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A preferred vision for administering secondary schools: A reflective essay

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A preferred vision for administering secondary schools: A reflective essay

Abstract

During the past 22 years as a classroom teacher, a successful athletic coach, and a lead teacher in two different school districts, I have had the opportunity to observe first hand and develop strong beliefs towards the position of the secondary principalship. The past two years, while participating in the educational administration program, I have solidified my beliefs as to the responsibilities of the secondary school principal while aiming for an effective school. The major areas of emphasis in this essay are indicated through the beliefs that effective schools are influenced by effective leadership from the principal's position, effective teacher evaluations, and an effective staff development program.

**A Preferred Vision for Administering
Secondary Schools: A Reflective Essay**

**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
Robert L. Schmadeke**

May 1993

During the past 22 years as a classroom teacher, a successful athletic coach, and a lead teacher in two different school districts, I have had the opportunity to observe first hand and develop strong beliefs towards the position of the secondary principalship. The past two years, while participating in the educational administration program, I have solidified my beliefs as to the responsibilities of the secondary school principal while aiming for an effective school. The major areas of emphasis in this essay are indicated through the beliefs that effective schools are influenced by effective leadership from the principal's position, effective teacher evaluations, and an effective staff development program.

Early in my career, I came to believe that the principal was a person who wore many hats to achieve the duties and responsibilities of the position. Through this analogy, I felt there would be times when the principal would have to be firm, compassionate, happy or sad, and show empathy or sympathy, all possibly within a short period of time, when dealing with a student, parent, or faculty member. There may be times when the principal needs to change roles from one moment to the next as a building caretaker, a lunch room monitor, a curriculum and instruction expert, a personnel manager, an equipment-purchasing expert, an office manager, a computer expert, a politician or a social scientist all depending upon the specific situation at that precise time. Anyone involved in education realizes that a person cannot have knowledge in all these areas. However, the principal must realize and understand where the expert

advice or help may come from in terms of a consultant or maybe just a good friend to listen to problems.

I also came to believe the principal must communicate with a variety of publics. This means the principal must be able to communicate with students, faculty, support staff, the school board, parents and the community. The principal must be honest, fair, and sincere when dealing with these publics. I think one of the biggest mistakes principals make is that they refuse to be honest, fair, or sincere to any one of the publics with which they may be dealing. Seldin (1988) stated that "administrators must eschew moral relativism; their daily ethical behavior must be consistent on a day to day basis" (p. 10).

It is extremely important that the principal be personable and friendly toward both the students and the school staff. In my opinion, this trait will help the principal eliminate the development of large problems concerning low morale or negative attitudes. This friendliness will stimulate or motivate individuals, both students and staff, to seek the principal's support when they are confronted with difficult problems in their lives.

The principal must be, in my belief, a person who is held in high regard by the community in which he/she works. The principal must have a high degree of integrity, with high moral standards that any person within the community can look up to as a positive role model. Along with these strong self-imposed criteria, I believe the principal should have a strong conviction for doing "things right" for the kids within the community in which he/she is employed. According

to Calabrese (1988) the emphasis for the development of an effective principal includes ethics which require moral courage with the willingness to do what is right. Such a commitment to the youth of a school will undoubtedly be reflected by the attitude of the students within the school climate.

Likewise, a strong conviction of doing "things right" for the kids may lead to positive involvement of youth in community activities. This involvement may be attributed to the example of the principal's active membership in civic or service organizations within the community. Moreover, the principal may belong to a youth organization such as the Boy Scouts, Girl Scouts, or Big Brother or Sister. All of these activities deal with the components of integrity, high moral standards, and convictions toward the youth of the community. Calabrese (1988) concluded that principals should be committed to service for youth to be considered effective. I believe these are all important aspects of being an effective principal in the development of effective schools.

Another area that I believe is important in order for a person to be an effective principal in an effective school is the willingness to sacrifice personal time when the best interests of the school are at stake. This does not mean that the principal will, or should, give up all personal time for the school. It may mean, however, that when a serious situation occurs, the principal must forget about the eight-hour day and spend the necessary time to solve the situation. I have seen too many occasions when the principal makes the excuse, "We will look at this in the morning. Let's go home!" When this happens, the victims of the

dilemma leave in a state of disgust and frustration because of the unwillingness by the principal to deal with the problem at the present time. In addition, these same individuals begin to develop the attitude that the principal does not "care for me" and thus a split develops in the relationship the principal may have had with that particular student or parent.

When the principal is a part of the personnel or hiring team, as he/she is in most schools, it is imperative this person has the ability to select personnel who will fit into the philosophy of the school. Castallo, Fletcher, Rossetti, and Sekowski (1992) identified several items that should be considered in this highly important administrative function: (a) the examination of the individual employee's personnel record, (b) the school's employee orientation program, (c) the employee evaluation system, and (d) the entire staff development plan of the district. The entire selection process, according to Castallo, et al., should identify those people who meet the qualifications and standards set by the school district. This process must also identify those people who ensure that appropriate individuals are in positions which will allow the organization to operate with maximum success. Additionally, it is pointed out that the selection and hiring process should aim to ensure that employees possess the skills, competencies, and potential for continued productive employment.

Through the hiring process there are two parties that need to be successful. First, the school district needs to fill the position with a person who is able to do the identified requirements of the district. The second party that needs to

experience success is the employee. If the employee is not experiencing success, then the desired outcomes expected by the district will not be achieved. An important concept to remember is that if the individual parts are successful, then the individual will create a school district that is successful. This team concept is very important in the school administration's hiring practices. The concept, and the belief, that the whole is only as strong as the individual parts certainly apply when the hiring practices of a school are examined and carried out.

Another area that I believe is important to an effective principal, is to be cognizant of practices concerning the legal ramifications of being the primary educational leader in a high school. An effective principal must deal with legal responsibilities in terms of employees, students, student learning, student and personnel records, the transportation system of the district, instructional programs, extra-curricular activities, and the building and facilities.

Every one of the areas just discussed are important aspects concerning the functions of an effective principal in an effective school. In addition to these areas, I will emphasize in the remainder of this essay the three areas that I think are the most important to the development of an effective principal in an effective school. The three areas include: (a) leadership, (b) teacher evaluations, and (c) staff development.

Leadership

Effective leadership is essential for any organization to be successful. Educational leadership has been examined for many years with a variety of leadership characteristics that have attempted to distinguish the qualities of effective leaders. According to Bryman (1992), the history of leadership characteristics in various organizations can be identified by the period or era and by the theme or approach being demonstrated by the leaders. Bryman identified four periods with distinct years of their existence and specific elements which set them apart from each other. The first period was the Trait Approach period of leadership. During this period, the exact starting time was not really identified but it lasted into the late 1940's. The leadership approaches and abilities during this era were considered to have evolved from innate skills. Leadership was considered a skill that could not be learned; a person was born with the skills or else they would never acquire the leadership abilities. Watkins (1989) suggested that effective leadership was dependent upon such "physical and personality traits as age, height, weight, appearance, fluency of speech, intelligence, and introversion/extroversion" (p. 12). This approach is occasionally favored yet today because it either symbolizes heroes or it justifies a person's position in an organization.

Then from the late 1940's to the late 1960's, the Style Approach of leadership was used. The effectiveness of leadership during this period,

according to Bryman (1992), was determined by how the leader behaved. Mazarella and Smith (1989) indicated from a study by Andrew Halpin that effective leaders place much emphasis on relationships with people. They based this behavioral relationship on friendship, mutual trust, respect and warmth. Today, some of the older administrators in some high schools continue to lead by the Style Approach. In some school districts the processes of personnel evaluation reflect this approach. Evaluation is based upon the principal's feelings toward the teacher.

The third approach described by Bryman (1992) started appearing in the late 1960's and continued into the early 1980's. It was identified as the Contingency Theory Model of leadership that was developed by Fred E. Fiedler (1978) at the University of Washington. This theory contends there are two interacting factors which control the effectiveness of a group or organization. These two factors are: "(a) The personality of the leader (leadership style) and (b) the degree to which the situation gives the leader control and influence" (p. 109). In the situational approach identified by Fiedler, the leader is accepted and supported by the group members; the task is generally clear-cut, structured, and the goals are identified; and the leader has the ability to reward and punish subordinates. This approach measured effective leadership by the ability of the leader to deal with various situations. In other words, to be an effective leader you must look at each situation and deal with it in a discrete manner, or sometimes considered "leading by crisis." By this, I mean no definite

pattern or goals are established; instead, the leader deals with each crisis as it occurs. This approach could also be labeled as reactive rather than proactive leadership.

The final approach Bryman (1992) identified as the New Leadership or Charismatic Leadership. This approach emphasized that the quality of the leader is based upon his/her ability to develop a vision or dream for the organization. Even though these approaches were addressed in the business world by Bryman, I believe they are relevant in education.

Sometimes the social system and the political system control the decisions and type of leadership a school possesses. The social system, according to Morphet, Johns, and Reller (1982), or school system includes "pupils, teachers and other non-administrative employees, administrators, the board of education, and the community" (p. 155). Each of these social systems attempts to influence or control the actions or beliefs of the others to satisfy its own needs. These are the political activities of a democratic social system. The concern all administrators must be cognizant of in these systems is that the political activities might prevent the school from maximizing its goals. This open-systems perspective causes school leaders to survey the total social environment both inside and outside the organization and the politics of the people the principal works for, with, and against in performing the managerial functions of a school (Morris, Crowson, Porter-Gehrie, and Hurwitz, 1984).

Another leadership theory which attempted to blend the attitudes of business and education was developed by Frederick Taylor and was labeled Scientific Management Theory. This theory according to Morphet, et al. (1982), "had little emphasis toward human relations and the interactions of social systems" (p. 113). Instead, the theory is concerned with getting more from the workers and the leaders, but the organization does not give much consideration to the human components of those workers. As indicated by Morphet, et al., school systems which have attempted either a teacher rating system or a merit pay system would be considered to following this theory of management. I believe these schools, generally, have high degrees of resentment from the teachers and this creates an unproductive conflict with the leaders which could destroy any leadership potential that may have existed.

I have identified the various school leadership applications for each of the approaches. The New Leadership approach, it seems to me, fits into the education mold well, especially when principals must develop a vision and vision statements. These statements identify where the principals want their individual schools to go in the future and how they would plan to develop those effective schools.

These historical changes in leadership approaches for school and business organizations over the past 50 years, provide reasons why educational leaders must change in order to be more effective. Warren Bennis (1985) of the University of California at Los Angeles stated that "Leaders are people who do the

right things; and managers are people who do things right" (p. 196). There is a tremendous difference between a manager and a leader, especially in a school setting. Bennis suggested further that in today's society, effective leaders must possess four qualities which make them effective. The first leadership quality is labeled "management of attention." This quality is defined as the ability of the leader to draw others toward himself/herself because the leader has a vision, a dream, or a set of intentions. The effective leader knows what he/she wants the organization to accomplish and has a distinct and precise plan or agenda on how to get to the desired goal.

The second leadership quality is "management of meaning." This is the ability of the leader to communicate his/her vision or dreams to others. The effective leader understands the dream cannot be carried out unless others know what the vision encompasses and all the details concerning it.

Third, the "management of trust" is identified as the ability of the leader to keep the focus. Bennis (1985) emphasized people would rather follow individuals they can count on, even when they disagree with their point of view. This means the effective leader cannot be changing positions frequently. The leader must keep the vision in focus throughout the process.

Finally, the fourth leadership quality is "management of self." This is when the leader knows himself/herself. The effective leader must understand his/her own strengths and weaknesses and how to nurture strengths and how to provide assistance and support for weaknesses. In summary, Bennis (1985) suggested

an effective leader has a vision, is able to communicate that vision to others, is consistent and focused, and knows his/her personal strengths and weaknesses. These qualities of effective leadership apply to an effective principal in a school as well as to the top CEO of any major American corporation. In contrast, the effective manager is a person who makes sure all the details of the organization are completed. The effective leader, in order to maintain employment, must have the ability to carry out leadership qualities according to Bennis and also make sure details are completed. Therefore, the effective leader must possess both leadership and management qualities.

Bennis (1985) and Bryman (1992) examined the role of an effective leader in the general sense of any organizational structure. Sergiovanni (1984) identified the role of an effective leader specifically in a school organization for the development of an effective school. Sergiovanni suggested an effective principal assumes the role of a technical leader or a management engineer. By this he means the principal will deal with planning and time management of employees, and coordinating organizational structures and schedules.

An effective principal is a human leader. The principal provides support, encouragement and growth opportunities to people according to Sergiovanni (1984). The principal is adept at building staff morale and promoting staff participation in decision making processes.

Sergiovanni (1991) called the effective principal a clinical practitioner or an educational force. The role of the effective principal in this realm is one adept

at diagnosing educational problems, counseling teachers, providing for supervision, evaluation, staff development, and being the leader in curriculum development.

Another role of the effective principal, according to Sergiovanni (1991), is one of a symbolic leader. This role covers a multitude of duties. The principal is "chief." The effective principal tours the building and/or is visible in the building, visits classrooms, seeks out and spends time with students, down plays management concerns over educational concerns, presides over ceremonies, and demonstrates the vision of the school through actions and words. The effective principal is a person who is capable of "walking the talk."

According to Sergiovanni (1991), the final role of an effective principal is that of cultural leader for the school. The intended objectives of the final role to a principal is to articulate the school mission and purpose; to create an atmosphere which allows new members to be accepted into the school culture; and to act as the bonder of teachers, students, parents, and the community into believers in the school. As Bennis (1985) suggested, true leaders are those people who affect the culture; they are the social architects of their organization; and they create and maintain the values of the organization. These are all attributes that I believe an effective school principal must possess.

The above discussion describes reasons why effective principals are needed in schools today and into the future. This new leadership principal must be a visionary who has the ability to communicate, to deal with a variety of situations

and people and yet maintain a consistency in his/her values, and to possess decision making abilities that are in tune with the school culture.

Now that I know why it is important to have an effective principal as the leader in a school, I will attempt to provide a definition of an "effective leader." According to Tannenbaum and Massarik (1957), "a leader is defined as an individual who exercises positive influences upon others, provides more or less important positive influences than others in the group, and exercises the most influence in goal setting and goal achievement" (p. 3). This means the leader provides more positive influences on the group especially in areas of goal setting and goal achievement. Sara (1981) viewed leadership as a process of influencing the thoughts and actions of others. This indicates the leader must demonstrate a positive behavior when directing the activities of a group toward goal attainment and yet provide positive influences toward the maintenance of the group as a cohesive unit.

In creating a workable definition of an effective leader, one would ascertain the leader has positive influences upon others while directing the activities of the group toward predetermined goals and objectives which will create a cohesive unit that will carry out those goals.

Principals can increase their effectiveness by dealing with their faculty, staff, and students on a personal basis. Joyce (1989), in a paper presented to the New Hampshire School Administrators Association, suggested the role of the educational leader is viewed as a coach, a manager, a chief executive officer of a

complex organization, a financial officer, a communicator of a vision, a facilitator of people, and a problem solver. Essentially, all of these roles are dealing with the faculty, staff, and students on a personal basis.

To further solidify the idea of working with various individual groups of people was presented by Morphet, et al. (1982) when they concluded that school administrators spend much of their time working with both formal and informal groups. Therefore, the effective principal must gain the trust of all groups of people whether it is a formal setting (a classroom or staff meeting) or an informal setting (visiting with someone in the hallway or during lunch).

The importance is emphasized by Roberds-Baxter (1986) that effective principals know and understand their staff personalities. The effective principal has the ability to assess the strengths of the staff, assign tasks to meet staff strengths, appoint committees with distinct goals, and yet have the uncanny ability to relate to teachers in ways which will enhance their teaching potential and positively motivate them to work toward the common goals of the school.

According to Gorton (1983) an effective leader has a strong commitment to improve instruction in the schools. When they respond with trust and confidence, effective leaders have and display a high energy level, are willing to take risks, and have the ability to work with people. An effective leader is a person who is a disruptor of the status quo, especially if it will cause people to be more potent and to provide a higher quality of education to the youth they are serving.

In summary, the effective school leader, according to Deal and Kennedy (1982), provides a positive role model to staff, symbolizes the school to the outside world, preserves what makes the school special, sets a high standard of performance through modeling, and positively motivates employees toward school goals and objectives. I believe this description provides a strong definition of an effective school principal that a dedicated person could live up to.

An effective school principal or leader has specifically identified expectations which makes him/her special to an effective school district. The most important assignment of the effective school leader is being responsible for establishing and maintaining a climate conducive to academic learning and achievement by the students, according to Troisi (1983). Troisi further described an effective school climate, which is promoted by the principal, to include: (a) setting academic achievement as the primary goal of the school; (b) ensuring that all members of the school community understand the importance of good teaching; (c) reducing the intrusions and disruptions in a school; (d) developing a good follow-up system for students who are tardy, absent, or disruptive; (e) being consistent in enforcing the rules, regulations and policies of the school; and (f) holding high expectations of self, teachers and students. Each of these elements deal with the opinion that the principal is the catalyst for promoting an effective learning climate. All these areas are concerned with outcomes and successes of students, and the student is the focal point of school decisions. As an effective school leader, I believe the student should always be the

focus of the staff and administration regardless of the reasons. The question an effective leader should always ask when decisions are considered is, "How will this decision help students in this school?"

This important assignment of establishing and maintaining a climate conducive to academic achievement of students was further emphasized in a study directed by Murphy, Hallinger, Weil, and Mitman (1984). This study described effective leadership functions as those concentrating on the primary goals and objectives which are coordinated and defined by a clear mission statement. The mission statement promotes high expectations from teachers and students; promotes high standards; assesses and monitors student performance; protects instructional time by reducing tardies, absenteeism, and truancy; and creates a productive work environment for staff and students. These ideas identify the expectations of an effective school leader or principal.

An aspiring new principal, who wishes to be an effective leader, must determine how to address the identified expectations. After reviewing the expectations, one can conclude that the educational leader must be a charismatic leader. According to Bryman (1992), the old definition of a charismatic leader, "someone who is flamboyant, a powerful speaker, and who can persuade others of the importance of their message," (p. 22) will not fit the description for the New Leadership principal for the 21st Century. Instead, the new definition of a charismatic leader, as emphasized by Bryman, is someone who creates the relationship between themselves and their followers, which by virtue of their

leadership qualities, the followers will attribute to the leader the mission, vision, reverence, unflinching dedication and awe to the organization. In other words, the charismatic leader for the future must have a dream or vision with dedication to those goals and objectives which will allow the dream to be carried out. The New Leader is no longer the smooth talker who can persuade only by words. He/she must also have a dedicated commitment.

Bryman (1992) advocated this new leadership will provide more emphasis on the new characteristics and less on the old characteristics. Table 1 provides a brief descriptive comparison of the new and old characteristics he is referring to in this definition.

Another new leadership emphasis is known as Theory Z, according to Horton and Njoku (1985). They examined the management approaches of the best practices of both American and Japanese corporations in developing this theory. This approach produces greater productivity, profitability, higher degrees of worker satisfaction, company loyalty, and performance in the business world. The characteristics of Theory Z include: (a) a commitment to an overall philosophy, (b) emphasis on the long-term, (c) trust, and (d) participation in decision making. Horton and Njoku further identified how Theory Z applies to schools with the above characteristics. First, it provides a lifetime employment opportunity for teachers. Second, promotion and evaluation are slow. Instead of the annual promotion and evaluation which is addressed through a negotiated contract and salary schedule, the school would emphasize an area of development,

Table 1: New and Old Leadership Characteristics

<u>New</u>	<u>Old</u>
a. Vision/Mission	a. Planning
b. Infusing vision	b. Allocating responsibility
c. Motivating and inspiring	c. Controlling and problem solving
d. Creating change and innovation	d. Creating routines and equilibrium
e. Empowerment of others	e. Power retention
f. Creating commitment	f. Creating compliance
g. Stimulating extra effort	g. Emphasizing contractual obligation
h. Interest in others and intuition on the part of the leader	h. Detachment and rationality on the part of the leader
i. Proactive approach to environment	i. Reactive approach to environment

Note. From Charisma and Leadership in Organizations (p. 111) by A.

Bryman, 1992, London: Sage Publications.

and the promotion would take place at the conclusion of the training and the appropriate evidence of proficiency in the newly attained skills. Third, there would be non-specialized career paths. Teachers would be hired as educators and not as teachers of a specific subject area or emphasis area. Therefore, during the hiring process, the major emphasis would be how effective and proficient the person is as a teacher, regardless of what subject area he/she teaches. Fourth, the decision making process and responsibilities of teachers would be determined

collectively. This concept applies to site-based management models and the empowerment of teachers in the decision making process. Finally, the fifth characteristic, as it applies to schools, would be the emphasis for the holistic concern of not only the teachers but also the students. This would enhance the belief and philosophy that the student should always be the focus of the decision making process.

Both concepts, Theory Z and the Charismatic Leader, display traits of teacher empowerment, site-based management, supportive leadership, increased trust between administration and teachers, collaborative work arrangements and shared participation in the decision making process. These same traits are expressed by Seyfarth (1991), Sergiovanni (1991), and Castallo, et al. (1991) when deliberations are held concerning effective school leadership.

Finally, Prickett, Gresso, Wallman, and Richardson (1990), in a paper presented at the annual meeting of the National Council of Professors of Educational Administration, emphasized that educational administrators for the next century must be individuals with a global perspective, possess qualities as role models, have an appreciation of all cultures, and most importantly be instructional leaders.

I believe the effective school leader should grasp the leadership approach described by Bryman (1992) as the New Leader or Charismatic Leader. This approach provides for the leader to establish a vision for the organization, empower the teaching staff, create a commitment from the teaching staff, and

provide a proactive approach to the changes and innovations for schools into the 21st century. I believe this approach is essential instead of the "one person" or "power person" approach. With the onset of site-based management, outcome-based education, and the accountability of student learning, it is imperative the effective principal provide the vision, with the staff being highly involved in the processes of the school.

These approaches of leadership and the qualities identified by Bennis (1985) provide a sound basis for an effective principal to lead an effective school where the students and their learning are the most important responsibilities. This provides a strong foundation for an effective principal to establish a philosophy of education and a method of leading the school staff in a positive, dedicated direction.

I would implement this philosophy and leadership approaches through the initial establishment of a strong vision statement for an effective school. This vision statement would be developed by the staff from the information gathered from the community, the history and background of the students, and the teaching staff. This information would be obtained through needs assessments, student profile studies, school and community profiles, and surveys from the teaching staff.

After the vision is established, the staff will determine the specific goals and objectives the school will pursue. The goals and objectives will be directed by the vision statement. This statement will be the guide for all decisions of the

school and the effective principal. Staff hirings and evaluations will be directed by this vision so that everyone concerned with the school will be aiming for the same goals or objectives.

The leadership style employed by the principal will not be a single style but rather a combination of styles. The situation must be considered along with the humanistic concerns of the students and the teaching staff. Regardless of the specific style or approach, the vision of the school and the principal must never be clouded in the decision making process. Therefore, the direction of the school will continue even with a change in administration and faculty.

In conclusion, this section dealt with the importance of effective leadership for schools, and it offered some ideas as to how this leadership can be achieved. However, as simplistic as this new leadership appears, it must be understood that there will be complexities involved in creating the changes that are described. This is especially the case with the older teaching staffs who are currently working in some schools today. It is important to understand that this change and transformation may be slower than most aspiring principals would desire.

X Teacher Evaluation

In order for schools to improve and be more effective, the second area of emphasis, in my opinion, is the element of teacher evaluation. I believe teacher evaluation is founded in two premises. First, the only known basis for the

improvement of "anything" is evaluation. Second, evaluation in education should be designed to insure the improvement of teacher effectiveness (R. Decker, personal communications, Summer 1992 [27:215 class notes]). These two premises deal with accountability in how people perform and how to improve teaching practices of educators.

With emphasis on accountability, according to Manning (1988), "the effective leader has the summative evaluation procedures to summarize what was observed and what was not observed" (p. 4). "The effective leader can help promote growth or improvement of instructional practices when the formative evaluation procedures are used" (p. 5).

Formative evaluation procedures should be non-threatening to the recipient, and the evaluation should identify ideas to help the recipient adopt performance strategies which will result in growth and increased effectiveness, according to Manning (1988). Seyfarth (1991) indicated "formative evaluation may involve other school personnel as well as the principal, because it serves as a developmental function rather than a termination function" (p. 205). Further, he stated that its purpose is to help teachers improve their instructional effectiveness by providing feedback on identified teaching behaviors.

A formative evaluation system must have validity, reliability, inter-rater reliability, and intra-rater reliability (R. Decker, personal communications, Summer 1992 [27:215 class notes]). Validity means that truthfulness is built into the system. Reliability assures there will be consistency within the system

or, in other words, the same process allows someone to do the same thing over and over with the same results. Intra-rater reliability occurs when two different evaluators come up with the same conclusions to rate the teaching act. Inter-rater reliability, or consistency within yourself, assumes that the evaluator is able to process the same things from one class to another class.

Sergiovanni (1991) addressed five stages of formative evaluation--pre-observation conference; observation of the teaching act; analysis and strategies from the study of the observation while in the classroom; post-observation conference which occurs after the observation and used as a feedback session to the teacher; and the post-observation conference analysis which is used by the evaluator to determine how well the person being evaluated has accepted the improvement plan decided upon by both the teacher and the evaluator.

Troisi (1983) provided criteria for effective teaching and student achievement that an evaluator may desire to address when observing the teaching act through a formative evaluation procedure. The first criterion is addressed as planning and preparation. When explaining this criterion, the teacher must know individual student traits (prior knowledge, individual learning styles), must consider careful planning for the specific segment of instruction, and anticipate a high expectation of student success.

Classroom management, the second criterion, is defined by clear rules that are consistently followed. The emphasis with this criterion, the teacher provides a high rate of positive feedback, promotes student time on task which is

relatively high, provides remediation of learning deficiencies, provides for role models to students, uses direct instruction in both large and small groups, and creates a supportive learning atmosphere for each student.

The third evaluation criterion includes elements of monitoring student performance, recognizing student accomplishments, providing individualized feedback, and returning assignments in a timely manner. This model places the emphasis of the activities the teacher performs as the focal point toward the students and their individual needs. If the student is not the center of attention by the teacher, this model should not be used as the formative evaluation instrument.

Seyfarth (1991) further provides criteria used to evaluate instruction which includes the addition of knowledge of the subject area, preparation and planning, implementing and managing instruction, student evaluation, and the classroom environment. Even with this list of criteria, the evaluator has the task of determining if the teacher uses appropriate teaching behaviors and if the behaviors are used in the appropriate situations.

The interesting aspect of formative teacher evaluations, in addition to the growth process for the individual teacher and the improvement of effective instruction, is the emphasis it has concentrated upon student learning, performance, and accomplishments. These elements are similar to the assignments identified for the effective school principal. In other words, there is

a relationship between effective teaching and being an effective leader because both positions are working with the improvement of people.

During the evaluation cycle, formative evaluation deals with the teaching act. However, the conclusion of the cycle deals with the summative evaluation which will include other supporting data which would affect the teacher's accountability and be the basis for any status decisions (Manning, 1988). This supporting data may include informal documentations pertaining to extra duties, personal interactions, appropriate attire, follow through of board policies, submission of reports in a timely manner, and a review of the previous evaluation and the improvement from that report. Thus, according to Manning, "the accountability aspect of summative evaluations will ensure that all teachers meet minimum standards of competency for the district and will provide assistance for those not meeting minimum standards" (p. 144).

The instrument used for teacher assistance is commonly known as a professional improvement commitment. The prospect of using only the supportive data in the summative evaluation could prove to be a fatal error by the principal. Instead, all the information gathered during the formative evaluation procedures must be included with the other information when evaluating or making comparisons toward the minimum competencies of the district and when describing the teacher's accountability to effective instructional practices in the summative evaluation procedures.

In my opinion, the most important aspect of the evaluation cycle is the portion dealing with the professional improvement commitment. It is the responsibility of the effective principal to "stretch" each faculty member to make the best better and to improve those who may be deficient in various areas of their teaching practices. The professional improvement commitment provides the opportunity for the principal to challenge the teacher and support his/her improvement. Additionally, for teachers who are having difficulty in the classroom, the principal should provide assistance on ways to improve. If the assistance is not provided, the principal will be establishing a precedent for problems if the teacher does not have a desire to improve his/her teaching skills.

Schools are occupied by students who have multiple learning styles and by teachers who have multiple learning and teaching styles. Therefore, when teachers are evaluated, I think different evaluation models should be utilized to meet the various needs or styles of the teachers. Seyfarth (1991) provided three different models that could be utilized to meet the varied needs of the teachers. The models are a remediation model, a goal-setting model, and the product model.

At the present time the teacher's unions would not agree to the concept of having three different evaluation models within a particular school. However, this disagreement could be resolved with emphasis centering around the belief that all teachers have different teaching styles. Hence, there should be different evaluation models for the varied teachers and their particular style of teaching.

Ironically, this is the same argument teachers use for students with different learning styles. The teachers claim they need different evaluation methods and models to accurately determine the quality of learning their students are attaining. Furthermore, no matter which model would be utilized, the ultimate intent of the teacher evaluation process is to develop an individualized professional improvement commitment which will lead to more effective teaching by the teacher.

The remediation model is used to correct an identified weakness. The assistance is provided by the principal, and this model usually works best with teachers with correctable teaching problems. This model would not offer many challenges to the more competent teachers, but this model would, in my opinion, be very effective with new or beginning teachers.

The goal-setting model involves the teacher in selecting the criteria for evaluation. The teacher selects the developmental professional goals and identifies the strategies for achieving them. Once the goals are agreed upon by both parties, the evaluator and the teacher, they become a part of the personnel file. This model helps increase teacher autonomy and commitment. It also provides a positive step in teacher empowerment and collaborative decision making.

The last model, provided by Seyfarth (1991), bases the teacher evaluation on student outcomes and holds the teacher accountable for those outcomes. With the onset of state competencies, outcome based education (OBE), and the demand

from the public toward teacher accountability this model may need to be more closely examined. This particular model could easily be adopted in the academic or vocational areas when student performance is the main criterion during the evaluation for effective teaching.

With the continued importance of evaluations for the perpetual development of an effective school, I believe it is not a judicious practice to summatively evaluate each teacher every year. Conley (1987) suggested that with individualized evaluation methods for each evaluatee, the principal cannot provide, on an annual cycle, the professional growth leadership needed with every teacher. Therefore, a formal cycle should be developed on a rotation of three to four years for tenured teachers, with more intensive attention for the non-tenured teacher, at least until the district probationary period is concluded. Further, Conley recommended the evaluation process must tie directly to the district goals which are related to the improvement of instruction.

I believe the implementation of an effective evaluation program for an effective school would consist of elements where the teachers would be assessed on a summative, indepth cycle every three or four years. During the evaluation year, there would be more than one model the principal and the teacher could collectively utilize to determine the effectiveness of the teacher during the evaluation process. The models provided by Seyfarth (1991) as a remediation model, a goal-setting model, and/or a product model could be used.

This type of rotational cycle would allow the teachers to expand their teaching skills in a non-threatening environment which could enhance student performance through better teaching. With the implementation of this type of an evaluation program, the effective principal would have the opportunity to work with individual teachers over an extended period of time, allowing for follow up and feedback on attempted new strategies. This program then becomes an opportunity for the principal to identify the positive traits of the teacher. It also provides for the improvement of significant weaknesses so that teachers could become more effective educators.

In the summary of effective evaluation, Bula (1983) stated that "both the teacher and the principal, who observes and evaluates, know exactly how job performance is to be judged" (p. 27). Elements of the evaluation, which are mutually agreed upon prior to the evaluation, should include: job duties and responsibilities; acceptable levels of performance; a review of the accomplishments; the development of a professional improvement commitment which outlines the job expectations; and the follow through of the improvement commitment. The uses of the formative and summative evaluation tools, the supportive data, and the continual communication between the teacher and the principal will enhance the development of the effective instructional practices that school boards, communities and instructional leaders are demanding.

4 Staff Development

The final element in the development of an effective school ties directly with the concept of effective evaluations and an effective leader. In the evaluation element, I identified the importance of the staff being involved in mutually agreed upon duties and responsibilities, levels of performance, and the implementation of a professional improvement plan. McGreal (1982) indicated that school districts must provide all members of the school with appropriate training and guided practices in the skills and knowledge necessary to implement and maintain the system. If the school desires effective teaching and instructional practices, the staff development program must provide that opportunity for the individuals of the district along with the evaluation program.

The three important reasons for a strong staff development program have been identified by Swenson (1981). First, declining enrollments in K-12 schools have stabilized the school staff. This is interpreted to mean that teaching staffs are remaining in a school district longer than in the past. Therefore, there are fewer openings for the new, young teachers who will bring to the school new teaching methods, strategies, and techniques. With the older teaching staffs, the staff development programs must address the implementation of new teaching methods, strategies and techniques. For effective schools to remain at the forefront in providing students with the best, it is important the older staff members be trained or "re-tooled" to meet those ever changing processes.

Second, new expectations as to what schools are required to do and teach has changed with the changing societal conditions. Thus, the school must meet those changes with a prepared staff. By this, Swenson means the existing staff must be prepared to deal with new needs and demands not only for themselves, but also for their students. Third, in order for the change process concept to take place, the people within a school must change before schools can change. Change cannot take place outside the school setting until teachers make the appropriate changes within schools. Rebore (1991) adds to this list the emphasis for teachers to become acquainted with the advances in instructional materials, equipment and technology.

In defining staff development, Seyfarth (1991) called it "the provision of activities designed to advance knowledge, skills and understanding of teachers in ways that lead to positive and productive changes in their thinking and classroom behavior" (p. 183).

Rebore (1991) suggested that "staff development programs must be different than the normal instructional program of a school because of the involvement of the adult learner" (p. 162). He further emphasized four considerations when working with adults in staff development. There must be extensive planning to determine the most appropriate learning structure for the adult. Second, the environment must be effectively managed. The environment should especially be comfortable and stimulating and offered at a time of day when the adults are not overly fatigued. Third, the instruction must have some

practical application. The adult learners must see that the material can help them in their work. The fourth consideration when creating a staff development program, according to Rebores, is that adult learning does not take place at a constant rate; just like children, it varies.

With the adult learner in mind, Seyfarth (1991) identified reasons why some staff development programs are ineffective. First, there is the lack of coordination of staff development activities with other programs aimed at improving instruction. The staff development activities do not provide any practical application to the adult learner and if they do, it is only because of chance. Primarily, there is no established plan or goal for the staff development program. Second, there is no continuity in the training. There is no reinforcement when teachers use new teaching strategies. Teachers are taught how to do something but no follow-up is provided. Third, the change is focusing on individuals, but no provision is in place for the organization to change. This clarifies what Swenson (1981) stated earlier that the organization cannot change until individuals within change. Thus, both the organization and the individuals must be a part of the overall change process. Finally, the staff development lacks sound training designs. There must be adequate planning with the appropriate learning structure.

According to Marshall and Caldwell (1984), the success of a staff development program is dependent upon the principles related to adult learning. These principles are: (a) the adult will commit to learning when the goals and

objectives of the inservice are realistic and important to them; (b) adults will learn, retain, and use what they perceive is relevant to their personal and professional needs; (c) adults want to be the origins of their own learning; they want to be involved in the selection of the objective, content, activities and assessment of the staff development program; and (d) adults will resist learning when they believe there is an attack on their personal and professional competencies.

Rebore (1991) identified six separate but sequential steps in creating a successful staff development program:

(a) establish school district goals and objectives for a staff development program, (b) assess the needs of the employees to determine if there is a discrepancy between competencies of the staff and the requirements of the organization, (c) establish staff development goals and objectives from the topics selected, (d) design a program that will meet the staff development requirement, (e) implement the plan in a way that effective adult learning may occur, and (f) evaluate the program to ascertain if it is meeting its objectives. (p. 179)

The implementation of an effective staff development program, I believe, must be spearheaded by an effective principal. The principal must understand the make-up and complexities of the staff of the school. If the staff is primarily young and inexperienced, as opposed to a relatively experienced staff, a different type of staff development program must ensue. It is the principal's

responsibility to assess the various needs of the staff after receiving their input and to determine the types of programs which would help them become more effective. The effective staff development program should focus on updating subject area knowledge and skills to improve instruction; presenting research findings on teaching methods and practices; and updating teachers in instructional materials, equipment, and technology.

I believe the implementation of a strong staff development program begins with the district's vision statement and the total commitment to that statement by the board, administration, faculty, and staff. The staff development program will then be built from the needs assessment of the staff, with this vision statement as the guide to determine in what areas staff in-service is required.

I believe once the areas have been identified, the school or the departments within the school should concentrate on only one or two areas each year. If there is a common concern within a specific department (i.e., math, science, language arts, etc.), that department could deal with that specific concern for staff development. In other words, a school may have several staff development activities being studied during a school year. Additionally, not all people will be involved in the same activities in a given year. Therefore, the program would be individualized and pertinent to the individual or department desiring the training. When a school limits the number of areas or topics for staff development in a year, it provides ample time for the needed follow through and evaluation of the effectiveness of the program. Furthermore, the staff is not just

going through the motions of being trained or instructed in a specific area and then left to determine if there should be modifications where the intended needs of the program are not being met.

The effective principal can seek assistance in assessing the needs of teachers through information collected from teacher needs assessment surveys, community surveys, certification information, and research findings on effective teaching, instructional equipment, and technology

In conclusion, it is imperative that a strong staff development program be created with long-range implications for an effective school. Rebores (1991) summarized the importance of staff development by claiming "Change is a constant condition of our American way of life. No employee will remain qualified in the face of accelerating change without some form of ongoing education and training" (p. 179). If effective schools are to remain effective, sound staff development programs must be in place. If schools are not at the point where they are effective, it is important they develop a staff development program that will allow them to reach that goal.

Conclusion

In order for secondary schools to be effective, the organization must provide an effective principal who has a distinct vision. This vision must embrace the provision for effective teachers who are kept up-to-date with an appropriate and focused staff development program. These effective teachers must be nurtured

and stretched professionally through an effective evaluation process that allows for a sound, research-based professional improvement commitment. The ingredients for effective schools are the coordination of an effective principal, an effective evaluation program, and a strong, focused staff development program.

Troisi (1983) expressed the following in a statement by New York Times writer, Fred Hechinger, when he summarized the importance of the principal.

Over the years as a reporter, I have never seen a good school with a poor principal or a poor school with a good principal. I have seen unsuccessful schools turned around into successful ones, and outstanding schools slide rapidly into decline. In each case, the rise or fall could be traced to the quality of the principal. (p. 16)

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