A preferred vision for administering elementary schools: A reflective essay

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Abstract
What makes an effective administrator? We hear of so many different ways to become more efficient in our jobs. I constantly receive advertisements for the "make yourself the best" class which offers three easy steps to becoming a legendary administrator. Or I get caught up in a brand new reform guaranteed to solve every problem I encounter. 1 As I have made my way through graduate school, I have kept one question in mind: What kind of administrator do I want to be? Throughout this paper I discuss the areas pertaining to administration, and I state my thoughts on the characteristics of an effective administrator.
A PREFERRED VISION FOR ADMINISTERING ELEMENTARY SCHOOLS

A REFLECTIVE ESSAY

A Research Paper
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What makes an effective administrator? We hear of so many different ways to become more efficient in our jobs. I constantly receive advertisements for the “make yourself the best” class which offers three easy steps to becoming a legendary administrator. Or I get caught up in a brand new reform guaranteed to solve every problem I encounter.

As I have made my way through graduate school, I have kept one question in mind: What kind of administrator do I want to be? Throughout this paper I discuss the areas pertaining to administration, and I state my thoughts on the characteristics of an effective administrator.

I have spent numerous hours reflecting on this very topic; however, I found it nearly impossible to draw conclusions without first identifying my philosophy of education. I have thought about my vision of education. Where do we want to be in the future? Where should we be in the future? Where must we be in the future? I doubt if anyone knows for sure; however, some things are evident to me.

I have a vision. I see a school. I see a beautiful school. The flowers outside are blooming brilliantly, and the grass is as green as ever. But I can also see inside the windows. I see precious children who have formed a family; children who have pride in their accomplishments; children whose little minds are running rampant with so many ideas. This school has special teachers whose eagerness to share with the students can be seen in their fresh, bursting faces. I see parents joining in the process. I look a little farther and I see one administrator rushing to the aid of a frustrated teacher; I see another administrator patting the
back of a teacher as if to say, “Well done!” The colors of the spectrum flash against every wall which bears the accomplishments of the children. People are happy.

This is a vision. My vision. However, this mirage brings hope while bringing frustration. Will we ever succeed in making this vision reality? I doubt it. I’m not sure I would ever want to reach this destination. It is human nature to always seek more. People are most effective when striving for more.

My philosophy of education is two-fold. Since education is the basis of all societal functions, the greatest purpose of education is to teach children to become life-long learners. It is impossible to teach them everything they will need to know; therefore, it is imperative that children become strong problem solvers. We must give children the opportunity to experience various aspects of the changing world. Educators must give students the tools necessary to make intellectual, intelligent decisions on their own. In my classroom, it is my hope that children develop a thirst for learning.

Secondly, I believe that all children can learn, and will learn given the right circumstances. Educators must provide opportunities for all students despite their learning styles, behavior styles, or academic abilities.

With these thoughts in mind, I have drawn some conclusions. My paper has been divided into two sections. The first portion of my essay expresses my views on what I believe to be characteristics of effective
schools. I will address issues of leadership styles, supervision and evaluation, special programing, parent/ community involvement, and curriculum development.

The second portion of my paper deals with the ethical management of our schools. Specifically, I have chosen to address the issues of trust, honesty, and professional responsibilities.

Characteristics of Effective Leadership

Leadership is a powerful thing. Webster's dictionary defines it as "taking the position of guiding and leading in some direction by influential means". Therefore, one would assume two things. We must know how to influence, and we must know the direction in which we wish to guide.

Leadership Styles

It is from my personal experiences that I have gained a greater understanding of what I envision as an effective leader. When I reflect on the types of administrators I have worked with during by teaching assignments, I realize that many styles of leadership exist. In the next few paragraphs, I am including personal narratives of each administrator with which I have worked. I will refer to their styles of leadership, their strengths, and their weaknesses when leading.

I have taught in the classroom for a mere six years; however, I have have had the unique opportunity to work under five different administrators during those six years. During my teaching assignment in Wichita, Kansas, I worked under three different administrators in three years. (This, in itself, led to the downfall of the school. There was no
continuity, no follow-up, and no organization because of the brief assignments.)

My first administrator was very humanistic, and was loved by all. She valued the opinions of the staff and required active participation in the decision making process. It was during this time that I began to believe that the administrator's role was not a separate entity, but a partnership with all members of the school--an extension of the classroom teacher.

The second principal was highly bureaucratic. I'll never forget the day she waltzed into the faculty meeting and declared that things would not be the same--she would be taking over and "shaking things up". She openly criticized the former principal's leadership techniques and informed us that things would be different. I also remember feeling very nervous, scared, and worried that she would someday appear in my classroom and publicly humiliate me. For a lack of better words, I'll just say she was "unapproachable".

The third principal displayed yet another style of leadership. He was extremely passive. He loved to chat with the teachers and be one of the gang. After the previous year's dictator, this was a welcome change. However, I have serious reservations about the effectiveness of this principal. He was a people pleaser, and did not possess the confidence and strength needed to be an autonomous, assertive leader. He would cave-in to parents when they approached with a concern. Often times, the parent's viewpoint was in direct conflict with the teacher's viewpoint.
This presented a problem for the principal because, when this situation occurred, it became evident that someone would have to “lose”.

My fourth principal was in his last two years of administrating due to retirement. He was nearly an institution in the community, as he had been working in the district for 33 years, first as a teacher, and then a middle school principal. He knew the staff, parents, and community like the back of his hand. He could predict a parent complaint before it happened. He knew the climate of the community, and acted accordingly. However, he was somewhat set in his ways and refused to participate in “trendy” educational reforms. For example, he did see the values of total quality management because he felt we would be fine if we would just use “good common sense”. He was not exactly a visionary leader, but he was very firm and consistent in his leadership styles. It was during this two year period, that I began to feel the desire to study educational administration. I saw the influential role an administrator can have, and I saw the possibilities of impacting the educational system from the administrative level.

The fifth principal I had the pleasure of working with greatly influenced my beliefs of effective leadership characteristics. He exemplified the type of leader I hope to be. He utilized a facilitative style of leadership. While maintaining an assertive approach to leadership, he established an environment of shared decision-making and collaboration. Our staff was actively involved in most procedures that occurred within our school because the principal had set high
expectations and required all members of our school community to contribute to the efficient education of the children.

As stated earlier, my personal experiences with leadership have greatly influenced my thoughts on effective leadership. In my mind, I have a clearly defined set of characteristics essential for an effective leadership style; however, I realize that each leadership style has advantages and disadvantages. For example, if one is too assertive, some may disengage themselves; but, if the principal is too passive, a division in staff may occur.

I believe it necessary to be collaborative in the leadership position. Duffy (1994) suggested the use of site-based management to empower teachers. These shared decision making strategies increase the need for collaboration. I deem it necessary for teachers and administrators to work as a team to better the educational process. This use of empowerment by the principal produces such benefits as increased teacher satisfaction, professionalism, and higher self-esteem, while increasing staff morale and efficiency (Peel & Walker, 1994).

Teachers must believe their opinions will be considered when decisions are made. This increases their feelings of professionalism. After all, they are educated to make good decisions which are based on the children's welfare. We must allow teachers to have input in the education system.

Many middle schools are utilizing collaboration and reaping its benefits. The Colo-Nesco Middle School recently adopted the middle
school philosophy which involves much teamwork. In our school, teachers not only work with each other when developing plans for educating the students, they work with the administrators. This cooperative approach has allowed us to produce dynamic curriculum, drastically cut discipline problems, and maintain programs which promote self-esteem. I truly believe a successful school begins when the principal takes an active role in the education of our children. They must get out of the office and into the classroom. I realize this is not easy, but is possible if made a priority. The teachers feel more responsible for what is taking place in the classroom, and the principal is kept up-to-date on what is occurring in the classroom. Based on my own experiences as a teacher, I also feel more comfortable asking for assistance when the principal has been an active proponent in my classroom. I will need to stay abreast of occurrences in the teacher’s rooms, and be able to quickly evaluate the situation and offer assistance or suggestions.

I plan to use this collaborative, facilitative strategy of leadership. As I move on to my new assistant principal position in Estherville, Iowa, I am anxious and excited at the prospect of being part of their active site-based management teams. I want to include the faculty in decisions that directly affect them. After all, we are working toward a common goal: We want to educate our youth in order that they may reach their fullest potential.
Supervision and Evaluation

Another component of effective leadership occurs during the principal’s evaluation procedures. The collaborative approach to leadership must also carry into the evaluation process. According to Pajak (1993), the goal of supervision and evaluation is to increase instructional productivity. This can only be done by active interaction between administrator and teacher. Collaboration will allow both to express their perspectives of what is happening in the classroom and make improvements from that point.

As I reflect on my first impressions of the evaluation process, I see a great discrepancy between then and now. I always thought that an evaluation was the principal’s way of stating your strengths, your weaknesses, and his/her opinion of how “successful” a teacher you are. I now see the broad misconceptions in this statement.

I have looked at my misconceptions of evaluations. Also, I looked at some of the current problems I encountered with evaluations. I kept these thoughts in mind and incorporated some possible solutions into my supervision philosophy.

Teachers have the misconception that administrators are there to judge their performance. This is a very frightening, threatening situation for teachers.

I was unaware of the differences between formative and summative evaluations. I understood the evaluation to be a “one-shot” experience. When I think of evaluation, I think of that one stressful class
period when the administrator enters the room and scripts furiously. I also think of the post observation follow-up as a time when the administrator spews forth his or her opinion of the lesson, with little or no interaction between the two of us. I would like to challenge this concept of evaluation. If evaluations are truly a time for instructional improvement, then the administrator must have a complete and accurate view of what is actually occurring in the classroom before he can assess what needs to be improved. This cannot happen unless the evaluator takes an active role in the teacher's classroom. The evaluator must develop a feel for the teacher's style and teaching strategies. Likewise, he or she must develop a feeling for the rapport that the teacher shares with her students. The principal's conjectures must be developed over a period of time rather than one class period.

Teachers cannot always identify their strengths and weaknesses without proper guidance. I would like to suggest that interaction between supervisor and supervisee be very fluent. This critical interaction necessitates a pre-observation conference and a post-observation conference. Teachers may already have an area of concentration, or they may not. During the pre-observation, a target area should be identified. In other words, the area of concern being targeted should be indicated. During the observation itself, the evaluator has a specific purpose and can be more precise in his/her comments. The post-observation conference will then allow more interaction between the two
concerned parties. After one area has been more effectively developed, the two can sit down and decide on another area to improve.

The evaluation tool itself should be one without point connections. Until this year, Colo-Nesco associated the evaluation with a monetary amount: two hundred dollars for top-notch evaluations, and so on down the scale. As a teacher, I only worried about the money award and not about improving my instruction.

I have been working on a new evaluation tool which encompasses the strengths of various models. I was impressed with portions of the humanistic and artistic models of Arthur Blumberg and Elliott Eisner (Pajak, 1993). They suggested that if the purpose of evaluation is to improve instruction, then supervisors and teachers need to feel respect for each other and have confidence in each other. I concur.

Madeline Hunter (1993) included some important ideas into her model of evaluation. She suggested the use of various phases of evaluation such as inservice training and post observation conferences. As stated earlier, I see many positive attributes of frequent interaction, and I would choose to incorporate it into my evaluation tool.

I realize the difficulty in implementing a new process of evaluating; we are all, by nature, resistant to change. I see the need to sell the staff on the effectiveness and productivity that will result from a more relevant evaluation tool. However, after time, it would be my ultimate goal that teachers would be able to complete some of the process individually. It would be possible for them to identify a target area, do a self-evaluation,
(or get a peer evaluation) and try to enhance their own instructional productivity. A more ongoing process of improvement would result. Using this technique of self evaluation would allow for a greater amount of personal and professional growth to occur within each teacher.

**Special Programs**

As an administrator, I will not only supervise and evaluate teachers, but also the many special programs offered in our school. As a classroom teacher, I was often frustrated by students not being served appropriately. Administrators need to stay abreast of the various programs designed to deal with at-risk students. Parents, teachers, and administrators must be aware of what is available. As a future principal, I see the need for schools to take advantage of those programs and use them to their utmost potential. The principal plays an important role in establishing appropriate and effective special programs (Leithwood, 1992). As a principal, I want to facilitate such programs throughout the training, implementation, and evaluation processes.

I remember being thrown into Outcomes Based Education (OBE), Total Quality Management (TQM), and Renewed Service Delivery System (RSDS); merely a conglomeration of letters at the time. Too often teachers are asked to implement a program, but are not trained on the program itself. We also fail to teach them how to evaluate the program and remediate if necessary. Principals must sort through the available programs and find the ones that work for their schools (Gettys, 1994).
Meanwhile they must constantly monitor the ones that are currently in practice at their school and modify them when necessary.

I was overwhelmed by the amount of new, reformative programs that are becoming a common practice in our schools. Vocational education, tech-prep, conflict resolution, inclusion, and teen pregnancy intervention programs are just a few of the programs which have been patterned to deal with the current problems in America's schools. The one common bond I could see in all these programs was the need to help the at-risk student live successfully in the adult world. I, personally, couldn't think of a better goal for special programs.

Effective administrators must be aware of all the possible programs offered; however, even if they decide on beneficial ones, their implementation procedures must stay within the means of the school. Too often we believe that a program has merit, thus we automatically adopt it, as is. Administrators, in my judgment, should spend much time evaluating and modifying a program to fit a particular school's plan before any implementation is begun. Teachers and parents must "buy-into" the program if success is to be achieved.

Administrators must not only draw upon the special programs offered, but ask for help when implementing the program itself. We must utilize all the resources available when trying to achieve success in a new endeavor.
Parent and Community Involvement

An essential quality for an administrator to possess is good communication skills. They must be able to promote the school and maintain good public relations within the school. There is an African proverb which states, "It takes a whole village to raise a child." Communities must be involved in the education of their children. Therefore, I see the principal as the liaison between the school and the community.

Parents are an untapped resource. We fail to consult the public when discussing the most effective ways to educate. I can't help but see the irony in that statement.--"We fail to ask for parent's guidance and counsel in the educational process."

Yet, who is our clientele? The children are, and their parents. We must be sensitive to the wishes of the parent and community populations.

Earlier in this paper, I expressed my convictions on the need for collaboration in the decision-making process. This carries over into parent involvement as well. Schools cannot be expected to solely bear the responsibility for the success of the children (Flaxman & Inger, 1992). However, neither can schools expect that a twice-a-year conference is enough (Edwards, 1994). The vast majority of parents know their children better than any of the school staff members, yet we often fail to ask the parents for opinions or suggestions about concerns at school, or even to make them aware of the concern. Many of our parents are willing to drop everything and participate actively in the school activities,
however, few do so without being asked. I heard one parent tell me one day, "You know, parents are just waiting to be involved!" The statement had such a powerful effect on me. I always thought that the "good" parents would become involved without an invitation, so I had never extended one. We have truly failed to utilize the resources available to increase educational effectiveness.

As an administrator, I will seek out programs which involve parents. Parents can and will become involved in classroom mentoring programs, tutoring programs, or even school ground improvement. It is the school’s responsibility to provide a friendly, inviting environment within the school building (Heleen, 1992).

An essential component of the middle school philosophy involves the implementation of interdisciplinary curriculum. At Colo-Nesco we have used parent and community members in the course of our studies. They have become an important tool in the learning process. We recently chose to involve students in a school-wide patriotism unit. Community members were an integral portion of this unit. Several local legion members came to speak on their days in the war. Parents came to offer their suggestions on citizenship. Grandparents came to watch the final Veteran’s Day ceremony.

The middle school philosophy has picked-up on the importance of parent involvement; however, it is important that all age levels utilize parent and community involvement. The advantages of parent involvement are obvious to me. First, parents have a vested interest in
what happens in our schools. They want to know about the school environment and what takes place within that environment. It would only serve as a positive reinforcement to discuss with parents the activities of their child.

Secondly, schools have become, in a sense, business institutions. They must recognize and follow many of the same procedures as businesses in the communities. Therefore, it is imperative that schools maintain positive public relations with outside establishments. It is financially beneficial for schools to remain in a positive light with taxpayers. Bond issues have become a popular method of creating financial support for school systems. Therefore, if communities perceive schools as efficiently managed institutions, the likelihood of passing the bond issue is more favorable.

Thirdly, it is advantageous to the students to make parents aware of the happenings in our school. Research has shown that retention levels are higher when curriculum is reinforced across the disciplines. In addition to science, math, language arts, and the like, I see the home life as an important disciplinary area. If parents are made aware of the objectives being taught in schools, they can reinforce those objectives in the home. Likewise, parents can also help schools manifest the relevance of the subjects being taught.

Now, what role does the administrator play in parental involvement? The best answer is an active one. Once again the administration is the driving force behind community and parental
participation. An administrator is always in the public's eye, and it is important that he or she positively represent the school.

Presently, many schools consider the "occasional field-trip chaperone" to be an efficient use of parents as an educational resource. I do not. (Although I do not wish to slight parental involvement at any level. All participants are valued. Chaperones, for example, are necessary.) I believe a first step toward active involvement must be to create a future/vision committee which authentically represents the different populations which make up the community. However, if a new program is being built to encourage wide-scale parental involvement, I deem it necessary to identify the common outcomes that we all value.

Curriculum Development

The principal's role in curriculum development, from my experiences, can vary greatly. He or she can play an active part in the curriculum development process or a non-participatory role. The amount of active participation is affected by various factors. The size of the school can be a determiner of the amount of involvement a principal has in the curricular process. Often times, in larger schools, a curriculum director will be employed for each curriculum area. This has advantages and disadvantages. It allows a specialized person to be responsible for the curriculum, but it removes the principal from direct participation with the teachers in the schools.

An area with which I have become extremely intrigued is curriculum integration. Research has shown integrated curriculum to be
a positive teaching technique, yet many schools, and subsequently
teachers, choose not to utilize it (Aseltine, 1994). Students learn to make
connections in the real life world when they see how one curriculum
relates to the others.

Often times, teachers reject the concept of integration because
they feel it infringes on the objectives being taught in their particular
subject area. Beane (1995) disputed this very argument. He attempted
to answer the question many teachers are asking: If we move away from
subject-area curriculum, will we lose the discipline of knowledge? He
answers this question with a resounding “no”. He supports his opinion
with three arguments against subject-area curriculum.

First, the students taught by integrated curriculum do as well, or
better than traditionally taught students when measured in school
achievement. Secondly, the subject area curriculum is very narrowly
focused and fails to represent many relevant life matters. Thirdly,
curriculum that introduces the subjects as separate entities teaches the
disciplines of knowledge as the “ends” rather than the “means” of
education. It is not merely enough to know the facts. We need to be able
to apply them to real life. Here, he also reminds us that, in no way, is he
advocating that we reject or abandon the disciplines of knowledge.
Rather, he suggests that we teach the disciplines of knowledge, and
teach students how to apply, analyze, synthesize, simulate, and transfer
that knowledge.
The middle school concept hones-in on the idea of an integrated curriculum. My experiences in middle school have been numerous. Interdisciplinary units are an integral part of our curriculum. The students see the relevance of the information and become better thinkers (Seif, 1993). In addition, students increase their academic knowledge while obtaining higher self images (Lawton, 1994).

After implementing an integrated curriculum, one school conducted a detailed survey on the students' perceptions of the new approach to learning (Pate, Homestead, & McGinnis, 1994). The students were surveyed in all areas pertaining to integrated curriculum and the results were grouped according to gender and ability levels. A major majority of the students were very receptive to the new program and were extremely supportive. The results indicated that all ability levels and both genders were motivated by an integrated curriculum.

However, several things must be considered as drawbacks to integrated curriculum. First of all, it is sometimes difficult for teachers to stay tuned to the objectives. It's easy to get caught up in the "fun" activities and projects designed to teach the objectives and forget about the conveyance of the objective themselves. Over the years, I have found it necessary to constantly remind students to assess what they are learning throughout the activity. (If teachers stay focused, this disadvantage can easily be turned in to an advantage; the students are so motivated through the activities, they forget that they are really learning.)
Another drawback of integrated curriculum is the tremendous amount of time needed to implement such a teaching strategy. We traditionally spend approximately 30 total hours to produce a two week interdisciplinary unit. One can see why some teachers reject the idea of curriculum integration solely because it is so time consuming.

Yet another factor to consider is the horizontal and vertical alignment of the curriculum objectives and activities. A lot of planning must take place before a school can consider its curriculum fully integrated. The principal must be extremely involved in this particular process (Panaritis, 1994). I believe a principal’s role in curriculum development must be facilitating. He or she must question teachers and guide them through the necessary thinking processes. Because it’s sometimes easier to do things the old way, integration gets pushed by the wayside. Without probing and pushing from the administration, integration can die before ever being born. The principal must begin the initial examination of this teaching technique, then slowly try to sell the technique to the rest of the staff.

This list of effective leadership components (leadership styles, evaluation procedures, special programs, community involvement, and curriculum) is, by no means, an exhausted one. However, we can begin to see the considerable task a principal has as the leader in the school. Another important aspect of administration is ethical management, to which I now turn my attention.
Ethical Management

I believe the management process runs more smoothly when those involved interact with consideration for others involved. An environment of trust and honesty is much more productive than an environment of mistrust and uncertainty.

Every administrator has a duty to act in an ethical manner. As a new administrator, I feel it necessary to respond morally to teachers, students, parents, and community members. When making decisions, I ask myself, “Is this a sound decision which is good for those involved in the educational process?”

Trust and Honesty

Trust is the adhesive that binds an organization together (Mulkay, 1993). A lack of trust among the teachers and students creates an unproductive and frightening environment in which students can not thrive. Trust and honesty is important at several levels: teachers-to-students, teachers-to-teachers, and administrators-to-teachers.

Without the teacher to student trust, students can't feel secure in their classes. They begin to believe they are not valued and thus obtain a poor self esteem (Keith & Girling, 1991).

Middle schools have used this theory as a basis for their advisor/advisee programs. Through these programs, small group sessions provide a family atmosphere and promote a sense of belonging. In this small group setting, students feel less intimidated and are more apt to participate. They also become closely linked to one
teacher which allows them to create a more intimate relationship-- a more exclusive union.

On the teacher-to-teacher level, trust and honesty are also essential. Teachers are working toward the same goal: the effective education of all students. This necessitates collaboration. The implementation of special programs requires teachers to work together. For example, integrated curriculum is becoming a commonplace in today's schools. Teachers and administrators are realizing how important it is for students to see the relationships between different subjects, so they spend time working together to produce such curricula. How could such an integration take place outside of a relationship based on honesty and trust?

On the administrator-to-teacher level, confidence can be built through evaluation conferences and professional growth activities. Since the purpose of evaluation is to improve instruction, it is important that the teacher value the principal's opinion. Therefore, a certain level on trust, honesty, confidence, and respect must be present within the relationship.

Lastly, a bond must be present between the school and community (Keith & Girling, 1991). If parents and community members are secure with the school, they will be committed to the mission of the school.

How can this bond be formed? There are many possibilities. Any option is valid if it communicates what is occurring within the school.
Parent-teacher conferences offer one method of creating this fusion. Parent volunteer groups are also effective because they encourage communities to become involved in the educational process.

Newsletters should frequently communicate the thoughts, ideas, and goals of the school. Principals need to inform the public so as to create feelings of trust and ownership.

**Professional Responsibility**

Related to the issue of trust and honesty is the idea of professional responsibility. Not only do we have a moral obligation to the students and communities but also a professional responsibility (Keith & Girling, 1991). The school is financially supported by communities, and thus we, as educators, must be duly committed to a well-managed, effectively operated institution.

Administrators have a professional responsibility to the teachers to be supportive and understanding. As the immediate overseer of the school, principals owe the teachers opportunities to grow personally and professionally. One way to encourage both types of growth is to encourage them to become actively involved in the school through the use of site-based management. They come to believe their professional opinion is valued and begin to feel a sense of ownership.

The teachers also have a professional obligation to commit time and energy. They must feel accountable for the learning that takes place within the classroom.
Conclusion

In today's ever-changing world, it is absolutely essential that we reevaluate the effects that current educational practices have on our children. The children's needs are now different because of the influencing factors in the environment; therefore, we must react differently and provide innovative programs to deal with modern challenges.

As a newly ordained administrator, I feel it necessary to have a vision of the system to which I belong. The characteristics and components discussed exemplify my perceptions of an effectively managed school.

Administrators impact the schools through so many ways, and in a sense, influence the overall climate of the school. Leadership styles greatly affect the school setting. Principals can promote opportunities for teachers to become empowered. Shared-decision making promotes ownership and pride within the school setting. A facilitative style of leadership allows teachers to experience personal and professional growth.

If evaluation is maintained as a method of improving instruction, teachers become encouraged to maximize the effectiveness of their lessons. They view themselves as an important component of the evaluation process and become motivated to advance their instructional techniques. Through efficient communication and proper training, administrators can guide teachers in self-evaluation procedures.
Through the implementation of special programs, administrators have the chance to deal with challenging students. It is essential they play an integral part of the selection, implementation, and evaluation procedures. It is important to select carefully those programs which are appropriate for particular schools, and also to make teachers feel comfortable with the program through adequate and efficient inservices. In addition, principals and teachers should jointly evaluate the program and make suggestions for its betterment.

The involvement of parent, communities, and businesses helps develop a long-lasting relationship between the school and the outside world. This relationship encourages feelings of responsibility from both parties. Both become aware and accountable for the needs of the children.

When administrators make curriculum a priority, the objectives and goals of the school are advanced. An integrated curriculum provides the students with relevance of topics and purposes for learning. Administrators can promote this type of curriculum by supplying teachers with the necessary time and resources needed to produce such lessons.

Above all, it is absolutely necessary for administrators to cultivate trust, confidence, integrity, and moral responsibility within the school. Feelings such as these will help teachers gain professional responsibility. If leaders create opportunities for educators to feel good about themselves, the children will be the true beneficiaries.
By embracing these components of effective leadership, effective schools will result. The bottom line is that my job as an administrator is to do what is necessary to create the best possible environment for the children. And this is my goal.
References


