A Report of an Internship Experience in the Grand Rapids, Michigan, Public Schools

Daniel G. Licea
Western Michigan University

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A REPORT OF AN INTERNSHIP EXPERIENCE IN THE GRAND RAPIDS, MICHIGAN, PUBLIC SCHOOLS

by

Daniel G. Licea

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
August 1980
ACKNOWLEDGMENTS

I wish to express my sincere and deep appreciation to the people who contributed to my attainment of the specialist degree in educational leadership. I am most grateful to Mr. Frank Pulte, my internship supervisor, who took a sincere interest in my internship, and to Dr. Charles Warfield, whose placement in the internship was most welcome, and to Dr. James Davenport, who was patient enough in finalizing the attainment of my specialist degree. I am also most grateful to Mrs. Rachel Pena, my typist and critic, who helped out in the formulation of the thesis. Last but not least, to my father, Donato Licea, whose lack of any formal education has been my internal and external motivation in any educational confrontation.

Daniel G. Licea
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Internship Prospectus and Goals

Introduction

This report describes an administrative internship with the Grand Rapids, Michigan, Public Schools in the summer of 1977.

As an intern I was offered an administrative experience in both the district and local levels. Most of my local experiences focused on the role of the principalship. It was my sole purpose to focus upon the role of the principal, for I have great aspirations of one day becoming a school principal on either the junior high or elementary school level.

The following is a brief description of my internship at Harrison Park Junior High School. My internship was supervised by the principal of the school, Mr. Frank Pulte.

My experience also included various interviews with other administrators. Since my internship I have gained administrative experience as a high school counselor and dean assistant, which has given me additional invaluable experience in the field of educational leadership.
Internship Prospectus

SUPERVISION ORGANIZATION: Grand Rapids Public Schools
FIELD SUPERVISOR: Mr. Frank Pulte
INTERN: Daniel G. Licea
UNIVERSITY ADVISORS: Dr. Charles Warfield,
Dr. James Davenport,
Western Michigan University
MAJOR FOCUS OF EXPERIENCE: The Principalship
DURATION: Six weeks commencing June 1977
RATIONALE:

My personal and professional goal in the near future is to occupy the position of principal in either the elementary or junior high school levels. When such an opportunity is bestowed upon me, I intend to provide the best educational teaching and learning environment for the students and staff of where I am principal.

In order to best insure that my goal is realized, I have chosen to pursue a specialist degree from Western Michigan University in educational leadership. The internship is one of the components of educational leadership, namely, the conceptual, human, and technical domain. It is thus my purpose to research, identify, and experience those skills that pertain to the domains to educational leadership.

It is my belief that for an intern to be able to gain as much knowledge as possible, he must be willing to give himself to the organization that he is experiencing through the internship. Such an individual must be able to work and learn while on the internship.
## Goals of the Internship

### A. Conceptual

1. To gain a basic understanding of the role of the principalship.
   - **Experiences**: Observe, discuss with principals their basic roles. To participate as much as possible in the various roles of the principalship.
   - **Skills**: Be able to identify basic principalship roles. Be able to discuss the various roles of the principalship.

2. To gain a basic understanding of the principal's relationship and interaction with each of the following: (a) the staff, (b) the student body, (c) the financial-physical resources, and (d) the community.
   - **Experiences**: Talk to principals regarding the four types of relationships. Observe the principal's interaction in each of these interactions. Examine current literature regarding the four types of principal relationships and interactions.
   - **Skills**: Be able to identify the various relationships of the principal. Be able to discuss each of the four relationships and interactions of the principalship.

3. To gain a better understanding of the leadership function and role of the principal.
   - **Experiences**: Observe and identify various types of leadership styles. Talk to principals regarding the various leadership functions.
   - **Skills**: Identify the various types of leadership styles. Be able to discuss the various types of leadership styles. Be able to discuss the difference between administration and leadership.

4. To gain a better understanding of the authority of the principalship.
   - **Experiences**: Observe and discuss with principals the topic of authority of the principal. Review educational readings in relation to the authority of the principalship.
   - **Skills**: Identify and analyze the exercise of the authority of the principal. Be able to discuss the use and abuse of authority.

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<td><strong>8. Human</strong></td>
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<tr>
<td>1. To examine the methodology used in promoting parental school involvement.</td>
<td>Discuss with principals their various methods in actuating parental involvement.</td>
<td>Be able to identify certain methods that are useful in activating parental involvement.</td>
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<td>2. To gain insight into how the principal is able to get his staff to function as a team.</td>
<td>Observe and identify those elements of human interaction that leads to teamwork in the school. Interview principals on their various methods used to promote teamwork in their respective school buildings.</td>
<td>Be able to identify essential prerequisite conditions that foster teamwork. Be able to identify methodology that fosters teamwork situations. Be able to discuss the concept of teamwork.</td>
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<td>3. To examine the various methods used by the principal in dealing with staff, students, and parents.</td>
<td>Discuss with principals significant conflict situations and how and why each was dealt with. Discuss with teachers conflict situations in which principal involvement has materialized.</td>
<td>Be able to discuss strategies that can be useful in hypothetical conflict situations. Be able to discuss each concept behind a strategy that is used to deal with conflict situations.</td>
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<td>4. To gain a broad knowledge of the principal interaction with the central office.</td>
<td>Talk to principals on how they view and interact with central office personnel.</td>
<td>To be able to form concepts and methodology that is useful in interacting with central office personnel.</td>
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<tr>
<td>GOALS</td>
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<td>C. Technical</td>
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<tr>
<td>1. To gain a better understanding of the principal's input into the preparation of the school budget.</td>
<td>Discuss with principals the actual impact of their respective inputs into the budget of their respective schools.</td>
<td>Be able to identify principal inputs to the preparation of the budget. Be able to discuss the principal's role in centralized and decentralized school districts in the preparation of the school budget.</td>
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<td>2. To gain a better understanding of how the principal fits in the attainment of such funds.</td>
<td>Discuss with principals their role in the attainment of funds. Review educational literature in relation to this goal.</td>
<td>Be able to discuss the attainment of school funding. Be able to discuss a strategy in which the principal is involved in the attainment of school funding.</td>
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<td>3. To gain a better understanding of the major areas where planning is most essential.</td>
<td>Discuss with principals the areas in which planning is actuated. Review current literature in relation to planning in a school setting.</td>
<td>Be able to identify areas in which planning is essential. Be able to discuss each of the essential areas where planning is conducted.</td>
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<td>4. To gain a better understanding to the concept of evaluation.</td>
<td>Discuss with principals the various instruments or techniques used to evaluate the overall operation of the school program. Review educational literature relating to the process of evaluation.</td>
<td>Be able to identify various instruments of evaluation. Be able to discuss useful formats in the evaluation process. Be able to give an example of an evaluation format.</td>
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JOURNAL OF INTERNSHIP EXPERIENCES

Weeks

1 -- 20 June 1977 to 24 June 1977
2 -- 27 June 1977 to 1 July 1977
3 -- 4 July 1977 to 8 July 1977
4 -- 11 July 1977 to 15 July 1977
5 -- 18 July 1977 to 22 July 1977
6 -- 25 July 1977 to 29 July 1977

Week of 20 June

20 June

Today I had an interview with the personnel director of the junior high schools. He discussed the policy under which I would work. I was to be included in every phase of the program with the exceptions of no pay and I would not be allowed to administer discipline of any type. I was relieved of this particular pressure (the matter of discipline). I was given a general orientation of the Grand Rapids Public Schools.

Later I was taken by the director to Dr. Dave Glanville's school. He is the director of the Grand Rapids Summer School Program. I had an excellent interview. He seemed pleased to have me there. Dr. Warfield must have done an excellent job of selling me to the school district. I was given a handbook of the Grand Rapids Public School's Policy Rules and Regulations. I was instructed to be fairly acquainted with it.
21 June

Today I was given the opportunity to talk to the assistant superintendent of instruction. I had an excellent learning experience with her. I was given insight as to what superintendents look for in candidates for administrative positions. I was given a number of things that I could do to gain administrative experiences.

I also met with Dr. Warfield and thanked him again for placing me for my internship. We talked about the internship and about the project that was to be written after the internship.

22 June

Today I was given the day off from my internship. I am to participate in the orientation of the secretary by the director of the summer program tomorrow. I took the time to visit a principal, who is a friend of mine in the Lansing School District. He was in the process of formally terminating the 1976-1977 school year.

I was fortunate to come at this time because I was able to help him in formulating reports to the central office under his direction. I helped him to bill and a form that related to building repair. I checked over the school's inventory of books, supplies, and equipment. He had also compiled a composite report of all his building teachers' meetings stating the purpose and outcome. I see this as a most useful thing to do since the topic accountability is so real in Lansing. I also helped him in getting the sixth graders' school records "cleaned up" for the junior high. There is certain information that has to be destroyed before it gets to the junior high school which may prejudice
negatively the people there. Some comments by the teachers may not be in the best intent of the student or the teacher. We checked the lists of students passing to the seventh grade with their individual student record folder. We also made sure that significant data were posted to the student's records, such as awards. I got the chance to view the supply and book lists. I compiled the mailing list for his teachers, for the purpose of mailing during the summer.

He was also in the process of completing a formal report to the assistant superintendent of instruction in which he was going to report on the school's program in the attainment of direction in reading and math. Previously he had submitted an evaluation of himself. We took time to discuss his projections for the 1977-1978 school year. It seems that there will be a position open for the third grade and a possible position for half-day in the kindergarten and in the sixth grades. He has been interviewing perspective teacher candidates but will not make his final decision until the last week of July. I disagreed on filling the position that late, since I felt that the new teacher should have ample time to familiarize himself or herself with the job position. It seemed that he was leaning to hiring a teacher from the Lansing area where such would not be a factor.

We also talked about certain problems he had encountered on his first year as principal. He mostly dealt with the problem of student behavior in school areas, such as fighting. This is the biggest problem. I discussed with him some of my experiences I had as a counselor dealing with aggressive parents who were out to get a teacher. We saw a function of the principal as well as a responsibility to act
as a buffer between an upset parent and a teacher. The principal plays the part of a diplomat. We also talked about his input in the preparation of the school's budget. Lansing is a decentralized district where the schools have a greater say so in how funds are to be allocated. In all, we spent about 10 hours working and discussing the role of the principal and on matters relating to education. I enjoyed the visit very much. We will get together again before the end of my internship.

23 June

Today I participated with the director of the summer program from the building level of the school's individual program. I mentioned to him that I wanted to be a building principal and he said he would do all he could to give me that type of experience. He told me to be free to ask him anything about the principalship and that he would also let me observe other building principals in the operation of the building. The director of the summer program had mentioned to the other building principals that I was on an internship and that I would sometimes be working in their buildings. I felt more positive towards the internship.

24 June

Today was the first day that the teaching staff appeared in the building. I was introduced to the staff by the principal. The orientation was most interesting. I helped to give out the schedules to the teachers; in-service time was discussed. The philosophy of the
district was discussed. The school budget was discussed. We prepared for building class field trips (July 1, 15, 22, and 28). Teachers were assigned which class to do. I took over the supervision of boys and girls' basketball. As token economy was to be used, procedures to administer such were discussed. Evaluation procedures were discussed.

Also attended a central office meeting regarding testing. This is the first experience I had on any type of administrative level meeting. It was a most useful experience. I was introduced to the other principals by the program director. The distribution of material, pre- and post-testing were discussed. The use of the results was discussed in detail. I was given a copy of the Stanford Diagnostic Tests so that I would be in a position to orientate in the general orientation of all the building secretaries in the summer program. The topics of supply equipment requisition, payroll, attendance, and inventory of text books were covered in detail. I found out that an administrator of any program should have an agenda in an outline form that is sequential and logical in construction. The orientation took about 3 hours.

I was then introduced to the building principal, whose school I will be performing the greater part of my internship at. I also offered any services that I could perform to help him in the summer program. He mentioned the possibility of helping a new teacher in the testing and scoring and interpreting the pre-test results in math, English, and reading. We had lunch and then I participated with the general orientation of all the building principals in the summer
program.

Attendance, payroll, and testing were discussed in great detail. Accountability seemed to be the name of the game in this particular summer program. The director was firm and to the point and at the same time gave us the feeling that one's cooperation was essential in order to have a successful, worthwhile program. After the orientation, I went back with the building principal to his school building.

I was given a tour of the building and met the head custodian of the building. The building was quite large since it covers two schools in one building, K-5th and 6th-8th grades. I talked to the head custodian and I asked him to please give me an interview at his pleasure concerning the operation of the school building and his relationship to the building principals. I went back to the principal's office and was given a general orientation to the summer teachers as to how to administer the tests, score it, and to construct three objectives based on cut-off scores.

**Week of 27 June**

**27 June**

Today I helped prepare the testing materials for each of the five teachers and their aides. I also helped out two teachers in administering and scoring the tests. I also helped to lay down the ruler to all the students of the summer program. This was done before testing occurred. I helped to supervise some of the testing.
I had a very interesting conversation with the principal. We talked about the various roles we had to perform while as principal. We centered on curriculum supervision of the instruction, community relations, and physical facilities. Mr. Pulte handed me district forms that dealt with the evaluation of instruction. We talked about both types of evaluation, both of the faculty and of the principals. He was kind enough to show me evaluation of him by his immediate supervisors. We also talked about the how and why he dealt with them the way he did. Of most interest, were those conflicts between staff members. A visiting administrator dropped by and he also gave me some conflict situations that he had been in. I was also present when the principal handled the first student discipline problem. I see a distinct difference between having a counselor handle the problem and a principal handling the problem. We had a good discussion concerning this matter. I also volunteered to help him with the budget and I asked him to show me how he handled it.

28 June

Today I pretested approximately 25 students who missed yesterday's pretesting. With the principal we started to allocate funds for the summer program. I made sure that requisitions were filled correctly. I also had some central office personnel observe one while testing the students. Later I had an interview with one of them, concerning how they and the building principals worked together concerning budget and teacher evaluation. I also helped one teacher who was having difficulty to analyze the test results of her students.
I also had another good conversation concerning the preparation of the budget. The principal showed me the previous year's budget and the budget that he had prepared for the coming school year. We worked together for about half an hour over the previous year's budget. We talked about deadlines concerning the preparation of the budget in addition to interim budget reporting and feedback of the budget accounts. It was a good experience. I arranged for an interview with a bilingual education director.

29 June

Today I helped to register students to the curriculum that was available. Each teacher had an activity and made a presentation to all the students on his individual activity. After all presentations were conducted, the students were to sign up for the activity with the requirements that they were to stay in that activity the rest of the summer program. Most of the teachers were highly talented and their activities were quite enriching. I also helped to coordinate the activity program of the summer school. It was quite an administrative experience. It was the first of my educational experiences and I enjoyed helping out. It is one thing to read about organization and the like and another to actually do it. I had also had the task of allocating supplies under three categories: teaching, motivational, and activities. I also helped one teacher to interpret the pretest results of her students and to define three objectives that each of her students was to achieve before the end of the summer program.
I had a conversation with the principal concerning the relationship between the principalship and central office administration. I received many insights in the administrative and in the political domain of formal educational institutions. I am most grateful to such insights despite how distortful the content of some of them were. I consider such information confidential in nature and thus will not address myself to them. We also discussed how much flexibility the principal has concerning central office administrative directives.

30 June

Today I experienced the task of helping assign CEDLA workers to the various classrooms. We were experiencing some difficulties since the students who had signed up for the summer program and were selected by the principal were not properly assigned by CEDLA. This upset the principal very much since the purpose was to hire those who would be helped most in developing a more positive view towards education.

I also helped out in the task of scheduling field trips for the summer program. I helped out in contacting the various establishments where the activity was to be held. Two of the establishments we were to visit had tours to their respective establishments. We had monies available for those activities that required a fee; bowling and skating were such type activities.

I also managed to sneak a brief interview with the building custodian. He advised me of his responsibilities and of his duties. He had a daily checklist for daily maintenance and he also had a
periodic checklist. He was responsible for all safety equipment such as fire extinguishers and for the supervision of the night custodian. As a professional it is of the most importance that the principal have competent custodians. Janitors have no business in a school environment, but custodians do for they run the building while the principal and his teaching staff run the process of education of the students. Teachers must respect the dignity of their custodians.

In the afternoon, I attended a central office school principals' meeting. We discussed the instructional placement of the students and prepared in advance for the recording of posttesting results. Reporting of attainment was to be conducted on a weekly basis starting the third week of the summer program. All reporting must be completed by the building principal before he can leave the building at the end of the 6-week summer program. The budget and the inventory of textbooks are also segments of the reporting. Teacher evaluations were also to be reported to the central office at the end of the summer program. The evaluation of all the principals is to be completed between the fifth and sixth week by the program director. The principals are to also conduct an overall evaluation of the summer program to include recommendations if any are to be appropriate. The allocation of in-service time in this case is up to 6 hours in which teachers can claim their regular school hours and receive extra pay. Teachers in their summer program are paid by the hour. Strict attendance record keeping by the principal of all students and teachers is a must. The principal is also given the task of keeping the attendance of their CETA workers as an agreement with the CETA organization.
1 July

Today I helped to update the student roster. Next Friday will be the last day we will admit students to the program. Summer vacations have caused a great deal of student mobility in and out of the summer program. We discussed briefly the topic of the extended school year. At the present time the idea is not inviting as far as school attendance is concerned. I also called in to the central office the time sheets of all the teaching staff for payroll purposes. I also helped in formulating the CEDIA student schedules for payroll purposes. I also helped to formulate the total agenda of the summer school program. It was a team effort between the principal and his staff. He is to point out what has to be done, but lets his staff do it their own way or as long as the school's objectives are met. Even though I have been here only a week, I am very impressed with the building principal.

I was able to get a conversation with the building principal centering on the topic of principal-teacher interaction. We compared the teaching staff of the summer program to that of the regular school year. The summer program operates on a token economy and there is a special budget for that particular purpose. Behavior as well as academic program is rewarded. The students really go for this type of rewarding system. We discussed briefly the concept of team teaching and discussed situations where it would work and those where it would not work. He told me that he would give me further information about his regular program.
We had an end-of-week staff meeting. We discussed many of the unforeseen problems that arose. We thus planned to take care of these problems that arose. We plan to have the secretaries call in all those students who had registered but had not shown up for the summer program. We also made arrangements for program celebrations. I made arrangements to make classroom reservations with the principal. I was able to get complete cooperation from the teachers in that respect along with the principal. I in turn offered to help any of those teachers any time they need help in their classrooms. Briefly the principal gave me some insights on what to do when conducting an observation. I set up my schedule of teacher observation in accordance with his schedule.

Week of 6 July

6 July

Back from the Fourth of July holiday. I feel much better about my record interview with Andres Guiterrez, principal of Moore Park Elementary School. I also had a good time at Holland Beach; not completely too excited about coming back. I had a brief conference with the principal concerning our first teacher observation. It was scheduled after break time. I was to do my write-up and submit it to the principal. He would then in turn compare it with his and we would discuss the differences and the agreements together. I will show him the evaluation tomorrow after I have written it out in a uniform manner.
I also did a values clarification in one of the math classes today. I felt that it went very well. I was able to bring out the different self-worths of each of the students in the classroom. I had no problem in participation, for it was 100%. I was also able to discuss with one of the English teachers on what qualities he felt a competent principal should possess. He and I had a brief but quite fulfilling conversation. As it turned out to be, he is a school board member in the city where he lives. He mentioned that they had just finished hiring a superintendent of schools. Apparently the superintendency is also flooded with candidates. I really questioned the idea of open enrollment in the college of education in the various colleges and universities. Dr. Boles of Western Michigan University and I do not agree on my point of view.

I continued to update the purchase expenditures of the summer program. I was glad to be there because I was able to spend some time in the main office and observe how the principal interacted with the office personnel, and the parents and students who came to the office. He seemed quite organized but was informal in his interactions with others. His assistant principal came in today. I managed to set up an interview with him this Friday concerning the role of the assistant principal. It turned out to be one of my busiest school days so far in my summer internship.

7 July

Today I helped to compile the school attendance. We also started to plan for the end of the summer school picnic for all those involved.
in the program. The principal and the program director set up a meet-
ing for all the principals concerning this event; I was to be in-
cluded in the planning session. I advised the program director to
plan for an alternative in case it would rain. He was glad that I
mentioned this to him. However, he said if it rained my evaluation
would be down the river! (He was just kidding.)

I turned in my evaluation of the teacher to the principal. He
said that it was just about the same as his. We also happened to
talk about the documentation involved concerning the discipline of
the staff.

I also worked with the principal in updating the budget and re-
ports concerning students' academic progress in the program. This is
most important since one of the copies of the report will be sent to
the schools that these students regularly attend. We also talked
about an open house for the parents of the children in the summer
program. This will be further discussed in tomorrow's staff meeting.

8 July

Today I had the interview with the assistant principal of the
middle school. We had about a 1-hour discussion on the authority and
power of the principalship. We also discussed how significant were
teacher unions as far as authority of power of the principalship was
concerned. He advised one to have the proper documentation and to
follow each step in the district policy as it relates to staff disci-
pline. We also discussed student discipline problems and problems
dealing with parents and interest groups. He discussed and gave me.
pointers on what to say and do and what not to say and do when confronting with parents, groups of parents, and pressure groups. I also had a conference with the principal concerning the operation of Title I program in his building during the regular school year. The Alpha II Center, an innovation of his was discussed in detail. I was most impressed to have known that all his teachers participated in this program. (Those who had Title I students only.)

In our staff meeting, we discussed and planned for the open house. I mentioned to the principal that I wanted him to let me know what the schools are doing regarding parental involvement. It was a most interesting week.

Week of 11 July

11 July

Today, I called in the attendance of the school children. I also prepared to perform an evaluation of another teacher with the principal. I will be using the Grand Rapids Progressive Evaluation Process "model." I also interviewed two counselors from the middle school who were in the process of finalizing their record-keeping. We centered on the topic of student attendance and discipline problems.

I also had a very interesting meeting with the program director and the building principal concerning the principal's role in obtaining district funds for the general operation of the school. I also arranged to have an interview in East Lansing for a principalship
position. I will be interviewing, in addition to this, a principal from the Lansing school district concerning the topics of authority and those of parental involvement in the schools where he is principal.

I also met with the summer program's athletic director and athletic staff personnel. The purpose was to plan for the summer school program. I will take charge of the soft ball throwing contest. I did my evaluation of the teacher with the principal. I will show it to him tomorrow.

12 July

Today I substituted for a teacher who was involved in a car accident today on her way to school. She came in 2 hours late. We also ran into difficulties with the milkman. He did not deliver the milk on schedule today. The principal and I went to the store and purchased ice cream cups for all the kids in the building. The ice cream was given to the children in place of the delayed milk and orange juice. Milk or orange juice was our standard treat for the 10:00 a.m. break. All teachers must take their break with the students in the cafeteria. This is a rule that the principal imposed. He has also been with the students on every break up to this date.

After the break, I showed the principal the evaluation that I performed yesterday with him. He said it was fine and that I was becoming a good observer and was able to put such in writing. We also discussed the open house coming up this Thursday. We made some last minute arrangements concerning this event.
13 July

Today I spent about 2 hours with the building principal in his office. We discussed the problem that he faced in the coming school year. He did some student decline projection. We discussed the possibility of staff reduction. We also discussed the possibility of shifting staff teaching assignments. We went into a detailed conversation taking into consideration the consequences of work actions. It seemed obvious that the wishes of the teacher would come in second to the needs of the building. We also talked about tomorrow's breakfast. We were to talk about any last minute details about tomorrow's open house. We also discussed racial conflicts that have arisen in the school's neighborhood. There seemed to be strange racial prejudices in that neighborhood. We discussed the topic of busing.

14 July

Today we had our first staff breakfast. It went real good. We were well prepared for the open house. About 20% of the parents showed up. We figured the maximum was about 25% considering it was a summer program and that the parents of Title I students do not participate in school activities. I discussed with the principal that such have had 3 years experience in the junior high school. It seems that those students who have no apparent academic or discipline problem, their parents were most likely to show up. When the students are having problems with the school itself, their parents would not show up.
I did have the pleasure to meet those parents that did come. I took them in small groups to a tour of the building and to their children's classrooms. I discussed with the parents the topic of student discipline and academic progress in general. The topic of conversation really centered on what they thought about the public schools. It was a very busy day today.

15 July

Today I went with the students to a field trip. For the first time in my life I went roller skating. It was a good time to meet with the teachers, students, principal, and the director, in a more relaxing situation. The field trip was a successful venture.

We had a staff meeting after the field trip. We discussed the outcome of the open house. We also prepared for the next field trip. The principal discussed the topic of accurate teacher reporting on student academic and attendance progress. We discussed the overall student academic progress based on the established objectives.

After the meeting I went back to the principal's office and I managed to center the conversation on conflict situations. A most interesting conversation topic was a conflict the principal had experienced recently with one of his counselors. We also managed to talk about what leadership qualities and functions the principal expects of his assistant principals. He gave me many examples on how and why a principal or an assistant principal should and should not act concerning staff, teachers, parents, other administrators, and pressure groups. Regardless of the principal's point of view, I felt more
aware of the situations that the principalship has to encounter.

In Lansing I had a good experience on how to apply for a principalship position. I also had a good conversation with a building principal who was also a director of bilingual education. We discussed the role of the principal concerning special programs such as bilingual education, multi-cultural education. We discussed budget implications regarding such programs and the politics that came into existence regarding such programs in the state of Michigan and those of the Southwest. It was a tiresome day but most fruitful.

Week of 18 July

18 July

After compiling the attendance of the students, I went with the principal to observe a teacher. He has to do two more teachers and the summer program has 2 weeks to go before it is terminated. He let me know that he would observe the other two teachers this coming Wednesday.

After the observation we went to the office to work on the distributing of petty cash and the bookkeeping required in utilizing the account. We had to ascertain each teacher's request. We also informed them to utilize all that was allocated to them to use, but for the summer program only.

I also had an interview with a director of CETA, who had high school students working in the summer program. It seems as though the CETA program is in need of competent management. The payroll was
in error and the student-aides were complaining. We had to wait 2 weeks before we were given the benefits that the principal had initially requested in May of this year.

I also helped to compile posttesting results that were coming in from teachers to a master schedule that will be turned into the central office after the program is over. I also had a good time supervising the students in the basketball activity.

19 July

Today the project director came in to the building. He discussed with me the summer school program. He informed me that the principal was quite pleased with my assistance in the program.

I also had a discussion with the principal about the general operation policy of his building. We discussed cafeteria rules and regulations, student conduct, dress code, and attendance rules. I found that the student government in the regular school program was most interesting.

I also helped out the secretaries to make some telephone calls concerning students who were experiencing poor attendance.

20 July

Today I attended an athletic meeting of the summer school coaches. The objective was to finalize the plan for the schools' picnic. I took the task of assigning the teachers to the various areas in the picnic grounds. The other coaches had to do likewise.
After the meeting, I managed to observe the final two last teachers that the principal had to observe.

After the school was over, I attended a major meeting of all the principals and the program director. We worked on the budget, and reported on our point on the "All Schools Picnic." We discussed the enrollment procedures of May and how such were actually working. Testing, staff evaluation, and staff payroll were also discussed. Amidst all the work, we managed to have some fun. There were excellent personalities involved in the meeting. The closing of school was the last item on the agenda. The deadline for all reporting to the project director is Friday, July 29. The meeting proved to be a valuable experience since some of my inputs were taken into consideration.

21 July

Today I presented my copy of the two teachers' evaluations to the building principal. We also discussed the problem of scheduling for the coming school year. The principal is faced with three alternatives, and they are, laying off a teacher, elimination of three periods of supervising time, or the reshuffling of teachers.

I also helped a teacher with the summer school newspaper. I updated the student roster.

After school was over, I helped out to write an evaluation of the program, by submitting my input on the duration of the program, unique aspects of the program, my personal assessments of the summer school and any recommendations. We were to work on it during the
remaining 6 days of the program.

22 July

Today after taking attendance, I had a conference with the principal, centering on the role of the central office as it relates to his building and to his position. I also discussed how much interaction he had directly with the student body. I also managed to set up an interview with some students. The topic centered on school policy, student discipline, and on instruction on its relation to student behavior, especially that of inner school students of low socioeconomic backgrounds.

I also managed to do a values clarification lesson in a classroom. It all went real good because most of the students had finished their assigned learning objectives, and they were a bit restless. Even the teachers are counting the days.

We took the kids to a field trip. The students went bowling. It turned out to be a fun day for all those concerned. The program has 1 week to go. (In a way I don't want to see it end.)

Week of 25 July

25 July

I had a brief meeting with the principal. We are to have the posttesting done by Wednesday. I helped to posttest a group of about 14 students. I helped to compute the posting of the students' individual testing results to the master schedule, to the sending school,
and to the school's summer program file. This process must be accomplished by Friday of this week. Scheduled a locker clean-up for Wednesday of this week.

As teachers finished their posttesting of their students, we began to collect all the testing materials for the purpose of inventory.

I also was involved in the last meeting prior to the "All Schools' Picnic" this coming Thursday. This took about 1 hour's time.

I went back to the principal's office and helped him update the budget. This went real well since we have been continually updating it and we have kept excellent record keeping procedures.

We also had a brief meeting with the program director concerning the closing of the summer program. It seems to me that we are doing better than other schools as far as student and teacher attendance is concerned.

I continued to help out teachers in their record keeping. I also took part in formulating letters to parents indicating the overall progress of their children during the summer program. It was a busy day and I could feel the end of the summer program coming near.

26 July

Today again I held a brief meeting with the principal. I managed to ask him to give me additional information concerning the most essential areas where planning is a must. I was a good interviewer due to the fact that the summer program was going very well and that only a handful of students needed to be posttested. We had informed all the students that attended the program regularly and had been
posttested could attend the "All Schools' Picnic."

I also helped the athletic director schedule in our students for the sporting events that would take place. There were six individual events with one group event, that being the tug of war event. Our kids, principal, and teachers were really up for this event.

The program director came in for a very short while and invited me to a district wide end of the summer school program breakfast this coming Friday.

I continued to post the posttest results. I also helped out in the practice of the upcoming sports events. The kids have surely acted very well so far in the summer program.

27 July

Today I helped to posttest the remaining students. Then, I helped out to post all the results and finish compiling all the testing results forms and letters. This took most of the morning.

I also helped out to supervise the students while they were practicing the events that they had scheduled themselves into. Every student scheduled himself or herself in at least one event.

I then went room to room to explain the rules and regulations for tomorrow's "All Schools' Picnic."

After school the staff held a brief meeting to discuss their functions and duties in tomorrow's picnic. I took care of buying potato chips. The budget was balanced. Testing materials were accounted.
I also held a brief meeting with the principal concerning my internship. He said that he would give me all the assistance that I would need in the future. We also managed to discuss some administrative concepts, centering on the team teaching concept and of teacher–principal participation in the planning and actualizing functions.

28 July

Today we held the "All Schools' Picnic." It was a fun day. The picnic lasted about 4 hours. We did not go back to the school. We will have the breakfast tomorrow and then depart to our respective building for the final day. There will be no students tomorrow.

29 July

Today I went to the school's district breakfast. Afterwards, I went back to the school. It was raining real hard. I am glad that there was not a drop of water yesterday, even though we were prepared for such an occurrence.

I helped out the principal with the end of the summer program report. I went over with him his evaluation of the program by the teachers and by the students.

I also helped in the inventory of all the textbooks that were used during the summer program. The teachers were cleaning up their rooms. All of them had finished their record keeping before today.

The staff held a brief meeting discussing this year's summer program. We also discussed the possibility of a summer program for
the summer of 1978.

After the staff had left, the principal and I held our last meeting together. He was going away for a vacation and I was leaving the following Saturday, 6 August, for Texas, for my vacation. He and I discussed the summer program. He also gave me ideas of what types of leadership activities I should seek in order to acquire leadership-administrative experience. We discussed the role of the principal briefly. We then said good-bye to each other. He thanked me for helping him during the program, and I, likewise, thanked him for letting me participate in his building functions as freely as he let me.
ACHIEVEMENT OF INTERNSHIP GOALS

Role of the Principalship

To accomplish this goal, in addition to my summer internship, I was able to interview personally and by phone several elementary school principals. Since my internship, I have also interviewed a high school principal, a dean of instruction, an assistant superintendent of elementary schools, and a bilingual director. The dean of instruction was interviewed for the purpose of identifying instructional roles that the principal in an elementary setting would perform. The assistant superintendent of instruction was interviewed in order to best define the role of the school principalship. I interviewed the bilingual director because I wanted to obtain knowledge as to how the principal functions, in conjunction with central office personnel who are in charge of special programs that directly affect the operation of the school's instructional program.

From my readings and from my interviews I was able to define eight major areas in which the principal has to carry out certain roles. These areas are: (a) student personnel, (b) instructional staff personnel, (c) community relations, (d) curriculum supervision of instruction, (e) finance, (f) physical facilities, (g) staff personnel, and (h) management. According to one principal from the elementary grades who was interviewed, the major emphasis in the elementary school should be in the affective domain as it relates to student personnel and staff personnel. According to him the cognitive domain
can only be developed after the attitudes, beliefs, and affective
domain standards of both students and staff have been developed.
This particular principal seemed to adhere to Maslow's Hierarchy of
Human Needs and Satisfactions. His emphasis with students as well
as with staff is to install, for example, feelings of acceptance, of
loyalty, and of self-respect. Credit for student, as well as staff
accomplishments, is strongly acknowledged in the building. He has a
tendency to down play the remaining five domains or roles.

In an interview with another elementary principal, I was able
to identify major roles in the remaining five domains (Van Wierren,
Note 1). The dean of instruction gave additional input into the
principal's role in curriculum supervision of instruction. According
to the various administrators, the following paragraph highlights the
principal's role in the remaining five domains.

In the area of management, the principal's role is one of adminis-
tration. He has to maintain the system, implement board policy, and
provide leadership. In the area of community relations he has the
role of promoting positive public relations. How the public perceives
him, his staff, and the worth of the school's educational programs,
are of the utmost importance. The principal, thus, becomes a public
relations man. In the area of curriculum supervision of instruction,
the principal assumes the role of curriculum supervisor. In the area
of staff personnel, the principal's role is that of resource manager.
He must be able to use the staff personnel as resource inputs to his
instructional school program. In the area of physical facilities,
the principal assumes the role of maintaining or obtaining those
facilities that are conducive to the education program of the school. In the area of finance, the principal has to assume the role of budget planner and supervisor (Guiterrez, Note 2). In summation, there are eight domains that directly pertain to the principalship. Each domain constitutes a principalship role. Yet each role is directly affected by the principal's educational philosophy because it will influence the principal's perception in each of the eight major roles of the principalship.

Principal Relationships

In order to achieve this goal, several principals were interviewed, and readings in educational administration were conducted in conjunction with participation with the principal of my internship in the administration of staff meetings. The principal's relationship with the instructional staff personnel will be analyzed from an administrative and a leadership approach. First, the administrative approach will be discussed. As the principal performs the role of an administrator, he has to conduct all the administrative work that is required to maintain and operate the school. He is responsible for the implementation of school board policy, the tedious paper work of implementing the policy, rules, and regulations embedded in the administrative role. There is a strong tendency in non-leaders, for example, bureaucrats who are content to play this role alone to its fullest (Weaver, Note 3).

Efficient and effective administrators take a different approach to the administrative roles; they tend to perceive the administrative
role as a necessary role that must be played. What is significant
is that this type of administrator views and approaches the adminis-
trative role from the system's approach. A system is by definition
the sum total of parts working independently and working together to
achieve required results or outcomes based on needs. Thus, adminis-
trators take into consideration the system's approach as they interact
with their respective staffs. The system's approach would aid the
principal in defining how his behavior, as well as the behavior of
his staff, affects the school as a unit, would aid the principal in
knowing what each of his teachers are doing, and thus would aid the
principal in evaluating a teacher's performance. Teachers would also
benefit much from an administrative system's approach in that they
would not feel as though they were working in isolation as many teach­
ers whom I have worked with have informed me. A system's approach
to the process of administration thus adds purpose and direction
(Kaufman, 1972, p. 1). The principal in interacting with his staff
must interact not only as an administrator but also as a teacher
service oriented leader. He must at all times contribute to the
improvement of the educational process of student learning. Accord­
ing to a dean of instruction, educational methods and techniques
relate to more than to the outputs of the educational process. He
tends to evaluate process because according to him the outputs of the
educational process cannot be evaluated immediately (Madden, Note 4).
In other districts objectives are written in such a manner that evalua-
tion can be conducted within a school year. The Lansing Public School
District has such a procedure. Regardless whether process or outputs
is to be evaluated and improvement is sought, the manner in which the principal interacts with the staff will directly affect the outcomes of these two types of evaluations in the educational process of teacher and educational output of students (Guiterrez, Note 2).

Thus, the principal's leadership role in staff personnel interaction contributes to the improvement of the educational system. Effective communications become one of the components of the principal's interaction with his staff. Professionalism must at all times be maintained by the principal in his relationship with his staff. Staff members must at all times interact with each other in a professional manner. I have experienced the situation where professionalism is not practiced and this lack of professionalism leads to the deterioration of the educational process. Respect of the teaching position by the principal and of the principalship by the teachers is a must. The rights of the teachers must at all times be maintained by the principal, regardless of the situation. Thus professionalism is established through respect of a teacher's position and of his rights which contribute to the achievement of the personnel function of the principalship. The personnel function of the principal consists of five major roles of leadership (Castetter, 1971, p. 71), namely: (a) identification of new staff, (b) orientation of staff, (c) assignment of staff, (d) improvement of staff, and (e) evaluation of staff. These five major roles shall be discussed in the paragraphs that follow.

The principal's role in the identification of new staff members is to first identify what the needs of his building will be in the
following school year. The principal usually receives assistance from the district central office in projecting manpower needs based on projected student populations. Usually, principals do not recruit teachers. Districts need only to post vacancies and this alone results in an abundance of candidates for the position. In one district the assistant superintendent of instruction and personnel screens out candidates for posted positions. He submits the resumés of candidates whom he has retained to the building principal, and arranges for these candidates to be interviewed with the building principal. The principal then is to consider the top three candidates for employment in his building and ranks them accordingly. The list is submitted back to the assistant superintendent who in turn selects the candidate whom he feels best fits the needs of the building and of the district. Most principals whom I have interviewed are against such a practice. They prefer to have the final say in the selection of candidates even though they greatly appreciate the screening of candidates that the central office performs. Thus, the selection of candidates completes the role of identification of new staff with greater interaction of the school building principal.

Once new staff personnel is selected, the principal should orientate the new staff members to the faculty. Some principals take much care to perform this step. It usually leads to the establishment of warm personal professional relationships, especially in the elementary setting due to the smaller size in staff personnel as compared to secondary schools. In larger school settings, the principal should at least insure orientation to the department staff with whom the new
person will be teaching.

After faculty orientation, orientation to the community should follow. There are two benefits for such action. First, the new personnel will be acquainted with community resources, and pressure groups if any interaction will occur between them during the proceedings of the school year. Secondly, it will keep the principal and/or whoever assists in this orientation updated as far as community interaction is concerned. In addition to community orientation, student orientation is most necessary because it prepares new teachers for more positive involvement with their students (Sheffer, Note 5).

Assignment of staff is the third role that the principal has to perform. The principal must acquaint the new teachers to their respective rooms and to where teaching materials and equipment are located and the required process to obtain them (Castetter, 1971, p. 226). Improvement of staff and evaluation of staff are the remaining two roles that the principal performs. Improvement and evaluation of staff are closely related, in that certain actions can be performed to help assure staff improvements. The new teacher can observe other teachers in the teaching process, by arranging visits to other districts to note various programs of instruction and gain new insights into various types of instruction. Teachers should be encouraged to have membership with professional associations in order to obtain additional knowledge to the process of education. Also, professional libraries for teachers only should be incorporated within districts and usage of such a library should be encouraged (Castetter, 1971, pp. 232-255).
Evaluation of staff and of the principalship should continue on an ongoing basis. In districts where teachers' unions prevail, formal evaluation procedures are explicitly stated by contracts. In one particular district tenured teachers are evaluated every 3 years. This type of evaluation procedure is not conducive to the improvement of staff since staff improvement is continuous, and evaluation is one of the process for conducting improvement.

The Grand Rapids Public School System has a unique system of evaluation which shall be discussed in the paragraphs that follow (Pulte, Note 6). The system of evaluation is named the "Progressive Evaluation Process." The philosophy behind this system of evaluation is to provide continuous, constructive, and cooperative experience between the principal and teacher for the purpose of improving instruction and reviewing the teachers' performance of his general and specific responsibilities. Of most importance, this instrument was created by a team of teachers, principals, central office administrators, and members of the board of education of the Grand Rapids Public Schools. Ownership by those affected has thus been established in this instrument of evaluation.

The evaluation model provides teachers' evaluation in 12 performance areas. The 12 areas to be evaluated are as follows:

1. Maintaining positive relationships with students.
2. Providing a natural, flexible, educational atmosphere conducive to learning.
3. Meeting basic needs of children.
4. Arranging and managing the physical setting so that it is conducive to learning.
5. Performing record keeping and organizational detail.
6. Demonstrating effective planning and preparation.
7. Utilizing instructional materials effectively.
8. Promoting written and oral experiences.
9. Developing and achieving a quality learning experience.
10. Utilizing a reasonable variety of techniques and methods for modifications of unacceptable student behavior.
11. Maintaining and promoting the goals and objectives of the school building.
12. Maintaining and promoting of the school system goals and objectives.

Teachers are required to write up performance objectives on any five of the 12 performance areas. According to my building supervising principal, teacher and principal mutually agree on the teacher's written objective. If a mutual agreement is not achieved, the Divisional Director and one of the Grand Rapids Education Association directors meet to construct a mutual agreement, for it is essential that performance objectives be attainable and reasonable. All objectives must be constructed in such a manner that measurement is feasible.

In order to carry out the evaluation techniques in the Grand Rapids Public schools, there are seven steps that must follow. The first step is the initial conference which is held no later than the first week in October with the purpose of mutual objective. Step two
is a follow-up conference in which the initial performance objectives are finalized. Step three consists of the principal's actual observation of the teacher. Step four consists of an interim report and evaluation by the principal. Performance areas are rated as satisfactory, unsatisfactory, or not applicable to the teacher's required performance. Step five consists of at least one additional principal observation. Step six consists of the final conference between principal and teacher. In this final conference, the teacher is given one working day to agree or disagree with the evaluation. If the teacher disagrees to the principal's evaluation, the teacher is given 48 hours to document reasons for disagreement. Step seven, the final step, consists of filing and distributing the forms. One form goes to the divisional director, the next to the teacher, and the final form to the building principal.

The principal is also evaluated by the divisional director. There are six performance areas that the principal is evaluated which are as follows:

1. Administration and organization.
2. Instructional leadership and supervision.
3. Staff relation.
4. Relations with impact on students.
5. Relation with community.
6. Professionalism and personal qualifications.

After the principal has been evaluated, a summary of the evaluation is constructed. It is then signed by the principal, the divisional director, and the superintendent. The signing of the principal
does not mean that the principal is necessarily in agreement to the total evaluation or parts of the evaluation. From this evaluation, three possible outcomes occur. The principal is reappointed; the principal is placed on probation; or the principal is released from the principalship.

The position of the principalship is evaluated at least theoretically by performance criterion. However, the Grand Rapids evaluation tends to evaluate administrative performance, as well as staff, student, and community interactional performance. The principalship is not viewed in isolation, or form a purely administrative perspective. The principal has to be able to maintain effective school attendance systems. From an administrative perspective, the principal must plan, organize, and direct all health, safety, and extra-curriculum services for the student body (Erlandson, 1976, pp. 117-123). Effective control of students is a must if students are to be in an environment that is conducive to learning (Liphom & Hoeh, 1974, pp. 280-295). How control is achieved is of the most importance.

The interaction that a principal carries with the student body is of most importance. Since the principal is the head of his building, the manner in which he interacts with students will tend to greatly influence the manner in which teachers may interact with their students. The principal must be able to actuate into practice certain patterns of behavior that are congruent to the theories of child development. The principal should know his student body so that he will be in a better position to lead them. In order to do so, the principal has to know and respect the subculture values and more
of the student body. He must be able to point out what acceptable patterns of behavior of certain subgroups will be in conflict to other subgroups (culture) in his building and be able to deal with them effectively (Williams, Note 7). In the elementary and junior high school settings, the principal should be knowledgeable of child abuse laws, policies, and procedures. He must be able to and be willing to give teachers assistance when there is probable suspicion of child abuse. If students are abused by certain methods of control, repercussions will tend to follow. Corporal punishment is used in the elementary schools in most districts. The principal usually administers such punishment. It is of the utmost importance that the principal confer with the student in order to justify corporal punishment. Principals must be firm but humanistic in dealing with students. This will be discussed in greater length in the human domain of the principalship in this project.

As far as the financial and physical resources of the school building are concerned, the principal is the manager. The principal is to plan programs that utilize both financially and physical building level resources. Yet, because of district policy and the lack of school funds, the principal does not exercise as much direction as could be hoped (Van Wierren, Note 1). In spite of this lack of direction, the control of the physical and financial building resources by the principal is a must. The public grows daily in its suspicion of its public officials. The principal is a public official and is not spared in this distrust. For example: A school board of education was indicted for mishandling of public school funds. They were
selling board contract bids to friends and relatives when in most cases these people were not the best contractors as far as the welfare of the public was concerned. Such wrong doings, though few in number, are given wide publicity. The public is in demand for public officials' accountability in the domain of services rendered and of its management of resources. Thus, the principal must be able to keep records and manage resources in accordance to district policy, rules, and procedures. Principals must spend the funds for what they have been intended.

The principal is also responsible for the overall maintenance of school buildings. The most efficient method to achieve maintenance is to have the principal appoint a head custodian, if the building has more than one custodian. The appearance and safety of the school building influence the environment of the school which, in turn, indirectly influences the process of teaching and learning (Van Wierren, Note 1).

The principal's role in community relations is also of the most importance. The principal in order to be effective in the role of community relations has to be knowledgeable of the general economic level, the general amount of education, and the ethnic composition. The principal must be knowledgeable of those agencies in the community, for example the local YMCA-YWCA, which can be identified as potential resources in meeting student needs. An example of possible services rendered to the school are those of big brother/big sister programs for those students who are in need of this particular type of service. He must also be knowledgeable of community pressure.
groups (Lipham & Hoeh, 1974, pp. 280-295).

If possible the principal should form a community involvement committee (Erlandson, 1976, pp. 51-54). Such a committee should include teachers, administrators, parents, students, and community representations of those not directly involved with the schools, but of the immediate community. Possible methods to elicit membership can be used by the appointment method. Yet, the principal has to appoint those who are interested and honored by such an appointment. He can also ask for volunteers, but the principal has to make sure that he obtains community representation of all the groups and subgroups that have significant effect, even though indirectly, on the school. The principal must not dominate the group. He does have certain responsibilities that have to be met in order to have an effective community involvement committee (Carpenter, 1975, p. 426; Earlandson, 1976, chapter 2 and pp. 44-54; Lipham & Hoeh, 1974, chapter 13).

Among the responsibilities of the principal is to be the committee's chief advisor. He is a resource person in that the principal brings to the committee pertinent data and expertise that will help the committee in making recommendations. Rather than be the leader of the committee, he should be the facilitator. At all times he must be a diplomat when interacting with the members of the committee. The principal should identify certain responsibilities of the committee (Guiterrez, Note 2).

There are numerous responsibilities that the committee can address itself to in providing input to the decision-making process.
Among some of the areas that the committee could hold itself responsible to react and to respond would be to the following:

1. Needs assessment curriculum advisors.
2. Budget considerations.
3. Specially funded programs, for example, bilingual education.
4. Discipline code.
5. Testing.
6. Define problems or issues.
7. Extra curriculum activities.
8. Safety.

After the principal defines possible areas for committee input, he should, in meetings, let the committee membership define other areas that it wants to be held responsible, for example, the admission of Mexican Nationals as students in the school district.

Once the principal has identified the initial committee membership and has notified the members of the first meeting, he must prepare for the first meeting. He should select a project that is of interest to all elements of the group. An agenda should be prepared in advance. He must make plans on how to help insure that all members actively participate in the group. He could, for example, conduct brain-storming small group discussions, role playing, and the like. As a facilitator he should make it his prime goal to maintain the group and maintain the task of the group (Erlandson, 1976). Besides a community involvement committee, the principal should maintain a Parent-Teacher Organization or initiate a community involvement committee until he has experienced PTO activities in his
building. The community involvement committee should be the broader scope of the principal's interaction and role in community involvement.

The role of the principal in the Parent-Teacher Organization is of the utmost importance. He must provide for group maintenance. He can do this by acknowledging the contributions of the individual membership and those of the group. Thus, he must provide reinforcement to the group. The principal is also the administrator of the PTO. For example, he has to take care of the details for conducting the meeting. Such details involve the location of the meeting, the purpose and time of the meeting, and the provision of the refreshments. He also has to provide the membership with reports, minutes, and the agenda for the meetings. He must not dominate the group. Yet, he must provide the group with direction when it seems clear that the group is losing its composure. If the group is to have purpose, the principal must keep himself from trying to influence the group to his point of view. I have observed administrators using parent groups as no more than token groups. As a candidate for an administrative position, I find this professionally and personally disgusting. Minority groups usually suffer from this racist point of view. The underlying conviction is that ethnic groups are ignorant and stupid enough to not know what they want. The underlying truth is that significant percentages of people of minority groups are educated enough and wise enough to acknowledge how school personnel perceive them as a group (Guiterrez, Note 2).
Thus, the principal, as mentioned before, must respect himself, his position, his staff, and the parents of his students. Respect begets respect. The principal has to, whether he likes it or not, be a politician. Politics is the American way of life. The principal must keep in mind that he is the representative of the board of education. He also has to work with parents and teachers alike. Thus, he has to be honest in dealing with these people. PTO's are one of the settings where the principal, as a board representative, has to deal with parents and teachers together. Communications which are effective in nature are a must. Community relations depends on effective communications (Madden, Note 4).

In communicating with the community whether be it parent-teacher organizations or other types of community groups or committees, the principal must also establish a feedback system so that he is able to measure how the message is being received. From the feedback he should evaluate and redirect a program of communications. He must keep himself open to new modes of establishing more effective communications (Madden, Note 4).

In summation, the principal is the key person as far as community relations are concerned. He must be aware of his position and be committed in fostering effective community relations. The principal must also be willing and able to face up to frustrations that are encountered while working with people. He must be willing to serve for the community's welfare and to lead but not dominate.
Leadership Role and Function

In order to achieve this goal during my internship, I observed various leadership styles. I also talked to principals and directors of special programs and read current educational literature that related to the leadership function. The role the principal assumes results on how he functions in the building. There are two possible roles that the principal can assume. These are administrative and leadership roles. The administrative role will be briefly discussed.

In a pure administrative role the principal resorts to holding his staff to only those goals that he, as a principal, is responsible (Weaver, Note 3). He performs the problem solving function according to his responsibilities and maintenance of the school system. Innovation is in accordance to his goals; his interaction is limited to the administrative leadership role. I have observed a principal to whom interaction is limited to his assistant principals and to his deans. According to students and teachers alike, the principal is an unknown person who hides in his office from everybody. His only appearance in the administrator's role seems to be during scheduled faculty meetings. This has led to a state in which the school has become inflexible in meeting both the needs of faculty and students because the principal has failed to foster the necessary leadership role of the principalship. It is impossible to have leadership without interpersonal interaction on the professional level. In the leadership view function of the principalship, the principal is an administrator and a leader. In order to be a leader, interaction with the staff,
and the student body is a must. A leader is concerned with meeting
the needs of the school system along with individual needs (Lipham &

In an interview with a principal, the discussion centered on the
leadership process of the principalship. According to this principal,
in any school system, the possibility for principal leadership to
emerge is probable. It is most feasible if the principal is new in
the particular school building where he is employed (Pulte, Note 8).
There is a very strong tendency for people to lose their effective­
ness if they remain in the same position, in the same building for
an extended period of time, according to Dr. Charles Williams from
the Michigan Education Association (Note 7).

Leadership can be defined as a function that maintains a system
while at the same time promotes growth of that system. According to
this principal, change is inevitable. Change that is the result of
planning based on needs assessment is preferred. For example, after
the 1954 Supreme Court Decision in the Brown case, a wise educator
who utilizes both short and long range planning would have foreseen
that busing was inevitable and thus would have planned for the imple­
mentation of busing. According to this principal, and in accordance
with readings, in the process of leadership the team approach in prob­
lem solving through planning is the route to effective goal realiza­
tion. The process of planning will be discussed further in the tech­
nical domains of the educational leadership process of this project.
The principal, as a leader in promoting growth and system maintenance,
has to be able to use his resources in order to achieve as much
education output as possible. One of the most valuable resources that any administrative-leader has is time in which to perform his duties and responsibilities (Pulte, Note 8). School administrators, teaching personnel, counselors, and business managers are constantly faced with the concern of how to use their time and the time of others in order to promote the effectiveness of the system, whether it be educational or a business system. Thus, the principal has to be a manager of time in order to be an effective leader (Mackenzie, 1972).

Most administrators practice what is labeled self-fulfilling assumptions about the role of the administrator and/or principalship in this particular project. One assumption is that administrators must work long hours. Another assumption labeled the syndrome of "Buckets of Sweat" is based on the assumption that the harder a person works, the more work will get done. This usually leads to a waste of precious time and energy and efficiency is lost. The answer is to work smarter and not harder, which is achieved by using time self management (Mackenzie, 1972).

A principal must learn to manage himself in order to objectively assess his leadership style. It is best to construct a time log; an inventory of how the principal uses his time. After the time log has been constructed, which should cover 1 school week, the principal then summarizes what he spent his time on, and how much time he spent on the different tasks. Efficiency is then estimated, based on the analysis of his time spent per task (Mackenzie, 1972).
If the principal sees that improvement is in order, the principal will have to pinpoint those habits that lead to waste of time which need to be corrected and then break or modify them accordingly. While forming new time efficiency habits, the principal must never let an exception occur until he has internalized the new habit. In time management, the construction of deadlines based on efficiency must be implemented and achieved. Planning is a must in order to be an adequate manager of time. Planning will be discussed in the technical section of this project (Mackenzie, 1972).

The principal has to be effective and efficient in whatever task he intends to accomplish. According to Dr. Weaver from Western Michigan University (Note 3), the effective leader in the domain of administration carries out his charges by ordering tasks in accordance to the concept of priority. Organization is a must if time management is to be actuated. The work area, where the principal is to conduct his work, must be organized. Office distractions must be minimal. One principal whom I observed, in order to divert distractions, had his secretary prevent anyone or any calls from entering his office while he was planning, evaluating, or writing out reports. The principal has to have essential equipment located in strategic locations. The building system must be so organized that whoever is to utilize it can use the system efficiently. When working on any task, the principal's desk must be cleared of anything not related to the project. Information must not be lost or hidden indiscriminately. Written correspondence must be so constructed as to help insure concise and fast answers. Selective reading is a must in this time of data.
explosion. Junk mail can take much of the principal's valuable time. One also has to resist the temptation to go to other, more appealing tasks (Mackenzie, 1972).

The principal will always be faced with many interruptions, for example, altercations in the school or perhaps parental visitations. The principal has to take inventory of the interruptions and devise strategies to control and eliminate those interruptions, by relegating certain types of activities to other members of his staff, thus, expediting his time being spent on interruptions that could be adequately handled by other staff members and leaving him free to expend his time on other urgent matters. An efficient secretary is a necessary asset to any principal. She can greatly aid the effectiveness of phone calls and handling as many calls as her expertise warrants (Mackenzie, 1972).

When the principal conducts a meeting, he must have a well-defined purpose and then proceed to achieve that purpose. Time limits on expounding on various topics discussed at a meeting should be established so that all points are discussed as expeditiously and effectively as possible (Mackenzie, 1972). In the process of decision making, the principal must use data effectively and efficiently. Decisions must be made promptly as an indecisive person loses all of his effectiveness. The major factors which usually lead to indecisions are the fear of making a mistake and the risk factor involved in any decision (Mackenzie, 1972). The principal must be a very decisive person who will follow through on any decisions made by him. The principal must be willing and able to delegate certain
responsibilities, but not in the decision-making process. This he must share with those affected by the particular decision (Davenport, Note 9). The principal also has to manage the time of his teaching staff.

Open communication with his staff is an absolute necessity in a well run school. The principal must follow through on any educational activity or task which is in the realm of his school (Mackenzie, 1972). As stated previously, the principal's secretary holds an extremely important role in the efficient way in which his office is capable of functioning. She must be made aware of the principal's many activities and it is her duty to see that she is versed on all phases of his work. The principal should brief the secretary each morning as to what will be transpiring that day and the secretary should be permitted to ask questions and get answers so that the office can be efficiently operated. It is important that the secretary be very conscientious and also realize that confidences should be commensurate with her many and varied duties (Mackenzie, 1972).

In summation, the principal has to realize that time is a critical and non-recovering entity. Self-management, planning, organization, decision making, and management of others are a must in time management.

The principal is also the key factor in any school. He is responsible for the implementation of district policy and must see that it is carried out. Responsibility carries authority. District policy dictates the amount and extent of principal authority and power.
According to one bilingual director, there is a need to have principals receptive to the concepts of bilingual education. If the bilingual program or any other program is to have success, the principal has to be committed to such programs (Guiterrez, Note 10).

In order to best exercise authority, professionalism must be exercised by the principal. He must interact in a responsible respectful manner. The principal must exercise his authority in the evaluation process of evaluating programs and teachers. He also must use his authority to implement the educational process that he and his staff along with district policy have devised. The principal must be most careful as to how he exercises his authority and must have certain guidelines to follow. These are usually issued by the school district. He must not let his personality or the personality of others interfere with the process of the principalship. Diplomacy in his relationships with his staff is a must in all dealings, in order to not cause friction and dissension within the school. If the morale of the staff is low because of the principal's misuse of authority, the educational outputs of his building will be low in nature also.

Principal's Role in Parental Involvement

In order to achieve this goal, several principals were interviewed. Educational readings relating to this goal were conducted. School districts differ as to how they strive to obtain parental involvement. Some school districts sent out community newsletters which inform and invite respective community involvement. Other
school districts distribute school calendars to the parents of the children on an individual basis.

Regardless of the methodology used on the district level, the principal is the most important component of the educational school system in the process of soliciting and obtaining parental involvement in his building. The principal must be committed to the promotion of parental involvement and he has to sell the concept of parental involvement to his staff. Should the principal force his staff to cooperate in this venture, the parents will individually pick the negative signals of the staff present in the meeting. The principal must have that personality and leadership style that is most conducive to group management (Guiterrez, Note 11).

As far as personality is concerned, the principal must be warm and permissive, in contrast to cold and controlling. The principal must also be confident of himself and of others. He must be at least confident that he can lead others to productive results (Hamacheck, 1975). Having this type of personality will lead in all probability to effective parental school involvement because the principal will have the confidence and desire to work with both staff and parents on mutual concerns. As far as leadership style is concerned, the principal has to prescribe to the theory of leadership. The theory conceived by McGregor in 1966 is based on the assumption that under feasible conditions, people seek out to be responsible and handle responsibilities. This style of leadership would allow for open communication (Boles & Davenport, 1975, pp. 22-24). Open communication is a must if parents and teachers are to identify mutual
concerns and be able to identify goals and objectives in order to satisfy those concerns.

In the process of communication, the principal has to be able to communicate effectively. He must be able to decide the media for communication. The principal can use various methods or combinations of the methods. A few methods will be briefly discussed. The principal may elect to use newsletters in communicating with the parents. The principal may elect to contact each of the students' parents or guardians at the beginning of school. Another media is to employ an open house in the building early in September. Whatever the media the principal chooses to communicate, communication must be open, clear, and concise.

The principal, after communicating with the parents initially in September, must get together with Parent-Teacher Organization (PTO) officers to schedule the first PTO meeting of the new school year (Guiterrez, Note 11). If there is no PTO in his building, the principal may elect to have one established in his building. He will have to sell that idea to his staff and then proceed for a massive recruitment of parents from his building.

In order to establish or maintain an effective PTO in his building, the principal must have good organizational skills. The principal should assume the role of a facilitator. He must be able to structure the environment in such a manner that parental and teacher leadership will be able to emerge. He has to become the organization's chief resource agent (Guiterrez, Note 2). The principal has to be aware of the subgroups that parents in his building belong.
must know his students and the parents of the student body. This knowledge is important in resolving cultural conflicts and political conflicts as related to the educational process. For example, bilingual education could become a conflict in his building. There could be those parents strongly in favor, or against, such a program and those who could care less about the educational program. The principal would have to facilitate the process by which parents and teachers could objectively defend, change, or terminate such a program in the school on the assumption that there would be no state law conflict in the case of either termination or modification. Illinois, Michigan, and Texas, for example, have initiated bilingual education as law. Yet, how the program actually runs will be affected as to how parents and teachers alike work together in its implementation and improvement. How teachers and parents work together in any educational venture is ultimately the responsibility of the principal.

The principal must on a continuous basis seek, maintain, and improve parental involvement in his building. He must use this involvement of parents and staff for educational process and output of his building (Pulte, Note 12).

Principal's Function as a Team Member

In order to achieve the goal of acquiring knowledge of how the principal functions as an educational team member, several principals and teachers were observed interacting in addition to conducting personal interviews with principals and teachers.
The principal by his functions and role effects the process of teaching and directly effects the attainment of learning. The perceptions that the principal and staff have of each other are significant factors to the educational process and outputs of the building (Boles & Davenport, 1975, pp. 133-134).

In order for the principal to be perceived favorably as an educational leader and administrator by the teaching staff, professionalism and empathy must be practiced by the principal. The principal must respect this staff. The principal must be sympathetic to the needs, wants, and the frustrations of his teaching staff. The principal has to be suggestive and helpful whenever teachers seek his inputs. At no time, according to all the principals, should a principal tell a teacher how to teach. The role of the principal is to strengthen the teaching process of his staff. The principal must at all times be emotionally controlled. He may be a teacher and student advocate. He has to be supportive towards his teaching staff as a group and as individuals (Van Wierren, Note 1).

In working with the staff, the principal must be able to identify the wants and needs of his staff, as well as his own and those of the school system. In the identification of the needs of his staff, he must design a plan to meet those needs and implement that plan, while being in accord to school policy. It is of the utmost importance that the principal not attempt to patronize any of his staff (Teacher Communication, Note 13). He must seek out congruence and avoid compromises as much as possible. Compromise usually results in both parties' resentment because certain needs have not been met to some
degree. The ultimate goal is to experience the achievement of the individual and school goals (Madden, Note 4).

In order to be able to meet the needs of his staff, the principal must have developed skills in the humanistic domain. A principal should convey warmth and understanding to his staff. In the identification of needs of his staff, he must design a plan to meet those needs and actuate that plan, while being in accord with school policy. This is of the utmost importance to the principal so that the needs of his staff may relate to more than one domain. For example, there are those needs that relate to personal reinforcement and job security. Then there are those needs that relate to the staff's perceptions of the school. Moreover, some staff members may be quite content with the treatment they receive from the school system, for example, the 9-month working period, but may be quite dissatisfied as to how the school system meets their teaching needs. Therefore, staff members have certain professional expectations of the principal and become quite upset when the principal fails to meet their professional expectations. I have talked to many teachers in the last 5 years who state that their principal is a good person, but is an ineffective leader (Teacher Communications, Note 14). Thus the principal has to interact with his staff as a competent administrator and leader.

The principal's interaction must expedite the needs of his staff in a professional manner. The principal must allow the staff to diagnose its own needs and then recognize those needs. He should allow the staff to plan its own experience. If not he should make
plans for the staff to satisfy his needs. That plan must be constructed in conjunction with the staff; ownership of the plan is also a must by the implementer. It is best for the principal to monitor staff interaction, than to have to control of such interaction (Madden, Note 15).

Decision-making process is one of the most important processes that the principal must encounter. Thus, the principal must participate with his staff in the decision-making process. He must state what the limits will be before the group proceeds with the decision-making process. The principal has to assume the responsibility to insure that the group evaluates what it is doing. The staff-principal interaction becomes a meaningful goal-oriented process (Pulte, Note 16).

In summation, the principal has to be able to meet the personal needs of his staff as they relate to the school system. He must also be able to meet the professional needs of his staff and along with the needs of the school. Thus, active principal-staff interactions become the vehicle to meet those needs satisfactorily (Weaver, Note 3).

The Principal in Conflict Situations

In order to achieve this goal, several principals were interviewed. The Dean of Students was interviewed in conjunction with educational readings which related to the subject matter.

Conflicts arise between students, between students and teachers, and between teachers and the principal. There are also conflicts
between parents and teachers and parents and the principal. In general, most conflicts arise from miscommunications and/or the failure to follow certain school policy rules and regulations. Conflicts in school between students will be discussed first.

Conflicts between students usually result in students fighting in school. If the school is from a low economic background, fighting is usually a norm. The principal of such a school, especially on the elementary level, has to be aware of the environment. How the principal handles the situation depends on board policy and on the principal's value system. The principal usually has to assume the role of a counselor in addition to that of a disciplinarian. He should identify what caused the fighting and then alter the causes by giving the students involved alternatives to solve the conflict. He may also use corporal punishment as defined by the policy of the Board of Education, which should be as the last resort. Having the students and staff alike, he must be knowledgeable about school rules and regulations which pertain to student conduct and discipline (Bailey, Note 17). Whatever the case, the principal has to maintain control in his building and attempt to teach socially acceptable behavior which may or may not be a norm to some of the subcultures in his school.

Conflicts between student and teacher as a rule should be solved by the teacher. The teacher must accept the responsibility to control his classroom. The principal must make such known to his teaching staff, especially to new inexperienced teachers. The principal must make his teachers aware of the fact that if he is over used by
teachers to handle discipline problems, the teacher will suffer because the teacher will lose the respect and control of the students. The principal's job then becomes an aide to the teacher in the disciplinary process. It is better if the teacher can handle the situation and does not need principal intervention. Thus, the principal should direct his teachers to spell out the rules and the consequences of breaking those rules to the student the first day of school and to periodically go over such rules and consequences. It is of the utmost importance that discipline be administered promptly and in a uniform manner. Thus, students should know what the consequences will be for any negative behavior (Van Wierren, Note 1). There can also arise conflicts between teachers. This has a strong tendency to exist if the staff is large in number. In larger systems there is a tendency to isolate teachers from each other; thus, there is less informal socialization than is necessary to form meaningful relationships. Usually what develops is a staff which is composed of cliques. Usually this results in competition among the cliques rather than in a cohesive group of teaching professionals. For example, departmental jealousy results when people who belong to a certain department form a clique of their own within the department. Financial allocation of budget funds does not help either in promoting interdepartment staff cohesiveness. Whatever the case may be, when conflicts arise the principal attempts to resolve the conflicts to such a degree that the school continues to be effective in the handling the process of teaching and learning (Pulte, Note 6).
Acts which are totally unprofessional cannot be tolerated by the principal, regardless of who is involved; for example, between an assistant principal and a teacher. The principal has to take a firm stand in such a situation. One principal related to me an incident that resulted in a shouting match between his vice principal and one of his teachers in the presence of students. Both parties verbally informed him that he must choose between one of them as far as remaining in the building. The principal informed them that they were unprofessional in this conduct, and if they did not remove the ultimatum of choosing one while releasing the other, he would make sure that neither of them would remain in his building. As a result, both sides calmed down and both still remain as his staff and are functioning quite well (Pulte, Note 18). It is imperative that the principal take a firm stand in incidents of this nature. The principal may have to assume the role of both a teacher and counselor when dealing with concerns that involve his staff, students, and parents. In his role as a teacher, the principal can assume leadership in teaching communication skills. For example, most conflicts arise from miscommunications. It is essential that the principal have a relationship in his school building in which people can feel free to communicate thoughts and feelings without fear of any repercussions. The principal should continue the practice of effective listening and speaking and should on an ongoing basis teach communication skills by his own modeling and by workshops in his building. He should also encourage teachers to attend workshops that pertain to communication skills. Dr. Thomas Gordon (1970) has written books that deal with
communication skills and there are workshops that emphasize his techniques.

In the role as a counselor, the principal aids in the decision-making process and in the resolution of conflict situations. In giving assistance in making a decision the principal helps his client to ascertain the necessary data to make the decision. This includes both probable alternatives and consequences of those alternatives. In the resolution of conflict situations, the principal can help his client to identify the problem and to construct a plan to resolve the problem. The principal may assume the responsibility of monitoring the plan to help insure that it will work.

When conflicts between his staff occur, the principal must clearly state his position as an administrator and then offer his service on a consultant basis. If there is mutual agreement the principal proceeds to help those concerned in the identification and the elimination of the problem. If staff members are unwilling to resolve their conflict the principal must then exercise his administrative authority to resolve the conflict.

Most conflicts in school result from student misbehavior in school. There is a tendency for some students to complain to parents that they have been mistreated by their teacher(s). The principal must be knowledgeable of what transpires in his building. He must instruct his teachers to notify him directly concerning any activity that has happened that may merit attention by him or any principal. In cases of conflict within his building, the principal must be knowledgeable of it so he can have the necessary documentation to handle
the conflict.

If a parent wishes to see the principal or teacher as a result of a conflict between teacher and student, the principal must make an arrangement for a conference to resolve the conflict. He should inform the teacher of the upcoming conference and get the teacher's point of view and all the data necessary. He should instruct the teacher to bring up all the positive comments about the student in addition to the identification of the conflict. It is imperative that the principal and the teacher be in agreement as to what is the conflict. This process could be labeled a pre-conference preparation.

When the parent comes to the conference the principal should welcome the parent. He should be courteous, warm, friendly, and concerned. He should be aware that the parent is usually coming with the student's point of view. If the parent(s) comes in hostile, the principal should not let the parent confront the teacher until the parent(s) has calmed down. If the parent(s) is calmed, the conference can proceed. The principal introduces the teacher to the parent. The principal should explain and elaborate the position of the teacher. He must inform the parents that the teacher has to "call the shots" as the teacher sees them (Guiterrez, Note 2). He should state that the purpose of the conference is to help the student. Once a positive atmosphere has been established, the principal and teacher can proceed to define the problem with the intention of resolving the problem, preventing its recurrence and promoting the general welfare of student and teacher; these intentions must be communicated to the
parent(s). Depending on the situation, the principal can have the student in at the beginning of the conference. It is sometimes best to talk to parents and teacher before including the student in the conference. Once the problem is resolved the principal should conclude the conference by thanking the parents for coming and inviting them to return to the school.

Whenever there is a direct conflict between parent(s) and the principal, the principal must react in the same manner as he would in a conflict between parent and teacher. The principal should take a firm position, explain the incident as it relates to school policy, rules, and regulations. By being firm, calm, and collective, the principal can prevent the conflicts from becoming worse and will be in a better position to solve them. He should end the conference with a positive atmosphere (Van Wierren, Note 1).

In summation the principal must be calm and collective when confronting conflict situations. He needs to possess adequate communication skills and be knowledgeable of school policy, rules, and regulations as this can affect how he handles conflict situations. He may have to assume the role of a teacher and counselor when dealing with these concerns in his building.

The Principal and Central Office Administration

The principal is classified as district line personnel. He has an hierarchy function and possesses the authority and power to lead others in his building. Central office personnel are classified as staff personnel. Staff personnel usually have a consultant advisory
role and do not command others. Staff personnel derive their power by the expertise that they possess. The central office personnel consist of the following: the assistant superintendent of instruction, personnel, and business, directors of special programs, for example, the director of bilingual education. The purpose of the central office is to provide special services to school buildings.

How the principal interacts with the central office dictates the quality of service that his building will receive. The school superintendent will usually form evaluative perception of the principal as a result of the interactions and relationships between the principal and members of the central office. The school superintendent is housed within the central office and thus is in a position to receive information about school principals via the grapevine. Consequently, it is imperative that the principal maintain positive working relationships with the central office (Van Wierren, Note 1).

In order for the principal to have positive working relationships with the central office, the principal should have established an effective communication system between him and the central office. As stated previously, conflicts usually arise from miscommunications. With a working relationship, the principal should be able to utilize the central office services to enhance his educational goals for his building. For example, the bilingual director can provide the expertise to maintain and upgrade a bilingual program housed in the principal's building. It is imperative that school educational programs be in line with both federal and state guidelines (Guiterrez, Note 11). The ideal situation is to have the central office function
as a cohesive educational team.

However, in reality, the ideal situation is not completely realized. Certain factors tend to cloud the ideal situation. Among some of these factors are those of the philosophical and political nature. For example, in the philosophical domain the principal may be totally against standardized testing because he foresees that this type of testing will lead to the labeling of his students. The central office, on the other hand, wishes to have standardized testing for the purpose of district evaluation and accountability. Political factors can arise to cloud the ideal situation when certain people are striving to gain a reputation that will result in favorable consequences at the expense of others.

An effective principal must be able to identify the political composure of the system and then plan a strategy to best work with that system. The principal must document any conversation or communication that he receives from the central office. He should also document staff as well as student communications, as to what was stated, when it was stated, and who stated it. The consequences should also be noted, if any, as to whether they were positive or negative in nature (Pulte, Note 16).

Knowledge of social, political, and psychological behavior should be one of the principal's attributes. He must be able to work effectively with others, according to Hamacheck (1975). He should be knowledgeable regarding the role that the school district assigns its district personnel, especially central office personnel. Professional, courteous, and friendly interaction is a must among principals and
the central office for the sake of educational congruence (Guiterrez, Note 11).

The Principal and Budget Preparation

In order to achieve this goal several principals were interviewed. The role of the principal in the preparation of the budget depends on whether he is in a centralized district or in a decentralized district. The centralized district will be discussed first.

In a centralized school district, the principals of each school are assigned certain amounts of dollars based on the number of students per building and on the classification of the school, whether it be elementary, junior high, middle school, or high school. The amount of money spent per high school student is higher than that of the elementary student. After monies are obtained in a centralized district, each principal is allocated certain amounts per account. The principal may request more money on certain accounts and he may obtain the monies if he is able to document the need. In general the allocation of money is determined by the central office and the principal's role is to manage the budget for his school. Such a procedure insures on the district level that all school's accounts are uniform and that money spent relates to district wide educational needs. In a centralized system the principal does not have the task of allocating money from one large sum. A limitation is that the principal does lose control of his instructional program because instructional programs depend on the amount of money allocated per program. Thus, a district which is high on science and math may have
low allocations to the social studies and physical education instructional programs, as an example. This may not meet the needs of the individual building. The alternative is to have local building control to the allocation of funds. This occurs in a decentralized school district. The Lansing Public School District is an example of a decentralized district (Van Wierren, Note 1).

In a decentralized school district, the individual building is allocated one large sum based on the system of district funding. Please see the section of this report entitled "The Principalship and School Funding" for a brief description of how districts receive funds for the operation and maintenance of public schools. The principal's task and responsibility are to allocate the funds to the schools and individual programs. Each program has an account which has a credit balance and money is allocated to it. Cash on the district level has a debit balance, and reduction of cash is a credit to cash and a debit to the account that is reduced due to expenditures (Guiterrez, Note 11).

It is of the utmost importance that the principal solicit staff input into the allocation of money. It is important because teachers will tend to feel part of the overall instructional programs and thus promote commitment to the programs of the school. The best method to solicit staff input to the allocation of monies is to form a budget committee. For example, a committee on the elementary level is composed of teacher representation from the lower and upper grade levels. The committee makes recommendations to the principal as to the allocation of the money. The principal then studies the recommendations,
approves them or modifies them accordingly. As a rule of thumb, the principal should accept the committee's recommendation unless the principal sees a strong need to do otherwise. It is imperative that this committee not be a rubber stamp committee of the principal for the principal will lose staff ownership to the instructional programs of the school (Guiterrez, Note 11).

Accurate accounting is a must for all public officials and the principal is no exception (Davenport, Note 9). Public spending is continually criticized, the property tax is under attack, and citizens have a low image of public officials who manipulate their tax money. The principal has the task of documenting to the taxpayer how school money is allocated and spent and to explain the spending of certain amounts of money in a clear logical manner that the citizen is able to understand. Otherwise poor documentation of expenditures will lead to poor public relations and distrust. In some extreme cases this could lead to lawsuits (Guiterrez, Note 11).

The Principalship and School Funding

In order to achieve expertise in this section, a principal was interviewed, readings pertaining to the topic were experienced in addition to actual participation in a school millage campaign. A millage campaign is a campaign whose purpose is to pass the millage rates requested by the school district. This rate is the tax on property that is within the boundary of the school district for the purpose of revenue necessary to operate the school district. The tax rate is assessed on one-half the value of private property that is
within the area of the school district.

The principal needs to have a concept of how a district obtains funds because at one point or more in his career as principal, or central office administrator, he will become involved directly in the acquisition of funds (Guiterrez, Note 11). The district acquires two types of funds. These are revenue and nonrevenue money. Revenue money adds to the assets of the school system. Nonrevenue money is that which does not add to the assets of the school system. This includes, for example, money from the transfer of one asset for another asset as in the sale of school property.

School tax revenue is the largest source of revenue in most public school districts. The district levies taxes usually based on property value; property is usually assessed at one-half of its valuation for the purpose of taxation. The district then proposes a certain percentage of tax based on the assessed property. The district then proposes a certain percentage of a tax based on the assessed property. The district also receives a certain percentage of the total funds from state and federal governments. The central office has the responsibility of gathering as much money as needed to operate the school district (Van Aulst, Note 19). This is usually based on projections compiled per individual school building of the district.

The public has a direct say in regards to the passing of the millage that is requested by the school district. The school district has the task of having the public approve the millage rate that it has determined to have in order to operate the school district.
This task can be known as the millage campaign. A brief discussion will follow as to how the school district and building principals become involved with the mechanics of conducting a millage campaign.

Once the district has determined what the millage will be, an announcement of the proposed millage and its rationalization is presented to the public. The district advertises the need to pass the proposed millage. The district sets the date on which the public is to vote for the proposed millage. This is usually in February because if the millage is not passed, the district will have ample time to hold at least two elections before September of that particular school year and before the end of the school year. This is important because the district is in a position to utilize its staff in helping to plan the millage that has been voted down. The principal has the task of organizing his staff and parents to work on a district wide millage campaign. The strategy is to identify the registered voters who are receptive to the passage of the millage. This is done by calling the registered voters and obtaining the voters stand on the passage of the millage. If favorable the prospective voter is urged to vote for the millage. During the day of the election, those registered voters who are favorable towards the passage of the millage are called in to vote before 7:00 p.m., which is when the polls close. There are poll watchers whose task is to keep an "eye" on those who have not voted and then relaying that information to a central location for the purpose of calling those favorable registered voters to come to vote. High school students can be used to relay the information from the poll watchers. This type of
campaign strategy works if there is a well constructed rationale for its passage and if the campaign strategy is highly organized.

The Principal and the Planning Process

In order to achieve this goal, several principals from the primary and secondary schools were interviewed. A dean of instruction was also interviewed in addition to educational readings related to this goal. The principal's planning is concerned with eight major areas: (a) student personnel, (b) instructional staff personnel, (c) community relations, (d) curriculum, (e) supervision of instruction, (f) finance, (g) physical facilities, and (h) management. A brief discussion will follow concerning the eight areas.

In the areas of student personnel, the principal must plan for the counseling and guidance services in his building (Madden, Note 15). There is usually a guidance program in the junior and senior high schools but seldom in the elementary grades. It seems apparent that there is a need to have a counseling program in the elementary grades. Observations of junior high students who are experiencing personal and academic difficulties seem to strongly indicate that this type of student has had similar difficulties in the elementary school years. In the elementary grades the principal and the teaching staff often play the role of a counselor.

On the secondary school level the principal and his counseling staff plan for two major areas of concern which are as follows: (a) the provision of academic, vocational and personal guidance programs and/or services and (b) the provision of services for incoming
and outgoing students which includes the maintenance and traffic of student records. With the issue of student rights and privacy laws, it is imperative that the principal and his staff be knowledgeable of the current status of this type of law. In most schools, student records are housed within the guidance department (Madden, Note 15).

The principal has to plan for the extracurricular student activities. This includes clubs, organizations, athletic events, field trips, and any other school-sponsored student activity. Usually the principal delegates the planning of this type of activity to those directly involved with the activity. Yet he is responsible for the outcome of extra curricular activities. The activities must be within the limits set by school policy.

In the second major area, the principal plans for the deployment and training of his teaching staff. The principal is responsible for the manpower projections in his school building. He usually works with the assistant superintendents of curriculum and personnel in these two components. Training for the staff is usually in the form of in-service training. It is best to include the staff in the planning of in-service programs in order to insure greater teacher participation (Madden, Note 15).

In the third major area the principal is concerned with the necessary planning to help insure positive community relations. The principal must plan for conferences with special interest groups. For example, Latinos are concerned with bilingual education. The principal must arrange the data and the means to convey that data in such a manner that the community is informed as to what the school
and its students are doing. This usually tends to improve public relations with the community.

In the fourth domain, the principal is concerned with the programs within the school and usually knows the curriculum in his school. If there is a hidden curriculum he must be aware of what it is and be able to mold it to his own philosophy of education. He is concerned with the means to analyze student needs and meet those needs. This is not a task that he performs in isolation. He should seek staff, student, and community input.

In the fifth major area, the principal is concerned with the planning involved in the supervision of instruction in his school building. This includes the evaluation of instruction. School district policy states how often the staff is to be evaluated. Of three principals who were interviewed, one disclosed that teachers were formally evaluated every 5 years, another disclosed that formal evaluation was every 3 years, and finally the last principal stated that teachers in his district were evaluated every year based on three observations and follow-up conferences. Most of the principals were concerned with classroom control and the methodology used in teaching, rather than on the content of the subject matter or on student achievement results. According to a dean of instruction on the high school level, it was almost impossible to assess actual student learning. Yet the quality of teaching could be evaluated through observation of the teaching process and on analysis of the teaching techniques used by the teachers, for example, the sequence of instruction (Madden, Note 15).
In the sixth major area, the principal is concerned with the planning involved in the construction of the school budget. This is covered in the section entitled "The Principal and Budget Preparation" in this report.

In the seventh major area, the principal plans for the utilization of the physical facilities, building, and grounds maintenance. In this area the principal is concerned with the general maintenance around and within the school building. In large school buildings a custodial service staff is most necessary. Usually an assistant superintendent is responsible for the management of custodial services throughout the school district. This assistant superintendent carries the title of assistant superintendent of grounds and maintenance. Being free from custodial supervision and management tends to let the principal devote his time and energy to instructional concerns.

Management is the final area that the principal needs to devote planning in order to achieve satisfactory results. He must manage the affairs within his school building. He is responsible for control of staff and students alike; for safety, programs, services, and general operations. In the management of control the principal must insure that staff interact in a professional manner and within the guidelines of their contracts. Control of students entails that student behavior be conducive to the learning program of the school. On the management of safety, the principal must plan for probable emergencies. This includes detailed procedures of the reporting and the handling of accidents that occur in school. He is responsible for the operations of all instructional programs in his building; for
example, bilingual and special education. He must also plan for the
management of special services in the school not related directly to
instruction. For example, the principal is responsible for the man­
agement of a lunch program, if one exists in the school. Account­
ability of monies involved is a must. Yet the principal must try not
to get bogged down with the paper work involved in non-instructional
special programs; for example, lunch programs. In the area of general
management of operations of the school, the principal is concerned
with everything that operates within the school. For example, the
principal must manage volunteers in the school building (usually
mothers). The principal may wish to enlist staff input to the man­
agement process in order to assume greater cooperation between his
staff and his management objectives. He may wish to form a manage­
ment team that will be concerned with the decision-making process and
with the construction, implementation, and evaluation of the planning
process (Barrilleaux, 1977, pp. 6-8).

The Principal and Evaluation

In order to achieve expertise on this topic actual participation
of teachers and the program of the internship was realized in con­
junction with educational readings and interviews with several prin­
cipals.

The most used technique in the evaluation process are those of
teacher made tests, standardized testing, and formal evaluation of
teachers and programs within the school; teacher made tests are the
most frequent used in schools. Among some of the types of tests are
the following: (a) essay tests, (b) true-false tests, (c) multiple choice, and in some cases (d) tests that measure the social climate in the classroom. This type of test can be used in grouping students based on student choice.

Standardized tests are usually commercially prepared by measurement experts. They provide methods of obtaining samples of behavior under uniform procedures. The results are usually interpreted in a norm-reference fashion. There are three types of classification of standardized tests:

1. Aptitude test; for example, the Stanford-Binet test which measures general intelligence.

2. Achievement test; for example, the Gates-MacGinitie Reading tests.

3. Interest, personality, and attitude inventories; for example, the Minnesota Vocational Interest Inventory (MVII). This type of tests is noncognitive in nature and should be called noncognitive.

Regarding the evaluation of teachers and programs within the school, the principal must be knowledgeable about district policy and guidelines that relate directly to this type of evaluation. Improved evaluation procedures can lead to mistrust by the faculty and to possible law suits. Certain special programs have their own instruments of evaluation along with prescribed deadlines for evaluation. The principal should be able to evaluate the teaching process, in addition to the evaluation techniques used by the teacher, and be able to give assistance to improve those techniques whenever necessary (Guiterrez, Note 11).
Evaluation thus requires a knowledge of its purpose and techniques; for without purpose, evaluation and all the techniques that it encompasses are useless. The principal must keep this in mind while he does the evaluation in his building. Teachers must also be aware of the purpose of evaluation. Evaluation should have the purpose of helping to improve, whether it be teacher or program. Evaluation usually requires some type of format; for example, it could have the following items: (a) the specific program or goal to be evaluated, (b) the personnel, (c) the facilities, (d) materials and supplies, (e) financial resources, (f) the teaching strategies, (g) the criteria of acceptable performance, and (h) the technology used in implementing the evaluation (Guiterrez, Note 11). For example one could consider the evaluation of a program designed to improve attendance in school.

The principal with input from those concerned, for example, parents, teachers, and administrators, would meet and construct and implement a plan to cut down unexcused absences. The plan would also contain a means to measure its effectiveness. This plan could include the following:

1. Informal evaluation of various experiments with ways of working on problems.

2. Informal evaluation of improvements in attitudes of specific cases of which those are to be counseled.

3. Statistical data (Bailey, Note 17), which denotes the pattern of attendance since the plan was initiated. This type of statistical data could compare the core of the plan with state reimbursement.
(actual figures) of those potential truants. For example, if 50 potential truants were kept in school each school day an average and if the state reimburses the district at a rate of $4.04 (Illinois, 1978-79) per student, the district would receive an estimated total of an additional $202 each school day. The core of the plan would compare with this hypothetical figure and hopefully the comparison would be favorable towards the school district.

Whatever planning is necessary, the principal should solicit faculty input and participation and it should be on an ongoing basis (Pulte, Note 18). The principal is also faced with the task of executing the necessary reporting in his building.

In most districts, the principals are given an annual schedule which pertains to certain deadlines on certain reports. It is very important that principals meet all deadlines on time, as far as reporting is concerned. Principals, among other things, are evaluated on the content and promptness of their reports. Thus it is imperative that the principal plan to execute his reports in an acceptable manner of performance.
REFERENCE NOTES

4. Madden, T. Personal communication, October 6, 1977.
7. Williams, C. Personal communication, September 14, 1976.
15. Madden, T. Personal communication, November 17, 1977.
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