CURRICULUM LEADERSHIP: AN INVESTIGATION INTO THE LITERACY KNOWLEDGE, PRACTICES, AND BELIEFS INFLUENCING MIDDLE SCHOOL ADMINISTRATORS' IDENTITY SALIENCE

A Dissertation

by

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This dissertation meets the standards for scope and quality of
Texas A&M University-Corpus Christi and is hereby approved.

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ABSTRACT

The purpose of the study was to investigate Ylimaki's (2012) New Professional Curriculum Leader (NPCL) and Critical Curriculum Leader (CCL) identities among middle school administrators. Research gathered for this study supported a rationale that administrators may possess more than one identity within their salience hierarchies. While evidence of salience hierarchies was established in the field of social psychology, no such relationship has been investigated among administrators in Texas middle schools.

A researcher created survey was used to gather data from 265 Texas middle school administrators. Data analysis began with exploratory factorial analysis to test the validity and reliability of the survey and to isolate identities. Analysis continued with logistic regression to examine influencing factors and concluded with a content analysis of open-ended survey items.

Results of factor analysis determined that Texas middle school administrators possess both the NPCL and CCL identities. In terms of decision-making, administrators placed the CCL identity higher in their salience hierarchy than the NPCL identity, while the reverse was observed for personal beliefs. Statistically significant relationships were found between administrators' identity salience and background knowledge, years of experience, geographic area, and 2012 Texas AYP ratings. Results of logistic regression determined that demographic data could predict identity salience when campus characteristics was the dependent variable. Six models indicated that background knowledge, education setting, years of experience, and 2012 Texas AYP ratings were predictors of identity. Conceptual analysis results revealed that a majority of administrators believe their knowledge of literacy instruction and assessment increases their credibility and effectiveness as an instructional leader. Administrators also

maintained that their beliefs about literacy instruction resulted from background knowledge and personal experiences.

Key findings from this study support that the commitment Texas middle school administrators place on their NPCL and CCL identities depends on factors within their immediate environments. For instance, administrators may adjust their identities to fit specific values modeled for them during training and by watching others make decisions. Commitments placed on identities higher within administrators' salience hierarchies may also depend on their ability to strengthen ties within a social network while playing a specific role.

DEDICATION

This accomplishment is dedicated wholeheartedly to my husband Cesar and our children Mimi, Darby, Kirby, and Trinity. Without your love, support, and sacrifices I would not have accomplished this amazing venture. I especially want to dedicate this work to my husband Cesar who stood by me throughout this process, always lending a helping hand and encouraging me to keep going and to never give up on my education.

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CHAPTER I: INTRODUCTION TO THE STUDY

Background

Currently, schools nationwide are charged with providing adolescents with the literacy skills needed to make significant gains on national and state exams. These exams are intended to measure the proficiency levels of those entering a globally competitive job market. However, Biancarosa and Snow (2006) acknowledged that in the United States, "approximately eight million young people between fourth and twelfth grade struggle to read at grade level" and maintained that if our nation's literacy rates do not increase, it will have a substantial impact on students' overall success (p.7). This aligned with United States Senate findings that maintained a third of high school students in the United States failed to graduate in four years and another third of these students graduated without adequate skills to succeed outside of school (110^{th} U. S. Congress, 2007). Results of the 2011 National Assessment of Educational Progress (NAEP) testing supported this finding as well. Adolescent reading scale scores were mostly unchanged from 2009; with only eighth grade increasing their score by one point (National Assessment of Educational Progress, 2013).

In addition, the Center on Education Policy (CEP) (2011) reported that national rates for schools failing to make Adequate Yearly Progress (AYP) continued to rise with some states having more pronounced failure rates than others. It is suspected that factors such as testing policies, No Child Left Behind (NCLB) "safe harbor" provisions, growth models, new tests, lowering of cut scores, and variations in state accountability kept APY failure rates from rising too quickly over the last few years (Center on Education Policy, 2011). The CEP, however, insisted that number will rapidly increase and eventually include a majority of the nation's schools before the NCLB proficiency deadline (Center on Education Policy, 2011).

Texas' Adequate Yearly Progress

The 2012 Texas AYP failure rates demonstrated this very notion. Texas, a state that saw considerable reductions in failure rates in 2010 with only 20% of schools missing AYP, had a district failure rate of 71% and a charter school failure rate of 48% in 2012 (Texas Education Agency, 2012a). As drastic as this sharp rise in AYP failure rates seemed, a majority of the increase in failures was attributed to the creation of a new accountability and state assessment system established by the 81st Texas Legislature's passing of House Bill 3 (Texas Education Agency, 2011).

By substantially increasing rigor, the new State of Texas Assessments of Academic Readiness (STAAR) test increased postsecondary readiness in order to prepare students for academic competitiveness at both national and international levels. The Texas Education Agency defined rigor as an "increase in assessments and performance standards for all grades, subjects, and courses" (Texas Education Agency, 2012b). Included in this definition was an increase in reading proficiency measures focused on literacy skills that required a larger depth and level of cognitive complexity. Tests were designed to measure a greater range of student achievement and establish links to postsecondary readiness (Texas Education Agency, 2013b). Emphasis was also placed on critical analysis rather than literal understanding to assess the overall growth of higher-achieving students.

Though an impressive assessment model for middle and secondary levels, the 2012 Texas AYP failure rates suggested that a majority of Texas adolescents did not meet these ambitious proficiency standards. For a district to meet the 2012 AYP requirements in English Language Arts and Reading, all campuses within the district had to have 87% or more of their students pass the STAAR Reading and Writing tests. Looking only at campus failure rates for combined

public schools and charters, 48% of campuses missed the 2012 AYP requirements. From this 48%, Texas middle school campuses made up 13% while high school campuses made up a lower proportion of 10%. As a result, Texas middle schools began looking for more effective instructional models to bring test scores back up without compromising new rigorous standards.

Competing Models of Adolescent Literacy Instruction

Research exploring the instructional models used to raise middle school students' reading and writing scores is generally divided on whether to employ skills-based or whole language instruction. Research examining these distinctions in adolescent literacy referred to these views as the *autonomous* and *ideological* models of literacy instruction (Alvermann, 2009; Larson, 1996; Lewis & Del Valle, 2009; O'Brien, Stewart, & Beach, 2009; Street, 1995; Street, 2006a; Street 2006b). Street (1995) defined the *autonomous* model as a view of literacy instruction that considered reading and writing a neutral process based on cognitive and physiological functions. For instance, Shippen, Miller, Patterson, Houchins, and Darch (2014) found that using a Direct Instruction or DI (Engelmann & Carnine, 1982) approach that included systematic and explicit reading instruction produced more gains on middle school reading measures. Johannessen (2004), however, argued that such prescriptive and skills-based approaches largely failed. In contrast, the *ideological* model unified the cognitive aspects of reading and writing with social and linguistics practices to view reading and writing as a social learning process (Street, 1995).

Street (2006a) stressed that complexities within the *ideological* model are deeply ingrained in "the ways in which people address reading and writing" which in turn are "rooted in conceptions of knowledge, identity, and being" (p. 78). Embedded within the *ideological* model are social literacy practices found within the instructional environments of adolescents (Street, 1995). Nystrand, Wu, Gamoran Zeiser, and Long (2003) found that classroom discourse

promoted student achievement when it actively involved students in the production of knowledge. Middle school literacy settings nonetheless differ from their elementary and high school counterparts. Since young adolescents are just beginning to develop the physical, social, and psychological attributes needed to support the reading and writing used in upper grades, the social literacy practices modeled for them are significant (Warren, 2013). This research suggested that instructional leaders supporting the *autonomous* and/or *ideological* models must possess an extensive understanding of the teaching and modeling of literacy practices aligned with student success.

Literacy Leadership in Middle Schools

Key (2005) argued that middle school administrators in particular must place their literacy programs at the top of their agenda to make certain that student achievement is attainable. Lofton (2009), for instance, found a link between the communication and management support administrators provided and student achievement in literacy. By investigating middle and high school principals' literacy leadership initiatives toward student achievement, Lofton established that principals with higher average communication and management support scores had more positive relationships to student achievement. Edwards (2010) also determined to what extent middle school principals' use of literacy leadership was able to predict middle school reading proficiency. Literacy leadership included the dimensions of behavior, actions, and strategies used to support student reading performance. Findings suggested that the use of these dimensions, as well as links to home and school, may increase student achievement. Thus, this emerging body of research has sparked a greater interest in the role middle school administrators occupy in adolescent literacy proficiency and achievement.

This study explores two factors that notably contribute to this current discussion. One factor resides with middle school administrators' knowledge, perceptions, and beliefs of literacy instruction. Research in this area supported the idea that administrators with strong backgrounds in reading and writing instruction impact the success of their literacy programs (Butler, 2011; Jacobson, Reutzel, & Hollingsworth, 1992; Mackey, Pitcher, & Decman, 2006; Porter, 2001; Zeller, Bradshaw, & Haley, 2003; Zipper, Worley, Sisson, & Said, 2002).

The second factor advocates that discourses concerning student achievement circulating at federal, state, and local levels have refined and reshaped roles within the area of curriculum leadership (Ylimaki, 2012). It is believed that the result of this restructuring has led to the emergence of distinct curriculum leadership identities among administrators, capable of affecting student outcomes in various ways (Ylimaki, 2012). Ylimaki's (2012) critical ethnographic study asserted that the control over curriculum decisions and instructional implementation is heavily influenced by what scholars like Apple (1996), McCarthy (1990) and Pedroni (2007) referred to as neoconservative, neoliberal, and neoprogressive perspectives, respectively. After conducting monthly observations and interviews with administrators, teachers, parents, and students throughout the fall of 2003 until the spring of 2006, Ylimaki maintained that a restructuring of curriculum leadership resulted from the No Child Left Behind Act of 2001. Four critical findings from Ylimaki's study were that curriculum leadership is:

- being refined and reshaped by current policies and conservative discourses circulating at multiple levels,
- inherently political work,
- carried out based on subjective interpretations, arising from self-awareness, personal beliefs, and experiences in schools and communities, and

- changed through curriculum development.

Ylimaki concluded that the product of this restructuring led to the emergence of the New Professional Curriculum Leader and the Critical Curriculum Leader identities among administrators.

Curriculum Leader Identities

The New Professional Curriculum Leader (NPCL) identity represented an instructional leader who identified with neoliberal and neoconservative platforms, partially in response to discourse related to student achievement and an increased support of state testing requirements (Ylimaki, 2012). These curriculum leaders initially supported holistic forms of education but eventually became heavily influenced by "strong political pressures for accountability" that included "data-driven decision making and skills-based standardized curricula" (Ylimaki, 2012, p. 321).

In the *autonomous* model, literacy is rooted in Western academic circles that represent culturally specific views of literacy masked in claims of universalism (Larson, 1996, p. 440). Larson (1996) argued that these standard definitions of literacy "position students as subjugated learners" and marginalize other forms of literate knowledge (p. 440). Ylimaki similarly found that administrators with the NPCL identity "struggled to create curricula appropriate for increasingly diverse student populations in the midst of strong political pressures for accountability and back-to-basics curriculum" (p. 321). The link between these two bodies of research suggested that the NPCL identity shared characteristics found among those supporting an *autonomous* view of literacy.

Ylimaki (2012) characterized the Critical Curriculum Leader (CCL) identity as a leader who "opposed the dominant conservative discourses circulating in their schools and

communities" (p. 329). Leaders with the CCL identity engaged students in community-based curriculum development processes that circulated counter discourses and inspired neoprogressive educational and social-movements (Ylimaki, 2012). This included allowing teachers, students, and parents to partake in curriculum planning that led to a community belief system reflective of a mixture of ideologies (Ylimaki, 2012).

Street (2006b) argued that the *ideological* view is always contested in its meaning and practices. Allowing for multiple versions, *ideological* models are embedded in socially constructed epistemological principles (Street, 2006b). Similar characteristics were reported by Ylimaki among administrators with the CCL identity. Ylimaki maintained that administrators with the CCL identity still accepted and rejected many of the same political and policy driven discourses that surfaced among the NPCL administrators but were open to changing practices. For instance, CCL administrators insisted that teachers include more basic skills in their lessons and "recognized the good sense in some elements of current policies and the need for subgroups to perform well on state tests" (Ylimaki, 2012, p. 338). As with the *autonomous* view, this link between bodies of research suggested that the CCL identity shared characteristics found within the *ideological* view of literacy.

Ylimaki's (2012) research also provided valuable insight into an emerging field of study that examines how an administrator's sense of identity, influenced by background knowledge and educational trends, shaped school culture and possibly student outcomes (Connelly & Clandinin, 1999a; Wright, 2010). To understand how one's background knowledge, practices, and beliefs influence identity, it is important to examine concepts and theories related to identity, the decision-making processes, and personal experiences. Doing so allows for a deeper

evaluation of the factors contributing to the literacy knowledge and beliefs middle school administrators acquire over time and the specific identities developed.

Social Identity Theory

Social identity theory combined philosophies regarding the culture of people, common identifications within social categories, and the meanings people attached to the roles they typically play within society (Stryker, 1968; Stryker, 1980; Stryker & Burke, 2000; Turner, 2013). Identity saliencies (i.e., the identities used in various social situations) are internalized self-labels associated with the roles and positions occupied in various social contexts. In other words, people's salient identities change depending on the social situation and their choice of behavior. To determine which identity to use, people organize these multiple identities into a hierarchy in which those most often used rank higher than those infrequently used (Turner, 2013). Social identity research also placed an emphasis on the sociocognitive processes, contextual responsiveness, group behaviors, and intergroup relations that provided evidence of distinctions between role and group behaviors (Burke & Stets, 1998; Stryker, 1968).

Ylimaki's (2012) research suggested that even though administrators' leadership practices are aligned with the districts' goals for increasing student achievement, their own personal beliefs concerning instruction did not always match. This implied that administrators satisfied role expectations and performances while making decisions to reflect the districts' goals, while their beliefs about curriculum and instruction represented different viewpoints. This distinction between decisions administrators made and what they actually believed suggested that administrators switched between identities based on expected behaviors in their assigned roles as curriculum leaders. With both decision-making and personal beliefs being possible

factors influencing one's salience hierarchy, it is important then to discuss how social cognitive theory and personal practical knowledge connect with identity development.

Social Cognitive Theory

Wood and Bandura's (1989) social cognitive theory of organizational management examined how behaviors were shaped and controlled either by environmental influences or internal dispositions in terms of a "triadic reciprocal causation" (p. 362). Wood and Bandura suggested that "behavior, cognitive and personal factors, and environmental events operate as interacting determinants that influences each other bidirectionally" (p. 361). A main facet of the theory stressed that "self-efficacy influences a manager's organizational attainment both directly and through its effect on their goal setting and analytic thinking" (Wood & Bandura, 1989, p. 361). Self-efficacy then became central to the process of organizing, planning, leading, and controlling resources as it determined the level of motivation and the amount of effort and perseverance exerted with a task (Wood & Bandrua, 1989). Burke and Reitzes (1981) also suggested that people regulated their behavior and beliefs based on feedback they received from others in order to verify a preferred identity within a given role.

Ylimaki (2012), for example, maintained that as the focus on standardized test performance intensified, administrators' decision-making greatly influenced their identities, and vise-versa. As administrators employed organizational skills and utilized flexible management strategies to meet the complexities associated with their roles, their ability to make decisions, resolve issues, and be both effective and beneficial impacted their salience hierarchy. Ylimaki noted that administrators with the NPCL identity developed a growing resentment for the continued erosion of their curriculum leadership authority. This led to administrators articulating more with neoconservative and neoliberal movements. Administrators also began attending

professional development workshops supporting the use of "skills-driven, externally developed curricula" and used more test data-driven curriculum decision-making processes (Ylimaki, 2012, p. 340). Conversely, CCL administrators developed a "critical consciousness in response to their concerns about policies and changes to their own, teachers', and parents' commonsensical ideas about what counts as curriculum" (Ylimaki, 2012, p. 340). These administrators began to focus more on the social and cultural needs of the students within their communities.

Ylimaki (2012) further noted that the background knowledge and experiences administrators possessed were linked back to their decision-making and identity development. In the case of the NPCL identity, administrators lacked the necessary background knowledge in curriculum theory, thus resulting in behavior associated with curriculum managers rather than curriculum developers. Initially, the same was true for the CCL administrators. However, as these administrators moved away from a focus on state assessment toward service learning, they embraced a praxis view of curriculum theory. This shifted focus is what greatly informed the two identities, allowing each group to experience new knowledge, practices, and beliefs that further shaped their identity. One way to examine these changes is to investigate the personal practical knowledge administrators acquire over time and its effect on identity salience.

Personal Practical Knowledge

Connelly and Clandinin's (1999a) theory of personal practical knowledge provided a way to understand how others funneled aspects of their professional landscapes into their existing knowledge in order to develop identity. This theoretical perspective relied greatly on a relationship existing between action and knowledge. Clandinin (1985) maintained that actions can be both the expression and origin of the personal knowledge of an individual; though, this required action be "imbued in knowledge, [and] knowledge with passion" (p. 362). This simple

association demonstrates how action and knowledge are united to account for the merging of both past and present experiences (Clandinin, 1985; Connelly & Clandinin, 1999a). More explicitly, personal practical knowledge combines people's past experiences with their present mindset to process future actions (Connelly & Clandinin, 1999a). In turn, these actions are based on reflective practices that acknowledge contextual situations in order to apply what the individual believes to be the correct behavior within an identity. Connelly and Clandinin (1999a) suggested that administrator identity is also linked to former teacher identity but noted that consideration must be taken in order to view how professional landscapes influence the "relationship between knowledge, content, and identity" (p. 133). Because administrators—like teachers—struggle with a hierarchy of authority driven by communication and educational change, their identity either conforms "to external expectation" or rebels "against institutional mandates" (as cited in Wright, 2010, p. 44).

Ylimaki (2012) also pointed out that NPCL and CCL administrators had qualities that were not mutually exclusive. Ylimaki maintained that when administrators focused more on critical curriculum issues they began to question the underlying assumptions of these policies, while those less involved exhibited little concern. This suggested that more research is needed on what factors influence identity development among administrators. Historically, studies on administrator identity tended to focus mainly on the power and authority administrators used to shape the identities of teachers (Anderson, 1991; Blase & Blase, 2002; Collinson, 2006; Hatcher, 2005). Existing research also often employed qualitative methods to analyze individual experiences rather than investigate identities using large sample sizes or specific populations. These studies looked at an overall or general type of identity, not the use of multiple identities or specific facets that surfaced resulting from explicit roles and responsibilities. Nor did any of

these studies represent populations of principals and assistant principals charged with implementing and sustaining middle school literacy programs. Consequently, there is an apparent need for more research examining administrator identity to expand research initiated by Ylimaki.

Statement of the Problem

Passman (2007) argued that when public schools deal with issues of curriculum leadership, three competing interests are in conflict: the district, the teacher, and the administrator. With the district being the governing body, curriculum decisions and instructional implementation are controlled using a top down approach. On the other end of the spectrum is the teacher who is required to teach the prescribed curriculum, often without the luxury of deviating from any part of the program (Apple, 1988). The administrator as the curriculum leader is left somewhere in the middle, "having to contextualize yet retain administrative control" as they struggle with a curriculum they must implement and evaluate, with little experience or training with the content (Passman, 2007, p.1). Ylimaki (2012) maintained that research focusing on instructional leadership "rarely mention[s]…how academic content knowledge relates to social and self-formations" (p. 312). This is even more critical when considering adolescent literacy instruction.

Because administrators are the instructional leaders of their campuses, they must be able to clearly articulate and demonstrate the literacy practices and instructional models they expect teachers to utilize. Therefore, the knowledge, perceptions, and beliefs administrators possess concerning adolescent literacy are critical to the success of their literacy programs (Jacobson, Reutzel, & Hollingsworth, 1992; Key, 2005; Porter, 2001; Robinson, 2005). A review of the research on what administrators know, and what they think they know, about literacy instruction

suggested a clear disconnect between these two notions. Several researchers reported a significant relationship between an administrator's lack of reading instructional knowledge and the quality of the school's literacy program (Comb, 1982; Cox, 1978; Edwards; 1982; St. John & Runke, 1977; Zinsk, 1975). Also, research examining administrators' indifferent attitudes toward literacy instruction suggested that administrators had reservations about their own abilities to make confident decisions concerning effective literacy instruction (Jacobson, Reutzel, & Hollingsworth, 1992; Key, 2005; Porter, 2001; Robinson, 2005).

Just as critical are the commitments to identities administrators possess within their salience hierarchy. Since people are "seen as living their lives in relatively small and specialized networks of social relationships" investigating commitments to curriculum leader identity depends greatly on factors within one's immediate environment (Stryker & Burke, 2000, p. 285). Stryker (1980) proposed that when social interactions are isolated from structural constraints, or structural constraints are ambiguous, individuals had options to evoke more than one identity. Situations embedded within specific social structures may also predict chosen identities when interactions with others are considered (Turner, 2013). In terms of identity choice, Stryker and Burke (2000) maintained that the "quintessential question" for social identity research asks: "When behavioral options align with two or more sets of role expectations attached to two or more networks of social relationships, why do people choose one particular course of action?" (p. 286). Stryker and Burke further suggested that the answer depended greatly on the degree of commitment a person placed on a particular identity.

Ylimaki's (2012) research implied that the degree of commitment placed on a particular identity was observed in the decisions made concerning curricula and the personal beliefs administrators exhibited throughout the study. This research revealed that commitments were

further strengthened by the amount of background knowledge administrators possessed in curriculum theory (Ylimaki, 2012). Ylimaki's work also maintained that even though NPCL administrators were considered expert instructional leaders, their limited curriculum backgrounds impacted their ability to recognize the sociocultural and political discourses scholars believe are driving curriculum reform. Ylimaki claimed that principal preparation programs that focused on managerial theories found within educational theory reduced scholarship on curriculum theory, thus influencing identity development. Citing research by Marshall (2004), Ylimaki argued that curriculum leaders cannot "develop critical self-awareness and ideological clarity" if preparation programs only support scientific management ideologies and avoid addressing curriculum within social, cultural, and political contents (p. 313). Ylimaki suggested that in order to navigate within an increasingly political sphere, administrators' knowledge must "extend beyond teaching practices to the sociocultural and political aspects of educational content decisions: [i.e.] what is taught, to whom, and by whom" (p. 305).

By combining Ylimaki's (2012) research with social identity theory, it is possible that administrators may possess more than one curriculum leader identity within their salience hierarchies. Specifically, administrators may have one identity based on their decision-making that can be observed by examining a campus's characteristics, while another identity may be reflected in an administrator's personal beliefs. Factors attributing to identity development might surface in the literacy knowledge, practices, and beliefs that administrators possess, thus affecting the degree of commitment they place on a particular identity. While evidence of such relationships was established in the field of social psychology, no such relationship has been investigated among public school administrators in Texas middle schools.

In view of what research suggested about administrators' knowledge of literacy instruction and identities, it is expected that new inquiries should focus on how certain factors influence the curriculum identities administrators develop to ascertain student outcomes. Much of the current research on administrator identity falls into the educational administration field, while administrator knowledge of literacy instruction aligns itself among aspects of curriculum theory and literacy. And while most researchers agree administrators generally have a limited knowledge of reading and writing instruction, few outside the field of literacy explore this topic (Jacobson, Reutzel, & Hollingsworth, 1992; Murphy, 2004; Zeller, et al., 2003; Zipper et al., 2002). Unfortunately, this has resulted in a stratified knowledge base when examining administrators' identities in relation to their knowledge of literacy instruction. By joining these bodies of research (i.e. identity theory and educational administration with that of literacy and curriculum theory), this study hopes to continue efforts initiated by Ylimaki (2012) to bridge the gaps between fields to offer a unified and integrated view of administrators and the identities they develop.

Purpose of the Study

The purpose of this study was to gather quantifiable data to explore Texas middle school administrators' identities in relation to their literacy knowledge, practices, and beliefs. The study investigated Ylimaki's (2012) two curriculum leadership identities believed to be the product of changing professional landscapes fueled by neoliberal, neoconservative, and neoprogressive discourses circulating at federal, state, and local levels. Integrated into these identities were the characteristics of the *autonomous* and *ideological* models of adolescent literacy instruction. To further examine these identities, this study considered the following key variables: campus characteristics, principals' beliefs, background knowledge, education setting, years of

experience, school size, geographic area, and federal and state accountability. To explore this topic in greater detail, the following questions were considered:

Research Questions

1. In terms of campus characteristics and principals' beliefs, what salience hierarchies exist that may include Ylimaki's (2012) New Professional Curriculum Leader and Critical Curriculum Leader identities?
2. In terms of campus characteristics and principals' beliefs, does a relationship exist between an administrator's demographics and their salience hierarchy?
3. In terms of campus characteristics and principals' beliefs, do administrators' demographics predict identity?
4. What experiences with literacy instruction do administrators report influencing their literacy beliefs?

Significance of the Study

Overall, the results of this study may expand research initiated by Ylimaki (2012) pertaining to administrator identity. Results might encourage further research linking characteristics to those identified as either a NPCL or CCL curriculum leader (Ylimaki, 2012) with the two competing models of adolescent literacy instruction. This study may also offer more insight into the importance of what administrators know, practice, and believe concerning middle school literacy practices and their role in the literacy instruction on their campuses. In addition, this study may advance research in the exploration of a new field of study that unifies identity theory and educational leadership with that of literacy and curriculum theory. Lastly, results could also aid principal preparation programs in developing coursework that supports an

increased knowledge base in curriculum theory and literacy to help administrators self-verify within a preferred identity.

Limitations

The following is a discussion of some expected limitations with this study. The study may be limited in its findings in the following ways**:**

1. The conceptual framework is assumed to be an accurate reflection of the identities being studied. Results of this study might be limited by this framework to reflect relationships between Ylimaki's (2012) NPCL and CCL identities and the literacy knowledge, practices, and beliefs of administrators.
2. The theoretical constructs expected to be measured in the study may be difficult to determine based on the accuracy of the researcher created Administrators as Literacy Leaders Identifier (ALLI) survey. More specifically, results may vary depending on how accurately the survey measured administrator identity based on the researcher's method for creating survey items.
3. Similarly, the demographic data collected may also make determining theoretical constructs difficult to measure. As with survey items, the researcher determined the kinds of data to collect based on research in the field. Responses provided by participants may limit exploration of certain relationships between identity and the demographic data.
4. There is an assumption that the methodology is appropriate to the problem being addressed and the purpose of the study. The study may be limited simply by an unexpected flaw in its design.

5. The results of this study may be limited by the ability of the statistical procedures selected to find statistical significance. The purpose of selecting this design was to determine a method for quantifiably exploring Ylimaki's (2012) NPCL and CCL identities and then assess if relationships exist between the literacy knowledge, practices, and beliefs of administrators.
6. The study is limited by how well the participants represent the population. Because participants were taken from a convenience sampling of Texas middle school administrators, it may be difficult to generalize the results beyond the sample being studied.

Delimitations

The following is a discussion of some expected delimitations with this study. The study is delimited in its findings in the following ways:

1. This study did not include incomplete surveys submitted by participants. An additional 49 administrators completed the survey items addressing campus characteristics and principals' beliefs but did not provide demographic data. The researcher chose not to include these responses since adding them would skew data analysis results.
2. The lack of district approval for some participants influenced their ability to participate in the study. For example, some Texas school districts have policies requiring administrators to seek district approval before participating in research studies. Hence, some delimitation on denials by districts for administrator participation occurred beyond the control of this study.

Definition of Key Terms

The terms in this section are directly related to the research presented and will be used throughout chapters.

Accountability	In this study, this term refers to schools being held responsible and answerable for specified results or outcomes of state standardized tests.
Adolescence	A stage of development that usually begins at puberty and ends at adulthood.
Adequate Yearly Progress	One of the foundations of the federal No Child Left Behind (NCLB) Act. A measure of year-to-year student achievement on Texas state assessments.
Autonomous literacy model	The first of two competing models of literacy instruction. This view considers reading and writing as neutral processes based on cognitive and physiological functions (Street, 1995).
Commitment	Term used by Stryker and Burke (2000) referring to the degree of importance people place on relationships within social networks that require possessing a particular identity and role.
Competition	In this study, this term refers to the inter-competition between school districts resulting from the NCLB accountability rating system.

Conservative era	The period from 1995 to 2003 that saw an increase in conservative ideologies related to public school curriculum (Ylimaki, 2012).
Conservative ideologies	Basic tenets include property, class, tradition, courts of law based on these notions, and spiritual hierarchies associated with organized religion; movements in opposition of these tenets are typical opposed by this group (Shannon, 2001).
Critical curriculum leader	One type of curriculum leadership identity characterized by Ylimaki (2012) as an instructional leader who opposes conservative discourse supporting skills-based only curricula linked to standardized testing, and one who instead promotes the use of curriculum that emphasizes students' cultural backgrounds and social issues.
Curriculum theory	An academic discipline that examines and shapes public education by looking at current curriculum and policy decisions using a historical and contemporary lens. Reoccurring issues address curriculum within social, political, gender, racial, and theological contexts.
Educational leadership	A field of study that draws upon interdisciplinary literature but distinguishes itself through its focus

	on pedagogy, epistemology and human development, often borrowing philosophies from political science and business (Educational leadership, 2012)
Ideological literacy model	The second of two competing models of literacy instruction. This view unifies the cognitive aspects of reading and writing within social and linguistics practices (Street, 1995).
Identity	The set of behavioral or personal characteristics by which an individual is recognizable as a member of a group (Identity, 2012).
Middle school	For this study, middle school includes grades five through eight, or students age 10 to 14.
Neoconservatism	Intellectual and political movement consisting of conservative members sharing beliefs taken from both liberal and conservative perspectives in defense of the status quo (Shannon, 2001).
Neoliberalism	Intellectual and political movement consisting of liberal members that support liberty, justice, fairness, the military and big business but do not favor unions or big government (Shannon, 2001).
Neoprogressive	Adjusts theoretical reformulations found within progressive philosophies to bring them within the value

	systems of a modern industrial society that supports growth but still strives for social peace and multicultural richness (Silcock, 1996).
New literacies	New forms of literacy made possible by digital technology developments. Examples include, but are not limited to, instant messaging, blogging, maintaining a website, digital storytelling, participating in online discussion lists, emailing and using online chat, conducting and collating online searches, reading, writing and commenting on fan fiction, processing and evaluating online information, and creating and sharing digital mashups (New literacies, 2012).
New professional curriculum leader	A second type of curriculum leadership identity characterized by Ylimaki (2012) as an instructional leader who identifies with neoliberal and neoconservative platforms, partially in response to discourse related to student achievement and an increased support of state testing requirements.
Salience hierarchy	The various identities that comprise the self and are ranked. The highest are most likely to be invoked in situations that involve different aspects of the self. (Turner, 2013).

Self-efficacy	The idea that people's self-beliefs determine their levels of motivation and reflect the amount of effort they will exert and persevere with a task (Wood & Bandrua, 1989).
Self-verification	Assumes that individuals construct an identity of themselves based on their perception of their roles, reputation, qualities, behaviors, and values, Individuals strive to maintain these identities, and attempt to avert sources of feedback that challenge these perceptions of themselves, by instead seeking feedback that aligns with these identities (Moss, 2009).

Summary

This chapter began by examining adolescent literacy and the growing interest in administrators' roles in middle school literacy proficiency and achievement. Next, Ylimaki's (2012) research suggested that curriculum leadership has been refined and reshaped by neoconservative, neoliberal, and neoprogressive discourses related to student achievement. Though inherently political work, Ylimaki suggested that while administrators carryout decision-making based on subjective interpretations arising from self-awareness and personal beliefs, leadership is changed through added curriculum development. Ylimaki also concluded that the restructuring of administrators' roles and responsibilities led to the development of the NPCL and the CCL identities. To further explore Ylimaki's (2012) research, aspects of social identity theory, social cognitive theory, and personal practical knowledge were introduced. Together

these theories and concepts supported a rationale to explore the possibility that administrators may possess more than one curriculum leader identity within their salience hierarchies. More specifically, administrators may have one identity based on their decision-making observed by examining campus characteristics; while another identity may be reflected in administrators' personal beliefs. The purpose of this study was to gather quantifiable data to explore Texas middle school administrators' identities in relation to their literacy knowledge, practices, and beliefs. The remaining chapters in this study present a review of the related literature, research design and methodology, an analysis of the data, and a discussion on findings, implications, and recommendations.

CHAPTER II: LITERATURE REVIEW

Introduction

This chapter offers an overview of the literature relevant to this study. Research presented interconnects aspects of identity theory with social cognitive theory and personal practical knowledge to build a foundation and conceptual framework for the study. Additionally, research into current educational trends and professional landscapes in adolescent literacy are included to paint a picture of the discourse circulating among researchers and educators. Together these theories and concepts support a rationale for the research conducted to explore relationships between administrator literacy knowledge, experiences, and perceptions and identity development.

Identity Theory and Administrator Identity

The ambiguous nature of identity—and that of identity theory—has led scholars to advocate multiple theoretical interpretations of this concept in an effort to hypothesize the very essence of identity and its malleable nature. In one sense identity theory concentrated on mental events grouped into types that correlated with physical events in the brain (Feigl, 1967; Place, 1956; Smart, 1959). But in another sense, identity is considered to be a set of behavioral or personal characteristics by which an individual is recognized as a member of a group (Stets & Burke, 2000; Stryker, 1968; Stryker & Burke, 2000; Stryker & Serpe, 1994; Turner, 2013). For the purpose of this study the researcher used the latter interpretation of identity, specifically social identity theory.

Based on research carried out by George Herbert Mead, Sheldon Stryker's (1980) examination of social identity theory characterized it as organized systems of symbolic designations within social structures that influence one's salience hierarchy. Turner's (2013)

revised formulation of Stryker's hypothesis narrows this theory down to six important propositions, incorporating the ideas of salience hierarchies, consequences of high salience, and the consequences of commitment and change to identity salience.

Salience Hierarchies

Turner (2013) maintained that Stryker's theory asserted that the more individuals are committed to an identity, the higher will this identity be in their salience hierarchy. For example, Ylimaki's (2012) qualitative study reported that two specific curriculum leadership identities developed among curriculum leaders. Each identity was believed to be the product of changing professional landscapes fueled by neoliberal, neoconservative, and neoprogressive discourses circulating at state and local levels. The first of these identities was the New Professional Curriculum Leader (NPCL). Characterized by Ylimaki (2012) as a leader who related to neoliberal and neoconservative platforms, this identity developed in response to discourse concerning student achievement and an increased support of state testing requirements. Characteristics of the NPCL identity included the following.

- They had inclusive and professional demeanor, but were driven by data, efficiency, and productivity.
- They rejected whole language and holistic forms of instruction.
- They felt negatively about the erosion of their curriculum leadership authority.
- They articulated with neoconservative and neoliberal movements.
- They used skills-driven, externally developed curricula, curriculum design formats, and test data-driven curriculum decisions.
- They focused on standards and prepackaged programs and tests rather than student backgrounds and social issues.

- Parts of their identity were shaped in response to state assessment labels designed for competition between districts.

In opposition to the NPCL identity, the Critical Curriculum Leader (CCL) identity was characterized as a leader opposing conservative discourse that supported skills-based curricula linked to standardized testing (Ylimaki, 2012). Instead, this identity promoted the use of curriculums that emphasized students' cultural backgrounds and social issues. Characteristics of the CCL identity included the following.

- They opposed dominant conservative discourses circulating in schools and communities over standardization, back to basics, and competition.
- They engaged students in community-based curriculum and neoprogressive educational and social-movements.
- They were committed to the beliefs found in critical pedagogy.
- They shared some ideas with the NPCL identity about standards based instruction and concerns about student achievement.
- They used service learning to help students develop democratic dispositions.
- They created curriculum discussion groups that included students, teachers, and members of parent organizations.
- They believed that curriculum should be developed around authentic community service projects.
- They sought alternative analytical tools beyond those learned in educational administration training.
- They got everyone involved in analyzing and interpreting policy.

- They demonstrated intuitive discourse analysis and counter discourse skills.

Ylimaki's (2012) research further suggested that although administrators assumed an identity based on their self-awareness and personal beliefs, their identity was further influenced by their engagement, or lack thereof, in critical curriculum development on their campuses (Ylimaki, 2012). Accordingly, Turner's (2013) reformulation of Stryker's second proposition suggested that the degree of commitment to an identity is a positive and additive function of the following.

- If the identity is positively evaluated in terms of the reactions of others, then this identity will move up people's salience hierarchies.
- If the expectations of others with the identity are congruent and consistent, revealing few conflicts and disagreements, people are more committed to the identity and speak with the same voice.
- If the network of people within an identity is large and extended, then this identity will be higher within one's salience hierarchy.

In Ylimaki's study, commitments could be associated with administrators' background knowledge and their participation in discourses concerning accountability. However, Meltzer's (1997) narrative study found that sociocultural and contextual factors were considered influencing factors in the construction of administrator identity.

By examining 83 retrospective narratives starting from the 1920's until the 1990's, Meltzer (1997) concluded that although discourses differed by gender, race, and level cohorts, all spoke specifically about the impact of school size, temporal factors, educational trends, and federal and state mandates. According to Meltzer, these four areas greatly influenced

commitments to administrators' identities. This leads to Turner's (2013) third proposition of his revised formulation of Stryker's hypotheses; the consequences of high salience.

The Consequences of High Salience

Turner (2013) maintained that the higher in a person's salience hierarchy is an identity, the more likely that individual will:

- emit role performances that are consistent with the role expectations associated with that identity,
- perceive a given situation as an opportunity to perform in that identity, and
- seek out situations that provide opportunities to perform in that identity.

In reference to school size, Meltzer (1997) reported that administrators felt their roles changed in conjunction with a loss of intimacy and changes in priorities. Administrators also reported that school sized impacted the quality of their instructional leadership, increased their need to delegate more frequently, changed administrative structures, and altered the types of relationships between parents and the community (Meltzer, 1997). Stryker and Burke (2000) maintained that identity depended on factors within one's immediate environment, with situations embedded within specific social structures predicting chosen identities. Social networks then can act as boundaries, affecting the acceptance of those outside established social structures (Stryker & Burke, 2000).

Looking at temporal factors such as the era of service, Meltzer (1997) found that administrators from the 1960s until the 1970s reported increased stress associated with forced roles as crisis managers and authoritative disciplinary figures. Meltzer discussed that many of these administrators also resented not being prepared, trained, or educated on the unique challenges of their era, even though they were "shaped by it" (1997, p. 156). One trend in

particular, open-space schooling was mentioned in several of the narratives. Emerging in the 1970's, an open-space school was considered both a classroom architectural design and an educational approach. This trend opened up classroom spaces to accommodate large groups of students taught by multiple teachers and departmentalized content by skill level. According to Meltzer, administrators who coped with this trend either accepted or resented the professional development training required and detailed instances of frustration and negativity that impacted the construction of their identity.

When analyzing discourse on educational trends with federal and state mandates within the narratives Meltzer (1997) referenced Clandinin and Connelly's (1995) belief that administrators often negotiated identity. In negotiating identity administrators funneled "features of [their] professional knowledge landscapes" into actions and their identities (Meltzer, 1997, p. 148). Meltzer elaborated on these landscapes by detailing how educational trends "came and went" over the years (p. 160). For instance, Meltzer discussed how federal mandates were implemented by administrators on the various campuses between the 1920's and the 1990's. During this timeframe two mandates reported to have a significant impact on identity were desegregation and special education. In the case of desegregation, much of the discussion pertained to race relations and the challenges administrators faced based on whether they were black or white. However, discourse related to mandates tied to special education were more extensive and provided strong opinions and negative feelings about special education being "pushed on them rather than something that was beneficial for kids" (Meltzer, 1997, p. 167). Meltzer reported that while elementary administrators felt they did not have adequate knowledge or space available to accommodate special education programs, middle school administrators welcomed the additional teaching staff and individualized instruction. The consequences of

one's commitment to an identity therefore can affect role performance, self-esteem, values, and norms.

The Consequences of Commitment to Identity

Turner (2013) formulated that Stryker's fourth proposition maintained that the greater the commitment to an identity, the greater will be the effect of role performance on self-esteem, and the likelihood that role performance will reflect institutionalized values and norms. In the field of education, institutionalized values and norms are found within professional landscapes engulfed by educational change. These professional landscapes then play a critical role in administrators' identity (Applebaum & Du, 1999; Craig, 1999; Meltzer, 1997; Samson, 1999). This pattern was also observed by Wright (2010) who examined the relationship between administrator identity and educational change. Wright found that administrators assumed four specific identities when engaging in educational change: organizational architect, mediator, awakener, and protector. Though overlapping, reciprocity, and competition between identities existed, Wright claimed that administrators constructed their own understandings and responses to change by assimilating or resisting new ideas or approaches.

Wright (2010) also reported that activities like reading published research, attending professional development, and engaging in graduate studies influenced administrators' performance levels. Goldring, Preston, and Huff (2012), however, maintained limited research existed on the effectiveness of the types of trainings and resources administrators used. Instead, Goldring et al. (2012) suggested that the following common elements emerged in research addressing high quality professional development and practices.

1. It must be job-embedded so participants can apply the expertise and practices they learn.

2. It must recognize that administrators have varying needs at different points in their careers.
3. It must be long-term and offer multiple learning opportunities in various formats.
4. It must be coherent, scaffolded, and reinforce key ideas that relate to issues administrators often encounter.
5. It must include an element of networking and consultation.

When administrators attend professional development and participate in practices that include these elements they may be able to better strengthen commitments to a preferred identity. This is important since changing commitments can lead to difficulties with self-verification.

Changing Commitments to Identity

The final two propositions in Turner's (2013) revised formulation of Stryker's hypotheses refer to changing commitments to identity. Turner formulated that the more external events alter the structure of a situation, the more likely individuals are to adopt new identities. Additionally, the more changes in identity reinforce and reflect the value commitments of the individual, the less the individual resists adopting a new identity (Turner, 2013). To understand why identity salience may change, Burke and Reitze (1981) surveyed 640 college students to measure four dimensions of meaning pertaining to college student identity. Results suggested a link between identity salience and behaviors linked to role performance (Burke & Reitze, 1981).

Riley and Burke (1995) maintained that identities motivated behaviors, sustaining and verifying "meanings contained in the identity" because "role performances are meaningful" and provided opportunities for self-verification (p. 62). Self-verification then becomes a mechanism for sustaining identity saliency, because according to Burke (1991) "failure of self-verification leads to dissatisfaction, discomfort, and distress" (as cited in Riley & Burke, 1995, p. 62).

Likewise, Moss (2009) maintained that self-verification assumed that individuals construct an identity of themselves based on their own perception of roles, reputation, qualities, behaviors, and values. Individuals then strived to maintain their identities by attempting to avert sources of feedback and beliefs that challenged these perceptions, seeking opinions only aligned with chosen identities. An example of this is found in McDonald's (2013) examination of the role Catholic identity played in supporting instructional leadership.

McDonald (2013) explored the relationship between instructional leadership and Catholic identity by employing a mixed method design. Using factor analysis to pinpoint behaviors associated with growth and performance on standardized assessment, McDonald used a *Principal Instructional Measurement Rating Scale* and a *Framework for Catholic Identity* as quantitative instruments. Results suggested no relationships existed between Catholic identity, instructional leadership, and student achievement. Still, McDonald's findings pointed to Catholic identity providing "a universal force within the school to help build and develop a culture in the school" (McDonald, 2013, p. 92). Furthermore, McDonald maintained that Catholic identity as a foundation built "a singular purpose" that focused not just on the intellectual development of students but helped "contextualize and provide a purpose greater for being in the school" (McDonald, 2013, p. 92).

When synthesizing the finding of Ylimaki's (2012) study with those reported by Meltzer (1997), McDonald (2012), and Wright (2010) several connections were made. First, each of these studies noted that administrators' identities were influenced immensely by temporal factors that introduced various educational trends and professional landscapes. Second, identity was created in response to specific professional landscapes brought about by new federal mandates and changes in educational law. And third, these studies stressed that identity was further shaped

by the culture of the school and the personal practical knowledge (Connelly & Clandinin, 1999a) that administrators acquired throughout their service. It was also noted that negative or positive reactions to school culture and professional landscapes relied heavily on the prior knowledge administrators possessed in relation to the trends, mandates, or laws they were charged with facilitating.

Early research exploring administrator literacy knowledge suggested that administrators perceived they were well trained and knowledgeable about reading and writing instruction (Doan & Noland, 1988). Yet several researchers over the years reported a significant relationship between an administrator's lack of reading instructional knowledge and the quality of the school's literacy program (Comb, 1982; Cox, 1978; Edwards; 1982; St. John & Runke, 1977; Zinski, 1975). Therefore, for administrators to develop an identity that includes characteristics of literacy leadership, they need to possess background knowledge and beliefs that support opportunities to self-verify.

Administrator Knowledge, Practices, and Beliefs in Literacy Instruction

Langer and the National Research Center on English Learning and Achievement (2000) conducted a five year study investigating 44 middle and high school classrooms in 25 schools in four states. Researchers conducting the study identified and validated the following six features of middle and high school reading and writing instruction that led to effective literacy programs. Students learned skills and knowledge in multiple lesson types.

1. Teachers integrated test preparation into instruction.
2. Teachers made connections across instruction, curriculum, and life.
3. Students learned strategies for doing the work.
4. Students were expected to be generative thinkers.

5. Classrooms fostered cognitive collaboration.

Langer et al. further reported that all six features were interrelated and supported each other. And though addressing one feature might improve student performance, only full integration of all six features would increase student achievement. This research suggested that certain conditions contributed to student success. Most notability that teachers' literacy knowledge, practices, and beliefs led to successful literacy programs. In a similar study, Reumann-Moore, Sanders, Christman, and Research for Action (2011) identified conditions and contexts for successful use of a Literacy Design Collaborative (LDC) framework. Reumann-Moore et al. suggested that before teachers' knowledge, practices, and beliefs can impact student success, a robust network of school leadership must be in place. To define what is meant by robust leadership Reumann-Moore et al. provided the following guidelines.

1. Leadership must bring expertise in literacy instruction.
2. Leadership must build relationships and connections to educate and engage stakeholders in the LDC framework.
3. Leadership must marshal resources and literacy-focused partners to support the LDC framework.
4. Leadership must develop and communicate clear messages about the purpose of the LDC framework and its connection to literacy standards, curricula, and local accountability systems.

Most middle and secondary administrators, however, do not hold an undergraduate degree in reading, but instead use self-education, a single undergraduate or graduate reading course, and professional develop to increase their knowledge of literacy instruction (Zipper,

Worley, Sisson, & Said, 2002). Butler (2011) found a significant correlation existed between administrators' perceptions of their knowledge of reading and writing and the actions they took to support literacy programs. By surveying 78 administrators and 1876 teachers, Butler found that administrators with an extensive knowledge base in reading instruction were more likely to take leadership actions to support effective literacy practices. Additional research suggested that administrators possessing limited amounts of knowledge or indifferent beliefs toward literacy had reservations about their abilities to make decisions concerning effective literacy programs (Jacobson, Reutzel, & Hollingsworth, 1992; Key, 2005; Porter, 2001; Robinson, 2005).

Consequently, a key factor in identity salience is someone's ability to self-verify within a preferred identity. Riley and Burke (1995) suggested that the act of self-verification allows people to sustain self-views by "thinking and behaving in ways that reinforce those views" permitting reflexivity to occur, especially in group environments (p. 62). Thus reflexivity, as a form of self-verification, provides a lens in which to view the link between identity and behavior. In other words, the relationship between identity and behavior relies heavily on common meanings generated within a culture through interactional situations and social structures (Burke & Reitze, 1981; Stryker & Burke, 2000). By building an explicit knowledge base in literacy, administrators may better reflect on their beliefs concerning adolescent literacy instruction, thereby allowing for more opportunities for self-verification.

Self-Verification

Turner (2013) also revised key propositions of Peter Burke's (1980) identity control theory in relation to the internal process of self-verification. Turner's first key proposition of Burke's model stated that the more salient an identity in a role, the more motivated individuals are to achieve a sense of congruence between the expectations established by the identity

standard and the responses of others in a situation. In reviewing research on administrators' knowledge, practices, and beliefs in literacy instruction it is evident that what administrators know, practice, and belief can impact their ability to self-verification as literacy leaders.

Strang and Lindquist (1960) were among the first to encourage administrators to build background knowledge in literacy instruction. By understanding the views held about the processes, methods, and individualized instructional models of reading, Strang and Lindquist maintained that administrators could greatly improve the literacy abilities of students. However, Rauch (1974) claimed that a survey of reading journals from the 1960's until the 1970's would provide little evidence that administrators received any guidance on how to implement and sustain literacy programs. However, over the last four decades a number of studies identified relationships between administrators' knowledge of reading and writing instruction and the success of their literacy programs (Austern, 1985; Butler, 2011; Jacobson, Reutzel, & Hollingsworth, 1992; Mackey, Pitcher, & Decman, 2006; Porter, 2001; Zeller, Bradshaw, & Haley, 2003; Zipper, Worley, Sisson, & Said, 2002).

For instance, Austern (1985) examined the reading supervisory practices of 48 randomly selected administrators along with their knowledge of literacy instruction. From this original sample, 16 administrators were selected to provide additional data based on their level of knowledge of reading instruction and the size of their schools. Austern found that only 38% of the administrators possessed a philosophy of reading instruction that could be used to successfully guide their literacy programs. Austern also reported a positive correlation between administrators' knowledge of literacy instruction, the amount of time they spent supervising teachers, and their involvement in overseeing literacy activities. This research suggested that in

order to self-verify as literacy leaders, administrators must possess the necessary knowledge and have positive experiences to implement and sustain effective literacy programs.

Positive Emotions Toward Self. Turner's (2013) second key proposition of Burke's theory stated that the more the responses of others matched the expectations dictated by an identity standard, the more positive are the emotions experienced by the individual and the greater the individual's self-esteem. Furthermore, the more enhanced positive emotions are toward self, the more likely individuals are to:

- develop a sense of trust with those who have verified within the identity,
- develop emotional attachments to others,
- develop commitments to others, and
- become oriented to the standards of the group in which the situation is embedded.

Zeller, Bradshaw, and Haley's (2003) qualitative study used face-to-face interviews and focus groups to categorize pre-service administrators' attitudes toward reading instruction. Zeller et al. classified the pre-service administrators into groups of avid readers, positive readers, utilitarian readers, and reluctant readers. Results concluded that each type of reader had different experiences that may influence the direction these future administrators take as instructional leaders (Zeller et al., 2003). This research suggested that personal experiences with literacy not only shaped administrators' beliefs regarding literacy instruction, but can impact future leadership quality. Similarly, Robinson (2005) gathered survey responses for 355 high school principals and concluded that secondary administrators more familiar with reading instruction, or had positive reading experiences, valued the literacy instruction in their schools versus those with less experience and training. Again, this research suggested that administrators possessing

constructive views and positive experiences with literacy were more inclined to self-verify as a literacy leader.

Several studies also considered administrators' personal beliefs of literacy instruction. Edward (1982) compared the perceived judgments of administrators and reading teachers to identify facets within the operation and organization of the literacy program. Surveys were collected from 216 elementary administrators and 134 reading teachers to compare perceptions. Data revealed that not only was administrator support vital to the success of the reading program, it was recommended that administrators possess the necessary knowledge, understanding, and appreciation of the elements of an effective reading program to sustain success (Edward, 1982). Limitations like those mentioned in this research may further impact an administrator's ability to self-verify in a preferred identity, especially if they experience negative emotions toward their literacy programs.

Negative Emotions Toward Self. Turner's (2013) third key proposition of Burke's theory stated that the less the responses of others match an identity standard, the more likely the emotions experienced by individuals are to be negative. With the incongruence between expectations set by an identity standard, the responses of others increase with:

- multiple and incompatible identity standards from two or more role identities,
- an over-controlled self in which the elements of the identity are tightly woven and create inflexible identity standards,
- a lack of practice in displaying an identity in a role, and
- efforts to change and/or leave the situation that have consistently failed.

Braughton, and Riley (1991) examined the relationship between administrators' instructional reading knowledge and their involvement in their school's reading program. Data collected for both administrators and teachers measured their knowledge of reading skills and processes, reading program practices, reading assessment, and personal involvement with the reading program. Results indicated positive correlations in grade level reading achievements between specific aspects of an administrator's direct involvement and significant negative correlation between teacher specific knowledge of program practices and global administrator knowledge. This research suggested that administrators directly involved in their literacy programs impact them in positive ways. However, those not involved may react negatively to program changes or new instructional models for which they do not have the background knowledge to support. This frustration with changing literacy programs and instructional models may further complicate administrators' ability to self-verify as a literacy leader.

This is especially important when administrators are tasked with raising literacy rates on federal and state assessments. Mackey, Pitcher, and Decman (2006) established links between administrators' characteristic and their school's standardized test scores in reading. Using field notes, observations, and interviews, data collected produced themes pointing to concepts enabling administrators to influence literacy programs. These themes included the vision of the administrator, the educational background, and the administrator's role as an instructional leader. Mackey et al. reported that only one of the four participants had explicit knowledge of literacy instruction, and this participant's campus increased their literacy achievement scores more so than other campuses examined. Again, this research suggested that background knowledge and the administrator's involvement in the literacy program are major factors when examining the experiences that enable administrators to self-verify.

Failure to Self-Verify. Turner's (2013) fourth key proposition of Burke's theory stated that the intensity of negative emotions from a failure to verify in an identity increases with:

- the salience of an identity in the situation,
- the significance of others who have not verified an identity, and
- the degree of incongruity, whether above or below expectations associated with an identity standard.

Jacobson, Reutzel, and Hollingsworth (1992) determined that administrators struggled with unresolved issues in reading and writing when planning literacy programs. Using a stratified random sample of 1244 elementary administrators throughout the United States, four major issues were reported.

1. A debate on using a whole language or a basal approach.
2. Which assessments should be used for measuring students' reading proficiency?
3. The use of trade books in place of basal readers.
4. Should ability grouping be used for reading instruction?

Jacobson et al. concluded that administrators, though aware of important reading issues, appeared to lack the confidence for making critical decisions within their literacy programs. These researchers speculated that part of the problem might be that even though administrators were aware of the instructional choices among literacy methods, they were unaware of how to effectively implement these programs. This suggested that administrators' negative emotions and failure to verify might be linked to difficulties with decision-making resulting from having a limited knowledge based in literacy program implementation.

Readjusting Downward to Lower Expectation. Turner's (2013) final key proposition of Burke's theory stated that the intensity of negative emotions from the failure to verify an

identity will decrease over time as the identity standard is readjusted downward so as to lower expectations. For instance, Key (2005) stressed that federal mandates and testing brought about by the No Child Left Behind Act of 2001 had a notable effect on administrators' literacy leadership. Key reported that literacy programs examined were not consistent with administrators' reported beliefs and perspectives of literacy. Key insisted that administrators "lack leadership skills in literacy needed to plan, implement, and sustain an effective literacy program" (p. 193). Key also maintained that "federal mandates and regulations have been a major influence on middle school principal's instructional leadership" and that the "impact of high-stakes accountability on school leadership has not been deeply explored" though "evidence of its effect has begun to emerge" (p. 193). This research suggested that administrators may make decisions that do not support their beliefs, but are necessary to meet the pressures of federal mandates and high-stakes accountability. If their decisions, however, result in increased student achievement administrators will adjust their beliefs and change commitments to their former identity. In time, these administrators will either adopt a new literacy leader identity or elevate an existing one higher within their salience hierarchy.

However, some research on administrators' knowledge, practices, and beliefs in literacy did not influence literacy programs. For instance, Austern (1985), Key (2005) and Murphy (2004) found no significant difference between the size of the school and the administrator's role in reading instruction. Overall this body of research suggested that today's administrators need a more explicit understanding and appreciation of literacy to meet the demands of state and federal accountability. Knowledge should include a focus on curriculum frameworks for developing highly effective literacy programs. Additionally, if administrators lack positive experiences

while developing literacy programs, they might adopt a *teaching to the test* philosophy that limits teacher autonomy (Beatty, 2011) and weakens their ability to self-verify as literacy leaders.

By combining research on what administrators know, practice, and belief concerning literacy with studies exploring administrators' identity, researchers may be able understand how background knowledge and experiences shape identity. To further examine how these factors contribute to Texas middle school administrators' identity, more attention must be given to how administrators make decisions, their personal practical knowledge, and professional landscapes in adolescent literacy.

Social Cognitive Theory of Organizational Management

Stryker and Burke (2000) maintained that social structures influenced the process of self-verification, and self-verification created and sustained social structures. Wood and Bandura (1989) social cognitive theory of organizational management suggested that behavior, cognitive and personal factors, and environmental events operated as interacting determinants that influenced each other biodirectionally (p. 361). However, Wood and Bandura also stressed that these factors were not necessarily equal in strength or influence decisions simultaneously, but instead developed over time "to exert its influence and to activate reciprocal influences" (p. 362). See Figure 1 for an illustration of Wood and Bandura's social cognitive theory of organizational management using a triadic model of schematization.

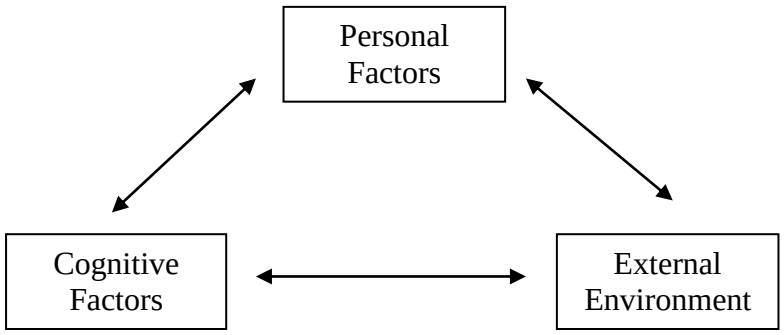

Figure 1. Wood and Bandura's (1989) triadic model of schematization

While psychosocial functioning was determined by personal factors, Wood and Bandura (1989) suggested that it also relied greatly on three aspects relevant to organizational management.

1. The development of cognitive, social, and behavioral competencies through mastery modeling.
2. The cultivation of an individual's beliefs in their capabilities to use their talents effectively.
3. The enhancement of an individual's motivation through goal systems.

Though research into this theory was limited even within social learning theory and organizational learning, it is still possible to use a social cognitive theory lens to examine other fields of study related it to the development of one's identity salience. For instance, when exploring the first of the three aspects of Wood and Bandura's (1989) theory, it is possible to use this lens to analyze findings reported in the studies discussed earlier in this chapter.

As previously mentioned Jacobson, Reutzel, and Hollingsworth (1992) determined that administrators struggled with unresolved issues in reading instruction, concluding that most appeared to lack confidence in making decisions for their literacy programs. One of the three

research questions addressed in the Jacobson et al. study examined the kinds of resources administrators used and found helpful when informing themselves about current issues in reading education. Jacobson et al. reported that the four most used resources were:

1. professional education magazines (97%),
2. personal contacts with specialists in reading (96%),
3. newspaper articles about reading issues (94%), and
4. magazines and newsletters focusing on reading issues (87%).

Likewise, the four least used resources reported were:

1. college or university reading courses (14%),
2. college textbooks focused on reading (25%),
3. reading articles in professional handbooks (39%), and
4. reading reports from research agencies (42%).

When reflecting on the resources reported useful, administrators tended to choose sources deemed practical examples that modeled management based on widely accepted practices in public school environments. Also, the percentages reported demonstrated that a majority of administrators used the same sources of information regularly. Therefore, these sources might contain patterns of modeling that portrayed administrators as having success with specific organizational structures and encouraged them to pursue specific kinds of literacy programs, thereby helping them develop identity salience. This notion is further supported by noting that the resources reported as least useful were research oriented and utilized mostly by intuitions of higher education.

Wood and Bandura (1989) maintained that knowledge and skills were also acquired both through direct experience and "by observing people's behavior and the consequences of it" (p. 362). Wood and Bandura noted that learned behavior was influenced by direct, explicit, and self-produced modeling in an attempt to yield valued outcomes as opposed to unrewarding ones. Thus, some modeling patterns began to form in ways similar to direct experiences, as individuals were "motivated by the success of others who are similar to themselves" (Wood & Bandura, 1989, p. 363). Furthermore, Wood and Bandura stated that, "the self-evaluations people generate about their own behavior regulate which observationally learned activities they are most likely to purse" (p. 363). By the same token, Burke and Reitzes' (1981) suggested that people regulated their behaviors based on feedback from others in order to verify the preferred identity within a given role.

Another aspect of Wood and Bandura's (1989) theory is the cultivation of an individual's beliefs in their capabilities to use their talents effectively. Zeller, Bradshaw, and Haley's (2003) qualitative study provided examples of this specific tenet of the theory. As previously discussed, using face-to-face interviews and focus groups to categorize pre-service administrators' attitudes toward reading instruction, Zeller et al. classified pre-service administrators into groups of avid, positive, utilitarian, and reluctant readers. One reported finding was that as teachers none of the pre-service administrators "ever experienced administrator support of an instructional nature" and therefore found it difficult to articulate how they could provide this kind of help to teachers in schools as assistant principals (Zeller et al., 2003). This suggested there may be some disconnect between what administrators experienced as teachers, and how they are expected to perform as instructional leaders. With no model for this role (i.e. identity), pre-service administrators cannot adapt these characteristics into their salience hierarchy.

Zeller, Bradshaw, and Haley's (2003) interview data in terms of the types of readers the pre-service administrators resembled and the characteristics reported, the findings also aligned with Wood and Bandura's (1989) assumption that an individual's beliefs are an indication of their talents. For example, when asked to recall information provided to faculty in regards to instructional leadership avid and positive readers recalled more information, were positive about the concept of instructional leadership, answered questions without hesitation, and were able to provide various examples. Utilitarian and reluctant readers however, had difficulty articulating their responses and saw little value in acquiring explicit knowledge in literacy instruction. Wood and Bandura also stressed that self-regulation of motivation and performances were governed by mechanisms such as self-efficacy. In relation to identity theory, these findings also aligned with Burke's suggestion that when responses do not match an identity standard, emotions experienced by individuals are negative and they will lack practice in displaying this identity in a role (as cited by Turner, 2013).

A distinction in fact was made between possessing skills and being able to use them under difficult circumstances (Wood & Bandura, 1989). Success with organizational management then required more than possessing the needed skills, but also demanded that the individual have a certain level of self-efficacy to maintain control over one's actions to accomplish a set of goals (Wood & Bandura, 1989). Within Zeller, Bradshaw, and Haley's (2003) study there is evidence that avid and positive readers may likely out perform their utilitarian and reluctant reader counterparts as instructional leaders because they possessed a stronger sense of self-efficacy when it came to literacy instruction. This could be in part because avid and positive readers had background knowledge that supported placing their literacy identity higher in their salience hierarchy then utilitarian and reluctant readers.

The last aspect of Wood and Bandura's (1989) social cognitive theory of organizational management was that an individual's motivation was enhanced through goal systems. Accordingly, goal systems emerged when individuals used self-direction and self-motivation to fulfill desired goals resulting from dissatisfaction with substandard performances (Wood & Bandura, 1989). When discrepancies between personal behavior and standards occurred people tended to generate self-reactive influences that "keep [an individual's] conduct in line with their personal standards" (Wood & Bandura, 1989, p. 366). For example, Key (2005) suggested that administrators may lack the literacy skills needed to plan, implement, and sustain effective literacy programs. Federal mandates and testing brought on by the No Child Left Behind Act (NCLB) of 2001 also affect administrator leadership in literacy (Key, 2005). Key reported that 76 percent of middle school principals in the study stated that NCLB legislation had a moderate to a very great influence in their efforts to maintain and improve students' reading test scores. Additionally, middle school principals reported that in response to meeting NCLB expectations there was an increased focus on staff development in all forms of literacy instruction, new reading programs and schedule changes were implemented, and after school tutoring was used (Key, 2005).

This research illustrated how goal setting can change organizational management when "activities that people perform are aimed at obtaining future outcomes" (Wood & Bandura, 1989, p. 367). Still, Wood and Bandura (1989) maintained that the benefit of goal setting was relative to how far into the future goals were set. While short-term goals raised one's effort and directed what one does during a short period of time, distant goals were often too far removed in time to be considered effective self-motivators (Wood & Bandura, 1989). In terms of social identity theory Stryker (1980) suggested that changes in identity reinforced and reflected the value-

commitments of the individual, with less resistance leading to the adoption of a new identity. As a result, short-term goals can change administrators' perceptions and alter their salience hierarchy. One way to determine these changes would be to examine the personal practical knowledge administrators acquire over time and its effect on identity salience.

Personal Practical Knowledge

Clandinin and Connelly's (1995) theory of personal practical knowledge provided Meltzer (1997) and Wright (2010) a way to understand how administrators funnel aspects of their professional landscapes into their existing knowledge and experiences in order to take responsive actions and develop identity. The phrase "personal practical knowledge" can itself be broken down to specify Connelly and Clandinin's (1999a) intended interpretation of the theory. For instance, "personal" in the phrase referenced the knowledge that makes an individual who they are brought about by circumstances, actions, and experiences based on "affective content" for the individual (Clandinin, 1985, p. 362). Expanding on this Clandinin (1985) maintained that this association "draws attention to the individual local factor which helps to constitute the character, the past, and the future of any individual" (p. 362). Then, when expanding on "knowledge" in the phrase Clandinin explained that this included the convictions—conscious or unconscious—that arose from experiences that were intimate, social, and traditional but were also expressed in one's actions. In essences one's actions make up the practices of that individual, which include the processes used in planning and evaluating (Clandinin, 1985; Connelly & Clandinin, 1999a). Therefore, when combining perspectives "personal practical knowledge" embodies all the experiences "that make up a person's being" in terms of experiential history, which is both personal and professional in nature (Clandinin, 1985, p. 362). Stryker (1980) maintained that the greater the commitment to an identity, the greater the

likelihood that behaviors would reflect the institutionalized values and norms within a social structure (as cited by Turner, 2013). Therefore, personal practical knowledge over a period of time shapes and reshapes identity salience.

Research in this area revealed that personal practical knowledge was a process of self-evolution supported by experiential learning, and thereby considered discretionary change. Connelly and Clandinin (1999a) argued that an individual's personal practice knowledge can only truly be discovered by observing one's actions, discourse, and conversations. With that said, and because the theory is based on discovering relationships between experience and action, most research providing examples of personal practical knowledge used observations made over a period of time, taking narrative forms. Clandinin (1985) insisted that the dependence on this type of research design resided in a belief that an individual's experiences and actions were "tentative, subject to change and transient, rather than fixed, objective, and unchanging" (Clandinin, 1985, p. 364).

To determine what teachers know in practice, Clandinin (1985) used a conceptualization of teacher "images" to understand how imaginative processes used patterns to generate teachers' knowledge of practice. Accordingly, Clandinin employed a dialectical research method to generate opposing viewpoints between the participant and researcher in order to establish a sense of truth about the nature of the images. Results of the study implied that researchers may examine a teacher's special knowledge—a notion derived from personal practical knowledge—through a dialectic exchanged of teacher and researcher created by images that embodied both the personal and professional experiences and actions of the teacher (Clandinin, 1985). Connelly and Clandinin (1999b) also examined the deliberations and considerations teachers experienced when they were responsible for curriculum making. Reflecting on the narratives of three

teachers, Connelly and Clandinin concluded that teacher identities often commingled with their professional landscapes. And while two of the teachers appeared to favor prescribed curriculums, allowing for a "give-and-take" relationship to develop between their sense of identity and the curriculum, a third teacher rejected this practice altogether (Connelly & Clandinin, 1999b, p. 93).

The theoretical perspective of personal practical knowledge, however, affords researchers examining aspects of identity some limitations. Because narrative design is typically used, analysis may become "heavily enmeshed in theory and conceptualization that it risks being blurred by its own abstractions" (Fenstermacher, 2001, p. 10). But even with these limitations, Connelly and Clandinin's theory has had a substantial impact providing both a "conception and method" to examine an aspect of human knowledge often ignored, but very much associated with identity (Fenstermacher, 2001, p. 11). Therefore, in order to examine what personal practical knowledge administrators might currently have in literacy, it is important to explore the educational trends and professional landscapes in adolescent literacy circulating among researchers and educators.

Educational Trends and Professional Landscapes in Adolescent Literacy

In an effort to meet the requirements of the No Child Left Behind Act of 2001, the last decade and a half has seen public schools nationwide introduce new literacy programs and instructional models aimed at increasing adolescents reading proficiency. Leading this push for improvement are politicians, researchers, professional associations, and other national organizations that place adolescent literacy at the top of their reform agendas. In fact, the issue of adolescent literacy has been a "hot" item on the *What's Hot, What's Not in Literacy* survey since 2001 (Cassidy & Ortlieb, 2013). What's more, Cassidy and Ortlieb maintained that

adolescent literacy has "remained a hot topic longer than any other in the literacy field" (p. 25). Research into the educational treads in adolescent literacy concentrated heavily on topics such as content area literacy, writing instruction, strategies to aid struggling adolescent readers, and the literacy development of adolescent English language learners. Professional landscapes in adolescent literacy suggested a trend in the use of instructional frameworks and literacy leadership teams (Elmore, 1999; Hallinger & Heck, 2010; Irvin, Meltzer, & Dukes, 2007; Irvin, Meltzer, Dean, & Mickler, 2010; King, 2002; Spillane, Halverson, & Diamond, 2004).

Beard, Hemmer, and Pearce (2013), for instance, suggested that administrators construct literacy frameworks that combine the "use of theory and practice to mold all educators into professionals who ask questions and take chances that lead to deeper understandings and appreciations for literacy instruction" (p, 168). Beard et al. also suggested that "improvements in adolescent literacy instruction rely heavily on administrators developing curriculum leadership based on theories and research-based practices with the intent to create schools that produce an autonomous yet democratic citizenry and still meet state and federal proficiency standards" (p. 168). Therefore, it is no surprise that the plethora of research generated by this topic often places theorists and practitioners in opposing camps on what reforms are needed in adolescent literacy. Still, a topic that continued to be at the forefront of adolescent literacy and accountability was the suggestion of a reading crisis and the push for text-based skills in middle and secondary grades.

The Reading Crisis and the Push for Text-Based Skills

The focus of many adolescent literacy programs is to ensure students make significant gains on standardized assessments. However, several literacy researchers dispute the existence of a reading crisis, citing that increases in standardized testing have perpetuated this idea of a

crisis while ignoring the true complexities of adolescent literacy instruction (Allington, 2006; Alvermann, 2009; Berliner & Biddle, 1995; O'Brien, Stewart, & Beach, 2009; Street & Lefstein, 2007). Allington (2006) insisted that too often the National Assessment of Educational Progress (NAEP) scores guide discussions on the reading crisis and mislead those who do not take into account the overall achievement in reading proficiency that has occurred over the last 40 years.

Looking back at the first administration of NAEP in 1971, the average reading score for thirteen-year-olds was 255. The most current NAEP scores for eighth graders, however, were 265 in 2011 and 268 in 2013 (NAPE, 2013). These scores suggested that reading achievement has actually increased over the past 43 years. McQuillan (1999) maintained that during the early years of NAEP the United States Department of Education released only raw scores for each age level on a 0 to 500 scale. Later, test designers incorporated proficiency levels comprised of "below basic," "basic," "proficient," and "advanced." Since then cut scores have remained fixed. Eighth graders currently need to score 243 on the reading test to meet the "basic" level of achievement, for "proficient" it is 281, and for "advanced" it is 323.

McQuillan (1999) argued that the problem with NAEP's approach is that it objectively determines cutoff points and is considered by some researchers to be arbitrary. Additionally, Chelimsky (1993) stated that in 1991 the General Accounting Office examined how NAEP defined their proficiencies levels and found their methods to be questionable (as sited in McMuillan, 1999). This research suggested that NAEP scores may not provide an accurate depiction of middle school students' current reading proficiency. If middle school administrators are not knowledgeable of this research, they may support proponents of the reading crisis and push for more instruction that encourages increasing NAEP scores at their campus.

Allington (2006) maintained that supporters of the assumed reading crisis often disregard the renorming of readability formulas for grade level books that began in the 1980's and continues still today. Schirmer and Lockman (2001) noted that most readability formulas rely on two factors: (1) average sentence length, and (2) vocabulary difficulty. Several readability formulas are now available for teachers, editors, and researchers to determine the readability of a piece of text. Benjamin (2012) found that methods for analyzing readability have increased significantly over the years due to technological advances. By examining the development of this field over the past two decades, Benjamin determined that several strides were made in developing new methods for predicting the difficulty of texts. However, Benjamin stressed further research is needed to develop these methods if they are to become more widely used by those in the fields of education and linguistics.

Accordingly, these factors along with concerns over NCLB and AYP have generated most of the media attention fueling discussions suggesting that today's adolescents do not have the adequate literacy skills necessary to succeed outside of school. Most of the data that supports the reading crisis claim also relies heavily on the idea that student success can be predicted using text-based skills. A longitudinal study conducted by Snow, Poreche, Tabors, and Harris (2007), however, suggested that the sole use of text-based skills even combined with high quality instruction was insufficient at predicting future reading ability and academic success. By following students from kindergarten through high school Snow et al. concluded that the complexities of students' lives are interwoven with the school-based literacy demands placed on them throughout their public school experience. These experiences shaped students' "engagement, effort, and orientation to the values and expectations of the supportive adults" in

their lives (Snow et al., 2007, p. 66). Thereby, enabling the notion that when adults fail students also fail.

Indeed, Alvermann (2009) maintained that the current definition of "inadequate reading skills" was inconsistent with the everyday lives of adolescents and that various factors like poor instructional conditions and socioeconomic status demonstrated that adolescent readers were struggling for different reasons (p. 15). Nonetheless, the debated on a reading crisis and the push for text-based skills is not the only issue in adolescent literacy being disputed. There is also a considerable amount of discourse circulating about whether instruction should focus on the *autonomous* or *ideological* models of literacy instruction (Alvermann, 2009; Lewis & Del Valle, 2009; O'Brien, Stewart, & Beach, 2009; Larson, 1996; Street, 1985).

Autonomous vs. Ideological Views of Literacy Instruction

In an effort to link the cultural dimensions of literacy to contemporary practices, Street (1995) introduced two competing models of literacy instruction; the *autonomous* and *ideological* views (Alevermann, 2009). According to Street, the *autonomous* model considers reading and writing as a neutral process that explains vast variations in cognitive and physiological functions. Based on essay-text forms of literacy, this model used school-based concepts as the standard definition of literate competence across different contexts (Larson, 1996). Additionally, the model assumed there is a universal set of reading and writing skills for decoding and encoding that supports the reading process (Alevermann, 2009). In opposition to the *autonomous* view, Street (1995) argued that universal models leave out those who learn literacy skills through "socially embedded context" (p. 79).

In the *autonomous* model an adolescent that struggles with internalizing text-based skills and/or failed to meet standardized test requirements was labeled, at-risk or a struggling reader.

This is an important consideration since Sableski (2007) maintained that adolescents' reading identity was heavily influenced by assigning the struggling reader label. Sableski concluded that middle school students brought literate identities from previous contents and resisted instruction not matching their existing identity; instead they invested in coping behaviors when reaching points of difficulty. Likewise, Grigorenko (2010) suggested that students adopted habits that fulfilled the expectations of being labeled a struggling reader and created hierarchies among peers based on reading performance and labeling. Moreua (2011) also found that middle school students who struggled with reading tended to attribute difficulties to factors beyond their control, while teachers linked reading difficulties to student motivation rather than assessing what might really be triggering the reading difficulty.

Indeed, when literacy was represented within a neutral context—as in the *autonomous* model—researchers argued that it may actually be a means of maintaining a position of power "by marginalizing other forms of literate knowledge" (Larson, 1996, p. 440). However, Street (2006b) believed the *ideological* approach offered a more culturally sensitive view of literacy practices that vary from one context to another (p. 8). Street (2006a) stressed.

> Literacy is a social practice, not simply a technical and neutral skill; that is always embedded in socially constructed epistemological principles. It is about knowledge; the ways in which people address reading and writing are themselves rooted in conceptions of knowledge, identity, and being. It is also always embedded in social practices, such as those of a particular job market or a particular educational context and the effects of learning that particular literacy will be dependent on that particular context (p. 77-78).

Researchers like Alevermann (2009) and Street (2006a) were confident that the *ideological* approach surpassed the *autonomous* model because it unified the cognitive aspects of reading

and writing with the social and linguistic practices that give meaning to the words on a page. In the *ideological* model, literacy goes beyond answering recall questions. O'Brien, Stewart, and Beach (2009) provided a broader definition of adolescent reading proficiency using the following three foci.

- Proficient reading as situated practice.
- Proficient reading as critical literacy.
- Proficient reading as engagement in digital literacy.

O'Brien et al. maintained that situated practice underscores the distinction between the *autonomous* and *ideological* models, and that the critical reading of texts of all types should be more prominent in schools (O'Brien et al., 2009, p. 80). Alevermann (2009) and Street (2006a) though stressed that the teaching and modeling of literacy skills must be thoroughly understood by both teachers and administrators. However, if teachers and administrators are to learn more about the *ideological* approach, they must immerse themselves in research surrounding the New Literacy Studies.

The New Literacy Studies (NLS) included research on multiple literacies, situated literacies, and digital literacies. A theoretical foundation within NLS is the theory of multimodality that looked primarily into varying new levels of communication, visual, oral, gestural, linguistic, musical, kinesthetic, and digital. While working with nine middle school teachers, Hagood (2012) described how the new literacies impacted adolescent literacy practices of "collaborating, communicating, and creating texts" (p. 10). Hagood noted that incorporating these new literacies "piqued educators' interest in revamping instructional practices to reflect the kinds of engagement adolescents seek out" (p. 10).

NLS also explored education policies, particular local policies, which neglected these new literacies in favor of more *autonomous* models of reading and writing. Brandt and Clinton (2002) cautioned that policies made by those outside of public education ultimately constrained the literacy practices within schools (as cited in Alvermann, 2009). Hagood, Provost, Skinner, and Egelson (2008) found that teachers and students though exposed to new literacies still viewed literacy in a traditional manner, and that teachers in particular had difficulty fitting them into instruction. Hagood et al. associated the difficulties teachers had with the current school culture focused on state assessments, leaving little time for students and teachers to explore new literacy opportunities. Similarly, Alvermann (2009) argued that discourse related to NLS has produced a specialized field of knowledge that is purposefully ignored in public schools and the policy levels. Unfortunately, the publicity built up around adolescent literacy reform with its opposing viewpoints, continued push for text-based skills, and resistance to an *ideological* approach to literacy instruction keeps many administrators from incorporating NLS into classrooms, focusing their efforts more on the impact of high-stakes testing.

Federal and State Mandates in Assessment and Accountability

Since 1965 lawmakers have struggled to find ways to close the literacy gaps that exist between races, genders, and social-economic groups. The first piece of legislation aimed at changing the face of public education was the Elementary and Secondary Education Act (ESEA) of 1965 spearheaded by Lyndon B. Johnson. Designed to ignite a war on poverty, its initial plan called for increased spending on teacher quality, extended learning opportunities, and English language learners (National Education Association, 2002). Since then ESEA has been reauthorized every five years. In 1981 it became known as the Education Consolidation and Improvement Act, and during the Clinton administration it was reauthorized as the Improving

America's Schools Act of 1994. Although each reauthorization provided more support to the public education system, no revamp caused more controversy then ESEA's No Child Left Behind Act (NCLB) of 2001.

Passed with bipartisan support in Congress, NCLB was designed to continue with ESEA's philosophy of education equality by mandating that states adhere to an accountability system developed from state academic achievement standards. Although each state was given the freedom to develop their own standards and assessments, an additional measure was to incorporate Adequate Yearly Progress (AYP) expectations under the review of the United States Department of Education. To support the implementation of innovative and research-based instructional practices, NCLB also provided states with program-based funding to develop both content and academic achievement standards in all core subjects, paying particular attention to the areas of Reading Language Arts and Math.

However, it has became apparent that NCLB's program funding placed an unbalanced emphasis on literacy skills in the elementary grades and limited resources for adolescent literacy instruction, impacting a state's ability to meet academic achievement standards. An example of this is the Reading First program that provided $1 billion to early literacy programs in grades K-3 but nothing to middle or secondary levels. In fact, only 8% of Title I funds were used to benefit students at the secondary level (Alliance for Excellent Education, 2007). Opponents of NCLB agreed that without proper funding to implement effective literacy programs student achievement in the upper levels would continue to plummet, thereby limiting a districts' ability to meet or maintain adolescent literacy standards. Government attempts to solve this problem have had little success since a majority of the proposed plans drawn up by the House of Representatives failed to acquire congressional committee approval.

Aside from funding, another issue that middle and secondary schools faced in the wake of NCLB is their inability to meet district passing rates on state assessments necessary to meet AYP expectations. This is by far the most controversial aspect of the NCLB requirements, specifically because of the rise in the number of schools that failed to make AYP each year. Nonetheless, the importance of meeting AYP expectations is directly tied to NCLB funding. Districts must meet AYP annually or risk subjection to a series of restructuring consequences becoming more inclusive and stringent over time (Center on Education Policy, 2011). For instance, Texas had a sharp rise in AYP failures in 2012 that caused many educators, parents, and students to worry about the instructional practices in schools. Still, a majority of the increase in failures was attributed to the creation of a new state accountably and assessment systems established by the passage of Senate Bill 1031 by the 80th Texas Legislature, House Bill 3 by the 81st Texas Legislature, and most recently House Bill 5 by the 83rd Texas Legislature.

Changes in Texas' State Assessment and Accountability System

Texas first launched its state assessment program in 1980 using the Texas Assessment of Basic Skills (TABS) test to measure student achievement. However, in 1986 the Texas Education Agency (TEA) replaced the TABS test with the Texas Educational Assessment of Minimum Skills (TEAMS) test. What's more, TEAMS became the first statewide assessment that required students to pass it to receive a high school diploma (TEA, 2011). Then in 1988 the Texas State Board of Education adopted the Texas Essential Knowledge and Skills or TEKS to use as a curriculum framework for all Texas public schools. Two years later Texas began measuring how well students were progressing with the TEKS using another new exam called the Texas Assessment of Academic Skills (TAAS) test, shifting its assessment focus from meeting minimum skills to measuring academic skills. Texas continued using the TAAS test

until 2002, then in the spring of 2003 students began taking the Texas Assessment of Knowledge and Skills (TAKS) test. More rigorous and controversial than its predecessor, the TAKS test measured additional grade levels and required secondary students to pass four exit level tests in English, Math, Science, and Social Studies to graduate from high school.

During this period Texas also launched its first statewide accountability system. By enacting statutes mandating the creation of a school accountability rating system, the Texas Legislature began establishing itself as the driving force behind all education reform efforts (TEA, 2011). This was never more apparent than in 2007 when the 80th Texas Legislature enacted Senate Bill (SB) 1031. Texas schools were now required to make changes to the current assessment program, implement an end-of-course assessment program, change administration windows for assessment, limit the number of stand-alone field tests, and revise the release schedule for test questions and answer keys for most assessments (TEA, 2011).

Two years later the 81st Texas Legislature enacted House Bill 3, making further changes to the assessment program. The most notable change was the requirement for a new state assessment measuring performance across grade levels including college readiness performance standards in Algebra II and English III. This prompted the creation of the State of Texas Assessments of Academic Readiness (STAAR) program. By increasing rigor, the new STAAR test aimed to increase postsecondary readiness and prepare students for academic competitiveness at both national and international levels. Students in grades 3-8 were tested in ELA, Writing, Math, Science, and Social Studies, while secondary students were required to pass 12 end-of-course assessments originally mandated by SB 1031. Testing of the new STAAR began during the 2011-2012 school year, and Texas continues to use this assessment today.

When looking specifically at STAAR reading proficiency measures, tests focus on literacy skills that require a greater depth and level of cognitive complexity to better measure student achievement and establish stronger links to postsecondary readiness (TEA, 2013b). A greater emphasis was also placed on critical analysis to assess the overall growth of higher-achieving students (TEA, 2013b). However, 2012 Texas STAAR test results suggested that Texas students were not able to meet these new proficiency standards. As a result, the United States Department of Education granted Texas a conditional waiver for specific provisions to the No Child Left Behind (NCLB) Act of 2001. This waiver released Texas school districts from meeting certain provision of NCLB, and gave additional time for developing a new system for evaluating ongoing student performance and accountability, replacing the prior Adequate Yearly Progress (AYP) provision. This resulted in no Texas AYP ratings for the 2013-2014 school year. Likewise, no state accountability ratings aligned with the Texas school districts during 2012 school year.

Coincidentally, the 83rd Texas Legislature recently passed House Bill 5, making changes to both assessment and accountability requirements. Enacted in January of 2014, House Bill 5 reduced the number of end-of-course examination from 12 to 4, and provided Texas high schools with a new graduation plan that included students earning endorsements and performance acknowledgments. Also starting in the 2013-2014 school year Texas established a new accountability system that rates public schools based on areas of student achievement, student progress, closing performance gaps, and postsecondary readiness.

Summary

This chapter reviewed literature relevant to this study in the areas of administrator identity and administrators' literacy knowledge, practices, and beliefs. This review included

scaffolding a conceptual framework to support theories and concepts in social identity, social cognitive theory, and personal practical knowledge. Also presented was a body of research describing current professional landscapes in education and adolescent literacy; considered as additional factors influencing the development of curriculum leadership identities.

In reviewing this body of research, three themes pertaining to identity development continued to surface: (1) the influence educational trends and philosophies had on identity, (2) identity was created in response to new federal mandates and changes in educational law, and (3) school culture and personal practical knowledge continually shaped and reshaped one's identity (Connelly & Clandinin, 1999a). Historically, studies exploring administrator identity employed mostly qualitative methods, using instruments such as interviews, observations, and field notes. However, this study sought to investigate identity using quantitative measures in order to explore specific factors that may influence identity, and then determine if these same factors could predict identity choice.

Chapter 3 will specify the methodology that guided this study and will discuss the research design, research questions, participants and sampling procedures, instrumentation, data collection, data analysis, and summary.

CHAPTER III: RESEARCH METHOD

Overview

This chapter describes the methodology used to gather and analyze data for this study. It includes the following sections: research design, research questions, participants and sampling procedure, instrumentation, data collection, data analysis, and summary.

Research Design

The quantitative design selected for this study was exploratory factorial analysis combined with logistic regression and conceptual analysis. The purpose of selecting this design was to determine a method for quantifiably investigating Ylimaki's (2012) New Professional Curriculum Leader (NPCL) and Critical Curriculum Leader (CCL) identities, and then assess if relationships existed between the literacy practices and beliefs of administrators based on their identity. The use of this model was appropriate because the study examined preexisting conditions that are often difficult to measure using other quantitative designs.

Research Questions

The purpose of this study was to gather quantifiable data to explore Texas middle school administrators' identities in relation to their literacy knowledge, practices, and beliefs. The study investigated Ylimaki's (2012) two curriculum leadership identities. Integrated into these identities were the characteristics of the *autonomous* and *ideological* models of adolescent literacy instruction. To examine identity this study considered the following key variables: campus characteristics, principals' beliefs, background knowledge, education setting, years of experience, school size, geographic area, and federal and state accountability. To study this topic in greater detail the following questions were addressed:

1. In terms of campus characteristics and principals' beliefs, what salience hierarchies exist that may include Ylimaki's (2012) New Professional Curriculum Leader and Critical Curriculum Leader identities?
2. In terms of campus characteristics and principals' beliefs, does a relationship exist between an administrator's demographics and their salience hierarchy?
3. In terms of campus characteristics and principals' beliefs, do administrators' demographics predict identity?
4. What experiences with literacy instruction do administrators report influencing their literacy beliefs?

Participants and Sampling Procedure

Participants in this study consisted of public school principals and assistant principals serving middle school students in all Texas geographic regions. Administrator's had a minimum of one or more years of experience as a Texas certified principal or equivalent certification. A convenience sample was used due to inadequate contact information obtained from the Texas Education Directory Customized Reports and Data Files (Asked) website supported by the Texas Education Agency. Because AskTed relies on Texas public school districts to annually update contact information, districts whose information was inaccurate were eliminated from the sampling.

Instrumentation

A researcher created survey was used to collect quantitative data for this study. Traditionally, surveys are used to make inferences about a specific population at a particular point in time ("Using Surveys For Data," 2006). Often described as snapshots, surveys may be repeated several times as long as the same population is not sampled repetitively. Because this

study aimed to collect dichotomous data using a short ordinal scale based on Ylimaki's (2012) NPCL and CCL identities and the *autonomous* and *ideological* literacy models, a researcher created survey was considered best suited for this examination. Measures were used to establish initial reliability and validity for the survey by including the use of an expert review panel, a preliminary pilot, and an additional piloting of the instrument. Information not requested as part of the survey and federal and state accountability ratings were collected using the Texas Education Agency website using Academic Excellence Indicator System (AEIS) reports.

Administrators as Literacy Leaders Identifier Survey

The researcher created Administrators as Literacy Leaders Identifier (ALLI) survey was designed and managed using the online survey tool SurveyMonkey. See Appendix A for a copy of the survey instrument. SurveyMonkey was used to contact a large number of participants and manage responses at minimal cost. SurveyMonkey allowed the researcher to add a list of emails to send to a unique survey link. This enabled the researcher to track who responded and who opted out, while also continually sending email reminders to non-responders. Each email sent included information about the researcher, the research conducted, an explanation of confidentiality, and how to contact the International Review Board (IRB) at Texas A&M University – Corpus Christi.

Four sections were created in the survey to address specific areas of the data collection. The first section, *Characteristics of Campus Literacy Instruction*, asked administrators to rate characteristics of their campus' literacy practices using a Likert four-point rating of *Always, Almost Always, Almost Never* to *Never* scale. More specifically, a score of 1 indicated the administrator felt the characteristic was *Always* present on their campus, while a score of 2 indicated the administrator felt the characteristic was *Almost Always* present. Additionally, a

score of 3 indicated the administrator felt the characteristic was *Almost Never* present on their campus, while a score of 4 indicated the administrator felt the characteristic was *Never* present. Each item in this section was explicitly written to align with characteristics of the NPCL or CCL identities and *autonomous* and *ideological* literacy practices. In order to distinguish which items were designed to fit each identity, all odd number items were created to match the NPCL (*autonomous*) identity while all even items matched the CCL (*ideological*) identity. A total of 20 items were created for this section of the survey. Interpretation of scores depended on the rating given to specific characteristics. Means and standard deviations were calculated for both identities to determine which identity was used less frequently or more often by administrators. Ultimately, this section's results determined whether the administrator's campus could be described as having characteristics of the NPCL or CCL identities based on the administrator's decision-making in regards to literacy practices.

In the second section of the survey, *Administrators' Beliefs about Literacy Instruction*, administrators rated their beliefs again using a Likert four-point rating of *Strongly Agree, Agree, Disagree* to *Strongly Disagree* scale. A score of 1 indicated the administrator *Strongly Agrees* with the belief stated concerning literacy instruction, while a score of 2 indicated the administrator just *Agrees* with the belief. Likewise, a score of 3 indicated the administrator *Disagrees* with the belief stated concerning literacy instruction, while a score of 4 indicated the administrator *Strongly Disagrees* with the belief. Similar to the first section, this portion of the survey was also explicitly written to align with the characteristics of the NPCL and CCL identities and the *autonomous* and *ideological* literacy practices. To identify which items were designed to fit each identity, again all odd number items were created to match the NPCL (*autonomous*) identity, while all even items matched the CCL (*ideological*) identity. Like in

Section I of the survey, interpretation of scores depended on the rating given to specific belief statements concerning literacy instruction. Again, means and standard deviations were calculated for both identities to determine which identity most closely resembled the administrator's beliefs about literacy instruction. However, only 12 items were created for this section of the survey versus the 20 created for campus characterizes. To further examine administrators' beliefs a third section, *Administrator's Beliefs about Literacy Instruction Open-Ended Questions* was created. This section included four open-ended questions that asked administrators to elaborate on their beliefs about literacy instruction. Because these four questions were designed to consider more personal aspects of administrators' beliefs, it was not necessary to align them with the NPCL or CCL identities.

In addition to these item responses two other sections, *Preliminary Questions* and *Administrator Demographic Questions* were used to collect personal and professional data from the participants. Participants were asked questions that identify school size, grades on their campus, years of experience, how they earned their principal certification, highest university degree earned, total number of graduate courses taken in reading or literacy, and how they kept abreast of current literacy instruction and issues. Items required specific responses and used a multiple choice/answer format. See Appendix A for an overview of these survey items.

Face and Content Validity. Because the ALLI survey was researcher created, it was necessary to establish face and content validity prior to data collection. The instrument was initially submitted to the doctoral committee for review. Face and content validity was then tested using a group of fifteen pre-service administrators seeking principal certification in a graduate level course. Hard copies of the survey were presented to the pre-service administrators for individual review, and then reviewed as a group. Responses from this initial piloting

included comments on whether items were easily understood or needed further clarification. The pre-service administrators also provided suggestions for demographic item answer choices to match current federal and state accountability measures in order to limit confusion and aid in data analysis. From this feedback, the researcher corrected items and revised content considered too wordy or negatively worded. The researcher then presented the revised instrument to a group of doctoral students, of which many were practicing school administrators and university professors for an expert review. For the expert review, the surveys were emailed to 12 doctoral students and four university professors asking for their opinion on each item. Again, revisions were made based on feedback from those who responded to the expert review.

Reliability. After making revisions to the ALLI survey each item was entered into SurveyMonkey. A mixture of current and former public school principals, who did not take part in the study, were asked to complete the survey for piloting purposes. Six administrators completed the piloted survey and the data collected was briefly analyzed. Although, a larger response to the piloted survey would have been ideal, continuing with a piloting for reliability was considered unnecessary since this study included a factorial analysis to further test the validity and reliability of the researcher created survey.

Demographic and Accountability Data

In addition to the demographic items requested on the ALLI survey, the researcher gathered demographic information from the Texas Education Agency website using Academic Excellence Indicator System (AEIS) reports for each middle school campus where participants reported being an administer of record. These reports were used to determine geographic area, Texas education region, and county. In addition to AEIS reports, federal and state accountability data was gathered from the Texas Education Agency website. Federal accountability data

included the 2012 Texas Adequate Yearly Progress (AYP) ratings for each of the middle school campuses during the 2011-2012 school year, but not for the 2012-2013 school year. The United States Department of Education granted Texas a conditional waiver for specific provisions to the No Child Left Behind (NCLB) Act of 2001. This waiver released Texas school districts in 2013 from meeting certain provision of the No Child Left Behind Act of 2001 and allowed for a new basis for evaluating ongoing student performance and accountability, replacing the prior AYP provision. Likewise, for state accountability the researcher gathered only the 2013 state accountability ratings because no state ratings were assigned during the 2011-2012 school year.

Variables. This study looked at correlations amongst different variables tied to the research questions. This examination identified the following key variables for consideration: campus characteristics, principals' beliefs, background knowledge, education setting, years of experience, school size, geographic area, and federal and state accountability. Table 1 shows how data was gathered to explore these variables and link them with each of the research questions.

Table 1

Variables, Data Sources, and Research Question Comparison

Variable	Data Source	Research Questions
Campus Characteristic Identity	ALLI survey items 11-30	1, 2, 3
Principals' Beliefs Identity	ALLI survey items 31-42	1, 2, 3
Background Knowledge	ALLI survey items 51, 52, 54, & 56	2, 3
Education Setting	ALLI survey items 49, 50, 53, & 55	2, 3
Years of Experience	ALLI survey items 47 & 48	2, 3
School Size	ALLI survey items 3 & 8	2, 3
Geographic Area	Academic Excellence Indicator System Reports	2, 3
Federal Accountability	Academic Excellence Indicator System Reports	2, 3
State Accountability	Academic Excellence Indicator System Reports	2, 3

Open-Ended Survey Questions

Four open-ended questions that asked administrators to elaborate on their experience and beliefs about literacy instruction were exported from SurveyMonkey for analysis. For this study, a deductive approach based on conceptual analysis was used to analyze questions in order to quantify responses. Palmquist, Carley, and Dale (1997) maintained that conceptual analysis begins with a concept chosen for examination followed by analysis utilizing quantifiable methods. Similar to thematic analysis, this method focused on examining the number of occurrences of selected implicit or explicit terms or phrases within the open-ended question responses. Analysis began with the researcher determining two levels of analysis to employ.

First level coding was applied to code responses into manageable content categories. The number of categories created depended on the responses for each of the four open-ended questions. Codes consisted of either a word, set of words, or phrases. From these coded words, sets of words, or phrases an interactive set of concepts was utilized for categories. Next, terms were tallied for a total count in each coded category. Terms were selected based on whether they exactly matched the category or implicitly held the same meaning. For example, for the question *Describe how your beliefs about literacy instruction came about*, one category was coded as "background knowledge and personal experience." During analysis responses were explicitly coded when an item listed sets of words or phrases like, *my experience as,* or *my own experience in*. However, implicit responses were also included when an item listed sets of words or phrases such as *through my role as a*, or *from years in public education*.

Second level coding was used to determine how much flexibility would be exercised to redefine categories based on low frequency counts. Categories that received extremely low counts were then reanalyzed to see if codes could be recategorized or combined with an existing category. Codes were then re-tallied to determine which word, set of words, or phrases that were similar in meaning and could be coded within the same category. Recoding thus allowed for higher frequency counts for each category.

Data Collection

Data collection began once permission from IRB was fully granted in September 2013 and was completed in February 2014. Based on a 15% response rate, the suggested sample size consisted of approximately 272 administrators from a total population of 1810 public schools gathered from the AskTed website. A recruitment email explaining the study was sent to the selected administrators using blinded carbon copy to ensure confidentiality. See Appendix B for

a copy of the recruitment email. Responses to the recruitment email resulted in an adjusted sample size from 272 to 249 based on the following reasons:

1. a total of 104 emails were undeliverable and bounced back,
2. a total of 22 administrators responded stating that they did not meet participation criteria, and
3. a total of 24 administrators were denied district permission to participate.

Maximizing Response Rate

After adjusting the original sample size, a second email was sent including the consent and confidentiality information. See Appendix C for a copy of the consent and confidentially form. Also contained in this email was a link to the survey, designed and managed using SurveyMonkey. After the second email a waiting period of one week occurred, after which the response rate was determined. The rate was low and a reminder email was sent. This process was repeated weekly over the course of five months until a response rate of 15% was achieved. Upon concluding the data collection for the ALLI survey the following notations were made:

1. a total of 26 administrators declined via email,
2. a total of 146 opted out through the SurveyMonkey website,
3. a total of 1174 did not respond to the survey,
4. a total of 49 partially completed the survey, and
5. a total of 265 completely responded to the survey.

Additionally, it was noted that nine participants that completely responded to the survey reported that they were not acting as administrators during the 2010-2011 and/or the 2012-2013 school years, but that the 2013-2014 school year was their first year as a middle school administrator.

After a review, it was determined that these administrators still met the criteria for the convenience sample and the decision was made to include these nine into the final sample.

Data Analysis

The dependent or outcome variables in this study were the NPCL and CCL identities. Exploratory factor analysis was used to determine identity saliencies. Generally, factor analysis reduces a larger set of variables into a smaller set of factors and accounts for a large portion of the total variability in the items (Field, 2009). It was speculated that at least two factors would be represented by sets of items within each category due to the explicitness of the design. Exploratory factor analysis was utilized in lieu of confirmatory factor analysis to discover the true factor structure of the survey and examine its internal reliability in both categories. This decision was made to gather validity evidence to support that scores from this instrument were a valid assessment of the NPCL and CCL identities combined with the *autonomous* and *ideological* models of literacy. After using factor analysis to determine reliability for the CCL and NPCL identities within campus characteristics and principals' beliefs composite scores were created. Systems missing scores represented administrators whose responses totaled a neutral score, and therefore were not capable of being placed in either identity. See Table 2 for an overview of the category, variables, and levels for the dependent variables.

Table 2

Categories, Variables, and Levels for Dependent Variables

Category	Variables
Campus Characteristics	(1) NPCL (2) CCL
Principals' Beliefs	(1) NPCL (2) CCL

The independent or predictor variables in this study were administrators' knowledge, practices and beliefs of literacy along with federal and state accountability ratings, all of which were measured using both categorical and continuous data (See Table 3).

Table 3

Categories and Variables for Independent Variables

Category	Variable
Background Knowledge	Focus of bachelor's degrees
	Focus of highest degree earned
	Number of graduate courses in reading or literacy
	Principal certification
Education Setting	Bachelor's degrees
	Master's degrees
	Doctorate degrees (if applicable)
Years of Experience	Total years in education
	Total years as principal or assistant principal
School Size	2011-2012
	2012-2013
Geographic Area	2011-2012
	2012-2013
Federal Accountability	2012 Texas AYP
	Missed 2012 Texas AYP for Reading Performance
State Accountability	2013 Texas Accountability rating
	2013 Texas ELA Distinction Designation rating

Summary

This study investigated specific curriculum leader identities in relation to the literacy practices and beliefs held by middle school administrators throughout Texas. Participants consisted of principals and assistant principals whose campuses varied in size and student enrollment. Data collection instruments included a researcher created survey along with demographic information and federal and state accountability ratings. To quantitatively examine curriculum leader identities this study considered campus characteristics, principals' beliefs, background knowledge, years of experience, school size, geographic area, and federal and state accountability as key variables. Data analysis began with an exploratory factorial analysis to test the validity and reliability of the researcher created survey and to isolate identities. Analysis continued with logistic regression to examine influencing factors and concluded with conceptual analysis of four open-ended survey items. Chapter 4 reports the findings from data analysis and is presented in two parts.

CHAPTER IV: RESULTS

The purpose of this study was to gather quantifiable data to investigate administrator identity in relation to the literacy practices and beliefs held by middle school administrators in Texas. To examine identity this study considered the following key variables: campus characteristics, principals' beliefs, background knowledge, education setting, years of experience, school size, geographic area, and federal and state accountability. Data analysis began with an exploratory factorial analysis to test the validity and reliability of the researcher created survey and to isolate identities. Analysis continued with logistic regression to examine influencing factors and concluded with a conceptual analysis of four open-ended survey items. The research questions guiding this study were:

1. In terms of campus characteristics and principals' beliefs, what salience hierarchies exist that may include Ylimaki's (2012) New Professional Curriculum Leader and Critical Curriculum Leader identities?
2. In terms of campus characteristics and principals' beliefs, does a relationship exist between an administrator's demographics and their salience hierarchy?
3. In terms of campus characteristics and principals' beliefs, do administrators' demographics predict identity?
4. What experiences with literacy instruction do administrators report influencing their literacy beliefs?

This chapter presents the findings of this study in two parts. Part I reports descriptive statistics to describe the population, while Part II reports inferential statistics and lays out the statistical analysis of the data as it pertains to each research question. The chapter concludes with a summary of the findings.

Part I: Descriptive Statistics

Description of Population

Participants in this study consisted of 265 middle school principals and assistant principals serving public school students in all geographic regions in Texas. Demographic information was collected using the Administrators as Literacy Leaders Identifier (ALLI) survey for the categories of background knowledge, education setting, years of experience and school size. Additional data for geographic area and accountability were collected from the Texas Education Agency website using Academic Excellence Indicator System (AEIS) reports for each middle school campus where participants reported being an administer of record.

Background Knowledge

Participants were asked to manually type in the focus of their bachelor's degrees. During data analysis more than one variable had expected counts less than 5. Items were subsequently coded into three levels: (1) core subject or interdisciplinary, (2) education (i.e. early childhood, elementary, secondary or special education), and (3) other (i.e. physical education, career and technical education, languages other than English, or fine arts). Results are shown in Table 4.

Table 4

Background Knowledge: Focus of Bachelor's Degrees

Variable	Category	N	%
Focus of bachelor's degrees	core subject or interdisciplinary	130	49.1
	education	64	24.2
	other	71	26.8

When examining the highest degree earned by administrators, 87% reported they held master's degrees, and 13% held doctorate degrees. When asked the focus of their highest degree, again administrators manually typed their responses. Items were re-coded to account for expected counts less than 5. Re-coding grouped responses into three levels: (1) education administration or leadership, (2) curriculum and instruction, and (3) other (i.e. mid-management or a master's in education). Results are shown in Table 5.

Table 5

Background Knowledge: Focus of Highest Degrees

Variable	Category	N	%
Focus of highest degrees	education administration or leadership	181	68.3
	curriculum and instruction	13	4.9
	mid-management or hold a master's in education	71	26.8

Background information collected on participants also included the number of graduate level courses administrators took in reading or literacy and the sources of information and training administrators used to keep themselves updated on literacy instruction. Results are shown in Tables 6 and 7.

Table 6

Background Knowledge: Number of Graduate Level Courses in Reading or Literacy

Variable	Category	N	%
Number of graduate level courses	none	74	27.9
	1-2	90	34.0
	3-5	53	20.0
	more than 5	48	18.1

When asked how they kept updated on literacy instruction, administrators were given a list with several resource options. An examination of this data revealed that the two most used resources were professional development workshops (94%) and professional education magazines with an educational leadership focus (73%). The two least used resources reported were college textbooks focused on literacy (7%) and online graduate courses (13%). See Table 7 for a complete list.

Table 7

Resources Administrators Use to Keep Themselves Updated on Literacy Instruction

Resource	Percent
Professional development workshops	94.0%
Professional education magazines with educational leadership focus	72.5%
Professional education magazines with curriculum leadership focus	55.8%
Personal contacts with specialist in literacy	55.5%
Professional journals with educational leadership focus	54.3%
Online research articles on literacy	54.3%
Professional journals with curriculum leadership focus	40.4%
Newspaper or newsletter articles about literacy issues	27.5%
National and international conferences	24.2%
Membership in professional organizations that emphasize literacy instruction	21.9%
Professional education magazines with a literacy focus	21.5%
Professional journals with literacy focus	18.9%
Graduate courses in a traditional classroom setting	16.6%
Online graduate courses	12.8%
College textbooks focused on literacy	6.80%

Education Setting

Data collected for education setting included the type of setting of the administrator's bachelor's degrees, master's degrees, and principal certification. Results are shown in Tables 8 through 10.

Table 8

Education Setting: Bachelor's Degrees

Variable	Category	N	%
Setting of bachelor's degrees	online setting	0	0.0
	traditional classroom setting	255	96.2
	mixture of online and traditional setting	10	3.8

Table 9

Education Setting: Master's Degrees

Variable	Category	N	%
Setting of master's degrees	online setting	17	6.4
	traditional classroom setting	205	77.4
	mixture of online and traditional setting	43	16.2

Table 10

Education Setting: Principal's Certification

Variable	Category	N	%
Setting of principal's certification	university based program	245	92.5
	alternative certification	20	7.5

Administrators whose highest degree is a doctorate reported that 46% earned their degree in a traditional setting, 21% earned it online, and 33% earned it in a mixed online and traditional setting. However, the number of participants who reported on this item (n = 78) did

not match the number of those who reported that their highest degree earned was a doctorate degree (n = 35). Therefore, this item was removed from the reminder of the analysis.

Years of Experience

For the category of years of experience administrators reported the total number of years they have been in education and the total number of years they have been a principal or assistant principal. Less than 1% reported they had 1-5 years of experience, 5% reported having 6-10 years of experience, 44% reported having 11-20 years of experience, and 51% reported they had over 20 years of experience. During data analysis more than one variable had expected counts of less than 5. Consequently, years of experience in education was re-coded into two levels; 1-20 years, and more than 20 years. Results are shown in Table 11.

Table 11

Years of Experience: Total Years in Education

Variable	Category	N	%
Total years in education	1-20 years	131	49.4
	More than 20 years	134	50.6

Results for years of experience as principal or assistant principal showed that 5% had 0-2 years of experience, 15% had 3-5 years of experience, 40% had 6-10 years of experience, 30% had 11-20 years of experience, and 6% had over 20 years of experience. As with years of experience in education this item was re-coded into the following levels: 1-10 years of experience as a principal and/or assistant principal, and more than 10 years of experience. Results are shown in Table 12.

Table 12

Years of Experience: Total Years as Principal or Assistant Principal

Variable	Category	N	%
Total years as a principal	1-10 years	169	63.8
or assistant principal	More than 10 years	96	36.2

School Size

The school size for each administrator's campus was reported for the 2011-2012 and the 2012-2013 school years. Data analysis for this variable only included administrators reporting they were an administrator of record during each school year analyzed. In terms of school size in the 2011-2012 school year (n = 202) 18% of administrators were assinged to schools with a campus population of under 200 students, 17% had 201-400 students, 14% had 401-600 students, 51% had more than 600 students. School size (n = 253) reported in the 2012-2013 school year showed that 17% of administrators were assigned to schools with a campus population of under 200 students, 18% had 201-400 students, 13% had 401-600 students, and 53% had more than 600 students.

Geographic Area

The geographic area for each administrator's campus was gathered for the 2011-2012 and 2012-2013 school years. For administrators who were principals or assistant principals in the 2011-2012 school year (n = 202), 32% were from the Gulf Coast region, 24% were from the Piney Woods/Prairie region, 26% were from the Hill Country region, 9% were from the Panhandle/South Plains, and 9% were from the Mountains/Basins region. Consequently,

geographic area was re-coded because more than one variable had expected counts of less than 5. Re-coded results are shown in Table 13.

Table 13

Geographic Area 2011-2012

Variable	Category	N	%
Geographic area	Gulf Coast and Piney Wood/Prairie	114	43.0
	Hill Country, Panhandle/South Plains and Mountain and Basins	88	33.2

Geographic area for administrators reporting they were principals or assistant principals during the 2012-2013 school year (n = 252), showed that 33% were from the Gulf Coast region, 23% were from the Piney Woods/Prairie region, 27% were from the Hill Country region, 8% were from the Panhandle/South Plains, and 8% were from the Mountains/Basins region. Again, this variable had expected counts of less than 5 and was re-coded into the same two levels used for the 2011-2012 geographic area data. See Table 14 for results.

Table 14

Geographic Area 2012-2013

Variable	Category	N	%
Geographic Area	Gulf Coast and Piney Wood/Prairie	142	53.6
	Hill Country, Panhandle/South Plains and Mountain and Basins	110	41.5

Federal and State Accountability

The final descriptor of the population related to federal and state accountability ratings each campus received during the 2011-2012 and 2012-2013 school years. For these variables all administrators (n = 265) were included in the analysis since federal accountability ratings counted only for 2011-2012, and state accountability ratings counted only for 2012-2013. Furthermore, the researcher felt that both ratings were necessary in order to establish the professional landscape administrators were immersed in whether they were a principal, assistant principal, or pre-service administrator between 2011 and 2013. See Tables 15 and 16 for results.

Table 15

Accountability: Federal Accountability (2012 Texas AYP)

Variable	Category	N	%
2012 Texas AYP	meets 2012 Texas AYP	84	31.7
	missed 2012 Texas AYP	175	66.0
	not evaluated	4	1.5
	rating not available	2	.8

From this data it was also noted that of those campuses that missed 2012 Texas AYP (n = 175), 71% missed because of reading performance.

Table 16

Accountability: State Accountability (2013 Texas Accountability)

Variable	Category	N	%
2013 Texas Accountability	Met Standard	247	93.2
	Improvement Required	14	5.3
	Not Rated	2	.8
	Rating not available	2	.8

In addition to state accountability ratings, 2013 Texas Distinction Designations for academic achievement in Reading/English Language Arts (ELA) were also examined. For campuses whose administrators participated in the study (n = 265), 30% earned distinction in Reading/ELA, 63% earned no distinction, 5% did not qualify for distinction, less than 1% were not rated, and less than 1% did not have data available to make a determination.

Part II – Inferential Statistics

Research Question 1

Research question 1 examined what identities Texas middle school administrators have in regards to their literacy practices. Question 1 asked: In terms of campus characteristics and principals' beliefs, what salience hierarchies exist that may include Ylimaki's (2012) New Professional Curriculum Leader and Critical Curriculum Leader identities? The statistical analysis used to determine administrator identity was exploratory factor analysis.

Factor Analysis Results. The primary use of factorial analysis was (1) to test the validity and reliability of the Administrators as Literacy Leaders Identifier (ALLI) survey and (2) explore the factor structure of item responses to detect identity saliencies. Survey items were

explicitly written to align with characteristics of Ylimaki's (2012) New Professional Curriculum Leader (NPCL) and Critical Curriculum Leader (CCL) identities and the *autonomous* and *ideological* literacy models in order to collect dichotomous data using a short ordinal scale. To pinpoint which items were designed to fit the NPCL (*autonomous*) identity in the Statistical Package for the Social Sciences (SPSS), each NPCL item was labeled with an "A" at the end of the item name. CCL (*ideological*) identity items were labeled with a "B" at the end of the item name. Appendix D and Appendix E provide detailed listings of each survey item along with assigned item labels within SPSS.

Item responses were collected for two categories, campus characteristics and principals' beliefs (again see Appendix D and Appendix E). Category one, campus characteristics, was comprised of 20 Likert scale items, and category two, principals' beliefs, had 12 Likert scale items. For both categories a principal component analysis (PCA) with a varimax (orthogonal) rotation was conducted using data from the 265 participants. PCA was used because the main intent of the study was to identify and compute composite scores for the NPCL and CCL identities and then use logistic regression to examine relationships among variables. Because PCA is concerned with establishing which linear components exist within the data and how particular variables contribute to that component (Field, 2009), it was considered the most appropriate form of analysis. Descriptive statistics of item responses for both categories is presented in Table 17 for campus characteristics and Table 18 for principals' beliefs. Analysis of this data demonstrated that the standard deviations for both categories are smaller than the respective means and that no one standard deviation within each category stood out as remarkably larger than any other variable.

Table 17

Descriptive Statistics for Campus Characteristics

	Mean	Std. Deviation	N
CC01A	1.58	.564	265
CC02B	1.83	.736	265
CC03A	2.28	.874	265
CC04B	2.03	.757	265
CC05A	1.85	.579	265
CC06B	2.76	.633	265
CC07A	1.86	.596	265
CC08B	2.35	.697	265
CC09A	1.93	.566	265
CC10B	2.69	.680	265
CC11A	2.15	.791	265
CC12B	1.89	.674	265
CC13A	2.76	.807	265
CC14B	1.82	.729	265
CC15A	1.68	.568	265
CC16B	2.77	.816	265
CC17A	2.12	.783	265
CC18B	2.35	.658	265
CC19A	1.94	.587	265
CC20B	2.55	.716	265

Table 18

Descriptive Statistics for Principals' Beliefs

	Mean	Std. Deviation	N
PB01A	2.76	.877	265
PB02B	1.73	.606	265
PB03A	2.50	.870	265
PB04B	1.96	.589	265
PB05A	2.48	.728	265
PB06B	1.77	.530	265
PB07A	3.00	.763	265
PB08B	1.72	.585	265
PB09A	2.16	.733	265
PB10B	1.88	.607	265
PB11A	2.71	.739	265
PB12B	1.71	.542	265

The factorability of the campus characteristics and principals' beliefs items were also examined. First, an examination of the Kaiser-Meyer Olkin (KMO) measure of sampling adequacy suggested that both measures were above the commonly recommended value of .6, and therefore factorable (campus characteristic KMO = .885) (principals' beliefs KMO = .746). Next, it was observed that 18 of the 20 items for campus characteristics and 10 of the 12 items for principals' beliefs correlated at .3 with at least one other item; again suggesting reasonable factorability (see Appendix F and Appendix G). Also, a Bartlett's test of sphericity for both categories was highly significant ($p < .001$), and the diagonals of the anti-image correlation

matrix were over .5 for campus characterizes (except for item CC12B which was .495) and .6 for principals' beliefs (see Appendix H and Appendix I).

And finally, communalities were above .4 but not greater than .658 for campus characteristics, and above .292 but not greater than .612 for principals' beliefs (see Table 19 and Table 20). Given these multiple indicators, the factor analysis was considered suitable for all 20 items for campus characteristics and the 12 items for principals' beliefs (Field, 2009).

Table 19

Communalities for Campus Characteristics

	Initial	Extraction
CC01A	1.000	.502
CC02B	1.000	.578
CC03A	1.000	.605
CC04B	1.000	.461
CC05A	1.000	.415
CC06B	1.000	.576
CC07A	1.000	.510
CC08B	1.000	.545
CC09A	1.000	.465
CC10B	1.000	.617
CC11A	1.000	.439
CC12B	1.000	.587
CC13A	1.000	.658
CC14B	1.000	.589
CC15A	1.000	.496
CC16B	1.000	.535
CC17A	1.000	.540
CC18B	1.000	.438
CC19A	1.000	.537
CC20B	1.000	.498

Extraction Method: Principal Component Analysis.

Table 20

Communalities for Principals' Beliefs

	Initial	Extraction
PB01A	1.000	.388
PB02B	1.000	.303
PB03A	1.000	.165
PB04B	1.000	.364
PB05A	1.000	.550
PB06B	1.000	.350
PB07A	1.000	.612
PB08B	1.000	.531
PB09A	1.000	.292
PB10B	1.000	.420
PB11A	1.000	.522
PB12B	1.000	.467

Extraction Method: Principal Component Analysis.

Next, the Kaiser's rule was used to determine which factors could be used for interpretation and extraction. By default SPSS uses Kaiser's criterion of retaining factors with eigenvalues greater than 1, which allowed the researcher to decide which factors to retain and which to discard for further analysis (Field, 2009). Using this rule, four factors were suggested for extraction for campus characteristics; Appendix J lists the eigenvalues associated with each factor before and after extraction, as well as after rotation.

Initial eigenvalues specified that the first four factors explained 30%, 9%, 7%, and 5% of the variance respectively, and together explained roughly 53% of total variance. The fifth

through seventeenth factors explained 34% of the variance, and the last three factors of eighteen, nineteen, and twenty had eigenvalues just over one; explaining 4% of the total variance. However, because the first two factors explained 40% of the variance, and the third and fourth factors explained only an additional 13% of variance, a two factor solution was preferred. What's more, the two factor solution is favored because: (1) it supported the use of two identities, (2) there was evidence of leveling off of eigenvalues on the scree plot after the third factor (see Figure 2), and (3) there was an insufficient number of primary loadings in the third and fourth factors, thus leading to difficulty in interpreting the subsequent factors.

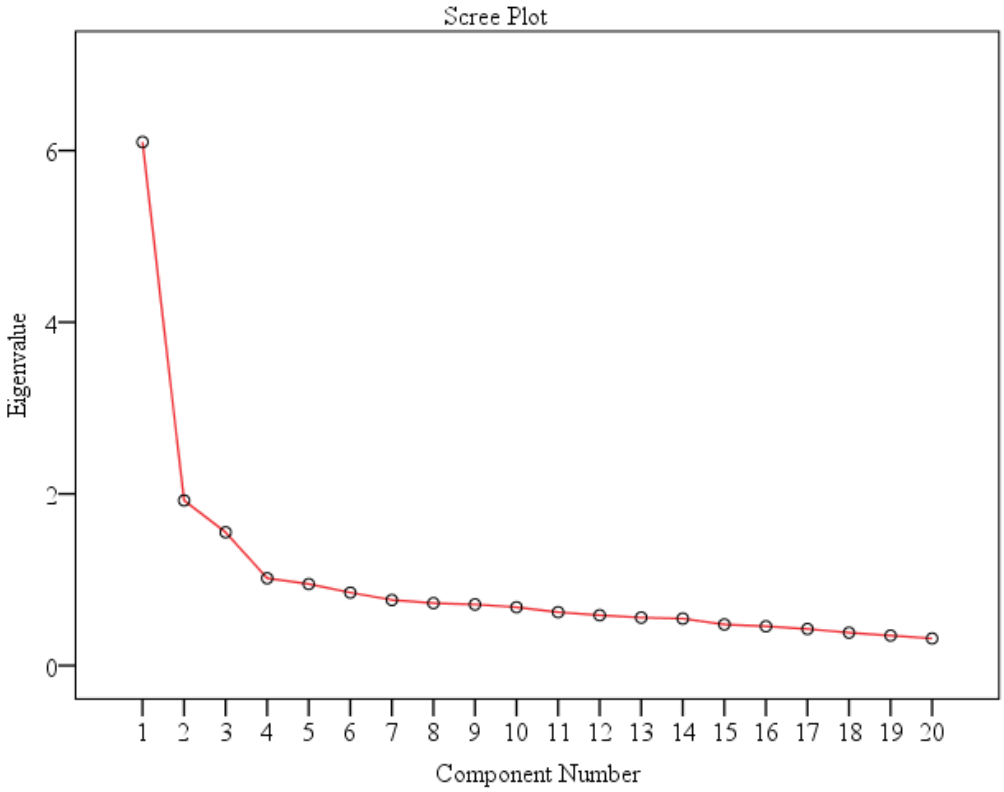

Figure 2: Scree plot for campus characteristics

Again using the Kaiser's criterion, two factors were suggested for extraction for the principals' beliefs items. Appendix K lists the eigenvalues associated with each factor before and after extraction, and after rotation. Eigenvalues confirmed that the first two factors

explained 22% and 19% of the variance respectively, and together explained roughly 41% of total variance. However, even though the third through twelfth factors explained the remaining 59% of the variance, the scree plot (see Figure 3) showed that after Factor 3 it begins to tail off. This made it difficult to interpret factors beyond Factor 3 for principals' beliefs.

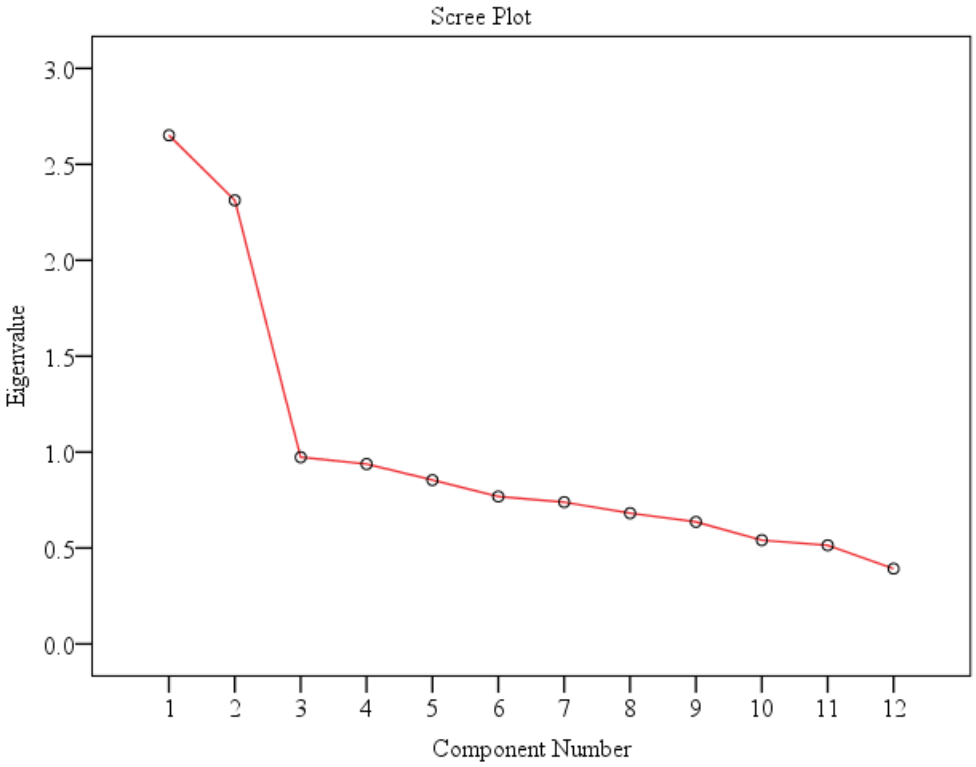

Figure 3. Scree plot for principals' beliefs

Following the EFA, items within each category were further analyzed to ensure proper placement within each factor. Also at this time Factor 1 was labeled as the CCL identity, while Factor 2 was labeled as the NPCL identity. For campus characteristics the rotated component matrix from a second EFA with a fixed set of 2 factors was used to determine which items were best aligned to either the NPCL or CCL identities (see Table 21). From this analysis the following things were considered. First, although item CC01A (an NPCL item) had a higher

CCL score, it was decided that it would remain with the NPCL identity. Second, items CC05A and CC09A (both NPCL items) scored in both identities. However, these items had higher NPCL scores and therefore remained with the NPCL identity. And finally, items CC11A and CC17A (both NPCL items) had higher CCL scores and were considered to be better suited to this identity; therefore, the decision was made to align them with the CCL identity.

Table 21

Campus Characteristics Rotated Component Matrix[a]

	Component	
	CCL Identity	NPCL Identity
CC01A	.498	.353
CC02B	.609	
CC03A		.487
CC04B	.581	
CC05A	.404	.442
CC06B	.688	
CC07A		.615
CC08B	.687	
CC09A	.477	.481
CC10B	.692	
CC11A	.514	.334
CC12B	.702	
CC13A		.390
CC14B	.575	
CC15A		.682
CC16B	.659	
CC17A	.485	.363
CC18B	.622	
CC19A		.708
CC20B	.645	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

Next, internal consistency for each identity was examined using Cronbach's alpha to determine the reliability of the items grouped within each identity for campus characteristics. For the CCL identity the following items were tested for reliability: CC02B, CC04B, CC06B, CC08B, CC10B, CC12B, CC14B, CC16B, CC18B, CC20B, CC11A, and CC17A. For the NPCL identity the following items were tested: CC01A, CC03A, CC05A, CC07A, CC09A, CC13A, CC15A, and CC19A. Alphas for both identities were acceptable: .865 for CCL (12 items) and .667 for NPCL (8 items).

This same process was used to determine which items belonged to the NPCL and CCL identities for principals' beliefs (See Table 22). Again the rotated component matrix from the EFA was used to determine which items were best aligned to either the NPCL or CCL identities.

Table 22

Principals' Beliefs Rotated Component Matrix[a]

	Component	
	CCL Identity	NPCL Identity
PB01A		.616
PB02B	.540	
PB03A	.319	.250
PB04B	.603	
PB05A		.736
PB06B	.566	
PB07A		.766
PB08B	.724	
PB09A		.515
PB10B	.648	
PB11A		.717
PB12B	.682	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

From this analysis the following things were considered. First, item PB03A (an NPCL item) had a higher CCL score and was considered more suited to this identity; therefore, it was aligned to the CCL identity. Next, internal consistency for each identity was examined using Cronbach's alpha to determine the reliability for the principals' beliefs items. For the CCL identity the following items were tested for reliability: PB02B, PB03A, PB04B, PB06B, PB08B,

PB10B, and PB12B. Similarly, for the NPCL identity the following items were tested: PB01A, PB05A, PB07A, PB09A, and PB11A. This resulted in alphas for the identities being .668 for CCL (7 items) and .704 for NPCL (5 items). As a result of this score, there was some debated on whether an alpha of .668 may be considered adequate when an alpha of .7 or higher is usually considered acceptable (Field, 2009). The removal of PB03A from both identities was considered because when removed the reliability coefficient alpha increased from .668 to .704. However, after further analysis the decision to include PB03A in the CCL identity was reached based on the subsequent criteria. First, the factor loading favored the CCL over the NPCL. Second, during identity scoring PB03A increased the number of administrators scored within CCL identity, from 10 to 21. And third, the rule of thumb of .7 for alpha is just that; when performing exploratory research, as is the case here, a slightly lower level of alpha should be tolerated (Field, 2009).

After determine reliability for the CCL and NPCL identities within campus characteristics and principals' beliefs, composite scores were created. Descriptive statistics of the scoring for each identity for both categories is presented in Table 23 for campus characteristics and Table 24 for principals' beliefs. Systems missing scores represent administrators whose responses totaled a neutral score, and therefore were not capable of being placed in either identity.

Table 23

Composite Scores for Campus Characteristics

		Frequency	Percent	Cumulative Percent
Valid	CCL Identity	199	75.1	79.3
	NPCL Identity	52	19.6	20.7
	Total	251	94.7	100.0
Missing	System (Neutral)	14	5.3	
Total		265	100.0	

Table 24

Composite Scores for Principals' Beliefs

		Frequency	Percent	Cumulative Percent
Valid	CCL Identity	21	7.9	8.2
	NPCL Identity	234	88.3	91.8
	Total	255	96.2	100.0
Missing	System (Neutral)	10	3.8	
Total		265	100.0	

Research Question 2

Research question 2 examined the relationships between an administrator's demographics and their salience hierarchy. Question 2 asked: In terms of campus characteristics and principals' beliefs, does a relationship exist between an administrator's demographics and their salience hierarchy? Following the creation of composite scores, crosstabulations and Pearson's

chi-square tests were used to analyze identity salience with demographic data for both campus characteristics and principals' beliefs.

Crosstabulations and Pearson's Chi-square. Key variables examined were background knowledge, education setting, years of experience, school size, geographic area, and federal and state accountability. Item responses with more than one frequency count of less than 5 were re-coded into new variables to meet the chi-square assumption. Items with only one frequency count of less than 5 were reported using Fisher's Exact Test when available. The total number of participants analyzed for campus characteristics and principals' beliefs fluctuates due to participants coded as system neutral and/or system missing.

Campus Characteristics

Background Knowledge. Crosstabulation results on the focus of administrators' bachelor's degrees (n = 251) revealed that 101 (81%) administrators with bachelor's degrees that focused on core subjects (or was interdisciplinary) had campus characteristics that aligned with the CCL identity, while 24 (19%) aligned with the NPCL identity. For administrators with bachelor's degrees that focused on education 51 (86%) had campus characteristics that aligned with the CCL identity, and 8 (14%) aligned with the NPCL identity. And, for administrators with bachelor's degrees that focused on physical education, career and technical education, languages other than English, or fine arts 47 (70%) had campus characteristics that aligned with the CCL identity, and 20 (30%) aligned with the NPCL identity. Chi-square tests indicated that this variable was approaching significance at the .05 level, X^2 (2, N= 251) = 5.418, p = .067.

For administrators' highest degree earned (n = 251) crosstabulation results showed that 179 (83%) administrators with master's degrees had campus characteristics that aligned with the CCL identity, while 38 (17%) aligned with the NPCL identity. For administrators with a

doctorate degree 20 (59%) had campus characteristics that aligned with the CCL identity, and 14 (41%) aligned with the NPCL identity. Chi-square tests resulted in statistical significance between variables X^2 (1, N= 251) = 10.022, p < .05 (see Table 25).

Table 25

Crosstabulation: Highest Degree Earned and Campus Characteristics

			Campus Characteristics		
			CCL Identity	NPCL Identity	Total
Highest Degree	Master's degrees	Count	179	38	217
Earned		% of Total	71.3%	15.1%	86.5%
	Doctorate degrees	Count	20	14	34
		% of Total	8.0%	5.6%	13.5%
Total		Count	199	52	251
		% of Total	79.3%	20.7%	100.0%

Crosstabulation results on the focus of the highest degree earned by administrators (*n* = 251) specified that 134 (78%) administrators with a focus in education administration (or leadership) had campus characteristics that aligned with the CCL identity, while 38 (22%) aligned with the NPCL identity. For administrators with a focus in curriculum and instruction 9 (69%) had campus characteristics that aligned with the CCL identity, and 4 (31%) aligned with the NPCL identity. And, for administrators whose degree focused on mid-management (or they hold a master's in education) 56 (85%) had campus characteristics that aligned with the CCL identity, and 10 (15%) aligned with the NPCL identity. Chi-square tests resulted in no statistical significance between variables. The count for administrators whose highest degree had a focus

in curriculum and instruction and aligned with the NPCL identity had an expected count of less than 5. A Freeman-Halton Test (Lowry, 2014) was used to calculate Fisher's Exact Test. Results of this analysis were $P_A = .300$ and $P_B = .300$, reaffirming that there was no statistical significance between these variables.

For the total number of graduate level courses administrators took in reading instruction or literacy ($n = 251$) crosstabulation results specified that 63 (89%) administrators who took no graduate level courses had campus characteristics that aligned with the CCL identity, while 8 (11%) aligned with the NPCL identity. For administrators who took 1-2 courses 69 (81%) had campus characteristics that aligned with the CCL identity, and 16 (19%) aligned with the NPCL identity. For administrators who took 3-5 courses 40 (77%) had campus characteristics that aligned with the CCL identity, and 12 (23%) aligned with the NPCL identity. And administrators who took more than 5 courses 27 (63%) had campus characteristics that aligned with the CCL identity, and 16 (37%) aligned with the NPCL identity. Chi-square tests resulted in statistical significance between variables X^2 (3, N= 251) = 11.342, $p < .05$ (see Table 26).

Table 26

Crosstabulation: Total Number of Graduate Level Courses and Campus Characteristics

			Campus Characteristics		
			CCL Identity	NPCL Identity	Total
Total Number of Graduate Level Courses Taken in Reading or Literacy	None	Count	63	8	71
		% of Total	25.1%	3.2%	28.3%
	1-2	Count	69	16	85
		% of Total	27.5%	6.4%	33.9%
	3-5	Count	40	12	52
		% of Total	15.9%	4.8%	20.7%
	More than 5	Count	27	16	43
		% of Total	10.8%	6.4%	17.1%
Total		Count	199	52	251
		% of Total	79.3%	20.7%	100.0%

Education Setting. When analyzing education setting (n = 251) crosstabulations and Pearson's chi-square tests showed that 183 (79%) administrators who earned their certification in a university based program had campus characteristics that aligned with the CCL identity, while 49 (21%) aligned with the NPCL identity. For administrators who reported earning their principal certification through an alternative certification program, 16 (84%) had campus characteristics that aligned with the CCL identity, and 3 (16%) aligned with the NPCL identity. However, administrators who earned their certification through alternative certification and had campus characteristics that aligned with the NPCL identity had an expected frequency count of

less than 5. Therefore, Fisher's Exact Test $p = .772$ was used to determine no statistical significance and that variables were independent of each other.

Similar results were obtained when analyzing how administrators earned their bachelor's degree ($n = 251$). Crosstabulation results indicated that 193 (80%) administrators who earned their certification in a traditional classroom setting had campus characteristics that aligned with the CCL identity, while 48 (20%) aligned with the NPCL identity. For administrators who reported a mixed online and traditional setting 6 (60%) had campus characteristics that aligned with the CCL identity, and 4 (40%) aligned with the NPCL identity. Administrators who reported a mixed online and traditional setting and had campus characteristics that aligned with the NPCL identity had an expected frequency count of less than 5. A chi-square test using Fisher's Exact Test $p = .223$ suggested no significance and that variables were independent of each other.

Crosstabulation results for the education setting of administrators' master's degrees ($n = 251$) revealed that 150 (78%) administrators who earn their master's degrees in a traditional classroom setting had campus characteristics that aligned with the CCL identity, while 42 (22%) aligned with the NPCL identity. For administrators who earned their master's degrees in an online setting 14 (88%) had campus characteristics that aligned with the CCL identity, and 2 (12%) aligned with the NPCL identity. And, for administrators who earn their master's degrees in a mixed online and traditional setting 35 (81%) had campus characteristics that aligned with the CCL identity, and 8 (19%) aligned with the NPCL identity. Chi-square tests resulted in no statistical significance between variables. However, the count for administrators who earned their master's degrees online and had campus characteristics that aligned with the NPCL identity had an expected count of less than 5. Because this was a 2X3 analysis SPSS would not

automatically calculate the Fisher's Exact Test. Therefore, a Freeman-Halton Test (Lowry, 2014) was used to calculate Fisher's Exact Test. Results of this analysis were $P_A = .750$ and $P_B = .750$, reaffirming there was no statistical significance between these variables.

Years of Experience. When analyzing years of experience ($n = 251$) crosstabulations and Pearson's chi-square tests determined that 101 (80%) administrators with 1-20 years of experience in education had campus characteristics that aligned with the CCL identity, while 26 (20%) aligned with the NPCL identity. For administrators who reported having more than 20 years in education 98 (79%) had campus characteristics that aligned with the CCL identity, while 26 (21%) aligned with the NPCL identity. A chi-square test using Fisher's Exact Test $p = 1.00$ suggested no significance and that the variables were independent of each other.

Crosstabulation results for years of experience as principal and/or assistant principal ($n = 251$) pointed out that 136 (84%) administrators with 1-10 years of experience as principal or assistant principal had campus characteristics that aligned with the CCL identity, and 26 (16%) aligned with the NPCL identity. For administrators with more than 20 years of experience as principal or assistant principal 63 (71%) had campus characteristics that aligned with the CCL identity, and 26 (29%) aligned with the NPCL identity. Chi-square tests resulted in statistical significance between variables X^2 (1, N= 251) = 6.060, $p < .05$ (see Table 27).

Table 27

Crosstabulation: Total Years as Principal or Assistant Principal and Campus Characteristics

			Campus Characteristics		
			CCL Identity	NPCL Identity	Total
Total Years as Principal or Assistant Principal	1-10 Years	Count	136	26	162
		% of Total	54.2%	10.4%	64.5%
	More than 10 Years	Count	63	26	89
		% of Total	25.1%	10.4%	35.5%
Total		Count	199	52	251
		% of Total	79.3%	20.7%	100.0%

School Size. Crosstabulation results for school size in the 2011-2012 school year (*n* = 191) showed that 26 (77%) administrators assigned to schools with a campus population under 200 students had campus characteristics that aligned with the CCL identity, while 8 (23%) aligned with the NPCL identity. For administrators assigned to schools with 201-400 students 26 (84%) had campus characteristics that aligned with the CCL identity, and 5 (16%) aligned with the NPCL identity. Administrators assigned to schools with 401-600 students 24 (86%) had campus characteristics that aligned with the CCL identity, and 4 (14%) aligned with the NPCL identity. And administrators assigned to schools with more than 600 students 76 (78%) had campus characteristics that aligned with the CCL identity, and 22 (22%) aligned with the NPCL identity. Chi-square tests resulted in no statistical significance between variables X^2 (3, N= 191) = 1.450, p = .694, and Fisher's Exact Test could not be used because this was a 2X4 analysis and the sample size was greater than 120 (Lowry, 2014).

Crosstabulation results for school size in 2012-2013 (n = 241) revealed that 31 (77%) administrators assigned to schools with a campus population of under 200 students had campus characteristics that aligned with the CCL identity, while 9 (23%) aligned with the NPCL identity. For administrators assigned to schools with 201-400 students 38 (88%) had campus characteristics that aligned with the CCL identity, and 5 (12%) aligned with the NPCL identity. Administrators assigned to schools with 401-600 students 26 (84%) had campus characteristics that aligned with the CCL identity, and 5 (16%) aligned with the NPCL identity. And administrators assigned to schools with more than 600 students 97 (76%) had campus characteristics that aligned with the CCL identity, and 30 (24%) aligned with the NPCL identity. Chi-square tests resulted in no statistical significance between variables X^2 (3, N= 241) = 3.314, p = .346.

Geographic Area. Crosstabulation results for geographic area in 2011-2012 (n = 191) specified that 81 (74%) administrators from the Gulf Coast and Piney Woods/Prairie regions had campus characteristics that aligned with the CCL identity, while 28 (26%) aligned with the NPCL identity. For administrators in the Hill Country, Panhandle/South Plains, and Mountains/Basins regions 71 (87%) had campus characteristics that aligned with the CCL identity, and 11 (13%) aligned with the NPCL identity. Chi-square tests resulted in statistical significance between variables X^2 (1, N= 191) = 4.338, p < .05 (see Table 28).

Table 28

Crosstabulation: Geographic Area 2011-2012 and Campus Characteristics

			Campus Characteristics		
			CCL Identity	NPCL Identity	Total
Geographic Area 11-12	Gulf Coast and Piney Woods/Prairie	Count	81	28	109
		% of Total	42.4%	14.7%	57.1%
	Hill Country, Panhandle/South Plains, and Mountains and Basins	Count	71	11	82
		% of Total	37.2%	5.8%	42.9%
Total		Count	152	39	191
		% of Total	79.6%	20.4%	100.0%

Crosstabulation results for geographic area in 2012-2013 (n = 240) suggested that 103 (75%) administrators from the Gulf Coast and Piney Woods/Prairie regions had campus characteristics that aligned with the CCL identity, while 34 (25%) aligned with the NPCL identity. For administrators in the Hill Country, Panhandle/South Plains, and Mountains/Basins regions, 88 (85%) had campus characteristics that aligned with the CCL identity, and 15 (15%) aligned with the NPCL identity. Chi-square tests resulted in borderline statistical significance between variables X^2 (1, N= 240) = 3.805, p = .051 (see Table 29).

Table 29

Crosstabulation: Geographic Area 2012-2013 and Campus Characteristics

			Campus Characteristics		
			CCL Identity	NPCL Identity	Total
Geographic Area 12-13	Gulf Coast and Piney Woods/Prairie	Count	103	34	137
		% of Total	42.9%	14.2%	57.1%
	Hill Country, Panhandle/South Plains, and Mountains and Basins	Count	88	15	103
		% of Total	36.7%	6.3%	42.9%
Total		Count	191	49	240
		% of Total	79.6%	20.4%	100.0%

Federal and State Accountability. Federal accountability included all administrators in the analysis since Texas Adequate Yearly Progress (AYP) ratings counted only for the 2011-2012 school year. The researcher also felt the ratings were necessary to establish a professional landscape. During crosstabulation campuses that were not evaluated and did not have data available were removed from the analysis. Results for 2012 Texas AYP (n = 245) revealed that the 52 (68%) campuses that met 2012 Texas AYP had campus characteristics that aligned with the CCL identity, while 25 (33%) aligned with the NPCL identity.

For campuses that missed 2012 Texas AYP 142 (84%) had campus characteristics that aligned with the CCL identity, and 26 (16%) aligned with the NPCL identity. From this analysis chi-square tests resulted in statistical significance between variables X^2 (1, N= 245) = 9.248, $p < .05$ (see Table 30).

Table 30

Crosstabulation: Federal Accountability (2012 Texas AYP) and Campus Characteristics

			Campus Characteristics		
			CCL Identity	NPCL Identity	Total
2012 Texas AYP	Meets 2012	Count	52	25	77
	Texas AYP	% of Total	21.2%	10.2%	31.4%
	Missed 2012	Count	142	26	168
	Texas AYP	% of Total	58.0%	10.6%	68.6%
Total		Count	194	51	245
		% of Total	79.2%	20.8%	100.0%

Of the campuses that missed 2012 Texas AYP (n = 175) 71% missed because of reading performance. During crosstabulation campuses that met 2012 Texas AYP, not evaluated, and did not have data available were removed from the analysis. Results for missing 2012 Texas AYP because of reading performance (n = 168) indicated that 99 (83%) campuses had campus characteristics that aligned with the CCL identity, while 20 (17%) aligned with the NPCL identity.

For the remaining campuses that missed 2012 Texas AYP due to mathematics or another reason, 43 (88%) had campus characteristics that aligned with the CCL identity, while 6 (12%) aligned with the NPCL identity. Chi-square tests resulted in no statistical significance between variables X^2 (1, N= 168) = .552, p = .457.

In reviewing 2013 state accountability ratings (n = 265) 93% of campuses whose administrators participated in the study Met Standards for 2013 Texas Accountability, 5% were

rated as Improvement Required, less than 1% were Not Rated, and another less than 1% did not have data available to make a determination. During crosstabulation campuses Not Rated and did not have data available were removed from the analysis. Results of crosstabulations and Pearson's chi-square tests for 2013 Texas Accountability (n = 247) determined that 183 (79%) campuses Met Standard and had campus characteristics that aligned with the CCL identity, while 50 (21%) aligned with the NPCL identity. For campuses who received a rating of Improvement Required 12 (86%) had campus characteristics that aligned with the CCL identity, and 2 (14%) aligned with the NPCL identity. However, it should be noted that the count for campuses that received an Improvement Required rating and had campus characteristics that aligned with the NPCL identity had an expected count of less than 5. Fisher's Exact Test p = .740 was used to determine no statistical significance and that variables were independent of each other.

In addition to 2013 Texas Accountability ratings, 2013 Texas Distinction Designations for academic achievement in Reading/English Language Arts (ELA) were examined. For campuses whose administrators (n = 265) participated in the study 30% earn Distinction in Reading/ELA, 63% earned no distinction, 5% did not qualify for distinction, less than 1% were Not Rated, and another less than 1% did not have data available to make a determination. During crosstabulation campuses Not Rated and those that did not have data available were removed from the analysis. Results (n = 233) specified that 55 (72%) campuses that earned academic distinction for Reading/ELA had campus characteristics that aligned with the CCL identity, while 21 (28%) aligned with the NPCL identity. For campuses who did not earn academic distinction for Reading/ELA 128 (82%) had campus characteristics that aligned with the CCL identity and 29 (18%) aligned with the NPCL identity. Chi-square tests resulted in no statistical significance between variables X^2 (1, N= 233) = 2.550, p = .110.

Principals' Beliefs

Background Knowledge. Crosstabulation results for the focus of administrators' bachelor's degrees (*n* = 255) showed that 11 (9%) administrators with bachelor's degrees that focused on core subjects (or was interdisciplinary) had principals' beliefs that aligned with the CCL identity, while 113 (91%) aligned with the NPCL identity. For administrators with bachelor's degrees that focused on education 3 (5%) had principals' beliefs that aligned with the CCL identity, and 59 (95%) aligned with the NPCL identity. And, for administrators with bachelor's degrees that focused on physical education, career and technical education, languages other than English, or fine arts 7 (10%) had principals' beliefs that aligned with the CCL identity, and 62 (90%) aligned with the NPCL identity. However, the count for administrators with bachelor's degrees that focused on education and had principals' beliefs that aligned with the CCL identity had an expected count of less than 5. Because this was a 2X3 analysis SPSS would not automatically calculate the Fisher's Exact Test. Therefore, a Freeman-Halton Test (Lowry, 2014) was used to calculate Fisher's Exact Test. Results of this analysis were $P_A = .533$ and $P_B = .533$, reaffirming there was no statistical significance between these variables.

For highest degree earned (*n* = 255) crosstabulation results revealed that 19 (9%) administrators with master's degrees had principals' beliefs that aligned with the CCL identity, while 201 (91%) aligned with the NPCL identity. For administrators with doctorate degrees 2 (6%) had principals' beliefs that aligned with the CCL identity, and 33 (94%) aligned with the NPCL identity. Fisher's Exact Test p = .748 was used to determine no statistical significance and that variables were independent of each other.

For the focus of the highest degree earned (*n* = 255) crosstabulation results specified that 11 (6%) administrators with a focus in educational administration (or leadership) had principals'

beliefs that aligned with the CCL identity, while 161 (94%) aligned with the NPCL identity. For administrators with a focus in curriculum and instruction 1 (8%) had principals' beliefs that aligned with the CCL identity, and 12 (92%) aligned with the NPCL identity. And, for administrators whose degree focused on mid-management (or they hold a master's in education) 9 (13%) had principals' beliefs that aligned with the CCL identity, and 61 (87%) aligned with the NPCL identity. Chi-square tests resulted in no statistical significance between variables. However, the count for administrators whose highest degree had a focus in curriculum and instruction and aligned with the NPCL identity had an expected count of less than 5. Again, this was a 2X3 analysis that SPSS would not calculate for the Fisher's Exact Test. Freeman-Halton Test (Lowry, 2014) was used to calculate Fisher's Exact Test and the results of this analysis were $P_A = .233$ and $P_B = .233$, reaffirming there was no statistical significance between these variables.

Crosstabulation results for the total number of graduate level courses administrators took in reading or literacy ($n = 255$) showed that 8 (11%) administrators that took no graduate level courses in reading or literacy had principals' beliefs that aligned with the CCL identity, while 63 (89%) aligned with the NPCL identity. For administrators who took 1-2 courses 5 (6%) had principals' beliefs that aligned with the CCL identity, and 80 (94%) aligned with the NPCL identity. Administrators who took 3-5 courses 6 (12%) had principals' beliefs that aligned with the CCL identity, and 45 (88%) aligned with the NPCL identity. And administrators who took more than 5 courses 2 (4%) had principals' beliefs that aligned with the CCL identity, and 45 (96%) aligned with the NPCL identity. Chi-square tests resulted in no statistical significance between variables X^2 (3, N= 255) = 3.223, p = .359. However, the count for administrators who

took more than 5 courses and aligned with the CCL identity had an expected count of less than 5. Since this was a 2X4 analysis SPSS could not calculate the Fisher's Exact Test.

Education Setting. Crosstabulations and Pearson's chi-square tests for the education setting (n = 255) indicated that 18 (8%) administrators who earned their principal certification in a university based program had principals' beliefs that aligned with the CCL identity, while 217 (92%) aligned with the NPCL identity. For administrators who reported earning their principal certification through an alternative certification program 3 (15%) had principals' beliefs that aligned with the CCL identity, and 17 (85%) aligned with the NPCL identity. However, the count for administrators who earned their principal certification through alternative certification and had principals' beliefs that aligned with the CCL identity had an expected count of less than 5. Therefore, Fisher's Exact Test p = .220 was used to determine no statistical significance and that variables were independent of each other.

For the setting of an administrators' bachelor's degrees (n = 255) crosstabulation results revealed that 20 (8%) administrators who earned their degree in a traditional classroom setting had principals' beliefs that aligned with the CCL identity, while 226 (92%) aligned with the NPCL identity. For administrators who reported a mixed online and traditional setting 1 (11%) had principals' beliefs that aligned with the CCL identity, and 8 (89%) aligned with the NPCL identity. Again, a chi-square test using Fisher's Exact Test p = .545 suggested no significance and that the variables were independent of each other.

For the setting of administrators' master's degrees (n = 255) crosstabulation results revealed that 15 (8%) administrators who earn their master's degrees in a traditional classroom setting had principals' beliefs that aligned with the CCL identity, while 180 (92%) aligned with the NPCL identity. For administrators who earned their master's degrees in an online setting 3

(18%) had principals' beliefs that aligned with the CCL identity, and 14 (82%) aligned with the NPCL identity. And, for administrators who earn their master's degrees in a mixed online and traditional setting 3 (7%) had principals' beliefs that aligned with the CCL identity, and 40 (93%) aligned with the NPCL identity. Chi-square tests resulted in no statistical significance between variables. The count for administrators who earned their master's degrees online and in a mixed online and traditional setting with principals' beliefs that aligned with the CCL identity had an expected count of less than 5. Because this was a 2X3 analysis SPSS would not automatically calculate the Fisher's Exact Test. Therefore, a Freeman-Halton Test (Lowry, 2014) was used to calculate Fisher's Exact Test. Results of this analysis were $P_A = .310$ and $P_B = .310$, reaffirming there was no statistical significance between these variables.

Years of Experience. When analyzing years of experience in education ($n = 255$) crosstabulations and Pearson's chi-square tests showed that 11 (9%) administrators with 1-20 years of experience in education had principals' beliefs that aligned with the CCL identity, while 115 (91%) aligned with the NPCL identity. For administrators who reported having more than 20 years in education 10 (8%) had principals' beliefs that aligned with the CCL identity, while 119 (92%) aligned with the NPCL identity. A chi-square test suggested no significance and that the variables were independent of each other X^2 (1, N= 255) = .081, p = .776.

For years of experience as principal and/or assistant principal ($n = 255$) crosstabulation results pointed out that 15 (9%) administrators with 1-10 years of experience as principal or assistant principal had principals' beliefs that aligned with the CCL identity, and 148 (91%) aligned with the NPCL identity. For administrators with more than 20 years of experience as principal or assistant principal 6 (7%) had principals' beliefs that aligned with the CCL identity,

and 86 (939%) aligned with the NPCL identity. Chi-square tests resulted in no statistical significance between variables X^2 (1, N= 255) = .559, p = .455.

School Size. Crosstabulation results for school size in the 2011-2012 school year (*n* = 195) revealed that 8 (12%) administrators assigned to schools with a campus population of under 400 students had principals' beliefs that aligned with the CCL identity, while 59 (88%) aligned with the NPCL identity. For administrators assigned to school with more than 400 students 7 (5%) had principals' beliefs that aligned with the CCL identity, and 121 (95%) aligned with the NPCL identity. Chi-square tests resulted in no statistical significance between variables X^2 (1, N= 195) = 2.594, p = .107.

School size in the 2012-2013 (*n* = 246) had crosstabulation results that indicated 11 (5%) administrators assigned to schools with a campus population of under 400 students had principals' beliefs that aligned with the CCL identity, while 74 (30%) aligned with the NPCL identity. For administrators assigned to school with more than 400 students 7 (3%) had principals' beliefs that aligned with the CCL identity, and 154 (67%) aligned with the NPCL identity. Chi-square tests resulted in statistical significance between variables X^2 (1, N= 246) = 6.058, p < .05 (see Table 31).

Table 31

Crosstabulation: School Size in 2012-2013 and Principals' Beliefs

			Principals' Beliefs		
			CCL Identity	NPCL Identity	Total
School Size in 2012-2013	Under 400	Count	11	74	85
		% of Total	4.5%	30.1%	34.6%
	More than 400	Count	7	154	161
		% of Total	2.8%	62.6%	65.4%
Total		Count	18	228	246
		% of Total	7.3%	92.7%	100.0%

Geographic Area. Crosstabulation results for geographic area in 2011-2012 (n = 195) specified that 8 (7%) administrators from the Gulf Coast and Piney Woods/Prairie regions had principals' beliefs that aligned with the CCL identity, while 101 (93%) aligned with the NPCL identity. For administrators in the Hill Country, Panhandle/South Plains, and Mountains/Basins regions 7 (8%) had principals' beliefs that aligned with the CCL identity, and 79 (92%) aligned with the NPCL identity. Chi-square tests resulted in no statistical significance between variables X^2 (1, N= 195) = .043, p = .835.

For geographic area in 2012-2013 (n = 245) crosstabulation results showed that 9 (7%) administrators from the Gulf Coast and Piney Woods/Prairie regions had principals' beliefs that aligned with the CCL identity, while 129 (93%) aligned with the NPCL identity. For administrators in the Hill Country, Panhandle/South Plains, and Mountains/Basins regions 9 (8%) had principals' beliefs that aligned with the CCL identity, and 98 (92%) aligned with the

NPCL identity. Chi-square tests resulted in no statistical significance between variables X^2 (1, N= 245) = .316, p = .574.

Federal and State Accountability. 2012 Texas AYP (*n* = 265) results revealed that 32% of campuses whose administrators participated in the study met 2012 Texas AYP, 66% missed AYP, 2% were Not Evaluated, and less than 1% did not have data available to make a determination. During crosstabulation those campuses Not Evaluated and did not have data available were removed from the analysis. Results 2012 Texas AYP (*n* = 249) indicated that 5 (6%) campuses that met 2012 Texas AYP had principals' beliefs that aligned with the CCL identity, while 77 (94%) aligned with the NPCL identity. For campuses that missed 2012 Texas AYP, 16 (10%) had principals' beliefs that aligned with the CCL identity, and 151 (90%) aligned with the NPCL identity. Chi-square tests resulted in no statistical significance between variables X^2 (1, N= 249) = .864, p = .353.

Additionally, crosstabulations and Pearson's chi-square tests were performed for those campuses that missed 2012 Texas AYP because of reading performance (*n* = 175). Results specified that of the campuses that missed 2012 Texas AYP, 13 (11%) campuses missed because of reading performance and had principals' beliefs that aligned with the CCL identity, while 106 (89%) aligned with the NPCL identity. For the remaining campuses that missed 2012 Texas AYP 3 (6%) missed AYP due to mathematics (or another reason) and had principals' beliefs that aligned with the CCL identity, while 45 (94%) aligned with the NPCL identity. Chi-square tests resulted in no statistical significance between variables X^2 (1, N= 167) = .863, p = .353, and Fisher's Exact Test p = .562.

In reviewing 2013 state accountability ratings (*n* = 265) 93% of campuses whose administrators participated in the study Met Standards for 2013 Texas Accountability, 5% were

rated as Improvement Required, less than 1% were Not Rated, and another less than 1% did not have data available to make a determination. During crosstabulation those campuses that were Not Rated and did not have data available were removed from the analysis. Further, crosstabulations and Pearson's chi-square tests revealed 18 (8%) campuses Met Standard and had principals' beliefs that aligned with the CCL identity, while 219 (92%) aligned with the NPCL identity. For campuses who received a rating of Improvement Required 2 (14%) had principals' beliefs that aligned with the CCL identity, and 12 (86%) aligned with the NPCL identity. Chi-square tests resulted in no statistical significance between variables X^2 (1, N= 251) = .807, p = .369, and Fisher's Exact Test p = .309.

As previously reported for campuses whose administrators (n = 265) participated in the study 30% earn distinction in Reading/ELA, 63% earned no distinction, 5% did not qualify for distinction, less than 1% were Not Rated, and another less than 1% did not have data available to make a determination. During crosstabulation campuses Not Rated and those that did not have data available were removed from the analysis. Results indicated 5 (6%) campuses that earned academic distinction for Reading/ELA had principals' beliefs that aligned with the CCL identity, while 72 (94%) aligned with the NPCL identity. For campuses who did not earn academic distinction for Reading/ELA, 13 (8%) had principals' beliefs that aligned with the CCL identity, and 147 (92%) aligned with the NPCL identity. Chi-square tests resulted in no statistical significance between variables X^2 (1, N= 237) = .197, p = .657.

Research Question 3

Research question 3 examined whether administrators' demographics can predict identity salience. Question 3 asked: In terms of campus characteristics and principals' beliefs, do

administrators' demographics predict identity? The statistical analysis used to determine predictability of identity was logistic regression.

Logistic Regression Results. Logistic regression was used in this analysis to examine factors influencing curriculum leader identity. Because of the dichotomous nature of the dependent variable of curriculum leader identity, binary logistic regression was considered a more appropriate analysis then multiple regression or discriminate analysis. Selected demographic variables (i.e. background knowledge, education setting, years of experience, school size, geographic area, and federal and state accountability) were examined as the independent variables. Like other methods of analysis, logistic regression analyzes both relationships and strengths among the variables to generate models to predict membership when two categorical outcomes exist (Field, 2009). Prior to running the logistic regression in SPSS, indicator coding was used to create variables to into dummy variables (Fields, 2009). With indicator coding, the coefficients for the new variables represent the effect of each category compared to a reference category. In both analyses (i.e. campus characteristics and principals' beliefs) the regression equation was built with the forced entry method, using the computationally more intensive likelihood-ratio (LR) test rather than the Wald statistic as the criterion for determining the model (Field, 2009).

All Variables in the Model. In terms of campus characteristic the model was statistically significant χ^2 (17) = 30.064, $p < .05$. The model explained 23.2% (Nagelkerke R^2) of the variance in the CCL identity, and classified 80.6% of cases. Sensitivity was 25.6%, specificity was 95.2%, positive predictive value was 58.8% and negative predictive value was 82.8% (see Table 32).

Table 32

Classification Table[a]: Model 1 – All Variables Included (Campus Characteristics)

			Predicted Campus Characteristics Scores		
	Observed		CCL	NPCL	Percentage Correct
Step 1	Campus Characteristics Identity Scores	CCL	140	7	95.2
		NPCL	29	10	25.6
	Percentage				80.6

a. The cut value is .500

Of the 17 predictor variables, how administrators earned bachelor's degrees (Setting_BA(1)), and the total years as principal or assistant principal (Years_Prin(1)) were statistically significant, as shown in Table 33. This suggested that in terms of campus characteristics administrators earning bachelor's degrees fully online or in a mixed online and traditional setting were 16.8 times more likely to have the NPCL identity than the CCL identity. Likewise, in terms of campus characteristics administrators with more than 10 years of experience as principal or assistant principal were 2.6 times more likely to have the NPCL identity than the CCL identity.

Table 33

Variables in the Equation: Model 1 – All Variables Included (Campus Characteristics)

								95% C.I.for EXP(B)	
		B	S.E.	Wald	df	Sig.	Exp(B)	Lower	Upper
Step 1[a]	Earn_ Prin(1)	.861	.834	1.066	1	.302	2.365	.462	12.118
	Setting_BA(1)	2.823	1.048	7.258	1	.007	16.832	2.158	131.276
	Setting_MS(1)	.026	.600	.002	1	.965	1.026	.317	3.328
	Focus_BA(1)	.223	.417	.285	1	.593	1.249	.552	2.828
	Highest_Dg(1)	.590	.522	1.281	1	.258	1.805	.649	5.018
	Focus_Highest_Dg(1)	-.356	.506	.496	1	.481	.700	.260	1.888
	Grad_ Courses(1)	.714	.432	2.740	1	.098	2.043	.877	4.759
	Years_Ed(1)	-.642	.479	1.795	1	.180	.526	.206	1.346
	Years_Prin(1)	.969	.481	4.055	1	.044	2.636	1.026	6.772
	Num_Stud_1112(1)	-.170	1.152	.022	1	.883	.844	.088	8.067
	Num_Stud_1213(1)	.139	1.177	.014	1	.906	1.149	.114	11.538
	Geo_Area_1112(1)	-1.842	1.120	2.706	1	.100	.159	.018	1.423
	Geo_Area_1213(1)	.832	1.056	.621	1	.431	2.299	.290	18.223
	AYP_2012(1)	-.776	.593	1.712	1	.191	.460	.144	1.472
	Missed_AYP_Reading(1)	-.244	.606	.162	1	.687	.784	.239	2.569
	State_2013(1)	-.634	1.181	.288	1	.591	.530	.052	5.367
	DD_2013(1)	-.239	.446	.287	1	.592	.787	.328	1.888
	Constant	-.923	.928	.989	1	.320	.397		

a. Variable(s) entered on step 1: Earn_Prin, Settinh_BA, Setting_MS, Focus_BA, Highest_DG, Focus_Highest_DG, Grad_Courses, Years_Ed, Years_Prin, Num_Stud_1112, Num_Stud_1213, Geo_Area_1112, Geo_Area_1213, AYP_2012, Missed_AYP_Reading, State_2013, DD_2013.

When analyzing principals' beliefs, the model was not statistically significant χ^2 (17) = 16.743, p = .472, explaining 19.8% (Nagelkerke R^2) of the variance in the NPCL identity, and classified 92.1% of cases. Sensitivity was 100%, specificity was 0%, positive predictive value was 92.1%, and negative predictive value was 0% (see Table 34). Additionally, none of the predictor variables were statistically significant.

Table 34

Classification Table[a]: Model 1 – All Variables Included (Principals' Beliefs)

			Predicted		
			Principals' Beliefs Scores		
	Observed		CCL	NPCL	Percentage Correct
Step 1	Principals' Beliefs Identity	CCL	0	15	.0
	Scores	NPCL	0	176	100.0
	Percentage				92.1

a. The cut value is .500

However, it should be noted that even though the Hosmer-Lemeshow test was non-significant, p = .700, expected frequencies for the CCL identity were lower than then recommended count of at least 5 (see Table 35). Therefore, additional tests were run to investigate relationships and strengths among the variables to generate additional models. Only models with statistical significant and expected frequencies of a least 5 are reported below.

Table 35

Contingency Table for Hosmer and Lemeshow Test: Model 1 – All Variables Included (Principals' Beliefs)

		Principals' Beliefs Identity Scores = CCL Identity		Principals' Beliefs Identity Scores = NPCL Identity		
		Observed	Expected	Observed	Expected	Total
Step 1	1	5	5.375	14	13.625	19
	2	3	3.012	16	15.988	19
	3	3	2.240	16	16.760	19
	4	0	1.419	19	17.581	19
	5	2	1.040	17	17.960	19
	6	0	.759	19	18.241	19
	7	1	.540	18	18.460	19
	8	1	.346	19	19.654	20
	9	0	.200	19	18.800	19
	10	0	.071	19	18.929	19

Background Knowledge, Education Setting, and Years of Experience. In terms of campus characteristic the model was statistically significant χ^2 (9) = 26.115, $p < .05$. The model explained 15.5% (Nagelkerke R^2) of the variance in the CCL identity, and classified 79.7% of cases. Sensitivity was 11.5%, specificity was 97.5%, positive predictive value was 54.5%, and negative predictive value was 80.8% (see Table 36).

Table 36

Classification Table[a]*: Model 2 – Background Knowledge, Education Setting, and Years of Experience*

			Predicted Campus Characteristics Scores		
	Observed		CCL	NPCL	Percentage Correct
Step 1	Campus Characteristics Identity Scores	CCL	194	5	97.5
		NPCL	46	6	11.5
	Overall Percentage				79.7

a. The cut value is .500

Of the nine predictor variables the education setting of administrators' bachelor's degrees (Setting_BA(1)), their highest degree earned (Highest_DG(1)), the total number of graduate level courses taken in reading or literacy (Grad_Courses(1)), and the total years as principal or assistant principal (Years_Prin(1)) were statistically significant, as shown in Table 37.

Table 37

Variables in the Equation: Model 2 – Background Knowledge, Education Setting, and Years of Experience

							95% C.I.for EXP(B)	
		B	S.E.	Wald	df	Sig.	Exp(B)	Lower	Upper
Step 1[a]	Earn_Prin(1)	.533	.723	.543	1	.461	1.704	.413	7.021
	Setting_BA(1)	1.907	.778	6.017	1	.014	6.736	1.467	30.927
	Setting_MS(1)	-.302	.473	.407	1	.524	.740	.293	1.868
	Focus_BA(1)	.265	.339	.612	1	.434	1.304	.671	2.532
	Highest_DG(1)	.895	.426	4.411	1	.036	2.447	1.062	5.639
	Focus_Highest_DG(1)	-.590	.408	2.091	1	.148	.555	.249	1.233
	Grad_Courses(1)	.912	.349	6.832	1	.009	2.489	1.256	4.931
	Years_Ed(1)	-.379	.394	.927	1	.336	.684	.316	1.481
	Years_Prin(1)	.985	.402	5.996	1	.014	2.677	1.217	5.886
	Constant	-2.142	.379	31.885	1	.000	.117		

a. Variable(s) entered on step 1: Earn_Prin, Setting_BA, Setting_MS, Focus_BA, Higest_DG, Focus_Highest_Dd, Grad_Course, Years_Ed, Years_Prin.

These results implied that in terms of campus characteristics administrators earning their bachelor's degrees fully online or in a mixed online and traditional setting were 6.7 times more likely to have the NPCL identity than the CCL identity. Likewise, administrators with doctorate degrees were 2.4 times more likely to have the NPCL identity than the CCL identity. Administrators with three or more graduate level courses taken in reading or literacy were 2.5

times more likely to have the NPCL identity than the CCL identity. And administrators with more than 10 years of experience as principal or assistant principal were 2.6 times more likely to have the NPCL identity than the CCL identity.

Background Knowledge, Education Setting, and Geographic Area. In terms of campus characteristic the model was statistically significant χ^2 (9) = 21.272, $p < .05$. The model explained 16.8% (Nagelkerke R^2) of the variance in the CCL identity, and classified 78.5% of cases. Sensitivity was 12.8%, specificity was 95.9%, positive predictive value was 45.5%, and negative predictive value was 80.5% (see Table 38).

Table 38

Classification Table[a]: Model 3 – Background Knowledge, Education Setting, and Geographic Area

			Predicted Campus Characteristics Scores		
	Observed		CCL	NPCL	Percentage Correct
Step 1	Campus Characteristics Identity Scores	CCL	141	6	95.9
		NPCL	34	5	12.8
	Percentage				78.5

a. The cut value is .500

Of the 10 predictor variables, how administrators earned their bachelor's degree (Setting_BA(1)) was statically significant. However, it is important to note that in this model Geographic Areas for 2011-2012 (Geo_Area_1112(1)) is approaching significance, $p = .064$ (see Table 39).

Table 39

Variables in the Equation: Model 3 – Background Knowledge, Education Setting, and Geographic Area

							95% C.I.for EXP(B)	
		B	S.E.	Wald	df	Sig.	Exp(B)	Lower	Upper
Step 1[a]	Earn_Prin(1)	.948	.787	1.452	1	.228	2.581	.552	12.063
	Setting_BA(1)	2.938	.999	8.642	1	.003	18.872	2.662	133.788
	Setting_MS(1)	-.148	.556	.071	1	.790	.863	.290	2.566
	Focus_BA(1)	.150	.398	.142	1	.707	1.162	.533	2.533
	Highest_DG(1)	.796	.481	2.745	1	.098	2.217	.864	5.687
	Focus_Highest_DG(1)	-.395	.479	.681	1	.409	.674	.264	1.722
	Grad_Courses(1)	.675	.406	2.763	1	.096	1.965	.886	4.357
	Geo_Area_1112(1)	-1.922	1.038	3.427	1	.064	.146	.019	1.120
	Geo_Area_1213(1)	.901	.980	.845	1	.358	2.462	.361	16.814
	Constant	-1.567	.397	15.612	1	.000	.209		

a. Variable(s) entered on step 1: Earn_Prin, Setting_BA, Setting_MS, Focus_BA, Higest_DG, Focus_Highest_Dd, Grad_Course, Geo_Area_1112, Geo_Area_1213.

These results specified that in terms of campus characteristics administrators earning their bachelor's degrees fully online or in a mixed online and traditional setting were 18.9 times more likely to have the NPCL identity than the CCL identity.

Background Knowledge, Education Setting, and Accountability. In terms of campus characteristic the model was statistically significant χ^2 (9) = 26.106, $p < .05$. The model

explained 15.4% (Nagelkerke R^2) of the variance in the CCL identity, and classified 81.7% of cases. Sensitivity was 17.3%, specificity was 98.5%, positive predictive value was 75%, and negative predictive value was 82% (see Table 40).

Table 40

Classification Table[a]: Model 4 – Background Knowledge, Education Setting, and Accountability

			Predicted Campus Characteristics Scores		
	Observed		CCL	NPCL	Percentage Correct
Step 1	Campus Characteristics Identity Scores	CCL	196	3	98.5
		NPCL	43	9	17.3
	Overall Percentage				81.7

a. The cut value is .500

Of the nine predictor variables the education setting of administrators' bachelor's degrees (Setting_BA(1)), their highest degree earned (Highest_DG(1)), and the total number of graduate level courses taken in reading or literacy (Grad_Courses(1)) were statically significant. However, it is important to note that in this model 2012 Texas AYP campus ratings (AYP_2012(1)) was approaching significance, $p = .051$ (see Table 41).

Table 41

Variables in the Equation: Model 4 – Background Knowledge, Education Setting, and Accountability

							95% C.I.for EXP(B)	
		B	S.E.	Wald	df	Sig.	Exp(B)	Lower	Upper
Step 1[a]	Earn_Prin(1)	.227	.723	.098	1	.754	1.254	.304	5.172
	Setting_BA(1)	1.526	.773	3.898	1	.048	4.598	1.011	20.912
	Setting_MS(1)	-.345	.459	.566	1	.452	.708	.288	1.740
	Focus_BA(1)	.255	.335	.580	1	.446	1.291	.669	2.490
	Highest_DG(1)	.934	.430	4.714	1	.030	2.546	1.095	5.918
	Focus_Highest_Dg(1)	-.564	.409	1.903	1	.168	.569	.255	1.268
	Grad_Courses(1)	.866	.346	6.265	1	.012	2.378	1.207	4.685
	AYP_2012(1)	-1.010	.517	3.815	1	.051	.364	.132	1.004
	Missed_AYP_Reading(1)	-.252	.517	.238	1	.626	.777	.282	2.140
	Constant	-1.107	.641	2.978	1	.084	.331		

a. Variable(s) entered on step 1: Earn_Prin, Setting_BA, Setting_MS, Focus_BA, Highest_Dg, Focus_Highest_Dg, Grad_Courses, AYP_2012, Missed_AYP_Reading.

This data indicated that in terms of campus characteristics administrators earning their bachelor's degrees fully online or in a mixed online and traditional setting were 4.5 times more likely to have the NPCL identity than the CCL identity. Likewise, administrators with doctorate degrees were 2.5 times more likely to have the NPCL identity than the CCL identity.

Administrators with three or more graduate level courses taken in reading or literacy were 2.4 times more likely to have the NPCL identity than the CCL identity.

Years of Experience and Geographic Area. In terms of campus characteristic the model was statistically significant χ^2 (4) = 10.500, $p < .05$. The model explained 8.6% (Nagelkerke R^2) of the variance in the CCL identity, and classified 78.5% of cases. Sensitivity was 0%, specificity was 99.3%, positive predictive value was 0%, and negative predictive value was 78.9% (see Table 42).

Table 42

Classification Table[a]: Model 5 – Years of Experience and Geographic Area

			Predicted Campus Characteristics Scores		
	Observed		CCL	NPCL	Percentage Correct
Step 1	Campus Characteristics Identity Scores	CCL	146	1	99.3
		NPCL	39	0	.0
	Overall Percentage				78.5

a. The cut value is .500

Of the four predictor variables total years as principal or assistant principal (Years_Prin(1)) was statically significant. However, it is important to note that in this model total years in education (Years_Ed(1)) was approaching significance, $p = .072$ (see Table 43). This revealed that administrators with more than 10 years of experience as principal or assistant principal were 2.3 times more likely to have the NPCL identity than the CCL identity.

Table 43

Variables in the Equation: Model 5 – Years of experience and Geographic Area

								95% C.I.for EXP(B)	
		B	S.E.	Wald	df	Sig.	Exp(B)	Lower	Upper
Step 1[a]	Years_Ed(1)	-.767	.426	3.239	1	.072	.464	.201	1.071
	Years_Prin(1)	.846	.426	3.945	1	.047	2.331	1.011	5.373
	Geo_Area_1112(1)	-1.351	.996	1.838	1	.175	.259	.037	1.826
	Geo_Area_1213(1)	.587	.971	.366	1	.545	1.799	.268	12.061
	Constant	-1.049	.332	9.970	1	.002	.350		

a. Variable(s) entered on step 1: Years_Ed, Years_Prin, Geo_Area_1112, Geo_Area_1213.

Years of Experience and Accountability. In terms of campus characteristic the model was statistically significant χ^2 (6) = 17.037, $p < .05$. The model explained 10.3% (Nagelkerke R^2) of the variance in the CCL identity, and classified 78.9% of cases. Sensitivity was 1.9%, specificity was 99%, positive predictive value was 33.3%, and negative predictive value was 79.4% (see Table 44).

Table 44

Classification Table[a]: Model 6 – Years of Experience and Accountability

			Predicted Campus Characteristics Scores		
	Observed		CCL	NPCL	Percentage Correct
Step 1	Campus Characteristics Identity Scores	CCL	197	2	99.0
		NPCL	51	1	1.9
	Overall Percentage				78.9

a. The cut value is .500

Of the six predictor variables total years as principal or assistant principal (Years_Prin(1)) and 2012 Texas AYP campus ratings (AYP_2012(1)) were statically significance (see Table 45).

Table 45

Variables in the Equation: Model 6 – Years of Experience and Accountability

							95% C.I.for EXP(B)	
		B	S.E.	Wald	df	Sig.	Exp(B)	Lower	Upper
Step 1[a]	Years_Ed(1)	-.377	.372	1.028	1	.311	.686	.331	1.421
	Years_Prin(1)	.928	.375	6.115	1	.013	2.530	1.212	5.280
	AYP_2012(1)	-1.107	.505	4.811	1	.028	.330	.123	.889
	Missed_AYP_Reading(1)	-.446	.509	.768	1	.381	.640	.236	1.735
	State_2013(1)	-.152	.812	.035	1	.851	.859	.175	4.217
	DD_2013(1)	-.491	.341	2.074	1	.150	.612	.313	1.194
	Constant	-.276	.608	.206	1	.650	.759		

a. Variable(s) entered on step 1: Years_Ed, Years_Prin, AYP_2012, Missed_AYP_Reading, State_2013, DD_2013.

This specified that administrators with more than 10 years of experience as principal or assistant principal were 2.5 times more likely to have the NPCL identity than the CCL identity. Likewise, analysis pointed out that campuses that met 2012 Texas AYP, were not evaluated, or did not have data available were .330 times more likely to have the NPCL identity than the CCL identity.

Research Question 4

Research question 4 examined four open-end questions that investigated what experiences administrators reported as influencing their literacy beliefs. Question 4 asked: What experiences with literacy instruction do administrators report influencing their literacy beliefs?

The content analysis design used to collect quantifiable data for these four questions was conceptual analysis.

Conceptual Analysis of Open-Ended Questions. A deductive approach based on conceptual analysis was used to analyze four open-ended questions in order to quantify responses. First level coding was applied to code responses into manageable content categories. The number of categories created depended on the responses for each of the open-ended questions. A list of categories for each question on the survey is shown in Tables 46 through 49.

Table 46

First Level Coding Categories: How does your knowledge of literacy instruction and assessment contribute to your effectiveness as a literacy leader on your campus?

Categories
(1) Increases credibility
(2) Increases effectiveness as a leader
(3) Can hold discussions and contribute ideas
(4) Able to model instruction and assess needs
(5) Maintain program consistency for student achievement
(6) It does not, relies instead on others to be the experts

Table 47

First Level Coding Categories: Describe how your beliefs about literacy instruction came about.

Categories
(1) Educational background
(2) Personal experience as a teacher and administrator
(3) Working with others more knowledgeable
(4) Reading research in this area
(5) Using specific literacy programs
(6) Professional development and district training

Table 48

First Level Coding Categories: In what ways have your beliefs about literacy instruction changed in the last two years?

Categories
(1) No changes reported
(2) Teachers need to use more 21st century skills and technology in lessons
(3) Instruction must be student-centered
(4) Standardized testing and skills-based strategies still shape instruction
(5) Students must learn to think critically
(6) All teachers need to become literacy experts
(7) Students must be literate in all content areas

Table 49

First Level Coding Categories: Are there any other beliefs about literacy instruction you would like to add?

Categories
(1) No beliefs reported
(2) Literacy is a life-long skill that students must have
(3) Instruction should be student-centered
(4) Data-based decisions must drive instruction
(5) Literacy needs to be a school-wide focus
(6) Find a balance between accountability and instruction

Second level coding was used to determine how much flexibility would be exercised to redefine categories based on low frequency counts. Categories that received extremely low counts were then reanalyzed to see if codes could be recategorized or combined with an existing category. Next, terms were tallied for a total count in each coded category. Terms were selected based on whether they exactly matched the category or implicitly held the same meaning.

Open-Ended Question 1. Question 1 asked: How does your knowledge of literacy instruction and assessment contribute to your effectiveness as a literacy leader on your campus? Conceptual analysis results revealed that a majority of administrators believed their knowledge of literacy instruction and assessment increased their credibility and effectiveness as an instructional leader. An example of an administrator's response representing this category was, "Being able to hold intelligent conversations with teachers gives you credibility as the instructional leader. Being willing to jump in there and learn along with the teachers is also an

important aspect of being seen as a credible leader." A second category specified that administrators' knowledge allowed them to hold discussions, model instruction, contribute ideas, and assess needs. An example response representing this second category was, "The more I know about literacy instruction and assessment the more I am able to converse with my teachers, assist them with finding answers to questions, and to assist with understanding the politics involved." Another category showed that administrators' knowledge assisted them with maintaining program consistency for student achievement. An example response representing this third category was:

> I believe that literacy needs to be taught across all curriculum areas in order to be effective for the impact that it has for our students. Many connections need to be made so that students understand relevancy between literacy and the area of study whether it is a core area or an elective.

The final category pointed out that some administrators did not believe their knowledge contributed to their campus' effectiveness, but instead relied on the knowledge of others to lead instruction. An example of an administrator's response representing this category was, "It does not. I have experts in each field to help with that." See Table 50 for second level coding and administrators' tallies for Question 1.

Table 50

Second Level Coding: How does your knowledge of literacy instruction and assessment contribute to your effectiveness as a literacy leader on your campus?

Categories	Count
(1) Increases credibility & effectiveness as an instructional leader	117
(2) Able to hold discussions, model instruction, contribute ideas, and assess needs	87
(3) Maintain program consistency for student achievement	71
(4) It does not, relies instead on others to be the experts	53

Open-Ended Question 2. Question 2 asked: Describe how your beliefs about literacy instruction came about. Conceptual analysis results for the second open-ended question indicated that a majority of administrators maintained that their beliefs about literacy instruction came from their background knowledge and personal experiences. An example of an administrator's response representing this category was, "My beliefs about instruction have been formed throughout the years in the educational system, as a student, teacher, and administrator." The second category implied that administrators' beliefs came from working with others more knowledgeable. An example of a response representing this second category was, "It came about from years of collaboration with educators who are knowledgeable. I have a mathematics background, but it was always expected that we assess the language of math and vocabulary, not just core skills." Another category suggested that administrators' beliefs came from using specific literacy programs or research. An example response representing this third category was, "My work with Houston A+ Challenge and training with Readers/Writers Workshop has shaped my beliefs about literacy instruction." The final category pointed out that administrators

also form their beliefs when attending professional development and district training. An example of an administrator's response representing this category was, "I was influenced by my experiences as a student, an educator and an administrator and through various trainings I have attended throughout my career." See Table 51 for second level coding and administrators' tallies for Question 2.

Table 51

Second Level Coding Categories: Describe how your beliefs about literacy instruction came about.

Categories	Count
(1) Background knowledge and personal experience	165
(2) Working with others more knowledgeable	49
(3) Using specific literacy programs or research	32
(4) Professional development and district training	30

Open-Ended Question 3. Question 3 asked: In what ways have your beliefs about literacy instruction changed in the last two years? Results for the third open-ended question suggested that a majority of administrators maintained that their beliefs about literacy instruction have not changed in the last two years. An example of an administrator's response representing this category was, "They have not changed. I have learned more as an instructional leader." Another category revealed that administrators' beliefs have changed to include the idea that instruction must be student-centered and focus on struggling readers. An example response representing this category was:

> I see much more the importance of using "just right" books and articles (reading level, interest level) when teaching a concept/skill. Each child is using their own book/article instead of everyone using the same piece of literature. Also, I've learned the importance of teachers conferencing with students while they are reading and writing.

The third category specified that administrators' beliefs have changed to acknowledge that standardized testing and skills-based strategies still shaped instruction. An example of an administrator's response representing this category was:

> I do not feel that my teachers have a say in how, what or why they are teaching. The district is telling them what to teach. Every campus is different, yes all the students need to pass the assessment but let the teachers have some say - they are on the campus every day with the students.

The fourth category pointed out that administrators' beliefs have changed to include the idea that students must learn to think critically and be literate in all content areas. An example of an administrator's response representing this last category was, "I see how this is a concept that goes beyond ELA instruction and into all disciplines." The final category indicated that administrators' beliefs have also changed to reflect the idea that teachers must incorporate 21st century skills and technology in lessons. An example of a response representing this category was, "Literacy now more than ever is online. My belief had changed from no electronics to having them around because this generation is one that uses it to learn with everyday." See Table 52 for second level coding and administrators' tallies for Question 3.

Table 52

Second Level Coding Categories: In what ways have your beliefs about literacy instruction changed in the last two years?

Categories	Count
(1) No changes reported	81
(2) Instruction must be student-centered and focus on struggling readers	72
(3) Standardized testing and skills-based strategies still shape instruction	49
(4) Students must learn to think critically and be literate in all content areas	37
(5) Teachers must incorporate 21st century skills and technology in lessons	33

Open-Ended Question 4. Question 4 asked: Are there any other beliefs about literacy instruction you would like to add? Conceptual analysis results of the fourth open-ended question indicated that a majority of administrators did not report any additional beliefs about literacy instruction. However, the second category revealed that administrators believed that literacy is a life-long skill that students must have. An example of response representing this second category was, "It is important for people to understand that literacy isn't just about reading - it is about being able to function in our world." Another category showed that administrators' believed that educators need to find balance with the data-based decisions that are driving instruction. An example response representing this third category was, "Successful literacy instruction is evident when the teacher is able to ignite a passion for reading (and writing) in the students. That will never happen as long as we focus on state assessments." The final category specified that administrators believed that literacy instruction should use best practices, be

student-centered, and have a school-wide focus. An example of an administrator's response representing this category was:

> I believe that we teach students to be critical readers, writers and thinkers through quality literacy instruction by teachers who have a strong instructional background. Through strong PLCs my teachers are able to support each other, share ideas and challenge each other.

See Table 53 for second level coding and administrators' tallies for Question 4.

Table 53

Second Level Coding Categories: Are there any other beliefs about literacy instruction you would like to add?

Categories	Count
(1) No beliefs reported	198
(2) Literacy is a life-long skill that students must have	18
(3) Find balance with the data-based decisions driving instruction	14
(4) Literacy instruction should use best practices, be student-centered, and have a school-wide focus	46

Summary of Findings

Research Question 1

Results of the factor analysis indicated that the researcher created Administrators as Literacy Leaders Identifier (ALLI) survey is a valid and reliable measure to determine administrator identity salience. Additional, analysis isolated two distinct factors within the campus characteristics and principals' beliefs survey items. This identification allowed the

researcher to classify Ylimaki's (2012) NPCL and CCL identities combined with the *autonomous* and *ideological* models of literacy instruction as variables for further examination. The calculation of composite scores for both campus characteristics and principals' beliefs suggested that a majority of Texas middle school administrators possess both the NPCL and CCL identities. In terms of campus characteristics administrators tended to place the CCL identity higher in their salience hierarchy than the NPCL identity. The reverse was observed for principals' beliefs..

Research Question 2

Crosstabulations and Pearson's chi-square results determined that in terms of campus characteristics relationships existed between administrators' demographics and their salience hierarchy. Analysis specified that statistically significant relationships existed between administrators' identity salience and (1) the highest degree earned by an administrator, (2) the number of graduate courses in literacy, (3) an administrator's total years as principal or assistant principal, (4) geographic area, and (5) the district's 2012 Texas AYP ratings. See Table 54 for a summary of the findings for campus characteristics.

Table 54

Summary of Findings for Campus Characteristics

Category	Variable	Significance
Background Knowledge	focus of bachelor's degrees	approaching significance
	highest degree earned	statically significant
	focus of highest degree earned	no significance
	number of graduate courses in reading or literacy	statically significant
Education Setting	principal certification	no significance
	bachelor's degrees	no significance
	master's degrees	no significance
	doctorate degrees	eliminated
Years of Experience	total years in education	no significance
	total years as principal or assistant principal	statically significant
School Size	2011-2012	no significance
	2012-2013	no significance
Geographic Area	2011-2012	statically significant
	2012-2013	borderline significance
Federal Accountability	2012 Texas AYP rating	statically significant
	missed 2012 AYP for reading performance	no significance

State Accountability	2013 Texas Accountability rating	no significance
	2013 Texas ELA distinction designation	no significance

Additional crosstabulations and Pearson's chi-square results showed that in terms of principals' beliefs only one relationship existed between administrators' demographics and their salience hierarchy. This analysis suggested that a statistically significant relationship existed between administrators' identity salience and school size in 2012-2013. See Table 55 for a summary of the findings for principals' beliefs.

Table 55

Summary of Findings for Principals' Beliefs

Category	Variable	Significance
Background Knowledge	focus of bachelor's degree	no significance
	highest degree earned	no significance
	focus of highest degree earned	no significance
	number of graduate courses in literacy	no significance
Education Setting	principal certification	no significance
	bachelor's degree	no significance
	master's degree	no significance
	doctorate degree (if applicable)	eliminated
Years of Experience	total years in education	no significance
	total years as principal or assistant principal	no significance
School Size	2011-2012	no significance
	2012-2013	statically significant
Geographic Area	2011-2012	no significance
	2012-2013	no significance
Federal Accountability	2012 Texas AYP rating	no significance
	missed 2012 AYP for reading performance	no significance

State Accountability	2013 Texas Accountability rating	no significance
	2013 Texas ELA distinction designation	no significance

Research Question 3

Results of logistic regression indicated that demographic data could be used to predict identity salience. Six models were analyzed to determine predictors of administrator identities. The first model included all variables and specified that in terms of their campus characteristics the education setting of administrators' bachelor's degrees and their total years as principal or assistant principal were predictors of identity. The second model included variables for background knowledge, education setting, and years of experience. This model showed that in terms of campus characteristics the education setting of administrators' bachelor's degrees, their highest degree earned, the total number of graduate courses taken in reading or literacy, and their total years as principal or assistant principal were predictors of identity. The third model included variables for background knowledge, education setting, and geographic area. This model revealed that terms of campus characteristics education setting of administrators' bachelor's degrees was a predictor of identity. It also suggested that geographic area in 2011-2012 may possibly be a predictor, as it was approaching statistical significance.

The fourth model included variables for background knowledge, education setting, and accountability. This model specified that in terms of campus characteristics the education setting of administrators' bachelor's degrees, their highest degree earned, and the total number of graduate courses taken reading or literacy were predictors of identity. It also suggested that 2012 Texas AYP ratings may possibly be a predictor, as it was approaching statistical significance. The fifth model included variables for years of experience and geographic area. This model revealed that in terms of campus characteristics administrators' total years as principal or assistant principal were predictors of identity. It also pointed out that their total years in education may possibly be a predictor, as it was approaching statistical significance. The final

model included variables for years of experience and accountability. This model revealed that in terms of campus characteristics administrators' total years as principal or assistant principal and 2012 Texas AYP ratings were predictors of identity. See Table 56 for a summary of the findings for logistic regression.

Table 56

Summary of Finding for Logistic Regression

Category	Significant Variables
All Variables in the Model	
CC Model – statically significant	education setting of bachelor's degrees
	total years as principal or assistant principal
PB Model – no significance	none
Background Knowledge, Education Setting, & Years of experience	
CC Model – Statically Significant	education setting of bachelor's degrees
	highest degree earned
	total number of graduate courses taken in reading or literacy
	total years as principal or assistant principal
PB Model – No significance	none
Background Knowledge, Education Setting, & Geographic Area	
CC Model – Statically Significant	education setting of bachelor's degree
	geographic areas for 2011-2012 (approaching significance)
PB Model – No significance	none
Background Knowledge, Education Setting & Accountability	
CC Model – Statically Significant	education setting of bachelor's degree
	highest degree earned
	total number of graduate courses taken reading or literacy

	2012 Texas AYP rating (approaching significance)
PB Model – No significance	none
Years of experience & Geographic Area	
CC Model – Statically Significant	total years as principal or assistant principal
	total years in education (approaching significance)
PB Model – No significance	none
Years of experience & Accountability	
CC Model – Statically Significant	total years as principal or assistant principal
	2012 Texas AYP rating
PB Model – No significance	none

Research Question 4

Conceptual analysis results determined that a majority of administrators believed their knowledge of literacy instruction and assessment increased their credibility and effectiveness as an instructional leader. Most administrators also maintained that their beliefs about literacy instruction came from their background knowledge and personal experiences. Although a majority of administrators stated that their beliefs about literacy instruction did not change in the last two years, some reported that they have added to their beliefs that: (1) literacy is a life-long skill that students must have, (2) there must be a balance with the data-based decisions driving instruction, and (3) literacy instruction should include best practices, be student-centered, and have school-wide focus.

Chapter 5 will provide an in-depth summary of the results of this study and includes a discussion on the conclusions, significance, and connection to previous research. This chapter will also discuss implication for practice and provide recommendations for future research.

CHAPTER V: DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

Introduction

This chapter presents an overview of the research findings of this study and includes a discussion on the following topics: summary of the study, results, discussion, implications, and recommendations.

Summary of the Study

The issue of adolescent literacy has remained a hot topic in the literacy field for several years (Cassidy & Ortlieb, 2013). Research gathered for this study concentrated on literacy practices at middle school campuses and the role administrators play as literacy leaders in student success. Studies focused on the influence administrators' content expertise and perceptions had on students' outcomes, especially in the area of literacy instruction. Researchers concluded that administrators' literacy knowledge, perceptions, and beliefs were significant factors in the overall success of a school's literacy program (Butler, 2011; Jacobson, Reutzel, & Hollingsworth, 1992; Mackey, Pitcher, & Decman, 2006; Porter, 2001; Zeller, Bradshaw, & Haley, 2003; Zipper, Worley, Sisson, & Said, 2002).

Ylimaki's (2012) research also suggested that discourses circulating at federal, state, and local levels have led to the development of the New Professional Curriculum Leader (NPCL) and the Critical Curriculum Leader (CCL) identities among administrators. According to Ylimaki, administrators who identified with the NPCL identity possessed beliefs and took actions to address curriculum needs using a skills-based instructional approach. These characteristics were in line with an *autonomous* view of literacy instruction that considers reading and writing to be a neutral cognitive process. Administrators who identified with the CCL identity, however, shaped campus curriculums using a critical pedagogical lens (Ylimaki, 2012). As such,

characteristics of the CCL identity paralleled with the *ideological* view of literacy that joins the cognitive aspect of literacy with social and linguistic practices.

To explore administrators' literacy knowledge, perceptions, and beliefs in conjunction with Ylimaki's (2012) two curriculum leader identities, this study combined aspects of identity theory, social cognitive theory, and personal practical knowledge. Together these theories and concepts supported a rationale to explore the possibility that administrators possess more than one curriculum leader identity within their salience hierarchies. More specifically, administrators have one identity based on their decision-making which can be observed by examining their campus's characteristics, while another identity is reflected in administrators' personal beliefs.

The purpose of this study was to gather quantifiable data to explore Texas middle school administrators' identities in relation to their literacy knowledge, practices, and beliefs. To investigate administrators' identities the study used Ylimaki's (2012) two curriculum leadership identities believed to be the product of changing professional landscapes fueled by neoliberal, neoconservative, and neoprogressive discourses. Integrated into these identities were the characteristics of the *autonomous* and *ideological* models of adolescent literacy instruction. Key variables in this study included: campus characteristics, principals' beliefs, background knowledge, education setting, years of experience, school size, geographic area, and federal and state accountability.

Data analysis began with an exploratory factorial analysis, continued with logistic regression to investigate influencing factors, and then concluded with a conceptual analysis of four open-ended survey items. The research questions guiding this study were:

1. In terms of campus characteristics and principals' beliefs, what salience hierarchies exist that may include Ylimaki's (2012) New Professional Curriculum Leader and Critical Curriculum Leader identities?
2. In terms of campus characteristics and principals' beliefs, does a relationship exist between an administrator's demographics and their salience hierarchy?
3. In terms of campus characteristics and principals' beliefs, do administrators' demographics predict identity?
4. What experiences with literacy instruction do administrators report influencing their literacy beliefs?

Because this study collected dichotomous data based on Ylimaki's (2012) NPCL and CCL identities, a researcher created survey was utilized for this examination. The Administrators as Literacy Leaders Identifier (ALLI) survey was created and used to collect data regarding the campus characteristics (i.e. decision-making) and personal beliefs of each participant. Appropriate measures were used to establish reliability and validity for the survey, including an expert review panel, a preliminary pilot, and an additional piloting of the instrument. Demographic information was collected on the ALLI survey for the categories of background knowledge, education setting, years of experience, and school size. Data collected for geographic area and accountability were not requested as part of the survey. This data was gathered from the Texas Education Agency (TEA) website using Academic Excellence Indicator System (AEIS) reports for middle school campuses where participants reported being an administrator of record.

At the conclusion of the data collection, 265 participants responded completely to the ALLI survey from a population of 1660 public school principals and assistant principals serving

middle school students in all geographic regions in Texas. This provided the researcher with a response rate of 15%, considered adequate for the data analysis used in this study.

Results

Research Question 1

Question 1 asked: In terms of campus characteristics and principals' beliefs, what salience hierarchies exist that may include Ylimaki's (2012) NPCL and CCL identities? Results of the factor analysis determined that the ALLI survey was a valid and reliable measure to determine administrator identity salience. Analysis isolated factors within the campus characteristics and principals' beliefs survey items, which allowed the researcher to classify Ylimaki's NPCL and CCL identities. The calculation of composite scores for campus characteristics and principals' beliefs suggested that a majority of Texas middle school administrators possessed both the NPCL and CCL identities. In terms of campus characteristics, administrators tended to place the CCL identity higher in their salience hierarchy then the NPCL identity. The reverse was observed for principals' beliefs.

Research Question 2

Question 2 asked: In terms of campus characteristics and principals' beliefs, does a relationship exist between an administrator's demographics and their salience hierarchy? Crosstabulations and Pearson's chi-square results for campus characteristics determined that statistically significant relationships existed between an administrator's identity salience and:

- the highest degree earned by an administrator,
- the number of graduate level courses taken in reading or literacy,
- an administrator's total years as principal or assistant principal,
- the geographic area for the 2011-2012 school year, and

- the district's 2012 Texas AYP rating.

Data analysis also determined that the following variables were approaching statistical significance and that further analysis may be needed:

- the focus of administrators' bachelor's degrees, and
- the geographic area for 2012-2013 school year.

In terms of principals' beliefs, only school size for the 2012-2013 school year had a statistically significant relationship.

Research Question 3

Question 3 asked: In terms of campus characteristics and principals' beliefs, do administrators' demographics predict identity? Results of logistic regression determined that demographic data could be used to predict identity salience when campus characteristics was the dependent variable. The first model included all independent variables and indicated that the education setting of administrators' bachelor's degrees and their total years as principal or assistant principal were predictors of identity. The second model contained the independent variables for background knowledge, education setting, and years of experience. This model showed that the education setting of administrators' bachelor's degrees, their highest degree earned, the total number of graduate level courses taken in reading or literacy, and their total years as principal or assistant principal were predictors of identity. The third model consisted of the independent variables for background knowledge, education setting, and geographic area. This model suggested that the education setting of administrators' bachelor's degrees was a predictor of identity. It also pointed to geographic area in the 2011-2012 school year possibly being a predictor, as it approached statistical significance.

The fourth model included the independent variables for background knowledge, education setting, and accountability. This model specified that the education setting of administrators' bachelor's degrees, their highest degree earned, and the total number of graduate level courses taken in reading or literacy were predictors of identity. It also pointed to 2012 Texas AYP ratings being a predictor, as it approached statistical significance. The fifth model contained the independent variables for years of experience and geographic area. This model showed that the total years as principal or assistant principal were predictors of identity. It also suggested their total years in education may also be a predictor, as it neared statistical significance. The final model consisted of the independent variables for years of experience and accountability. This model revealed that administrators' total years as principal or assistant principal and 2012 Texas AYP ratings were predictors of identity.

Research Question 4

Question 4 asked: What experiences with literacy instruction do administrators report influencing their literacy beliefs? Conceptual analysis results specified that a majority of administrators believed their knowledge of literacy instruction and assessment increased their credibility and effectiveness as an instructional leader. Most administrators also maintained that their beliefs about literacy instruction came from their background knowledge and personal experiences. Although a majority of administrators stated that their beliefs about literacy instruction have not changed in the last two years, some reported that they have added the following new beliefs.

- The belief that literacy is a life-long skill that students must have to be successful.
- That there must be a balance with the data-based decisions driving instruction.

- Literacy instruction should include best practices, be student-centered, and a have school-wide focus.

Discussion

Salience Hierarchies

The more committed people are to an identity, the higher it will be within their salience hierarcy. Data analysis for this study determined that Ylimaki's (2012) NPCL and CCL identities did exist within Texas middle school administrators' salience hierarchies. This data supports Ylimaki's findings that two distinct identities have emerged among public school administrators. The calculation of composite scores suggested that in terms of campus characteristics (i.e. decision-making) administrators are more committed to the CCL identity—placing it first in their hierarchy—than the NPCL identity, while the reverse was observed for principals' beliefs. This analysis supports Stryker's (1980) findings that when structural constraints are ambiguous, individuals may evoke more than one identity. Wright (2010) also found that as administrators negotiated change, they assumed more than one identity. Because identities are based on situational awareness, some identities may be more prominent in specific situations (Wright, 2010). In order to determine the degree of commitment placed on the NPCL and CCL identities, the following results in this study were further analyzed.

Campus Charateristics. First, factor analysis results for campus characteristics showed that 80% of administrators aligned their decision-making with the CCL identity, versus only 20% with the NPCL identity. Second, crosstabulations and Pearson's chi-square results for campus characteristics and geographic area in the 2011-2012 school year specified a statistical significance between identities throughout the state of Texas. Results pointed to 80% of administrators from all Texas regions aligned with the CCL identity, while 20% aligned with the

NPCL identity. This pattern was repeated with campus characteristics and geographic area in the 2012-2013 school year. Though borderline statistical significance was observed, results still concluded that 80% of administrators from all Texas regions aligned themselves with the CCL identity, while 20% aligned with the NPCL identity. Finally, logistic regression results for a model using campus characteristics as the dependent variable and background knowledge, education setting, and geographic area as independent variables suggested that geographic area for the 2011-2012 school year may be a predictor of identity, as it approached statistical significance. These results support that when it comes to decision-making Texas middle school administrators were highly committed to CCL identity. Findings from this analysis are similar to those reported by Callero (1985), who found that donor identity salience was linked to how committed the participant was to the blood donor community (as cited in Stryker & Burke, 2000).

Principals' Beliefs. Regarding personal beliefs about literacy programs, Texas middle school administrators shifted their degree of commitment away from the CCL identity and assumed the NPCL identity. Results from composite score calculations for principals' beliefs suggested that an overwhelming 92% of administrators held personal beliefs that aligned with the NPCL identity, while 8% aligned with the CCL identity. Pearson's chi-square results for principals' beliefs did not indicate statistical significance for geographic area in the 2011-2012 or the 2012-2013 school years. Regardless, data analysis suggested a high degree of commitment to the NPCL identity. Crosstabulation results for geographic area in the 2011-2012 school year suggested that 92% of Texas middle school administrators aligned with the NPCL identity, while only 8%, aligned with the CCL identity.

For geographic area in the 2012-2013 school year, crosstabulation results showed that 93% of administrators aligned with the NPCL identity, and only 7% aligned with the CCL identity. Identifying relationships between variables and principles' beliefs to inform commitments to this identity were not easily observed in crosstabulations, Pearson's chi-square, and logistic regression results. Stryker and Serpe (1994) had similar results when testing the distinct nature of identity salience. Therefore, further analysis is needed to explore possible reasons Texas middle school administrators' beliefs tended to align with the NPCL identity over the CCL identity in their salience hierarchy.

The Consequences of High Salience

The higher an identity is in people's salience hierarchies, the more likely they will emit role performances and seek out situations as opportunities to perform in that identity (Turner, 2013). Data collected for this study revealed that both school size and educational trends and professional landscapes may have contributed to high salience among the NPCL and CCL identities in Texas middle schools.

School Size. Data analysis for this study determined that in terms of principals' beliefs, school size in the 2012-2013 school year resulted in statistical significance. Crosstabulations for school size in the 2012-2013 school year indicated that 4% of administrators assigned to schools with campus populations between 200 and 400 students held beliefs that aligned with the CCL identity, while 30% aligned with the NPCL identity. For administrators who had more than 400 students 3% held beliefs that aligned with the CCL identity, and 63% aligned with the NPCL identity. This data showed that larger middle schools in Texas have administrators whose personal beliefs aligned with the NCPL identity. This data supports Meltzer's (1997) findings that school size is associated with identity development.

Educational Trends and Professinal Landscapes. Looking at educational trends and professional landscapes, data analysis conducted for this study pointed to federal and state accountability as being possible influences on identity salience.

Federal Accountability. Between 2012 and 2014, Texas made significant changes to its assessment and accountability systems. As reported in Chapter 1 and Chapter 2, the State of Texas Assessment of Academic Readiness (STAAR) testing began in the spring of 2012. First year STAAR testing in 2012 had an overall district Adequate Yearly Progress (AYP) failure rate of 71% (Texas Education Agency, 2012a). Crosstabulations and Pearson's chi-square results determined that a statistically significant relationship existed between administrators' identity salience and 2012 Texas AYP ratings. Results indicated that of those campuses where participants were an administrator of record 68% of campuses that met 2012 Texas AYP performance standards had campus characteristics that aligned with the CCL identity, while 32% aligned with the NPCL identity.

At first glance this data suggested that administrators using decision-making in line with the CCL identity were able to meet 2012 Texas AYP performance standards. Further data analysis, however, revealed that 84% of the campuses that missed 2012 Texas AYP performance standards had campus characteristics aligned with the CCL identity, while 16% aligned with the NPCL identity. Of the campuses that missed 2012 Texas AYP performance standards, 71%, missed because of reading performance. Results for these campuses spcified that 83% had campus characteristics that aligned with the CCL identity, while only 17% aligned with the NPCL identity.

Similar findings were revealed during analysis for principals' beliefs. Federal accountability results established that 6% of the campuses that met 2012 Texas AYP

performance standards had principals' beliefs that aligned with the CCL identity, while 94% aligned with the NPCL identity. Additional analysis revealed that 10% of the campuses that missed 2012 Texas AYP had principals' beliefs that aligned with the CCL identity, and 90% aligned with the NPCL identity. Of the campuses that missed 2012 Texas AYP performance standards because of reading performance 11% had principal's beliefs that aligned with the CCL identity, while 89% aligned with the NPCL identity. This data suggested that relationships between the NPCL and CCL identities and 2012 Texas AYP could not be easily defined.

Logistic regression results, however, for a model containing campus characteristics as the dependent variable and years of experience and accountability as independent variables was also statistically significant. Of the six predictor variables, total years as principal or assistant principal and 2012 Texas AYP ratings were statically significant. Analysis revealed that administrators with more than 10 years of experience as principal or assistant principal were more likely to have the NPCL identity than the CCL identity. Also, campuses that met 2012 Texas AYP, were not evaluated, or did not have data available were more likely to have the NPCL identity than the CCL identity. These results implied that although a relationship between 2012 Texas AYP and identity salience was not clearly established, years of experience and 2012 Texas AYP can be predictors of identity.

State Accountability. As reported in Chapter 3, the United States Department of Education granted Texas a conditional waiver in 2013 releasing school districts from meeting further AYP provisions. Texas also did not report state accountability ratings during the 2011-2012 school year. Data collected for this study, therefore, only included the 2013 Texas Accountability ratings for administrators participating in the study.

In Texas' second year of STAAR tesing, 77% of students met 2013 Texas Accountability ratings by meeting the Phase-in 1 Level II passing standard for the 2012-2013 school year (Texas Education Agency, 2013b). Overall, 93% of Texas school districts achieved a state rating of Met Standard or Met Alternative Standard, while 6% were rated Improvement Required and .9% were labeled as Not Rated (Texas Education Agency, 2013b). Data collected for Texas middle school administrators participating in this study showed that for 2013 Texas Accountability in middle schools, 93% received a Met Standard rating, 5% were rated Improvement Required, and .8% were labeled as Not Rated. This data suggested an increase in Texas student achievement between the 2011-2012 and 2012-2013 school years.

Crosstabulations and Pearson's chi-square tests in terms of campus characteristics indicated 79% of campus that Met Standards for 2013 Texas Accountability made decisions that aligned with the CCL identity, while 21% aligned with the NPCL identity. From these campuses 30% earned 2013 Texas Distinction in Reading/ELA. Further analysis for those earning 2013 Texas Distinction in Reading/ELA specified that 72% of these campuses had campus characteristics that aligned with the CCL identity, while 28% aligned with the NPCL identity. This data revealed that in terms of decision-making (i.e. campus characteristics) administrators possessing the CCL identity may influence the student achievement on their campuses.

State accountability ratings for 2013 were also analyzed using principals' beliefs. This data indicated that 8% of the campuses that Met Standard on 2013 Texas Accountability had principals' beliefs that aligned with the CCL identity, while 92% aligned with the NPCL identity. For campuses who received a rating of Improvement Required 14% had principals' beliefs that aligned with the CCL identity, and 86% aligned with the NPCL identity. For campuses earning 2013 Texas Distinction in Reading/ELA 6% had principals' beliefs that aligned with the CCL

identity, while 94% aligned with the NPCL identity. This data clearly showed that while student achievement increased in Texas middle schools there was a sizable disconnect between the decisions administrators made regarding their literacy programs and their personal beliefs. These findings support Wright's (2010) conclusion that administrators' identities compete with each other while they are engaged in educational change.

Commitments to Identity: Consequences and Changes

The more committed people are to an identity, the greater affect role performances have on self-esteem and shape their behavior to reflect institutionalized values and norms.

Assimilating or Resisting New Ideas. Data collected for this study revealed that Texas' middle school administrators kept themselves updated on literacy issues by attending professional development workshops (94%), reading professional education magazines with an educational leadership focus (72%), reading professional education magazines with a curriculum leadership focus (56%), and personal contacts with literacy specialists (56%). These results are different than those reported by Jacobson, Reutzel, and Hollingsworth (1992) who focused on elementary administrators. For instance, 94% of the participants in this study reported use of professional development workshops to keep themselves updated compared to only 67% who reported this resource in the Jacobson et al. study. Also, Jacobson et al. stated that 96% of their participants used personal contacts with specialists as a resource compared to only 56% who reported using this resource in the current study. This data suggested that there is a difference between what elementary and middle school administrators used to keep themselves updated on literacy issues. Further study, therefore, is needed to determine why these differences exist between elementary and middle school administrators.

Conceptual analysis results also showed that administrators indicated their beliefs about literacy instruction came from their background knowledge and personal experiences (62%), working with others more knowledgeable (18%), using specific literacy programs or research (12%), and attending professional development and district training (11%). This data suggested that there is a considerable difference between what resources Texas middle school administrators used to keep themselves updated on literacy issues and how they formed their literacy beliefs. For instance, as previously stated 94% of administrators reported they kept themselves updated on literacy instruction by attending professional development workshops. Yet, only 11% of administrators specified their beliefs about literacy instruction came from attending professional development and district training. Additionally, 56% of administrators reported that working with literacy specialists allowed them to remain updated on literacy issues. However, only 18% of administrators remarked working with others more knowledgeable impacted their literacy beliefs. This analysis suggested that Texas middle school administrators likely constructed their own understandings of literacy instruction by assimilating or resisting new ideas or approaches (Meltzer, 1997; Wright, 2010). This data also supports Wright's (2010) findings that administrators' values and identities influence the amount of time and effort they afford to "cultivating professional openness" while fulfilling their role as instructional leaders (p. 176).

Decision-Making vs. Personal Beliefs. For campus decision-making, data analysis revealed that most Texas middle school administrators chose role performances aligned with the CCL identity. But for personal beliefs, data suggested that these same administrators switched to the NPCL identity. This data supports Wright's (2010) conclusion that administrators' values and contextual factors influenced which identity administrators used within a given situation.

Crosstabulations, Pearson's chi-square, and logistic regression results for principals' beliefs were inconclusive in identifying relationships influencing the NPCL identity. However, data collected for conceptual analysis pointed out that more than half of the administrators reported that their beliefs about literacy came from their background knowledge and personal experiences. This data supports Connelly and Clandinin's (1999a) theory that the process of self-evolution is sustained by experiential learning, allowing for changes in ideologies to take place based on professional landscapes.

Data collected for conceptual analysis also specified that 44% of administrators believed their knowledge of literacy instruction and assessment increased their credibility and effectiveness as an instructional leader. Administrators reported that their knowledge of literacy allowed them to hold discussions, model instruction, contribute ideas, and assess instructional needs to maintain program consistency for student achievement. This data supports two key findings from Ylimaki's (2012) study. First, that curriculum leadership is carried out based on subjective interpretations, arising from self-awareness, personal beliefs, and experiences in schools and communities. Secondly, that leadership changes based on continued study. Wright (2010) found similar results, reporting that when administrators immersed themselves in professional reading, professional development, or graduate studies they were more inclined to share newfound knowledge and take steps toward school improvement.

Changing Commitments. Conceptual analysis results suggested two important findings related to how Texas middle school administrators may funnel features of their professional landscapes into actions (Connelly & Clandinin, 1999a; Meltzer, 1997). First, data analysis showed that some administrators believed their own knowledge and experiences with literacy instruction did not contribute to their campus' effectiveness. Instead, these administrators relied

on the knowledge and expertise of others to lead literacy programs. This data suggested that some administrators allowed others to make decisions in their place, even if those decisions did not reflect their own personal beliefs regarding literacy instruction. This supports Ylimaki's (2012) findings that administrators assumed an identity based on their self-awareness and personal beliefs, and that identity was influenced by how engaged they were in critical curriculum development (Ylimaki, 2012).

Second, conceptual analysis showed that 31% of administrators reported their beliefs about literacy instruction have not changed in the last two years. Yet, 27% of administrators stated their beliefs currently included the notion that instruction must be student-centered and focus on struggling readers. This data revealed that Texas middle school administrators may be more aware of the labels struggling readers are given and the effect they have on student motivation, identities, and outcomes (Gregorenko, 2010; Moreua, 2011; Sableski, 2007). Conceptual analysis results revealed that many administrators' beliefs had in fact changed in regards to how to support struggling readers. For instance, in response to changing literacy beliefs, a participant provided the following response:

> I have seen the power of just allowing students to read things of their own interest. I recently expressed to my teachers who struggle with "fake" readers who pretend to read that even reading one great sentence while looking at a page is more valuable than attempting to force feed it or stopping the free-reading time allotted them. I also believe students should be challenged to read beyond their limits. Programs like AR [Accelerated Reader] that are often used by teachers for easy assessment grades ruin a child's love for reading. I have removed these programs and asked teachers to model

literacy instruction after their own personal reading strategies, including the hidden act of discarding a book one does not like for another one.

Administrators also reported they believed literacy instruction must contain best practices, have a school-wide focus, and balance the data-based decisions driving instruction. These results are similar to those reported by La Guardia and Ryan (2007) who found that people will express trait variations based on the level of autonomy they experience within a given situation.

This data suggested that Texas middle school administrators may have been in a state of fluctuation when it came to their personal beliefs about literacy instruction. Further research, however, is needed to explore if, how, and when role performances reflecting institutionalized values and norms influences change in commitments to Texas middle school administrator identity.

Self-Verification

The construction of identity is based on a mixture of beliefs and perceptions, but maintaining identity salience requires opportunities for self-verification. To self-verify, individuals must view role expectations and performances positively, increase self-esteem, and develop attachments and assurances to others within a group (Turner, 2013). Data collected for this study specified that factors such as background knowledge, education setting, and years of experience may influence identity salience, thereby contributing to opportunities for self-verification.

Background Knowledge. Data collected on the focus of bachelor's, master's, and doctorate degrees did not point to any specific degree influencing identity development. Crosstabulations and Pearson's chi-square results, though, determined that administrators' highest degrees earned and the total number of graduate level courses taken in reading or literacy

were statistically significant. For highest degrees earned analysis indicated 83% of administrators with master's degrees had campus characteristics that aligned with the CCL identity, while 17% aligned with the NPCL identity. For administrators with doctorate degrees 59% had campus characteristics that aligned with the CCL identity, and 41% aligned with the NPCL identity. This data revealed that administrators with master's degrees as their highest degree were more likely to make decisions that reflected the CCL identity, while administrators with doctorate degrees appeared to be more evenly divided.

Further data analysis into principals' beliefs indicated that the NPCL identity still had a strong hold on administrators' beliefs. Crosstabulation results showed that 9% of administrators with master's degrees had principals' beliefs that aligned with the CCL identity, while 91% aligned with the NPCL identity. For administrators with doctorate degrees 6% had principals' beliefs that aligned with the CCL identity, and 94% aligned with the NPCL identity. Logistic regression in terms of campus characteristics also revealed two models to be statistically significant. Both models determined that administrators with doctorate degrees were more likely to have the NPCL identity than the CCL identity. This data suggested that the highest degree an administrator earns may influence identity development, and thus an administrator's ability to self-verify within a preferred identity.

The total number of graduate level courses administrators took in reading or literacy was also found to be statistically significant during data analysis. First, crosstabulation results for the total number of graduate level courses administrators took in reading or literacy revealed that 89% of administrators who did not take courses had campus characteristics that aligned with the CCL identity, while 11% aligned with the NPCL identity. For administrators who took 1-2 courses 81% had campus characteristics that aligned with the CCL identity, and 19% aligned

with the NPCL identity. Administrators who took 3-5 courses 77% had campus characteristics that aligned with the CCL identity, and 23% aligned with the NPCL identity. For administrators who took more than 5 courses 63% had campus characteristics that aligned with the CCL identity, and 37% aligned with the NPCL identity. This data suggested that the more graduate courses taken in reading or literacy, the more divided the results. Secondly, logistic regression in terms of campus characteristics revealed two models that included the total number of graduate courses taken to be statistically significant. Both models suggested that administrators with three or more graduate level courses taken in reading or literacy were more likely to have the NPCL identity than the CCL identity.

This data conflicts with Ylimaki's (2012) findings which suggested that in the case of the NPCL identity, administrators lacked the necessary background knowledge to conceptually support curriculum development. It should be noted, however, that participants were asked to manually type in the focus of their bachelor's degrees and highest degrees earned. During data analysis both items had more than one variable with expected counts of less than 5. Items were subsequently re-coded into three levels. Though an attempt was made not to oversimplify the data, it is possible that re-coding reduced statistical power and obscured relationships. This is further support by Chi-square tests that indicated that the focus of administrators' bachelor's degrees may influence identity saliences, as it approached statistical significance. Further analysis then is needed to determine more explicit relationships between background knowledge and administrators' identity saliencies.

Education Setting. Logistic regression revealed four models to be statistically significant for campus characteristics and the education setting of administrators' bachelor's degrees. All models specified that administrators earning their bachelor's degree fully online or

in a mixed online and traditional setting were more likely to have the NPCL identity than the CCL identity. This analysis suggested that the environment in which administrators earn their degrees and the experiences they have in that environment may influence their identity development. These results are similar to those reported by Zeller, Bradshaw, and Haley (2003) who linked the prior reading habits and experiences of pre-service administrators to their future effectiveness as instructional leaders. Similarly, results of this study support Robinson's (2005) conclusion that administrators' prior reading experiences impacted their literacy leadership in schools.

Years of Experience. Crosstabulation results for years of experience as principal or assistant principal indicated 84% of administrators with 1-10 years of experience as principal or assistant principal had campus characteristics that aligned with the CCL identity, and 16% aligned with the NPCL identity. For administrators with more than 20 years of experience as principal or assistant principal 71% had campus characteristics that aligned with CCL identity, and 29% aligned with the NPCL identity. Logistic regression revealed four models to be statistically significant. All models suggested that in terms of campus characteristics administrators with more than 10 years of experience as principal or assistant principal were more likely to have the NPCL identity than the CCL identity. This data suggested that the longer administrators have been principals or assistant principals the more likely they are to align their decision-makings with the NPCL identity. These results support Murphy's (2004) finding that a significant difference existed between years of experience and administrators' leadership with literacy instruction. Results, however, were in opposition to Key's (2005) research which maintained that years of experience did not influence middle school principals' instructional leadership in literacy.

Implications

There is still much to learn and understand regarding the identities middle school administrators possess in their salience hierarchies. What is clear from this study is that Texas middle school administrators possess one identity based on their decision-making, while another identity reflects their personal beliefs. Stryker (1968) asserted that there are two dimensions to commitment within identity saliencies. First, the number of relationships associated with a given identity and second, the depth of those relationships.

Relationships Associated with Administrators' Identities

Findings from this study indicate that a majority of Texas middle school administrators display a high degree of commitment to both the NPCL and CCL identities. When making decisions concerning literacy instruction, data analysis placed the CCL identity highest in administrators' salience hierarchies. This key finding suggests that a majority of Texas middle schools use curriculums reflecting neoprogressive beliefs (Ylimaki, 2012) to support an *ideological* literacy model that emphasizes students' cultural backgrounds and social issues. Since a large number of administrators aligned with the CCL identity, ideologies associated with this identity are considered highly valued throughout the state, with certain expectations of congruency expected among Texas school districts. This analysis also reveals the CCL identity to be widespread. The depth of relationships within this identity then may be further supported by growing networks of Texas middle school administrators modeling CCL behaviors and ideologies in their decision-making. Several analyses for campus characteristics resulted in statistical significance, confirming that these results did not occur randomly but are attributable to specific causes. For example, data analysis examining relationships between administrators' demographics and identity salience determinted that an administrator's total years as principal or

assistant principal was statistical significant. This variable was also a predictor of identity in 4 out of the 6 logistic regression models found to be statistically significant. Likewise, both the highest degree administrators earned and the total number of graduate level courses taken in reading or literacy were found to be statistically significant variables linked to identity salience. These two variables were also predictors of identity in 2 out of the 6 logistic regression models reported as statistically significant.

Data analyzed for principals' beliefs revealed that most Texas middle school administrators have viewpoints that align with the NPCL identity. These results suggest that Texas middle school administrators' beliefs represent neoliberal and neoconservative platforms (Ylimaki, 2012) that defend skills-based or *autonomous* literacy models which align with state testing requirements. Analyses for principals' beliefs, however, only resulted in statistical significance for school size in the 2012-2013 school year. Further analysis then is needed to confirm that results did not occur randomly. Still, data analysis continually revealed that Texas middle school administrators possess a high degree of commitment to the NPCL identity. This key finding indicates that a large disconnect exists between the decisions Texas middle school administrators make and their beliefs. People regulate their behaviors based on feedback to verify a preferred identity within a given role (Burke & Reitzes, 1981). Ylimaki (2012) and Meltzer (1997) associated an administrator's background knowledge and acceptance of educational trends and reforms as factors leading to one's identity development and sustainability. Thus, the degree of commitment Texas middle school administrators place on their NPCL and CCL identities likely depend on factors within their immediate environments (Stryker & Burke, 2000; Turner, 2013). More specifically, the difference between identities may

stem from Texas middle school administrators engaging in role performances consistent with expectations modeled for them by others (Stryker & Burke, 2000; Turner, 2013).

Relationships Beyond Administrators' Control. Data collected and analyzed for this study revealed that some relationships linked to adminstrators' identity salience are beyond their control. For instance, data analysis indicates that Texas middle school administrators assigned to larger districts are more likely to hold beliefs aligned with the NPCL identity. This key finding supports Meltzer's (1997) conclusion that school size had a major impact on how administrators interacted with faculty and the overall structure of the school. Wood and Bandura (1989) found that organizations with a small number of employees had better success with challenging goals than those who had a larger number of employees. Ylimaki (2012) characterized the NPCL identity as an administrator having a professional demeanor, but driven by data, efficiency, and productivity. Because managerial demands are more complex in larger organizations, it is especially difficult to handle "component and coordinative" resources (Wood & Bandura, 1989, p. 376). This suggests that the relationship between Texas middle school administrators identity saliences and school size may be linked to additional factors beyond the administrators' control. Further research then is needed to identify these factors to determine the depth of this relationship.

Another key finding reveals the disconnect between Texas middle school administrator identity and federal and state accountability. Wright (2010) maintained that administrators' identities were negatively impacted when they were at odds with a district's uncompromising mandates considered "unfamiliar, uncomfortable, or conflicting with their values" (p. 174). Data analysis focusing on 2012 Texas AYP and 2013 Texas Accountability rating results points to campus characteristics aligning with the CCL identity, while administrator beliefs strongly align

with the NPCL identity. This analysis suggests that pressures placed on Texas middle school administrators to meet rigorous assessment and accountability proficiency standards impacts commitments placed on identities.

Wood and Bandura (1989) noted there is a difference between possessing skills and being able to use them under difficult circumstances. Successful role performance influenced by assessment and accountability may require more than Texas middle school administrators possessing the needed skills; it may also demand that they have a certain level of self-efficacy to self-verify within a preferred identitiy. Administrators enact a combination of leadership approaches when confronted with demands for change (Leithwood & Duke, 1999; Wright, 2010). Turner (2013) maintained that external events alter the structure of a situation, and individuals adopt new identities in response to changing expectations. It is possible that prior to the first year of STAAR testing, the campus characteristics of Texas middle school administrators were more aligned with their personal beliefs. Yet, Wright (2010) found that when administrators are confronted with accountability pressures, they find it difficult to maintain valued identities. High failure rates may have forced Texas middle school administrators to change the literacy practices on their campuses to meet new, more rigorous, testing requirements while their personal beliefs remained the same. When changes in identity reinforce and reflect value-commitments that are positive, there is less likely of a chance that an individual will resist changes in identity (Turner, 2013). Therefore, Texas middle school administrators may have continued supporting practices aligned to the CCL identity since second year STAAR testing indicated a significant increase in student achievement.

On the contrary, increases in expectations for role performance affect commitments to identities within salience hierarchies. Wright (2010) discovered that administrators were

innovative in their leadership approaches if their preferred identities matched the school's vision. This alignment permitted administrators to seek the cooperation of others to construct organizational goals that were in line with their identity. Administrators also tended to assume identities to "transform traditional top-down leadership approaches" in an effort to provide more constructive and reciprocal relationships among staff (Wright, 2010, p. 179). Unfortunately, discrepancies between administrators' instructional leadership and the theories they profess to use can also occur (Wright, 2010). As a result, temporal factors related to educational trends and professional landscapes in adolescent literacy are just one factor to consider. Other considerations must include the background knowledge, perceptions, and beliefs administrators possess in literacy.

Relationships Administrators May Control. Data collected and analyzed for this study also revealed that some relationships linked to adminstrators' identity salience may be controled. Findings from this study reveal a considerable difference between what resources administrators use to keep themselves updated on literacy issues and how their literacy beliefs are formed. These findings support Meltzer's (1997) research which indicated that temporal factors like professional landscapes have a profound effect on role expectations and performances. Results from this study also imply that Texas middle school administrators may accept or resent the professional development and training that accompanies instructional changes (Meltzer, 1997; Turner, 2013; Wright, 2010). Additionally, since factor analysis results reveal high salience for both identities, Texas middle school administrators are likely mentored by individuals who are like-minded. In response, administrators may adjust their identities and leadership practices to fit specific values modeled for them during training and by watching others make decisions

(Wright, 2010; Wood & Bandura, 1989). Administrators then may replicate the "values, behaviors, and choices of those" surrounding them (Wright, 2010, p. 257).

As Texas middle school administrators acquire their literacy practices and beliefs through forms of direct, explicit, and self-produced modeling (Wood & Bandura, 1989), they also develop an understanding of when a given situation is an opportunity to perform within each identity. This allows administrators to seek out situations that permit performance within these identities (Stryker, 1968: Stryker & Serpe, 1994; Turner, 2013). Data collected in this study suggests that Texas middle school administrators may place an identity higher within their salience hierarchy if they are able to strengthen ties within a social network to play a specific role (Stryker, 1968: Stryker & Serpe, 1994; Turner, 2013). For instance, a key finding in this study is that administrators believe their knowledge of literacy instruction and assessment increases their credibility and effectiveness as instructional leaders. Only a few administrators reported not being involved in decision-making, thereby allowing others to managing their literacy programs. Most administrators reported that their knowledge of literacy allowed them to effectively engage in critical conversations and model instructional practices on their campuses.

This data suggests that when it comes to their personal beliefs about literacy instruction administrators may be in a state of fluctuation, fixed between the NPCL and CCL identities. A review of the individual responses to ALLI survey items covering principals' beliefs indicates that many administrator beliefs fall amid the NPCL and CCL identities. This variability is likely the result of being caught in the middle of educational trends and professional landscapes that reflect discourses concerning accountability circulating at federal, state, and local levels. A critical finding in Meltzer's (1997) study was that administrators reported feeling that they were not listened to by central office administration, and felt instructional choices were made by

people who did not understand the consequences of their decision making. Still, administrators recognized the importance of role performances and expectations brought about by temporal factors related to educational trends and professional landscapes (Meltzer, 1997; Samson, 1999; Applebaum & Du, 1999; Craig, 1999).

Another key finding from this study is that resources Texas middle school administrators use to keep themselves updated on literacy issues, and those shaping their beliefs, were valued differently. Ylimaki (2012) argued that administrators lacked the curriculum theory backgrounds that would enable them to recognize the sociocultural and political ideologies driving reform trends. Wood and Bandura (1989) also maintained that as the need to acquire precise knowledge increases, there is a greater need for managers to have cognitive resources to function competently. Most Texas middle school administrators maintained they kept updated on literacy issues by attending professional development while their beliefs were derived from their background knowledge and personal experiences. Identifying the professional development, number of personal contacts with literacy professionals, and published resources administrators use are thus essential for understanding high saliencies associated with the NPCL and CCL identities.

This is especially important for pinpointing which institutionalized values and norms play a critical role in developing administrators' commitments to an identity and their ability to self-verify. Wright (2010) established that when administrators found similarity between their identities and professional development, they saw training to be more "constructive, creative, energizing, fulfilling, and worthwhile" (p. 215). But for those who did not share the same ideologies, they "felt that they compromised their values for demands that were incongruent with whom they were or wanted to be as school principals" (Wright, 2010, p. 215). Self-efficacy determines the level of

motivation central to the process of organizing, planning, leading, and controlling resources (Wood & Bandrua, 1989). Thus, establishing and strengthening commitments within one's salient hierarchy does not come without changes to ideologies and beliefs. Further analysis then is needed to explicitly define the ideologies administrators are exposed to when attending professional development, communicating with literacy professionals, and using published resources.

Another key finding from this study was that administrators' highest degree earned was a factor in identity salience, while data collected on the focus of bachelor's, master's, and doctorate degrees did not result in statically significant results. These findings, however, do not negate Ylimaki's (2013) claim that background knowledge is essential to identity development. Part of Ylimaki's discussion on the importance of background knowledge included an argument against principal preparation programs supporting scientific management ideologies. When reviewing data collected on the focus of administrators' highest degrees earned, 68% had degrees that focused on education administration or leadership, 27% had degrees that focused on mid-management (or they held a master's in education), and only 5% had degrees that focused on curriculum and instruction. These results indicate that as administrators continue their education, most obtained degrees that focused on managerial issues and standards. In order to self-verify, administrators must achieve a sense of congruence between role expectations and the responses of others within a situation (Turner, 2013). Wright (2010) found that when mismatches between identity and a standard held by others occurred it increased discrepancies and negative emotions. If principal preparation programs in Texas do support scientific management ideologies, it may be difficult for administrators to develop the necessary background knowledge in curriculum theory and literacy needed to support the literacy programs being promoted in Texas middle schools.

The number of graduate courses administrators took in literacy was another factor in identity salience. Results indicate the more graduate courses taken in literacy, the more likely administrators align with the NPCL identity. Though results conflict with Ylimaki's (2012) findings, the pressure to meet accountably rates may force even those with extensive literacy backgrounds to invest in skills-based and *autonomous* literacy practices and beliefs. Ylimaki observed that as the pressure for accountability increased, administrators became more committed to the identity they felt would achieve higher test scores. Further analysis is needed to determine how background knowledge influences identity salience and whether pressures to meet accountability requirements make it difficult for administrators with extensive literacy backgrounds to self-verify.

The education setting of administrators' bachelor's degrees was also found to be an influencing factor in identity salience. Because administrator identity is linked to former teacher identity (Connelly & Clandinin, 1999a) the literacy practices and beliefs administrators acquired before they became principals and assistant principals are important factors when considering their ability to self-verify. Wright (2010) found that when administrators are given opportunities for "reflection and reflexive practice," they are able to self-verify their identities (p. 176). Education settings that encompass online or a mixture of online and traditional coursework may only provide administrators with experiences and reflective practices that help them self-verify within the NPCL identity.

Recommendations

Throughout the duration of this study, the researcher noted areas for future research. First, further research should focus on possible revisions to the researcher created ALLI survey. In retrospect, having only 12 items for the principals' beliefs category on the ALLI survey may

have lead to insignificant findings. By revising this section of the survey and adding more items, further research may link demographic factors to principals' beliefs. Second, further analysis is needed to explore possible reasons Texas middle school administrator beliefs tend to align with the NPCL identity over the CCL identity in their salience hierarchy. One way to accomplish this would be to replicate this study in middle schools throughout the United States. This may create a more accurate description of administrators' identity salience when comparing campus decision making to principals' beliefs. Another way to accomplish this would be to compare how administrators individually answered the open-ened items on the ALLI survey to see if their response aligned with either or both of the identities. Third, additional research is needed to explicitly define the ideologies administrators are exposed to when attending professional development, district trainings, or using educational resources. This can be achieved by expanding the ALLI survey and collecting additional demographic data to include more open-ended responses for administrators to provide the specific professional development, trainings, and resources they utilized within a given time period. Fourth, further exploration is need to determine if, how, and when role performances reflecting institutionalized values and norms influence changes in commitments to Texas middle school administrator identity. The most effective way to do this would be to conduct a similar study at the beginning of a new educational trend intended to affect the literacy practices at the middle school level. Researchers could then use the ALLI survey and demographic data at the onset of the new trend; then again at the when the trend is widely used. This will allow researchers to capture any changes in administrator identity along with student outcomes. And finally, administrator role expectations and performances as curriculum leaders needs to be further explored. New research should include data supporting the experiences, beliefs, opportunities for self-verification.

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APPENDIX A: ADMINISTRATORS AS LITERACY LEADERS IDENTIFIER SURVEY

Administrators as Literacy Leaders Identifier (ALLI)

Preliminary Questions

Thank you for taking the time to complete this survey. Data collected will be used to identify character traits associated with curriculum leadership as it pertains to literacy. This survey should only take about 10-15 minutes of your time.

Please Note: If were NOT an administrator at a middle school campus during either the 2011-2012 or 2012-2013 school years, thank you for your time, however you do not need to complete this survey.

***1. Were you an administrator of record at a middle school campus during the 2011-2012 school year?**

- ◯ Yes
- ◯ No

2. Please provide the name of the middle school campus where you were an administrator of record during the 2011-2012 school year. This information will be kept confidential.

3. What was the total number of students in your building during the 2011-2012 school year?

- ◯ under 200
- ◯ 201-400
- ◯ 401-600
- ◯ more than 600
- ◯ not applicable

4. Check all grades on your campus during the 2011-2012 school year.

- ☐ Pre-K
- ☐ K
- ☐ 1st
- ☐ 2nd
- ☐ 3rd
- ☐ 4th
- ☐ 5th
- ☐ 6th
- ☐ 7th
- ☐ 8th
- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☐ 12th

***5. Are you still an administrator of record at this campus?**

- ◯ Yes
- ◯ No
- ◯ I was not an administrator of record at a middle school campus during the 2011-2012 school year.

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Administrators as Literacy Leaders Identifier (ALLI)

***6. Were you an administrator of record at a middle school campus during the 2012-2013 school year?**

- ◯ Yes
- ◯ No

7. Please provide the name of the middle school campus where you were an administrator of record during the 2012-2013 school year. This information will be kept confidential.

8. What was the total number of students in your building during the 2012-2013 school year?

- ◯ under 200
- ◯ 201-400
- ◯ 401-600
- ◯ more than 600
- ◯ not applicable

9. Check all grades on your campus during the 2012-2013 school year.

- ☐ Pre-K
- ☐ K
- ☐ 1st
- ☐ 2nd
- ☐ 3rd
- ☐ 4th
- ☐ 5th
- ☐ 6th
- ☐ 7th
- ☐ 8th
- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☐ 12th

***10. Are you still an administrator of record at this campus?**

- ◯ Yes
- ◯ No
- ◯ I was not an administrator of record at a middle school campus during the 2012-2013 school year.

Administrators as Literacy Leaders Identifier (ALLI)

Section 1: Characteristics of Campus Literacy Instruction

Apply the following characteristics to the literacy instruction used on your campus during the 2011-2012 and/or 2012-2013 school years.

***11. Decisions addressing instructional practices for literacy were data-driven and aligned to meet AYP expectations.**

- ◯ Always
- ◯ Almost Always
- ◯ Almost Never
- ◯ Never

***12. Teachers were encouraged to integrate self selected novels and writing activities to support literacy instruction.**

- ◯ Always
- ◯ Almost Always
- ◯ Almost Never
- ◯ Never

***13. A large portion of the literacy instruction was externally developed (i.e. CSCOPE, READ 180, Passport Reading Journeys, READ RIGHT, etc.)**

- ◯ Always
- ◯ Almost Always
- ◯ Almost Never
- ◯ Never

***14. Student demographics and social issues (i.e. emotional, ethnic, gender, economic, cultural and ethical) were considered important factors when planning literacy instruction.**

- ◯ Always
- ◯ Almost Always
- ◯ Almost Never
- ◯ Never

Administrators as Literacy Leaders Identifier (ALLI)

***15. The literacy instruction focused predominantly on skills-based forms of instruction (i.e. marking texts, analyzing text structures, purpose driven reading, note taking, and silent reading).**

- ◯ Always
- ◯ Almost Always
- ◯ Almost Never
- ◯ Never

***16. The literacy instruction included a community-based component (i.e. students wrote letters to newspapers, organizations, or city officials; involvement in community service projects).**

- ◯ Always
- ◯ Almost Always
- ◯ Almost Never
- ◯ Never

***17. State assessment routinely guided decisions for planning professional development to improve literacy instruction.**

- ◯ Always
- ◯ Almost Always
- ◯ Almost Never
- ◯ Never

***18. The literacy instruction incorporated teacher arranged activities that went beyond the classroom.**

- ◯ Always
- ◯ Almost Always
- ◯ Almost Never
- ◯ Never

Administrators as Literacy Leaders Identifier (ALLI)

***19. The literacy instruction was fundamentally standards-based to help students rehearse, encode, and process information, monitor their performance, and provide feedback to teachers as to the appropriateness of the learning activities.**

- ◯ Always
- ◯ Almost Always
- ◯ Almost Never
- ◯ Never

***20. Professional development for literacy instruction focused on bridging classroom teaching with community related issues.**

- ◯ Always
- ◯ Almost Always
- ◯ Almost Never
- ◯ Never

***21. Decisions for planning literacy instruction were developed mostly by leadership teams made up of administrators and lead teachers.**

- ◯ Always
- ◯ Almost Always
- ◯ Almost Never
- ◯ Never

***22. The literacy instruction used a wide variety of texts and reading materials to support a multicultural perspective and meet the needs of diverse learners.**

- ◯ Always
- ◯ Almost Always
- ◯ Almost Never
- ◯ Never

Administrators as Literacy Leaders Identifier (ALLI)

***23. Decisions for planning literacy instruction were directed almost entirely by the district office.**

- ◯ Always
- ◯ Almost Always
- ◯ Almost Never
- ◯ Never

***24. All teachers were encouraged to experiment with literacy instruction and share classroom ideas that worked for them with other teachers.**

- ◯ Always
- ◯ Almost Always
- ◯ Almost Never
- ◯ Never

***25. Decisions addressing instructional practices for literacy were largely focused on raising student achievement scores.**

- ◯ Always
- ◯ Almost Always
- ◯ Almost Never
- ◯ Never

***26. When making decisions about literacy instruction, discussion groups were routinely used along with various groupings that included students, teachers, and members of parent organizations.**

- ◯ Always
- ◯ Almost Always
- ◯ Almost Never
- ◯ Never

Administrators as Literacy Leaders Identifier (ALLI)

***27. The literacy instruction included the use of curriculum mapping with lesson plans describing in detail, what and how a teacher taught on a day-to-day basis including: the sequence of activities, student grouping, resources used, and highlights of academic performance measures.**

- ◯ Always
- ◯ Almost Always
- ◯ Almost Never
- ◯ Never

***28. The literacy instruction utilized self selection of reading materials with non-test based assessments of comprehension (i.e. student writing, projects, and conferencing).**

- ◯ Always
- ◯ Almost Always
- ◯ Almost Never
- ◯ Never

***29. The literacy instruction utilized various standardized test taking strategies in an effort to increase student achievement on state assessment.**

- ◯ Always
- ◯ Almost Always
- ◯ Almost Never
- ◯ Never

***30. The literacy instruction included opportunities for teachers and students to use new literacies for both assignments and assessments (i.e. messaging, blogging, maintaining a website, participating in online social networking spaces, podcasting, digital storytelling, participating in online discussion lists, emailing, using online chat, etc.).**

- ◯ Always
- ◯ Almost Always
- ◯ Almost Never
- ◯ Never

Administrators as Literacy Leaders Identifier (ALLI)

Section 2: Administrators' Beliefs About Literacy Instruction

How strongly do you agree with the following beliefs concerning your role as a curriculum and literacy leader on your campus?

***31. I believe that literacy instruction focusing on shared reading/writing, conferencing, and independent reading/writing fail to prepare students for the academic skills required on state reading assessments.**

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

***32. I believe administrators, teachers, and community members should engage in conversations concerning the politics and policies of standardized testing and question underlining assumptions about high stakes testing.**

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

***33. I believe an erosion of my curriculum leadership authority impedes my ability to be a strong instructional leader on my campus.**

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

***34. I support community-based literacy efforts whereby teachers, parents, and students identify content goals and social change projects to incorporate into the curriculum.**

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

Administrators as Literacy Leaders Identifier (ALLI)

***35. I prefer to attend workshops that focus on skills-based, externally developed curricula, and assessment-driven curriculum decision.**

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

***36. My decisions regarding literacy instruction are concerned with relationships found within the research addressing critical thinking, critical literacy skills, multicultural perspectives, and the new literacies.**

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

***37. I believe literacy instruction should take a no-nonsense approach to curriculum, focusing on standards that incorporate all inclusive prepackaged programs and tests rather than concentrate on students' cultural backgrounds and social issues.**

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

***38. I believe that literacy instruction must include authentic materials in realistic contexts, community service projects, and multicultural arts to build a strong learning culture with high expectations for all students and teachers.**

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

Administrators as Literacy Leaders Identifier (ALLI)

***39. I believe instructional leaders better serve their campus when they are experts at curriculum management rather then relied on as curriculum developers in literacy instruction.**

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

***40. I believe that curriculum leadership in literacy requires the building of relationships that support social equity and learning by cutting through the rhetoric and accountability pressures to teach what is important in students' lives.**

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

***41. I prefer to work with educators who share my beliefs about standards-based literacy and avoid those who hold progressive views of literacy.**

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

***42. As a curriculum leader I believe it is my responsibility to model thinking and continuous inquiry about literacy by teaching all stakeholders how to question and challenge some of the ideas and policy driving reading and writing achievement.**

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

Administrators as Literacy Leaders Identifier (ALLI)

Section 3: Administrators' Beliefs About Literacy Instruction Open-Ended Qu...

Please briefly respond to the following questions.

***43. How does your knowledge of literacy instruction and assessment contribute to your effectiveness as a literacy leader on your campus?**

***44. Describe how your beliefs about literacy instruction came about.**

***45. In what ways have your beliefs about literacy instruction changed in the last two years?**

46. Are there any other beliefs about literacy instruction you would like to add?

Administrators as Literacy Leaders Identifier (ALLI)

***53. In what type of educational setting did you earn your masters degree?**

- ◯ online setting
- ◯ traditional classroom setting
- ◯ mixture of online and traditional settings

***54. What is the focus in your highest degree earned?**

***55. If applicable, in what type of educational setting did you earn your doctorate degree?**

- ◯ online setting
- ◯ traditional classroom setting
- ◯ mixture of online and traditional settings
- ◯ not applicable

***56. Total number of graduate level courses you've taken in reading instruction or literacy?**

- ◯ none
- ◯ 1-2
- ◯ 3-5
- ◯ more than 5

Administrators as Literacy Leaders Identifier (ALLI)

***57. Choose all sources of information and training you use to keep yourself updated on literacy instruction.**

- [ ] professional development workshops
- [ ] graduate courses in a traditional classroom setting
- [ ] online graduate courses
- [ ] online research articles on literacy
- [ ] professional education magazines with educational leadership focus
- [ ] professional education magazines with curriculum leadership focus
- [ ] professional education magazines with a literacy focus
- [ ] personal contacts with specialist in literacy
- [ ] newspaper or newsletter articles about literacy issues
- [ ] college textbooks focused on literacy
- [ ] membership in professional organizations that emphasize literacy instruction
- [ ] professional journals with educational leadership focus
- [ ] professional journals with curriculum leadership focus
- [ ] professional journals with literacy focus
- [ ] national and international conferences

Other (please specify)

APPENDIX B: COPY OF RECRUITMENT EMAIL

Dear Administrator,

I am writing to tell you about an exciting study concerning curriculum leader identity pertaining to literacy instruction being conducted by Christina Joye Beard at Texas A&M Corpus Christi. I received your name from a listing of middle school administrators found on the Texas Education Directory Customized Reports and Data Files (AskTed) website.

The purpose of this research study is to investigate the effects of specific curriculum leader identities on literacy practices and student achievement, as perceived by administrators in instructional leadership positions at middle schools in Texas.

You may be eligible for this study if you were an administrator serving in a principal or assistant principal position at a Texas middle school campus during the 2011-2012 and/or 2012-2013 school years.

It is important to know that this letter is not to tell you to join this study. It is your decision. Your participation is voluntary. Whether or not you participate in this study will have no effect on your relationship with Texas A&M Corpus Christi.

1. If you would like to learn more about this study, please respond to this email indicating you would like to be considered as a participant.

2. If you do not wish to hear about this study and do not wish to be contacted again about this study, still please respond to this email indicating you would not like to participate.

If you would like to talk to the researcher, Christina Joye Beard, please call (361) 825-3658. If we do not receive your reply within one week another email to clarify may be sent.

Thank you for your time and consideration.

Sincerely,
Christina Joye Beard
Graduate Assistant
College of Education
Educational Leadership, Curriculum & Instruction
Texas A & M University - Corpus Christi
361-825-3658
Christina.Beard@tamucc.edu

APPENDIX C: COPY OF CONSENT AND CONFIDENTIALY FORM

CURRICULUM LEADERSHIP: AN EXAMINATION OF THE LITERACY KNOWLEDGE, PRACTICES, AND BELIEFS INFLUENCING ADMINISTRATOR'S IDENTITY

Introduction
The purpose of this form is to provide you information that may affect your decision as to whether or not to participate in this research study. If you decide to participate in this study, this form will also be used to record your consent.

You have been asked to participate in a research project studying curriculum leader identity as it pertains to literacy instruction. The purpose of this study is to investigate the effects of specific curriculum leader identities on literacy practices and student achievement, as perceived by administrators in instructional leadership positions at middle schools in Texas. You were selected to be a possible participant because you currently hold an administrative position at a selected middle school campus in Texas.

What will I be asked to do?
If you agree to participate in this study, you will be asked to complete a survey along with a demographic questionnaire. This study will take approximately six months to complete; however participation requires only the completion of the survey and questionnaire.

What are the risks involved in this study?
The risks associated with this study are minimal, and are not greater than risks ordinarily encountered in daily life.

What are the possible benefits of this study?
You will receive no direct benefit from participating in this study; however, the results of this study may encourage further research into the way curriculum leader identity influences student achievement.

Do I have to participate?
No. Your participation is voluntary. You may decide not to participate or to withdraw at any time without your current or future relations with Texas A&M University-Corpus Christi being affected.

Who will know about my participation in this research study?
This study is confidential, and records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only the researcher and a dissertation committee will have access to the records.

Is there anything else I should consider?

Participation in this study is based on administrates serving in principal or assistant principal positions at selected campuses during the 2011-2012 and/or 2012-2013 school years.

Whom do I contact with questions about the research?
If you have questions regarding this study, you may contact Christina Joye Beard, (361)825-3658, Christina.Beard@tamucc.edu or Dan Pearce, (361)825-5881, Dan.Pearce@tamucc.edu.

Whom do I contact about my rights as a research participant?
This research study has been reviewed by the Research Compliance Office and/or the Institutional Review Board at Texas A&M University-Corpus Christi. For research-related problems or questions regarding your rights as a research participant, you can contact Erin Sherman, Research Compliance Officer, at (361) 825-2497 or erin.sherman@tamucc.edu

Agreement to Participate

You agree to participate in the study by completing the following survey. Participants must be 18 years of age or older.

APPENDIX D: SURVEY ITEM AND ASSIGNED IDENTITY LABEL: CAMPUS CHARACTERISTICS

Identity Label	Survey Item
CC01A	Decisions addressing instructional practices for literacy were data driven and aligned to meet AYP expectations.
CC02B	Teachers were encouraged to integrate self selected novels and writing activities to support literacy instruction.
CC03A	A large portion of the literacy instruction was externally developed (i.e. CSCOPE, READ 180, Passport Reading Journeys, READ RIGHT, etc.)
CC04B	Student demographics and social issues (i.e. emotional, ethnic, gender, economic, cultural and ethical) were considered important factors when planning literacy instruction.
CC05A	The literacy instruction focused predominantly on skills based forms of instruction (i.e. marking texts, analyzing text structures, purpose driven reading, note taking, and silent reading).
CC06B	The literacy instruction included a community based component (i.e. students wrote letters to newspapers, organizations, or city officials; involvement in community service projects).
CC07A	State assessment routinely guided decisions for planning professional development to improve literacy instruction.
CC08B	The literacy instruction incorporated teacher arranged activities that went beyond the classroom.
CC09A	The literacy instruction was fundamentally standards based to help students rehearse, encode, and process information, monitor their performance, and provide feedback to teachers as to the appropriateness of the learning activities.
CC10B	Professional development for literacy instruction focused on bridging classroom teaching with community related issues.
CC11A	Decisions for planning literacy instruction were developed mostly by leadership teams made up of administrators and lead teachers.
CC12B	The literacy instruction used a wide variety of texts and reading materials to support a multicultural perspective and meet the needs of diverse learners.
CC13A	Decisions for planning literacy instruction were directed almost entirely by the district office.
CC14B	All teachers were encouraged to experiment with literacy instruction and share classroom ideas that worked for them with other teachers.
CC15A	Decisions addressing instructional practices for literacy were largely focused on raising student achievement scores.
CC16B	When making decisions about literacy instruction, discussion groups were routinely used along with various groupings that included students, teachers, and members of parent organizations.
CC17A	The literacy instruction included the use of curriculum mapping with lesson plans describing in detail, what and how a teacher taught on a day to day basis including: the sequence of activities, student grouping, resources

	used, and highlights of academic performance measures.
CC18B	The literacy instruction utilized self selection of reading materials with nontest based assessments of comprehension (i.e. student writing, projects, and conferencing).
CC19A	The literacy instruction utilized various standardized test taking strategies in an effort to increase student achievement on state assessment.
CC20B	The literacy instruction included opportunities for teachers and students to use new literacies for both assignments and assessments (i.e. messaging, blogging, maintaining a website, participating in online social networking spaces, podcasting, digital storytelling, participating in online discussion lists, emailing, using online chat, etc.).

APPENDIX E: SURVEY ITEM AND ASSIGNED IDENTITY LABEL: PRINCIPALS' BELIEFS

Item Name	Survey Item
PB01A	I believe that literacy instruction focusing on shared reading/writing, conferencing, and independent reading/writing fail to prepare students for the academic skills required on state reading assessments.
PB02B	I believe administrators, teachers, and community members should engage in conversations concerning the politics and policies of standardized testing and question underlining assumptions about high stakes testing.
PB03A	I believe an erosion of my curriculum leadership authority impedes my ability to be a strong instructional leader on my campus.
PB04B	I support community based literacy efforts whereby teachers, parents, and students identify content goals and social change projects to incorporate into the curriculum.
PB05A	I prefer to attend workshops that focus on skills based, externally developed curricula, and assessment driven curriculum decision.
PB06B	My decisions regarding literacy instruction are concerned with relationships found within the research addressing critical thinking, critical literacy skills, multicultural perspectives, and the new literacies.
PB07A	I believe literacy instruction should take a no nonsense approach to curriculum, focusing on standards that incorporate all inclusive prepackaged programs and tests rather than concentrate on students' cultural backgrounds and social issues.
PB08B	I believe that literacy instruction must include authentic materials in realistic contexts, community service projects, and multicultural arts to build a strong learning culture with high expectations for all students and teachers.
PB09A	I believe instructional leaders better serve their campus when they are experts at curriculum management rather than relied on as curriculum developers in literacy instruction.
PB10B	I believe that curriculum leadership in literacy requires the building of relationships that support social equity and learning by cutting through the rhetoric and accountability pressures to teach what is important in students' lives.
PB11A	I prefer to work with educators who share my beliefs about standards based literacy and avoid those who hold progressive views of literacy.
PB12B	As a curriculum leader I believe it is my responsibility to model thinking and continuous inquiry about literacy by teaching all stakeholders how to question and challenge some of the ideas and policy driving reading and writing achievement.

APPENDIX F: CORRELATION MATRIX FOR CAMPUS CHARACTERISTICS

		CC01A	CC02B	CC03A	CC04B	CC05A	CC06B	CC07A	CC08B	CC09A	CC10B	CC11A	CC12B	CC13A	CC14B	CC15A	CC16B	CC17A	CC18B	CC19A	CC20B
Correlation	CC01A	1.000	.278	.022	.408	.340	.255	.290	.320	.350	.293	.367	.406	.084	.309	.241	.285	.387	.247	.208	.261
	CC02B	.278	1.000	-.078	.324	.271	.376	.161	.323	.308	.289	.189	.414	-.176	.444	.061	.246	.134	.319	.058	.259
	CC03A	.022	-.078	1.000	-.005	.110	-.008	.236	.054	.108	.031	.083	.023	.101	-.064	.166	.110	.088	.037	.213	-.036
	CC04B	.408	.324	-.005	1.000	.289	.334	.288	.297	.244	.302	.363	.489	-.004	.368	.125	.314	.222	.277	.132	.317
	CC05A	.340	.271	.110	.289	1.000	.258	.271	.294	.363	.244	.273	.340	.089	.343	.264	.237	.239	.262	.345	.230
	CC06B	.255	.376	-.008	.334	.258	1.000	.142	.472	.292	.560	.302	.351	.222	.211	.021	.425	.272	.364	.037	.427
	CC07A	.290	.161	.236	.288	.271	.142	1.000	.155	.308	.118	.192	.209	.104	.221	.316	.099	.117	.087	.379	.148
	CC08B	.320	.323	.054	.297	.294	.472	.155	1.000	.396	.498	.345	.430	.055	.353	.138	.444	.317	.407	.184	.403
	CC09A	.350	.308	.108	.244	.363	.292	.308	.396	1.000	.309	.337	.457	.089	.236	.309	.254	.411	.338	.364	.327
	CC10B	.293	.289	.031	.302	.244	.560	.118	.498	.309	1.000	.393	.344	.095	.218	.062	.504	.318	.410	.139	.406
	CC11A	.367	.189	.083	.363	.273	.302	.192	.345	.337	.393	1.000	.378	.243	.324	.238	.377	.311	.242	.213	.331
	CC12B	.406	.414	.023	.489	.340	.351	.209	.430	.457	.344	.378	1.000	.060	.471	.162	.385	.432	.405	.168	.424
	CC13A	.084	-.176	.101	-.004	.089	.222	.104	.055	.089	.095	.243	.060	1.000	-.155	.182	.092	.279	.122	.141	.178
	CC14B	.309	.444	-.064	.368	.343	.211	.221	.353	.236	.218	.324	.471	-.155	1.000	.138	.270	.197	.280	.102	.277
	CC15A	.241	.061	.166	.125	.264	.021	.316	.138	.309	.062	.238	.162	.182	.138	1.000	.100	.222	.086	.358	.102
	CC16B	.285	.246	.110	.314	.237	.425	.099	.444	.254	.504	.377	.385	.092	.270	.100	1.000	.398	.379	.110	.453
	CC17A	.387	.134	.088	.222	.239	.272	.117	.317	.411	.318	.311	.432	.279	.197	.222	.398	1.000	.351	.244	.413
	CC18B	.247	.319	.037	.277	.262	.364	.087	.407	.338	.410	.242	.405	.122	.280	.086	.379	.351	1.000	.185	.435
	CC19A	.208	.058	.213	.132	.345	.037	.379	.184	.364	.139	.213	.168	.141	.102	.358	.110	.244	.185	1.000	.232
	CC20B	.261	.259	-.036	.317	.230	.427	.148	.403	.327	.406	.331	.424	.178	.277	.102	.453	.413	.435	.232	1.000

APPENDIX G: CORRELATION MATRIX FOR PRINCIPALS' BELIEFS

		PB01A	PB02B	PB03A	PB04B	PB05A	PB06B	PB07A	PB08B	PB09A	PB10B	PB11A	PB12B
Correlation	PB01A	1.000	.099	.095	.052	.278	.170	.350	.009	.247	.020	.299	.019
	PB02B	.099	1.000	.191	.285	.003	.275	.000	.227	.036	.236	.120	.190
	PB03A	.095	.191	1.000	.133	.112	.140	.103	.090	.097	.147	.142	.149
	PB04B	.052	.285	.133	1.000	-.072	.111	-.067	.371	.081	.276	.084	.281
	PB05A	.278	.003	.112	-.072	1.000	.117	.510	-.046	.207	-.060	.406	-.055
	PB06B	.170	.275	.140	.111	.117	1.000	-.028	.289	.075	.270	.133	.342
	PB07A	.350	.000	.103	-.067	.510	-.028	1.000	-.161	.257	-.057	.403	-.027
	PB08B	.009	.227	.090	.371	-.046	.289	-.161	1.000	.121	.358	.029	.437
	PB09A	.247	.036	.097	.081	.207	.075	.257	.121	1.000	.094	.303	.078
	PB10B	.020	.236	.147	.276	-.060	.270	-.057	.358	.094	1.000	.068	.324
	PB11A	.299	.120	.142	.084	.406	.133	.403	.029	.303	.068	1.000	-.043
	PB12B	.019	.190	.149	.281	-.055	.342	-.027	.437	.078	.324	-.043	1.000

APPENDIX H: ANTI-IMAGE MATRICES FOR CAMPUS CHARACTERISTICS

		CC01A	CC02B	CC03A	CC04B	CC05A	CC06B	CC07A	CC08B	CC09A	CC10B	CC11A	CC12B	CC13A	CC14B	CC15A	CC16B	CC17A	CC18B	CC19A	CC20B
Anti-image	CC01A	.651	-.039	.051	-.112	-.074	.013	-.085	-.031	-.022	-.022	-.074	-.030	.010	-.009	-.047	-.005	-.129	.010	.010	.031
Covariance	CC02B	-.039	.622	.049	-.014	-.032	-.127	-.021	.005	-.065	-.004	.022	-.071	.141	-.127	-.004	.005	.049	-.071	.023	-.001
	CC03A	.051	.049	.860	.033	-.039	.015	-.153	-.023	-.002	.012	-.030	-.014	-.007	.073	-.040	-.094	-.026	-.027	-.074	.092
	CC04B	-.112	-.014	.033	.624	-.030	-.062	-.112	.022	.057	-.002	-.090	-.139	.065	-.026	.006	-.026	.030	-.026	.009	-.030
	CC05A	-.074	-.032	-.039	-.030	.695	-.046	-.006	-.007	-.061	-.004	.006	-.019	-.035	-.109	-.057	-.014	.020	-.022	-.138	.029
	CC06B	.013	-.127	.015	-.062	-.046	.511	-.031	-.097	-.027	-.162	.019	.010	-.154	.033	.056	-.045	.017	-.005	.088	-.074
	CC07A	-.085	-.021	-.153	-.112	-.006	-.031	.689	.022	-.080	.002	.038	.014	-.059	-.081	-.096	.024	.070	.061	-.155	-.011
	CC08B	-.031	.005	-.023	.022	-.007	-.097	.022	.575	-.072	-.093	-.016	-.040	.033	-.075	-.015	-.066	.010	-.057	-.025	-.030
	CC09A	-.022	-.065	-.002	.057	-.061	-.027	-.080	-.072	.579	-.006	-.064	-.104	.059	.067	-.083	.048	-.104	-.047	-.091	-.011
	CC10B	-.022	-.004	.012	-.002	-.004	-.162	.002	-.093	-.006	.528	-.099	.013	.054	.042	.029	-.112	-.019	-.076	-.023	-.016
	CC11A	-.074	.022	-.030	-.090	.006	.019	.038	-.016	-.064	-.099	.630	-.020	-.154	-.110	-.055	-.071	.021	.053	-.025	-.023
	CC12B	-.030	-.071	-.014	-.139	-.019	.010	.014	-.040	-.104	.013	-.020	.495	-.018	-.109	.016	-.019	-.092	-.042	.034	-.049
	CC13A	.010	.141	-.007	.065	-.035	-.154	-.059	.033	.059	.054	-.154	-.018	.703	.134	-.087	.043	-.129	-.061	-.010	-.045
	CC14B	-.009	-.127	.073	-.026	-.109	.033	-.081	-.075	.067	.042	-.110	-.109	.134	.589	-.028	-.013	-.013	-.038	.038	-.026
	CC15A	-.047	-.004	-.040	.006	-.057	.056	-.096	-.015	-.083	.029	-.055	.016	-.087	-.028	.754	-.010	-.038	.026	-.115	.030
	CC16B	-.005	.005	-.094	-.026	-.014	-.045	.024	-.066	.048	-.112	-.071	-.019	.043	-.013	-.010	.581	-.097	-.039	.038	-.102
	CC17A	-.129	.049	-.026	.030	.020	.017	.070	.010	-.104	-.019	.021	-.092	-.129	-.013	-.038	-.097	.593	-.043	-.038	-.082
	CC18B	.010	-.071	-.027	-.026	-.022	-.005	.061	-.057	-.047	-.076	.053	-.042	-.061	-.038	.026	-.039	-.043	.653	-.039	-.096
	CC19A	.010	.023	-.074	.009	-.138	.088	-.155	-.025	-.091	-.023	-.025	.034	-.010	.038	-.115	.038	-.038	-.039	.667	-.091
	CC20B	.031	-.001	.092	-.030	.029	-.074	-.011	-.030	-.011	-.016	-.023	-.049	-.045	-.026	.030	-.102	-.082	-.096	-.091	.593
Anti-image	CC01A	.923[a]	-.062	.068	-.175	-.109	.022	-.128	-.050	-.036	-.037	-.115	-.052	.015	-.014	-.067	-.007	-.207	.016	.014	.050
Correlation	CC02B	-.062	.874[a]	.067	-.023	-.048	-.226	-.032	.008	-.108	-.007	.035	-.128	.213	-.210	-.006	.008	.081	-.111	.035	-.001
	CC03A	.068	.067	.641[a]	.045	-.051	.022	-.198	-.032	-.003	.017	-.041	-.021	-.008	.102	-.049	-.133	-.036	-.036	-.098	.128
	CC04B	-.175	-.023	.045	.897[a]	-.046	-.110	-.171	.037	.094	-.003	-.144	-.250	.098	-.043	.008	-.043	.050	-.040	.014	-.049
	CC05A	-.109	-.048	-.051	-.046	.924[a]	-.077	-.008	-.010	-.097	-.006	.010	-.033	-.050	-.170	-.078	-.022	.032	-.032	-.203	.045

CC06B	.022	-.226	.022	-.110	-.077	.852[a]	-.052	-.180	-.050	-.312	.034	.020	-.257	.061	.090	-.082	.030	-.008	.150	-.134
CC07A	-.128	-.032	-.198	-.171	-.008	-.052	.802[a]	.036	-.127	.004	.058	.025	-.085	-.128	-.134	.038	.110	.092	-.229	-.017
CC08B	-.050	.008	-.032	.037	-.010	-.180	.036	.941[a]	-.125	-.170	-.027	-.075	.052	-.128	-.023	-.114	.017	-.093	-.040	-.051
CC09A	-.036	-.108	-.003	.094	-.097	-.050	-.127	-.125	.898[a]	-.011	-.106	-.195	.092	.114	-.126	.083	-.178	-.076	-.146	-.019
CC10B	-.037	-.007	.017	-.003	-.006	-.312	.004	-.170	-.011	.896[a]	-.172	.026	.089	.076	.046	-.202	-.034	-.129	-.039	-.029
CC11A	-.115	.035	-.041	-.144	.010	.034	.058	-.027	-.106	-.172	.895[a]	-.036	-.232	-.181	-.080	-.117	.035	.082	-.038	-.037
CC12B	-.052	-.128	-.021	-.250	-.033	.020	.025	-.075	-.195	.026	-.036	.919[a]	-.030	-.201	.026	-.036	-.171	-.074	.059	-.090
CC13A	.015	.213	-.008	.098	-.050	-.257	-.085	.052	.092	.089	-.232	-.030	.561[a]	.208	-.120	.068	-.199	-.090	-.014	-.069
CC14B	-.014	-.210	.102	-.043	-.170	.061	-.128	-.128	.114	.076	-.181	-.201	.208	.849[a]	-.042	-.022	-.022	-.061	.061	-.045
CC15A	-.067	-.006	-.049	.008	-.078	.090	-.134	-.023	-.126	.046	-.080	.026	-.120	-.042	.865[a]	-.015	-.056	.037	-.163	.045
CC16B	-.007	.008	-.133	-.043	-.022	-.082	.038	-.114	.083	-.202	-.117	-.036	.068	-.022	-.015	.917[a]	-.165	-.064	.061	-.174
CC17A	-.207	.081	-.036	.050	.032	.030	.110	.017	-.178	-.034	.035	-.171	-.199	-.022	-.056	-.165	.881[a]	-.068	-.061	-.138
CC18B	.016	-.111	-.036	-.040	-.032	-.008	.092	-.093	-.076	-.129	.082	-.074	-.090	-.061	.037	-.064	-.068	.936[a]	-.060	-.155
CC19A	.014	.035	-.098	.014	-.203	.150	-.229	-.040	-.146	-.039	-.038	.059	-.014	.061	-.163	.061	-.061	-.060	.813[a]	-.145
CC20B	.050	-.001	.128	-.049	.045	-.134	-.017	-.051	-.019	-.029	-.037	-.090	-.069	-.045	.045	-.174	-.138	-.155	-.145	.925[a]

a. Measures of Sampling Adequacy(MSA)

APPENDIX I: ANTI-IMAGE MATRICES FOR PRINCIPALS' BELIEFS

		PB01A	PB02B	PB03A	PB04B	PB05A	PB06B	PB07A	PB08B	PB09A	PB10B	PB11A	PB12B
Anti-image Covariance	PB01A	.801	-.034	-.010	-.036	-.042	-.114	-.149	.009	-.109	.025	-.075	.024
	PB02B	-.034	.825	-.105	-.151	.032	-.142	-.009	-.041	.039	-.070	-.049	-.001
	PB03A	-.010	-.105	.917	-.045	-.043	-.029	-.024	.022	-.026	-.056	-.044	-.064
	PB04B	-.036	-.151	-.045	.776	.045	.079	.029	-.163	-.014	-.085	-.062	-.090
	PB05A	-.042	.032	-.043	.045	.662	-.095	-.244	-.034	-.022	.053	-.146	.046
	PB06B	-.114	-.142	-.029	.079	-.095	.753	.097	-.074	.017	-.098	-.059	-.176
	PB07A	-.149	-.009	-.024	.029	-.244	.097	.612	.110	-.082	-.001	-.136	-.077
	PB08B	.009	-.041	.022	-.163	-.034	-.074	.110	.668	-.077	-.123	-.018	-.196
	PB09A	-.109	.039	-.026	-.014	-.022	.017	-.082	-.077	.845	-.035	-.136	-.022
	PB10B	.025	-.070	-.056	-.085	.053	-.098	-.001	-.123	-.035	.783	-.037	-.097
	PB11A	-.075	-.049	-.044	-.062	-.146	-.059	-.136	-.018	-.136	-.037	.704	.093
	PB12B	.024	-.001	-.064	-.090	.046	-.176	-.077	-.196	-.022	-.097	.093	.701
Anti-image Correlation	PB01A	.795[a]	-.041	-.011	-.046	-.058	-.147	-.212	.012	-.132	.031	-.100	.032
	PB02B	-.041	.778[a]	-.121	-.189	.043	-.180	-.013	-.055	.047	-.087	-.064	-.001
	PB03A	-.011	-.121	.831[a]	-.053	-.055	-.035	-.032	.029	-.029	-.066	-.054	-.080
	PB04B	-.046	-.189	-.053	.751[a]	.063	.103	.042	-.227	-.017	-.109	-.084	-.123
	PB05A	-.058	.043	-.055	.063	.712[a]	-.135	-.383	-.051	-.029	.074	-.215	.067
	PB06B	-.147	-.180	-.035	.103	-.135	.695[a]	.143	-.104	.021	-.127	-.081	-.242
	PB07A	-.212	-.013	-.032	.042	-.383	.143	.676[a]	.173	-.114	-.001	-.207	-.118
	PB08B	.012	-.055	.029	-.227	-.051	-.104	.173	.744[a]	-.103	-.170	-.026	-.286
	PB09A	-.132	.047	-.029	-.017	-.029	.021	-.114	-.103	.798[a]	-.043	-.176	-.029
	PB10B	.031	-.087	-.066	-.109	.074	-.127	-.001	-.170	-.043	.832[a]	-.050	-.131
	PB11A	-.100	-.064	-.054	-.084	-.215	-.081	-.207	-.026	-.176	-.050	.771[a]	.133
	PB12B	.032	-.001	-.080	-.123	.067	-.242	-.118	-.286	-.029	-.131	.133	.722[a]

a. Measures of Sampling Adequacy(MSA)

APPENDIX J: TOTAL VARIANCE EXPLAINED FOR CAMPUS CHARACTERISTICS

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.100	30.498	30.498	6.100	30.498	30.498	3.749	18.743	18.743
2	1.923	9.617	40.115	1.923	9.617	40.115	2.918	14.588	33.331
3	1.553	7.763	47.878	1.553	7.763	47.878	2.342	11.709	45.039
4	1.017	5.086	52.964	1.017	5.086	52.964	1.585	7.924	52.964
5	.950	4.750	57.713						
6	.850	4.251	61.965						
7	.764	3.820	65.785						
8	.727	3.634	69.419						
9	.712	3.560	72.979						
10	.680	3.402	76.381						
11	.622	3.108	79.489						
12	.586	2.931	82.420						
13	.559	2.793	85.213						
14	.547	2.736	87.949						
15	.479	2.396	90.345						
16	.456	2.282	92.627						
17	.426	2.131	94.759						
18	.383	1.917	96.676						
19	.349	1.746	98.422						
20	.316	1.578	100.000						

Extraction Method: Principal Component Analysis.

APPENDIX K: TOTAL VARIANCE EXPLAINED FOR PRINCIPALS' BELIEFS

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.651	22.095	22.095	2.651	22.095	22.095	2.565	21.371	21.371
2	2.312	19.269	41.364	2.312	19.269	41.364	2.399	19.993	41.364
3	.973	8.110	49.473						
4	.938	7.813	57.286						
5	.854	7.118	64.404						
6	.768	6.401	70.804						
7	.739	6.158	76.962						
8	.681	5.678	82.641						
9	.636	5.302	87.942						
10	.541	4.508	92.450						
11	.514	4.283	96.733						
12	.392	3.267	100.000						

Extraction Method: Principal Component Analysis.