher leaders, each coming from different schools. Although the sample was larger and nonhomogeneous as opposed to the sample used in this study, its purposeful strategy mirrored this study's in that an educator holding a leadership role was desired to further explore the leadership phenomenon in some way. Struyve et al., (2014) used the interview process to collect data and the raw data were ultimately coded and analyzed vertically and horizontally in order to determine how leadership was defined across the total of interview schools as well as how leader faculty relationships were defined in those same schools.

Ylimaki and Jacobson (2013) also used the qualitative multi-case study, employing semi-structured interviews to research school leadership practices and preparation across eight nations in order to identify qualities and practices of successful leaders. The principal, a set percentage of faculty and staff and focus groups comprised of

students and parents were interviewed in order to explore the elements of successful school leadership across multi-national boundaries. As in this study, documents were also analyzed in order to provide secondary contextual information.

Another example of case study methodology used to explore topics parallel to those found in this study, such as preparation for novice administrators and succession planning, is the longitudinal case study. Bush et al. (2011) researched new principal preparation practices in South Africa, specifically a pilot cohort that participated in a principal preparation program. Twenty-seven candidates were the core sample of the longitudinal case study which included interviews, document analysis and observations. Bush et al. (2011) researched the effectiveness of administrator preparation that went beyond basic teacher qualification and experience which in many ways mirrored the intent of this study in identifying the leadership development needs of Catholic school educators beyond obtaining basic academic administrative credentials. Bush (2011) independently researched leadership succession planning in England using a longitudinal case study where interviews were conducted in 2008 and 2009. Several consultants and school leaders from 11 local municipalities and one Catholic diocese were interviewed after an initial survey was administered to a much broader sample. The interview process was also supplemented by document analysis, a common practice identified in this study's literature related to methodology.

Cocklin and Wilkinson (2011) used an exploratory case study methodology to better understand leadership transitions within the context of leadership succession based

on stable continuity. The principal, five staff members and six parents were interviewed in order to determine how successful schools maintain a balance between stable evolution and maintaining the school's history and traditions in the context of differing leadership styles. This study used case study methodology in a similar manner to Cocklin and Wilkinson (2011) in order to explore similar concepts of identifying perceptions on how leadership succession was integrated with the challenge of balancing the requirement for a school to remain relevant with the need to maintain its unique religious culture.

In contrast to this study's methodology strategy, other researchers addressing the broad topic of leadership development have successfully employed other qualitative methodologies. For example, the topic of teacher professional development was addressed via ethnography by Patahuddin (2010). Ethnography created an extensive view of the complex professional patterns associated with teacher development. Patahuddin found merit in the adaptability of the ethnographic process in exploring the essence of the issues as they arose. One teacher's professional development in technology was tracked over a 6-month period, resulting in a complex study that addressed topics in detail such as collaborative professional development, student-oriented professional development, and teacher and school context. Although Patahuddin was successful in drawing a detailed picture of the teacher development process, it would have been inappropriate for this study, in which I identified the needs for leadership development of future Catholic school rather than the leadership development process.

Cardelle-Elawar and Nevin (2004) conducted research in relation to faculty development via the use of the Internet for instruction. The narrative transcripts from interviews were coded and analyzed for themes. Although this methodology could have been successful in allowing the participants in the current study to focus on their experiences and the meanings developed from those experiences, narrative methodology would not have been useful for focusing on the specific topic of identifying the needs of leadership development for aspiring Catholic school educators.

Other studies that sought to understand various aspects of school administrator leadership development used quantitative designs or mixed methods. Ng (2013) explored administrator training for aspiring principals in Hong Kong. A questionnaire focusing on six core leadership competencies was distributed to 230 principal candidates prior to beginning an administrator training program. The findings, based on 228 responses, focused on determining which core leadership area the principal candidates felt most competent in prior to formal training. Quantitative methodology allowed for a broad generalization, concerning leadership development, across the full spectrum of the Hong Kong school system, based on statistical analysis. Ng's (2013) study focused on six core areas of leadership capacity broken down further into four sub-categories, or items, per capacity. The 24 item questionnaire used a Likert scale to show to what degree participants felt that they had sufficient knowledge for principalship based on the six competencies. Quantitative analysis, however, would not allow for the rich narrative

explanation required for this study to explore current administrator perceptions of leadership development needs at a single Catholic school.

Conclusion

The literature review validated this assessment of the need for leadership development programs in parochial secondary schools. Research focusing on internal leadership development programs in public schools has yielded consistent results in identifying the benefits of creating a leadership pool of candidates. This pool of candidates understands the organizational culture and is available to take ownership of organizational change with a clear understanding of the organizational context in particular school communities. The evidence suggested the same benefits of leadership sustainability needed to be explored within a Catholic school system that is on the verge of massive organizational change because of the decline of the religious communities that have staffed these schools for decades.

Section 3: Methodology

The purpose of this case study was to investigate current administrators' perceptions of the need for an internal leadership development program for administrator preparation in one Catholic secondary school in a large Northeastern metropolitan area of the United States. I used a case study methodology to identify common themes that emerged from the participants' self-assessments in the context of the relationship between the individuals and their school communities (Creswell, 2009; Hatch, 2002). Merriam and Associates (2002) described a case study as the analysis of a phenomenon in the context of a clearly defined group or bounded system. The bounded system application of a case study methodology was also supported by Creswell (2007), who referred to a case study as addressing an issue through one case or multiple cases. In this particular case study, the contextualized phenomenon was leadership development for administrative preparation in the Catholic school system, and the boundaries were defined by one Catholic secondary school in a large Northeastern metropolitan area of the United States.

Research Design

Current administrators in a metropolitan area Catholic secondary school described the need for leadership development programs for future and novice administrators. Case study methodology was the qualitative approach that was the most effective way to collect and describe the experiences of the participants. This viewpoint was supported by Merriam (1998), who advocated the use of case studies when focusing

on issues related to the field of education. I considered other qualitative methodologies for this study but decided a case study would be most appropriate. Interviewees conveyed their understanding of the problems and challenges associated with taking on administrative roles (Hatch, 2002). The participants revealed their understanding of the concept of leadership development for administrator preparation. Identifying common themes from the interviews during data analysis created new understanding of the need for leadership development programs for novice administrator preparation at the Catholic secondary school in question (Creswell, 2007; Hatch, 2002). Information about the participants' understanding, contexts, and perspectives was derived from their responses to the interview questions.

Applying a qualitative methodology to the circumstances of a defined group of administrators in a particular school follows Stake's (2010) interpretation of qualitative research concerning personal experiences in a particular setting. Conducting a case study facilitated the robust development of descriptions of the perceived needs for specialized leadership in the context of administrator preparation within the bounds of one particular Catholic secondary school located in the Northeastern United States. This research can be described by Stake (2010) as a qualitative study of policy in relation to administrator preparation, as well as an evaluation study of the merits of introducing leadership development programs for administrator preparation in Catholic schools. Moreover, the lack of emphasis on standardized formatting in case study research results provided me with maximum flexibility in using the descriptions of a particular case in the

identification of key themes, as well as the development of theories on future specialized leadership and administrator development models (Creswell, 2007).

I employed a constructivist paradigm to shape the context of the research and analysis. Constructivism allows researchers and interviewees to create meaning together as data are collected in the context that acknowledges multiple understandings of the same issue (Hatch, 2002). The interview process described in this section involved current parochial school leaders sharing their perceptions and experiences in ways that provided a variety of meanings across the broad spectrum of specialized leadership development in the Catholic secondary school. This understanding was grounded in the context of the organizational history and social culture of the participants' school. My prior experiences as a teacher and department chairperson came into play while interpreting how the interviewees understood their surroundings within the bounds of the case (Creswell, 2009).

Design Justification

Before choosing a case study as the research design employed in this study, I considered other qualitative designs to determine which would be most effective in creating meaning from information provided by the respondents. Initially, I considered ethnography as the research method for this study. Ethnography is used to explore the social interactions, social patterns, and behaviors of a group or culture over a long period of time (Creswell, 2007, 2009). A Catholic school faculty, in a very loose sense, can be seen as a culture with some well-defined social patterns and interactions. These social

patterns and interactions alone, however, would not necessarily lead to a greater understanding of the perceptions involving the need for leadership development programs without additional contextual boundaries. Ethnographical methodology focuses more on outward behavioral patterns, whereas the meanings of these patterns can be explored more effectively using case study methodology (Creswell, 2007). In addition, research conducted over a prolonged period was not practical for the purpose of this study. Grounded theory would be better suited to developing a theory based upon the comparative individual experiences of a particular phenomenon (Creswell, 2007; Hatch, 2002). This study focused on perceptions that supported a need for formal leadership development in Catholic schools rather than the need to develop a new theory.

Phenomenology would have been appropriate if this study had focused on the commonalities of Catholic school administrators in terms of their own experiences in leadership development programs for their administrative preparation (Creswell, 2007). This study focused on the participants' identified needs for a leadership development program for administrator preparation in the researched school; therefore, it would have been difficult to describe how the interviewed school administrators lived a leadership experience that might not have happened at the school in question (Hatch, 2002). The lack of specific lived experiences with regard to the study was the key factor in making phenomenology impractical. I also considered narrative methodology as a potentially effective research design. Narrative methodology focuses on the expansive life experience of one or two individuals (Creswell. 2007). However, the experiences of one

or two individuals would not have been enough to assess the broader educational needs of one or more Catholic secondary schools. Again, the time line associated with a quality narrative study would have been impractical.

A qualitative method was appropriate for the study. According to Koerber and McMichael (2008), the purpose of a qualitative study is to explore particular experiences in a specific context, whereas quantitative researchers seek to generalize findings while eliminating bias. Qualitative researchers, in addition to searching for common themes within a phenomenon, explore a phenomenon by learning about the experiences and perceptions of the participants (Creswell, 2009).

The literature on qualitative studies has been fairly consistent when defining how case study research fits into the qualitative model, which seeks to explore and understand a human experience. Several prominent methodologists have defined case studies in a similar fashion. For example, Creswell (2007) described case studies as a qualitative approach in which a single issue or several issues are explored through multiple sources of information in relation to a bounded system using descriptive means to identify themes. Merriam and Associates (2002) supported Creswell's definition of case studies by referring to their highly descriptive and analytical nature as well as their focus on a specific research population. Hatch (2002) was specific in defining case studies, as opposed to ethnographies or observational studies, as a category of qualitative design that explores the specific context of a current issue in a bounded system.

In this case study, I used the constructivist paradigm as the basis for the conceptual framework. Constructivists proceed from the point of view that individuals have a desire to understand the environment around them. Individuals will use their own experiences to develop meanings that are complex and multilayered when they are focused on a particular area of their existence (Creswell, 2007, 2009). Through interviews, current administrators of a metropolitan area Catholic school told their stories within the bounds of this case study, expressed their views concerning their administrator preparation process, and applied their individually constructed meanings toward their experiences as administrators.

I assessed how a formal, organizationally specific leadership development program would benefit new administrators and the school community as a whole. Therefore, it was vital to explore how the individual participants gave meaning to their experiences. Meaning was based on administrators' interactions with their unique educational environment. Understanding the interactions with the participants and their school environment provided context and perspective in both interpreting and analyzing the degree to which the administrator preparation needs were being met within the school community in question (Creswell, 2007, 2009). All of the types of case studies have several common characteristics. A case study is a qualitative approach; descriptive in nature, either through direct statement or implication; and defined by boundaries, the limitations of the case defined by time, the scope of events or individuals being studied,

and the nature of the data-gathering process (Creswell, 2007). This understanding of boundaries is critical in providing context for the phenomenon being studied.

Like other qualitative designs, the case study has several variations. Depending on the literature being referenced, the different variations can be identified and combined within the conceptual framework to meet the needs of the study. In addressing the boundaries of this type of study, Creswell (2007) used the term *collective;* in this case, several case studies are used to describe a single issue of leadership development for administrator preparation within a specific Catholic school. In defining the type of case study used, Stake (2010) considered this work an *evaluation study* concerned with validating the merits of implementing a leadership development program for administrator preparation at a particular Catholic school where one currently does not exist.

Regardless of the different interpretations of case study type identification, the case study must have some structure and formatting so the researcher can collect and analyze data effectively. Creswell (2007) explained the formatting styles of case studies by stating that "some case studies generate theory, some are simply descriptions of cases, and others are more analytical in nature" (p. 195). Merriam (1998) suggested that case study research has no standard formatting, although some formatting needs to exist to fulfill the academic structural requirements of the study. Regardless of the specific formatting, it is generally understood that case study methodology centers on the

interview process in order to provide the majority of data that become the basis for theme identification and new understanding.

The mechanics of the interview process and data analysis are discussed later in this section. Rubin and Rubin (2005) supported the use of interviews in case studies to research the full scope of the phenomenon. Stake (2010) asserted the first purpose of a qualitative interview lies in deriving from the interviewees their original ideas about or contextual evaluation of a particular issue. The research question serves as the contextual boundary that guides the interviewee in providing his or her answer, which is the basis for identifying themes and creating understanding.

Research Question

The study was guided by one overarching research question: What needs do current administrators identify to support leadership development for novice and future administrators? This question was answered through a descriptive collection of common themes extracted from the interviews. The central research question was used to maintain consistent focus and define context in data collection and analysis as well as theme development throughout the case study process (Creswell, 2007; Hatch, 2002; Rubin & Rubin, 2005). Stake (2010) focused on the importance of the research question above all other aspects of the methodology. In other words, the central research question is the raison d'etre for the study, whereas the methodology refers to the mechanics of how the study answered the research question. This case study met the aforementioned criteria; the primary research question addressed a particular phenomenon within a bounded

system. The research question addressed perceptions based upon the respondents' experiences as administrators in a secondary Catholic school; as such, they met the criteria for qualitative research in that meaning and understanding were socially constructed based on individuals acting within a particular environment (Merriam & Associates, 2002).

Context of the Study

The research site for this study was a single-gender Catholic school located in the New York metropolitan area. The school was founded in 1957 as a college preparatory institution for male high school students. At the time of the study, approximately 1,000 students attended the school, 850 male students at the secondary level and 150 coeducational students in a sixth- through eighth-grade gifted and talented program. The school faculty's included approximately 140 individuals, including 20 members serving on the administrative staff. A significant number of faculty and administrators were alumni of the school; however, only three of the faculty were members of religious communities. The school has a president-principal leadership model in which the president is responsible for strategic planning and development while the principal handles the academic program and faculty development aspects of the school community. The administration is accountable to a board of trustees, which at the time of the study included 24 members, most of whom were alumni of the school. Only four board members were members of the sponsoring religious order.

The school community was chosen for this research based on convenience of access. I was a former employee as well as alumnus of the institution. I had not worked at the school since 2000, but I had maintained professional ties with both teaching faculty members and administrators. Additionally, I was familiar with the unique institutional culture of the school and remained connected through alumni organizations. The choice of research site aligned with the problem statement, given the lack of any substantive record of a formal professional development program to prepare novice and future administrators in the face of steadily declining number of religious faculty members on both the teaching and administrative staff over the past few decades.

Participants

The number of participants required in a qualitative study is open to interpretation based upon the type of study and access to potential participants. Hatch (2002) stated that there was no correlation between the size of the sample and the quality of the study; the depth of the analysis was more important than the number of participants. I planned to interview a homogenous sample of approximately 10 to 12 current administrators to collect the data. This sample size was arrived at through consultations with my doctoral committee members and because the number is representative of approximately 50% of the teaching-related administrators at the Catholic secondary school where the study took place. This approach was supported by Kvale's (1996) strategy of interviewing until there are substantive answers to the research questions. Ten current administrators provided the depth and breadth of experience necessary to draw valid conclusions from the study.

According to Koerber and McMichael (2008), a smaller, thorough sample is more effective than a larger, more general sample as long as the sample covers the full spectrum of potential diversity. I was able to collect and analyze a variety of perspectives from this number of interviews (Koerber & McMichael, 2008).

Koerber and McMichael (2008) pointed out three major categories of sampling: convenient, purposeful, and theoretical. The sample for this study was purposeful because the participants represented a broad cross section of the administrator skills and experiences found in parochial schools. To fully explore the phenomenon of leadership development at the Catholic secondary school in question, purposeful sampling, based on the researched school's faculty and administrator data, specifically targeted administrators based on their position, length of time served as an administrator, and administrator preparation methods (Koerber & McMichael, 2008). Selecting a rich cross section of Catholic administrator experience via purposeful sampling minimized the threats to validity that could have arisen if a sample had not been specifically selected to support the premise of this work (Koerber & McMichael, 2008). The sample was homogeneous in that all of the participants shared similar experiences as current administrators in one particular metropolitan Catholic secondary school in the Northeastern United States (Hatch, 2002).

The research question necessitated an understanding of Catholic educational culture. Although this sample was homogeneous, to avoid using a sample that is not diverse enough, participants were chosen who represented different administrative roles

within the school and have different levels of administrative experience (Koerber & McMichael, 2008). One drawback of convenience sampling is choosing participants who provide the expected answer (Koerber & McMichael, 2008). To avoid this danger, I consulted and coordinated the research with the school's senior administrators to determine a fair and accurate sample.

Stake (2004) built on this concept in recommending that researchers choose participants who will likely cooperate with the study. To manage time constraints, I selected the participants in consultation with the principal, who considered work schedules, administrative experience, and collaborative enthusiasm. The ideal sample would have included the school president and principal as well as several assistant principals, deans, directors, and administrators. The interviews were recorded for accuracy in accordance with prescribed qualitative research practices (Creswell, 2007, 2009; Hatch, 2002).

In the context of this case study, the participants met the criteria set out by Rubin and Rubin (2005): They were experienced, knowledgeable, and had a variety of perspectives. As Catholic secondary school administrators, the interviewees had firsthand experience dealing with the challenges and culture of the parochial educational system. The administrators who were selected were knowledgeable in assessing the preparatory needs to assume leadership positions.

Ethical Issues

The participants did not fall under protected populations as defined by Walden University. The participants were adult administrators who are employed at a Catholic secondary school. During the time of this study, I held no official position, nor was I currently employed by the institution. Therefore, all individuals who were invited to be interviewed were under no pressure to participate. The potential participants received the interview questions in advance. The interviewees were advised that they could withdraw from the interview process at any time or choose not to answer any questions that made them feel uncomfortable. All of the participants were aware of the nature of the study as well as the risk and benefits of the research. The primary research question was included in the interview questionnaire. This approach was in line with Creswell's (2007) model where the researcher is transparent with the interviewee concerning the nature of the study in order to put the interviewee at ease and gain his or her trust as an active participant in the study.

Data were collected in the manner described so that no interview responses could be connected to any particular participant. Personal references were removed from the interview text to protect the confidentiality and privacy of the participants. All participants signed a consent form explaining their role in the research and their rights using a template provided by Walden University. Finally, based on these safeguards, Walden University's Institutional Review Board (IRB) granted permission to begin this study and collect data (Walden IRB approval no. 11-18-14-0141051).

Role of the Researcher

While conducting a qualitative study, I acted as the primary coordinator for data collection and analysis (Merriam & Associates, 2002). I created an interview questionnaire (see Appendix A), selected the participants, conducted the interviews, took field notes, and transcribed the data for analysis. Because this proposed study focused on the need for leadership development for administrator preparation in Catholic schools, I may have had biases based upon being a teacher with 13 years of Catholic school teaching experience.

I set a nonthreatening comfort level that put the interviewees at ease by beginning the interviews with questions that focused on the research topic on a broad level so that the material was familiar to the participants, regardless of their experience as administrators (Rubin & Rubin, 2005). I also gave them the interview questions in advance, which gave them time to reflect on the core queries, and posed the questions, recorded the interview, took notes while the interviewees responded, and asked follow-up to clarify vague responses and ensured the respondents understood the original intent of any of the interview questions.

Data Collection

The bounds of the case were the experiences of the 10 administrators currently employed at one specific metropolitan Catholic school. I collected additional resources from the Catholic school at the same time that the interviews were conducted. (See below.) The administration was made aware of the primary research question as well as

the interview questions found in Appendix A of this work. Once approval was obtained, I contacted the interviewees to inviting them to participate in this study and made sure the consenting participants understood the nature of the study by providing them with a consent form and a questionnaire listing the interview questions.

The primary data collection instrument was a set of the interview questions (see Appendix A). The follow-up questions were crafted to allow the participants to provide more in-depth descriptions of the issues relevant to the case as well as develop context for their experiences. Interviews were recorded electronically with the knowledge and consent of the participants.

Interviews were scheduled at least 2 weeks in advance taking into account participants' work and personal schedules in order to allow the maximum scheduling flexibility on the part of the interviewees. During the interview scheduling process, participants were offered the option of being interviewed offsite if they were not comfortable participating in the school environment. All participants were comfortable with conducting the interviews onsite or telephonically. Multiple interviews were scheduled over a period of 3 days. The interviews took approximately 60 minutes per participant.

This work also made use of unobtrusive data, or data that were gathered in a manner that did not require interaction with participants (Hatch, 2002). I requested that the Catholic school's principal make available some artifacts and documents that provided additional context with regard to the interview data (Hatch, 2002). Some

examples of the requested artifacts and documents were administrator academic training records, such as formal degrees obtained, records of in-house faculty development programs, administrator job descriptions, and administrator job postings outlining requirements for hiring purposes. These unobtrusive data were intended to be used for triangulation purposes during the validation process (Creswell, 2007, 2009; Hatch, 2002). It should be noted that not all the requested items were available, as I will discuss in Sections 4 and 5.

Data Analysis

Data analysis took place immediately after the interviews to develop initial perception categories (Creswell, 2009). Interpretation of the data was confined to meanings derived from individual interviews. The broad spectrum of individual meanings identified was filtered for emerging patterns and themes, which were then used to create broad generalizations that described the issue of specialized leadership development in a more complete sense (Creswell, 2007).

Before beginning the analysis process, the data had to be prepared in a manner that allowed for the most efficient synthesis. First, I transcribed all recorded interview responses, focusing on what the previous interviewee had said as a way to prepare for future interviews (Rubin & Rubin, 2005). Once the transcripts were completed, the formal data analysis process began.

Qualitative data analysis is probative; however, the researcher must find meaning in the data via the use of a defined inquiry infrastructure with established parameters that

conform to accepted methodology. In other words, qualitative research is an ordered process by which subjective experiences are categorized in order to understand the nature of the data (Hatch, 2002). Rubin and Rubin (2005) added their perspective to the concept of qualitative data analysis by differentiating it from quantitative data analysis. They looked to qualitative analysis as a means for using data to provide context for created understanding as opposed to a stand-alone statistical summary. Hatch (2002) as well as Rubin and Rubin (2005) provided a general direction for reflection on the qualitative process. For this proposed study, Creswell (2007) provided the mechanics of the analytical process with specific reference to previous work by Stake (1995).

The primary concept associated with case study data analysis, in general, is that a highly articulate description of the case within the context of its boundaries was produced (Creswell, 2007, 2009; Stake, 1995). In order to arrive at this highly articulate description, the analysis paradigm that best fits this research was identified as typological. Hatch (2002) described typological analysis as dividing the entirety of data collected into specific categories based on predetermined typologies that can be derived from research objectives. Typological analysis was useful when having to rely on the interview process as the primary form of data collection. Specifically targeted research questions were used in order to elaborate the ideologies and contexts of individuals being interviewed concerning a specific topic (Hatch, 2002).

Typological analysis begins with developing typologies prior to the analysis of the interview data (Hatch, 2002). The initial typologies used in this study were

"administrator preparation philosophies," "administrator preparation experiences," "institutionally specific administrator requirements," and "institutionally specific administrator challenges." These typologies could have been edited, or added to, based on my data collection experiences. I planned to develop new typologies, as needed, based on the scope of interviewee responses.

The next step in the analysis process was breaking out the data. The raw data in the interview transcript was read with a focus on one typology at a time and then was reread until all typologies were assimilated based on a general connection to the particular typology that provided focus for the reading (Hatch, 2002). The identified typology passages of interest were summarized on a separate data sheet for each of the interviews (Hatch, 2002). Next, the data were broken out from the larger interview text by its basic relationship to an identified typology, and then was summarized for later interpretation (Hatch, 2002).

At this point, a more in-depth data analysis began. I used the data summaries broken out by typology to identify predicted patterns, relationships, and themes (Hatch, 2002). The meanings that began to take shape from the interviewee's perceptions and experiences brought the typology analysis paradigm in line with the constructivist paradigm defined in Creswell (2007, 2009). The raw data were then coded based on the patterns identified from the summary sheets, and a listing of which interviews contain what patterns and on which pages was created and maintained (Hatch, 2002). After the data were coded, I used the results to determine if there was enough evidence to support

the predicted patterns. In addition, uncoded data were analyzed to determine if any patterns, relationships, or themes either contradicted the predetermined patterns or provided new meaning that was not anticipated (Hatch, 2002). Conflicting data that drove the study in a different direction aided in the validation process later mentioned in this section.

Data that did not fall into a particular typological category were set aside for inductive analysis. I looked at specific data elements in order to find some sort of meaningful connection that might have fallen outside of the anticipated typologies (Hatch, 2002). Based on these connections, I drew broad generalizations to provide context or new insight into the phenomenon of parochial leadership development experiences in addition to those defined by traditional typological analysis (Hatch, 2002)

Once the individual interviews were coded, I looked for connections between the patterns found within the individual interviews and across the typologies in an aggregate sense (Hatch, 2002). These aggregate patterns were summarized in single sentence generalizations in order to choose appropriate data to support and articulate the findings of this study. These generalizations were used to link data excerpts to the findings in order to provide context for the readers of the study (Hatch, 2002).

Validity

To ensure the reliability and validity of the results, multiple validation strategies were used Creswell, 2007). The first validation method used in this work was the inclusion of any potential data that contradicted the predicted findings. Including

conflicting perspectives, when identified, reflected the real-world complexities that were bound to occur in any meaningful issue that was studied (Creswell, 2009). One of the components of the typological data analysis paradigm was the identification of "nonexamples," or data which may have contradicted the intended findings of the study. These "nonexamples" were then clarified, shaping the study in a new direction in order to remain valid (Hatch, 2002).

Additionally, the artifacts and documents collected at the research site were used in a triangulation process. The stand-alone data and the "stories" that they told were compared with the interview data to provide additional perspective on the topic of parochial leadership development experiences (Hatch, 2002). The unobtrusive data were also used in the triangulation process to directly support statements made during interviews (Creswell, 2007, 2009). Further, a thorough documentation of the data analysis procedures, as outlined previously in this section, ensured reliability across the scope of case, data collection, and analysis.

Conclusion

The detailed descriptions of the data collection and data analysis processes along with the conceptual framework found in this section served as both a contextual foundation as well as a road map for understanding the rich description of the actual data presented in Section 4. In Section 4, I described the specific circumstances and conditions under which the data were collected and the findings. Section 4 provides the reader with a transparent connection between the collected data, the interpretive themes, and the

findings supported by those themes according to the methodology presented in this section.

Section 4: Findings

The purpose of this study was to gain a comprehensive understanding of the needs of one Catholic school's novice and experienced administrators based on their leadership development philosophies, specific administrator experiences, and understanding of institutional leadership requirements and challenges. The study was significant because of the ongoing decline of religious community faculty in the United States, and, in particular, at the research cite. The guiding question for this study was: What needs do current administrators identify to support leadership development for novice and future administrators? A single case study methodology was the most effective way to collect and analyze the data and identify common themes within the context of the research question (Creswell, 2009). The relatively narrow parameters of this study's bounded system, which focused on the needs of administrators and faculty at one Catholic secondary school and its current administrators, lent itself to a case study to explore the phenomenon (Creswell, 2007; Hatch, 2002; Koerber & McMichael, 2008; Merriam & Associates, 2002).

Interview Data Collection

In early January 2015, I sent an email to the study site principal, who acted as the identified point of contact between the participants and me. For the purpose of this study, the study site where data were collected was identified using the pseudonym Our Lady of the Seas Academy (OLSA). I invited the principal to participate in this study and explained the stated purpose, primary research question, interview questions, and an IRB

approved consent form. The principal agreed to disseminate the research invitation to prospective participants based on their position as administrators and availability during the research timeline. Prior to the January 2015 interview invitation email, I had shown the school principal a copy of the research proposal comprising the first three sections of this study.

The principal forwarded the invitation to participate in this study to faculty who functioned as administrators. The principal received 10 positive responses from the available administrators. Two specific dates in mid-February and early March 2015 were identified through the principal's office. Therefore, interview participants had adequate time to review the interview questions and schedule their interview to have minimal impact on their daily routine.

On the days of the interviews, I met with the school principal, who provided a list of the participants as well as an interview schedule within the confines of the standard academic day. I was afforded dedicated space in the school library for the interviews to take place. The location allowed for adequate privacy in a relaxed and controlled atmosphere. I provided an individualized folder to each participant, which included a copy of the interview questions as well as another copy of the consent form. Prior to the interview beginning, I reviewed the consent form with each participant. The participant then signed the consent form, noting the date of the actual interview. I reminded the participants that they could terminate the interview at any time. Interviews were recorded

via MP3 player with the full consent of the participants. No interview took longer than 60 minutes, which was well within the time parameters approved by the IRB.

Prior to addressing the interview questions (Appendix A), I asked the participants to state their academic credentials and experience in an administrative/leadership role at OLSA. The data referencing the participants' academic credentials, initially described as artifacts in the Methodology section of the study could have been more accurately described as independent data points. Obtaining hard copies of the participant's academic credentials would have been burdensome to the participants' time beyond the intent of this study's approved IRB submission. In addition, the academic credential data obtained from the interview participants were recorded only in my field notes to avoid identifying specific participants, per the approved IRB agreement. Each participant's current position at OLSA was also recorded prior to beginning the interview discussion. The data collected regarding the participants' current positions were not compared with the participants' responses; instead, pseudonyms were used and academic experience was generalized to the greatest degree possible to align with approved IRB submission confidentiality standards.

I recorded significant observations in a field journal for each interview question and noted common themes as the interviews continued over the scheduled time periods. The common themes served as the foundation for the thematic coding across the preplanned typologies, explained later in this section. During the interview process, I asked follow-up questions as required to either clarify or expand on the participants'

responses to the interview questions. As planned, 10 participants were interviewed during the data collection phase of this study. Six participants were interviewed on February 13, 2015. Three interviews took place on March 3, 2015, and a final phone interview took place on March 9, 2015, in accordance with the data collection boundaries in the approved IRB submission.

The 10 participants, all current administrators at OLSA, are identified in this section of the doctoral study by the following pseudonyms, which do not necessarily indicate the actual gender of the participant. Each participant's administrative experience has been generalized with novice administrators being identified as having less than 5 years of experience in an administrative position in accordance with Section 1 of this study. All participants were lay faculty members.

1. Paul was an administrator with over 20 years of experience in education and approximately 10 years as an administrator.
2. Mark was an administrator with approximately 10 years of experience in education and less than 5 years as an administrator.
3. Luke was an administrator with approximately 10 years of experience in education and less than 5 years as an administrator.
4. Esther was an administrator with approximately 10 years of experience in education and less than 5 years as an administrator.
5. Ruth was an administrator with approximately 25 years in education and approximately 5 years as an administrator.

6. Sarah was an administrator with approximately 30 years in education and over 20 years as an administrator.
7. Elizabeth was an administrator with approximately 20 years in education and over 5 years as an administrator.
8. John was an administrator with approximately 30 years in education and approximately 20 years in administration.
9. Martha was an administrator with more than 10 years in education and less than 5 years in administration.
10. Mary was an administrator with more than 30 years in education, including 20 years in administration.

The interview participants represented a broad range of experience, from 10 to 40 years in education and from less than 5 years to 20 years as administrators. Four of the interviewees fell in the range of approximately 10 years of general education experience and 5 years of administrator experience, whereas two interviewees had been educators for approximately 20 years and had approximately 5 years of experience as administrator. Three of the interview participants had approximately 20 years of experience as administrators. Only one interview participant was in the 10-year administrator experience range.

At the end of each day's interviews, I saved the recorded voice data electronically. I also reviewed my field notes validate perceived common themes and to develop context for future interviews. At the conclusion of the interview process, I

transcribed the electronically stored interviews. I read and reviewed the transcripts along with my field note observations, which echoed the particular interview being reflected upon.

Artifact Data Collection

In accordance with the Methodology section of this study, I intended to collect unobtrusive artifacts to be used as stand-alone data to provide overall context and a means of data validation for the interview process, which was intended to account for most of the data I collected. These artifacts included administrator position descriptions and administrator job announcements from the OLSA principal. Although no administrator job announcements were available, the principal did provide me with the faculty handbook, which contained the school's organizational leadership structure as well as administrator position descriptions (Appendix B). As stated above, participants did not provide hard copies of their academic degrees or administrative credentials. In accordance with the intent of the IRB, I recorded the academic and administrator credential data in my interview field notes and did not press the issue out of respect for the participants' time and privacy boundaries.

Interview Data and Themes

Case study analysis should, in theory, result in a detailed description of the case in question with regard to its defining boundaries (Creswell, 2007, 2009; Stake, 1995). In order to produce the level of detail required to adequately express the data in this case study, I applied a multilayered data analysis approach. I initially tracked data by

typological identification, by emerging themes, and finally by overlaying the examples of identified typologies with emerging themes. The result was a set of broad statements that defined the case in relation to the primary research question: What needs do current administrators identify to support leadership development for novice and future administrators?

Data analysis began with my reviewing each transcript for a general sense of participants' responses to the interview questions (Creswell, 2007, 2009; Hatch 2002). My field notes were available as I read each transcript to associate my initial observations with the participants' interview response data. Once I read each interview in its entirety, I reviewed my field notes to develop preliminary themes that were common throughout the 10 interviews. As I reviewed the transcripts of the 10 interviews, six preliminary themes emerged from reading the interview transcripts and field notes:

1. Active leadership succession planning occurs at OLSA, providing opportunities for teachers to be groomed into administrator roles.
2. Novice administrators can earn formal academic credentials in school leadership and administration at reduced cost through an established partnership between the OLSA and local Catholic universities.
3. Mentoring is critical in developing school leaders and administrators.
4. Communal time was purposefully scheduled to provide novice administrators support from the entire OLSA leadership community throughout their development process.

5. Continuity of OLSA's religious identity and unique institutional culture was a priority when developing novice and future administrators.
6. Novice administrators faced inherent leadership challenges at OLSA when interacting with significantly more experienced faculty members.

I reviewed the four anticipated typologies found in the Methodology section of this study: administrator preparation philosophies, administrator preparation experience, institutionally specific administrator requirements, and institutionally specific administrator challenges. After considering any new developing typologies during the interview transcript and field note reading and review, I decided that the four preplanned typologies provided the best fit for the scope of the interviews as well as the participants' responses; therefore, no additional typologies were developed. I reviewed the interview transcripts four additional times, focusing on a specific typology with each reading. Specific passages were identified as they were associated with one or more typologies. The typologically relevant passages were then summarized on a separate data sheet for each interview. Passages related to a specific typology were broken out from the individual interview typology summary sheets and grouped together.

I then reviewed the typology specific summary sheets in the context of each of the six previously identified themes derived from the initial data analysis transcript reading as well as from my field note review. The typology specific summary sheets were then coded by applying a number, corresponding to one of the six identified themes, to each passage listed under a specific typology. Any data passages from the typology specific

summary sheets that did not associate with one of the six identified themes were further analyzed to identify additional emerging themes or data that conflicted with the initial six themes. Three additional themes, for a total of nine overall, were identified when the uncoded passages were reviewed a second time:

1. Managing diverse personalities within the faculty was understood to be an inherent leadership challenge at OLSA.
2. Continuous requirement to lead the ongoing integration of technology existed at OLSA.
3. Participants expressed a clear awareness that an informal institution specific leadership development program existed at the school

Data passages that continued to fall outside any theme were analyzed to determine whether they provided additional understanding that contributed to the overall articulation of the case study passages that contained conflicting data with regard to the nine identified themes. The aggregate thematic data were analyzed based on the cumulative number of times that a theme was present across the total identified interview passages as well as in association with the four typological data summaries. The results of the aggregate data theme analysis across the four typological summary sheets, as well as the total relevant interview responses, resulted in general statements that I used to support and articulate the findings of the study in Section 5. Tables 1 and 2 present the emerging themes.

Table 1

Weight of Thematic Passages Per Typology

Emerging Themes	Administrator Preparation Philosophy	Administrator Preparation Experience	Institutionally Specific Administrator Requirements	Institutionally Specific Administrator Challenges	% of Total Coded Passages Displayed
Active leadership planning occurs at OLSA providing opportunities for teachers to be groomed into administrator roles.	52%	14%	30%	6%	22%
Developing administrators can earn formal academic credentials in school leadership and administration through an established partnership between OLSA and local Catholic Universities.	3%	25%	5%	0%	12%
There is a clear understanding that mentoring is critical in developing school leaders and administrators.	16%	27%	5%	3%	16%
Communal time is purposefully scheduled in order to provide novice administrators support from the entire OLSA leadership community throughout their development process	6%	21%	25%	9%	16%
Continuity of OLSA's religious identity and unique institutional culture is a priority when developing novice and future administrators.	19%	2%	20%	33%	15%
There are inherent leadership challenges at OLSA with regard to novice administrators interacting with significantly more experienced faculty members.	0%	0%	0%	24%	5%

Note: Percentages rounded to the nearest whole number; Individual typology percentage add up to 100% +/- 3%

Table 2

Frequency of Emerging Thematic Passages Coded Against Each Typology

Emerging Themes	Administrator Preparation Philosophy	Administrator Preparation Experience	Institutionally Specific Administrator Requirements	Institutionally Specific Administrator Challenges	Total Coded Passages
Managing diverse personalities within the faculty is understood to be an inherent leadership challenge at OLSA.	0%	5%	0%	15%	5%
A continuous requirement exists to lead the ongoing integration of technology.	0%	0%	10%	9%	3%
There is a clear awareness that an informal institution specific leadership development program exists at OLSA.	3%	6%	5%	0%	4%

Artifact Data and Themes

During the data collection process, one significant artifact, the OLSA faculty handbook (see Appendix B), was obtained. I initially envisioned the OLSA's organizational chart and administrator job description breakouts as multiple individual artifacts. The faculty handbook, however, provided an aggregate of these data in a single artifact. The organizational chart and individual administrator job descriptions were analyzed as separate data whose understanding contributed to the overall contextual foundation of this study.

The OLSA organizational chart depicts an administrative model that separates the business-oriented leadership functions from the traditional academic leadership functions. Although business leadership is a critical function in any school, my intent in this study was to focus on the academic leadership model. Academic and business administrative functions are all governed by members of the sponsoring religious order, a Board of Trustees and a school president. The president directly oversees the business related functions of school advancement and finance. The principal also has oversight of the business functions but is directly engaged in the oversight and leadership of the school's academic community with a student body of less than 1,000 students. Within the academic administrative function, the principal is aided by three assistant principals for discipline and operations, academics, and student support. The administrative level beneath the assistant principals comprises four directors and three deans, who focus on specific programs. The final level of administrators includes faculty advisors and curriculum specialists, who are directly engaged in the leadership and oversight of

traditional academic curriculums. The OLSA administrative model provides multiple opportunities for leadership at various levels of increasing responsibility.

The faculty handbook (Appendix B) also provides specific job descriptions for the various administrative roles. In the scope of the study, I focused on the roles of principal, assistant principal, faculty advisor, and curriculum specialist. All four administrator functions were represented in the interview data collection. In reviewing the administrative job descriptions, I targeted concepts thematically germane to this study, such as faculty development and institutional religious identity.

The job description of principal focuses on the standard administrative leadership tasks of developing, overseeing, and validating academic programs. In our discussion, the principal claimed responsibility for the growth of the staff as well as the student body and for ensuring that the religious identity of the school and the charism of the sponsoring religious order are both maintained and promoted as an integral part of the school's ongoing activities. The principal is ultimately responsible for selecting and developing the school's academic administrators and ensuring that there is an effective infrastructure for the professional development of the faculty members. The position's responsibility for developing staff, which includes leadership development and selection and maintaining and promoting the unique religious identity of the school, aligns with themes arrived from interview data expressed later in this section.

The role of assistant principal at OLSA is defined in far more general terms than that of the principal. The job description indicates that an individual serving in the

assistant principal role will be delegated responsibility and authority by the principal in order to assist the principal in executing the duties assigned to the principal.

The role of academic deans, as defined by the OLSA faculty handbook, focuses on the oversight of specific academic programs. Academic deans are responsible for compliance with academic criteria at the state and federal level. Like the assistant principals, the scope of responsibility and authority of a dean is delegated by the principal.

Faculty advisors are appointed by the principal but fall directly under the oversight of assistant principal for academics. Faculty advisors are required to complete 12 credits of additional training in staff development, special education, and gifted education. One of the primary duties of the faculty advisor is to develop the teaching staff in their specific teaching discipline. The role of curriculum specialist is a subset of the role of faculty advisor. The curriculum specialist is more closely related to the traditional role of department chairperson, where a faculty advisor has broader staff development responsibilities that go beyond overseeing specific subject matter curriculum. There was no indication that a curriculum specialist needs to take the additional 12 hours of coursework required to be a faculty advisor as described above.

The OLSA faculty handbook showed a clearly defined administrative model in the sense of accountability and who reports to whom within the model. At the same time, the OLSA administrative model allows for a great amount of flexibility in defining the administrative roles and scope of authority below the level of principal. Implicitly, however, faculty development, including leadership development and promoting the

school's unique values and identity, is delegated directly from the principal. Information found in the OLSA faculty handbook did not contribute directly to the findings. Instead, this artifact data were intended to provide context for the interview data analysis findings articulated in the following subsection.

Findings

The problem that this qualitative study addressed centered around the need to better understand the experiences of a Northeast metropolitan area Catholic secondary school's administrators in identifying local leadership development needs for novice and future administrators This problem was directly addressed through the guiding research question of the study: What needs do current administrators identify to support leadership development for novice and future administrators?

The primary data used to address the research questions were derived through interviews with 10 OLSA administrators. Although the current administrators interviewed were not identified with a particular leadership position due to confidentiality agreements, the general positional characteristics of the participants were as follows: the OLSA principal, 2 OLSA assistant principals responsible for Discipline/Operations and Academics, 3 curriculum specialists from the Science, Religion, and Math/STEM Departments, and 4 faculty advisors from the English, Instructional Technology, Art and History Departments. Although serving in the more senior role of Faculty Advisor, the History and Art Faculty Advisors also act as Curriculum Specialists for their departments. In generalized terms, the principal-level research participants tended to be the more experienced administrators, the faculty advisor category was varied in

experience level, however, could be best described as mid-level experienced administrators and the curriculum specialists were generally novice administrators. All participants were lay administrators as there were no religious community members who currently hold an academic administrative position at OLSA.

The participants' responses were analyzed with the conceptual framework of this study in mind. This study's conceptual framework, found in Section 1, combines concepts such as, the need for mentorship in addition to formal administrator degree granting programs, a requirement to focus on local organizational issues, such as maintaining a school's unique religious identity, and purposeful succession planning in order to better guarantee that the next generation of administrators will be prepared to address organizational challenges in a manner that adapts to an ever changing environment while maintaining the core culture of the institution (Darling-Hammond et al., 2007; DeVita et al., 2007; Fink & Resnick, 2001; Lindsay, 2008; Pierce, 1935)

The conceptual framework provided the link between the participants' responses and the research question: What needs do current administrators identify to support leadership development for novice and future administrators? During the analysis process, the interview participants' responses articulating identified leadership development needs, were categorized into six initial themes which were developed out of the various components of the conceptual framework. The initial six thematic categories focused on grooming opportunities for future administrators (succession planning), a partnership with local Catholic universities to obtain formal credentials (need for mentoring in addition to formal academic degree), the importance of communal time set

aside in support of leadership development (mentoring and succession planning), understanding the critical nature of mentoring developing administrators (mentoring), the challenges that new administrators face in leading experienced faculty (addressing local issues) and the importance of maintaining the school's unique religious identity (addressing local issues). Three additional themes grew out of the data analysis process as a means of providing contextual background information: managing diverse personalities within the faculty, the integration of technology, and faculty awareness of proactive leadership development. These additional themes emphasized the need to address local issues and the succession planning elements of the conceptual framework.

The weight of the themes in relation to the four predetermined typologies: administrator preparation philosophy, administrator preparation experience, institutional administrative requirements, and institutional administrator, challenges was based on a simple percentage according to how prevalent a theme was across the scope of responses to the 8 interview questions which were developed to specifically address the core intent of the research question. The interview process was highly fluid and the exploration of meaning was dynamic from one question response to the next. The data analysis process had to move forward with the responses that were given as opposed to the responses that were anticipated, for example, when asked to speak about three challenges the interviewees faced as novice administrators, most participants responded with only one challenge. The themes, based on the actual interview responses, whether expected or unexpected, were then analyzed for significance within each of the predetermined typologies in order to develop meaning with regard to answering the research question.

Administrator Preparation Experiences

An analysis of the raw transcript data across the four typologies suggested the most common typology referenced throughout associated passages of interest was "administrator preparation experiences." I was not surprised by the weight of this typology based on the assumption that one's own development experiences on a particular topic were the easiest to apply to a particular discussion on that same topic. The majority of data passages that were associated with administrator preparation experiences were able to be thematically coded based on the six predetermined themes developed primarily from my field notes along with the initial readings of the data transcript, as well as the three additional themes that emerged from the analysis of the data passages that were not initially coded during the first reading.

Mentoring. Within the administrator preparation experience typology, the most prevalent theme was the participants' clear understanding that mentoring was critical in developing school leaders and administrators. Interview participants made statements relating to their administrator preparation experiences at OLSA. Novice administrators in particular were quick to expand on the benefits of active mentorship in their ongoing development as school leaders. Mark stated, "It was kind of like a mentorship program where they took me under their wing and allowed me to get the most out of the coursework I was doing." Esther, another novice administrator, mentioned that both formal and informal mentoring allowed her to understand "how things should be done" as an administrator at OLSA. The novice administrators' responses tended to be more broadly focused on how mentorship provided a baseline understanding for navigating

either formal academic degree coursework or the organizational expectations at OLSA. Ruth, a moderately experienced administrator, was able to articulate more specific facets of her mentorship process. Ruth referenced the conveying of methodology and successful leadership practices that were passed on through the mentorship process. “What benefited me most was working with experienced administrators who were steeped in teaching methodology and various practices especially contemporary practices.” One of the senior administrators, John, demonstrated a common mentorship experience with the novice and midlevel administrators even though his leadership development occurred over 20 years earlier. Additionally, John’s statement also referenced the value of mentorship in regard to the benefits of coaching focused at the local level. “The senior member brings the junior member along with a lot of in-school coaching…It was that mentorship that I got at the school level that really helped me the most.” Mary, another experienced administrator described a very different leadership preparation experience which highlighted how she had to seek out mentorship, implying that the mentorship process was not necessarily as proactive years ago as it is today. “The training was ad hoc. It was me taking to some of my colleagues, me knocking at their door saying hey listen, how do you do this.” Based on the interview data, mentorship was valued across the full spectrum of leadership experience, particularly by those senior administrators who did not have the same proactive mentorship opportunities enjoyed by novice administrators at OLSA.

Partnership with local universities. The next most common theme in the administrator preparation experience typology was that developing administrators were

able to earn formal academic credentials in school leadership and administration through an established partnership between OLSA and local Catholic universities. In identifying leadership development needs of novice and future administrators, it demonstrates that it is understood that Catholic secondary administrators will obtain formal administrative academic credentials as a baseline requirement. The fact that multiple participants had purposely chosen to take advantage of the formal administrator degree granting partnership with local Catholic universities also connects to the theme of maintaining the unique religious character of OLSA, in part, due to the faith based training provided by the partner university. Luke was one participant who took advantage of the formal academic partnership: "They offered the administration program through (partner university name redacted) that I took part of." Ruth clearly related her formal academic experience as part of her leadership development at OLSA, "When I began, we all had to take graduate courses that the school paid for. They were fundamental courses in leadership."

Seven out of 10 interview participants had taken advantage of the partnership with local Catholic universities. Two of the three remaining participants were novice administrators new to the program and the last individual was already an experienced principal-level administrator when he came to OLSA. Several of the novice administrators were currently enrolled in a program sponsored by a partnering Catholic university or had just received their administrative degree as a result of the partnership opportunity. Elizabeth expressed that she understood the balance between the formal academic degree portion of leadership development at OLSA and its locally proactive

mentorship program. Elizabeth stated about the formal academic component of the OLSA program that "It is good experience coupled with the programs that (university names redacted) offer, I think that's a great mix for what we are able to do here."

Paul mentioned that, as part of the degree granting programs, the partner Catholic universities will assist in the credentialing new administrators. Paul said "So I received my second Masters in that (administration and supervision)…they even helped me to take the tests and set up getting state certification." Whether an institution is public or private, formal credentials are usually a baseline requirement to continue to hold an administrative position particularly at the principal and assistant principal level.

Peer support. The third significant theme found within the administrator preparation experience typology was that communal time was purposefully scheduled in order to provide novice administrators support from the entire school leadership community throughout their development process. One statement made in support of this theme was expressed by Ruth, who said,

> I guess we continuously have professional development. We met as faculty advisors. We met as department chairs/curriculum specialists. We met constantly with our boss in going over issues that are happening and also going over professional development for our roles, and that's always been a constant.

Ruth's statement, particularly the part that references professional development for administrator roles, is significant in that it speaks to the continuous availability of communal support for developing administrators. Paul complemented Ruth's description when he spoke about the effect of the purposely scheduled cohort meetings. Paul spoke

of these meetings as providing a "sounding board" for ideas and also as a means of "not becoming this isolated bubble where we are off doing our own things…I feel like I'm on a team and I feel like I'm very supported." Luke spoke of meetings with his colleagues as providing support in order to "figure out the appropriate thing to do in each situation." Ruth, Luke and Paul were novice or midlevel experienced administrators. Although the senior highly experienced administrators spoke about being mentored or providing purposeful communal support time for novice administrators, none spoke about that same purposeful communal support time as being part of their own leadership development experience. The fact that the senior administrators have created a cohort support opportunity for novice administrators indicates that they have identified the need for such communal support and then spent time and effort to fulfill that need.

Active leadership planning. The final significant theme associated with the "administrator preparation experience" typology was that active leadership succession planning occurred at OLSA, providing opportunities for teachers to be groomed into administrator roles. In describing the leadership development experiences at OLSA, Mark, one of the novice administrators, stated, "They allowed me, especially while doing my internship, to try out a bunch of different roles in the building that I might not have originally experienced." Mark went on to say, "Our administrators really recognize the strength of the teachers we have and what teachers possess those qualities to move forward and move up and take on an administrator role." Mark recognized that his development and the development of his colleagues as administrators was purposeful in both the selection process and transition from teacher to administrator. Elizabeth, a more

experienced administrator, supported Mark's perceptions concerning succession planning at OLSA. In talking about her observations concerning the succession planning process at OLSA, Elizabeth said about the transition process for novice administrators, "They put them in positions as assistants and things of that nature and then eventually they were able to move to those positions." Although Mark perceived that for current generation of novice administrators at OLSA that the succession planning aspect of leadership development was purposeful and Elizabeth's experience at OLSA supported this. The more senior administrators had a different experience with succession planning in their leadership development experience. Sarah, one of the most senior administrators, spoke about her transition from teacher to administrator, "It started by accident, a job needed to be done and I was able to do the job. My bosses at the time recognized gifts that I had." Sarah's response indicated that the school leadership at OLSA, at the time, recognized her leadership talents only after an unplanned opportunity put her in an administrative position. Sarah, as a senior administrator, is now a key person in the mentorship of novice administrators and an architect of OLMA's current proactive and purposeful succession planning process.

Institutionally Specific Administrator Challenges

Continuity of religious identity. Within the next most common typology referenced by data passages of interest, which focused on institutionally specific administrator challenges, the prevalent theme associated with this typology stood out: Continuity of OLSA's religious identity and unique institutional culture was a priority when developing novice and future administrators. This theme reflected one aspect of the

research problem: a looming issue with maintaining the religious identity of a Catholic school in the face of declining numbers of members of religious orders serving as educators in the United States (Dolan, 2010; Gibson, 2014; Editorial, 2005, Scheopner-Torres, 2011). In regard to the connection between leadership development and maintaining the unique religious identity at OLSA, novice, mid-level and senior administrators conceptualized the issue slightly differently. Esther, a novice administrator stated, "The challenges a most predominantly lay administration would face would be this question of the religious charism and how they seek to promote this admission within how they development their leaders." Esther also made reference to another challenge a lay administration would face in projecting religious authority as opposed to clergy administrators who are readily associated with possessing religious authority. Another novice administrator, Martha, pointed out "One of the issues, because it's mostly a lay faculty, is keeping true to the school's mission and connected to the overall (sponsoring religious order redacted) network as a whole." Novice administrators at OLSA conceptualized maintaining the school's unique religious identity as a challenge or issue that will need to be somehow addressed as the institution moves forward into the future.

Mid-level administrators focused on the challenge of maintaining OLSA's unique religious identity as a more present and ongoing factor in leading the school as an administrator. Paul referenced the programming process at OLSA as a means insure that OLSA's charism continues to be proactively supported. "This is what sets us apart…It's a nonnegotiable that we won't adopt a schedule unless it keeps religion on the same level as the core subjects." Ruth, another moderately experienced administrator at OLSA, said

"Since we are at a point where religious orders are not the predominant leadership roles in Catholic schools, they must take on the charism." To provide context for the previous quote, "They" referred to lay administrators. Both Ruth and Paul had a more immediate sense of the need to address continuing OLSA's unique religious charism through administrator leadership development and subsequently proactive administrator leadership.

The more highly experienced administrators, like the novice administrators, saw the challenge of maintaining OLSA's religious identity as a future issue but in a less theoretical manner. The highly experienced administrators spoke in a more visionary way about addressing the religious identity issue through succession planning and leadership development today in order to insure that the proper leadership would maintain OLSA's religious charism into the future. Sarah, one of the most experienced administrators interviewed, said "The next group of gals or guys have to be visionaries…They have to be able to challenge the culture at hand and do it in a Gospel-value way." Another long time administrator, Mary also referenced the succession planning and leadership development process as a way of insuring the continuation of OLSA's unique religious identity. In reference to the next generation of OLSA leaders, Mary stated, "I think the challenge is who you select for the positions…You have to be very careful or very alert to who you pick for these leadership positions." For both Sarah and Mary, there was a clear awareness that the current novice administrators and the careful selection of future administrators are the key to the question of maintaining OLSA's charism or unique religious identity.

Novice administrators and experienced faculty. The next most common theme to emerge within the institutionally specific administrator challenges typology was that there were inherent leadership challenges at OLSA with regard to novice administrators interacting with significantly more experienced faculty members. The data connected to this theme demonstrated that whether the interviewees were a novice, midlevel, or high-time administrators, their experiences were all similar in that there was some uncomfortableness or awkwardness at leading significantly senior faculty members after transitioning to an administrator role. During the interview process, Mark described his own experience as a novice administrator at OLSA, explaining,

> I think I was most intimidated by dealing with people that had been there longer periods of time and how they would perceive me and whether I would receive that same respect that I showed them…Some people are hesitant to change their methods and I think having somebody that is younger come in and try to do that can be frustrating for them, and it was intimidating for me to try and do that.

Luke, another novice administrator at OLSA had a similar experience to Mark's. Luke explained, "I started so young working here that the buy-in that I was the administrator was the initial fear of mine. It was one of the challenges that I had." For both novice administrators, their transition into a leadership role had been a relatively recent experience that they were able to readily draw upon during the interview process.

Although not as recent, the transition to an administrative position had been a similar challenge for Ruth, a moderately experienced administrator at OLSA. In talking about her challenges in respect to this theme, Ruth stated,

> One is transitioning from colleague to leader. Sometimes there is an uncomfortableness, in that especially with someone you have been working with for 10 to 15 years, and now you are in a leadership role where you have to guide and direct them, and if you have to, adjust their practices.

It is of interest to note that Ruth had been a faculty member for the first 20 years of her total 25 years at OLSA before taking on a role as an administrator. Ruth provided the unique perspective of transitioning from a long-time master teacher to a novice administrator later in her career.

Two of the more highly experienced administrators, Sarah and Mary, expressed similar thoughts about how they observed peer relationships change over their more than 20 years of administrator experience. Sarah used a sports analogy to describe this phenomenon. When asked about taking on the challenges of a leadership role at OLSA, she stated,

> The first one is moving out of the locker room. What I mean by that is that some teachers find it difficult to be an administrator or leader when they have to work with their peers…And you have to deal with someone who taught you, who's old enough to be your father or grandfather.

Ruth looked back to her own experiences in taking on a leadership role. She explained, "The most uncomfortable thing was that many people in the department at the time were my holder and much more veteran than I was, so it was a little awkward." For the spectrum of interviewees referenced in this section, ranging from less than 5 years to well over 20 years as an administrator, the common characteristic of their experience in

assuming a leadership role was that their relationship with peers, particularly senior ones, went through a somewhat uncomfortable position where they had to define their credibility as a leaders and reimagine their place within the organization.

Managing diverse personalities. The final theme prevalent within this typology, managing diverse personalities within the faculty, was understood to be an inherent leadership challenge at OLSA. In some ways this theme is an extension of the proceeding theme which dealt with novice administrators interacting with more senior faculty members. Both themes dealt with the challenges of the changing interpersonal dynamic associated with assuming a leadership role at OLSA. Although this theme was not initially planned as a means of coding data, the patterns associated with managing diverse personalities emerged during the data analysis process. Upon analysis, novice and moderately experienced administrators tended to focus on achieving buy-in across the full spectrum of the faculty in relation to administrative policies whereas high-time administrators were more focused on the art of deciphering the full spectrum of personalities in order to plan their leadership approach accordingly.

Luke and Paul, novice and mid-level administrators respectively, framed the challenge of dealing with a wide variety of faculty personalities in terms of achieving buy-in. The concept of achieving buy-in for novice and moderately experienced administrators may relate back to the previous thematic concept of how peer relationships change, especially with more senior faculty members, as an individual evolves into an administrative role. When asked about his leadership challenges at OLSA, Luke stated directly “The buy-in upon the faculty.” Paul expanded on this concept a little bit further.

In talking about introducing new ideas, Paul said, “So that was a challenge, to get people to buy into that, that was number one.” John’s perception of this thematic challenge was a bit different. As an administrator with more than 20 years’ experience, John was senior to most peers and had already been established as an administrator for some time. John stated, “My challenge was getting to know the community and players and kind of figuring out who was who and what was what and figuring out the different personalities.” In relation to his experiences as an administrator at OLSA, John was unique in being one of the few administrators to come to OLSA with a significant amount of previous experience as an administrator at another school. John was the only participant in this category. John had the unique challenge of adjusting his understanding of how he interacted with faculty members based on transitioning from one unique school culture to another.

Administrator Preparation Philosophies

The third most common typology referenced was “administrator preparation philosophies”. Understanding administrator preparation philosophies related directly back to the core research question guiding this study that focused on identifying the leadership development needs of future and novice Catholic school secondary administrators. The participant responses indicated across the perspective of multiple themes that those philosophies, based on both experience and ideology, were crucial in guiding how OLSA’s leadership succession planning needs were met.

Active leadership planning. A theme that emerged again and again throughout this typology was that active leadership planning occurs at OLSA, providing

opportunities for teachers to be groomed into administrator roles. This theme was also continuously referenced throughout the entire data analysis process. In reflecting upon the interview session notes, I observed that the administrators I interviewed had a clear sense that leadership succession planning was incumbent within their professional obligations, however, novice mid-level and highly experienced administrators emphasized slightly different facets of the leadership succession planning philosophy at OLSA. The more novice administrators focused on the positive effects of OLSA's more experienced administrators understanding the strengths of their faculty in order to groom the right people for the right jobs. Luke said about his own administrator preparation philosophy:

> I think it's important to identify the strengths of your entire faculty, amongst your entire faculty. That's when you get sustained leadership because those people are your future leaders. Eventually they will be in the same position as the people you have leading them currently. That model would be primary in terms of the school's success.

Luke went on to say in responding to another question, "As I am understanding it, there has to be a purposeful effort to understanding your faculty, what their strengths are and then groom the future leaders." This thinking is in line with another of Luke's contemporaries. In reflecting upon the OLSA's succession planning strategy, Mark stated, "It goes back to people in the building recognizing people's strengths and weaknesses and what they might be good at." For novice administrators, the philosophy of leadership preparation went beyond planning to train the next generation of leaders, it

required understanding the full depth of human capital in order to set future administrators up for success by not only grooming them but grooming them for the right position.

Paul, a mid-level administrator, commented on the OLSA leadership philosophy as an individual who was passed the initial grooming experience where he was identified as having administrative talent but not yet to the point where he was making the strategic decisions that guided the overall OLSA succession planning philosophy. Paul observed that, "It seems like they are really putting into place who's coming up next and the pool it goes too…Human capital/Human resource" with regard to the overall administration preparation philosophy of OLSA.

The high time administrators approached leadership development philosophy in the context of actively finding leadership development opportunities for future and novice administrators in order to help them grow into the role. Their philosophical approach to leadership development was more long-term in growing a teacher through the grooming process into administrative mastery and finally into the role of strategic organizational leadership planner. When reflecting on her own leadership philosophy, in the broader context of the OLSA leadership philosophy, Sarah stated,

> I like the idea of people thinking about what it means to be a leader. If you look at a church model, ambition is always looked at as a fault. I like those who want to be a leader. I want them to want my job and see themselves in a leadership/ administrative position…What are we going to do to support this person? What opportunities are we going to find for them?

Another high time administrator, John articulated a leadership philosophy that was similar, “So by bringing teachers in and learn to work with other teachers and have them grow into the role if there is an interest. I like that method.” As high time administrators, Sarah and John’s administrator preparation philosophies focused on actively finding opportunities for the next generation of OLSA leaders. Paul, a mid-level administrator, validated through observations that this process was indeed occurring. Mark and Luke’s philosophy grows out of a perception that their own administrator grooming experience was successful due to more experienced administrators recognizing their potential strengths and providing them with the intended opportunities.

Additional themes. Two other themes were associated with the administrator preparation philosophy typology. First, continuity of OLSA’s religious identity and unique institutional culture was a priority when developing novice and future administrators. Second, there was a clear understanding that mentoring was critical in developing school administrators and leaders. Both of these themes have been previously covered under preceding typologies and while their core concepts remain the same, there are slight contextual differences when applied to the administration preparation philosophy typology.

Throughout the interview process, maintaining the religious tradition or charism at OLSA was a topic that emerged across the spectrum of responses to interview questions (Table 1). Maintaining the religious tradition at OLSA was the key theme in the preceding institutionally specific administrator challenges typology. As an identified challenge it makes sense that maintaining the religious culture of the school would also

emerge as a significant component of the administrator preparation philosophy which evolved in response to institutional challenges. In the context of understanding the relationship between administration and the OLSA charism, Paul spoke of the need to prepare administrators to be active leaders in maintaining the unique religious culture at OLSA. “You must be a presence in the building. Otherwise, you get detached. If you’re not part of the school culture, you cannot affectively lead.” Ruth’s thoughts on what OLSA should be preparing administrators for aligned with Paul’s in advocating for administrators who maintain the religious tradition through active leadership. Ruth reflected on her leadership preparation philosophy and stated, “My vision is that good leaders must be models for the faculty, as teachers and leadership, they have to model not only being teachers in the classroom but they must also model the ideals or the principles of a Catholic school.” Although Paul and Ruth were mid-level administrators, their administrator preparation philosophy aligns with Mary, a high-time administrator at OLSA. Mary said,

> I think what you need is people who believe to be involved in leadership decisions. I think that’s the core things so if you’re going to select people you’re going to select people who have some sort of commitment to the faith since it is a Catholic school.

In the case of administrator preparation philosophy, the desire, or perceived need, of current administrators to ensure that future school leaders maintain OLSA’s religious identity ties into the leadership development needs identified in the institutionally specific administrator challenges typology as well as back into the study’s research

question which focuses on identifying leadership development needs at OLSA in a broad sense.

In the context of administrator preparation philosophies, mentoring, as part of the leadership development process, takes on a slightly different context than was previously seen in preceding typologies. Mentorship in administration preparation philosophy does not so much refer to the act or the process but rather the realization of current OLSA leaders that mentorship is an important part of not only preparing novice and future administrators for the mechanics of school leadership but also the continuation of institutional culture and tradition (Leo & Wickenberg, 2013).

Paul was an enthusiastic advocate of the belief that mentorship should play a key role in preparing novice and future administrators. As a mid-level administrator at OLSA, Paul proactively sought out mentorship opportunities with developing school leaders. Paul stated, "I love doing that with teachers, mentoring teaches and conversing about methodology with teachers and other administrators." One of the novice administrators, Mark, believed that he benefited from the mentorship aspect of leadership development at OLSA demonstrated a strong conviction that membership should continue to be part of the leadership development process for future administrators. Mark expressed,

> I do the same for any teacher that comes in after me. So nice of the whole idea of pay it forward – somebody did something really nice for me – it's changed my life basically so anytime we hire a new teacher or we have younger teachers coming in now, I look to mentor them in the same way that was done for me.

The ideology that mentorship is an important part of the leadership development process at OLSA is carried on by Ruth. In reflecting upon how her own experiences as an administrator shaped her leadership development philosophy at OLSA, Ruth stated, "You're going to face challenges, obviously, in a leadership role. A mentor is extremely helpful to guide you through those new experiences."

The themes associated with this typology were also three of the four most common themes found throughout the entire data collection process. This association supports the concept that alignment exists between leadership development philosophies and the overall experiences of administrators at OLSA. Administrator preparation philosophies all tied together in the sense of ensuring that novice and future administrators understand the core mission of the school beyond what can be taught in formal academic administrator preparation courses.

Institutionally Specific Administrator Requirements

The typology that generated the fewest passages of interest was "institutionally specific administrator requirements." This typology did not produce a large volume of associated data responses, however, the low quantity of responses in no way meant that this typology was insignificant in attempting to identify needs in relation to leadership development at OLSA. How the participants identified the institutional needs of OLSA will directly affect perceived leadership development needs.

Within the boundaries of this typology three main themes emerged: (a) active leadership planning occurs at the school providing opportunities for teachers to be groomed into administrator roles, (b) communal time was purposefully scheduled in

order to provide novice administrators support from the entire OLSA leadership community throughout their development process, and (c) continuity of OLSA's religious identity and unique institutional culture was a priority when developing novice and future administrators. Although each of these themes was previously explored in preceding typologies, the context of these themes in regard to the institutionally specific administrator requirements typology will be different. The difference between this typology and others is that the interviewees identified the meaning associated with their experiences with the unique organizational requirement at OLSA.

Active leadership planning. The first theme associating the leadership development needs of future and novice administrators with OLSA's institutional needs was that active leadership planning purposefully occurred at OLSA providing opportunities for teachers to be groomed into administrators. Paul directly supported this concept when he said, "Wherever my bosses, my administrators are going next we need to make sure people who fill in their big shoes have that same clarity and vision for our school." Sarah explained the need for succession planning at the institutional level because OLSA hires the vast majority of administrators from within its own ranks. Sarah stated,

> We hire from within. We have an informal process where we see which of the teachers begin to show leadership potential and then begin to nurture that with opportunities and support along the way. There is also an informal understanding of who the next rung of people are.

Succession planning that focuses on hiring from within would also provide a benefit in that potential administrators would already have at least some understanding of the OLSA's religious culture and unique institutional challenges.

Peer support. The next theme that consistently emerged within this typology focused on communal time, which was purposely set aside so that the entire OLSA leadership community could come together and support novice administrators throughout their development process. Paul described one of the ways that communal support time was structured at OLSA,

> Throughout the professional development that we do here on a daily basis, the team of six faculty advisors get together . . . informally throughout the day and then formally with the principal and other administrators once every other week and we discuss how to make the building better and other administrative duties.

John, a high-time administrator, spoke about regularly scheduled CST, or common staff time, as a planned part of OLSA's organizational rhythm. "Fortunately we have CST time every Thursday so it's built into the schedule and it's dedicated." During CST, administrators are able to come together for discussions, sometimes based on readings, where they are able to support each other in coaching and mentoring as school leaders. Social and professional support, innovation and collaboration resulting in quality educational programs are important concepts for school leadership as a decentralized stand-alone organization, such as OLSA, when the resources and support of larger multi-school public organizations are not available.

Continuity of religious identity. The final theme in this typology identifies the continuity of OLSA's religious identity and institutional culture as an organizational need in developing novice and future administrators. Maintaining OLSA's charism was previously identified in both the administrator preparation philosophy and institutionally specific administrator challenges typology, therefore, due to its perceived importance, it is not surprising that maintaining OLSA's unique charism was seen as an institutionally specific administrator requirement. Sarah explained that OLSA is part of a national coalition of schools sponsored by a particular religious order. Although governance of each school is maintained at the local level, the religious charism of the sponsoring order must be a part of each school's culture. The individual schools, such as OLSA, develop a unique interpretation of the sponsoring charism based on local requirements. Paul stated,

> We are in a network of about 12 schools that range from Louisville up into Boston and we call it the (network name redacted) and we shared the overriding mission and that becomes particularized in each of the schools.

The requirement to continue the unique religious culture at OLSA was articulated by Paul who said,

> I think what the School President and Principal are trying to do right now is lay the groundwork of building this vision of pedagogy, rigorous content and then also nurturing the spirit in a religious manner that that's going to continue even when they day comes that they retire.

Based on not only the volume of participant responses referencing the OLSA charism, but also the depth and context of those responses, it became clear that in the case of OLSA, the religious charism is the defining aspect of the school culture.

Other Themes

Beyond the scope of the typologies, the data were analyzed in order to develop an aggregated meaning from the significance of the nine total coded themes. Most of all passages of interest associated with one of the four typologies were able to be coded against the nine themes identified in this study. The most common themes follow, listed in order of prevalence: active leadership planning at OLSA, the critical nature of mentoring in leadership development, the importance of communal support for novice administrators, the continuity of OLSA's unique religious and cultural identity, and the awareness of the partnership between OLSA and local Catholic universities. These five themes accounted for the majority of total coded themes. Elements of the top five themes listed above were consistently present across all typologies. All five of the most common themes were part of the initial thematic group derived from my field notes and the first readings of the interview data transcripts. This phenomenon also supports data analysis validation covered later in this section.

The remaining typologically significant passages of interest fell outside of the nine identified thematic codes. Some of these passages were identified as dissenting data in relation to the other nine themes. In his comments, for example, John indicated the school had no challenge shifting from religious school leadership to lay school leadership: " I'm not sure why the challenges of a lay administration would differ from

any other or that we have really that many here at [school name redacted].” Thus, John contradicted the premise of this study that suggested the declining number of religious school administrators in the United States is a significant problem worth studying. Other statements contradicted specific themes as opposed to the general conceptual framework of the study. Sarah stated:

> The idea that you would handle your problems and if you couldn’t handle your problems, you were weak and we had to move you out or we would isolate you. You’d be given a specific job and never have the ability to move out.

Sarah was contrasting the school’s current policy of providing communal support for novice administrators as opposed to an earlier method akin to an only the strong will survive philosophy that is no longer used at OLSA because of evolved and engaged current administrators such as Sarah. Although I observed that the intent of the passage was to show growth in OLSA’s leadership development process, it also demonstrated that other leadership development philosophies, even divergent ones, had been employed successfully.

Mary, in reviewing her own leadership development experiences, provided another viewpoint that demonstrated a divergent perspective from the most common data theme, purposeful succession planning at OLSA:

> I think we go by instinct. I don’t think there is a model. I mean we have a model. We have a president, a principal, and we have assistant principals, curriculum specialists and faculty advisors. But a model for succession, I’m not so sure there is one.

Although the dissenting data were factored into the overall research analysis as points of reflection, I determined that there was not enough weight of evidence to significantly alter the direction of the study or interpretation of the data.

Other participant perspectives of interest fell outside the standard coding but still provided contextual information that added to my understanding of leadership development at OLSA. Another comment did not fall into the thematic codes, but it still provided context for the school's environment and the supporting perceptions of the school's leaders. With regard to desirable leadership traits, Elizabeth stated: "A good leader is someone that can motivate other people to try to take on some of those roles as they develop, to not always to look to leadership all the time but to be able to make those decisions on their own."

Additional participant points of view that fell outside of the identified themes provided further context. Sarah spoke about the informal nature of leadership development in Catholic schools and stated, "Interestingly, there was no formal training for me here at (school name redacted), nor is there at many Catholic schools." Additionally, several participant responses did not provide significant context for further articulating the case being studied, and were therefore considered nongermane to this study.

Summary of the Findings

In reviewing the findings, several key patterns emerged within the themes. Within some themes, as previously discussed within the typological headings, patterns emerged within the interview responses that demonstrated delineation in the context of responses

based on experience level broken down between novice, mid-level and high-time administrators. In other themes, the context of responses was uniform throughout the spectrum of administrator experience. As previously stated earlier, when delineation did occur based on level of administrator experience, on one end of the spectrum the novice administrators focused more on the impact of the current leadership development experience at OLSA; whereas, on the other end of the spectrum the high-time administrators were more focused on how to develop the next generation of OLSA school leaders. The awareness by high-time administrators of the need to proactively plan for the future development of OLSA's school leadership supports another theme expressed within this study concentrating on active leadership succession planning at OLSA.

The theme that focused on the continuity of OLSA's religious identity and unique institutional culture, sometimes referred to as charism, being a priority when developing novice and future administrators was identified as carrying significant weight across three of the four typologies including administrator preparation philosophy, institutionally specific administrator requirements and institutionally specific administrator challenges. The only typology where charism did not carry significant weight was within administrator preparation experiences which focused on past occurrences whereas the other three typologies focused on the perception of current and future needs (Table 1). The themes that focused on active leadership planning and grooming at OLSA and purposefully scheduled communal time in support of novice administrators were the next most prevalent themes that held significant weight across two typologies (Table 1). The

significance of these patterns in determining how the identified themes develop understanding in relation to this study's research question will be discussed next.

The relevance of the themes in relation to the typologies relates directly back to the research question which prompted OLSA administrators to identify the needs for developing future and novice administrators at the same school. Six initial themes were identified for the purpose of data coding within the context of the four planned typologies. Three additional themes emerged during the data analysis experience, and although they were identified in this study, they lent no significant weight in providing a response to the research question. The initial six themes can be further broken down into three themes that directly addressed to the research questions within the context of the conceptual framework and three additional themes that supported the themes that directly addressed the research question. The weight of significance of the themes within the boundaries of the four preexisting typologies was presented in Table 1 of this study.

As previously stated at the beginning of the findings, the conceptual framework defining this study focused on the concepts of mentoring novice administrators in addition to acquiring formal academic credentials, focusing on local organizational issues such as maintaining OLSA's charism and purposeful leadership succession planning in order to successfully groom the next generation of OLSA administrators. Additionally, the four typologies used in this study provide further framework for identifying the leadership development needs for novice and future administrators at OLSA. Each of the typologies provides context for identifying leadership development needs.

Current OLSA administrators' leadership preparation experiences, to some degree, will define how future generations of school leaders are developed based on the perceived benefits, or lack thereof, with regard to their own development. Institutionally specific administrator challenges took into account the perceptions, based on experience, of current OLSA administrators in identifying areas within the scope of administrator practices at OLSA where purposeful attention is required in order to prepare novice and future school leaders to successfully respond to those challenges in a way that is healthy for the organization. Institutionally specific administrator requirements dealt with the perceived ongoing organizational needs at OLSA that every administrator will need to actively address, for example, the need to maintain a unique organizational charism. Administrator preparation experiences, institutional challenges, and institutional requirements formed the basis for current OLSA school leaders' administrator preparation philosophy. Administrator preparation philosophies take into account the sum total of perceived needs identified through the other three typologies resulting in a need for a roadmap to meet the other needs.

The six themes analyzed in this study articulate specific leadership development needs, or patterns of needs, identified by current OLSA administrators, within the boundaries of the four typologies. The three themes that directly respond to the research question within the concept of the conceptual framework are active leadership planning occurs at OLSA providing opportunities for teachers to be groomed into administrator roles, that there is a clear understanding that mentoring is critical in developing school leaders and administrators, and that continuity of OLSA's religious identity and unique

institutional culture is a priority when developing novice and future administrators. Active leadership planning in regard to grooming future administrators at OLSA was identified as a leadership development need based on its prominence across the full spectrum of participants' experiences.

Active succession planning and grooming at OLSA were cited by current administrators as critical to any future preparation process. It is seen as an organizational requirement for the continued operation of the school in order to guarantee that both current and future generation of OLSA administrators have the right tools to carry out daily governance and maintain the school's unique charism. The clear understanding that mentoring is critical in developing school leaders and administrators was identified as the primary theme within administrator preparation experiences. In every response that fell within the boundaries of this theme, the mentorship process was seen as a useful and positive experience in current OLSA administrators' own development. For the novice administrators, in particular, the mentorship process was a given baseline experience within the larger administrator preparation process. Therefore, it was no surprise that mentoring was expressed as a key component, or need, in current OLSA school leaders' administrator preparation philosophy. The final primary theme expressed the requirement to continue OLSA's religious identity and unique institutional culture and was the only theme identified as a critical local administrator preparation requirement across three of the four typologies. Maintaining the OLSA charism was the primary theme in institutionally specific administrator challenges and was a theme of significant weight in institutionally specific administrator requirements as well as administrator preparation

philosophy. The current OLSA administrators clearly and consistently identified the need for novice and future administrators to both be aware of and proactively incorporate OLSA's unique religious culture across the full spectrum of school leadership functions. Continuing OLSA's religious identity and unique institutional culture was perceived, by participants across all levels, to be both a current institutional requirement as well as an ongoing institutional challenge. Maintaining the OLSA charism was identified as a leadership development need so important to current administrators that it became a significant part of their administrator preparation philosophy.

The three supporting themes focused on the opportunity for developing OLSA administrators to earn formal academic administrator credentials through a partnership with local Catholic universities, the purposeful scheduling of communal support time for novice administrators and the challenge that novice administrators faced at OLSA in interacting with significantly more experienced faculty members. The opportunity to earn academic credentials through partnership with Catholic universities carried significant weight across the interview responses that fell within the administrator preparation experience and administrator preparation philosophy typologies. Formal academic credentials were seen as a baseline requirement for OLSA administrators; those administrators who did not already have them needed to be in the process of obtaining them. This theme supported the theme where active leadership planning and grooming occurs at OLSA. The fact that current OLSA leadership provided opportunities for novice and future administrators to earn formal academic administrator credentials aligned with the concept and practice of active succession planning. The theme of

communal time purposefully scheduled in order to support novice OLSA administrators consistently emerged in the institutionally specific administrator requirement and administrator preparation experience typologies. This theme is seen as an extension of the mentorship theme. Communal support time for novice administrators provided additional mentorship opportunities in a broader spectrum social setting. The last of the three supporting themes dealt with the inherent leadership challenge at OLSA in regard to novice administrators interacting with more experienced faculty members. This theme also supported the need for mentorship in guiding novice administrators through interactions with their senior faculty members and was the second most common theme found in institutionally specific administrator challenges.

The six themes within the contextual boundaries of the four typologies expressed not only the needs that current OLSA administrators perceive for developing novice and future administrators, but also that leadership development was in fact actively and purposefully happening at OLSA. Current administrators clearly perceived that the OLSA administrator preparation process specifically identified and reacted to OLSA's developmental needs.

Validation

In accordance with the Validity subsection in Section 3, contradictory and dissenting data were included in the findings which were referenced in the proceeding subsection (Creswell, 2009). "Nonexamples" have also been accounted for in the proceeding subsection and were discussed in the interpretation of the findings as part of Section 5 of this study. The "nonexamples," or significant nonthematically coded

passages of interest were used to create meaning through context in better understanding leadership development process at OLSA (Hatch, 2002).

Another means of validation was the extensive use of field notes, which served as an additional data source used in the triangulation process. I reviewed and compared my initial field note observations, recorded question by question during the interview process, in order to associate those observations with the participants' responses contained in the data transcripts. Throughout the course of the data analysis process, I noted the alignment between the field notes and the thematic coding of the typological data. Field notes served as the basis for identifying the six initial themes used in the coding process. This phenomenon demonstrated that the data aligned with my expectation of developing meaning and understanding in relation to identifying leadership development needs of OLSA.

Another source of validation through triangulation (Creswell, 2007, 2009) was the use of artifacts, such as OLSA's faculty handbook as an unobtrusive independent data source. The faculty handbook provided both dissenting and associative data. For example, no leadership succession plan or use of mentoring in leadership development is mentioned in the job descriptions articulated within the faculty handbook, although succession planning and mentoring were the two most common themes identified during the coding process. At the same time, leadership succession and mentoring were implied duties of administrators taking into account the aggregate of their stated job descriptions (see Appendix B). Additionally, other themes such as maintaining the religious identity

of the school and providing communal support opportunities for faculty are inherent within the job descriptions provided within the faculty handbook (see Appendix B).

Summary

This section provided the description of the data collection and analysis processes. I presented a transparent articulation of both my experiences in collecting and analyzing the data alongside the raw data collected from the interview participants based on their experiences in relation to identifying the leadership development needs at one Northeast metropolitan area Catholic school, otherwise referred to as OLSA throughout this section. Also included in this section was the process by which themes were developed for use in the coding process that connected the planned typologies horizontally and the aggregate of the interview participants' responses vertically. The findings went on to articulate the needs associated with developing current and future administrators, such as attainment of formal academic credentials combined with purposeful mentoring, ongoing succession planning, and a requirement to maintain the unique religious charism at OLSA. These leadership development needs were clearly and consistently identified throughout the data collection and analysis process. Additionally, the findings also demonstrated that OLSA already had a successful leadership development process that responded to the leadership development needs identified above.

Section 5: Interpretations, Implications, and Recommendations

I conducted this study to expand the understanding of leadership development needs of Catholic secondary schools, and one Northeast metropolitan area Catholic secondary school in particular. Lay administration in Catholic secondary schools is becoming far more prevalent in light of the declining number of religious community members, a group who have historically held leadership positions in the Catholic schools in the United States (Gibson, 2014). For Catholic schools, in general, and OLSA, in particular, to remain relevant in the 21st century, leadership development needs must take into account continuity of religious identity and institutional culture when preparing novice administrators. This concept aligns with the theory that administrative school leadership requires specialized preparation coupled with an ideology that encourages leadership development preparation focused on the specific institutional needs of a school (Bush, 2008; Miller, 2008; Rhodes & Brundrett, 2009; Vasudeva, 2009). To better understand the application of leadership preparation concepts in relation to the needs of the Northeast metropolitan area Catholic school used in this study, I documented administrators' experiences at OLSA to define and understand the leadership development needs of future and novice administrators.

I used a case study methodology to answer the guiding research question: What needs do current administrators identify to support leadership development for novice and future administrators? The qualitative nature of this case study allowed for a rich understanding of the participants' perceptions and experiences as they relate to the research question (Creswell, 2007). The depth of the understanding of the participants'

experiences came from the 10 administrators who were interviewed to reveal the leadership development needs at that school.

The interviews were analyzed both typologically and thematically. The analysis process also took into account contradictory data and typological data that fell outside any thematic boundaries but contributed to a greater contextual understanding of leadership development needs at OLSA. The findings in Section 4 demonstrated an alignment between my emerging understanding of the participants' leadership development experiences and key perceptions and concepts from this study's literature review. One example of alignment was found in the need for succession planning as presented in the literature review and the data analysis results derived from this study's approved methodology process. The validation of this study's findings is based on the thematic consistency that occurred across multiple typologies during the data analysis process.

Interpretation

I allowed the conceptual framework, derived from the literature review, to shape the process in answering this study's guiding research question, and then collected data for the purpose of creating a greater understanding of leadership development needs as they related to the research question. After applying the data analysis process, as described in Section 4, I found consistent patterns as emerging themes were applied to predetermined typologies that grew out of the conceptual framework. The conceptual framework, as described in Section 1, focused on the values and the meaning of leadership (Steyrer, 1998) as opposed to strictly management-based organizational

processes. Concepts nearly a century old such as peer mentorship and locally focused leadership development (Darling-Hammond et al., 2007; DeVita et al., 2007; Lindsay, 2008; Pierce, 1935), combined with newer ideology such as formalized leadership sustainment programs (Fink & Resnick, 2001), provided a contextual basis for the typologies introduced in Section 4. The research findings were described in broad generalizations supported by the interview data articulated in Section 4.

Administrator Preparation Experiences

In assessing alignment between the findings in Section 4 and the supporting literature addressed throughout this study, the first typology addressed was administrator preparation experiences. The participants' experience-based perspectives were supported by the literature review of this study at several points. In reference to OLSA's partnership with local Catholic universities, participant responses were in alignment with the literature in that successful leadership development is described as having both formal and informal components in developing novice administrators (Ng & Szeto, 2015). Another set of participant responses within the administrator preparation experience typology was the phenomenon of purposeful peer support time set aside for novice administrators. Ylimaki and Jacobson (2013) concluded that cohort support is important in the social and professional development of school leaders. McMaster (2014) acknowledged that school leadership is about relationships, perceptions and expectations shared with colleagues. Cohort support is an effective way to explore those relationships, perceptions, and expectations. The fact that active succession planning occurs at OLSA was another key theme identified through the participants' responses associated with the

administrator preparation experience typology. The literature clearly supported purposeful and proactive succession planning in the development of novice administrators. Succession planning is key in creating successful transitions in which the administrative leadership responsibilities are passed on while organizational traditions and culture are maintained (Cocklin & Wilkinson, 2011). Mason (2015) argued that an understanding of the positive aspects of purposeful succession planning is also part of developing novice administrators.

Institutionally Specific Administrator Challenges

The next typology addressed was institutionally specific administrator challenges. Participants identified the need to maintain OLSA's unique religious culture as the primary institutional challenge for administrators. Maintaining OLSA's unique culture was a common theme found throughout the remaining typologies. Support for leadership focus on OLSA's religious identity went beyond the scope of Catholic education alone. Referencing Anglican and Episcopal schools rather than Catholic schools, Collier (2012) and the National Association of Episcopal Schools (2013) demonstrated alignment with this study's participants in advocating for a biblical leadership model in maintaining organizational religious identity. Participant identification of the need to maintain OLSA's unique religious culture provided for a unique tie-in with another viewpoint identified in this study. Succession planning, a theme referenced previously, was also supported by the literature as crucial in responding to the institutional challenge of maintaining a school's unique religious identity (Cocklin & Wilkinson, 2011). Participants identified challenges associated with novice

administrators having led highly experienced faculty members. The challenge from transitioning from faculty peer to administrator is part of a broader phenomenon currently being studied by researchers.

Supporting literature indicated that the assumption of leadership roles will affect professional relationships with former peers as well as new administrators' understanding of how they fit into the organizational structure (Struyve et al., 2014). Also, interpersonal perceptions are an inherent part of the leadership development process within a local institution (McMaster, 2014).

Administrator Preparation Philosophies

Supporting literature indicated that administrator ideologies determine the path that an institution will take (Groesbeck, 2014). At the research site, administrator preparation philosophies guided how OLSA's leadership succession planning needs were met. Individual administrator preparation philosophies had a greater effect on administrator preparation planning due to the fact that OLSA, like many Catholic secondary schools, is decentralized from the larger diocesan system that governs Catholic primary education, leaving most decision making at the local level (Struyve et al., 2014). In turn, the same local decision-making experience, guided by individual philosophies, will also shape how OLSA will maintain its religious and cultural identity through succession planning (Cocklin & Wilkinson, 2011).

The aggregate of the leadership development philosophies expressed across the spectrum of administrator experience aligns with Mann and Swain's (2014) observation that a key leadership challenge for any organization is to find talent and then develop that

talent. In the scope of this study, participant responses that fell within administrator preparation philosophy typology focused on key concepts such as the need for succession planning to maintain OLSA's unique religious culture and mentorship. The literature indicated that through responding to the previously mentioned needs, a comprehensive understanding of the OLSA mission would continue with future generations of school leaders (Intxausti et al., 2015).

Institutionally Specific Administrator Requirements

In the institutionally specific administrator requirement typology, where there were fewer participant responses by number, the depth and breadth of the meaning of those responses indicated significant alignment with supporting literature. Because many Catholic secondary schools, including OLSA, operate in a decentralized manner, governance takes place at the local level (Struyve et al., 2014). OLSA's administration identifies both general educational requirements as well as institutionally specific requirements. Those institutionally specific requirements drive the need for leadership development at OLSA to prepare future and novice administrators to find local solutions to those needs (Bush, 2011). Again, within this typology, succession planning and grooming were identified as an institutional requirement at OLSA due to the need for administrators to have a clear idea of the school's mission with particular emphasis on its unique religious identity (Intxausti et al., 2015). This was another case in which two identified leadership development needs, succession planning and maintaining OLSA's culture, came together supported by current literature. Additionally, recent literature supports the idea of succession planning, particularly in a decentralized institution such

as OLSA, where the pool of potential administrators is smaller (Bush, 2011; Mason, 2015). Within this typology, the need for communal peer support was again identified by participant responses. OLSA's use of purposefully scheduled time for administrators to support one another aligns with concepts found in the literature such as collaborative leadership resulting in higher quality educational programs (Keiser et al., 2011), the benefits of social and professional support found in the use of a cohort leadership model (Ylimaki & Jacobson, 2013), and the concept that collaboration in school leadership has a positive effect on innovation (Struyve, 2014). Maintaining OLSA's unique religious culture was identified by the participants as a significant leadership development theme. Maintaining OLSA's religious charism as an institutionally specific administrator requirement was supported by concepts in relevant literature; Collier (2012) expressed that promoting an organizational culture in religious schools is an essential aspect of school leadership. Organizational culture has also been viewed as a means to create norms that set standards of behavior as well as institutional expectations (Leo & Wickenberg, 2013).

Based on the findings in Section 4 and their alignment with concepts found in current literature, I concluded that OLSA identified leadership succession planning as critical to the institution's leadership preparation philosophy. Mentoring novice administrators and maintaining the school's religious identity and unique culture, otherwise known as a charism, were additional themes that emerged in relation to administrator preparation philosophy. There was an important connection between grooming future leaders and maintaining the unique religious charism of the school. The

lack of any program that identifies and grooms future leaders with the intention of developing skills that correspond to the unique institutional cultures found in Catholic schools can result in a leadership gap (Nuzzi, 2015). Therefore, I concluded that the informal leadership development process, which involves mentoring and communal support for novice administrators, will likely create and maintain an awareness within the school leadership of the necessity to groom future leaders and maintain the institutional charism (Levine, 2005; Stoll & Temperley, 2009; Vasudeva, 2009).

With regard to administrator preparation experiences in identifying leadership development needs effecting novice and future administrators, most interview participants reported that mentorship by experienced administrators was a common theme in their development as school leaders at OLSA. Additionally, there was a clear understanding that opportunities existed to earn formal academic administrative credentials through a partnership between OLSA and local Catholic universities. Many of the participants had taken or were actively taking part in formal administrative coursework through the OLSA-university partnership.

Purposeful communal support for novice administrators and grooming opportunities through succession planning were also identified as critical components of the leadership development experience at OLSA. McCollum and Kajes (2009) demonstrated that purposeful staff development increases efficacy among faculty. Others have shown that without local leadership development, whether formal or informal, there is less of a sense of confidence when individuals assume leadership roles (Rhodes & Brundrett, 2009). Using mentoring and communal support also aligned with

recommendations that the leadership development approached in a group format creates diversity in the leadership development process (Stearns, 2012). The awareness of leadership grooming opportunities, the opportunity to gain formal academic credentials, and institutionally specific preparation for leadership challenges combined to create a successful balance between the willingness to seek out and employ both general and institutionally specific leadership skill sets.

In reference to this study's data relevant to institutionally specific administrator requirements, leadership succession planning was again identified as critical to maintaining the health of the school community. Continuing a purposeful program of cohort level support for novice administrators and maintaining the religious and cultural identity of OLSA were two additional emergent themes. These same themes were prevalent in administrator preparation philosophies and experiences. There was a proactive and purposeful alignment between the identified needs of the institution and the needs critical for developing leaders specific to that institution. This phenomenon supports the importance of action-based school leadership, in which best practices are developed to support the local school community (Fullan, 1996).

The findings in Section 4 demonstrated that the most critical institutionally specific administrator challenge centered on maintaining the religious culture of the school community. Promoting the school's unique charism was noted as being a consistently recurring theme throughout the interview process. Several administrators remarked at its importance prioritizing it above other aspects of administrator socialization. For Catholic schools to remain relevant in the 21st century, they must keep

pace with academic trends and offer an educational experience grounded in its unique religious identity. The values found in the charism of a Catholic school define the mission of that school (Sanders, 2010; Tidd, 2009). The importance of that ideology was not lost on the interview participants. The awareness of the importance of maintaining the school's religious identity as part of the institutional leadership development experience aligned with conceptual framework of the study based on support found in the literature review.

The practical applications of this study to this Catholic secondary school are twofold. First, the school leadership should have a sense of validation in their approach to leadership development. The leadership development needs identified by both experienced and novice administrators were consistently aligned with current literature that addresses leadership development in a general sense and specific to school communities and to Catholic secondary education. Validation of their leadership development was evident in participants' responses consistent alignment regardless of their administrators' position or experience level. Second, the leadership at OLSA should attempt to disseminate their leadership development process as a best practice to the other Catholic secondary schools, both in the local community and across the network of secondary schools sponsored by the specific religious order that sponsors the research school.

Implications for Social Change

The implications for social change resulting from study are grounded in the more than 1,000 Catholic secondary schools' need for continued excellence in the complex

educational environment in the 21st century. The oldest and largest of America's Catholic school communities is found in New York City and its surrounding metropolitan area. Those schools and many others in the Northeastern United States face many challenges related to increasing tuition requirements and declining religious community populations. Meeting these challenges requires focused leadership that connects the unique cultural and religious identity of a specific Catholic school to the local community. The findings revealed both the leadership development challenges as well as one particular Catholic school's response to those challenges, resulting in a potential benchmark program for other Catholic secondary schools to model. Validation of the potential for positive social change in Northeast metropolitan Catholic secondary schools can be found in the alignment of the participants' responses with the identified leadership development needs of Catholic schools as articulated in the literature review.

Three of the five most common interview themes focused on the need for mentorship, purposeful succession planning, and communal support by the administrative body at OLSA. Another theme suggested the importance of maintaining the school's Catholic identity and culture. A final theme focused on the benefits of an ongoing partnership between OLSA and local Catholic universities in providing formal academic administrative preparation. Thus, the current institution-specific mentorship-based leadership development approach, combined with local university partnership, was highly effective: The efforts provided emerging school leaders with both a formal academic administrative foundation and the organizational context needed to maintain the interview's schools' unique religious identity and culture. This approach has been a

successful way to respond to the needs of the local community the school serves. An effective approach to leadership development will produce effective school leaders who will find a way to balance academic excellence with the school's religious charism. This religious identity and culture continues to make OLSA, as well as other Catholic secondary schools, a relevant option in the highly competitive environment in 21st-century education.

Active leadership succession planning is critical to promoting a healthy sustainable leadership culture. OLSA seemed to have an emerging best practice that combined formal degree-granting opportunities with informal mentoring. This best practice, if disseminated to other Catholic secondary schools, can serve as a roadmap for ensuring relevancy through proactive leadership development paralleling the leadership development model used by large metropolitan public school administrator preparation programs, such as the New York City Department of Education Aspiring Principals Program. Metropolitan Catholic secondary schools can ensure that novice and future administrators have the foundations required to be responsive to their specific organizational needs. In addition, they can gain the standard academic credentials needed to master general administrative leadership and management practices (NYCDoE, 2010). The potential best practice leadership development model, which has proved highly successful for OLSA, can provide a way forward for creating adaptive and relevant Catholic secondary school administrators.

Recommendations for Practice

Based on the findings, the following recommendations are offered.

1. A continuity document that articulates the institution-specific leadership development process at OLSA should be published. Rather than formalizing the leadership process itself, the document would codify the conceptual framework that combines active leadership succession planning, formal academic course work at partner universities; scheduled communal support time for novice administrators, and informal mentoring. The focus would remain the religious identity and institutional charism of the school.
2. OLSA should consider publishing leadership development mission and vision statements. Publishing leadership development mission and vision statements could provide greater leadership development awareness within the school community and thus attract a larger pool of prospective school administrators. Externally, leadership development mission and vision statements could create awareness of a best practices response to leadership development needs common throughout Catholic secondary education.
3. The leadership development needs that administrators identified, as well as the program currently in place to respond to those needs, were aligned with the same leadership development challenges the literature identified in many Catholic secondary schools. As a result, other Catholic secondary schools may benefit from implementing a similar leadership development process to the one studied in this work. The published document described in the first two recommendations can be disseminated through local, regional, or national Catholic forums.

These recommendations are best directed toward current, top-tier Catholic school secondary administrators such as school presidents, principals, and assistant principals. Dissemination of these recommendations can take place through the multiple education publications, religious community networks, Diocesan educational offices, and formal leadership development courseware taught at local universities.

Recommendations for Further Study

Based on the findings, the following questions could be addressed by future researchers:

1. How do more formalized institutionally specific leadership programs compare to the more informal program described in this work?
2. Do more formalized leadership development programs create a more stable infrastructure for disseminating the leadership tools required to meet the needs of the local school community? Has formalization in specific leadership development programs restricted the pool of potential administrators and also result in a loss of flexibility in adapting to the changing needs of the local school community?
3. How does the current level of constrained fiscal resources across the community of Catholic secondary schools affect the promotion of formalized leadership development programs at the regional level? Although there would be a loss of fidelity in focusing on specific leadership needs, a greater audience of Catholic secondary leaders could be served by the pooling of resources in teaching or preparing future administrators.

4. To what extent has there been an erosion of Catholic secondary schools religious identity correlating to the increase of lay administrators serving in leadership roles?
5. To what extent has Catholic identity erosion resulted in a decline in students attending Catholic secondary schools since they would be less culturally relevant compared to local public schools?

Reflection

Throughout this qualitative study, I attempted to maintain an awareness of potential biases with regard to my own perceptions concerning the leadership development needs of Catholic secondary administrators. Complicating this, I conducted research at a school where I was once employed as a classroom teacher. During my period of employment at the school, which was more than 15 years ago, concerns were raised about whether the leaders were maintaining the school's unique religious identity and planning for future leadership succession. My conceptual biases in relation to the leadership development needs of Catholic schools in general were that more formalized, institutionally specific leadership development programs should be developed and implemented throughout the Catholic school system in general, mirroring the formalized leadership "academies" used by the local public school system.

Throughout the process of conducting this study, my biases were validated in some cases but challenged in many other cases by the literature review and the data collection and analysis processes. As a result of this study, I have changed my thinking with regard to the degree of formalization required to successfully prepare leaders for

institutionally specific challenges. I came to believe that a more informal mentoring and succession planning infrastructure provides greater flexibility to adapting to the changing needs of the school community while providing greater opportunities to become aware of the unique charism through personal contact with more experienced administrators.

Conclusion

Because of changing demographics and economic conditions and the accessibility of high quality public education throughout the United States, Catholic secondary schools face many challenges the 21st century. Catholic secondary school leaders need the tools to manage the administrative functions of Catholic secondary education. These foundational-level skills are usually gained through formal degree granting administrative programs offered by colleges and universities. A function of a Catholic secondary school administrator is to assess and respond to the leadership needs of a specific school community. An inability to do so would result in a loss of relevance to the population which that Catholic secondary school serves.

Therefore, Catholic secondary school leaders should be aware of not only the changing needs of the school community but how the enduring religious and cultural identity of the school meets those needs. Catholic secondary school leaders should continuously recruit and develop future leaders with the specific needs of the local school community in mind, and just as importantly, an understanding of the leadership development needs that will shape future leaders at the specific school community level. The school community described in this study had both an awareness of the local school

community's leadership needs and a proactive plan to meet those needs that can be developed into a potential best practice for other Catholic secondary schools.

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Appendix A: Primary Research and Interview Questions

Primary Research Question

What needs do current administrators identify to support leadership development for novice and future administrators?

Interview Questions

How would you sum up your vision of professional leadership development at this school with regard to the challenges that a predominantly lay administration faces?

Based on your experience, is there a specific leadership development model that you feel most completely takes into account the needs of succession planning and sustained leadership for this institution?

In reflecting on your experiences as an administrator at this particular institution, can you describe your preparation process in taking on an administrator leadership role at this school community?

Upon assuming an administrator role at this institution, what parts of the job were you most comfortable with?

Upon assuming an administrator role at this institution, what parts of the job were most challenging?

Based on your experiences, what are the top 3 challenges that novice administrators face when taking on a leadership role in this school community?

In referencing your “top 3 challenges”, what have your experiences been regarding training or support that you received as a novice administrator in order to meet these challenges?

How have your experiences regarding the training and support, or lack thereof, that you described in meeting your "top 3 challenges", affected your perceptions regarding the need for preparing future and novice administrators?

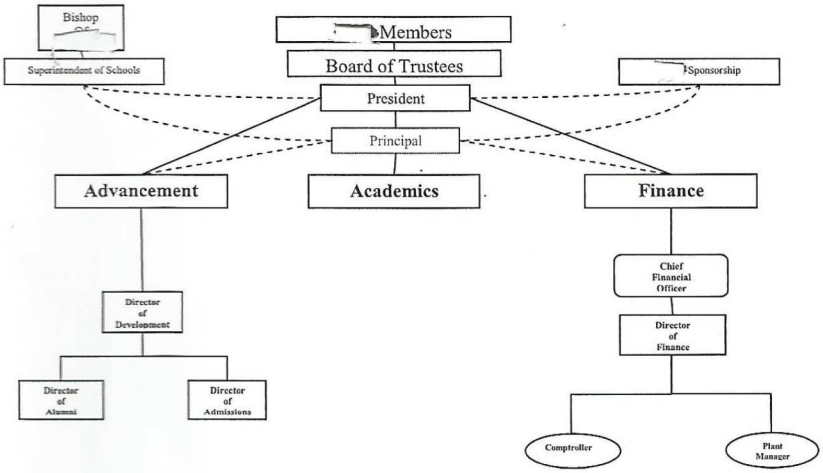
Please talk about how, if in any way, this institution provides a process for preparing novice administrators for meeting the previously mentioned challenges?

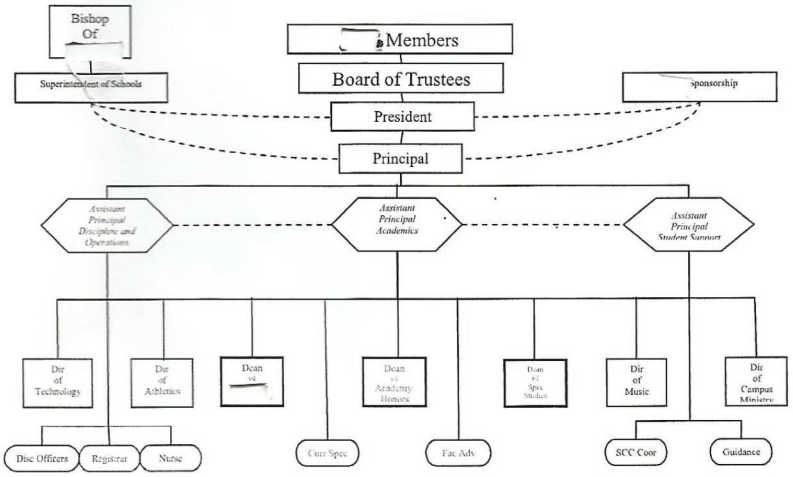
Based on your experience, both as an administrator and a faculty member, can you identify any additional needs that a leadership development program specific to this institution could or should address in preparing future or novice administrators for taking on a leadership role that addresses this particular school community's unique challenges?

Appendix B – Job Descriptions from Faculty Handbook

BUILDING LEVEL ADMINISTRATION

The Administration of [redacted] High School is composed of a President, as the Chief Executive Officer of the School, and the other administrators as appropriate.





FACULTY and STUDENTS

6

Principal

Works collaboratively with administrative team members to assure harmonious and cohesive interaction among programs. The Principal serves as the intellectual conscience for the school, provoking, modeling and nurturing the thoughtful growth of students and staff. The Principal is directly accountable to the President.

Mission:

- The Principal is responsible for ensuring that all the academic programs of the school carry out the Mission Statement of High School, as approved by its Board of Trustees, the characteristics of Catholic Education and faith formation, and the values and principles of Sponsored Schools. S/He monitors compliance with all diocesan and state regulations and ensures participation in the programs of the network of sponsored schools. S/He collaborates and communicates with parents

Educational Programming:

- The Principal is responsible for planning, developing, monitoring, and integrating all the academic programs of the school designed to meet the learning needs of a diverse student population. S/He designs and implements processes to ensure strong academic integrity, high educational quality and documented compliance with regulatory requirements in each of the school's programs.

Staff Supervision:

- The Principal is responsible for selecting, developing, and evaluating lead administrators and managers for every academic program. S/He has hiring authority and makes individual contract decisions for all faculty members, subject to the recommendations of the appropriate Program Principal/administrators and the Assistant Principal for Academics. S/He insures that effective structures and processes are in place for faculty recruitment, interviewing, selection, supervision, professional development and due process. S/He promotes and coordinates faculty and staff participation in formational and in-service programs developed by the Sponsored School's office.

Academic Operations and Coordination:

- The Principal is responsible for the ongoing operations of all academic programs and ensures coordination and communication among programs. S/He oversees and manages the master academic calendar(s), master schedule(s), space allocation, student acceptance and retention/dismissal policies, and the meetings and other communication structures needed for all academic programs. S/He works with the President and other senior executive staff to develop and implement strategic plans and goals for the school.

Spiritual:

- Responsible for promoting the following guiding principles which are taken from the Foundational Documents of the Sponsored Schools Mission Statement:
- Proclaiming the Good News of Jesus Christ for the purpose of understanding His message about life as found in the Gospels and the authentic tradition of the Church.
- Creating a community of faith in which all members of the school can encounter Christ and experience and celebrate the meaning of Christian living.
- Preparing students to understand life in light of the Gospel imperatives that call all believers to discipleship, using their talents and competencies to build the Kingdom of God with justice and love of neighbor.

General:

- Is primarily responsible for developing and implementing the educational needs of the school.
- Actively embraces a leadership role in the school to motivate and inspire students and faculty.
- Maintains a clear and consistent presence for students and faculty in the classroom and halls.
- Works collaboratively with all administrators to develop and implement the Master Schedule of the school.
- In coordination with the Assistant Principal for Academics and Faculty Advisors, conducts both informal and formal teacher observations.
- In coordination with the Assistant Principal for Academics and Faculty Advisors, provides formative supervision and evaluations of teaching staff.
- Develops and oversees school policies regarding student admissions and retention, both academic and behavioral.
- Develops, in conjunction with the Assistant Principal for Academics and Curriculum Specialists, teacher's schedules.
- Develops, with the input of all members of the school community, the school calendar.
- Together with the Deans, establishes the disciplinary policy of the school and is responsible for communicating and overseeing the behavioral expectations of all students.
- Meets as needed with the Assistant Principal for Discipline and Operations to review discipline issues and conduct parent conferences on serious issues referred by the Assistant Principal for Discipline and Operations.
- Serves as the final arbitrator of grade disputes between students and teachers.

Assistant Principals

An Assistant Principal works with the Principal in the performance of various leadership responsibilities necessary for the successful administration of the school in the areas of: Discipline and Operations, Academics, and Student Support. As such, s/he will work with the Principal to coordinate, direct and plan the academic and extracurricular activities of the school. The Assistant Principal supervises the faculty, counselors, staff and students on a daily basis. Along with the Principal, s/he will review and approve or recommend modifications to new or existing programs. S/he will oversee and/or evaluate teacher performance, the maintenance of the student's attendance records, discipline, grades, schedules, guidance, planning and other activities. The specific duties which are assigned by the Principal and the decision-making authority related to such assignments are as established in the working relationship between the Principal and Assistant Principal.

Academic Deans

An Academic Dean is an administrative position responsible for overseeing a specific academic program. S/he provides academic leadership for the development, implementation and evaluation of programs in order to ensure program effectiveness and quality. S/he works in collaboration with the Principal and Assistant Principals to set academic rules and policies, determine scheduling of courses, and recommend additional courses. An academic dean may also participate in activities of faculty committees; provide academic counseling or advising to students and faculty. Deans will work with the Faculty Advisors and Curriculum Specialists and, as supervisors, are expected to formally observe and evaluate faculty. S/he confers with the Principal and Assistant Principals on a regular basis to communicate progress, identify problems and recommend solutions that will improve instruction and student performance. The academic dean works to ensure that sure all accreditation, State, and Federal criteria concerning academics are met. The specific duties which are assigned by the Principal and the decision-making authority related to such assignments are as established in the working relationship between the Principal and Deans.

Faculty Advisor

Faculty Advisors are appointed by the Principal and report to the Assistant Principal for Academics. All Faculty Advisors will be required to complete 12 credits of training in Staff Development, Special Education and Gifted Education. Each Faculty Advisor will be responsible for their duties as a Staff Developer and may also serve as a curriculum specialist in a particular subject area as described below. In the event that there is no Faculty Advisor serving as a curriculum specialist in a subject area, then a qualified curriculum specialist will be appointed for that department and will be responsible only for those duties outlined under the "Curriculum Specialist" below. Both the positions of Faculty Advisor and Curriculum Specialist will be stipended positions. The position of Curriculum Specialist will also receive scheduling considerations as well.

Staff Development duties:

- The primary responsibility of the Faculty Advisor is to provide staff formation and to support faculty in the development and implementation of effective strategies to enhance instruction, assessment and ultimately, student learning.
- Encourages faculty to explore innovative alternative instructional and assessment strategies including the integration of appropriate technology in the classroom.
- Assists the Assistant Principal for Academics in developing new teacher orientation workshops.
- Provides formal and informal formative observations of faculty and confers with the Principal and Assistant Principal for Academics on a regular basis to communicate progress, identify problems and recommend solutions that will improve instruction and student performance.
- Provides feedback to teachers on strategies for improving instruction and student performance.
- Develops all teachers as enablers of learning for the disabled.
- Provides support for classroom modification of instruction.
- Facilitates, where appropriate, teacher implementation of I.E.P. goals.
- Stays current with all AP requirements and concerns, and assists the Assistant Principal for Academics and the Principal of Gifted Programs in the ongoing training of faculty members as AP instructors.
- Assists the Principal in the development of teaching schedules.
- Collaborates with teachers and the Assistant Principal for Academics in addressing classroom management issues.
- Works to encourage integration of faculty between departments and programs.
- Attends meetings and conferences as scheduled by the administration.

Curriculum Specialist

- Reports to the Assistant Principal for Academics
- Serves as the primary resource person for members of their department regarding subject specific issues.
- Oversees the development and implementation of curriculum for their subject area and ensures that State, Diocesan, and School standards are being met.
- Sets agendas for department meetings and facilitates these meetings with department members.
- Coordinates the administration and grading of all and/or departmental exams applicable to their subject area.
- Assists Principal in the recruitment and selection of new teachers.
- Oversees the spending of money and processes all orders from teachers in his/her department for professional conferences, books, manuals, audio-visual aids, meetings, and other teaching materials.
- Evaluates and selects both state and non state textbooks for their department after consultation with department members and places the proper requests for such texts.
- Attends meetings and conferences as scheduled by the administration.

Discipline Officer

- Reports to the Assistant Principal for Discipline and Operations.
- Serve as the initial contact for class referrals and/or class dismissals.
- Assists the Assistant Principal for Discipline and Operations on initial and follow up procedures regarding class cuts, lateness, truancies, and excessive absences from school.
- Assists the Assistant Principal for Discipline and Operations in organizing after school and Saturday detentions.
- Assists with prefecting the halls, cafeteria and all other areas of the school building throughout the day.
- Checks and maintains building security.
- Serves as the initial contact for occurrences of suspected theft.
- Coordinates the processing, issuance, and maintenance of ID Cards for current students.
- Monitors bus lines and serves as a liaison with the bus authority.
- Responsible for coordination of a Lost and Found for students and staff.
- Assists Program Principal and Deans as necessary.

Attendance Officer

- Reports to the Assistant Principal for Discipline and Operations and is solely responsible for student attendance.
- Issues late slips and handles after school detention.
- Prepares a monthly report on student attendance to the Assistant Principal for Discipline and Operations and Assistant Principal for Student Support.
- Monitors students that are truant or cut class.
- Responsible for the notification to parents of students with excessive lateness, absence, truant or cuts.

Student Activities Coordinator

- Reports to the Assistant Principal for Student Support and is responsible for the administration and coordination of all student club activities, and student government.
- Monitors all student fund raising activities.
- Coordinates all school dances, and the Junior and Senior Proms.