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Leaders for North Carolina's schools: A review of programs for the professional development of principals

Hoppes, Sharon McMahan, Ed.D.

The University of North Carolina at Greensboro, 1993

LEADERS FOR NORTH CAROLINA'S SCHOOLS:

A REVIEW OF PROGRAMS FOR THE

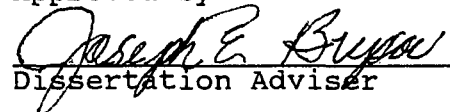PROFESSIONAL DEVELOPMENT

OF PRINCIPALS

by

Sharon McMahan Hoppes

A Dissertation Submitted to
the Faculty of the Graduate School at
the University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

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Approved by

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APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at The University of North Carolina at Greensboro.

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Date of Acceptance by Committee

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Date of final Oral Examination

DEDICATION

This work is dedicated to those who have inspired me
and taught me to keep reaching and working to fulfill my
dreams; therefore, I dedicate this dissertation to my son,
Jon P. Hoppes, and to my parents, John and Ethel McMahan, in
gratitude and love, and to my Heavenly Father with
thanksgiving.

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HOPPES, SHARON MCMAHAN, Ed.D. Leaders for North Carolina's Schools: A Review of Programs for the Professional Development of Principals. (1993) Directed by Dr. Joseph E. Bryson. 76 pp.

The purpose of this study was to describe and evaluate four programs North Carolina has implemented for the professioanl development of principals. The programs included the Principals' Executive Program of the Institute of Government at the University of North Carolina at Chapel Hill, the North Carolina Effective Principal Training Program of the Personnel Services Area of the North Carolina State Department of Public Instruction, the North Carolina Assessment Center of the National Association of Secondary School Principals and the Leadership Institute of the Personnel Services Area of the North Carolina Department of Public Instruction, and the Initial Certification Program for Administrators and Curriculum-Instructional Specialists of the Division of Teacher Education of the North Carolina Department of Public Instruction.

The criterion for evaluation was the development of skill within areas identified from the literature of Effective Schools Research as essential for success as a principal. These skills' areas included having and communicating a vision of what the school might become, setting goals and monitoring progress toward those goals, intervening when necessary, providing instructional leadership, and maintaining order and discipline.

Two hundred and twenty practicing principals who had completed one or more of the programs within the twenty-four months prior to the study comprised the principal sample. Two hundred fifty-one teachers identified by the principals as having been continuously employed at their schools for three consecutive years before, during, and after the principal participated in the training, comprised the teacher sample.

An ANOVA showed that there was a significant difference in the perceptions of the development of the designated skills by both samples. The Principals' Executive Program was rated highest by principals and teachers in the overall development of the target skills.

CHAPTER I

INTRODUCTION

Overview

As future historians write about the decade of the
1980's in American history, they may well refer to it as the
"Decade of Educational Reform." As expectations of American
schools skyrocketed, public confidence in those schools
plummeted. America became a nation of educational critics
and a nation of educational reformers. Everyone, it seemed,
had a better idea, and almost everyone was able to join
forces with some reform group and have his/her idea
publicized.

The National Commission on Excellence in Education was
one of the most widely publicized of these reform groups.
In its report, A Nation at Risk (1983), the Commission
summarized the confidence gap as a "public perception that
something is seriously remiss in our educational
system" (p. 3). Although the Commission on Excellence made
general assessments and recommendations, other reform groups
concentrated on specific areas of weakness.

A Nation Prepared (1986), the report of the Carnegie
Task Force on Teaching as a Profession, contained sweeping

recommendations for the restructuring of schools for the provision of a more professional environment for teaching. These recommendations included a plan for major changes in the way teachers are prepared and licensed, the way they are rewarded for quality performance, and the way they are allowed to practice their profession. Although the report dealt primarily with teachers, some of the recommendations affected school administrators because of their impact on the environment and practice of the teaching profession.

More specifically, the National Commission on Excellence in Educational Administration addressed the roles of school administrators within the context of educational reform. The Commission examined the quality of educational administration across the nation and reported its findings in Leaders for America's Schools (1988). This examination and report were requested by the University Council for Educational Administration within a framework of achieving significant educational reform as a result of important changes directed by competent, skilled, and visionary leaders. The recommendations were aimed at schools, universities, professional organizations, state and federal policymakers, and private citizens (pp. xiii-29).

This focus on educational leadership sprang up amid the cries for educational reform and among the recommendations for educational improvement. The school principal became the center of attention of a growing number of efforts to

make schools more effective. However, the role of the principal in the success of the school was not a new issue. Educational leaders had stressed its importance for years. Barth had expressed it this way, "It is not the teachers, or the central office people, or the university people who are really causing schools to be the way they are or changing the way they might be. It is whoever lives in the principal's office" (1976, p. 21). Although the significance of the relationship of the principal to the success of the school was not a new discovery, the reform movement gave it impetus.

Reform movements, whatever their focus, are generally regarded as efforts to implement change in the existing system. As Sarason (1971) points out, however, these changes may be superficial or structural only, with little difference in attitudes, behaviors, and practices (pp. 4-23). Dalin (1978) maintains that innovation must include changes within these areas as well, if true reform is to occur. "Reform tends to concentrate on goals, but their operational schemes seldom show a clear understanding of the change process. Planning and developing educational innovations are not the same as implementing change" (p. 9).

The implementation of change is perhaps the truest test of the success of any proposal of educational reform. As far as principals are concerned, most reform recommendations dealt with the training and preparation of these

administrators, and they provided a foundation from which some real progress might be made. By including the importance of the principal in achieving other reform recommendations, the whole reform movement gave an impetus to the examination of the role of the principal and his/her professional preparation.

That impetus came at an opportune time. The need has never been greater for top quality, high performing school principals. This need is best illustrated by the findings of several studies which have collectively come to be called the Effective Schools Research.

One of the most widely known of these studies is the Search for Effective Schools Project of Edmonds and Frederiksen (1978). It lists "strong administrative leadership" as one of the "most tangible and indispensable characteristics of effective schools" (p. 21). Student achievement is the basic criterion for determining the effectiveness of a school in this particular project, and the scope of leadership is limited by that criterion. Even so, the researchers list administrative leadership as the first characteristic of effective schools and indicate that in its absence, "the disparate elements of good schooling can neither be brought together nor kept together" (p. 22). Whereas good principals do not single handledly produce good schools, good schools are not in existence without good principals.

Another of the more widely known of these studies is
the one led by Brookover and Lezotte with the assistance of
a team from Michigan State University. This study analyzed
eight schools, some of which were gaining ground in terms of
student achievement and some of which were losing ground.
In the improving schools, the principals were stronger, more
active instructional leaders who asserted that leadership.
These principals took first-hand roles in the evaluation and
discipline of students. Moreover, these principals had high
expectations of their students in terms of achievement
ratings and graduation rates. In the declining schools,
the principals had much lower expectations of students
and spent much of their time and energy fostering
positive public relations and collegial staff relations
(Brookover and Lezotte, 1979).

Strong leadership was a common factor in the
outstanding inner-city schools observed and analyzed by
Weber, although this leadership was provided by a
superintendent in one of the schools. Other common factors
included high expectations, orderly climate, and emphasis on
reading, which was the specific area of student achievement
being examined (Weber, 1971). Each of these factors is
either directly or indirectly related to the principal of
the school and his or her philosophy and degree of
involvement.

To summarize these three key studies, each of them specified four characteristics of effective principals. These included strong instructional leadership, a concern for order and discipline, an emphasis on student achievement, and careful evaluation of student progress. In addition, in two of the three studies, the effective principals also had high expectations of student performance.

Another of the widely known studies is the Rutter (1979) study which was conducted in London. Although this study examined only indirectly the roles of the head teachers or principals, it did conclude that "the influence of the head teacher is very considerable" (p. 203). This study did not identify specific administrative skills or emphases, but did make recommendations for additional study and succinctly summed up the Effective Schools Research findings with the conclusion that it is "how a school is run that makes a difference" (p. 203).

These studies are but a few examples of the research dealing with effective schools. It is interesting to note that the role of the school principal was not the primary focus of these studies, but over and over again, strong leadership was found to be consistent with high student achievement.

Given the dire need for more effective schools in the context of today's educational reform, the development of strong school leaders is essential to the improvement of public education. Many principals argue that their professional education has not adequately prepared them for the job or the crucial responsibility for school improvement. "Repeated surveys by the National Association of Secondary School Principals (NASSP) and by the American Association of School Administrators (AASA) confirm that principals and superintendents believe that their preparation was seriously deficient" (Thomson, 1989, p. 372).

At the undergraduate level, the education preparation programs consist of courses leading toward certification as a teacher. Such preparation may, indeed, provide the foundation for instructional leadership which is one of the most essential administrative skills; however, it does not address the wide range of skills necessary for the principal's success. Management skills such as office technology, budget development, time management, and personnel management have been almost totally excluded in favor of instructional preparation. Moreover, when such skills are included, they constitute only small, fragmented parts of the total preparation.

From a historical perspective, such a narrow approach fit the needs of the schools. The traditional student

curriculum was narrow in scope. Public school students needed to learn basic skills in basic subjects. Bilingual courses, computer and technological sciences, special education classes, concepts of international economics and the political dynamics of third world countries, high technology vocational education courses, and skills development in the areas of critical thinking and viewing were neither included nor needed in the traditional student curriculum. Moreover, there was no added curriculum of child care and nutrition, safety and substance abuse education, or services to help the child find and maintain his/her place in a troubled family or a troubled society. Furthermore, the school operated basically as an organizational hierarchy with the board and superintendent at the top, leaving little doubt as to who was in charge or the status of the principal.

Those days are gone. The social and technological revolutions of the past decade have altered the curriculum to an almost constant state of flux. Moreover, mastery of subject area competencies is but one goal among a myriad of services students are expected to receive. The organizational structure has flattened, with teachers, parents, and students all wanting and demanding a voice in decision making. The school administrator's role has become increasingly complex in order to accommodate the increased expectations, the broadened power base, and the multiplied

external forces (Sergiovanni, 1987; Drake and Roe, 1986).
The inadequacy of traditional programs is consistent with
their foundation in traditional definitions of curriculum
and theories of organization and administration.

In addition to the inadequacy, principals often
complain of the inappropriateness of the traditional
training programs. Formal preparation programs have viewed
educational administration as a science and have thus
stressed a body of formal knowledge to be acquired by
aspiring principals. Schools of education have been
reluctant to address the context in which this
knowledge must be applied. This context is essentially
a social one, "consisting largely of individual and
group behaviors mediated by complex social processes,
bounded by school culture and community contexts"
(Blumberg and Greenfield, 1986, p. 236).

Along with the gap between the scientific and social
nature of educational administration, there appears to be an
additional gap between practice and theory. Education
institutions have emphasized and rewarded research among
faculty, often to the exclusion of any real implications of
the research in the daily practice of the profession (Haller
and Knapp, 1985; Peterson and Finn, 1985; Campbell and
Newell, 1973). "Unfortunately channeling the young energy
of departments into the pursuit of tenure by publication
has, by and large, left the rethinking and renewal of

preparation programs to those characterized as complacent" (Griffiths, Stout, and Forsyth, 1988, p. 299).

Few of the professors of educational administration have had recent practical experience in school administrative positions; thus, far too often, research theories are not generated from practice. To the extent that the gap between theory and practice prevails, there is a mismatch between the work of the school administrator and the training offered by professors of educational administration (Thomson, 1989, pp. 372-373).

Another gap in the traditional preparation programs is the debate over preparing the person versus preparing for the role.

> In the first case, the candidate is especially encouraged to develop his or her intellectual capacities, educational philosophy, and cultural awareness. Knowledge and self-understanding are primary. In the other case, the emphasis is on shaping the individual to fit the role or roles he or she is preparing to assume. Here the chief purpose is to help the student understand the job and the institution and to acquire the skills necessary to serve the institution and meet the requirements of the position (Campbell et al., 1987, p. 171).

McCarthy and her associates suggest that emphasis should be placed on preparing the person at the present time, recognizing the need for technical knowledge and management skills, but giving priority to visionary and compassionate leaders able to flex with the complex dynamics of a changing role (1988, p. 175).

The role of the principal is, indeed, a complex one, including such assignments as public relations specialist, business manager, instructional leader, policy analyst, maintenance foreman, technical consultant, legal expert, teacher, and counselor. One must be skillful in each of these areas; furthermore, one must know which specific situation requires which assignment. As Achilles (1988) has pointed out, "...administration has at least three elements: the why, the what, and the how. The complete administrator knows **what** to do, **how** to do it, and most important of all, **why** an action is appropriate" (p. 41).

The rare blend of competence in all of these areas, or the "complete administrator" to use the words of Achilles, is an effective principal, and he/she is recognized as such by the students, the parents, the staff, the administration, and the Board of Education. Such a person is seldom, if ever, a natural phenomenon, but such a person can be

developed. If one agrees with this assumption, the question then becomes how can these effective principals be developed.

If strong leaders are not being developed in the traditional preparation programs, then other ways must be found to provide the quality leadership essential to excellence in education. Traditional programs may need to be expanded or totally restructured. More careful screening of candidates for administrative positions may be required. Training may need to take a developmental approach with continued opportunities once a candidate has become a principal.

Recognizing that there are many options for improving the professional development of principals and that the goal is a crucial one, North Carolina has implemented several new programs to enhance the training and development of school principals. According to the rationale behind the planning and development of these programs, principal preparation programs which produce more effective principals can be expected to produce more effective schools throughout the state once these effective principals become active in the schools of North Carolina.

Statement of the Problem

The professional preparation of administrators is currently under close scrutiny for several reasons. Many

school principals feel shortchanged by traditional preparation programs which have not responded to the changing needs of today's schools. Successful schools must address the changing society which they serve, and successful principals must be dynamic leaders as well as capable managers. It is this quality of dynamic leadership which many feel is lacking in the traditional programs.

Moreover, the quality of school principals is a national concern. The future economic and political well-being of the nation depends upon the effectiveness of its schools, and research has indicated that this effectiveness may very well depend upon the effectiveness of school leaders. Most studies conclude that an effective principal is one requisite of an effective school. If the professional preparation of principals is inappropriate or inadequate, then the nation's schools are not now and will not ever be as effective as needed.

Finally, an examination of the statistics regarding the average age of practicing principals gives increased impetus to the need for scrutiny of professional preparation programs. Almost half of today's school principals will retire within the next ten years (Bennett, 1987, p. iii). The time is right for restructuring the professional preparation of public school principals.

In response to the charges of inappropriate preparation, to the demand for increased effectiveness, and

to the expectation of personnel shortage, North Carolina has implemented several programs to strengthen the professional development of principals. The investment of resources is significant and the need is great; therefore, the public will demand stringent accountability of such programs, and rightfully so. The educational community in particular and the public in general need to know if the new programs are more successful in preparing effective principals for the schools of North Carolina.

Purpose of the Study

North Carolina's new programs for enhanced professional development and preparation of school principals include the Principals' Executive Program of the Institute of Government at the University of North Carolina at Chapel Hill, the North Carolina Effective Principal Training Program of the Personnel Services Area of the North Carolina State Department of Public Instruction, the North Carolina Assessment Center sponsored jointly by the National Association of Secondary School Principals and the Leadership Institute of the Personnel Services Area of the North Carolina Department of Public Instruction, and the Initial Certification Program for Administrators and Curriculum-Instructional Specialists of the Division of Teacher Education of the North Carolina Department of Public Instruction.

The purpose of this study is to describe and evaluate the new programs North Carolina has implemented for the professional development of public school principals. The descriptions will include the history and background, the objectives, the budget, the requirements, and the operation of each program. The evaluation segment will examine the match between the objectives of each program and the essential skills of effective principals identified from the literature, the participating principals' perceptions of the success of each program in developing those essential skills, and the participating principals' faculty members' perceptions of the success of the programs in developing those essential skills.

If principal preparation programs which produce more effective principals can be developed or identified, then they can be expanded or reproduced, thereby producing greater numbers of more effective principals. If principal preparation programs which are not producing more effective principals can be identified, then they can be modified or restructured to produce the desired results. Given the principals' investment of effort and time away from school and the taxpayers' investment of public funds, North Carolina needs to know how successful the new programs are in developing the effective leaders so desperately needed for school reform.

Research Questions

1. What are the essential skills of effective principals as identified in the literature of Effective Schools Research?

2. What are the objectives of the identified programs for the professional development of public school principals in North Carolina?

3. How well do these objectives match the essential skills of effective principals identified from the literature?

4. Do the participating principals perceive a change in their own skills' levels as a result of these programs?

5. Do faculty members perceive a change in the skills' levels of their principals as a result of these programs?

Definitions

As used in this study, the following terms are defined as indicated.

Principal - the officially designated leader of a school.

Professional development - the process by which a principal engages in formal activities designed to enhance job performance.

Organization of Remainder of Study

The remainder of the study is divided into four chapters. Chapter Two is a review of relevant literature and contains descriptions of the target programs of professional development.

Chapter Three is a description of the research methodology used to conduct the study.

Chapter Four is an analysis of the data and a discussion of the findings.

Chapter Five is a statement of the conclusions drawn from the study and the recommendations for further study.

Limitations of Study

Perhaps the most significant limitation of the study is that it relies upon the perceptions of the participants and those of faculty members. The perceptions may have been influenced by factors other than the training program itself and, therefore, may cause the ratings to be higher or lower than they might otherwise be.

Secondly, the ratings are done from memory over a two-year period, which again allows for inaccurate ratings.

Finally, although the programs are all designed for the professional development of principals, each program is unique in terms of development, philosophy, budget, and operation.

CHAPTER II

REVIEW OF LITERATURE AND DESCRIPTION OF

FOUR NORTH CAROLINA PROGRAMS

Review of Literature

The word _reform_ usually brings to mind a change for the
better for most people, but reform has come to mean an
epidemic of criticism for public schools in the minds of
many educators. Beginning in the early to middle 1930's,
the number of reports calling for school reform began to
multiply rapidly. In 1983, the National Commission on
Excellence in Education issued A Nation at Risk: The
Imperative for Educational Reform, and the nation was swept
away by the "tide of mediocrity." The report was
particularly critical of secondary schools with their
diffuse curricula, general tracks, ineffective use of time,
and teachers who lacked high levels of intellectual ability.
Recommendations were made to change requirements for a high
school diploma, to encourage more homework, to enforce
stricter codes of conduct, and to recruit and maintain
teachers of the highest intellectual ability. Such changes
might ensure the country's rightful place in the
technological world of tomorrow.

Later that same year, The Twentieth Century Fund Task Force issued its report, <u>Making the Grade</u> (1983). With the public schools in trouble, the recommendations included a federally funded "Master Teacher" program, more emphasis on proficiency in the English language, opportunities for learning a second language, and increased graduation requirements in the areas of math and science.

On September 15, 1983, the Carnegie Foundation for the Advancement of Teaching issued its study, <u>High School: A Report on Secondary Education in America</u> (Boyer, 1983). This report indicated that schools lacked a clear mission, teacher working conditions were poor, and principals were poorly prepared. Recommendations included more emphasis on mastery of the English language, development of critical thinking skills, and increased graduation requirements.

No matter what the group and what the title of the report, the message seemed clear. America's public schools were not doing the job, and changes would have to be made. Surely, however, there were some excellent schools which might serve as models for the nation.

It was in this vein of thought that the Effective Schools Movement took root and began to flourish. Weber (1971) was a forerunner of this movement which would gain momentum during the next two decades. He examined four inner-city schools which were instructionally effective in an effort to contradict some of the critics of the 1960's.

It is ironic that his work is part of the foundation of an effort to contradict some of the critics of the 1980's by finding schools that were doing the job and doing it well.

Weber examined the four schools because they produced good reading test scores among very poor children. He found that all four schools had some things in common. They had strong leadership by a principal who set the tone, was active in instruction, efficient with resources, challenging in expectations, and controlled with discipline. The school climate was pleasant but orderly, and acquisition of basic skills was stressed and monitored.

Another landmark study in the Effective Schools Movement is the one conducted by Brookover and Lezotte (1977), with a team from Michigan State University. The Michigan Department of Education had asked Brookover and Lezotte to study some Michigan schools characterized by consistent student performance decline or improvement. The decline or improvement was measured by scores on criterion-referenced tests administered annually to Michigan school students. The researchers chose eight of the schools and conducted on-site visits and interviews, as well as administered questionnaires to school personnel. Common findings in the improving schools included emphasis on basic skills in math and reading, a prevailing belief that all students can learn, higher expectations for student achievement, and acceptance of accountability by school

staff. The principals of the improving schools were instructional leaders who were actively involved in teaching, goal setting, and monitoring of student progress. They maintained orderly, controlled environments, and they assumed responsibility for the school's effectiveness.

The study from which the movement got its name was conducted by Edmonds and Frederiksen (1978). They set out to find effective schools, with effective being defined as the elimination of the relationship between school success and home/family background or socio-economic status. Fifty-five effective schools were identified in one geographical quadrant of the Northeast. These were characterized by strong administrative leadership, a climate of high expectation, a quiet and orderly, but relaxed and pleasant atmosphere, emphasis on mastery of basic skills, and assessment of achievement.

Another of the studies most frequently cited in the research on effective schools is that of Rutter and his associates (1979). This study began with the hypothesis that a student's fifteen thousand hours spent in school do, in fact, make a difference. The researchers wanted to contradict the findings of reports that educational achievements were basically independent of the formal schooling a student received. The researchers were successful in their search in London over a number of years and concluded that a large part of the burden for school

effectiveness rested upon the shoulders of the person running the school.

With such a heavy burden thrust upon them, principals need to be the most able, well-trained, best qualified school administrators. The demand for effective principals is great, but what makes an effective principal? Persell and Cookson (1982) identified nine behaviors that good principals consistently display. They are:

1. Demonstrating a commitment to academic goals

2. Creating a climate of high expectation

3. Functioning as an instructional leader

4. Being a forceful and dynamic leader

5. Consulting effectively with others

6. Creating order and discipline

7. Marshalling resources

8. Using time well

9. Evaluating results (p. 22).

The researchers conclude their study with, "Effective principals appear to have a vision of what their school should be like. Without this mental picture, the leadership role can too easily fall into the trap of reacting to negative situations and not creating positive situations" (p. 28).

The Secondary School Recognition Program of the United States Department of Education includes certain characteristics in its search for excellent schools. Among

these are order and discipline, high expectations for
students, strong administrative leadership, clear academic
goals, and regular monitoring of studnet progress (Roueche
and Baker, 1986). More specifically, with regard to
principals, an emphasis is placed on the presence of a
vision for the school and the ability to communicate that
vision to set goals and gain community support (p. 37).

Description of Programs

With the principal's role continuously described as
critical to the effectiveness of the school, it becomes
increasingly necessary to provide the best training for
principals. North Carolina has implemented four
professional development programs aimed at doing just that.
These include the Principals' Executive Program of the
Institute of Government at the University of North Carolina
at Chapel Hill, the North Carolina Effective Principal
Training Program of the Personnel Services Area of the North
Carolina State Department of Public Instruction, the North
Carolina Assessment Center sponsored jointly by the National
Association of Secondary School Principals and the
Leadership Institute of the Personnel Services Area of the
North Carolina State Department of Public Instruction, and
the Initial Certification program for Administrators and
Curriculum-Instructional Specialists of the Division of

Teacher Education of the North Carolina State Department of
Public Instruction.

The Principals' Executive Program is widely known as
PEP among its participants. It is the fruition of an idea
proposed by C. D. Spangler in the early 1980's. At the
time, Spangler was Chairman of the North Carolina State
Board of Education, and he recognized the significance of
the principal in improving the quality of the schools across
the state. He envisioned a program similar to the Harvard
Business School's Advanced Management Program, and he
enlisted the support of then Governor James B. Hunt and
members of the General Assembly (Taylor, 1990). The
concept was endorsed by the Governor's Commission on
Economic Growth and the State Board of Education, and in
1984, the legislature appropriated funds for a pilot
program (IOG/PEP, 1988). The program is operated by the
Institute of Government, a department of the University of
North Carolina at Chapel Hill.

The Principals' Executive Program is a "professional-
level management course designed for public school
principals who want to develop their managerial skills and
refine their understanding of the fundamental systems and
issues that challenge them on the job." The program allows
participants to "use current management techniques in a
school setting, to hone their executive skills, and to

step outside day-to-day responsibilities and think creatively about the job of school management in a complex society." (IOG/PEP, 1988).

The program lasts twenty days and is intense and intellectually demanding. The overall focus is on leadership, problem solving, risk taking, knowledge of self, and desire for improvement. Specific components of the curriculum include personnel management, communication skills, personal health and wellness, school law, motivation, public relations, fiscal planning and management, student issues, and subject areas within the school curriculum. Participants must be nominated by their superintendents and are invited to return annually for Update Conferences, upon satisfactory completion of the basic program. The curriculum also includes enrichment sessions in the sciences, humanities, and fine arts (IOG/PEP, 1988).

Some sixty instructors are involved in each program, and they are faculty members of the various departments of the University of North Carolina at Chapel Hill, faculty from other institutions of higher education, educational practicioners, and private consultants. Instruction is provided by a variety of methods including case studies, group discussions, Socratic seminars, simulations, lectures, extensive readings, and written assignments. Participants get to know themselves better by identifying and analyzing

their leadership styles and personality types. Furthermore, they receive coaching in oral and written communication and conducting effective meetings based on critiques of faculty bulletins, actual school correspondence, and a videotaped faculty meeting. The principals also receive an assessment of the strengths and weaknesses of their leadership styles as identified by subordinates on the individual school staff (IOG/PEP, 1988).

The cost of the program per participant was originally in the neighborhood of $3500, but streamlining the budget has brought the cost to approximately $2500 at the present (Miller, 1990). This cost includes lodging, meals, and all materials, as well as fees for consultants. The only item not covered is the mileage cost for travel for each participant.

The second program, the North Carolina Assessment Center, is a joint venture of the State Department of Public Instruction and the National Association of Secondary School Principals. Although the Assessment Center Project of the National Association of Secondary School Principals was initiated in 1975, the North Carolina Assessment Center has only been in operation since February, 1986 (The Network, September, 1986).

The Center is designed to aid the identification and development of effective school administrators by objectively assessing the management potential of aspiring

principals. This management potential is assessed across twelve generic skill dimensions which have been identified as necessary for successful school principals. Among these are problem analysis, judgment, organizational ability, decisiveness, leadership, sensitivity, stress tolerance, oral communication, written communication, range of interest, personal motivation, and educational values (Hersey, 1987). These skills are assessed using simulated activities which a principal might face during a typical work day. The activities include leaderless group activities, fact-finding and stress tolerance exercises, pencil-and-paper "in-basket" tasks, and a structured personal interview.

The North Carolina Assessment Center operates with a team of six assessors who observe six participants for two days during completion of the activities. The assessors spend some forty to fifty hours carefully evaluating each participant's performance. There is an attempt to balance the assessor team with regard to sex, race, and job assignmnet. Assessors are selected from personnel of the North Carolina State Department of Public Instruction, university professors, central office staff, and principals. The assessors are trained by the National Association of Secondary School Principals and must remain current through practice or refresher courses (SDPI, 1986).

Among the characteristics desirable in assessors are credibility as it relates both to participants and to other assessors, commitment to the improvement of the profession through the development of better selection practices and more effective applicants, stamina for dealing with long hours and volumes of paperwork in an alert, professional manner, and the ability to retain large amounts of information. Desirable skills include observation, documentation, interviewing, and reaching consensus through group deliberation. Overriding these skills and characteristics, a strong sense of professional ethics and behavior is essential for assessors (SDPI, 1986).

The work product of the assessor team is the final report. This report contains the skill ratings of the participant, a description of his/her behavior, recommendations for professional development, and an overall placement recommendation. The report describes participant behavior in situations like those encountered by a principal and does not forecast expected behavior in every situation. Because the report is written by trained assesors and is a consensus document of thorough and detailed analyses of participant reactions during a specific and concentrated time period, it is not valid over several years and will not reflect the perception of all people regarding the participant (Buckner, 1990).

An interview will be conducted between the Assessment Center director and the participant within thirty days after the assessment. Suggestions for professional development are a key part of the report and the interview. Another key component is the overall recommendation. A positive one "indicates that a participant is considered to have significant overall strengths and is likely to succeed as a principal" (SDPI, 1986). Access to the final report is limited to the participant, the director of the Assessment Center, the participant's superintendent, or a designated official of the participant's university. Confidentiality is guaranteed (SDPI, 1986).

The actual cost of the Assessment Center per participant is somewhat difficult to determine. The cost absorbed by the Center itself is approximately $218 per participant. This figure includes the National Association of Secondary School Principals' materials for each participant, the rental fee for the facility being used, the stipends for the assessors, consumable supplies and materials, photocopying, and travel expenses for the Center staff. Salary costs for the Center staff, office operation expenses, and office space are not included in this figure. The local school system of each participant must bear certain additional expenses. Using the state per diem expense allowance, the cost for each participant is approximately $110, plus mileage costs, and the cost for

each assessor is approximately $275, plus mileage costs.
Once again, salary expenses of participants and assessors
are not included (Parry-Hill, 1990).

Another of the professional development programs under
examination is the Initial Certification Program for
Administrators and Curriculum-Instructional Specialists.
The North Carolina State Board of Education adopted the
Initial Certification requirement in January, 1985. The
State Board specified guidelines that called for a support
and assessment system during the first two-year probationary
certification period. At the end of the second year, a
person would be granted continuing certification if he/she
had attained an overall evaluation rating of "at standard"
or above (NCICP, 1988).

The Initial Certification Program uses a series of
simulations to provide an early assessment of skills which
have been accepted as essential for successful principals.
These skills were identified fron the Effective Schools
Research and that done by the National Association of
Secondary School Principals for the development of its
Assessment Centers, as well as the practical experience of
the members of the State Board Task Force for the Quality
Assurance Program for Administrators (NCICP, 1988). An
initially certified person may choose to use his/her final
report from the Assessment Center in lieu of the early
diagnosis if such is available.

The support component of the program provides a trained mentor from within the system of the initially certified person, as well as peer/colleague support from others in a network or support group. Members of the support team should be knowledgeable, experienced, successful professionals who can help provide job-specific growth. They should be skilled in communicating, conferencing, establishing relationships, and observing. They must also be knowledgeable of adult conceptual development, of the needs of the initially certified person, of their role in the process, and they must be sensitive and trustworthy (NCICP, 1988). The support component is non-evaluative and growth oriented and continues for the two-year cycle.

The mentor and other members of the support team work very closely with the initially certified person. They help orient him/her to the job itself, and they use conferences, shadowing, and observations to identify strengths and weaknesses. They help identify strategies for growth and development and then, through the use of additional observations or shadowing, help the initially certified person assess his/her own progress and chart a course for additional growth. Detailed and sequential documentation of all activities is maintained in the portfolio of the initially certified person. As stated earlier, the support team does not conduct the performance appraisal of the initially certified person, but the members are involved in

the decision to recommend continuing certification at the end of the two-year cycle (NCICP, 1988).

The cost of the Initial Certification Program is particularly difficult to determine, with the total cost largely determined by the level of competence of the initially certified person at the outset. A less capable person will need more intervention and assistance from the mentor and others on the support team; therefore, more time and energy must be expended and the program costs more. The cost of development activities again varies with the individual and the type and amount of growth opportunities needed. The constants in the program are the cost of training the mentor and the expendable supplies and materials necessary for documentation, both being minimal at an estimated cost of less than $100 per year. With all parties already on the payroll, there is no additional expense for salary unless a stipend is paid.

The fourth of the professional development programs being examined is the Effective Principal Training Program. Perhaps largely due to the perceived success of the Effective Teacher Training Program and the revision of the Principal Performance Appraisal Instrument, the North Carolina State Department of Public Instruction developed a training program for principals. In August, 1986, a state-wide committee was formed of administrators and university representatives who were experienced school principals.

Members of the group had been recommended by the Coordinator of Personnel Services in each of the eight educational regions, and geographical location, equal opportunity compliance, and size of system or school were considerations in the final selection. This group met regularly to examine all information relevant to their task, including research and various evaluation instruments and procedures (NCEPTP, 1987).

Sub-groups worked on instructional leadership, resource management, and communication. The work of each sub-group was reviewed by the whole committee and revisions were made. A writing committee was appointed to develop the materials, and a media committee began work on the production of the audio-visual materials. The committee did a "dress rehearsal" of the program, evaluated the outcome, and revised as needed. A pilot performance was presented in June, 1987, to a group composed of committee members, state agency staff, and principals. Once again, evaluations resulted in additional revisions. In July, 1987, the program was presented to the Robeson County principals, central office administrators, and staff of the Outside Evaluator Project. Again, evaluations and revisions were done, and the program went into the last stages of editing and production (NCEPTP, 1987). With the program development in its final stages, all that remained was the procedure for implementation.

A central part of the Effective Principal Training Program is the concept of team training, whereby a cadre of trained administrators would conduct the program for all the participants in a region under the direction of the Personnel Services Coordinator at each regional center. In September, 1987, the regional team training sessions began, with the members of the training teams having been identified by superintendents, university officials, and regional center staff. Qualifications of the trainers included experience in administration or supervision and experience in the appraisal of administrative staff, knowledge of group dynamics and the ability to facilitate group interaction, and understanding of the principal's role and the total school organization (NCEPTP, 1987).

The purposes of the Effective Principal Training Program are the development among principals of a conceptual base for the revised performance appraisal instrument, the development of understanding with regard to vision as a vital concept for school success, and the development of a comprehensive school plan for each school (Boyd, 1987). The program goals include greater awareness, improved understanding, and the development of skills in the areas of vision, leadership, resource management, sending and receiving communication, and planning (NCEPTP, 1987).

The program is designed to be twenty hours of intensive training, ideally conducted on three consecutive days;

however, the option is available for subdividing the
program. The program is designed specifically for
principals, but it is encouraged for those who evaluate the
performance of principals. Small systems may combine to
offer the program to the targeted audience. Materials are
packaged in a large three-ring binder for each participant,
and video tapes, overhead transparencies, and role-playing
are instructional strategies used throughout (NCEPTP, 1987).

As with some of the other programs, the cost per
participant is difficult to determine. As a minimum, the
cost of materials and supplies is approximately $30 per
participant, and the per diem expenses for food and lodging
are $55 per participant, with no allowance for travel
expense. This totals to $195 for each participant, but does
not include the similar expenses incurred by the trainers
themselves. Once again, all parties are on payroll and
salary is not considered, nor is the cost of a facility if
one must be rented (Arrants, 1989).

These four programs are part of North Carolina's
response to the tide of reform and cries for improvement
within the schools, acknowledging the significance of the
school principal in leading the reform movement and
directing the improvement efforts at the school level. That
significance is a common thread among the studies of

Effective Schools, and producing principals who are able to meet the challenge must be a central focus of states wishing to forge ahead in the improvement of education.

CHAPTER III

METHODOLOGY

Sample

The population from which samples were drawn is the group of current North Carolina public school principals who have participated in any one or any combination of the specified professional development programs. These included the North Carolina Initial Certification Progran for Administrators and Curriculum-Instructional Specialists, the National Association of Secondary School Principals' Assessment Center of North Carolina, the North Carolina Principals' Executive Program, and the North Carolina Effective Principal Training Program.

Subjects in this study were asked to recall their participation in these programs and the subsequent impact on their performance; therefore, the population was limited to those principals who had completed such programs within a twenty-four month period (August, 1987 to July, 1989). This limitation helped assure a more accurate recollection.

Of the one hundred and ten participants in the Initial Certification Program, only fifteen are principals; therefore, all of them were included in the study.

Of the approximately two hundred and twenty participants who have most recently been assessed in the Assessment Center, some one hundred are practicing principals. From this group, a sample of fifty was selected using a table of random numbers.

Of the two hundred and seventy-two participants who have most recently completed the Principals' Executive Program, two hundred and twenty-four are practicing principals. From this group, a sample of seventy-five was selected using a table of random numbers.

Because the Effective Principal Training Program is conducted on a regional basis, an exact total of participants is impossible to calculate. The Personnel Services Consultant at each Regional Education Center across the state identified participants within his/her region. Ten participants from each region were selected using a table of random numbers, for a total of eighty subjects. Such a regional sampling ensured representativeness across the state.

Hence, with all the programs combined, the sample for this study included two hundred and twenty subjects. Each sample size was selected in order to make the study representative and to make the data gathering and analysis more manageable.

These numbers are shown in Table 1 and reflect the limitations of participation within the twenty-four month period and current status as a principal.

Table 1. Survey Sample

Program	Population	Principals	Sample
N. C. Initial Certification Program	110	15	15
N. C. Assessment Center	220	100	50
Principals' Executive Program	272	224	75
N. C. Effective Principal Training Program			80
Total			220

A second population from which a sample was drawn was the group of teachers who taught continuously for at least three years at the schools where the subjects were serving as principals at the time of training. Participants of the

Initial Certification Program and the North Carolina
Assessment Center would probably be unable to identify
teachers for this sample, because both of these programs are
initial, developmental kinds of preparation which would
eliminate a beginning assessment of principals' behaviors
and prohibit a perception of change.

Since these teachers were identified by the principals,
there was no way of knowing the population or sample size in
advance. Due to the relatively small size of the population
identified, however, all two hundred and fifty-one teachers
named by their principals received questionnaires.

The combined sample sizes are indicated in Table 2.

Table 2. Survey Sample by Position

Position	Sample Size
Principal	220
Teacher	251
Total	471

Instrument

A questionnaire (Appendix B) was administered to each
subject. The questionnaire asked the subject to rate any of
the specified programs in which he/she had participated in
terms of their effectiveness of developing within that
individual the skills identified from the literature. The

questionnaire listed nine target skills within the areas of
instructional leadership, school climate, and school goals.

If a principal had participated in more than one of the
specified programs, he/she was asked to indicate in what
order the participation occurred and to rate both programs.

A Likert type rating scale from zero to five was
utilized, with zero indicating no effectiveness in
developing a particular skill and five indicating very much
effectiveness. In addition, the questionnaire asked the
respondents to identify any other skills critical to their
job performance which were strengthened by either of the
specified programs. Finally, the questionnaire asked
principals to identify the teachers who had been
continuously employed at their schools for the past three
years.

A similar questionnaire (Appendix C) was administered
to the sample group of teachers. It asked the subject to
rate the degree of improvement by the principal in each
skill as a result of an identified program. The rating
scale was also from zero to five, with zero indicating no
improvement in skill and five indicating a great deal of
improvement. In addition, the questionnaire asked the
teachers to identify any other skills critical to the
principal's successful job performance which were
strengthened by the specified program.

The questionnaires were field tested with groups of five principals and five teachers. Each of these groups were asked to read the questionnaires and assess their readability, comprehensibility, and appropriateness of questions to obtain the information needed for the study. No changes were recommended.

Procedures

The director or governing body of each program granted permission for program participants to participate in this study. This permission was granted in interview sessions during which general information about the programs was also obtained. Such information included the background and development of the program, the goals and objectives of each, the program budget, and a description of the operation and logistics of each. Finally, rolls of participants were also obtained.

This procedure was slightly altered in two cases. In the Effective Principal Training Program, the regional consultants provided the identification of participants, and the program development coordinator provided the additional information.

The Assessment Center, because of its developmental nature, guarantees the confidentiality of all aspects of the process; therefore, a listing of individual participants was not available. The director of that program was furnished

the questionnaires and cover letters. He had them addressed, forwarded them from the Center, and received the responses from the participants. The responses were then forwarded to the researcher for data analysis.

Participation in the study by members of either sample group was voluntary. The questionnaire was mailed directly to the participant with the exception of the Assessment Center participants. The cover letter explained the purpose of the study, requested the cooperation of the participant, stressed the anonymity of the participant, and stated the deadline. A stamped, addressed envelope was enclosed with each questionnaire for convenient response. One week before the deadline date, a postcard reminder was sent to non-respondents. Within a week after the deadline had passed, a second mailing of the questionnaire occurred.

Upon receiving the principal responses, the questionnaire, cover letter, and return envelope were mailed to the identified teachers. The follow-up procedures were the same as for the principal group.

CHAPTER IV

DATA ANALYSIS

Overview

The perceptions of the principals regarding the four
programs as indicated by their ratings revealed definite
impressions that one program is more effective than another
in developing a specific skill dimension. Moreover, even
though a specific program is strong in the development of a
particular skill, the principals perceived a difference in
overall effectiveness. Teachers, too, perceived differences
in individual skills' areas, although their perception of
overall difference was less pronounced. Furthermore, the
perceptions of the principals and the teachers did not
completely coincide with regard to successful skills'
development.

Summary of Data

Of the 220 questionnaires mailed to principals,
147 were returned for a rate of 66.8%. As a result of
multiple ratings on numerous questionnaires, there
were more valid responses for some programs than the
original sample size would indicate. The Effective
Principal Training Program received 128 ratings;

the Initial Certification Program received 10 ratings;

the Principals' Executive Program received 97 ratings;

the North Carolina Assessment Center received

13 ratings.

Looking first at an evaluation of the program's

success in development of all skills identified, the

Principals' Executive Program received the highest

mean rating of 35.64. The Effective Principal

Training Program received the second highest mean

rating with a score of 23.3. The third highest mean

rating of 23 was received by the Initial Certification

Program. The Assessment Center received a mean

rating of 12.

In order to determine if there was a significant

difference among these means, an analysis of variance

was calculated. The results of that calculation are

shown in Table 3.

Table 3. ANOVA Calculations for Principal Mean Ratings

SOURCE OF VARIATION	SUM OF SQUARES	DEGREES OF FREEDOM	MEAN SQUARE	F RATIO
Between	12004.367	3	4001.456	1851.669
Within	527.267	244	2.161	
Total	12531.633			

At a probability level of .05, the calculated F ratio indicates that there is indeed a significant difference among the means.

Using the Scheffe test as a multiple comparison procedure to determine which means are significantly different from which other means, the ratios in Table 4 were calculated.

Table 4. Scheffe Test Results for Principal Mean Ratings

F RATIO FROM PROGRAM COMPARISONS

	EPTP	ICP	NCAC	PEP
EPTP		.1332	232.7376	1297.0153
ICP	.1332		105.511	223.3944
NCAC	232.7376	105.511		988.5223
PEP	1297.0153	223.3944	988.5223	

These calculations, again at a probability level of .05, indicate that there is no significant difference between the means of the Initial Certification program and the Effctive Principal Training Program. There are significant differences among the means of all other pairs of programs. Therefore, the difference between the mean rating of 23.3 for the Effective Principal Training Program and the mean rating of 23 for the Initial Certification Program could be attributed to chance alone. On the other hand, the differences

between the means of all other pairs of programs are statistically significant and result from factors other than chance.

Looking next to the teacher questionnaires, there was a return rate of 75.3%, with 189 returnted questionnaires of the 251 originally mailed. On three of the returned questionnaires, teachers had written paragraphs of a very general nature about the principals and had not rated any program. The North Carolina Assessment Center and the Initial Certification Program received no ratings. The Effective Principal Training Program received 186 valid ratings, and the Principals' Executive Program had 138.

The mean rating among teachers for the Effective Principal Training Program was 21.8, and the mean rating among teachers for the Principals' Executive Program was 24.9. Again an analysis of variance was used to determine the significance of the difference between the two means. Those calculations are shown in Table 5.

Table 5. ANOVA Calculations for Teacher Mean Ratings

SOURCE OF VARIATION	SUM OF SQUARES	DEGREES OF FREEDOM	MEAN SQUARE	F RATIO
Between	739.124	1	739.124	9.72
Within	24552.75	323	76.015	
Total	25291.876			

Once again at a probability level of .05, the calculated
F ratio reveals a significant difference between the two
means. Such significance eliminates the possibility that
chance alone resulted in the perceived difference between
the two programs.

An examination of the means of each item yields
additional data. The principals rated the Effective
Principal Training Program lowest on items 5, 8, and 9,
with mean scores of 2.07, 1.94, and 1.95 respectively.
Those items have to do with intervention, order and
discipline, and monitoring student progress. The same
program received the highest mean ratings on items 1,
2, 3, and 4, those having to do with the principal's
vision for the school. These means ranged from 2.98
to 3.37.

The Initial Certification Program received the
lowest mean rating from principals on items 1 through
4, again those having to do with vision. These ranged
from 1.6 to 2. The same program received the highest
mean ratings on items 5, 8, and 9, those having to do
with intervention, order and discipline, and monitoring
progress. These means ranged from 3.1 to 4.

The Principals' Executive Program received its
lowest mean ratings on items 2 and 8, having to do

with the communication of the vision and monitoring of
student progress. These mean scores were 3.84 and 3.85.
The same program received highest mean ratings on items
4, 5, and 9, those having to do with monitoring progress
toward school goals, intervention, and maintaining order
and discipline. These means ranged from 4.02 to 4.12.

The North Carolina Assessment Center received
identical mean ratings on skills 1, 3, 4, and 6
through 9. This rating was 1.23. Identical
ratings were also received on items 2 and 5,
a mean score of 1.69. These were the items
having to do with the communication of the vision
and intervention.

A line graph shows the discrepancies among
the mean ratings of principals per item per program
in Figure 1.

Figure 1. Principal Means for Each Program by Item
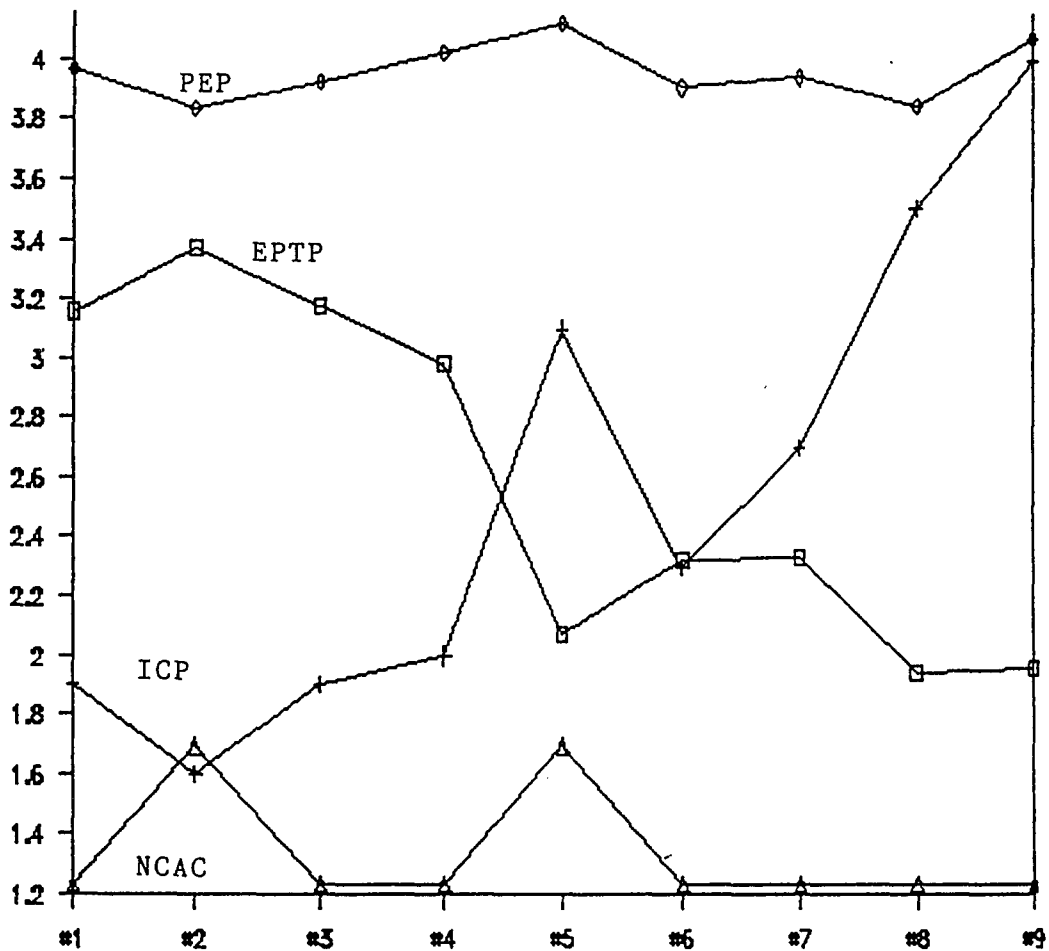
The teacher means for each item provide a different

picture. They rated item 9, dealing with order and

discipline, a mean score of 1.57 for the Principals'

Executive Program. This was the same mean score they gave

the Effective Principal Training Program on item 5, dealing

with intervention. This was the lowest mean rating in each

program. They rated the Effective Principal Training

Program highest on the items dealing with vision, with means

ranging from 3.16 to 3.20. The Principals' Executive
Program was rated highest on the item dealing with
intervention with a mean score of 3.15. Figure 2 shows the
discrepancies between the teacher ratings per program per
item.

Figure 2. Teacher Means for Each Program by Item
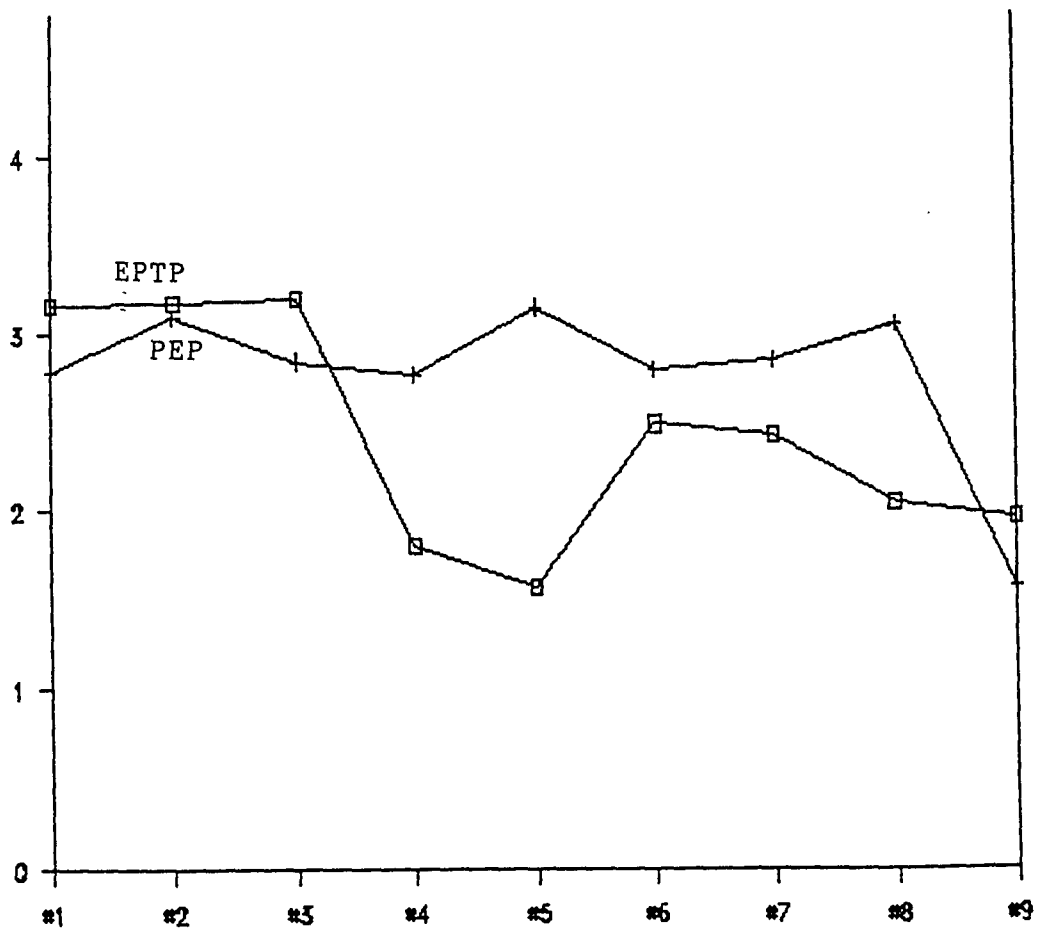
The two figures show each item's mean rating by both
principals and teachers for two of the professional

development programs, the Effective Principal Training Program and the Principals' Executive Program. In order to determine if there were a relationship between the two ratings, the Pearson r was calculated.

For the Effective Principal Training Program, the statistical formula yields a Pearson r of -.72. Using the table of values of correlation coefficients at a probability level of .05, we find that a Pearson r of .67 shows significant correlation. Since the calculated r is a higher negative number, we have a significant negative relationship between the ratings, indicating that one tends to decrease as the other increases.

For the Principals' Executive Program, the formula yields a Pearson r of -.394, indicating no significant relationship between the two ratings. The ratings of the principals appear to be independent of a relationship with the ratings of the teachers.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Summary

The first research question asked what are the essential skills for success as a principal. The review of the literature regarding the Effective Schools Research yielded nine skills' areas that are most important for the success of the school principal. These areas are not all inclusive; however, they were the ones most frequently mentioned in one form or another in study after study. They include the following:

1. The principal has a clear vision of what he/she wants the school to become.

2. The principal communicates that vision to all members of the school community.

3. The principal translates that vision into clear goals for the school.

4. The principal continuously monitors progress toward those goals.

5. The principal intervenes in a supportive or corrective manner when necessary.

6. The principal emphasizes student achievement in basic skills.

    7. The principal has high expectations of students.

    8. The principal monitors student progress.

    9. The principal maintains order and discipline.

The second question examined the goals and objectives of the specified programs of professional development for principals. Although chapter two gives extensive information regarding the objectives of the programs within the description of each, a brief summary comparison of the four programs is included in Appendix A. This summary provides an "at-a-glance" statement of the goals and objectives of the programs.

The third research question evaluates the match between the literature and the program objectives. There is not an exact match among the four. The Effective Principal Training Program places much emphasis on the development and communication of a vision for the school, and that is a key component of the Principals' Executive Program as well. The development of good written and oral communication skills is an important goal of each of the four programs. The skill of intervention is a focus of both the Assessment Center and the Principals' Executive Program, even though it is not phrased in those exact words. The Principals' Executive Program deals more with the issues of curriculum and student

achievement and provides the legal framework for maintaining order and discipline. The ongoing nature of the Initial Certification Program allows for the development of any skills with which the initially certified person, the mentor, and the support team want or need to deal.

In answer to the fourth and fifth questions regarding the principals' and teachers' perceptions of change in level of skill after completion of the programs, both groups perceive changes. However, both groups do not perceive the same changes. The Principals' Executive Program received the highest overall mean rating by principals and teachers, but the development of specific skills within each program was rated differently by teachers and principals.

Conclusions

As a whole, the principals rated the Principals' Executive Program highest in terms of developing the skills identified in the research. All items had consistently high mean ratings , ranging from 3.8 to 4.1, with no item receiving a low mean rating. It is noteworthy that this program has the highest budget per participant and has the longest focused training time.

Also worthy of note is the fact that many of the training personnel are faculty members of the University of North Carolina at Chapel Hill and private consultants. Although some sessions are conducted by superintendents,

principals, and State Department of Public Instruction staff members, they constitute a small part of the program.

Perhaps the higher ratings for the Principals' Executive Program are an indication that the principals want and respond well to training personnel with whom they have had less experience. Many of the state department staff and local educational leaders are frequent speakers and presenters at conferences and workshops; therefore, the participants are more familiar with these people. One of the principals wrote about the Effective Principal Training Program, "It's the same old people saying the same old thing." In fact, the message may not be the same, but it may be perceived as such and, therefore, may not receive the attention or the reception it deserves.

Furthermore, the Principals' Executive Program is constantly changing to meet the needs of principals. Each session and the overall program is evaluated by all participants, and these evaluations are carefully analyzed by program staff to identify areas of weakness or areas which decline in importance because of changing roles and expectations. Staff selection and session content change as a result of the evaluations; hence, the total program is a dynamic one. Principals may, therefore, have a positive overall impression of having their needs met by a program which seeks to identify those needs and respond accordingly.

This positive overall impression may have resulted to some degree in the high ratings.

Another factor which may enhance this positive overall impression is the collegial atmosphere which develops among the group. Participants, all having similar job assignments, naturally have much in common at the outset of the program. They spend much time together, and as they progress through the program, they discuss the successes and failures they have experienced as principals and how they relate to the program content. The training is intense and demanding, and participants share that tough experience, a sharing which enriches the networking. Moreover, the training allows some time for the sharing of cultural experiences which further enriches the atmosphere of friendship and collegiality.

Given the quantity of time, energy, and effort each participant puts into the program, combined with the demands of the job itself and any family obligations, participants might have a negative opinion due to stress and fatigue, but that is not the case. In the words of one of the respondents, "The Principals' Executive Program is the toughest course of study I've ever experienced, and I hold a doctorate degree. Moreover, it is also the best." Many of the respondents made such comments. Developers of training programs for principals could conclude that principals are willing to work hard and make sacrifices to participate in

development opportunities that truly enable them to do a more effective job.

Respondents also identified other skills developed in the Principals' Executive Program. Knowledge of current legal issues, job-specific speaking and writing skills, and the ability to conduct more effective meetings are among those most frequently mentioned.

The mean ratings of the Effective Principal Training Program and the Initial Certification Program are too close for general conclusions, but an examination of ratings on individual items yields some interesting information. The Effective Principal Training Program received high ratings on the items dealing with establishing a vision for the school and goal-setting, rather global issues in the operation of the school. Ratings were weaker on those items that deal with the daily activity of running the school with regard to specific issues of student achievement and discipline.

The Effective Principal Training Program is a static module built around the concept of vision. There is much discussion of philosophy and mission statements and goals. In the words of one respondent, "It was another of those 'Let's talk about it, but you figure out how to do it.' sessions the state department is famous for." The program involves little time and little money. Since the trainers

varied, the ratings might be affected by the quality of the presenters as well as the content of the program.

The Initial Certification Program, not surprisingly, received its highest individual item ratings on those items which are action-oriented and observable. Skills of intervention, discipline, and monitoring of progress are developed among participants. Such skills lend themselves to the modeling behavior inherent in the mentor program. The ratings on this program are also subject to factors beyond the control of the program. The quality of the relationship between the mentor and the initially certified person, the competence of both parties, and the countless variables affecting school climate and personal life over a two-year period all influence the participants' perceptions.

Before making conclusions from the data from the Assessment Center, it must be noted that all of the ratings might be incidental as a result of the multiple ratings encouraged on the questionnaire. The researcher has no way of knowing which of the questionnaires was returned from the Center because of the strict regulation of confidentiality. The total adherence to that regulation is reassuring to participants.

The Assessment Center received thw lowest overall mean rating, but received its highest ratings on the items dealing with communication and intervention. The Center's main goal is assessment, and other activities are

recommended to participants who want to develop certain skills. One of the principals responded with regard to the Assessment Center, "You've missed the boat. The Center is designed to assess the skills, with development a by-product. It is unfair to make such comparisons when the Assessment Center is one of the best activities of my career."

The teachers also rated the Principals' Executive program higher on mean overall rating, but gave it the lowest individual item rating on the issue of discipline. They, unlike the principals, perceive litle change in skills' development in this area.

The Effective Principal Training Program was rated only slightly lower by the teachers. They, like the principals, rate it higher on the items dealing with vision.

One obvious limitation of the study is the lack of teacher rating on two of the programs. The very nature of those programs, the Initial Certification Program and the Assessment Center, make such a deficit highly likely from the outset. Both of these programs are designed for those people just entering the principal's position. Being relatively inexperienced, the principals in these programs are unlikely to have been in charge of a school long enough for teachers at that school to have witnessed the before and after training behaviors. Hence, teachers are not

identified by these principals or they are unable to rate a degree of change over a period of time.

The correlational comparisons of the teacher and principal ratings make it seem unlikely that the questionnaires were cooperatively completed, although there was no way of prohibiting such cooperation.

A comparison of some item scores between the two group ratings illustrates the adage. "We rarely see ourselves as others see us." For example, the principals rated the Executive Program very highly on the item dealing with order and discipline, while the teachers gave it the lowest rating for the program.

The discrepancy may be partially due to the fact that the area of discipline is one about which everyone has strong feelings, positive or negative. Moreover, the teachers might have poorly rated the perceived development of skill in this area because they felt there was little need for development, indicating satisfaction with the status quo. On the other hand, the rating might be negative in nature, indicating perceived weaknesses. Such a possibility is supported by the high rating of the principals, indicating that they perceived greater need for development in this area.

In the Effective Principal Training Program, however, the ratings on this same item are almost identical and are quite low in comparison with ratings on most other items.

Discipline is only casually addressed in this program. With both groups, the highest ratings for this program are clustered around the items dealing with a vision for the school.

The analyses of variance reveal that both groups see distinct and significant differences among the programs, with the exception of the principals' perceptions of the Initial Certification Program and the Effective Principal Training Program.

In making comparisons of the four programs, their inherent differences are overlooked. A comparison of the amounts of time spent in training, the financial resources required for each, the caliber of the trainers themselves, and the overriding philosophy or focus of each of the programs gives the impression of the proverbial "apples and oranges" comparison.

Recommendations

The skills identified by the researcher are well documented in the literature; however, a job as complex and demanding as that of the principal cannot be narrowed to a set of nine skills, vital though the nine may be. The difficulty in accurately identifying the requisite skills for successful performance creates a limitation for the development of new training programs or modification of existing programs.

Therefore, the same difficulty creates limitations for the evaluation of training programs. The assessment of the development of the target skills was imposed after the programs were in operation and does not constitute a comprehensive evaluation of the programs. It could be argued, however, that the skills so readily identified in the literature should be an integral part of any training program. On the other hand, developers might argue for a more focused, compact type of training program which concentrates on fewer skills.

Ideally, every principal would have the opportunity for some components of each program to be included in his/her professional preparation. With the addition of a skills' assessment component and greater emphasis on the creation and communication of a vision for the school, the Principals' Executive Program would become that ideal program. With these additions, a similar evaluation should be conducted.

Moreover, even the mentor concept might be included with great success if the mentors were more carefully selected and given adequate time and remuneration for the job. The mentor could model the behaviors and provide that on-the-job-training crucial for beginners. A mentor brings the networking concept to the individual level, but the mentors should be the best trained, most highly successful

principals in the state, not necessarily the principal in
the school across town.

Whatever the ideal program is called, it must be a
dynamic one because the role is continuously changing. The
budgets for such programs must be maintained and expanded
even in times of shortfall. Faculty for principal training
programs must be top-notch generalists as well as expert
specialists who are great teachers. They must be recruited
for the positions, changed when necessary, and remain
current and informed.

Finally, it would be valuable to have principals
themselves generate a set of criteria which they feel is
most critical for success as a principal and develop a
training program around those skills.

Moreover, the voices of teachers, students, and parents
should also be included in the identification of skills to
be developed. Certainly, these groups should be more
actively involved in evaluative studies of the success of
programs for the professional development of principals.

As the need for effective schools increases, as the
responsibility of the principal in achieving that
effectiveness increases, and as the number of new and
aspiring principals increases, one fact is clear. The
development of new programs and the improvement of existing
programs for the professional development of principals are

vital for the future success of education in North Carolina and in America.

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APPENDIX A

SUMMARY DESCRIPTION OF PROGRAMS

Name	Training Time	Cost/Participant	Goals/Objectives
NCICP	2 yrs.	$200+	Job orientation, Identification of Strengths and Weaknesses, Produce Growth through assessment and support.
NCAC	2 days	$603+	Problem analysis, Judgment, Range of Interests, Stress Tolerance, Personal Motivation, Skills in Communication, Sensitivity, Organizational Ability, Leadership, Decisiveness, Educational Values through the assessment and development

opment of potential

for management.

NCEPTP	3 days	$195+	Communication, Instructional Leadership, Resource Management, School Planning through concept of vision.
PEP	20 days	$2500	Personnel Management, Skills of Communication, Health/Wellness, School Law, Public Relations, School Improvement, Fiscal Planning and Management, Student Issues, Curriculum, Motivation of Self and Others through leadership, problem solving, life-long learning, risk

taking, knowledge

of self, and

executive

management.

APPENDIX B

PRINCIPAL QUESTIONNAIRE

Rate each of the programs on a scale of 0 to 5, with 0 being no effectiveness in developing the specific skill and 5 being very much effectiveness in developing the skill.

Skill	Program EPTP	ICP	NCAC	PEP
Has a clear vision of what he/she wants the school to become	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Communicates that vision to all members of the school community	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Translates that vision into clear goals for the school	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Monitors progress toward those goals continuously	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Intervenes in a supportive or corrective manner when necessary	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Emphasizes student achievement in basic skills	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Has high expectations of students	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Monitors student progress	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Maintains order and discipline	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Have you participated in more than one of the specified programs?

If so, please indicate the sequence in which you participated in each, using 1 for first and 2 for second and so on.
EPTP
ICP
NCAC
PEP

Was either of the programs particularly effective in developing a skill which is not on the questionnaire but which you feel is crucial to your successful job performance?

If so, please indicate the skill and the program which developed it.

As you read in the cover letter, I am interested in determining
if teachers have perceived a change in performance as a result
of the training programs. Please list five names of teachers
who have been at your school continuously three years, including
time before and after you received the training

APPENDIX C

TEACHER QUESTIONNAIRE

Please rate each of the programs on a scale of 0 to 5, with 0 being no improvement in the skill area and 5 being very much improvement in the skill area. Please refer to the cover letter if you have questions.

Skill	EPTP	ICP	NCAC	PEP
Has a clear vision of what he/she wants the school to become	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Communicates that vision to all members of the school community	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Translates that vision into clear goals for the school	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Monitors progress toward those goals continuously	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Intervenes in a supportive or corrective manner when necessary	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Emphasizes student achievement in basic skills	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Has high expectations of students	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Monitors student progress	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Maintains order and discipline	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Was either of the programs particularly effective in improving a skill which is not on the questionnaire, but which you feel is crucial for a principal's success?

If so, please indicate the skill and the program which improved it.