

THE IDENTIFICATION OF CHANGE IN SCHOOL PRACTICE:
A STUDY OF PARTICIPANT RESPONSE FROM THE 1983 AND 1984
NATIONAL FELLOWS PROGRAM /

by

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(ABSTRACT)

The study surveyed two groups of elementary school principals who participated in the 1983 and 1984 NAESP National Fellows Program by means of a questionnaire; one hundred seventy-three principals from the 1983 program and one hundred twenty-six from the 1984 group. The questionnaire sought to gather information in an effort to determine whether the subjects made changes in their schools in five selected categories during the 1983-1984 school year, and if so, the sources the subjects cited as motivating them to undertake such a change.

The information indicated that the highest number of respondents (N=238) reported making changes or undertaking new initiatives in their instructional programs with a seventy-nine (79%) response in this category. There were differences between the two groups in two categories: creating busines/school

partnerships and management style. There was relatively little difference between the two groups in the final two categories: use of technology to provide information to students and marketing the good things about school.

The investigator concluded that (1) the principal does influence change in the school and the instructional program of the school receives the greatest level of involvement from the principal; and, (2) that the information provided by the principals indicated that conventions, books, and contact with other colleagues provided the most frequently cited sources for motivation to undertake change or new initiatives; and, (3) that participation in the NAESP National Fellows Program could be considered a strong motivating force for impacting change in the schools led by the participants.

DEDICATION

The work represented by this study is lovingly dedicated to my husband, _____, who cheerfully encouraged my use of time, energy, and money; who provided practical home support as well as valuable insight into the study. Without his encouragement, humor, support, and expressed pride in my undertaking, the study would not have been accomplished.

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Chapter 1

Introduction

As one reads the literature of school improvement, the school principal is found by many authors to be the key to school change (Khalil, 1982, La Plant, 1981). Recent research supports the view that the principal is the key to changes in school practice (Goodlad, 1970, La Plant and Tye, 1981, Khalil, 1982). The professional development of the school principal that results in change in school practice is a long standing concern of local, state, and national organizations interested in the nation's schools.

There are many professional development activities available to principals and each activity claims to provide experiences designed to improve the principal (Cornett, 1983). However, there is little evidence that the principals who participate in professional development activities make changes in their schools as a direct result of those activities.

There are many local, state and national organizations offering professional development activities for principals and each has its own philosophy, objectives and processes. These organizations evaluate the success of their program in meeting program objectives (ASAE, 1976). Few have examined the influence, if any, that their programs have had on the schools led by the program participants. It remains

to be established, then, just how or whether professional development impacts change in school practice and the sources that influence or motivate the principal to undertake change or new initiatives.

The Problem

La Plant (1981) asserts that the school is the unit of change in the educational system, and the principal is the prime mover in the school improvement process. While Khalil (1982) concedes that other factors contribute to school change, she asserts that the principal is the key to school change.

As early as 1958, the National Association of Elementary School Principals (NAESP) conducted a study of its members to identify "the main source of ideas for innovations that during the past three years have resulted in significant changes of practice in your school (curriculum, grouping, etc.)." NAESP recognized very early that the key ingredient to change in school practice is the principal and sought information from principals concerning the influences that motivated them. The study was replicated in 1968 and again in 1978.

In 1983, concerned with numerous reports about the nation's schools, NAESP designed a week long program to acquaint participants with a broader perspective of the

problems facing public education in America and the resources business can provide to help solve some of the problems. The participants were selected from an applicant pool and approximately two hundred principals attended each of two one week sessions in July, 1983, at the Florida Institute of Technology in Melbourne, Florida. The program was replicated with a few changes in July, 1984. Two days of the professional development was conducted by employees of the Walt Disney Corporation at its Environmentally Planned Community of Tomorrow Center in Orlando, Florida.

Three days of the 1983 and 1984 programs provided participants information on subjects as diverse as the Japanese student I.Q. study by Lynn (1981), ways to improve math, science, and computer curriculum, and the imperative of forging new business/school partnerships to provide resources to improve the nation's schools.

The questions the NAESP asked upon completion of the program were: a) was there any indication that this program made a difference in the improvement of the schools led by the principals who attended the National Fellows Program in 1983, and, b) if participants were asked one year after completion of the program whether or not they could identify changes in their schools that were initiated during the 1983-1984 school year, would the participants attribute the source of the ideas that motivated them to make changes in

their schools to their participation in the National Fellows Program in a significant manner?

Of additional interest to the researcher was the fundamental question of the importance of the study. What was of interest or singularity about the NAESP National Fellows Program that suggested a need for such a study?

The Need for the Study

The program was unique in its involvement of three different agencies interested in the nation's schools and information provided to students. A higher educational institution, the Florida Institute of Technology, had an interest in the continuing education of principals and indicated an interest in providing their facilities and personnel to assist NAESP in reaching program objectives. Walt Disney's EPCOT Center personnel had an interest in developing an awareness on the part of the principals concerning the resources that EPCOT Center provided to study the following:

1. Common responsibilities of theme parks and schools, such as safety, public relations, environmental education, and marketing.
2. The educational programs and instructional materials developed by Walt Disney personnel available to students.

NAESP had an interest in a program model that would demonstrate resources available to principals; and also, whether or not program planners were aware that principals would expect to receive practical help in meeting local school needs. For these reasons the researcher decided to study the NAESP National Fellows Program seeking answers to the following questions:

1. How or whether the program impacted change in the schools led by the principals who participated in the 1983 and 1984 NAESP National Fellows Program; and,
2. The sources that influenced or motivated the principals to undertake change or new initiatives in their schools.

For example, let us suppose that the NAESP National Fellows Program really did influence or motivate the principals who participated in the program to make change in their schools. It would appear that the following questions would need to be addressed:

1. What kind of changes did principals make in the instructional program, in their management style, or in the learning environment?
2. Could the principals identify the sources of the ideas that motivated them to make.

- changes in their schools?
3. If so, what sources might NAESP influence?
 4. Since the program drew participants from all across the United States as well as foreign countries, was there any commonality among the school changes?
 5. Would it argue well for program planners for the first NAESP National Fellows Program if participants had made no changes at all in their schools during the 1983-1984 school year?
 6. Would it argue well for the program planners if participants were unable to relate the changes made in their schools to any ideas or information gained during the 1933 National Fellows Program?
 7. Was the only observable benefit of attendance at this professional development opportunity for principals the increase in the experience base of the principal?
 8. Could information be collected about the type of principal who attended this program?
 9. Was there a demographic profile,

of the type of principal who attended this program, and if so;

10. What implications might this information have for program planners at NAESP?

NAESP program planners were interested in the study and its results for planning future National Fellows Programs as well as future national conventions and publications. The study begs the question should the National Fellows Program and the NAESP national convention compliment one another in information and opportunities for professional development or should they be repetitive, drawing on similar topics, speakers, and program materials?

In February, 1976, Lawrence-Leiter and Company conducted a survey of the members of the Foundation of the American Society of Association Executives, Inc., to determine the types of surveys being conducted by associations. The thirty-three ASAE members who responded to the survey indicated that they had been active in surveying their members within the past two years (1974-1976) with as many as twenty surveys conducted by one association; the median number was 4 and the mean 5.3. The number of respondents who indicated that they surveyed their membership "routinely" was equal to the number who indicated that they conducted member surveys "as needed." Most respondents said the primary objectives of their organizations past surveys were:

(a) program evaluations and needs (including publications), (b) association effectiveness (general, image, services provided), and, (c) economic and industry opinions and concerns. While there may be many organization survey evaluations of various programs offered to members, a post hoc study of change related to participation in a specific program may provide some additional insight to program planners.

The Purpose of the Study

The key to school change is the school principal. Most professional education organizations either local, state or national, have an interest in their training making a difference in the schools of the nation. The National Association of Elementary School Principals expressed interest in and support for a study that would examine responses from a group of its members to determine what relationship existed between changes in school practice during a given school year, 1983-1984, and their members' participation in the NAESP National Fellows Program during July, 1983.

The purpose of the study was, therefore, to examine relationships which existed between school change initiated by the elementary school principals during the 1983-1984 school year, and their participation in the 1983 National

Fellows Program. Other purposes were:

1. to provide information about the categories of school change initiated by the NAESP National Fellows of Session I, 1983, and Session I, 1984;
2. to provide information about the sources the NAESP National Fellows of Session I, 1983, and Session I, 1984, identified as influencing them to undertake school change during the 1983-1984 school year; and,
3. to analyze the demographic profile of the 1983 and 1984 NAESP National Fellows and,
4. to discuss the implication of these data for future planning.

Definitions Used in the Study

Some terms have been utilized in achieving the purposes of this study which might be unfamiliar to the reader. The following definitions are, therefore, provided to assist in a more thorough understanding of the study.

National Fellows Program -- a program planned and implemented in two sessions, each one week long: usually held in the month of July. The program is designed by the planners of NAESP at its national headquarters. The intent is continuing

professional development for school administrators.

National Fellow -- a participant selected for a week of study designed to increase individual knowledge and skill in selected areas of school administration, curriculum and instruction, and business industry partnership activities. The participants apply for acceptance by a national selection panel.

NAESP -- The National Association of Elementary School Principals, an incorporated voluntary association of 20,000 members representing elementary and middle school administrators.

EPOCT Center -- a nationally known and Walt Disney Corporation developed theme park, located at Orlando, Florida. EPCOT is the acronym for Environmentally Planned Community of Tomorrow. The park is recognized for its educational application of computer technology.

F.I.T. -- The Florida Institute of Technology, a privately owned educational institution, located at Melbourne, Florida. Established some twenty-five years ago to provide continuing education for computer scientists and others interested in information technology.

Limitations of the Study

Having outlined what the study attempted to do, it may be well to also examine what the study did not attempt to do.

The study did not examine any other professional development programs; it was confined to the responses of participants who were practicing elementary school principals and were participants of Session I of the 1983 NAESP National Fellows Program and Session I of the 1984 NAESP National Fellows Program.

The study did not evaluate the NAESP National Fellows Program. The study did not evaluate the changes made in the schools by the participants in the NAESP National Fellows Program nor did the study attempt to evaluate the sources the participants believed were influential in motivating them to undertake the changes or new initiatives in their schools during the 1983-1984 school year.

Two assumptions are noted for the reader. The first assumption was the belief that professional development included reading books and magazines, attending seminars, conferences and conventions, listening to speakers, and discussing school practices with colleagues. The second assumption of the study was that participants in the NAESP National Fellows Program may not be typical of the average practicing principal since participants applied for and were selected by a panel.

Overview of the Study

Following this general introduction to the study, related readings and research were reviewed in Chapter II. Chapter III reported the methodology utilized in the study with various summaries of the collected data appearing in Chapter IV. Implications of the data and recommendations for future action were considered in Chapter V. A citation of references and various appropriate appendices conclude this study.

Significance of the Study

The study is supported by NAESP because of the association's interest in the professional development of its members. This study adds to previous NAESP research about the sources that influence principals in undertaking school change. Decisions about NAESP professional development services can thus be considered from a newer information base.

This study may provide guidance to those interested in inferring the possible changes in the type of professional development models offered to principals.

Summary

The purpose of this chapter was to introduce the reader to the study, discuss the problem which invited the

researcher to undertake the study, discuss the purposes of the study, define some terms used in the study, discuss the limitations of the study, and provide the reader with an overview of the study.

Chapter 2

Review of the Literature

The purpose of this chapter is to review the literature and research on the principal's role in school change, to review the research on the impact on school change of the professional development programs offered to principals by local, state, and national organizations, and to review the research done by NAESP in 1958, 1968, and 1978 on the sources that influenced principals to make changes in their schools.

The growing body of research on the status of educational systems of the nation has reached the conclusion that principals play a key role in assuring the success of educational change. The literature reviewed repeatedly makes statements about the importance of the principal to the school. The principal is the key to the quality of life in a school asserts Sarason (1971). Doll, as early as 1969, referred to the principal's administrative leadership as the most crucial factor in any school. Edmonds (1979) and Brookover, et al. (1979) underscored the importance of the principal's leadership in instructionally effective schools. Armor, et al. (1976) suggests that among school level factors that affect reading achievement, the leadership role of the principal is one of the most

important.

In the literature of school change, a familiar echo is heard. The principal is said to be the keystone to educational change (Hall, et al., 1980, p. 20). Current studies tell us again and again that building level leadership is the single most important variable in changing an emphasis, setting a tone, implementing a program, opening or closing a possibility. (Lieberman and Miller, 1984, p. 61).

In 1976, Roland Barth wrote:

It is not the teachers, or the central office people, or the university people who are really causing schools to be the way they are or changing the way they might be. It is whoever lives in the principal's office.

Berman and McLaughlin (1978) wrote that the principal is central to change:

The principal is the gatekeeper of change. If you had to pick one figure in the school system who really matters in terms of whether you get change or not, it is the principal. (Berman and McLaughlin, 1978, p. 47).

In their study of the successful implementation of innovation in the schools, researchers Berman and McLaughlin (1978) observed principals' active support of an innovative project to increase the chances of teacher change and

perceived success.

Wyant and others (1980) reported a study designed to identify principal behaviors that are helpful and unhelpful in initiating and sustaining externally funded change projects (Wyant and others, 1980).

Some principals function as change agents while others do not. Mahan (1970) reported that sampled teachers ranked principals as the leading initiators of innovation in their school districts (Mahan, 1970).

A number of studies have sought to identify factors associated with the principal which relate to the use of innovative practices in schools (Ganz and Hoy, 1977; Gold, 1977; Granville, 1977; Fuhr, 1970).

Ganz and Hoy (1977) found that elementary principals hired from outside a school district were more likely to enact change than principals hired from inside the school district (Ganz and Hoy, 1977, pp 180-190). Johnson and Sloan (1977) observed that elementary principals identified as change agents in their study adhered to the principles of participatory management, tended to have greater experience as principals than nonchange agent subjects. Furthermore, sampled principals "recognized the need for effective communication with their constituents in an effort to bring about change in the educational setting" and "utilized a variety of thrust behaviors, defined as efforts

to 'move the organization' in bringing about change." (Johnson and Sloan, 1977, pp. 21-22).

Researchers at the Research and Development Center for Teacher Education at the University of Texas at Austin (Hall and others, 1980) found a relationship between building level stages of innovation adoption and the behaviors and concerns of elementary principals. They hypothesized that "the implementation of the innovation is different in different schools primarily because of the actions and concerns of the principal." (Hall and others, 1980, pp. 26-27).

Since the recurring theme of the importance of the principal in initiating change in the school had been established in the literature, the researcher turned to the literature reviewing the types of professional development of the principal that seem to encourage change in school practice. La Plant (1981) studied a group of 500 principals, the 1980-1981 I/D/E/A Principals Inservice Program. With a 22 percent response, he reported that the reason given by the respondents for their participation in the 1980-1981 I/D/E/A Principals Inservice Program was the improvement of their school program. Data indicated that the principal was very positive and accepted responsibility for school improvement. La Plant concluded that there was a need to find more effective ways of helping principals achieve

school improvement.

Garfield (1980), in his study to identify the events and activities that contribute to the professional renewal of elementary school principals concluded that principals view professional renewal in a professional sense and secondarily in a personal sense. Informal collegial networking proved to be a legitimate source of renewal. Workshops, seminars, conferences, and informal sharing were valued renewal activities within the district. Among his conclusions was that the need for professional renewal seemed to be more related to the characteristics of the job rather than to age, gender or number of years on the job. The professional renewal was not studied in relation to impact on change in the school.

In a study of member response and satisfaction with the Indiana Association of Elementary School Principals, Small (1980) found that "the most important function of the association and the least important to be its publications." The findings were based on a 48 percent response to a survey of some 817 members of the Indiana Association of Elementary School Principals. Members seemed to be reporting a need for professional development and looked to their association to provide such.

Studies relating participation in professional development activities to impact on change in the schools led by

participants receiving professional development were indeed parsimonious.

In-service programs for school administrators are conducted by local districts, professional organizations, private and public colleges, consulting groups, and state education agencies. The types of training include seminars, workshops, conferences, university courses, consulting services, and on-site coaching.

On the national level, various professional organizations and private foundations sponsor programs. The National Academy of School Executives, supported by the American Association of School Administrators, is an in-service program exclusively for practicing administrators. The Bush Public School Executive Fellows Program involves mid-career school administrators who are selected to participate in 35 days of instruction over a period of 18 months and are expected to complete a project aimed at solving a problem in their school. Teaching methods and content are heavily influenced by graduate schools of business administration and schools of management. Another approach, supported by the Charles F. Kettering Foundation, is the I/D/E/A Principals' Inservice Program. It involves a two year program in which groups of six to ten principals from a district agree to become involved, along with a trained facilitator. The facilitator then works with the

principals, building a collegial atmosphere. Topics are identified locally, and program materials and processes are utilized to achieve goals which focus on professional development and school improvement. One such program for 1980-1981 has already been referred to in this review (La Plant, 1981).

The Danforth Foundation sponsors the Danforth School Administrator Fellowship Program in which local principals, in selected locations, devote one day per week to professional development. A local coordinator, usually a university faculty member is chosen to work with the fellows.

On the state level, various types of in-service approaches are being utilized. One state collaborative effort should be noted. The Research-based Training for School Administrators Project, is sponsored by the Center for Educational Policy and Management, University of Oregon, and funded by the National Institute of Education (NIE). It uses an in-service training model to disseminate research findings and state-of-the-art literature. Project Leadership, a program developed by the Association of California School Administrators disseminates research using a peer network and relies on the finding that administrators carry an oral tradition of training one another. Persons come together in state meetings and then pass on information they learn. Programs have been developed for the states of

Oregon, Washington, and California (Pitner, 1982).

The Connecticut School Management Institute was implemented in 1980. This cooperative effort among the State Department of Education, the Connecticut Association of School Administrators, and faculty members at the University of Bridgeport is funded by state and local districts. Participants are involved in a three step process: diagnosis, training and coaching. The principals are assisted in diagnosing problems in their schools and in their own leadership effectiveness. They receive training in needed areas, then on-the-job coaching concerned with strengthening skills and resolving problems (Kranzyk, 1981).

In a survey of state in-service programs in 14 southern states made in 1981 by the South Carolina Administrators' Academy, participation of local districts in in-service programs for administrators varies from none to extensive programs, such as the new Principals' Center in the New Orleans area and the Miami-Dade Management Academy in Dade County, Florida. The main purpose of the Principals' Center is to draw together principals and other school administrators to address problems concerning educational administration. While each of these in-service programs represents an interest in the continuing development of human resources and recognizes the importance of the school principal to the change in school practice, few have

specifically researched the effectiveness of their programs in change impact on the schools led by participants.

Only a few studies have surveyed principals regarding their main source of ideas for innovation. In 1958, 1968, and 1978, NAESP conducted surveys of its members to determine the sources the principals identified as influencing innovation. Pharis and Zakariya (1979) in their research study compiled statistics from the three studies. The data is shown in Table 1.

Additional studies of elementary principals participating in research conducted by Ruff and Orlich (1974, N=100) and by Orlich and others (1977, N=165) most often cited textbook salesmen or publishers as their major source for information on curriculum innovations in both the social studies and science. District resources, such as the district curriculum coordinator, constituted the second most frequently cited source. (Orlich and others, 1976, p. 618; Ruff and Orlich, 1974, pp. 389-392).

Studies seemed to make clear the importance of the principal in implementing school change. Additional studies reported findings that indicated that professional development was planned and implemented by local, state, and national organizations interested in school change. A few studies examined what relationship existed between school

Table 1

Principals' Main Source of Ideas for Recent InnovationSummaries of Studies for 1958, 1968, and 1978

	<u>1978</u>	<u>1968</u>	<u>1958</u>
Other Principals			
and teachers	23.3%	16.2%	24.0%
Reading	18.9	18.9	8.0
Local Workshops	16.1	24.2	36.0*
Outside Consultants	9.5	10.4	xxxx
College Courses	9.4	7.8	4.0
Central Office Staff	9.3	14.9	21.0
State Conferences	7.3	4.6	xxxx
National Conferences	3.7	1.9	xxxx
Parents/Community			
Contacts	2.5	1.2	7.0

*Source: Pharis, William L. and Sally Banks Zakariya
The Elementary School Principalship in 1978: A Research
Study. Arlington, Virginia: National Association of
Elementary School Principals, 1979, p. 28. Copyright
1979 by the National Association of Elementary School
Principals. Used with permission.

innovation and participation in a special professional development program. Most conclusions reached by the investigators in the studies cited in this review agreed that more work was needed in determining how or whether participation in a specific program impacts change in the schools led by the program participants.

Summary

The purpose of this chapter was to provide a review of the literature and research on the principal's role in school change, to review the research done on program impact by the organizations offering the professional development to principals, and to review the research done by NAESP in 1958, 1968, and 1978 on the sources that influenced principals to make changes in their schools.

Chapter 3

Methodology

The purpose of this chapter is to describe the research on methodology of this study, list the research questions, explain the sampling technique, describe the data collection instrument and the administration of the questionnaire, and provide an explanation of the statistical procedures used to analyze the data.

Descriptive research methodology was utilized in this study. Kerlinger defines survey research as a selection and study of samples chosen from populations in order to discover the relative incidence, distribution, and interrelations of sociological and psychological variables (Kerlinger, 1973, p. 410).

The purpose of survey or descriptive research is to establish the status of the phenomenon under investigation (Mouly, 1970, p. 411).

Babbie stated that there are probably as many different reasons for conducting surveys as there are surveys (Babbie, 1973, p. 57). Babbie asserted that although there was great variety in the purposes for conducting surveys, a crosscut of purposes showed three general objectives:

1. description,
2. explanation, and,

3. exploration (Babbie, 1973, p. 57).

The preceding explanations provide the foundation for conducting this study; that is, to provide information and evidence regarding the relationship of changes made by elementary school principals during the 1983-1984 school year and their participation in an NAESP National Fellows Program.

The Design of the Study

The design selected for the study chose participants of Session I, 1983 NAESP National Fellows Program as the experimental group, the 1983 NAESP National Fellows Program as the experimental treatment, and the participants of Session I, 1984 as the control group. According to Kerlinger, this design has many advantages and is frequently used. Kerlinger states this design is frequently used to study change (Kerlinger, 1973, p. 336). This study surveyed two groups of elementary principals who participated in the 1983 and 1984 NAESP National Fellows Program by means of a questionnaire (Appendix A).

Among the advantages of the questionnaire is its greater impersonality, which may elicit more candid and objective replies (Mouly, 1970, p. 242). Sax states that another advantage claimed for the questionnaire is that each respondent receives the same set of questions phrased in

exactly the same way (Sax, 1979, p. 245). Dillman cautions that the mail questionnaire, more than any other type of questionnaire, requires careful construction, for it alone comes under the respondent's complete control and the questionnaire sent must truly be its own advocate (Dillman, 1978, p. 119)

The investigator chose survey procedures to study changes made during 1983-1984 in the schools led by the principals who participated in the 1983 and 1984 NAESP National Fellows Program for all of the reasons stated in the preceding paragraphs.

Research Questions

In an effort to answer the plaguing question of NAESP program planners, "What difference does the program make, after all?" this study focused on answering the following questions regarding the participants of Session I of the 1983 National Fellows Program and Session I of the 1984 NAESP National Fellows Program."

1. What was the demographic profile of the elementary principal who attended Session I, 1983 and Session I, 1984 National Fellows Program?
2. What changes did both groups make in their schools during the 1983-1984 school year?

3. What differences were there in the categories of change made by the 1983 group and the 1984 group?
4. What were the sources identified by the 1983 and the 1984 participants that motivated them to undertake change in their schools during the 1983-1984 school year?
5. Did participants of Session I, 1983 NAESP National Fellows Program attribute the source of the ideas that motivated them to make changes in their schools during the 1983-1984 school year to their participation in the program in a significant manner?

Sample

In order to answer the research questions, it was necessary to identify and generate two samples--one of the participants of Session I, 1983 NAESP National Fellows Program and the other of the participants of Session I, 1984 NAESP National Fellows Program. It should be noted that the principle of randomization may not apply to these groups since they were placed in their respective sessions

by their individual requests wherever possible, and by date of application to NAESP National Fellows Program. While the random nature of application is evident, the investigator cannot, with impunity, assume the groups to be equivalent since NAESP selected participants on criteria other than random selection. Kerlinger states:

It is possible, indeed necessary, to use designs that are compromises with true experimentation. Recall that true experimentation requires at least two groups, one receiving an experimental treatment and one not receiving the treatment or receiving it in a different form. The true experiment requires the manipulation of at least one variable, the random assignment of subjects to groups, and the random assignment of treatment to groups. When one or more of these prerequisites is missing for one reason or another, we have a compromise design (Kerlinger, 1973, p. 341).

In a compromise design one has no clear assurance that the experimental and control groups are equivalent. Such seems to be the case with the groups selected for this study.

For purposes of this study only elementary principals were selected for the survey. Participants of Session I, 1983 and Session I, 1984 of the NAESP National Fellows

Program were selected to participate in the study. Two hundred ninety-nine elementary school principals were selected to participate in the study. One hundred seventy-three were selected from Session I, 1983 NAESP National Fellows Program. One hundred twenty-six were selected from Session I, 1984 NAESP National Fellows Program. The researcher attended both Session I in July, 1983 and Session I in July, 1984 of the NAESP National Fellows Program.

Instrumentation

The same survey form used in this study was sent to both groups - Session I, 1983 and Session I, 1984 NAESP National Fellows - and was divided into ten parts. Five categories, each with two parts, provided the subjects open-ended response opportunity. Demographic data was gathered from the application forms sent to NAESP requesting selection for participation in the NAESP National Fellows Program.

The questionnaire sought to gather information in an effort to determine whether the subjects made any changes in their schools during the 1983-1984 school year, and if so, the sources the subjects cited as motivating them to undertake these changes or new initiatives. The reader will recall that a problem exists in the scarcity of research to indicate that the professional development offered to

principals produces change in the schools led by the principals who receive the professional development. Thus, the questionnaire attempted to gather information on the changes the principals made in their schools during a given year, 1983-1984, and whether there were sources the principals believed to be influential in motivating them to make the changes. The definition of professional development used in this study included reading books and magazines, attending seminars, conferences and conventions, and listening to speakers. An open-ended format on the questionnaire provided subjects a place to list any other sources they believed influenced or motivated them in undertaking the changes they made in their schools during the 1983-1984 school year. The investigator sought to have subjects identify changes and motivating influences in an open-ended format in an attempt to avoid bias in the questionnaire.

Specifically, subjects were asked to list any changes or new initiatives they had undertaken in their schools during the 1983-1984 school year in each of the following categories:

1. The instructional program,
2. Creating a business/industry partnership in their community,
3. The use of technology to provide information to students,

4. Marketing the good things about their schools, and,
5. Management style.

These categories were obtained from the program content of the 1983 and 1984 NAESP National Fellows Program and represented an operationalizing of the objectives of the program (Appendix B). Babbie defines operationalization as the development of specific research procedures (operations) that will result in empirical observations representing those concepts in the real world (Babbie, 1983, p. 122).

Following the development of the questionnaire, the researcher requested Dr. Samuel G. Sava, Executive Director, NAESP; Dr. Edward P. Keller, Deputy Director, NAESP; and two elementary principals, Dr. Robert Clark and Miss Nancy Poole, not selected in the study sample, to review the questionnaire for the following:

1. Were the directions to the questionnaire clearly stated?
2. Were the questions of sufficient interest to motivate the subject to answer the questions?
3. Were the sources inclusive enough to cover most professional development activities that were potential influences on the subjects?

4. Was the questionnaire attractive, easily read and positive in its frame?
5. Would the questions, when taken as a whole, answer the basic intent of this study?

Responses and suggestions from the NAESP staff and the principals were solicited with the intent of making changes in the questionnaire; however, the format and content of the questionnaire was approved by all the reviewers.

Collection of Data

A total of 216 subjects from Session I, 1983 were identified as a total of 212 from Session I, 1984 were identified and requested to participate in the study.

The questionnaire was placed in the program packet of Session I, 1984 NAESP National Fellows, on July 3, 1984. During the arrival orientation given by Dr. Samuel G. Sava, Executive Director, NAESP, participants were asked to complete the questionnaire and return it to the registration table. A follow-up questionnaire was mailed to nonrespondents in August, 1984. The same questionnaire was used accompanied by a letter from Dr. Samuel G. Sava, Executive Director, NAESP, again requesting subjects to participate in the study (Appendix C).

According to Raj, the initial response rate of a mailed survey may be barely 40 percent if you are lucky

(Raj, 1972, p. 117). Kerlinger affirms that responses to mail questionnaires are generally poor. Returns of less than 40 or 50 percent are common (Kerlinger, 1973, p. 414). A mailed survey return rate of 33.4 percent was achieved in this study.

According to Raj, neglecting nonrespondents will introduce a bias in results (Raj, 1972, p. 117). Kerlinger points out that every effort should be made to learn something about the characteristics of the nonrespondents (Kerlinger, 1973, p. 414). Thus the researcher conducted a telephone survey of selected subjects who had not responded to the questionnaire.

Random selection of every fourth nonrespondent for Session I, 1983 of the NAESP National Fellows Program provided a list of twenty-seven subjects. Random selection of every fourth nonrespondent for Session I, 1984, of the NAESP National Fellows Program provided a list of fifteen subjects.

A telephone interview was successfully completed with twenty subjects from Session I, 1983 and eleven subjects from Session I, 1984 of the NAESP National Fellows Program. The same questionnaire was used in the telephone interview as was mailed to Session I, 1983 National Fellows and placed in the program packet of Session I, 1984 National Fellows.

Data collection began in July, 1984 when the first

batch of questionnaires was completed. Questionnaires were sent in over a period of time from late July 1984 through December, 1984. The investigator began the telephone interviews the first week in February, 1985. By the end of March, 1985, a total of 341 questionnaires were received. Any questionnaire completed by a person in any role other than an elementary principal was discarded. Forty-two such questionnaires were discarded, leaving a total of 299 questionnaires analyzed for purposes of this study. Incompleted questionnaires could not be discarded since an assumption was made that a blank category meant that the subject had either made no change in the school in that category or chose not to respond in that category.

All responses from subjects of Session I, 1983 and Session I, 1984 were sorted into a comprehensive list following the critical incident technique of data analysis (Appendix B). Flanagan identifies the steps the researcher is to follow and points out that the sorting of incidents into common theme categories is the researcher's most difficult task (Flanagan, 1954, p. 345).

Following Flanagan's recommended procedure, this investigator took the following steps:

1. Compiled all responses from the questionnaires on separate note cards.
2. Grouped cards containing critical incidents (common categories) together.

3. Moved cards where the sorting was less clear-cut.
4. Developed single sentence summary statements for each pile of cards.
5. Collapsed summary statements into major categories.
6. Checked appropriateness of categories with two other elementary principals.

It should be noted that Stano warns that the individual investigator must use his own judgement on how many incidents are realistic, and the investigator must, on a case-to-case basis, consider any limitations on validity stemming from sample size. The added step of having two other principal practitioners validate the researcher's final categories was the investigator's attempt to insure that no significant data was overlooked.

All data were coded and entered on a computer terminal. The data were analyzed through the use of the Statistical Package for the Social Science (SPSS) computer routines. All questions from the survey instrument were analyzed using frequency distributions. Some of the five categories had responses from both of the sample groups, and these were analyzed according to cross-tabulation procedures. The computer facility at the Northern Virginia Graduate Center of Virginia Polytechnic Institute and State University was utilized to process the data.

Summary

The purpose of this chapter was to describe the methodology of this study, list the research questions, describe the development of the instrument, explain the sampling technique, the data collection procedures, and the statistical methods used in analyzing the data.

Chapter 4

Results

A description of the response data and the applied statistical techniques used in the study is presented in this chapter. The chapter is divided into three sections. The first section describes the demographic characteristics of the respondents. The second section of the chapter presents the findings with respect to each research question. The third section presents a summary of the chapter.

Demographic Characteristics of the Respondents

Description of Sample

Two sample groups were chosen as respondents. Participants of the NAESP National Fellows Program for Session I, 1983 and participants of Session I, 1984 who were elementary school principals were selected for the study. A total of 216 subjects from Session I, 1983 and a total of 212 subjects from Session I, 1984 of the NAESP National Fellows Program were identified and requested to participate in the study.

The survey questionnaire used in the study was divided into ten parts (See Appendix A). Five categories, each with two parts, provided the subjects with an opportunity for open-ended response. The questionnaire sought to gather

information in an effort to determine whether the elementary principals had made any changes in their schools during the 1983-1984 school year, and if so, the sources the principals cited that motivated them to undertake the changes or new initiatives.

A total of two hundred ninety-nine principals responded to the questionnaire with one hundred seventy-three from Session I, 1983 and one hundred twenty-six from Session I, 1984 of the NAESP National Fellows Program. Data collection began in July, 1984 and was completed in December, 1984. Telephone interviews with nonrespondents began in February, 1985 and were completed in March, 1985. Three hundred forty-one questionnaires were returned. Forty-two returns were discarded because the respondent was no longer an elementary school principal. A total of two hundred ninety-nine completed and acceptable responses to the questionnaire provided the data which was analyzed for this study. One hundred usable responses were received in response to the first mail-out, providing thirty-three percent (33.4%) of the sample. One hundred sixty-nine usable responses were received as a result of the second mail-out providing fifty-six percent (56.6%) of the sample. The remaining thirty responses were completed from telephone interviews which comprised ten percent (10.0%) of the survey sample. A distribution chart of the total survey response by session of the NAESP National Fellows Program is shown in Table 2.

Table 2

Distribution of Survey Response by Session of the NAESP
National Fellows Program

Session	Number of Participants	Number of Responses	Percent
1983	216	173	80.09%
1984	<u>212</u>	<u>126</u>	<u>59.43%</u>
Total	428	299	69.85%

Demographic and Personal Data Relative
to Respondent's Membership Electoral Zone

The participant response was analyzed according to sex, years in the position of elementary school principal, NAESP membership zone, and length of membership in NAESP. A distribution chart was provided for each demographic. Cross-tabulation tables were provided to give information on the number of years in the position of elementary school principal by NAESP membership zone, the length of membership by membership zone, and the participation in the NAESP National Fellows Program by zone and session. Chi-square tests for significance were computed for each cross-tabulation and were shown for each cross-tabulation table. Lastly a demographic profile of the NAESP National Fellows was provided to answer one of the research questions.

Sex of Respondent Groups

Over seventy percent (70.9%) of the respondents were from elementary school principals who were males. Twenty-nine percent (29.1%) of the respondents were from elementary principals who were females. Table 3 shows the response distribution by sex.

Table 3

Distribution of Response by Sex

	Frequency	Percent
Male	212	70.9%
Female	<u>87</u>	<u>29.1%</u>
Total	299	100.0%

Years of Experience as an Elementary Principal

The response to the question soliciting the number of years the respondents had held the position of elementary school principal ranged from one to thirty-two years of experience. For better management of the information, the data were grouped in class intervals with a width of five years. Table 4 provides the frequency of response in each interval and the percent of response for the interval. As indicated, the largest percent of response (sixty-two percent--62%) came from principals with from one-to-ten years experience. The remaining responses came from principals with eleven to thirty-two years of experience as principals of elementary schools.

The average number of years of experience in the position of elementary school principal in the response distribution was 9.84 years.

A cross-tabulation of years in the position of elementary school principal by length of NAESP membership provided information on participant experience as a principal grouped in five year intervals. The NAESP membership zones include all the United States and overseas. (See Appendix D for NAESP membership electoral zones.) The resulting chi-square test for significance was indeterminate due to the large number of cells with expected

Table 4

Distribution of Response by Years in Position of Elementary
School Principal

Class Intervals	Frequency	Percent
1 - 5 yrs.	93	31.10%
6 - 10 yrs.	93	31.10%
11 - 15 yrs.	56	18.72%
16 - 20 yrs.	35	11.70%
21 - 25 yrs.	12	4.01%
26 - 30 yrs.	9	3.01%
31 - 35 yrs.	<u>1</u>	<u>0.33%</u>
Total	299	99.97%

Table 5

Cross-tabulation of Years in the Position of Elementary Principal by NAESP Membership Zone

Zone	Count	Years in Position					15 to 20 Years	More than 20 Years	Row Total
		1 to 5 Years	5 to 10 Years	11 to 15 Years	15 to 20 Years	More than 20 Years			
1	15	10	8	8	2	43			
	34.9	23.3	18.6	18.6	4.7	14.4			
	15.1	10.8	14.3	22.9	9.1				
2	13	3	5	3	4	28			
	45.4	10.7	17.9	10.7	14.3	9.4			
	14.0	3.2	8.9	8.6	18.2				
3	4	11	8	3	4	30			
	13.3	33.7	26.7	10.0	13.3	10.0			
	4.5	11.3	14.3	8.6	18.2				
4	7	5	3	2		18			
	33.9	33.3	16.7	11.1		6.0			
	7.5	5.5	5.4	5.7					
5	9	11	13	4	2	39			
	23.1	28.2	33.3	10.3	5.1	13.0			
	9.7	11.3	23.2	11.4	9.7				
6	8	14	6	6	5	39			
	20.5	35.9	15.4	15.4	12.8	13.0			
	3.5	15.1	10.7	17.1	22.7				

Table 5 (Continued)

Cross-tabulation of Years in the Position of Elementary Principal by NAESP Membership Zone

Count	Years in Position					Row Total
	1 to 5 Years	5 to 10 Years	11 to 15 Years	15 to 20 Years	More than 20 Years	
	1	2	3	4	5	
Zone	7	15	8	5	4	45
Row Pct.	23.9	33.3	17.8	11.1	8.9	15.1
Col Pct.	14.0	16.7	14.3	14.3	18.2	
	8	16	5	2		37
	37.8	43.2	13.5	5.4		12.4
	15.1	17.2	8.9	5.7		
	9	7		2	1	20
	50.0	35.0		10.0	5.0	6.7
	10.3	7.5		5.7	4.5	
Column Total	93	93	56	35	22	299
	31.1	31.1	18.7	11.7	7.4	100.0

$\chi^2 = 41.6$ with 32 degrees of freedom with significance = 0.1+

frequencies of less than five.

NAESP Membership Electoral Zones

The distribution of response by NAESP membership electoral zones is shown in Table 6. Responses by zone are shown progressing from NAESP membership zone with the highest frequency of response to the membership zone with the lowest frequency of response.

As shown in Table 6 the highest frequency of response came from NAESP membership electoral zone 7 while the lowest frequency of response came from NAESP membership electoral zone 4.

Data were analyzed on the NAESP membership electoral zones by session attended by the respondents in the NAESP National Fellows Program. Table 7 identifies the frequency, row percent, and column percent for the two classes by region or zone.

Member response from electoral zone 6 of the 1983 NAESP National Fellows Program had the highest frequency of the response (N=27) for both sessions. Membership electoral zone 7 had the highest frequency of response (N=21) for the 1984 session of the NAESP National Fellows Program. Membership electoral zone 1 response was evenly distributed in both the 1983 and the 1984 sessions. The chi-square test for significance reported no significant relationship.

Table 6

Distribution of Response by NAESP Membership Electoral
Zone

Electoral Zone	Frequency	Percent
7	45	15.1%
1	43	14.4%
5	39	13.0%
6	39	13.0%
8	37	12.4%
3	30	10.0%
2	28	9.4%
9	20	6.7%
4	<u>18</u>	<u>6.0%</u>
Total	299	100.0%

Table 7

Cross-tabulation of NAESP Membership Zone (Region)
by Session in the National Fellows Program

	Count	Class		Row Total
		1983 NAESP Fellow	1984 NAESP Fellow	
Row Pct. Col Pct.		3	4	
Zone	1	22 51.2 12.7	21 48.8 16.7	43 14.4
	2	20 71.4 11.6	8 28.6 6.3	28 9.4
	3	19 63.3 11.0	11 36.7 8.7	30 10.0
	4	10 55.6 5.8	8 44.4 6.3	18 6.0
	5	21 53.8 12.1	18 46.2 14.3	39 13.0
	6	27 69.2 15.6	12 30.8 9.5	39 13.0
	7	24 53.3 13.9	21 46.7 16.7	45 15.1
	8	18 48.6 10.4	8 51.4 15.1	20 12.4

Table 7 (Continued)

Cross-tabulation of NAESP Membership Zone (Region)
by Session in the National Fellows Program

Count	Class	1983 NAESP		1984 NAESP	
		Fellow		Fellow	
Row Pct. Col Pct.					Row Total
		3		4	
Zone	9	12	8	20	
		60.0	40.0	6.7	
		6.9	6.3		
Column Total		173	126	299	
		57.9	42.1	100.0	

$\chi^2 = 7.3$ with 8 degrees of freedom and significance = 0.50

Length of Membership in NAESP

Membership in the NAESP was a requirement for acceptance into the National Fellows Program. All but one respondent was listed as a member of the NAESP (N=298) in both Session I, 1983 and Session I, 1984. The length of membership in NAESP of the respondents was tabulated and analyzed in two tables. The first distribution of response on length of membership in NAESP was grouped in class intervals. Each interval had a width of five. The frequency of response in each interval, and the percentage of response by interval is shown in Table 8. Seventy-four percent (73.9%) of the response for both sessions was from NAESP National Fellows who had been members of NAESP from one-to-ten years. The remaining twenty-six percent response (26.08%) came from NAESP National Fellows with length of membership ranging from eleven-to-thirty years.

The second table of demographics on length of NAESP membership provides a cross-tabulation of response by NAESP membership electoral zone and length of membership. Table 9 indicates that NAESP members with from one-to-five years membership in the organization represented 47.3 percent (N=141) of the response from participants of the NAESP National Fellows Program with every electoral zone represented. The fewest number of responses (N=13) represented 4.4 percent of the total number of respondents

Table 8

Distribution of Response by Length of Membership in
NAESP

Class Intervals	Frequency	Percent
1 - 5 yrs. membership	141	47.15%
6 - 10 yrs. membership	80	26.75%
11 - 15 yrs. membership	41	13.71%
16 - 20 yrs. membership	23	7.69%
21 - 25 yrs. membership	8	2.57%
26 - 30 yrs. membership	<u>6</u>	<u>0.33%</u>
Total	299	100.00%

Table 9

Cross-tabulation of Length of Membership by NAESP Membership Electoral Zone

Count	Length of Membership					More than 20 Years	Row Total
	1 to 5 Years	6 to 10 Years	11 to 15 Years	16 to 20 Years			
1	19 44.2	15 34.9	2 4.7	3 4.9	4 26.1	5 7.7	43 14.4
2	17 60.7	7 25.0	2 7.1	2 4.9	2 7:1	2 3.7	23 9.4
3	15 50.0	6 20.0	6 20.0	6 14.6		3 10.0	30 10.1
4	12 66.7	2 11.1	4 22.2	4 9.8			18 6.0
5	15 38.5	10 23.6	11 28.2	11 26.8	2 8.7	1 2.6	39 13.1
6	15 38.5	11 23.2	4 10.3	4 9.8	5 15.4	4 7.7	39 13.1
	10.5	13.8	9.8	26.1	23.1		

Table 9 (Continued)

Cross-tabulation of Length of Membership by NAESP Membership Electoral Zone

Count	Length of Membership					Row Pct.	Col Pct.	Row Total
	1 to 5 Years	6 to 10 Years	11 to 15 Years	16 to 20 Years	More than 20 Years			
	1	2	3	4	5			
Zone	7	11	6	5	4	45		
	19	24.4	13.3	11.1	8.9	15.1		
	42.2	13.8	14.6	21.7	30.8			
	13.5							
	21	10	5			36		
	58.3	27.8	13.9			12.1		
	14.9	12.5	12.2					
	8	8	1	2	1	20		
	40.0	40.0	5.0	10.0	5.0	6.7		
	5.7	10.0	2.4	8.7	7.7			
Column Total	141	80	41	23	13	298		
	47.3	26.8	13.8	7.7	4.4	100.0		

$\chi^2 = 45.02$ with 32 degrees of freedom with significance = 0.06

having twenty or more years of membership in NAESP, however there was no representation from NAESP membership zones 2, 4, and 8. The resulting chi-square test for significance was indeterminate due to the large number of cells (53%) with less than the expected frequency of 5.

Research Questions

The findings with respect to each research question are presented in this section. There were five categories in the survey questionnaire which provided information to answer the research questions. Each question on the survey had two parts: the first part of the question was a category in which the respondent was asked to list any related change or new initiative undertaken in his or her school during the 1983-1984 school year; the second part of the question, the respondent was asked to list the sources that he or she believed motivated the change or new initiative (See Appendix A for survey questionnaire).

Research Question 1.

What was the demographic profile of the principal who attended Session I, 1983 and Session I, 1984 of the NAESP National Fellows Program?

The information provided by the respondents indicated through a frequency count, that a profile of the elementary

school principal who attended Session I, 1983 and Session I, 1984 of the NAESP National Fellows Program showed:

- (1) 70 percent of the respondents were male;
- (2) an NAESP member from one-to-ten years;
- (3) the average length of experience as an elementary principal was 9.84 years; and,
- (4) the participants were relatively evenly distributed geographically across the NAESP membership electoral zones.

Research Question 2.

What changes did both groups make in their schools during the 1983-1984 school year?

The participants responding to the survey questionnaire indicated that changes or new initiatives had been undertaken in their schools in all five of the survey categories: (1) the instructional program; (2) creating business/school partnerships; (3) using technology to provide information to students; (4) marketing the good things about school; and (5) changes in management style. Table 10 summarizes the findings of the combined responses from both groups, Session I, 1983 and Session I, 1984 of the NAESP National Fellows Program. The data are ranked from highest to lowest in frequency of response.

SUMMARY TABLE

Table 10
Distribution of Participant Response by Category of Change or New Initiatives
Undertaken During 1983 - 1984

Category	Name	Frequency	Percent
1.	Instructional Program	238	79.6%
2.	Creating Business/School Partnerships	135	45.2%
3.	Using Technology to Provide Information to Students	123	41.1%
4.	Marketing the Good Things About School	201	67.2%
5.	Changes in Management Style	150	50.2%

As shown in Table 10 more than seventy-nine percent (79.6%) of the respondents from the combined groups made changes or undertook new initiatives in the instructional programs of their schools during the 1983-1984 school year. Over sixty percent (67.2%) of the respondents from the combined groups made changes or undertook new initiatives in marketing the good news about their schools during the 1983-1984 school year. Fifty percent (50.2%) of the combined groups made changes or undertook new initiatives in the way in which they managed their schools during the 1983-1984 school year. In two categories, creating business/school partnerships and using technology to provide information to students, over forty percent of the respondents reported making changes or undertaking new initiatives in these categories during the 1983-1984 school year.

While all participants responding to the survey questionnaire reported making some change or undertaking some new initiative during the 1983-1984 school year, a better understanding of the changes in each category can be obtained from studying the summary tables provided for each of the sub-categories.

The reader will recall that the investigator developed the sub-categories using the critical incident data classification methodology. This methodology was discussed

in Chapter Three of this study and the complete listing of response sub-categories can be found in Appendix B .

Table 11 provides a summary of the distribution of responses in the eight sub-categories of change in the instructional program. Once again, reported changes in the instructional program had the highest frequency and percent of response with 24.1 percent of the participants reporting they had made changes or undertaken new initiatives in the instructional program in their schools during 1983-1984. The remaining seven sub-categories are ranked by frequency and percent from highest to lowest in response.

The second highest response category in which respondents reported undertaking change or new initiatives in their schools during the 1983-1984 school year was in marketing the good things about their schools. As shown in Table 12, a summary of the findings from the highest to lowest frequency of response is provided for each sub-category.

The two most frequently reported sub-categories for marketing the good things about their schools were (1) the use of ceremonial duties of principals including host/hostess activities and information sharing responsibilities, and (2) the use of newspapers including writing weekly columns and placing advertisements.

SUMMARY TABLE

Table 11
Distribution of Response by Sub-categories of Change/New Initiatives in
Category 1. (Instructional Program) Undertaken during 1983 - 1984

Category	Name	Frequency	Percent
1.	Instruction	72	24.1%
2.	Curriculum	57	19.1%
3.	Computer Curriculum	39	13.0%
4.	Student Services	24	8.0%
5.	Supervision of Instruction	20	6.7%
6.	Discipline	12	4.0%
7.	Inservice	11	3.7%
8.	Conservation Curriculum	<u>3</u>	<u>1.0%</u>
	Total	238	79.6%

SUMMARY TABLE

Table 12
Distribution of Response by Sub-categories of Change/New Initiatives in
Category 4 (Marketing Good Things About School) Undertaken During 1983 - 1984

Change/New Initiatives (Marketing)	Frequency	Percent
1. Ceremonial Duties of Principal	40	13.4%
2. Newspapers	40	13.4%
3. Newsletters	38	12.7%
4. School Programs	36	12.0%
5. Student Work	27	9.0%
6. Developed School Marketing Plan	14	4.7%
7. Handbooks	<u>6</u>	<u>2.0%</u>
Total	201	67.2%

The third highest response category in which respondents reported undertaking change or new initiatives in their schools during the 1983-1984 school year was in management style. Table 13 summarizes the findings from highest to lowest frequency and percent of response in each of the six sub-categories.

As indicated from a frequency of N=150 of the total 299 respondents, 15 percent reported undertaking some change or new initiative in accountability which included increased measures for teacher accountability for pupil instruction and pupil accountability for academic achievement.

The fourth category of change or new initiatives in which NAESP National Fellows from both sessions reported making change or undertaking new initiatives was in the creating of business/school partnerships in the community. Table 14 summarizes the findings from the highest to lowest frequency of response and percent in each of the eight sub-categories which provide information for this category.

As shown in Table 14, the NAESP Fellows from the combined sessions (N=135) reported the highest frequency in the use of business donations to their schools as indices of business/school partnerships.

SUMMARY TABLE

Table 13
Distribution of Response by Sub-categories of Change/New Initiatives in
Category 5 (Management Style) Undertaken During 1983 - 1984

Change/New Initiatives (Management Style)	Frequency	Percent
1. Accountability	45	15.1%
2. Supervision	40	13.4%
3. Shared Decision Making	27	9.0%
4. Achievement	14	4.7%
5. Teacher Evaluation	14	4.7%
6. Discipline	<u>10</u>	<u>3.3%</u>
Total	150	50.2%

SUMMARY TABLE

Table 14
Distribution of Response by Sub-categories of Change/New Initiatives Under-
taken in Category 2 (Creating Business/School Partnerships) During the 1983 -
1984 School Year

Change/New Initiative (Creating Business/ School Partnerships)	Frequency	Percent
1. Business Donations	45	15.1%
2. Community Resources	37	12.4%
3. Manpower	13	4.3%
4. Incentive Awards	11	3.7%
5. School Resources	9	3.0%
6. Career Awareness	9	3.0%
7. Adopt-A-School	6	2.0%
8. Student Resources	<u>5</u>	<u>1.7%</u>
Total	135	45.15%

Ranked as the fifth and final category by frequency and percent of response from the NAESP National Fellows from both sessions, was the category of using technology to provide information to students. Table 15 summarizes the findings presented from highest to lowest frequency and percent of response in each of eight sub-categories which provide information for this category.

As shown in Table 15, the highest frequency and percent of response (27%) of the combined responses from both sessions indicated some change or new initiative in using computer technology had been undertaken during the 1983-1984 school year which provided information to students in the schools led by the respondents. The lowest frequency and percent of response of the combined responses from both sessions was in the use of robots (.3%) to provide information to students.

Research Question 3.

What differences were there in the categories of change made by the 1983 group and the 1984 group?

A summary Table 16 provides information and evidence that the 1984 group of the NAESP National Fellows Program reported making more changes or undertaking more new initiatives in their schools during the 1983-1984 school year than did the 1983 group.

SUMMARY TABLE

Table 15

Distribution of Response by Sub-categories of Change/New Initiatives in Category 3
(Using Technology to Provide Information to Students) Undertaken During 1983-1984

Change/New Initiative (Using Technology to Provide Information to Students)	Frequency	Percent
1. Computer Usage	82	27.4%
2. Software Usage	12	4.0%
3. Videotape Usage	8	2.7%
4. Word Processor Usage	6	2.0%
5. Cable T.V.	6	2.0%
7. Film Usage	2	.7%
8. Robot Usage	<u>1</u>	<u>.3%</u>
Total	123	41.1%

SUMMARY TABLE

Table 16

Summary Table of Comparison of the Distribution of Response in all Categories Between the 1983 and 1984

Groups

Category	Session	Frequency of Response	Percentage of Response
1. The Instructional Program	1983 NAESP National Fellow	114	38.12%
	1984 NAESP National Fellow	124	41.47%
2. Creating Business/School Partnerships	1983 NAESP National Fellow	26	8.69%
	1984 NAESP National Fellow	69	23.07%
3. Technology Use to Provide Information to Students	1983 NAESP National Fellow	61	20.40%
	1984 NAESP National Fellow	62	20.75%
4. Marketing the Good Things About School	1983 NAESP National Fellow	87	29.09%
	1984 NAESP National Fellow	111	37.12%
5. Management Style	1983 NAESP National Fellow	30	10.03%
	1984 NAESP National Fellow	77	25.75%

Responses in two categories, creating business/school partnerships and management style, provided information which indicated a striking difference between the 1983 and 1984 groups of the NAESP National Fellows Program.

The information provided by the 1984 group indicated that over twenty-three percent (23.7%) of the respondents made changes or undertook new initiatives in creating business/school partnerships in their schools during the 1983-1984 school year. In contrast, the 1983 group reported that just over eight percent (8.69%) of the respondents made changes or undertook new initiatives in creating business/school partnerships during the 1983-1984 school year.

The information provided by the 1984 group of NAESP National Fellows indicated that twenty-five percent (25.75%) of the respondents made changes or undertook new initiatives in their management style during the 1983-1984 school year. In contrast, the 1983 group reported that ten percent (10.3%) of the respondents made changes or undertook new initiatives in the style in which they managed their schools during the 1983-1984 school year.

There was relatively little difference reported by the two groups in three categories: (1) the instructional program, (2) technology use to provide information to students, and (3) marketing the good things about schools. The range of difference between the responses in these

three categories was from three tenths of one percent (.3%) in the use of technology to provide information to students to three percent (3.35%) in reported changes or new initiatives undertaken in the instructional program during the 1983-1984 school year.

Research Question 4.

What were the sources identified by the 1983 and the 1984 participants that motivated them to undertake change in their schools during the 1983-1984 school year?

Participants were asked to cite the sources that motivated the change or new initiatives they reported making in their schools during the 1983-1984 school year in each of five categories.

A summary Table 17 provides a distribution of the sources cited by participants as motivating them to make changes in their schools. The data were tabulated by category under the following sub-categories: (1) books, (2) magazines, (3) speakers, (4) seminars, (5) conventions, (6) conferences, and (7) other.

The 1983 group cited speakers, books, and conferences most frequently as providing their source of motivation for change or undertaking new initiatives in their schools during the 1983-1984 school year.

The 1984 group cited books, seminars, conferences and other sources including contact with other colleagues, as sources that influenced them to undertake change or new initiatives in their schools during the 1983-1984 school year.

Table 17

Distribution of Motivating Sources by Category Identified by Session I, 1983 and Session I, 1984 NAESP

National Fellows Expressed in Percents

Category	Books	Magazines	Speakers	Seminars	Conventions	Conferences	Other	
1. The Instructional Program	1983	67.9	56.8	62.9	53.5	52.8	56.8	41.4
	1984	32.1	43.2	37.1	46.5	47.2	43.2	58.6
2. Creating Business School Partnerships	1983	16.7	46.7	54.5	40.0	100.0	90.0	35.5
	1984	83.3	53.3	45.5	60.0	100.0	10.0	64.5
3. Technology Used to Provide Information to Students	1983	58.3	52.4	72.7	47.4	61.5	39.3	80.0
	1984	41.7	47.6	27.3	52.6	38.5	60.7	20.0
4. Marketing the Good Things About School	1983	33.3	47.1	45.5	27.3	45.5	35.3	47.8
	1984	66.7	52.9	54.5	72.7	54.5	64.7	52.2
5. Management Style	1983	54.5	47.4	54.5	56.3	62.5	30.8	53.3
	1984	45.5	52.6	45.5	43.8	37.5	69.2	46.7

Both the 1983 and 1984 groups cited conventions as motivating them to undertake change 100 percent of the time.

To assist the reader in understanding Table 17, it should be noted that the percents across each row total more than 100 percent due to multiple responses in several categories.

Research Question 5.

Did participants of Session I, 1983 NAESP National Fellows Program attribute the source of the ideas that motivated them to make changes in their schools during the 1983-1984 school year to their participation in the program in a significant manner?

A problem exists about the lack of evidence to support whether or not participation in a specific professional development program impacts change in the schools led by the principal who participates in the professional development activities. To answer research question five, the participants were asked to cite any seminars or conferences they believed motivated them to undertake change or new initiatives in their schools during the 1983-1984 school year. The investigator tabulated the frequencies that the participants of Session I, 1983 and 1984 of the NAESP National Fellows Program cited the Fellows Program as a motivating source for change. Table 18 provides information for both the 1983 and 1984 groups.

Table 18

Distribution of Response Citing NAESP National Fellow Program as
Motivating Source for Change in Participant's Schools During the
1983-1984 School Year

Session	Seminars		Conferences	
	Frequency	Percent	Frequency	Percent
1983 NAESP National Fellows	21	12.0%	21	12.0%
1984 NAESP National Fellows	8*	6.3%	8	6.3%

*Responses from 1984 group might be attributed to: (a) attendance at both 1983 and 1984 programs; and (b) telephone interviews with 1984 participants may have provided responses on influence of 1984 program rather than 1983 program.

The information reported by the respondents indicates that participants of the 1983 NAESP National Fellows Program cited the NAESP National Fellows Program as a motivating influence for change in their schools during the 1983-1984 school year twice as often as the 1984 group. The fact that any 1984 participants identified the 1983 NAESP National Fellows Program as influencing them to undertake change in their schools during the 1983-1984 school year is surprising. The eight responses from the 1984 group can be attributed to: (a) the possibility that some of the 1984-1985 National Fellows were in attendance at the 1983 National Fellows Progra, and (b) respondents were influenced by colleagues who attended the 1983 National Fellows Program, and (c) the efforts to follow-up the low response rate by 1984 National Fellows with telephone interviews were "cluttered" by principals' assessment of the 1984 program rather than the 1983 program. The total number of responses in this sub-category of motivating sources represents slightly more than nine percent (9.6%) of the total number of participants. However, of those respondents that did cite the NAESP National Fellows Program as a motivating source for change or new initiatives undertaken in their schools during the 1983-1984 school year, the larger response was from the participants of Session I, 1983, the experimental group of the study.

Summary of the Chapter

A description of the response data and the statistical techniques used in the study was presented in this chapter. The chapter was divided into two sections.

The first section described the demographic characteristics of the respondents. Tabulation of the distribution of response by sex, years in the position as an elementary school principal by NAESP membership electoral zone, and length of membership in NAESP was provided.

The second section of the chapter presented the findings with respect to each research question.

Chapter 5

Summary, Conclusions, and Recommendations

The purpose of this chapter is to present a summary of the study that was conducted. The summary will include a review of the need and purpose of the study, a restatement of the research questions, a summary of related literature, a description of the research methodology employed, and the conclusions derived from analysis of the data. Recommendations for further research will also be made.

Summary

Research supports the view that the principal is the key to changes in school practice (Goodlad, 1970; La Plant and Tye, 1981; Khalil, 1982). The professional development of the school principal that results in change in school practice has been a long standing concern of local, state, and national organizations interested in the nation's schools.

There were many professional development activities available to principals and each activity claimed to provide experiences designed to improve the principal (Cornett, 1983). However, there was little evidence

that the principals who participated in professional development activities made changes in their schools as a direct result of those activities.

There were many local, state, and national organizations offering professional development activities for principals and each had its own philosophy, objectives, and processes. Most of these organizations evaluated the success of their programs in meeting program objectives (ASAE, 1976). Few had examined the influence, if any, that their programs had made on the schools led by the program participants. It remained to be examined, then, just how or whether professional development activities impacted change in school practice and the sources that influenced or motivated the principal to undertake change or new initiatives.

As early as 1958, the National Association of Elementary School Principals (NAESP) conducted a study of its members to identify "the main source of ideas for innovations that during the past three years have resulted in significant changes of practice in your school (curriculum grouping, etc.)." NAESP recognized very early that the key ingredient to change in school practice was the principal and sought information from principals concerning the influences that motivated them.

In 1983, concerned with numerous reports about the nation's schools, NAESP designed a week-long program to

acquaint participants with a broader perspective of the problems facing public education in America and the resources business could provide to help solve some of the problems. The program was unique in its involvement of three different agencies interested in the nation's schools, a higher educational institution, the Florida Institute of Technology, the Walt Disney EPCOT center and its personnel, and NAESP, a national membership organization representing twenty-thousand elementary and middle school principals. NAESP had an interest in a program model that would demonstrate resources available to principals and also, whether or not the program planners were aware that principals expected to receive practical help in meeting local school problems. For these reasons the researcher decided to study the NAESP National Fellows Program seeking answers to several research questions.

Research Questions

In an effort to answer the plaguing question of NAESP program planners "What difference does the program make after all?" the study focused on answering the following questions from the responses provided by participants of Session I of the 1983 NAESP National Fellows Program and Session I of the 1984 NAESP National Fellows Program.

Research Question 1.

What was the demographic profile of the type of principal who attended Session I, 1983 and Session I, 1984 of the NAESP National Fellows Program?

Research Question 2.

What changes did both groups make in their schools during the 1983-1984 school year?

Research Question 3.

What differences were there in the categories of change made by the 1983 group and the 1984 group?

Research Question 4.

What were the sources identified by the 1983 and the 1984 participants that motivated them to undertake change in their schools during the 1983-1984 school year?

Research Question 5.

Did participants of Session I, 1983 of the NAESP National Fellows Program attribute the source of the ideas that motivated them to make changes in their schools during the 1983-1984 school year to their participation in the program in a significant manner?

Summary of Related Literature

The growing body of research on the status of the educational systems of the nation reached the conclusion

that principals play a key role in assuring the success of educational change. The literature reviewed for this study contained numerous statements about the general importance of the principal. Edmonds (1979) and Brookover, et al., (1979) underscored the importance of the principal in instructionally effective schools. Armor, et al., (1976) suggested that among school level factors that affected reading achievement, the leadership role of the principal was one of the most important.

A familiar echo was heard in the literature of school change. The principal was said to be the keystone to change (Hall, et al., 1980). The RAND Corporation study by Berman and McLaughlin, (1975) described principals as "gatekeepers of change." Mahan (1970) reported that sampled teachers reanked principals as the leading initiators of innovations in their school districts.

Since the recurring theme of the importance of the principal directly correlating to change in the school had been established in the literature, the researcher reviewed the literature concerning the types of professional development of the principal that seemed to encourage change in school practice. La Plant (1981) studied a group of five hundred principals who participated in the 1980-1981 I/D/E/A Principals Inservice program. Data indicated that the reason given by the respondents for their participation in the program was the improvement of their school programs.

La Plant concluded that there was a need to find more effective ways of helping principals achieve school improvement.

Garfield (1980) studied the events and activities that contributed to the professional renewal of elementary school principals and concluded that principals viewed professional renewal in a professional sense, and secondarily, in a personal sense.

Studies relating professional development activities to impact on change in the schools led by the participants receiving the professional development were sparse.

A review of the inservice programs for school administrators indicated that such programs are conducted by local districts, professional organizations, private and public colleges, consulting groups, and state education training agencies. The types of training included seminars, workshops, conferences, university courses, consulting services, and on-site coaching. Few of the state and national organizations had sought information on how or whether their professional development activities had impacted change in the schools led by participants in their programs.

Research Methodology

Descriptive research methodology was utilized in this study. The purpose of survey or descriptive research

is to establish the status of the phenomenon under investigation (Mouly, 1970). Description, exploration, and explanation were the three general objectives for conducting the survey which provided information and evidence regarding the relationship of changes made by elementary school principals during the 1983-1984 school year and their participation in the NAESP National Fellows Program.

The design selected for the study chose participants of Session I, 1983 of the NAESP National Fellows Program as the experimental group, the 1983 NAESP National Fellows Program as the experimental treatment, and the participants of Session I, 1984 of the NAESP National Fellows Program as the control group. According to Kerlinger, this design has many advantages and is frequently used to study change (Kerlinger, 1973).

This study surveyed two groups of elementary school principals who participated in the 1983 and 1984 NAESP National Fellows Program by means of a questionnaire. For purposes of this study, only elementary school principals were selected for the study. Two hundred ninety-nine principals were selected to participate in the study; one hundred seventy-three principals from Session I, 1983 of the NAESP National Fellows Program and one hundred twenty-six were selected from Session I, 1984 of the NAESP

National Fellows Program. A questionnaire sought to gather information in an effort to determine whether the subjects made any changes in their schools during the 1983-1984 school year, and if so, the sources the subjects cited as motivating them to undertake such changes or new initiatives.

A problem exists in the scarcity of research to indicate that the professional development offered to principals influences change in the schools led by the principals who received the professional development.

All responses from the subjects were sorted into a comprehensive list following the critical incident technique of data analysis. These comprehensive lists were collapsed into common variables. Two practicing elementary principals, not included in the study, reviewed the researcher's final categories and this step represented the researcher's attempt to insure that no significant data were overlooked.

All data were coded and entered on a computer terminal. The data were analyzed through the use of the Statistical Package for the Social Sciences (SPSS) computer routines. All questions from the survey questionnaire were analyzed using frequency distributions. Some of the five categories in the survey had responses from both groups, and these were analyzed according to cross-tabulation procedures. The computer facility at the

Northern Virginia Graduate Center of Virginia Polytechnic Institute and State University was utilized to process the data.

Conclusions

The information reported by the respondents provided evidence that all of the participants of both sessions (N=299) had made changes or undertaken new initiatives in their schools during the 1983-1984 school year.

The information indicated that the highest number of respondents (N=238) reported making changes or undertaking new initiatives in the instructional programs of their schools with a seventy-nine percent (79%) response in this category. There was a strong similarity of response in this category indicating little difference between the 1983 and 1984 groups in making changes or undertaking new initiatives in the instructional program in their schools during the 1983-1984 school year.

The information provided by these participants seemed to support the claim of the literature reviewed in Chapter II of this study; that the principal does, indeed, influence change in the school and that he or she exercised the greatest involvement in undertaking new initiatives in the instructional program of the school during 1983-1984.

Two categories, creating business/school partnerships and management style, provided information which

indicated a striking difference between the 1983 and 1984 groups of the NAESP National Fellows Program.

The information provided by the 1984 group indicated that more than twenty-three percent (23.7%) of the respondents made changes or undertook new initiatives in creating business/school partnerships in their schools during the 1983-1984 school year. In contrast, the 1983 group reported that eight percent (8.69%) of the respondents made changes or undertook new initiatives in creating business/school partnerships during the 1983-1984 school year.

This information seems to suggest that participation in the NAESP National Fellows Program had little influence on the 1983 group in motivating them to create business/school partnerships in their schools during the 1983-1984 school year. Moreover, the information seems to suggest that respondents from the 1984 group were already involved in creating business/school partnerships prior to their participation in the NAESP National Fellows Program. While the information regarding impact of the program on school change in these categories is inconclusive, it might be concluded that NAESP program planners designed a program that attracted principals who were interested in both these categories and wanted more information and skills to continue creating business/school partnerships.

The information provided by the 1984 group of NAESP National Fellows indicated that more than twenty-five percent (25.75%) of the respondents had made changes or undertaken new initiatives in the style in which they managed their schools during the 1983-1984 school year. In contrast, the 1983 group reported that ten percent (10.3%) of the respondents had made changes or undertaken new initiatives in the style in which they managed their schools.

This information seems to suggest that the 1983 group was less concerned with reporting changes or new initiatives in management style than the 1984 group. However, it could also be reasoned that the 1983 group was satisfied with their management practices and found no motivating influence to change as a result of their participation in the NAESP National Fellows Program. It is also possible to conclude that the 1984 group was more "management oriented" than the 1983 group and therefore, reported more changes or new initiatives undertaken during the 1983-1984 school year in this category.

The remaining two categories, technology used to provide information to students and marketing the good things about schools, provided information which indicated relatively little difference in the reported changes or new initiatives undertaken in the schools during the 1983-

1984 school year by the two groups of the NAESP National Fellows Program.

This information seems to suggest that participation in the NAESP National Fellows Program was not a strong mitigating factor for the 1983 group since there was relatively little difference between the two groups in their responses in these two categories. As shown in the program of the NAESP National Fellows Program found in Appendix E, it could be reasoned that both groups were attracted to the NAESP National Fellows Program because they were already active in their schools during the 1983-1984 school year in the use of technology to provide information to students and in marketing the good things about their schools. The program planners of the NAESP National Fellows Program provided opportunities for additional training for participants in both these two categories thereby demonstrating their understanding that participants expected a program model that provided the participants practical help in school practice.

Participants were asked to cite the sources that motivated the changes or new initiatives they reported making in their schools during the 1983-1984 school year. Both the 1983 and 1984 groups of the NAESP National Fellows cited sources which motivated them to make changes in their schools. The 1983 group cited speakers, books, and

conferences most frequently as providing their source of motivation for making changes or undertaking new initiatives in their schools during the 1983-1984 school year. The 1984 group cited books, seminars, conferences and other sources including contact with other colleagues, as influencing them to undertake change or new initiatives in their schools. Both groups cited conventions one hundred percent (100%) of the time as a motivating source for change in their schools.

The information provided by the respondents seems to argue well for program planners of state and national conventions. Conventions include all the sources the principals reported as motivating influences on school practice. Perhaps a strong case could be made for more principals to have the professional development opportunities afforded by attendance at state and national conventions of various professional organizations. Opportunities for collegial interchange of ideas with other practicing principals is already a part of NAESP national conventions and the information provided in this study strongly supports continuation of that forum for principals to provide professional development for one another.

A problem exists about the lack of information to provide evidence to answer the question of whether or not

participation in a specific professional development program impacts change in the schools led by the principals who participate in such professional development activities. Participants in the study were asked to cite any seminars or conferences they believed motivated them to undertake change or new initiatives in their schools during the 1983-1984 school year. The investigator tabulated the number of times the participants of both groups cited the NAESP National Fellows Program as a motivating source for change. The information reported by the respondents indicated that participants of the 1983 group cited the NAESP National Fellows Program by name twice as frequently as the 1984 group. With a twelve percent (12%) response from the 1983 participants, it can be concluded that the experimental treatment, the 1983 NAESP National Fellows Program, was believed to be influential in motivating the participants to initiate change in their schools during the 1983-1984 school year.

Finally, information concerning the demographic profile of the principals who attended both the 1983 and 1984 sessions of the NAESP National Fellows Program showed that seventy percent (70.0%) of the principals who responded were male; had been members of NAESP for 9.84 years with thirty-one percent (31%) having held the position of elementary principal from one to five years; thirty-one percent (31%) from six to ten years; and that participants

were relatively evenly distributed geographically across the NAESP electoral membership zones.

The demographic information seems to suggest that NAESP program planners are attracting male principals more readily than female principals. Moreover, the information suggests that experienced principals seek professional development activities aimed at increasing their information and skills. The demographic information further suggests that NAESP program planners attracted and selected a wide geographical diversity from its membership electoral zones.

Recommendations for Further Study

The recommendations for further study offered by this investigator are rooted in two precautions: (1) that care should be exercised in generalizing any results of this study due to the principle of randomization and, (2) that there was no clear assurance that the experimental and control groups were equivalent. Additionally, the reader will recall that the investigator made an initial assumption that the participants in this study may not have been typical of the average practicing principal, since the participants applied for the NAESP National Fellows Program. With these provisions to the application of the findings of this study to further research efforts, the

investigator suggests the following recommendations:

1. Further study may need to be done to determine whether the assumption made by this investigator that this group of elementary principals might be atypical due to their self-selection for participation in the NAESP National Fellows Program is supported by evidence from the larger population of the NAESP membership.

2. Further study of the most frequently cited sources the respondents indicated that motivated them to undertake changes or new initiatives in their schools might be of interest to NAESP and others as they consider the influence of publications, conferences, and conventions.

3. Further study might be considered by NAESP program planners for ways to attract more female principals as participants in subsequent NAESP National Fellows Programs.

4. Further study of change in school practice relating to years of experience as an elementary school principal might provide information for those wishing to make inferences about the principal as a change agent.

5. Further study of the influence of other sources that motivate principals such as colleagues, superintendents, and parents might provide information for those wishing to make inferences concerning influences on the principal that motivate him or her to undertake school change.

Completion of this study, limited in its focus to two groups of NAESP National Fellows Program participants, suggests that a longitudinal study of at least three years of program participant response might provide substantive information for program planners wishing to infer possible changes in the types of professional development activities offered to elementary school principals.

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APPENDIX A

NAESP

**National Association of
Elementary School Principals**

June, 1984

Dear Colleague,

So much attention has been focused on the need for excellence in our schools that NAESP would like to uncover the initiatives that brought about change in your school this year.

As you know, NAESP maintains an active interest in the continuing research on the influence of the principal in developing effective schools. I would like to enlist your help in finding out more about changes or new initiatives which were developed in your school with your leadership during the 1983-1984 school year. Many of the initiatives you helped develop may not seem important by themselves but when considered collectively can provide a standard for effective leadership.

I am sure I can count on you to answer this brief questionnaire fully. The responses will be coded without names or addresses. All information will be analyzed and a summary report of findings will be available. Thank you for your professional support of this research effort.

Sincerely yours,

Samuel G. Sava

Executive Director, NAESP

1920 Association Drive, Reston, Virginia 22091 (703) 620-6100

4 A. List any changes/ new initiatives you introduced in your school community during the 1983-1984 school year that marketed the good things about your school. (Example: I spoke to the realtor's association about my school and the good things that are planned for children there.)

4 B. Please check the source/s that were most influential in motivating you to undertake the changes/new initiatives.

<u>Please check</u>	<u>Please list</u>
<input type="checkbox"/> book/s	title/s _____
<input type="checkbox"/> magazine/s	title article _____
<input type="checkbox"/> speaker	name _____
<input type="checkbox"/> seminar	name _____
<input type="checkbox"/> convention	organization _____
<input type="checkbox"/> conference	organization _____

5 A. List any changes/new initiatives you introduced in your school during the 1983-1984 school year in your management style. (Example: I required classroom teachers to provide quarterly long-range plans listing materials they would need during the quarter.)

5 B. Please check the source/s that were most influential in motivating you to undertake the changes/new initiatives.

<u>Please list</u>	<u>Please check</u>
<input type="checkbox"/> book/s	title/s _____
<input type="checkbox"/> magazine/s	title article _____
<input type="checkbox"/> speaker	name _____
<input type="checkbox"/> seminar	name _____
<input type="checkbox"/> convention	organization _____
<input type="checkbox"/> conference	organization _____

2 B. Please check the source/s that were most influential in motivating you to undertake the changes/new initiatives.

<u>Please check</u>	<u>Please list</u>
<input type="checkbox"/> book/s	title/s _____
<input type="checkbox"/> magazine/s	title _____ article _____
<input type="checkbox"/> speaker	name _____
<input type="checkbox"/> seminar	name _____
<input type="checkbox"/> convention	organization _____
<input type="checkbox"/> conference	organization _____

3 A. List any changes/new initiatives you introduced in your school during the 1983-1984 school year that used technology to provide information to students.
(Example: I helped develop a closed-circuit television system for use in school communication.)

3 B. Please check the source/s that were most influential in motivating you to undertake the changes/new initiatives.

<u>Please check</u>	<u>Please list</u>
<input type="checkbox"/> book/s	title/s _____
<input type="checkbox"/> magazine/s	title _____ article _____
<input type="checkbox"/> speaker	name _____
<input type="checkbox"/> seminar	name _____
<input type="checkbox"/> convention	organization _____
<input type="checkbox"/> conference	organization _____

Directions: There are five categories listed below in which you may have exerted leadership for change or developed new initiatives in your school during the 1983-1984 school year. Part A of each category asks you to list the changes/new initiatives. A one sentence example is provided to assist you. Part B asks you to check and list the sources which were most influential in motivating you to undertake the changes/new initiatives in your school during the 1983-1984 school year. THANK YOU.

- 1 A. List any changes/new initiatives you introduced in your school during the 1983-1984 school year in the instructional program. (Example: I introduced a new record-keeping system of pupil progress in mathematics.)

- 1 B. Please check the source/s that were most influential in motivating you to undertake the changes/new initiatives.

<u>Please check</u>	<u>Please list</u>
<input type="checkbox"/> book/s	title/s _____
<input type="checkbox"/> magazine/s	title article _____
<input type="checkbox"/> speaker	name _____
<input type="checkbox"/> seminar	name _____
<input type="checkbox"/> convention	organization _____
<input type="checkbox"/> conference	organization _____

- 2 A. List any changes/new initiatives you introduced in your school during the 1983-1984 school year in creating a business/school partnership in your community. (Example: I arranged with a local printer to donate services to print our school newsletters.)

APPENDIX B

Variables for Each Question on the Survey Form

Question 1: A. List any changes/new initiatives you introduced in your school during the 1983-1984 school year in the instructional program.

1. Computers
2. Conservation education
3. Curriculum
4. Discipline
5. Instruction
6. Inservice of teachers
7. Student services
8. Supervision of instruction

Question 2: A. List any changes/new initiatives you introduced in your school during the 1983-1984 school year in creating a business/school partnership in your community.

1. Adopt-A-School
2. Business donations to school
3. Career awareness
4. Donations of manpower and services to schools
5. Incentive Awards
6. Junior Achievement
7. Community resources to school

8. School resources to community

9. Student resources to community

Question 3: A. List any changes/new initiatives you introduced in your school during the 1983-1984 school year that used technology to provide information to students.

1. Cable television

2. Closed circuit television

3. Computer use

4. Film use

5. Robot

6. Software selection

7. Video cassette tape recorder

8. Word processing

Question 4: A. List any changes/new initiatives you introduced in your school community during the 1983-1984 school year that marketed the good things about your school.

1. Ceremonial activities of the principal

2. Handbooks

3. Newsletters

4. Newspaper coverage

5. Marketing plans

6. Parent/community information programs

7. Student work

Question 5: A. List any changes/new initiatives you introduced in your school during the 1983-1984 school year in your management style.

1. Accountability
2. Achievement
3. Discipline - school climate
4. Shared decision-making
5. Supervision of instruction
6. Teacher evaluation

Questions 1B, 2B, 3B, 4B, and 5B. Please check the sources that were most influential in motivating you to undertake the changes/new initiatives.

1. Books
2. Magazines
3. Speaker
4. Seminar
5. Convention
6. Conference



**National Association of
Elementary School Principals**

October 26, 1984

Dear Colleague,

In a time when so much is being written concerning the instructional leadership of the principal, NAESP is sponsoring a research effort on the elementary school principal and school change. The research seeks to determine what changes, if any, principals initiated in their schools during 1983-84 and what sources they believe contributed to those changes.

The information you can provide will be an essential ingredient in this study. Please take the time to contribute to this research effort by completing the enclosed questionnaire and returning it to NAESP right away. By doing so, you will be assisting NAESP in our continuing efforts to strengthen our research and professional development contributions to our profession.

Thank you for your help.

Sincerely yours,

A large black rectangular redaction box covers the signature of Samuel G. Sava.

Samuel G. Sava
Executive Director

APPENDIX D

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

ZONE DIRECTORY

ZONE I

Connecticut _____
Labrador _____
Maine _____
Massachusetts _____
New Brunswick _____
New Hampshire _____
New Jersey _____
Newfoundland _____
Nova Scotia _____
Prince Edward Island _____
Quebec _____
Rhode Island _____
Vermont _____

ZONE II

Delaware _____
New York _____
Ontario _____
Pennsylvania _____

ZONE III

Dist. of Columbia _____
Maryland _____
Ohio _____
Virginia _____
West Virginia _____

ZONE IV

Alabama _____
Florida _____
Georgia _____
Mississippi _____
North Carolina _____
Puerto Rico _____
South Carolina _____
Tennessee _____
Virgin Islands _____

ZONE V

Illinois _____
Indiana _____
Kentucky _____

ZONE VI

Iowa _____
Michigan _____
Wisconsin _____

ZONE VII

Alaska _____
Alberta _____
British Columbia _____
Colorado _____
Manitoba _____
Minnesota _____
Montana _____
Nebraska _____
North Dakota _____
Northwest Territories _____
Other Foreign _____
Saskatchewan _____
South Dakota _____
Wyoming _____
Yukon Territory _____

ZONE VIII

Arkansas _____
Kansas _____
Louisiana _____
Mexico _____
Missouri _____
New Mexico _____
Oklahoma _____
Texas _____

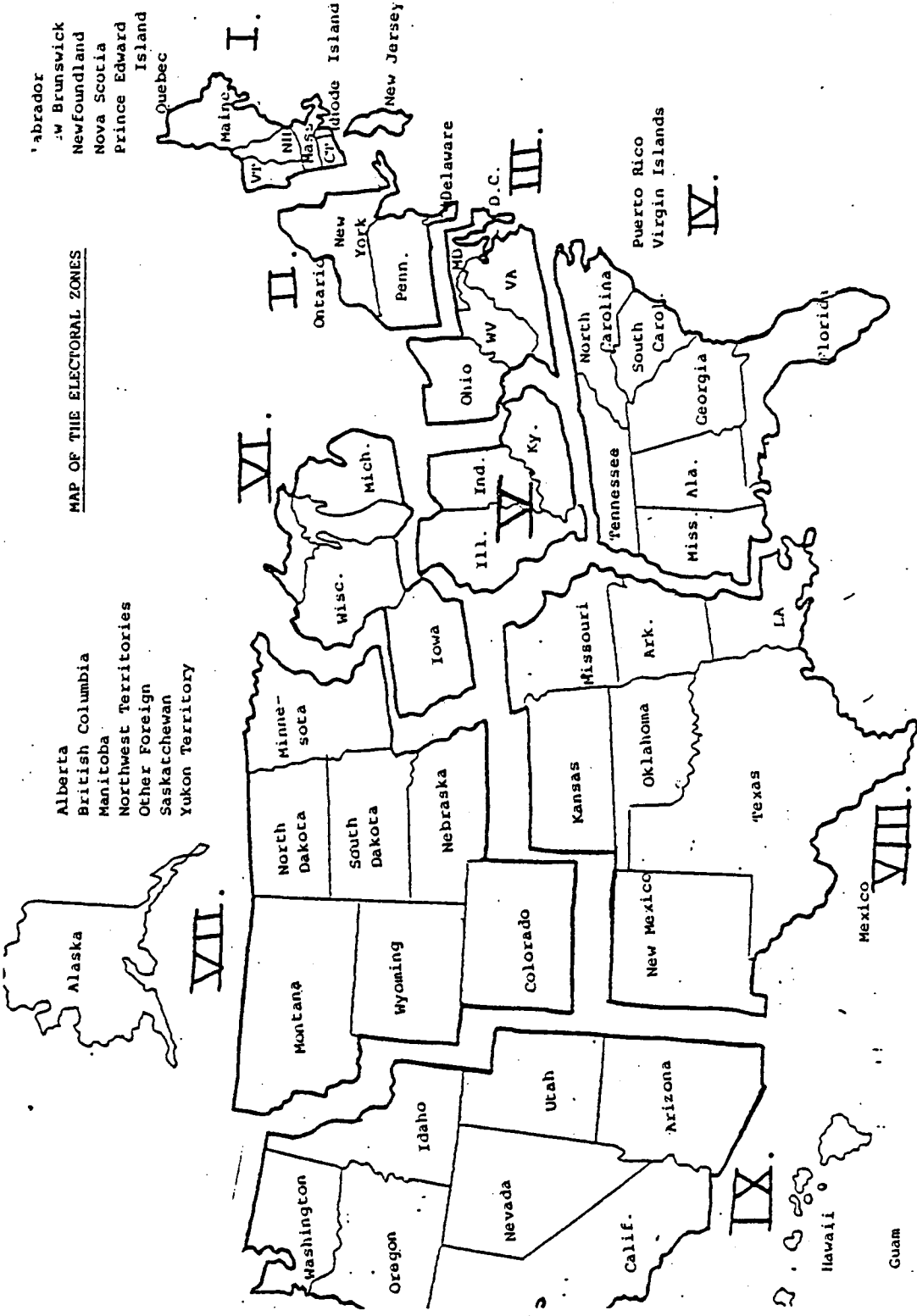
ZONE IX

Arizona _____
California _____
Guam _____
Hawaii _____
Idaho _____
Nevada _____
Oregon _____
Utah _____
Washington _____

MAP OF THE ELECTORAL ZONES

Labrador
 New Brunswick
 Newfoundland
 Nova Scotia
 Prince Edward Island
 Quebec

Alberta
 British Columbia
 Manitoba
 Northwest Territories
 Other Foreign
 Saskatchewan
 Yukon Territory



VII.

VI.

II.

I.

III.

IV.

VIII.

V.

VI.

VII.

APPENDIX E

AGENDA

All sessions will be held at the Florida Institute of Technology except those on Thursday and Friday, which will take place at the Epcot Center in Orlando.

Sunday, July 3

2:00- 6:00 p.m. Registration—Gleason Auditorium
6:30 p.m. Buffet—Denius Student Center
7:30 p.m. Orientation and Planning—Gleason Auditorium
8:30 p.m. Fellows Reception—Denius Student Center

Monday, July 4

7:00- 7:45 a.m. Breakfast—Evans cafeteria
Participants will rotate through three workshops, according to the following schedule:

8:00-10:00 a.m.

Group A MARK BENNETT
Denius Student Center Hands-On Computer Workshop
Group B CARL F. BERGER
Gleason Auditorium What the Microcomputer Can Do for the Elementary School
Group C J. R. PENNINGTON
Room S112, Crawford Microcomputers for Elementary Principals
Science Building

10:00-10:30 p.m. Hospitality break—Gleason Auditorium lobby

10:30-12:30 p.m.

Group A J. R. PENNINGTON
Room S112, Crawford Microcomputers for Elementary Principals
Science Building
Group B MARK BENNETT
Denius Student Center Hands-On Computer Workshop
Group C CARL F. BERGER
Gleason Auditorium What the Microcomputer Can Do for the Elementary School
12:30 1:30 p.m. Lunch—Evans cafeteria

1:30- 3:30 p.m.

Group A CARL F. BERGER
Gleason Auditorium What the Microcomputer Can Do for the Elementary School

5:30- 8:45 p.m.	Explore <i>Future World</i> (Dinner on your own)
9:00 p.m.	Buses depart for F.I.T.
Friday, July 8	
6:30- 7:15 a.m.	Breakfast—Evans cafeteria
7:15 a.m.	Buses depart for Epcot Center
8:30-10:15 a.m.	Projecting Values: Living Up to the Image
10:30-12:00 Noon	Marketing the Good News about Schools
12:00- 1:30 p.m.	Lunch on your own
1:30- 3:00 p.m.	External Marketing
3:15- 4:30 p.m.	Marketing a School
4:30- 5:30 p.m.	Disney Resources for Learning
5:30- 6:30 p.m.	Dinner at <i>World Showcase</i>
6:30- 9:45 p.m.	Explore <i>World Showcase</i> and other attractions
10:00 p.m.	Buses depart for F.I.T.
Saturday, July 9	
7:00- 7:45 p.m.	Breakfast—Evans cafeteria
8:00- 9:00 a.m. Gleason Auditorium	RICHARD LYNN New Studies of Intelligence: Implications for America's Schools
9:00- 9:30 a.m.	Small group discussions
9:30-10:00 a.m.	Questions from the groups
10:00-10:30 a.m.	Hospitality break—Gleason Auditorium lobby
10:30-11:30 a.m.	"Linking Today with Tomorrow"—Brief Reactions from Selected Fellows
11:30-12:00 Noon	Presentation of certificates and conclusion of the pro- gram
12:00- 1:30 p.m.	Lunch—Evans cafeteria
	Conference adjourned

Group B Room S112, Crawford Science Building	J. R. PENNINGTON Microcomputers for Elementary Principals
Group C Denius Student Center	MARK BENNETT Hands-On Computer Workshop
6:00- 7:00 p.m.	Dinner—Evans cafeteria

Tuesday, July 5

7:00- 7:45 a.m.	Breakfast—Evans Cafeteria
8:00-10:00 a.m. Gleason Auditorium	PAUL DeHART HURD Elementary School Science in the 80s
10:00-10:30 a.m.	Hospitality break—Gleason Auditorium lobby
10:30-11:30 a.m. Gleason Auditorium	KENNETH R. MECHLING Characteristics of a Good Science Program
11:30-12:00 Noon	Questions and Answers
12:00- 1:30 p.m.	Lunch—Evans cafeteria
1:30- 2:30 p.m. Gleason Auditorium	LOLA J. MAY Characteristics of a Good Mathematics Program
2:30- 3:30 p.m.	Questions and Answers
6:00- 7:00 p.m.	Dinner—Evans cafeteria

Wednesday, July 6

7:00- 7:45 a.m.	Breakfast—Evans cafeteria
8:00-12:00 Noon Gleason Auditorium	DUDLEY E. FLOOD Management Skills Workshop
12:00- 1:30 p.m.	Lunch—Evans cafeteria
1:30- 4:00 p.m. Gleason Auditorium	JOSEPH A. BOYD Leadership Training Workshop
6:00- 7:00 p.m.	Dinner—Evans cafeteria

Thursday, July 7

6:00- 7:15 a.m.	Breakfast—Evans cafeteria
7:15 a.m.	Buses depart for Epcot Center
8:30- 9:00 a.m.	Introduction and Overview
9:00-12:00 Noon	The Computer: More Than an Information Machine
12:00- 1:00 p.m.	Lunch at <i>The American Adventure</i>
1:00- 5:30 p.m.	Creativity and the Art of Accomplishment

APPENDIX

1983 NAESP National Fellows Program
**Education and Technology:
 Linking Today with Tomorrow**

Sponsored by
 The National Association of Elementary School Principals
 in cooperation with
 Walt Disney World's Epcot Center
 July 3-9 July 10-16



Technology has become a "silent partner" in the classroom. Computers and a host of other sophisticated gadgets are taking their rightful place in schools, helping students learn and teachers teach. But a microcomputer, a calculator, or a videodisk can't initiate learning or teaching. Only people can. And, as we all know, in most cases, the principal is the instructional leader and the decisionmaker.

As such, principals are almost forced to become "instant experts" on current technologies. They no longer ask themselves if they *should* buy a microcomputer (or two or three, if budgets permit). Instead they are asking "When, what kind, and what role do we want micros to play in our school? How do we manage this technology?"

These are tough questions. The inaugural sessions of our National Fellows Program offers some answers—creative, innovative answers. Our partner in this venture

is Walt Disney World's new Epcot Center, the ultimate achievement in the famed Disney concept of "imagineering."

The two summer sessions, each lasting a week, are called "Education and Technology: Linking Today with Tomorrow." We believe the Epcot Center provides the ideal backdrop for this National Fellows Program.

Four days of each session will concentrate on helping the four hundred participants understand the new technologies and develop the skills necessary to manage them. This part of each program will be held at the prestigious Florida Institute of Technology at the Cape Canaveral complex in Melbourne.

The remaining two days of each workshop will be devoted to exploring Epcot's Future World showcases, all of which emphasize the unlimited educational resources of imagination and ideas.

The NAESP Board of Directors is pleased to offer this exciting opportunity for learning and professional growth to education leaders.

The NAESP National Fellows Program at the Florida Institute of Technology, Melbourne, and Walt Disney World's Epcot Center, Orlando, Florida, will concentrate on the role of education administrators in understanding and managing technologies and related curricula to meet the needs of the nation's schoolchildren. The first program is July 3-9, and will be repeated July 1-16, 1983.

All applications must be postmarked no later than February 12, 1983. Participants will be selected by an NAESP committee and notified in writing by March 1, 1983. Participants must accept in writing by April 1, 1983. Upon acceptance, NAESP Fellows will receive full information and registration forms. Graduate credit will be available at an additional fee.

Program fees

NAESP members: \$300

Nonmembers: \$425

Family members: \$150 (limited to lodging and meals; does not include participation in the Fellows program)

Program fee includes meals and air conditioned lodging at the Florida Institute of Technology

Membership information

NAESP membership dues are \$85 a year for individuals. Among the many services available to NAESP members are numerous publications, the Legal Assistance for Principals program, annual conventions, information and research, annual survey of elementary school principals' salaries and benefits, and a contract review service. For more information, contact the Membership Division, 1920 Association Drive, Reston, VA 22091

(over, please)

NAESP National Fellows Program application form

Name _____

Title _____

School district _____

Address _____

Please circle or note appropriate position:

Principal Central Office Staff Curriculum Specialist Other _____

Number of years in this position _____

NAESP member Yes _____ No _____ Length of membership _____

Number of family members who will attend _____

Session you will attend (Please check only one):

Session I (July 3-9, 1983) _____

Session II (July 10-16, 1983) _____

No preference _____

I recognize that an important aspect of this week-long program is interacting and sharing information with other education administrators from among our nation's outstanding education leaders. I will participate in all sessions of this National Fellows Program workshop.

Signature of applicant

Date

Return the completed application form to:

NAESP
National Fellows Program
1920 Association Drive
Reston, VA 22091

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