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Instructional Leadership: A Comparison of the Roles of Principal and Curriculum Director

Bettina K. Brown

Western Michigan University

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INSTRUCTIONAL LEADERSHIP: A COMPARISON OF THE ROLES OF PRINCIPAL AND CURRICULUM DIRECTOR

by

Bettina K. Brown

A Project Report
Submitted to the
Faculty of the Graduate College
in partial fulfillment of the
requirements for the
Degree of Specialist in Education
Department of Educational Leadership

Western Michigan University
Kalamazoo, Michigan
December 1983

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INSTRUCTIONAL LEADERSHIP: A COMPARISON OF
THE ROLES OF PRINCIPAL AND
CURRICULUM DIRECTOR

Bettina K. Brown, Ed.S.
Western Michigan University, 1983

The objective of this report was to relate the experiences
and outcomes of a field experience internship in public school
administration.

Specifically, the report focused on a comparison and contrast
of the roles, responsibilities, and expectation of instructional
leadership as reflected in the separate positions of a principal, a
curriculum director, and a consolidation of both positions.
ACKNOWLEDGEMENTS

Many people made the completion of this internship and report possible. My appreciation is particularly extended to the assistant superintendent/instruction and principal who served as my supervisors during the internship. Through their expertise, advice, and unselfish efforts, they made possible an excellent variety of internship experiences. Appreciation is also extended to my adviser, Dr. Carol Sheffer, and to my field supervisor, Dr. Charles Warfield, both of whom contributed the guidance and input around which this internship and report were designed. Finally, special acknowledgement is given to Mrs. Joan Randall, a former elementary principal and mentor, who first encouraged me to enter the field of school administration.

Bettina K. Brown
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INSTRUCTIONAL LEADERSHIP: A COMPARISON OF THE ROLES OF PRINCIPAL AND CURRICULUM DIRECTOR

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FOREWORD

For purposes of this report, the names of personnel and their respective buildings were changed. This was done in order to insure the anonymity of the district in which the internship took place, to protect the identity of its personnel, and to make possible a report which was as candid and objective as possible.
CHAPTER I

INTRODUCTION

Rationale

Lipham and Hoeh (1974) clearly delineated that in order to provide leadership for the improvement as well as the maintenance of a school system, educational leaders must fulfill basic functions and task orientations within the following five major categories: instructional program, staff personnel, student personnel, financial and physical resources, and school/community relationships.

As the head of an individual school or schools, the principal is normally charged with fulfilling all of the above functions. Yet, the time and effort expended in each area are dependent upon the unique human, financial, and physical plant variables as well as district and community expectations peculiar to each particular school system. Moreover, the ever changing role expectations and administrative trends which have been part of the actual practice or educational philosophy of selected individuals and/or districts, and which have become disseminated through the annals of current educational research, have further increased as well as complicated the tasks and role expectations required of a principal.

Although a principal must meet obligations in all of the above areas, and such was addressed through the specific objectives of this internship, one of the primary focuses of this internship was to observe...
and to analyze the roles of a principal with particular consideration being given to the tasks and expectations related to instructional leadership. Such a focus was particularly relevant in light of recent research studies (Shoemaker & Fraser, 1981) which have indicated that the principals who placed their greatest priority on that of being the instructional leader of their school, determined, to a large extent, the ultimate success which would be and indeed was achieved by the students as well as the staff of that school.

Closely related to the first focus of this internship was that of the second focus: the observation and analysis of the roles and responsibilities of instructional leadership as they were reflected in the position of a director of curriculum. This second focus was especially relevant in that past organizational patterns of numerous districts have provided that the tasks in many areas of the instructional program, particularly those of curriculum design, development, implementation, and overall evaluation, be entrusted to and supervised by a curriculum director or assistant superintendent/instruction. Depending on the size and requirements of a district, the precise and differentiated definition of the roles and responsibilities which were delegated between a principal and a director of curriculum may or may not have been made.

In such instances, the authority and competence of a principal who was assigned to the curriculum aspects of instructional leadership have varied widely according to the variables of personal expertise and central office expectations. Specifically, for small districts of less than two thousand students, the distinction between the roles and
duties of a building principal and that of a director of curriculum was often not made due to limited district resources or lack of felt need. Moreover, in larger districts of between two thousand to five thousand students, despite the assumed importance and need for instructional leadership in the area of curriculum development, many districts, faced with budget cutbacks, have either been forced to eliminate or consolidate the position of curriculum director. The usual result of this action has been that the exact roles and responsibilities of former curriculum directors have tended to become muddled, misunderstood, and ineffective in that curriculum duties have either been delegated out to one or more principals and/or the position has been consolidated in such a manner that the roles and duties which were solely within the realm of curriculum have become temporarily shelved as that person has assumed the additional and more practical duties as a principal of one or more buildings.

Thus a third focus of this internship, that of comparing and contrasting observed as well as written roles and duties of a director of curriculum as opposed to the instructional leadership roles and duties of a principal, was seen as imperative. Further, considering present indications that the financial resources of a majority of educational institutions will show no great improvement in the coming years, as well as the increasing demands from the public for increased academic accountability and leadership, it behooves anyone who is considering a future in educational administration to prepare for such a position in the broadest terms possible.
During the summer of 1982, with the previous three focuses in mind as well as the conceptual, human, and technical objectives of the internship which are outlined at the conclusion of this chapter, it was believed that the intern would be, and indeed was, through a seven week internship, provided with important aspects of practical as well as theoretical experiences and insights. The ultimate goal was that such an internship would better enable the intern to become a more effective and competent administrator and instructional leader with respect to effectively combining and, as the need arose, distinguishing between the roles and expectations of a principal and a director of curriculum.

Site Selection

The site of the internship was located in a conservative metropolitan area. The district was comprised of nine elementary schools, a seventh grade intermediate school, a junior high school for grades eight and nine, and a high school for grades ten through twelve. According to November, 1981, figures, the K-12 enrollment was 4360. Of this total, 2350 students were enrolled in the K-6 program. Approximately 29 percent of the K-6 students were minority students.

Within the schools in which I was most involved: Red, Blue, and Green, the student enrollments were approximately 250, 250, and 190 students respectively. The percentage of minority students ranged from 52 percent and 50 percent at Red and Blue respectively, and 9 percent at Green. Such statistics are noted with respect to the fact that the percentages and locations of minority students throughout the district were of critical importance for what became one of the major aspects
of the internship: the completion and presentation to the board of education and the State Board of Education of a district study which involved requesting an Educational Exception to the Guidelines for Providing Integrated Education Within School Districts through the continuation of a multi-year analysis and comparison of the Michigan Educational Assessment Program growth at the fourth grade level.

As was noted earlier, financial realities have forced many school districts to cut back and/or consolidate administrative positions at the central office and building levels. During the summer of 1980, such circumstances arose within this district. Along with reduced enrollments, decreased financial capabilities resulted in some program and staff reductions and consolidations at all levels. The most notable of these changes, and a major reason for selection of this district as the site of the internship experience, was the decision to make Assistant Superintendent/Instruction Smith also responsible for the principalship of Green School. It should be noted that a similar consolidation of positions also made Assistant Superintendent/Personnel Miller responsible for the principalship of White School.

Thus to summarize, the rationale for selecting this particular district as the site of the internship was based upon the following considerations: the continuing dual duties of Smith which allowed the observation and experience of administration from the perspective of a central office administrator who was in charge of curriculum as well as serving as a building principal, the past and continued interest and familiarity of the intern with the district, and finally, the willingness of Smith as well as the principal of Red School, Jones, to assist in
the development and completion of the internship project.

It must be further noted that although approximately twice the size of the district in which the intern was employed, the district was still quite similar. However, it offered the advantages and opportunities of a larger district in which the intern was able to study the structure and relationships which existed among the various elementary schools, their staffs and administration, and the central office personnel without being encumbered by the bureaucracy of a large city system.

Internship Objectives

The following objectives formed the basis of the intern's experiences and expectations. As in the original prospectus, objectives are divided according to conceptual, human, and technical skills.

Conceptual Skills

1. Become familiar with the operational and organizational philosophy and goals of the educational agency—both on a district level as well as on an individual building level for those buildings in which the intern is working.

2. Become aware of how the above goals and philosophy are related and incorporated in long- and short-term planning processes.

3. Gain knowledge and background concerning community relationships with the district as a whole as well as with appropriate neighborhood schools.

4. Identify the formal structures of the district's organization in terms of complexity and formality.

5. Identify and analyze in terms of leadership and decision-making theories the differing styles evidenced by administrators with which the intern has contact.
6. Become familiar with the job descriptions of the administrative staff, with particular emphasis on the roles and responsibilities of elementary principals as compared and contrasted with those of an assistant superintendent/instruction.

7. Become familiar with evaluation methods and theories as they apply to and are used with students, staff, administration, and the curriculum.

**Human Skills**

1. Discover and define the differing relationships and networks of communication which exist in various types of person-to-person, person-to-group, and group-to-group encounters which occur at various levels throughout the organization.

2. Gain an awareness of how personal and community values condition the roles and expectations of the administrative staff with regard to the types of communication patterns which are utilized.

3. Identify the ways in which the school as an institution and the various persons which represent that institution use various methods and skills of communication to relate in a positive manner to the community and the media.

4. Determine how conflicts among those in leadership positions, particularly those conflicts which deal with differences in perceived goals and expected outcomes, influence the means by which those goals are either altered or achieved.

**Technical Skills**

1. Gain an increased awareness of the day-to-day duties and activities required both of a principal and a director of curriculum as permitted within the seasonal and time constraints of the internship experience.

2. Determine the step-by-step procedures for initiating curriculum innovation, change, and/or revision in accordance with district philosophy and goals.

3. Gain experience in analyzing student test data and results as one method of evaluating the effectiveness of current curricula, goals, and philosophy of the district.
4. Become familiar to a greater extent with resources and sources of particular information available within a given school system

5. Develop an increased awareness of the environmental constraints within the particular school, district, and community as a whole which may, and indeed do, determine the effectiveness of a principal and/or a director of curriculum in performing their roles

6. Practice and improve ability to analyze and to utilize given information or observations for the purpose of developing long- and short-range plans and projections, in addition to summarizing and evaluating previously compiled data and evaluations in order to identify strengths and weaknesses which exist within various aspects of an individual school or total district

7. Develop and refine personal strategies and goals of a conceptual, human, and technical nature which are appropriate to administrative roles and expectations required of both a principal and/or a director of curriculum
CHAPTER II

A DESCRIPTION OF THE INTERNSHIP

As first conceived, the primary intent of the internship was to observe and experience the methods through which Smith, as assistant superintendent/instruction and principal of Green School, combined as well as differentiated between the roles of a curriculum director and a principal. However, as was noted earlier, through the cooperation of Jones, principal of Red School, the scope of the internship experience was expanded somewhat in that the intern was able to gain additional experience by working with an individual who was employed strictly as a principal and exhibited a different type of leadership style and philosophy from that of Smith. Furthermore, the intern, as originally anticipated, was also able to gain experience and insight into Smith's role as assistant superintendent/instruction and the relationships and expectations which he placed upon building principals as well as the reaction of the principals and other staff to Smith's direction and leadership. Increased insight and experience were also gained by observing and participating in Smith's concurrent duties as a building principal.

The internship was thus divided into two sections. Three weeks were spent working with Jones in his role as a building principal, and four weeks were spent working with Smith in areas which involved his roles as a developer of K-12 curricula, as a principal of Green School, and in some instances, a combination of both. An overview of the
internship experiences follows. This overview also contains observations made while attending a variety of committee and board of education meetings and indepth discussions and interviews which were held with Smith and Jones as well as other staff and members of the community. Such activities served as additional and excellent means through which a depth of background understanding and insight as well as cohesion were added to the internship experience. Undoubtedly, such experiences would otherwise have been difficult to undertake in the absence of the above circumstances.

The Principalship

The initial internship experience involved working primarily with Jones in the preparation of a second request to the State Board of Education for an Educational Exception to the Guidelines for Providing Integrated Education Within School Districts. This exception was necessitated due to the presence of racially impacted schools within the district, and was based on the continuation of an ongoing analysis and documentation of gains made in the Michigan Educational Assessment Program scores at the fourth grade level as well as the groundwork which was established during the original exception request, made during the 1980-1981 school year. The study dealt in particular with scores from the racially impacted schools of Red and Blue.

The necessity for the Educational Exception request came during the fall of 1979 following notification to the superintendent by the State Department of Education that the district contained racially impacted schools; a situation which had to be rectified through
desegregation efforts or an application for an exception. The initial request was an outgrowth of the combined efforts of a subcommittee of the board of education, a Citizens Advisory Committee on Restructuring, and central office administrative personnel. However, the impetus for the actual exception request came from the Citizens Advisory Committee following a study and survey of the community in which the committee clearly determined and recommended the necessity of maintaining the elementary neighborhood-school concept as well as determined and pursued the process by which the school district would apply for the Educational Exception.

During the summer of 1980, as part of applying for the exception, Adams, principal of Blue School, Jones, and Smith wrote a three-year plan based upon the district's intent to have 75 percent of the students from the racially impacted schools of Red and Blue achieve 75 percent of the MEAP objectives as reflected by the 1983 MEAP results. The rationale behind this plan was, in effect, to indicate that attendance at a racially impacted school had no negative effect upon students, and that the achievement of these students, based on MEAP outcomes, would be significantly improved without the necessity of implementing plans to desegregate the district.

In August of 1980, a one-year exception was granted and plans began immediately to provide all third grade students of the district with additional materials and an increased emphasis of teaching MEAP objectives and concepts in order to strengthen the mastery of reading and mathematics scores. It was hoped that such materials and the stress on MEAP objectives would result in increased MEAP scores when those
students, as fourth graders, took the MEAP tests in the fall of 1981.

The preparation of the subsequent request for the second exception during the summer of 1982 thus involved working closely with the principals of Red School and Blue School as well as Smith in order to meticulously gather and compare MEAP statistics from 1979 through 1981, ascertain the areas and amount of change and growth for Red and Blue within the various categories of achievement, and to chart the changes and growth in a manner which would be readily comprehensible to the district's board of education as well as the State Board of Education.

In addition to the actual experience of preparing the exception report, a vast amount of background knowledge was also gained through the reading and comparing of press and district reports which detailed the initial and follow-up processes involved in obtaining the initial exception. Yet, the above experiences also provided insights of even greater importance with regard to the role of a building administrator in overseeing the standardized testing program.

Prior to the internship, the conflict of teaching to and preparing students for a standardized test in the hope of raising test scores had been an issue which, as a classroom teacher, had raised a high level of opposition on the part of the intern. Yet, in working with this aspect of the internship, the intern soon gained a much greater awareness of the importance placed by the schools, community, and governmental departments on the process of standardized testing and its outcomes. This was especially true with respect to the MEAP testing at all levels when the intern noted the pressure placed upon
schools and their administrators to improve scores; whether the improve­
ment be demanded in order to gain the Educational Exception, to illustrate
an improvement in student education, and/or to improve school/community
relations. Through this project, the responsibility and expectations
placed upon the administrator at the building and central office levels
with respect to all standardized testing was extremely evident.

While it was obvious that an essential part of requesting the
exception was the documenting and reporting of improved MEAP scores,
it was of even greater interest and concern to discuss with both Jones
and Smith the various methods employed by the building principals to
raise those scores and the disagreement voiced by Smith with regard to
the methods used. Specifically, Smith, although pleased with the rapid
rise in test scores for Red School, especially in the area of reading,
openly expressed concern with some methods and emphases used to obtain
such increases. On the other hand, he reflected equal concern and
frustration with the lack of greater progress of Blue School's test
scores.

Styles of Leadership

A major emphasis had been made in both schools in terms of
using staff development resources to construct objectives, methods, and
materials for raising scores. The crucial difference in the levels of
success obtained came in the area of implementation of the above methods
and materials and the concurrent leadership styles illustrated by Adams
and Jones. In this respect, Jones noted that he tended to be a dynamic
leader. For Jones, this dynamic style was valid not only in his
establishing high expectations for his staff and students, but also expecting, and to a great extent, demanding that positive change take place. In addition to promoting the implementation of the afore-mentioned objectives and methods, Jones further emphasized student achievement by placing a school-wide concentration upon test-taking skills as well as a heavy emphasis on pretest skill review and development at the fourth grade level. For all grade levels at Red School, time was set aside each day of the school year for the teaching and reviewing of MEAP objectives. Such concentration on these skills was particularly emphasized at the beginning of each school year, prior to the administration of the tests at the fourth grade level. Raising test scores at Red School became such a school-wide cause that fourth grade students were promised a sundae party if new scores indicated an increase when compared to the scores obtained by fourth grade students the previous year.

It was because of what Smith believed was a too close approximation of specifically teaching to the test, and what amounted to an almost obsession with raising test scores, that he disapproved of such methods. Still, Smith admitted that positive results were indeed being obtained and that Jones was aware of Smith's concerns. The final result was that in balancing the positive and negative factors of the situation, Smith believed that the best course of action was to continue to keep Jones aware of such concerns, specifically as they related to the State Department of Education's Guidelines for MEAP Test Preparation, yet not taking any direct action in forbidding the continuation of Jones's test preparation techniques and methods.
By contrast, the leadership style of Adams at Blue School was in direct opposition to that of Jones. While Blue's staff had also developed materials and methods for improving MEAP scores as well as strengthening their already strong bilingual program, Adams was convinced that change must emulate from the staff and, according to him, they tended to change slowly, if at all. He believed that a principal could do little if anything to bring about or force change or improvement. Furthermore, since Blue School was located in what would be considered as inner city area and contained the largest minority population as well as, according to Adams, the greatest proportion of transient students, he believed that it was therefore unrealistic to set high standards for students and teachers which, given the type of environment, could never expected to be met. The result of this philosophy, Smith emphasized, was that Blue's scores rose to a lesser degree than those of Red's.

Smith voiced an equal concern over Blue School's circumstances in that they reflected what he believed to be a lack of instructional leadership on the part of Adams, the principal. Yet Smith also noted the need to tactfully approach such a situation and, if possible, have the principal discern for himself the need to develop and/or change his style of leadership. As one method of attempting to accomplish this, Smith had designed a survey on student mobility which had been completed in the spring of 1982 by all elementary principals. The results of the survey were tabulated and conclusions prepared by the intern under the supervision of Smith as a concurrent, but separate, project in conjunction with the MEAP studies and preparation of the exception request.
The results and conclusions did indeed confirm what Smith had suspected. While the level of student mobility was a rather significant factor in Blue School's population, it was also a factor to an equal extent for Red School as well as Yellow School, a school which was not racially impacted and therefore was not directly involved in the exception request. Yet, as Smith was able to note, both of these schools, despite the high levels of student mobility and resulting instability of their student populations, were still able to show significant improvement in MEAP scores for both reading and mathematics when compared to the amount of growth shown by students at Blue School.

The use of such a survey tool to research one aspect of a building administrator's philosophy and level of expectations was yet another observation made during the internship which clearly delineated Smith's role as that of primarily a central office administrator. This was so demonstrated by the fact that in distributing and analyzing the survey described previously, Smith expressed his concern with the overall district curriculum by using the survey as a means of indicating to Blue School's principal that low student achievement in his school could not be solely attributed to a transient student population. Smith further indicated that he hoped the results of the survey would thus suggest to Adams that perhaps stronger instructional leadership on the part of the principal could contribute to an improvement of MEAP test scores in the future.

The culmination of the MEAP studies came on July 19, 1982. At that time, final reports and statistics were presented to the district's board of education in a carefully rehearsed format by Adams, Jones, Smith,
and the intern. While the emphasis of the presentation and that of
the final report which was submitted to the State Board of Education
was placed on the original intent of the study; that of gaining a
second Educational Exception, stress was also placed on illustrating
how educational curricula and strategies, which were in place in neigh­
borhood schools prior to the initial exception request, were not only
adequate, but were actually responsible for improving the level of
student achievement. However, it must also be noted that during the
presentation, great emphasis was also placed on the increases which
had occurred in the level of the MEAP scores themselves and the fact
that the improvements in the district's education programs were not
solely motivated by the district's and community's interest in acquiring
an Educational Exception to a desegregation effort.

Communication Strategies

Although questions regarding the presentation and request for
the exception had been anticipated, none were forthcoming and seemed to
reflect an observation which was made consistently throughout the
internship concerning the excellent communication and relationship
which existed between the board and the administration. It had been
readily apparent throughout discussions with Jones and Smith as well
as through observations made at the previous board meetings that the
board expected to be kept thoroughly informed and, in some situations,
closely involved in district affairs. It was also apparent that in
order to accomplish as well as to exceed such expectations, all
administrators, from the building level to those in the central office,
actively pursued highly offensive or aggressive communication strategies versus that of finding it necessary to constantly demonstrate a defensive attitude in front of the board. This was true not only in communications with the board, but with the community and press as well. Detailed reports concerning various aspects of the district's programs and the ongoing curriculum studies were highly emphasized; particularly with respect to the positive effect these studies and curricula would have on the eventual improvement of the educational programs of all students as well as the hoped for positive impact on the total community.

In all presentations made to the board, whether they were made by administrators, teaching staff, or members of the community, emphasis was constantly placed on the involvement of teachers and, when appropriate, the community, with regard to input into curriculum planning and evaluation. The need and opportunity for increased parental and community involvement were also regularly reiterated. All agreed that the additional time and effort expended in the thorough documentation and the preparation of the presentations were more than sufficiently rewarded in the positive feelings which not only existed among the school administration, board, and community, but in the somewhat improved relationships between the district and the press.

Although such an offensive attitude in communicating with the board, community, and the press was further emphasized throughout the internship by Smith and Jones, its use was particularly evidenced with regard to the MEAP presentation by two incidents which occurred close to the time of the July board presentation. The first involved a telephone interview which was witnessed between Jones and a reporter from an
area newspaper, and was concerned with the paper's interest in the reasons for the recently reported rise in MEAP scores at both Red School and Blue School. Although the subject of the story and the interview were of a positive nature, Jones noted prior to the interview that it was still of absolute necessity to observe caution with the media and to give them only information which they needed to complete a story; hopefully that which could not be misconstrued. He also placed emphasis throughout the actual interview on the fact that gains made were indeed district-wide and not just a reflection of the improvements made in only two of the district's nine elementary schools. Jones further noted during the course of the interview that the scores represented only the minimal skills as opposed to the idea that the test outcomes indicated that a particular percentage of the district's students had become or indeed were good math and reading students. It must be noted that the final result of such caution and carefully prepared and worded statements was an article which did accurately reflect, much to the surprise of Jones, what actually had been transmitted during the interview.

The second situation involved the previously noted, intense preparation and rehearsal by Adams, Jones, Smith, and the intern for the presentation before the board of education of the MEAP reports and the request for the Educational Exception. During the initial rehearsal, at which time it was quite evident that one member of the team was not prepared, it was of interest to note that Smith made no attempt to reprimand. However, he later noted in the absence of that person his disgust with the situation and the necessity of the total organization...
to look its best before the board. Yet, as he continually reiterated throughout the internship, despite one's disappointment with another's performance, a supervisor must realize that except in extraordinary circumstances most goals of the individual or organization cannot be best accomplished through direct orders or reprimands. This was particularly valid with respect to long-term goals. Smith further indicated that there were other subtle, humane, and yet effective methods of delivering a message and maintaining a satisfactory if not improved level of organizational effectiveness.

Although from the viewpoint of an outside observer the presentations made during the course of board meetings may have seemed somewhat rhetorical in the respect that the board at times seemed to lose interest or were unable to fully comprehend the technical jargon and orchestration of some of the presentations, nevertheless, for the most part the board was unusually astute with respect to the information presented to them. They obviously expected and appreciated the efforts of the administration and staff to keep the board informed so that they in turn would be able to readily respond to the questions and concerns of the community as a whole.

School/Community Relations

The specific relationship between the community and the school district was further clarified during the internship from two different perspectives. First, in a particularly interesting discussion witnessed between Jones and the principal of Brown School, Jackson, an attempt was made to decide upon the best ways in which to meet the request of
the wife of one of the district's administrators who wished to establish a program through which members of a local church group could become involved in a meaningful and educationally beneficial way with deprived students from the local neighborhoods of the two schools.

In addition to potential political problems which could arise from the situation and the necessity to carefully ensure separation of church and state, both principals concluded that in such a venture, particularly as originally proposed, it would be difficult to maintain the controlled organization and supervision required. Furthermore, it would not be easy to meld the different value systems of the volunteers with those of the deprived students and their families. In fact, both principals expressed that previous attempts by similar groups had ultimately failed because the differences in values had made it difficult to secure from volunteers a long-term commitment. They further noted that within the particular neighborhoods, parental support was often quite low. Parents often had wanted to help or to receive additional help with and for the education of their children, but were not able to provide the parental support for its success.

The final decision of Jones and Jackson was based on the necessity of satisfying the community's willingness to help as well as attempting to provide an additional means of supplementing the educational needs of the students. The principals concluded that in the interest of public relations between the schools and community, small projects would be carefully encouraged and, if successful, the scope of such efforts would be expanded.
An interview with a local radio announcer and reporter provided an even greater depth of understanding and awareness concerning the history and status of the district's school and community relations. Initially the reporter noted that despite an all-out and ever increasing effort to promote community interest and involvement in the schools, it was generally the well-educated elite who ultimately had the time, money, and interest to participate on school committees and to run for the board of education. As a result, the reporter concluded, the district suffered from the same frustration with and fear of schools that usually gripped other school districts. Yet, he also observed that due to the educational atmosphere promoted through the close proximity of a college and the increasingly technological environment of local industry, the overall effects of such a negative and helpless attitude toward education were not as widespread as in other areas, and were indeed showing improvement.

Still, it was noted, the local and regional press felt prevailed upon to take advantage of any negative and/or ambivalent feelings of the public toward the schools. As such, they generally considered themselves to be the antagonists and would readily make the schools look bad even if they had to rely upon inaccurate or incomplete sources. Although, as indicated, it appeared that the prevalence of such negative press was beginning to disappear; due more, according to the reporter, to efforts of the schools rather than the press. The reporter further emphasized the role of the local radio stations in attempting to present schools in a more positive as well as an indepth manner.
Regarding an increasingly important aspect of the district's concern with public relations, the reporter clarified that the increasing minority population and resulting subculture of the area had created a complicated situation in which the majority of the minority population was very interested in the education of their children, yet, in general, felt intimidated by language and cultural barriers, and therefore powerless to exercise influence and provide input. Committee representation on the part of the minority was seen as primarily a token gesture on the part of the majority of the city's population. However, it was emphasized that the influence of the minority population in both city and school affairs had to be increasingly considered as a positive factor which had to be dealt with in the near future.

Curriculum

The second major activity which was completed during the initial three weeks of the internship involved becoming a part of a small summer curriculum subcommittee which was formed as a part of the ongoing process involved in updating the K-6 science curriculum. As part of this subcommittee, the intern not only became thoroughly involved in the actual work of curriculum development within a specific subject area, but was also able to gain insight into the overall process which was used throughout the district to develop and update curriculum. The composition of the committee, Jones, an elementary classroom teacher, and the intern, further enabled the close observation of the interaction between a principal and a teacher.
The committee was charged with four goals. The first was to compile results of the Elementary Science Survey which had been distributed to all teachers during the spring of 1982. From this survey the following were to be determined for each grade level: the overall importance of science as compared with the total elementary curriculum, the strengths and weaknesses of the present science curriculum, recommendations regarding science supplies, and the desirability of a science text. The second goal was that of obtaining from various publishers sample copies of science textbooks and organizing those texts according to level. The third goal involved planning and developing a method of visually displaying a comprehensive scope and sequence of the science curricula. This scope and sequence was obtained by conducting an overview of all sample texts. Such a display was to be used during the fall by the full Science Curriculum Committee as a reference for the study of the content and continuity found within individual science programs. A final goal of the committee was to develop a comprehensive evaluation instrument which the Elementary Science Committee would use during the coming year as a means of evaluating the various textbooks.

It should be noted that the review and updating of the science, like all other curricula was part of a five-year revolving cycle of curriculum study and involved a defined sequence of events. During the course of each school year, at least one and often two subject areas were designated by Smith to be reviewed by a curriculum committee. Each committee was composed of two principals who served on a rotating basis, Smith, and one teacher, at various grade levels, from each elementary building. If thought necessary, a representative from the
seventh grade was often added for advisory input. The responsibility of the committee, usually formed at the beginning of the second semester, was to design and plan the format of the study which had been deemed necessary in a particular subject area. During a week or more of the summer, depending on the complexity of the particular study, a subcommittee composed of one of the two principals and one or more teachers from the original committee were paid to compile the initial work of the full committee as well as to prepare feedback of the same. The work of the subcommittee was then distributed to all committee members at the start of the new school year.

Indepth studies of the goals and objectives of the present curriculum, comprehensive scopes and sequences of published materials, and evaluation of textbooks was carried out by the members of the full committee during the fall. The importance of each building representative in clearly communicating committee recommendations to all levels of their respective buildings as well as receiving constant feedback from those staff members was constantly emphasized by both Smith and Jones. This was especially important in that a major aspect of the district's philosophy emphasized the need for constant staff input with regard to curriculum decisions.

Once the committee recommended a text and support was obtained from the various school staff and administration, the board was informed of the reasons for recommendations of a particular text in writing and by a verbal presentation by one or more members of the committee. The proposed books or curriculum changes would then be placed on display for a month at the local library in order that citizen feedback could
be obtained prior to the final approval of the adoption of the text by the board.

Although citizen input with regard to text selection might appear relatively limited, it must be understood that such participation would increase greatly when curriculum development involved the writing, in the case of a new subject area, or revision and rewriting of the goals and philosophy of an existing subject area. In such a case, the addition of a Citizens Advisory Committee, composed of interested parents and citizens of the district, would be made to the study. While technically a separate committee, the advisory committee would work closely with both the board and curriculum committee in reviewing and contributing input and feedback. Again, the inclusion of such a structure and process was considered an extremely important part of maintaining citizen involvement in school affairs and decision-making.

As was noted previously, working on the science committee from the perspective of a building principal contributed additional insight into the role of Smith as a curriculum director versus that of Jones as a principal with respect to the responsibilities expected of them in the process of curriculum development. Initially it was noted by Jones that a conflict always seemed to be present between any principal and a curriculum director. This conflict arose from the fact that despite the attempt to complete curriculum studies on a five-year cycle, principals often found themselves walking a fine line between their staffs and Smith over the feeling that too many curriculum changes, too fast, were forced upon them. Jones readily emphasized that if such a situation was not handled carefully and tactfully by the building
principal, the result could be a staff who resisted attempts to effectively implement a new curriculum and/or new materials. He stressed that, as is so often the case, the principal was caught in the middle and had to placate both the staff as well as the central office administration.

A further outcome, as a member of the curriculum subcommittee, was to witness a conflict, albeit minor, which arose between Jones and the teacher representative concerning the method to be used in compiling and reporting the results of the science survey. While Jones did voice his concern to the teacher over the methods selected by the teacher to compile the surveys, he ultimately allowed him to proceed. However, he later voiced concern to both Smith and the intern over the conflict inherent in encouraging and respecting teacher input while, at the same time, striving to obtain the most effective results. In the end, it was agreed that the situation was not worth a further confrontation, but that copies of the original survey materials should be kept in the event that additional studies of the survey be required.

**Role Perspective**

Throughout the three weeks with Jones, ample opportunities arose during which time the intern was able to discuss the day-to-day, practical concerns which accompanied the roles and responsibilities of the principalship. While it might be granted that such opportunities did not offer the experience of actual participation and observation, they did offer additional and valuable insights into the roles which a principal is expected to perform. Furthermore, without the presence
of the actual teachers who were discussed, and knowing that the intern would not be in contact with them, Jones noted that he could be more open and frank in discussing particular situations.

From the outset of the internship in general and the discussions in particular, it was apparent that Jones was a dynamic and change-oriented person and principal. Yet, he cautiously observed that effective and long-range change would come about only with and through an excellent staff; preferably one which had been personally selected on the basis of being able and willing to meet the high expectations which he had established. He contrasted this view with that held by another principal of the district who believed that a principal had to work with the staff that had been inherited or were assigned to the school by the assistant superintendent/personnel, and that people basically could not be expected to change or to vastly improve.

Jones noted that he believed a particular problem of a new principal was that of having to follow, with little guidance and preparation, in the footsteps of the particular strengths and weaknesses of their predecessor. Overall, he felt that one must realize that change comes slowly; it must not and indeed cannot be forced. According to Jones, in communicating with a staff, a variety of subtle trial-and-error messages must be given. The messages must be geared toward the meeting of a variety of personal and professional needs characteristic of each individual. In this manner, Jones claimed that a majority of the staff effectively, yet in a positive manner, "get the message". He did caution, however, that the behavior of some staff members may ultimately require that communication be delivered in a blunt manner.
Still, he stressed that although such methods of communication were effective on a short-term basis, it usually had long-range negative effects on individual and staff morale as a whole.

With respect to staff morale, Jones constantly emphasized the need to keep all staff involved and updated at all times. From past experience, Jones had learned that no problem or disagreement could be considered minor, and rather than basing an administrative decision on input received on a separate basis from individual staff members, the total staff must be involved from the beginning. However, he also insisted that in the case of most interpersonal problems, the staff must be allowed the latitude to work them out with each other. While a principal must act as a leader, he or she must not force him or herself where they do not belong, according to Jones.

The Role of a Curriculum Director/Principal

The final four weeks of the internship experience entailed working with and observing Smith in a variety of roles. Some of these activities such as establishing schedules for music, art, physical education, and media specialists, the assigning of students to a particular classroom, and the analysis of a school climate inventory were primarily within the realm of the principalship. Other experiences such as the compilation of the results of high school and junior high curriculum self-studies and a survey of the Chapter II State Aid Act program funding preferences, as well as the observation of Smith in the role as chairman of various curriculum and board committees were related to his position as assistant superintendent/instruction. Still other
responsibilities such as those which involved the compiling and drawing of conclusions based upon individual student results obtained from the standardized testing program of the California Tests of Basic Skills, involved observing and participating in experiences which combined the roles of principal and curriculum director.

School Climate

The initial task of compiling a late spring survey of Green School's climate came about for two reasons. One of which was to allow the intern to gain further insight from the perspective of a building administrator into factors which comprised an effective and positive school climate. The second reason was to provide Smith with feedback regarding his effectiveness as principal of Green School, and to permit him to compare his observations of the school's climate with those of the staff. This was done in the hope of improving the school climate during the upcoming year.

While the overall climate of the school was concluded to be "good", it was of interest to note that, as with so many other schools, the greatest problems of climate seemed to be in the lack of a felt attitude of mutual cooperation among staff members and the lack of a positive attitude expressed in the teachers' lounge. Such results were not surprising to Smith who indicated that he had been ineffectively struggling throughout the previous year to improve such attitudes.

For the intern, the value of the survey was in the increased awareness which was received concerning the elements which were important in promoting a positive school climate as well as a consideration
of strategies on the part of a building principal that could be used to promote such factors.

Placement and Scheduling

The placement of two rooms of incoming sixth grade students offered a challenge of a different type. The requirements of balancing student personalities and needs with that of the particular philosophy and personality of a teacher while at the same time equalizing the ratio of male and female students as well as the number of students at various levels of academic achievement offered many insights into the complexity of such a task. The final discussion with Smith in which the intern was expected to justify decisions for final placement proved to be an even greater learning experience in that there was mutual agreement with respect to a majority of the placements along with the reasons for the same.

One of the most frustrating yet practical experiences of the internship involved the scheduling for all nine elementary schools of the special classes and the respective teachers. In addition to the scheduling, schools, pupil load, and the number of actual classes had to be balanced among teachers in order to insure equity of the work load as well as a schedule which would result in the least amount of confusion for individual schools and classroom teachers.

The final result, Smith observed, was a vast improvement over the schedules of previous years, and indeed did result in a feeling of accomplishment and problem solving. However, as Smith readily cautioned, the final acceptance and approval of the schedule would depend on the
teachers themselves. As in other instances involving administrator/teacher relationships, scheduling was another example of a situation which, in the interest of promoting positive teacher morale, could not, and indeed would not, be forced upon the staff and specialists. Instead, Smith emphasized, all appropriate staff would be offered an opportunity to contribute input into the final schedule as well as be given due justification for scheduling decisions which had been made.

**District Curriculum Surveys**

Within the realm of curriculum, a minor yet valuable experience was the tabulation and analysis of a Michigan State Department of Education survey which was designed to determine teacher as well as school district preferences with regard to the spending of allocated Chapter II State Aid Act funds. A majority of the surveys indicated, as Smith expected, a preference that monies be devoted to the purchase of instructional materials versus the funding of specialized programs. Yet frustration was readily noted on the part of Smith due to the extent to which building principals had been uncooperative in their role as liaisons between teachers and the central office administration.

As a result, it was felt by Smith that a majority of the surveys which were returned indicated either the preferences of the principals rather than those of the building staff or the preference of the minority of teachers who had bothered to return the survey to their principal. In other words, such a situation indicated a definite lack of follow-through on the part of many of the principals, and, as Smith indicated, was yet another example of the difficulty often experienced...
by a central office administrator acting as an instructional leader in attempting to accomplish the necessary and required paper work without resorting to outright force and demand; a strategy noted previously as usually resulting in equally ineffective results.

Further insights regarding the leadership and supervision expectations made upon a curriculum director were obtained while observing Smith in his capacity as chairman of the Instructional Council; a committee composed of the superintendent, Smith, the assistant superintendent/personnel, and two board members. The purpose of the meeting observed was to consider changing the manner in which credits were counted and transferred from ninth grade to the high school level. Although not apparent during the course of the meeting, Smith noted his personal concern and feeling of responsibility for recommending and justifying action which the council would ultimately take. He continued to emphasize that, as an instructional leader, one had to appear infallible, astute, and stable; constantly aware of the direction in which the council was headed and why. He contrasted this stance to that of one who appeared indecisive and whose judgment could not be trusted since it might seem vulnerable to any new influences which might appear on the scene.

Additional clarification of the role of a curriculum director as a coordinator and/or liaison among curriculum committees and building principals was gained while observing Smith as he met with a first grade representative of the K-6 Language Arts Committee. Throughout the discussion, Smith emphasized to the teacher the need for encouraging increased teacher involvement in curriculum decisions. He
continually reinforced his role in the initial stages of a curriculum study as that of a listener and one who shares, not forces, his views and perspectives with committee representatives and building administrators. Smith again indicated, as he had so often during the course of the internship, that administrators at all levels, along with committee representatives, must have continual teacher input and support in order to promote and insure total program coordination across and among grade levels as well as coordination among all of the district's schools.

For Smith, the major task of a curriculum director in this capacity was seen as that of a liaison; bringing together principals and committee members in order that they would be able to sell a curriculum development or innovation throughout the district.

Of all of the internship experiences, however, the one which proved to be the most beneficial and comprehensive in the sense of investigating a heretofore unfamiliar area was that of analyzing and drawing conclusions based upon departmental curriculum overviews and self-studies as the junior high school levels. The study originated with the appointment of a Secondary Curriculum Committee by the board of education in May of 1982. The committee was charged with the following:

1. To review, confirm, and/or recommend changes in the educational philosophy of the district

2. To review and evaluate all facets of the present secondary curriculum

3. To recommend those changes deemed necessary to provide a curriculum that would enable students of the 80's to meet the challenges of the present and the future

As the initial step in accomplishing those goals, Smith and the teacher representative, co-chairpersons of the committee, requested
that each department chairperson in grades seven through nine examine their departmental goals and objectives and submit a written report to Smith. This report was to list the strengths, weaknesses, and recommendations for the respective levels in each department. It was also requested that the written report incorporate results from the North Central Self-Examination Study of the high school which had been completed earlier in the year.

As part of the internship experience in the area of curriculum, the intern was given the task and responsibility of summarizing departmental reports at each level as well as the North Central Self-Examination Study, and constructing a list of curricular concerns and weaknesses which would need to be addressed by the Secondary Curriculum Committee during the 1982-1983 school year. Not only did the work on this project allow the intern to gain an extensive as well as overall view of the secondary curriculum, but furthermore, it permitted the development of a greater understanding with respect to curriculum scheduling, coordination, course descriptions, options, and requirements at the secondary level. Additional insights were also gained into the particular problems involved with secondary staffing and evaluation.

In discussing final observations made during the duration of the project, mutual concern was shared by both Smith and the intern with respect to obvious discrepancies in the quality of teaching, expertise, and organization found among the departments along with the lack of communication and long-range planning among and between the various grade levels, their respective departments, and the departments among the various grade levels. Smith noted his frustration over not being
able to motivate and improve what he considered to be, on the whole, a mediocre staff at the junior high level. He stated and expressed the possibility of suggesting to the staff possible ways of improving their programs. Yet, he knew that a majority of the staff would be unwilling to put forth the effort required to rise above comfortable mediocrity and accomplish such goals.

Personnel Selection

During the internship, the need to interview candidates for two administrative positions; an elementary principalship and an assistant superintendent/business, occurred. Although the intern was not able to become directly involved in the actual interview and selection process, permission was granted, in the case of the assistant superintendent's position, to review applications and resumes which had been received, and to rank them according to criteria which the intern had established.

Once this had been accomplished, the intern shared the conclusions with Smith and mutually discussed the strengths and weaknesses of each candidate. Throughout the discussion, Smith noted additional aspects of each application such as time gaps, the number of years in a particular position, and the variety and types of positions held which he believed would indicate a candidate's overall potential for job stability and success, and should therefore receive closer scrutiny prior to an interview. Smith also pointed out subtle factors which the intern had overlooked. As one example, he noted that the experience one had gained as a football captain could be a good indication of
one's ability to successfully work as a team member as well as possibly signifying organizational skill and ability.

Smith also stressed that in considering all applications, he was not impressed with the low number and caliber of the applications. He indicated that such a situation would seem to suggest poor advertising of the position on the part of the district. He emphasized the need for a renewed effort to publicize the position and thus begin the process anew.

Although the intern had no actual involvement in the selection of an elementary principal from candidates who had applied from within the district, Smith was able to share with the intern the actual interview questions which he had used during his part in the interview process. At the same time, Smith also shared his perceptions of his role as assistant superintendent/instruction in the selection process. Smith noted that his was the first time in which he had been involved in the appointment of a principal. At the time of prior selections, only the superintendent and assistant superintendent/personnel had been involved. Smith emphasized that he was uncertain as to how much input he would have in the making of the final decision, but he stressed the need for all administrators to thoroughly prepare and organize themselves for the interviewing of each candidate. Such a philosophy was again an indication of the high level of offensive versus defensive strategies which permeated Smith's philosophy as well as that of the total district.
Standardized Testing

The final experience of the internship permitted the intern to become involved with the evaluation and analysis of standardized testing results of incoming sixth grade students at Green School. In this instance, unlike the earlier MEAP studies, the analysis was conducted from the perspectives of both a principal and a director of curriculum.

The experience initially involved developing and using a method by which CTBS scores could be recorded and compared in a longitudinal manner. In addition, based on test results and analysis, individual narrative reports and recommendations were prepared for each of the fifty students who were entering the sixth grade at Green School.

While Smith noted that such a task should be the responsibility of the classroom teacher, he nevertheless conceded that many teachers viewed such a requirement as busy work, not to mention the threat such a task contained with the increased possibility of teachers being held accountable. This was true in the sense that student progress was not only recorded but also analyzed, and remedial recommendations, based on strengths and weaknesses, were made for each student.

During an indepth discussion which dealt with the evaluation and analysis carried out on the test scores, Smith emphasized the need for principals as well as curriculum directors to convince teachers of the necessity and benefits to be gained from such test analysis if they, as administrators, are to be truly considered instructional leaders. Still, as with all types of change, Smith again reiterated that such
change, if it was to be lasting and truly effective, must be initiated one step at a time, with the cooperation of at least some staff, and over a three-year period.

He suggested that from the beginning, the supervisor, whether he or she be a principal, a curriculum director, or both, must not approach the need of test analysis from the perspective of an expert, but instead must tread softly and encourage as well as enable teachers to discover the necessity and benefits of analysis on an individual basis. Smith further indicated that if such a three-year plan was implemented in an ideal sense, during the first year teachers would be asked to submit a list of overall class strengths and weaknesses which were evidenced through the test results of the previous year. The analysis of these strengths and weaknesses would be left to the principal and not necessarily shared with the teacher unless otherwise requested.

The following year it was suggested that teachers could begin to informally analyze classroom results as they related to the high and low areas of test scores from the whole class. Based on these scores and the resulting informal analysis, a classroom teacher could begin to infer and to suggest why such strengths and weaknesses existed and what might possibly be done in the classroom to remediate weaknesses and build upon the strengths of the group as a whole.

In the final year of the plan, Smith suggested that individual as well as group analyses of high and low scores be carried out by the teacher. From these results, it would be ideally possible for the teacher to write three or more individual objectives for each student.
According to Smith, once a greater awareness of individual need and benefit was created through the incorporation of the above steps, it would be hoped that the teacher would use the results of test analysis to better plan for and indeed meet the needs of individual students. Of course, as Smith constantly reiterated, the successful implementation of such a plan on a large scale would depend on the willingness of the staff and the ability of the supervisor, acting as an effective instructional leader, to motivate, not force, the staff to develop such a growth-oriented attitude.
CHAPTER III

ACHIEVEMENT OF OBJECTIVES

Conceptual Objectives

In retrospect, particularly considering that the internship occurred during the summer months, the extent to which the original internship objectives were attained exceeded, in most areas, the initial expectations of the intern. While some aspects of the conceptual skills were met in a more perfunctory manner than those in the areas of human and technical skills, in nearly all instances, actual, practical experiences were still the most important factors which led to the attainment of the objectives.

Above all, such was true with respect to the manner in which the reading and comprehension of the district's written philosophy and goals were constantly reinforced by daily observation of and participation in district events and operations. As was noted in the previous chapter, the written philosophy, which expressed concern that the education of the whole student be accomplished through the mutual involvement of school, home, and community, was continuously evident in many ways. The concern on the part of the administration and board to promote staff as well as community involvement in all aspects of curriculum development and the increased pride and faith in the district which resulted from consistent efforts to improve the education of students as well as to concurrently show increased test scores were readily
observed in the board and curriculum committee meetings, the goals and objectives of individual administrators, and the day-to-day activities and plans completed by all levels of the district's staff. Moreover, the intern's attendance at and participation in the various stages of curriculum planning further reinforced the importance attributed to ongoing curriculum review and change, despite the consolidation of Smith's roles. The awareness of the close relationship between the district's philosophy and its long- and short-term planning processes was also increased for the intern through the above experiences.

Additional insight into the processes by which district philosophy was meshed with the selection and review of the district's yearly goals was also obtained when Smith shared with the intern a rough draft of the 1982-1983 board and administrative goals. Such were prepared each summer during a marathon work session of the board and administration, and again clearly reflected and clarified the contribution of district philosophy not only toward the establishment of goals, but also the serious manner in which they were pursued and achieved.

An understanding of the leadership and decision-making styles of Smith and Jones, while restricted primarily to observations made as they interacted with each other or with other staff in a one-to-one as opposed to a large group situation, was nevertheless beneficial. As described previously, all observations readily reinforced the fact that both administrators utilized very different styles; Jones, a more forceful, action-oriented style; Smith, a more low-key and tactful style which placed great emphasis upon obtaining results through the use of human relations and resources. However, throughout the variety of
internship experiences, it was also evident that actual leadership and decision-making styles varied appropriately according to the particular nature of the situation.

By combining knowledge obtained from studying the organizational chart of the district with formal and informal observations made of the same, the simplicity of its structure versus the relative formality of the organization were readily acknowledged. While the reasons for the apparent high-level of formality which was observed were only conjecture on the part of the intern, it appeared that much of the formality was self-imposed by and at each level; one of the means by which the organization could, in some respects, close and protect itself from the outside. As Smith had cautioned from the start of the internship, the district, as a whole, while accommodating outsiders, did not openly welcome them. It was incumbent upon any newcomer hired at any level to prove to all that he or she was worthy of acceptance. Smith noted that even with his seniority in the district, as a onetime outsider, such acceptance did not come easily.

Undoubtedly, part of the formality which was attributed to the organization was due, in part, to the contrast in size and background of the district with my home district. In this respect, the increased level of formality was refreshing to the extent that it seemed to promote a more businesslike, achievement-oriented atmosphere. This was particularly apparent in relations between the board and administration, and, as such, offered unexpected perspective into the different relationships which existed between boards and administrations of various districts.
In becoming familiar with the way in which the job descriptions of a principal and a curriculum director were differentiated, the adage "Actions speak louder than words," was most appropriate. Although, as one method of successfully accomplishing this goal, the intern was able to obtain and study written job descriptions for all administrative positions within the district, it was only through direct observation of and participation in actual job-related experiences that the clarification of roles and responsibilities occurred. As repeatedly emphasized, the opportunity to work with Smith in his dual capacities as well as with Jones from the sole perspective of a principal, permitted the intern to obtain a more objective and comprehensive view and understanding, with respect to their individual job descriptions, of the actual functions than had been anticipated.

Conversely, one conceptual objective which was not attained as first anticipated dealt with increasing the intern's familiarity with evaluation methods. Although able to become adequately familiar with the district's evaluation methods and processes as they pertained to both students and curriculum, such was not the case for evaluations which dealt with teachers and administrators.

Smith did explain that administrators were evaluated by the superintendent based on the system of Management by Objectives, and he was also able to share with the intern the comprehensive volume in which administrative objectives were compiled. However, due to time constraints, the complex nature of such an evaluation process, and the anticipated review and changes in the system which were soon to be initiated, the opportunity to thoroughly investigate the process was not available.
A similar situation was present with regard to the process of teacher evaluations. The situation was further complicated and restricted due to numerous changes which were requested and anticipated during the then heated controversy over the settlement of the teachers' contract. As a result, particularly since the intern was technically a teacher, although from outside of the district, discussions regarding the present and anticipated methods of teacher evaluation were kept at a minimum.

Still, Smith was able to contribute valuable knowledge regarding informal teacher evaluation techniques which he had received during his attendance at a nation leadership conference. The extremely well-documented information and accompanying worksheets which Smith provided added an unanticipated aspect which broadened the intern's understanding of the evaluation process. This was primarily true in that the specific method of evaluation which had been presented emphasized the need to develop cooperative communication which withheld judgment when such evaluations were conducted between a teacher and an administrator. The system of evaluation also extended the concept of teacher self-evaluation.

Human Objectives

There was initial concern that completion of the internship in the summer, a time during which participation in programs which involved students and a large number of the staff would not be possible, could prevent the accomplishment of human objectives to an adequate degree. Yet, as the internship progressed, it became increasingly evident that
such objectives were not only being attained in and of themselves, but were further enhanced through the convergence and accomplishment of the conceptual and technical objectives. As stated before, the human aspects of the objectives were accomplished through participation in one-to-one interaction with Smith, Jones, or in the day-to-day interaction, however brief, with other members of the central office and the building and teaching staffs. The major means by which such goals were accomplished, however, was through close observation of the actions of Smith and Jones as they participated in board and committee meetings as well as in discussions with each other.

It is conceivable that had actual participation on the part of the intern in such activities been possible, additional experience and practice in the area of human and communication skills would have been gained. Still, from the perspective of an observer, the intern was able to view a variety of situations from a more objective point of view with no emotional or subjective involvement. The intern was thus able to view administrative and organizational interactions and communications from the perspective of background developed and refined as part of the conceptual objectives previously discussed.

As noted in the previous chapter, the wide variety, yet depth of experience gained from observing Jones in his role as a principal, Smith in his roles as a principal and a director of curriculum, and the interactions which occurred in various board or committee meetings prepared the groundwork from which the intern could begin to predict as well as to explain the reason for the demonstration of a particular style of leadership or decision-making strategy.
The knowledge of community relations which was gained through discussions with administrators, the interview of the radio reporter, and the background gained from reading past and present press reports which dealt with school affairs further contributed to understanding how community expectations determined, to an extent, the styles of leadership and the aggressive methods of communication chosen by individuals at all levels of the administration.

Throughout the observations, it became particularly evident that while interpersonal conflicts might, on occasion, occur, outward communication of such conflict and disagreement was seldom, if ever, expressed. This was especially true if the press or members of the community were present or involved. Still, despite a general avoidance of conflict or confrontation, particularly on the part of Smith, it was also quite apparent that the necessity of modifying goals or objectives in order to maintain group cohesion was usually not required. Instead, through subtle, yet convincing communication efforts, the original objectives were usually attained.

Thus, given the fact that such human objectives were developed with the expectation that they would be achieved from the perspective of an observer, all four were met extremely well. Had the time and situation been different and appropriate for more personal interactions, the objectives would have been so designed. In this respect, it should be noted that Smith demonstrated considerable concern throughout the internship over the lack of available opportunities to actually experience and practice the skills of human relations. As such, he constantly searched for and indeed provided as many, varied opportunities
as possible through which the intern was able to observe and analyze interactions from numerous viewpoints. While not the same as actual interaction, such observation nevertheless greatly increased the intern's awareness and knowledge of effective and appropriate communication as well as various methods of interaction. Such experiences further increased the understanding of the need to consider the human aspects of leadership, particularly those concerned with motivation, as just as vital to accomplishing a task as the actual completion of the tasks themselves.

Technical Objectives

In considering the three areas in which objectives were developed, it was the technical objectives which were ultimately the most refined and attained. As with the human objectives which were further developed through the accomplishment of conceptual and technical objectives, so too were the technical skills. The seasonal and time constraints of the internship did limit, to an extent, the actual duties and activities in which the intern was able to observe and participate. However, a balanced view was still obtained due to the willingness of Smith and Jones to constantly relate practical experiences which they had encountered throughout the regular school year with the experiences completed during the internship. As was noted in the previous discussion of human objectives, the crucial aspects of the roles and responsibilities expected of both the principal and curriculum director, which the intern was able to experience only in a secondary manner, involved the interactions, conflicts, and resolution of the same which would
naturally occur among students, staff, and administration on a daily basis.

By contrast, however, the summer experience permitted an involvement to a much greater degree than otherwise possible in areas of curriculum development as well as test analysis. Through the intern's participation in the subcommittee of the Elementary Science Committee, a greater awareness was attained with regard to the total process and cycle involved in the development of curricular philosophy and goals. In addition, indepth experience was gained through having personal involvement in a particular portion of the overall process. The particular participation in the study and analysis of the strengths and weaknesses of the secondary curricula also provided vast knowledge and experience with respect to the scope and sequence of the curricula as well as the steps taken to pursue such a study.

As previously suggested in the description of the internship, it was begun with a suspicious and negative attitude on the part of the intern toward standardized testing and the administrator's role in the support and promotion of such testing. However, as documented in the descriptions of the MEAP studies, the request for the Educational Exception, and the analysis of sixth grade CTBS scores, increased the intern's awareness of many additional facets which were components of a standardized testing program. Such involvement led to the appreciation of the testing process from an administrative point of view; with all of the pressures and responsibilities inherent in such a position. Also developed was a more balanced and positive view of the standardized testing process, particularly from the viewpoint of the ways in
which testing results could be used to improve curriculum and instruction. Still, as Smith and Jones pointed out, because of the extensive amount of time involved in such analysis, it was definitely a summer project and thus, by fall, often lost its effectiveness and meaningfulness for both teachers and administrators.

It must be further noted that with regard to the issue of teaching or not teaching to a test, the internship permitted the experience of both philosophical extremes, and therefore led the intern to develop a middle-of-the-road philosophy. Thus, while the intern was still adamantly opposed to teaching directly to the test with regard to using very specific questions and skill orientations, the necessity and effectiveness, as experienced by both administrators and teachers, of emphasizing preparation for such test-taking by concentration on and improvement of the actual test-taking skills on the part of students, was recognized. Furthermore, the experiences in this area convinced the intern that the awareness and familiarity of both teachers and students with regard to the particular skills to be tested and the manner in which they are to be tested must be increased.

In a different area of human skills, although there was some apprehension on the part of the intern that an internship of seven weeks would not permit the development of an adequate understanding of the environment and school/community relations which surrounded the district, it readily became apparent that the background which had been gained through the completion of the various aspects of the internship were extremely beneficial in promoting a thorough understanding of the community. Such was particularly evident during the process in which
background was obtained for the exception request. At that time the intern became especially aware of the effects that both past and present press accounts of the request process as well as reports which detailed how rising MEAP scores not only impacted the community, but, in a sense, also influenced how the community shaped the ways in which these issues were reported.

Furthermore, the intern's work on a related report which dealt with the mobility patterns of elementary students and the perspectives obtained from Smith with regard to the composition of students entering Green School's sixth grade, permitted the obtaining of a good understanding of the district's overall environment as well as the differences and conflicts which existed among neighborhoods and their respective schools. It became evident that such differences still impacted the existing curriculum as well as changes contemplated within the district and for individual schools. Yet, the impact was not to the extent that it had been in the past or that one might expect in the present. In a similar manner, a variety of other, indirect inputs from the perspectives of administrators, board members, staff, and citizens, also allowed the intern to better comprehend the many present, yet often subtle, influences which nevertheless contributed to improving or negating school/community communications and subsequent relations.

As may be assumed, an objective in which the intern gained the greatest amount of experience was in analyzing information, received in various forms, and either compiling that information into a presentable form or utilizing it as the basis for drawing or summarizing conclusions. Although an important responsibility and expectation on the part of a
principal, particularly as he or she must keep the central office administration informed with respect to the status of building projects, studies, and the like, the relationship of such analytical activities to the position and responsibilities of a curriculum director was evident as was the amount of time consumed by such work. Furthermore, as illustrated earlier, the role of a curriculum director as a liaison among and between teaching staff and administration was crucial, and as such, the attendant amount of work involved in assuring that all were constantly informed was not surprising.

While a majority of the analyses involved submitting written conclusions and reports, ample time was also devoted to and crucial experience gained by the verbal sharing and justification of conclusions with Smith and Jones. In a majority of instances, it was reassuring to note how closely mutual agreement was obtained in the conclusions which were drawn. Likewise, it was gratifying to discover that the intern's limited experience with the district did not significantly limit her ability to arrive at valid conclusions or inferences, and therefore, to make accurate predictions. As Smith suggested, the intern, as an outsider, was probably in a better position to study and digest information in a manner which was more objective than an administrator who had been with the district for a longer period of time and had to deal with the possibility of being swayed by inherent and subjective prejudices.

In retrospect, considering all aspects of the internship and the extent to which they were responsible for the refinements and/or changes in the intern's personal strategies and goals in the area of
school administration, the greatest development was in the area of human relations skills. While it was previously noted that this was probably the weakest aspect of the internship, although not necessarily the intern, due to the seasonal constraints of the experience, it nevertheless became a major goal of Smith to seek every experience possible in order that the intern might observe, strengthen, and to the extent possible, practice such skills. As was constantly reinforced throughout the internship, the ways in which human relations skills were exercised were crucial to the making or the breaking of an administrator.

In a similar manner, during a discussion between Smith and the intern which occurred near the end of the internship, he emphasized that, although one had become skilled and adept in conceptual and technical areas, administrators must also take care that their staffs are not permitted the opportunity to view them as relentlessly driven machines. Smith insisted that although a tremendous amount of short-term goals might be accomplished when an administrator appeared as one who could and would do anything for anyone at the expense of not developing and using basic human relations skills, long-term goals were often never accomplished because the administrator was hidden in the office and was not out and about; constantly keeping abreast of the latest needs, both professional and personal, the satisfaction of which would ultimately encourage both students and staff to be more productive and satisfied with themselves. Smith closed by suggesting that an administrator, if he or she is to be successful over a long period of time, must allow their human side to be revealed to the staff and
students; even at the expense, on some occasions, of sacrificing short-term job efficiency.

As such, an important aspect of the internship was found in achieving a greater awareness and realization that excellent work in and of itself does not necessarily make an excellent administrator. Thus a long-term goal on the part of the intern became to more consciously develop and practice, to a greater degree, the human aspects of motivation and therefore a major aspect of administration. In so doing, the intern would anticipate that her ability as an effective instructional leader would also improve.
CHAPTER IV

SUMMARY AND CONCLUSIONS

During a seven-week period which extended from June 17 through August 6, 1982, this major internship was completed. The overall purposes of the internship were to focus on and to compare and contrast the roles, responsibilities, and expectations of instructional leadership as reflected in the separate positions of a principal, a curriculum director, and a consolidation of both position. Prior to the internship, a set of objectives was established for conceptual, human, and technical skills. The experiences of the internship sought to fulfill those objectives. In all but a few areas, the objectives were not only achieved, but exceeded as well. Even in the areas of administrator and teacher evaluations along with some areas which involved a lack of practical opportunities to develop human skills, experiences which included the numerous observations and reading of resource materials materials provided a wealth of insights and information to the extent that those objectives were by no means neglected and, if fact, were adequately achieved. This was especially true considering the minimal availability of programs which included both students and staff.

In considering the internship as a whole, it must be noted that both Smith and Jones, as supervisors, made every attempt possible to search for and provide experiences which clarified the various aspects of administrative roles. Furthermore, they suggested additional sources of expertise and experience which existed within as well as
outside of the district. The willingness of both supervisors to take additional time beyond that expected and required in order to relate the results and wisdom of their practical experiences contributed immeasurably to the depth of the internship as did their efforts to share articles and publications which were appropriate for increasing background knowledge which was required in order to successfully complete the internship.

However, aside from the previously noted and anticipated restrictions placed on the availability of certain experiences, a further organizational restriction was acknowledged on the part of both supervisors as well as the intern. As described earlier, from the beginning of the internship, it became readily apparent that in comparison to other districts, this district was a comparatively closed district and organization. As such, the intern's presence at many of the larger, administrative-level meetings, which would have undoubtedly led to increased insight with respect to observations related to group problem solving, communication, and leadership style, and was not permitted. While the intern would not have expected to be included in all administrative meetings, particularly since some dealt with sensitive personnel and organizational matters, Smith explained that attendance in many other instances would have represented a threefold threat. This was so in that the intern was an outsider, was technically a teacher who was acting in the capacity of an administrator, and finally, as a woman, was a threat to the "old boy" mentality which, Smith admitted, pervaded all levels of the administration.
Although the most disappointing aspect of an otherwise excellent internship, such perspective gained from the exclusions described above, also reinforced what the intern had observed throughout the internship; the offensive, conservative, and anticipatory strategies practiced by members of all levels of the administration, on an individual as well as a group basis, in order to promote the status quo and thus not create any new or unwarranted problems. Therefore, while creativity, innovation, and to an extent, aggressiveness were encouraged in the development of new philosophical and curricular goals within the organization, clearly the process was undertaken and completed on the organization's own terms, and interference was not welcome.

In terms of theoretical and practical preparation for the internship, the classes of Introduction to Educational Leadership and Principalship provided a good foundation and knowledge of leadership theories and styles. However, their greatest contribution was in the awareness created regarding the resources available through professional publications and organizations as well as through speakers and members of the classes themselves. Thus, through these initial classes, the intern was almost immediately able to begin to combine theory and application.

Still, as is so often true in the case of actual experience, too frequently theory became relegated to the role of a guide and was thus forced to take a secondary place with respect to its application to the actual expectations and requirements placed on an administrator. During the internship, the intern rapidly discovered how relatively simple it was for one to read about the myriad, day-to-day duties as
well as the amount of paper work expected of an administrator. Yet, until one experienced the same, the intern discovered that theory remained just that.

However, a particularly valuable and meaningful application of theory to practice came in the application of Communication in Organizations to the internship experience. The completion of this class concurrently with that of the internship made it particularly relative in that the nature of the course and practical examples which were illustrated throughout the class enabled the intern to readily apply and relate communication theory to an analysis of the communication styles and patterns which existed and were observed throughout the internship. Such a class undoubtedly further enhanced an understanding of the need to develop human relations skills as well as how those skills and other communication skills would be effectively used in promoting and achieving organizational goals.

In retrospect, although taken nearly a year following the completion of the internship, the class in Organizational Supervision and Development, which most effectively combined and reviewed the major issues and theories that had been considered in previous classes, enabled the intern to place in greater perspective as well as to gain additional theoretical understandings of why activities such as curriculum planning and implementation, goal setting, and the various styles of leadership and supervision occurred in the ways in which they did. Still, as has already been suggested, it was apparent that in relating theory to actual practice, throughout the internship the practical aspects and constraints all too often prevented the application of
leadership and supervisory theories as had ideally been intended.

Accordingly, in making a judgment on the overall ability of the internship to prepare the intern for actual administrative experience, it would receive an excellent endorsement. This was best illustrated when, approximately seven months following the completion of this internship, a situation occurred within the intern's home district which placed the intern in the position of being appointed an interim elementary principal. It became obvious almost immediately that the internship had been crucial in preparing the intern to successfully carry out the assignment. It is, however, rather ironic, though not surprising, to note that the experience gained in the area of human skills and objectives, which, when compared to the conceptual and technical objectives, received the least amount of practical experience, proved to be of the greatest benefit as the intern was called upon to apply the advice and experiences gained through the internship to a variety of situations.
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