

1994

The secondary principalship: The philosophy of educational administration: A reflective paper

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Recommended Citation

Byrd, Palmer II, "The secondary principalship: The philosophy of educational administration: A reflective paper" (1994). *Graduate Research Papers*. 2758.

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The secondary principalship: The philosophy of educational administration: A reflective paper

Abstract

Over the last forty years, education in the United States has undergone several changes. In the 1950's the understood focus of secondary public education was college preparation for those few students who could afford the advances of a higher education. Most high school students did not expect to, and did not go on to college or to the university. During and after the Civil Rights Movement of the 1960's, the federal and state governments seriously began to look at the question of equal opportunity in public school education. In the aftermath of the social upheaval of the Civil Rights Movement, public education began to open up areas of opportunity regardless of race or sex. During the 1970's and 80's, policies aimed at creating equal opportunity were formulated and begun; funds were made available to local school districts by federal and state agencies (along with accompanying mandates) to accomplish this mission (C. Moore, personal communication, July 21, 1989). The 1980's and the first part of the 1990's marked efforts by federal and state governments to create equal opportunity for "at-risk" students; a population including both the physically, emotionally, and mentally disabled.

THE SECONDARY PRINCIPALSHIP:
THE PHILOSOPHY OF EDUCATIONAL ADMINISTRATION
A REFLECTIVE PAPER

A Research Paper
Presented to
The Department of Educational Administration
and Counseling
University of Northern Iowa

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

by
Palmer Byrd II
July 1994

Over the last forty years, education in the United States has undergone several changes. In the 1950's the understood focus of secondary public education was college preparation for those few students who could afford the advances of a higher education. Most high school students did not expect to, and did not go on to college or to the university. During and after the Civil Rights Movement of the 1960's, the federal and state governments seriously began to look at the question of equal opportunity in public school education. In the aftermath of the social upheaval of the Civil Rights Movement, public education began to open up areas of opportunity regardless of race or sex. During the 1970's and 80's, policies aimed at creating equal opportunity were formulated and begun; funds were made available to local school districts by federal and state agencies (along with accompanying mandates) to accomplish this mission (C. Moore, personal communication, July 21, 1989). The 1980's and the first part of the 1990's marked efforts by federal and state governments to create equal opportunity for "at-risk" students; a population including both the physically, emotionally, and mentally disabled.

Opposition to this opening up of the public school system in the United States began as early as the 1960's. The "Coleman Report" associated with sociologist Dr. James Coleman, concluded that equal opportunity in education has little or no effect on the success or failure of students. Socioeconomic and cultural factors outside of the school are the dominate element of success both in school and society (C. Moore, personal communication, July 21, 1989).

The Effective Schools Movement challenged Coleman's conclusion. The Movement found the two kinds of schools that should not exist (italics added) if socioeconomic and cultural factors are the most dominate deterrents of student success:

(1) a lower socioeconomic level school that experiences academic success, and (2) a higher socioeconomic level school that experiences academic failure. The Effective Schools Movement has concluded that there are five correlates in education that can determine student success or failure and that the socioeconomic level of the student is not the most dominate element determining student success in school (C. Moore, personal communication, July 21, 1989).

This paper will reflect upon the five correlates that determine successful schools. The five correlates are: (1) Instructional Leadership, (2) Instructional Focus, (3) School Climate, (4) High Expectations, and (5) Measurement of Effectiveness. I will also comment on how the knowledge of the correlates and how the instruction received here at the University of Northern Iowa has helped me formulate, clarify and supplement my philosophy of education as well as my skills in the area of educational administration.

The Reflective Process

It was the summer of 1980 and I was doing some part-time substitute teaching in Iowa City, Iowa. As I walked into Iowa City High School it hit me; it was as if I had been in the building before. There was something about the lighting, the noise level in the

hallways and rooms that took me back to something or someplace in my past. The feeling of *deja vu* continued the entire day, I could not seem to shake it. At the end of the day, as I was checking out of the building. I finally got the answer to why Iowa City felt the way it did. You see I met it's principal; and he was none other than Howard "Howie" Vernon, the same Principal Vernon of East Waterloo High School, the school I had graduated from in 1968. Iowa City High, like East Waterloo High, had become Howie Vernon's school and it reflected his personality and his style of leadership.

I believe that the first and greatest skill of the educational leader is a working knowledge of the reflective process. The principal should have a vision of what effective schools look like and how to correctly administer them. The reflective process is "the ability to understand why and how you make decisions" (D. Jackson, personal communication, June 21,1990). In other words, as the instructional leader, I should be conscious of my philosophy of education and my philosophy of educational administration.

Any philosophy about education or administration should attempt to comprehend - that is, to gather together the varied details of education and administration and frame them into a single inclusive whole. Lucas (1969) stated it this way: "it will reduce the plural details to a small number of ultimate principles" (p. 75). Like Iowa City High's "Howie" Vernon, the school in which I will serve as principal should reflect my vision of how, and under what circumstances education best takes place.

Lucas (1969) called philosophy “thinking which has become conscious of itself and which has generalized its place, function, and value in experience” (p. 76). A philosophy of education and a philosophy of educational administration is needed to integrate the various conflicting interests acting upon the school. The more you know about the educational process, the more the need of a total view about it.

Instructional Leadership

Instructional leadership is “the vision of the principal as the instructional leader of the building” (C. Moore, personal communications July 21, 1989). As the principal of the school, I envision myself as the head teacher; coaching and encouraging others to use effective proactive classroom management styles.

Educational Philosophy

The role of public education is to educate all the children of all the people (J. Albrecht, personal communication, June 13, 1989). This means that the public schools have the responsibility of providing the least restrictive learning environment for its children, no matter what race, ethnic group, sex, physical ability or mental make up. In this regard, I believe to be effective, as both a teacher or an administrator, I will have to be proactive in nature, reflective in thought, clear in expression, and practical in application.

The goal and aim in the classroom is to help every student believe that he/she is a valuable human being (R. Decker, personal communication, June 13, 1989). With this as a framework, the

educator can not avoid some basic philosophical choices and commitments (Lucas, 1969).

I believe:

- (1) students have different ability levels;
- (2) every student can learn, the difference is the rate of time it takes to learn;
- (3) students learn only when they are motivated;
- (4) what gets measured gets accomplished, both academic and social tasks need to be measured;
- (5) students don't do what you expect, they do what you inspect;
- (6) moderate motivation may be more effective than intense motivation;
- (7) reward is more effective than punishment, but both are necessary;
- (8) it is better if students want to learn than are forced to learn;
- (9) success is necessary for continued success;
- (10) goals must be considered realistic in order to be obtained;
- (11) the way a person grows up effects the way a person learns;
- (12) active participation is more effective than passive participation;
- (13) meaningful information increases learning;

- (14) for certain kinds of learning, repetitive practice is necessary;
- (15) understanding of expected behavior increases learning;
- (16) transfer of learning is enhanced when given more opportunity to use it;
- (17) basic principles should be pointed out over the course of study;
- (18) equity is measured in terms of fittingness not sameness;
- (19) motivation involves both short and long term rewards;
- (20) proactive behavior is better than reactive behavior but both are necessary;
- (21) the more exposure to the academic material to be evaluated the higher the achievement;
- (22) evaluation should be focused on outcomes.

Instructional Focus

The intellectual and moral center of education is learning and teaching. This center must be kept in mind in view of the competing interest upon the field in recent years (J. Albrecht, personal communication, July 13, 1988).

Instructional focus is “the broadly understood orientation of the building and faculty” (C. Moore, personal communication, July 21, 1989). My personal educational philosophy should be effectively

communicated to students, staff, faculty, and parents. All written building instructional goals should, in one way or the other, reflect this philosophy and the philosophies of the faculty, staff, and parents.

Administrative Philosophy

I believe that the building principal is like a classroom teacher, the focus of their management styles are proactive. The proactive teacher's classroom is structured around a classroom management plan (procedures, basic rules, and rewards for cooperation with established rules) and a student discipline plan (steps of due process and penalties for uncooperative behavior). The management plan is classroom focused and positive in nature, while on the other hand, the student discipline plan is individually focused and negative in nature. The comprehensive building management system likewise incorporates both proactive strategic planning, promoting a smooth running and productive school environment, and proactive contingency planning, to take care of unproductive disruptive activity and situations that come up periodically (Rutherford, 1985).

As the effective classroom teacher uses varied instructional approaches (individual, group/team, and lecture) to effectively execute daily lesson plans, so the effective building principal uses varied administrative approaches in promoting their proactive strategic plan. I see the need and will use task and advisory teams in accomplishing building goals and formulating building objectives.

The relationship between administrator and teacher, more resembles a "loosely coupled system" based on cooperation rather

than a tight, command system, based on authority (J. Albrecht, personal communication, June 7, 1988). I believe administrators should be the catalyst, teachers the managers, and students the workers (J. Albrecht, personal communication, July 27, 1988). The community should always be informed; and as the building principal, I have the responsibility of making the community feel that they are considered in decisions made by the professional staff and approved by the board.

As building principal, I will consider myself a combination of director, manager, and encourager for the various communities, both internal and external. My goal is to help teachers effectively teach and encourage every student to learn with a high degree of success. "Our goal is to see that there is an effective teacher in every classroom who helps every student believe that he/she is a valuable human being" (R. Decker, personal communication, June 13, 1989).

The building-site principal must always keep in mind the two basic and sometimes conflicting dimensions of the work place, organizational demands and personnel needs. "Principal behaviors are increasingly effective to the extent that they facilitate necessary teacher growth and thereby indirectly influence student learning or impinge on other factors that effect such learning" (Rutherford, 1985, p. 310). Effective administrators address and balance the nomothetic and idiographic dimensions of educational administration. (J. Albrecht, personal communication, July 8, 1988).

The ability to mobilize teachers and create a positive atmosphere in the building between students, teachers, and staff helps to maintain the instructional focus. The positive atmosphere of the building would help teachers and students feel free to pursue excellence no matter what their background (Tesconi, 1974). Students, teachers, counselors, and parents would be made aware that grades represent achievement not ability. Most students can achieve at the B and A level, given the right amount of time and encouragement. No longer would grades be used to compare student ability. Grades would be viewed as a student's achievement over a specific period of time.

I believe:

- (1) teachers are the solution not the problem;
- (2) teachers often respond eagerly to alternative methods of teaching, when they are given support, encouragement, and protection;
- (3) a successful school is characterized by a positive atmosphere between staff members;
- (4) teachers should perceive the principal and staff as supportive;
- (5) effective schools are those you can not predict achievement by gender, race, or socioeconomic status;
- (6) methods of instruction should address both the intellectual and social needs of the students;
- (7) schools should promote a high standard of citizenship,

acting as the conscious of their society.

(R. Decker, personal communication, June 14, 1989).

(J. Albrecht, personal communication, June, 28, 1988).

School Climate

Ambience has more to do with learning in the long run than either curriculum development or teacher experience. Bad schools have bad ambience. School climate may be the single most important qualitative factor in determining whether a school is perceived as effective (Goodlad, 1983).

Administrative Philosophy

As the instructional leader of the building, I must recognize that there are two curriculums, the explicit (the what or academic part) and the implicit (the how or social part) of class. The implicit is the part of the curriculum derived from how kids are treated in class. Understanding the implicit environment is the key to positive change (Goodlad, 1983).

The implicit curriculum is affected more by the climate of a classroom than the methods of instruction (J. Albrecht, personal communication, June 28, 1988). Climate factors are effected by (1) the teacher's communication of high academic expectations, (2) the development of a safe, orderly, and academically focused environment, (3) sensible management of deviancy-teacher deviated little from well thought out lesson plans,

and (4) the development of cooperative learning environments (R. Decker, personal communication, July 5, 1989).

As an effective building principal, I must realize that the implicit curriculum is the area in which values, beliefs, concepts of citizenship, and responsibility are communicated (C. Moore, personal communication, July 21, 1989). I believe that it is within the area of the establishment of a school wide implicit curriculum principals will find their greatest challenge to leadership.

Dr. Albrecht once stated in reference to the Committee for Economic Development's Children at Risk Report - kids most at risk are economically deprived, disadvantaged even before arrival at school. In some school districts in the United States some populations are more likely to go to jail or be killed than receive a post-high school education. Our democratic society will find it increasingly polarized if this trend continues (J. Albrecht, personal communication, June 20, 1988). The principal of the upcoming decade will have to clearly define the role of the public school in a democratic society and pattern the implicit curriculum with this in mind (Lezotte, 1991).

The implicit curriculum should recognize the character of our pluralistic republic and communicate common values that respect diversity and the individual. Because we are state employees, the collective values of our nation should be modeled by the principal, teachers, and staff. At every opportunity the building principal and staff should articulate the values most Americans believe:

- (1) The right of a person to hold and express views different from another.
- (2) Pluralism is a strength, not a weakness.
- (3) The free access to information and the free exchange of ideas are important to our way of life.
- (4) People have the right to determine their own beliefs, values, and lifestyles as long as they do not harm others.
- (5) Public schools should not indoctrinate students in any specific political, economic, religious, or social point of view.
- (6) Criticism should be informed, open, and constructive.
- (7) Political, social, and economic change should be brought about by legal democratic procedures.
- (8) Debate and compromise are a part of our political system.
- (9) Patience, fair play, and cooperative effort are needed to deal with complicated issues and problems.
- (10) Rule by the majority or by consensus open to criticism from a “loyal opposition” and yet sensitive to minority opinion are important to our way of life (Troy, 1993).

Like it or not, our schools are open systems, open to the influences of many external communities (J. Albrecht, personal communications, June 7, 1988).

Every school administrator should understand the relationship between the below factors and good school ambience.

- (1) Friendly schools have warm, positive, and friendly principals.
- (2) The school is an environment having its own culture.
- (3) Cohesiveness, high morale, and goal orientation make a positive learning climate.
- (4) The relationship between student and faculty should be as consistent as possible.
- (5) School is a reflection of the needs and wants of the individuals that make up the school culture.
- (6) The components of education exist within the school environment.
- (7) The administration and instruction of the school building should be orderly and logical, having set rules and procedures.
- (8) All people, regardless of station (students, staff, faculty or administration) should be treated with respect because they are human beings.

As the instructional leader I should monitor the English and Mathematics departments of the building very closely; studies have shown that the overall building ambience is strongly influenced by activity in these areas. The reason for this is because students deem these departments most important (J. Albrecht, personal communication, July 14, 1988).

High Expectations

Administrative Philosophy

Ernest Boyer (1984) once stated, “in schools where achievement was high and where there was a clear sense of community, we invariably found that the principal made the difference (p.22). The high academic and social expectations of the principal should be seen in the instructional focus and school climate of the school.

Like Levine (1985) I believe my management style should be one of inclusion, directed toward creating a feeling of empowerment to people. Faculty should be treated with respect, and encouraged to be involved in the decision making process. Faculty would also be encouraged to solicit involvement from the student body.

The faculty must be encouraged to believe that all students can learn and then be given direction on how they can act on that belief. In the book Education For Whom? The Question of Equal Educational Opportunity, Tesconi (1974) quoting Aristotle stated, “equals are to be treated equally; unequals unequally” and each are to be treated with respect (p.163). All students can learn but not all students are alike. Students have different abilities, but no matter the ability all students should be given the opportunity to achieve excellence.

As the building’s instructional leader, I will insist that classroom test be used for more than just evaluation instruments. I will insist that students who have been absent, excused or

unexcused, be given opportunity to make up missed materials. I will insist more time be given to slower learning students before, during, or after school to achieve success over subject matter. Detentions will be use for more than punitive reasons. As the instructional leader, I will encourage parents to come in with students if it be necessary to accomplish success. Equal opportunity to learn must fit the student, not the student's rate of progress fit the available time in class.

According to Carroll (1963), there are five factors that determine school learning. As shown in Figure 1, of the five factors contributing to learning, the faculty have the power to directly effect three of them; (opportunity, understanding of directions, and quality of instruction). All students need the opportunity to experience a high degree of success for earnest, wholehearted effort. High expectation therefore is measured in terms of high academic standards and the time necessary to achieve them (italics added).

Teachers will need a high degree of encouragement to perform the role I envision for them as professionals. Teachers will have to perform for me because they have confidence in me and like me. Of the four basic kinds of authority relationships I could have with my faculty and staff (referent, expect, coercive, and reward), I understand that referent and expect are more pleasing to most of my faculty and staff (J. Albrecht, personal communication, July 8, 1988).

I must recognize the idiographic needs of my teaching faculty before I can expect positive cooperation from them in the area of providing students with opportunities to perform successfully. I do

recognize that some teachers do not believe all students can achieve or should be given the opportunity to make up work for unexcused absences. As the building administrator, I will do my best to win these people over. Studies have shown that the most pleasing personal characteristics faculty members mention about supervisors are:

- (1) Shows interest in the work of others and offers assistance.
- (2) Praises personnel and passes it on.
- (3) Assumes authority and stands by convictions.
- (4) Allows self-direction in work and shows confidence in the staff's ability.
- (5) Makes wishes known.
- (6) Considerate of employee's workload.

(R. Decker, personal communication, June 16, 1989).

Measurement of Effectiveness

Administrative Philosophy

Teacher Supervision and Evaluation.

There are two ways to improve teacher effectiveness: (1) Improve the way teachers are trained; and/or (2) Improve the way teachers are evaluated (R. Decker, personal communication, June 14, 1989). Part of the responsibility of the building administrator is to supervise and evaluate faculty and programs, therefore a knowledge of the basic principles associated with these areas are important.

“Perhaps the most vital insight that can be transferred from well-run companies to schools is that the success of the organization depends upon creating conditions that will increase the effectiveness of the people in the organization” (Levine, 1985, p.76). Like classroom tests, teacher evaluations should be used to measure achievement, and the results used to improve performance.

Teaching must be taken out of the cloak of privacy and autonomy to become the business of the entire school and its staff (J. Albrecht, personal communication, June 28, 1989). In the role of supervisor and evaluator of job performance, I must recognize that in most schools there are only a few (2-3%) of teachers that are very ineffective and 12% who are marginal or poor teachers (R. Decker, personal communication, June 13, 1989). Good administrators spend the majority of their time on the fine teachers. Too many principals spend too much time trying to get rid of a relatively small number of teachers (J. Albrecht, personal communication, June 24, 1988).

As head teacher, I will make the formative side of the evaluation process open to trained teacher teams (task forces). The team’s task would be to supervise teaching performance; to identify areas in need of improvement; and provide encouragement and support to innovative teachers. I believe, as the teacher’s evaluator of job performance in the summary stage of the process, I should not be directly involved in the formative part of the clinical cycle; the part of the cycle involved in assessing teacher performance. Teachers must be involved in assisting each other apart from evaluation (R. Decker,

personal communication, July 11, 1989). My hope is that by separating myself from this part of the clinical process, teachers may feel less threatened and open to real performance improvement. Evaluation in education should be designed to insure the improvement of teacher effectiveness (J. Albrecht, personal communication, July 11, 1988). As a generalist, I see myself as balancing the directives and demands of the organization, with the needs of my teaching specialists (J. Albrecht, personal communication, July 13, 1988). I see the Professional Improvement Commitment (PIC) as an important part of the evaluation process. It will be my way of assessing teacher progress. It will be the agreed upon area to concentrate teacher team assistance and my specific area of future assessment. Benveniste (1985) once commented that accountability loses its value when it turns teacher's attention away from teaching. Teacher PIC's should be consistent with the school's vision and the student's best interest.

Supervision of Programs.

Effective leaders long to have power over programs not over people (R. Decker, personal communication, June 12, 1989). It has been said that the realities of the principalship are more "Management by Walking Around" (MWA) than anything else. As principal I see myself having regular duties and communicating in an oral form about 80% of the time. I project that important matters will be taken care of by phone, through meetings or face to face with individuals. Most of my activities will be brief, varied, and

discontinuous in nature (R. Decker, personal communication, June 13, 1989). As a secondary principal, I should not be surprised to make up to 145-150 decisions per day (C. Moore, personal communication, June 28, 1989).

I see a difference between in-service and staff development (R. Decker, personal communication, July 7, 1989). Long term staff development plans will be formulated using faculty advisory groups and through department and staff heads. Communications to departments will be brief, clear, and specific; having some built in accountability system. I see myself meeting with members of the faculty in large and small groups throughout the year. My standard rule where meeting with any group; praise in public and criticize/reprove in private (R. Decker, personal communication, June 14, 1989).

I recognize that I am the key person between special education teacher/s and other teachers (N. McCumsey, personal communication, July 16, 1990). Special education teachers should be given time to update the faculty on specific behaviors that can be expected from their students; and as head disciplinarian, I will give direction to instructional staff on appropriate action to take if disruptions occur involving these students. My regular education teachers should know who special educate students are, and how to approach them if problems were to occur.

The Skills of Educational Administration

Administrative Skills

One professor once said everything is educational leadership (C. Moore, personal communication, June 12, 1989). Still another put it this way, educational leadership, consists of the ability to get everyone in the same direction at the same time (J. Albrecht, personal communication, June 23, 1988). The question of whether a leader is made or born has challenged many a mind, I would like to think that he/she is made.

The below 12 administrative skills, have correlated closely with successful administrative practices. The twelve assessed skills are: (1) Leadership; (2) Organizational Ability; (3) Oral Communication; (4) Written Communication; (5) Decisiveness; (6) Personal Motivation; (7) Sensitivity; (8) Judgment; (9) Stress Tolerance; (10) Range of Interest; (11) Educational Values; and (12) Problem Analysis (C. Moore, personal communication, June 23, 1989). I have concluded that through training and experience I can become an effective secondary school administrator.

The below mentioned abilities should be a part of any effective school administrator:

A. Vision Execution

- (1) Vision Statement - clear
- (2) Policy Formation - reason for policy, action/s necessary to carry out policy, how the action is to be

carried out, position responsible for carrying out action/s, and specific areas of responsibility.

- (3) Goal Statements
- (4) Objectives - activities defined
- (5) Strategies - best ways to do activities
- (6) Activities - tasks with time table
- (7) Agents - specific names of staff to execute task with accountability

B. Site-Based Budgeting (if applies to district)

- (1) Establishment of task force to analyze district goals and building needs.
- (2) Discuss ways the two aims could be balanced, write "budget rationale statement" as a result of group consensus.
- (3) Decision on the best secondary Junior High or Middle School structure for building (if not already determined by district).
- (4) Task force distributes monies using a line item format, reflecting the budget rationale statement.
- (5) List the strengths and weaknesses of the building budget.

(D. Else, personal communication, June 24, 1993).

C. Change Theory

- (1) It will take 3 years to make a difference - the first year one is being assessed as a person, so try to be likable,

do not try to make big changes, discover power bases and influential people, and work on plans for the system. Of the changes you do initiate a few teacher “innovators” will buy in to the change.

- (2) The second year approach influential people and begin selling your program. By this time a sizable minority “early adopters” will join in on initial changes.
- (3) The third year begin implementation of the vision in full. The majority finally accepts the new ideas as their own.
- (4) The fourth year onward freeze change. The late “laggers” begin change.

(R. Decker, personal communication, July 12, 1989).

(C. Moore, personal communication, July 11, 1989).

D. Building Strategic & Contingency Planning

- (1) Strategic Planning
 - (a) Planning - knowledge of organizations goals and mission, ability to assess current practices, and develop way to reconcile the two.
 - (b) Allocating - distribution of responsibilities to people, allocating building space and time, uses of funds, and recognition of people to celebrate.
 - (c) Coordinating - monitoring the organization.
 - (d) Influencing - use of various forms of power.

(e) Evaluating (3 P's) - measuring the performance of people, on-going programs, and short-term projects.

(f) Fixing - responses to unexpected malfunctions and discipline.

(2) Contingency Planning

(a) Diagnose - define problem, gather and analysis facts.

(b) Alternatives - develop, evaluate, and rank the best alternatives to solve problem.

(c) Development - develop best alternatives and consider consequences of each.

(d) Selection - select best alternative and implement decision.

(e) Evaluate - evaluate decision and discuss modification if necessary.

(f) Modify Decision - implement modification.

(R. Decker, personal communication, July 13, 1989).

(J. Albrecht, personal communication, July 17, 1988).

E. Situational Leadership Styles

(1) Determine the task - to be accomplished through this follower/s.

(2) Determine the maturity level - of the follower/s relevant to that task.

(a) Questions to ask myself: How much direction is necessary to get the concept across? How

able/willing are the follower/s to do task on their own?

- (3) Determine style to be used - delegation for mature and able follower/s; participation or selling for not as mature follower/s not able to perform task; and telling for immature and unable to do task (Hersey & Blanchard, 1976).

F. Meeting Leadership Skills

- (1) Decision - is the meeting really necessary, is there another way business could be taken care of?
- (2) Attendance - who really needs to be at the meeting?
- (3) Personal Preparations - Am I prepared for the meeting?, knowing what I want to accomplish, have an agenda listing the activities, and understand the appropriate leadership styles to be used for each activity.
- (4) Notification - Have I notified and helped people be ready for the meeting in advance?

(D. Else, personal communication, June 22, 1993).

G. School and Community Relations Skills

- (1) Build business partnerships with the building on a long term basis.
- (2) Get community agencies involved in the school.
- (3) Involve volunteers in making bulletin boards, monitoring halls and restrooms.

- (4) Start "Teacher for a day" programs with community people.
- (5) Establish business adaptation programs at the department, classroom, and student levels.
- (6) Have task forces and advisory committees made up of both school and community members.
- (7) Increase membership of PTA's in building.

(D. Jackson, personal communication, June 13, 1990).

H. Employee Hiring Skills (if applies to district)

- (1) Consider options and establish a written list of criteria. Develop a notice of vacancy description.
- (2) Advertise and recruit using various techniques (80% of hiring is generally through recruitment).
- (3) Receive and collect applications before closing date or have an open ended date.
- (4) Screen and evaluate applications for the purposes of selection.
- (5) Verification - contact people who know the qualifications and skills of screened candidates.
- (6) Face-to-face interviews and follow up letters.
- (7) Contracting - check endorsements before presenting to the Board, follow all Board hiring procedures and policies. Issue contract to the new staff member.

(D. Else, personal communication, June 24, 1993).

Under vision execution, during the policy formation step, both internal and external communities provide information and input (D. Jackson, personal communication, July 9, 1990). Like Sizer (1984), I believe that one of the most effective ways to move schools toward their vision is the principal's control over budgets, and the protection of teacher time for reflection, dialogue, and planning. The structure and the content of the school's budget should express the district's educational priorities and the building's needs (Hartman & Rivenburg, 1985).

As an educational leader, I must know something about change theory, not only to be effective, but perhaps to keep my job. It is not only important to know what needs to be changed, but how much and when to make the change. Change brings short term discomfort. When important change takes place, first people think, how will this change affect me? then, how will this affect the institution?, and lastly, how will this change affect others? (J. Albrecht, personal communication, July 11, 1988).

In the area of establishing a building-wide comprehensive management plan, I believe parallels exist between good classroom management and good building management. Good teachers have an established classroom management and student discipline plan on the first day of school; good principals have established strategic and contingency plans at the beginning of the first day of school.

The two parts of my building-wide comprehensive management plan (strategic and contingent) are based on the "Classical

Administration Functions Plan” and the “Classic Problem Solving Plan” models respectively.

It has been said that the best way to protect your staff from tort litigation is policies, policies, and policies (N. McCumsey, personal communication, July 17, 1990). As a proactive administrator, I would use advisory committees in the strategic planning process. The major function of these advisory groups would be to research the best strategies and advise policies for administration action. The groups would also be used to develop/train personnel for future leadership roles (D. Jackson, personal communication, July 10, 1990). Under the advisory group format I could maintain the desired level of control over school policy.

Task forces will be used in contingency planning and hiring of personnel. The task force will have a strong policy making role in the administration of the building. Major problems should be planned for in advance (emergency, fire, suicide, locker inspections, etc.) and contingency plans established (N. McCumsey, personal communication, July 2, 1990). In the hiring process, the chairperson would be responsible for leading the group through the process.

In the use of the task force, I should be aware of its situational nature. In situations where there exists a very strong negative or positive environment between the communities I'm working, I should take more responsibility for decisions; in a more neutral working environment between communities, the task force should be

more responsible for decisions (C. Moore, personal communication, June 28, 1989).

Research clearly indicates that there is no single all-purpose leadership style. Successful leaders are those who can adapt their style to meet the demands of each unique situation. No follower/s is mature or immature in any total sense. People tend to have varying degrees of maturity depending on the specific task, function, or objective that a leader is attempting to accomplish through their efforts (Hersey & Blanchard, 1976).

As the chairperson of many a committee, I should have group leadership skills. The chairperson must be able to maintain and enhance the self-esteem of the individual/s in the group; listen and respond with empathy; check for understanding; and be able to make procedural suggestions (D. Else, personal communication, June 22, 1993).

In this time of increased demands and less support for public schools, effective administrators will have to be skilled in the area of school and community relations. The two aims of my school and community relations program will be (1) to foster student achievement through school climate, parent involvement, and community participation, and (2) build public understanding, leading to financial support for the school. School and community programs should focus first on staff recognition, staff public relations training and programs, and improved staff morale (D. Jackson, personal communication, June 13, 1990).

I see the use of public relations agencies for in-service training of office personnel and classroom teachers. There is also a role for parent advisory committees in the selection of material awards (including movies) for student academic and behavioral achievement. There should be a school policy (if a district policy is not in place) if a parent objects to certain materials (visual, written) explaining the stages of appeal. There would also be a review committee established at the end of the appeal process (N. McCumsey, personal communication, July 2, 1990).

It has been said that in the process of evaluating people; "It did not happen if you did not see it, and you did not see it, if you did not write it down" (R. Decker, personal communication, June 22, 1989). As a "sin-eater" one of my major roles will be to right wrongs between students-students, staff-staff, and student-staff; a problem-solver (C. Moore, personal communication, June 12, 1989).

Conclusion

There is no right way to do a wrong thing. Ethics is an integral part of the profession of pedagogy (R. Decker, personal communication, June 14, 1989). The way success is measured, accepting only the best, getting things done on time, teaching to the explicit curriculum, knowing the implicit curriculum, setting instructional goals, measuring institutional and individual goals, daring to challenge the status quo, and knowing that I can not achieve excellence without equity, set the ethical standard for the

building. The ethics and tone of a building are affected by all of these factors (C. Moore, personal communication, July 21, 1989).

Schools are in the process of change just as society is. Out of 100 kids reporting to our schools, the following backgrounds could be expected in 1988: 12 out of wedlock (50% teenage mothers); 40 parents divorced before 8 years old; 5 separated parents; 2 one parent dies; 49 normally two parents before 18 years. Sixty percent of our Asian students are born outside the United States (J. Albrecht, personal communication, July 27, 1988).

. There are only two kinds of schools, growing and non-growing. In order for me to be effective I must be willing to read, study, and grow; be willing to apply new updated information (C. Moore, personal communication, June 12, 1988). Because experience is an ongoing process, ones' philosophy of educational administration should be a growing process. In order to be an effective administrator, I will have to have absorb my philosophy into my own soul, and by criticism, secure that it is both clear and consistent.

In the last analysis, the merits of a philosophy of educational administration is how helpful it is in illuminating the educational scene. The skills of administration, if used in the light of a clearly defined philosophy, can make the principal of the public schools the needed force necessary to fulfill still another stage in the evolution of education in the United States.

APPENDIX

Figure 1

$$\text{Learning} = \frac{\text{Time Spent on Task })))))))}{\text{Time Needed to Learn Task })))}$$

Opportunity
Learner Perseverance
Aptitude
Ability to Understand
Instruction (directions)
Quality of Instruction

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