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Educational Administration

THE TRANSITION EXPERIENCE: THE FIRST 100 DAYS OF THE MIDDLE SCHOOL PRINCIPALSHIP (260 pp.)

Directors of Dissertation: Catherine E. Hackney, Ph.D., and Susan V. Iverson, Ph. D.

Incorporating the concept of *the first 100 days*, referenced mainly when discussing government and business leaders, this study aimed to understand the transition experience of middle school principals, during their first 100 days, in public schools in Ohio who have led their current schools to improvement. Research centered on the experiences of these principals, actions implemented by these principals, external and internal circumstances and individuals that influenced those actions, their perceptions of how those actions influenced their schools' future improvement, and the perceptions of the principals regarding effective transitions.

Participants for the study were 10 middle school principals who had been in their current position for less than four full years and whose schools had shown improvement on the state report card based on an increased designation during their leadership. The study was informed by grounded theory methodology regarding data collection and analysis, in order to develop a framework of the transition into the middle school principalship that was grounded in the data.

The data revealed a *transformation process*: positioning self *into* the new principal role, establishing self *in* the new principal role, and transforming self from the *new principal* to *the principal*. Within each phase of the transformation process, these

principals' experiences included their *transformation focus*, as they reflected on and attended to themselves, others, and the middle school.

This transition framework may prove useful in informing practice and policy regarding leadership transitions for current and future middle school principals, as well as schools, districts, and administrative organizations.