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State Education Agency curriculum consultants' perceptions of the principalship in North Carolina

Riley, Pamela Lewis, Ed.D.

The University of North Carolina at Greensboro, 1991

STATE EDUCATION AGENCY CURRICULUM CONSULTANTS'

PERCEPTIONS OF THE PRINCIPALSHIP

IN NORTH CAROLINA

by

Pamela Lewis Riley

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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APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of

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RILEY, PAMELA LEWIS, Ed.D. State Education Agency Curriculum Consultants'
Perceptions of the Principalship in North Carolina. (1991) Directed by Dr. Dale L.
Brubaker. 136 pp.

The purpose of this study was to investigate the perceptions of State Education

Agency (SEA) curriculum consultants based in regional education centers in North

Carolina concerning the role of the principal. This investigation considered the

independent variables of region of the state where the consultant was employed, length of

service as a curriculum consultant, gender and age of the consultant, highest degree

earned by the consultant, existence of prior experience as a principal by the consultant,

and the self-perception held by the consultants as to their role in a regional education

center.

Data were obtained from 41 responses to a survey mailed to the total population

of 47 regional SEA curriculum consultants in North Carolina exclusive of the writer.

Data were analyzed according to nine specific research questions asked by the study

regarding perceptions of the population members as to the role of the principals with

whom they work and of those in the rest of the state. This information was analyzed

according to the seven independent variables used in the study. In addition, interviews

were conducted with 16 curriculum consultants. The interview data were analyzed to

give information about the desired relationship between principal and consultant.

The findings suggested that four of the independent variables made a difference in

determining the consultants' perception of the role of the principal. The region of the

state where the consultant was employed made a difference in the actual and desired roles

which consultants viewed for the principals with whom they work. The number of years

of consulting experience and the age of the consultants made a difference in determining

the desired role which consultants viewed for the principals with whom they work. The

level of educational attainment made a difference in the actual role which consultants viewed for the principals with whom they work.

Analysis of the interview data suggested that consultants desire a relationship that emphasizes open communication, the team approach to problem-solving, and professionalism with the principals with whom they work. Consultants suggested the need for a cooperative working relationship in order to assist principals in creating and maintaining an effective school instruction program.

ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION

Background of the Problem

The years since 1975 have seen important advances in understanding the concepts of teaching and learning. Educators have learned much about how students learn and the things that teachers can do to promote that learning. Much of this understanding has been translated into practices that are leading to improved achievement for students of differing abilities at all grade levels.

One of the findings of "effective schools" research is that principals play a significant role in instructional improvement (Brookover & Lezotte, 1977; Edmonds, 1979; Rutter, Maugham, Mortimore, Ouston, & Smith, 1979). That is, principals must be instructional leaders if students are to make academic gains. Research on school improvement also points to contributions that state-level curriculum consultants can make to improving instructional practices. These professionals can have a direct influence on the instructional roles of principals. For many principals, the current emphasis on instructional leadership requires the acquisition of new knowledge and skills. Many principals were hired and rewarded for being efficient managers of their schools. Priority was placed on running a "tight ship," on public relations within the community, and on maintaining an attractive building and grounds. In many school districts across the United States, however, principals are asked to be experts on the recent research on teaching and to be clinical supervisors of their staff, activities for which their previous experience and graduate training have left them unprepared.

Some school districts have interpreted instructional leadership in a broader sense. In these districts, instructional leadership may include making the importance of instruction continually visible to decisionmakers and the various publics, such as parents and the business community, whose ongoing support is required. It may also mean making certain that adequate resources are budgeted for instructional improvement. In addition, instructional leadership can be provided by principals when they develop an orderly climate that is conducive to learning.

However it is expressed, instructional leadership is a way of signifying that teaching and learning play the central role in the school's mission. The instructional leadership provided by principals can be augmented by using the services of state-level curriculum consultants.

Research on school improvement, effective schools, and methods of teaching to promote student achievement is available to administrators who wish to build strong instructional programs. Administrators across the United States are currently using these findings to stimulate and support instructional improvement in their districts. The most successful of these efforts help principals and teachers translate research into concrete strategies for implementing systematic change in their schools. The research on school improvement has provided an organizational context for planned change. It recognizes that the individual school is the basic unit of change, that principals and supportive state education agency consultants have a key role to play in the change process, and that teachers must be actively involved in solving real-life classroom problems.

Sarason (1971) in The Culture of the School and the Problem of Change discussed these change processes and the creation of educational settings. Effective learning should be the goal of every educator. It is especially vital that administrators use time and

energy in instructional improvement efforts. The principal can prepare the way for instructional change with readiness activities. Staff should be trained in specific skill-building experiences that the principal initiates in cooperation with state-level curriculum consultants. Implementing an ongoing program and assuring that worthwhile programs continue are the final steps in this model. This is an example of a systematic process that addresses readiness for change as well as long-term follow-up. Foster (1986) in Paradigms and Promises criticized models of change rooted in traditional approaches to the social sciences for their naive belief in the rational. He further stated that effective administrators must recognize some challenges as problems to be solved and other situations as dilemmas to be reconciled.

The effective schools research of Edmonds (1979), Lezotte (1983), and Brookover & Lezotte (1979) demonstrated that in successful urban elementary schools, several factors or correlates promote student achievement: the principal as an instructional leader, a pervasive and broadly understood instructional focus, an orderly and safe school climate, high expectations for achievement, and a regular monitoring of student academic progress. As a result of this research, countless schools have heard presentations regarding effective schools, formed planning teams, assessed the schools' congruence with the correlates, and developed school improvement plans based on their findings.

School improvement, especially at the high school level, is an area in which there is still a great deal to learn. Powell, Farrar and Cohen (1985) in The Shopping Mall High School: Winners and Losers in the Educational Marketplace used the metaphor of the shopping mall for the American high school today. This is an unfortunate but accurate choice. The high school student of today is allowed to browse through courses without a consensus of purpose such as one browses through a shopping mall. The

authors provided evidence that effective schooling is characterized by consensus on the purpose of schooling, by high expectations for students, and by a caring and supportive climate.

Another way in which principals can stimulate instructional improvement is by introducing the latest research on teaching to their staffs. Here again curriculum consultants in regional education centers can offer assistance. Efficient use of instructional time, proactive classroom management, and high teacher expectations are among the major instructional improvement research findings of the past 15 years. In addition, more specific practices such as daily reviews, telling students the objective of the lesson, and guided practice, among others, increase achievement in basic skills. Research on cooperative learning has also shown that students in small, mixed-ability groups who are interdependent in their tasks, who are held individually accountable for their work, and who are taught social skills, not only develop more positive attitudes about their classmates and the subject matter, but also achieve more than their individualistic and competitive peers. Principals request information and direct services to their schools on these trends from curriculum consultants in regional centers.

Principals use research when they apply what is known about adult learning, educational psychology, and staff development to their change efforts. Durable change is promoted when it is incremental, actively involves staff members in solving concrete problems, and provides for practice, feedback, and review of what has been learned. Teachers and administrators have the opportunity to gain the knowledge and skills that will enhance student growth in all areas, including self-esteem and career development. If improved results are desired, conditions must change.

Effective principals initiate and support staff efforts to develop curriculum and implement improved instructional programs. They know that "teacher-proof" curriculum materials do not exist, and that involving staff in curriculum development and providing a choice of innovative programs is the best guarantee that new materials and approaches will be used effectively.

School principals also are responsible for making certain that appropriate knowledge, skills, attitudes, and behaviors are incorporated into the curriculum. They make it clear to teachers which outcomes are viewed as key objectives. In these days of competency testing of students, principals must also make certain that the knowledge and skills assessed are actually part of the curriculum that is being taught. If students, teachers, and the school district are held accountable for the results of these tests, school leadership must assure that instructional objectives, curricular materials, and course content are appropriate to what is being assessed. In order to achieve all of these goals, a cooperative working relationship between the state education agency and the principal is essential.

Historically and constitutionally, the state education agencies (SEAs) have played a direct role in influencing education at the local district level. The extent of the control and influence has varied as the SEA has evolved from primarily a statistical agency to its present scope of policy-maker and shaper. State control has increased dramatically since 1970 as states have assumed control through finance reform, accountability measures, and other means of regulation. Questions abound, however, regarding the effectiveness of the services SEAs provide to their major clients which are the local school districts and local schools. The management strategies used by states to promote their policies, and the capacity of states to influence local educational decisions effectively are also concerns of SEAs. This is a period of great debate about the state's

appropriate role in education, a period of conflict over directions for reform, and a period of great uncertainty about the nature of state governance in the 90's.

Curriculum consultants in North Carolina's regional education centers are in the middle of this debate. In North Carolina the School Accountability and Flexibility Reform Act of 1989 (Senate Bill 2) has the potential for having a profound effect on the relationship between the local school district principal and state-level curriculum consultants based in regional centers. With less state control and more site-based management, the role of the state-level consultants based in regional centers may be changed.

Regional Education Centers are an established part of the North Carolina Department of Public Instruction delivery system. The eight Regional Education Centers are currently staffed primarily with specialists who work directly with the school systems within their regions. These individuals are tied programmatically to Raleigh with day-to-day supervision and coordination being handled by the eight Regional Directors.

Two major problems arise from the current organization pattern. First, by using the concept of specialists, the staffing needs of Regional Centers are enormous. Currently, a decision to offer a service in one region does not automatically call for eight professional staff members and eight half-time secretaries as in the past, but the inequality of offering services in some regions and not in others will surely be questioned. The problem is further highlighted when the issue of generalist versus specialist is addressed. The second problem with the current concept is the dual reporting system. By its very nature, the system pulls consultants in different directions. They must satisfy a Chief Consultant in Raleigh, as well as the Regional Director with whom they work. The Chief Consultant and the Regional Director may

differ on the consultant's most important job - how to satisfy the clients. No matter how well-intentioned individuals are, a system that operates in this manner is inefficient and often a detriment to morale.

Even being in the eye of this storm, curriculum consultants should have a positive working relationship with principals. Statutes and policies will always govern what the agency is empowered to do; however, the traditional excuses of financial and legal limitations are not valid reasons why effective and organized leadership cannot be employed by consultants in their approach to delivery of services. Regional center curriculum consultants must determine what it is they are trying to accomplish, analyze their roles and functions, develop a supportive climate, meet the prerequisites for improvement, and fit these into the political framework from which they operate.

Thus, interaction between the principal and state educational agency regional curriculum consultants will assist principals in creating and maintaining an effective school instructional program. An examination of the ability of the principal to lead a school effectively presents the need to understand the different roles of the ideal principal as viewed by the various constituents. The role has changed over history and is still changing. Brubaker & Simon (1986) categorized these changes in the historic role of the principal into five stages. These stages or conceptions are still comprehensive but their emphasis is historical. Thus, according to Brubaker & Simon (1986) the principal's primary role was as a teacher (1647-1850), as a general manager (1850-1920), as a scientific manager (1920-1970), as an administrator and instructional leader (1970-present), and as a curriculum leader (present to future). Clearly, the role of the principal requires a flexible, ever-changing view.

The perceptions held by those who interact with principals can determine the principal's effectiveness in providing leadership in the instructional program. SEA

regional curriculum consultants are an important constituent group for principals as are other principals, central office curriculum leaders, teachers, and superintendents whose perceptions have previously been investigated. This study examines the interaction between principals and state education agency regional curriculum consultants and assesses the perceptions of the consultants about the role of the principal in creating and maintaining an effective instructional program. North Carolina, admired nationally for its regional delivery system, will serve as a model for the study.

Statement of the Problem

This study focused on state education agency (SEA) regional curriculum consultants' perceptions of the role of the principal according to a five-conception framework proposed by Brubaker and Simon (1986). The purpose of the study was to determine those perceptions and to what extent the actual role differed from the role the consultants wanted their principals to fulfill. The study also sought to determine whether their educational region or consulting experience make a difference in the consultants' perceptions of the principal's role. In addition, the age, gender, and education of the consultants were measured to determine whether these make a difference in their perceptions of the principal's role. Finally, the study asked whether prior experience as a principal or the consultants' perception of their own role made a difference to consultants. Thus, several questions were specifically addressed in this study:

1. How does the ideal role desired by consultants for the principals with whom they work directly compare with the actual role they perceive?

2. How does the ideal role desired by consultants for North Carolina principals compare with the actual role perceived by consultants for North Carolina principals?

3. Do the desired roles for principals by consultants differ among the eight educational regions in North Carolina?

4. Does the number of years of consulting experience of SEA regional curriculum consultants make a difference in their perceptions about the role of the principal?

5. Do the gender and age of consultants make a difference in their perceptions about the role of the principal?

6. Does the level of educational attainment of consultants make a difference in their perceptions of the role of the principal?

7. Does prior experience as a principal by consultants make a difference in their perceptions of the role of the principal?

8. Does the consultants' perception of their role in regional education centers make a difference in their perception of the role of the principal?

9. What types of relationships should exist between principal and consultant? (This last question was open-ended and posed to consultants during interviews to elicit free responses.)

Answers to these questions can indicate factors that have influence on the perceptions of the principal's role.

<div align="center">Research Methodology</div>

Both quantitative and qualitative research methodologies were employed in the present study. They complemented each other and give the reader a richer description of the subject. This investigator took comfort in the usefulness of clearly defined concepts presented in the quantitative portion of research. At the same time, this investigator saw the need for telling a story and provided for the "miracle of serendipity." The qualitative portion of this research allowed curriculum consultants to tell their

"stories." Valerie Suransky (1983) argued that the experiences of everyday life can provide the qualitative researcher with an understanding of patterns and ceremonies that are often overlooked or not solicited in quantitative research. Valuable information, although not specifically sought, emerged during the interviews. The research methodology utilized in this study reflected Brubaker's (1990) statement that interviews and survey instruments play a fallback role.

A survey was used to question all the curriculum consultants in North Carolina's Regional Education Centers. The survey instrument has been used previously to study perceptions of the public-school principal in North Carolina on the part of other principals (Brubaker & Simon, 1986), central office personnel (Briggs, 1986), teachers (Williams, 1987), superintendents (McRae, 1987), and assistant principals (Rogers, 1989). The questionnaire required biographical data from the SEA regional curriculum consultants as to the number of years of their experience as a state education agency consultant and as a principal; the highest degree completed, or whether they were currently working on a degree; their gender, age, and their current regional education center assignment. Respondents who indicated prior experience as a principal were asked the number of years of their experience in terms of grade level. The questionnaire also required the respondents to check professional publications received and the status of their readings concerning instructional programs.

Free response items allowed the consultants to express their views on the most important contribution principals made to the instructional program in their respective schools. As well, they could express which behaviors they desired in a principal in order for an effective relationship to exist between principal and consultant.

In addition, a series of interviews was held with sixteen selected members of this population to examine the role of the principal from the viewpoints of state education

agency curriculum consultants. The design for the interviews was adapted from procedures used by Blumberg & Greenfield (1980) and Lightfoot (1983). As in the Blumberg and Greenfield study (1980), The Effective Principal, this investigator used open-ended questions and a relatively small number of participants. This method allowed and encouraged the consultants to talk realistically about their work and to share insights and feelings about their role. Like Lightfoot's (1983) study, The Good High School, where the investigator entered into a relationship with the subjects giving them critical attention and empathetic regard, this investigator tried to establish that type of relationship while investigating their interpretation of the role of the principal. A more detailed discussion of the research methodology is found in Chapter III.

<u>Definition of Terms</u>

In order to maintain consistency throughout the study, the following terms and phrases are defined and clarified:

School Effectiveness. Part of a recent movement in education which is encouraged by reports on needed school reform. Edmonds (1979) has determined that a school is effective if an equal percentage of its highest and lowest social classes are brought to minimum mastery of educational objectives as measured by standardized achievement tests.

Leadership. The process by which a person influences the actions of others to behave in what he or she considers to be the desirable direction (McRae, 1987).

Role. A function or set of behaviors which an organization or individual is expected to perform (Brubaker, 1976; Goffman, 1959).

Conception. A "paradigm, a pattern of thinking" as defined by Brubaker and Simon's research on the principalship (1985); also defined by them as role of the principal.

Perception. Interpretation of one's understanding of reality.

Consultant. One who offers professional advice.

Propositions and Limitations

The propositions listed are anticipated perceptions of state education agency regional curriculum consultants across North Carolina about the role of the principal.

1. SEA regional curriculum consultants view the role of principals with whom they work differently than the way they view the role of principals across North Carolina.

2. SEA regional curriculum consultants view the role of principals differently in each region.

3. The number of years of consulting experience of consultants has a bearing on the perceptions of consultants about the role of the principal.

4. The gender and age of consultants has a bearing on the perceptions of consultants about the role of the principal.

5. The level of educational attainment of consultants has a bearing on the perceptions of consultants about the role of the principal.

6. The existence of prior experience as a principal by consultants has a bearing on the perceptions of consultants about the role of the principal.

7. The view consultants have concerning their role in regional education centers has a bearing on the perceptions of consultants about the role of the principal.

One limitation of the study was that the survey investigated the views of SEA regional curriculum consultants only in North Carolina. Generalizations may be made but there is no guarantee that the perceptions of those in the survey parallel those of SEA curriculum consultants across the nation. In addition, the instrument asked respondents

to categorize principals into conceptions, disallowing for overlapping and changing roles of principals. The collection of data, as always, is dependent upon self-reporting by the repondents, and upon the return rate, creating possible sampling bias. An additional hindrance to the study was the limited recent research on SEA curriculum consultants as an essential group of educational leaders.

<div align="center">Significance of the Study</div>

While the research indicates that the principal plays a major part in the success of a school, there is a need for more research into the relationship the principal has with state education agency curriculum consultants. There is need for a study of the role these agents play in helping nurture school effectiveness. The support they give to the curriculum development conception of the principalship is valuable to the principal's effective leadership.

A significant amount of attention has been given to the concept of leadership in recent literature. Popular writings such as In Search of Excellence and The One Minute Manager are evidence of the widespread interest being shown in this concept. These more general explorations into leadership have spawned specific efforts to analyze the importance of effective leadership in success school operations. However, these efforts have stopped short of any careful analysis of how the principal is affected by the relationship of that position to support personnel such as state education agency curriculum consultants.

The regional delivery of services by SEAs has been used extensively across the nation. An investigation of North Carolina's regional delivery system as a model can add to the understanding of the principal's role in instructional leadership by presenting curriculum consultants' views of that leadership. Exploring conceptions of the principalship can help SEAs become more effective in assisting principals. The more

SEAs understand about the complex role of the principal, the more helpful they can become.

This study is also significant because although there is much research on SEAs, very little research attention has been paid to SEA curriculum consultants. SEAs provide leadership to serve the educational needs of students so that the best possible outcomes can be achieved. SEA consultants work to increase the effectiveness of schools in improving outcomes for all students. The relationship between SEAs and the principal is crucial in providing for effective schools.

There are several variables affecting this relationship and the way curriculum consultants view the proper role of the principals in their regions. Those which prove to affect significantly the consultants' perceptions become important factors in setting the course which principals and schools in the region will pursue in meeting state guidelines and in requesting support and service from the state agency.

As curriculum consultants enhance their professional development through advanced degree programs, new knowledge acquired and contacts made, their view of the proper role of the principal may be changed. Analysis of the highest degree obtained by the curriculum consultant is conceivably an important factor.

Prior experience as a principal might certainly influence a curriculum consultant's view on the role of the principal. Surprisingly, most curriculum consultants have not previously been principals and the findings concerning this variable could easily be inconclusive or so similar as not to provide any useful information. It might instead be that the lack of experience as a principal is a more telling factor.

Length of service as a state education agency curriculum consultant is another variable which could influence the curriculum consultant's perspective. Over time in a

regional education center, a consultant might alter expectations for working with principals and adjust curriculum and instruction plans for schools.

Other variables are the curriculum consultant's gender and age. Their gender or age may influence the curriculum consultants' relationships with the principal. Such knowledge could affect the working relationships between the principal and curriculum consultant.

Another variable is the region of the state where the curriculum consultant is employed. Location of the region, from the mostly rural east and west to the mostly urban central piedmont, often indicates the size and sophistication of school systems and opportunities for direct curriculum consultant-principal contact. Such factors could have a direct bearing on the relationship between the two groups.

How curriculum consultants perceive their own roles in the regional education center is also a variable to be considered. Curriculum consultants who emphasize the support-and-serve philosophy strongly could logically be assumed to expect principals to be strong instructional leaders. Likewise, those who perceive their role to be more monitoring in nature might transfer those feelings to their expectations for principals.

Curriculum consultants shape their perceptions of the effectiveness of principals on a variety of influences. It is important to both principals and curriculum consultants that it be understood which variables are most important if principals are to exert the kind of positive leadership required in effective schools. That perception of the proper role of the principal is the dependent variable which is influenced by the independent variables cited.

Summary

In recent years America has focused critically on its public schools. The last two decades have produced numerous studies and reports which seek not only to evaluate the quality of these schools but also to offer recommendations for improvement.

Out of the plethora of information which has appeared on this topic have come some well researched offerings which have gained a reputation among educators as being worthy of attention. This research, commonly referred to as Effective Schools Research, has become the guide for many school systems to use in their quest for improvement.

One correlate of school effectiveness is the principal. The conception of the principal as a curriculum leader is enhanced by the perception of the SEA regional curriculum consultant on whom the principal depends for advice. The perception of the principal as a curriculum leader may be influenced by the independent variables of the consultants' previous experience as a principal; their gender, age, and level of educational attainment; their years of experience as a SEA consultant, and the region assigned, as well as the perception of consultants toward their own role.

Combining this study with those which have previously investigated the role of the principal; -- from the principal, central office curriculum leader, teacher, superintendent, and assistant principal points of view -- will provide a more complete view of the complex world of the principal. The leadership role of the principal is perceived differently among these groups. These perceptions, whether accurate or not, influence the outcomes of school reform for individual schools and for the district as a whole. Additional research is extending these studies to include the perceptions of other groups -- parents, high school department chairs, assistant superintendents, and school boards -- that interact with principals. A complete picture of the complex interacting factors involved in the principalship must consider all aspects of the role.

There is a need for a study of the role curriculum consultants in Regional Education Centers play in helping nurture school effectiveness. The focus is on the school as the unit of educational improvement. In most states, especially those with new educational planning requirements such as North Carolina, the school rather than the classroom or school district has become the focal unit for the design and implementation of a school improvement program. Schools organize, administer, and implement the instructional program. Principals are the key to school effectiveness. This singular focus of school improvement strategies has emerged in many states. Interestingly, it conforms to the implications from the effective schools and school improvement research. Chapter II will look at that research. Chapter III describes the design and methodology of the study. This chapter includes a description of the procedures, the population studied, the survey instrument, and the interview guidelines. Chapter IV reports the findings of the research and an analysis of the data as it relates to the research questions. In Chapter V, the conclusions drawn from the findings are presented. Recommendations for future study are included. The support curriculum consultants in Regional Education Centers give, with regard to developing a significant framework for curriculum development as a conception of the principalship, will find value as effective leadership retains its prominent place on the national agenda for school reform.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The purpose of this study is to investigate the role of the principal as perceived by state education agency curriculum consultants -- specifically in North Carolina. This investigation will consider the independent variables of highest degree earned by the curriculum consultants, their prior experience as a principal, their length of service, their gender and age, educational region where they are employed, and their perception of their own roles.

With this purpose in mind, the review of literature and research included in this chapter is organized into the following three topics: leadership, the principal's role in curriculum and instruction, and the role of the state-level curriculum coordinator.

Leadership

The concept of leadership has been a topic of interest throughout time. However, recent years have seen increased attention focused upon the subject, and much has been written about leadership as a general topic. Likewise, a significant amount of material has recently been written about educational leadership, and particularly, the principalship. Competent leadership is defined by Sergiovanni (1984) as the mastery and articulation of basic management routines and leadership skills to influence an individual or a group toward achievement of goals. Brubaker (1976) defined leadership as influencing the actions of others to behave in a desirable direction. Cunningham (1985) agreed with this concept and noted that leading involves getting the members of the setting to pursue a mission. Bennis and Nanus (1985) concurred, saying that

leaders use inspiration not orders to accomplish their mission. It is generally agreed that leadership involves a person or group of persons influencing others to pursue goals which they have established as worthy or desirable.

Burns (1978) wrote that there are two kinds of leadership. Transactional leadership is managerial and custodial and is needed to keep the institution functioning on a day-to-day basis. Transformational leadership gives direction to the institution and is needed for achieving fundamental goals or changes. Hostetler (1986) contended that the "guiding principles for leadership are transactional, not coercive or charismatic" (p. 35).

Effective leaders have a vision for their organizations. Sergiovanni (1984) and Bennis and Nanus (1985) cited the need for leaders to focus on a desired future state for the setting. This idea fits appropriately in schools as well as in the larger society, a point noted by Rutherford (1985) and Lightfoot (1983). A principal must have a vision of what schools should be. Cawelti (1984) listed five patterns of leadership behaviors. One pattern concerns having a vision for the school. A leader with this vision has the ability to perceive a sense of purpose for the school, articulate the vision to all concerned, assess where the school needs to go, organize the school to accomplish its vision, help individual teachers "fit into" the school vision, and coordinate resources for consistency with the vision.

Hersey (1986) asserted that the leader's vision can be transferred to other members of the setting. Modeling and reinforcement by the leader are ways through which this transference can take place. This task is much simpler if the vision of the leader takes into account the needs and goals of the other members of the setting (Burns, 1978; Peters & Austin, 1985). "The organization must be mobilized to accept and support the new vision - to make it happen" (Bennis & Nanus, 1985, p. 143).

Effective leaders teach loyalty and teamwork ("Values of Loyalty," 1986).

Through building a trust relationship, the leader acquires needed support from others in

the group. As these qualities build, the leader develops a core group on which to rely for

advice and additional insight (Sarason, 1972). Additionally, Sarason directed leaders

new to a setting give attention to the history of the setting, the limited resources of the

setting, its values and goals, and symptoms of decline if the needed trust to followers is

to be cultivated and maintained. Leadership requires this multifaceted perspective if it

is to be effective.

According to Hatley (1979), education is always experiencing change and

innovation. "Settings, like an individual, have an almost infinite capacity to treasure

their 'symptoms' at the same time they proclaim their desire to change" (Sarason,

1972, p. 139). Educational settings such as public school systems have traditionally

experienced periods of significant change while holding on to other time-proven methods

of conducting their affairs. With the passing of the Elementary and Secondary Education

Act by Congress in 1965, a massive funding source for school experimentation was

created. New programs, new curriculums, and new techniques for teaching began to

emerge from universities and lab schools. "Accountability" became an important word

in educational jargon as educators and parents began to take stock of their neighborhood

schools and compare them to other schools of similar size and magnitude. New math,

expanded vocational programs, foreign languages, and sex and health education crept into

the curriculum with the intent of turning out graduates who were well prepared for the

demands of President Johnson's Great Society.

Implications for leadership at the school level were great. According to

Pendergrass and Wood (1979), the principal who wished to be efficient and effective had

to keep in mind that leadership involved the pursuit of change and that without change as

an essential force there was no need for leadership. Principals were also made aware of the responsibility they as leaders assumed above and beyond that of followers. Being merely involved in the change process did not make a leader, whereas taking the initiative did. Finally, principals needed to distinguish instructional change from other kinds of change. Instructional change, then, became synonymous with instructional leadership.

The two decades since the passing of the Elementary and Secondary Education Act have seen education swing its pendulum of change through the innovations of traditional and alternative programs. Only recently, however, has the emphasis shifted from programmatic concerns to teamwork concerns.

Promoting change, noted McIntyre (1979), is a more complex process than simply and systematically planning the change of a curriculum, school philosophy, or staff utilization. One must take into account not only what is to be changed but also who is to change. In all likelihood, the vision inspiring a change belongs to the principal, but the realties of changing belong to the professional staff.

Hatley's 1979 study pointed out that professional educators must serve in a variety of roles concerning change. Whether they are innovation developers, change agents, change facilitators, or change deterrents and whether they seek to discover change, to promote change, or to say "no" to change is tremendously dependent on the time and place, specific conditions, as well as the various identified needs of the local education setting.

The need for change often goes hand in hand with the need for some things to remain the same (Brubaker, 1984). The call is for a balanced view whereby conservation (if it isn't broken, don't fix it) and change exist compatibly side by side. Needed change will come about if there is a shared vision between the principal (change

agent or facilitator) and the professional staff (change implementers or deterrents).
Shared vision implies shared decision-making. The interactive process of leadership
considers all these forces and consequences as the gradual move toward excellence in
leadership and education transpires.

To gain a clearer perspective of leadership in education, it is practical to
investigate the specific curricular and instructional functions of principals and state
agency curriculum consultants and how the two positions relate.

The Principal's Role in Curriculum and Instruction

Whenever the researchers looked into what made good schools, they repeatedly
found incidences that pointed to the importance of strong instructional and curricular
leadership. Edmonds (1979) said that the principal was the key figure in determining
the positive direction for a school's improvement in producing higher achievement
among poor students. Good schools, he said, had leaders who showed strong instructional
leadership, clearly defined goals, safe environments conducive to learning, high teacher
expectations, and an emphasis on the basic skills (pp. 21-25). Brookover's (1979)
ethnographic study of two improving schools and two declining schools found in the
improving schools an emphasis on strong leadership for the principal. In improving
schools, the principal was more likely to be an academic leader, more assertive in a
scholarship role, more of a disciplinarian, and more responsible for the achievement of
basic school objectives (p. 25).

Effective schools are characterized by an equal percentage of high and low social
classes brought to minimum mastery of educational objectives as measured by
standardized achievement tests. Effective-schools research (Edmonds, 1979; Brookover
& Lezotte, 1979; Rutter et al., 1980) indicates that the key factor in effective schools
is the leadership provided by the principal. According to their research, effective

leadership requires the principal to assume an assertive instructional role, to be well organized, and to be goal and task-oriented. The effective principal conveys high expectations for students and staff. Frequent classroom visits enable the principal to maintain high visibility and availability to students and staff. Policies endorsed by the state, school district, and the school are well-defined and communicated to the school population. The effective principal gives strong support to the teaching staff and is adept at parent and community relations (Edmonds, 1979). A more recent report by Edmonds (1982) further delineated the role of principals concerning their assertiveness in instructional matters and in strong support to teaching staff. Frequent principal-teacher discourse focused on diagnosing and solving instructional problems in the classroom means the principal has the needed knowledge base of effective techniques regarding classroom management and instruction and is well-prepared for discussions of classroom management and instruction with teachers.

Leadership has not always been defined in instructional terms. Brubaker and Simon (1986) cited the development of the principalship through five conceptions, defining a conception as a paradigm or pattern of thinking. The conceptual framework of the principalship consists of assumptions regarding history and culture of school settings, values, politics or strategies for allocating resources, aesthetics or judgements as to what should be appreciated for its beauty, and last, spiritual or religious dimensions which give attention to what is ultimate and meaningful in the deepest sense of what it means to be human. All these combine to set the parameters of vision for principals operating within each of the five conceptions.

A description of the five conceptions follows:

(1)   Principal Teacher: Routinely engages in classroom teaching for a portion of each school day; also responsible for daily school routines and clerical duties; does not believe special training is needed to be an effective principal.

(2)   General Manager: Is the official liaison between the school and the central office; spends the majority of time on clerical duties; relies upon common sense and reacts to problems as they arise; has the right to give and enforce orders to teachers; implements the curriculum as mandated by the state and local school board.

(3)   Professional and Scientific Manager: Spends more time in classroom supervision than routine administrative duties; uses test data as a basis for planning, implementing, and evaluating instruction; is accustomed to the bureaucratic command/compliance organizational system; is interested in efficiency and the use of time to meet management goals and objectives.

(4)   Administrator and Instructional Leader: Handles governance functions through the bureaucratic organizational structure; handles instructional leadership functions through collegial organizational structure; expects and accepts some friction between governance and instructional leadership functions; treats teachers as professionals; gives them significant input into staff hiring, scheduling, evaluation, procurement of materials, selection of objectives, methods, and the like.

(5)   Curriculum Leader: Views the curriculum in very broad terms to mean not only a course of study but also what each person experiences in cooperatively creating learning settings; believes that the role of the principal is too complex to reduce to simple technical procedures; does not attempt to dichotomize administrative and instructional functions, realizing that all tasks impact on what is learned; believes that the learning of adult educators is as important as the learning of children and youth.

According to research conducted, 71% of principals surveyed in North Carolina viewed themselves as filling the role of "Administrator and Instructional Leader" (Brubaker & Simon, 1987, p. 73). Sergiovanni (1984) calls this role that of a "human engineer." The principal involves teachers in decision-making, and provides support for the instructional process. This can and should involve calling in state-level curriculum coordinators. Inservice offered by state education agencies is expanding to encompass helping principals to fill this role.

To operate effectively in the role of instructional leader and administrator requires a balancing of governance and leadership functions. The principal is expected to provide the instructional leadership for the school while also fulfilling the necessary management tasks. Emphasis is placed on the school's organizational framework and on the various leadership functions required of the principal. Being able to balance both roles sometimes creates conflict. Rallis and Highsmith (1986) recognized that school management and instructional leadership are two different tasks, and even go so far as to say that one person cannot manage both tasks. However, McPhail-Wilcox and Guth (1983) noted that with effective schools, principals do not appear to experience a conflict between the dual roles of manager and instructional leader noted by other principals.

Vann's research (1979) indicates that principals respond to the expectations of others and not simply to their own desires. Vann noted that principals would prefer to devote more time to curriculum development. Some of the reasons cited for not carrying out this aspect of the role were lack of time, preparation, and available autonomy. However, the only reason which appeared to be significant was the principal's perception of the importance which superiors gave to curriculum and instruction.

In the fifth conception of the principalship, the role is taken to new heights. In referring to this role of the principal, Sergiovanni (1984) called this emerging conception the role of a cultural leader. Brubaker (1985) used the term "CURRICULUM leader with CURRICULUM being defined as the overall setting which is created for learning within a school and community. This holistic view includes all aspects of the school as part of the curriculum. The principal serves as the leader who encourages and unleashes the energy and enthusiasm of all staff members whether teachers, aides, or janitors. Changes are not made by remote control but through the involvement of all concerned.

Willower (1984) noted that the school principal cannot create this culture alone but must coordinate the involvement of all concerned. He proposed that:

> . . .a principal's job is not just to manage the building and be an instructional technician. The principal should be a creator and user of the symbols, structures, and processes that promote educational excellence and individual growth - that is, a culture builder. (p. 38)

He also agreed that the role of the principal should be that of curriculum leader.

Wilson and Firestone (1987) said the principal's task is to develop a clear vision of the school's purpose to give primacy to instruction, and then apply that purpose consistently during countless interactions. The principal must create opportunities for teachers to follow that vision and, at the same time, use "linkages" to ensure that that vision can become the school's own culture (p. 23). Brubaker and Simon (1986) identified culture as the living curriculum of the school and proposed that the principal's main responsibility is to provide leadership for the creation of the learning setting of this culture. Examination of the role of the principal reveals that organizational maintenance is necessary but vision offers hope. Principals must constantly work to define their vision in order to avoid an overburdening of the position

with maintenance factors (Bredeson, 1985). Boyer (1983) insisted that a principal must lead with vitality and vision, being more than "just a top authority" but a "key educator" as well. Thus, vision is identified by many as vital to the establishment of a school culture.

Lightfoot (1983) claimed that the principal is responsible for "defining the school's vision and articulating the ideological stance" (p. 323). She proposed that the tone and culture of the school are set by the vision and purposeful action of the principal. In the portraits she paints of "good high schools" many of the principals were visionary, initiating leaders in schools with noticeably positive school culture.

The role of the principal in curriculum and instruction has changed over time. The new impetus on demand for school reform puts pressure on principals to provide the leadership for effective schools. States can play substantive and important roles in helping local schools -- and the students, teachers, and principal in them -- to improve.

The Role of State Education Agency Curriculum Coordinators

State education agencies (SEAs) have played a direct role in influencing education at the local district level. This role is both historical and constitutional. The extent of control and influence has varied as the SEA has evolved from primarily a statistical agency to its present scope -- that of an educational policy-maker and policy-shaper. State control has increased dramatically in the last two decades as states have assumed control through finance reform, accountability measures, and other means of regulation. Questions abound, however, regarding the effectiveness of the services SEAs provide to their major clients which are the local school districts and local schools, the management strategies used by states to promote their policies, and the capacity of states

to influence local educational decisions effectively. Although each SEA is governed by statutes and regulations particular to its own state, many similarities exist.

The history of state education agencies dates back to the 1800's. The SEA has evolved through a number of stages to its present status as a viable force in the development and maintenance of effective schools. "States have seemingly come of age in the governance of education," stated Murphy (1980) in his study for the National Institute of Education on the state role in education. The SEAs have grown in size and have assumed major responsibilities in administering complex new programs as the balance of power has shifted from the local level to the state level.

During the 1800's when the SEA began, it was primarily a statistical agency with the scope of its activities being to gather, compile, and publish educational statistics and disperse state financial assistance. The second stage, approximately 1900 to 1930, called the inspectional stage, added regulatory functions and enforcement of standards to the data collection role. In the third stage, beginning about 1930 and lasting until about 1960, departments became less concerned with providing leadership in planning and more concerned with the technical assistance needed to bring about improvements in education (Lewis, 1983).

SEAs experienced a growth surge in the 1960's and 1970's primarily due to federal categorical programs and federal aid. Many states also developed their own programs such as bilingual education, state compensatory programs, competency testing programs, and education of the handicapped. The level of activity varied from state to state but with it came a growing recognition of the importance of state education agencies (Murphy, 1980).

A 1970 report commissioned by the United States Office of Education stated that the technological revolution, knowledge explosion, and population expansion are

necessitating a new role definition of state education agencies. This new role should be tailored through an alliance between SEAs and citizens and institutions with interests in education. Such an alliance should ensure that the structure of the state education agency will provide creative leadership and assist the development of a planning mechanism to insure that final decisions of the agency are both defensible by and reflective of the needs and wishes of the people. The state education agency, in conjunction with citizens, must (1) seek to improve learning environments, opportunities, and procedures; (2) strengthen the organization, operation, and support of education; (3) facilitate research, development, demonstration, and dissemination; and (4) encourage adequate evaluation of education for a changing society (Morphet & Jesser, 1970).

By the 1980's states took on this more serious role in education. SEAs are carrying out policy in areas that used to be handled solely by local districts. SEAs are being asked to assume a stronger leadership role in a wide range of activities (Fuhrman, Huddle & Armstrong, 1986). They have evolved from a position of reacting to and reflecting their environment to taking an active lead in shaping it. SEAs are increasingly involved in new programs, methods, and procedures, and they serve as instruments of a state to improve education throughout the state (Lewis, 1983).

There has been a great amount of research focused on the state's role in education. In the past eight years a number of studies have been funded by the National Institute of Education, Council of Chief State School Officers, Federal Department of Education, and the Education Commission of the States to collect data on current governance and inter-agency coordination efforts.

Hansen (1980) studied six SEAs to determine the emphasis of state departments of education and categorize their tasks. He arranged the tasks in three groups: management, service and leadership. The management category included the regulatory

functions: the essential jobs prescribed by the state constitution, statutes, state board of education rules, federal regulations, and department policies; in short, the inspecting duties continued from the SEAs of the early 1900's. According to Hansen's survey, tasks falling in the management category included distributing funds, certifying personnel, prescribing curriculum, accrediting schools, operating special programs, evaluating and monitoring performance, and engaging in enforcement activities. The second task, service functions, included those activities which offered technical assistance, often performed in conjunction with managerial tasks. The technical assistance aspect was considered the core of the SEA function and involved all aspects and fields of the educational enterprise: planning, curriculum development and implementation, evaluation devices and strategies, pupil personnel, fiscal and administrative concerns. The third task, leadership functions, covered those activities concerned with charting new directions, providing fresh and exciting models of what educational programs could be, and working with people and organizational structures to bring about and institutionalize change.

McDonnell and McLaughlin (1981) described the state's role in program implementation as ranging from formulating guidelines, monitoring local districts, and auditing expenditures to substantive program planning and the provisions of resources and technical assistance to local districts. They determined that the latter directed attention to issues such as the level and type of technical assistance, frequency of contact with local districts, coordination and interaction of state and federal program efforts with the SEA, and level of staff expertise.

Still another study (Schenet, 1982) listed the states' functions in development and implementation of educational policies affecting children and youth as including the administration of federal categorical programs without directly providing services;

guiding development of local programs through a variety of mechanisms from standard-setting to technical assistance; and utilizing state revenues for youth programs and services not supported by federal or local funds.

King (1982) conducted a review of SEA operations, revenues, expenditures, and employees for fiscal years 1979 and 1980. He outlined eight categories of activities SEAs perform, of which five have a primary emphasis, service to local school districts. The first activities, which included planning, research, development, and evaluation, had as their general purpose the identifying of needs, determining purposes, making inquiries, demonstrating promising innovations, making assessments, and designing objective measurements of processes and products. The second, consultative services, included activities which had as their purpose continuous diffusion of methods, procedures, and practices essential to maintenance and improvement of preschool through postsecondary school instruction, school psychological services, school social work, and administrative services. The third, approval of programs and schools, focused on monitoring and maintenance of standards, teacher educational improvement, school accreditation, and licensing of schools and institutions. The fourth, operation of schools, included the direct control and support of schools. The last, distribution of resources, pertained to the allocation and distribution of financial resources, material resources, and services.

Lewis (1983) identified the common functions and activities of SEAs as the following: (1) oversight of distribution of large sums of money to schools; (2) administration of categorical programs involving compliance monitoring, technical assistance, auditing, and evaluation; (3) provision of a variety of services to local school districts including statewide reports, inservice training, planning assistance, curriculum guides, and advice; (4) regulation of basic conditions of schooling such as

building codes, accreditation requirements, length of school year requirements, teacher certification; (5) selection of textbooks by some states for use in local schools. Lewis determined that SEAs have moved into the role of establishing and improving programs to identify and meet the educational needs of states.

In the recent studies reviewing tasks (Holt, 1987), traditional and current emphases of SEAs lead the public to believe that the function of SEAs is and should continue to be one which provides an appropriate balance between compliance and assistance. Perhaps the function can be divided into two major categories or patterns: maintenance and development. Maintenance issues involve the services required by law (i.e., the compliance issues, regulatory functions, monitoring, and the like), and development includes the leadership functions described by Hansen "charting new directions, providing models of what educational programs could be" (p. 4).

SEAs have moved into the role of establishing and improving programs to identify and meet educational needs of states. They must be capable of providing leadership and services in planning and helping others to plan for educational needs during the coming years (Lewis, 1983). Some SEAs play a strong and active role in the state's educational system, promulgating policies and practices that affect local school district operations in multiple ways. Others occupy a more passive position in the state's policy system, attempting little more than mandated responsibilities and these with little vigor (McDonnell & McLaughlin, 1981).

SEAs also choose to do different things, and they go about the same activities differently from state to state. The political culture plays a significant role and largely determines how SEAs define their organizational function. It is important for SEA actions to be consistent with a state's traditional role or at least for the SEA to be mindful of the state role as a constraint when the agency's initiatives deviate from it.

The larger political context within which SEAs operate defines the role they play in the state educational policy system. The choice of role definition reflects the educational philosophy of the SEA or general governmental leadership (McDonnell & McLaughlin, 1981).

SEAs face a number of limitations that put constraints on the development of an effective delivery system of services. On the one hand, they are being directed by state legislatures to assume a more active role in educational decision-making and leadership; on the other, they are forced to cope with fewer resources with which to carry out these responsibilities. From a review of studies of a number of SEAs, it appears that limitations group themselves into three major categories. Fiscal constraints compose a large category and frequently prohibit SEAs from providing necessary and efficient services to LEAs. Policy constraints, derived from state legislatures, state boards of education, statutes themselves, and the State Superintendent of Public Instruction also have an important effect on the delivery of services. Leadership of the SEA itself, beginning with high-ranking state officials and their decision-making strategies or lack thereof, is another limiting factor.

Perhaps the major organizational constraint facing SEAs is the lack of stable financial support. For 25 years, SEAs have relied upon federal funding generated from the Elementary and Secondary Education Act (ESEA) of 1965 and its subsequent amendments. However, when those individual title programs -- most notably Title IVc and Title V, the primary sources of funding for a number of SEA staff positions and activities -- were incorporated into the Block Grant program in 1981, SEAs found themselves on the short end of the funding stick. Less money was retained by SEAs as the Block Grants flowed almost directly from Washington to local school districts.

The resources available to SEAs at the state level also seemed to fluctuate. With the apparent decline in some state and local revenues during the past several years, the taxpayers have become more resistant to spending additional money on educational endeavors when they are not sure they have seen positive results from current spending. These fiscal constraints affect the delivery system of services both directly and indirectly. Declining fiscal resources have caught many SEAs, along with other bureaucratic agencies in their states, in the salary crunch. No pay raises, no perks, no out-of-state travel, more hats to wear but no rewards to accompany the extra duties, all contribute to the decline in staff expertise as employees flee state service for better paying and more flexible jobs in Local Education Agencies (LEAs) (Louis & Corwin, 1984). Those remaining face additional responsibilities, especially in the regulatory or maintenance functions (i.e., services required by law and handled traditionally and sometimes routinely by subunits within agencies).

Many SEAs are having to reduce staff and place severe restrictions on travel and telephone budgets, especially for contacts out-of-state. Few SEAs can afford to maintain curricular experts even though these individuals are sought after by LEAs indicating a need for expertise in specific subject areas. When cutbacks occur, employees' titles and responsibilities are simply reassigned. No serious attempt is made to review the tasks and salvage the most essential functions of the discontinued position. The ritual of "putting on hats" or maintaining on paper a program that has no staff preserves the idea that the functions of the organization have not changed and progress is being made towards the goals (Louis & Corwin, 1984).

Lack of stable resources reduces the ability of the SEA staff to exercise appropriate kinds of expertise in planning, management and intervention in allocative flow of resources. The decline in fiscal support at the same time that there is an

increased leadership role in such areas as school improvement creates an interesting dilemma for SEAs: how to fund more activities requiring staff expertise with fewer resources. Often, the technical assistance or direct service components of state-school improvement activities are the first to go when times get tough and the economy tightens. At the present time, many school districts have more resources at their disposal for such projects than do SEAs.

As money becomes tighter, SEAs are more likely to support aspects of school improvement that will receive broad public support. Most recently because educational reports have indicated a strong need for educational reforms, some legislatures have enacted educational legislation giving power to SEAs, but neglecting to appropriate adequate funds for SEA staff, of for LEAs for that matter, to implement the legislation.

The organizational and political instability inherent in the structure of SEAs contributes to their limited potency. Education constitutes the largest single expenditure in most state budgets; it holds an important position on most states' political agendas. Top state officials have jurisdiction over SEA policy-making ability, but most SEAs are not organized to act as hosts for policy changes in local schools or provide the technical assistance the LEAs really need. SEAs suffer from what organizational theorists call "poorly defined technologies" (Louis & Corwin, 1984). Although the basis for making connections between services and desired goals is not unreasonable, it is often not clear. Thus, most SEAs do not offer assistance in improving classroom practices, because neither policy nor personnel allow for that. Curriculum consultants that staff North Carolina's eight regional education centers can and should provide this type of assistance.

No policy is established, in most cases, to realign positions after cuts or reorganization. New tasks are generally just added to previous positions. Extensive

planning activity with no action ever taken becomes just a symbolic gesture. Planning for the future while at the same time struggling to maintain existing service is not realistic.

One of the policy limitations facing SEAs is the lack of agreement on how to achieve effective delivery of services. Another is related to conflicting political and educational forces among various government and state agencies. Some SEAs are subject to highly restrictive legislative control over their organization and operations, and this subsequently limits their flexibility, responsiveness, and ability to acquire highly specialized talents (Louis & Corwin, 1984).

Murphy's study (1980) revealed that not much is known about how different players at the state level arrive at decisions, under what circumstances, and why. Often the SEA is caught up in a highly political environment, and political ramifications of SEA functions are assessed closely before decisions are made or systems developed. The time lag between decisions and implementation is often long enough to reduce the effectiveness of a project.

Leadership is at the crux of current debates about the state role in education (Louis & Corwin, 1984). Most critics believe that SEAs are not equipped to provide effective or timely leadership during an era when the federal government is cutting back its roles in education and LEAs are looking to SEAs for assistance. Many state education agencies are basically unstable organizations, falling prey to frequent turnover in both leadership and personnel. The turnover in chief state school officers causes much of SEA time to be spent reorganizing and rewriting operating procedures to meet the new philosophy and goals of the agency, a process which often consumes nearly two years in most SEAs each time it occurs (Dentler, 1984). The resulting instability in composition of staff and elected leadership, and the limited time for state policymakers

to focus on educational issues all contribute to an ineffective leadership style prevalent in many SEAs.

The present lack of effective leadership in state education agencies nationally can be traced to a discrepancy between the expectation and reality of leadership. The prescribed operations and directions of SEAs reside in historical, political, economic and educational contexts. In the past, education agencies were regulators, not leaders. Today, many educators agree with former Secretary of Education William Bennett who believes that states and not the federal government are the key to providing quality education (Bennett, 1986). With that key comes many responsibilities, leadership being foremost in importance.

Davis and Odden (1986) reported from recent research that technical assistance from outside the school district can be very helpful. While previous studies have shown that teachers, principals, central office curriculum leaders, assistant principals, and superintendents play the most direct roles in school improvement, people outside the school district can also play effective roles. First, state agencies can take the knowledge and materials from research and translate them into useful materials and activities for teachers, principals, superintendents and state program policy staff. It cannot be assumed that research knowledge will easily find its way to the right people at the right time. Furthermore, it is inefficient for each of the 16,000 school districts in the country to engage in such translation exercises themselves. Second, recent research shows that consultants external to local school districts are helpful, sometimes vital to the school improvement process. They link people to other school districts or to resources available across the country, provide direct technical assistance to the district in its special efforts, or train staff members in a variety of skills.

External technical assistance can often help people improve their problem-solving processes so they become less and less dependent on outsiders for those technical assistance activities that include developing local capacity for problem-solving. The long-term impact on the school district is broader and the costs, both for the school district and the state, are less because the district is able to do more on its own.

Holt (1987) challenged SEAs to determine appropriate and effective strategies for developing delivery systems to their clients, the school districts. Odden (1982) says the provision of technical assistance from state education departments through a decentralized structure, usually regional, or intermediate service units is the most effective. This attempt to bring the state education department closer to local school districts is a rapidly growing strategy. Although the specifics of the new structures vary by state, some providing services free of charge, others offering services for fees, some providing a broad array of services and others a narrow array, the tendency is to decentralize the function of the technical assistance unit of state education departments through regional service centers. Indeed, in many states, state department personnel work directly with staffs of individual schools.

The state of North Carolina's delivery system consists of curriculum consultants in eight regional education centers placed strategically across the state. These centers are component units of the Department of Public Instruction. They were established to improve the quality of technical assistance and information provided to LEAs. It was felt that the services provided to LEAs would be more effective and efficient it provided on a regional basis as opposed to being provided centrally from the Department of Public Instruction. The centers' consultants are considered specialists in their assigned areas. During a recent audit, the LEAs expressed a high degree of satisfaction with the services received (Performance Audit Report, 1989).

In 1968, the Governor's Study Commission on the Public School System in North Carolina recommended that regional education centers be established in each of North Carolina's eight educational districts. These centers would provide LEAs with information and services that are easily accessible and that make them knowledgeable of the latest trends and developments in various program areas. It was believed that services for LEAs could be provided more effectively and efficiently through regional assistance as opposed to only statewide assistance from Raleigh. Providing direct services to LEAs is the primary purpose and function of the centers.

In 1971, the first two centers were established in North Wilkesboro and Canton with local funds. Three others were established in ensuing years until, in 1977, the final three became operational. By fiscal year 1977-78, state funding was approved for all eight centers. In early 1991 a move was initiated to reduce the number of centers. The current locations of the eight centers are as follows:

Region 1 (Northeast)	Williamston
Region 2 (Southeast)	Jacksonville
Region 3 (Central)	Zebulon
Region 4 (South Central)	Carthage
Region 5 (North Central)	Greensboro
Region 6 (Southwest)	Charlotte
Region 7 (Northwest	North Wilkesboro
Region 8 (Western)	Canton

The centers provide a variety of services to the LEAs, including the following:

1. Dissemination and interpretation of information regarding state and federal policies and regulations,

2. Staff development for teachers and administrators,

3. Assistance in complying with Basic Education Plan (BEP) requirements,

4. Assistance in the area of personnel services,

5. Communication between LEA and the Department of Public Instruction (DPI),

6. Information and technical assistance regarding grants,

7. Assistance to LEAs pursuing state accreditation through Senate Bill 2,

8. Maintenance of a library of instructional materials, films, videotapes, and professional books and journals.

With some minor exceptions, each of the eight centers has the same number and type of staff to provide curriculum services to the LEAs within their respective regions. Each center has a curriculum consultant in the following areas: K-12 Communication Skills, K-12 Mathematics, K-12 Science, K-12 Social Studies, Vocational Education and The Basic Education Program (Healthful Living and The Arts). Working with and through a contact person in each LEA, usually instructional supervisors or principals, the consultants plan and facilitate services as requested from schools and school districts.

Summary

This chapter has focused on three topics: leadership, the role of the principal in curriculum and instruction, and the role of the state level curriculum consultant. The effective-schools research and the reform reports of the 1980's are concerned with effective leadership on the individual school level. Very little research attention has been given to the need for and effectiveness of state-level curriculum consultants. Holt (1987) mentioned the need for a common vision among educators in the state agency and the same vision for principals and teachers. Hansen (1980) spoke of the three roles of state agency curriculum consultants as management, service, and leadership interacting

with schools and school districts. Odden (1982) said that technical assistance from state agencies and consultants outside the district can be instrumental in achieving effective schools.

This study is concerned with the perception of state-level curriculum consultants in North Carolina's regional education centers regarding the role of the principal as an instructional leader. The perception held by state-level curriculum consultants may be influenced by the following independent variables: highest degree earned, prior experience as a principal, length of service as a curriculum consultant, gender and age, educational region where employed, and their perception of their own roles.

These independent variables were part of a questionnaire distributed to state-level curriculum consultants based in North Carolina's regional education centers. In addition, interviews gave selected informants an opportunity to develop their answers outside of a structured format. A description of the research methodology employing multiple strategies used to gather the data is presented in Chapter III.

CHAPTER III

PROCEDURES

Introduction

This study is concerned with the role of the principal as perceived by curriculum coordinators in North Carolina's Regional Education Centers. Research was based on the assumption that the knowledge acquired would be as important to the principal as to the curriculum coordinator who works with the principal in implementing state guidelines and school effectiveness guidelines. Six independent variables which might influence the curriculum consultant's view of the principal's role have been identified: (1) highest degree earned; (2) prior experience as a principal; (3) length of service as a curriculum consultant; (4) gender and age; (5) educational region of the state where employed; (6) perception of own role.

Combined operations or 'between method' triangulation (Burgess, 1984) was employed in this study using survey and interview strategies. Data were obtained from responses to a questionnaire mailed to all the state agency curriculum consultants in the eight regional education centers in North Carolina (n=47). In addition, interviews were held with 16 state agency curriculum consultants. Two strata were identified to be critical in the interview process. These are state-wide representation and representation from each specific curriculum area. It was decided to interview two curriculum consultants from each of the eight regional education centers. Additionally, it was decided to conduct three interviews of specialists in the core areas since they provide service to a larger population of principals and teachers. Two specialists in Vocational Education and The Arts/Healthful Living (Basic Education Plan) were

interviewed to insure proper coverage of these areas. Representatives from each region

(2) and representatives from each curriculum (at least 2) were randomly placed

within a stratified chart in order to determine interviewees (see Figure 1). The

Division of Research in the North Carolina Department of Public Instruction reviewed

and approved the research methodology, and noted the appropriate use of human and non-

human resources for the study. Much valuable assistance was also obtained from Dr.

Chris Busch from UNC-G, who recommended that this investigator describe the data

from such a small population instead of applying statistical analysis.

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Figure 1 about here

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This chapter is a description of the research methodology, the instrument used,

and the population to be surveyed for this study.

Research Methodology

The first step in data collection was to design a written survey instrument which

could study the relationship between the dependent variable -- the perception of the

principal's role held by state education agency curriculum consultants -- and each of the

six independent variables identified above. A two-page questionnaire was designed and

mailed to each of the curriculum consultants involved as subjects. The survey

instrument was developed from a similar instrument constructed by Brubaker and

Simon (1987) which was used in 1985 to explore the perception of the principal's role

held by North Carolina principals. The survey was regarded as an interview on paper.

The obvious advantage in using surveys rather than interviews for all members of the

population is economy in cost, time, and labor. Moreover, the impersonal nature of

surveys can be turned to advantage. For example, when answers are given anonymously,

Figure 1. Two strata matrix for choosing interviewees.

Region	1	2	3	4	5	6	7	8
SOCIAL STUDIES	X					X	X	
COMMUNICATION SKILLS		X			X			X
MATHEMATICS	X		X				X	
SCIENCE		X		X				X
VOCATIONAL EDUCATION			X		X			
BASIC EDUCATION PLAN (Arts & Healthful Living)				X		X		

Interviewed SEA consultants by region and curriculum area.

a more accurate picture of the data can be obtained. Gay's work (1981) was also used as a guide for developing the particular instrument used in this study. Borg and Gail in Educational Research (1979) served as a step-by-step guide.

In studies such as this, independent variables often contribute to the prediction of a dependent variable. In this study, the seven independent variables were studied as predictors of the dependent variable. The survey also sought to determine whether state agency curriculum consultants believe that the actual role filled by principals in their region and across North Carolina is the same as what they perceive the proper or desirable role of the principal to be. Lightfoot (1983) in The Good High School: Portraits of Character and Culture and Brubaker (1979) in Curriculum Planning: The Dynamics of Theory and Practice argued that one's perceptions are reality. Thus, the challenge with this study was to achieve a balanced perspective through centering the inquiry as much as possible. The investigator tried to search out the unwritten and capture the essence, rather than the visible symbols of the principalship and the roles of curriculum consultants. Therefore, the need for interpretive inquiry, or a qualitative portion, for this study became obvious.

The second method of data collection was through personal interviews. The interviews were necessary in order to gain the essential meanings and beliefs which form the respondents' understanding of the role of the principal and their own role in regional education centers. Although a structured interview is supposed to be avoided in qualitative research (Stenhouse, 1984), this investigator had a set of thematic areas to address in each interview (see Appendix E). The focus of the interviews was on how curriculum consultants define their role as curriculum and instructional leaders and how they define the role of the principal. Interviews were conducted to elicit answers to open-ended questions drawn from the investigator's reading and observations and from

theories discussed in the review of the literature. The data obtained suggested the nature of the tacit assumptions that informed the responses of the interviewees and revealed complex human interactions in public education and the consultants' responses to those interactions.

Instrument

Survey participants received a two-page questionnaire designed to gather data concerning how state agency curriculum consultants perceive the role of the principal (see Appendix C). Procedure for the construction of this questionnaire followed a pattern similar to that of an interview. Because the questionnaire was impersonal, extreme care was taken in its construction. Since the author could not be present to explain ambiguities or check misunderstandings, the questionnaire had to be especially clear in its wording. A pilot run of the questionnaire made it easier to detect flaws in the design. The questionnaire was accompanied by a cover letter (see Appendix A) which explained the study and by an additional page which listed the five conceptions of the principalship (see Appendix B) as defined by Brubaker and Simon (1987). This additional page was crucial to the completion of the survey as respondents had to react to six questions which require the use of this categorization of roles.

The first page of the questionnaire concerned the five conceptions of the role of the principal, developed from the questionnaire which Brubaker and Simon (1987) used in their original study. During the 1985-86 school year, they surveyed 370 principals in North Carolina as to what they perceived to be the role of principals in the state. Principals surveyed were asked the following questions:

1.   What is your present leadership role?

2.   What leadership role would you like to have?

3.   What leadership role do the three principals you know best assume?

4.   What leadership role do most principals in North Carolina play?

(Brubaker and Simon, 1987, p. 72).

The first page of the survey instrument for this study was adapted from the Brubaker and Simon instrument to allow curriculum consultants to provide information useful to this study, emphasizing what roles they perceive being filled by principals in their region. This part of the survey also provided information concerning what the curriculum consultants perceive to be their own role, both actual and desired.

The following six items of information were provided on the first page of the survey when returned by curriculum consultants:

1.   The role conception that most accurately describes the principals in the curriculum consultant's region.

2.   The role conception that most accurately describes where the curriculum consultant thinks those principals should be.

3.   The role conception that most accurately describes principals across North Carolina as seen by the curriculum consultant.

4.   The role conception which most accurately describes where the curriculum consultant thinks the principals in North Carolina should be.

5.   The role conception which most accurately describes each curriculum consultant's perception of his or her own job in the regional center.

6.   The role conception which is seen as most appropriate for each respective curriculum consultant in the regional center.

The second part of the survey instrument asked for the following personal data from each participant:

1.   Educational region.

2.   Number of years of experience as a state agency curriculum consultant.

3. Prior experience as a principal.

4. Length of service as a principal and at what grade levels.

5. Highest degree earned.

6. Evidence of current pursual of another degree.

7. Gender.

8. Age.

9. Professional publications received and read regularly.

10. Perception held by curriculum consultants of adequate amount of reading regarding curriculum.

11. Perception held by curriculum consultants of the most important contribution of a principal to the effective operation of a school's instructional program.

12. Perception held by curriculum consultants of the two tasks which a principal should perform to help curriculum consultants do their job more effectively.

Surveys were marked so as to permit the investigator to send a follow-up request to curriculum consultants who did not respond to the initial mailing of the questionnaire (see Appendix D). The anonymity of respondents was assured. The number of usable responses returned was 41 (87%).

Validity and Reliability

Brubaker and Simon's (1987) five-conception framework of the role of the principal receives support from the review of the literature in Chapter II. As noted in that chapter, their five role identities are closely related to the areas within which principals perform as cited by numerous authors. Terminology varies among these authors, but the tasks which are specified fit well in the Brubaker and Simon model.

Brubaker and Simon (1987) pilot-tested the instrument from which the survey research instrument used in this study was derived for clarity of directions and item analysis. The results allowed the authors to proceed with their study. The reliability of the survey instrument was further confirmed by Williams (1987) using a test-retest procedure to determine the consistency of the perceptions reported on the instrument over time.

When evaluated in terms of the review of literature, the instrument to be used in this study has content validity as defined by Gay (1981). Content validity includes item validity and sampling validity. Item validity is indicated since items included deal specifically with the subject of the study, the role of the principal. Sampling validity is also indicated based upon the literature's support of Brubaker and Simon's five-conception framework as being inclusive of the possible roles a principal might assume.

Further evidence of the validity of the instrument is provided by Williams (1987). In a study designed to investigate the view of the role of the principal held by teachers in North Carolina, Williams also used an instrument derived from the one developed by Brubaker and Simon. Her research instrument used the same five-conception framework which was employed in this study and was quite similar in design. Williams compared answers to two free-response questions in her survey to items marked on the research instrument to see whether similar responses with qualities like those described in the free-response questions were chosen. Results indicated the validity of the instrument to be acceptable.

Additional evidence of the validity of the instrument is provided by McRae (1987). In a study designed to investigate the view of the role of the principal held by superintendents in North Carolina, McRae also used an instrument derived from the one developed by Brubaker and Simon. His research instrument applied the same five-

conception framework which was used in this study and was also quite similar in design. McRae analyzed answers to eight specific research questions regarding the population's perceptions of the role of the principals with whom they worked and of those in other school systems in the state. Results indicated the validity of the instrument.

North Carolina is divided into eight educational regions. Each of the regions has a consultant representing the following curriculum areas of program services in the North Carolina Department of Public Instruction: Communication Skills, Mathematics, Social Studies, Science, Vocational Education, and the Basic Education Program (Healthful Living and The Arts). Other regional center consultants were not surveyed because they represent Support Services or Student Services and do not deal with a specific curriculum area. Due to the relatively small size of the population, 47, sampling was not attempted for the questionnaire. All the curriculum consultants were sent the questionnaire.

The eight educational regions of the state though similar in area are quite varied. Table 1 compares regions by listing the number of local education agencies (LEAs) and schools by using information from the 1990-1991 North Carolina Education Directory. A more complete listing of regional characteristics may be found in the appendix (see Appendix H).

- - - - - - - - - - - - - -

Table 1 about here

- - - - - - - - - - - - - -

Validity for the qualitative portion of this study, the interviews, is subjective because the data were made of up "stories" told by the sixteen selected curriculum consultants about their work with principals. To insure internal validity, and to reduce

Table 1

Comparison of the Education Regions in North Carolina

Region	Number of LEAs	Number of Schools
I	16	123
II	16	219
III	18	291
IV	12	253
V	21	350
VI	14	320
VII	19	225
VIII	18	194

the influence the interviewees might have on each other, the consultants were interviewed separately.

Freedom from bias is always a concern in interviewing. The interview influences and sometimes determines the kind of data received. Thus there is a need to 'stay bland' during research; problems arise over how much of oneself to reveal. Building rapport and then relationships necessarily entails giving information about one's own life and interests. Things work relatively easily, if one gets along well with the respondent and has enough basic viewpoints in common. Data collection is enhanced by the investigator's using a 'neutral but nice' approach and being wary of letting opinions show.

Part of the validity of such an investigation lies in the authenticity of the participant's responses during the interview. To substantiate the interviews and to serve as a record for this dissertation, notes and audio cassette tape recordings have been archived by this investigator.

If, as Eisner says, the world exists in a grain of sand, this study can be generalized to other state education agency employees across the country. Within the particular there is always the many; one can look at one life and see many. This generalizability allows connections to form a whole picture. The whole is made up of parts and the parts become meaningful by focusing on the whole. The study is limited, however, by the differences that exist among state education agencies around the country.

The population to be targeted in this research has been heavily involved in implementing The Basic Education Program in North Carolina. Each of the state agency curriculum consultants has been reviewing research on effective schools. Most, if not all, of the curriculum consultants have become familiar with the North Carolina

Effective Principal Training Program, which makes clear that the principal is a key to the realization of effective schools.

Additionally, the election in North Carolina of a new State Superintendent of Public Instruction who replaced a 20-year veteran, meant that employees of the state agency could expect change. The leadership function assumed by state agency curriculum consultants in regional education centers is receiving greater attention. These consultants now have the potential to exert significant influence on the principals in their region and on the role identities which those principals assume.

Summary

This study involved both quantitative research and interpretive inquiry. Generalizations were formed from the quantitative data. Interpretive inquiry is a way of experiencing the world of the interviewee and trying to make sense of it (Shapiro, 1990). The two-page questionnaire which was mailed to curriculum consultants in each of the eight regional education centers in North Carolina was adapted from a questionnaire designed in 1985 by Brubaker and Simon. That questionnaire had been used earlier to survey 370 principals in the state as to how they perceived the role of the principal. Interviews with 16 curriculum consultants provided patterns of thought and behavior as well as idiosyncratic views.

Responses to these surveys provided data on the view of the role of the principal held by state education agency curriculum consultants in regional education centers in North Carolina. Analysis and interpretation of the data are presented in Chapter IV.

CHAPTER FOUR

ANALYSIS OF FINDINGS

Introduction

The purpose of this study was to investigate the role of principals in curriculum and instruction as perceived by state education agency curriculum consultants. All curriculum consultants in North Carolina's regional centers, exclusive of this investigator, were asked to respond to a survey which explored their views of the actual and the proper role of principals both in their region and across North Carolina. They were asked to place principals in the five-conception framework of principals' roles developed by Brubaker and Simon (1987):

-Principal Teacher

-General Manager

-Professional and Scientific Manager

-Administrator and Instructional Leader

-Curriculum Leader

This investigation considered the independent variables of the regional education center where consultants are employed, their length of service as a curriculum consultant, gender and age, highest degree earned by curriculum consultants, their prior experience as a principal, and the curriculum consultants' perception of their own role.

In this study both a survey and interviews were used to describe existing situations. The variables were measured within the normal educational setting. Data were collected from responses to a questionnaire mailed to the population for the study (47 people). In addition, 16 curriculum consultants were interviewed, and the

resulting data were analyzed for patterns of thought and behavior and idiosyncratic

views within the context of the research questions specifically addressed in the study.

The research questions were the following:

1.   How does the ideal role desired by consultants for the principals with

     whom they work directly compare with the actual role perceived by

     consultants for those principals?

2.   How does the ideal role desired by consultants for North Carolina

     principals compare with the actual role perceived by consultants for

     those principals?

3.   Do the actual and desired roles for principals by consultants differ

     depending on educational region?

4.   Does the number of years of consulting experience of consultants make a

     difference in their perceptions about the role of principals?

5.   Do gender and age of consultants make a difference in their perceptions

     about the role of the principal?

6.   Does the level of educational attainment of consultants make a difference

     in their perception of the role of the principal?

7.   Does prior experience as a principal by consultants make a difference in

     their perception of the role of the principal?

8.   Does the consultants' perception of their role in regional education

     centers make a difference in their perception of the role of the principal?

9.   What types of relationships should exist between principals and

     consultants?

Since the entire population was surveyed, statistics were not employed to analyze

the data. Tables and histograms were used to report frequencies and percentages for each

research question. Content analysis was used for the free-response questions on the

questionnaire and for the interview data.

Each of the above questions will be addressed in more detail in this chapter

through the use of data from the investigation. The results will be summarized.

Discussion of Results

QUESTION 1:   How does the ideal role desired by consultants for principals with whom

they work compare with the actual role they perceive?

Figure 2 reports the frequencies and percentages of each conception for questions

1 and 2 of the survey (see Appendix C). Question 1 asked consultants to choose the

conception that most accurately describes most of the principals with whom they work.

Question 2 asked consultants to choose the conception that most accurately describes

where they think those principals should be within the five-conception framework.

- - - - - - - - - - - - -

Figure 2 about here

- - - - - - - - - - - - -

An overwhelming majority of the consultants (80%) surveyed reported that the

principals with whom they work actually operate as General Managers. A small group

(15%) placed the principals with whom they work as Administrator/Instructional

Leaders. An even smaller number (5%) chose the Professional/Scientific Manager

category. The remaining two conceptions were not chosen by any of the consultants

surveyed.

While most curriculum consultants based in North Carolina's eight regional

education centers view the actual role of principals as either General Managers or

Administrator/Instructional Leaders, almost two-thirds of the consultants (63%)

prefer that the principals with whom they work operate as Administrator/Instructional

Figure 2.

Actual and Desired Role of Principals With Whom They Work
Perceptions of SEA Consultants

Number of Responses
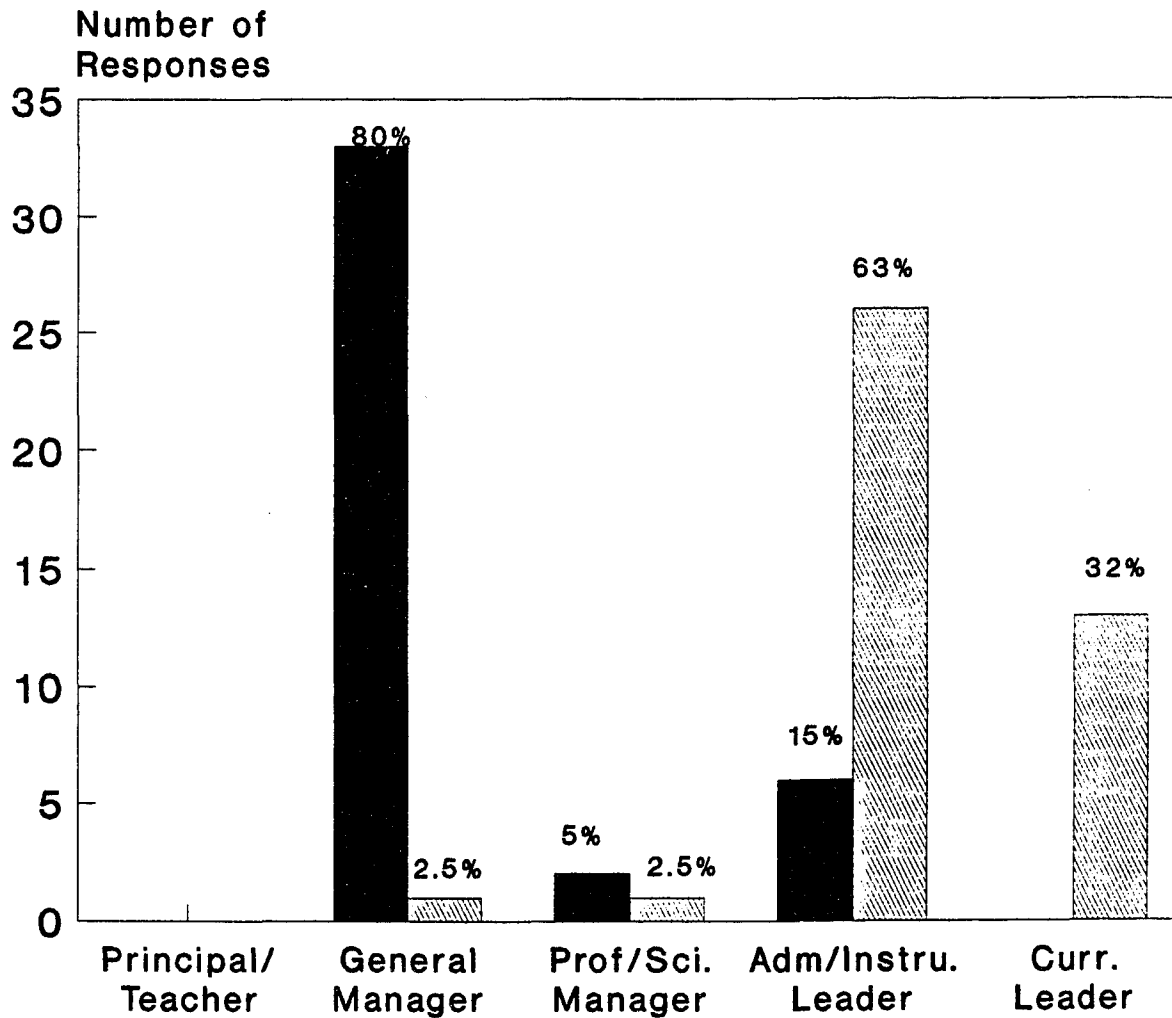
Role of Principals
N=41

■ Actual Role   ▓ Desired Role

Leaders.   Almost one-third (32%) prefer the principals with whom they work to be

Curriculum Leaders. The remaining percentages were equally distributed between

General Manager (2.5%) and Professional/Scientific Manager (2.5%). The

Principal/Teacher conception was not chosen by any consultant as a desired role.

Thus, in response to the first research questions, respondents who said they

work mostly with General Managers desired them to be Administrative/Instructional

Leaders, while among consultants who said they work mostly with

Administrator/Instructional Leaders, the desired role for principals with whom they

work was Curriculum Leader. Consultants clearly preferred that principals with whom

they work operate as Administrator/Instructional Leaders or Curriculum Leaders. The

difference between actual and desired roles reflects the need for curriculum consultants

to work closely with principals who can provide direct curriculum leadership.

QUESTION 2:   How does the ideal role desired by consultants for North Carolina

principals compare with the actual role perceived by consultants for

North Carolina principals?

Questions 3 and 4 on the survey (see Appendix C) address the consultants'

perceptions of the role of principals across North Carolina according to the five

conceptions. Question 3 asked consultants to select the conception that most accurately

describes most of the principals across North Carolina, and question 4 asked consultants

to select the conception that most accurately describes where principals in North

Carolina should be within the five-conception framework. Figure 3 reports the

responses of 41 consultants to these questions.

- - - - - - - - - - - - - -

Figure 3 about here

- - - - - - - - - - - - - -

Figure 3.

Actual and Desired Role of Principals Across North Carolina
Perceptions of SEA Consultants

Number of
Responses
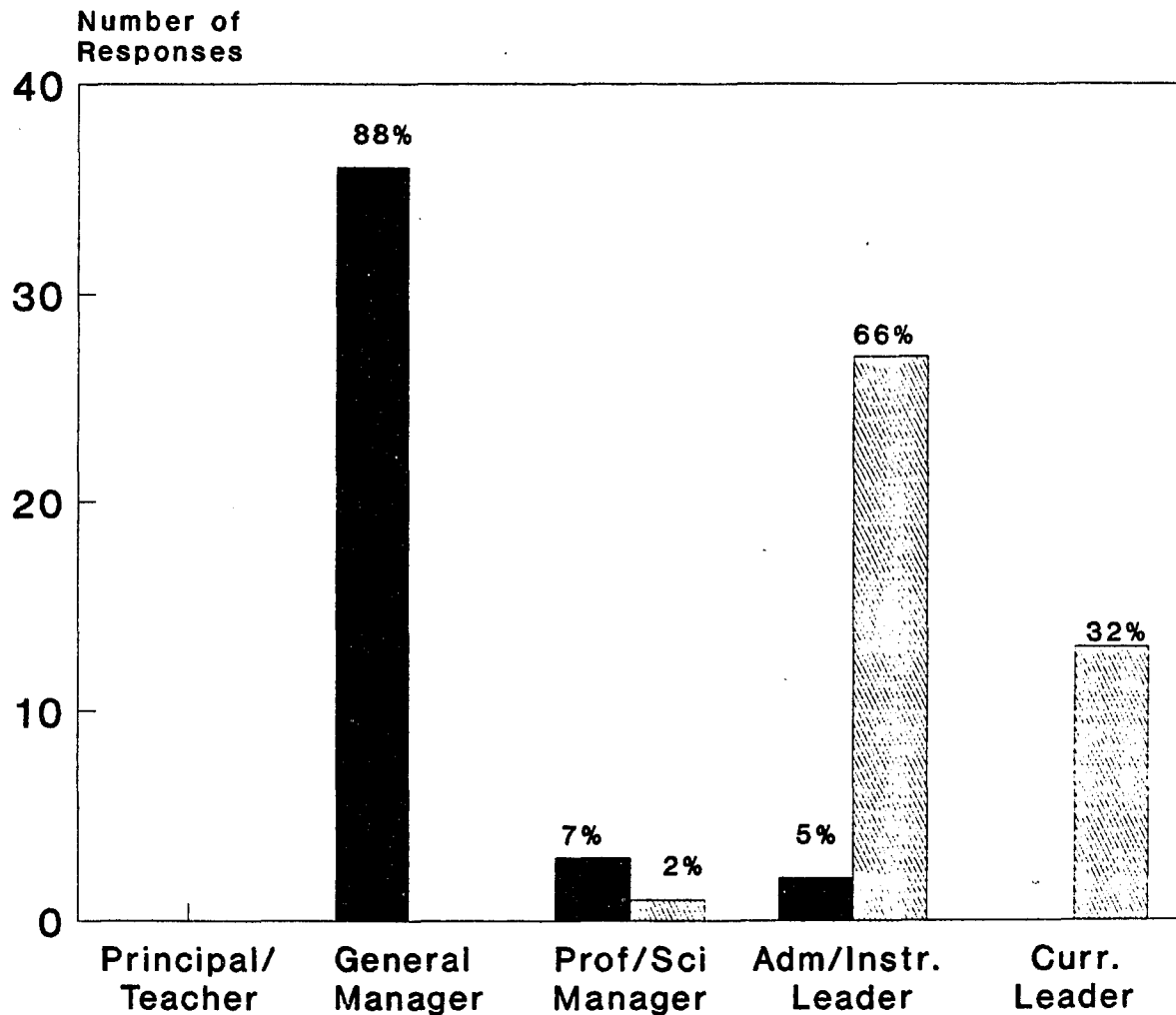
Role of Principals
N=41

■ Actual Role   ▨ Desired Role

The largest percentage, 88%, perceived principals across North Carolina to be General Managers. Two other conceptions, Professional/Scientific Manager and Administrator/Instructional Leader, respectively received 7% and 5% of the remaining responses. No consultant perceived any principal as being a Principal/Teacher or a Curriculum Leader.

The percentages for the consultants' perceptions of the desired role for principals across North Carolina were consistent with the percentages for the role which consultants desired for the principals with whom they work. Sixty six percent indicated that the desired role for principals in North Carolina was Administrator/Instructional Leader. This was comparable to the 63% who desired this role for the principals with whom they work.

Thus, in response to question 2, similarities can be seen when comparing the consultants' perception of the desired role of principals across North Carolina and the actual role of principals across North Carolina. The perception is clearly that principals are managers and administrative leaders and not teachers or curriculum leaders. Consultants desire the principals with whom they work and across North Carolina to be Administrative/Instructional Leaders or Curriculum Leaders.

QUESTION 3: Do the actual and desired roles for principals by consultants differ depending on education region?

The population selected to be surveyed ensured an equal number of curriculum consultants from each of the eight regional education centers located strategically across North Carolina. Examination of the survey results in Figures 4-8 indicated a larger percentage of consultants, ranging from 60% to 100%, chose the General Manager as the actual role for principals with whom they work in all regions except Region 5, where the percentage was 40%. A larger percentage of Region 5 consultants (60%) chose the

Administrator/Instructional Leader as the actual role for principals with whom they work. Region 5, an urban center, is in the north central part of North Carolina near prominent universities. A map is provided in the Appendix for the interested reader (see Appendix H).

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Figures 4-8 about here

- - - - - - - - - - - - - - - -

Further examination of the survey results in Figures 4-8 indicated a larger percentage of consultants, between 60% and 100%, chose the Administrator/Instructional Leader as the desired role for principals with whom they work in all regions except Regions 5 (40%) and 6 (20%). Regions 5 and 6 desired the role of the principals with whom they work to be Curriculum Leader, 60% in both cases. Region 6, also an urban center, is in the south central part of North Carolina.

Thus, in response to question 3, there is a difference in perceptions of the actual and desired role for principals depending on the region of the state where the consultant is employed. Region 5 differed from the other regions in perceptions of the actual role of the principals with whom they work and Regions 5 and 6 differed from the other regions in perceptions of the desired role for principals with whom they work.

QUESTION 4:   Does the number of years of consulting experience make a difference in consultants' perceptions about the role of principal?

There were approximately equal numbers of consultants in all three experience categories designated for the purposes of this study. Consultants had experience levels which ranged from less than one year to 22 years. Of the 41 respondents 15 (36.5%) had less than six years of experience as a state level curriculum consultant, 12

Actual and Desired Role of Principals
by Educational Region
Principal/Teacher

**Number of
Responses**

0%   0%

0

Actual   Desired

Educational Regions

■ Region 1 ▨ Region 2 ☐ Region 3 ▨ Region 4

▨ Region 5 ☐ Region 6 ▨ Region 7 ▥ Region 8
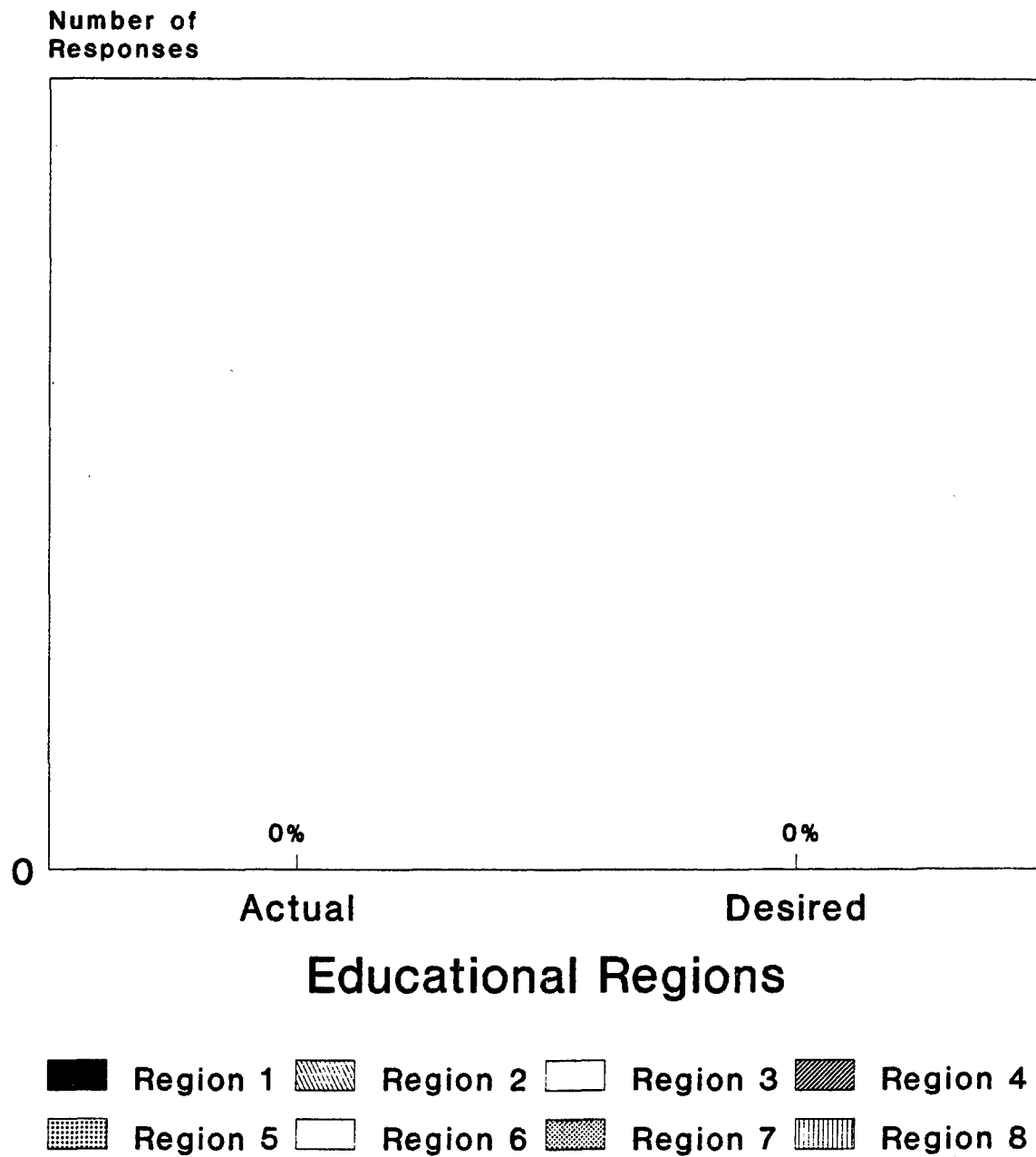
Figure 5.

Actual and Desired Role of Principals
by Educational Region
General Manager

Number of Responses

Legend:
- Region 1
- Region 2
- Region 3
- Region 4
- Region 5
- Region 6
- Region 7
- Region 8
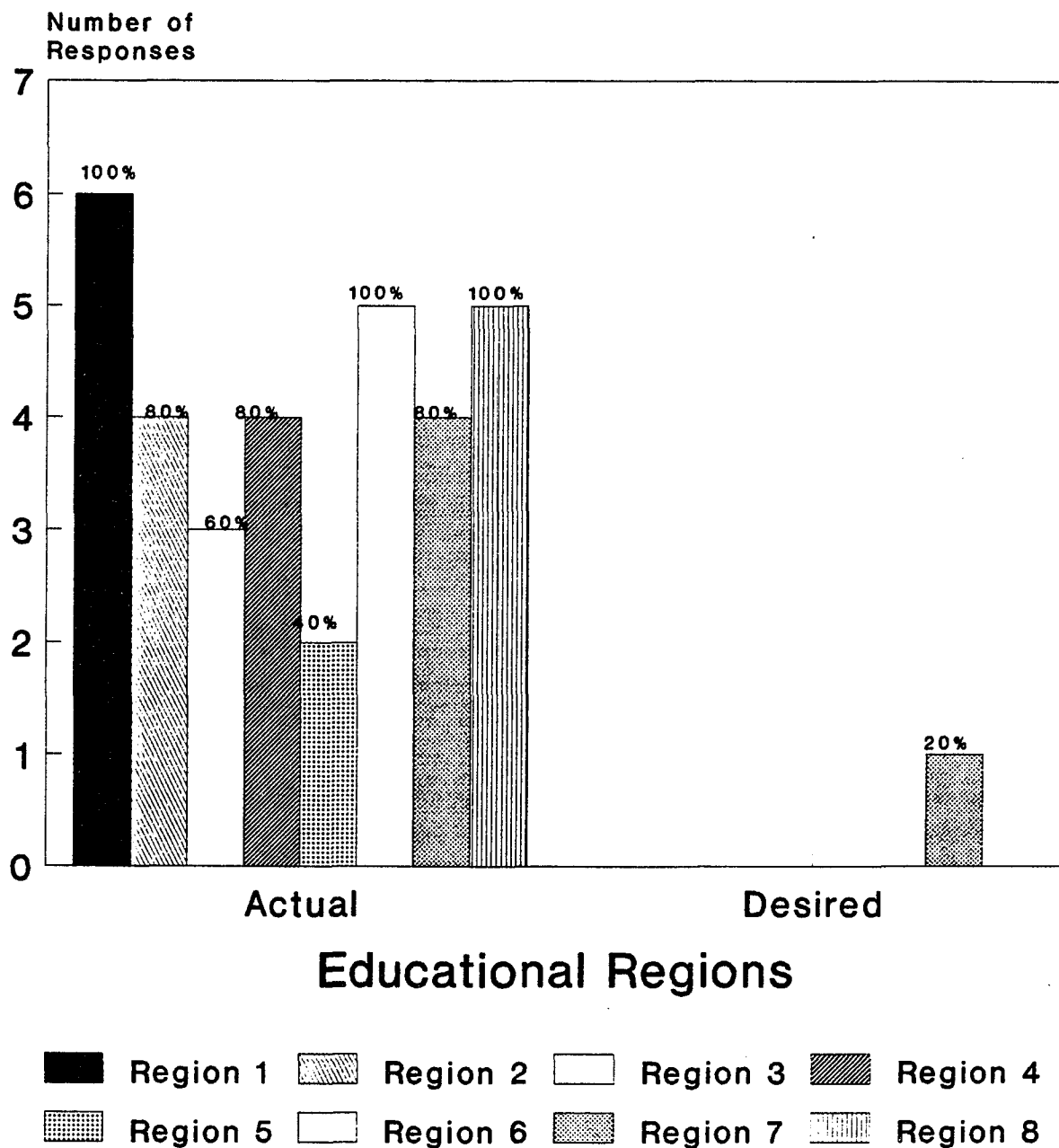
Figure 6.
Actual and Desired Role of Principals
by Educational Region
Professional/Scientific Manager

Number of Responses

Actual   Desired

Educational Regions
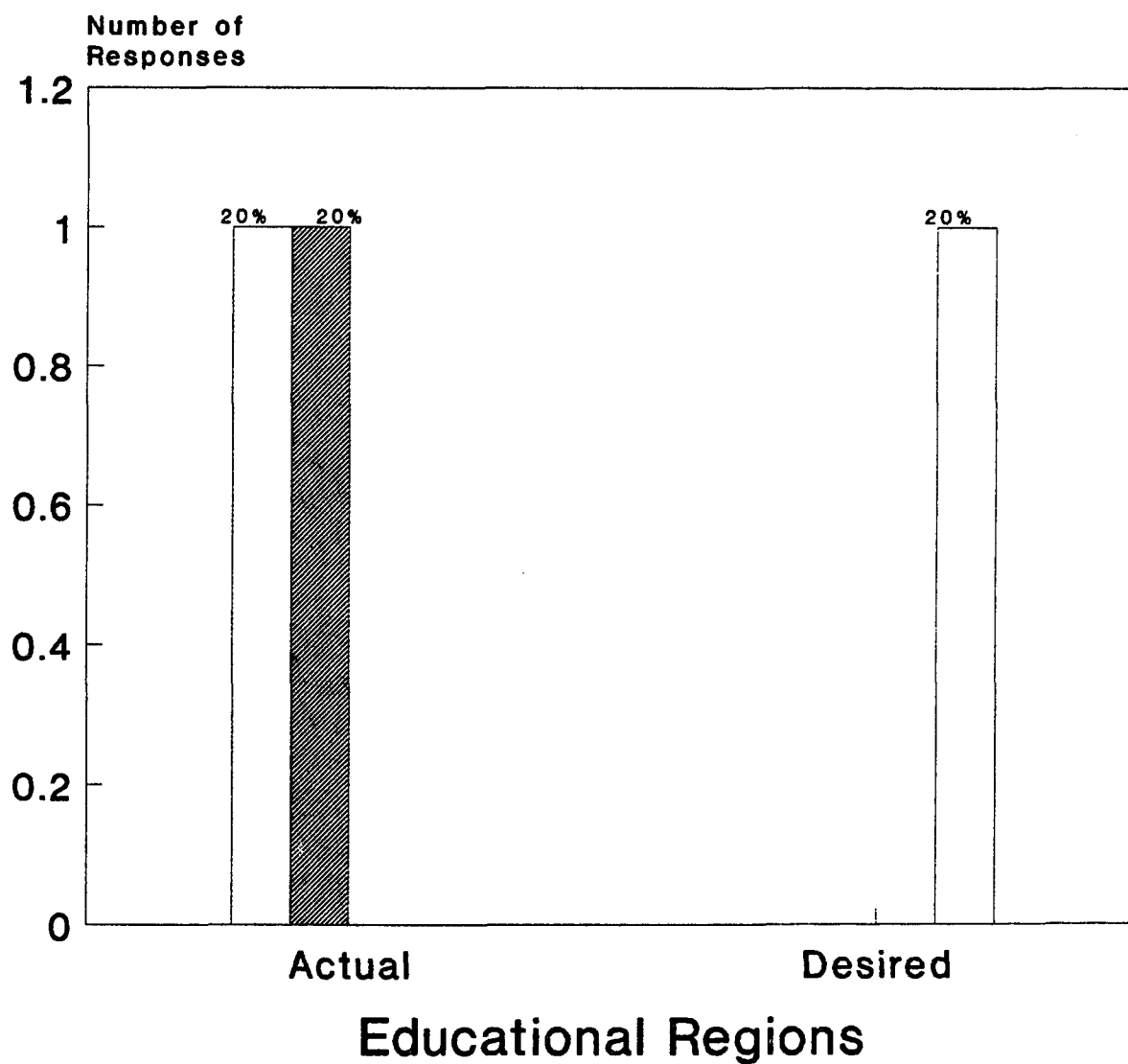
Region 1 Region 2 Region 3 Region 4
Region 5 Region 6 Region 7 Region 8

Figure 7.

Actual and Desired Role of Principals
by Educational Region
Administrative/Instructional Leader

Number of Responses

Educational Regions

Region 1   Region 2   Region 3   Region 4

Region 5   Region 6   Region 7   Region 8
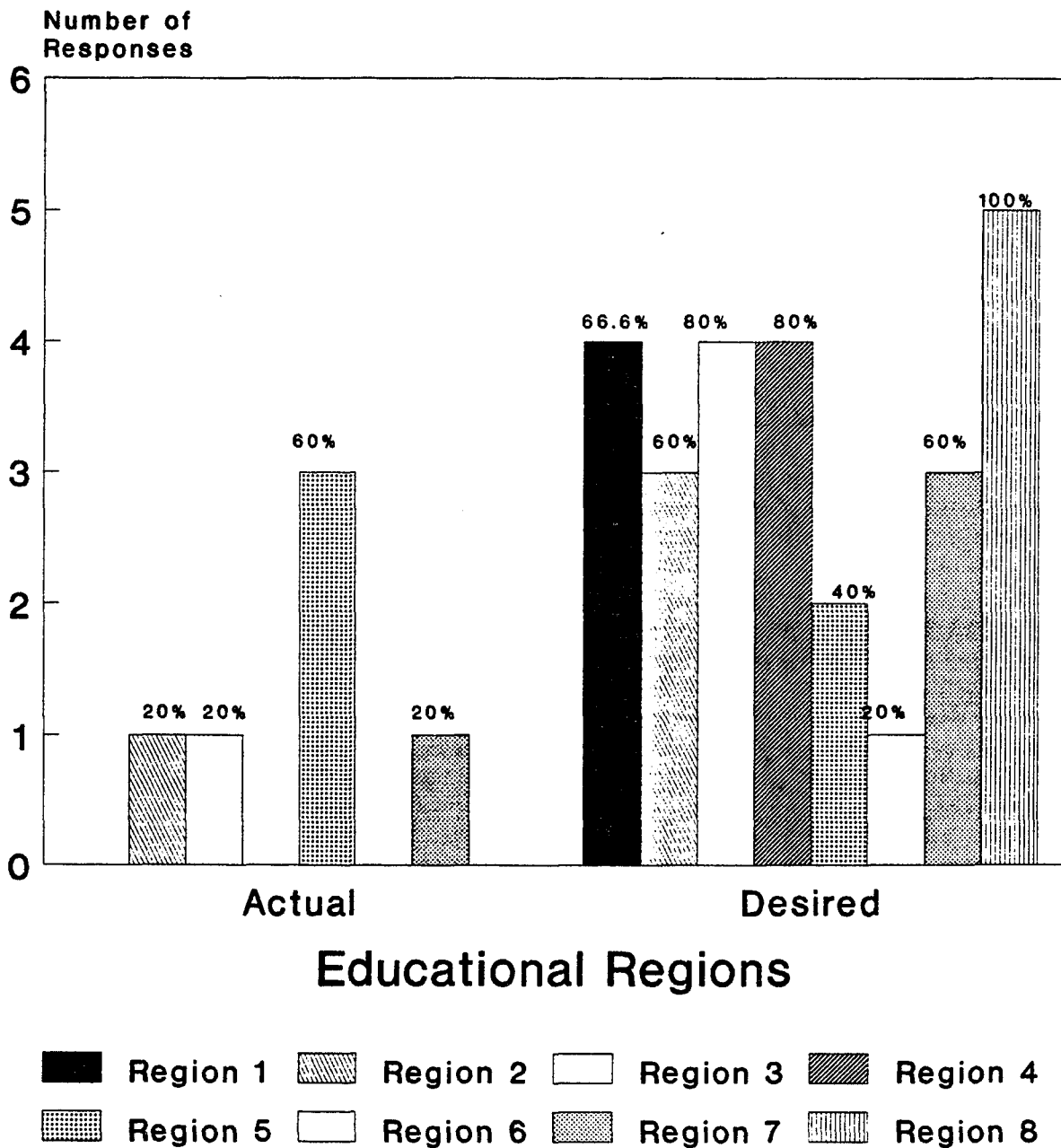
Figure 8.

Actual and Desired Role of Principals
by Educational Region
Curriculum Leader

Number of
Responses

Educational Regions

Region 1   Region 2   Region 3   Region 4

Region 5   Region 6   Region 7   Region 8
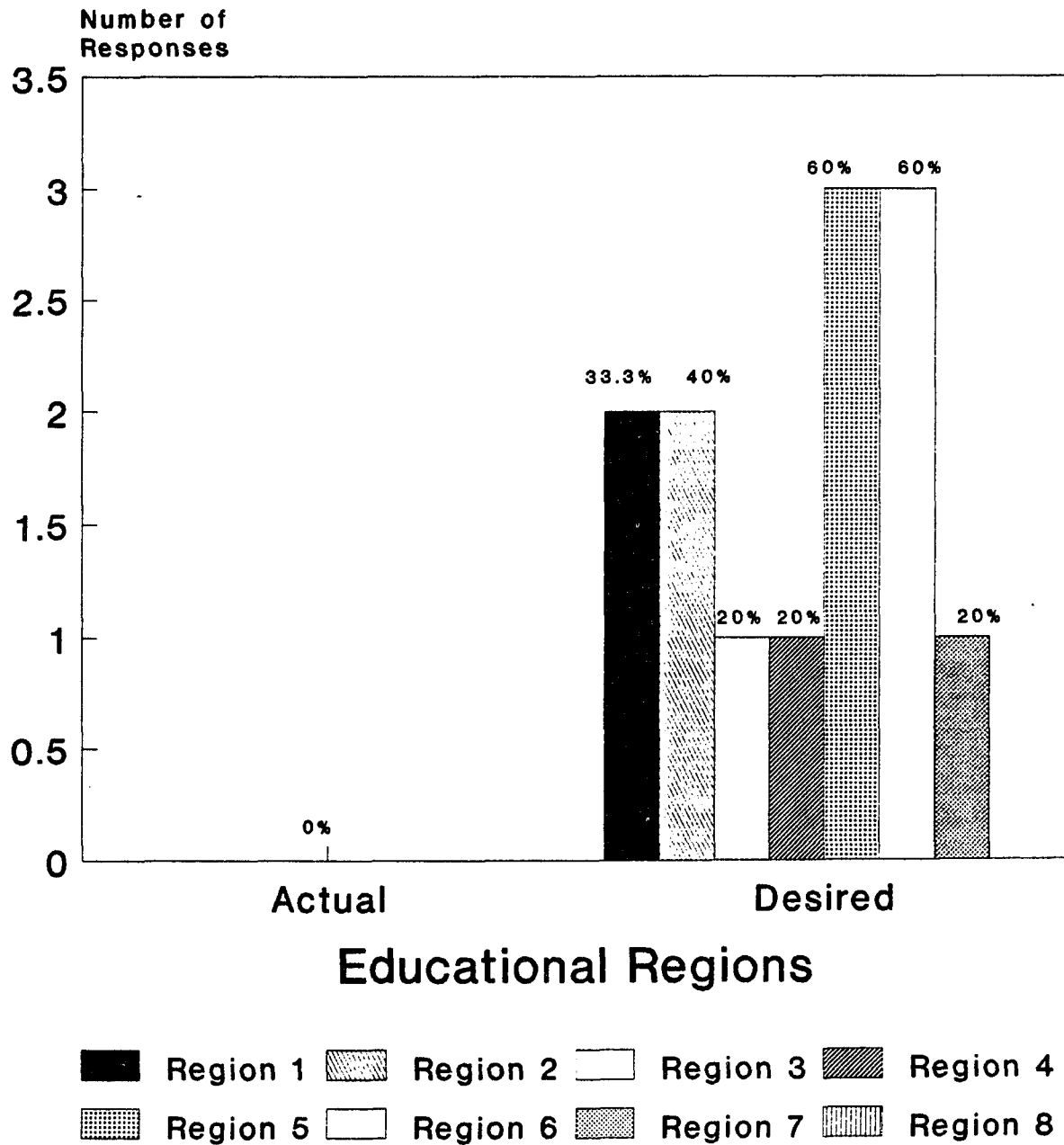
(29.3%) had six to ten years consulting experience, and 14 (34.2%) had over ten years consulting experience.

Figure 9 reports the frequencies and percentages for the conceptions which consultants selected for the actual role of the principals with whom they work according to number of years of consulting experience. A smaller percentage (58%) of the mid-career experienced consultants (between six and ten years of experience) selected Administrator/Instructional Leader than consultants with less (87%) or more (93%) experience. Likewise, Figure 10 reports a difference was found between these same consultants when the role desired for the principals with whom they work was analyzed. More mid-career experienced consultants chose Curriculum Leader as the desired role. Eighty percent of the consultants in the less than six years category and 71% of the consultants in the ten years or more category chose Administrator/Instructional Leader as the desired role while only 33% of the consultants in the six to ten years category chose that role.

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Figures 9-10 about here

- - - - - - - - - - - - - - - - -

Thus, in response to the fourth research question, the number of years of consulting experience does make a difference in the desired role perceived for principals with whom they work. Similar perceptions by novice consultants (less than 6 years of experience as a consultant) and veteran consultants (more than 10 years of consulting experience) differed from the perceptions of mid-career consultants (6 to 10 years of consulting experience).

Figure 9. **Actual Role of Principals**
Perceptions of SEA Consultants
Based on Years of Consulting Experience*

Years as SEA Consultant
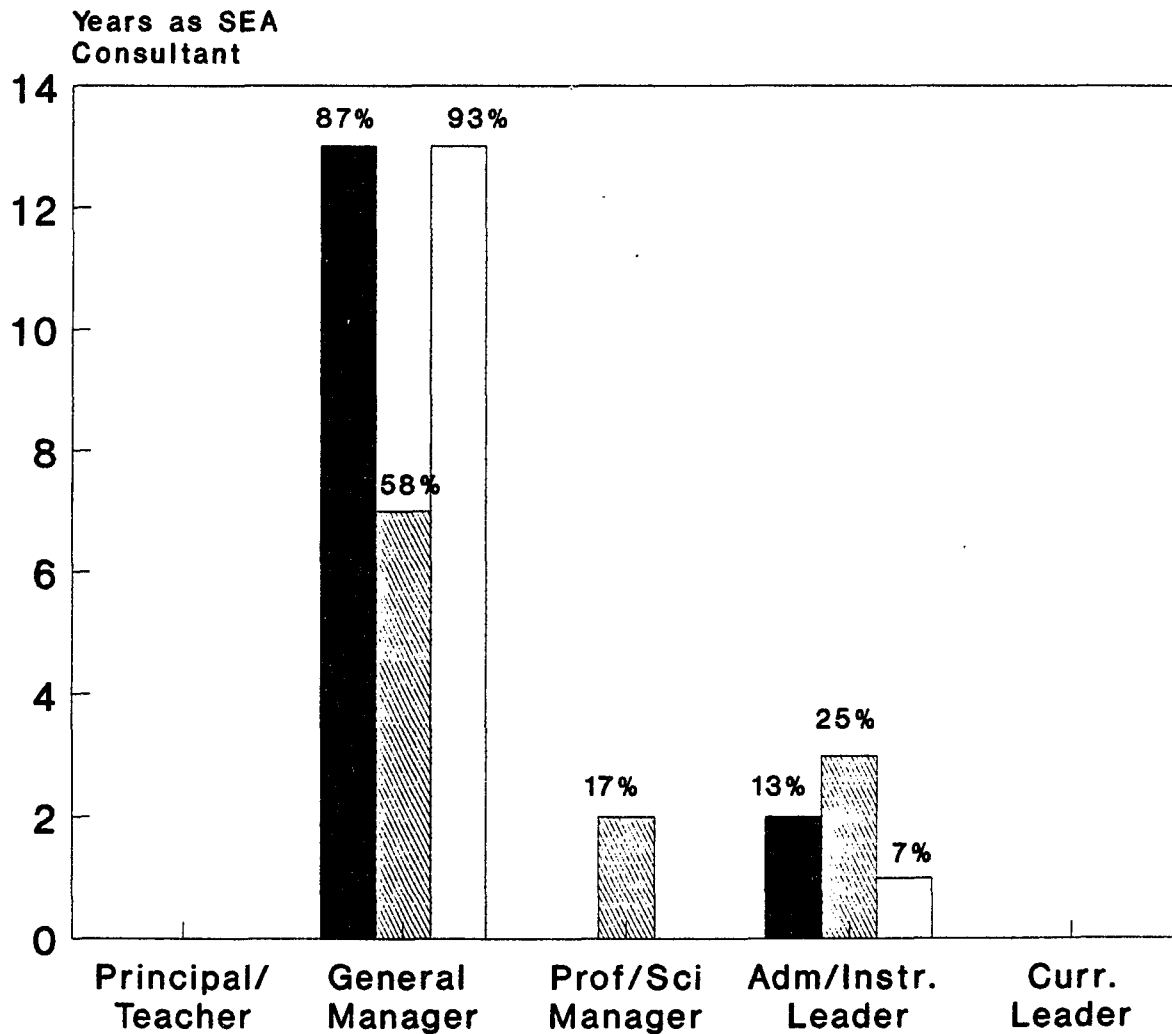
Role of Principals
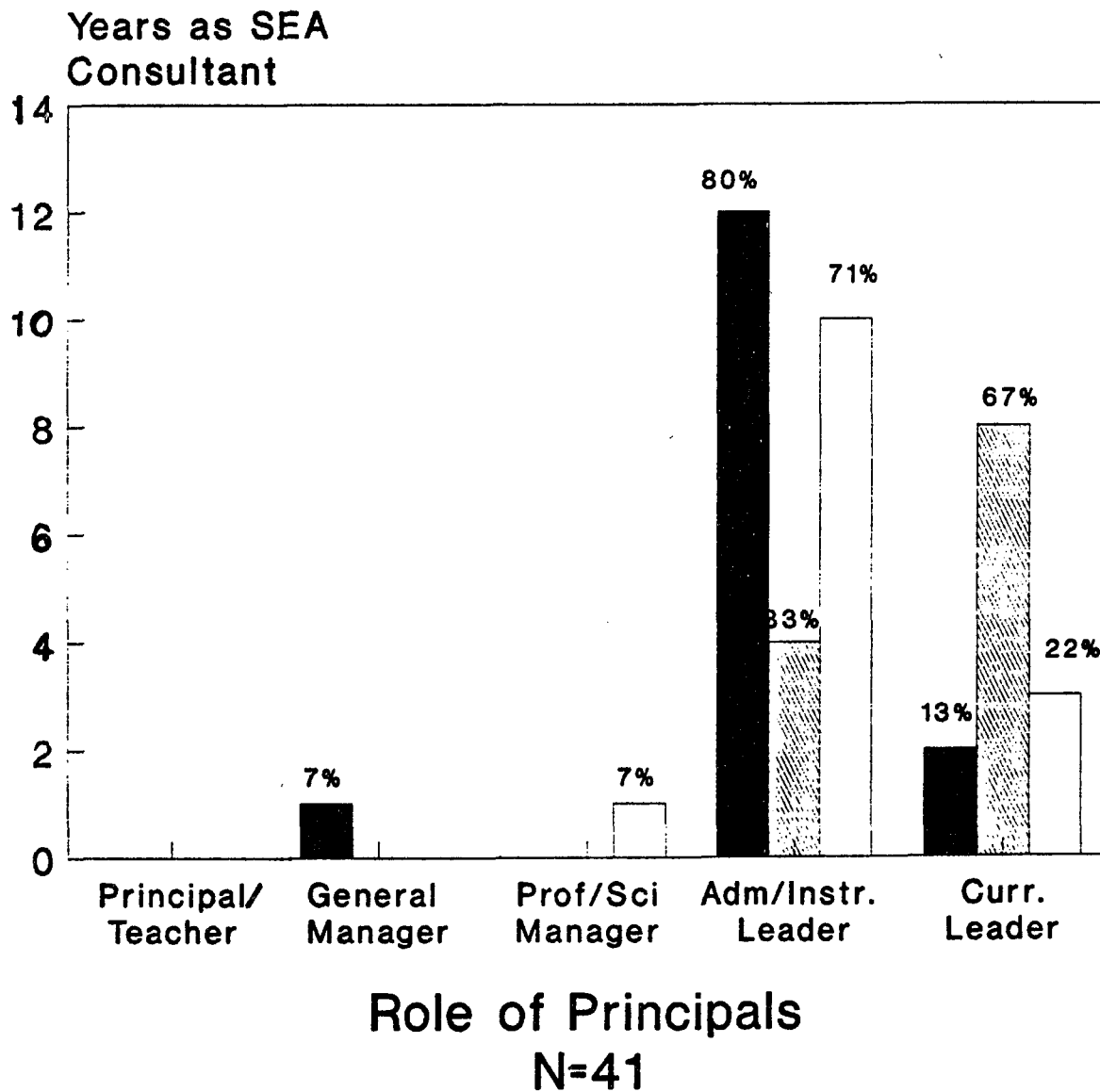N=41

■ Less than 6   ▓ Six to Ten   ☐ More than Ten
*of consultants

Figure 10.
Desired Role of Principals
Perceptions of SEA Consultants
Based on Years of Consulting Experience*

Years as SEA Consultant

Role of Principals
N=41

■ Less than Six ▨ Six to Ten ▢ More than Ten

*of consultants

QUESTION 5:   Do the gender and age of the consultant make a difference in consultants'
perceptions about the role of the principal?

In considering the gender and age of consultants in determining their views about
the role of the principal, their responses on two survey questions were analyzed. Actual
and desired roles for principals in their region by gender and age are given in Figures
11-14. Figure 11 gives the responses of male and female consultants on the actual role
for principals in their region. Figure 12 gives the responses of male and female
consultants on the desired role for principals in their region. Figure 13 gives the
responses of different age ranges on the actual role for principals in their region.
Figure 14 gives the responses of different age ranges on the desired role for principals
in their region.

- - - - - - - - - - - - - - - - - -

Figures 11-14 about here

- - - - - - - - - - - - - - - - - -

The population returning the survey was composed of 44% males and 56%
females. Figures 11 and 12 report the frequencies and percentages of the responses
according to gender for the five conceptions for questions 1 and 2 which asked
consultants about the actual and desired role of principals in their region.

Figure 11 shows that male curriculum consultants perceive the role of
principals with whom they work as being General Managers (95%) or
Administrator/Instructional Leaders (5%). Female consultants were less in consensus
than their male counterparts and perceived the role of the principals with whom they
work as being General Manager (70%), Professional/Scientific (9%), and
Administrative/Instructional Leader (21%). A larger percentage of females perceive
principals with whom they work as Administrative/Instructional Leaders.

Figure 11.
Actual Role of Principals
Perceptions of SEA Consultants
Based on Gender *

Number of Responses
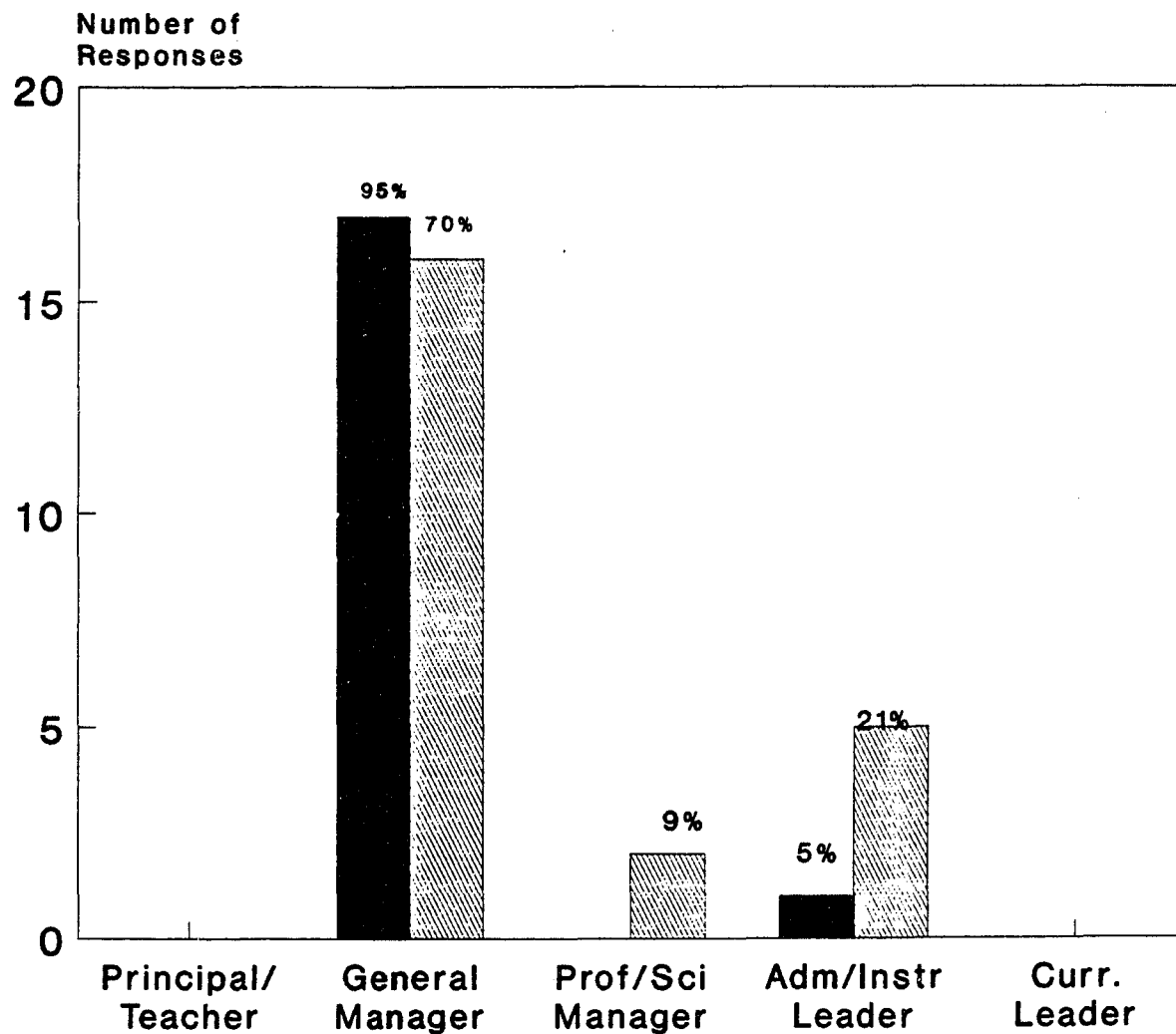
Role of Principals
N=41

■ Male ▨ Female *of consultants

Figure 12. Desired Role of Principals
Perceptions of SEA Consultants
Based on Gender *
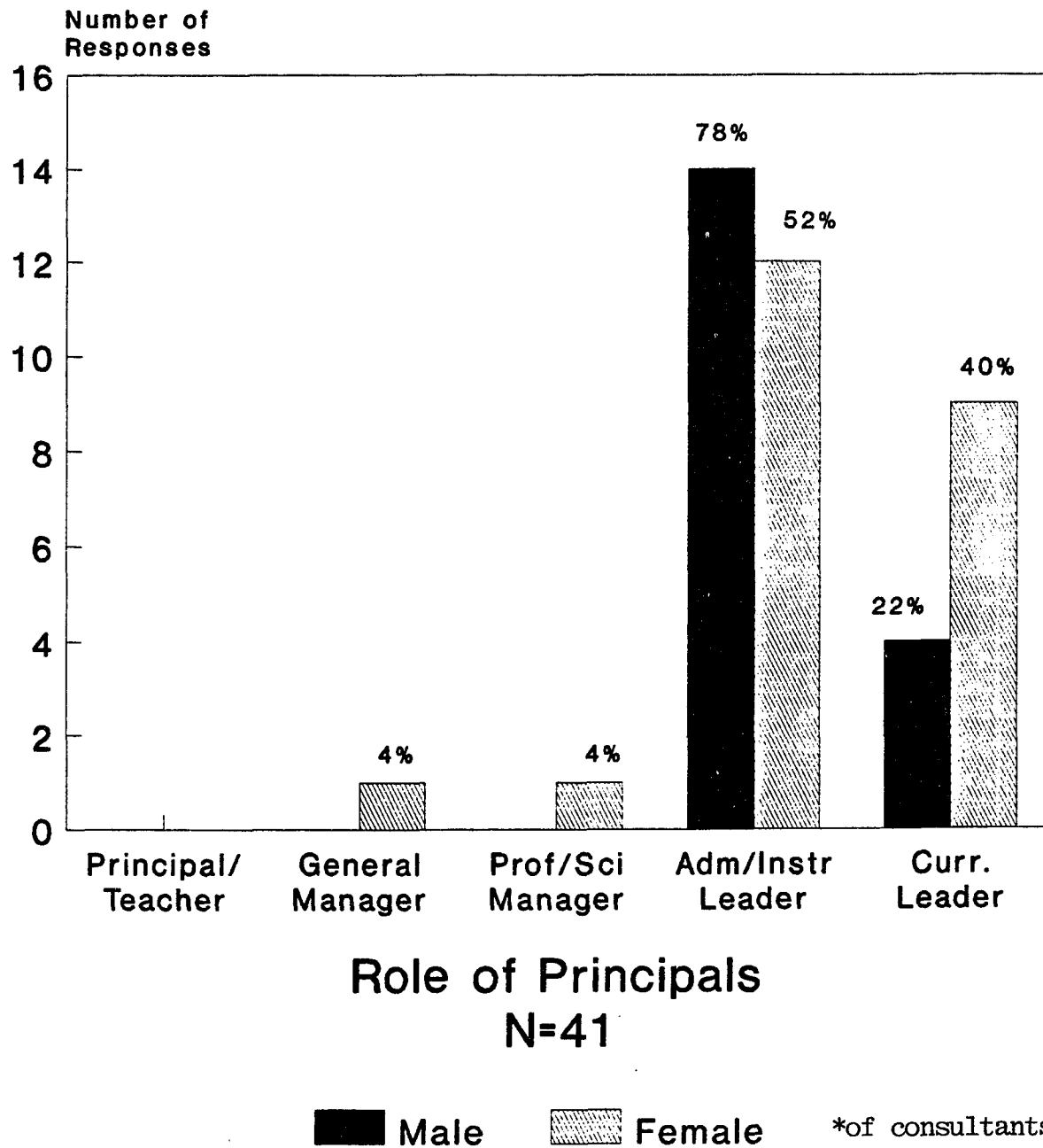
Figure 13. **Actual Role of Principals**
Perceptions of SEA Consultants
Based on Age *

Number of
Responses

Role of Principals
N=40

◼ 30 to 39   ▨ 40 to 49

☐ 50 to 59   ▨ 60 or older

*of consultants

Figure 14. **Desired Role of Principals**
Perceptions of SEA Consultants
Based on Age*

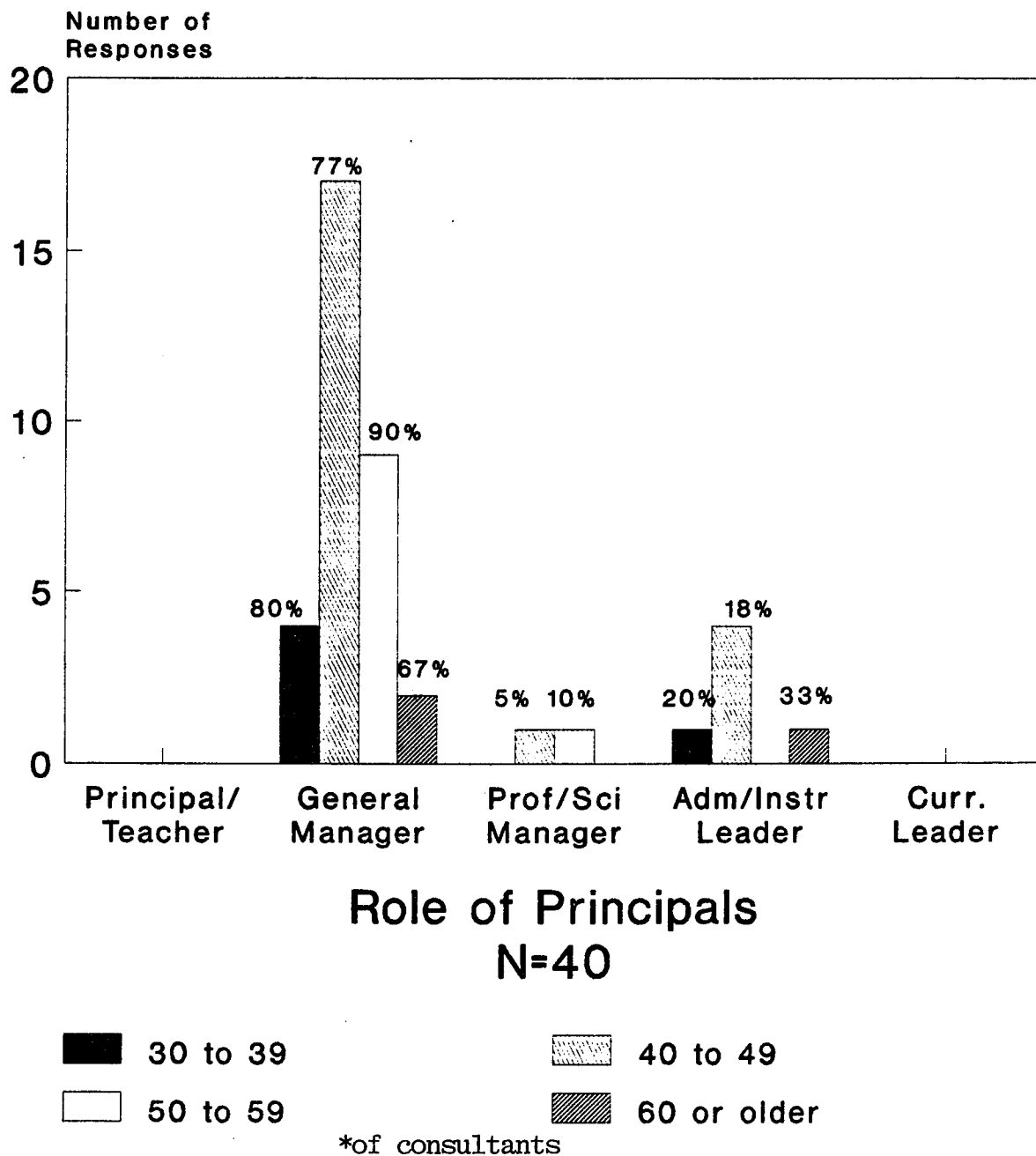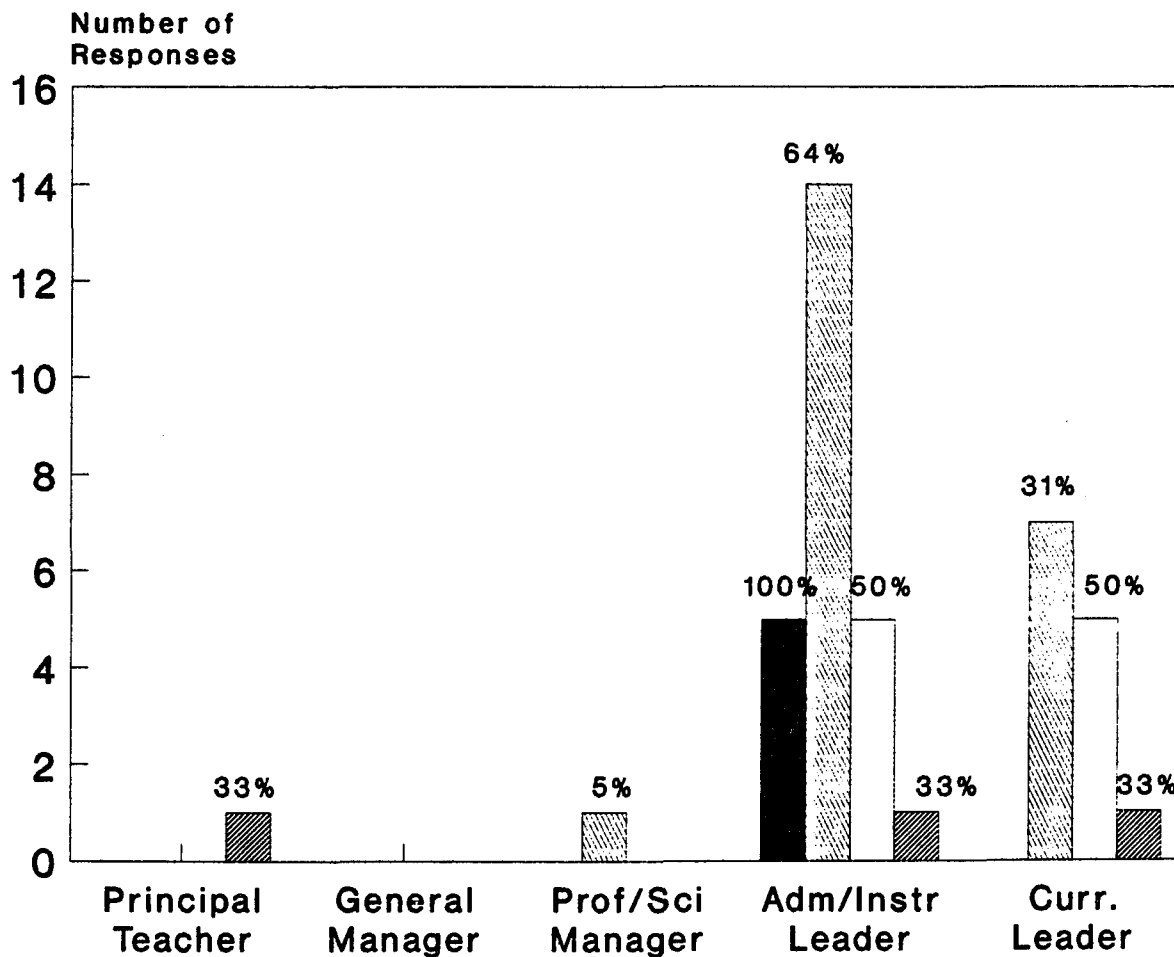The majority of both male and female consultants selected the Administrator/Instructional Leader conception for the desired role although a larger percentage of men (78%) chose it than did women (52%). A sizeable minority of women (40%) chose Curriculum Leader while the rest of the males (22%) chose that role. A small percentage of females (4%) chose each the General Manager and Professional/Scientific Manager.

Of those surveyed, 12.5% were between 30 and 39 years of age, 55% were between 40 and 49 years of age, 25% were between 50 and 59 years of age, and 7.5% were 60 years of age or older. One female respondent failed to indicate age, so the number of usable surveys for this variable was 40. Figures 13 and 14 report the frequencies and percentages of the responses according to age ranges for the five conceptions for questions 1 and 2 which asked consultants about the actual and desired role of principals in their region.

In Figure 13, the data showed that most of the consultants in all age ranges selected the General Manager as the actual role of principals with whom they work. A significant percentage in all age ranges except the 50-59 chose the Administrator/Instructional Leader as the actual role of principals with whom they work. A small percentage of the 40-49 and 50-59 age ranges chose the Professional/Scientific Manager.

In Figure 14, the data showed widespread disagreement as to the desired role of principals with whom they work. The only age range in agreement was the 30-39 group where 100% chose the Administrator/Instructional Leader. The 40-49 age range chose Administrator/Instructional Leader 64%, Curriculum Leader 31%, and Professional/Scientific Manager 5%. Half of the 50-59 age range chose Administrator/Instructional Leader while the other half chose Curriculum Leader. The

60-69 age range was evenly divided between Administrator/Instructional Leader,

Curriculum Leader, and Principal/Teacher.

Thus, in summary of question 5, the analysis of the data showed that the gender of

the consultant does not make a difference in choosing the actual and desired role of

principals with whom they work. It should be noted however that there was

significantly more consensus among male consultants than females in their perceptions.

Further analysis of the data showed that age makes a difference in consultants'

perceptions of the desired role of the principals with whom they work, but not in the

perceptions of the actual role.

QUESTION 6:   Does the level of educational attainment of consultants make a difference

in their perceptions about the role of the principal?

Consultants were asked to check their highest degree completed from one of the

following categories: Bachelor's, Master's, Sixth Year, and Doctorate. Only 39 surveys

were usable because two respondents failed to complete this question correctly because

one respondent wrote "ABD" beside the Doctorate blank and the other wrote "post

graduate" beside the question. Twenty-eight consultants had a Master's degree (70%),

five had a Sixth Year degree (12.5%), and six consultants had completed a Doctorate

(15%). All consultants had attained more than a Bachelor's degree. Thirty-two percent

of the respondents were presently working on another degree. Their responses on the

actual and desired roles for principals are tabulated in Figures 15 and 16.

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Figures 15-16 about here

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Eighty-six percent of the consultants with a Master's degree and 83% of the

consultants with a Doctorate chose the General Manager role as the actual role of

Figure 15. **Actual Role of Principals**
Perceptions of SEA Consultants
Based on Educational Attainment*

Number of
Responses
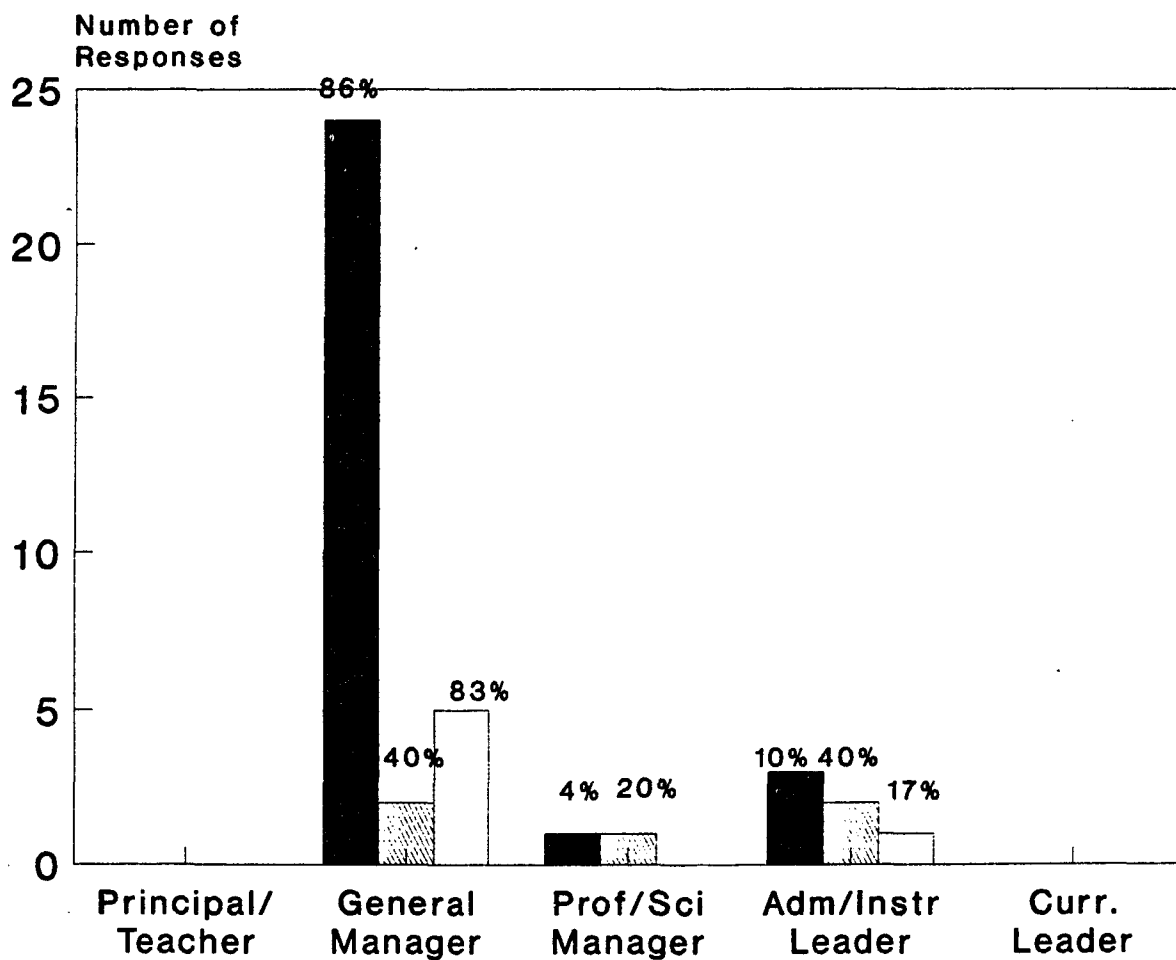
Role of Principals
N=39

■ Master's Degree   ▨ Sixth Year Degree

☐ Doctorate   *of consultants

Figure 16. **Desired Role of Principals**
Perceptions of SEA Consultants
Based on Educational Attainment *

**Number of
Responses**

20

61%

15

39%

10

5

66%

50%

20%

17%

20% 17%

0

| Principal/ | General | Prof/Sci | Adm/Instr | Curr. |
| Teacher | Manager | Manager | Leader | Leader |
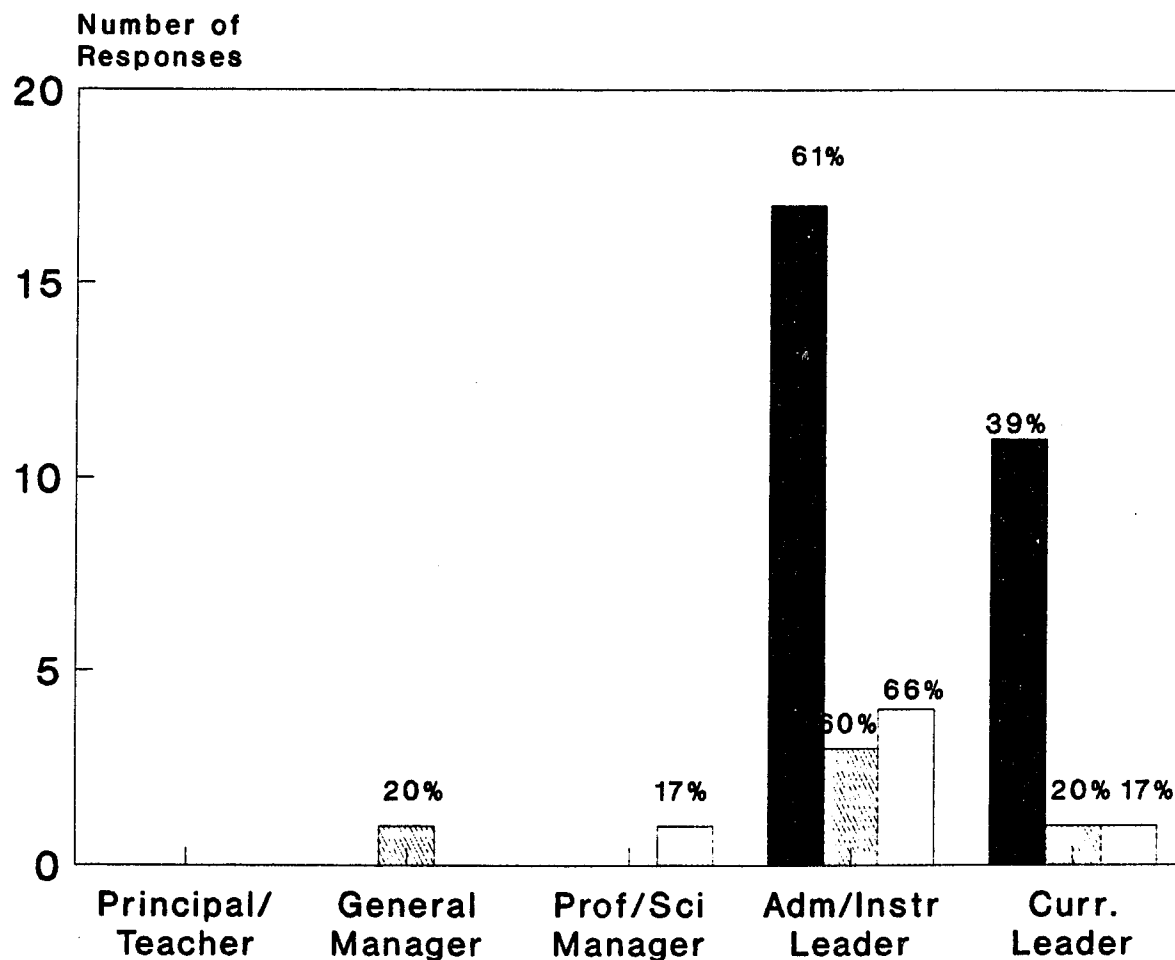
**Role of Principals
N=39**

◼ **Master's Degree**   ▨ **Sixth Year Degree**

☐ **Doctorate**   *of consultants

principals with whom they work. Only 40% of consultants with a Sixth Year degree chose that role. Another 40% of the consultants with a Sixth Year degree chose the Administrator/Instructional Leader role.

In Figure 16, across all levels of educational attainment the clear choice for the desired role for principals with whom they work was the Administrator/Instructional Leader role. A sizeable minority of each level also chose the Curriculum Leader.

Thus, in response to Question 6, "Does the level of educational attainment of consultants make a difference in their perceptions about the role of the principal?," the analysis of the data revealed that the level of educational attainment of the consultant made a difference in their views of the actual role of principals with whom they work. The analysis also showed that the level of educational attainment of the consultants made no difference in their perception of the desired role for principals with whom they work.

QUESTION 7: Does prior experience as a principal by consultants make a difference in their perceptions of the role of the principal?

The population for this study was divided according to whether or not consultants had prior experience as a principal. Ten percent of the respondents had prior experience as a principal, and 90% did not. All of the consultants who had prior experience as a principal had served as the principal at the K-5 level and 6-8 level except for one who had served only at the 6-8 level. The average number of years of experience as a principal was 4.5. Figures 17 and 18 report the frequencies and percentages for the conceptions which consultants selected for questions 1 and 2 of the survey according to prior experience as a principal or the lack of such experience.

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Figures 17-18 about here

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Figure 17. **Actual Role of Principals**
Perceptions of SEA Consultants
Based on Prior Experience as Principal

Number of Responses
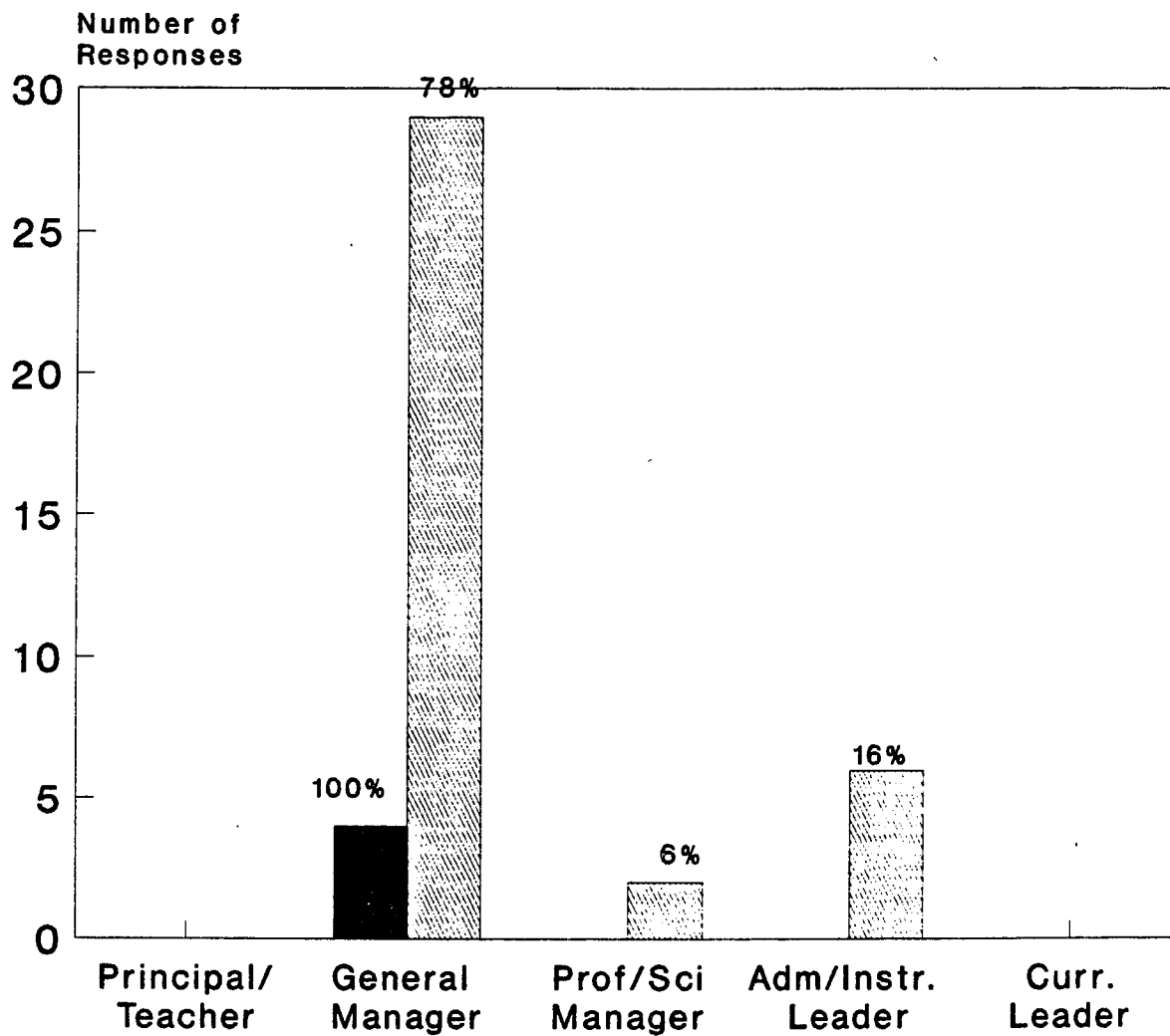
Role of Principals
N=41

■ Prior Experience   ▨ No Experience

Figure 18. **Desired Role of Principals**
Perceptions of SEA Consultants
Based on Prior Experience As A Principal

Role of Principals
N=41

■ Prior Experience   ▢ No Experience

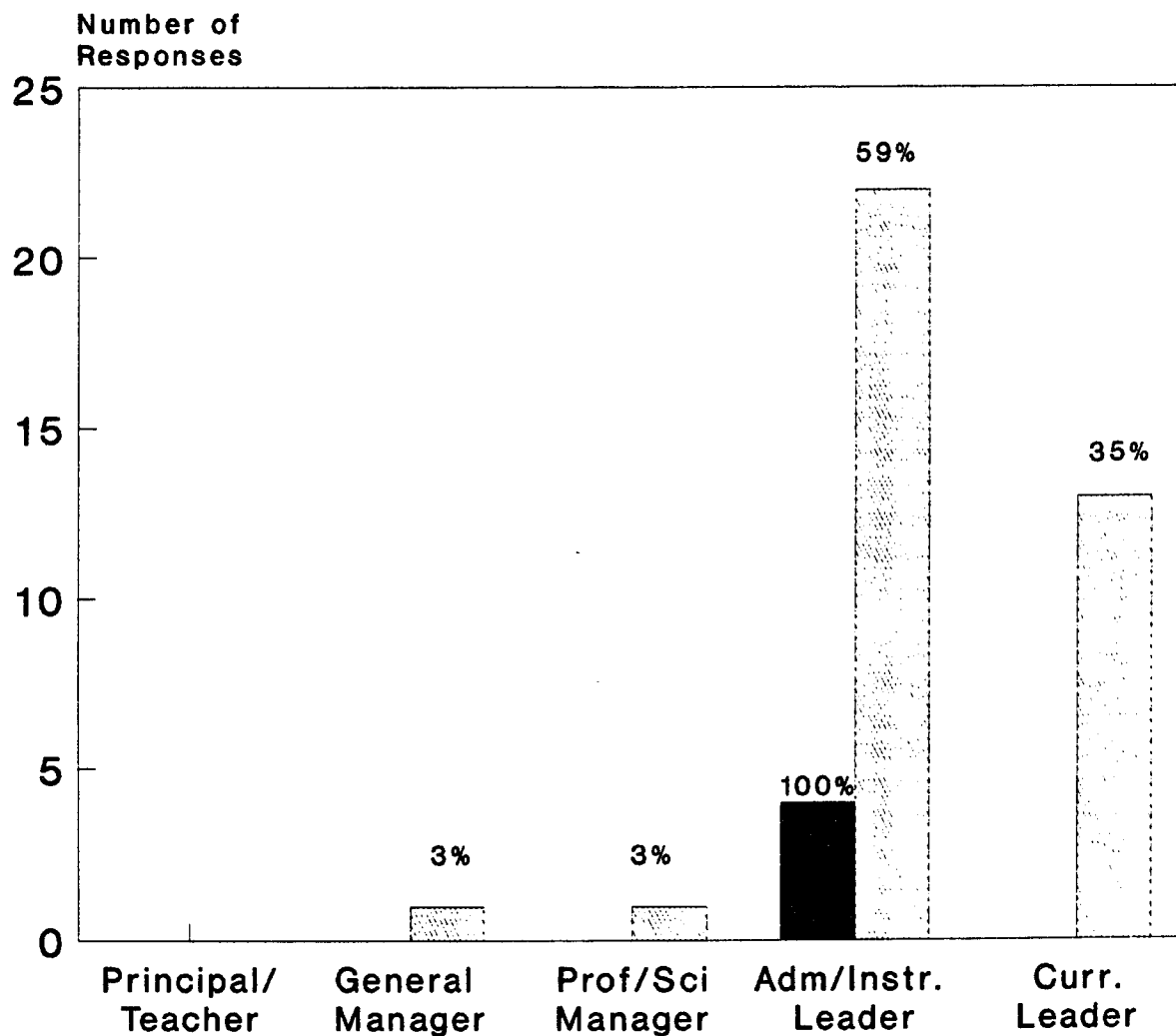Figure 17 shows that 100% of the consultants with prior experience as a principal perceived principals with whom they work as General Managers. Curriculum consultants without prior experience as a principal also perceived principals with whom they work as General Managers (78%). Of the remaining consultants without prior experience as a principal, 16% chose the Administrator/Instructional Leader, and 6% chose Professional/Scientific Manager. The Principal/Teacher and Curriculum Leader were not chosen by any consultant.

Figure 18 shows that again 100% of the curriculum consultants with prior experience as a principal were in agreement in choosing Administrator/Instructional Leader for the desired role of the principals with whom they work. Consultants with no prior experience desired that role only 59% of the time. Another 35% with no experience as a principal desired the Curriculum Leader role. The General Manager and Professional/Scientific Manager role were each desired by 3% of the consultants with no prior experience as a principal while the Principal/Teacher role was desired by none.

In response to the specific question involved, the existence of prior experience as a principal did not make a difference in determining the actual and desired role for principals with whom they work. It should be noted however that all consultants with prior experience as a principal were in agreement on their perceptions of the actual and desired roles of principals with whom they work. Those consultants with prior experience as a principal saw the actual role of principals with whom they work as General Managers, but desired the role of Administrator/Instructional Leader for those same principals. The same result was obtained when data from the majority of the consultants without prior experience as a principal was analyzed.

QUESTION 8:   Does the consultants' perception of their role in a regional education center make a difference in their perception of the role of the principal?

The 41 respondents to the survey were asked to classify their own role in the regional education center by using Brubaker and Simon's five-conception model. Figure 19 reports the frequencies and percentages for the conceptions which the consultants selected for questions 5 and 6 of the survey. None of the consultants saw themselves as filling the Principal/Teacher role. Two percent of the consultants placed themselves in the General Manager role. Seven percent of the respondents saw themselves as Professional/Scientific Managers. Forty-four percent of the consultants saw their role as being that of Administrator/Instructional Leader, and 47% saw themselves as being Curriculum Leaders.

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Figure 19 about here

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A large majority of consultants saw the proper role of the consultant as that of Curriculum Leader (76%). Percentages varied in the other conceptions with Administrator/Instructional Leader receiving 22% and Professional/Scientific Manager receiving 2%. The Principal/Teacher and General Manager conceptions were not selected by any consultant. Three respondents indicated difficulty in completing questions 5 and 6 of the survey. The comment of one of these summarized the difficulty:

> The [consultant] role is entirely different from [that of] the principal and a simple comparison cannot be made. There are a lot of things we [consultants] do that are not on the list.

In order to answer the specific research question, a comparison was made between those consultants who perceived themselves as Curriculum Leaders and those consultants who perceived principals with whom they work as Curriculum Leaders.

Figure 19.
Actual and Desired Role of Consultant
Perceptions of SEA Consultants

Number of Responses
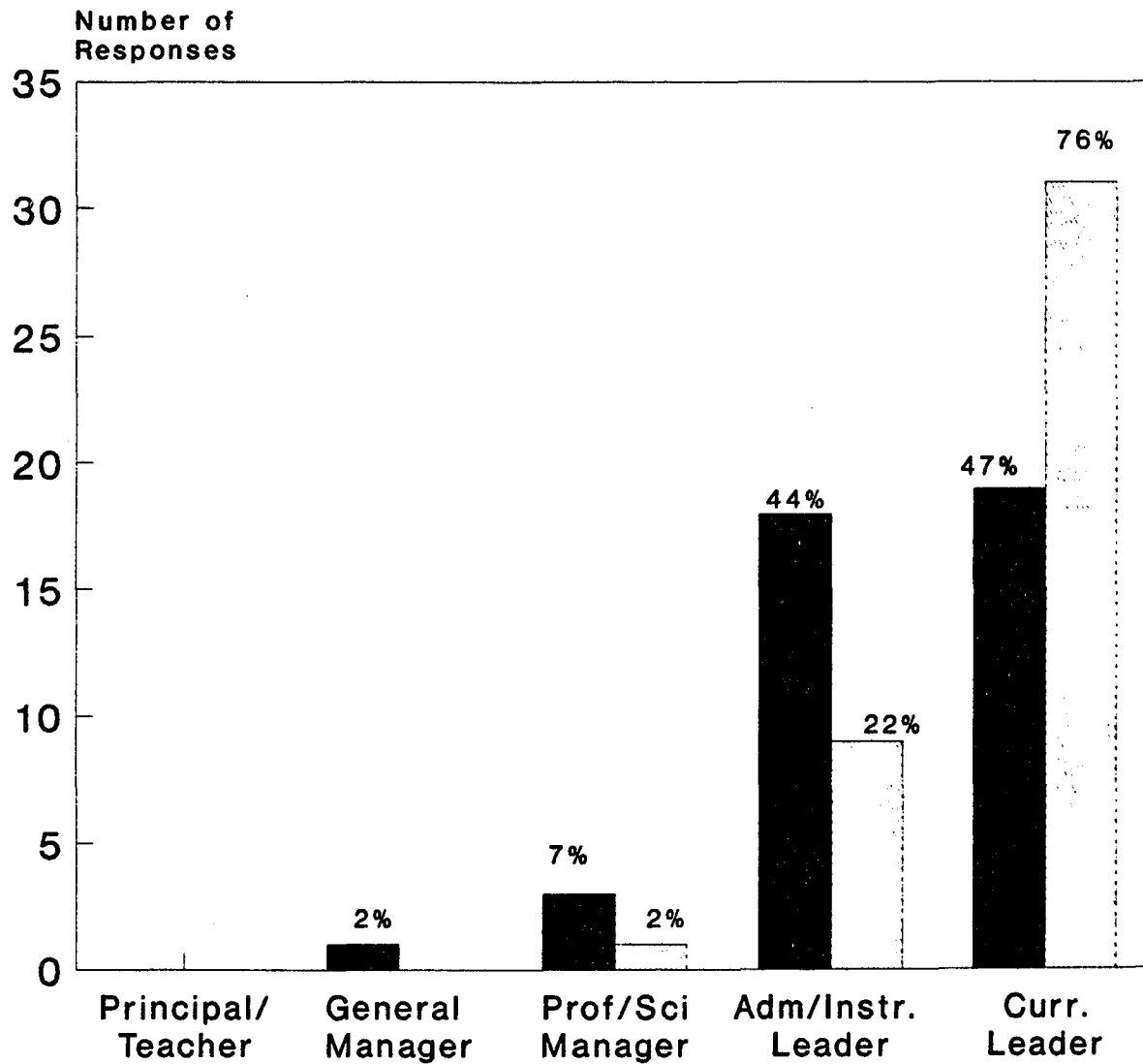
Role of Consultants
N=41

■ Actual Role   ☐ Desired Role

Table 2 shows that of the consultants who perceived themselves as Curriculum Leaders (46%), none perceived the principals with whom they work as Curriculum Leaders. Likewise, of the 54% of the consultants who did not perceive themselves as Curriculum Leaders none perceived the principals with whom they work as Curriculum Leaders. None of the consultants perceived the actual role of principals with whom they work as Curriculum Leaders. Thus, in response to the research question involved, the consultants' perception of their role in the regional education center does not make a difference in their perception of the role of the principal.

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Table 2 about here

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The surveyed consultants were also asked to check the professional publications and journals they received from the following list: Educational Leadership, Phi Delta Kappan, and Education Digest. If others were received they were asked to list them. In addition consultants were asked if they felt that they kept up-to-date with readings concerning curriculum. Their responses are in the Appendix for the interested reader.

Summary of Interview Data

In addition to the structured survey that asked consultants to select one of the five conceptions of the principalship and the two free-response questions, 16 consultants were interviewed. A random, stratified sample based on region of the state and curriculum area was used to determine the consultants to be interviewed. The interview provided an avenue for consultants to express their individual feelings and supplemented the information obtained through the five-conception framework and free-response data.

During the interviews consultants were asked to comment on the five conceptions of the principalship, to react to the results of content analysis on the two free-response

Table 2.

Perceptions of 19 Consultants Toward the Actual Role of the Principals With Whom They Work as Curriculum Leaders by Perception of Own Role as Curriculum Leaders

	Perception of Principal As Curriculum Leader			Perception of Self As Curriculum Leader	
	Yes	No		Yes	No
	0%	100%		46%	54%
TOTAL	0	41		19	22

questions, and to describe the type of relationship that should exist between principal and consultant. The questions that guided the interviews are in the Appendix for the interested reader. The interview data were analyzed for patterns of thought and behavior and idiosyncratic views.

QUESTION 9: What types of relationships should exist between principal and consultant?

During the interviews consultants were asked to describe what they felt the relationship between the principal and consultant should be. Each interviewee responded to this question. Their responses grouped naturally into three major overlapping areas:

(1)   open, honest communication,

(2)   the team approach to problem solving,

(3)   professionalism.

Most responses were clearly related to the type of communication desired between the principal and consultant. Open, frequent communication with the ability to understand and respect the other's situation was the type of communication the consultants desired. Consultants felt that authenticity could be realized through communication. One consultant said he wanted "to establish a line of communication to develop a real relationship with a principal." Other frequent responses focused on easy communication back and forth, being well-informed of school goals, and holding face-to-face conversations. Responses such as the following summarized the remarks by the consultants in the area of communication:

- "A principal ought to have the confidence that he could call up the regional center and get high quality help for curriculum concerns."

- "Our interactions should not be judgmental."

- "Principals are generally bottom line types. We need to tell them what it

will cost in time and money to get where they want to go."

For other consultants, the team approach with an emphasis on shared

responsibility for planning and implementing an effective curriculum and instruction

program was clearly indicated as the desired type of relationship between the principal

and consultant. The consultants wanted to be an integral part of planning and

implementing a successful instructional program. Some expressed their desire for team

involvement in stronger words. Four responses were given from this group:

- "Please do not think of 'consultant' as derogatory."

- "Do not fear having us in your school."

- "Do not think that we have all the answers."

- We should not over promise and under deliver."

One consultant summarized most of the responses in this category:

> The consultant is like the grandparent that gets to leave the grandchild [the
> school] in the hands of the parent [principal]. The principal is ultimately
> responsible, but the consultant with a commitment to high quality service should
> share responsibility for the outcomes.

Even though this sounds somewhat hierarchical, it was clear that active involvement,

cooperation and a sense of partnership were important to the consultants.

Some consultants desired a professional relationship built on support and trust.

The word "confidence" was used frequently to describe the relationship desired between

principal and consultant. The consultants were looking for respect from the principal

with whom they work. One consultant summarized the responses of several in this

category by saying:

> Part of our job is to be a source of 47,000 different ways to get this content
> across to the children. In schools very little time is available for creativity,

planning, or reflection. We can serve that function if we have the confidence of the principal. The way to get that confidence is by delivering for them.

Consultants did not feel that they could give teachers more time for planning, but they could plan for teachers, thus providing options.

Thus, in response to Question 9, the consultants desired a relationship with principals with whom they work that was focused on authentic, two-way communication, the team approach to solving problems, and professionalism. Consultants wanted principals to understand and utilize their services.

During the interview other topics were explored with the consultants that related to the survey. Consultants were asked which conception of the principalship from the five-conception framework by Brubaker and Simon (1983) best complements their efforts as a regional state education agency curriculum consultant to facilitate school improvement. Most consultants favored the Administrator/Instructional Leader or Curriculum Leader. This compared favorably with the survey questions on the desired role for principals.

One consultant thought the Curriculum Leader was desirable, but the Administrator/Instructional Leader was more practical. Another felt the administrator role must be present to have order in the school. One consultant noted that she could work with the Administrator/Instruction Leader, but preferred the Curriculum Leader because they have a "shared vision with their staff to make things happen" in the school. The Curriculum Leader role smacked of artistry and creativity to another consultant. The following comments by those consultants who chose Administrator/Instructional Leader are worthy of notice:

"need a smooth running school for the instructional program to do better,"

"to effect any change it takes the key person who understands [and] feels that they are instructional leaders,"

"it is the best of both worlds,"

"it's my ideal, but they are few and far between."

Consultants who chose the Curriculum Leader as the conception that best complements a regional curriculum consultant's role felt that it was "most conducive due to the 'cooperatively creating settings' phrase in the conception's descriptor." Another consultant noted that the Curriculum Leader was "open to new ways of doing things." A common theme of consultants was the problem of "getting into a school." Consultants saw the Curriculum Leader as "more open to acceptance of help." Consultants conceded that this conception was more prevalent in elementary situations and almost never found in high schools. If it was found in a high school the principal probably had "lost control of the school while running around doing curriculum." Some consultants felt that the higher the grade level, the more factory-like the school.

One consultant summed up these comments when he noted that "a good administrator does not make a good school, but you cannot have a good school without a good administrator." Many consultants also discussed the role of the assistant principal as crucial to their efforts. Several mentioned that an assistant principal of instruction could complement their efforts to facilitate school improvement as effectively as principals, and sometimes more effectively.

During the interviews consultants also expressed support for the free-response data results from the survey (see Appendix F). In one question, consultants were asked to describe the elements that comprise leadership, atmosphere, support, and organization which were identified by consultants in the free-response data as being the most important contributions of a principal to the effective operation of a school. In another question, consultants were asked how they encourage staff development, instructional leadership, communication, and support which were identified by

consultants in the free-response data as being the tasks principals perform that help consultants do their job more effectively.

Most consultants supported the idea of leadership as the most important contribution of the principal to an effective school. One consultant said that the "lack of leadership is more of a threat than the lack of any of the other three" because it can destroy a school. Another consultant noted that leadership means that you must be willing to take responsibility for the total program." Another consultant saw leadership as a "commitment to innovative thinking." The key essential ingredient of leadership is the "ability to inspire respect," stated one interviewee. "If leadership is present in a school then atmosphere, support, and organization will also be present," was the feeling of one consultant. "If a school reflects its mission, there is leadership," summarized one consultant.

In describing the elements of atmosphere, consultants mentioned the presence of an "open door policy." This "open door policy" was explained as an appealing, warm, and inviting school climate. One consultant noted that atmosphere to her meant that "the surroundings were conducive to learning." Another consultant mentioned that "when proper climate was present, then teachers teach better and students learn better." When choosing atmosphere as more important than leadership, one consultant noted that "if the climate is right, then things are organized, people are supported, and there is leadership." Because consultants are constantly in schools, several mentioned that the atmosphere "hits you when you walk in the door" and "it is easy to feel if good things are happening."

Support was described as "willing to listen" and "accessibility." One consultant noted that support means that "what you say to me is as important as what I say to you." Organization was described as "fixed, but flexible" and "roles clearly defined." One

consultant argued that being "organized for strength was vital to an effective school program." A supporter of the middle school movement, one consultant noted that in middle schools organization might be more important than support.

Consultants were also asked how they encouraged behaviors identified as being supportive of consultants' efforts, such as staff development, instructional leadership, communication, and support. One consultant said he "encouraged principals to take part in staff development in order to know expectations and to be a strong instructional leader." One consultant stated that it is important to work with principals the way they are. She noted that some principals she did not talk to, while others invited her into their office for a conference. Another noted that the problem is often that "the principal wants ten hours of staff development and does not know or care necessarily what that staff development will be." One consultant summarized the problem as follows:

> A consultant cannot go in for one hour after school and solve massive problems. The consultant must go into the principal's office and based on students' test history give them a realistic proposal of what needs to be done and how long it will take.
>
> The school did not get this way in an hour and the problem cannot be corrected in an hour.

Consultants expressed the "desire to meet with the principal, lead teacher, and supervisor to discuss needs and appropriate responses to those needs." This is encouraging not only to staff development, but also to communication and support.

Consultants conceded that principals "are very busy people." One consultant mentioned that "most principals are too busy with management to get involved in the instructional process, so we must approach them instead of waiting to be called." "Principals are exceedingly busy," said one consultant. "They get nibbled to death by ducks with stuff that is 90% non-curriculum-oriented." "It is part of our job to keep

them focused," noted one consultant. Another consultant mentioned that "principals may want to be instructional leaders and may be charged with that role through school improvement, but reality is different."

One consultant noted that she had been successful in staff development efforts when working through a supervisor in a central office, but that recently principals see the need to get more involved in instructional practices due to trends in effective schools and school improvement. One consultant noted that "we must help principals to see us as a supporter, not as a monitor." Curriculum consultants saw monitoring as undesirable behavior even though the word "monitor" is derived from the Latin word monere, which means "to warn."

Many consultants reflected that they could do a lot more to encourage behaviors, such as open communication with principals. One consultant said that consultants could make more of an effort to come face-to-face with principals. "We [consultants] might be causing some of the problem by contacting the supervisors and teachers instead of the principal," one consultant mused. Another noted that a special invitation to principals could be what is needed to get them to promote staff development opportunities. All consultants agreed that staff development, instructional leadership, communication and support were desirable behaviors, and that those principals who carry them out well know better what teachers are expected to do and are better able to assist in implementing curriculum and effective instructional practices.

Summary

The purpose of this study was to investigate the role of the principal from the state education agency regional curriculum consultant's viewpoint. In addition to a summary of the frequencies of each conception selected by consultants, the selected roles were compared to seven independent variables - the region of the state where the

consultant is employed, the number of years of consulting experience of the consultant,

the gender and age of the consultant, the level of education attainment of the consultant,

the existence of prior experience as a principal, and the perception consultants held

concerning their own role in the regional educational center. In addition, interview data

were collected and analyzed to determine the kind of relationship between the principal

and consultant desired by the consultant.

Each of the nine questions is listed with a majority response answer:

Question 1. How does the ideal role desired by consultants for the principals with whom

they work directly compare with the actual role perceived by consultants for those

principals?

Sixty-three percent of the consultants surveyed say the

Administrator/Instructional Leader is the ideal role desired for the principals with

whom they work compared to only 15% who perceived that role as the actual role for the

principals with whom they work.

Question 2. How does the ideal role desired by consultants for North Carolina principals

compare with the actual role perceived by consultants for those principals?

Sixty-six percent of the consultants surveyed saw the

Administrator/Instructional Leader as the ideal role desired for the principals across

North Carolina compared to only 5% who perceived that role as the actual role for the

principals across North Carolina.

Question 3. Do the actual and desired roles of principals perceived by consultants differ

depending on educational region where the consultants are employed?

The majority of the consultants in each of the regions surveyed saw the actual

role of principals in their regions as General Manager except in Region 5. One hundred

percent of the consultants from Region 1 chose this role; 80% chose this role from

Region 2; 60% chose this role from Region 3; 80% chose this role from Region 4; only 40% chose this role from Region 5; 100% chose this role from Region 6; 80% chose this role from Region 7; and 100% chose this role from Region 8. The majority of the consultants desired the role of Administrator/Instructional Leader for all regions except two (Regions 5 and 6). Sixty-six and six tenth percent of the consultants from Region 1 chose this role; 60% chose this role from Region 2; 80% chose this role from Region 3; 80% chose this role from Region 4; only 40% chose this role from Region 5; only 20% chose this role from Region 6; 60% chose this role from Region 7; and 100% chose this role from Region 8.

Question 4. Does the number of years of consulting experience make a difference in perceptions consultants have about the role of principals?

The number of years of consulting experience of consultants did not make a difference in their views of the actual role of principals with whom they work. The number of years of consulting experience did make a difference in their views of the desired role of principals with whom they work. Less experienced consultants and more experienced consultants had similar perceptions on both the actual and desired roles of the principals with whom they work.

Question 5. Do the gender and age of consultants make a difference in their perceptions about the role of the principal?

The gender of consultants did not make a difference in determining their views of the actual and desired role of principals with whom they work. The age of consultants did not make a difference in determining the actual role of principals with whom they work, but did make a difference in determining the desired role of principals with whom they work. One hundred percent of the age group 30-39 and 64% of the age group 40-49

chose the Administrator/Instructional Leader as the role desired, while only 50% of the 50-59 group and 33% of the 60 or older group chose that role.

Question 7. Does the existence of prior experience as a principal by consultants make a difference in their perception of the role of the principal?

The existence of prior experience as a principal did not make a difference in determining their perceptions of the actual and desired roles of principals with whom they work. A majority of the consultants chose the General Manager as the actual role of principals with whom they work and a majority of consultants chose the Administrator/Instructional Leader as the desired role for principals with whom they work regardless of the existence of prior experience as a principal.

Question 8. Does the consultants' perception of their role in regional education centers make a difference in their perception of the role of the principals with whom they work?

The consultants' perception of their actual role in regional education centers does not make a difference in their perception of the actual role of the principals with whom they work. A majority of the consultants who did not perceive their actual role in regional education centers as a Curriculum Leader likewise did not perceive the actual role of principals with whom they work as Curriculum Leaders.

Question 9. What types of relationships should exist between principal and consultant?

The interview data indicated that the type of relationship desired by consultants with principals with whom they work was one that focused on open, authentic communication, a team approach to problem-solving, and professionalism. The consultants expressed a genuine desire to assist principals with school improvement through a cooperative relationship.

The summary, conclusions, and recommendations for further study from this investigation are reported in Chapter V.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS
FOR FURTHER STUDY

Introduction

This study focused on state education agency curriculum consultants' perceptions

of the actual and desired roles of principals according to a five-conception framework

proposed by Brubaker and Simon (1986). SEA curriculum consultants based in

regional education centers across North Carolina were surveyed to determine their

perceptions of the actual and desired roles of principals with whom they work, the actual

and desired roles of principals across North Carolina, and their actual and desired roles

in a regional education center. Seven independent variables were selected and examined

to determine if they make a difference in influencing the consultants' perceptions of the

role of the principal. The independent variables were the educational region where the

consultant was employed, the length of consulting experience of the consultants, the

gender and age of the consultants, the level of educational attainment of the consultants,

the existence of prior experience as a principal by consultants, and the view held by the

consultants of their own roles in regional education centers.

In addition, 16 consultants were selected to be interviewed. A random, stratified

sample based on region of the state where employed and curriculum area assigned was

used to determine consultants to be interviewed. The interview responses of the 16

interviewed consultants were analyzed to give information about the desired relationship

between the principal and consultant.

A consultant's view of the role of the principal reveals a facet of the total picture

which is vital to an understanding of effective schools. Because consultants are external

personnel that can play a critical part in the schooling process, their opinion of what type of relationship should exist between principal and consultant is important.

In this chapter a summary of the study, conclusions, and recommendations for further study are presented. The insights gained will help with understanding the interaction of roles of the principal and consultant in order to enhance school improvement efforts.

Summary

This study surveyed state education agency curriculum consultants based in North Carolina's regional education centers to determine how they viewed the role of the principal and their own role. Forty-one consultants were surveyed to determine their perceptions about the actual and desired roles of principals with whom they work, the actual and desired roles of principals across North Carolina, and their actual and desired roles in regional education centers.

The questionnaire required biographical data from the consultants as to their regional education center assignment, their number of years of consulting experience, their gender, their age, their highest degree completed, and their prior experience as a principal. Interview data were collected to determine consultants' views of the desired relationship between principals and consultants.

The survey instrument was previously used to determine the perceptions of principals (Brubaker & Simon, 1986), central office persons (Briggs, 1986), teachers (Williams, 1987), superintendents (McRae, 1987), and assistant principals (Rogers, 1989). The validity of the instrument was supported by the literature and by the researchers listed above using similar survey instruments employing the five-conception framework for the role of the principal.

A summary of the data on the survey instrument collected through frequencies and percentages provided a picture of how consultants viewed the actual and desired roles of principals with whom they work, the actual and desired roles of principals across North Carolina, and their actual and desired roles in a regional education center. Seven independent variables were examined and the data were analyzed to determine the relationship between the independent variables and the perception of the role of the principal.

A summary of the data from the interviews collected through content analysis was used to determine the desired relationship between principal and consultant. The data obtained suggested the nature of the tacit propositions that informed the responses of the interviewees and revealed complex human interactions in public education and the consultants' responses to those interactions.

The findings of the study based on analysis of the data were the following:

1. A majority of the consultants surveyed desired the role of Administrator/Instructional Leader for the principals with whom they work. Although 80% of the consultants saw the principals with whom they work as a General Manager, only 2.5% desired that role for those same principals. Thirty-two percent of the consultants desired the role of Curriculum Leader for the principals with whom they work.

2. A majority of the consultants saw North Carolina principals operating as General Managers. The role of General Manager was not a role desired by consultants for North Carolina principals.

3. The majority of the consultants in each of the regions except Region 5 selected the role of General Manager for the actual role of principals with whom they work. The majority of consultants in Region 5 chose the

Administrator/Instructional Leader role. The majority of the consultants in each region except Regions 5 and 6 desired the role of Administrator/Instructional Leader. The majority of the consultants from Regions 5 and 6 desired the role of the Curriculum Leader for the principals with whom they work.

4. The number of years of consulting experience of consultants did make a difference in the consultants' perceptions of the desired role for the principals with whom they work. Similar perceptions by less experienced consultants (less than six years) and more experienced consultants (more than ten years) differed from perceptions of mid-career level consultants who had six to ten years of consulting experience.

5. The gender of consultants did not make a difference in their perceptions of the actual and desired role of principals with whom they work.

6. The age of the consultants did not make a difference in the consultants' views of the actual roles of principals with whom they work, but did make a difference in determining the desired role for those same principals.

7. The level of educational attainment of consultants did not make a difference in the views of the consultants of the desired role for principals with whom they work, but did make a difference in determining their view of the actual role for those same principals.

8. The existence of prior experience as a principal did not make a difference in determining their perceptions of the actual or desired roles of principals with whom they work.

9.   The consultants' perceptions of their actual role in a regional education

      center did not make a difference in their perceptions of the actual role of

      principals with whom they work.

10.   The type of relationship desired by consultants with the principals with

      whom they work was one that focused on open, honest communication, the

      team approach to problem-solving, and professionalism.

      To address the propositions of the study, the data were analyzed and the findings

are listed:

Proposition 1: State education agency curriculum consultants view the role of

principals with whom they work differently than the way they view the role of

principals across North Carolina.

Finding 1: The consultants did not view the role of the principals with whom they work

differently than the role of principals across North Carolina. Most consultants viewed

the actual role of the principals with whom they work and the principals across North

Carolina as the General Manager role. Most consultants viewed the desired role of the

principals with whom they work and across North Carolina as the

Administrator/Instructional Leader role.

Proposition 2: SEA curriculum consultants view the role of principals differently in

each region.

Finding 2: The majority of consultants saw the actual role of General Manager for the

principals with whom they work in all but one region. Region 5 saw the actual role of

principals with whom they work as Administrator/Instructional Leader. The majority

of consultants desired the role of Administrator/Instructional Leader for the principals

with whom they work in all but two regions. The majority of the consultants in Regions

5 and 6 desired the Curriculum Leader role for the principals with whom they work.

Proposition 3: The number of years of consulting experience of consultants has a bearing on the perceptions of consultants about the role of the principal.

Finding 3: The number of years of consulting experience of consultants made a difference in their views of the desired role of principals with whom they work.

Proposition 4: The gender and age of consultants has a bearing on the perceptions of consultants about the role of the principal.

Finding 4: The gender of the consultants did not make a difference in their views of the actual and desired role of principals with whom they work. The age of consultants did not make a difference in determining the actual role of principals with whom they work. The age of the consultants did make a difference in determining the consultants' views of the desired roles for the principals with whom they work.

Proposition 5: The level of educational attainment of consultants has a bearing on the perceptions of consultants about the role of the principal.

Finding 5: The level of educational attainment of consultants did not make a difference in determining the perceptions of consultants of the desired role of the principals with whom they work. The level of educational attainment did make a difference in determining the actual role of principals with whom they work.

Proposition 6: The existence of prior experience as a principal by consultants has a bearing on the perceptions of consultants about the role of the principal.

Finding 6: The existence of prior experience as a principal by consultants did not make a difference in determining the actual and desired roles of principals with whom they work.

Proposition 7: The view consultants have concerning their own role in regional education centers has a bearing on the perceptions of consultants about the role of the principal.

Finding 7: The view by consultants of their own role in regional education centers did not make a difference in their perception of the actual role of principals with whom they work.

Conclusions

The roles of the principal and the state-level curriculum consultant in curricular and instructional leadership are critical to school improvement. While much has been made of research findings that principals are the "key" to school improvement, in fact, it takes a constellation of players -- committed teachers, principals, central office personnel, and external personnel such as SEA curriculum consultants. Assistance from SEA curriculum consultants based in regional education centers can have a direct and important influence on school improvement by activities related directly to the changes teachers make in their classroom practices. Curriculum consultants actively engage in scanning for ideas and resources, linking teachers with training opportunities and engaging in all-important cheerleading and troubleshooting while improvement efforts are under way. Thus, the examination of the perceptions of consultants about the role of the principal in curriculum and instruction is significant in promoting effective school leadership to provide for cooperative working relationships between principal and consultant.

This study is based upon perceptions of SEA curriculum consultants in North Carolina. Those perceptions could certainly be influenced by a variety of factors. This study attempts to describe the role of the principal from a SEA curriculum consultant's viewpoint realizing that past experiences and current involvements influence those viewpoints.

Analysis of the data collected led to the following conclusions:

1.   Consultants perceive the principals with whom they work in the same way as they perceive principals across North Carolina. Most consultants believe the principals with whom they work are General Managers. Consultants perceive principals with whom they work in a lesser light than do teachers (Williams, 1987), superintendents (McRae, 1987), principals (Brubaker & Simon, 1986) or assistant principals (Rogers, 1989). The "halo effect" - it makes a difference with those principals out there (in general), but not with those with whom I work (in specific) - was not a factor. It can be concluded that consultants have not had sufficient interaction and involvement with principals in their region to view the actual performance of principals in a better light.

2.   The actual role of principals is viewed differently by consultants in Region 5 than in all other regions. The desired role of principals is viewed differently by consultants in Regions 5 and 6 than in all other regions. Consultants in Region 5 view the actual role of principals with whom they work in a better light than consultants in all other regions. Consultants in Regions 5 and 6 desire the role of Curriculum Leader for the principals with whom they work while other regions desire the Administrator/Instructional Leader role. Region 5 is in the north central part of North Carolina and is mostly urban. Competition is keen for good principals within the region. Region 6 is also in the urban Piedmont section of North Carolina and along with Region 5 generally has high expectations for principals to be Curriculum Leaders.

3.   The number of years of consulting experience of the consultant does not make a difference in the consultants' perceptions of the actual role of principals, but does make a difference in the consultants' perceptions of the desired role of principals. It can be concluded from the data collected that consultants with less experience and more experience tend to agree on the desired role of the principals with whom they work as

Administrator/Instructional Leader while consultants with 6-10 years of experience choose the Curriculum Leader role. This may be because less experienced consultants do not have enough knowledge concerning the ideal role of principals, and consultants with more experience may have become less idealistic.

4. The actual and desired roles of the principal are viewed the same by males and females. It can be concluded from the data collected, however, that there is more consensus among male consultants than females in their perceptions.

5. The actual role of principals is viewed the same by all age groups. The desired role of principals is viewed differently by different age groups. There seems to be no specific pattern to the differences as age increases; however, it can be concluded that as the consultants get older, a smaller percentage choose the Curriculum Leader role.

6. The level of educational attainment of consultants does not make a difference in determining their views of the desired role of principals. The level of educational attainment of consultants does make a difference in determining the actual role of principals. It can be concluded from the data collected that consultants with a Sixth Year degree see the role of principals with whom they work in a more positive way than consultants with a Master's degree or a Doctorate. The additional experience of earning a Doctorate does not necessarily allow consultants to identify principals who exhibit the characteristics of a Curriculum Leader.

7. The type of relationship desired by consultants with principals is one that focuses on open, authentic communication, the team approach to problem solving, and professionalism. It can be concluded from the interview data that consultants see increased rewards in school improvement when each has an understanding of the other's role.

In conclusion, consultants in North Carolina perceive the principals with whom they work as General Managers, but clearly prefer the role of Administrator/ Instructional Leader for those same principals. The majority of principals across North Carolina are viewed by the consultants as General Managers also. Consistent with the consultants' desire for the principals with whom they work, they prefer the role of Administrator/Instructional Leader for all principals in North Carolina.

Three of the seven variables investigated do not make a difference in the responses of consultants. The selections by consultants of the actual and desired role of the principal were similar regardless of the gender of the consultant, the existence of prior experience as a principal by the consultant, or the consultants' perception of their role in a regional education center. The region of the state where the consultant was employed does make a difference in the actual and desired roles which consultants viewed for the principals with whom they work. The number of years of consulting experience and the age of the consultants do make a difference in the desired role which consultants viewed for the principals with whom they work. The level of educational attainment does make a difference in the actual role which consultants viewed for the principals with whom they work.

Recommendations for Further Study

The instructional leadership of the principal in school reform is cited as critical and is supported throughout the research on effective schools. Principals must be instructional leaders if students are to make academic gains. To help achieve this goal, a cooperative working relationship between SEA curriculum consultants and principals is essential. State-level curriculum consultants based in regional education centers also work to improve instructional practices. Interaction between the principal and SEA

curriculum consultants will assist principals in creating and maintaining an effective school instructional program.

While the research indicates that the principal plays a major part in the success of a school, there is a need for more research into the relationship the principal has with other constituents at the state level such as student services consultants based in regional centers or Raleigh-based curriculum consultants in the main office. A clearer understanding of the principal can serve to promote positive interaction among the principal and various other external groups promoting effective schools.

This investigation combined qualitative and quantitative research methodologies. It is recommended that further inquiry be qualitative and include case studies. Case studies of several consultants or a consultant working with several schools would add insights to gain a more complete picture of interactions between principals and consultants. One advantage of the case study methodology is its emphasis on the uniqueness of both settings and participants.

Additional inquiry is needed into what factors influence a consultant's perception of the desired role of principals. The results of this study are so similar in regard to each of the independent variables that it is difficult to determine why consultants focused on either Administrator/Instructional Leader or Curriculum Leader as the desired role for principals with whom they work across North Carolina.

The methodology used in this study should act as a springboard that invites creative revision. Based upon the findings of this study, it is recommended that further research be conducted focusing on the influence of SEA curriculum consultants on effective schooling and effective school leadership. It is only through the presentation of research that the impact of SEA curriculum consultants on the leadership role of the principals can be fully appreciated and endorsed.

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APPENDIX A

Letter to Curriculum Consultants

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

School of Education

M E M O R A N D U M

DATE: September 1, 1968

TO: Regional Center Curriculum Coordinators

FROM: Pam Riley

RE: Study – "The Role of the Principal as Viewed by Curriculum Coordinators
in Regional Education Centers in North Carolina"

A positive learning environment where teachers can do the best possible
job is vital to an effective school. State education agencies can play
substantive and important roles in helping local schools establish this
setting. The role of the principal as a curriculum leader is the topic
of many articles and studies. I am conducting a study which will examine
the role of the principal from the state level curriculum consultant's
viewpoint.

You have primary responsibility for leadership in establishing a particular
curriculum area for grades K-12 by planning and coordinating services for
your region. Your assistance is needed to determine the perceptions which
curriculum coordinators in North Carolina's Regional Education Centers have
about the role of principals in curricular and instructional programs.
Please complete the enclosed questionnaire and conceptions of the principal
chart. Return them in the stamped, self-addressed envelope before
October 1, 1968. Your participation in this study is greatly appreciated.

Your name will not be identified in reporting the results. Your responses
will be kept confidential and your division will not be cited in any way.

Results of the survey will be sent to you. Thank you for your time and
assistance.

PR/lbr

Enclosure

APPENDIX B

Conceptions of the Principalship

Conceptions of the Principalship

1. Principal Teacher: Routinely engages in classroom teaching for a portion of each school day; also responsible for daily school routines and clerical duties; does not believe special training is needed to be an effective principal.

2. General Manager: Is the official liaison between the school and the central office; spends the majority of time on clerical duties; relies upon common sense and reacts to problems as they arise; has the right to give and enforce orders to teachers; implements the curriculum as mandated by the state and local school board.

3. Professional and Scientific Manager: Spends more time in classroom supervision than routine administrative duties; uses test data as a basis for planning, implementing and evaluating instruction; is accustomed to the bureaucratic command/compliance organizational system; is interested in efficiency and the use of time to meet management goals and objectives.

4. Administrator and Instructional Leader: Recognizes that his/her role encompasses both governance functions through the bureaucratic organizational structure; handles instructional leadership functions through a collegial organizational structure; expects and accepts some friction between governance and instructional leadership functions; treats teachers as professionals; gives them significant input into staff hiring, scheduling, evaluation, procurement of materials, selection of objectives, methods, etc.

5. Curriculum Leader: Views the curriculum in very broad terms to mean more than a course of study and what each person experiences in cooperatively creating learning settings; believes that the role of the principal is too complex to reduce to simple technical procedures; does not attempt to dichotomize the administrative and instructional functions, realizing that all tasks impact on what is learned; believes that the learning of adult educators is as important as the learning of children and youth.

NOTE: This questionnaire is adapted from The Five Conceptions of the Principalship by Larry Simon and Dale Brubaker, 1983.

APPENDIX C

Survey Instrument

STATE LEVEL CURRICULUM COORDINATORS
PERCEPTIONS OF THE PRINCIPALSHIP

Instructions:

1. In column A, please place a check mark beside the conception that most accurately describes most of the principals in your region.

2. In column B, please place a check beside the conception that most accurately describes where you think those principals should be.

3. In column C, please place a check beside the conception that you feel most accurately describes most of the principals across North Carolina.

4. In column D, please place a check beside the conception that most accurately describes where you think the principals in North Carolina should be.

5. In column E, please place a check beside the conception that most accurately describes what you are presently doing in your role in the regional center.

6. In column F, please place a check beside the conception that most accurately describes what you feel your role in the regional center should be.

A	B	C	D	E	F	
						1. Principal Teacher
						2. General Manager
						3. Professional/Scientific Manager
						4. Administrator/Instructional Leader
						5. Curriculum Leader

Please complete the following information:

1. Educational Region #_____

2. Number of years as a state level curriculum coordinator: _____

3. Were you every a principal? _____

   (Check all that apply)   K-5 _____   6-8 _____   9-12 _____

4. Number of years as a principal: _____

5. Your highest degree completed:

   bachelor's _____   master's _____   6th year _____   doctorate _____

6. Are you currently working on a degree? _____ yes _____ no

7. Sex: Male _____   Female _____

   Age: _____   20-29   _____   40-49   _____   60-69

          _____   30-39   _____   50-59

8. Check the professional publications/journals you receive:

   _____ EDUCATION LEADERSHIP   _____ OTHERS: Please List
   _____ PHI DELTA KAPPAN   _____
   _____ EDUCATION DIGEST   _____

9. Do you feel that you keep up-to-date with readings concerning curriculum?

   _____ yes   _____ no

10. What is the most important contribution of a principal to the effective operation of a school?

    _____

    _____

    _____

11. List two tasks which a principal should perform to help you do your job effectively?

1) _____

2) _____

Thank you for your time and assistance with the survey. Place this sheet along with the completed conceptions of the principalship chart in the stamped envelop and return to me by October 1. Thank you.

APPENDIX D

Follow-Up Letter to Consultants

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

School of Education

MEMORANDUM

DATE: October 8, 1988

  TO: Regional Center Curriculum Coordinators

FROM: Pam Riley

  RE: Study — "The Role of the Principal as Viewed by
       Curriculum Coordinators in Regional Education Centers
       in North Carolina"

     Several weeks ago I asked for your assistance with a
survey which I am conducting of curriculum coordinators'
perceptions of the role of the principal. If you have already
responded, please disregard this reminder and thank you for your
cooperation. If you have not participated in the survey, would
you please assist me by completing it now. Another survey is
attached.
     You will not be identified in reporting the results. Your
assistance with this study is appreciated. Thank you for your
time.

APPENDIX E

Interview Instrument

Interview Questions:

A Guide

1. Please review the five conceptions of the principalship. Which conception best complements your efforts as a regional state education agency curriculum consultant to facilitate school improvement and why?

2. In a recent survey state education agency curriculum consultants were asked to state the most important contribution of a principal to an effective school. The answers grouped around four themes: Leadership, Atmosphere, Support, and Organization. From your viewpoint as a regional center curriculum consultant, what are the elements that comprise Leadership? Atmosphere? Support? Organization?

3. On the same survey consultants were asked to consider the tasks a principal performs which help consultants do their jobs more effectively. The answers grouped around four themes: Staff Development, Instructional Leadership, Communication, and Support. From your viewpoint as a regional center curriculum consultant, how can consultants encourage these behaviors?

4. What types of relationships should exist between principal and consultant?

APPENDIX F

Free Response Data

Summary of the Free Response Data

In addition to the structured survey that asked curriculum consultants to select
one of the five conceptions, respondents were asked to provide additional information
about the role of the principal through two free-response questions. Through content
analysis, the comments were grouped, tallied, and placed in rank order to indicate tasks
or qualities mentioned most frequently by the consultants.

The first question (question 10 on the survey) asked the consultants to identify
the most important contributions of a principal to the effective operation of a school. All
but one consultant took the time to answer this question. The four qualities or tasks
mentioned most frequently in descending order were leadership, establishing a positive
atmosphere, support, and organization.

The most frequently mentioned word was leadership. Of the 40 consultants who
responded, 16 suggested that "leadership" was one of the contributions of a principal to
the effective operation of a school. In addition to the work leadership, eight consultants
used "instructional leader" to describe their idea of the principal as leader. One
consultant noted that the principal should "attend to the growth and development of
students and faculty." Another claimed that the leadership of the principal should
provide "a vision for the school." In addition to being an "instructional leader,"
consultants want principals who can provide "leadership in curriculum, human
relations and community relations.

Twelve of the 40 consultants responding mentioned establishing a positive
atmosphere as an important contribution of a principal, making it the second most
frequently mentioned trait. One consultant described a positive atmosphere as one
"where all elements of the school enterprise (people, programs, etc.) can function

effectively and efficiently." Another consultant wanted a principal who could "create an atmosphere conducive to learning." Consultants described this "atmosphere conducive to learning" as a place where teachers can teach children to think, to be expressive and to experiment." One consultant noted that the most important contribution of the principal to the effective operation of the school was "setting the tone." Principals who "establish climate for effective schools and address the total school population and staff needs" are preferred by consultants.

The third most frequently mentioned contribution, support, was noted by 11 consultants. In addition to the work support, consultants used other words to describe their idea of a supportive principal. One consultant noted that the principal should "facilitate" and "encourage" teachers. One consultant listed "concern" as a contribution. Another consultant said that principals should "strive to assist teachers by providing materials." Another claimed that the principal needs "to release the human potential within the staff by involving them in much more decision making in all areas of school life."

Organization of the school was the contribution which ranked fourth when consultants listed contributions a principal should make to the effective operation of the school. Eight consultants identified "good administrative ability." Others mentioned "organization of the program" by "striving to operate an excellent school." One consultant explained her view of organization as follows:

> . . .the principal must set goals and standards of excellence, communicate these to the faculty, staff, and students, and set up cooperative task forces to accomplish these goals.

It is interesting to note that the word manage or management was not mentioned by any consultant.

The second question (question 11 on the survey) asked curriculum consultants to list tasks performed by the principal which assist the consultants' efforts in school improvement. The four qualities or tasks mentioned most frequently were staff development, instructional leadership, communication, and support. Instructional leadership and support were also in the top four noted by consultants as important contributions of the principal to the overall operation of the school (question 10 on the survey).

The most frequently mentioned way a principal can assist consultants in school improvement was through staff development. Thirty-five of the 41 respondents listed the principal's involvement in and support for staff development as a quality which helps consultants facilitate school improvement. One consultant stated that the principal should "communicate with teachers regarding staff development information from the regional center and then support those staff development and curriculum development efforts."

After further analysis of the staff development responses, several key issues emerged. Consultants were most concerned over time and attendance, along with preparation and follow-up. One consultant sums up the comments of many by stating that the principal should "understand the staff development needs of teachers and provide release time for teachers to attend workshops." Several consultants noted the importance of having principals "be present at staff development activities." Numerous consultants seemed to be urging principals to "perform follow-up observations" based on the staff development. In general, consultants want principals to "support efforts to maintain a high level of curriculum awareness through workshops."

Instructional leadership was the second most frequently mentioned task for question 11. Comments by the 24 consultants who noted this task were similar to those

mentioned in question 10, except that the word "leadership" was only used twice. Even though leadership was considered the most important contribution of the principal to the effective operation of the school, in question 11, consultants chose to describe the tasks and duties involved rather than label them. One consultant noted that the principal should "become more knowledgeable of courses and course offerings by discipline." Another mentioned the effort to "help teachers to understand the need for teaching the curriculum as stated." A consultant summed up the critical value of instructional leadership to the consultants' efforts by stating the principals are most helpful when they are "keeping informed of curriculum changes and instructional strategies and assisting teachers in implementing positive changes.

Communication was mentioned by 15 consultants, making this task the third most important duty of the principal as perceived by curriculum consultants. Consultants want principal to "be willing to state openly the strengths and weaknesses the school has." One consultant noted that the principal should "understand the professional concerns and needs of the staff" and communicate these to the consultant. Another consultant wanted principals to be willing to "ask for assistance." Practices of principals should enable consultants to have "avenues of communication" with teachers. Consultants want principals to communicate information on staff development opportunities.

The fourth most frequently mentioned task desired by consultants for principals was support. In addition to support for staff development, 10 consultants wanted principals to "support innovative practices introduced to staff members" by consultants. One consultant wanted principals to "support ideas for change" and "to show encouragement for good programs offered" by consultants.

Consultant comments on questions 10 and 11 covered the entire realm of the role of the principal. Additional individual comments were worthy of notice:

"promotes interdisciplinary teams and integrated approaches to learning,"

"encourages collaboration and collegiality,"

"treats his staff professionally,"

"exercises fairness for staff,"

"permits teachers freedom to participate in curriculum projects,"

"meets regularly with teachers on curriculum issues for discussion,"

"encourages teachers to be aware of current trends and issues in education."

Two additional consultant comments can be used to summarize the role of the principal as viewed from the state level. One consultant reported that the role of the principal is "to provide an atmosphere where teachers feel that their professional needs are supported and where school programs are based upon student needs." Another said that the principal should "be available to talk good curriculum." All curriculum consultants responding to the survey assigned roles to the principal which are vital to a statewide curriculum program indicating the importance of the principal to the technical assistance model of state education agency curriculum efforts.

APPENDIX G

Survey Data on Reading Current

Professional Literature

Survey Data on Reading Current

Professional Literature

When surveyed consultants were asked to check the professional publications and journals they received the following results were obtained: Educational Leadership, 80%; Phi Delta Kappan, 61%; and Education Digest, 20%. If others were received they were asked to list them. Most consultants listed publications consistent with their curriculum area. The following publications were listed by more than one consultant:

ASCD

Social Education

NCTM Mathematics Teacher

Arithmetic Teacher

Science and Children

Science and Scope

Science Teacher

English Education

English Journal

American Vocational Association Journal

In addition, consultants were asked if they felt they kept up-to-date with readings concerning curriculum. Seventy-five percent of the consultants felt that they kept up-to-date with readings concerning curriculum, while only 25% felt that they did not keep up-to-date in that regard.

APPENDIX H

Regional Comparison Data

NORTH CAROLINA
DEPARTMENT OF PUBLIC EDUCATION

REGION	# of STUDENTS[1]	% of STUDENTS	# of TEACHERS[1a]	% of TEACHERS[1a]	4 Year COLL/UNIV.
I	60,919	5.5%	3590	6%	2
II	124,444	11.4%	6899	11%	2
III	174,334	16%	9967	16%	8
IV	139,972	12.8%	7859	13%	5
V	197,656	18%	11,301	18%	12
IV	192,142	17.6%	10,530	17%	12
VII	111,571	10.2%	6298	10%	2
VIII	91,855	8.4%	5419	9%	5
Totals	1,092,893	99.9%	61,863	100%	48

[1] North Carolia Public Schools Statistical Profile - 1986

[1a] Includes: Elementary, Secondary, Other, Guidance, Psychology, Librarian/AV

MAP OF THE PRESENT REGIONAL CENTERS
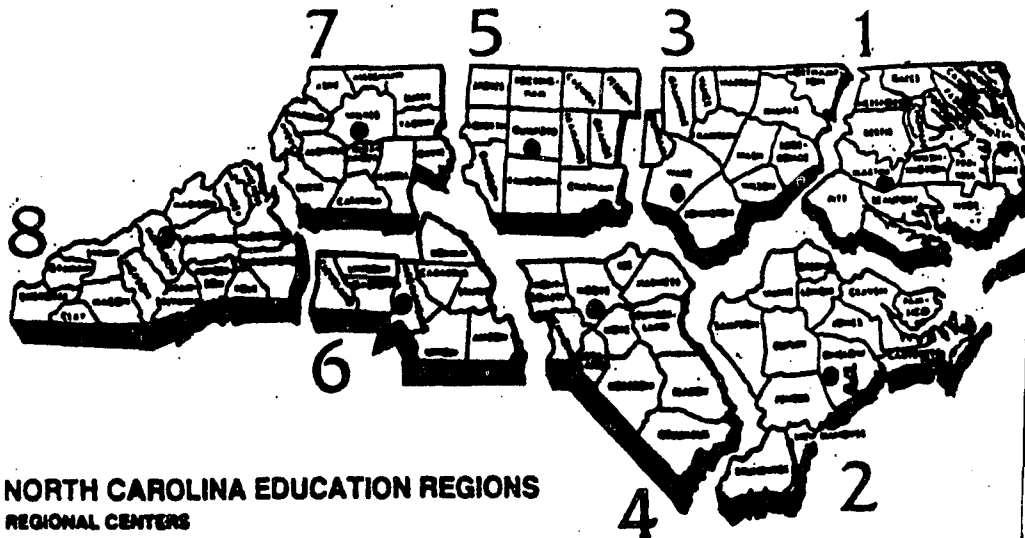
NORTH CAROLINA EDUCATION REGIONS

REGIONAL CENTERS

1 Northeast, Williamston	5 North Central, Greensboro
2 Southeast, Jacksonville	6 Southwest, Charlotte
3 Central, Zebulon	7 Northwest, Wilkesboro
4 South Central, Carthage	8 Western, Canton

MAP OF THE PROPOSED TECHNICAL CENTERS

(2) Northwest (4) Northeast

(1) Western

(3) Southwest (5) Southeast
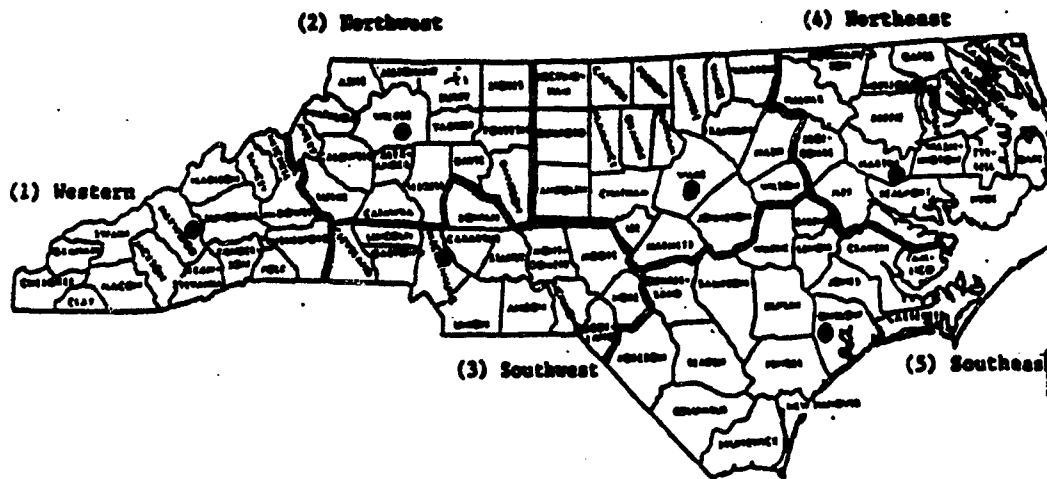
REGION	WESTERN	NORTHWEST	SOUTHWEST	NORTHEAST	SOUTHEAST	RALEIGH AREA
COUNTIES	16	16	14	18	17	19
SCHOOL SYSTEMS	18	23	19	22	21	30