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# The Role of the Elementary Principal in Promoting Parent Involvement: Evidence from Rural, Blue Ribbon Elementary Schools in Pennsylvania

Alfonso Angelucci  
*Indiana University of Pennsylvania*

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THE ROLE OF THE ELEMENTARY PRINCIPAL IN PROMOTING PARENT  
INVOLVEMENT: EVIDENCE FROM RURAL, BLUE RIBBON ELEMENTARY  
SCHOOLS IN PENNSYLVANIA

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Education

Alfonso Angelucci

Indiana University of Pennsylvania

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Indiana University of Pennsylvania  
The School of Graduate Studies and Research  
Professional Studies in Education

We hereby approve the dissertation of

Alfonso Angelucci

Candidate for the degree of Doctor of Education

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Dr. Cathy Kaufman  
Professor of Professional Studies, Chair

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Dr. Wenfan Yan  
Professor of Professional Studies

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Dr. David Piper  
Associate Professor of Industrial and Labor  
Relations

ACCEPTED

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Dr. Michele S. Schwietz  
Assistant Dean for Research  
The School of Graduate Studies and Research

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## ABSTRACT

Title: The Role of the Elementary Principal in Promoting Parent Involvement: Evidence from Rural, Blue Ribbon Elementary Schools in Pennsylvania

Author: Alfonso Angelucci

Dissertation Chair: Dr. Cathy Kaufman

Dissertation Committee: Dr. Wenfan Yan

Members: Dr. David Piper

The reauthorization of the Elementary and Secondary School Education Act has amplified the implications of including parents in the education process. The benefits of parental involvement coupled with the teachers' and parents' role in promoting involvement have been researched and studied for many years. Few studies focus solely on the principal's role in promoting parent involvement, however.

This study will examine the specialized association and participation of rural elementary principals in the parent involvement process by focusing on Dr. Joyce Epstein's Six Types of Parent Involvement. Other frameworks, such as those used by Deborah Meier, Michael Fullan, and Jim Collins are also consulted as a backdrop to the research questions. Five elementary principals of Blue Ribbon Award winning, rural, Pennsylvania elementary schools provided this qualitative study's core data through in-depth, individual, on-site interviews.

In concert with the review of literature, the findings of this study revealed that a principal's visibility, communication abilities, ability to gain teacher

commitment, and ability to garner parents' trust are paramount to successful principal promotion of parent involvement. Separate interviews with two parent groups from the award-winning schools confirmed the data gathered from the principals.

Future research relative to this study could include the investigation of the role of the parent groups of award-winning schools more deeply to determine their impact on improved student learning.