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Ready to Lead? An Examination of the Alignment of California Preservice School Leaders' Fieldwork Experiences with State Leadership Standards

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READY TO LEAD?
AN EXAMINATION OF THE ALIGNMENT OF CALIFORNIA PRESERVICE SCHOOL LEADERS' FIELDWORK EXPERIENCES WITH STATE LEADERSHIP STANDARDS

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Dissertation Abstract

This study explored how three preservice school leaders (PSLs) in California spent their time during their fieldwork for their school-leader-preparation programs and if they were gaining experience in all of the California Professional Standards for Education Leaders (CPSEL). Specifically, my dissertation examined the use of a daily log (Project Reflect), a custom-built web-based application that is designed to serve as an easy-to-use measure of preservice-school-leader practice. The application was accessed from Internet-connected devices and logged time spent in practical situations in each of the CPSEL. This exploratory case study was conducted with three preservice school leaders in the San Francisco Bay Area. The mobile web-based application allowed the PSLs and the researcher to gain a better understanding of how the PSLs use their time during their fieldwork. Data also were collected from PSLs through short surveys and semistructured interviews. School-leader-preparation programs have been criticized heavily for failing to provide adequate training for future leaders. The findings indicated that preservice school leaders do not feel adequately prepared to lead schools after a program that includes fieldwork, rather than an internship or residency. Fieldwork is limited by seasonality of the work, the responsibilities of the PSLs' job, and their ability to access experiences in all standards. The themes that emerged during the study were seasonality of work, purposefully accessing opportunities, the benefits of self-tracking, and

the lack of preparation in the standards. This study contributes to understanding of how PSLs spend their during their reparation programs and can give insight into more effective ways the train PSLs.

This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

Sandie Stringfellow	December 8, 2016
Candidate	Date

Dissertation Committee

Dr. Patricia Mitchell	December 8, 2016
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Dr. Patricia Busk	December 8, 2016
Dr. Kevin Oh	December 8, 2016

Dedication

This dissertation is dedicated to my family, who has supported this endeavor for the last five years. Without the support of my husband Alastair, and my mom Emie, I would not have been able to complete this program. My children Freddy and Weezy have also been very patient with mommy spending weekend after weekend, away from them while writing in a café or a library! I know my dad would have been proud of me for all the hard work that has gone into my doctoral studies and my dissertation as well. This work is dedicated to my family for their patience and support while I have trudged through this program!

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CHAPTER I

INTRODUCTION

The field of school-leader preparation has moved away from traditional pedagogy centering solely on lectures and coursework to an emphasis on including authentic practical experiences for preservice school leaders (PSLs) during their preparation programs (Perez, Uline, Johnson, James-Ward, & Basom, 2011). The authentic practical experiences are delivered through fieldwork in which PSLs work at school sites, taking on leadership roles, and engaging in leadership experiences. Fieldwork is defined as the work that PSLs do at a school site to apply knowledge gained during coursework into practice and is a form of experiential learning. Research shows that the most successful leadership preparation programs include practical experiences and are programs based on state or nationally recommended leadership standards (Orr & Orphanos, 2011). Little is known, however, about PSLs' time use during their fieldwork and the reasons for their time use.

Several studies have identified school-leader-preparation programs that graduate well-prepared school leaders (Davis & Darling-Hammond, 2012; Davis, Darling-Hammond, LaPointe, & Meyerson, 2005; Orr & Orphanos, 2011). The following characteristics have been deemed to be the foundations of a strong school-leader preparation program:

- A well-defined theory of leadership focused on school improvement,
- A curriculum that is aligned with state and professional standards,
- Active learning that bridges theory and practice,

- Practical experiences that allow for the application of leadership knowledge and skills, guided by an experienced mentor,
- Quality faculty,
- A cohort model,
- Standards-based assessments for candidate and program feedback, which drive continuous programmatic improvement,
- Rigorous candidate and faculty recruitment, and
- Strong partnerships with schools and districts (Davis & Darling-Hammond, 2012; Davis et al., 2005; Orr & Orphanos, 2011).

Although the list of characteristics of successful programs includes many aspects, the focus of this study is on the time spent in fieldwork by students in preliminary-administrative-service-credentialing programs. Fieldwork gives candidates the opportunity to apply theory learned in coursework to an authentic setting. Fieldwork provides PSLs with leadership and administrative responsibilities and offers PSLs a chance to refine and develop skills that will enable them to support the diversity of schools in California (Commission on Teacher Credentialing, 2011).

Even though fieldwork is recognized as a crucial element of successful school-leader-preparation programs, it "is often the most ad hoc part of the program" (Hafner, Allison, Jones, & Herrera Stewart, 2012, p. 1136). Often, PSLs plan and complete fieldwork based on convenience and opportunity, rather than on what they need to be practicing, leaving them lacking in the skills and expertise required by leadership standards (Barton & Cox, 2012). In some cases,

preparation programs appear to offer a fieldwork only in order to remain in compliance with accreditation requirements (Perez et al., 2011). Given fieldwork's importance but its often impromptu approach, it is helpful to gain a better understanding of what PSLs actually do during their fieldwork experiences and why they have the experiences that they have.

Although the fieldwork should be aligned with the California Professional Standards for Educational Leaders (CPSEL; Commission on Teacher Credentialing, 2014) fieldwork must expand the experience and knowledge base of each student and thus has to have some opportunities for personalization (Barton & Cox, 2012). This study is based on previous studies of fieldwork and will serve to close gaps in knowledge about PSLs' time use during their fieldwork experiences. This study measured fieldwork experiences in leadership standards by PSLs logging time spent engaged in activities in the standards. Different programs have different requirements for the amount of fieldwork the PSLs must complete, and each program has its own way of logging the time (journals, spreadsheets, forms).

This study is California specific. California has a two-tier credential structure. The first credential that a PSL can earn is the 5-year preliminary credential. The focus of this study is on preliminary-administrative-services credentials only. Over 50 colleges and universities in California offer preliminary-administrative-service-credentialing programs (Association of California School Administrators; ACSA, n.d.). In addition to the programs offered through colleges and universities, California allows individuals to receive their credentials through

alternative programs that are approved by the Commission on Teacher Credentialing (ASCA, n.d.). Further information about the requirements of preliminary-administrative-services-credentialing programs can be found in Appendix A.

School-leader preparation should include opportunities for the PSLs to personalize their learning, to reflect on their own practice, and to develop self-insight (Richardson, 2015). Reflecting on their own practice can stimulate preservice school leaders' thoughts and actions (Browne-Ferrigno, 2003) and can prepare the PSLs to face new challenges (Cooner, Quinn, & Dickman, 2008). "Personalization, observation, analysis, and reflection on learning become hallmarks of a preparation program designed to help aspiring leaders transfer learning to their leadership role" (Richardson, 2015, p. 2072). PSLs have the opportunity to transfer their learning into practice as leaders during their fieldwork experience, which makes fieldwork a critical component of a preparation program.

To assess PSLs' knowledge and skills during their preparation programs and to determine which components of the program are developing specific knowledge is challenging (Hafner et al., 2012). Although there is consensus that practical experiences such as fieldwork are one part of a good preparation program, little is known about what happens during the fieldwork. Some studies have sought to address this lack of understanding on what actually occurs during fieldwork, but none of the studies specifically address the actual time that PSLs

spend in different activities and whether the PSLs are spending this time engaging in all of the standards.

There is need to learn what the activities are that candidates perform during fieldwork and begin to understand why the PSLs are spending time doing the activities they do. This understanding of what activities the PSLs' engage in during fieldwork can elucidate relationships between their program, placement, comfort performing certain activities, or other variables that determine why the PSLs engage in certain activities.

Hafner et al. (2012) compared two PSL preparation programs in order to investigate which one produced a greater number of satisfied graduates who were knowledgeable in their field and who were prepared to become a school leader. The researchers conducted a survey of current and graduated students of a PSL preparation program that had a practical experience component and current and graduated students of a PSL preparation program that did not have a practical experience component. These data included self-report surveys and job status data. Hafner et al. (2012) found that students attending or graduated from the program with a practical experience component were more prepared to become school leaders. Although this study found practical experience to be beneficial, the study did not examine closely exactly what the PSLs did during their practical experience.

Barton and Cox (2012) studied how prepared PSLs were in the CPSEL because of their fieldwork experiences. This study did not investigate what was done during fieldwork but rather examined how prepared the preservice school

leaders were because they had participated in fieldwork. Although this study further confirmed the importance of fieldwork, it did not account for the specific content of the fieldwork and why the fieldwork helped the PSLs be better prepared.

Perez et al. (2011) also investigated the role of fieldwork in a California-based school-leader-preparation program. The researchers collected data from PSLs in a preparation program that had a fieldwork component. The PSLs were interviewed about their perceptions concerning the main function of school leaders, what problems school leaders addressed in their roles, and about the PSLs' perceptions of preparation. The PSLs also were asked to reflect on how their thoughts about the roles of school leaders may have been changed during their fieldwork and coursework. Again, in this study PSLs were surveyed about their fieldwork, but there was no investigation on what activities were being done during the fieldwork experiences.

Even though there is research outlining the characteristics of successful school-leader-preparation programs, little is known about the actual experiences that PSLs have during their programs' fieldwork component and how those experiences relate to standards (Browne-Ferrigno, 2003; Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007).

The purposes of this study addressed the stated problem by investigating if PSLs actually are obtaining practical experience in the standards that the State of California has determined to be key drivers of success for schools and students. This study built on the current knowledge base for PSL preparation. The aim of

the study was to support further the relationship between program preparation and participant learning with a specific focus on the fieldwork component. This relationship was investigated by examining both how much time PSLs spend on different activities outlined in the state standards and why the PSLs spend the time on the standards that they did.

Purpose of the Study

The purpose of this exploratory case study was (a) to address the lack of knowledge of the activities on which preservice school leaders (PSLs) spend their time during practical experiences by examining PSLs' time use during fieldwork as measured by California state leadership standards and (b) to explore why the PSLs spend the time on the standards that they do. This study was designed to support PSL as they embark on their required fieldwork experiences. The purpose of the mobile web-based daily log (Project Reflect, a mobile web-based application, see Appendix B) was used in this study is to collect data on the preservice school leaders' fieldwork.. A daily log is a "closed-ended time allocation diary…and is used to capture how people allocate their time across activities and tasks" (Camburn, Huff, Goldring, & May, 2010, p. 713). The data collected captured how much time the PSLs spent doing activities in each of the CPSEL. The PSLs could then review the data and learn if they were having fieldwork experiences in each of the CPSEL.

In summary, this study sought to understand what the standards were that future school leaders focused on during their practical training and to investigate if their fieldwork aligned with behaviors detailed in the CPSEL. This study

explored whether future school leaders were receiving practical preparation in each of the California state standards for school leaders (see Appendix C).

Significance of the Study

This study has advanced the current state of research on school-leader-preparation programs by providing the type of practical experiences in which PSLs have engaged during their training and how much time they spent on the leadership standards. This study has contributed to the body of knowledge on PSLs' practical experiences by improving understanding of how they spend their time.

The relationship between time spent on CPSEL during fieldwork was a previously unexplored topic. The CPSEL have been developed as knowledge guidelines for preservice school leaders and acting school leaders. As such, the preparation programs should have been providing the preservice school leaders with practical experiences in CPSEL.

PSLs should be prepared adequately to lead schools that foster student achievement. If the CPSEL are being held as the standards against which preservice school leaders and school leaders are to be measured, then preservice school leaders must be prepared to implement the standards upon completing their preparation programs (Barton & Cox, 2012). The PSLs should have experiences in their fieldwork that prepare them for their future career. This study is significant because it measures PSLs' time use in the CPSEL during the PSLs' fieldwork in order to determine what the PSLs are doing during that fieldwork and whether they are gaining experience with activities in all of the standards.

Theoretical Framework

The theoretical framework underlying this study is experiential learning theory (ELT; Kolb, 1984). ELT defines learning as the creation of knowledge through the transformations that arise from experiences (Kayes, Kayes, & Kolb, 2005). Kolb (1984) viewed the learning process as tension between a cycle involving concrete experience (CE) and abstract conceptualization (AC) and involving reflective observation (RO) and active experimentation (AE). ELT is based on the following six propositions:

1. Learning is a process,
2. All learning includes relearning and integrates new knowledge into more refined ideas and understandings,
3. Learning requires learners to move between reflection, action, feeling, and thinking,
4. Learning is a holistic process of adapting to life,
5. Learning requires synergistic transactions between the learner and his or her world, and
6. Learning is the process of creating knowledge.

The experiential learning framework encompasses the dialectical learning abilities of Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), and Active Experimentation (AE). These four approaches to learning can be divided into two groups. CE and AC are two opposing but related modes of transforming experiences, with a tension between

the concrete and the abstract. The learning process can begin at any stage of the cycle.

CE means being involved directly in a new experience, whereas AC occurs when an individual creates theories to explain the things that he or she is observing. RO and AE are two opposing but related modes of how the world is experienced, with a tension between reflecting and doing. RO happens when individuals observe others and in doing so also begin to reflect on their own practice. In AE, individuals use theories to solve problems and to guide their decision-making process (Figure 1)

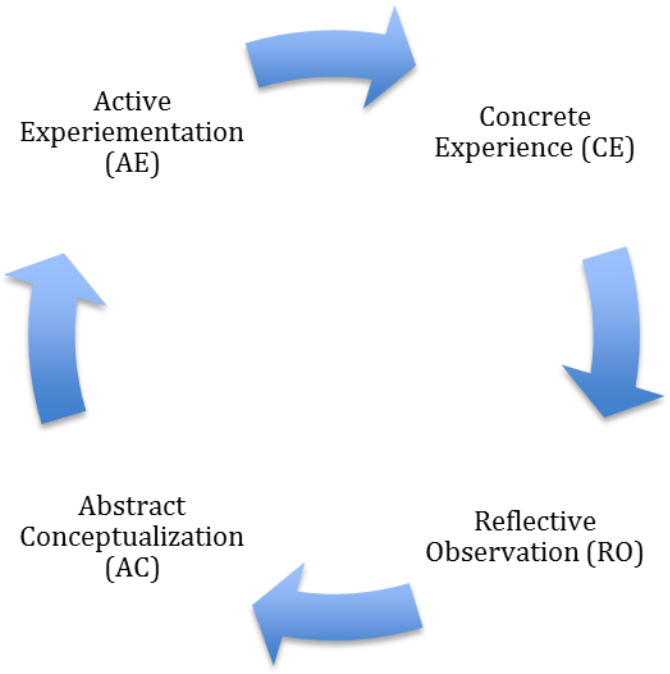


Figure 1. *The Experiential Learning Model. Adapted from Kolb (1976)*

Different types of learners will lean toward certain abilities, but all learners will engage with each of the modes to some extent (Kolb, 1981) and will experience a learning spiral in which all four of the modes are activated (Kayes, Kolb, & Kolb, 2005). “When a concrete experience is enriched by reflection,

given meaning by thinking, and transformed by action, the new experience created becomes richer, broader, and deeper" (Kolb & Kolb, 2009, p. 297).

Experiential learning underscores the concept of being mindful when experiencing life (Yeganeh & Kolb, 2009). Mindfulness around one's own actions creates a state of constant development and changes how someone thinks of the world. (Table 1). Yeganeh and Kolb (2009) defined mindfulness in experiential learning as "an approach in which a learner focuses on present and direct experience, is intentionally aware and attentive, and accepts life as an emergent process of change" (p.14).

In contrast, mindlessness in learning and in life is manifest when a learner does things from habit and does not fold new experiences into his or her worldview. This theoretical framework was used in this study because the study focused on the experiential learning component of PSLs' preparation program. This framework guided the study, the analysis of the data, and the presentation of the findings. The PSLs conducted their fieldwork, which was concrete experience. Through interviews and surveys, the PSLs engaged in reflective observation and were prompted to think about their fieldwork experience and why they were involved in the different activities. The PSLs also experienced abstract conceptualization by discussing their CE and RO during semistructured interviews. In active experimentation, the PSLs tried new activities or new ways to do activities in which they already had participated.

Table 1

Mindful and Mindless Comparison

Mindfulness	**Mindlessness**
Awareness of context	Autopilot
Open to new information and ideas	Following predetermined rules
Creation of new cognitive categories when new required by new influx of information and knowledge	Routinized behavior
	Rigid perspectives
	Lack of variation in activities
Multiple perspectives	Reacting habitually
Focusing on present activities	Being judgmental of new experiences
Purposeful	Focusing on the past or future
Accepting and nonjudgmental	

Note. Adapted from Yeganeh and Kolb (2009).

Fieldwork was well aligned with this conceptual framework because fieldwork was the experiential component of PSLs' preparation. Fieldwork was where PSLs had the opportunity to convert theory into practice and to experiment with implementing new knowledge. Through the surveys, time collection, and interviews, the PSLs created a space where they could reflect, experiment, and make changes.

Background and Need

This section establishes the context surrounding the background and assessment of the need for this study. First, the argument is built for why

examining time use for PSRs during fieldwork is needed. Second, the importance of using standards as the basis for measuring time use was explored.

Understanding Time Use in Practical Experiences

It is important for preservice school leaders to engage in authentic school leader experiences when they are preparing for the profession. Fieldwork has been identified as one characteristic of effective school-leader-preparation programs, allowing preservice school leaders to apply their theoretical knowledge to practical situations (Davis & Darling-Hammond, 2012; Orphanos & Orr, 2014; Orr & Orphanos, 2011). Focusing on activities that are relevant to actual work experience led preservice school leaders to be well-prepared when they assumed leadership roles (Geer, Anast-May, & Gurlery, 2014).

Barton and Cox (2012) found that preservice school leaders' experiences in the CPSEL during fieldwork led to greater preparedness, by using a pre- and postsurvey to allow the preservice school leaders' to reflect on their own practice. The study supported the value of a pre- and postsurvey instrument to measure growth and that self-reflecting allowed the preservice school leaders to identify their own areas of expertise and the areas that they needed to gain more experience in.

In order to understand what contributes to school and student success, researchers have begun to study how practicing school leaders spend their time (Camburn, Spillane, & Sebastian, 2010; Grissom, Loeb, & Master, 2013; Horng, Klasik, & Loeb, 2010). One method of studying how school leaders spend their time is through the use of a daily log. A mobile web-based daily log served as the

time-collection instrument for the proposed study. The mobile web-based daily log also is connected to the standards in that the time being logged is measured as time being spent in an activity that matched against leadership standards. Capturing time use for PSLs was a need that could be addressed by using the mobile web-based daily log, which has been found to be an effective measurement tool for logging time (Camburn, Spillane, et al., 2010).

The mobile web-based daily log is a tool that allows school leaders to examine their own practice and to make adjustments to their practice based on the data they collect around their daily activities (Camburn, Spillane, et al., 2010). When using a mobile web-based daily log, the user completes a log of his or her practice throughout the day. Conceptually, the mobile web-based daily log is similar to a journal in that users make note of their actions throughout the day. In practice, it is slightly different in that the actions are based on the CPSEL and the individuals using the mobile web-based daily log is just noting how much time they have spent on each of the standards.

Mobile web-based daily logs have been found to be valid measures of school leaders' time use that are more effective than year-end surveys (Camburn, Huff, et al., 2010; Horng et al., 2010; Spillane & Zuberi, 2009). Additionally, mobile web-based daily logs have been found to yield high response rates (Camburn, Huff, et al., 2010; Horng et al., 2010; Spillane & Zuberi, 2009) and also greatly reduce "self-reporting and memory biases" (Horng et al., 2010, p. 492). Additional benefits of the mobile web-based daily log are that closed-ended items make comparisons between participants easier and reduce the burden of

spending excessive time logging information (Spillane & Zuberi, 2009), and also the instrument is not intrusive (Camburn, Huff, et al., 2010).

In a recent study on mobile web-based daily logs, participating school leaders found that taking inventory of their practice allowed them to use the data as a formative feedback system to identify their strengths and areas requiring improvement, to determine what they were spending most of their time doing, and to compare their time use to what they thought should be their priorities (Camburn, Huff et al., 2010). The school leaders' feedback on the tool reflected its usefulness as a way to better understand their own time usage, and some districts are using mobile web-based daily logs as a way for school leaders to engage in self-reflective professional learning (Camburn et al., 2010).

No studies have investigated California preservice school leaders' time use with a mobile web-based daily log for the purpose of determining the de facto focus of their practical experience and whether this experience aligned with the State standards. During the practical experience, which is delivered through fieldwork, preservice school leaders mirror a credentialed administrator in an apprentice role.

Measuring Time Spent on Standards

Although the California Administrator Performance Expectations (CAPE) are geared specifically toward students in preliminary credential programs and, thus, may be a more natural choice for the standards guiding this study, these standards were adopted in 2013. At the time that this study was conducted, preparations programs had not yet shifted to implementing these standards to

guide their programs. According to Karen Kearney, the Director of the Leadership Initiative in California and a member of the committee that writes the leadership standards for the Commission on Teacher Credentialing (CTC), the CPSEL are a good fit for this study. Whereas the CAPEs are designed specifically to guide the practice of preliminary credential students, the CPSEL are the overarching standards that can guide the practice of school leaders throughout their career (K. Kearney, personal communication, January 29, 2015). Figure 2 gives an overview of the general alignment of the CAPEs and the CPSEL. Refer to Appendix C for more information about the alignment of the CAPEs, CPSEL, and Interstate School Leaders Licensure Consortium (ISLLC; Council of Chief State School Officers, 2014).

Since 2001, CPSEL have been a part of the preparation continuum for school leaders. The creation of the standards was a joint effort among many leading education authorities including the California School Leadership Academy at WestEd, the Association of California School Administrators, the Commission on Teacher Credentialing (CTC), the California Department of Education (CDE), California public and private universities, and county offices of education (CTC, 2014). Standards such as the CPSEL (CTC, 2014) and Interstate School Leaders Licensure Consortium have been designed thoughtfully and rigorously so that school leaders create learning environments in which all high-school graduates are prepared to enter college or the workforce (Council of Chief State School Officers, 2014).

The CPSEL were based on national standards, namely, the ISLLC. These standards originally were drafted in 1996 and the latest version of updates was created in 2014. The ISLLC served as a guideline for the CPSEL, but the CPSEL were designed specifically to meet the unique needs of California (CTC, 2014). The CPSEL has been a part of the Administrative Services Clear Credential since 2004. The ISLLC Standards for School Leaders were designed to serve many purposes. The main objective was to inform both policy and practice. The standards were designed to improve learning and engagement for all students and were grounded in empirical research (Council of Chief State School Officers, 2014). In short, the CPSEL and the ISLLC are recognized as the skills that education leaders must possess in order to be effective leaders.

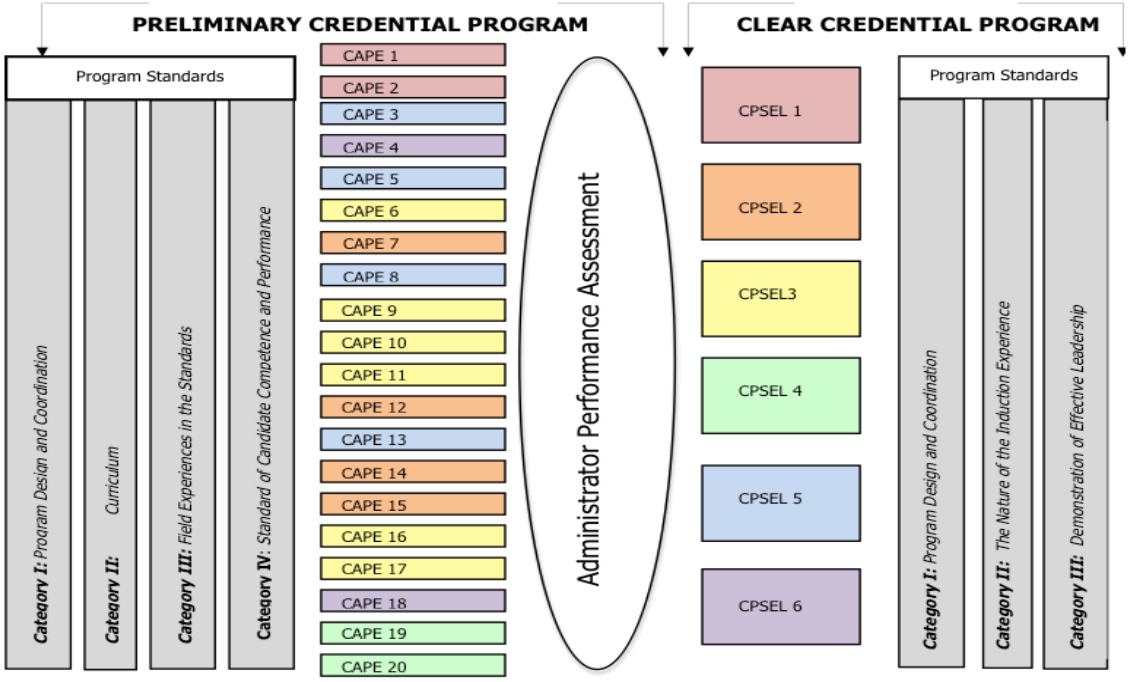


Figure 2. Standards and performance measures for the ASC Credentials. Adapted from Commission on Teacher Credentialing (2014).

In their meta-analysis of studies conducted between 1975 and 2002 in leading education journals and then of articles published between 2001and 2007 on the characteristics of school-leadership-preparation-program students, Brown-Ferrigno and Muth (2012) found that there were almost no empirical studies examining the students in the programs. This lack of research is concerning because it hinders an understanding of what components of a preparation program influence candidates' development.

There is a gap in the literature around PSLs' time-use fieldwork experience. This gap was addressed in this research by studying how California PSLs spend their time during fieldwork and how that time spent aligns with the CPSEL. The consensus in the field is that programs are ineffective and do not prepare preservice school leaders to be strong leaders who drive positive school outcomes and learning gains for all children (Davis & Darling-Hammond, 2012). To address this concern, it is important to understand what preservice school leaders do in their programs and how such activity aligns with leadership standards.

Barton and Cox (2012) examined preservice school leaders' fieldwork through the lens of CPSEL. Their quantitative study looked at pre- and posttest self-assessments on students' knowledge in the CPSEL. Other time-use studies have been conducted on practicing school leaders and also have been quantitative in nature. Browne-Ferrigno's (2003) exploratory case study on PSLs examined

the professional growth of a cohort of students preparing to become school leaders, but it did not look at growth against standards. These exemplify the very few studies about preservice school leaders' preparation experiences.

The CPSEL are the competencies that school leaders must possess in order to affect positive school outcomes; therefore, it is essential that future school leaders have experience in each standard (Barton & Cox, 2012). Previous studies have been conducted on how acting school leaders use their time, as captured by a mobile web-based daily log. There are, however, no daily-log studies on PSLs' fieldwork experiences (Camburn, Spillane, et al., 2010; Grissom et al., 2013; Horng et al., 2010; Spillane & Hunt, 2010; Spillane & Zuberi, 2009). In the current study, the mobile web-based daily log examined time use specifically in the state leadership standards to learn if preservice school leaders were gaining practical experience that was aligned with these competencies that the state has identified as being critical skills and knowledge for school leaders to possess in order to be successful in their jobs.

In summary, the need for this study stems from the fact that fieldwork is considered to be an important component of preservice school leader preparation (Davis & Darling-Hammond, 2012) and yet not much is known about how PSLs spend their time during their fieldwork as related to the standards (Barton & Cox, 2012).

Research Questions

Based on the purpose of this study, which is framed by the background need section, the following research questions guided this study:

1. How do preservice school leaders use their time during fieldwork experiences?
2. Why do preservice school leaders have the fieldwork experiences that they do (e.g., convenience, purposefully pursuing certain experiences, etc.)?

Definition of Terms

This section lists and defines key terms in this study to ensure consistency in understanding. Other definitions of these terms may exist, but the following are the definitions that were used in this study.

Effective school leaders Effective school leaders are individuals who have received rigorous training as outlined earlier in the chapter (Davis & Darling-Hammond, 2012) and are able to create systems that support positive teacher and student outcomes (Béteille, Kalogrides, & Loeb, 2012; Horng et al., 2010).

Mobile web application "Apps are mobile device software applications that allow users to access the app's information from their smart phone, tablet, or personal computing device. There has been a proliferation of apps for a wide variety of purposes, including education, entertainment, personal health, coaching, and much more" (Prentice & Dobson, 2014, p. 282).

Mobile web-based daily log A mobile web-based daily log is a "closed-ended time allocation diary…and is used to capture how people allocate their time across activities and tasks" (Camburn, Spillane et al., 2010, p. 713).

Preservice school leader (PSL) A preservice school leader (PSL) is an individual working toward his or her preliminary-administrative-services credential.

Project Reflect Project Reflect is the name of the mobile web-based daily log that was created for this study.

Time use Time-use studies examine how people spend their time, in particular, how long the people are engaging in certain types of activities during their day.

Summary

The purpose of this study was to examine how preservice school leaders use their time during their fieldwork. This study specifically looked at PSLs' time use in the California Professional Standards for Educational Leaders (CPSEL). This study was needed because there was a gap in the literature on what PSLs do during their fieldwork and whether they are actually getting practical experiences in the CPSEL. The need to fill these gaps lies in the fact that PSLs must be prepared to be successful in their careers as school leaders.

This study provided data on whether the school-leader-preparation programs for the individuals in the study are aligned with the real demands of the role of school leader. These findings are important because there is currently a limited understanding of what PSLs do during their fieldwork and if their fieldwork experience is aligned with state or national standards.

The following chapters in this study are as follows. Chapter II- Review of the Literature builds the case for why this study was done, and how this study filled a void in the current literature around preservice school leaders' time use during their fieldwork. The following chapter of II is Chapter III-Methodology. This chapter explains how data were collected for this exploratory case study, using time logs, surveys, and semistructured interviews. This section gives more information about the instruments used to collect data in this study. The next chapter is Chapter IV-Findings. This chapter covers the findings and themes that

emerged from the study. The final chapter is Chapter V-Summary, Limitations, Discussion, Implications and Recommendations. This section summarizes the study, details the study's limitations, presents a discussion of the results, the implications of the results and recommendations for future practice and research.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this exploratory case study was (a) to address the lack of knowledge of the activities on which preservice school leaders (PSLs) spend their time during practical experiences by examining PSLs' time use during fieldwork as measured by California state leadership standards and (b) to explore why the PSLs spend the time on the standards that they do. This study was designed to support PSL as they embark on their required fieldwork experiences. The literature on the subject of preservice school leadership, specifically how current systems prepare PSLs to become school leaders, is presented in this chapter. The literature review reveals the need for the present study by describing existing research on the preparation of PSLs and by highlighting areas in which existing research is incomplete or nonexistent.

The importance of school-leader-preparation is provided in the first section. It highlights the relationship between school leader effectiveness and school-leader-preparation programs. In further depth, it introduces best practices in school-leader-preparation with a particular focus on fieldwork and standards-based-preparation programs.

The second section is about time-use studies. As the present study is a time-use study, it is necessary to understand past time-use studies, how these studies worked, what were their limitations, and what was learned from them. Time can be used formatively, and the final section provides an overview of how

tracking time formatively has been performed. The section concludes with gaps in the literature and the need for this study.

School Leader Preparation

The literature on school-leader preparation with a focus on the importance of fieldwork and the importance for preparation programs to be standards based is reviewed in this section. Effective school leaders draw from a similar, overlapping set of practices (Leithwood, Harris, & Hopkins, 2008). The practices and skills that make a leader successful should be learned and exhibited by school leaders, should be covered in school-leader-preparation programs, and should be outlined in leadership standards (Davis & Darling-Hammond, 2012). These beliefs are related to the current study as this study uses leadership standards as a gauge through which preservice school leaders develop leadership skills (as measured through time spent on the skills). The research concerning preparation programs including what makes a preparation program effective and what elements should be included in a preparation program in order to ensure that graduates of the program are competent school leaders is reviewed (Davis & Darling-Hammond, 2012; Orphanos & Orr, 2014). The research in this section underscores the importance of fieldwork and standards in school-leader-preparation programs.

School leadership is a complicated and multidimensional job (Loeb & Valant, 2009). Among other functions, school leaders must manage staff, plan staff professional development, manage the budget and facilities, oversee instruction, drive strategic planning, and foster community-relationships (Barnet,

2004; Lynch, 2012). School leaders are under tremendous pressure from both state and national authority to demonstrate successful student learning in their schools (Hernandez & Roberts, 2012). Given school leaders' critical role, the importance of quality school-leader-preparation programs cannot be overemphasized (Donmoyer, Yennie-Donmoyer, & Galloway, 2012; Duncan, Range, & Scherz, 2011; Orr, 2011). Educators, research, and policymakers have examined preparation programs and tried to determine ways in which the programs can have positive influences on the practices of future school leaders (Orphanos & Orr, 2014).

Over 95% of the United States' nearly 200,000 principals graduate from a university-based school-leadership-preparation program (Orr, 2006a; Rhines Cheney, & Davis, 2011). There are 450 to 500 schools and colleges of education that offer leadership preparation in the United States (Orr, 2006a), and, as well, there are numerous alternative nonuniversity-based programs such as the Boston Aspiring Principal Training, programs run by the Broad Foundation, and Knowledge is Power Program (KIPP) charter schools' school-leader training fellowships (Young, Mountford, & Crow, 2005).

These numerous programs are responsible for preparing well-qualified school leaders and, by self-proclamation, avoid the mass production of "mediocre candidates with administrative certificates, lacking the knowledge, skills, interest, motivation, and commitment to lead our nation's schools" (Young & Creighton, 2002, p. 222). According to Gloria Hassel, the Dean of Principal and Leadership Residency, Aspire University at Aspire Public Schools, programs such as the one

she oversees have been developed to ensure that PSLs have the practical experiences and mentorship needed to succeed in their profession (personal correspondence, February 13, 2017).

Nurturing school-leader talent requires rigorous and effective preparation programs (Donmoyer et al., 2012), and there is constant concern for the quality of these programs internally and externally among the stakeholders in the educational process (Young & Brewer, 2008). A Public Agenda (Farkas, Johnson, Duffett, Foleno, & Foley, 2001) survey of 853 randomly selected superintendents and 909 randomly selected school leaders found that 80% of superintendents and 69% of school leaders agreed with the statement, "The typical leadership programs in graduate schools of education are out of touch with the realities of what it takes to run today's school district" (p. 31). The survey data are of concern for many reasons because school leaders are the critical link by which policy descends from the states to its districts, schools, and classrooms, in other words, the critical link to success is great school leaders (Loeb & Valant, 2009).

Given the critical importance of school leaders, there is a growing interest in the United States in having school-leader-preparation programs demonstrate the effectiveness of these programs (Donmoyer et al., 2012; Loeb & Valant, 2009). School-leader-preparation programs can no longer simply teach students material and assume that they have learned it and know how to use it (Kelly, 2013). Current policies such as No Child Left Behind and Race to the Top emphasize greater transparency for preparation-program effectiveness via

measureable outcomes such as how the school leaders' training affects teachers and students (Davis & Darling-Hammond, 2012).

There is general agreement as to the importance of school leaders, but there is a lack of research that investigates the relationship between school-leader-preparation programs and school leader outcomes (Fuller, Young, & Baker, 2011). Further, several studies have demonstrated that the majority of school leaders believed that their preparation was inadequate, and they reported that they were unprepared upon completion of such programs to lead a school (Hernandez & Roberts, 2012). There is a need for research-based evidence of a preparation program's effectiveness (Fuller et al., 2011). Proof of effectiveness, however, has been a challenge, with most claims resting on weak empirical evidence coming mostly from perception studies (Davis & Darling-Hammond, 2012).

Given the ever-present growing need to improve the effectiveness of school leader training, the overhaul of such programs in graduate schools of education is a fairly frequent occurrence (Orr, 2006b). Since 2010, innovations have addressed five areas: (a) a focus on school leaders as spearheading schools' improvements in teaching and learning; (b) the thoughtful design of program content, pedagogy, and field-based learning experiences that can prepare leaders more holistically; (c) the redesign of the education doctorate as meaningful midcareer professional development; (d) practical partnerships with schools, districts, and organizations outside of the university to provide richer learning opportunities for preservice school leaders; and (e) a commitment to data-driven programmatic improvement (Orr, 2006b). Such redesigned programs' benefits

feature confidence in the school leaders by the teachers they lead (Young et al., 2011).

Several studies have indicated that school-leader-preparation programs have a positive relationship with school leaders' ability to lead successful schools. Orr and Orphanos's (2011) study investigated the influence of high-quality leadership-preparation programs on school leaders' leadership knowledge, leadership practices, and relationship between leadership practices and the school's learning climate. A school's learning climate is how stakeholders of a school experience the quality and accessibility of learning (Huang et al., 2015).

Orr's (2006b) conceptual model was the basis for the current study. The independent variable of this model is leadership preparation programs and the dependent variable is graduates' knowledge about school leadership and leadership practices. This study added to the small body of research that has sought to identify the relationship between leadership practices and school outcomes (Orr & Orphanos, 2011). Drawing from the research, Orr and Orphanos (2011) posited that the completion of a quality leadership-preparation program might have a positive relationship with leadership knowledge, effective leadership practices, school improvement, and effective school climate.

Orr and Orphanos (2011) drew from surveys of 65 school leaders who had graduated from exemplary preparation programs, compared them with a sample of 111 school leaders from a national sample, and analyzed the data using structural equation modeling (SEM) techniques. Orr and Orphanos (2011) considered programs exemplary if they met certain criteria including (a) rigorous

student selection, (b) an emphasis on instructional leadership and robust internships that closely mirror the work of acting school leaders, and (c) the existence of a university-district partnership. The school leaders in the national sample met certain criteria such as (a) the school leaders' graduation date from their preparation program, (b) whether their program required an internship, and (c) whether they currently were serving as school leaders. The survey was based on an instrument developed and piloted by the University Council for Educational Administration/Teaching Educational Administration Special Interest Group of the American Educational Research Association (UCEA/TEA- SIG) Taskforce on Evaluating Leadership Preparation Programs.

The study found that participation in an exemplary leadership-preparation program had a statistically significant positive relationship with learning about effective leadership practices, which in turn are positively related to school-improvement progress and school-effectiveness climate (Orr & Orphanos, 2011). The researchers urged the individuals responsible for preparation programs to be thoughtful in program and practical experience design, as preparation programs do have a relationship with student achievement. Some limitations of this study were (a) that it depended primarily on self-reported data from the school leaders and (b) that the study was cross-sectional, meaning data were only collected at a specific moment in time. It is possible that the data obtained at that single point in time are not representative of data that would have been collected over a longer period of time.

Darling-Hammond et al. (2007) found a positive relationship between a preparation program and a school leader's leadership abilities. The school leaders' preparation programs were screened against multiple criteria in order to identify four exemplary preparation programs and to compare them with other programs. The researchers surveyed 1,086 respondents, of which 661 were part of the national comparison sample and 425 had experienced an exemplary program. This study found that it is possible to create preservice and inservice programs that develop school leaders' skills and knowledge. The school leaders from the exemplary preparation and professional-development programs reported being better trained, having more positive attitudes, and engaging in more effective practices on average than did the school leaders from comparison groups. School leaders from the exemplary programs held more positive beliefs about and were strongly committed to being school leaders than the comparison group from nonexemplary programs.

The alumni of exemplary programs stated intentions to stay in their jobs, even though they often led schools that served relatively greater low-income populations and that they experienced more challenges than the leaders from comparison-group schools. The alumni from exemplary programs also reported spending more time than school leaders from the comparison-group focused on instructional activities that are associated with stronger school performance, such as creating professional learning communities within the school, evaluating and providing feedback to teachers, and engaging in data-driven decision making.

Limitations of this study were that it relied on self-reports and was cross-sectional (as opposed to longitudinal) in nature.

The results of the literature review show agreement on the importance of school-leader-preparation programs. There are several shared practices in effective programs. These practices are examined more closely in the following sections.

Preservice School Leaders' Practical Experiences

Practical experiences for preservice school leaders are one of the components of an effective school-leader-preparation program (Davis & Darling-Hammond, 2012). Practical experiences can be found in numerous fields including business, medicine, and health care and are considered a way to ensure that a pool of qualified candidates are entering the field (Clayton, 2012). It is crucial for preservice school leaders to develop the necessary skills to lead schools and to effect positive school outcomes (Harris, 2006; Havard, Morgan, & Patrick, 2010). Both coursework and fieldwork should be planned carefully and purposefully (Davis & Darling-Hammond, 2012).

The various components of the preparation program must be integrated and cohesive so that the field experience is grounded in the theory and knowledge covered in the coursework (Harris, 2006). The purpose of providing preservice school leaders with opportunities to have practical experience is to link theory with practice and to provide experience dealing with situations that will face educators when actually leading a school (Dunaway, Bird, Flowers, Lyons, & Lee, 2010). The effectiveness of a preservice school leader's practical experiences

can be measured by changes in the preservice school leader's behavior (Adamec Brown, 2012). It is easier to measure growth when evaluating skills, knowledge, or behaviors against predetermined goals such as standards (Adamec Brown, 2012). As preservice school leaders experience the actual work of improving school outcomes, they learn about and are involved in all facets of school leadership, as a holistic, contextual experience (Perez, Uline, Johnson, James-Ward, & Basom, 2011).

School leaders report that their fieldwork would have been strengthened with additional focus on how to (a) plan changes in curriculum and teaching, (b) support cultures of learning, and (c) use data to support continuous school improvement (Anast-May, Buckner, & Geer, 2011). Further, Anast-May et al. (2011) found that preservice school leaders do not perceive that they are always given the opportunities to learn things that will assist them as future school leaders.

Dunaway et al. (2010) conducted a study to investigate the perceptions of internships from the perspective of both the preservice school leader and the mentors overseeing the internships. The convenience sample for this study was 160 students who completed the 10-month principal internship in the Masters in School Administration graduate program in a large Southeastern university. The study had a 37% response rate comprised of 42 females (71%) and 17 males (29%). A 75-item questionnaire measured preservice school leaders' self-assessment of their acquisition of knowledge and skills during their internship,

and a second questionnaire measured their mentors' assessment of the preservice school leaders' knowledge and skill acquisition.

The PSLs reported their lowest levels of learning in the categories of school budget, working cooperatively stakeholders such as parents and the community to develop and implement the school's vision, and summative evaluations and recommendations for continued employment of teaching staff including untenured and weak teachers. Preservice school leaders assessed their knowledge of school operations more highly than other administrative activities. The preservice school leaders reported their highest levels of learning in law, policy, and ethical decision-making and behavior.

There must be an alignment between what school leaders need to know and what preservice school leaders are learning. PSLs must be confident that they have the necessary skills to tackle all the challenges of running a successful school. The results of this study show that upon reflection preservice school leaders are not confident that they are getting equal experience and opportunities to master all of the tasks that they will be expected to perform when managing a school.

Dunaway et al. (2010) listed one of the limitations of this study to be that the convenience sample limits this study to students at one single university; thus, it cannot be assumed that the results are generalizable to a broader population. The current study explored how much time preservice school leaders spent on different standards, to learn if there is an emphasis, whether intentional or not, on some standards to the relative exclusion of others. Another suggestion that the

researchers recommended is that the levels of learning that the preservice school leaders must demonstrate should be defined more clearly. By using standards to track preservice school leaders' time use, this current study attempted to use clearly defined learning outcomes, that is, those based on standards.

"Internships, practica, and field experiences have been touted as essential to prepare effective school leaders" (University Council for Educational Administration, UCEA, 2010, p. 1). Although there are many manners of practical experience for preparing future school leaders, research on this topic is limited. The lack of research and knowledge indicates a need to examine if and how these types of practical experiences provide the time, rigor, or relevance needed to change future school leaders' attitudes and behaviors (UCEA, 2010). Additional critiques of PSLs' practical experiences include the concern that there is no clear agreement as to what the PSLs should be focusing on (Havard et al., 2010). This current study aims to examine the amount of time PSLs spend on different standards and, thus, to address one part of the gap in research.

The review of the literature concerning practical experiences has demonstrated that this is an important component of an effective school-leader-preparation program. Further, the literature has also demonstrated that although practical experience is critical, it must be designed more purposefully and executed in order to ensure that the PSLs are being trained in all areas of school leadership. Also, although the practical experience is very important, there is not enough known about PSLs' time use during their fieldwork experiences. This

study seeks to fill this gap in the literature by examining how PSLs use their time during their fieldwork.

Standards in Preservice School-Leader-Preparation Programs

There is a developing interest in using standards as a method of improving school leadership (Cravens et al., 2013). Educational leadership programs often use national standards as guidelines when developing course content (Kelly, 2013). Standards can be used to assess student learning and program improvement cannot occur if there is no accountability for program learning outcomes (Kelly, 2013).

The most recent version of the Interstate School Leaders Licensure Consortium (ISLLC) standards were published by the Council of Chief State School Officers (CCSSO) and were adopted by the National Policy Board for Educational Administration (NPBEA) in 2008. These standards were an update of the original 1996 standards (Markson, 2013). A draft of the 2014 ISLLC standards is under review by the CCSSO. The standards were designed to guide state policy makers and educational leaders in the selection, training, licensing, and professional development of K-12 school leaders (Markson, 2013).

The ISLLC standards are grounded in empirical research on effective schools and school improvement and were designed to reshape the profession of school administration, as well as to direct policy, practice, and research (Murphy, 2005). Since their initial drafting, these standards have grown in influence on the field (Lindahl & Beach, 2009). The ISLLC standards have served as the

mechanism that has driven change in the understanding of the role of school leaders (Williams & Alawiye, 2014).

California has adopted standards to guide school leaders. The standards in California, the California Professional Standards for Educational Leaders (CPSEL), were introduced in 2001 and were adapted from the ISLLC standards (California Commission on Teacher Credentialing, 2014). These standards were a joint effort between several educational institutions including the California School Leadership Academy at WestEd, the Association of California School Administrators, the Commission on Teacher Credentialing, the California Department of Education, and California public and private universities. The CPSEL outlines quality standards of professional behavior for all levels of education leaders (California Commission on Teacher Credentialing, 2014). The CPSEL were adopted as the program standards for administrator credentialing in 2004 (California Commission on Teacher Credentialing, 2014).

In January 2013, California Administrator Performance Expectations (CAPE) and California Administrator Content Expectations for Commission were drafted (California Commission on Teacher Credentialing, 2013). The drafts of the CAPE and Content Expectations are a product of two Administrative Services Standards writing-group meetings in which currently existing standards were analyzed and discussed (California Commission on Teacher Credentialing, 2013). The standards analyzed and discussed included but were not limited to the CPSEL, ISLLC standards, and the National Board standards (California Commission on Teacher Credentialing, 2013). The CAPE were designed to

reflect the roles and responsibilities of California public-school administrators (California Commission on Teacher Credentialing, 2013).

The California standards (CPSEL) are based on national research and the national ISLLC, as well as expert opinion from practitioners in California who participated in the rigorous review activities to develop California's standards (Kearney, 2005). Increasingly, school-leadership standards have been used to guide school-leader-preparation programs, to ensure that school leaders are being trained adequately, and for source data for program improvement (Hackmann & Alsbury, 2005). The standards can serve as guidelines to assess preservice school leaders' learning needs and to evaluate their knowledge and skills (Williams & Szal, 2011).

Standards and accountability have become a central issue of educational reform, and the development of professional standards for educators are now the core performance assessment (Møller, 2008), even though there is a lack of research on the influence of standards in school-leader-preparation programs (Stevenson, Cooner, & Fritz, 2008). There is no consistent, systematic set of standards in preservice-school-leader-preparation programs (Koonce & Causey, 2011), although "a rational, sound, and coherent standard-setting process adds to the credibility of an assessment" (Cravens et al., 2013, p. 124). In many states, changes in the preparation and credentialing of school leaders are now based on recognized leadership standards (Spanneut, Tobin, & Ayers, 2012). The point of leadership standards becoming a central focus of preservice-school-leader-

preparation programs is to ensure consistent, quality training (Davis & Darling-Hammond, 2012).

Standards have become a growing focus of school-leader-preparation programs, mirroring the focus on standards in the field (Davis & Darling-Hammond, 2012). In their review of highly effective, innovative school-leader-preparation programs, Davis and Darling-Hammond (2012) found that one of the traits that all of the programs shared was that their curricula were standards based in order to ensure that the future school leaders were acquiring the skills they needed to meet the standards when leading their schools. Graduates of the programs who were studied by Davis and Darling-Hammond (2012) were found to be more successful in finding and keeping administrator jobs than graduates of traditional programs.

California required that school-leader-preparation programs be redesigned to reflect standards as early as 1994 (Darling-Hammond et al., 2007). The results of this requirement can be found in the perception of the preparedness of school leaders who are alumni of a standards-based preparation programs in California. The school leaders surveyed (n=212) reported being much better prepared than their peers nationally (n=1,086) in functions that included goal orientation, budget analysis, school improvement planning, and organizational redesign (Darling-Hammond et al., 2007).

The results of the research suggest that preservice school leaders benefit from standards-based preparation programs. Programs that include practical experiences and are aligned to standards have been found to be successful in

preparing school leaders (Davis & Darling-Hammond, 2012). This finding underscores the importance of the current study, which explores whether preservice school leaders are gaining practical experiences that are aligned to standards.

Barton and Cox's (2012) study examined a school-leader-preparation program that was based on the CPSEL, which are the standards that preceded the CAPE. The CPSEL were implemented in 2001 and were based on ISLLC standards (California Commission on Teacher Credentialing, 2014). The study focuses on the fieldwork component of the California Preliminary Administrative Services credentialing program at California State University, Fullerton. Barton and Cox's (2012) study used a paper-based instrument that requires participants to indicate their level of preparation based on experience and knowledge and to indicate their preparedness on a 4-point scale.

The fieldwork activities are guided by the CPSEL in order to ensure that the preservice school leaders' experiences reflect what actually occurs in schools and the types of situations that they will be responsible for managing as school leaders. The study is based on candidates' pre- and postself-assessment of their own level of experience in activities aligned with the six CPSEL in order to measure growth in these areas. The participants were 54 female and 28 male educators enrolled in the credentialing program. Comparisons of the pre-and postself-assessments of the 82 participants in this study showed that candidates perceived gains in their level of leadership experience based on the CPSEL.

Although Barton and Cox's (2012) study is similar to the current study in that it examined PSLs' perceived growth in the CPSEL, the researchers identified some limitations to their study. One of the limitations identified by the researchers was that it is challenging to disentangle the effect of candidates' fieldwork experience from their participation in other parts of preparation program or from experiences unrelated to the preparation program. The current study does not attempt to disentangle the effect of different parts of the preparation program but focuses just on the time spent on each standard and the relationship between feelings of preparation in an attempt to simplify the analysis.

The use of standards as a framework to guide preparation programs has been found to be an effective way of preparing PSLs (Davis & Darling-Hammond, 2012). The current study uses the standards as a way to measure time use because experience in the standards during a preparation program has been shown to produce well-trained school leaders. This study seeks to fill the gap in the literature on PSLs' time use during fieldwork.

Time Use

The literature about school-leader time use is presented in this section, starting with an overview of time-use studies and then the findings and limitations of the studies are given. Finally, how the current study addresses the dearth of research preservice school leaders' fieldwork experience is presented. The relationship between time-use and outcomes is the focus of the first section. The tools used to collect time-use data are examined and a case for a mobile web-

based application, Project Reflect, that is used to collect data in the current study is presented.

School leadership is a very complex, multidimensional job (Horng, Klasik, & Loeb, 2010). A small number of studies have examined how school leaders use their time and whether this time use is related to school outcomes. These studies are focused on school leaders who already have completed their preparation programs and are in positions of school leadership. If there is a relationship between school leader time use and school outcomes, then it is important to ensure that preservice school leaders are spending their time in areas that have been determined to have a positive effect on school outcomes. In this study, these areas are the CPSEL.

Relationship between Time Use and Outcomes

Several studies have demonstrated that there is a relationship between how school leaders spend their time and school, student, teacher, and parent outcomes. These studies outline why school leaders' time use is important, and they also underscore why PSLs' time use is worthy of further examination.

Horng et al. (2010) sought to improve understanding of school leaders' time use and the complexities of school leaders' roles. The researchers' study measured the amount of time that school leaders spent on different activities and also examined the relationship between the school leaders' time usage and their schools' academic performance and school culture. In order to measure how school leaders were spending their time throughout the day, trained researchers tracked school leaders and recorded school leaders' activities using observations.

This technique was employed in order to eliminate the possibility of bias that is associated with self-reports. Prior to conducting the observations, the pairs of researchers underwent several hours of training to establish interrater reliability

The researchers observed each of the 65 principals in Miami-Dade County Public Schools for one entire day and collected time-use information at 5-minute intervals. Data were collected for each of the 41 high-school principals in the district and also from a sample of 12 elementary- and 12 middle-school principals. The research investigated what school leaders did, where they spent their time, how their roles varied by the kind of school they led, and the relationship between time use and student, parent, and teacher outcomes. They collected numerous data in addition to the observations carried out by their team of trained researchers. The researchers collected data from district school-climate surveys completed by teachers and parents, a survey that the researchers administered to all teachers in the district, and district administrative data on schools, staff, and students. The researchers used four types of school-level outcome measures to investigate the relationship between school leaders' time use and school outcomes: student achievement, teacher assessments of the school, teacher satisfaction, and parent assessments of the school.

The observational data were coded as being one of 43 possible tasks based on four broader categories. The teams of researchers conducting the observations had an average interrater reliability rate of .85, ranging from .69 to .94. The categories used to frame the research were determined by Spillane, Camburn, and Pareja (2007) to be administrative, instruction and curriculum, professional

growth, and fostering relationships. Horng et al. (2010) built upon these four categories and refined the list into the following six task categories: administration, organization management, day-to-day instruction, instructional program, internal relations, and external relations.

The findings of Horng et al.'s study (2010) indicated that school leaders spent most of their time (approximately 30%) on administrative activities, approximately 20% of their time on organization-management tasks, 15% of their time on internal relations, 5% of their time on external relations, 6% of their time on day-to-day instruction tasks, and 7% of their time on general instructional activities. The study also found that school leaders at the lowest performing schools spent the most amount of time on administrative tasks. School leaders at higher performing schools spent the most time on instruction-related activities. Horng et al. (2010), however, warned against assuming a causal relationship between these activities and outcomes, because the direction of the relationship was not clear.

The researchers found that regardless of the type of school the largest portion of time the leaders spent was on administrative tasks, with the average percentage of time ranging from 22.48% to 30.60%. The next largest percentage of their time, regardless of school type, was spent on organization management, ranging from 20.44% to 23.23%. Internal relations consumed the next largest percentage of their time, regardless of school type, ranging from 11.01% to 15.21%. The remainder of the school leaders' time was spent on day-to-day

instruction, developing the instructional program, and external relations, and the order of time usage was dependent on the type of school.

Additional findings of this study included the relationship between school leaders' time used on organization management and student performance. The study found that even when controls for prior school performance were added, there was a positive relationship between school-leader time use spent on organization and both student performance and gains in student performance. This same time-use emphasis also was found to have a positive relationship with teachers' assessment of the school environment. Another time-use focus that was found to have a positive relationship was time spent on internal relations and teacher satisfaction. Conversely, a negative relationship was found between school leaders' spending time on day-to-day instruction and both teacher and parent satisfaction with the school.

The researchers identified certain limitations to their study. One limitation was that the data were gathered during one week of one school year in one school district. Horng et al. (2010) suggested that measuring school leaders' time use at various times through the year would strengthen their study, as doing so would allow the researchers to investigate how school leaders' roles change throughout the year. Examining a school leaders' time use throughout the school year would have allowed researchers greater understanding of whether the behaviors noted in that one week were aberrations or had aberrational elements. For this reason, a composite approach that takes samples of time use at numerous occasions would have been preferable. Their recommendations included future research being

conducted over different times of the year to assess whether principals' roles changed throughout the year, as well as to analyze the variation across different principals over time. The current study addressed these recommendations and conducted research at different times throughout the school year and across different schools.

Grissom, Loeb, and Master (2013) conducted a study that examined associations between school leaders' time usage and student achievement gains using in-person, full-day observations of approximately 100 school leaders. These full-day observations occurred once annually in the Spring over a period of 3 years. This study focused on school leaders as instructional leaders. As in the previously mentioned study by Horng et al. (2010), this study also sent trained observers to shadow school leaders at schools in Miami-Dade County Public Schools. Observers collected data around school leaders' time use in 5-minute increments along 50 different task areas. The researchers also had access to administrative data including student files and personnel files.

In addition to the observational and administrative data, the researchers also collected data using structured interviews and web-based principal surveys. The data collected focused on instructional leadership. The average response rate to the surveys was 89%. These data were collected to assess whether how school leaders spent their time had a relationship with school characteristics or with school achievement and achievement growth over time.

Grissom et al. (2013) found that school leaders spend an average of 12.7% of their time on instruction-related activities. The study showed that school

leaders who spend larger amounts of time on instructional activities most often were leading schools with lower achievement levels, with more African-American students, and with more free-and-reduced-lunch students. Additionally, the study showed that time spent by school leaders on teacher classroom observations is associated negatively with student achievement gains unless the observations are used for professional development (i.e., merely conducting classroom walkthroughs to check that responsibility off the list of things to do).

Grissom et al. (2013) identified some limitations of their study. They cautioned that the results are exploratory and cannot be assumed to be a direct assessment of school leaders' emphasis on instructional leadership. The researchers stated that the time-use and survey measures might be measuring proxies for the instructional practice and knowledge of school leaders, which would lead to a misrepresentation of the actual effect of school leaders' time use. The observed school outcomes could be a result of the differences in practice and knowledge, as opposed to the way that the school leaders use their time. Grissom et al.'s (2010) study informed the current study by modeling how using multiple sources including surveys and interviews can be used to triangulate data and to develop a deeper and richer understanding of time use.

These studies exhibit how time use and outcomes at schools are related. This relationship is important because it suggests that school leaders desiring certain types of outcomes could engage in specific activities in order to achieve specific outcomes. These studies underscore the importance of time use and thus establish the need for the current study.

Tools to Collect Time-Use Data

Several studies establish the reasoning behind the use of Project Reflect, the mobile web-based application designed for the dissertation research. In this section, previously used instruments to measure time-use data and the strengths and limitations of these tools are reviewed. The focus is on the strengths and limitations of previously used time-use-data-collection tools and how these strengths and limitations contributed to the design of the tool used in the current study.

A key tool in logging activity is the mobile phone (Wolf, 2010). Logging time use has become much more ubiquitous with the availability of smartphones and other devices (Larsen, Cuttone, & Lehmann, 2013). The role of logging time use is to promote continuous learning and to improve future practice (Rivera-Pelayo, Zacharias, Müller, & Braun, 2012a). The New Media Consortium (NMC), an international community of educational technology experts, releases the annual Horizon Reports, a publication that examines emerging technologies in different educational fields and explores the potential effect of these technologies. The NMC Horizon Reports project the time-to-adoption horizons for these technologies, in addition to discussing their potential effect. In the NMC Horizon Report 2014 Higher Education Preview, time-tracking, sometimes called the quantified self (QS), is identified as a technology to watch, with a time-to-adoption of 4 to 5 years, which means the Project Reflect, although a rudimentary QS tool, is on the cutting edge of technologies being used in education. “Mobile apps also share a central role in this idea by providing easy-to-read dashboards for

consumers to view and analyze their personal metrics" (Johnson, Adams Becker, Estrada, & Freeman, 2014, p. 5).

Hauser, Koutouzos, and Olson's (2005/2006) case study of student perceptions of a standards-based school-leader digital portfolio showed that using a tool to document practice is a useful way for PSLs to deepen their knowledge of standards and to "assess their professional priorities, determine their areas of strength, and develop the areas in which they needed improvement" (p. 314). Babo and Villaverde (2013) also reviewed the benefits of portfolios and the portfolios' usefulness as a basis for reflective practice and feedback, which can be used to facilitate school leaders' professional growth.

Spillane and Hunt (2010) conducted a mixed-method, descriptive analysis of school leaders' time usage. The researchers collected data on 52 school leaders and used data from 38 of the school leaders. The school leaders were all based in one midsized urban U.S. school district. The study examined what work the school leaders engaged in as well as how the school leaders accomplished their tasks. The researchers collected data using an experience-sampling-method log. They analyzed data using cluster analysis. The study identified three patterns of practice: administration centered, solo practitioners, and people centered. Following the identification of the three patterns of practice, the researchers conducted qualitative interviews and observations. These data were combined with quantitative survey and log data to construct case studies of three different principals, one from each pattern of practice. In addition to the experience-sampling-method, school leaders were surveyed using a web-based Principal

Questionnaire (PQ), and the researchers asked school staff to complete a School Staff Questionnaire (SSQ).

With the experience-sampling-method research design, the researchers used a pager to beep school leaders at random intervals and completed a brief survey on their hand-held computer. These real-time data collection helped to lessen the possibility of bias due to retrospective recall, which is the possibility of misremembering things that happened earlier. The researchers beeped the school leaders 15 times per day over the course of 6 days. These 6 days were all in the Spring of 2005. They performed a cluster analysis aimed at identifying subgroups of school leaders who exhibited similar approaches to leadership practice.

The researchers collected data from the school leaders' and school staff members using the SSQ. The average response rate for all schools in the study was 86%, with a range from 62% to 100%. The variables used in this analysis included race; teaching experience overall; teaching experience at their current school; measures of shared responsibility; trust, goals and expectations; familiarity with standards; and instructional improvement. Forty-six of the original 52 school-leader participants completed the PQ survey, a response rate of 88%. The variables used in this analysis included school leaders' race, experience as an administrator, experience as a teacher, highest level of education obtained, certification, school leaders' knowledge, and use of data.

To supplement the previous data sources, trained researchers observed 14 of the principals for an entire day. The researchers took detailed notes on what the school leaders were spending their time doing, how long they spent on each

activity, and with whom, if anyone, they interacted throughout the day. The observations were followed up by the end of the day with a cognitive interview in which the researcher asked the school leader questions about the tasks that they had engaged in throughout the day.

Spillane and Hunt (2010) found that the 38 school leaders in the study spent approximately 22% of their time on curriculum-and-instructional activities, with the bulk of the time (16%) spent reviewing student classroom work, data, and standardized testing. The school leaders in the study spent roughly 3% of their time on teaching-related activities, such as observing classroom instruction or reviewing lesson plans. The researchers noted that their study indicated that school leaders spent more time on instructional matters than had been found in previous studies. Across the entire sample, however, school leaders spent over half of their time on administrative activities.

The researchers reported that experience-sampling-method has a number of limitations. The instrument has the potential to under- or overestimate the frequency that school leaders are engaged with certain tasks. Additionally, some brief events may be underreported or inaccurately measured. Another limitation of using experience-sampling-method is that some participants have found this type of measurement tool difficult to use. This study's findings highlighted how important it is to collect data about time use in a way that is nonobtrusive and disruptive to school leaders. I considered these findings when designing the data-collection tool used in the current study.

Camburn, Spillane, et al. (2010) examined the feasibility and practicality of a daily utility log for measuring school-leader practice. The investigators sought to determine whether the instrument could be used to obtain a high response rate from school leaders and if the instrument provided an accurate estimate of school leaders' time use. The daily utility logs are preferable to annual surveys administered once at the end of the year, because school leaders have much less to remember when tracking on a daily basis as opposed to trying to remember events throughout an entire year. Another benefit of a daily utility log is that it is less costly to administer than observations, which are another time-use measuring tool. Observations are labor, time, and training intensive because they require the presence of a trained researcher.

The daily log examined in the Camburn, Spillane, et al.'s (2010) study had a closed-ended format. Although this format can simplify the tracking process, it is not without its drawbacks. One potential disadvantage of the closed-ended format is that the fixed categories may not be aligned fully with how school leaders would define their own time use and practice. The benefit of the closed-ended format is that it is less time-consuming to complete than open-ended diaries making respondents more likely to respond.

The evaluation of the daily utility log was conducted with 48 school leaders in a midsized urban school district. The daily log used in the study was a web-based self-administered instrument that covered nine areas of school-leader responsibility: building operations, finances, community or parent relations, school-district functions, student affairs, personnel issues, planning and setting

goals, instructional leadership, and professional growth. The researchers identified these domains as covering the range of school-leader responsibilities, based on a comprehensive review of the literature on school leaders. Of the nine leadership domains measured by the mobile web-based daily log, six also were measured with the experience-sampling-method instrument in order to learn if the daily utility log was capturing accurately the school leaders' time use. The six domains that were verified through the experience-sampling-method instrument were building operations, personnel issues, finances, instructional leadership, student affairs, and professional growth. The researchers conducted analysis on only these six domains.

Camburn, Spillane et al. (2010) used a multilevel model to estimate percentages for the six leadership domains. The model of Level 1 (Days) was $Y_{ij} = \beta_{0j} + r_{ij}$, where Y_{ij} is the percentage of time on day *i* that school leader j reported spending on one of the six leadership domains being measured, β_{0j} is the average percentage of time that school leader *j* reported spending on activities in the domain across the 6 days during which the leaders' activities were recorded, and the random error term, r_{ij}, is an effect representing the difference between school leader *j's* actual outcome score on day *i* and the score that was predicted by the model. In the Level 2 model (Principals), "the average percentages of time each principal spends in a leadership domain, β_{0j}, are modeled as a function of the grand mean γ_{00} and random variation associated with each principal, μ_{0j}" (Camburn, Spillane, et al., 2010, p. 717).

The study found that the daily utility logs and the experience-sampling-method instruments revealed comparable estimates of time that school leaders dedicated to the six leadership domains under observation. The two domains that yielded the most similar results through the daily utility log and the experience-sampling-method were dealing with personnel issues and professional growth, which differed only by about one percentage point. Although the other domains had differing results as recorded through the experience-sampling-method and daily utility log, the results were still within five percentage points of each other.

The hierarchical linear model results support evidence of similar time-use measurements between the experience-sampling instrument and the daily utility log. The results also revealed that there were times when school leaders might have over- or underreported time spent on certain domains. A closer inspection of why the report errors might have occurred led the researchers to suspect that some events were brief, happened in a noncontiguous way, occurred in the middle of an hour block of time (the daily utility log had the school leaders report by the hours), or were not reported because they were preceded or followed by more important or dramatic events.

The results from the daily utility log and the experience-sampling-method instrument both showed that that school leaders spent the most time on management and personnel issues and on working with students, dealing with student-related issues. The data showed that school leaders spent almost one quarter of their time on students and student issues. Additionally, the data showed that school leaders appear to spend much less time on instructional leadership

than is recommended by experts and by professional standards. The researchers concluded that principals spend substantially less time on instructional leadership than advocated by leadership scholars and professional standards.

Camburn, Spillane, et al. (2010) suggested that daily utility logs be used not only to track time usage but also as a method for school leaders to be self-reflective and to use the data formatively to improve their own practice. The researchers reported that they were aware of an urban district in the United States that currently used a version of a daily utility log for school leaders' self-reflection and that the data were used as a learning tool to help the school leaders allocate their time more effectively.

Although the daily utility logs appear to be a valid measure of school leader time use, one limitation of such use is some time usage is over- or underreported. Other challenges with using daily utility logs are that these instruments often require some level of computer programming to build. It might be necessary to have bigger incentives to participants in order to maintain high response rates (Camburn, Spillane, et al., 2010). Camburn, Spillane, et al.'s (2010) study was considered carefully when the tool for the current study was designed as it showed that mobile web-based daily logs were helpful for school leaders seeking to understanding their own time use better.

Spillane and Zuberi (2009) built and piloted a daily utility log called the Leadership Daily Practice (LDP) log. The primary purpose of the study was to establish that the validity of the inferences can be established based on data generated by the LDP log. The LDP is designed to measure the time usage of

school leaders, in particular, examining instructional leadership with a focus on mathematical instructional leadership. The researchers examined how school leaders defined leadership, how the school leaders' definitions of what constituted leadership was aligned with the definitions of the researchers, and if school leaders and researchers had the same interpretations of the school leaders' behaviors.

The LDP was piloted using input from 34 school leaders and teachers. They were asked to log their interactions around instructional leadership for 2 weeks. On average, the leaders completed the LDP 68% of the time that they were asked to do so. Researchers shadowed 19 of the participants for 2 days each, and three participants were shadowed for one day. The school leaders participating in the study outlined several strengths and challenges associated with the LDP. One challenge the school leaders identified was that they did not always believe they could accurately capture their time use because it might have spanned more than one leadership capacity. Another complaint was that data were collected only over a short period of time (2 weeks) and thus may not have reflected accurately how the school leaders spent their time over the course of a school year.

The findings indicated that school leaders sometimes had different definitions or understandings of the constructs of knowledge, practice, and motivation, thus possibly causing them to log how they were using their time during the day inaccurately. They also may have had different definitions of an activity that occurred spontaneously or was planned or may have believed that an activity that they engaged in did not fall neatly into the category of being

spontaneous or planned. Sometimes activities were partially spontaneous and partially planned or started out planned and turned spontaneous.

There was a strong agreement between how the school leaders logged their time usage and how the researchers observing them logged their time usage. This strong agreement indicated that the LDP was capturing accurately school leader time use on the days that they were filling out the LDP and being shadowed. Of the dimensions that the school leaders and the observers were reporting on, agreement was highest (94.4%) for the time of the interaction. The agreement between observers and school leaders is important because the school leaders were completing their LDPs at the end of the day, therefore having to engage in recall around the event. As Spillane and Zuberi's (2009) study framed leadership as a social interaction that could involve multiple parties, the design of the LDP provided for the capture of who was involved in situations that the school leaders were logging. School leaders and observers agreed for 88.4% of the interactions. The researchers and the school leaders also had to log how an interaction unfolded, and in this dimension, the school leader and researcher had matched responses 86.3% of the time. When asked about where on the school campus an interaction took place, 80.6% of the logs from both the school leaders and the researchers were a match, and regarding what actually happened in an interaction, agreement was 85.1%.

The researchers found that the school leaders' log entries were representative of the social influence interactions recorded by researchers over the same logging days. The study's findings indicated that school leaders might be

more likely to record interactions outside their own offices and less likely to record interactions that happened inside of their offices. Second, study participants were less likely to record interactions that involved inanimate objects such as books and curricula and over reported formal interactions such as meetings and other social interactions. Overall, the data suggested that loggers are relatively unbiased in reporting interactions in mathematics, curriculum and instruction, or both.

Spillane and Zuberi (2009) identified some future areas that should be studied. Although the study covered one 2-week period in the year, this time frame failed to pick up seasonal variations that might have occurred. The researchers suggested that future studies target a couple of weeks at different times of the school year in order to gain a more accurate picture of school leaders' time use. Another area that Spillane and Zuberi (2009) identified as needing improvement is training school leaders how to select which interactions to record and in providing clearer definitions of the terminology being used in the study in order to ensure a stronger shared understanding. The current study aimed to address some of these limitations, in particular, the lack of composite data collection, by collecting data at different points in the school year. Additionally, the PSLs were asked to record all of their time use during the day based on the CPSEL, they did not have to make decisions as to which activities and practices to log.

Time-use studies have revealed information that can guide school-leader practice. These studies have demonstrated that schools' characteristics, such as

percentage of low-socioeconomic-status students, can influence how school leaders spend their time. The present study sought to add to the body of knowledge about school-leader-preparation programs by examining PSLs' time use. This study examined whether preparation programs are ensuring that PSLs dedicate time to engaging in practical experiences in key areas as defined by leadership standards. This study is important because of the criticisms that preparation programs are failing to prepare school leaders and criticisms that not enough is known about how preservice school leaders spend their time.

Summary

This literature review has highlighted the research that underlies the current study. The previous studies' strengths and limitations provide elements of the rationale for the current study. Research has shown what makes particular school-leader-preparation programs more effective than others, in the sense that their alumni were more effective as school leaders after finishing these programs (Davis & Darling-Hammond, 2012). The literature has suggested that great leadership preparation programs have a practical experience component and are standards-based, which is why the current study examines fieldwork or internships through the lens of CPSEL (Davis & Darling-Hammond, 2012).

The literature on school-leader-preparation programs covered practical experience and standards (Davis & Darling-Hammond, 2012; Davis et al., 2005; Orr & Orphanos, 2011). These two aspects are critical to the current study. If the practical experience is the space in which theory and practice intertwine, then the standards, which have been designed to guide practice, should be a part of

measuring practical experience. Thus, the current literature around practical experiences in administrative credential programs and the current literature around leadership standards was reviewed (Davis & Darling-Hammond, 2012; Davis et al., 2005; Orr & Orphanos, 2011).

Additionally, the literature around school leader time use as related to standards was reviewed (Camburn, Huff, et al., 2010; Camburn, Spillane, et al., 2010, Spillane & Zuberi, 2009). The Commission on Teacher Credentialing has determined the standards to be the competencies that school leaders should practice. The time-use studies examine school leaders' time use and if their time is spent on tasks and behaviors that are related to leadership standards. The aforementioned studies also investigated if certain school characteristics had a relationship with how school leaders spent their time. This portion of the literature review was necessary because it showed that although acting school leaders' time use has been studied, there have been few, if any, studies that examine PSLs' time use. This current study sought to fill this gap in the research on how preservice school leaders spend their time during their fieldwork and what underlies and drives their time use.

CHAPTER III

METHODOLOGY

The purpose of this exploratory case study was (a) to address the lack of knowledge of the activities on which preservice school leaders (PSLs) spend their time during practical experiences by examining PSLs' time use during fieldwork as measured by California state leadership standards and (b) to explore why the PSLs spend the time on the standards that they do. This study was designed to support PSL as they embark on their required fieldwork experiences. This chapter contains the research methods used for this study. The exploratory case study design and the rationale for using this method are presented. The research questions, the participants, and the setting for the study are defined. The procedural aspects of the study and considerations relating to the involvement of human subjects are addressed. A description of the study's instrumentation and the data analysis procedures are presented.

Research Questions

The following research questions guided this study:

1. How do preservice school leaders use their time during fieldwork experiences?
2. Why do preservice school leaders have the fieldwork experiences that they do (e.g., convenience, purposefully pursuing certain experiences, etc.)?

Research Design

The current study used the exploratory case study to obtain voices and experiences of PSLs during their preliminary-administrative-services credential program at several points during their fieldwork. An exploratory case study was

selected due to the limited research devoted to the topic of PSLs' time use in fieldwork as related to the CPSEL. Exploratory-case-studies are appropriate for investigating situations in which there is an absence of preliminary research, hypotheses, and research environments (Streb, 2010). Exploratory-case-studies allow the researcher to be flexible and independent in regard to both research design and data collection (Streb, 2010). Given the lack of research on the topic of PSL time use during their fieldwork, the exploratory-case-study method was the best suited methodology. The exploratory-case-study methodology is an all-encompassing, comprehensive research strategy; it includes the study design, data-collection techniques, and the method for analyzing the data (Yin, 2003).

"As a research strategy, the distinguishing characteristic of the case study is that it attempts to examine (a) a contemporary phenomenon in its real-life context, especially when (b) the boundaries between phenomenon and context are not clearly evident" (Yin, 1981, p. 59). Exploratory case studies often yield a baseline for defining necessary questions and hypotheses in subsequent research (Streb, 2010). Exploratory case studies are sometimes critiqued negatively because of their intuitive approach; however, this very same approach is what gives this methodology its advantage (Streb, 2010). The main objective of exploratory case studies is to allow the researcher to develop a very deep understanding of the participants being studied through their thoughts and behaviors during a specific period of time (Woodside, 2010). The depth of understanding is achieved by collecting data from multiple sources over numerous points in time (Woodside, 2010).

In the current study, I collected data from several sources over the course of the PSLs' fieldwork experience. The sources of data were (a) the mobile-web-based application, which collected time use against standards, (b) brief pre- and postdata-collection surveys that obtained information about why PSLs' spent time on certain standards, and (c) with semistructured interviews to follow up on the first two types of data collected.

I collected quantitative data on the PSLs' time use through the mobile-web-based application. Additional quantitative data were gathered through the surveys. The surveys also allowed the PSLs to offer short open-ended answers. The researcher obtained additional qualitative data through semistructured interviews in order to investigate the proposed research questions and to explore further the information collected through the pre- and posttest surveys and the time-use data.

Participants

The study population consisted of three PSLs from one Northern California preliminary-administrative-services credentialing program located in the San Francisco Bay area. All of the PSLs were in the fieldwork component of their program, which was their final year in the program. The three PSLs participating in this study were selected by convenience sampling, as they were receiving their credential at a local university. They were sampled purposefully based on their position as PSLs engaging in fieldwork.

Table 2 has a descriptive summary about each of the participants. The study participants varied in age and in the corresponding number of years of work

experience in education. Additionally, they all had very different roles at their schools or districts. Last, all of the participants were from a different racial and ethnic background.

Table 2

Participant Demographics

Name	**Age**	**Ethnicity**	**Yrs Experience**	**Role**
Carla	39	Latina	15	Response to Intervention Behavioral Coach
Joy	27	Chinese/Filipina	4	High-School Teacher, Fifth-Year Student Assistance Program Advisor, Student Government Advisor. Student Support Liaison for seniors
Lily	38	White	10	Fourth Grade Teacher, unofficial Assistant Principal (AP by responsibilities, not by title or pay)

Each PSL's background is provided above and information about their role and district is outlined. This context is important because it allows for a better understanding of factors that shaped the PSLs' fieldwork experiences.

The purpose of the fieldwork is for PSLs to step outside of their role as teachers and coaches and have leadership experiences that they normally would not have in their regular role at their school or district. During the fieldwork, each participant worked closely with a site supervisor from her school or the district, as

well as with a field mentor from the university. The fieldwork experience lasted for two semesters. Each PSL met regularly with her site supervisor, who assisted the PSL in identifying her strengths and areas of improvement. The site supervisor also was responsible for helping the PSL access opportunities to meet the standards. The site supervisor, the PSL, and the field mentor met at least once per semester.

Fieldwork differs from an internship or residency program model. In internship or residency programs, students are in an immersive experience in which their sole responsibility is to serve as an apprentice school leader under the guidance of an experience school leader. In a fieldwork program, PSLs not only must fulfill the responsibilities of their current role but also must gain experiences in the California Professional Standards for Education Leaders (CPSELs) for their future role.

In a residency program, also known as an internship, there are significant differences from traditional programs like the one in this study which was fieldwork-based. Residency programs involve major research projects, a minimum of 50% of the resident's time on their job site, significant coaching assistance, job rotation, vigorous reflection and evaluation and often, a pre-admission interview. The mentoring administrator, most often a principal, is rigorously vetted by the program and often receives a stipend for their efforts. "The difference between a fieldwork and a residency experience is conceptual as well as quantitative" (Hafner et al., 2012).

The field mentor met with the PSL at the fieldwork worksite at least three times each semester during fieldwork. The field mentor oversaw the PSLs' development of their Leadership Development Plan, which contained assessments of their schools' needs and their personal needs (5- to 10- page narrative), a Leadership Action Plan, and supporting evidence and documentation that the schools' and the PSLs' needs were met. Fieldwork is challenging to complete because the time that PSLs spend doing their regular jobs may not be logged as fieldwork hours, even if there is a strong alignment between the CPSEL and some aspect of the PSL's role.

Carla

Carla is a 39-year-old Latina. She was raised in an urban setting and attended public schools in the San Francisco Bay Area in the 1980s and 1990s. She is married and her own two children currently attend a Spanish immersion Kindergarten to eighth-grade public school in the Bay Area. After graduating from high school, Carla received her bachelor's degree from the University of California-Santa Cruz, her clear teaching credential at San Francisco State University (SFSU) and will receive her Master's in Education with Preliminary Administrator's Credential from a religiously-affiliated university in Northern California.

Carla works in a diverse urban district in Northern California as a Behavioral Response to Intervention (RTI) Coach. The district educates over 55,000 students in 160 schools and centers. Thirty percent of the district's students receive services through an Individualized Education Plan. Over 60% of

the students qualify for free-or-reduced lunch. Students in the district speak over 44 documented languages. Over one quarter of the students speak English as a second language. Carla is bilingual, speaking both English and Spanish fluently. Her mother is Chicana and her father immigrated to the United States from Argentina when he was 20 years old.

Carla's commitment to public education stems from her own experiences in the district. She had wonderful, caring, and supportive teachers who made her want to offer the same type of education experience to other people. Carla was tracked into the Gifted and Talented Education programs (GATE) in school. GATE opened up doors of opportunity to her, and she is grateful for her teachers recognizing her interest in learning. She also reported that as a child she was highly social and craved interaction with her peers. As such, her desk was moved away from those of other children to prevent her from disturbing their learning. Being moved away from other children was an important experience to her and informed her views on how teachers should deal with children who might require additional classroom management.

Carla had the opportunity in high school to participate in her school's Peer Resource Center. This unique district-wide initiative allows young people leadership opportunities to change their school and their community. Participants of the Peer Resource Center can serve as mentors and tutors, cofacilitate topic-based groups, lead peer education initiatives in the classroom or through assemblies, mediate peer conflict resolution, and engage in action research. This experience was very important to Carla because it gave her an opportunity to do

work that helped students and informed the type of work she has chosen to do in her career.

Carla has been working as a Behavioral RTI Coach for the last year and a half at the time of the study. The position is new to the district, and, therefore, the coaches are designing the role as they perform it. The role was created by the adoption of the Safe and Supportive Schools Policy in February 2014. Although Carla enjoys this type of freedom to make decisions about what her role looks like, she recognizes that the role is not for everyone. Some people prefer more structure and clearer expectations, and a loosely defined role like hers is not for everyone.

She teaches crisis de-escalation skills and restorative practices to staff from schools across the district. She also designs and facilitates formal circles, meetings, and conferences at school sites in response to harm. In her role, Carla works closely with school-site representatives to implement tiered systems of behavioral supports. Prior to this role, Carla was a Family Liaison for the district. She also worked as classroom facilitator and a clinical case manager and has run several in- and out-of-school-time programs including tobacco cessation, peer resources, at-risk retention, and service learning. Carla is in the credential program because, in the future, she might want to step into a school leadership role.

Joy

Joy is 27 years old, Chinese-Filipino, and a native San Franciscan. She attended a Roman-Catholic elementary school and middle school. For high

school, she attended public school in the Bay Area. For her undergraduate degree, Joy attended SFSU and also took classes during the summer at the University of Hawaii. She received her teaching credential from SFSU and is receiving her administrative credential and master's degree in education from a religiously-affiliated university in Northern California. Joy juggles numerous roles at her school. Her dedication to her students drives her to hold all of these roles even though she is being taxed by the multiple responsibilities.

Joy teaches at a high school that serves as the first educational stop for newly immigrated students who do not yet speak English. She was driven to work at this school with its unique student population because of her own experiences growing up. Her own parents were immigrants, and Joy wants to give her students the education and opportunities they deserve.

Her leadership goals in the future include becoming a mathematics coach and serving as an assistant principal at an international school. She is in her 5th-year teaching at the high school and serves in numerous roles. She is the Student Government Advisor, the Student Support Liaison for the 5th-year program, a Counseling support, the Mentoring Program Supervisor, on the Senior Team of teachers, a member of the Positive School Culture Committee, and in the Support Program for Graduates.

Ninety-five percent of the students at Joy's school qualify for free-or-reduced lunch. Sixty percent of the students are male and 40% are females. Fifty-nine percent of the students are Hispanic or Latino, 28% are Asian, 0.32 % are Black, 0.32 % are Hawaiian or Pacific Islander, 4.5% are White, 4.5% are of

unknown background, and 3.5% are Filipino. Many languages are spoken at Joy's school. The language breakdown is 62% Spanish, 21% Cantonese, 4% Tagalog, 4% Arabic, 3% Mandarin, and 6% other.

Lily

Lily is in her 10th year as an elementary-school teacher. Lily is a 37-year-old European American woman. She was born and raised in the North East and attended public school there through high-school graduation. Thanks to federal grants and scholarships, she was able to attend the University of Maryland, College Park. She completed a double degree and double major with a BS in Elementary Education and a BA in Psychology. She was born, raised, and began her teaching career on the East coast, which she describes as the reason for her bluntness, focus, and determination.

She currently works as a fourth-grade teacher at an elementary school in an East Bay urban school district. Her school has about 500 students (all of whom receive free breakfast and lunch), one principal, and no other administrative or coaching staff. The district Lily works and lives in serves over 30,000 students. There are over 10 public high schools including charter and continuation high schools. The district has less than one dozen public middle schools, including charter options. There are over 30 public elementary schools in the district, including charter elementary schools. The district is almost 20% African American or Black, over half the students are Hispanic or Latino, approximately 10% are Asian or Asian American, and around 10% are White. More than five

percent of the students are Filipino. The remaining students are multiracial, Native Hawaiian or Pacific Islander.

Lily serves in many roles in addition to her classroom duties. In her limited time outside of school, Lily spends as much time with her two children as possible and is an active volunteer at their public elementary school. Her children's elementary school is in the same district that Lily teaches in, and the schools are located in adjacent towns. Lily hopes to serve as an elementary-school principal in her current district in the near future.

Protection of Human Subjects

The participants' safety and rights were central to this study. Prior to conducting the study, I obtained approval from the University of San Francisco's Institutional Review Board for the Protection of Human Subjects. This study thus adhered to the American Psychological Association (2012) Standards for the Protection of Human Rights. Both the goals of the study and an Informed Consent Form were provided to individuals prior to participation in the study. The study employed voluntary participation and the individuals were free to discontinue their participation in the study at any time. Participants who completed the study were rewarded for their time with a small stipend.

I took steps to ensure that data would be kept safe and confidential. The measures included password protecting all devices that were used to store data and encrypting the hard drives of devices that stored the data. Pseudonyms were used on data sources. The investigator assigned a study ID to each participant prior to collecting data, with a table pairing each participant name with a study ID

in a separate document that was stored separately. For the online data-collection, participants received their study IDs via personal email and then entered that information into their online surveys.

The audio recordings of the interviews were retained in a manner similar to the study IDs. I recorded interviews through my laptop, which was and remains password protected. The audio recordings were deleted after completion of the study. The only people who had access to these recordings were the study participants, the transcribers, and myself.

Procedures

I recruited the participants through the preliminary-administrative-service-credentialing program director. I emailed the prospective participants with a short description of the project and I met with the prospects to introduce them to the mobile-web-based application and to train them on how to use the application to collect their time-use data. After meeting with the PSLs either as a group or individually, I scheduled interviews with the participants to collect the qualitative data.

I collected data during three data-collection cycles throughout the Fall semester of 2015. Each data-collection cycle was 3 weeks in length. I based the three 3-week cycles on recommendations from previous time-use studies that recommended against collecting data on just one day. Collecting data on multiple occasions created a more accurate picture of how PSLs use their time during their fieldwork. During each of the three data-collection cycles, the data-collection procedures were identical.

The initial step was for the PSLs to complete a very brief online survey. This survey gathered information about how much time the PSLs believed they would spend during their practical experience on each standard. Then, the PSLs spent 3 weeks collecting time-use data using the mobile web-based daily log. The log measured how much time the PSLs spent on each standard. This entire cycle was repeated twice for a total of 3 cycles.

Following the first data-collection period, preservice school leaders completed another very brief survey, where they reflected upon any discrepancies between how much time they thought they would spend on each standard compared with how much time they actually spent on each standard. The survey also gathered their thoughts on how prepared they were in each standard. After each round of data-collection, survey prompted the preservice school leader to set personal goals on time usage and to consider growth opportunities. Following each data-collection cycle, I collected further data through semistructured interviews.

Following the interviews, I gave the PSLs access to the transcripts to allow them to review their responses. I made any edits or deletions that they requested in order to ensure that their words and sentiments were captured accurately. The timeline for the data-collection cycles can be found in Appendix E.

Background of the Researcher

In qualitative research, the researcher functions as an instrument for data collection (Denzin & Lincoln, 2003). As such, the researcher filters the data

through a personal filter. Given this role, the researcher's biases, assumptions, expectation, and experiences must be taken into consideration (Denzin & Lincoln, 2003).

My purpose was to remain objective and nonintrusive. The following information is provided to give context to my experience. I have been employed within the field of education for over a decade in a variety of capacities, working in public schools, charter schools, nonprofits, and in educational technology companies. In my direct-services experiences, I have worked exclusively with low-income students of color. This experience has given me the opportunity to understand the education landscape from a variety of vantage points, including the lived experiences of school leaders, their struggles, and their successes.

Although I have worked in school settings, I am not a certificated teacher and have not served as a school leader. My experience in the classroom as an electives teacher and as a high school counselor to middle school students has led me to believe that the school-leader role is one of the most challenging roles in education and that is one of the most important roles in ensuring that all students receive a quality education. My experience working in schools and in education provided a helpful foundation for this study.

Instruments

This study required the use of several instruments. In terms of their sequential use, the first and third instruments were pre- and postlog surveys. These data were collected from surveys and informed the semistructured interviews. The second instrument employed in the study is called Project Reflect,

a mobile-web-based application that builds on previous computer-based daily logs, such as those used in Camburn, Spillane, and Sebastian's (2010) study and Spillane and Zuberi's (2009) study. Project Reflect differed in that it is a web-based application that users can access from mobile devices. Previous studies' strictly employed computer-based logs. The data collected by this instrument inform the semistructured interviews. The fourth and final data-collection instrument was the semistructured interview administered by me to the participants.

Predata-Collection-Cycle Survey

The first data-collection instrument was a brief survey conducted through Google® Forms. The purpose of using a survey before the data-collection cycle was to inform the semistructured interviews. The survey measured how much time the participants believed they spent on each of the six CPSEL. The participants also indicated how confident they were in performing activities in each of the standards. The initial survey provided baseline data. They completed this brief survey immediately before they started collecting data using the mobile web-based daily log. The survey provided answers to the following questions:

1. With which standard(s) are you most comfortable (list up to three)?
2. With which standard(s) are you least comfortable (list up to three)?
3. Which standard(s) do you believe you spend the most time in during your fieldwork (list up to 3)?
4. Which standard(s) do you believe you spend the least time in during your fieldwork (list up to 3)?

5. Which standard(s) would you like to focus on in the next few weeks during your fieldwork (list up to 3)?
6. How confident are you that you know what all the standards and substandards are?

Project Reflect

The instrument, Project Reflect, is the mobile web-based daily log (see Appendix B for screen shots). Project Reflect allowed the participants to capture their time usage based on the six standards outlined in the CPSEL. The design of the mobile web-based daily log is based on logs used in previous studies and suggestions made to improve the logs (Camburn, Spillane, et al., 2010; Spillane & Zuberi, 2009). The development of the application was outsourced to eGo Creative Media Solutions in Donetsk, Ukraine.

The mobile web-based daily log, Project Reflect, served two main functions: it allowed PSLs to log how much time they had spent on each standard during their work day and to have a quick view of how much time they had spent on each standard through either a chart or a table. The PSLs could select a standard from a drop-down bar within the application. After selecting the standard, they could log how much time they spent on that standard. Standards were broken down into their substandards so that the PSLs could gain an understanding of how they spent their time at a more granular level. They also could select to view how they had spent their time over selected periods, such as, in the last week or during a custom-selected range. I had “superuser” status, was

able to view all of the users' data from the instrument's database, and was able to view all of the data collected by the instrument.

Postdata-Collection-Cycle Survey

The purpose in using postdata-collection-cycle surveys was to gather data that informed the semistructured interviews. The third instrument was another brief survey administered through Qualtrics. This survey was administered after the week that the PSLs had collected their data on their own time usage with the mobile web-based daily log. The PSLs were asked to reflect on the difference between the time they thought they spent on each CPSEL (collected by the second instrument) and the actual time spent (collected through the mobile web-based daily log). This survey also assessed how confident the PSLs were about each CPSEL.

I asked the PSLs to reflect on why they spent time in each standard, whether it was because they were more comfortable performing tasks in that standard, whether it was easier to access those activities, or whether they were more knowledgeable and confident in those activities. The questions included in the postdata-collection-cycle survey were the following:

1. Were the standards you spent the most and least amount of time in surprising to you? Why?
2. For the top three standards that you spent time in, was it because

(a) The comfort you felt with these tasks,

(b) The ease of accessing these activities, or

(c) The knowledge or expertise you believed you had in these activities.

3. Do you have any other thoughts you would like to provide on your experience taking this postlog survey?
4. Why do you think you are spending time in the standards you have spent time in?

Interview Protocol

The interviews were an important part of the data-collection procedure, as the interviews allowed for a more detailed understanding of the themes that emerged during the time log and surveys. Following each data-collection cycle, I interviewed participants in order to gain a richer understanding of their experience using Project Reflect. The interviews were recorded with permission and transcribed for analysis.

I developed open-ended questions based on the survey responses to gain more insight about how and why the PSLs spend their time during their fieldwork experience. These questions were used during the semistructured interviews to better understand the PSLs' time use and the reasons for their time use.

I asked the participants about their experience using the log, about how easy they thought it was to use the log, and about recommendations they could make on how to improve the log. I probed their comfort and experience with using technology to track their own behaviors. I asked the participants about the relationship their guided self-reflection had with subsequent time use and how they focused their energies during their subsequent fieldwork.

Data-Collection Procedure

During the three data-collection cycles, the data-collection procedures were the same. First, the PSLs completed a very brief online survey.

This survey gathered information about how much time they believed they would spend during their practical experience on each standard and how prepared they were in this standard. Then, the PSLs spent 3 weeks collecting data using the mobile web-based daily log. They entered data at their convenience and were encouraged to enter data as often as possible but at the latest at the end of the day. The log measured how much time the PSLs spent on each standard. In past years, PSLs traditionally had tracked hours on paper in each of the standards. Students struggled to keep a daily running record of their activities. Project Reflect was designed to make data collection and analysis much simpler for the students.

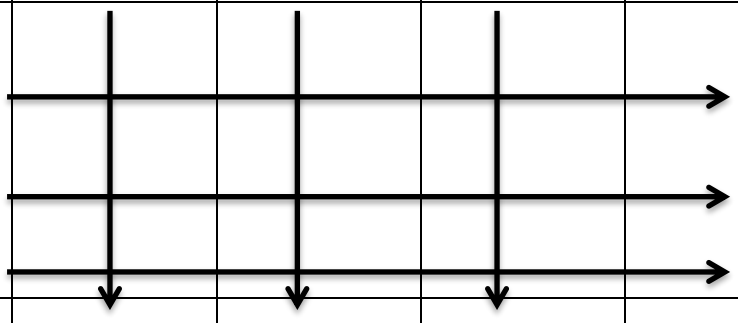
Following the time-use data-collection period, the PSLs completed another very brief survey where they reflected upon any discrepancies between how much time they thought they would spend on each standard and how much time they actually spent on each standard. They also provided information on how prepared they were in each of the standards. After each round of data-collection, the guided self-reflection survey prompted the PSLs to set personal goals on time usage and to consider their growth opportunities.

After each data-collection cycle, the researcher interviewed the PSLs in order to gain a better understanding of their experiences logging their time use. These interviews occurred within one week of completing the data-collection cycle. The semistructured interviews allowed for comparison of themes between the participants. The interviews took place over Skype and were recorded with the PSLs' permission. The interviewer and the PSLs were in their respective homes during the interviews. I explained the purpose and format of the interview

to the PSLs before starting. This explanation included the anticipated length of the interview, which lasted approximately 45 minutes, and the fact that I would record the interviews and take notes. This time before the interview also provided an opportunity for the participants to ask any questions about the interviews or the study.

Data Analysis

The purpose of exploratory case studies was to produce descriptive findings to allow me to become familiar with the phenomenon under study. The data collected through the mobile web-based daily log, the pre- and postlog surveys, and interviews were analyzed to identify the themes that emerged across participants and to describe each participant in the study. The interview data were transcribed by transcription professionals hired through the freelance website Upwork®

Data-collection Tools	**Participant 1**	**Participant 2**	**Participant 3**	**Themes Identified Across Participants**
Project Reflect, the mobile-web-based mobile web-based daily log				
Pre- and Postlog Survey				
Interview				

Description of each participant				

Figure 3. Participant Analysis Matrix, adapted from Miles and Huberman (1994)

The Participant Analysis Matrix in Figure 3 provides a summary of the data analysis and the systemic comparison that revealed any similarities existing between participants and also any practices that were unique to a specific participant (Miles & Huberman, 1994). The downward-pointing arrows denote the sequence of data-collection tools through which data were collected for each participant culminating in a description of each participant. The horizontal arrows denote the data collected for each tool about each participant, resulting in the discovery of themes across participants.

Pre- and Postdata-Collection-Cycle Surveys

I employed a chart to record responses for the three PSLs' surveys over the course of the study as a process to investigate whether their responses to the surveys changed over time (see Appendix F). I followed up through interviews with the PSLs. I subsequently analyzed the pre- and postlog surveys' responses in relation to the information collected in the mobile web-based daily log and combined the results with the information from the interviews in NVivo® for Mac, a computer-assisted qualitative data-analysis software application.

I used NVivo® to organize and analyze similarities within the interviews and also added data from my surveys. After importing my data into NVivo®, I reviewed the text from the transcripts and from the surveys. As similarities emerged, I used coding stripes and highlighted like themes throughout the texts in

the same color. These coding stripes informed the nodes, which are codes or themes.

Time Log

The time-use data that were collected by Project Reflect were categorized into the standards and substandards outlined in the CPSEL. This was done by the PSLs when they logged their time. They selected the standards and substandards from a drop-down bar within the mobile-web-based application. The time-use data collected by the PSLs during the three measurement periods were analyzed to view whether there were changes in each PSLs' time-use during each collection period. The mobile web-based daily log calculated the amount of time for each PSL in each substandard for each data-collection cycle.

Interviews

I conducted interviews with each preservice school leader, which were audiotaped and transcribed verbatim by transcription professionals. Transcript data from the interviews were imported into NVivo®. These transcript data were then analyzed using the following procedure. NVivo® enables researchers to identify similarities within the interview transcripts. As similarities emerged in the interviews, the similarities were assigned a thematic code. After the themes were extracted from the transcripts, the researcher is able to identify relationships between themes and to investigate if there are any differences or similarities between the themes. From these themes, I created generalizations.

To establish validity the transcripts that I reviewed and coded were presented to a subject-matter expert. The subject-matter expert is an educator who

is familiar with qualitative research techniques. The subject-matter expert reviewed the transcripts and the codes to check for agreement. The themes I had identified were agreed upon by the subject-matter expert.

The interviews were approximately 45 to 60 minutes long, were held over Skype and recorded with the permission of the PSLs. The focus of the interview was the further investigation of the information collected in the surveys and the mobile web-based daily log.

Member Checks

In order to ensure accuracy of the data, I conducted member checks (Carlson, 2010). Following the individual interviews with the PSLs, the PSLs received the opportunity to review the researcher's transcriptions. The PSLs had the option of receiving hard copies of transcripts, electronic copies, or audio files of the interviews. The PSLs also had the option to have me present during their review of the material (Carlson, 2010).

Member checks are an important measure to take to validate qualitative interview data (Koelsch, 2013). The PSLs had the opportunity to approve my findings. This opportunity allowed the participants to ensure that I had represented them accurately. Koelsch (2013) posited that member checks allow the PSLs to reflect upon their responses, which could have a powerful, positive, transformational effect.

After all 3 participants had completed their member checks, one participant asked me to remove some information about her workplace. Another participant asked me to reword a sentence to make it clear what she meant. The

third participant added further description about herself. These minor edits allowed the participants to believe that they were portrayed correctly in my research.

CHAPTER IV

RESULTS

The purpose of this exploratory case study was (a) to address the lack of knowledge of the activities on which preservice school leaders (PSLs) spend their time during practical experiences by examining PSLs' time use during fieldwork as measured by California state leadership standards and (b) to explore why the PSLs spend the time on the standards that they do. This study was designed to support PSL as they embark on their required fieldwork experiences. This chapter summarizes the findings of the research study described in chapter three. The research questions investigated during this study are:

1. How do preservice school leaders use their time during fieldwork experiences?
2. Why do preservice school leaders have the fieldwork experiences that they do (e.g., convenience, purposefully pursuing certain experiences, etc.)?

This chapter is divided into three parts. First, the findings as related to each of the research questions are presented in order to identify emerging themes. The themes supporting the two research questions are the major focus of the section. The interviews, time tracking, and survey results produced rich data. Four main themes emerged from the data in this study: (a) seasonality of work, (b) purposefully accessing opportunities, (c) benefits of self-tracking, and (d) preparation in the standards. Second, findings for each of the participants are summarized in order to understand their personal experience with logging their

time during their fieldwork experiences. Last, a summary of the overall study's findings is presented.

The findings of this study are framed by the research questions. The research questions are restated and then the questions are addressed through the information collection during the semistructured interviews, time logs, and survey questions. In order to understand the preparation of preservice school leaders, the following research questions were investigated:

1. How do preservice school leaders use their time during fieldwork experiences?
2. Why do preservice school leaders have the fieldwork experiences that they do (e.g., convenience, purposefully pursuing certain experiences, etc.)?

Four main themes emerged from the data in this study: (a) seasonality of work, (b) purposefully accessing opportunities, (c) benefits of self-tracking, and(d) preparation in the standards. In order to answer research question one, the daily-log time-use data and survey data are presented. To answer the research question two about reasons that the PSLs described as why they were spending their time in certain standards using data from the surveys as well as the semistructred interviews were used. More information about the alignment between research questions, interview questions, the conceptual framework, and themes can be found in Appendix D.

Research Question 1

How do preservice school leaders use their time during fieldwork?

In order to understand how PSLs' work changes throughout the school year, PSLs were asked to log their fieldwork hours at three points during the

2015-2016 school year. Further detail about the data-collection cycles can be found in Appendix E. The data to answer question one were collected through Project Reflect, the mobile web-based application, and demonstrated how much time the PSL was spending in each of the standards. In order to understand what PSLs do during their fieldwork, they reported these data by logging their time use as frequently as they were able to during the data-collection cycles.

Each data-collection cycle lasted 3 weeks long. The 3-week data-collection cycles allowed for a more accurate picture of PSLs' time during their fieldwork than shorter cycles or fewer cycles. First, the data collected for Carla's 3-week data-collection cycles are presented. After Carla's 3-week data-collection cycles have been presented, Joy's 3-week data-collection cycles are given and last Lily's time use data in her 3-week data-collection cycles are detailed. The following figures demonstrate each PSL's time use during each of the data-collection cycles based on their time logged using the mobile web-based application and the following tables present the answers to the pre- and postdata-collection-cycle surveys.

Carla Cycle 1

Carla completed a survey prior to her 3-week data-collection cycle, then a survey after her 3-week data-collection cycle. The data-collection cycle was finished with a semistructured interview. In the first data-collection cycle, which began in the middle of October 2015, Carla spent the most time gaining experience in CPSEL 1, which is Development and Implementation of a shared vision. Carla spent over 40% of her time that she logged in CPSEL 1, with the

majority of that time (31 hours over 3 weeks) in Substandard 1A Student-Centered Vision (Figure 4).

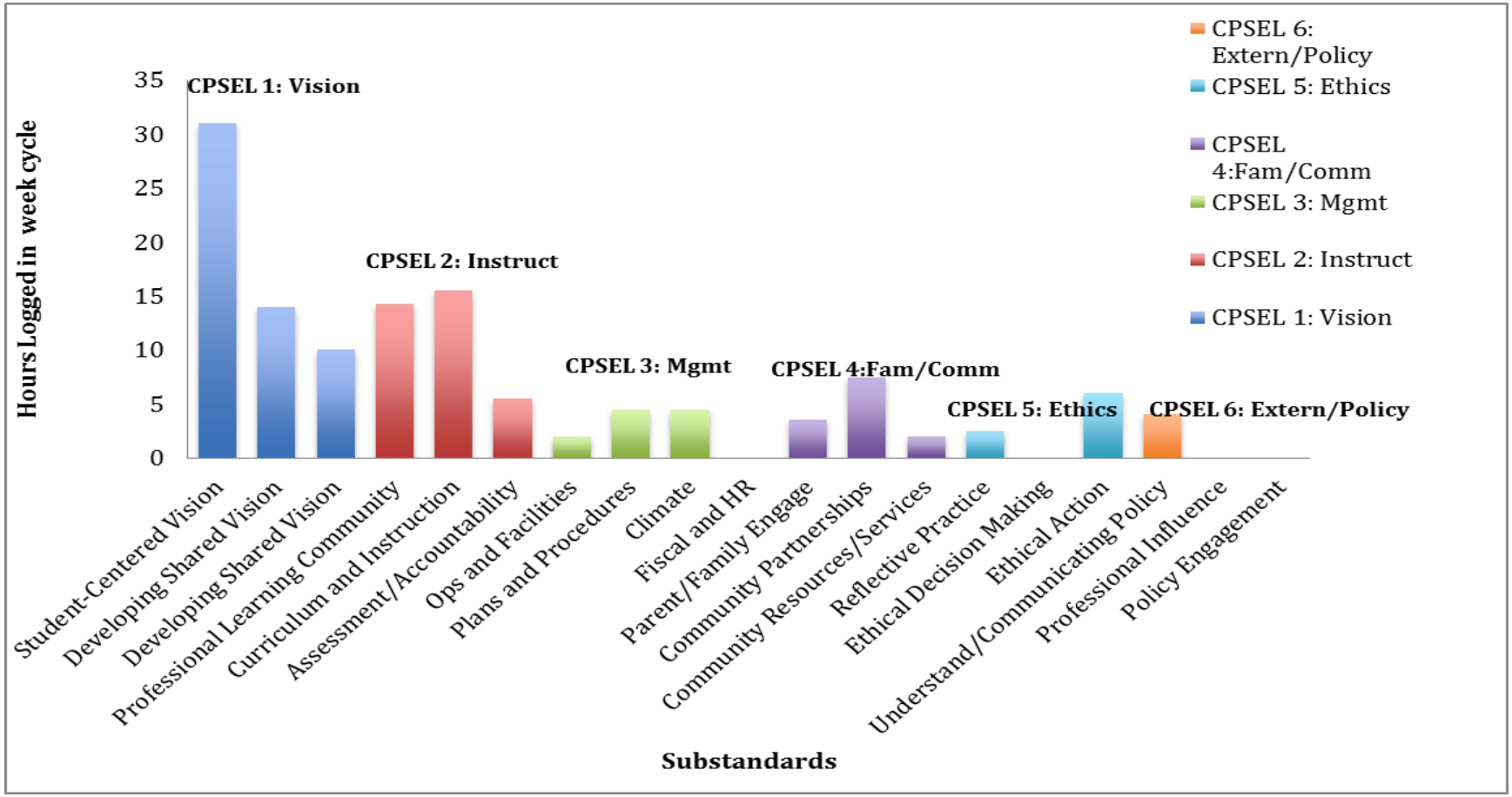


Figure 4. Carla's time-use data for cycle 1 experience in the standards

The predata survey replies Carla completed before she began logging her time during her fieldwork are provided in Table 3. Carla stated that she was the most comfortable with CPSELs 1, 2, and 3. Carla identified CPSELs 5 and 6 as the standards that she was the least comfortable with. Most of her time was spent in CPSEL 1, followed by CPSEL 2 (35.25 hours, or almost 28% of her logged hours), and CPSEL 4 (13 hours, or a little over 10% of her logged hours). During this data-collection cycle, Carla logged the least time on CPSELs 3, 5, and 6. She logged 11 hours in CPSEL 3 (almost 9% of her logged time), 8.5 hours in CPSEL 5 (almost 7% of her logged time), and 4 hours in CPSEL 6 (just over 3% of her logged time).

The data collected during the postdata-collection surveys are given in Table 4. Carla shared her surprise that her time was more evenly distributed than she had anticipated as she had spent time in activities in all six of the CPSELs. Logging time helped her gain a better understanding of her work and showed her that her role is much more multifaceted than she had thought. Carla listed the reasons for her focus in the areas that she logged the most time in as being “it was easier to access these activities” and “I was the most comfortable in these tasks.” These quotes are relevant because PSLs have such a breadth of responsibilities between their current role, their credential program, and their fieldwork that at times they may choose to default to activities that are easier to access.

This default approach underscores the importance of fieldwork being very purposefully designed, rather than an ad hoc experience. Although the PSLs set

up a plan at the beginning of semester about what work going to do, time constraints often mean that the best designed plans are not followed with total fidelity. PSLs must juggle the pressure of completing their work for their role while completing the program, which can make time management difficult.

Carla Cycle 2

As with the first data-collection cycle, PSLs completed a survey prior to their 3-week data-collection cycle, then a survey after their 3-week data-collection cycle. The data-collection cycle was finished with a semistructured interview.

Table 3
Carla's Predata-Collection-Survey Responses: Cycles 1, 2, and 3

Cycle	Standard(s) most comfortable with	Standard(s) least comfortable with	Standard(s) most time	Standard(s) least time	Standard(s) to focus on	Confidence in standard(s)	Reasons for time-use
1	1,2,3	5,6	1,2,3	4,5,6	1,2,3	Mostly confident that I know what the standards and substandards are	The first three standards are directly connected to my work as a coach.
2	1,2,3	5,6	1,2,3	5,6	2,3	Mostly confident that I know what the standards and substandards are	Because they align most clearly with the specifications of my work.
3	1,3,4	5	3.4	5,6	3,4	Mostly confident that I know what the standards and substandards are	At this point in the coaching of my schools, I am doing a lot of systems development and reinforcement with individual teachers.

There is a change in focus in Carla's time logs between the first and the second data-collection cycles. The second data-collection cycle began in the middle of

November 2015. Carla's log from the second data-collection cycle is shown in Figure 5. In this data-collection cycle, her time logged in the first four standards was much more evenly distributed that in the first data-collection cycle. Having laid the groundwork for developing the vision for student learning in the first data-collection cycle, Carla spent much less time in CPSEL 1. As shown in Figure 5, Carla logged 18.5 hours (almost 17% of her time) in CPSEL 1, 20 hours (almost 18% of her time) in CPSEL 2, 19 hours (17% of her time) in CPSEL 3, 17.25 hours (almost 16% of her time) in CPSEL 4, 7.75 hours (almost 7% of her time) in CPSEL 5, and the most time (28.75 hours, or over one quarter of her time) in CPSEL 6.

Table 4
Carla's Postdata Collection Cycle 1,2,3 Survey Responses

Cycle	**Were the standards you spent the most and least amount of time in surprising to you? Why?**	**For the top 3 standards that you spent time in, was it because:**	**Do you have any other thoughts you would like to provide on your experience taking this postlog survey?**
1	Yes, in the sense that my time was more evenly distributed amongst the 6 standards than I thought it would be.	It was easier to access these activities. I was the most comfortable in these tasks.	Cataloging my tasks into these standards helped me see that my work is more multifaceted than I had thought.
2	In the past few weeks I've spent lots of time creating professional development for schools, alongside their administrative teams. This required lots of personal development in CPSEL #2--instructional leadership. I had to convey the preferred direction authoritatively, both from a pedagogical stance and with deep knowledge of content. This was an area of growth I had identified for myself, so I am very pleased that I have gotten to craft experiences that address this developmental need.	It was easier to access these activities, I was least comfortable in this CPSEL	I am very happy to find myself in a professional position that I can shape to meet my own goals, to some degree. I look forward to continuing to develop my skills across the six standard areas in the Spring semester.
3	Lots of assessment implementation. I was charged with rolling out a district-wide social-emotional survey, which took lots of time to 1)	It was easier to access these activities	I am glad that I got to spend the time these past few weeks looking at how information systems are compiled and rolled out. It is not something that comes naturally to me, so being responsible for

	understand myself 2) explain to others 3) troubleshoot the logistics.	it's success has been an area of growth for me.

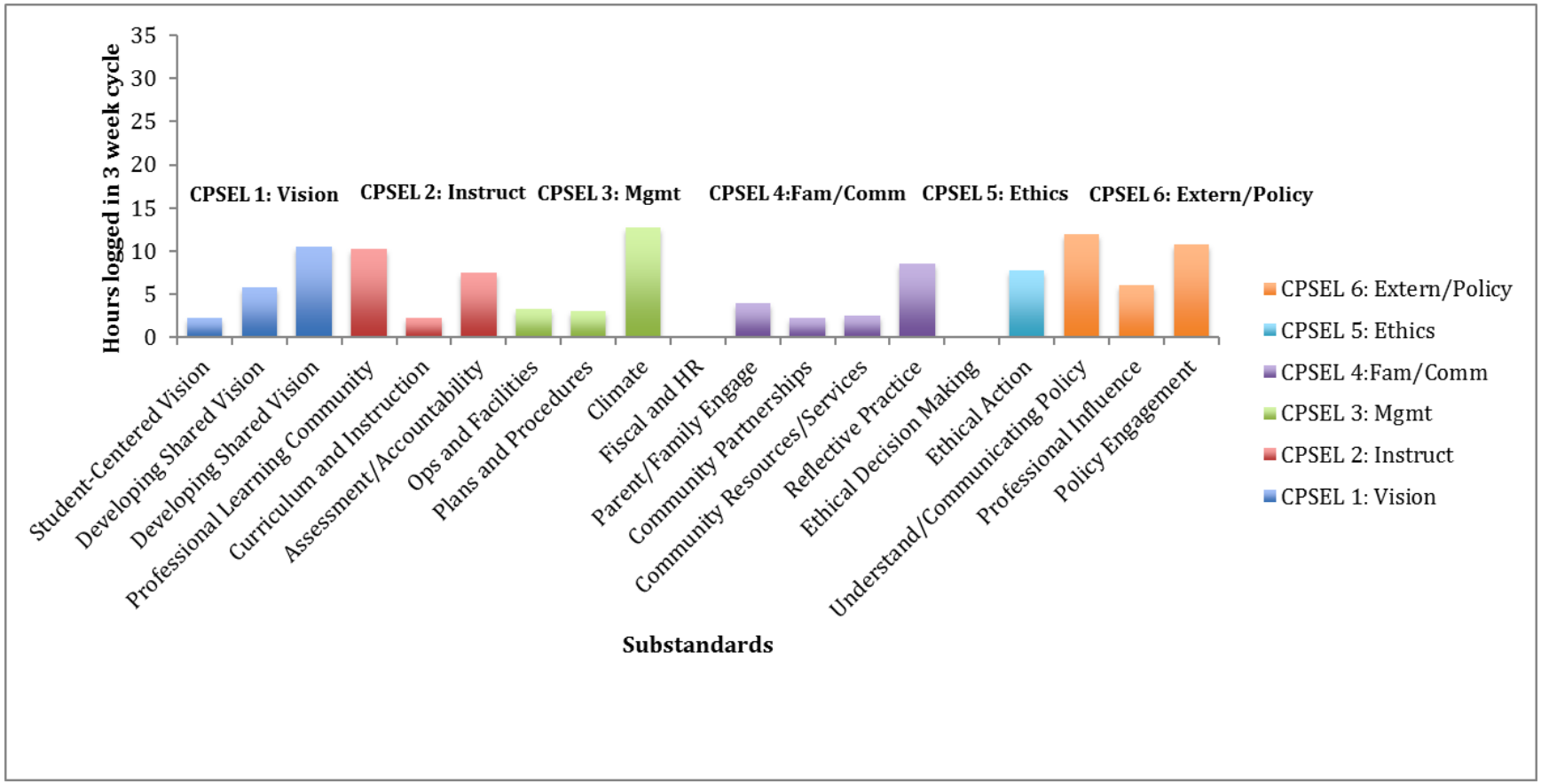


Figure 5. Carla's time use data cycle 2 experience in the standards

A review of her time log shows that she logged the most time in CPSEL 6, due to spending the most time in Standard 6: External Policy and Context, in substandards 6A: Understanding and Communicating Policy and 6C: Policy Engagement. Carla stated in her semistructured interviews that her job was created by policies that went into effect in the past few years that mandated closing the gap between disciplinary consequences between students of color and their White peers in order to ensure that all students were having equal access to learning opportunities. While engaging in policy work, Carla is dealing directly with ensuring that the work that she and the teachers are doing aligns with the district's policies.

The second substandard that she logged most time in (12.75 hours) was climate, a substandard of CPSEL 2. She also spent 10.5 hours in developing a shared vision, a substandard of CPSEL 1. Because once the student-centered vision for the school was created during the first data-collection cycle, Carla had to focus on how that would look in a school and how that would effect the school climate. In her semistructured interviews she discussed how she would coach the teachers to create a positive learning climate for all students through both explicitly setting behavioral instructions for the students and also by familiarizing the teachers with the tiered behavioral intervention system.

Another area that Carla logged more time in (10.25 hours) was in Professional Learning Community, a substandard of CPSEL 2. In her postdata-collection survey, Carla explained that the reason for this time spent.

> In the past few weeks, I've spent lots of time creating professional development for schools, alongside their administrative teams. This required lots of personal development in CPSEL #2--instructional leadership. I had to convey the preferred direction authoritatively, both from a pedagogical stance and with deep knowledge of content. This was an area of growth I had identified for myself, so I am very pleased that I have gotten to craft experiences that address this developmental need.

Carla's role allows her the opportunity to push herself professionally, which in turns gives her more experience.

Carla's responses to the pre- and postdata-collection surveys indicate that she was the most comfortable with CPSELs 1, 2 and 3 and the least comfortable with CPSELs 5 and 6. She anticipated logging the most time in 1,2, and 3 and the least amount of time in 5 and 6. She logged the most hours in CPSEL 6, which again reflects the broad scope of school leaders' responsibilities. Carla listed the reasons for logging the most time in the activities she did as "It was easier to access these activities" and "I was least comfortable in this CPSEL." As Carla progressed in her fieldwork, her time use became more diverse.

Carla Cycle 3

As with the previous data-collection cycles, PSLs completed a survey prior to their 3-week data-collection cycle, then a survey after her 3-week data-collection cycle. The data-collection cycle was finished with a semistructured interview. The third and final data-collection cycle in this study begun in the middle of January 2016. In the third 3-week data-collection cycle, Carla's time log is different than the previous two, which is due to the foci on different substandards (Figure 6). In the third data-collection cycle, Carla's time use was 23

hours in CPSEL 1 (24% of her time logged), 26.25 hours in CPSEL 2 (almost 27% of her time logged), 15.25 hours in CPSEL 3 (almost 16% of her time logged), 3 hours in CPSEL 4 (3% of her time logged), 12.25 hours in CPSEL 5 In her predata-collection survey (Table 3), Carla shared that "[a]t this point in the coaching of my schools, I am doing a lot of systems development and reinforcement with individual teachers," and she anticipated that she would be spending most of her time during the data-collection cycle in CPSELs 3 and 4, as these are the standards that she wanted to work on.

Carla's job allowed her to take a great deal of ownership over the direction of her work, which is why the standards she wants to work on are aligned with the standards she predicted she would be focused on. In her predata-collection survey, Carla also revealed that she was the most comfortable in CPSELs 1, 3, and 4, whereas in the previous two cycles she had responded that she was the most comfortable in CPSELs 1, 2, and 3.

In data-collection cycle two, Carla had spent time creating professional development for her schools. She recognized this as an area that she would like to further develop and that creating the professional development was a growth opportunity for her. Professional development is a substandard of CPSEL 2, and following the experience of creating the professional development Carla decided that this was an area that she like to continue working on.

During data-collection cycle two, Carla logged over a quarter of her hours in CPSEL 6. CPSEL 6 was a standard that she had listed previously as being one she was the least well versed in. In the third data-collection cycle, CPSEL 6 was

no longer one of the substandards that she was the least comfortable with. During this data-collection cycle, Carla spent the most time on the Assessment/Accountability substandard of CPSEL 2 (11.75 hours logged).

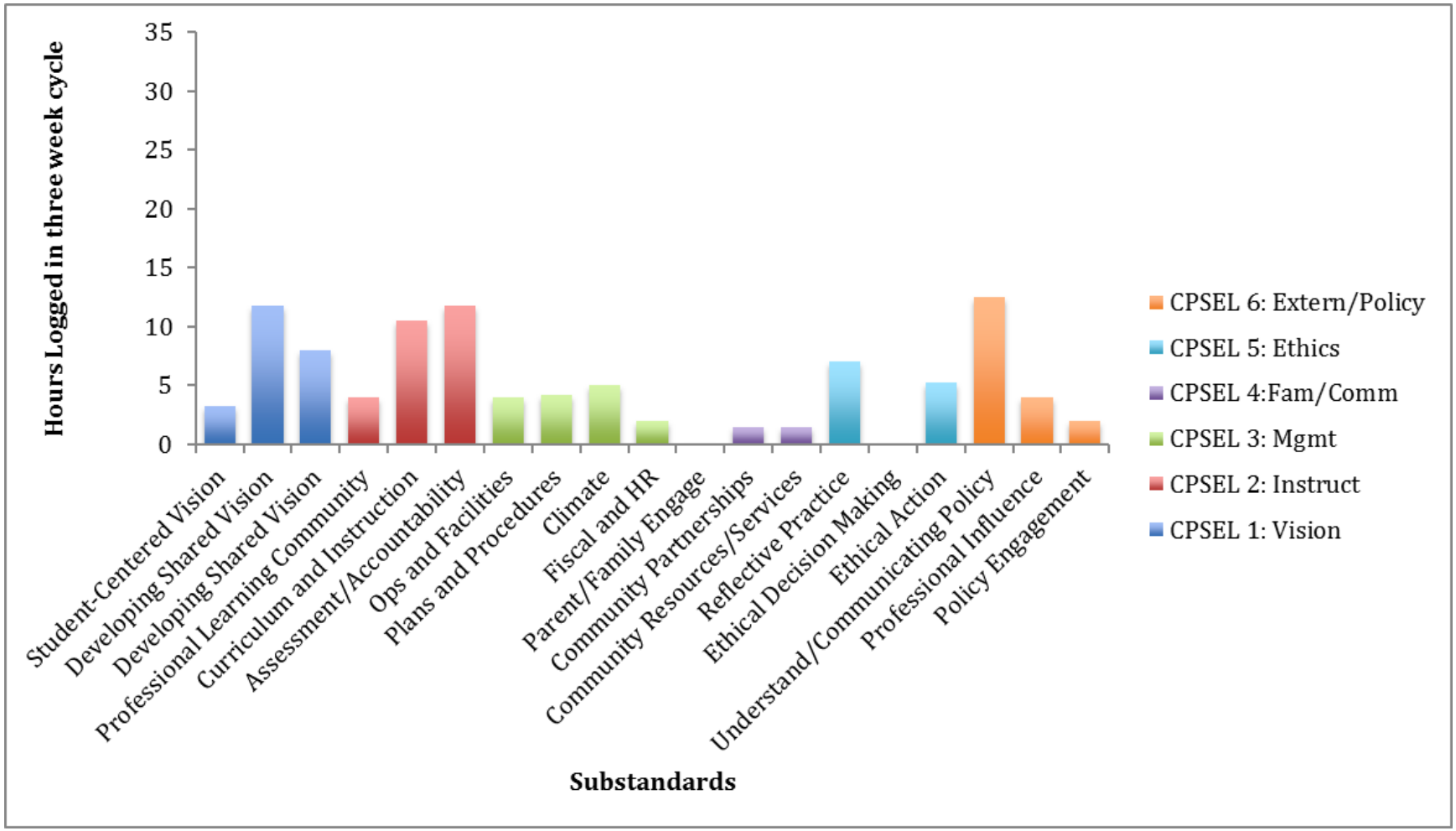


Figure 6. Carla's time-use data for cycle 3 experience in the standards

Summary for Carla

Carla's time log and survey responses showed how the focus of her worked changed throughout the school year. In the first data-collection cycle, Carla was spending her time on foundational work to ensure that her later efforts with coaching teachers would be successful, which will be discussed further in research question two. Her time log for the first cycle reflects the foundational work that she was doing in order to build rapport and set expectations with teachers and students alike. Carla indicated that CPSEL 1, 2, and 3 were most closely aligned with her role as a coach and anticipated logging the most amount of time in those standards.

Joy Cycle 1

During the first cycle, Joy did not find much time to use her log. Joy's first data-collection cycle did not contain much data. Joy completed a survey prior to her 3-week data-collection cycle, then a survey after her 3-week data-collection cycle. The data-collection cycle was finished with a semistructured interview. In the first data-collection cycle, which began in the middle of October 2015, Joy logged the most time in CPSEL 4 (Figure 7). Detailed information about the standards and substandards is available in Appendix C.

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Joy serves as a Teacher, Student Assistance Program Liaison, Fifth Year Program Advisor, Student Government Advisor, Yearbook Coordinator, and College Application Support. The Student Assistance Program (SAP) focuses on student referrals and organizes programs and services to support the students'

academic success. Students with academic, attendance, behavior or social, or health difficulties are connected community

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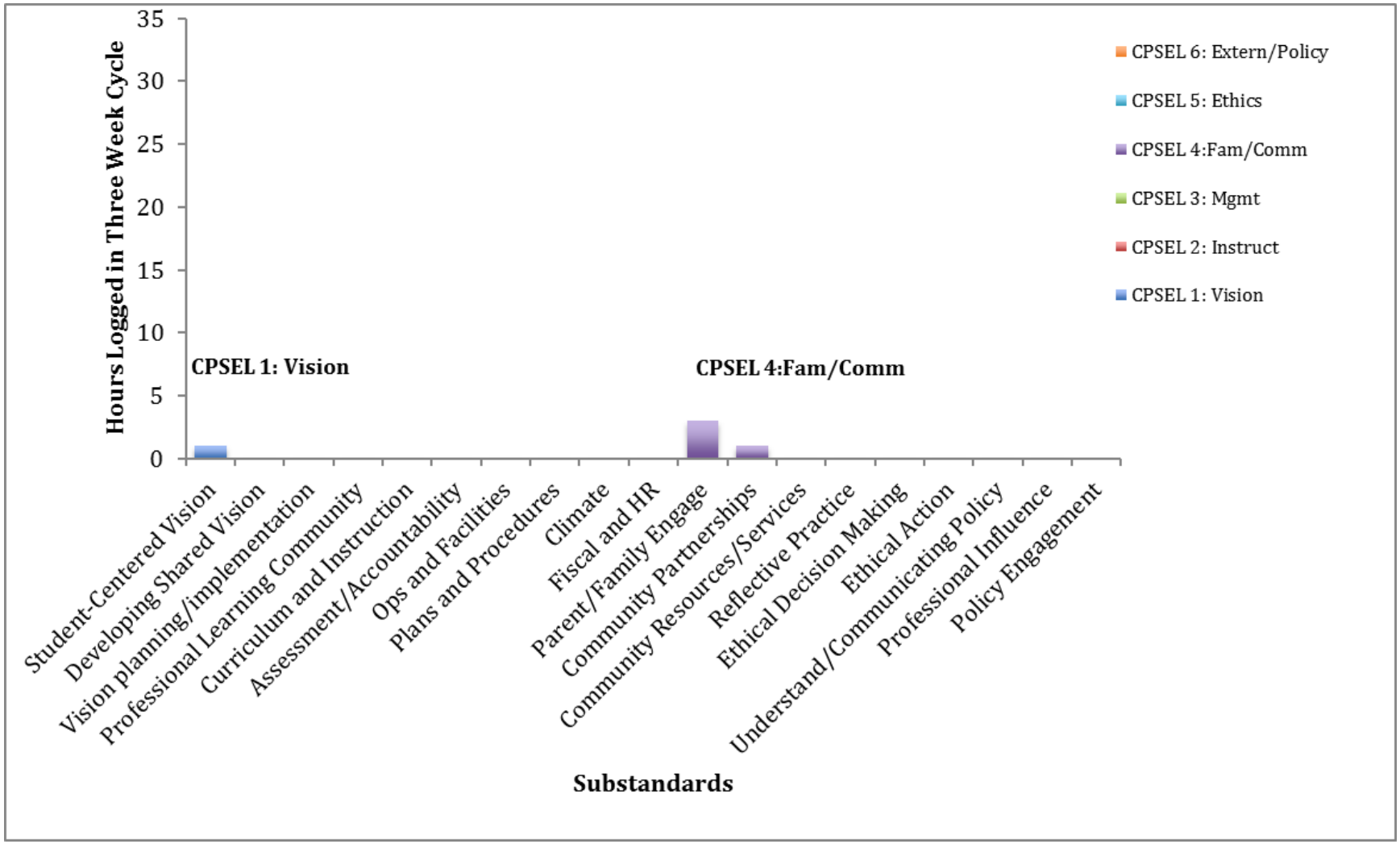

Figure 7. Joy's time-use data for cycle 1 experience in the standards

resources and community-based organizations to address the student's challenges. Joy's work as the SAP Liaison is aligned with CPSEL 4. Additionally, Joy worked hard to engage families and communities as she responded in her postdata-collection survey (Table 5).

The survey responses found in Table 5 are what Joy completed before she began logging time during her fieldwork. Joy stated that she was the most comfortable with CPSELs 1 and 4. Joy identified CPSEL 6 as the standard that she was the least comfortable with. When asked which standards she believed she would spend the most time in during the first 3-week long data-collection cycle, Joy named CPSELs 1, 2, 3, 4, and 5 as the ones she anticipated spending the most time.

Joy's numerous responsibilities with her roles at school and her Preliminary Administrative Services Credential program left her with little time to log her hours during this data-collection cycle, and her total time logged, which will be covered at the end of her section, will be discussed to gain a richer picture of how she logs her time. When asked which standards she projected spending the least amount of time in, Joy stated CPSEL 6. In her semistructured interview, Joy indicated that CPSEL 6 would be the most difficult one for her to access because none of her roles at her school are involved with policy. Given her many roles as well as her credential program, it would difficult to get to a district-level meeting or another type of meeting that would provide her policy work experience.

Table 5
Joy's Predata-Collection-Survey Responses for Cycles 1,2, and 3

Cycle	Standard(s) most comfortable with	Standard(s) least comfortable with	Standard(s) most time	Standard(s) least time	Standard(s) to focus on	Confidence in standard(s)	Reasons for time-use
1	1,4	6	1,2,3,4,5	6	2,3,4	Mostly confident that I know what the standards and substandards are	Several of them are part of my job, but I also am trying to challenge myself to develop my leadership skills by allowing myself to be open to different school leadership challenges.
2	3,4	6	3,4	6	1,2,3,4,5	Mostly confident that I know what the standards and substandards are	Due to my roles in the school, I don't have much access to addressing CSPEL 6
3	2,3,4	6	2,3,4	6	6	Mostly confident that I know what the standards and substandards are	My positions and the willingness to grow

Table 6 shows the data collected during the postdata-collection survey following Cycle 1.Joy reflected on why most of the time she logged (and most of the time that she

did not log) was spent in CPSEL 4 because it is a emphasis at her school this year. Her school is pushing hard to improve its family and community engagement per the recommendation given to the school when it was evaluated by the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC). Joy is responsible for her school's improvement efforts to meet the recommendation by ACS WASC.

Joy Cycle 2

Joy completed a survey prior to her 3-week data-collection cycle, then a survey after her 3-week data-collection cycle. The data-collection cycle was finished with a semistructured interview. In the second data-collection cycle, Joy logged more of her hours, which allows for a better understanding of how she spent her time during her fieldwork. The second data-collection cycle began in the middle of November 2015. Joy's log from the second data-collection cycle is shown in Figure 8. In this data-collection cycle, Joy logged time in CPSELs 1 to 5, with the most time being logged in CPSEL 1 and CPSEL 2.

Table 6
Joy's Postdata-Collection-Survey Responses for Cycles 1, 2, 3

Cycle	Were the standards you spent the most and least amount of time in surprising to you? Why?	For the top 3 standards that you spent time in, was it because:	Do you have any other thoughts you would like to provide on your experience taking this postlog survey?
1	I spent the most time on vision and family engagement. Family engagement is a huge part of our changes that we are working on per our WASC evaluation last year. I play a significant role in addressing this. I want to spend more time on the political piece of the standards. I don't have much exposure on this yet.	It was easier to access these activities. I was the most comfortable in these tasks.	
2	Standard 4. Not surprising given my roles.	It was easier to access these activities	I wonder about a more efficient way to log hours especially for candidates who do so much and whose roles are so extensive. It's difficult to keep track of everything that you have done when you do so much.
3	Standard 3 and 4 (most) Standard 6 (least) - As much as I try to get involved with standard 6, it hasn't happened. The principal has offered for me to do a shadowing program next year to build my skills in this area.	I was most comfortable in these tasks	Standard 3 and 4 Standard 6 - As much as I try to get involved with standard 6, it hasn't happened. The principal has offered for me to do a shadowing program next year to build my skills in this area.

Prior to logging her time, Joy had indicated in her predate-collection survey that she anticipated spending the most time in CPSELs 3 and 4 (Table 5).

In actuality, she logged the most hours in CPSEL 1 and 2. Joy logged 14 hours (over 38% of her time

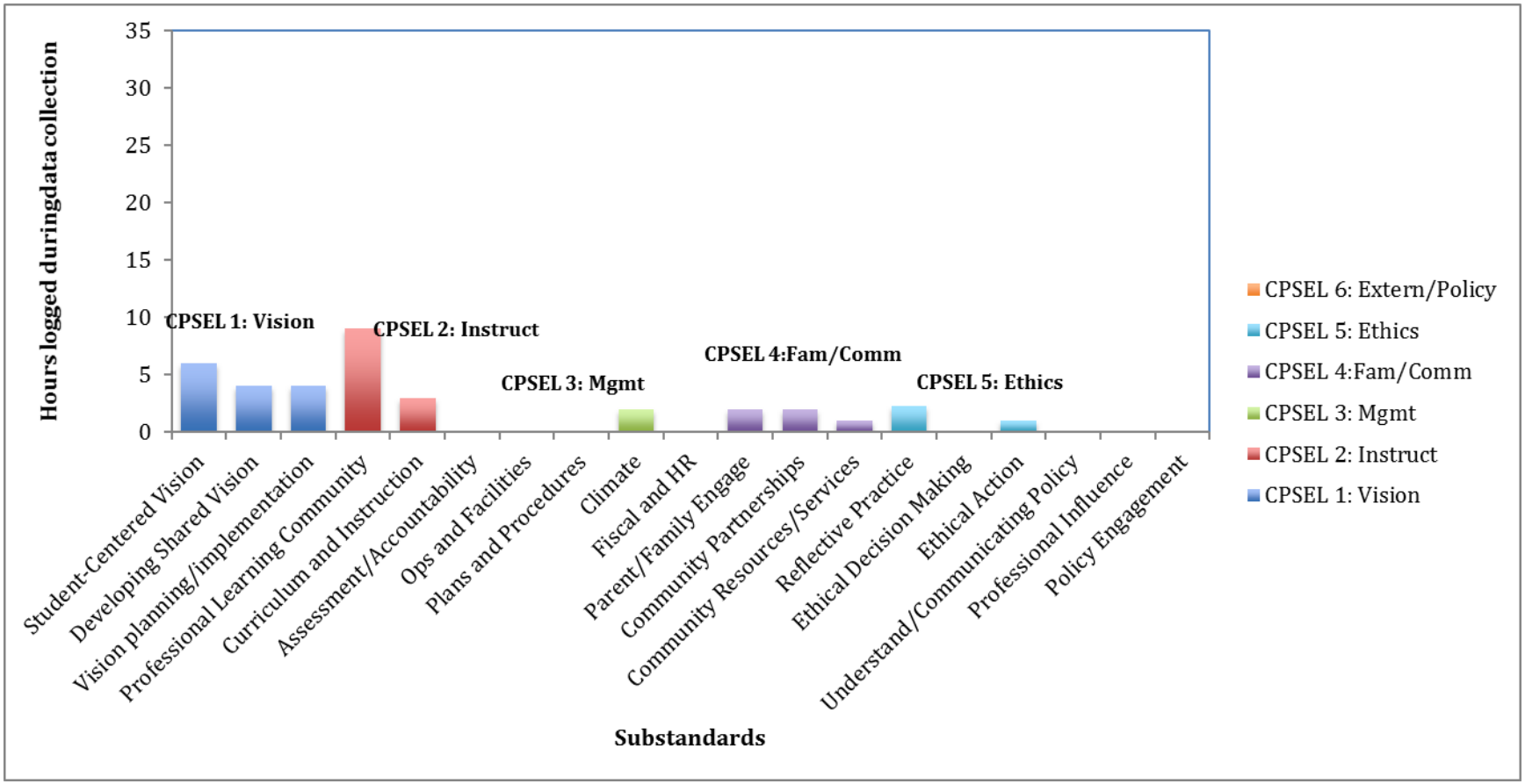

Figure 8. Joy's time-use data cycle 2 experience in the standards

logged) in CPSEL 1, 12 hours (over 33% of her time logged) in CPSEL 2, 2 hours (over 5% of her time logged) in CPSEL 3, 5 hours (almost 14% of her time logged) in CPSEL 4, 3.25 hours (almost 9% of her time) in CPSEL 5, and did not log any time in CPSEL 6.

Even though there are numerous roles that Joy serves in, she still did not have access to CPSEL 6. Even with a plethora of roles, a PSL may still find it difficult to gain experience in all of the standards. The substandard that Joy logged the most time in was Professional Learning Community (PLC).

In her semistructured interview, Joy responded that she and her school leader had identified this leadership opportunity to further develop Joy's leadership skills. She had the opportunity to lead a PLC that was open to any teacher in the district who was interested in learning more about teaching mathematics to English Language Learners which was a large area of focus for Joy during this data-collection cycle. Joy's roles allow her the opportunity to push herself professionally, which in turns gives her more experience in the standards. Additionally, her school leader is very supportive of Joy's professional growth. As a school site staff member, it is critical for PSLs to have the support of their school leader in order to co-create opportunities of growth and development.

Joy Cycle 3

In this data-collection cycle, Joy logged the most time in CPSEL 4 (Figure 9). She did not have opportunities to gain experience in CPSEL 6. Her school leader was extremely supportive of Joy and in order to address this shortcoming

of Joy's fieldwork experience offered Joy the opportunity to do a shadowing program next year to build

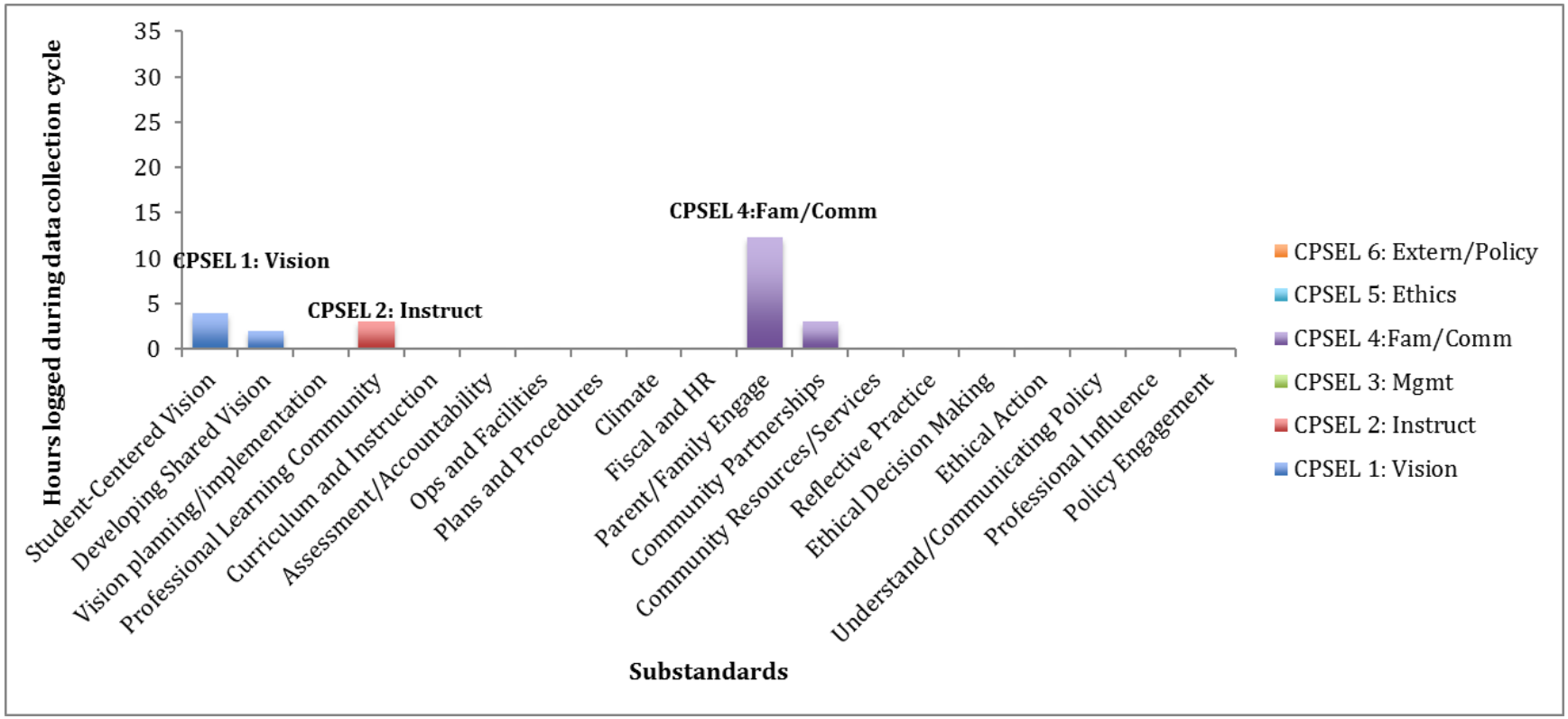

Figure 9. Joy's time-use data cycle 3 experiences in standards

Joy's skills in this area. This opportunity is important because although it will round out Joy's skill set, it did not occur during her fieldwork experience.

Summary for Joy

Given Joy's roles, she has the chance to log time in CPSELs 1 to 5. Even with Joy's many attempts to find a way to gain experience in CPSEL 6, she was not able to do so during the time of the study. Although Joy's many roles kept her busy and often unable to log time during the data-collection cycles, she did log her time outside of the designated data-collection cycles. An overview of how Joy spends her time during her fieldwork and what she spent time doing until March 2016 is found in Figure 10.

Figure 10 shows that Joy spends the greatest amount of time in CPSEL 4. She is leading her school's efforts to engage the parent community and the greater community in general. CPSEL 1 is the standard that Joy logged the second most hours in. Again, given her numerous roles that support students, this time log is aligned with her non-teaching responsibilities. The CPSEL she logged the third most hours in was CPSEL 2. The least amount of time was spent in CPSEL 6.

Lily Cycle 1

Lily completed a survey prior to her 3-week data-collection cycle, then a survey after her 3-week data-collection cycle. The data-collection cycle was finished with a semistructured interview. In the first data-collection cycle, which begun in the middle of October 2015, Lily spent the most time gaining experience in CPSEL 2, Instructional Leadership. As Lily's official title is fourth-grade

teacher, it is not surprising that in the beginning of the school year would be spent in this standard. During the first data

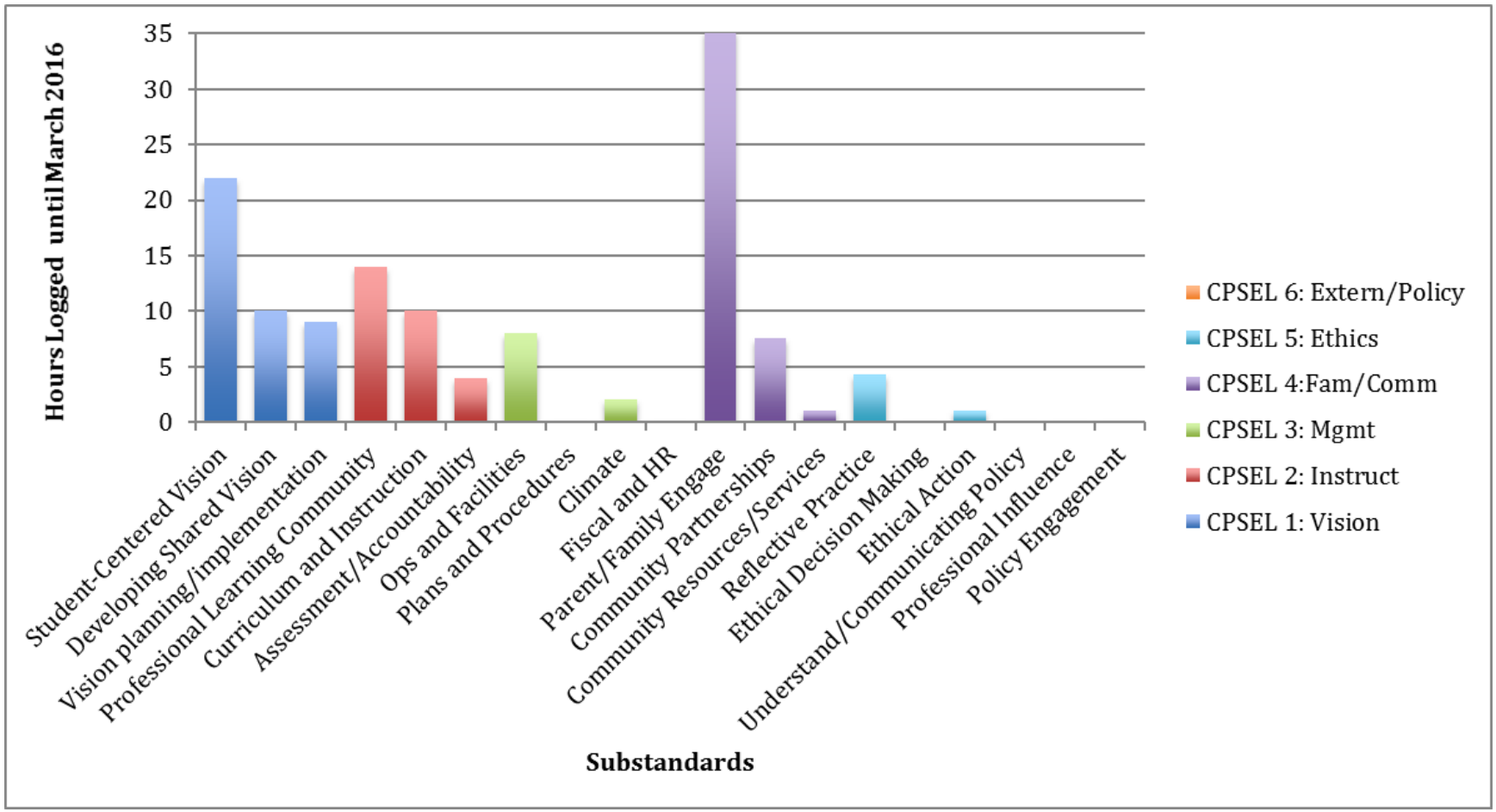

Figure 10. Joy's total time-use data from all 3 cycles until March 2016 experiences in standards

-collection cycle, Lily spent 23.5 hours in CPSEL 1 (almost 16% of her time logged), 35 hours in CPSEL 2 (almost 24% of her time logged), 22.5 hours in CPSEL 3 (over 15% of her time logged), 25.5 hours in CPSEL 4 (over 17% of her time logged), 18 hours in CPSEL 5 (over 12% of her time logged), and 24 hours in CPSEL 6 (over 16% of her time logged).

Lily's official job of fourth-grade teacher and as a master teacher who mentors newer teachers explains Lily's focus on CPSEL 2. In her unofficial AP role, Lily has a frequent contact with parents, families, and the community is reflected in her time log. The standard that Lily logged the second most amount of time was CPSEL 4. She mentors new teachers, which is reflected in her having logged 12.5 hours in the CPSEL 2's substandard of Professional Learning Community. As the assessment coordinator for her school, she also spent 12. 5 hours in another substandard of CPSEL 2, Assessment/Accountability. Figure 11 outlines Lily's time use for the first cycle.

Lily Cycle 2

Figure 2 shows Lily's time use. For the second data-collection cycle, which begun in the middle of November 2015, Lily reiterated that she was the most comfortable with CPSELs 2, 3, and 6. She listed CPSEL 4 as the one that she was the least comfortable with (Table 7). Her semistructured interviews, however, revealed that her experience as the school's unofficial AP had given her experience in all of the standards. She anticipated that in the second data-collection cycle she would log the most hours in CPSELs 2 and 5 and the least in

CPSEL 6. She reflected that she had been spending a great amount of time in CPSEL 2 because she was mentoring two new teachers.

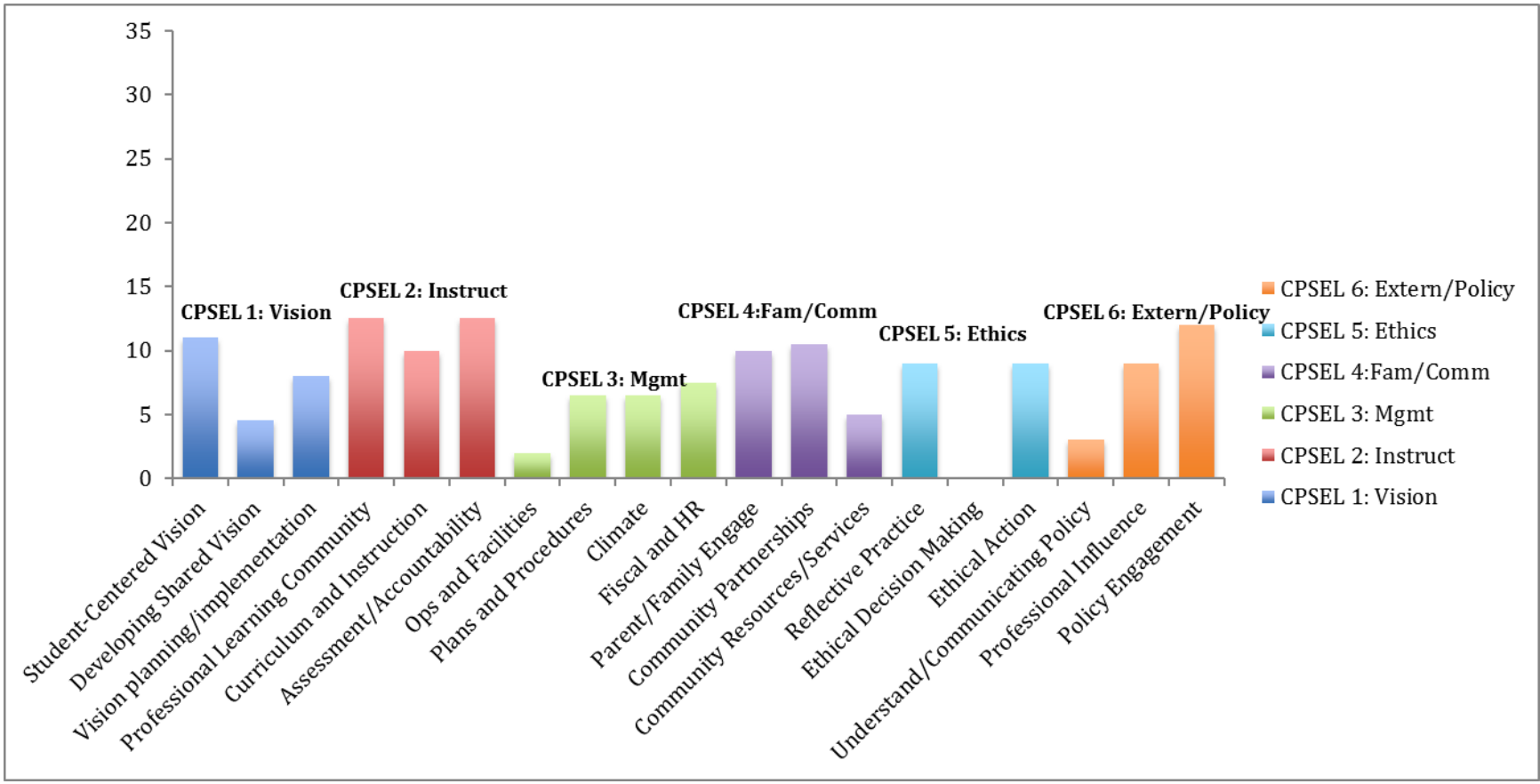

Figure 11. Lily's time-use data collection cycle 1 experiences in standards

Table 7
Lily's Predata-collection Cycle 1,2,and 3 Survey Responses

Cycle	Standard(s) most comfortable with	Standard(s) least comfortable with	Standard(s) most time	Standard(s) least time	Standard(s) to focus on	Confidence in standard(s)	Reasons for time-use
1	2,3,6	4,5	2,3,6	5	2,3,6	Mostly confident that I know what the standards and substandards are	I have many roles at my school of employment, the school of my children's attendance, and the district as a whole. I am not really focusing on any particular standards at all, I am simply satisfying all of my many roles to the best of my ability.
2	2,3,6	4	2,5	6	2,5	Mostly confident that I know what the standards and substandards are	Mentor to two new teachers increases standard 2, current staffing situations at the school increase standard 5. Not so many district level meetings in November and December decrease opportunities for standard 6.
3	2,3,4	6	2,3,4	6	6	Mostly confident that I know what the standards and substandards are	My positions and the willingness to grow

Additionally, her school experienced some human-resources challenges as well as facilities issues with vandalism, which is why she had spent considerable time in CPSEL 3. She also pointed out that in November and December there were not

very many district-level meetings scheduled and so she did not think she would log many hours in CPSEL 6.

The breakdown of Lily's time logged during the second data-collection cycle was 16 hours in CPSEL 1 (over 13% of her time logged), 29.5 hours in CPSEL 2 (over 24% of her time logged), 31 hours in CPSEL 3 (over 25% of her time logged), 14.5 hours in CPSEL 4 (12% of her time logged), 17 hours in CPSEL 5 (14% of her time logged), and 13 hours in CPSEL 6 (almost 11% of her time logged). The CPSEL she logged the most time in was CPSEL 3 (Figure 12). As mentioned earlier, her school experienced some challenges with personnel and vandalism that affected how Lily had to focus her time.

The difference between Lily's situation and how prepared she was to become a school leader as compared with Joy and Carla's fieldwork and feelings of preparedness demonstrates the importance of PSLs having authentic leadership experiences that closely mirror those that they would have as actual school leaders, which underscores the importance of PSLs having an opportunity to immerse themselves fully in school-site leadership prior to becoming a school leader and highlights the shortcomings of fieldwork. If Lily were serving only as a teacher in her school and was gaining leadership experience through fieldwork, she may not have been responsible for assisting with her school's human-resources challenges and facility damages. With her position as informal AP, her time log may have looked quite different.

Lily Cycle 3

The third and final data-collection cycle began in the middle of January 2016. Prior to beginning her data collection, Lily indicated in her predata-collection survey that

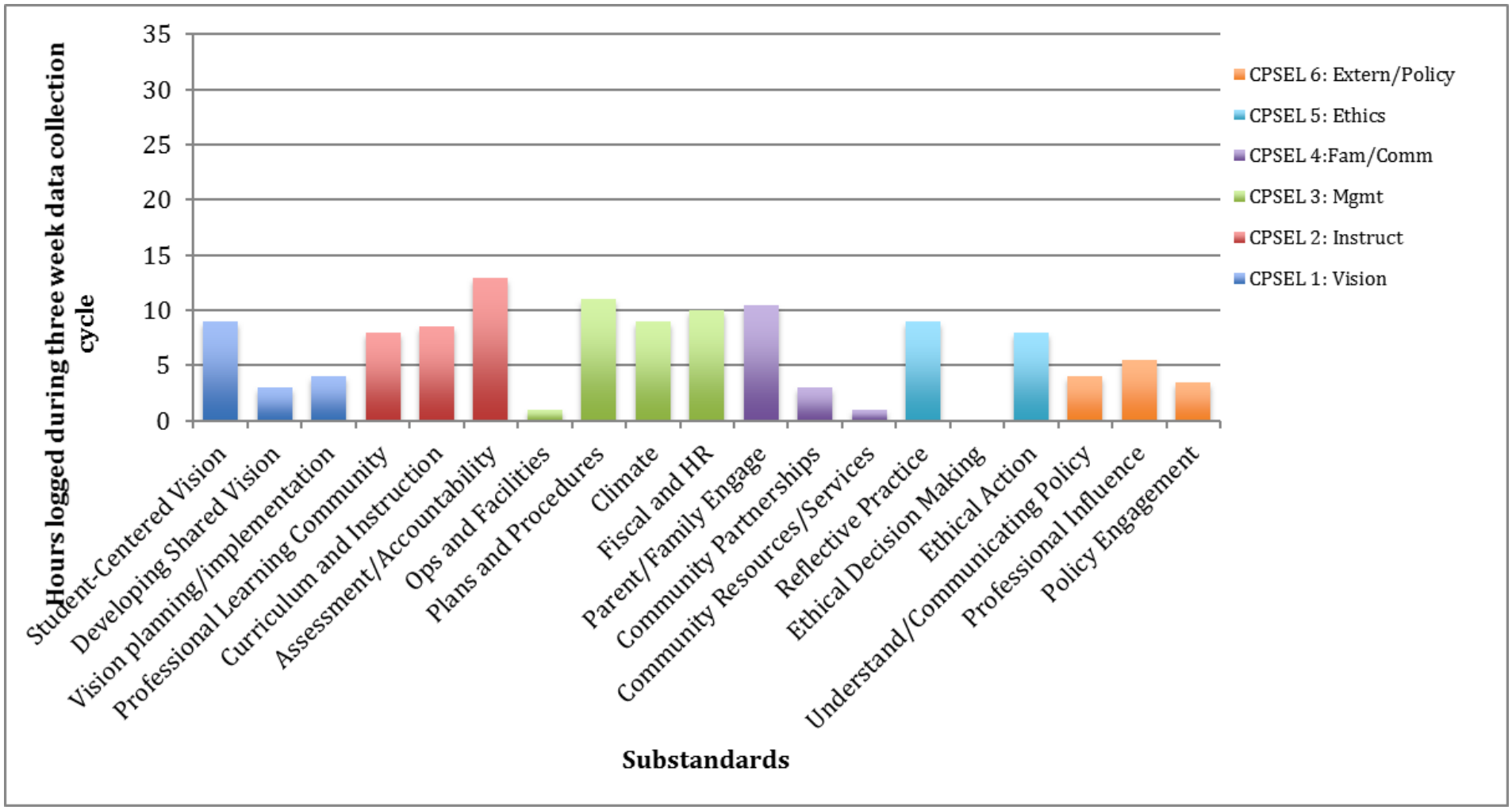

Figure 12. Lily's time-use data for cycle 2 experience in standards

she anticipated spending the most time in CPSELs 2, 3, and 5 during the third data-collection cycle and the least time in CPSEL 1 (Table 7).

Table 8
Lily's Postdata-Collection Survey Responses for Cycle 1,2, and 3

Cycle	Were the standards you spent the most and least amount of time in surprising to you? Why?	For the top 3 standards that you spent time in, was it because	Do you have any other thoughts you would like to provide on your experience taking this postlog survey?
1	Not really. Curriculum and Instruction makes the most sense, given the meetings I had scheduled during this time period and my current focus on bringing along the new teachers I am mentoring.	It was easier to access these activities	These questions are a bit too restrictive for me. "Easier to access these activities" suggests that i do not have access to the others, though I am accessing all of them, almost all of the time. I am relieved that I was able to change the way I was logging times, regarding the previous restrictions I felt in choosing one standard per activity, although I admit that my logging was not exactly perfect or exact. I logged once a week, based on what I remembered most from the week. I am sure I left out plenty...
2	I apparently spent the most time on standard 3 in this cycle, which is not particularly surprising as we had both facilities and HR issues in recent weeks. I spent the least time on standard 6, which makes sense as there are fewer district-wide meetings in late November and December.	It was easier to access these activities	This was a very difficult time period for me to input the data, due to the end of semester demands of USF combined with the relative turmoil associated with pre-holiday school reality plus the unfortunate facility and HR issues we had.
3	2, 3, and 4	It was easier to access these activities	Thank you for the experience, I believe that it helped me reflect on my practice more.

She also indicated that although she projected spending the least time in CPSEL 1, it was the CPSEL that she wanted to focus on. She indicated that she believed that the reasons that she would log the most time in CPSELs 1, 3, and 6 would be because she was mentoring new teachers and because of her role as the school's assessment coordinator. She also pointed out that there would be more scheduled meetings and events than there were in the previous data-collection cycle.

Figure 13 reflects the challenges that Lily stressed during her semistructured interviews. As in the previous data-collection cycle, Lily and the school leader were dealing with HR issues and trying to manage the school's climate in light of these HR issues. The breakdown of Lily's time logged during the third data-collection cycle was 11 hours in CPSEL 1 (over 10% of her time logged), 19 hours in CPSEL 2 (over 18% of her time logged), 27 hours in CPSEL 3 (over 26% of her time logged), 16 hours in CPSEL 4 (over 15% of her time logged), 15 hours in CPSEL 5 (over 15% of her time logged), and 14 hours in CPSEL 6 (almost 14% of her time logged).

Summary for Lily

Lily logged time in all of the standards, which suggests that the standards are aligned most closely with the duties of school-site leaders and that school-site leaders are best positioned to gain experience in all of the standards, which is problematic given the fact that most PSLs are not serving in school-site leadership roles, because one is required to have a credential to do so. Lily's situation is unique in that she is doing all the duties of a school-site leader in the role of an unofficial AP, but most PSLs would not have this type of opportunity .

Research Question 2

Why do preservice school leaders have the fieldwork experiences that they do (e.g., convenience, purposefully pursuing certain experiences, etc.)?

In order to understand why PSLs' work changes throughout the year, PSLs' were surveyed and interviewed at three different points during the 2015-2016 school year. Further detail about the data-collection cycles can be found in

Appendix E. The 3-week data-collection cycles allowed for a more accurate picture of PSLs' time during their

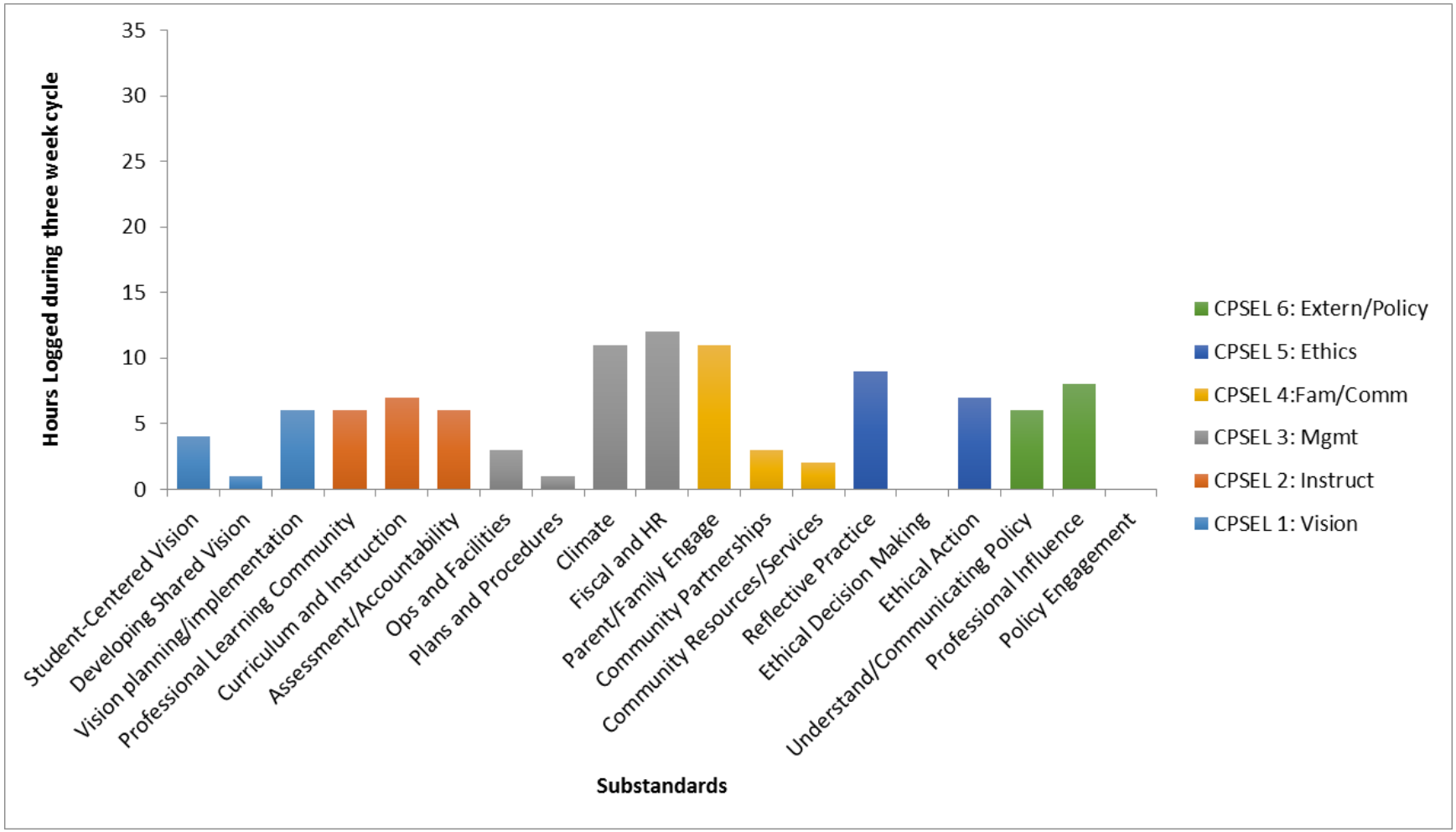

Figure 13. Lily's time-use for data cycle 3 experience in standards

fieldwork than shorter cycles or fewer cycles. More information about the CPSELs can be found in Appendix C.

In these sections, the themes that emerged from the pre and postdata-collection cycle surveys as well as the semistructured interviews are presented, with supporting evidence from each of the PSLs in the study. The themes that emerged from each candidate's data in working to answer question 2 are outlined below.

Seasonality of Work

The previous research suggesting that time use should be studied several times a year, rather than just once a year was one of the reasons that this study had three different data-collection-cycles.

Carla

Carla is a Behavioral Response To Intervention coach. Coaches work out of several schools and so have to adapt to meet the needs of the schools in their portfolio. Carla's time use changed throughout the school year. The reason for this different use of time was that in order to implement effective changes in a school's response to intervention (RTI) for students with behavioral challenges, first a coach must develop a trusting relationship with teachers. This foundation must be built in the beginning.

Students must be introduced to behavioral expectations at the school. That must be started at the beginning of the year. Carla explained what her work looked like while assessing a school's needs and aligning those with the tier inventory.

> [First is] defining what the behavior in common area should look like and then setting up a plan to teach it…developing what is done, who is responsible? What does that look like in the hallway? What does that look like in the bathroom? And what does that looks like the classrooms? And then creating posters around that [and putting] the posters [in order] … so [students] really understand [expectations]. So a lot of my time in this Fall was spent around doing that piece.

Carla's work changed during the year, but for different reasons than teachers and school administrators, whose work may change due to testing periods or changes in staffing at a school site. Her time logs changed due to the need to build rapport and trust with her teachers before being able to coach them effectively. This finding supports previous time studies' findings about time use among school leaders.

Joy

Joy has numerous responsibilities at her school in addition to teaching. Her work changes throughout the year, and she pointed out that her focus during the second semester shifts to supporting graduating seniors as they choose their next steps after graduation.

> I think the second semester is always busier for me in terms of the capacity of my role because of my leadership on the senior team. The second semester for our students is this opportunity for them to accept a university, and then deal with all the things that are attached to that, including socioemotional pieces.

Whereas in the first semester, she was focused on creating meaningful professional development for her coworkers at her school, Joy anticipated that her focus would shift in the second semester. In the second semester, her focus shifted to the Professional Learning Community (PLC) that she led for teachers who teach mathematics to English Language Learners. The PLC is comprised of a

dozen teachers from all different schools in the district. As the lead for the PLC, Joy's work involved a great deal of planning and preparing for each session.

Lily

Lily's time use changed through the study. Prior to collecting data during the first cycle, Lily explained

> I have many roles at my school of employment, the school of my children's attendance, and the district as a whole. I am not really focusing on any particular standards at all, I am simply satisfying all of my many roles to the best of my ability.

When asked if she was surprised about the fact that she spent almost one quarter of her time in CPSEL 2 during the first data-collection-cycle, Lily replied that she was not. She elaborated

> Curriculum and Instruction makes the most sense, given the meetings I had scheduled during this time period and my current focus on bringing along the new teachers I am mentoring.

Lily's work is seasonal due to her roles and responsibilities. In particular, as the assessment coordinator for her school the last few months of the school year are very focused on testing. Lily shared that

> I am the [school's] assessment coordinator, and so from roughly February, definitely March, April, May, I am spending easily 10 hours a day coordinating all of the state testing… I know that my Spring is assessment. I know that my Fall is curriculum.

Lily has experience as her school's assessment coordinator, and so after a few years of holding this role, she knows what to expect during the school year. She explained that it would have been very useful for her to have been able to track her time in the beginning of her tenure as assessment coordinator on top of all of her other roles and could have used the time-log data to predict her

workflow in future years. When asked if she believed that there was any benefit to logging her time, Lily stated

> I think the greater awareness of the breakdown of the year. I mean I was always aware that there was a cycle there, but having it there in front of your face once you watch the bars change. That's different. That's helpful.

Purposefully Accessing Opportunities

As mentioned in Chapter I, fieldwork is an extremely important part of a PSL's training and, yet, is often the most ad hoc portion of a preparation program. The surveys and semistructured interviews revealed that the PSLs in this study indicated that had to be purposeful in order to ensure that they were logging time in each of the standards.

Carla

Carla believed that in order to be truly well rounded as a PSL, she had to target certain opportunities that were aligned with the CPSELs. A broad range of opportunities to spend time in all of the standards did not appear during her fieldwork experience. Carla created those opportunities for herself to gain experience in the standard. She was fortunate to have a role that allowed her to have a lot of control over how she used her time.

The Behavior RTI coaching positions are defined loosely because they are new positions that were mandated by the district just in the last few years. The Office of Access and Equity was formed in the 2013-2014 school year. This office oversees the implementation of the District's Response To Instruction and Intervention. As part of the founding Behavioral RTI coaches in the district, the coaches have to be comfortable with a high degree of ambiguity. Carla enjoys the

challenges this type of role presents and is grateful that it allows her the ability to create and access opportunities during her fieldwork that are aligned with the standards.

Carla believes her role allows her to pursue learning opportunities within the standards as needed. Some PSLs might have less of an opportunity to pursue knowledge in the standards at their own discretion. She explains that as long as she is meeting her personal goals, how she achieves those goals is up to her, which leaves it up to her to pursue experiences in some of the standards.

> There's a million ways to get there, and so I feel if I wanted to focus on developing a certain trait that I don't feel enough mastery in, I could definitely work to focus on that trait.

Carla self-directed her fieldwork to ensure that she had as many opportunities in as many standards as possible and to create opportunities for areas that she would like to improve in.

CPSEL 6 is related to external context and policy work. Carla did not indicate that there were opportunities for her to gain deep knowledge in this standard. Due to the lack of opportunities in this standards, Carla responded that she was unprepared to engage in this type of work in the future as a school leader.

Even though Carla tracked ways in which she used her time, she remarked that the standards really were written narrowly to exclude other leadership roles in a district outside of a school-site leader. Whereas her some of her work did overlap with many of the standards more naturally than others, she still emphasized that her role as a Behavioral RTI coach did not always line up with the standards. Carla stated that

The CPSELs are not designed for all kinds of leadership staff, I think they are more designed for on-site leadership. So given that, I try to represent whatever work I did inside of those sub-standards. So I think it captured what it could.

Although Carla actively sought to access opportunities in all of the leadership standards, some were more challenging to access due to her role and the needs of her schools.

Joy

Joy has a very supportive school leader who encourages Joy's professional growth. Her school leader encouraged Joy to lead a PLC for teachers within the district.

> I am going to be doing a PLC this semester, so it is definitely an addition to the things that I have been doing. And it is something that I think my principal felt like it was a good step for me in terms of leadership in a larger setting rather than just at the school level.

Joy was very clear that in order to gain opportunities in the CPSEL she had to be proactive. Throughout our three interviews, she emphasized the importance of taking initiative during fieldwork in order to learn how to do as many things standards as possible.

In regard to gaining experience in CPSEL 6, External Context and Policy, Joy stated, "I am really just purposefully trying to force my way into finding ways to [gain exposure to 6]." This desire to experience CPSEL 6 led to a conversation with her administration about how she might gain practical experience in CPSEL 6, and the suggestion that she attend the District School Board meetings. Given the amount of work Joy has with her numerous roles, finding time to attend the meetings has been challenging.

She also discussed how reviewing her time log allowed her to see which standards she might be less focused on that would help her determine what she should be focusing her work on. Joy said that although she was comfortable with her knowledge and skills in some of the standards, in regard to the other standards

> I really want to try to challenge myself to grow in those other standards. So it would mean just trying to purposefully find opportunities to do those and to meet the standards.

Additionally, Joy emphasized how important it was during fieldwork to accept new challenges to push herself professionally.

> I always personally like growing in many different ways. I take those challenges from my administration, from my coworkers because I want to become that school leader.

Joy ensures that she continues to grow in her profession by pushing herself to take on new roles and responsibilities. Joy stated that it was not easy to access opportunities to some of the standards, even though she pursued broadening her knowledge in all the CPSELs.

> I think in the beginning I was really struggling particularly for standard six. I know we talked about that one a lot, but over the time, I have been trying to intentionally find something related to that standard to grow in that.

Joy was not waiting for opportunities to arise to gain experience in all the CPSELs. Even with her active pursuit of opportunities, some CPSELs are challenging to experience.

> So I think there has been a lot of change, a lot of development, a lot of adding on and a lot of also realizing that there is so much more to learn and…I want to continue to grow, particularly with standard six. I feel like it is always going to be a difficult standard to kind of cover given my role.

Joy noted that CPSEL 6 will be difficult to access, because she is a school-site staff member and has little contact with policy work, which indicates that a PSL's role during his or her fieldwork can impede or grant opportunities to certain standards.

As Joy serves in many roles at her school, it is not surprising that her work is quite varied. Joy reported that, at her school and in her situation, there are many opportunities to show leadership beyond the school-site leader. As she holds many roles, she has experienced some but not all of the standards. She echoed Carla's sentiment that the standards were written narrowly, and she expressed that they best reflected the work of a school-site leader.

> I think our school offers many opportunities for our educators to be school leaders. And so, for myself, one of the largest roles that I do play is student support liaison where I represent all 90 seniors and their social, emotional needs, and I am the voice for them for the school. I am also really involved with our student government and our fifth year program, so I think I have had many, many, many opportunities to serve as a leader at our school. And I also feel like our teachers are given that opportunity in different ways. But in terms of the standards, I would say that not all the standards necessarily apply to every single type of school leader.

In order to serve in many roles in California, not just as a school-site leader (such as a principal, assistant principal, or vice principal), an educator must hold a Preliminary Administrative Services Credential. Both Joy and Carla pointed out that the CPSELs applied mostly to school-site leaders and were less applicable to other leadership roles, which is an issue with the way California does licensing. Many states have educators apply for specific credentials, such as

special education leader, superintendent, curriculum, whereas California's Preliminary Administrative Services Credential is more general.

Lily

Lily's situation is unique, as she does Assistant Principal (AP) level work and serves as the school leader's "right hand." Although she does not have the formal title of AP and is not receiving an AP salary, she is essentially her school's AP. She has demonstrated repeatedly at her job that she is willing and able to do any work that needs to be done that will have a positive effect on the school and the students. Lily proactively seeks out learning opportunities that push her professional growth, and after years of doing so is now known at her school and district as someone who gets things done.

I asked Lily about the leadership in her district were accessible to her and she replied

> They are exceedingly accessible to me because they know me and they know what I am doing. I invite them to all of our events at the school site level but also I go out of my way to attend meetings in order to inform myself and in order to bring information back to my school site. And through me making myself known to them, they then seek me out and ask my advice or invite me when new opportunities arise.

Lily goes beyond her formal job title's duties to help her school and, in doing so, has gained a great deal of leadership experience while serving as a teacher. Lily recognizes that gaining experience in some standards is easier to do than in other standards. Like Joy and Carla, Lily echoed the challenge of gaining experience in CPSEL 6. Although Lily has the opportunity to attend district-level meetings and thus gain experience in CPSEL 6, she is not required to attend these

meetings. She is included in these meetings because her district recognizes her leadership. Most teachers would not have the opportunity to attend these meetings, and thus would have to seek opportunities in CPSEL 6 in other ways.

She said, "I know the peaks of when I have my district-level meetings I am going to be very high in standard 6." Her work in CPSEL 6 is accessible to her because she does district-level work, and she reflected

> I do have a whole ton of roles at the school but beyond that I do quite a bit at the district as well….It matters because there are things like standard 6 that would be a real stretch… if I didn't have the connections at the district level that I do. But I am on committee after committee and whatever else.

Benefits of Self-Tracking

Preservice school leaders' work is varied. Reviewing time logs underscores how complicated the role is. This is important to note because the literature demonstrates, to prepare a PSL is very difficult and must be done mindfully rather than in an organic and ad hoc manner. The PSLs discussed the broad scope of their work and how it was beneficial to self-track and review their time logs, as it allowed them to see areas that they had experience in and areas in which they lacked experience.

Carla

Carla stated that tracking her time use in the CPSELs opened her eyes to how varied her work is and how she does much more than she originally thought that she did. Carla stated, "I really was surprised that [my time] was much more evenly distributed than I thought it would be!"

Carla also stated that the forced-choice aspect of the time tracking mobile web-based application made her simplify her tasks or to log some of her time

artificially in just one of the standards when really it was something that met more than one CPSEL. Some tasks were complicated and multilayered and really could have met multiple standards but the application did not allow her to track the tasks that way.

Joy

Joy stated that at her school and in her situation there are many opportunities to show leadership beyond the school-site leader. As she holds many roles, she has experience with many, but not all of the standards. She echoed Carla's sentiment that the standards were written narrowly, and she indicated that they best reflected the work of a school-site leader.

> I think our school offers many opportunities for our educators to be school leaders. And so, for myself, one of the largest roles that I do play is student support liaison where I represent all 90 seniors and their social, emotional needs, and I am the voice for them for the school. …I am also really involved with our student government and our fifth-year program, so I think I have had many, many, many opportunities to serve as a leader at our school. And I also feel like our teachers are given that opportunity in different ways. But in terms of the standards, I would say that not all the standards necessarily apply to every single type of school leader.

Lily

Like Joy, Lily holds several roles, both formal and informal, at her school site. Additionally, Lily serves as the school's de facto AP. Lily has been in a leadership role for several years at her school giving her an experience that is the closest to being in an internship or residency program as opposed to serving in a teacher role while fulfilling the credential program's fieldwork requirement. Given the number of roles that Lily holds, it is not surprising that the scope of her work is broad. She explained that

> Yeah, so that [standard]. I struggled at the beginning with thinking what I was doing in standard 5 because it is not something I think "Right now, I am doing something ethical." But when I had my meeting with Eve [university fieldwork supervisor] and the principal, they were laughing at me because I was like, "I do nothing in standard 5." They both started spouting off all this stuff that I do that is apparently standard 5.

Lily's scope of work is even broader than she herself initially realized and reflecting on her work with colleagues helped her understand the complexity of her role.

Preparation in the Standards

One of the benefits of fieldwork is to help the PSLs become more familiar with the standards. The PSLs were asked if they thought that logging their time repeatedly was beneficial in becoming more familiar with the standards, which led to the PSLs discussing the alignment between their curriculum and the standards.

As discussed in Chapter I, research suggests that the most effective preparation programs have curricula that closely align with standards. The PSLs' program curriculum was designed to be aligned with the CPSEL, although the PSLs did not always make the explicit connection. Although logging time during their fieldwork helped the PSLs become more familiar with the standards, they did not feel indicate their coursework was aligned completely with the standards and not all the PSLs believed that they were ready to lead a school.

Carla

Carla stated that she did not perceive cohesion and an explicit, clear connection between her fieldwork, her coursework, and the standards. She suggested that it would have been a more meaningful and deeper learning

experience if the fieldwork had been designed differently. She would have preferred the fieldwork to be designed around weekly assignments, rather than one large capstone project at the end of the fieldwork. The capstone is a project built around how PSLs can use data and form a team to address a particular issue.

Carla stated that she learns best when she has an opportunity to discuss material with her cohort and has a chance to ask and answers questions. She said, "It's been kind of a lonely experience doing my fieldwork on my own."

Joy

Joy recognized her professional growth over time, based on her tenure at her school and her preparation through the Preliminary Administrative Services Credential. Even though she proactively sought new experiences and growth opportunities, Joy reported that upon completion of the preparation program she would not be prepared to lead a school. She reported "I think I am around 70% ready, and I still think there is a lot that I want to do some learning on." This sentiment reflects the complexity and difficulty of leading a school, and how challenging it is to prepare a school leader for their profession.

Lily

Although Lily was familiar with the standards before doing her fieldwork and logging her time use in each of the standards, she reported that the repetition of logging her time helped her to become even more familiar with the standards. Lily has been serving unofficially as an AP at her school and experienced numerous leadership opportunities, but still found the time-logging a helpful experience.

Summary

Overall, the PSLs were much more knowledgeable about the leadership standards following the three data-collection cycles in which they were logging their time. Although the PSLs did feel that they became more comfortable with the standards throughout, they did not feel that their coursework was a large contributing factor to their familiarity with the standards. Additionally, two PSLs reported that after their preparation program they were not yet ready to lead a school while their third colleague did report readiness.

The participants in this study shared their perspectives on the experience of logging their time during their fieldwork experience. The reasons for their time use emerged through the semistructured interviews, surveys, and time logs. Their work was subject to seasonal variation. This means that to gain the most accurate understanding of their time use throughout the year, their time should be captured at multiple times throughout the year.

In order for the PSLs to ensure that she was gaining experience in all of the CPSELs, they had to reflect upon the time they had logged in order to see which standards they were getting a lot of exposure to and which standards they were not getting much practical experience in. After they determined which standards she was not gaining much practical experience in, they purposefully exposed themselves to new things. The PSLs did not report that there was a close alignment between their fieldwork, their coursework, and the standards, but they did report tracking their time use made them more familiar with the CPSELs. They also noticed that tracking their time opened their eyes to the vast scope of

responsibilities they had. Even though they are more familiar with the CPSELs after tracking their fieldwork, they reported there are more things they wanted to learn before being totally comfortable stepping into a role as a school leader.

The participants in this study shared their perspectives on the experience of logging their time during their fieldwork experience. Four main themes emerged from the data in this study: (a) seasonality of work, (b) purposefully accessing opportunities, (c) benefits of self-tracking, and (d) preparation in the standards.

All of the PSLs felt that how they used their time was related to the time of the school year. Both Carla and Lily noted that time use is also related to the particular school. In Carla's case, she works with several schools and adapts her work to meet the needs of the particular school. In all cases, however, she had to build rapport and trust between herself and the teachers she was coaching at the different schools in order to lay the foundation for systemic change within the school.

Lily also noted that prior to working at a high-poverty, high-trauma school she had taught at a neighboring school with a very different demographic. She noted that in her prior school, she used her time differently because she was not consumed with issues that arise at high-poverty, high-trauma schools. She stated that at the previous school where she worked she spent a lot of time communicating with parents who were deeply invested in their child's education and had the time and resources to speak at great length with her about what the children were learning, and the parents felt comfortable demanding more

information from her about her lessons. Therefore, not only did Lily observe a change in her time use by the season, but also between the two very different schools within the same district that she had worked at.

Another theme that emerged during the study was that to spend time during their fieldwork in all of the standards, PSLs must be purposefully in accessing opportunities. This means that in order to help themselves be better prepared, the PSL cannot rely on their mentor, fieldwork supervisor, or colleagues to ensure that the PSLs experience work in all of the standards. PSLs cannot assume that opportunities for work in each standard will organically appear. Therefore, it is important for PSLs to carefully track their work so that they can drive the direction of their fieldwork to build their skills in areas that are underdeveloped.

The PSLs all stated that some roles do not offer opportunities to gain experience in all of the standards because the CPSELs are most closely aligned to school site leader roles. Both Carla, a coach, and Joy, a teacher with numerous other roles at her school found some of the standards, particularly CPSEL 6, were difficult to access by individuals who were not a school leader. Lily echoed this sentiment and recognized that her ability to gain experience during her fieldwork was due to the fact that she informally held an AP role.

Logging time use clarifies how broad the scope of PSLs' work is. The level of complexity of the school leader role is elucidated both by the breadth of the CPSELs as well as by the fact that all the PSLs in the study were doing work during their fieldwork that was aligned with most, but not all, of the standards.

The PSLs reported that they did not feel that their entire curriculum was always aligned with the CPSELs or with what they were experiencing in their fieldwork. This is important to note as alignment between courses, the standards, and fieldwork has been found to be the hallmark of an effective preparation program (Davis et al., 2005; Davis & Darling-Hammond, 2012; Orr & Orphanos, 2011). One possible reason for the PSLs' feeling that the program coursework wasn't completely aligned with the standards is due to the fact that the program is in a transitional period. The year that these PSLs were completing their credential was the last year of the program for the foreseeable future. The program may be redesigned and reopened in the future. As the program was winding down, the classes were mostly taught by adjunct professors and new faculty, which may have led to the PSLs feeling that the program delivery was piecemeal.

Even though some of the PSLs in the study had experience in school site leadership, all of them shared that there are benefits to self-tracking time use and reflecting on the time. It was found to be a good way to target areas of improvement and growth, as well as to see where their own strengths and expertise was. They all stated that they found self-tracking to be a good way to focus their own professional development.

The act of logging time spent in the different CPSELs is repetitive. Even so, the PSLs did not find it to be an overly onerous experience, and found that repeatedly logging their time use helped them become more familiar with the standards. It is important for PSLs to be very familiar with the CPSELs as

standards enable clearer performance expectations and can be used to frame feedback and growth opportunities (Kimball, Milanowski, & McKinney, 2009).

CHAPTER V

SUMMARY, LIMITATIONS, DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

The purpose of this exploratory case study was (a) to address the lack of knowledge of the activities on which preservice school leaders (PSLs) spend their time during practical experiences by examining PSLs' time use during fieldwork as measured by California state leadership standards and (b) to explore why the PSLs spend the time on the standards that they do. This study was designed to support PSL as they embark on their required fieldwork experiences. This chapter includes a summary of the findings, limitations, discussion of the results, implications for educational theory, preservice school leader training, and further research PSLs' fieldwork experience.

Summary

In order to achieve the purpose of the study, the following research questions were asked:

1. How do preservice school leaders use their time during fieldwork experiences?
2. Why do preservice school leaders have the fieldwork experiences that they do (e.g., convenience, purposefully pursuing certain experiences, etc.)?

The theoretical framework used to guide this study and the research questions was Kolb's experiential learning theory (ELT, Kolb, 1984). In ELT, a learner's practical experience plays the central role in one's learning and development and results in the creation of knowledge that stems from experience (Kolb, 1984). The assumptions of the theory is that learning is a process. Learning

is something that is continuously happening. When people are learning, they are constantly acquiring new knowledge and integrating it in their current body of knowledge, their causal schema. Learners are iterating and refining their ideas and understanding as part of their knowledge building. Learning is something that takes place not just by doing new things but by reflecting, acting, feeling, and thinking. It is a holistic process and it requires synergistic transactions between the learner and the world, and that is the process of how knowledge is created.

Fieldwork is an action based learning opportunity, making Kolb's (1984) theory an appropriate framework for this dissertation. The theoretical framework has four components which are (a) concrete experience, which in this dissertation is the fieldwork, (b) reflective observation, which in this study was PSLs examining their time logs and discussing their time logs in semistructured interviews with myself, (c) abstract conceptualization, which in this study was when the PSLs developed theories behind their time us, based on their reflections and, (d) active experimentation, in which the PSLs tried new things or did things in new ways in subsequent fieldwork experiences.

The end goal was to find out information that could encourage conversations about the way that school leadership preparation is currently done, and how can it be improved so that all students attend a school lead by an effective school leader. Given the consensus in the field that school leader preparation programs as a whole as ineffective, there is a need for research that investigates further details about what preservice school leaders are doing in their preparation programs. Without a strong understanding of what preservice school

leaders do in their preparation programs, there is no way to systematically address the field's shortcomings.

Fieldwork is very different from internship and residency programs. In the latter two types of programs, those preservice school leaders are immersed in leadership jobs. Internship or residency programs are more immersive experiences, allowing preservice school leaders to focus only on becoming a leader. In fieldwork, preservice school leaders must balance the responsibilities of their role while also trying to find time to gain experience in the CPSELs, leaving PSLs reporting being stressed and crunched for time and then ultimately being ill-prepared for their career.

The research questions informed the methodology of the study, which included a convenience sample of three preservice school leaders in a preliminary-administrative-services-credentialing program in the San Francisco Bay Area. The three data-collection tools were semistructured interviews, a time log, and pre- and postdata-collection surveys.

The following discussion of findings is presented to emphasize the themes that emerged through the time logs, surveys, and semistructured interviews. Four main themes emerged from the data in this study: (a) seasonality of work, (b) purposefully accessing opportunities, (c) benefits of self-tracking, (d) preparation in the standards. These themes, which emerged from the semistructured interviews, are outlined in this following section.

The time-log data collected in this study reaffirmed the growing body of evidence in the field that indicates that cross-sectional studies may omit valuable

information about school leader time use. This is due to the cadence of the school year, with the PSLs have different foci to their work at different point of the year. The findings also indicate that PSLs must be very purposeful in planning and designing their fieldwork. They may not get experience in certain standards that lie outside of their normal responsibilities. The PSLs reported that self-tracking was very beneficial, and should be a critical part of a school-leader-preparation program. Last, the data support the idea that school-leader-preparation programs that are standards-based give PSLs a stronger understanding of the expectations of their future roles as school leaders.

Limitations

Several limitations restrict this study. Even with the best efforts to ensure a rigorous study, there are limitations that must be considered when interpreting the results. The present study has limitations in the area of researcher bias, sample size, measurement validity, and the length of the study. These limitations are discussed in relation to the design of the study and the validity of the results.

First, the study focused on three PSLs in one preliminary-administrative-service-credentialing program. Therefore, the results may not be generalizable outside of this setting. The participants, their preparation program, and their fieldwork sites all have unique characteristics; thus, there can be no certainty that findings would generalize to PSLs in other contexts. With just three participants in this students, even though there are thick and rich descriptions of their fieldwork experience as PSLs, the findings cannot be generalized to the larger

population and should only be interpreted as the findings for this particular study and these particular PSLs.

Second, given the self-report nature of time, there is a possibility for measurement error and bias. For example, self-ratings on the time-management instrument are likely to be imperfect assessments of actual time use, raising the potential for bias. Also, because PSLs' days vary through the school year, it is possible that their time use is not representative of their overall time-use patterns. These examples suggest the need for caution in interpreting the results.

Third, this study did not obtain time logs from the beginning to the end of the school year, just at three time periods: twice in the Fall, and once in the Winter. Therefore, Spring logs were not captured during this study, which could contribute to a misunderstanding of where the PSLs focused the most amount of time during the entire school year (Horng et al., 2010).

Fourth, case studies, as with any qualitative research, are limited by the unconscious bias of the researcher, who is the primary instrument for data collection. This study took place during the PSLs' fieldwork experience in the 2015-2016 academic school year. The timeline for this project intentionally obtained the relevant components of the PSLs' time use during their fieldwork at the start of the fieldwork experience. Specifically, this research project followed the PSLs from late October 2015 through January of 2016 (Creswell, 2009). Although I attempted to remain neutral, researchers in qualitative studies who are serving as data collection instruments are at risk of introducing bias in to the data collection and analysis (Merriam, 2009). My past experiences working in the

classroom and in schools give me a personalized lens through which I interpret data.

Last, while I had an expert in the field review my findings, I did not have other raters analyze the data and thus did not establish interrater reliability on my findings. Another rater may have identified other findings within the qualitative data or may have corroborated my findings. Another rater may also have identified further findings in the data. As this did not take place, my own findings must be interpreted with caution.

Due to the limitations within this study, the findings presented should be considered preliminary and are not necessarily generalizable to the greater population beyond this small sample.

Discussion

The conclusions for this study are interpreted from the findings and related to the topics in chapter II: (a) school leader preparation, (b) preservice school leaders' practical experiences, (c) standards in preservice school-leader-preparation-programs, and (d) time use. The discussion is organized according to theme and related back to the literature review, the framework, and the research questions.

Seasonality of Work

This theme that emerged through the logs, surveys, and semiformal interviews relates to both of the first and the second research questions. As with previous time-use studies conducted by researchers such as Camburn, Spillane, and Sebastian (2010), Spillane and Zuberi (2009), and Horng, Klasik, and Loeb

(2010), this study examined time logs. The former studies were examining the practice of acting school leaders, whereas this study examined time logs of PSLs.

The PSLs' time logs demonstrate that their work is seasonal, as suggested in the studies conducted on the acting school leaders (Camburn, Spillane et. al (2010), Spillane & Zuberi (2009), Horng et. el (2010), Orr & Orphanos, 2011)). In every collection cycle, the PSLs' focus changed with each data collection in October, November, and January. Seasonality of work means that the PSLs' time logs reflected different use of time during each collection.

Throughout the three data-collection cycles, each PSL's time changed and every PSL had a different focus in their time logs, which is consistent with research presented earlier that suggests that time-log studies that are cross-sectional in nature are less accurate portrayals of how PSLs or school leaders spend their time, whereas a more accurate picture is gained by using a time log several times during the period of a study.

The PSLs' work varied greatly between study participants. The differences were based on the PSL's role as well as the time of the school year. Carla's time log reflects the fact that the success of her role is based on her ability to form rapport and relationships with the school site staff that she supports. She would not be able to coach the teachers in behavioral management strategies if the teachers did not know her or trust her. Additionally, behavior management strategies would be less effective if the students were totally unaware of what expectations and consequences were tied to the system.

In order to allow students to understand expectations and for teachers to successfully implement behavior management strategies, the students must be informed of what the expectations are and the teachers must know and trust Carla. Carla must spend time in the beginning of the year with creating systems to help the teachers and students be successful. After that foundation was built, Carla's time used changed more as she focused on coaching the teachers. I was surprised to see how much Carla's work changed from the beginning to the end of the study, given the duration of the study was just four months. This was particularly interesting to me because past studies have suggested that a limitation of the studies included that data were collected at just one point in time, which would not allow for an accurate portrayal of a school leader's time use throughout the year. When asking Carla about the change in her time use between data collection cycles she shared the reason as being

Lots of assessment implementation. I was charged with rolling out a district-wide social-emotional survey, which took lots of time to 1) understand myself 2) explain to others 3) troubleshoot the logistics. I am glad that I got to spend the time these past few weeks looking at how information systems are compiled and rolled out. It is not something that comes naturally to me, so being responsible for it's success has been an area of growth for me.

Again, Carla pointed out how she was able to grow professional by having opportunities to push herself outside of her comfort zone throughout the study as her focus changed from cycle to cycle.

Joy's time log reflects the changing focus in her role as related to the college application cycle. As she works with students to assist them with postgraduation pursuits such as college, her work follows the deadlines of college applications. Once these deadlines are completed and the deadlines for applications to be submitted passed, Joy's focus would shift away from application-related work. If Joy only logged her time during the months that she was working on applications, then an observer might conclude that teachers spend much of their time doing college applications. For Joy, she does indeed focus on applications but not all year long.

One of Lily's roles was serving as the assessment coordinator at her school. While her focus in the beginning of the year was on instruction and planning for the year, she reported that later in the year she would focus heavily on coordinating all the assessments at her school. Lily's time log and survey information confirms that PSLs' time use varies throughout the year based and is related to their role. Again, this underscores the importance of fieldwork being co-created purposefully and thoughtfully in order to ensure that regardless of their role in school, so that the PSLs will have adequate opportunities to engage in work that can be logged in all of the leadership standards so that the PSL has a rich and robust learning experience during their fieldwork. Even the most diligently created fieldwork plan can be derailed by the numerous responsibilities that PSLs have to fulfill the responsibilities of their job.

It is important to conduct time use studies over time as opposed to cross-sectionally, to allow for a better understanding of PSLs' fieldwork. This finding

was evidenced by the data collected by the time logs. It relates back to the framework of the Experiential Learning Model (Kolb, 1976) and the concept of concrete experience (CE). Concrete experience is aligned strongly with the first research question: "How do preservice school leaders use their time during fieldwork experiences?" This question is answered by examining time log data. It is important to understand that depending on the time of school year, a PSL could be engaging in different types of work.

Although the PSLs briefed their field mentor on regularly scheduled intervals, it was also helpful for PSLs to open their time log and pull up the simple chart needed to do a simple data analysis. The seasonality of the PSLs' time use was demonstrated by differently they logged time throughout the year. These findings support previous time log studies that suggest that fieldwork is often approached in an ad hoc fashion, rather than strategically mapped out in order to ensure that a PSL is able to gain experience in all of the leadership standards. Despite the program and candidates working to create a strategically mapped out plan, time constraints and the reality of working full time and doing fieldwork often results in candidates making changes to their plans on the fly. PSLs demonstrated proactively pursuing opportunities in different standards as they worked to gain experience in those standards in which they were the least experience.

Purposefully Accessing Opportunities

In order for a preparation programs to be exemplary, both coursework and fieldwork should be planned carefully and purposefully (Davis & Darling-

Hammond, 2012) which has been covered in more detail in Chapter II. This theme is related to the second research question, which sought to determine some of the reasons why a PSL had the fieldwork experiences that they did. Due to the PSLs' Reflective Observation (RO), which is part of the experiential framework detailed by Kolb (1979), PSLs are able to review their time logs and see what they have achieved and to identify further areas in which they need to develop their skills and where they need to gain much more experience.

The PSLs stated that it is very difficult to find time to do some of the activities that are suggested in the standards. Standards six stood out, which was the policy in external context standard. It was challenging for the PSLs to get an opportunity to participate in external facing work and policy work. The challenge arises from several aspects of being a PSL. The PSLs' jobs may not have a component in which they are doing that type of work. Further, if the PSLs have several responsibilities in their role it can be challenging to find time to pursue work related to Standard 6. Even if there is an opportunity to attend a board meeting for example, it is very difficult to find the time to attend a board meeting. The PSLs had to thoughtfully carve out time to pursue these different opportunities.

Carla's time log and survey responses demonstrate how her time use is driven both by what her focus and responsibilities were during the time period that data were collected, as well as by Carla's own professional growth interests and needs. The scope of her role is very broad, as demonstrated in her experience in all of the standards and almost all of the substandards. Carla's survey replies

suggested that there is some degree of convenience in gaining experience in the standards, with the opportunities that were the easiest to access being the ones that were logged. Carla decided to gain experience in the standards that she was the least comfortable in. The data suggest that at different points in the year the focus changes, but throughout the year Carla was work was both personally driven as well as driven by requirements from the schools and the district.

Joy's school leader nurtures and supports Joy's professional growth, which has allowed Joy to gain leadership experience.

> My principal has given me many opportunities to find that growth and find areas to thrive, and she has actually extended the invitation to…me to all of the principals' meetings next year.

Joy stated that her school leader's support was the biggest opportunity to grow professionally. Having the actual work experience of a school leader has made Joy more prepared to lead and is a bigger influence on her than her coursework. Joy shared that she feels almost ready to become a school leader, but would like to gain more experience in certain CPSELs before stepping into a school leader role.

Joy did not have experiences in CPSEL 6 during her fieldwork. Joy is proactive and self-reflective and understands her own areas that need growth and will continue to address CPSEL 6 next year. Although she will have her credential, she will wait until she is 100% prepared to try and find a school leader role. Waiting until she is more prepared is a responsible approach to school

leadership, being cognizant that there are areas that need to be developed before assuming the responsibility of school leadership. Joy wants to round out her skill set for at least one more year before leading a school but not all PSLs have this same attitude. Regardless, a PSL could log the mandatory amount of fieldwork hours and receive their credential, but still not be ready to lead a school. This highlights a problem with how fieldwork is currently designed and conducted.

The PSLs in this study were all eager to learn and deliberately put themselves in positions to gain experience during their fieldwork. However, not all PSLs are as dedicated to gaining new knowledge in all of the standards in order to be prepared to lead a school. Lily recounted the story one person in a Preliminary Administrative Services Credential program in her district and how that individual chose to satisfy CPSEL 6

In one case to satisfy a standard, one of the women showed up at a committee meeting. I am on the committee, and so I am at all the meetings. But she showed at the committee meeting, and she had gone in the audience for 15 minutes. And she took the agenda, the printed agenda, and she left. And she put that in her portfolio has having satisfied Standard 6.

This quote demonstrates that (a) it is challenging to meet CPSEL 6 and that (b) some individuals see fieldwork as something they must do to satisfy credentialing requirements as opposed to an opportunity for true learning and that (c) if there is a lack of accountability in fieldwork for PSLs, some individuals will try and work the system to achieve their goals through cutting corners. Again, whereas Lily has the opportunities to attend district level meetings, she

acknowledged that her situation is unique and that CPSEL 6 would be challenging for many PSLs to access. She stated

I am very super actively involved at the district level and incredibly involved at the school level in kind of anything that needs to be done. Every time there's a hole, it falls on me … and I appreciate that. But because of the opportunities I have had through…two school sites and district level opportunities... I feel like I have had the most practice in those standards and the most opportunities- and I know six is an unusual one.

Lily confirmed that getting experience in all standards can be challenging, especially in CPSEL 6. Although she has the opportunity to gain experience in CPSEL 6, she was aware that for most PSLs, it can be very challenging to do work at the policy level which serving as a school site teacher. She emphasized the importance of being proactive in seeking opportunities and not just reactively waiting for things to happen. She explained

> I am also doing things that kind of layer over and interweave with not just other elements but other middle schools and high schools and the district as a whole, and school board policy, stuff like that … an AP might not get into if they didn't make the decision to be involved at that higher level as well.

Lily underscored the importance of seeking out challenges in order to learn and to advance her career. Lily's work is much broader than her official title suggests, and it is because of her proactively seeking growth and learning opportunities. Lily's work varies by the season during the school year, just as the work of her cohort members Joy and Carla. This finding indicated that studies that observe how educators uses their time that are conducted at one point in time will

not accurately capture the work someone at a school does throughout the year. Since Lily is the assessment coordinator at her school, the second semester leading up to testing is extremely focused on the state assessments.

Lily's pursuit of new opportunities has positioned her to serve as an unofficial AP. As the unofficial AP, Lily has not found there to be as much of a challenge in gaining experience in all of the CPSEL. Most PSLs in a credential program will not be serving as an AP. The CPSEL are strongly aligned with the duties of a school leader, and so in order to be able to gain experience in the CPSEL, the PSL must in effect already be acting in a leadership role. This presents the conundrum of how to serve as an AP during the credential program in order to most accurately gain the experience needed to lead a school, when in order to lead a school an individual needs a credential.

Lily shared that her growth as a leader has come almost exclusively from her role as the unofficial AP, as opposed to from her fieldwork or course work within the credentialing program. She also reported that even with her years of experience, there was still a benefit to her to self-tracking, and seeing visually what she had been doing was helpful. She admitted that self-tracking would have been much more useful to her earlier on in her career than it is now.

Lily has been exposed to all of the standards, though previous to self-tracking she might not have considered some of the work she did to be aligned with any certain standard. However, in her role as the unofficial AP, her fieldwork experience was most closely aligned with the standards. She reported that PSLs would benefit from stronger alignment between their program's curriculum, the

standards, and fieldwork. Having been exposed to all of the standards previously, Lily already had knowledge of the standards but admitted that having to log her time helped her become even more familiar with the standards.

Lily's unique position as the unofficial AP of her school was very beneficial for this research, as it allowed for some observations about students in residency programs versus students in non-residency programs. Lily is an experienced teacher and unofficial school leader, and being in the credentialing program is more of a formality to officially get the documentation needed to be elevated to the title and pay grade of a school leader. When asked if fieldwork contributed to her preparation to be a school leader, Lily admitted it did not but rather

> The decisions and responsibilities that I have taken on combined with my boss's trust in me and willingness to allow me to branch out and do what I have done has contributed to me being an effective administrator.

Lily reported the most effective training she has had to lead a school has been to help lead a school under the guidance of an experienced leader. Lily was the most comfortable with the idea of leading a school, since she already had essentially help do so for the past few years.

PSLs were often quite purposeful in how they approached their fieldwork after reviewing their time logs and assessing where there needed to be further experience. Even with their efforts, not all PSLs were able to gain experience in all of the standards. This lack of experience is problematic, and is something that needs to be addressed in preparation programs. If the standards are supposed to be

the skills that all school leaders have experienced, then it is important for the standards to be accessible to every PSL, regardless of what their role in their school site it.

Previous studies mentioned earlier (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005; Davis & Darling-Hammond, 2012; Hafner et.al, 2012) found the despite the critical piece fieldwork plays in adequately training students in preliminary-administrative-service-credentialing programs, fieldwork is often based on convenience and availability (Hafner et al., 2012), which certainly does not suggest that fieldwork experience are designed in a way that would ensure that a PSL gained exposure to all of the standards during his or her preparation program. A well-designed fieldwork experience is an essential part of a very effective preliminary-administrative-service-credentialing program (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005; Davis & Darling-Hammond, 2012; Orr & Orphanos, 2011).

The PSLs' job responsibilities shaped how much access they have to the different standards. PSLs could graduate from their credential program with very different skill sets even though they have earned their credential indicating that they were well-prepared across the CPSELs. Job responsibilities dictated much of what the PSLs were able to do at their school or schools however their challenge was to determine where they needed to grow outside of their role. This inconsistency in what PSLs are able to achieve in the CPSELs based on their role calls into question if fieldwork is sufficient to prepare adequately PSLs for the rigors of school leadership.

Benefits of Self-Tracking

All of the PSLs expressed some benefit to self-tracking, as doing so allowed them to reflect upon their practice. This experiential learning and self-reflection is aligned with the framework discussed in Chapter I. In particular, self-tracking is carried out following a PSL's Concrete Experience via their fieldwork, and then it allows the PSLs to engage in Reflective Observation. Finally, PSLs can conceptualize their work and then engage in active experimentation to experience new things that were brought to their attention through their self-tracking efforts. After logging their time in the standards during their fieldwork experiences the PSLs were able to see how broad their roles were.

The cycle of The Experiential Learning Model (Kolb 1976) is aligned to the benefits of self-tracking. By having a concrete experience, then reflecting upon it, PSLs are able to analyze their time log through abstract conceptualization, which in turn allows them to engage in active experimentation. Yeganeh and Kolb (2009) stated that it is important for experiential learners to be aware, mindful, and attentive when they are in a learning environment. Because self-tracking occurred frequently during this study, it could be more effective than year-end surveys, as the potential of recall bias is minimized (Camburn, Huff, et al., 2010; Horng et al., 2010; Spillane & Zuberi, 2009).

The PSLs stated that they were grateful that there was dedicated time and space for us to discuss how they spent their time and the reasons behind their time use.Talk about areas that they had. There were conversations of why the PSLs were not having certain other experiences and how could they could try to pursue

new experiences. We had rich conversations around how the PSLs wanted to move forward in the next data collection cycle. The PSLs felt it was a valuable growth opportunity to go through the process of logging their time, checking the log, and seeing what they were focusing on. The reality of the massive amounts of work that PSLs have to do for their role in addition to the amount of work they must complete for their credential makes it difficult for the PSLs to find space and time to log their time use. This should be purposefully scheduled into programs in order to allow for time away from simply "doing" and to build in time for thoughtful reflecting.

Carla's work as a coach allowed her to meet many but not all of the leadership standards. When describing the experience of tracking her time use during her field work and its alignment to the CPSEL, Carla explained that she appreciated having the opportunity to reflect on her own practice and to record her own growth and evolution as a leader by tracking her time during her fieldwork using the mobile web-based application, Project Reflect. She reflected on her experience logging her time use and reviewing it to learn what her areas of expertise are, what areas that she needed to gain more experience, what the benefit of reflecting on her time use during her fieldwork is to her, and what she actually was gaining from participating in a fieldwork experience.

> It's really easy and it does help me...think on a larger scale of what I am doing beyond, "it's just what I did on Tuesday." So it helps me retain that.... meta-idea of the work that I am doing. How it's charting my understanding of the CPSELS. It's really helpful. I actually wish I had been doing that from the beginning (laughter) of our time in the program. Because we are all enrolled fulltime in educational setting, it would've been helpful, now that I am

> thinking about it, to track our evolution that is being captured along the way.

Carla stated that logging her time during her fieldwork to learn what she was doing and why was a beneficial experience, which helped her to view her progress as a leader. Measuring her time use in the CPSELs during her fieldwork allowed Carla to track and drive her own growth as an education leader.

Carla expressed appreciating the opportunity to self-track and to reflect upon her own work both individually and also with her fieldwork instructor, her cohort, and with the researcher. Carla explained that self-tracking and reflecting on her practice allowed her to purposefully access opportunities that did not organically present themselves during fieldwork. Carla stated

> I really feel so fortunate to be going through this program as I am going through this job. It's really helping me build in a reflection where otherwise I might not have it at the same level.

She also said that self-tracking added some needed structure to her work, and was concerned that coaches who did not have the structure provided by self-tracking time might feel frustrated and directionless in their work. She mentioned her surprise at having done work in many more standards than she thought she did, which underscores the how complex a role a school leader has and how challenging it is to accurate capture everything that the PSLs did during their fieldwork.

Joy is introspective and spoke about the benefit of self-tracking to her own growth and practice. Joy stated

> I would definitely say the times that I am able to actually sit and look at the chart, it says a lot to me in terms of what are the other things that I should be challenging myself to focus on…

Self-tracking allowed Joy to identify areas that she wanted to improve in or gain more experience in. Reviewing how she spends her time allowed Joy to "see where the areas that I am missing in terms of my growth as a leader." She continued

> I really think the data that comes of this logging helps me identify what are the areas that I really need to challenge myself to expose myself to, learn more about, or simply understand why I don't spend time in that particular area.

Joy stated that she was thinking of different ways to reflect on her practice in the future, even though she has little time to create space to do so. One idea she would like to implement is writing briefly in a daily journal, but she also acknowledged that finding time to sit down and write would always be challenging given her numerous roles at her school. Joy indicated that self-tracking and reflecting was an important part of her growth as a leader. Tracking time helped Joy better understand not only how she used her time but also to better understand why she used her time as she did. It also allowed her to reflect, which she believed will help her become a stronger leader. When asked her thoughts on the role of self-tracking time use during fieldwork, Joy said the following

> I think the piece on reflection and reflecting on practice and all those things are a really crucial part of being a stronger leader, a stronger educator, and so I value that. I think this has also given me a lot of thought on how I could continue to reflect on my practice that is more sustainable for me.

Although Joy may not use the mobile web application in the future to self-track, she did find that creating space to be reflective on her own practice to be something that she wants to make time for in the future, even when she is done

with logging her hours for her fieldwork. In the interim, during her fieldwork experience, Joy is tracking data to inform the areas that she should gain more experience to build her leadership skills.

Given her many roles as well as her credential program, it would difficult to attend a district-level meeting or another type of meeting that would provide her with an opportunity to gain experience in policy work. This lack of access is important because it shows that PSLs' job description is closely related to the types of CPSELs they will log the most time in due to the accessibility of the experience.

Lily's fieldwork experience differed from those of the other participants. There were differences between her fieldwork experience and that of her cohort members. When describing the experience of tracking her time use during her fieldwork and its alignment to the CPSEL, Lily explained that she would have appreciated this opportunity earlier in her career. Even though her official title is fourth-grade teacher, she also holds numerous formal and informal leadership roles at her school and so fieldwork is not the first time that she has had a leadership opportunity. She serves as her school's unofficial Assistant Principal. She reflected on tracking her time during her fieldwork and what she could have learned from doing so earlier in her career.

> I was thinking about this and how eye-opening it would have been for me a couple of years ago [to log my time] because I know as I have added roles, that chart would have changed dramatically over the years. If I had been able to access that information at that point and see how taking on one additional role vastly changes what standards I am hitting, I think that would have been powerful and very affirming for me at the time as I was feeling very

> overwhelmed by seeing how one additional role really diversifies what experiences and what knowledge I am gaining.

Although at the time her numerous roles were challenging, tracking her time would have allowed her to see her return on her investment, as the log would have revealed to her the depth and breadth of leadership experience she was getting by having so many responsibilities.

Lily has a good understanding of what her year looks like based on her tenure juggling numerous roles at her school. She still thinks that PSLs can benefit from self-tracking. Lily considered some of the benefits of PSLs logging time during fieldwork and explained

> I keep coming back to standard 6, but a lot of teacher leaders don't have as many opportunities in standard 6 as, for example, I do. And so if you see 1, 2, 3, 4, and 5 have relatively high bars and six is very low, the visual might be enough to then prompt you to ask, "What can I do here? Who can I connect with?" I don't know. I see it as a memory jog. Not really a memory jog, but a reminder of where the gap is.

Lily was describing what she thought was one of the benefits of logging her time and viewing the bar charts that depicted her time use. Although logging time in a spreadsheet or in a journal can allow PSLs to gain a better understanding of how they are spending their time during their fieldwork, having the mobile web-based application's charts to break down visually the PSLs' time use is an added benefit in Lily's opinion.

Preservice school leaders are tasked with a broad swathe of interconnected responsibilities. Their time log data, which varies based on both their role and the time of year reveal how their foci change through the school year. Given this, PSLs should try and map out exactly how they will gain experience in all of the

standards during their fieldwork. The PSLs felt self-tracking was beneficial, as it allowed them to identify their own areas of improvement.

Preparation in the Standards

Momentum is gaining toward preliminary-administrative-service-credentialing programs basing their practical experiences and coursework on education leadership standards set forth by the state, or the Interstate School Leaders Licensure Consortium (ISLLC) standards. In California, where this study was based, the standards were modeled after the ISLLC. Although the PSLs in this study felt that repeatedly logging their time gave them a stronger familiarity with the standards, they did not feel that there was strong alignment between all of the leadership standards and their coursework, or their coursework and their fieldwork. Ultimately, two of the three PSLs did not feel 100% prepared to step into the role of school leader. Although the act of logging time helped familiarize PSLs with the standards, they do not feel fully prepared in the standards.

The PSLs in the study had a breadth of responsibilities in their roles. The PSLs are doing so many other things that it is a struggle to carve out time to focus on fieldwork and gaining experience in the CPSELs. The feedback that I received from PSLs was they did not feel that, 'next year after I've graduated and gotten my credentials I am ready to step in a leader school'.

Carla stated that tracking her time use was helpful in becoming more familiar with the CPSELs. She stated that chunking her work into the standards helped her “crystalize buckets of work” and made her much more familiar with the six CPSELs. Self-tracking time was useful for her to learn what the main

expectations of schools leaders were and indicated that she is much more familiar with the standards than before her fieldwork experience.

Even though she acknowledged the usefulness of self-tracking time use during fieldwork and examining that time use through the lens of the CPSEL, Carla reported she needed to know more of the details of the practical aspects of running a school. Whereas it is helpful to know the standards and to gain some experience in most of the standards, she said that there with aspects of the job that she believed she needed to know before stepping into a school-site leader role. She gave examples such as not knowing the appropriate documentation to use in situations such as Individualized Education Plan meetings. Even though she reported not being ready to lead a school she indicated that the preparation program highlighted to her what she does not know, making it easier for her to fill those gaps.

Carla is proactive in her pursuit of different types of opportunities during her fieldwork. The fact that opportunities do not arise spontaneously and often have to be pursued highlights how ad hoc fieldwork can be. Although Carla purposefully has engaged in other kinds of work that are related to the CPSELs when she believes she has a deficit to address, CPSEL 6 is so outside of her realm that it does become a challenge to access relevant opportunities during her fieldwork. A PSL's role should inform how his or her fieldwork is designed and take into consideration standards that will be difficult to experience. Given the challenge that many PSLs have in accessing opportunities in CPSEL 6, fieldwork should be purposefully designed in such way that the PSLs aren't so challenged to

gain this experience. Not just the standards should be considered when planning fieldwork, but additionally, the scope and limits of the PSLs' jobs should also be examined in order to determine the best way for the PSLs to gain experience in all of the standards. This is important because it shows that PSLs' job description is closely related to the types of CPSELs they will log the most time in. Joy's roles allow her to log time in most of the standards (1-5), they keep her so busy that it challenging to find time outside of her roles to access CPSEL 6, since it does not overlap with any of her job responsibilities.

Joy said logging her time use during her fieldwork helped her become more familiar with the CPSELs. The following is an excerpt from the second of our three semistructured interviews.

> **Question:** So how was this past data-collection cycle? Do you feel like logging the information was easier or harder or no different than the first time?
>
> **Answer:** It was a lot easier this time around. I think it is because I knew the standards a lot better.

Joy also shared that "over time the more I read the standards, the more I go over [the standards] with my site supervisor, I am able to more easily [log] the hours." Although logging time spent during fieldwork and reflecting upon activities takes time, the repetition of categorizing her actions allowed Joy to become more familiar with the standards. When asked if she thought that her coursework was aligned strongly with the standards, she replied, "I feel like some of the coursework did and some of the coursework does not at all." For Joy, she replied that the fieldwork was where she became the most familiar with the standards through the process of continuous logging.

Lily did not indicate that her coursework and her fieldwork were aligned closely. She explained that

> There are 10 required courses, and two of those are fieldwork and one is capstone, so seven regular courses. Of those seven, there were two that were great and that we learned lots of theory, lots of. I don't know. Information that was interesting and relevant, and one that was maybe not as riveting but as important. So three of the seven gave a background enough that we could then draw on for not only fieldwork but future practice.

Lily believed that she is the most prepared out of the study participants to lead a school. Her preparation did not stem from the fact that she is in a credentialing program and taking courses and doing fieldwork, but rather from having worked unofficially as an AP for the last few years. This example highlights the importance of having authentic and guided leadership experiences that might not be accessible to someone in a more traditional teacher role.

Lily reported her thoughts on students receiving their credential for fulfilling the requirements of the program by doing all the work that is required without actually being prepared to lead a school by the following

> I think that the organization distributing the credential has some responsibility to say you will not be an effective school leader in the immediate, and that doesn't mean you can never be an effective school leader. But it means that maybe this May isn't the time you get your credential. Maybe you stay in. Maybe you do a little bit more. In my view, if I get a credential in May, then I should be capable to take on a school in August. And if I am not capable of taking on a school in August, then I shouldn't get my credential in May.

Lily made the point that being credentialed does not necessarily mean that someone is prepared to lead a school. She also pointed out that her feelings of preparation stem from her practical experiences at her school. It is also important to note that the only PSL who was ready to lead a school was Lily, whose

situation was very unique. Acting as her school's unofficial AP, Lily has gained a great deal of experience working as the official school leader's right hand. Again, this is a paradoxical situation in that in order to be an AP in California, an individual needs at least a Preliminary Administrative Services Credential and yet to serve as an AP, the best preparation is to act as an AP under the guidance of an experience school leader as is the case in residency programs.

There are data that demonstrate that a residency program is the best way to prepare school-site staff to deal with the complexities of working with very diverse populations, and Lily is an example of someone who supports these data. A residency program in this study is defined as a program in which school-leader residents have the opportunity to obtain hands-on administrative experience under the guidance of an active, experienced school leader. It differs from the program in this study, as the program in this study has a fieldwork requirement and is non-residency. Although Lily was not formally in a residency program, her unique role as the unofficial AP effectively positions her as being in one.

Implications and Recommendations

This study of preservice school leaders' fieldwork and preparation in the standards served to better understand how PSLs spend their time and also why they spend their time in certain activities. The following are areas to be considered in future efforts to design effective school-leader-preparation programs and are based on the findings from this study. The following sections detail implications for recommendations for future practice and recommendations for future research.

Recommendations for Future Practice

It is imperative to train school leaders effectively and to provide them with opportunities to apply theory to practice in an authentic setting. Creating opportunities to allow PSLs to apply theory to practice requires rethinking coursework and fieldwork. Although fieldwork may provide less authentic opportunities than a residency program or a full-time internship, if it is the vehicle through which PSLs receive their authentic, practical experiences, it still must be designed to optimize the learning experience for students. This recommendation is aligned with the findings from this study regarding how prepared PSLs believe that they are after completing their program.

The results of this study showed the potential of offering PSLs opportunities to reflect on their practice. Whereas all PSLs in California must log the fieldwork hours, not all PSLs in California have the opportunity to log their time in an application that offers them simple data visualizations. Additionally, not all PSLs have the opportunity to answer survey questions and participate in semistructured interviews to promote their thinking about the own practice more deeply.

According to Lily, she has held her roles long enough to be able to predict what she would be focusing on at different points of the school year, being able to have a visual that represents her work was still beneficial and also highlighted to her when she was focusing on what. Other students in a Preliminary Administrative Services Credentialing program might not have the same

opportunities with the standards if they were not in a unique situation like Lily's, in which they are serving in an unofficial, but very critical, leadership role.

The findings suggest that when time logging is combined with additional opportunities to be reflective, PSLs are appreciative of the additional push to self-reflect. Carefully crafted fieldwork and courses, aligned with leadership standards, have been found to be effective in preparing school leaders and should be adopted by school-leader-preparation programs (Davis & Darling-Hammond, 2012; Davis et al., 2005; Orr & Orphanos, 2011). PSLs and his or her mentor could plan out ways that would allow all PSLs to gain experience in all of the standards, rather than just hoping that opportunities arise during the course of the fieldwork. The analysis of PSLs time logs could become a standardized practice in school-leader-preparation programs.

Another use for the time-log data would be for the field mentor to have a login to study all of her PSLs' time logs. As the field mentor guides candidates' fieldwork to ensure alignment with the CPSELs, logging into the time logs would allow for real-time, immediate, up-to-date data. The field mentor could use these data formatively, rather than waiting to obtain information about the time logs from the PSLs during classes, which occurred every 2 weeks in the preparation program under study.

Findings of this study are consistent with previous studies that found fieldwork often just unfolded naturally for PSL and lacked focus, purpose, and mindfulness (Davis & Darling-Hammond, 2012). A PSL and his or her school-site mentor could map out the school year, much like how teachers plan the scope

and sequence of their classes. The PSL and mentor could review the school and district calendars and decide when different CPSEL opportunities arise and plan accordingly.

One of the challenges that two of the PSLs in this study had was being too busy to make it to district-level meetings or other opportunities where the PSLs could obtain experience in CPSEL 6. For example, the PSLs in this study's data indicated that PSLs' job description is related closely to the types of CPSELs they will log the most time in. Their job responsibilities could shape how much access they have to the different standards, which means that PSLs could graduate from their credential program with very different skill sets, despite the fact that they have earned their credential indicating that everyone from a credential program is well-prepared across the CPSELs. As PSLs in a program with fieldwork must fulfill the responsibilities of their own job in addition to gaining experiences in the standards during fieldwork, it is very difficult to become experienced in standards such as CPSEL 6, which should be taken into account when planning fieldwork.

Recommendations for Future Research

A future study could examine whether PSLs from different programs were gaining more experience in certain standards over others, and then investigate the reasons behind the differences in experiences. These data could help programs improve, by examining trends in their own PSLs' time logs. For example, in this study, two participants found it difficult to gain experience in CPSEL 6. The scope of their work made it difficult for them to gain experience in this CPSEL. If

CPSEL 6 includes skills that PSLs should be developing in order to become effective school leaders, then it should not be so difficult for PSLs to gain experience. It would be important to investigate a much larger sample to learn if difficulty in accessing all of the standards, particularly CPSEL 6, is common throughout preparation programs.

A future study could investigate if their focus of time logs of PSLs from different schools, with different work responsibilities, in different regions of California showed any differences. A larger study would allow for a better understanding of addition variables that could influence how PSLs log their time. This understanding could drive positive changes in preparation programs that include fieldwork.

Additional variables that should be examined in a much larger study would include an investigation of the numerous different skills, traits, or characteristics that might effect in how a school leader uses his or her time during fieldwork. Other studies on school-leader time use had examined in much more detail variables such as personality, demographics of their teachers, demographics of their students, where they received their undergraduate degree, what they studied, and what were their tests scores and grade point averages. By isolating different variables, research might be able to uncover criteria that are held by most successful PSLs.

Other aspects of school-leader-preparation-programs could also be studied. Information could be learned about the different components of program aside from just the point of view of the PSL. For example, a study could

investigate the characteristics, relationships, and responsibilities of school site mentors in fieldwork and in residency programs, as well as the program mentors from the preparation-program and see if there are differences in the findings from the two different types of programs.

The qualitative data was an important aspect of this study. The rich qualitative data differentiates it from prior school leader time use studies. The qualitative data were very insightful in highlighting the reasons behind the time use. These data are not well captured in the quantitative methodology used in previous studies, and future research should consider including more qualitative data rather than focusing only on quantitative data.

In order to capture further rich, thick, qualitative data to learn more about the experiences of participants in different types of programs, comparative case studies could allow for a deeper understanding of the experiences of PSLs from different programs that had fieldwork, the experiences of PSLs from residency or internship programs, and then could compare the findings between several different types programs.

An additional finding that future practice could address would be to create further opportunities for the PSLs to collaborate, even if the collaboration is virtual and asynchronous. As fieldwork was called “a lonely experience” but one of the PSLs, there could be structures and systems put in place to address the isolation that a PSL might face during their fieldwork. In order to allow the PSLs to feel less isolated and more supported, despite working at different sites and

perhaps not seeing each other frequently, a few suggestions could be implemented.

The first suggestion is to require much more frequent contact between the PSL and their university mentor. Additionally, the number of times that the university mentor and the school-based mentor meet together and with the PSL could be increased. Another suggestion would be to implement more of a hybrid model in fieldwork programs. A Learning Management System could allow for more interaction between the PSLs. Another idea would be to build an online Professional Learning Community for preservice school leaders to join so that they could post comments, questions, blog posts, and suggestions, creating an even larger network of support.

Concluding Remarks

As both a doctoral student and an education professional who views the field through an equity and social justice lens, I am interested in novel and innovative ways to examine and improve the practice of educators. I am curious about the current interest in the potential of educational technology and also am interested in why school-leader-preparation programs have the reputation of being ineffective. This study was initiated to investigate if there were ways to understand what PSLs do during the fieldwork, as well as the underlying reasons for why they are spending their time as they do.

By following three PSLs, I was able to investigate their time logs and the reasons why they spent their time in the different standards. More research is needed to investigate the value of collecting data and analyzing the data to drive

one's own professional development. This research and the future research in the recommended areas could help to improve how preservice school leaders are trained for their careers.

The questions that guided this research examined how PSLs school leaders in this study spent their time during their fieldwork and the reasons for their time use. This study uncovered several themes that showed that the PSLs in the study did not believe they were prepared to lead schools. This finding supports past research that school leaders prepared in an internship or residency program, in which they only have to focus on learning to lead and not all over the other responsibilities that PSLs in a fieldwork-based program have to manage (fieldwork in addition to their already very full teaching or coaching schedules).

In order to achieve a more equitable educational landscape and to address the opportunity gap, all educators, including school leaders, must be prepared for their roles and responsibilities. The field of school-leader preparation must move beyond its current practices toward more rigorous and effective practices that are aligned with leadership standards. School-leader preparation is a topic that has not yet been explored adequately. Further exploration of this topic could uncover different and novel ways to prepare school leaders, giving them the skills and knowledge needed to help close the opportunity gap.

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Appendices

Appendix A

California Preliminary Administrative Services Credential Overview

California Preliminary Administrative Services Credential Overview

California has a two-tier credential structure. A five-year preliminary credential is the first credential issued after an individual meets basic credential requirements. A clear credential is issued when all credential requirements have been completed.

Requirements for seeking a Preliminary Administrative Services Credential:

- Possession of a valid prerequisite teaching or services credential,
- A minimum of three years of successful, full-time service in the public schools or private schools of equivalent status,
- Passage of the California Basic Educational Skills Test (CBEST)
- An administrative position (Until an offer of employment in an administrative position is received individuals should apply for a Certificate of Eligibility.)
- And one of the following four program options:

Option 1

Completion of a college or university based program accredited by the Commission on Teacher Credentialing.

Over fifty colleges and universities in California currently offer preparation programs leading to a Preliminary Administrative Services Credential. These programs are accredited by the Commission based on standards of quality and effectiveness. (The standards can be downloaded for review and feedback at CTC.)

Option 2

Completion of a Commission accredited Internship program sponsored by a college or university and a local education agency.

Many colleges and universities in California offer internship programs leading to a Preliminary Administrative Services Credential. These programs are accredited by the Commission.

Option 3(This test was last administered in February 2015)**

Passage of the Commission-approved "California Preliminary Administrative Credential Examination" (CPACE) administered by Evaluation Systems, Pearson.

Achieve passing scores on both test components of the California Preliminary Administrative Credential Examination (CPACE), administered by Evaluation Systems, Pearson.

- Passing examination scores on both the CPACE-Written and CPACE-Video must be used for credentialing purposes within five years of the passing exam date.

- Individuals who pass the CPACE may apply directly to the Commission for the credential.
- Please include an original score report showing passage of the examination with the application.
- For more information on administration of the CPACE (beginning June 16, 2011), see the exam test web site at http://www.cpace.nesinc.com/.
- California is NOT ACCEPTING School Leaders Licensure Assessment (SLLA), numbered 1011, towards certification.

NOTE: The CPACE has replaced SLLA #1010 for administrative certification. The final administration of the SLLA #1010 was February 26, 2011.

In October 2008, the Commission of Teacher Credentialing (CTC) approved the continued use of the examination option and the development of the California Preliminary Administrative Credential Examination (CPACE), a California-specific examination that included a focus on California school law, finances, organization, and English learner student needs.

The set of administrator knowledge and skills described in the CPACE Content Specifications and reflected in the CPACE is organized into the following four domains:

- Domain I: Visionary and Inclusive Leadership
- Domain II: Student Learning
- Domain III: Systems for Capacity Building
- Domain IV: Resource Management and Educational Law

The examination consists of two separate test components: (1) a written component, offered as a computer-based test, and (2) a video component. Both components must be passed to achieve passing status on the CPACE.

For more information about test content and test dates, please check the CPACE website. Individuals who pass the CPACE and meet the prerequisites for obtaining a Preliminary Administrative Services Credential may apply directly to the Commission for the credential.

Option 4

Completion of an alternative preparation program approved by the Commission.

Alternative preparation programs may be offered by local education agencies or colleges and universities that are Commission-approved that meet the Commission's standards.

Applicants for the Preliminary Credential must verify employment in an administrative position on CTC Form CL-777. An individual who has completed requirements above but does not have an offer of employment in an administrative position may apply for a Certificate of Eligibility, which verifies

completion of all requirements for the preliminary credential and authorizes the holder to seek employment as an administrator.

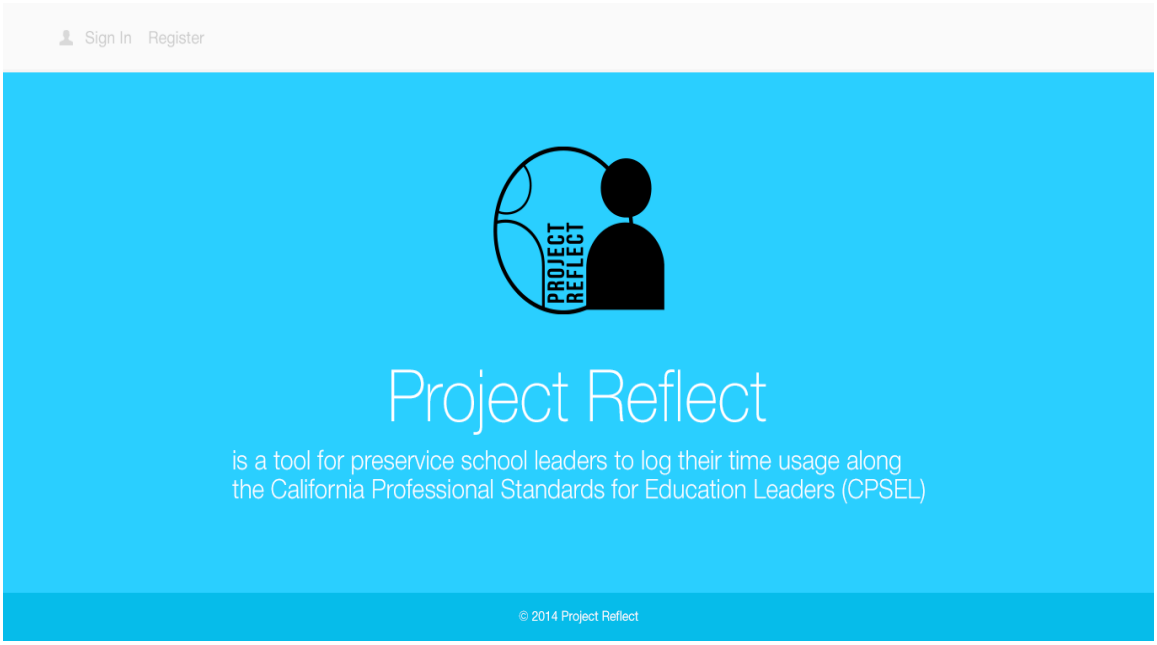
Term of the Preliminary Credential

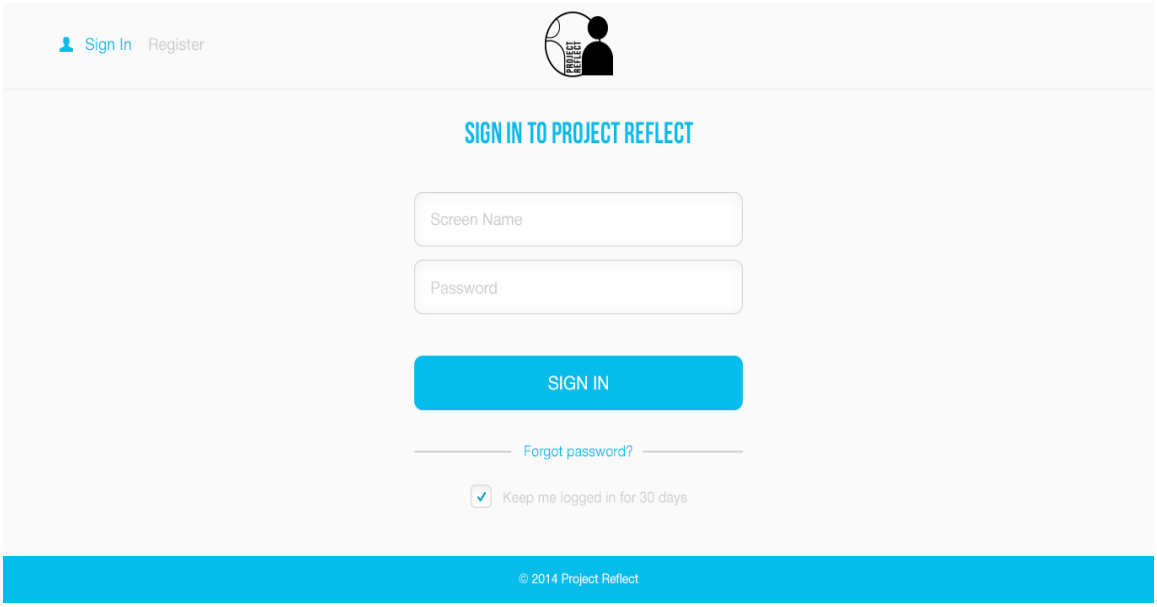
The valid period of the Administrative Services Credential is limited by the expiration date of the prerequisite credential. The administrative credential will expire with and may be renewed with the prerequisite credential by submitting an application (CTC Form 41-4) and processing fee. However, if the prerequisite credential is valid for the full five year period from the issuance date of the preliminary administrative credential, the administrative credential will be valid for the full five year period upon issuance. For this reason, it may take one complete renewal cycle to align the dates of the prerequisite and administrative credentials. By the end of the five-year preliminary period, the holder must meet the requirements for the clear credential.

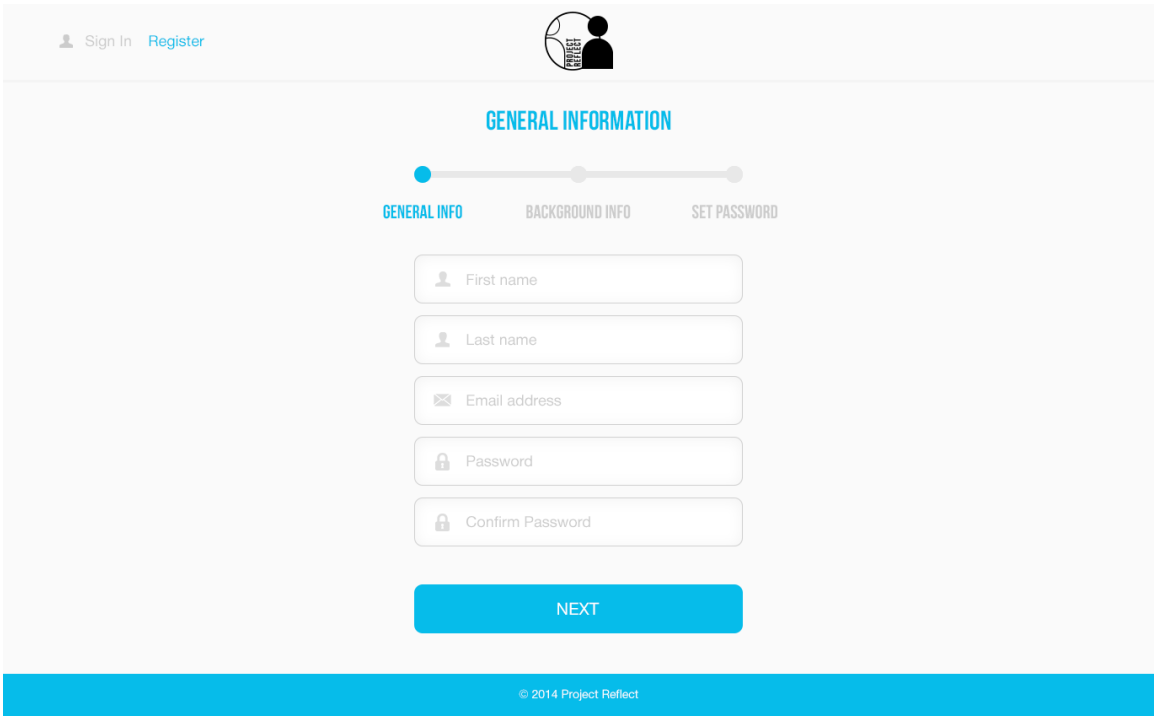
Appendix B

Screenshots Of Project Reflect

Screenshots of Project Reflect



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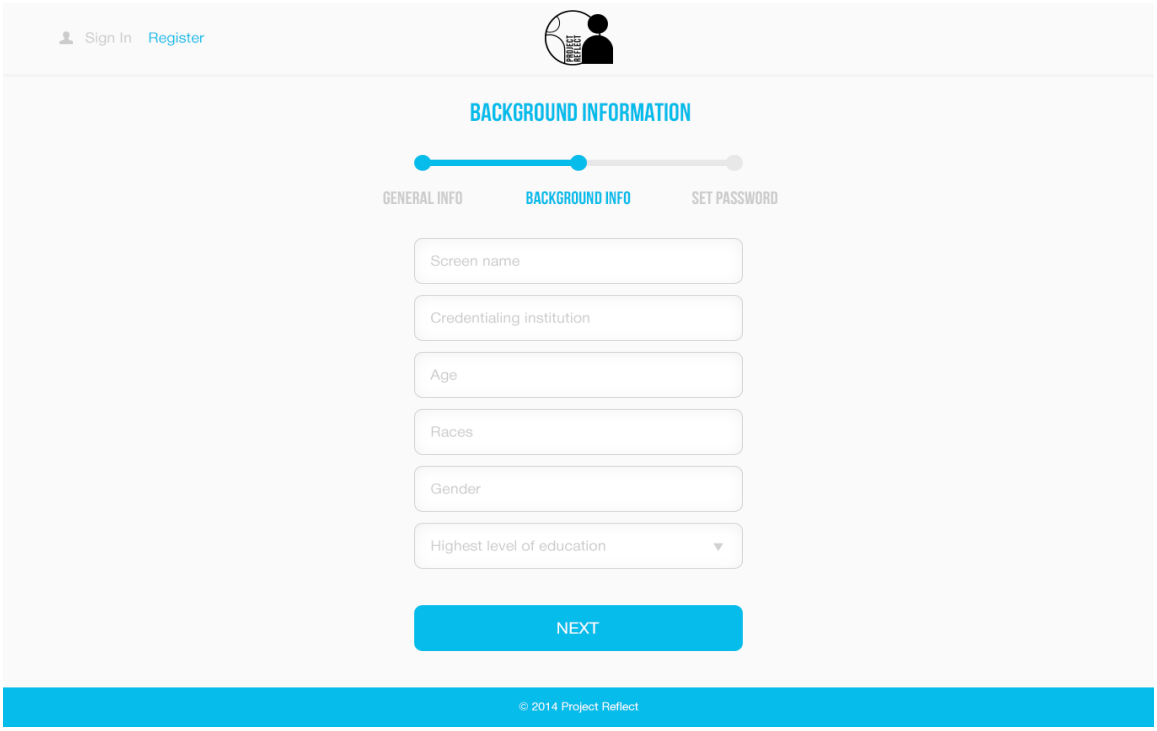
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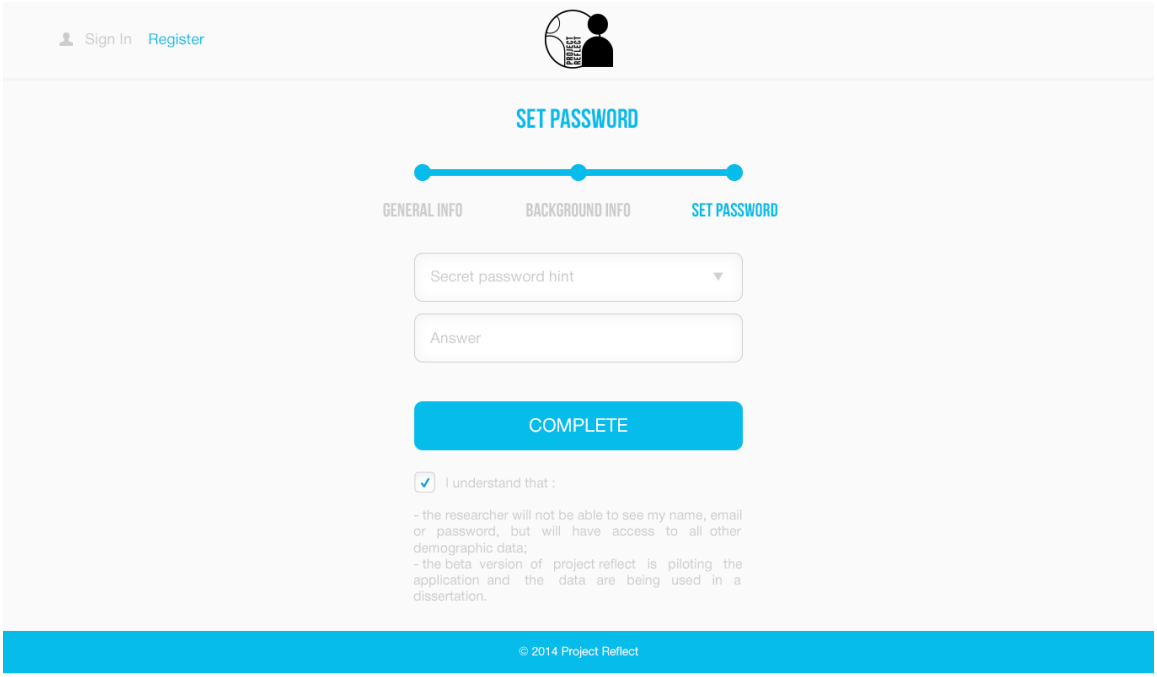
Sign In
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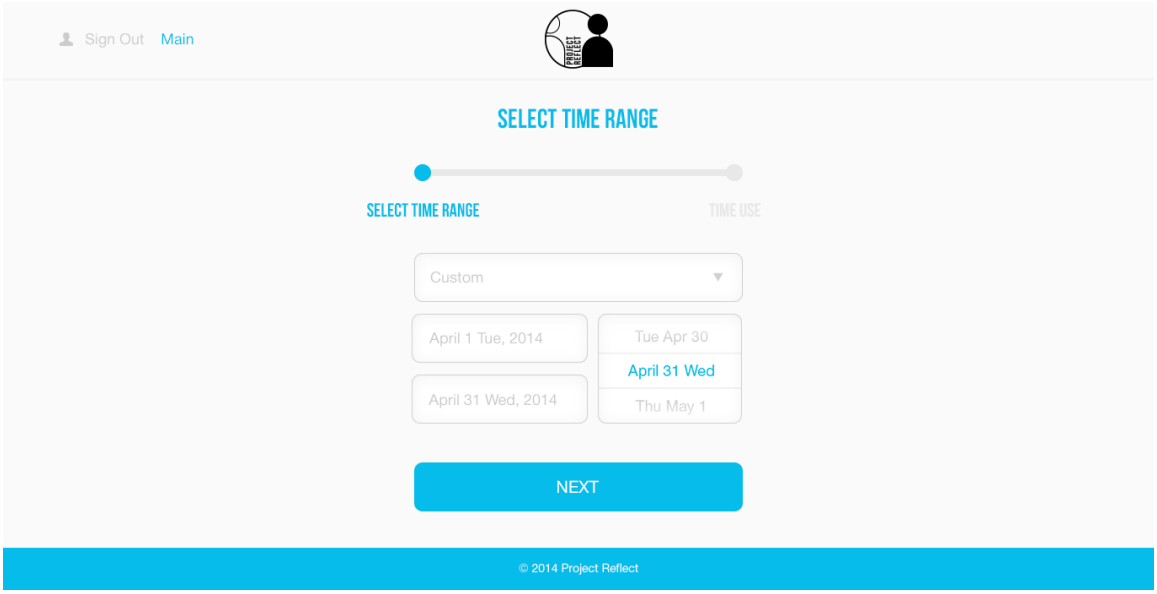
COMPLETE
I understand that :
- the researcher will not be able to see my name, email or password, but will have access to all other demographic data;
- the beta version of project reflect is piloting the application and the data are being used in a dissertation.
© 2014 Project Reflect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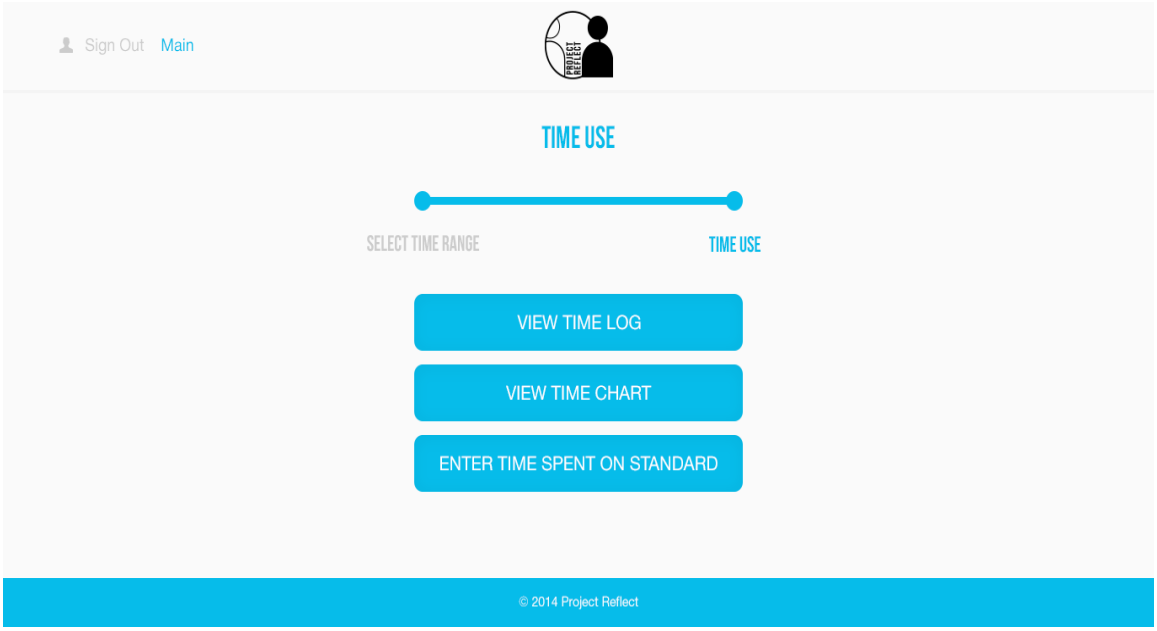

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Wednesday	0	2	0	0	2	0
Thursday	3	3	1	3	3	1
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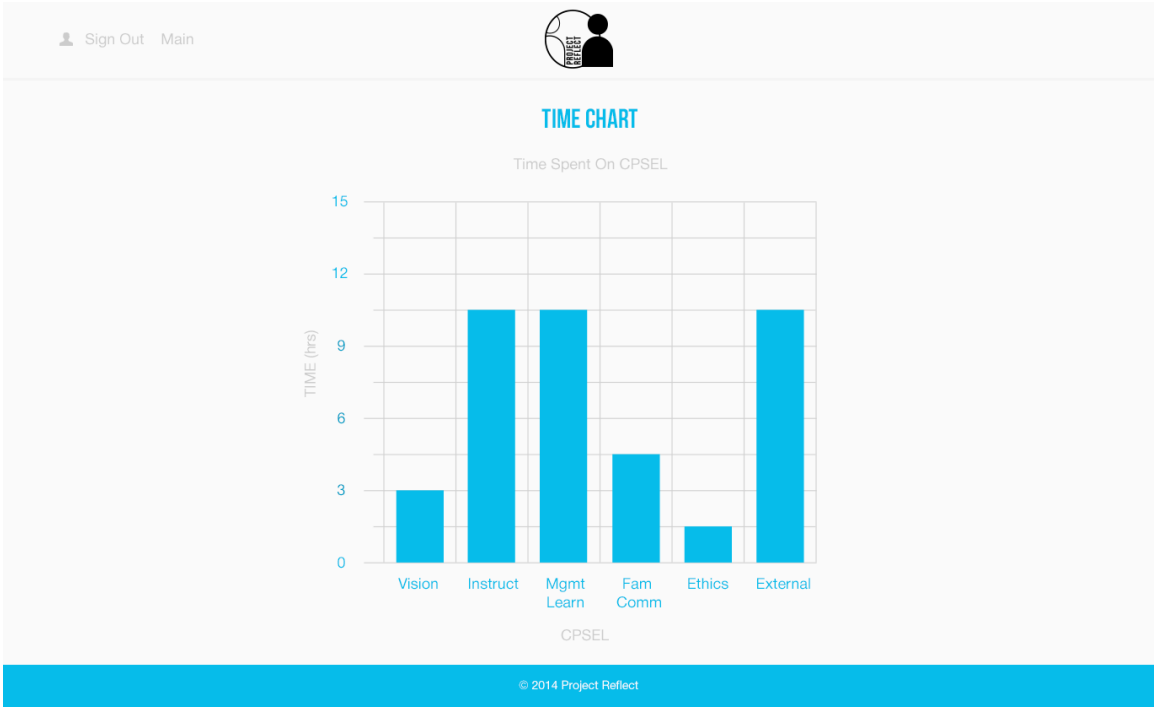
Saturday	5	2	3	5	2	3
Sunday	1	1	2	1	1	2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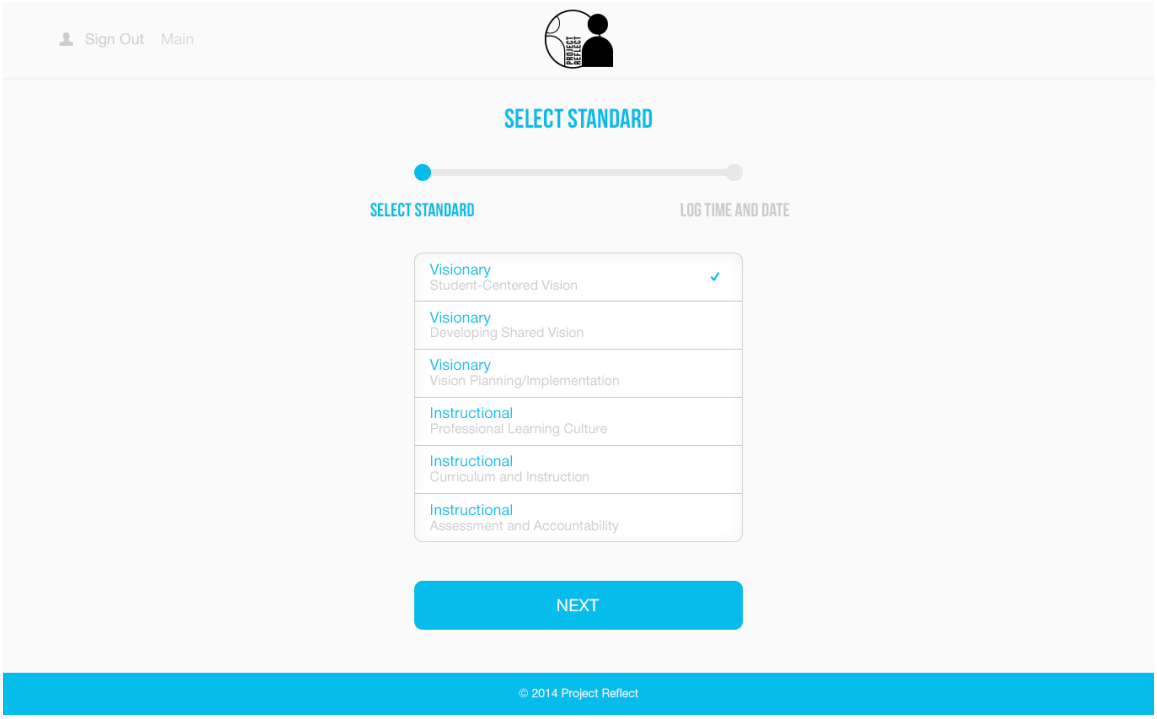
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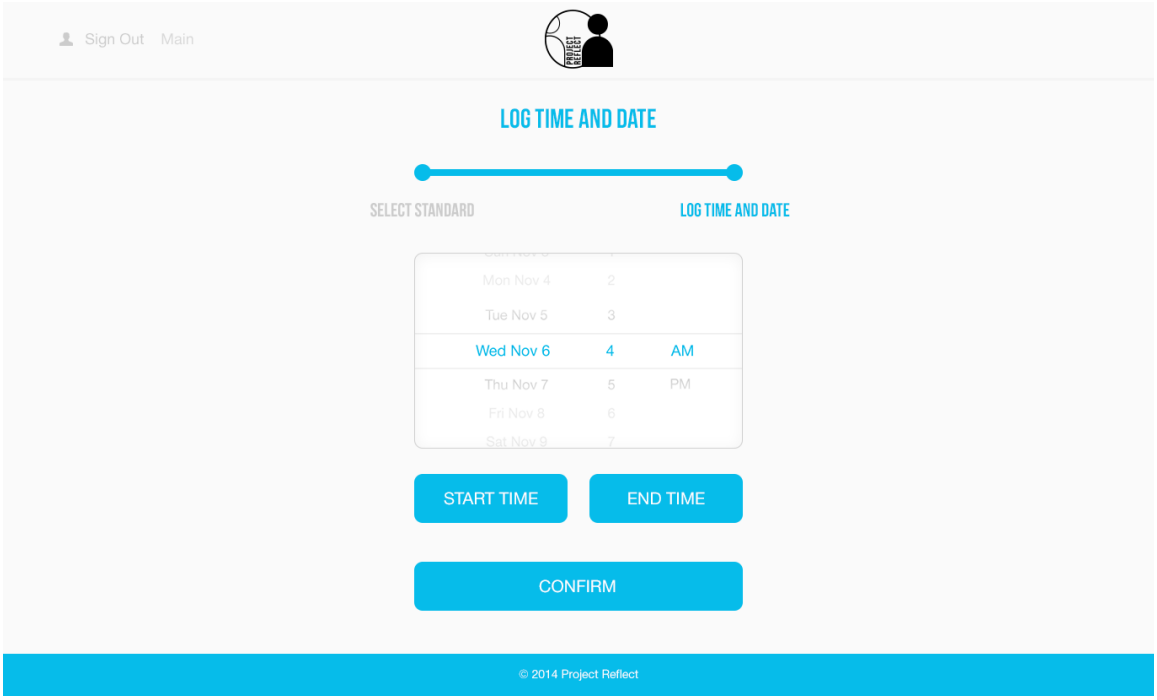
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Appendix C

California Professional Standards for Education Leaders (CPSEL) Standards, Elements, And Example Indicators

California Professional Standards for Education Leaders (CPSEL)
Standards, Elements, And Example Indicators

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

Element 1A: Student–Centered Vision

Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

Example Indicators:

1A-1 Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner.

1A-2 Cultivate multiple learning opportunities and support systems that build on student assets and address student needs.

1A-3 Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds.

1A-4 Emphasize the expectation that all students will meet content and performance standards.

Element 1B: Developing Shared Vision

Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.

Example Indicators:

1B-1 Embrace diverse perspectives and craft consensus about the vision and goals.

1B-2 Communicate the vision so the staff and school community understands it and uses it for

decision-making.

1B-3 Build shared accountability to achieve the vision by distributing leadership roles and

responsibilities among staff and community.

1B-4 Align the vision and goals with local, state, and federal education laws and regulations.

Element 1C: Vision Planning and Implementation

Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

Example Indicators:

1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress.

1C-2 Use evidence (including, but not limited to student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision.

1C-3 Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.

STANDARD 2: INSTRUCTIONAL LEADERSHIP Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

Element 2A: Professional Learning Culture

Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.

Example Indicators:

2A-1 Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.

2A-2 Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students.

2A-3 Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning.

2A-4 Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.

Element 2B: Curriculum and Instruction

Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

Example Indicators:

2B-1 Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations.

2B-2 Promote and monitor the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs.

2B-3 Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students.

2B-4 Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice.

Element 2C: Assessment and Accountability

Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.

Example Indicators:

2C-1 Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes.

2C-2 Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.

2C-3 Use information from a variety of sources to guide program and professional learning planning, implementation and revisions.

2C-4 Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning

2C-5 Apply a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.

STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT Education leaders manage the organization to cultivate a safe and productive learning and working environment.

Element 3A: Operations and Facilities

Leaders provide and oversee a functional, safe, and clean learning environment.

Example Indicators:

3A-1 Systematically review the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students.

3A-2 Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health and welfare.

3A-3 Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students.

3A-4 Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.

Element 3B: Plans and Procedures

Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

Example Indicators:

3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.

3B-2 Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality.

3B-3 Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.

3B-4 Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.

Element 3C: Climate

Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

Example Indicators:

3C-1Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.

3C-2 Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.

3C-3 Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.

Element 3D: Fiscal and Human Resources

Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

Example Indicators:

3D-1 Provide clear rationale for decisions and distribute resources equitably to advance shared vision and goals focused on the needs of all students.

3D-2 Work with the district and school community to focus on both short and long-term fiscal management.

3D-3 Actively direct staff hiring and placement to match staff capacity with student academic and support goals.

3D-4 Engage staff in professional learning and formative assessments with specific feedback for continuous growth.

3D-5 Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.

3D-6 Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner.

STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

Element 4A: Parent and Family Engagement

Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

Example Indicators:

4A-1 Establish a welcoming environment for family participation end education by recognizing and respecting diverse family goals and aspirations for students.

4A-2 Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.

4A-3 Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable.

4A-4 Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.

4A-5 Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.

Element 4B: Community Partnerships

Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

Example Indicators:

4B-1 Incorporate information about family and community expectations and needs into decision-making and activities.

4B-2 Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals.

4B-3 Treat all stakeholder groups with fairness and respect and work to bring consensus on key issues that affect student learning and well-being.

4B-4 Participate in local activities that engage community members and staff in communicating school successes to the broader community.

Element 4C: Community Resources and Services

Leaders leverage and integrate community resources and services to meet the varied needs of all students.

Example Indicators:

4C-1 Seek out and collaborate with community programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school.

4C-2 Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities.

4C-3 Work with community emergency and welfare agencies to develop positive relationships.

4C-4 Secure community support to sustain existing resources and add new resources that address emerging student needs.

STANDARD 5: ETHICS AND INTEGRITY Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

Element 5A: Reflective Practice

Leaders act upon a personal code of ethics that requires continuous reflection and learning.

Example Indicators:

5A-1 Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources.

5A-2 Reflect on areas for improvement and take responsibility for change and growth.

5A-3 Engage in professional learning to be up-to-date with education research, literature, best

practices and trends to strengthen their ability to lead.

5A-4 Continuously improve cultural proficiency skills and competency in curriculum,

instruction, and assessment for all learners.

5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

Element 5B: Ethical Decision-Making

Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

Example Indicators:

5B-1 Consider and evaluate the potential moral and legal consequences of decisions.

5B-2 Review multiple measures of data and research on effective teaching and learning,

leadership, management practices, equity and other pertinent areas to inform decision-

making.

5B-3 Identify personal and institutional biases and remove barriers that derive from economic,

social-emotional, racial, linguistic, cultural, physical, gender, or other sources of

educational disadvantage or discrimination.

5B-4 Commit to making difficult decisions in service of equitable outcomes for students, staff and the school community.

Element 5C: Ethical Action

Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

Example Indicators:

5C-1 Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity.

5C-2 Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students.

5C-3 Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior.

5C-4 Protect the rights and appropriate confidentiality of students, staff, and families.

5C-5 Promote understanding and follow the legal, social, and ethical use of technology among

all members of the school community.

STANDARD 6: EXTERNAL CONTEXT AND POLICY Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

Element 6A: Understanding and Communicating Policy

Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

Example Indicators:

6A-1 Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.

6A-2 Understand and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy.

6A-3 Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Learners, and students needing additional support.

6A-4 Facilitate discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.

6A-5 Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.

Element 6B: Professional Influence

Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.

Example Indicators:

6B-1 Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals.

6B-2 Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education.

6B-3 Promote public policies that ensure the equitable distribution of resources and support services for all students.

Element 6C: Policy Engagement

Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

Example Indicators:

6C-1 Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.

6C-2 Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.

6C-3 Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to cultural, economic, social and other emerging issues.

Appendix D
Alignment of CAPE, CPSEL and ISLLC

Alignment of CAPE, CPSEL and ISLLC

CAPE 2013 (Preliminary)	Updated CPSEL 2014 (Clear)	ISLLC 2008
1. Developing and Articulating a Vision of Teaching and Learning for the School Consistent With the Local Education Agency's Overall Vision and Goals	**STANDARD 1: Shared Vision and Responsibility** Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.	**STANDARD 1:** An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
	1.A. Student–Centered Vision Leaders shape a collective vision that uses data and focuses on equitable access, opportunities, and outcomes for all students. •	
	1.B.2 Communicate the vision so the staff and school community understands it and uses it for decision-making. •	
2. Developing a Shared Commitment to the Vision Among All Members of the School Community	1.B Developing Shared Vision Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.	

	1.B.1 Incorporate diverse perspectives and craft consensus about the vision and goals.	
	1.B.3 Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.	
	1.C Vision Planning and Implementation Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.	
	1.C.2 Include staff and stakeholders in identifying and addressing any barriers to accomplishing the vision.	
	3.C.1 Strengthen participation, engagement, connection, and a sense of belonging among all students and staff.	
3. Leading by Example to Promote Implementation of the Vision	5.A.1 Examine personal assumptions, values, beliefs, and practices to identify strengths and needs that support or hinder their	

	capacity to increase student learning and well being.	
	5.A.5 Make their practices public, admit mistakes and areas for improvement, and take responsibility for their actions.	
	5.A.6 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.	
	5.B.1 Consider and evaluate the potential moral and legal consequences of decisions.	
	5.B.5 Commit to making difficult decisions for the greater good of students, staff and the school community.	
	5.C Influencing Ethical Practices Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect and honest communication necessary to consistently make fair and	

	equitable decisions on behalf of all students.	
	5.C.1 Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity. •	
	5.C.2 Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students.	
	5.C.3 Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling accountable behavior. •	
4. Sharing Leadership with Others in the School Community to Help Accomplish the Vision	1.B.3 Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.	

	3.B.4 Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs aligned to the vision.	
	4.B.2 Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals.	
5. Promoting Implementation of K-12 Standards, Pedagogical Skills, and Student Assessments for Content Instruction	1.A.1 Emphasize that all students meet content and performance expectations, graduate, and are college and career ready.	
	2.B Curriculum and Instruction Leaders guide and support the implementation of standards-based curriculum, instruction and assessments that address student expectations and outcomes.	
	2.B.1 Develop a shared understanding of adopted standards-based curriculum	

	that reflects student content and performance expectations.	
	2.B.2 Promote and monitor the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs.	
	2.B.4 Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice.	
	2.C Assessment and Accountability Leaders develop and use assessment and accountability systems to monitor educator practice, program outcomes and student learning.	
	3.B Plans and Procedures Leaders establish structures and employ policies and processes that support students to graduate college and career ready.	
6. Evaluating, Analyzing, and Providing Feedback on the	1.C.3 Facilitate a process of continuous improvement	

Effectiveness of Classroom Instruction	(reflection, revision, and modification) based on the systematic review of evidence and progress.	
	2.C.1 Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes.	
	2.C.2 Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.	
	2.C.4 Use professional standards (e.g., CSTP, CPSEL) and multiple measures as a base for ongoing performance assessment and useful feedback.	
	2.C.5 Apply a variety of tools and technology to gather feedback, organize and analyze data, and monitor student progress directed toward improving teaching and learning.	

7. Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors	1.A.2 Advance support for the cultural, intellectual, linguistic, emotional, and physical development of each learner.	
	STANDARD 4: Family and Community Engagement Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.	**STANDARD 4:** An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
	4.A.1 Establish a welcoming environment for family participation by recognizing and respecting diverse family goals and aspirations for students.	
	4.A.2 Use various strategies and processes to communicate regularly with parents and families in ways that are accessible and understandable.	
	4.A.3 Engage families with staff to establish academic programs and supports that address	

	individual and collective student assets and needs.	
	4.C.1 Seek out and collaborate with community programs and services that assist students who need academic, physical, mental, social, linguistic or other support to succeed in school.	
	5.A.4 Demonstrate cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.	
	5.B.4 Identify biases and remove barriers that derive from economic, social, cultural, linguistic, physical, gender, or other sources of educational disadvantage or discrimination.	
	6.A.2 Understand and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy.	

	6.B.1 Advocate for equity and adequacy in providing for students' and families' education, language, physical, emotional, social, cultural, legal, and economic needs, so every student can meet education expectations and goals.	
	6.C.3 Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to economic, social and other emerging issues.	
8. Communicating with the School Community about Schoolwide Outcomes Data and Improvement Goals	1.A.4 Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds.	
	4.A Parent and Family Engagement Leaders meaningfully involve parents and families in	

	student learning and support programs.	
	4.B.4 Participate in local activities that engage community members and staff in communicating school successes to the broader community.	
9. Working With Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan	1.A.3 Cultivate learning that builds on student assets and addresses student needs.	
	4.B Community Partnerships Leaders establish community partnerships that promote and support students graduating college and career ready.	
	4.B.1 Incorporate information about family and community expectations and needs into decision-making and activities.	
	4.C Community Resources and Services Leaders leverage and integrate community resources and services to meet the varied needs of all students.	

10. Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement	1.C.1 Use student achievement data, research, and best practices to shape and revise plans, programs, and activities that advance the vision.	
	2.C.3 Use information from a variety of sources to guide program and professional learning planning, implementation and revisions.	
	5.A.2 Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead.	
11. Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth plan	1.C.4 Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.	
	2.A.3 Capitalize on the diverse experience and abilities of staff to plan, implement and assess professional learning.	

	2.B.3 Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students.	
	3.D Fiscal and Human Resources Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.	
	3.D.3 Actively direct staff hiring and placement to match staff capacity with student academic and support goals.	
	4.C.4 Secure community support to sustain existing resources and add new resources that address emerging student needs.	
	5.A.3 Address students' various social, emotional, academic linguistic, and economic needs by promoting equitable practices and accessing appropriate resources.	

12. Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes	**STANDARD 2: Teaching and Learning** Education leaders shape a collaborative culture of teaching and learning focused on student and professional growth.	**STANDARD 2:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
	2.A.4 Strengthen staff trust and shared responsibility by instituting structures and processes that promote collaborative inquiry and problem solving.	
	3.B.3 Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.	
	5.B.3 Use data and research, combined with professional judgment and knowledge of context, to formulate plans and decisions.	
	5.B Ethical Decision-Making and Action Leaders guide and support personal and collective actions that use relevant data	

	and research to make fair and ethical decisions.	
	5.B.2 Review data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision-making.	
13. Modeling Life-Long Learning and Job-Related Professional Growth	**STANDARD 5: Ethics and Integrity** Education leaders make decisions and behave in ways that demonstrate ethics, integrity, justice, and equity and hold staff and students to the same standard.	**STANDARD 5:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
	5.A Personal Values and Beliefs Leaders act upon a personal code of ethics that requires continuous reflection and learning.	
	5.A.2 Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead.	

14. Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities	2.A Professional Learning Culture Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.	
	2.A.2 Promote professional learning plans that focus on authentic situations and specific needs related to increasing the learning and well being of all staff and students.	
	3.D.4 Engage staff in professional learning and formative assessments with specific feedback for continuous growth.	
15. Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program	2.A.1 Establish long-term professional learning based on research and alignment with organizational vision and goals for educator and student growth.	
	4.A.5 Facilitate a reciprocal relationship with families that encourage them to assist the	

	school and to participate in opportunities that extend their capacity to support students.	
	6.C 2 Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.	
16. Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning	**STANDARD 3: Management and Learning Environment** Education leaders manage the organization to cultivate a safe and productive learning and working environment.	**STANDARD 3:** An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
	3.A Operations and Facilities Leaders provide and oversee a functional, safe, and clean learning environment.	
	3.A.1 Systematically review the physical plant and grounds to ensure that they are safe, meet ADA requirements, and comply with conditions that	

	support every student's access.	
	3.A.2 Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health and welfare.	
	3.A.3 Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, physical, linguistic, and social-emotional requirements of students.	
	3.A.4 Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.	
	3.B.1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.	
	3.C Climate	

	Leaders facilitate safe, fair, and respectful environments that meet the cultural, intellectual, social, emotional, and physical needs of each learner.	
	3.C.2 Implement a behavior management system and protocols that are clear, fair, incremental, culturally responsive, and celebrate student and school achievement.	
	3.C.3 Consistently review and respond to attendance and disciplinary data to ensure that management practices are equitably applied to all students.	
	3.D.1 Provide clear rationale for decisions and distribute resources to equitably advance shared vision and goals directed toward all students.	
17. Developing, Implementing and Monitoring the School's Budget	1.C.4 Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the	

	vision of learning for all students.	
	3.D.2 Work with the district and school community to focus on both short and long-term fiscal management.	
	5.A.3 Address students' various social, emotional, academic linguistic, and economic needs by promoting equitable practices and accessing appropriate resources.	
18. Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations	1.B.4 Align the vision and goals with local, state and federal education laws and regulations.	
	3.B.2 Manage legal and contractual agreements and storing confidential records (both paper and electronic) to insure student security and confidentiality.	
	3.D.5 Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.	

	3.D.6 Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance, inappropriate or illegal behavior directly and in a timely and systematic manner.	
	4.A.4 Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.	
	5.C.4 Protect the rights and appropriate confidentiality of students, staff, and families.	
	5.C.5 Promote understanding and follow the legal, social and ethical use of technology among all members of the school community.	
	6.A.1 Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.	
	6.A.4 Facilitate discussions with the public about federal, state	

	and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.	
	6.B.2 Support public policies and administrative procedures that provide for present and future needs of children and families and improve equity and excellence in education.	
19. Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public	4.B.4 Participate in local activities that engage community members and staff in communicating school successes to the broader community.	
	6.B.3 Promote public policies that ensure the equitable distribution of resources and support services for all students.	
	6.C.1 Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.	

20. Involving the Community in Helping Achieve the School's Vision and Goals	4.B.3 Treat all stakeholder groups with fairness and respect and work to bring consensus on key issues that affect student learning and well being.	
	4.C.2 Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities	
	4.C.3 Work with community emergency and welfare agencies to develop positive relationships.	
	STANDARD 6: External Context and Policy Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.	**STANDARD 6:** An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
	6.A Understanding Policy Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.	

	6.A.3 Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Language Learners, and students needing additional support.	
	6.A.5 Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.	
	6.C 2 Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.	
	6.C.3 Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to	

	economic, social and other emerging issues.	

Appendix E
Work Flow Plan

Work Flow Plan

Data Collection Cycle	Data Collection Activity	Data Collection Activity	Data Collection Activity	Data Collection Activity	Timeframe
Cycle 1	Presurvey (10/12)	Time use collection(10/19-11/06)	Postsurvey (11/09)	Interview (Week of 11/09)	10/12/15-11/13/15
Cycle 2	Presurvey (11/16)	Time use collection(11/16-12/11)	Postsurvey (12/14)	Interview (Week of 12/14)	11/16/15-12/18/15
Cycle 3	Presurvey (01/04)	Time use collection (01/11-01/22)	Postsurvey (01/25)	Interview (Week of 01/25)	01/04/16-01/29/16

Appendix F

Alignment Matrix

Alignment Matrix

Research Question	Interview Question	Instrument Used to Collect Data to Answer Question	Relevance to Theoretical Framework	Relationship to Fieldwork Experience	Emerging Themes	Literature Review Section
How do preservice school leaders use their time during fieldwork experiences?	How did your time use change over the course of the study and why?	Web-based-mobile applications Surveys, semistructured interviews	Reflective observations (RO) Abstract conceptualization (AC)	Concrete experience (CE)- engaging in fieldwork, Active Experimentation (AE)- engaging in fieldwork with focused changes based on RO and AC	• Seasonality of work • Purposefully accessing opportunities	• Preservice School Leaders' Practical Experiences • Time Use
	Does fieldwork offer adequate opportunities to gain experience in all of the standards?	Surveys, semistructured interviews	Reflective observations (RO) Abstract conceptualization (AC)	Concrete experience (CE)- engaging in fieldwork, Active Experimentation (AE)- engaging in fieldwork with focused changes based on RO and AC	• Purposefully accessing opportunities	• Preservice School Leaders' Practical Experiences • Standards in Preservice School-Leader-Preparation Programs
	What will be the most useful way to use these data?	Web-based-mobile applications	Reflective observations (RO)		• Broad scope of PSL's work	• School leader preparation

	For example, self-directed learning, making a case to current supervisor, planning, future employment?	Semistructured interviews	Abstract conceptualization (AC)		• Seasonality of work • Purposefully accessing opportunities	• Preservice School Leaders' Practical Experiences • Standards in Preservice School-Leader-Preparation Programs
Why do preservice school leaders have the fieldwork experiences that they do?	Were you surprised at how you used your time? Why?	Web-based-mobile applications Surveys, semistructured interviews	Reflective observations (RO) Abstract conceptualization (AC)		• Broad scope of PSL's work	Time Use
	What role did reflecting on your time use have on your own training? Did it make you change how you used yout time in the next data collection cycle?	Web-based-mobile applications Surveys, semistructured interviews	Reflective observations (RO) Abstract conceptualization (AC)	Concrete experience (CE)- engaging in fieldwork, Active Experimentation (AE)- engaging in fieldwork with focused changes based on RO and AC	• Seasonality of work • Purposefully accessing opportunities • Broad scope of PSL's work	Time Use

	Do you believe that fieldwork offers opportunities to marry theory and practice?	Semistructured interviews	Reflective observations (RO) Abstract conceptualization (AC)	Concrete experience (CE)- engaging in fieldwork, Active Experimentation (AE)- engaging in fieldwork with focused changes based on RO and AC	• Lack of Alignment with curriculum/standards	School leader preparation
	Do you believe that your practice during your fieldwork has been shaped at all by your coursework? If so, how?	Semistructured interviews	Reflective observations (RO) Abstract conceptualization (AC)	Concrete experience (CE)- engaging in fieldwork, Active Experimentation (AE)- engaging in fieldwork with focused changes based on RO and AC	• Lack of Alignment with curriculum/standards	• School leader preparation • Preservice School Leaders' Practical Experiences • Standards in Preservice School-Leader-Preparation Programs • Time Use
	Do you feel prepared to be a school leader based on your fieldwork experience?	Semistructured interviews	Reflective observations (RO) Abstract conceptualization (AC)		• Lack of Alignment with curriculum/standards	School leader preparation

	How could fieldwork be a better experience for PSLs? How should it be designed?	Semistructured interviews	Reflective observations (RO) Abstract conceptualization (AC)		• Lack of Alignment with curriculum/standards	• Preservice School Leaders' Practical Experiences • Standards in Preservice School-Leader-Preparation Programs
	Do you feel like completing fieldwork was a "check the box" experience or do you think it offered an opportunity for true deep learning?	Semistructured interviews	Reflective observations (RO) Abstract conceptualization (AC)		• Lack of Alignment with curriculum/standards	• School leader preparation • Preservice School Leaders' Practical Experiences • Standards in Preservice School-Leader-Preparation Programs

	How will you use these data when looking for your next role (examples of certain experiences, looking for roles that match your strengths, etc.)	Web-based-mobile applications Semistructured interviews	Reflective observations (RO) Abstract conceptualization (AC)		• Purposefully accessing opportunities • Broad scope of PSL's work	• School leader preparation • Preservice School Leaders' Practical Experiences • Standards in Preservice School-Leader-Preparation Programs • Time Use
	Aside from your role, what factors do you think impacted your time use? (School size, demographics, colleagues, etc.)	Semistructured interviews	Reflective observations (RO) Abstract conceptualization (AC)			
	Did tracking your fieldwork make you feel more knowledgeable in what the different standards are?	Web-based-mobile applications Surveys, semistructured interviews	Reflective observations (RO) Abstract conceptualization (AC)	Concrete experience (CE)- engaging in fieldwork, Active Experimentation (AE)- engaging in fieldwork with focused changes based on RO and AC	• Benefits of self-tracking	• School leader preparation • Preservice School Leaders' Practical Experiences • Standards in Preservice School-Leader-

						Preparation Programs • Time Use
	Did tracking your fieldwork make you feel more confident in performing your role?	Web-based-mobile applications Surveys, semistructured interviews	Reflective observations (RO) Abstract conceptualization (AC)	Concrete experience (CE)- engaging in fieldwork, Active Experimentation (AE)- engaging in fieldwork with focused changes based on RO and AC	Benefits of self-tracking	• School leader preparation • Preservice School Leaders' Practical Experiences • Standards in Preservice School-Leader-Preparation Programs • Time Use