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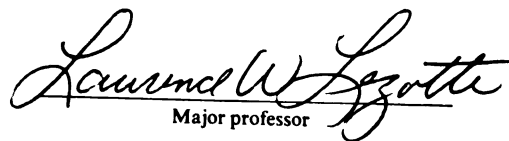
A MODEL FOR THE DELIVERY OF PROFESSIONAL-DEVELOPMENT
PROGRAMS FOR K-12 PRINCIPALS

presented by

William C. Schewe

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Educational Administration


Major professor

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A MODEL FOR THE DELIVERY OF PROFESSIONAL-DEVELOPMENT
PROGRAMS FOR K-12 SCHOOL PRINCIPALS

By

William C. Schewe

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

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ABSTRACT

A MODEL FOR THE DELIVERY OF PROFESSIONAL-DEVELOPMENT PROGRAMS FOR K-12 SCHOOL PRINCIPALS

By

William C. Schewe

This study sought to (a) determine the perceived professional-development needs and preferences of K-12 principals, (b) assess the characteristics of established principals' centers, and (c) develop a model for the delivery of professional-development programs for principals.

The instrument used for the survey of principals and assistant principals was designed by the researcher with the assistance of many persons and a pilot study. The telephone survey was designed by the researcher. The central findings of the study were:

1. The 124 principals and assistant principals rated all of the skill areas as important to principals. The ten skills rated highest as professional-development needs were:

- a. Developing staff professionally
- b. Conferencing with staff
- c. Conducting a school needs assessment
- d. Keeping abreast of curricular trends
- e. Developing and managing the instructional program

- f. Implementing new programs or practices
- g. Being knowledgeable in group processes
- h. Clinically supervising staff
- i. Observing in classrooms

2. There is a need for an alternative delivery system for the professional development of principals than that which is presently provided by local school districts, universities, and professional associations.

3. The programs at the ten principals' centers surveyed varied depending on the need, with small group and seminar used most frequently. Most programs were long term, and some type of networking was offered in seven of the programs.

4. Principals were involved in deciding the principals' centers' programs, content, and curriculum and making some of the presentations. A needs assessment should be done annually. Attendance was voluntary at all ten principals' centers surveyed.

5. Principals would make a commitment to and attend a principals' center program if they saw the program as worthwhile.

6. A fee will not cause principals to be more committed to a principals' center but would help to defray expenses.

The principals' center model incorporated the preceding findings and should include both verbal and written evaluations of each program.

This dissertation is dedicated to my best friend and wife, Andrea, whose support, love, unselfish assistance, and encouragement have enabled me to complete this study.

It is also dedicated to my children: Scott, Erin, and Alison. As I encouraged my children to set high goals and to work hard to accomplish them, it reminded me to follow that creed also. When I was discouraged, I remembered the hundreds of hours spent on my dissertation and not in activities with my family and could not allow that sacrifice to be made without the completion of my dissertation.

My parents, Erwin and Clara, are included in this dedication because they have given me unconditional love, support, encouragement, and inspiration throughout my life.

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CHAPTER I

INTRODUCTION TO THE STUDY

Purpose

The purposes of this study were (a) to determine the perceived professional-development needs and preferences of K-12 principals, (b) to assess the characteristics of established principals' centers, and (c) to develop a model for the delivery of professional-development programs for principals.

Background of the Study

The role of the principal in improving the quality of education has become much more important because of the recent research coming from both the private and public sectors. The well-publicized management writings of recent years (Deal & Kennedy, 1982; Geneen, 1984; Ouchi, 1981; Peters & Waterman, 1982), which showed the importance of the manager in effective companies, combined with the studies of effective schools, have shown how critical the principalship can be in changing teacher behavior and in improving student achievement (Armor, 1976; Austin, 1979; Berman & McLaughlin, 1980; Brookover & Lezotte, 1979; Edmonds, 1979; Glenn, 1981; Levine & Stark, 1981; Trisman, 1976; Tursman, 1981).

Governors have recently become more involved in educational improvement because they realize the importance of quality

educational programs in attracting businesses to their states. Some governors have made the following statements:

Governor William F. Winter, Mississippi: "I consider educational improvement absolutely essential to our economic progress."

Governor James J. Blanchard, Michigan: "We must strengthen our educational system. . . . Only then will we be able to maintain the quality that makes our educational system a selling point for attracting talented people and new high growth business."

Governor John V. Evans, Idaho: "The quality of our education system determines the future of our democracy and our economy."

Governor Richard D. Lamm, Colorado: "We will become a second-rate economy if we have a second-rate educational system."

Governor Dick Riley, South Carolina: "Public education is the cornerstone of a free, democratic, and productive society. For a state to compete effectively with other states and other nations, it is important that we provide a quality educational program for all our citizens." (Thomas, 1985)

In all of the Fortune 500 companies that Peters and Waterman (1982) studied, there was a strong sense of corporate culture. The ad hoc task force was the company's way to solve problems. Individuals were continuously recognized for their contributions to corporate success. Educators must learn from this. Because the function of management is to stimulate productive work toward organizational goals, principals must be concerned primarily with the school's goal-development and implementation processes and with facilitating staff activity to that end (Brookover & Lezotte, 1979; Edmonds, 1979; Snyder & Anderson, 1986).

Naisbett (1982) found that we are shifting from autocratic decision-making patterns to more participatory practices in all dimensions of the culture. Leadership in the work setting is

effective to the degree that it facilitates networking across boundaries and removes barriers to successful performance. Removing staff fear of sharing and teaching each other are major obstacles.

Change processes that succeed increase participation by an emphasis on relationships and communications rather than by policy and structures. Success for corporations requires that workers feel integrated into the whole rather than identified with a particular territory. The organizational structure and the informal structure either encourage or discourage workers from reaching for higher levels of achievement (Moss-Kanter, 1983).

Recent research of highly successful companies has added further information for the practicing principal. Deal and Kennedy (1982) concluded from their analysis of highly productive companies that people are more effective when they are in control of their destinies. Peer group pressure is the single most powerful motivating force among people. Few principals ever received outside training in involving staff in decision making and in using peer group pressure to accomplish goals.

In addition to being the manager of the program, the principal must become the educational leader of the school for change and growth. This requires that principals refine and/or acquire the management skills necessary for the planning and implementation of academic goals. Principals felt that their initial educational training programs in the universities were very limited in preparation for these aspects of the principalship (Snyder & Johnson, 1983).

Because of the recent criticisms of education and the research on effective schools and principals, the role of the principal is changing. The principal can no longer be as involved in the management of the school. This must be left to subordinates. The principal must focus on improving the instructional program and, in most cases, on acquiring the skills to accomplish this.

However, the present professional-development programs for principals do not meet the needs of today's principal. These present programs include university courses and programs sponsored by local school districts, regional education centers, state departments of education, professional associations, and private agencies and consultants.

The strongest argument in support of the statement that these programs do not adequately meet the needs of principals is the rapid growth of principals' centers. In 1984, there were approximately 40 centers, 70 centers in 1985, and more than 100 in 1986 (McDonald, 1986). One can only conclude that the professional-development needs now being addressed by principals' centers were not being met by the previous agencies.

The role of principals in making schools more effective has been the subject of many research studies in recent years. These studies have shown that principals can change teacher behavior and improve student performance (Lezotte, 1980; Robinson, 1985). However, to accomplish this, the principal must change his/her role

from one of a manager to that of an instructional leader whose number-one priority is to improve student learning (Snyder, 1983).

This is a significant change from the traditional manager role, in which principals presently spend most of their time. A 1979 study by Sproull found that principals spend most of their time with discipline problems, logistics, social pleasantries, organizational maintenance, and extracurricular activities.

A study of more than 400 principals showed that additional skills are needed in planning, goal setting, facilitating, and motivating people. Most principals need and want this training (Snyder, 1983).

In the present study, the researcher used the adult-professional-development models of Fenstermacher and Berliner (1985), Rogers (1951), Arin-Krupp (1985), and Knowles (1973) to assess the characteristics of a sample of established principals' centers and academies across the United States. A survey was used to determine the perceived needs and preferences of principals for their professional development. From the characteristics of established principals' centers and academies and from the results of the survey of principals, a model for a principals' center was developed.

Importance of the Study

The results of this research study were intended to provide (a) a model for the development of a principals' center, (b) data on the professional-development needs of principals, (c) information that

can assist administrative professional-development planners, (d) criteria that can provide a framework for the planning of any professional-development activity, and (e) opportunities for improved professional development for the practicing principal.

Research Questions

1. What are the perceived professional-development needs of principals?

2. Is there a need for an alternative delivery system than those that presently exist for the professional development of principals?

3. What types of programs would principals prefer for professional development?

4. What characteristics do these ten established principals' centers have in common?

5. When a model is proposed based on (a) established principals' centers and (b) an adaptation of Fenstermacher and Berliner's framework for effective professional-development programs, will principals see it as worthwhile and make a commitment to it?

6. If principals had to pay a fee of approximately \$100, would they be more or less inclined to make a commitment to principals' center programs?

Definition of Terms

City school. A school in a community of more than 100,000 people.

Effective principals. Principals of effective schools, whose behavior and actions have changed teacher behavior and improved student achievement.

Effective schools. Schools that have been studied by researchers and shown to be effective by a predetermined criterion. An example of this is the definition of Edmonds (1981), who defined an effective school as one where low-income students' achievement on standardized tests was the same as or better than the achievement of the rest of the students.

Established principals' center. A center that has been in existence for two or more years.

Inservice training. A term used synonymously with professional development.

Instructional leader. A principal whose top priority is improving the learning of students and who communicates this clearly to staff, students, and parents.

Mentoring. A person is assigned to a more experienced and/or well-qualified principal (mentor), and this mentor trains the other person in the specified skill.

Networking. Three to five principals are grouped at a program. This group discusses and works together to solve problems. If, at a later time, one of the group needs assistance, he/she has a source (network) from which to call someone to seek advice.

Peer assistance. Two principals working together to learn new skills by visiting, observing, and discussing with each other these skills.

Principals' academy. A term used synonymously with principals' center.

Principals' center. A place where ongoing training programs designed to provide professional-development programs and collegial support for principals are held.

Professional development. Those programs or activities undertaken by professionals to increase their knowledge, skill, and performance in their field.

Rural schools. Schools that are in the country or the majority of whose student population is from the country.

Suburban schools. Schools in which the majority of students reside in a community with a population of less than 100,000 on the outskirts of a city.

Assumptions of the Study

1. Principals could and did share their honest opinions in the survey.
2. Principals were knowledgeable about recent studies on effective principals, effective schools, and successful managers.
3. The survey instrument accurately assessed the perceptions of the principals.
4. The respondents understood the survey and were able to respond in a meaningful way.

5. The principals' centers from which the researcher chose common characteristics were successful in improving the competencies of principals.

Limitations

1. The researcher was assessing the perceptions of principals concerning their professional-development needs, but not including the perceptions of supervisors or subordinates.

2. No independent research studies have measured the effectiveness of the selected principals' centers in meeting their goals.

Overview

In the first chapter, the background and the purpose of the study were presented. The importance of the study and the research questions were stated. Definitions of important terms, the assumptions, and the limitations were given. In Chapter II, related research and literature are reviewed. Chapter III presents the design and methodology of the two survey instruments. The first was sent to principals, and the second was used in the telephone survey of ten principals' centers. In Chapter IV, the data are presented in answer to the research questions. The summary, findings, and conclusions of the study are presented in Chapter V. The methodology and instruments are discussed. A model for a principals' center is given. Finally, suggestions for further research are made.

CHAPTER II

REVIEW OF THE RELATED LITERATURE AND RESEARCH

Introduction

The main purposes of this study were to determine the perceived professional-development needs and preferences of K-12 principals, to assess the characteristics of established principals' centers and academies, and to develop a model for the delivery of professional-development programs for principals.

The review of related literature and research is ordered as follows: (a) present practices of principals, (b) preparation of principals, (c) effective-principal studies, (d) professional development for principals, (e) professional-development models, and (f) principals' centers.

Literature on these topics proved to be extremely limited. The best sources were through contacts around the country who were working with a principals' center or another institution providing professional development for principals. The review of the literature led to telephone calls to persons such as Karolyn Snyder, a researcher presently at the University of South Florida, who were writing a considerable number of articles in the area of professional development for principals. These calls produced a considerable number of articles from many different people around

the country. Among the data was information on the Third Annual Principals' Center Conversation, a conference in San Antonio, Texas, in February 1986. Attending this conference enabled the researcher to meet the national leaders of the principals' center movement and to learn about further literature and research articles.

Present Practices of Principals

Recent studies have confirmed that schools are highly complex organizations in which people and activity are loosely coupled to purpose (Meyer, Scott, & Deal, 1977; Weick, 1982). Contrary to the concept of management noted previously, principals bounce from one set of interactions to the next, in a continuous stream of events, some planned and most not, designed to keep the operation moving.

Principals spend most of their time working with students who are discipline problems and with teachers who have noninstructional needs (Peterson, 1978); attending to logistics, external requirements, and social pleasantries (Sproull, 1979); and overseeing organizational maintenance, pupil control, and extracurricular activities (Martin, 1980). Principals engage predominantly in service, advisory, and auditing relationships. Principals do not become involved in the work flow at the classroom level. Classroom observation and curriculum development are not the central focus for most principals (Pitner, 1982).

Principals, particularly at the secondary level, are generally not considered instructional leaders by their staffs. They are

considered managers of the organization first. This must change so that they are instructional leaders first.

The discontinuity and variety of tasks, decision making under conditions of uncertainty, and the pace of the work suggest that the school administrator must have a high repertoire of critical-thinking skills. The unending stream of activities, people, and problems requires the administrator to be able to shift gears quickly and effectively.

Preparation of Principals

Initial administrative training has been found to have little influence on performance on the job, while on-the-job training has been found to be a major influence. Thus, professional-development programs are very important (Snyder, 1984). In studies over the last two decades, principals continually reported that their initial administrative training programs were limited in both content and methodology and addressed school-maintenance functions rather than dynamic management concepts and skills. Thus, these initial programs have had a very limited effect on the role performance of school principals (Johnson & Snyder, 1985).

Critical areas of omission in the initial training programs for principals versus the principals' needs are:

1. Knowledge related to goal setting, long-range planning, and evaluation.
2. Strategies for improvement and for assessing alternatives.
3. Group processes and communication skills.

4. Educational leadership.
5. Educational improvement through resource allocation.
6. Human-relations training (Snyder, 1983).

Research rarely speaks about positive results of university training for administrators except for providing a theoretical base. Pitner (1982) listed three differences between the corporate and the university educational systems:

1. The corporate participants are highly motivated and rewarded for success.
2. The setting is the workplace for the corporate learners, while it is not the workplace for university learners.
3. The corporate instruction is pragmatic, while the university instruction is theoretical.

In most instances, university training does not provide the practical inservice that administrators are seeking (Murphy, 1986).

Effective-Principal Studies

The studies of effective schools have shown how critical the principalship can be in changing teacher behavior and in improving student achievement (Armor, 1976; Austin, 1979; Berman & McLaughlin, 1980; Brookover & Lezotte, 1979; Edmonds, 1979; Glenn, 1981; Levine & Stark, 1981; Robinson, 1985; Trisman, 1976; Tursman, 1981).

The existing principalship is called into question when comparing these studies of productive management in the corporate world and those of effective schools with those studies of what

principals do (Peters & Waterman, 1983; Purkey & Smith, 1983).

Various studies have found that effective principals:

1. Have and communicate high expectations for student achievement and behavior.
 2. Implement programs of known effectiveness.
 3. Frequently monitor student, teacher, and administrator performance.
 4. Provide technical assistance to teachers through coaching, conferencing, and inservice.
 5. Visibly demonstrate a commitment to instructional improvement.
 6. Provide support and incentives for the instructional staff.
 7. Receive support from teachers, students, central administration, and parents to be an instructional leader.
 8. Clearly communicate the goals of the school to all of the above groups.
 9. Are energetic, self-confident, and goal directed.
 10. Are persuasive and committed to high standards.
 11. Creatively find necessary resources.
 12. Assertively move their schools forward and are not content with the status quo.
 13. Display sensitivity to the dynamics of power.
 14. Create situations in which teachers can learn from one another.
 15. Show an awareness of excellent teaching and advising skills
- (Blumberg, 1980; Brookover, 1979; Cotton & Savard, 1980; DeBevoise,

1984; Dwyer et al., 1983; Erickson, 1978; Fortenberry, 1985; Gersten & Carnine, 1981; Huff et al., 1982; Little, 1986; Persell & Cookson, 1982; Rutter, 1979).

An analysis of case studies of eight principals defined as effective by colleagues and university faculty members found the following characteristics:

1. Clear school goals, which were a primary focus.
2. A very self-confident, open person.
3. An ability to tolerate ambiguity.
4. A propensity to test the limits of the system.
5. A person who was in charge.
6. A knowledge of the dynamics of power.
7. An analytical mind (Blumberg & Greenfield, 1980).

Professional Development for Principals

In the most exhaustive study of all of those reviewed, Johnson and Snyder (1983) analyzed 54 effective-school studies and organized the principalship into four dimensions: school-development planning, staff development, program development, and evaluation. They designed a self-report questionnaire, which was given to 442 principals in four states. Principals reported that their major concern was for motivating teachers to work in more productive ways. They wanted to improve their skills in observing teaching, in coaching teachers to improve in specific ways, and in evaluating teachers' effectiveness. Training interests for all principals were quite high.

Two studies were conducted by the Far West Laboratory for Educational Research and Development (Barnett, 1985) to determine the principal's role in successful schools. One was an eight-week study of five Bay Area principals, and the second was a year-long study of nine Bay Area principals. The researchers followed these principals during the studies and later asked them why they pursued certain courses of action as opposed to alternative courses.

From the results of these studies, the Far West Laboratory began two pilot projects for a program they called Peer Assisted Leadership (PAL). In October 1983, 14 California elementary school principals and in January 1984 ten Utah elementary school principals started in this program, which was designed to stimulate reflection and self-examination as well as to introduce research to the principals. There were three goals: (a) analyze their own and another principal's management behaviors within the general framework of the research on effective principals, (b) gain support and insight from working with colleagues, and (c) learn how other principals lead their schools.

All of these studies have shown areas in which principals need to change their focus and need the skills to do this. Principals must envision ways and develop the skills to accomplish their schools' goals. Participatory decision making, teamwork, reexamining of school functions and practices, and clear, well-defined goals must become the rule rather than the exception in schools.

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Included in the principals' greatest interests were ways to link the work of teachers to the developmental goals of the school, to determine staff training needs, and to control school events so certain goals are accomplished and student achievement improved.

Administrators expressed interest in schoolwide, team-level, and individual teacher planning and evaluation. Skills for designing successful staff-development programs, providing on-the-job teacher coaching, performance monitoring and program development, implementation, and evaluation are very important. Involving other administrators, staff members, students, and parents in cooperative planning and action and assessing their own styles and their influence on these are also skills desired by principals.

Principals must change their focus to facilitating improved learning and teaching in their schools. To accomplish this, the principal must identify the tasks necessary to accomplish the school's goals, facilitate task groups in planning that focuses on the goals, manage quality control, and with the staff assess the results of the task groups and the school's total instructional program (Snyder & Johnson, 1983).

Presently, inservice programs for principals have provided either fragmented skills or none. They tend to respond to "hot topics" (Pitner, 1982). Examples of these are Title IX, clinical supervision, and student locker searches. Although these provide needed information, they are very narrow topics and of too short duration to result in the additional skills that principals need.

New programs, technology, and/or money by themselves do not bring about educational improvement. If personnel are untrained or unmotivated, the improvement will not take place. If educational improvement is the concern, then principals must be trained to facilitate it (LaPlant, 1979).

A stronger knowledge base, reflecting the realities of the principalship, should be incorporated in revised administrative training. It should include the principles of quality teaching, staff development, and school improvement more than traditional models. It also should reflect adult learning theory (Murphy & Hallinger, 1986).

Professional-Development Models

Researchers have identified certain factors of which designers and presenters of professional-development programs should be aware, which will make it more likely that the program will be effective. Fenstermacher and Berliner (1985) developed a model that separates various aspects of professional programs and can be of assistance in planning them. The model has four main components: (a) a definition, (b) a mapping sentence, (c) a description of participant roles, and (d) a method of evaluation.

The definition simply defines the name of the program. The mapping sentence performs four functions. First, it specifies how the staff-development program is initiated. Is it internally proposed by the staff or externally proposed by superordinates? Second, what is the purpose of the staff-development activity? Is

it to cause compliance with laws, policies, or regulations; to remediate areas needing improvement of the persons involved; or to enrich? Third, it states who participates. How principals become involved, by free choice or mandate, is the fourth function.

By mapping a professional-development activity, one can see whether it is a top-down (superintendent or board of education down) or bottom-up (teacher or other staff-up) activity. A top-down activity is externally initiated, for the purpose of compliance; all principals are required to participate. A bottom-up activity is internally proposed, for the purpose of enrichment; those principals who wish to, may volunteer (Fenstermacher & Berliner, 1985).

The more bottom-up a profile, the easier it is, in general, to meet the conditions of a valued staff-development activity. In contrast, the more top-down a profile, the harder it is, in general, to meet the conditions for a valued staff-development activity. Externally imposed, compulsory, compliance-oriented activities involving most or all principals face enormous obstacles to being considered worthwhile. This does not mean that compulsory inservices cannot be effective. However, in planning the sessions, one must aware of the possible negative feelings of participants.

The third component, a description of participant roles, examines four participant roles in staff development: planners, providers, recipients, and evaluators. Planners conceive of and develop the activity. Providers offer the activity to the recipients. Evaluators determine whether the activity was done well or not, whether it was worthwhile, and whether it succeeded.

Decisions regarding staff-development activities are improved when a proposal is subjected to a definitional test, the mapping sentence is used, the participants are clearly specified, and an evaluation is completed.

Other researchers have found that effective staff development (a) has district leadership commitment, (b) is long term, (c) has goals consistent with those of the district, (d) moves from orientation to awareness to skill building, (e) has job-related content, and (f) has minimal threat to the learner and is dominated by facts and a relation to reality (Loucks, 1983; Paskal, 1986; Rogers, 1951).

Rogers (1951), Knowles (1973), and Arin-Krupp (1980) found similar results about adult learners. As an individual matures, the need and the ability to be self-directing, to use experience in assisting learning, and to organize learning around life's problems increases.

Knowles's model is different from Fenstermacher's in that his model discusses the pedagogical and andragogical teaching methods. The pedagogical model is the traditional teacher-student model in which the teacher takes the responsibility for what is learned, when it is learned, how it is to be learned, and measuring whether it has been learned. The andragogical model has the following assumptions. As people mature, they become more self-responsible and self-directed. As people grow and develop, they accumulate experiences that are a valuable aid in learning. Individuals become ready to

learn what they need to know. Adults learn better when learning is organized around life situations. The most potent motivator is the need to grow and develop.

In planning professional development, the situation must be assessed. If the learners have no previous experience in an area, if they do not understand the relevance of an area, if a given amount of subject matter must be covered, or if learners have no internal need to learn, the pedagogical model is the appropriate one. In all other situations, the andragogical model should be used and is the desired goal in this case. Thus, the teacher who begins with the pedagogical model will attempt to have the learners take more and more responsibility for their own learning.

Principals' Centers

Principals' centers are programs that are being designed to help principals develop their professional skills. The first of these programs was begun in the late 1970s at the state level, mainly by chief state school officers who had participated in the American Management Association or the National Academy for School Executives (Patterson, 1983).

Many studies have shown that principals want additional training because university training, workshops, and conferences do not meet their needs. The recent emergence of principals' centers seems to suggest that such centers offer a method of professional development for principals that is presently unavailable. Many leaders of the principals' center movement believe that when other

groups meet these needs, principals' centers will blend in with them (Barth, 1986; Erlandson, 1986; VanDerBogert, 1986).

Principals' centers have only been in existence since the late 1970s, and already there are more than 100 of them. Other organizations, such as state or professional associations, were involved in inservice but not exclusively for principals. Principals' inservice is usually but one of many other functions undertaken by the state or a professional association. The only function of a principals' center is to provide inservice crucial to the professional development of principals.

Recently, different types of principals' centers have developed. These have been formed by principals, superintendents, university professors, and/or state mandate and have operated at a local or regional level. They are all experiments to improve principals' skill, knowledge, and confidence. There is presently a National Principals' Center Network, a bimonthly newsletter entitled Network Newsnotes, a project administrator, and a hotline. The fourth annual convention, the Principals' Center Conversation, was held in Los Angeles in April 1987. Listed below is information on many of the more publicized principals' centers.

1. The South Carolina Administrators' Leadership Academy was established in 1979. Its advisory board is composed of practicing principals and school board members. All programs are based on the results of formal needs surveys and use local principals or other local personnel as presenters in regional sites. The Academy has three long-range programs: the Principal Apprenticeship Program,

the Springfield Simulation, and the Superintendency Internship Program. It also has an assessment center and networks with other principals' centers.

2. The Maryland Professional Development Academy is sponsored by the Maryland State Department of Education. It offers ten institutes per year, each one week long during the summer and based on needs assessments from principals. Participants help to plan the institutes and also participate in two-day sessions in the fall and spring. Administrative networking teams are formed at each institute. Within these, principals are paired in coaching teams. They visit and meet with each other throughout the year. Nearly three-fourths of the principals in Maryland have experienced the Academy (Sanders, 1984).

3. The North Carolina Leadership Institute for Principals offers three programs: the Business/Industry Liaison Program, the Short-Term Internship Program, and the Executive Assistants Program. North Carolina firms offer one or two participant slots in their management inservice programs to school principals. The short-term internship allows principals to visit another principal. The Executive Assistants Program chooses three principals a year to serve as executive assistants for the institute. Their responsibilities include designing and delivering training programs and writing training materials and position papers on the principalship. During the five years the institute has been in

operation, 95% of the principals in North Carolina have been served (Grier, 1986).

4. Texas A & M University's Principals' Center began in 1985 with the purpose of assisting principals in becoming instructional leaders by offering programs for principals that will help them develop their skills and knowledge. From an initial summer and fall academy, nine regional clusters have been formed. Each cluster determines its own course based on the needs identified by the members of that cluster. The staff on the Texas A & M campus provide a hotline, a newsletter, and a variety of research and development activities (Erlandson, 1986).

5. The Baylor University Principals' Center was begun in 1984 and has a four-pronged approach to meeting its purpose of facilitating the personal and professional growth of school administrators. First, collegial circles are sponsored, based on the idea that principals can learn from each other and can help each other with problems if they have the opportunity to meet and interact with each other in a somewhat structured environment. Second, the center provides high-quality programs that qualify for the state-mandated training for administrators. Forums are a third area in which information on current developments is shared with administrators. The last activities presented at the center are monthly principals' seminars (Estes, 1986).

6. The mission of the Meadowbrook Leadership Academy is to provide a program of professional development for principals that will help them in their efforts to improve their skills and

performance. There is an advisory committee composed of 16 principals, which identifies needs, selects program areas, and assists in program design and evaluation. The following principles of adult development and staff development guide the operations of the center:

- a. Individuals wish to be competent.
- b. Growth and change sometimes involve discomfort and anxiety.
- c. Trust is a major component of adult learning.
- d. Learning is at a maximum when the person is active and involved.
- e. Mentoring is an important method of staff development.
- f. Individuals have different concerns, strengths, and needs at different ages.
- g. Individuals have different styles of learning.
- h. Programs that are planned and conducted by practitioners are more effective than those by outsiders.
- i. Individualized programs are the most effective.
- j. When the practitioner can choose his/her own goals and activities, the programs will be more successful than when others determine them.
- k. Mutual sharing and assistance programs are more effective than programs in which individuals work alone.
- l. Programs that emphasize demonstrations, supervise behavior, give feedback, and offer modeling of skills and concepts are more effective than those that present only ideas.

m. Professional development is best served by responsive, innovative, and challenging programs (Pine, 1986).

7. The Tennessee Principal Administrator Academy moved in 1984 in the direction of the business model. Current Governor Alexander wanted the program modeled after the management programs run by business for chief executive officers and their key staff.

8. The Florida Academy for School Leaders, established in 1982, is directed by a council on educational management appointed by the governor. The goals of the academy are to identify:

- a. Competencies that characterize high-performing principals.
- b. Methods to measure and evaluate those competencies.
- c. Training procedures for principals to acquire these competencies.
- d. Procedures to implement competency certification for principals.
- e. Policies and procedures to implement a compensation program for successful performance.
- f. Criteria for screening, selecting, and appointing principals (Pipho, 1985).

9. The Principal's Institute in Arizona was legislatively mandated and begun in 1984. During that summer, a ten-day training session on classroom management was attended by more than 150 principals. These continue to be held each summer.

10. The Harvard Principals' Center was begun in October 1981. It is managed by an advisory board of 18 Boston-area principals and four Harvard faculty. The principals' center is dedicated to the

personal and professional development of school principals primarily and also to those others who influence the character and quality of a school. Workshops are held two to three times each month, and a summer institute was begun in the summer of 1984. Presenters range from nationally known persons and Harvard faculty to practicing principals.

11. The School Executive Management Institute in Mississippi is an example of a mandated program. During the 1984-85 school year, 2,300 principals and assistant principals from every school district in Mississippi were trained in effective-schools research. More than 90% of the participants rated the presentations as excellent or good. They now offer four programs: (a) instructional leadership, (b) instructional focus, (c) climate, and (d) measurement (Boyd, 1985).

12. The Northwest Suburban Principal Center, located outside St. Louis, Missouri, has been in existence for three years. Its purposes are (a) to inform, educate, and assist principals in becoming more effective in their work; and (b) to spend time together, away from school, sharing, questioning, debating issues, and being revitalized. The topics that were offered during 1985-86 include The Role of the Principal in School Reform, Administrative Applications of the Computer, Principal as Image Maker, Artistry of Principaling, School Discipline: Punishment or Prevention, and Evaluating Teachers.

A survey of 28 principals' centers found that:

1. Collegial relationships influenced most principals to participate.

2. Twenty-five centers have voluntary participation and three mandatory.

3. Principals were involved in policy decisions in 22 centers, in planning in 26 centers, in program offerings in 24 centers, and in program evaluation in 20 centers.

4. Government and university principal centers look similar and offer few incentives for principals to attend (McDonald, 1986).

Just because a program is offered at a principals' center does not mean that it is effective or likely to be successful. Those who work in schools, colleges of education, state departments, regional service centers, and upper management in school systems have a professional obligation to help principals become productive leaders and managers of their schools (Snyder & Johnson, 1984).

Most principals feel that there are too many other responsibilities and demands on them to devote the time needed to instructional leadership. Reprioritization seems critical. Principals need drastic help with their organizational planning and their staff- and program-development skills. Most principals are interested and eager to begin their retraining (Snyder & Johnson, 1984).

Summary

In this second chapter, the related literature and research were presented. The research on the present practices of principals

was drawn from Meyer, Scott, Deal, Weick, Peterson, Sproull, Martin, and Pitner. Murphy, Daresh, LaPlant, Snyder, Johnson, and Pitner provided the research on the preparation of principals. The research of Armor, Austin, Berman, McLaughlin, Brookover, Lezotte, Edmonds, Glenn, Levine, Stark, Trisman, Tursman, Robinson, Peters, Waterman, Purkey, Smith, Little, Blumberg, Huff, Percell, Cookson, Dwyer, Sizer, DeBevoise, Gersten, Carnine, Rutter, Erickson, Cotton, Savard, and Greenfield contributed to the effective-principal studies. The studies of Johnson, Snyder, Barnett, the Far West Laboratory, Pitner, and LaPlant provided information on the professional development for principals. Fenstermacher, Berliner, Loucks, Paskal, Rogers, Knowles, and Arin-Krupp provided the background on professional-development models. Information on principals' centers was addressed in the writings of Patterson, Erlandson, Barth, VanDerBogert, Huddle, Grier, Estes, Pine, Pipho, Boyd, and ten principals' centers.

In the next chapter, the design and administration of the survey of principals and the telephone survey of ten principals' centers are examined.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

The purposes of this study were (a) to determine the perceived professional-development needs and preferences of K-12 principals, (b) to assess the characteristics of established principals' centers, and (c) to develop a model for the delivery of professional-development programs for principals. This chapter begins with a description of a survey which preceded the dissertation proposal. Following this, the surveys that were used to collect data to fulfill the first and second purposes above are described.

An initial survey of existing principals' centers and academies was designed, using information from the National Institute of Education's 1982 NIE Directory of Inservice Training Programs for Principals, the literature, and telephone conversations with various sources across the country. The purpose of this survey was to determine if there were sufficient data on principals' centers to include as part of a dissertation.

The instrument (Appendix A) was mailed to all of the 28 centers listed in the NIE directory and others that had begun after the printing of the directory. Sixteen of the centers responded. The

results of this survey (Appendix B) gave further impetus to the researcher to pursue this topic.

Survey of Principals

The survey of principals and assistant principals was designed using characteristics discussed by Snyder in her 1984 study, Fenstermacher and Berliner in their 1985 paper, information from principals' centers, and the researcher's experience as a teacher, assistant principal, and principal. This survey appears in Appendix C.

Questions 1 through 13 asked for demographic data, such as whether the school was in a rural, city, or suburban area; the level of the school; sex; race; the highest college degree; the number of students in the school and in the district; age; and experience.

Questions 14 through 22 asked the principals to rate the success of past professional-development activities they had attended. These areas were single-topic workshops, university classes, conferences, intermediate school district workshops, district inservices, and meetings or conversations with colleagues.

In Items 23 through 68, principals were asked to rate the importance of various skills to the principal position and how well they thought they performed these skills. Examples of these skills are conducting a school needs assessment, setting school goals, planning and implementing change, managing time, being knowledgeable about group processes, understanding effective leader traits, involving staff in decision making, delegating responsibility,

maintaining positive human relations, and observing classroom instruction.

Questions 69 through 72 requested information on the principals' satisfaction with the current professional-development system, their familiarity with principals' centers, whether they had ever participated in a principals' center program, and how interested they might be in attending professional-development programs that might be offered in a new format, such as a principals' center. These results appear in Appendix D.

Pilot Study

The instrument was first reviewed by Lawrence Lezotte, a professor at Michigan State University and chairperson of the researcher's doctoral committee. After initial revisions, the survey instrument was sampled by six principals, one assistant superintendent, and one superintendent to test the clarity of the cover letter and survey instrument. Based on these recommendations, the survey instrument was revised further. The survey instrument was mailed to all 150 principals and assistant principals in Ingham, Eaton, and Clinton Counties in Michigan. These counties were chosen because they contain a variety of school districts and contain a large enough population to be a valid study. These counties also were chosen because Don Shebuski and Garry Michaels, the superintendent and assistant superintendent, respectively, of Ingham Intermediate School District, expressed interest in the feasibility

of beginning a principals' center sponsored by Ingham Intermediate School District and Michigan State University to serve these counties.

A cover letter, the survey, and a stamped envelope in which to return the survey were mailed to each principal. Most of the instruments were returned immediately. Follow-up telephone calls and mailings resulted in the return of 124 of the 150 questionnaires that had been mailed.

The responses to each of the questions were keypunched and loaded into a computer at the Ingham Intermediate School District Data Processing Center. The frequency and percentage were printed for each response, using the Statistical Package for the Social Sciences (SPSS).

Survey of Principals' Centers

Ten principals' centers were chosen for the telephone survey. These were chosen from the literature, suggestions by Jim Rison, Director of the Harvard Principals' Center, and from the researcher's experience at the Principals' Center Conversation in San Antonio, Texas, a national conference on principals' centers.

The questions asked in the survey were based on the initial principals' center survey results, the Snyder (1984) survey results, the literature, and the Harvard Principals' Center (1986) survey results. The survey included questions on the principals' center's board of directors; the center's program, content, and curricula;

the role of principals in the center; the format, duration, and spacing of the programs; program preferences of principals; whether principals are required to attend; and whether principals pay a fee.

The survey was taken during March and April 1987, and the data were tabulated using a cross-tabulation with the center's name down the side and the question number across the top. The results appear in Appendix F. The data are analyzed in Chapter IV by looking for a pattern in the responses to each question and writing a summary of these responses.

The principals' center model was developed using the results of the research; the results of the survey of principals in Ingham, Eaton, and Clinton Counties; and the results of the telephone survey of ten principals' centers.

Summary

The population for the survey of principals comprised the 150 principals and assistant principals in Ingham, Eaton, and Clinton Counties. One hundred twenty-four surveys were returned, for a return rate of 82.7%. A self-administered survey was used, which had been pilot tested. The design and data-gathering and -reporting techniques were explained.

A telephone survey of ten principals' centers was described. An explanation of the selection of centers and questions was given. The method of data reporting was presented.

In the next chapter, the data from the survey of principals and the survey of principals' centers are presented.

CHAPTER IV

RESULTS OF THE ANALYSIS OF DATA

Introduction

In this chapter, the six research questions are answered and discussed. Also, the data collected in the three surveys are reviewed and summarized. These surveys are the Initial Survey of Principals' Centers and Academies; the Survey of Principals and Assistant Principals in Ingham, Eaton, and Clinton Counties, Michigan; and the Telephone Survey of Ten Principals' Centers. The data from the principals' survey and the telephone survey of principals' centers were designed to provide the information necessary to answer the six research questions. These questions are discussed in the order in which they were listed, using the data from the surveys to answer them.

Initial Survey of Principals' Centers and Academies

A survey was sent to the 25 organizations listed in the National Institute for Education's 1982 Directory of Principals' Centers and Academies. Sixteen surveys (64%) were returned. The results of this pilot survey helped to determine that there was widespread interest in a different format and a different agenda for professional development for principals throughout the country and

sufficient information to be a major portion of a dissertation.
(See Appendix B.)

The survey results included descriptions of principal inservice programs with a new and different agenda, now located in a single place and with a longer time frame. Using the criteria of time in operation and assured funding, the survey respondents judged their programs to be successful.

Survey of Principals and Assistant Principals in
Ingham, Eaton, and Clinton Counties, Michigan

This survey was mailed to all 150 principals and assistant principals in Ingham, Eaton, and Clinton Counties; 124 were returned for a response rate of 83%. The purpose of this survey was to determine the perceived needs and preferences of principals for their professional development. The percentages reported below are based on the responses. (See Appendix D.)

Demographic Data

Of the principals, 25.8% were in rural schools, 32.3% were in city schools, and 41.9% were in suburban schools. Elementary principals comprised 52.4% of the survey population, 24.2% were middle/junior high principals, 21.8% were senior high principals, and 1.6% were other. Principals with an assistant principal were 24.2%; and 62.1% were principals with no assistant. Assistant principals comprised 13.7% of the respondents.

Females represented 25.2% of the population and males 74.8%. Caucasians held 86.3% of the positions, Blacks held 11.3%, Hispanics 1.6%, and others 0.8%.

Ingham Intermediate School District (ISD) provided services to 77.4% of the principals, Clinton ISD served 12.1%, and 10.5% were within the boundaries of Eaton ISD. Only 0.8% had just a bachelor's degree, whereas 37.9% had a master's degree, 37.1% had a master's degree plus 30 quarter hours, 9.7% had a specialist's degree, and 14.5% had a doctorate degree.

A mere 3.2% of the principals were in buildings with fewer than 200 students, 38.7% had 200 to 399 students, 28.3% had between 400 and 599 students, 12.1% had buildings of 600 to 999 students, and 17.7% had more than 1,000 students in their buildings.

Districts with under 2,000 students had 25.9% of the principals, districts with 2,000 to 5,000 students employed 45.4% of the principals, and 28.7% were in a district with more than 5,000 students. The data on the ages of the principals showed that 17.4% of the principals were under 40, 46.2% were between the ages of 40 and 49, 32.3% were between 50 and 59, and 4.2% were 60 to 63.

The data on years of experience showed that 10.5% of the principals had 0 to 4 years of experience as a building administrator, 20.1% had 5 to 9.5 years, 63.8% had been in their present positions for 10 to 22 years, and 5.6% had had between 23 and 29 years of experience.

To address the research questions, the data were analyzed by the computer in several different ways, with the final results reported using the frequency and percentage of responses in each category.

Research Question 1: What are the perceived professional-development needs of principals?

The questions on pages 4 through 7 and numbered 23 to 68 of the principals' survey (Appendix C) were written to provide the respondents with an opportunity to answer this question. The principals were asked first to respond as to (a) how important they perceived each category to be in the performance of a principal and (b) to estimate how well they perceived themselves to perform each skill.

Areas were ranked high as a professional-development need if the percentage of principals who judged that a skill area was very important or important exceeded 90% and the percentage who rated their performance in that area as quite good or very good was less than 40%. Categories were rated as not as high a professional-development need if between 40% and 60% rated their skill as quite good or very good. The professional-development need was judged to be low if 60% or more rated their skill as quite good or very good.

All of the areas were judged to be very important or important by 90% or more of the principals. The categories are rank ordered from high to low as a professional-development need for principals in Table 4.1.

The column Important/Very Important lists the percentage of principals who rated that skill area as important or very important. The column Quite Good/Very Good shows the percentage of principals who rated their skill in that area as such.

Table 4.1.--Rank ordering of principals' perceptions of professional-development needs, from most to least important.

Skill	Principals' Rating of Importance of Skill	Principals' Rating of Their Skill
	Important/ Very Imp. (%)	Quite Good/ Very Good (%)
Developing staff professionally	98.4	30.9
Conferencing with staff	92.6	33.9
Conducting a school needs assessment	96.0	34.7
Keeping abreast of new curricular trends	96.8	34.9
Developing & managing the instructional program	97.5	35.5
Implementing new programs or practices	97.6	35.7
Knowledgeable in group processes	96.0	36.9
Clinically supervising staff	91.0	38.6
Observing in classrooms	98.4	39.7
Understanding effective-schools research	96.0	39.9
Knowledgeable in the teaching/learning process	96.8	40.7
Understanding of child growth/development	96.7	40.7
Planning & implementing change	96.0	41.3
Setting school goals	98.4	42.2
Understanding of effective leader traits	94.4	44.6
Interviewing & selecting new staff	97.6	52.4
Developing positive school/community relations	100.0	56.1
Managing time	99.2	58.7
Delegating responsibility	99.2	59.9
Involving staff in decision making	100.0	60.7
Maintaining positive relations & school climate	100.0	62.3
Communicating with staff	99.2	63.1
Visible throughout building	100.0	73.8

The skill areas included in the questionnaire were drawn from research, literature, and the researcher's experience. All of these skill areas drew a response of important or very important from more than 90% of the principals, indicating a high degree of knowledge of current research and literature.

As the ratings ranged from a low of 30.9% rating themselves as quite good or very good in a skill area to a high of 73.8% and with 15 of the 23 areas having only 30% to 50% of the principals rating their skill as very good or good, the principals indicated a significant need for the professional development of skills in most of the areas listed.

In rank order, the top ten areas that were ranked by the principals as high as a professional-development need for principals based on the survey of principals are as follows. (The number in parentheses is the percentage who rated themselves as quite good or very good at that skill.)

1. Developing staff professionally (31%)
2. Conferencing with staff (34%)
3. Conducting a school needs assessment (35%)
4. Keeping abreast of new curricular trends (35%)
5. Developing and managing the instructional program (36%)
6. Implementing new programs and practices (36%)
7. Knowledgeable in group processes (37%)
8. Clinically supervising staff (39%)
9. Observing in classrooms (40%)
10. Understanding effective-schools research (40%)

The following areas were ranked lower as a professional-development need for programs for principals. (The number in parentheses is the percentage who rated themselves as quite good or very good at that skill.)

1. Excellent knowledge of the teaching-learning process (41)
2. Understanding child growth and development (41%)
3. Planning and implementing change (41%)
4. Setting school goals (42%)
5. Understanding effective leadership traits (45%)
6. Interviewing, selecting, and orienting staff (52%)
7. Developing positive school-community relations (56%)

The principals did not see a need for programs in the following areas which, although they felt that these areas are important for principals, they felt that they were more skillful in these six than in the other 17 listed previously.

1. Managing time (59%)
2. Delegating responsibility (60%)
3. Involving staff in decision making (61%)
4. Maintaining positive human relations and school climate (62%)
5. Communicating with staff (63%)
6. Visible throughout building (74%)

Research Question 2: Is there a need for an alternative delivery system than those that presently exist for the professional development of principals?

Items 14 through 22 on the principals' survey asked principals to rate the success of past professional-development activities.

Table 4.2 shows the professional-development activities that the majority of principals rated as successful or very successful.

Table 4.2.--The six professional-development activities rated as successful or very successful by principals and the percentage of principals who gave that rating.

Professional-Development Activity	Successful or Very Successful (%)
Meetings or conversations with colleagues	86
Single-topic workshops	76
Professional reading	75
Intermediate school district workshops	75
Professional association conferences	69
Local school district inservices	66

Table 4.3 displays the categories that were judged as slightly successful or not successful and the percentage of principals who gave that rating.

Table 4.3.--Professional-development activities rated as slightly successful or not successful.

Professional-Development Activity	Slightly Successful or Not Successful (%)
State Department of Education sponsored conferences	63
University classes, credit	54

The specific questions that related to alternative professional-development activities for principals are discussed in the following paragraphs. On Question 69, concerning how satisfied the principals were with the present delivery system for professional development, 18.9% were very satisfied, 60.7% somewhat satisfied, 17.2% not very satisfied, and 2.5% totally unsatisfied.

Question 72 asked the principals about their interest in attending nonrequired, professional-development programs offered in a new format, such as a principals' center. The principals responded as follows: 42.5% were very interested, 52.5% were somewhat interested, 4.2% were not very interested, and 0.8% were uninterested.

If, indeed, the six areas listed in Table 4.2 met the professional-development needs of principals, the survey results would bear this out. However, the survey results did not support that the present delivery system of professional-development activities for principals met their needs.

Another indication of the need for an alternative delivery system for the professional development of principals is the rapid growth of principals' centers. These would never have experienced the rapid growth they have, had the present delivery system met the professional-development needs of principals (VanDerBogert, 1986). In 15 of 23 or 65% of the skill areas listed on the survey of principals, the percentage of principals who listed themselves as quite good or very good on that skill was between 30% and 50%. The converse of this is that in 15 of the 23 skill areas used in the

survey of principals and supported by research and literature (McDonald, 1986; Pipho, 1985; Pitner, 1982; Snyder, 1983) as critical skills for principals, between 50% and 70% of the principals did not rate themselves as quite good or very good. These data show a definite need for an alternative delivery system for professional-development activities for principals.

Research Question 3: What types of programs would principals prefer for professional development?

Several questions are listed below that were included in the telephone survey of principals' centers, which assist in answering this research question. Appendix E shows the questions asked in this survey. Appendix F displays the results.

5. Is the format lecture, seminar, or small group?
6. What is the duration and spacing of your programs?
7. Do you use homogeneous or heterogeneous grouping of principals by skill level at your programs?
8. Is mentoring, networking, or peer assistance included in your programs?
9. What types of programs do principals prefer?

The responses to these questions are shown in Table 4.4.

Format: All ten principals' centers varied their format for various programs. They used lecture, discussion, seminar, and small-group, depending on the program and what they thought would be the best method for learning. Small group and seminar were used more than lecture.

**Table 4.4.--Responses to five questions from the telephone survey
of principals' centers.**

Centers	Format	Duration	Grouping	Mentor	Types
Harvard	seminar SG ^a	most long term	heter	yes	varies
North Carolina	varies	varies	both	yes	varies
Syracuse	SG ^a LG ^b	all year long	heter	no	varies
Texas A & M	varies	varies	heter	yes	varies
Meadowbrook	varies	varies	heter	no	varies
Maine	varies	varies	heter	no	varies
Alaska	varies	1 week 3 day	heter	yes	varies
Marin County	varies	breakfast mtg 1/wk	heter	network PAL ^c	varies
Georgia State	varies	varies	both	peer	varies
Westchester	varies	varies	both	network	varies

^aSG = small group.

^bLG = large group.

^cPAL = peer-assisted learning.

Duration and spacing: Most of the centers had some short-term programs and some long-term programs. Alaska was one exception because of the great distances involved in principals attending programs. Thus, they had fewer sessions that were of short-term duration. Harvard and Syracuse both offered only year-long programs.

Homogeneous or heterogeneous grouping of principals: Most used only heterogeneous grouping as program attendance was voluntary. North Carolina, Georgia State, and Westchester each offered one homogeneous program for first-year principals.

Mentoring, networking, or peer assistance: Seven of the ten programs had some form of mentoring, networking, or peer assistance.

Types of programs: This varied at each of the principals' centers, depending on the need and skill development of the group. If the skill to be learned was new, lecture and discussion were more likely to be used. Most of the time, small groups, seminar, or one-to-one were used. The directors expressed that the type of program was important to the extent that the skill level was considered in choosing the type of program.

In summary, the results of the telephone survey of principals' centers indicated that the format varied depending on the type of program. Small group and seminar were used most often. Most programs were long term. Most grouping of principals was heterogeneous. Some form of mentoring was used in seven of the ten centers.

Research Question 4: What characteristics do these ten established principals' centers have in common?

Responses to Questions 1 through 7, 9, and 11 on the telephone survey of principals' centers were used to answer this question. (Appendix F displays the complete results of the telephone survey.) The results are summarized below:

1. All ten principals' centers involved principals in deciding the center's content and curriculum.
2. Eight of the ten principals' centers did an annual needs assessment of the principals. Another center did a needs assessment every three years.
3. Nine centers involved principals in deciding which programs would be offered.
4. All ten principals' centers used principals to make some of the presentations.
5. Most of the ten centers varied the type of program and presentation as to lecture, seminar, small group, or one-to-one, depending on need.
6. Seminar and small group were the most frequently used types of presentations at these centers.
7. Most programs at these ten principals' centers were offered over several days spread out over the year.
8. Mentoring, networking, and peer assistance are becoming more widely used as a part of the programs at these centers.

9. Attendance by principals at any of the professional-development activities sponsored by these ten principals' centers was not required.

Research Question 5: When a model is proposed based on (a) established principals' centers and (b) an adaptation of Fenstermacher and Berliner's framework for effective professional-development programs, will principals see it as worthwhile and make a commitment to it?

Question 72 on page 8 of the survey of principals in Ingham, Eaton, and Clinton Counties asked, "Which of the following characterizes your interest in attending non-required professional-development programs offered in a new format such as a principals' center? From the principals' responses, 40.8% stated that they were very interested, 50.4% were somewhat interested, and 4.8% were not very uninterested or uninterested.

The data from the survey of principals showed that all of the 23 skill areas on the survey were rated as important to the principalship. On 15 of the 23 skill areas, the percentage of principals who stated that their skill level was not quite good or not very good ranged from 50% to 70%. Research results (Dwyer, 1983; Johnson, 1983) found that training interests by principals are high and that principals would see training programs as worthwhile in areas they believe are important.

Fenstermacher and Berliner's (1985) framework for the professional-development programs that are the most likely to be effective include the following:

1. The professional-development program is proposed by the persons for whom the professional development is intended.

2. Attendance is voluntary.
3. The purpose of the program is clearly stated.
4. The participants are clearly defined.
5. The program is evaluated by participants.

At all ten principals' centers selected for the telephone survey, attendance was voluntary, and principals were making a commitment by serving on the boards, assisting in planning and presenting, and attending the programs.

Research Question 6: If principals had to pay a fee of approximately \$100, would they be more or less inclined to make a commitment to principals' center programs?

In the ten principals' centers, it was found that the fee was not a condition of the principals being more or less inclined to make a commitment to the center's programs. Although three of the ten centers did charge a fee to the principals for the year's activities, the directors of these centers, like the other seven, felt that it was a combination of involving principals on the board, asking them to assist in planning and presenting programs, and offering programs based on the needs assessment that caused principals to make a commitment to the programs.

Chapter V of this study discusses the entire research project and includes a review of the literature and research, a summary of the findings of the surveys, and a recommended model for a principals' center.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Purpose

The purposes of this study were (a) to determine the perceived professional-development needs and preferences of K-12 principals, (b) to assess the characteristics of established principals' centers, and (c) to develop a model for the delivery of professional-development programs for principals.

Related Literature and Research Reviewed

Researchers such as Meyer, Scott, Deal, Weick, Peterson, Sproull, Martin, and Pitner contributed to the studies which found that principals presently become involved in service, advisory, and auditing relationships. Their central focus is not classroom observation and curriculum development.

The preparation of principals was studied through the writings of Murphy, Daresh, LaPlant, Johnson, Snyder, and Pitner. They found that initial administrative training programs omitted goal setting, long-range planning, evaluation, strategy for improvement, educational leadership, group processes, and human-relations training. Because of this, initial administrative training programs

had little influence on administrative performance, whereas on-the-job training and professional-development programs were most important.

Studies by Armor, Austin, Berman, McLaughlin, Brookover, Lezotte, Edmonds, Glenn, Levine, Stark, Trisman, Tursman, Robinson, Peters, Waterman, Purkey, Smith, Little, Blumberg, Huff, Persell, Cookson, Dwyer, Sizer, DeBevoise, Gersten, Carnine, Rutler, Erickson, Cotton, Savard, and Greenfield on effective principals provided the information that the principal can be critical in changing teacher behavior and improving student performance. Also, the behaviors and characteristics of effective principals were stated.

Professional development for principals was reviewed, citing studies by Snyder, Barnett, Dwyer, Johnson, Pitner, LaPlant, Murphy, and Hallinger. The needs for principals to change their focus to instructional leadership and to acquire the skills to accomplish this were stated. Present programs were found to cover "hot topics" and not the skills, such as quality teaching, staff development, school improvement, self-evaluation, and adult learning theory, needed to be an effective principal.

Professional-development models were examined in studies by Fenstermacher, Berliner, Loucks, Paskal, Rogers, Knowles, and Arin-Krupp. Factors were identified in these studies that make professional-development programs more likely to be successful. Examples of these factors are involvement of participants as program planners, presenters, and evaluators; a clear definition of the

program's purpose; voluntary attendance at the programs; practical application of the program; long-term duration of the program; and school district leadership commitment to the program.

The research of Patterson, Erlandson, Barth, VanDerBogert, the South Carolina Administrators' Leadership Academy, Huddle, Grier, Estes, Pine, the Tennessee Principal Administrator Academy, Pipho, the Principals' Institute in Arizona, Boyd, the Northwest Suburban Principals' Center, McDonald, Snyder, and Johnson assisted in reviewing the present status of principals' centers. These studies reported a rapid increase in the number of principals' centers over the last several years to the present number, which exceeds 100. The major focuses of 12 principals' centers were each presented.

A survey by McDonald (1986) of 28 principals' centers found that collegial relationships influenced most principals to attend. In general, the principals' centers were dedicated to the personal and professional development of school principals. Most offered programs that included mutual sharing and assistance, instructional leadership, and effective-principal characteristics. Snyder (1985) found that principals first need help with reprioritization so that the development or refinement of skills in organizational planning and staff and program development become the highest priority. Principals were found to be interested and ready to begin retraining.

Review of Design of the Study

Two of the purposes of the study were to determine the perceived professional-development needs and preferences of K-12 principals and to assess the characteristics of established principals' centers. Two separate surveys were necessary to accomplish this.

A written survey with 72 questions was developed to determine the professional-development needs of principals. The population for this study was the 150 principals and assistant principals in Ingham, Eaton, and Clinton Counties. The questions were developed from research and literature findings and information from principals' centers.

Thirteen questions covered demographic data; nine items related to the principals' ratings of the success of past professional-development activities. On the next 46 questions, the principals were asked to rate the importance of each skill to the principalship and then to rate their skill in each area. The last four items requested responses on the principals' familiarity with principals' centers and their programs and how interested they would be in participating in programs offered in a new format, such as a principals' center.

The responses were keypunched and loaded into a computer. The data were reported by listing the frequency and percentage for each response to each question.

A telephone survey was developed and administered to assess the characteristics of ten established principals' centers. The

population was chosen from advice from Jim Rison, Director of the Harvard Principals' Center, and from discussions at a national principals' center conference. The 12 questions requested information on the center's board of directors; the program and curricula; the role of principals; the format, duration, and spacing of the programs; program preferences of principals; whether attendance by principals was mandatory; and whether principals paid a fee. The responses were compiled by item for each principals' center.

Findings and Conclusions

Research Question 1: What are the perceived professional-development needs of principals?

Findings. In all of the 23 skill areas, 90% or more of the principals judged each area as very important or important to a principal. The ten skill areas with the highest percentage of principals who did not rate their skill as quite good or very good are listed in Table 5.1.

Conclusions. The 23 skill areas that were rated as important skills by various researchers were also rated as important by more than 90% of the principal respondents in Ingham, Eaton, and Clinton Counties. The ten skills listed previously were the skills on which the highest percentage of principals did not rate their skill as quite good or very good. These would provide more than enough program topics for the first year of a principals' center. Looking at all of the 23 skill areas in Table 4.1, the principals indicated

a significant need for the development of skills in most of the areas listed. In 19 of the 23 areas, between 40% and 69% of the principals did not rate their skills as quite good or very good in each area. These 19 areas are the perceived professional-development needs of principals.

Table 5.1.--The ten skill areas with the highest percentage of principals who did not rate their skill in that area as quite good or very good.

Skill Area	Percent
Developing staff professionally	69
Conferencing with staff	66
Conducting a school needs assessment	65
Keeping abreast of new curricular trends	65
Developing and managing the instructional program	64
Implementing new programs or practices	64
Knowledgeable in group processes	63
Clinically supervising staff	61
Observing in classrooms	60

Research Question 2: Is there a need for an alternative delivery system than those that presently exist for the professional development of principals?

Findings. In response to Question 69 on the principals' survey, which asked how satisfied the principals were with the present delivery system for professional development, 19% were very satisfied, 61% somewhat satisfied, 17% not very satisfied, and 3% totally unsatisfied.

Question 72 on the same survey asked principals about their interest in alternative professional-development programs. Of the

principals, 43% were very interested, 53% were somewhat interested, 4% were not very interested, and 1% were uninterested.

There has been a rapid growth of principals' centers, with the first beginning the late 1970s and the number exceeding 100 in 1986 (VanDerBogert, 1986).

Between 50% and 70% of the principals did not rate their skill as quite good or very good in 15 of the 23 skill areas that more than 90% of the principals had ranked as very important or important to a principal.

Conclusions. If only 19% of the principals and assistant principals in Ingham, Eaton, and Clinton Counties were very satisfied with the present delivery system for professional development for principals, 43% were very interested in alternative professional programs offered in a new format such as a principals' center, there has been a rapid growth in the number of principals' centers across the nation, and principals expressed a high need for skills they considered important to the principalship, then there is a definite need for an alternative delivery system for professional development for principals.

Research Question 3: What types of programs would principals prefer for professional development?

Findings. In the telephone survey of ten principals' centers, it was found that:

1. All ten principals' centers varied the format of their programs, using seminar, small group, discussion, and lecture as they felt most appropriate.

2. Most of the centers had some short-term programs and some long-term programs. The majority were of long-term duration.

3. As program attendance was voluntary, the grouping was always heterogeneous, with the exception of programs for first-year principals.

4. Seven of the ten principals' centers had some form of mentoring, networking, or peer assistance.

Conclusions. The telephone survey of ten principals' centers indicated that the types of programs that principals preferred varied in format, depending on the need, with small group and seminar used most often. Most programs were long term, and some form of mentoring was offered at a majority of the centers.

Research Question 4: What characteristics do these ten established principals' centers have in common?

Findings.

1. All ten principals' centers involved principals in deciding the center's program, content, and curriculum.

2. Nine centers did a needs assessment that involved principals.

3. Principals were involved in deciding which programs would be offered at nine principals' centers.

4. All ten centers used principals to make some of the presentations.

5. Attendance was voluntary at all ten centers.

Conclusions. The above-mentioned common characteristics that these ten principals' centers had should be included in a

principals' center model. These are also the same as those found by Fenstermacher and Berliner (1985) when they proposed that staff-development programs are more likely to be effective when they are internally proposed and attendance is voluntary. Rogers (1951), Knowles (1973), and Arin-Krupp (1980) each found that adult learners, as they mature, have a need and an ability to be more self-directing.

Research Question 5: When a model is proposed based on (a) established principals' centers and (b) an adaptation of Fenstermacher and Berliner's framework for effective professional-development programs, will principals see it as worthwhile and make a commitment to it?

Findings. In the survey of principals, Question 72 asked, Which of the following characterizes your interest in attending nonrequired, professional-development programs offered in a new format such as a principals' center? The principals' responses were: 41% were very interested, 50% were somewhat interested, and 5% were not very interested or uninterested.

Of the 23 skill areas on the principals' survey, all 23 were rated as important or very important by 90% or more of the principals. On 15 of the 23 skill areas, the percentage of principals who stated that their skill level was not good or not very good ranged from 50% to 70%.

In the telephone survey of ten principals' centers, it was found that principals were making a commitment by serving on the board of directors, assisting in planning and presenting programs, and attending the programs.

Conclusions. The findings showed that 41% of the principals were very interested and 50% were somewhat interested in attending nonrequired professional-development programs offered in a new format such as a principals' center. This shows that principals would see a principals' center as worthwhile.

The data showing that 50% to 70% of the principals rated their skill in 15 of 23 important skill areas as not good or not very good indicated a need for professional development. This is supported by research results (Dwyer, 1983; Johnson, 1983), which found that principals' interest in training was high and that principals would see training programs as worthwhile in areas they believed were important.

Principals made a commitment at the ten principals' centers and would make a commitment anywhere they saw the programs as worthwhile.

Research Question 6: If principals had to pay a fee of approximately \$100, would they be more or less inclined to make a commitment to principals' center programs?

Findings. At the ten principals centers surveyed, the fee was reported by the directors not to be a condition of the principals being more or less inclined to make a commitment to the center's programs. Three of the centers charged a fee to principals. The directors of all ten principals' centers stated that the involvement of principals in the board of directors and in planning and presenting programs, and not the fee, was what influenced a principal's commitment to the programs. A fee was charged to pay

the expenses of the programs. This was paid in some cases by the principals, but more frequently by the school districts.

Conclusion. A fee will not cause principals to be more committed to the center's programs. The fee would help and is necessary to defray expenses.

Principals' Center Model

1. Interested principals or other interested educators should arrange a meeting with one or two interested representatives from the intermediate school district, the nearest university, and local superintendents and principals for the purpose of discussing the possibility of beginning a principals' center in the area.

2. Organize a board of directors, decide on the source of funding, develop a philosophy and goals, and decide on one or two programs that will be offered the first year. Choose these two programs from among the list of areas ranked high in need earlier in this chapter.

3. Involve principals in deciding which programs are offered and the format of the programs and have them make some of the presentations.

4. Involve principals with colleagues at these sessions.

5. Evaluate the programs verbally during the program and in writing at the conclusion.

6. Schedule follow-up activities for each program.

7. Meet with the board of directors, make necessary changes, do a needs assessment that involves principals in the spring, and plan and publicize for the following year.

8. Make attendance voluntary.

The recommendations that are made below are based on the following assumptions:

1. The principals' perceptions of their professional-development needs have been viewed as their actual needs.

2. The professional-development needs of principals as described in this dissertation could also be considered their "wants."

3. Supervisors and subordinates may view the professional-development needs of principals differently than the principals do.

4. The backlog of skills on which principals desire professional-development training as indicated in this dissertation is so great that a principals' center with voluntary attendance could operate for three to four years to meet these needs.

5. A necessary next step after Item 7 above would be to survey supervisors and subordinates in assessing the professional-development needs of principals.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. A principals' center should be started in the area of Ingham, Eaton, and Clinton Counties using the model proposed previously and the topics suggested in Table 5.1.

2. All professional-development activities should be planned with the findings of Fenstermacher and Berliner (1985), Loucks (1983), Paskal (1986), Rogers (1951), Knowles (1973), and Arin-Krupp (1980). These include:

a. Involve the participants in as many of the following as possible: selection, planning, presenting, and/or evaluating the program.

b. Have leadership support.

c. Attendance is usually voluntary.

d. The format of the program depends on the familiarity of participants with the topic. If it is a new topic, lecture is generally the best format. In all other cases, seminar and small group are advisable. Many of the principals' centers have found excellent success with some form of networking, mentoring, or peer assistance.

e. Most professional-development programs should be long-term as compared to one to three successive days.

3. Principals must reprioritize their goals and activities. Goal setting, staff development, planning, teacher evaluation, instructional improvement, and curriculum development must move to the top of the priority list.

Recommendations for Future Research

1. A study to determine the characteristics of ineffective principals would provide valuable contrasts to the studies on effective principals.

2. A study should be conducted by an independent agency to determine the success of the ten principals' centers surveyed.

3. Replication of this study in another metropolitan area may provide other conclusions or reinforce those found in this study.

APPENDICES

APPENDIX A

PRELIMINARY SURVEY OF PRINCIPALS' CENTERS AND ACADEMIES

ADMINISTRATIVE ACADEMY/PRINCIPALS' CENTER QUESTIONNAIRE

1. What is the name of your program?
2. How long has it been in existence?
3. What were the initial goals of the program?
4. At the end of the first year, were these goals accomplished?
YES NO If possible, please elaborate.
5. Have the goals been modified? YES NO
If yes, how?
6. Do you feel that the program is successful compared to these goals? YES NO Please elaborate.
7. By whom are you funded?
8. What is your annual budget?
9. How many staff members do you have? Professional _____
Clerical _____
10. Was an initial needs-assessment instrument used? YES NO
If yes, please attach a copy.
11. What suggestions can you offer for the development of a Principals' Center or an Administrative Academy?
12. Other helpful information:
13. May I telephone you for further information? YES NO
Best time of day? Telephone Number _____
Name _____

Please return this questionnaire in the enclosed self-addressed envelope to Bill Schewe, 3626 E. Hiawatha, Okemos, MI 48864.
Thank you!

APPENDIX B

SUMMARY OF 1983 SURVEY RESULTS

SUMMARY OF 1983 SURVEY RESULTS

	Years	Goals	By Whom Funded	Annual Budget	Staff Prof/Cler	Suggestions
Greenville County SC	3	Encourage and motivate its employees to refine skills and develop new ones	County		1/1	--
Danforth Foundation	10	Expand vision, knowledge, and skill of secondary principals	Danforth Foundation	six million	4/3.5	--
1/D/E/A Prin Inservice	6	Improve performance of principals through inservice	Kettering Foundation	\$24,000 self-supporting	PT/O	Collegial support groups
LA Adm. Academy	5	To respond to training and development needs of management personnel	Comb. fed., state, local			
PA Exec. Academy	10	Administrator inservice team skill development	Federal	\$25,756	2/1	
GA Academy of School Executives	6	Develop and present seminars to enable school leaders to be more effective school managers	State	\$80,000	1/1	Needs assessment not to replace univ. advisory board
Detroit Management Academy	30	Assist administrators and supervisors in refining and developing leadership skills	Local district		8/7	Combine staff development, administrator, teachers
AASA	15	Serve professional-development needs of school administrators	AASA & charge to participants			Programs responsive to needs of practicing administrators
Harvard Principal Center	3	Personal and professional development of principals and other school staff	Self-supporting			
NC Leader Inst. for Principals	4	Provide data, staff development, and human resources to principals	State	\$350,000	3/3	Needs assessment advisory committee
MD Prof. Dev. Academy	7	Provide inservice training to principals and assist them in improving their skills	State Dep't. of Educ.	\$169,000	1+1	Long-term development model
Montgomery County, MD	-	Improve administrative skills	County	\$45,000		
Dade County Mgt. Academy	4	Skill building, orientation for new managers, professional growth	State & local	\$400,000	3/4	Design a program & meet local & state needs
San Diego County	5	Improve management and leadership of school administrators	County fund	\$234,000	3/2	Meet needs of participants
Ach. Dir. Leadership	4	Improve basic skills instruction development program	NIE	\$400,000	6+3	Needs of clients follow-up, research based
S.C.	6	Improve adm. skills for ed. leadership	SC Dep't. of Educ.	\$180,000	4/2	--

APPENDIX C

1986 SURVEY OF PRINCIPALS

May 31, 1986

Dear Fellow Principal,

This questionnaire is part of a doctoral study and is designed to assess the value of present professional-development programs for principals and to determine which types of programs may be needed. This researcher and staff members from Ingham Intermediate School District and Michigan State University will review the results to evaluate the needs for principals in Ingham, Eaton, and Clinton Counties.

You can help by completing the questionnaire and mailing it in the enclosed, stamped self-addressed envelope by June 8, 1986. It will take you approximately twelve minutes to complete.

The responses to this instrument are confidential. The number on the instrument is only to assist in having sufficient questionnaires completed and returned so that the results are statistically valid and reliable. The results will be reported as summaries and not by district or school.

Thank you for your cooperation.

Sincerely,

Bill Schewe
3626 E. Hiawatha
Okemos, MI 48864

DEMOGRAPHIC DATA. Circle the letter of the response that is most applicable.

1. Which best describes the community your district serves?
 - a. Rural
 - b. City
 - c. Suburban
2. What level is your school?
 - a. Elementary
 - b. Middle or junior high
 - c. Senior high
 - d. Other _____
3. What is your position?
 - a. Principal with one or more assistant principals
 - b. Principal with no assistant principal
 - c. Assistant principal
4. What is your sex?
 - a. Female
 - b. Male
5. What is your race?
 - a. Black
 - b. Hispanic
 - c. White
 - d. Other _____
6. What intermediate school district serves your district?
 - a. Ingham
 - b. Clinton
 - c. Eaton
7. What is the highest college degree which you hold?
 - a. Bachelor's
 - b. Master's
 - c. Master's +30
 - d. Specialist
 - e. Doctorate
8. Are you presently enrolled in a college degree program?
 - a. Yes
 - b. No
9. How many students were enrolled in your building in 1985-86? _____
10. Approximately how many students were enrolled in your district in 1985-86? _____

11. What is your age? _____
12. How many years have you been a building administrator? _____
13. How many years have you been in your present position? _____

PAST PROFESSIONAL-DEVELOPMENT ACTIVITIES. Please rate the success of the activities listed below at improving your professional skills by circling the appropriate number. If you have not attended one of these activities, mark #5--Does Not Apply.

	Very Success- ful	Success- ful	Slightly Success- ful	Not Success- ful	Not Apply
14. Single-topic workshops	1	2	3	4	5
15. University classes, credit	1	2	3	4	5
16. University classes, no credit	1	2	3	4	5
17. Professional association conferences	1	2	3	4	5
18. State Dep't. of Education conferences	1	2	3	4	5
19. Intermediate district workshops	1	2	3	4	5
20. District inservices	1	2	3	4	5
21. Meetings or conversations with colleagues	1	2	3	4	5
22. Readings	1	2	3	4	5

PRINCIPAL SKILLS. On this page, rate these statements in terms of how important you think they are to the role of the principal. On the adjoining page, rate your ability to utilize these skills.

IMPORTANCE: How important should these skills be to a principal?

	Very Import- tant	Import- tant	Not Very Import- tant	Totally Unimport- tant	Not Sure How Import- tant
<u>PLANNING</u>					
1. Conducting a school needs assessment	1	2	3	4	5
2. Setting school goals	1	2	3	4	5
3. Planning and implementing change	1	2	3	4	5
4. Managing time	1	2	3	4	5
<u>LEADERSHIP</u>					
1. Knowledgeable in group processes	1	2	3	4	5
2. Understands effective leader traits and behaviors	1	2	3	4	5
3. Being visible throughout the building	1	2	3	4	5
4. Communicating with staff	1	2	3	4	5
5. Involving staff in decision making	1	2	3	4	5
6. Delegating responsibility	1	2	3	4	5
7. Maintaining positive human relations and school climate	1	2	3	4	5
<u>PERSONNEL MANAGEMENT</u>					
1. Interviewing, selecting, and orienting new staff	1	2	3	4	5
2. Observing in classrooms	1	2	3	4	5
3. Clinically supervising staff	1	2	3	4	5

PRINCIPAL SKILLS. Rate these statements in terms of how well you can perform the skill listed to the left on the previous page.

UTILIZATION: How well can I perform the skill?

I am quite good at this	I do an adequate job at this	I am not very good at this	I am at a loss at this	I am unsure at how to rate myself	
1	2	3	4	5	(23,24)
1	2	3	4	5	(25,26)
1	2	3	4	5	(27,28)
1	2	3	4	5	(29,30)
1	2	3	4	5	(31,32)
1	2	3	4	5	(33,34)
1	2	3	4	5	(35,36)
1	2	3	4	5	(37,38)
1	2	3	4	5	(39,40)
1	2	3	4	5	(41,42)
1	2	3	4	5	(43,44)
1	2	3	4	5	(45,46)
1	2	3	4	5	(47,48)
1	2	3	4	5	(49,50)

PRINCIPAL SKILLS. On this page, rate these statements in terms of how important you think they are to the role of the principal. On the adjoining page, rate your ability to utilize these skills.

IMPORTANCE: How important should these skills be to a principal?

	Very Import- tant	Import- tant	Not Very Import- tant	Totally Unimport- tant	Not Sure How Import- tant
4. Developing staff professionally	1	2	3	4	5
5. Conferencing staff	1	2	3	4	5

SCHOOL PROGRAM

1. Keeping abreast of new curricular trends	1	2	3	4	5
2. Developing and managing the instructional program	1	2	3	4	5
3. Developing positive school/community relations	1	2	3	4	5
4. Implementing new programs or practices	1	2	3	4	5
5. Understanding the practices of effective schools	1	2	3	4	5
6. Thorough knowledge of the teaching/learning process	1	2	3	4	5
7. Understanding of child growth and development	1	2	3	4	5

PRINCIPAL SKILLS. Rate these statements in terms of how well you can perform the skill listed to the left on the previous page.

UTILIZATION: How well can I perform the skill?

I am quite good at this	I do an adequate job at this	I am not very good at this	I am at a loss at this	I am unsure at how to rate myself	
1	2	3	4	5	(51,52)
1	2	3	4	5	(53,54)
1	2	3	4	5	(55,56)
1	2	3	4	5	(57,58)
1	2	3	4	5	(59,60)
1	2	3	4	5	(61,62)
1	2	3	4	5	(63,64)
1	2	3	4	5	(65,66)
k	2	3	4	5	(67,68)

- A. How satisfied are you with the current delivery system for your professional development? Circle one.
1. Very satisfied
 2. Somewhat satisfied
 3. Not very satisfied (69)
 4. Totally unsatisfied
 5. Unsure how satisfied
- B. Are you familiar with the concept of a principals' center? Circle one.
- A. Yes (70)
 - B. No
- C. Have you ever participate in a principals' center program? Circle one.
1. Yes (71)
 2. No
- D. Which of the following characterizes your interest in attending nonrequired, professional-development programs offered in a new format such as a principals' center? Circle one.
1. Very interested (72)
 2. Somewhat interested
 3. Not very interested
 4. Uninterested

Thank you for your assistance. Please return in the enclosed, self-addressed envelope by June 8 to Bill Schewe, 3626 East Hiawatha, Okemos, MI 48864.

APPENDIX D

RESULTS OF 1986 SURVEY OF PRINCIPALS AND ASSISTANT PRINCIPALS IN INGHAM, EATON, AND CLINTON COUNTIES

Variable	Frequency	Percent
Community type		
Rural	32	25.6
City	40	32.0
Suburban	52	41.6
Missing	1	.8
Total	125	100.0
School level		
Elementary	65	52.0
Middle school	30	24.0
Senior high	27	21.6
Other	2	1.6
Missing	1	.8
Total	125	100.0
Respondent's position		
Principal & assistants	30	24.0
Principal & no assistants	77	61.6
Assistant principal	17	13.6
Missing	1	.8
Total	125	100.0
Sex		
Female	31	24.8
Male	92	73.6
Missing	2	1.6
Total	125	100.0
Race		
Black	14	11.2
Hispanic	2	1.6
White	107	85.6
Other	1	.8
Missing	1	.8
Total	125	100.0
What ISD serves your district?		
Ingham	96	76.8
Clinton	15	12.0
Eaton	13	10.4
Missing	1	.8
Total	125	100.0

Variable	Frequency	Percent
Highest college degree		
Bachelor's	1	.8
Master's	47	37.6
Master's +30	46	36.8
Specialist	12	9.6
Doctorate	18	14.4
Missing	1	.8
Total	125	100.0
Presently enrolled in college-degree program?		
Yes	17	13.6
No	105	84.0
Missing	1	.8
Total	125	100.0
Number of students enrolled in building		
56	1	.8
124	1	.8
125	1	.8
150	1	.8
200	1	.8
213	1	.8
220	1	.8
221	1	.8
225	1	.8
236	1	.8
240	1	.8
250	1	.8
260	1	.8
266	1	.8
275	3	2.4
285	1	.8
286	1	.8
300	6	4.8
310	2	1.6
316	1	.8
318	1	.8
320	3	2.4
325	3	2.4
328	1	.8
330	1	.8
332	1	.8
340	2	1.6
350	4	3.2
351	1	.8

Variable	Frequency	Percent
355	1	.8
366	1	.8
370	1	.8
378	1	.8
380	2	1.6
387	1	.8
400	4	3.2
403	2	1.6
405	1	.8
410	3	2.4
412	1	.8
415	1	.8
420	1	.8
424	1	.8
430	3	2.4
446	1	.8
456	1	.8
468	1	.8
475	3	2.4
480	3	2.4
485	1	.8
500	1	.8
505	1	.8
525	1	.8
568	1	.8
570	2	1.6
573	1	.8
580	1	.8
617	1	.8
621	2	1.6
625	1	.8
630	1	.8
720	1	.8
730	1	.8
750	3	2.4
755	1	.8
780	1	.8
785	1	.8
800	1	.8
950	1	.8
1050	1	.8
1100	3	2.4
1120	1	.8
1130	1	.8
1134	1	.8
1200	1	.8

Variable	Frequency	Percent
1250	1	.8
1400	3	2.4
1416	1	.8
1419	1	.8
1450	1	.8
2100	1	.8
2128	1	.8
2154	1	.8
2300	1	.8
2330	1	.8
2333	1	.8
3760	1	.8
Missing	1	.8
Total	125	100.0

Number of students enrolled in district

270	1	.8
312	1	.8
340	1	.8
385	1	.8
430	1	.8
570	1	.8
650	1	.8
710	1	.8
720	1	.8
800	1	.8
820	1	.8
880	1	.8
1000	2	1.6
1428	1	.8
1450	1	.8
1670	1	.8
1675	1	.8
1680	1	.8
1720	1	.8
1800	1	.8
1813	1	.8
1830	2	1.6
1850	2	1.6
1950	1	.8
1980	1	.8
2000	3	2.4
2100	1	.8
2700	1	.8
2800	1	.8
3200	5	4.0

Variable	Frequency	Percent
3224	1	.8
3280	1	.8
3300	3	2.4
3325	1	.8
3350	1	.8
3400	3	2.4
3500	2	1.6
3840	1	.8
3875	1	.8
4000	3	2.4
4100	1	.8
4200	4	3.2
4255	1	.8
4266	1	.8
4281	1	.8
4300	2	1.6
4350	1	.8
4500	4	3.2
4550	1	.8
4600	2	1.6
4700	1	.8
4800	2	1.6
7060	1	.8
15000	3	2.4
16000	1	.8
21000	1	.8
22000	1	.8
22500	1	.8
23000	8	6.4
23500	1	.8
24000	5	4.0
25000	4	3.2
26000	2	1.6
26336	2	1.6
26900	1	.8
Missing	17	13.6
Total	125	100.0
Age		
32	1	.8
33	1	.8
35	4	3.2
36	1	.8
37	4	3.2
38	3	2.4
39	7	5.6

Variable	Frequency	Percent
40	9	7.2
41	8	6.4
42	4	3.2
43	7	5.6
44	4	3.2
45	4	3.2
46	7	5.6
47	1	.8
48	6	4.8
49	6	4.8
50	7	5.6
51	6	4.8
52	4	3.2
53	3	2.4
54	6	4.8
55	6	4.8
56	3	2.4
57	1	.8
59	3	2.4
60	2	1.6
61	2	1.6
63	1	.8
Missing	4	3.2
Total	125	100.0

Years as a building administrator

1.0	4	3.2
1.5	1	.8
2.0	5	4.0
3.0	2	1.6
4.0	1	.8
5.0	8	6.4
6.0	4	3.2
7.0	4	3.2
8.0	2	1.6
9.0	6	4.8
9.5	1	.8
10.0	15	12.0
11.0	4	3.2
12.0	9	7.2
13.0	4	3.2
14.0	5	4.0
15.0	9	7.2
16.0	8	6.4
17.0	11	8.8
18.0	3	2.4

Variable	Frequency	Percent
19.0	3	2.4
20.0	3	2.4
21.0	2	1.6
22.0	3	2.4
23.0	1	.8
25.0	4	3.2
26.0	1	.8
29.0	1	.8
Missing	1	.8
Total	125	100.0
Years in present position		
.5	1	.8
1.0	13	10.4
1.2	1	.8
1.5	1	.8
2.0	19	15.2
3.0	10	8.0
4.0	5	4.0
5.0	7	5.6
6.0	6	4.8
7.0	9	7.2
8.0	1	.8
9.0	4	3.2
9.5	1	.8
10.0	9	7.2
11.0	6	4.8
12.0	7	5.6
13.0	2	1.6
14.0	1	.8
15.0	3	2.4
16.0	5	4.0
17.0	3	2.4
18.0	4	3.2
19.0	1	.8
20.0	2	1.6
21.0	1	.8
22.0	1	.8
Missing	2	1.6
Total	125	100.0

Variable	Frequency	Percent
Single-topic workshops		
Very successful	29	23.2
Successful	64	51.2
Slightly successful	21	16.8
Not successful	3	2.4
Does not apply	5	4.0
Missing	3	2.4
Total	125	100.0
University classes		
Very successful	12	9.6
Successful	36	28.8
Slightly successful	50	40.0
Not successful	16	12.8
Does not apply	9	7.2
Missing	2	1.6
Total	125	100.0
University class, no credit		
Very successful	1	.8
Successful	17	13.6
Slightly successful	15	12.0
Not successful	10	8.0
Does not apply	77	61.6
Missing	5	4.0
Total	125	100.0
Professional association conference		
Very successful	18	14.4
Successful	67	53.6
Slightly successful	31	24.8
Not successful	2	1.6
Does not apply	6	4.8
Total	125	100.0
State Department of Education		
Very successful	1	.8
Successful	24	19.2
Slightly successful	55	44.0
Not successful	23	18.4
Does not apply	20	16.0
Missing	2	1.6
Total	125	100.0

Variable	Frequency	Percent
ISD workshops		
Very successful	26	20.8
Successful	66	52.8
Slightly successful	20	16.0
Not successful	2	1.6
Does not apply	9	7.2
Missing	2	1.6
Total	125	100.0
District inservices		
Very successful	20	16.0
Successful	61	48.8
Slightly successful	34	27.2
Not successful	5	4.0
Does not apply	2	1.6
Missing	3	2.4
Total	125	100.0
Meetings of conversations with colleagues		
Very successful	44	35.2
Successful	63	50.4
Slightly successful	14	11.2
Not successful	1	.8
Does not apply	2	1.6
Missing	1	.8
Total	125	100.0
Reading		
Very successful	27	21.6
Successful	66	52.8
Slightly successful	27	21.6
Does not apply	4	3.2
Missing	1	.8
Total	125	100.0
Conduct school needs assessment		
Very important	53	42.4
Important	66	52.8
Not very important	3	2.4
Not sure	2	1.6
Missing	1	.8
Total	125	100.0

Variable	Frequency	Percent
Conduct school needs assessment		
Quite good	26	20.8
Adequate	74	59.2
Very good	16	12.8
At a loss	1	.8
Unsure	4	3.2
Missing	4	3.2
Total	125	100.0
Set school goals		
Very important	85	68.0
Important	37	29.6
Not very important	1	.8
Not sure	1	.8
Missing	1	.8
Total	125	100.0
Set school goals		
Quite good	44	35.2
Adequate	69	55.2
Very good	7	5.6
Unsure	1	.8
Missing	4	3.2
Total	125	100.0
Plan and implement change		
Very important	78	62.4
Important	41	32.8
Not very important	4	3.2
Not sure	1	.8
Missing	1	.8
Total	125	100.0
Plan and implement change		
Quite good	41	32.8
Adequate	71	56.8
Very good	9	7.2
Missing	4	3.2
Total	125	100.0
Managing time		
Very important	81	64.8
Important	41	32.8
Not very important	1	.8
Missing	2	1.6
Total	125	100.0

Variable	Frequency	Percent
Managing time		
Quite good	38	30.4
Adequate	46	36.8
Very good	33	26.4
At a loss	4	3.2
Missing	4	3.2
Total	125	100.0
Knowledge in group process		
Very important	58	46.4
Important	61	48.8
Not very important	4	3.2
Not sure	1	.8
Missing	1	.8
Total	125	100.0
Knowledge in group process		
Quite good	32	25.6
Adequate	75	60.0
Very good	13	10.4
Unsure	2	1.6
Missing	3	2.4
Total	125	100.0
Understanding effective-leader traits		
Very important	52	41.6
Important	65	52.0
Not very important	5	4.0
Not sure	2	1.6
Missing	1	.8
Total	125	100.0
Understanding effective-leader traits		
Quite good	47	37.6
Adequate	65	52.0
Very good	7	5.6
Unsure	2	1.6
Missing	4	3.2
Total	125	100.0
Visible throughout building		
Very important	96	76.8
Important	28	22.4
Missing	1	.8
Total	125	100.0

Variable	Frequency	Percent
Visible throughout building		
Quite good	86	68.8
Adequate	32	25.6
Very good	4	3.2
Missing	3	2.4
Total	125	100.0
Communicate with staff		
Very important	103	82.4
Important	20	16.0
Not very important	1	.8
Missing	1	.8
Total	125	100.0
Communicate with staff		
Quite good	71	56.8
Adequate	45	36.0
Very good	6	4.8
Missing	3	2.4
Total	125	100.0
Involve staff in decisions		
Very important	75	60.0
Important	49	39.2
Missing	1	.8
Total	125	100.0
Involve staff in decisions		
Quite good	60	48.0
Adequate	47	37.6
Very good	14	11.2
Unsure	1	.8
Missing	3	2.4
Total	125	100.0
Delegating responsibility		
Very important	60	48.0
Important	63	50.4
Not very important	1	.8
Missing	1	.8
Total	125	100.0

Variable	Frequency	Percent
Delegating responsibility		
quite good	39	31.2
Adequate	49	39.2
Very good	34	27.2
Missing	3	2.4
Total	125	100.0
Positive human relations		
Very important	106	84.8
Important	18	14.4
Missing	1	.8
Total	125	100.0
Positive human relations		
Quite good	73	58.4
Adequate	45	36.0
Very good	3	2.4
Unsure	1	.8
Missing	3	2.4
Total	125	100.0
Orienting new staff		
Very important	85	68.0
Important	36	28.8
Not very important	3	2.4
Missing	1	.8
Total	125	100.0
Orienting new staff		
Quite good	52	41.6
Adequate	52	41.6
Very good	12	9.6
Unsure	6	4.8
Missing	3	2.4
Total	125	100.0
Observing in classrooms		
Very important	81	64.8
Important	41	32.8
Not very important	2	1.6
Missing	1	.8
Total	125	100.0

Variable	Frequency	Percent
Observing in classrooms		
Quite good	37	29.6
Adequate	72	57.6
Very good	11	8.8
Unsure	1	.8
Missing	4	3.2
Total	125	100.0
Clinically supervising staff		
Very important	61	48.8
Important	50	40.0
Not very important	6	4.8
Totally unimportant	1	.8
Not sure	4	3.2
Missing	3	2.4
Total	125	100.0
Clinically supervising staff		
Quite good	16	12.8
Adequate	64	51.2
Very good	30	24.0
Unsure	9	7.2
Missing	6	4.6
Total	125	100.0
Develop staff professionally		
Very important	57	45.6
Important	65	52.0
Not very important	1	.8
Not sure	1	.8
Missing	1	.8
Total	125	100.0
Develop staff professionally		
Quite good	21	16.8
Adequate	82	65.6
Very good	17	13.6
Unsure	3	2.4
Missing	2	1.6
Total	125	100.0

Variable	Frequency	Percent
Conferencing staff		
Very important	37	29.6
Important	76	60.8
Not very important	6	4.8
Totally unimportant	1	.8
Not sure	2	1.6
Missing	3	2.4
Total	125	100.0
Conferencing staff		
Quite good	23	18.4
Adequate	74	59.2
Very good	18	14.4
Unsure	6	4.8
Missing	4	3.2
Total	125	100.0
Keeping up with new curricular trends		
Very important	50	40.0
Important	70	56.0
Not very important	4	3.2
Missing	1	.8
Total	125	100.0
Keeping up with new curricular trends		
Quite good	24	19.2
Adequate	80	64.0
Very good	19	15.2
Missing	2	1.6
Total	125	100.0
Develop and manage instructional program		
Very important	83	66.4
Important	36	28.8
Not very important	2	1.6
Not sure	1	.8
Missing	3	2.4
Total	125	100.0
Develop and manage instructional program		
Quite good	34	27.2
Adequate	76	60.8
Very good	9	7.2
Unsure	2	1.6
Missing	4	3.2
Total	125	100.0

Variable	Frequency	Percent
Develop positive school-community relations		
Very important	86	68.8
Important	37	29.6
Missing	2	1.6
Total	125	100.0
Develop positive school-community relations		
Quite good	65	52.0
Adequate	53	42.4
Very good	4	3.2
Unsure	1	.8
Missing	2	1.6
Total	125	100.0
Implement new programs or practices		
Very important	43	34.4
Important	77	61.6
Not very important	2	1.6
Not sure	1	.8
Missing	2	1.6
Total	125	100.0
Implement new programs or practices		
Quite good	34	27.2
Adequate	74	59.2
Very good	10	8.0
At a loss	1	.8
Unsure	4	3.2
Missing	2	1.6
Total	125	100.0
Understand practice effective schools		
Very important	64	51.2
Important	55	44.0
Not very important	4	3.2
Not sure	1	.8
Missing	1	.8
Total	125	100.0
Understand practice effective schools		
Quite good	37	29.6
Adequate	69	55.2
Very good	12	9.6
At a loss	2	1.6
Unsure	3	2.4
Missing	2	1.6
Total	125	100.0

Variable	Frequency	Percent
Knowledge of teaching-learning process		
Very important	83	66.4
Important	37	29.6
Not very important	3	2.4
Not sure	1	.8
Missing	1	.8
Total	125	100.0
Knowledge of teaching-learning process		
Quite good	38	30.4
Adequate	71	56.8
Very good	12	9.6
At a loss	1	.8
Unsure	1	.8
Missing	2	1.6
Total	125	100.0
Understand child growth and development		
Very important	71	56.8
Important	48	38.4
Not very important	4	3.2
Missing	2	1.6
Total	125	100.0
Understand child growth and development		
Quite good	45	36.0
Adequate	71	56.8
Very good	5	4.0
At a loss	1	.8
Unsure	1	.8
Missing	2	1.6
Total	125	100.0
Delivery system for professional development		
Very satisfied	23	18.4
Somewhat satisfied	74	59.2
Not very satisfied	21	16.8
Totally unsatisfied	3	2.4
Unsure	1	.8
Missing	3	2.4
Total	125	100.0

Variable	Frequency	Percent
Familiar with principals' center		
Yes	47	37.6
No	76	60.8
Missing	2	1.6
Total	125	100.0
Participated in principals' center program		
Yes	4	3.2
No	118	94.4
Missing	3	2.4
Total	125	100.0
Interested in professional-development programs		
Very interested	51	40.8
Somewhat interested	63	50.4
Not very interested	5	4.0
Uninterested	1	.8
Missing	5	4.0
Total	125	100.0

APPENDIX E

1987 TELEPHONE SURVEY OF PRINCIPALS' CENTERS

1987 TELEPHONE SURVEY OF PRINCIPALS' CENTERS

<u>Principals' Centers Surveyed</u>	<u>Director/Contact Person</u>
1. Harvard	Mr. Jim Rison
2. North Carolina	Dr. Lee Grier
3. Syracuse	Mr. Scott Shablak
4. Tetxas A & M	Dr. David Erlandson
5. Meadowbrook	Dr. Gerald Pine
6. Maine	Dr. Gordon Donaldson
7. Alaska	Dr. David Hagstrom
8. Marin County	Dr. Linda Lambert
9. Georgia State	Dr. Joe Richardson
10. Westchester County	Dr. Philip Hallinger

Questions Asked:

1. Are principals on your board of directors?
2. Are principals involved in deciding the center's content and curricula?
3. Is a needs assessment of principals in your area done? If so, how?
4. Are principals involved in determining programs?
5. Do principals make presentations?
6. Is the format of the programs lecture, seminar, or small group?
7. What is the duration and spacing of your programs?
8. Do you use homogeneous or heterogeneous grouping of principals by skill level for your programs?
9. Is mentoring, networking, or peer assistance included in your programs?
10. What types of programs do principals prefer?
11. Are principals required to attend?
12. Does the principal have to make a commitment to the principals' center by paying a fee?

APPENDIX F

RESULTS OF 1987 TELEPHONE SURVEY OF PRINCIPALS' CENTERS

RESULTS OF 1987 TELEPHONE SURVEY OF PRINCIPALS' CENTERS

Principals' Center	Question Number												
	1	2	3	How	4	5	6	7	8	9	10	11	12
Harvard	Y	Y	Y	W	Y	Y	SEM SG	LT	HET	Y	V	N	Y FEE
North Carolina	Y	Y	Y	W	Y	Y	V	V	BOTH	Y	V	N	N DOE FUNDED
Syracuse	Y	Y	Y	NL	Y	Y	L SG	LT	HET	N	V	V	Y FEE
Texas A&M	Y	Y	Y	W	Y	Y	V	V	HET	Y	V	N	N
Meadowbrook	Y	Y	Y	W3	Y	Y	V	V	HET	N	V	N	N
Maine	Y	Y	Y	W	Y	Y	V	V	HET	N	V	N	N
Alaska	Y	Y	N		Y	Y	V	1WK 3DA	HET	Y	V	N	N VOL DONATION
Marin Co.	Y	Y	Y	W	N	Y	V	1MO	HET	Y	V	N	N FOUND. FUNDS
Georgia State	Y	Y	Y	W	Y	Y	V	V	HET	N	V	N	Y FEE
Westchester County	Y	Y	Y	M	Y	Y	V	V	BOTH	Y	V	N	N DIST. FEE

Key: Y = Yes W = Written assessment SEM = Seminar
 N = No W3 = Written assessment SG = Small group
 V = Varies every three years L = Lecture
 LT = Long term DOE = Dept. of Education HET = Heterogeneous

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