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A STUDY TO ASSESS THE STATUS OF STAFF
DEVELOPMENT PROGRAMS FOR THE IDENTIFICATION,
ASSESSMENT, AND/OR TRAINING OF PROSPECTIVE
PRINCIPALS IN PUBLIC SCHOOL DISTRICTS IN THE
COMMONWEALTH OF VIRGINIA

by

Jacquelyn Alexander-Weaver

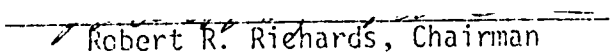
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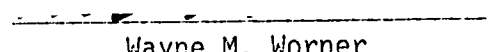
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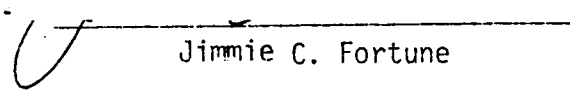
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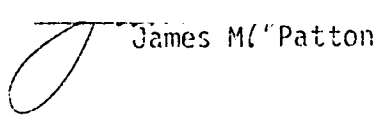
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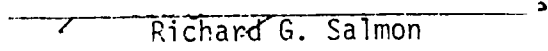
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(ABSTRACT)

This study assessed the status of staff development programs for the identification, assessment, and/or training of prospective principals in the public school districts in Virginia. All superintendents were surveyed to determine if they had programs in effect for the identification, assessment, and/or development of leadership for prospective principals. One-hundred and fifteen superintendents responded to the survey. Ninety-two of them indicated that they did not have programs; twenty-three did.

Data from the superintendents with programs revealed a diversity of designs. This suggests that there has not been an acceptance of any one established practice for the preparation/training of prospective principals. Rather, the designs have been adapted to suit the unique circumstances of each school district. The exceptions to this were found in the systematic assessment procedures utilized by the majority of the county and

city public school districts. These school districts implemented the National Association of Secondary School Principals' Assessment Center for that purpose.

Data further disclosed that superintendents with programs intact agreed that they were a viable means of preparing individuals for the principalship and were successful. Despite this, they were split on the issue of whether or not the programs should be a requirement for individuals aspiring to the principalship. They agreed that school districts should be responsible for providing formal preservice programs for prospective principals and suggested that the programs be intense and indepth experiences relevant to the everyday work situation of the principal.

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TABLE OF CONTENTS

| | Page |
|---|------|
| Acknowledgements | iv |
| Table of Contents | v |
| List of Tables | vi |
| Chapter | |
| I INTRODUCTION | 1 |
| Purpose of the Study | 3 |
| Statement of the Problem | 3 |
| Research Questions | 4 |
| Definition of Terms | 5 |
| Limitations of Study | 6 |
| Significance of the Study | 7 |
| II REVIEW OF THE LITERATURE | 9 |
| Management Training for Principals: The Beginnings | 9 |
| Content and Methodology of Training Program | 13 |
| Role of the Principal | 18 |
| The Classic Management Functions | 22 |
| Operational Functions | 24 |
| The Concept of Leadership | 25 |
| The Trait Theory of Leadership. | 25 |
| The Behavioral Theory of Leadership | 26 |
| The Contingency Theory of Leadership | 32 |

| | | |
|-----|--|----|
| | The Ideal Leader: A Summary | 34 |
| | Training Programs for School Administrators: Traditional Issues and Trends | 37 |
| | University Preparation | 37 |
| | Competency-Based Training | 39 |
| | Field-Based Training | 40 |
| | Training Programs for Principals: Implications for the Future | 47 |
| | The Ector County, Texas, Program for the Identification, Assessment and Development of Prospective Principals | 54 |
| | The Montgomery County, Maryland, Program for the Identification, Assessment, and Development of Prospective Principals | 55 |
| | The Chesapeake, Virginia, Schools Management Academy | 64 |
| | Summary | 66 |
| III | METHODOLOGY | 69 |
| | Population Characteristics | 69 |
| | Instrumentation and Procedures | 70 |
| | Analysis of the Data | 74 |
| | Summary | 75 |
| IV | RESULTS | 77 |
| | Demographic Data | 78 |
| | Size of School District | 79 |
| | Experience | 80 |
| | College Degree | 83 |

| | | |
|---|---|-----|
| | The Nature of the Staff Development Programs for the Identification, Assessment and/or Training of Prospective Principals | 84 |
| | The Use of Staff Development Programs for the Identification, Assessment, and/or Training of Prospective Principals in Selecting New Principals | 95 |
| | Implications for Future Utility of Formal Programs for the Identification, Assessment, and/or Training of Prospective Principals | 100 |
| | Summary | 105 |
| V | SUMMARY AND RECOMMENDATIONS | 143 |
| | Need for the Study | 144 |
| | Purpose of the Study | 145 |
| | Design of the Study | 146 |
| | Analysis of the Data | 146 |
| | Results of the Study | 147 |
| | Designs of the Program | 148 |
| | Administration of the Program | 148 |
| | Financing of the Program | 150 |
| | Areas of Skills Development | 151 |
| | Influences of the Programs on the Selection of New Principals | 152 |
| | The Future of Public School Programs for the Identification, Assessment, and/or Training of Prospective Principals | 153 |
| | Interpretation of the Results | 155 |
| | Recommendations for Further Study | 157 |

| | |
|---|-----|
| References | 159 |
| Appendices | 167 |
| A. Questionnaire Regarding Staff Development Programs for the Identification, Assessment, and/or Training of Prospective Principals | 168 |
| B. Cover Letter to Questionnaire February 10, 1986 | 171 |
| C. Cover Letter to Questionnaire April 11, 1986 | 172 |
| D. Cover Letter to Follow-up Questionnaire May 20, 1986 | 173 |
| Vita | 174 |

LIST OF TABLES

| <u>Table</u> | <u>Page</u> |
|---|-------------|
| 1. Responses of Virginia Superintendents Regarding the Sizes of Virginia Public School Districts According to Average Daily Membership | 106 |
| 2. Number of Schools within Virginia Public School Districts | 107 |
| 3. Total Years as a Superintendent | 108 |
| 4. Years of Experience in Education of Virginia Superintendents | 109 |
| 5. Responses of Virginia Superintendents Regarding "Have You Ever Served as a School Principal?"..... | 110 |
| 6. Responses of Virginia Superintendents Regarding "Did You Receive Formal Preservice Training for the Principalship Prior to Your Initial Appointment?" | 111 |
| 7. Age Distribution of Virginia Superintendents | 112 |
| 8. Degree Status of Virginia Superintendents | 113 |
| 9. Responses of Twenty-Three Virginia Superintendents to the Question "Does Your School District Have A Staff Development Program for the Identification Assessment, and/or Training of Prospective Principals in Effect?"..... | 114 |
| 10. Responses of Twenty-Three Virginia Superintendents to the Total Number of Years Their Principal Training Programs Have Been in Operation | 115 |
| 11. Responses of Twenty-Three Virginia Superintendents Regarding Why Their Training Programs Were Initiated | 116 |
| 12. Responses of Twenty-Three Virginia Superintendents Regarding How Often Their Training Sessions are Offered | 117 |
| 13. Responses of Twenty-Three Virginia Superintendents Regarding How Persons are Chosen for Participation in Their Districts' Programs..... | 118 |
| 14. Responses of Twenty-Three Virginia Superintendents Regarding the Number of Participants Selected to the Program..... | 119 |

| <u>Table</u> | <u>Page</u> |
|--|-------------|
| 15. Responses of Twenty-Three Virginia Superintendents Regarding the Lengths of Their Training Periods..... | 120 |
| 16. Responses of Twenty-Three Virginia Superintendents Regarding the Question "Who Conducts the Developmental Activities?" | 121 |
| 17. Responses of Twenty-Three Virginia Superintendents Regarding the Designs of Virginia Public School District Programs for the Identification, Assessment, and/or Training of Prospective Principals | 122 |
| 18. Responses of Twenty-Three Virginia Superintendents Regarding the Skills Developed in Virginia Public School District Programs for the Identification, Assessment, and/or Training of Prospective Principals | 123 |
| 19. Responses of Twenty-Three Virginia Superintendents Regarding the Instructional Strategies Employed in Virginia Public School District Programs for the Identification, Assessment, and/or Training of Prospective Principals | 124 |
| 20. Responses of Twenty-Three Virginia Superintendents Regarding the Evaluative Processes Employed in Virginia Public School District Programs for the Identification, Assessment, and/or Training of Prospective Principals | 125 |
| 21. Responses of Twenty-Three Virginia Superintendents Regarding the Costs of Virginia Public School District Programs for the Identification, Assessment, and/or Training of Prospective Principals | 126 |
| 22. Responses of Twenty-Three Virginia Superintendents Regarding the Source of Funding for Virginia Public School District Programs for the Identification, Assessment, and/or Training of Prospective Principals | 127 |
| 23. Responses of Twenty-Three Virginia Superintendents Regarding the Question "Are Virginia Public School Programs for the Identification, Assessment, and/ or Training of Prospective Principals Utilized in Selecting New Principals?" | 128 |

| <u>Table</u> | <u>Page</u> |
|---|-------------|
| 24. Responses of Twenty-Three Virginia Superintendents Regarding How Virginia Public School Programs for the Identification, Assessment, and/or Training of Prospective Principals Are Used to Select New Principals | 129 |
| 25. Responses of Twenty-Three Virginia Superintendents Regarding the Number of New Principals Appointed During 1985-86 in Their School Districts | 130 |
| 26. Responses of Twenty-Three Virginia Superintendents Regarding the Numbers of New Principals Appointed from Their Identification, Assessment, and/or Training Programs for Prospective Principals | 131 |
| 27. Responses of Twenty-Three Virginia Superintendents Regarding the Question, "Are Individuals Appointed to the Principalship Who Have Not Participated in the District's Program?"..... | 132 |
| 28. Responses of Twenty-Three Virginia Superintendents Regarding the Question, "Are There Other Criteria Used to Select New Principals in Your District?".... | 133 |
| 29. Responses of Twenty-Three Virginia Superintendents Regarding the Question, "What are the Additional Criteria - (A) Professional Expenses | 134 |
| 30. B. Recommendations | 135 |
| 31. C. Interview Results | 136 |
| 32. D. Written Examinations | 137 |
| 33. Responses of Twenty-Three Virginia Public School Superintendents Regarding the Question, "Do You View District Staff Development Programs for the Identification, Assessment, and/or Training of Prospective Principals As An Effective Means for Preparing Individuals for the Principalship?" | 138 |
| 34. Responses of Twenty-Three Virginia Superintendents Regarding the Rate of Success of Their Districts' Programs for the Identification, Assessment, and/or Training of Prospective Principals | 139 |

| | | |
|-----|--|-----|
| 35. | Responses of Twenty-Three Virginia Superintendents Regarding the Question, "Should Participation in the District's Program be a Prerequisite for Individuals Seeking the Principalship?"..... | 140 |
| 36. | Responses of Twenty-Three Virginia Superintendents Regarding the Question, "Should School Systems be Responsible for Providing Training for Prospective Principals?" | 141 |
| 37. | Responses of Twenty-Three Virginia Superintendents Regarding the Question, "Have You Initiated Any Changes in Your Current Training Program for Prospective Principals?" | 142 |

CHAPTER 1

INTRODUCTION

Over the past fifty years, much has been written about programs of preparation for principals in this country (Pellicer, 1981). The focus of this body of literature has been predominately directed to the efforts of departments of education in institutions of higher learning. The rationale for this has been quite clear. Throughout the evolution of educational administration, departments of education of colleges and universities have consistently demonstrated their concern for the need for new knowledge and new strategies of management encouraged by societal change. The new dimensions of public education that have been created by societal forces have required analyses with regard to their implications to management training and preparation (Miklos, 1983). From these analyses, college and university departments of education have assumed the leadership in the development and implementation of programs "to prepare special kinds of personnel to deal with the problems before education" (Culbertson, 1979, p. 147). Their endeavors have been the foundation and the catalyst of programs of preparation for educational administrators that have been thoroughly delineated in the literature.

The analyses of the implications of change on educational management preparation and training have not been limited only

to the departments of education of colleges and universities. Public school districts in this country have engaged in the same scrutiny, and they have begun to develop programs for the purpose of preparing "special kinds of personnel" (p. 147) for management. Though not prolific in the research, the impetus of their efforts have been directed towards a systematic identification, assessment, and/or development of capable and well-qualified administrative personnel to confront and deal with the new conditions in education. A specific focus of a number of these endeavors has been on the identification, assessment, and/or training of the prospective school principal.

A firm and steadily growing body of research has continued to document the role of the school principal as the key force in any kind of educational improvement (Watson, 1977). As schools have become a focal point for political activity, a vehicle of social reform, and big business, school principals have had to adjust, expand, and reinterpret their roles (Watson, 1977). The emergence of programs in public school districts for the identification, assessment, and/or development of leadership, especially with respect to the principal, has risen out of this awareness that new skills and new understandings are required of principals in order to cope with the contemporary challenges in education.

It has been frequently argued that too often, new principals have discovered themselves caught up in a whirlwind of personal

and professional survival in the execution of their roles (Pellicer and Buford, 1982). "Armed with little more than a set of keys and a few graduate courses, new principals have been thrust unprepared into an administrative jungle. Energy that should be directed toward providing leadership is spent learning the ropes" (p. 28).

It has become apparent that the programs that have been introduced by the public school districts in this country represent a viable effort to bridge the "traditionally wide gap between administrative theory and the practice of running a school" (p. 28).

"Identifying, assessing, and developing leadership skills have emerged as a vital interest of all public school systems" (Rohr, 1984, p. 14).

Purpose of the Study

In view of the opinion that the identification, assessment, and development of leadership skills have emerged as a vital interest of public school systems, especially with respect to the principalship, the impetus of this research was to assess the status of programs for these purposes in the public school districts in the Commonwealth of Virginia.

Statement of the Problem

The major research question that this investigation addressed was, "What is the status of staff development programs of public school districts in the Commonwealth of Virginia for the identification, assessment, and/or training of prospective school principals?"

Research Questions

In assessing the status of staff development programs of public school districts in the Commonwealth of Virginia for the identification, assessment, and/or training of prospective principals, the following secondary research questions were investigated:

1. What are the designs of the staff development programs for the identification, assessment, and/or training of prospective principals in the Virginia public school districts?

2. How are the staff development programs for the identification, assessment, and/or training of prospective principals administered in the Virginia public school districts?

3. How are the staff development programs for the identification, assessment, and/or training of prospective principals financed in the Virginia public school districts?

4. What are the areas of skill development in the staff development programs for the identification, assessment, and/or training of prospective principals in the Virginia public school districts?

5. What influences do the staff development programs for the identification, assessment, and/or training of prospective principals exert on the selection of new principals in the Virginia public school districts?

6. Is there a consensus among the superintendents in

Virginia about the future of staff development programs of public school districts for the identification, assessment, and/or training of prospective principals?

Definition of Terms

For purposes of this investigation, the following definitions applied:

Assessment Center - A strategy adopted from industry and developed by the National Association of Secondary School Principals for the identification of persons capable of becoming educational leaders.

Competency-Based Training - Systematic assessment of the prospective administrator's performance at various levels of training until a desired level of mastery is achieved.

Field-Based Training - A term which refers to "on the job training" and is synonymous with internships and practicums.

Internal Staff Development Program - An in-house activity for the professional and personal growth of a specific group of employees.

Leadership Skills - Knowledge, understanding, and ability to influence others to work toward some predetermined objective.

Management Skills - Knowledge, understanding, and ability in performing the classic management functions of planning, organizing, staffing, leading and controlling.

Personnel Officer - The chief person who guides and directs personnel within a school district in all areas including leadership within the framework of educational code and district policy.

Principal - An individual who guides and directs the total operation of a school plant in all areas including leadership and direction of the instructional programs, and supervises and evaluates the co-administrators, teachers, and staff of the school plant organization within the framework of educational code and school district policy.

Public School District - A local, independent government created by the state for the purpose of conducting a system of public education within a prescribed geographical area.

Superintendent - The chief executive officer of the school district who is entrusted with full authority for the leadership and management of schools.

Limitations of the Study

This research was delimited to a survey of public school superintendents in the Commonwealth of Virginia. More specifically, it was delimited to superintendents of public school districts in Virginia who had a staff development program in operation for the identification, assessment, and/or training of prospective principals.

In utilizing the survey process to gather information on the staff development programs of Virginia public school districts for the systematic identification, assessment, and or training of prospective principals, the limitations were the following:

1. Surveys only tap respondents who are accessible and cooperative.

2. Surveys often make the respondent feel special or unnatural and thus produce responses that are artificial or slanted.
3. Surveys arouse 'response sets' such as acquiescence or a proneness to agree with positive statements or questions.
4. Surveys are vulnerable to over-rater or under-rater bias - the tendency for some respondents to give consistently high or low ratings.
5. In the case of interviews, biased reactions can be elicited because of characteristics of the interviewer or respondent, or the combination, that elicit an unduly favorable or unfavorable pattern of responses (Isaac and Mitchell, 1981, p. 128).

Significance of the Study

This investigation was timely because it addressed a contemporary issue in educational administration. Though not prolific in the literature, there is evidence that public school districts in this country have begun to develop and initiate staff development programs for the purpose of identifying, assessing, and/or developing potential school-based leaders and managers. A firm and steadily growing body of research has documented the role of the school principal as the key force in any kind of educational improvement (Watson, 1977). As schools have become a focal point for political activity, a vehicle of social reform, and big business, school principals have had to adjust, expand, and reinterpret their roles (Watson, 1977). Too often, new

principals have discovered themselves caught up in a whirlwind of personal and professional survival (Pellicer and Buford, 1982).

"Armed with little more than a set of keys and a few graduate courses, neophyte principals have been thrust unprepared into an administrative jungle. Energy that should be directed toward providing leadership is spent learning the ropes" (p. 28).

In view of the opinion that "identifying, assessing, and developing leadership skills have emerged as a vital interest of all public school districts" (Rohr, 1984, p. 14), it was anticipated that the disclosures of this research might reveal a developing trend among public school districts to develop programs to help "bridge the traditionally wide gap between administrative theory and the practice of running a school" (Pellicer and Buford, 1982, p. 28).

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

The purpose of this chapter was to study the literature as it related to programs of school systems for the identification, assessment, and/or training of prospective principals.

Management Training for Principals: The Beginnings

Although much has been written about programs of preparation for educational administrators over the past fifty years, "it is relatively a new phenomenon" (Pellicer, Allen, Tonnsen and Surratt, 1981, p. 13). The notoriety of these programs has increased over the past thirty years because of the change that has occurred in the field of educational administration. Throughout each decade of change in education, each new development has encouraged analyses in terms of its implication to management training and preparation (Miklos, 1983). The rationale has been simple. Changes in the... "social, political, and educational forces in the environment have affected the process of education and have created challenges for educational administrators. Administrators need to be knowledgeable about the impact of these forces if schools are to be responsive and adaptable" (Podemski, 1980, p. 29).

The commitment to and the support for preparatory programs for principals have been most definitive in this country (Miklos, 1983). Goldhammer (1983) has indicated that Callahan and Button characterized the evolution of school administration up to 1950

in four stages. The first stage (1865-1900) concentrated on the establishment of a viable public school system with a credible teaching force. Emphasis in the second stage (1900-1913) was on the shaping of a universal, free public school system that would meaningfully adapt to the needs of a society affected by the Industrial Revolution and immigration. The professionalization of educational administration and the emergence of the principal as "the manager" occupied the third stage (1913-1930) of evolution. It was in this period that preparatory programs for principals emerged in the attempt to create a structure of knowledge foundations for the field. The establishment of a certification requirement for principals related to some approved program of training was an offspring of this era (Miklos, 1983).

The consensus and establishment of certification standards for principals arose from topics of study regarding the position of the principalship in departments of education of universities (Pellicer, Allen, Tonnsen, and Surratt, 1981). As early as 1913-1914, Columbia University developed a course relating to the principalship (Pellicer, Allen, Tonnsen, and Surratt, 1981). Pellicer, Allen Tonnsen and Surratt (1981) denoted that the concern for professional training for high school principals was reflected in a 1930 article by Eikenberry in which he outlined the following graduate training program for certification:

- I. Fundamental courses
 - A. Philosophy of education
 - B. Educational psychology
 - C. General introduction to public school administration
 - D. History of modern education
 - E. Organization of American secondary education
 - F. Educational statistics
- II. Courses dealing specifically with the work of the high school principal
 - A. High school administration
 - B. High school supervision
 - C. High school curriculum
 - D. Administration and supervision of pupil activities
 - E. Administration of pupil guidance
 - F. Tests and measurement in secondary education
 - G. Public relations
- III. Courses in administration usually designed for the school superintendent
 - A. School finance
 - B. Business management
 - C. Construction and equipment of school buildings
- IV. Thesis dealing with a practical problem in secondary school administration (p.147).

To complement this professional training, Pellicer, Allen, Tonnsen, and Surratt (1981) noted that Eikenberry (1930) suggested a practical training inservice to afford students the opportunity to put into practice the techniques that were learned in the courses. "This practicum would enable the prospective principal to enter his first principalship with confidence in his ability to organize, administer, and supervise the school in accordance with the best theory and practice" (p.14).

The fourth period of evolution of school administration was characterized by the continued professionalism of school administration (Goldhammer, 1983). Goldhammer indicated that Callahan and Button portrayed this stage as a time which saw legislation for certification requirements for school administrators emerge. It became a period of greater prominence for professional organizations for administrators. From this time on, it became apparent that new knowledge and new strategies of management had to continuously be developed to confront and to accommodate each new condition that impacted the country.

From these influences: (1) The consensus regarding certification for principals; (2) the establishment of specialized graduate programs for principals; and (3) the linking of certification to university study; the foundation for the training of principals was laid (Miklos, 1983).

Content and Methodology of Training Programs

"Even though the years since 1954 have been times of great activity in the preparation of administrators, the content and methodology of ideal training programs have remained uncertain" (Griffiths, 1977, p. 40). Griffiths (1977) has attributed this uncertainty to "the collapse of consensus" (p. 402), a disorder of American institutions. Studies that have been conducted regarding the content and methodology of training for principals have illustrated Griffith's notion.

Pellicer, Allen, Tonnsen, and Surratt (1981) have indicated that McIntyre (1979) determined that a program of training for principals should incorporate "organizational behavior and development, policy studies, decision making, human relationships, leadership, instructional improvement, management science and school law" (p. 17). Pellicer, Allen, Tonnsen, and Surratt (1981) have noted that Girard (1978) suggested that training programs for principals should include (1) the addition of more courses; (2) the requirement of minors in a specified area; (3) the housing of all school of administration under one roof; and (4) the cooperation between various schools of administration (p. 17). In enumerating these training components, Pellicer, Allen, Tonnsen, and Surratt (1981) have noted that Girard (1978) reported that "schools of education in the 1970's had provided students with a 'managerial' overview of administrative issues and problems; but they had not generated

administrative theory. They simply borrowed it from other disciplines" (p. 16).

Pellicer, Allen, Tonnsen, and Surratt (1981) have denoted that Faber and Shearron (1970) established that

a modern preparatory program for elementary school principals includes courses in general administration taken in company with candidates for other kinds of administrative positions, courses in social and behavioral sciences, and courses in elementary school curriculum and administration. It utilizes such instructional techniques as the case study method, the use of simulated situation or other devices to help bridge the gap between theory and practice. It may utilize the internship as a means of providing some on-the-job experience for those with no or limited administrative experience (p. 16).

Pellicer, Allen, Tonnsen, and Allen (1981) have suggested that Dawson (1961) discovered four major types of content patterns in training programs for elementary principals. These content patterns consisted of the following:

1. No special work in administration
2. One or two required courses plus electives
3. Several required courses in administration coupled with some graduate work in psychology, sociology, anthropology, and

related behavioral sciences

4. A year of graduate work including administrative knowledge and theory, behavioral sciences, technical skills, and electives (p. 16).

The Cooperative Program in Education Administration (CPEA) initiated in the early 1950's encouraged the improvement of training programs for administrators through new inservice and preservice preparation programs. (Pellicer, Allen, Tonnsen, and Surratt (1981). Research studies have revealed that, "Courses were less fragmented. Seminar opportunities were increased, and other discipline were becoming involved in the training of administrators" (Pellicer, Allen, Tonnsen, and Surratt, 1981, p. 16). The changes that had occurred in methodology had caused emphasis to be directed to field studies and laboratory-type experiences determined by individual student needs. Training incorporating internships had increased (Pellicer, Allen, Tonnsen, and Surratt, 1981). Despite these changes and new emphases, Pellicer, Allen, Tonnsen, and Surratt (1981) have cited that a study by Moore (1957) revealed that weaknesses still existed in training programs for principals. These problems included the following:

1. The profession at large has not yet reached agreement on the core of content which should be offered.
2. We have not as a profession taken an adequate look at

the total education of school administrators, including their undergraduate experiences. As long as teacher education is the base for subsequent administrator preparation, then the quality or requirements of teacher education are of vital concern to professional level training.

3. There is a deadening repetition of content.
4. The education of school administrators is still affected too strongly by the traditional graduate requirements imposed by university-wide graduate councils.
5. Most programs in school administration are still inadequate in their attention to administrative processes. There is, in most cases, an under-emphasis on the variables in school administration as contrasted with the constants. Important as both may be, courses and field experiences must be found which put the administration student in a position to try out as well as to study the unpredictable demands which are placed upon school administrators.
6. Deans and professors who have responsibility for planning training programs for administrators must find ways to appraise the results of recent success in bringing other disciplines into the training

of administrators (p. 16).

Commenting on training programs for principals in 1954, Pellicer, Allen, Tonnsen and Surratt (1981) have denoted that Otto (1954) asserted that, "Too many colleges have a piecemeal program and too few institutions have a broadly designed and competently staffed program" (p. 15). However, with the implementation of the two-year training program by some universities which included an internship, Pellicer, Allen, Tonnsen and Surratt (1981) have cited Otto's (1954) notion that "though not a panacea, they were a kind of broad and thorough preparation demanded by the principalship (p. 15).

Culbertson (1979) has asserted that though the adequacy of preparation programs for principals had been questioned, few questions had been raised about the need for the effective preparation of educational managers and leaders.

...education and training, especially for those on the job, represent a strategy for organization and individual renewal which is strongly needed today since the forces for change which were inherent in the earlier era of expansion are no longer with us. More and more studies are documenting the key roles of principals, superintendents, and other administrators in any effort to improve education; and a related corollary is gaining support to the

effect that those who would be leaders must also be learners (p. 147).

The Role of the Principal

LoPresti has suggested that the role of the principal was once simple and straightforward. The principal's duties were clearly defined and firmly grounded in law as reflected in the following from the California Education Code of 1925:

1. The principal was responsible for discipline first and the educational program second.
2. The principal was to hold monthly fire drills.
3. Both principal and teachers were held responsible for keeping the school building 'neat, clean, sanitary, and in proper condition for daily inspection.'
4. The principal was to assure that the schoolrooms were ventilated, and he was to 'give vigilant attention to temperature and lighting' (p. 32).

Since that time, the role of the principal has become a more complex one. The duties and responsibilities of the principal have become more diverse and demanding (LoPresti 1982).

Klof, Scheldon, and Brennan (1982) have established that in defining the role of the principal, one should begin with a list of attributes a school principal should have or should develop. They have suggested the following qualities a principal should

possess:

1. Integrates the world of ideas, knowledge, culture, and the arts;
2. Relates to others as equals and as individuals;
3. Demonstrates initiative and curiosity;
4. Recognizes own needs and distinguishes them from the needs of others;
5. Uses wisdom and judgment;
6. Motivates and generates productivity in others through perseverance and vision;
7. Develops open and honest relationships with a wide range of people of various age levels with different backgrounds, life experiences, and in a wide range of authority roles;
8. Provides an environment where others feel the freedom to examine themselves and raise questions without feeling misjudgment, rejection, or manipulation by the leader;
9. Functions as a person with commitment to cultural pluralism, social justice and the democratic process, and with involvement, integrity, honesty, adaptability, creativity, imagination, openness, and a sense of humor;
10. Functions analytically and logically, conceptualizes

and generalizes; uses numbers and basic mathematical constructs, can tolerate ambiguity;

11. Communicates effectively in writing and speaking;
12. Demonstrates the self-assurance necessary to earn the support of others;
13. Grows professionally through continuous learning;
14. Perceives self as an agent of change, working for self and organizational renewal;
15. Enjoys role and has career satisfaction in its status and recognition;
16. Has vigor and energy in approaching these tasks;
17. Is oriented toward organizational and self fulfillment, and has social responsibility;
18. Views self as a practical leader with a willingness to take charge;
19. Knows and is sensitive to the use of power;
20. Has high expectations of children and adults; holds a vision of excellence, yet can accept the limitations of others (p. 36).

From these attributes, Kloff, Scheldon, and Brennan (1982) have indicated that the taxonomy should progress to the role of the school principal. They have defined the role of the school principal as that which "encompasses all activities essential to providing an optimum learning environment that nurtures the cognitive, affective,

social, and aesthetic development of its children and youth" (p. 36). Griffiths (1977) has acknowledged Lazarfsfeld's succinct framework of administrators' tasks as a basis for describing what administrators do. He has contended that Lazarfsfeld's framework consisted of four major tasks for which administrators should be accountable:

1. The administrator must fulfill the goals of the organization.
2. The administrator must make use of other people in fulfilling their goals, not as if they were machines, but rather in such a way as to release their imagination and creativity.
3. The administrator must also face the humanitarian aspects of his job. He wants people who work for him to be happy. This is morale - the idea that under suitable conditions people will do better work than they will under unsuitable conditions.
4. The administrator must try to build into his organization provisions for innovation, for change, and for development. In a changing world, people and organizations must adjust to changing conditions. The conditions for change must be incorporated into the organization so that there may be a steady process of development

rather than a series of sudden disruptive innovations.

In summary, the administrator attempts to fulfill the goals of the organization, with the help of people, in a setting which increases the possibility for creativity, for development, and for change (p. 411).

In the interpretation of Klof, Scheldon, and Brennan (1982) it has often been assumed that the activities they have referenced relate to the classic management functions to leading an organization. Cawelti (1981) has suggested, however, that "the activities" do not really mean management in the sense of its classic functions. "Instead, they are really referring to operations - a maintenance role in handling logistics, schedule, policy interpretation, and so on" (p. 7).

The Classic Management Functions

The classic management functions have been characterized as planning, organizing, staffing, leading, and controlling (Dessler 1982). "All managers - whether they are foreman at IBM, city managers, school principals, or bank managers - carry out these five basic functions" (Dessler, 1982, p.3). Dessler (1982) has defined the special activities incorporated in each management function as follows:

1. Planning: Setting goals and targets; developing rules and procedures; developing plans (both for

yourself and for those who work with you);

forecasting - predicting what the future holds in store.

2. Organizing: Deciding what activities your unit must perform, and giving each subordinate a separate task; setting up departments; delegating authority to subordinates; establishing a 'chain of command' (in other words, channels of authority and communication); coordinating the work of your subordinates.
3. Staffing: Deciding what type of people should be hired; recruiting prospective employees; selecting employees; setting performance standards; training and developing employees.
4. Leading: Getting others to get the job done; maintaining morale; motivating subordinates.
5. Controlling: Setting standards, such as sales quotas, quality standards, or production levels; checking to see how actual performance compares with these standards; taking corrective action as needed. At Chase, this meant that employees (including the new, young managers) had to be given specific standards to shoot for and that their actual performance then had to be

compared with these standards and evaluated
(pp. 3-4).

Operational Functions

Cawelti (1981) has denoted that the activities of the principal have pertained to the operational or maintenance tasks that are performed, not the classic management functions. Pitner (1981) has suggested the following activities from empirical observational studies of the tasks superintendents, assistant principals, and principals perform that are operational in nature:

1. Low degree of self initiated tasks
2. Many activities of short duration
3. Discontinuity due to interruptions
4. The needs of others in the organization, superseding prior plans
5. Face-to-face verbal contacts with one other person
6. An extensive network of individuals/groups internal and external to the school district
7. A hectic and unpredictable flow of work
8. Numerous unimportant; decisions and trivial agenda
9. Few attempts at written communication
10. Events occurring in or near the administrator's office

11. Interactions predominately with subordinates
12. A preference for problems and information that are specific, rather than general; concrete, solvable, and currently pressing (pp. 6-8).

It is evident that the demands placed on the principal require a variety of leadership competencies from which selected skills can be chosen to meet the demands of each role expectation (Klopf, Scheldon, and Brennan, 1982).

The Concept of Leadership

The concept of leadership has been fairly easy to define, but a difficult one to study and understand (Dessler 1982). Dessler (1982) has supported the case in definition by asserting that "leadership occurs whenever one person influences another to work toward some predetermined objective" (p. 38). He has further suggested that the difficulty in the study and understanding of it "is because effective leadership entails all component activities that a leader must be involved in, such as motivating employees, helping them set goals, and engaging in management by objectives" (p. 381). Despite this phenomenon, a large body of knowledge has been acquired about leadership theory in the effort to understand, explain, and predict why some leaders are better than others (Dessler 1982).

The Trait Theory of Leadership

Dessler (1982), Fiedler (1974) and Chemers (1974) have

indicated that the trait approach to leadership emerged from the studies conducted by the American Psychological Association at the beginning of World War I, and the personnel testing movement following the war. Initially, it was difficult to conclusively describe traits that characterized effective leaders. However, Professor Edwin Ghiselli in his study of 300 managers from 90 different businesses in the United States, discovered six traits which characterized effective leaders. The most significant trait that emerged from these studies was the capacity of managers "to direct the work of others and to organize and integrate their activities so that the goal of the work group could be attained" (Dessler 1982, p. 38). Effective managers were also found to be intelligent, decisive, and self-assured than less effective ones. Additionally, effective managers were more achievement oriented and possessed a high need for self actualization. From the research on trait theory, the focus was to explain leadership on the basis of what the leader was.

The Behavioral Theory of Leadership

Dessler (1982), Fiedler (1974), and Chemers (1974) have indicated that the basic assumption underlying behavioral leadership theory has been that there are two major functions that leaders perform: (1) Accomplishing the task, and (2) satisfying employee needs. The literature has suggested that

a number of different leadership styles have been associated with these fundamental task and people dimensions, and research has addressed how they impact employee morale and performance (Dessler 1982).

Two leadership styles that have been associated with the task and people dimensions have been the Structuring and Considerate Leadership Styles (Dessler 1982). Dessler (1982) has noted that Lowin, Hrapchak and Kavanagh (1969) have conveyed that these styles emerged from the 1945 research at Ohio State University which produced the Leader Behavior Description Questionnaire (LBDQ). They have characterized each in the following manner:

Consideration

1. He expresses appreciation when one of us does a good job.
2. He stresses the importance of high morale among those under him.
3. He treats all his foremen as his equals.
4. He is friendly and can be easily approached.

Initiating Structure

1. He rules with an iron hand.
2. He insists that his foreman follow standard ways of doing things in every detail.
3. He insists that he be informed on decisions made

by foreman under him.

4. He 'needles' foremen under him for greater effort.
5. He decides in detail what shall be done and how it shall be done (p. 384).

Concurrent with the research at Ohio State University was a project at the University of Michigan Research Center which led to the identification of two more leadership styles (Dessler 1982). Dessler (1982) has acknowledged that Likert and his associates concluded from their studies that the best leaders were employee centered: "Supervisors with the best record of performance focus their primary attention on the human aspects of their subordinates' problems and on endeavoring to build effective work groups with high performance goals" (p. 383). Dessler (1982) has suggested some considerations in the interpretation of Likert's findings. Although his findings supported the notion that most effective leaders are generally employee centered, that is not always the case. The production-oriented leader sometimes has the high performing group. Further, the employee-centered leader is "not just a nice guy who relies on the morale and good nature of his staff to get the job done" (p. 385). The employee-centered leader also sees that employees have clear, high performance goals (Dessler 1982).

From the research begun at the University of Michigan, Dessler (1982) has suggested that a distinction between close and general

styles of leadership have also emerged. Close supervision was conceptualized as "one end of a continuum that characterizes a leader who specifies the roles of subordinates and checks to see that compliance to specifications is accomplished" (p. 386). At the opposite end of the continuum is the laissez-faire leader who takes a completely "hands off" position with employees (Dessler 1982). In the middle of the continuum is the general leader.

Dessler (1982), Fiedler (1974), and Chemers (1974) have indicated that the work of Tannenbaum and Schmidt distinguished between autocratic and participative leadership styles. The differences between the two styles have been in who makes the decisions for the group (Dessler 1982). The autocratic leader makes a decision and announces it; the participative leader involves the group to the decision making (Dessler 1982). According to Dessler (1982), Fiedler (1974), and Chemers (1974), Yetton and Vroom suggested that there are several possible degrees of participative leadership. Three of the possible degrees are as follows:

1. No participation (autocratic) style: You solve the problem or make the decision yourself using information available to you at the time.
2. Middle of the road style: You share the problem with relevant subordinates individually, getting

their ideas and suggestions without bringing them together as a group. Then you make the decision which may or may not reflect your subordinate's influence.

3. Participative style: You share a problem with your subordinates, as a group. Together you generate and evaluate alternatives and attempt to reach agreement (consensus) on a solution. Your role is much like that of a chairperson. You do not try to influence the group to adopt "your" solution and you are willing to accept and implement any solution which has the support of the entire group (Dessler 1982, p. 386).

From the research on behavioral leadership, several conclusions have been established. The leader who appreciates the individuality of his employees and treats them as valuable and important resources, generally have individuals who are more than satisfied with work (Dessler 1982). Secondly, employee-centered leadership is usually related to higher employee output. Third, a leader's style alone does not determine effectiveness. Other things such as goal setting and providing incentives contribute to a leader's effectiveness (Dessler 1982). Finally, in many situations, leadership that is production-centered can be more effective than employee centered leadership (Dessler 1982). Dessler (1982) has

denoted that Likert had supported this notion through the following comments:

Although the research findings show that (Employee-centered leadership) is more often characteristic of the operation of the high-producing managers than the low, the results do not show that all high-producing managers adhere to this pattern. Technically competent, job centered, insensitive, and tough management can achieve related high productivity. The evidence clearly indicates that if this kind of supervision is coupled with the use of tight controls on the part of the line organization, impressive productivity can be achieved. Members of units whose supervisors use these high pressure methods, however, are more likely to be among those who have the least favorable attitudes toward their work and their supervisors and are likely to display excessive waste, scrap loss, and turnover. In general, these are the work groups which showed the greatest hostility and resentment toward management, the least confidence and trust in their supervisors, the largest number of grievances that go to arbitration, and the greatest frequency of slowdown, work stoppages, and similar difficulties.

It is important also to recognize that the research findings...do not support the conclusion that every organization in which there are high levels of confidence and trust, favorable attitudes, and high levels of job satisfaction will be highly productive. Even though a manager may have built his department into an organization with these qualities, his department will not achieve high productivity unless leadership and the decision-making process used by the organization result in the establishment of high performance goals by the members for themselves. High performance goals as well as favorable attitudes must be present if an organization is to achieve a high degree of productivity (p. 390).

The Contingency Theory of Leadership

Dessler (1982), Fiedler (1974), and Chemers (1974) have established that a program of research begun in 1951 by Fred Fiedler focused on situational factors that determined leader effectiveness. Dessler (1982) indicated that at the foundation of Fiedler's theory "are three situational factors: (a) Leader-Member relations, (b) task structure, and (c) position power (p. 390).

Dessler (1982) has explained the first factor as the

ability of the leader to get along with his employees to the extent that they have confidence in him and are loyal to him. In the explanation of task structure, Dessler (1982) suggested that tasks that are highly structured give the leader more influence than tasks that are unstructured and nebulous.

Dessler (1982) has described Fiedler's "position power" as the "degree to which the job enables the leader to get his group members to comply with and accept direction and leadership" (p. 391). In explaining Fiedler's notion, Dessler (1982) has suggested that leaders have more influence and power if they are able to hire, fire, reprimand, and so on.

Dessler (1982), Fiedler (1974), and Chemers (1974) have implicated from Fiedler's research that there are no single set of traits or leadership style that will be effective in all situations. On the other hand, Dessler (1982) has suggested that a leader's intelligence, maturity, and decisiveness may be important determinants of successful leadership.

Because of his beliefs that a leader's main purposes are to establish and clarify goals, Dessler (1982), Chemers (1974), and Fiedler (1974) have denoted that Robert House proposed another kind of contingency leadership theory called Path-Goal Theory. The philosophy of this theory is quite simple. "Setting clear goals for subordinates and explaining to them why these goals

are important are basic functions leaders should perform" (Dessler, 1982, p. 393). Thus from the research on situational leadership, the implications have been on the importance of fitting the leader to the task.

The Ideal Leader: A Summary

The research on leadership has contributed to an understanding of how leaders can be effective. From the trait theory, it has been recognized that an effective leader displays initiative, self-assurance, and decisiveness, and is generally more intelligent and competitive (Dessler 1982). From the styles theory, it has been supported that the more successful leader is considerate and supportive of his people. Successful leaders are cognizant of the individuality of their subordinates and their need to feel useful and important (Dessler 1982). In addition to these universal leadership qualities, the situational theories have implicated that effective leaders are able to adjust their styles to the situation.

The principles that have emerged from the research on leadership and leadership effectiveness have been summarized by Dessler (1982) as follows:

1. A leader should provide the required direction.

Subordinates often expect to be led and almost always expect to be given clear, unambiguous

performance standards. Few things will more quickly undermine a leader's influence than his or her constantly referring decisions to his group or telling subordinates 'it's up to you,' or permitting others to make decisions for him. Even behavioral scientists (who are often biased toward participative leadership) agree that there are many times when a take-charge leader is required.

2. A leader must have influence. In addition to providing direction, a leader's second main task is to influence his or her subordinates to get the job done. Such influence stems from several sources including: The leader's position in the organization; his or her intelligence and decisiveness; his ability to reward and punish subordinates; and his subordinates' dependence on him.
3. Respect subordinates' individuality. Considerate, supportive leader consistently have the most satisfied subordinates. The need to treat people with respect and honesty has emerged as a very important element in motivation and leadership. The fact is that in our country today most employees' basic needs -- for food, health, money, and so on are fairly well satisfied. But there is one need

which is seldom gratified. Maslow refers to this need as the need for esteem and for self-actualization. Herzberg calls it recognition. Atkinson calls it the need to achieve. But in one form or another it is a need all people have to feel important and to be treated as valuable and respected individuals capable of getting the job done.

4. Set fair, achievable goals and communicate them.
To repeat, though, being considerate does not necessarily mean not giving orders or setting goals, people work better when they know what their goals are and that the standards by which they are evaluated are consistent and fair.
5. Leadership is multi-faceted. Effective leadership requires more than having the right traits or style. Effective leadership entails positive reinforcement, goal setting, and performance appraisal (pp. 397-398).

TRAINING PROGRAMS FOR SCHOOL ADMINISTRATORS:

TRADITIONAL ISSUES AND TRENDS

Griffiths (1977) has indicated that there are two predominate issues in the preparation of educational administrators: (1) Should administrators be trained and educated solely in bona fide universities? and (2) Should training programs be designed into the competency mode?

University Preparation

Erlandson (1979) has established that a confused picture is painted in regard to the academic preparation of school administrators. "States generally require at least a Master's Degree, with a majority of the courses being required in Educational Administration. Some states require a minimum of 45 or 60 hours of graduate credit" (p. 151). Erlandson (1979) has indicated, however, from a national study of elementary principals conducted by Herriott and Gross, 1959-64, that a negative correlation was found between the number of courses taken in Educational Administration by individuals and their indicators of success (Erlandson, 1979).

The lack of a clear direct correlation between academic coursework in Educational Administration and success on the job may be to a great degree the result of failure to provide the prospective school administrator with the concrete experiences

that alone can provide fertile soil for the development of the profession's abstractions that are articulated in the academic classroom. A standard tool of the profession for fulfilling this task is the professional internship, sponsored by the university and taking place primarily in a school setting.

Pellicer, Allen, Tonnsen, and Surratt (1981) have denoted that McIntyre (1979) suggested that university preparation should encompass study in organizational behavior and development, policy studies, decision making, human relationships, leadership, instructional improvement, management science and school law (p. 17). His rationale was based on the notion that the future job roles of individuals are usually unknown at the time a student enters a preparatory program. The variety and number of positions that fall within the context of educational administration create an impossibility in tailoring specialized programs for students at the Master's Degree level. (Pellicer, et. al., p. 17). A 1977 study conducted by the National Association of Secondary School Principals concerning the university courses principals considered essential to their preparation, disclosed a majority (70% on each course) selecting (1) school law, (2) curriculum and program development, (3) school management, (4) supervision of instruction, and (5) human relations (Pellicer, et. al., 1981).

Competency Based

Griffiths (1977) has noted that the competency approach to teaching administration has been attempted. "The Southern States Cooperative Program in Educational Administration spent a great deal of money in the 1950's in an attempt to utilize this approach. The fact that virtually no university other than Tennessee adopted it is perhaps the best indication that the approach was a failure" (p. 426). It is wrong, however, to review the competency movement solely in terms of competencies (Griffiths, 1977).

Facets of the approach that have had value that can and should be utilized in university programs include (1) close relationships with practicing administrators that would result in cooperative planning; (2) lengthy field experiences; (3) evaluation of both the program and (4) the products; and the use of this information in program revision (Griffiths, 1977, p. 426). "It would certainly seem that activities of this sort should be performed in revising any program of preparation, while the pressure to devise and teach competencies should be resisted" (p. 426).

Pellicer, et. al. (1981) have denoted however, that while current preparatory programs for principals afford student many diverse opportunities and experiences, many colleges and universities continue to deliver training programs through the

traditional lecture-type courses; and a sizeable number of them continue to provide competency-based training programs.

Field-Based Training

A facet of the competency-based training that has risen in popularity following the introduction of the Administrative Internship in Secondary School Improvements in 1963 by the National Association of Secondary School Principals was field-based training. Known by several synonyms, i.e. practicum, apprenticeship, and internship, Pellicer, et. al. (1981) have indicated that Ferreira (1970) established that internships or practicums evolved out of the concern to assist individuals in making a transition from teacher, counselor, or other, to principal.

Pellicer, et. al. (1981) have noted that Erlandson (1979) and Lincoln (1978) compared and patterned the educational administration practicum or internship after the medical internship or the law apprenticeship. "These internships or apprenticeships have served primarily to initiate new colleagues in the wide variety of issues, problems, and decisions confronting full-fledged professionals" (Pellicer, et. al. p. 17). Pellicer, et. al. (1981) have suggested that:

The administrative internship allows trainees to move beyond the cognitive levels of knowledge and comprehension which comprise the bulk of

cognitive learning taking place in the academic classrooms, to the more complex application analysis, synthesis, and evaluation levels. Administrative internships provide opportunities to practice skills to go with academic learning, which results in the development of competencies. Building a knowledge base for the principalship without sufficient emphasis on skill development results in trainees who can talk about skills they may not be able to practice. Field-based training can provide opportunities for skill development (p. 18).

Additional opportunities that are provided through field-based training experiences include:

1. Sharing responsibility for the training of future educational leaders by local school districts, universities, state departments of education and others.
2. Allowing administrative trainees to meet certification or licensure requirements.
3. Bridging the gap between theoretical classroom training and practical application in job-like

situations.

4. Expanding the pool of administrative applicants in general, and from selected groups such as women and/or minorities.
5. Deletion of those not suited to administration.
6. Improving leadership skills.
7. Teaching the routine tasks required in administrative roles.
8. Providing additional university services to sponsoring field agencies.
9. Stimulating the professional growth of administrators.
10. Providing a means to evaluate administrative potential in prospective administrators.
11. Reducing temporarily the work load in certain areas for practicing administrators.
12. Socializing the prospective administrator to the field of administration (Pellicer, et. al., 1981, pp. 18-19).

Pellicer, et. al. (1981) have suggested that:

Although field-based training programs for principals have afforded a variety of opportunities and serve many purposes, the literature suggests that there are several problems that occur with them:

1. There are no known studies of predictive validity that can demonstrate effectiveness of field-based experiences.
2. There appears to be an inadequate understanding of the knowledge base and its functions for preparing administrators.
3. Organization of learning activities is a problem for program planners. There is no formula to determine how much learning should be individualized and how much should occur in groups.
4. There does not appear to be universally accepted method or methods for training good administrators, male or female.
5. There is considerable disagreement over the kind and depth of experiences that should be provided to interns. Some favor an emphasis on routine building administration while others prefer that interns produce educational products during the internship experience, thereby acquiring a depth of experience in selected areas.
6. Field-based training is expensive, requiring considerably more time, energy, and staff than classroom training.
7. Role ambiguity for interns, host administrators

and university supervisors can lead to conflict and resentment.

8. Because districts feel they have a right to control the training of "their people" and are more independent than other cooperating agencies, it can be difficult to promote joint planning and cooperative effort (Pellicer, et. al., p. 27).

Pellicer, et. al. (1981) have indicated, however, that the literature has established the following suggestions for enhancing the effectiveness of field-based training:

1. The ultimate success for internship programs rests largely with school districts. Therefore, school districts must be totally committed to such programs before they can be successfully implemented. In the absence of school district support, internship programs should not be attempted.
2. Due to uneven levels of interdependence among parties participating in internship programs (school districts, universities, professional associations), cooperation will depend on there being a significant reward for each party involved. Programs should be designed to ensure that each party does in fact realize a significant reward.

3. Role expectations for those participating in internship programs (interns, host administrators, university supervisors) must be clearly defined at the outset of a program. This will serve to reduce misunderstanding and conflict.
4. There is considerable support for educating "perceptive generalists" rather than specialists during the internship experience. There is reason to believe that most interns will pick up the necessary administrative detail once they are actually holding down an administrative job; therefore, the internship should be devoted to training educational leaders or change agents.
5. Internship experiences must be flexible to meet the varied personal and professional needs of participants. Some conceptual model such as the one proposed by Lincoln (1978) could be used as an overall planning guide, but highly structured programs in which each intern has an identical set of experiences should be avoided.
6. During the internship experience there should be a blend of classroom experience with the field experience to ensure a firm bond between the theoretical and the practical. Interns must

learn the right way to do things in conjunction with the reasons why certain alternatives are better than others.

7. A variety of methods (reading, guided practice, group discussions, seminars) should be used to train interns. Methods are neither good nor bad, but are effective or ineffective depending on the situation and purpose for which they are used.
8. Adequate time for the internship should be provided. Most are convinced that an extended period of time when the prospective administrator can be a student of administration in a field setting is desirable. During this period, the internship should not be subordinated to another role but should, in fact, be the primary role (pp. 27-28).

TRAINING PROGRAMS FOR PRINCIPALS:
IMPLICATIONS FOR THE FUTURE

Today's public school administrators operate in an atmosphere that is significantly different from that of twenty years ago (Griffiths, 1977).

They are selected in different ways--often by 'the community,' as in New York City, or with the participation of teachers, students, and parents, as in the suburbs. They have little of the authority of their predecessors, and they have great difficulty making their decisions stick. Policies that were once considered educational are now often made without reference to professional expertise. This is especially true of appointments to teaching and administrative positions and, in some cases, of selection of educational materials. With the advent of collective bargaining, many areas of decision making were taken away from administrators altogether; those that dealt with the reward system decreased the power of the administrator even further (Griffiths, 1977, p. 407).

Present forces which impact the current educational climate and the role of the administrators include (1) the public's demand for

success in schools; (2) the press towards competency-based certification; (3) changes in technology; (4) changes in social values; (5) financial constraints; (6) increased legislation and litigation; and (7) increased complexity in the organizational structure of the educational system (Podemski, 1980, p. 30).

If administrators are to survive and are to respond to the challenges of the 1980's, "new forms of systematic on-going activity need to be created and incorporated into the mainstream of administrator training..." (Podemski, 1980, p. 29). Podemski (1980) has indicated that Goldhammer has asserted:

Although neglected at the present time by most of the preparatory institutions and related agencies, the continuous in-service education of administrators is one of the most imperative needs for the revitalization of education in our society. To provide those experiences which can effectively assist the trained professional to modify his (sic) behavior, to obtain the new knowledge which he (sic) needs, and to build new skills based upon contemporary technology is probably the greatest challenge facing the field of educational administration and all of its institutions and agencies today (pp. 29-30).

In response to Goldhammer's challenge, several public school districts have developed staff development activities to address the need to bridge the traditionally wide gap between administrative theory and the practice of running a school" (Pellicer and Buford, 1982, p. 28). During the 1980-81 school year, Gordon L. McAndrew, Superintendent of Richland School District No. 1 in Columbia, South Carolina, initiated a program in cooperation with the University of South Carolina to endeavor a new method to develop top-flight school principals. The program contained the following features:

1. Full-time internships funded by the school system and made available to persons identified as potential administrators; (Emphasis on women and minorities)
2. A course of study sponsored by the school system and university, cooperatively to facilitate the narrowing of the gap between administrative theory and the practice of running a school (Pellicer and Buford, 1982).

Pellicer and Buford (1982) have noted that over 200 persons responded to the district's announcement of the program which confirmed the superintendent's belief that a need existed to provide training to those who showed promise for administrative leadership. All applicants were interviewed by a committee of

administrators from which ten participants were chosen. "Selection was based on merit...demonstrated creativity, leadership potential, communications skills, experience in urban education, and a strong academic background" (p. 28). Once selected, participants were paired with principals who could aptly guide their development and serve as their mentors (Pellicer and Buford, 1982).

Working closely with practicing school principals is essential to the interns' preparation and is a key element of the program. The close association allows the interns--guided by principals--to acquire the practical skills needed to be strong administrative leaders. Important: These interns are not placed in a school to take over the principal's busy work, but to take part in the overall operation of the school. By the time the school year is completed, the interns know almost every administrator in the school system as well as a number of people in the state department of education. In short, if a roof leaks, they know who to call to have it fixed (p. 28).

The course of study that was incorporated into the Richland program contained the following components: (1) university courses, (2) seminars, (3) special institutes, (4) an individual

improvement plan, and (5) local, state, and national professional development activities. Pellicer and Buford have characterized the components as follows:

1. University Courses. To make a successful leap from theory to reality, the university teaches only theory that is rooted firmly in practical approaches to running schools. Example: When discussing budgets, students are exposed to several different theories of budgets, but they also study in detail the actual budget of a local school system. This blend of the practical and the theoretical gives students a chance not only to see how their own schools operate, but also to examine the different approaches to public school administration.
2. Seminars. How to function as an effective member of the district's administrative team is demonstrated through a special series of seminars planned and presented by school personnel. Each of the following areas is covered in a meeting conducted by the person in charge: Administration maintenance, transportation, school food services, purchasing, personnel, instruction, and pupil services. The top administrator from each area gives the interns a look at day-to-day operations and explains how problems in these areas

are solved.

3. Special Institutes. A number of in-depth retreats lasting several days are held during the course of the internship. At these meetings, interns, principals, central office administrators, board members, and university faculty members take part in group discussions and problem-solving exercises. The participants work in teams, break problems into small components, and offer suggested solutions.
4. Individual Improvement Plans. During the early stages of the internship, each participant is given a self-assessment questionnaire and is told to analyze his or her strengths and weaknesses. In turn, the project director, principals, and a university consultant use the results to develop individual improvement plans for interns. If an intern needs to know more about student scheduling, for example, the student is given the opportunity to work closely with a principal to plan schedules.

Each intern is also required to develop or refine a product (a student/teacher handbook or a school calendar) or a process (a class schedule or a student activities schedule) for the school in which he works. Another part of the plan calls for interns to participate

in administrative activities, such as visiting the homes of students who are having discipline problems or coordinating an emergency drill at school. These activities are designed to incorporate several major areas of a principal's responsibilities.

5. Local, State, and National Professional Development Activities. Interns also are encouraged to attend national and state meetings of administrator organizations - as funds permit. At these meetings, interns have the chance not only to share ideas and take part in clinic programs, but also to rub elbows with some of the successful administrators in the state and nation (pp. 28-29).

The Richland program has been favorably regarded; and although the district did not guarantee the promotion of program participants, eight of the ten participants in 1981 were appointed to administrative posts. Four were appointed to elementary principalships; one was appointed to an elementary assistant principalship; two were assigned as personnel coordinators; one was assigned to a middle school assistant principalship (Pellicer and Buford, 1982). Since 1981, twelve more participants have experienced the districts training which is locally funded. Pellicer and Buford (1982) have denoted that Superintendent McAndrew has

stated, "This is one of the most promising projects in which I am involved. A good principal is the key to a good school, and this program is training persons to be effective principals" (p. 29).

The Ector County, Texas, Program
for the Identification and Assessment
and Development of Prospective Principals

The Ector County, Texas, Public School District has initiated a similar project. Recognizing the critical need to systematically identify and train individuals for future administrative positions, the objectives of the program have been characterized as follows:

1. To provide a "trial period" for prospective administrators under actual school conditions.
2. To provide the opportunity for the prospective administrator to practice a cooperatively planned program.
3. To provide learning situations where the experienced practitioners share in the training of prospective administrators.
4. To provide individualized training experiences for prospective administrators (Ector County Public Schools Intern Program, p. 1).

The present administration and Board of Trustees of Ector County Public Schools do not underestimate the pool of

talent available in Ector County teachers. We do, however, recognize the critical need to systematically identify and train these individuals for future administrative positions. Such a program of training could provide the district with a well-qualified administrator, confident, and ready to assume responsibility on the first day of assignment--an administrator knowledgeable of the workings of the district and the process for getting things done effectively and efficiently...(p. 1).

The Montgomery County, Maryland,
Schools Program for the Identification,
Assessment, and Development of Prospective Principals

The Montgomery County, Maryland, Public School District has endeavored a comprehensive program for identifying, assessing, and developing administrative skills. The training components of the program have been described as (1) Leadership Training, Phase I and Phase 2; (2) An Internship Program, and (3) Assessment Center (Rohr, 1984).

Rohr (1984) has characterized Phase I of the leadership training component as a ten-session, weekly non-credit course with five objectives:

1. To provide information about career opportunities

within the school system:

2. To provide opportunities for self-assessment relative to leadership potential;
3. To provide evaluations by administrative and supervisory personnel who assess the participant's leadership potential;
4. To provide experience through simulated task and interview sessions that may be helpful in actual task or interview settings;
5. To provide information about career planning (p. 14).

Activities that have been incorporated into this phase have included:

1. Self-Assessment and Job Awareness Sessions.
During these sessions, participants complete a variety of self-assessment inventories to heighten their awareness of their leadership potential and style. In addition, Montgomery County Public Schools (MCPS) personnel officers and others discuss selection procedures and career opportunities within the system. Participants can ask their principals to rate their leadership potential, using a format provided by the program coordinator.
2. Group Task Session. During this session,

participants are divided into small groups to work on an administrative problem. Each group is observed by two school-based administrators who evaluate and rank-order participants. The groups may be leaderless or each person, in turn, may be selected to act as leader of the group for a different problem.

3. Simulated Interviews. These trial employment interviews are conducted in those areas of interest expressed by participants. Supervisory personnel are asked to conduct interviews and then evaluate and rank the participants.
4. Feedback Session. During this session, participants review a data summary sheet, which includes their scores from the task-session observers, the interviewers, and their peers. Individual conferences may be scheduled for additional discussion of personal concerns.
5. Career Planning Session. During these sessions, individuals participate in activities that focus on various aspects of career planning, such as information interviews, additional training or retooling, and resume writing (p. 14).

Rohr (1984) has indicated that Phase I is designed to provide

a foundation upon which participants can make intelligent decisions regarding administration as a career.

Phase II of the leadership training component has been described as a three-credit, 18-week course conducted to provide opportunities to:

1. Learn more about the roles and responsibilities of those in administrative and supervisory positions in the school system.
 2. Learn about administrative problems and issues in the school system;
 3. Explore and study concepts, theories, and models relating to leadership and administration;
 4. Develop skills useful for leadership positions
- (p. 15).

Rohr (1984) has denoted that Phase II incorporates two major components; (1) Theory and (2) Practice. "The Course provides participants with many opportunities to apply the concepts to real situations, to build skills through practice sessions, and to work in groups of varying size and compositions" (p. 16). Phase II was given a "highly effective rating by 97% of the participants (Rohr, 1984).

Montgomery County's Administrative Intern Program has been depicted as "an intensive on-the-job training program" (Rohr, 1984, p. 16). Applicants are ranked on the basis of degrees, experiences,

certification, references, and evaluation (Rohr, 1984). Rohr (1984) has further denoted that 30 to 80 of the top candidates are invited to Administrative Competence sessions for an intensive assessment of their interpersonal skills, communication and conceptual skills, and group leadership skills. The candidates are given points for their performances on each activity and are then ranked. "Names of the top persons are placed on the administrative intern list for two years after the system's Appointments Committee has determined the number based on future projected needs of the system" (p. 16). According to Rohr (1984), when an opening for an assistant principal occurs in a school, the superintendent decides on the placement of a current assistant principal or an administrative intern in that position. If the decision reached is the latter, selected persons from the list are interviewed by a panel. One person is selected to participate in the Administrative Intern Program.

The length of time the intern serves as assistant principal has been designated as one year to allow for appropriate preparation of the individual for the role of the principal. Rohr (1984) has specified the scope of the intern's responsibilities as including the instructional program, staff, pupil personnel, management, community involvement, and professional growth. "The principal is responsible for the allocation of duties similar to those performed by an assistant principal. The principal is also

the primary trainer and supervisor of the intern" (p. 16).

Incorporated into the internship program, Rohr (1984) has noted, is a monthly seminar. The intern is responsible for conducting these seminars with his or her supervisory team. The team is composed of a central office associate superintendent, a representative from the staff development department, and a university representative or outside consultant (Rohr, 1984). "These seminars provide important feedback for the intern to examine behavior and style" (p. 17). Interns are placed as soon as possible as assistant principals upon successful completion of the intern program (Rohr, 1984).

Montgomery County has utilized the Assessment Center to review candidates for the school principalship. The Assessment Center project was initiated by the National Association of Secondary School Principals in 1975. Twelve behaviors and skills were selected to be observed in prospective candidates with potential for success in the principalship. The National Association of Secondary School Principals' twelve skill dimensions have been identified and described as follows:

1. Problem Analysis - Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.

2. Judgment - Skill in identifying educational needs and setting priorities; ability to reach logical conclusions and make high-quality decisions based on available information; ability to critically evaluate written communications.
3. Organizational Ability - Ability to plan, schedule, and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paperwork and heavy demands on one's time.
4. Decisiveness - Ability to recognize when a decision is required and to act quickly.
(Without an assessment of the quality of the decision).
5. Leadership - Ability to recognize when a group requires direction, to get others involved in solving problems, to effectively interact with a group, to guide them to the accomplishment of a task.
6. Sensitivity - Ability to perceive the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds; skill in resolving conflicts,

ability to deal effectively with people concerning emotional issues; knowing what information to communicate and to whom.

7. Oral Communication Skill - Ability to make a clear oral presentation of ideas and facts.
8. Written Communication Skill - Ability to express ideas clearly in writing; to write appropriately for different audiences -- students, teachers, parents, other administrators.
9. Range of Interests - Competence to discuss a variety of subjects (educational, political, economic, etc.); desire to actively participate in events.
10. Personal Motivation - Showing that work is important to personal satisfaction; a need to achieve in all activities attempted; ability to be self-policing.
11. Educational Values - Possession of well-reasoned educational philosophy; receptiveness to change and new ideas.
12. Stress Tolerance - Ability to perform under pressure and opposition; ability to think on one's feet.

Following a review of the candidates' credentials, recommendations, and personnel folders by the Appointments Committee, candidates are invited to the center for a two-day intensive period. Candidates participate in five exercises designed to give them an opportunity to demonstrate specific competencies needed by effective principals (Rohr, 1984). Five areas that reflect specific skills and performance competencies are assessed, using data from position job descriptions and personnel evaluation forms for principals. These skills and performance competencies include the following:

1. Group leadership and problem solving skills;
2. Supervisory skills, including evaluation of teachers;
3. Oral presentation skills;
4. Communication skills;
5. Organization, management, and problem-solving skills (p. 17).

Candidates participate in evaluation exercises which consist of such tasks as group leadership, supervision, oral presentation written reaction task, and structured interview exercise (Rohr, 1984). Candidates who successfully demonstrate the specific competencies needed by the affective principal during the Assessment Center are placed on an eligibility list for the position of school principal (Rohr, 1984). Persons are interviewed for

positions after which a selection is made by the Appointment Committee (Rohr, 1984). The superintendent recommends the appointment to the School Board which makes the appointment official. Rohr (1984) has suggested that the Montgomery County Schools endeavor is a comprehensive process of identification, assessment, and development of administrative skills.

The Chesapeake, Virginia, Schools
Management Academy

In a similar initiative as Richland, Ector, and Montgomery Counties, the Chesapeake, Virginia, Public School District conceived and developed a management and leadership development program in the fall of 1979.

The leadership identification and development unit of the program had been depicted as consisting of three major components:

1. Part-time internships in nine-week blocks. Each candidate serves one-half day as a classroom teacher and one-half day as an administrative intern in the principalship (elementary, secondary, or assistant principal) or as a director or a supervisor. Exposure to four different nine-week experiences in administration will enhance the candidates overall perspective in regard to

administration; i.e., school perspective and system perspective.

2. University affiliation. While participating in the leadership development program, each candidate is expected to have an administrative endorsement or to be enrolled in a graduate program leading to the proper endorsement. Course projects, research papers, theses and/or dissertations could focus on the Chesapeake School System.
3. School system sponsored seminars. The candidates participate in a series of seminars devoted to educational administration as it relates to Chesapeake. Problem-solving activities, role playing, simulation, and research projects are but a few of the types of experiences to which the candidates are exposed by members of the Superintendent's immediate staff (Chesapeake Public Schools, Management and Organizational Development Program, 1980, p. 4).

The process of selecting participants to the program was established as follows:

1. An Administrative/Supervisory Screening

Committee advertises certain positions for which applicants/candidates are sought

2. Applicants are screened on the basis of educational background, experience, performance, written responses to questions relative to the position, and a structured interview. Each variable is weighted, and a rating scale is used to determine the applicant's standing as it compares with other applicants. The applicants with the highest ratings are recommended as candidates for the leadership development program. The number of candidates may vary; however, the desired number of candidates at any one time is six.
3. Each candidate is evaluated by various instructors and a summary of his or her performance is compiled. Candidates who have successfully completed the requirements are certified as an eligible candidate for administrative appointment (pp. 3-4).

Summary

In many respects, programs for training principals are similar to what they were thirty years ago; in other respects,

they are very different (Miklos, 1983). They are similar in that demands, issues, and proposals of the time have influenced the design and content of educational administrator training programs. Their differences have been reflected in the diversification, growth and expansion of training programs for principals (Miklos, 1983). "The fact that programs are now more diversified than they were previously suggests that there has not been an uncritical acceptance of an established practice, but instead, programs have been modified and adapted to suit particular circumstances" (Miklos, 1983, p. 171).

In the recognition that the effective improvement of education cannot be accomplished without capable and competent people leading such efforts, school divisions, state legislatures, state departments of education, and universities have engaged in cooperative efforts to provide staff development programs for the identification and development of such leadership (Pedemski, 1980).

If training programs for principals are to be meaningful efforts, they need to reflect a clear relationship of theory to practice (Pellicer, 1981). Pellicer (1981) has suggested that Contingency Theory is a general framework for analyzing and selecting those elements which are useful for a given circumstance. "Appropriate organization and administrative processes and choices are contingent upon the particular character or nature of the

organization at a given time, and the task(s) the organization seeks to accomplish at a given time" (Pellicer, 1981, p. 31).

In utilizing Contingency Theory as a framework, the notion that "any one model of organization and administration is superior to others in all situations..." is rejected (p. 31).

CHAPTER 3

METHODOLOGY

The purpose of this study was to investigate the status of formal staff development programs for the identification, assessment, and/or training of prospective principals in the public school systems in Virginia. The methodology employed for this research focused on the elements of exploratory field research for the collection of data pertaining to issues surrounding the training of principals, particularly the training of candidates for the principalship. A number of relevant topics detailing contemporary issues of prospective principal training were studied: Issues regarding the designs of prospective principal training programs; issues concerning the administration of prospective principal training programs; issues regarding the instructional and evaluation strategies employed in the prospective principal training programs; issues relating to the utilization of prospective principal training on the selection of neophyte principals, and issues relevant to the future role of prospective principal training programs in Virginia. Responses from superintendents provided the information needed to complete this study.

Population Characteristics

Since the focus of this study was to investigate the status of staff development programs for the identification, assessment, and/or training of prospective principals in the public school systems

in Virginia, the population consisted of all Virginia public school superintendents. The total number of superintendents contacted in the target population was 141 (Virginia Department of Education, 1985). No sample was utilized.

Instrumentation and Procedures

A four-part questionnaire entitled "Staff Development Programs for the Identification, Assessment, and/or Training of Prospective Principals Questionnaire" was developed by this investigator by February 3, 1986 (Appendix A).

Part I of the questionnaire consisted of eight questions designed to ascertain personal and demographic information from respondents. Superintendents were asked a series of questions about experience as a superintendent, experience as a principal, preservice training for the principalship prior to the initial appointment as principal, experience in education in general, size of their school system, age, educational degrees and whether their school district had a formal staff development program for the identification, assessment, and/or training of prospective principals in effect. Information about the sex of the respondents was not solicited because that data was accessible from the 1985-86 Virginia Public Schools Directory. During the 1985-86 school year, the number of female Virginia public school superintendents totalled three. This represented 2% of the total number of superintendents in the State who were predominately males. The total number of

male Virginia superintendents was 138 which represented 97.8% of the superintendent population in Virginia.

In Part II of the survey instrument, superintendents were asked questions designed to determine how long their staff development program for the identification, assessment, and/or training of prospective principals had been in operation; why the programs were initiated, how often the programs were implemented; how persons were selected for participation in the program; what was the duration of the training period; what was the design of the program; what were the areas of skill development; what were the instructional strategies employed in the training, and what were the processes used to ascertain the mastery of skills.

Part III of the questionnaire directed seven questions to the respondents to ascertain how the staff development program for the identification, assessment, and/or training of prospective principals was used to select new principals. Superintendents were asked about how their programs were utilized to select new principals; how many new principals were selected from persons who had completed their school districts' programs; how many new principals were appointed from persons who had not participated in their districts' programs, and the criteria used to select new principals in their districts.

Part IV of the instrument consisted of seven questions designed to disclose the opinions of Virginia superintendents about the future impact of staff development programs for the identification

assessment, and/or training of prospective principals. Respondents were asked about their views of these programs as effective vehicles for preparing individuals for the principalship; their opinions on the rate of success of their districts' programs in accomplishing their purposes; whether participation in their districts' programs should be a prerequisite for individuals seeking the principalship; whether school systems should assume the responsibility for providing preservice training for prospective principals, and whether they have considered initiating any changes in their current programs that also could suggest to other endeavors in the State. The final question on the questionnaire, "Is there anything about your district's training program that you want to share that was not asked in this questionnaire?" was designed to afford the respondents the opportunity to provide additional information about their staff development programs for the identification, assessment, and/or training of prospective principals.

On February 10, 1986, the questionnaire, along with a corresponding cover letter explaining the purpose and nature of the instrument and including a statement requesting a critique of the instrument, were mailed to selected superintendents in North Carolina and Maryland. A stamped return envelope was included in the mailing (Appendix B).

From this February 10th mailing of the questionnaire, 100% of the population responded to this pilot survey by the February 21st

deadline. From the responses and critiques that were provided from the pilot survey population, the questionnaire was revised. Before the questionnaire was formally administered, it was reviewed by selected members of the researcher's dissertation committee and approved for administration to the superintendents comprising the population of this study.

On April 11, 1986, each Virginia public school superintendent was mailed a questionnaire. A corresponding cover letter explaining the purpose and nature of the instrument and including a statement that a summary of the survey results would be sent to the superintendents if requested and a stamped return envelope were also included in the packet (Appendix C). The questionnaires were coded so that the researcher could distinguish between respondents and non-respondents. Since the Virginia public school systems consist of townships, counties, and cities, a single alphabet code was assigned to townships; i.e. A, B, etc; a double alphabet code was assigned to counties; i.e. AA, AB, AC, etc; and a triple alphabet code was assigned to cities; i.e. AAA, AAB, AAC, etc.

By the April 30th deadline, ninety-eight superintendents (70% of the population surveyed) had returned their completed questionnaires. On May 20, 1986, a second cover letter was drafted (Appendix D), and a second packet composed of the new cover letter, an identical questionnaire, and a stamped return envelope were mailed to all superintendents from the population who had not responded to the first

mailing. Superintendents were requested to return their completed instruments on or before May 30, 1986, the final cut-off date. By May 30, 1986, seventeen additional questionnaires had been returned yielding a total of 115 or 82% of the superintendents who composed the target population.

Analysis of the Data

During the summer of 1986, the analysis of the data collected from the questionnaires was begun. The initial step entailed the execution of a frequency count for the purpose of distinguishing those school systems in Virginia which had staff development programs for the identification, assessment, and/or training of prospective principals in effect from those school systems which had none. The question, "Does your school district currently have a formal staff development program for the identification, assessment, and/or training of prospective principals in effect?" formed the basis for the count. Marginal tabulations were computed to reflect the actual distribution of the school districts in Virginia that had formal programs in effect and those that did not. School districts were divided into groups according to their classification as established by the Virginia Department of Education, i.e. counties, cities, and townships, to facilitate this purpose.

Respondents who indicated that they had no formal staff development programs for the identification, assessment, and/or

training of prospective principals were not able to respond to the questions in Parts II, III, and IV of the survey instrument. Only respondents who acknowledged that they had formal programs in existence responded to Parts II, III, and IV of the questionnaire. Once the distinction was determined, a frequency count for each item in Parts II, III and IV of the questionnaire from the respondents who had indicated that they had a formal program for the identification, assessment, and/or training of prospective principals was conducted. Marginal tabulations were computed from the frequency counts to reflect how the target population distributed itself for each response. The Chi-Square Test was applied to the frequency data to determine statistical significance. Details of all tabulations noted in this study are discussed in Chapter IV.

Summary

A questionnaire was designed to assess the status of staff development programs of public school districts in Virginia for the identification, assessment, and/or training of prospective school principals. All of the 141 Virginia public school superintendents comprised the target population for this research. No sample was utilized.

Of the 141 superintendents surveyed, 115 (82%) returned completed questionnaires. Data collected from the questionnaires were recorded as frequency counts and marginal tabulations to reflect how the target population distributed itself regarding

the information requested. Details of all findings are presented in Chapter IV.

CHAPTER 4

RESULTS

This study was initiated to assess the status of staff development programs in the public school districts in Virginia for the identification, assessment, and/or training of prospective principals. Responses to a four-part questionnaire were analyzed to answer six fundamental questions after all data collection was completed.

These questions were the following:

1. What are the designs of the staff development programs for the identification, assessment, and/or training of prospective principals in the Virginia public school districts?
2. How are the staff development programs for the identification, assessment, and/or training of prospective principals administered in the Virginia public school districts?
3. How are the staff development programs for the identification, assessment, and/or training of prospective principals financed in the Virginia public school districts?
4. What are the areas of skills development in the staff development programs for the identification, assessment, and/or training of prospective principals in the Virginia public school districts?
5. What influences do the staff development programs for the identification, assessment, and/or training of prospective

principals exert on the selection of new principals in the Virginia public school districts?

6. Is there a consensus among the superintendents in Virginia about the future of staff development programs of public school districts for the identification, assessment, and/or training of prospective principals?

A four-part questionnaire was mailed to all of the 141 Virginia public school superintendents to answer these questions. These superintendents were the target population for this research. One hundred fifteen superintendents returned completed questionnaires after the initial and follow-up mailings were completed. This total included responses from 76 county school districts representing a 79% return rate of Virginia counties; 36 city school districts, representing a 90% return rate of Virginia cities; and 3 township school districts, representing a 75% return rate of Virginia townships. The average overall rate of return for the survey was 82%.

Demographic Data

Part I of the four-part questionnaire consisted of eight questions designed to ascertain specifics about the target population surveyed. Responses to these questions were analyzed in terms of frequency counts and marginal tabulations to reflect the precise distribution for each question.

Size of School District. The initial question in the demographic section of the instrument asked respondents to indicate the student size of their school districts by checking the appropriate range which represented their most recent average daily membership figures. From the responses of the 76 county public school superintendents, the majority of them (63%) reported an average daily membership of 1000 - 5999 students. Twenty percent of them denoted a population of 6000 - 10,999 students, the second highest response. The remainder of these superintendents reported student populations that ranged from 100 - 999 to 26,000 as reflected in Table 1.

The responses of the 36 city public school superintendents were similar. The majority of them (56%) denoted a student population of 1000 - 5999 in their districts. Seventeen percent of them reported a student population of 6000 - 10,999, the second highest response. The remainder of this group denoted student populations that ranged from 100 - 999 to 26,000 and above. (See Table 1.)

The responses of the 3 superintendents of township public school districts were in line with their county and city colleagues. The majority of them (66 2/3%) denoted an average daily membership of 1000 - 5999 students; the remaining superintendent reported a student population of 100 - 999 students.

The second question asked superintendents to indicate the

total number of schools within their districts by checking the appropriate range representing their total number of schools. The majority of the 76 county school superintendents (63%) responded that their districts were composed of 1 - 10 schools. Twenty-five percent of them reported a total of 11 - 20 schools in their districts. The remaining responses in this group reflected school districts composed of 21 - 30 schools and 41 or more. (Refer to Table 2.)

As in the previous question, the responses of the 36 city school superintendents were similar. The majority of them (58%) reported that their districts were composed of 1 - 10 schools. Nineteen percent of this group denoted that their school districts were made up of 11 - 20 schools, the second highest response. The remaining responses of this group depicted school districts composed of schools ranging 21 - 30, 31 - 40, and 41 or more in number. (Refer to Table 2.)

From the responses of the 3 town superintendents, all of them (100%) reported that their school districts were made up of 1 - 10 schools.

Experience. Respondents were asked to indicate the number of years they had served as a superintendent by checking the appropriate range representing their total number of years of experience as a superintendent.

From the responses of the 76 county school superintendents,

the range of 1 - 5 years was the predominate response given by 28% of them. The second and third most popular responses of 11- 15 years and 6 - 10 years, respectively, were provided by 22% and 21% of this group, respectively. Seventeen percent indicated 21 years and above of experience as a superintendent. The remaining responses of this group reflected ranges of experience from as little as less than a year, to as much as 21 years or more. (Refer to Table 3.)

The responses of the 36 city school superintendents were very similar. As in the former group, the top responses were 1 - 5 years (33%) and 6 - 10 years (31%), respectively. Seventeen percent of this group denoted a range of experience of 11 to 15 years. The remaining responses depicted ranges of experience from as little as less than a year, to 21 years or more. (See Table 3.)

There was no predominate response from the 3 township superintendents. Each one denoted a different range of experience as a superintendent; i.e. 6 - 10 years (33 1/3%), 11 - 15 years (33 1/3%), and 21 years and above (33 1/3%).

Additionally, the demographic section of the survey instrument asked superintendents to indicate their total number of years in education. Similar in format to the experience-as-superintendent question, the respondents were asked to check the range representing their total number of years in education. From the responses of the 76 county school superintendents, the majority of them (78%)

indicated 21 years or more of experience in education. The remaining responses revealed ranges of experience in education from 11 - 15 years to 16 - 20 years. (See Table 4.)

The majority of the 36 city school superintendents (80%) also denoted 21 years and above experience in education. Other responses disclosed ranges of education experience from 11 - 15 years to 16 to 20 years. (Refer to Table 4.)

The responses of the 3 township superintendents were congruent to their county and city colleagues. The majority of them (66 2/3%) indicated 21 years and above of experience in education. The remaining response denoted a range of experience of 16 - 20 years in education.

Included in the demographic section of the questionnaire was a question which asked superintendents to indicate if they had ever served as a school principal by checking either the "yes" or "no" response choice which was provided. All three groups of superintendents overwhelmingly denoted that they, indeed, had served as a principal. There were few negative responses to this question. (See Table 5.)

When the Chi-Square Test was applied to the frequencies of the responses on this question, the null hypothesis of no relationship was accepted at the .05 level of significance.

Following this question, superintendents were asked if they had received any preservice training for their principalships prior

to their initial appointments. As with the previous question, a "yes" or "no" response choice was provided. Again, all three groups of superintendents overwhelmingly indicated that they had not received preservice training for the principalship prior to their initial appointments; however, there were several affirmative responses among county and city superintendents. (See Table 6.)

When the Chi-Square Test was applied to the frequencies of the superintendents' responses on this question, the null hypothesis of no relationship was accepted at the .05 level of significance.

Age. In question "G," superintendents were provided five age ranges and were asked to check the appropriate one that pertained to them. In all three groups of superintendents, the predominate responses to this question were the age ranges of 40 - 49 years and 50 - 59 years of age. Additional answers of county and city superintendents reflected very few who indicated the age range of 30 - 39 years, and several who denoted an age range of 60 and above years. None of the township superintendents exceeded the 50 - 59 age range. (See Table 7).

College Degree. Question "H" asked superintendents to indicate their degree status by checking the response which represented their highest earned degree. With the exception of the township superintendents whose majority denoted the Masters degree plus 30 hours as their highest earned degree, the majority of the

county and city superintendents denoted the Doctorate as their highest earned degree. (See Table 8.)

The Nature of the Staff Development
Program for the Identification, Assessment
and/or Training of Prospective Principals

In Part II of the questionnaire, superintendents were asked to respond to questions about the nature of their staff development programs for the identification, assessment, and/or training of prospective principals. Only superintendents who had indicated that they had such programs in effect in their school districts were able to respond to Part II and subsequent sections of the questionnaire. As was stated in Chapter 3, the question, "Does your school district currently have a formal staff development program for the identification, assessment, and/or training of prospective principals in effect?" was asked to dichotomize districts with programs from those without them. A "yes" or "no" response choice was provided for this question.

From the responses of the 3 groups of superintendents, the majority of them answered "no" to this question. Only 14 of the 76 county superintendents and 9 of the 36 superintendents of city school systems responded "yes." Therefore, as the result of these responses, the target population was reduced to 23 for the remainder of the questionnaire.

When the Chi-Square Test was applied to the frequencies of

the responses of the superintendents on this question, the null hypothesis of no relationship was accepted at the .05 level of significance.

Question 1 in Part II of the questionnaire asked respondents to indicate the length of existence of their programs by checking the appropriate range representing the total number of years. Respondents were required to include the 1985-86 school year in their totals. From the responses of the county and city school superintendents, the majority of them, 57% and 67% respectively, denoted that their programs had been in existence 1 - 3 years. The second highest response from both groups of superintendents (22% each) was a 4 - 6 year period of existence. Only a few responses from each denoted periods of time above six years. (See Table 10.)

When the Chi-Square Test was applied to the frequencies of the responses of the superintendents on this question, the null hypothesis of no relationship was accepted at the .05 level of significance.

Question 2 asked superintendents to indicate why their programs for the identification, assessment, and/or training of prospective principals were begun. Respondents were provided with four response choices, one of which was "other."

From the responses of the county and city school superintendents on this question, both overwhelmingly indicated that their programs

were initiatives of their districts. Only 1 county superintendent denoted that his program was initiated as the result of following trend. (See Table 11.)

When the Chi-Square Test was applied to the frequencies of the superintendents' responses on this question, the null hypothesis of no relationship was accepted at the .05 level of significance.

Superintendents were asked in Question 3 to indicate how often program training sessions were offered. The respondents were provided four response choices for this question which included (a) once a year, (b) twice a year, (c) once every other year, and (d) other. If superintendents denoted "other," they were asked to specify it.

From the responses of the county and city superintendents, the majority of both, 57% and 56% respectively, denoted that their programs were offered twice a year. The second most prominent response was once a year by 21% of the county superintendents and 33% of the city superintendents. (See Table 12.)

Three of the county superintendents responded "other" to this question. From these responses, 1 indicated that his program was offered only for three weeks during the year; 1 denoted 5 times during the year; and 1 indicated as often as needed. Only 1 city superintendent responded "other," but he did not specify it.

When the Chi-Square Test was applied to the frequencies of these responses, the null hypothesis of no relationship was

accepted at the .05 level of significance.

Similar in format to the preceding questions, Question 4 asked superintendents to denote how persons were identified for the programs. Four response choices were provided to the respondents. The choices included (a) recruited by the school district from recommendations of superiors; (b) selected to the program if individuals expressed the desire to participate; (c) selected for the program on the basis of competitive written tests, interviews, and other criteria; and (d) other. Respondents who denoted "other" were asked to specify it.

The responses of the superintendents on this question varied. The majority of the county superintendents (57%) indicated that persons were recruited by their districts to participate in their programs. The second most prominent response of this group was "other" (36%).

In specifying "other," the superintendents indicated that they employed a combination of recruitment strategies and interviews, competitive examinations, and other related procedures. Only 1 superintendent denoted that participation was limited to practicing assistant principals.

From the responses of city school superintendents, the majority of them (44%) reported that participation in their programs was open to anyone who expressed an interest. The second most prominent response of this group was that participation

was based on competitive written examinations, interviews, and other criteria. There were no "other" responses. (See Table 13.)

When the Chi-Square Test was applied to the distribution of the superintendents' responses on this question, the null hypothesis of no relationship was rejected at the .05 level of significance.

In Question 5, the respondents were asked to indicate the maximum number of participants selected for their programs by checking one of the four range choices that pertained to their districts. The four choices indicated (a) less than 10, (b) 11 - 15, (c) 16 - 20, (d) 21 and above, and (e) other.

The majority of the county and city superintendents, 64% and 33% respectively, indicated that the maximum number selected for their programs was less than 10. The remaining responses reflected the maximum number ranging from 10 - 21 or more. One city superintendent denoted that his number varied. (See Table 14.)

When the Chi-Square Test was applied to the frequencies of the respondents' answers on this question, the null hypothesis of no relationship was accepted at the .05 level of significance.

Question 6 asked the respondents to indicate the length of their training periods by checking one of the four range choices which included (a) 1 - 3 months, (b) 4 - 6 months, (c) 7 to 9

months, (c) ten months and above, and (e) other. Respondents who indicated "other" were asked to specify it.

One-half of the county school superintendents denoted that the length of training was from 1 - 3 months. Responses from the remaining one-half of this group revealed varying time periods ranging from 4 months to 10 months and above. One of the county superintendents indicated that his training period lasted one week; another specified that training was done weekly.

From the responses of the city school superintendents, an equal number of them indicated that their training was accomplished over a 1 - 3 month period and over 10 months or more (33%, respectively). The remaining responses revealed training periods that ranged from 4 months to 10 months and above. One of the superintendents indicated that his training period varied contingent on individual's needs. (See Table 15.)

When the Chi-Square Test was applied to the frequencies of the responses of the superintendents on this question, the null hypothesis of no relationship was accepted at the .05 level of significance.

Question 7 asked respondents to indicate who conducted the developmental activities of their programs by checking one of the five response choices provided. The response choices included (a) private consultants, (b) central office administrators, (c) local university educational administrative staff, (d) a

combination of all of the above; and (e) other. If the respondents indicated "other," they were asked to denote it.

From the responses of the county and city superintendents on this question, the majority of both groups, 57% and 78% respectively, indicated that they employed the services of a combination of private consultants, central office administrators, and local university staff in the developmental activities of their programs. There were only a few responses that revealed a reliance on one particular group of people. Those superintendents acknowledged the use of their district principals who had displayed exemplary leadership. (See Table 16.)

When applying the Chi-Square Test to the frequency distribution of the superintendents' answers to this question, the null hypothesis of no relationship was accepted at the .05 level of significance.

In the effort to ascertain the designs of staff development programs in the state's public school districts for the identification, assessment and/or training of prospective school principals, the respondents were asked to identify the types of programs they conducted by checking one of the five response choices that Question 8 provided. The response choices included (a) Assessment Center, (b) competency-based training, (c) field-based training, (d) traditional university coursework, and (e) other.

Again, as in previous questions, respondents who selected "other" were asked to specify it.

From the responses of the county school superintendents, one half of them denoted the Assessment Center as the design of their programs. The second most prominent response of this group was the field-base concept (29%). From the remaining responses, one superintendent specified that his program's design was seminars and traditional university coursework. Two others noted that their designs were a combination of the field-base concept and the Assessment Center.

The responses of the superintendents of city school districts varied a little from their county colleagues. The majority of the group identified workshops and the Assessment Center as the designs of their programs (44%). The remaining responses reflected a diversity of designs which included the Assessment Center, the competency-base concept, and the field-base concept. (See Table 17.)

When the Chi-Square Test was applied to the frequencies of the superintendents' responses for this question, the null hypothesis of no relationship was accepted at the .05 level of significance.

Question 9 asked superintendents to identify areas of skills development emphasized in their programs. Five response choices were provided which included (a) management functions, (b) leadership behaviors, (c) instructional leadership skills, (d) standard educational administration topics, and (e) all of the above.

From the responses of the county and city superintendents, the majority of both groups overwhelmingly indicated that management skills, leadership behaviors, instructional leadership skills, and educational administrative topics were the skills areas of emphases (93% and 89% respectively). There were only two superintendents who indicated leadership skills as the sole emphasis. (See Table 18.)

When the Chi-Square Test was applied to the frequencies of the superintendents' responses on this question, the null hypothesis of no relationship was accepted at the .05 level of significance.

In Question 10, respondents were asked to identify the instructional strategies employed in their programs. Four response choices were provided which included (a) lecture only, (b) lectures and seminars, (c) lectures, role-playing, simulations, and (d) other. Respondents who designated "other" were asked to specify it.

From the responses of county and city school superintendents, the majority of both groups, 57% and 89%, respectively, denoted that lectures, role-playing, and simulations were the instructional techniques employed in their training programs. Other responses from both groups of superintendents denoted the inclusion of lectures and on-the-job training with the aforementioned instructional strategies. (See Table 19.)

When the Chi-Square Test was applied to the frequencies of the superintendents' responses on this question, the null hypothesis of

no relationship was accepted at the .05 level of significance.

Question 11 asked superintendents to indicate the evaluation processes used to determine the mastery of skills of their programs. Four response choices were provided which included (a) written comprehensive examination, (b) observations and ratings on each training component, (c) a combination of both "a" and "b," and (d) other. Respondents who indicated "other" were asked to specify it.

From the responses of the county school superintendents, the majority of them (57%) indicated that observations and ratings composed the evaluation process. The second most prominent response from this group (36%) was the use of written examinations along with observations and ratings. One superintendent indicated that no evaluation process was utilized.

From the responses of the city school superintendents, observations and ratings and written examinations with observations and ratings were equally cited as the evaluative processes employed in the programs (44% each). (See Table 20.)

When the Chi-Square Test was applied to the frequencies of the responses of the superintendents on this question, the null hypothesis of no relationship was accepted at the .05 level of significance.

Superintendents were asked in Question 12 to disclose the total cost to their school districts each time the program was provided.

Respondents were given five range choices which included (a) \$1000 - \$5000, (b) \$5001 - \$10,000, (c) \$10,001 - \$15,000, (d) \$15,001 - \$20,000, (e) \$20,001 and above, and (f) other. Respondents who indicated "other" were asked to specify it.

The majority of the county school superintendents (79%) indicated that the costs to their divisions to offer their programs were in the range of \$1000 - \$5000. The remaining responses denoted costs in the ranges of less than \$1000 to no costs at all.

From the responses of the city school superintendents, the \$1000 - \$5000 and the \$5001 - \$10,000 ranges were cited equally as the costs to their divisions each time their programs were offered (33%). Other responses from this group denoted costs ranging from no costs at all to \$10,001 - \$15,000. (See Table 21.)

When the Chi-Square Test was applied to the frequencies of the superintendents' responses on this question, the null hypothesis of no relationship was accepted at the .05 level of significance.

The last question in this section of the instrument, Question 13, asked the respondents to identify the sources of funding for their training programs. Respondents were given five response choices which included (a) money budgeted by the school district, (b) funded by the state, (c) funded by a federal grant, (d) joint funding from state and federal grants, and (e) other.

The responses from both the county and city school superintendents overwhelmingly denoted that the monies for their programs were budgeted

by their school districts (93% and 89%, respectively). The majority of their programs were fiscally independent of any other funding sources other than their school districts. (See Table 22.) Other responses for this question denoted that the programs involved no costs to the school districts at all.

When the Chi-Square Test was applied to the frequencies of the responses of the superintendents on this question, the null hypothesis of no relationship was accepted at the .05 level of significance.

The Use of Staff Development
Programs for the Identification, Assessment,
and/or Training of Prospective Principals
in Selecting New Principals

Part III of the four-part questionnaire consisted of seven questions that were designed to ascertain specific information about how the target population utilized their programs for the identification, assessment, and/or training of prospective principals to select new principals.

Question 14, the first question in this section, asked the respondents to indicate if their districts' programs were used to select new principals by checking either the "yes" or "no" response choices that were provided.

From the responses of the county and city school superintendents, the majority of both, 79% and 56%, respectively, indicated that they

utilized their programs to select new principals. The remaining responses were negative. (See Table 23.)

When the Chi-Square Test was applied to the frequencies of the responses of the superintendents on this question, the null hypothesis of no relationship was accepted at the .05 level.

Question 15 asked superintendents to indicate how their programs were used to select new principals by checking one of the four response choices that were provided. The four response choices included (a) participants are ranked and become the pool of qualified candidates from which new principals are selected; (b) the training is required for all individuals seeking promotion to the principalship; (c) training is not a prerequisite for promotion, but it does increase an individual's chances for promotion; and (d) other. Respondents who denoted "other" were asked to specify it.

From the responses of the county and city school superintendents, the majority of both, 86% and 89%, respectively, overwhelmingly denoted that participation in their programs enhanced individuals chances for promotion, although the programs were not prerequisites for advancement. The remaining responses indicated that participants of their programs were ranked and became the pool of qualified candidates from which new principals were chosen. (See Table 24.)

When the Chi-Square Test was applied to the frequencies of the responses of the superintendents on this question, the null hypothesis of no relationship was accepted at the .05 level of

significance.

Respondents were asked in Question 16 to indicate the number of new principals appointed during the 1985-86 school year by checking one of four number ranges that were provided. They included (a) none, (b) 1 - 5, (c) 6 - 10, (d) 11 - 15, and (e) 16 and above.

From the responses of the county and city school superintendents, the majority of both, 71% and 78%, respectively, denoted that 1 - 5 new principals were promoted for the 1985-86 school year. The remaining responses revealed a range of no new principal appointments to as many as 16 and above for 1985-86. (See Table 25.)

When the Chi-Square Test was applied to the frequencies of the responses of the superintendents on this question, the null hypothesis of no relationship was accepted at the .05 level of significance.

The follow-up question to the preceding one asked the respondents to indicate, from the number of new principals appointed during 1985-86, the number of new principals who were graduates of their districts' programs. Respondents were given five response choices from which to check the appropriate response. They included (a) none, (b) 1 - 5, (c) 6 - 10, (d) 11 - 15, and (e) 16 and above.

The responses of the county and city school superintendents differed on this question. One half of the

county school superintendents denoted that none of the newly appointed principals were selected from the graduates of their training programs. The second most prominent response of this group indicated that 1 - 5 new principals were selected from the graduates of their training programs. Remaining responses of this group denoted as many as 6 - 10 new principals were selected from their programs' graduates.

From the responses of the city school superintendents, the majority of them (67%) indicated that 1- 5 of their newly appointed principals were graduates of their districts' programs. Remaining responses of this group denoted that as few as none to as many as 10 new principals were appointed from the graduates of their programs. (See Table 26.)

When the Chi-Square Test was applied to the frequencies of the superintendents' responses on this question, the null hypothesis of no relationship was accepted at the .05 level of significance.

In Question 18, respondents were asked to indicate if individuals were selected to the principalship in their districts who had not participated in their districts' programs by checking either the "yes" or "no" response choices provided for this question.

From the responses of the county and city school superintendents, the majority of both groups, 93% and 89%, respectively, overwhelmingly indicated that individuals were selected to the

principalship who were not participants in their districts' training programs. Remaining responses to this question were negative. (See Table 27.)

When the Chi-Square Test was applied to the frequencies of the responses of the superintendents on this question, the null hypothesis of no relationship was accepted at the .05 level of significance.

The respondents were asked to indicate if other criteria were considered in the selection of new principals by checking the "yes" or "no" response choice provided in Question 19.

From the responses of the county and city school superintendents, all of them in both groups (100%, respectively) responded that they did consider other criteria in the selection of new principals. There were no negative responses. (See Table 28.) When the Chi-Square Test was applied to the frequencies of the responses of the superintendents on this question, the null hypothesis was accepted at the .05 level of significance.

Question 20, the follow-up question to the preceding one, asked the respondents to specify the additional criteria that was considered in the selection of new principals in their districts by checking either "yes" or "no" for each of the four criteria listed. If none of the listed criteria applied, they were asked to specify the criteria. The criteria listed for this question included (a) professional experience, (b) recommendations,

(c) interview results, (d) written examination, and (e) other.

From the responses of the county and city school superintendents, all of them in both groups (100%, respectively) denoted that their additional criteria included professional experience, recommendations, and results of interviews. Other responses on this question noted the results of a written examination and performances in the Assessment Center as additional criteria to the aforementioned. (See Tables 29, 30, 31, and 32, respectively.)

When the Chi-Square Test was applied to the frequencies of the responses of the superintendents on each criterion, the null hypothesis of no relationship was accepted on each at the .05 level of significance.

Implications for Future

Utility of Formal Programs for the
Identification, Assessment, and/or
Training of Prospective Principals

The fourth and final section of the four-part questionnaire consisted of six questions designed to determine if a consensus could be established among the respondents regarding the future utility of formal staff development programs for the identification, assessment, and/or training of prospective school principals.

Question 21, the first question in this section, asked the respondents to indicate if they viewed school district staff

development programs for the identification, assessment, and/or training of prospective principals as effective means for preparing individuals for the principalship. "Yes" and "no" response choices were provided to them to answer this question.

From the responses of the county and city superintendents, respectively, the majority of both, 93% and 100%, respectively, overwhelmingly indicated that the programs were an effective means for preparing individuals for the principalship. Only one county superintendent provided a negative response. (See Table 33.)

When the Chi-Square Test was applied to the frequencies of the responses of the superintendents on this question, the null hypothesis of no relationship was accepted at the .05 level of significance.

Respondents were asked to rate the success of their districts' programs by checking the appropriate answer that best applied to them in Question 22. Three response choices were provided which included (a) very successful, (b) successful, and (c) unsuccessful.

From the responses of the county and city school superintendents, respectively, the majority of them, 57% and 56%, respectively, denoted that their programs were successful. The second most prominent response was "most successful" indicated by 43% and 44%, respectively, of these groups. (See Table 34.)

When the Chi-Square Test was applied to the frequencies of the superintendents' responses on this question, the null hypothesis

of no relationship was accepted at the .05 level of significance.

Question 23 asked superintendents to indicate whether participation in their districts' programs should be a prerequisite for individuals seeking the principalship by checking either "yes," "no," or "undecided."

From the responses of the county school superintendents, the majority of them (43%) were undecided on this question. The second most prominent response of this group was negative; i.e. the county superintendents did not feel that participation in their training programs should be a prerequisite for promotion to the principalship.

The responses of the city school superintendents were different on this issue. The majority of this group (44%) felt that preservice training should be a prerequisite to promotion to the principalship. The second most prominent responses of this group was that of indecision (33%). The other responses indicated that preservice training should not be a prerequisite to promotion. (See Table 35.)

When the Chi-Square Test was applied to the frequencies of the responses of the superintendents on this question, the null hypothesis of no relationship was accepted at the .05 level of significance.

Question 24 asked the respondents to indicate if school districts should be responsible for providing preservice training

for individuals aspiring to the principalship by checking either the "yes," "no," or "undecided" response choices as in the previous question.

From the responses of the county school superintendents, the majority of them (86%) denoted the affirmative on this question. One superintendent in this group responded negatively, and another was undecided.

From the responses of the city school superintendents, all of them (100%) agreed that the school district should be responsible for providing preservice training for prospective principals. (See Table 36.)

When the Chi-Square Test was applied to the frequencies of the superintendents' responses on this question, the null hypothesis of no relationship was accepted at the .05 level of significance.

Question 25 asked the respondents to indicate if they had initiated any changes in their programs, or were considering initiating any changes by checking either the "yes" or "no" response choices provided.

From the responses of the county school superintendents, one half of them indicated that they had initiated or had considered initiating changes in their programs. One half of them denoted that they had not.

From the responses of the city school superintendents, a little more than one half of them (56%) indicated that they had initiated

or had considered making changes in their programs; a little less than one half of this group denoted that they had not. (See Table 37.)

When the Chi-Square Test was applied to the frequencies of the responses of the superintendents on this question, the null hypothesis of no relationship was accepted at the .05 level of significance.

Question 26, the follow-up question and final question, asked the superintendents to specify, in writing, those changes they had made or were considering that would be of benefit to other programs in the State.

From the responses of the county school superintendents, the following statements were provided from 43% of this group:

1. "More intense training geared to daily work."
2. "Details are not currently available."
3. "More intense training."
4. "Add a local component to the Assessment Center."
5. "Broaden training."
6. "Participation in the Springfield Project."

From the responses of the city school superintendents, 33 1/3% of them provided the following comments:

1. "Details not currently available."
2. "Refinement of the process."
3. "More in-depth training, and more relative to

everyday situations."

Summary

A four-part questionnaire was mailed to all of the public school superintendents in Virginia to determine the status of public school staff development programs for the identification, assessment, and/or training of prospective principals. One-hundred fifteen superintendents returned completed questionnaires after initial and follow-up mailings were completed. This total included responses from 76 county public school districts, representing 79% of all county school districts in Virginia; 36 city public school districts representing 90% of all city school districts in Virginia; and three township public school districts representing 75% of all township school districts in Virginia. The overall rate of return for this survey was 82%.

Data collected from the questionnaires were analyzed in terms of frequencies from which marginal tabulations were calculated. The Chi-Square Test was applied to the frequency data to test for statistical significance. A summary of the findings presented in this chapter will be discussed in Chapter 5.

Table 1

Responses of Virginia Superintendents Regarding the
Sizes of Virginia Public School Districts
According to Average Daily Membership

| District Size | Counties | | Cities | | Townships | |
|--------------------------|-----------|-----|-----------|-----|-----------|---------|
| | 76 | | 36 | | 3 | |
| Average Daily Membership | Frequency | % | Frequency | % | Frequency | % |
| 100 - 999 | 6 | 8% | 2 | 5% | 1 | 33 1/3% |
| 1000 - 5999 | 48 | 63% | 20 | 56% | 2 | 66 2/3% |
| 6000 - 10,999 | 15 | 20% | 6 | 17% | 0 | 0% |
| 11,000 - 15,999 | 3 | 4% | 1 | 3% | 0 | 0% |
| 16,000 - 20,999 | 0 | 0% | 2 | 5% | 0 | 0% |
| 21,000 - 25,999 | 0 | 0% | 1 | 3% | 0 | 0% |
| 26,000 and above | 4 | 5% | 4 | 11% | 0 | 0% |

Table 2

Number of Schools Within VirginiaPublic School Districts

(Reported as Frequencies and Marginal Tabulations)

| Number of Schools | Counties | | Cities | | Townships | |
|-------------------|-----------|-----|-----------|-----|-----------|------|
| | 76 | | 36 | | 3 | |
| | Frequency | % | Frequency | % | Frequency | % |
| 1. 1 - 10 | 48 | 63% | 21 | 58% | 3 | 100% |
| 2. 11 - 20 | 19 | 25% | 7 | 19% | 0 | 0% |
| 3. 21 - 30 | 5 | 7% | 1 | 3% | 0 | 0% |
| 4. 31 - 40 | 0 | 0% | 3 | 8% | 0 | 0% |
| 5. 41 and above | 4 | 5% | 4 | 11% | 0 | 0% |

Table 3

Total Years as a Superintendent

| Years | Counties | | Cities | | Townships | |
|-----------------|-----------|-----|-----------|-----|-----------|---------|
| | Frequency | % | Frequency | % | Frequency | % |
| 1. Less than 1 | 5 | 7% | 4 | 11% | | |
| 2. 1 - 5 | 21 | 28% | 12 | 33% | | |
| 3. 6 - 10 | 16 | 21% | 11 | 31% | 1 | 33 1/3% |
| 4. 11 - 15 | 17 | 22% | 6 | 17% | 1 | 33 1/3% |
| 5. 16 - 20 | 13 | 17% | 2 | 5% | | |
| 7. 21 and above | 4 | 5% | 1 | 3% | 1 | 33 1/3% |

Table 4

Years of Experience in Education of Virginia Superintendents

(Reported as Frequencies and Marginal Tabulations)

| Years | Counties | | Cities | | Townships | |
|-----------------|-----------|-----|-----------|-----|-----------|---------|
| | Frequency | % | Frequency | % | Frequency | % |
| 1. Less than 1 | 0 | 0% | 0 | 0% | 0 | 0% |
| 2. 1 - 5 | 0 | 0% | 0 | 0% | 0 | 0% |
| 3. 6 - 10 | 0 | 0% | 0 | 0% | 0 | 0% |
| 4. 11 - 15 | 5 | 6% | 1 | 3% | 0 | 0% |
| 5. 16 - 20 | 12 | 16% | 6 | 17% | 1 | 33 1/3% |
| 6. 21 and above | 59 | 78% | 29 | 80% | 2 | 66 2/3% |

Table 5
Responses of Virginia Superintendents Regarding the
Question "Have You Ever Served as a School Principal?"

| Group | Yes | No | Row Subtotals |
|------------------|---------|----------|------------------|
| Counties | 72 (72) | 4 (4) | 76 |
| Cities | 34 (34) | 2 (1.9) | 35 |
| Townships | 3 (2.8) | 0 (0. 1) | 3 |
| Column Subtotals | 109 | 6 | 115 |

$$\chi^2(1, N=23) = 0.119, p < .05$$

Table 6
 Responses of Virginia Superintendents Regarding
 the Question "Did You Receive Formal Preservice Training
 for the Principalship Prior to Your Initial Appointment?"

| Group | | | Row |
|------------------|---------|-----------|-----------|
| | Yes | No | Subtotals |
| Counties | 9 (9.9) | 67 (56) | 76 |
| Cities | 6 (4.5) | 30 (31.3) | 36 |
| Townships | 0 (0.4) | 3 (2.6) | 3 |
| Column Subtotals | 15 | 100 | 115 |

$$\chi^2(1, N=115) = 1.13, p < .05$$

Table 7

Age Distribution of Virginia Superintendents

(Reported as Frequencies and Marginal Tabulations)

| Age | Counties 76 | | Cities 36 | | Townships 3 | |
|-----------------|----------------|-----|--------------|-----|----------------|---------|
| | Frequency | % | Frequency | % | Frequency | % |
| 1. 20 - 29 | 0 | 0% | 0 | 0% | 0 | 0% |
| 2. 30 - 39 | 2 | 3% | 2 | 6% | 0 | 0% |
| 3. 40 - 49 | 32 | 42% | 16 | 44% | 1 | 33 1/3% |
| 4. 50 - 59 | 32 | 42% | 15 | 42% | 2 | 66 2/3% |
| 5. 60 and above | 10 | 4% | 3 | 8% | 0 | 0% |

Table 8

Degree Stati of Virginia Superintendents

(Reported as Frequencies and Marginal Tabulations)

| Degree | Counties | | Cities | | Townships | |
|---------------|-----------|-----|-----------|-----|-----------|---------|
| | 76 | | 36 | | 3 | |
| | Frequency | % | Frequency | % | Frequency | % |
| 1. BA, BS | - | | - | | - | |
| 2. MA, MS | 2 | 3% | 1 | 3% | 1 | 33 1/3% |
| 3. MA plus 30 | 42 | 55% | 8 | 22% | 2 | 66 2/3% |
| 4. Doctorate | 32 | 42% | 27 | 75% | - | - |

Table 9

Responses of Virginia Superintendents Regarding the Question,
"Does Your School District Currently Have a Staff Development
Program in Effect for the Identification, Assessment, and/or
Training of Prospective Principals?"

| Group | Yes | No | Row Total |
|----------|-----------|---------|-----------|
| Counties | 14 (15.1) | 62 (61) | 76 |
| Cities | 9 (7.2) | 27 (29) | 36 |
| Towns | 0 (0.6) | 3 (2.4) | 3 |
| Column | | | |
| Totals | 23 | 92 | 115 |

$$\chi^2(2, N=115) = 0.954, p < .05$$

Table 10
Responses of Twenty-Three Virginia Superintendents
Regarding the Total Number of Years Their Prospective
Principal Training Programs Have Been in Operation

| Group | 1-3 Years | 4-6 Years | 7-9 Years | 10 Years and above | Row Total |
|------------------|--------------|--------------|--------------|-----------------------|--------------|
| Counties | 8 (8.5) | 3 (3) | 2 (1.8) | 1 (0.6) | 14 |
| Cities | 6 (5.5) | 2 (2) | 1 (1.2) | 0 (0.4) | 9 |
| Column Totals | 14 | 5 | 3 | 1 | 23 |

$$\chi^2(3, N=23) = 0.796, p < .05$$

Table 11

Responses of Twenty-Three Virginia Superintendents
Regarding Why Their Training Programs Were Initiated

| Group | Mandate from | | Initiative of | | Row Totals |
|----------|-----------------------------|-------------------------|--------------------|-------|---------------|
| | State Dept. of Education | This School District | Following Trend | Other | |
| Counties | 0 (0) | 13 (13.4) | 1 (0.6) | 0 (0) | 14 |
| Cities | 0 (0) | 9 (8.6) | 0 (0.4) | 0 (0) | 9 |
| Column | | | | | |
| Totals | 0 | 22 | 1 | 0 | 23 |

$$\chi^2(3, N=23) = 0.698, p < .05$$

Table 12

Responses of Twenty-Three Virginia Superintendents
Regarding How Often Their Program Sessions Are Offered

| Group | Once a Year | Twice a Year | Once Every Other Year | Other | Row Totals |
|------------------|----------------|-----------------|--------------------------|---------|---------------|
| Counties | 3 (3.7) | 8 (7.9) | 0 (0) | 3 (2.4) | 14 |
| Cities | 3 (2.3) | 5 (5.1) | 0 (0) | 1 (1.6) | 9 |
| Column Totals | 6 | 13 | 0 | 4 | 23 |

$$\chi^2(3, N=23) = 0.723, p < .05$$

Table 13

Responses of Twenty-Three Virginia Superintendents
Regarding How Persons are Chosen for Participation
in Their Districts' Programs

| Group | Recruited by School District | Anyone who Expresses an Interest | Results of | | Row Total |
|------------------|------------------------------------|--|--|-------|--------------|
| | | | Competitive Written Exams Interviews, etc. | Other | |
| Counties | 8 (6.7) | 1 (3) | 0 (1.2) | 5 (3) | 14 |
| Cities | 3 (4.3) | 4 (2) | 2 (0.8) | 0 (2) | 9 |
| Column Totals | 11 | 5 | 2 | 5 | 23 |

$$\chi^2(3, N=23) = 10.31, p < .05$$

Table 14

Responses of Twenty-Three Virginia SuperintendentsRegarding the Number of Participants Selected to the Programs

| Group | Less Than | | 16-20 | 21 and | Other | Row |
|----------|-----------|---------|---------|---------|---------|--------|
| | 10 | 10-15 | | above | | Totals |
| Counties | 9 (7.3) | 1 (1.2) | 0 (0.6) | 4 (4.3) | 0 (0.6) | 14 |
| Cities | 3 (4.7) | 1 (0.8) | 1 (0.4) | 3 (2.7) | 1 (0.4) | 9 |
| Column | | | | | | |
| Totals | 12 | 2 | 1 | 7 | 1 | 23 |

$$\chi^2(4, N=23) = 4.148, p < .05$$

Table 15

Responses of Twenty-Three Virginia Superintendents
Regarding the Lengths of Their Training Periods

| Group | 1-3 Mo. | | 4-6 Mo. | | 7-9 Mo. | | 10 Mo. or above | | Other | | Row Total |
|--------|----------|-------|---------|-------|---------|-------|--------------------|-------|-------|-------|--------------|
| | Counties | 7 | (6.1) | 0 | (1.2) | 2 | (1.2) | 3 | (3.7) | 2 | (1.8) |
| Cities | 3 | (3.9) | 2 | (0.8) | 0 | (0.8) | 3 | (2.3) | 1 | (1.2) | 9 |
| Column | | | | | | | | | | | |
| Total | 10 | | 2 | | 2 | | 6 | | 3 | | 23 |

$$\chi^2_{(4, N=23)} = 5.074, p < .05$$

Table 16

The Responses of Twenty-Three Virginia SuperintendentsRegarding the Question, "Who Conducts The Developmental Activities?"

| Group | Private Consultants | Central Office Staff | Local | Combin. of | Other | Row Totals |
|-----------------|------------------------|-------------------------|--|---|---------|---------------|
| | | | University Educational Administrative Faculty | Priv. Consul. Central Office Staff Univ. Staff | | |
| Counties | 0 (0) | 1 (0.6) | 3 (1.8) | 8 (9.1) | 2 (2.4) | 14 |
| Cities | 0 (0) | 0 (0.4) | 0 (1.2) | 7 (5.9) | 2 (1.6) | 9 |
| Column Total | 0 | 1 | 3 | 15 | 4 | 23 |

$$\chi^2(4, N=23) = 3.172, p = .55$$

Table 17

Responses of Twenty-Three Superintendents Regarding
The Designs of Virginia Public School District Programs for
the Identification, Assessment, and/or Training of Prospective
Principals

| Group | Assessment Center | Competency Based | Field Based | University Courses | Other | Total |
|-----------------|----------------------|---------------------|----------------|-----------------------|---------|-------|
| Counties | 7 (4.9) | 0 (0.6) | 4 (4.3) | 0 (0) | 3 (4.3) | 14 |
| Cities | 1 (3.1) | 1 (0.4) | 3 (2.7) | 0 (0) | 4 (2.7) | 9 |
| Column Total | 8 | 1 | 7 | 0 | 7 | 23 |

$$\chi^2(4, N=23) = 4.896, p < .05$$

Table 18

Responses of Twenty-Three Superintendents Regarding
the Skills Developed in Virginia Public School District Programs
for the Identification, Assessment, and/or Training of
Prospective Principals

| Group | Management Functions | Leadership Behaviors | Instructional | | Standard | Row Total | |
|------------------|-------------------------|-------------------------|----------------------|------------|----------------------|--------------|-----|
| | | | Leadership Skills | Leadership | Ed. Admin. Topics | | All |
| Counties | 0 (0) | 1 (1.2) | 0 (0) | | 0 (0) | 13 (12.8) | 14 |
| Cities | 0 (0) | 1 (0.8) | 0 (0) | | 0 (0) | 8 (8.2) | 9 |
| Column Totals | 0 | 2 | 0 | | 0 | 21 | 23 |

$$\chi^2(4, N=23) = 0.091, p < .05$$

Table 19
Responses of Twenty-Three Superintendents Regarding the
Instructional Strategies Employed in Virginia Public School
District Programs for the Identification, Assessment, and/or
Training of Prospective Principals

| Group | Lecture Only | Lectures & Seminars | Lectures, Seminars | | Total |
|------------------|-----------------|------------------------|------------------------------|---------|-------|
| | | | Role-Playing/ Simulations | Other | |
| Counties | 0 (0) | 1 (0.6) | 8 (9.7) | 5 (3.6) | 14 |
| Cities | 0 (0) | 0 (0.4) | 8 (6.3) | 1 (2.3) | 9 |
| Column Totals | 0 | 1 | 16 | 6 | 23 |

$$\chi^2(3, N=23) = 2.703, p < .05$$

Table 20

Responses of Twenty-three Superintendents Regarding the Evaluative Processes Employed in Virginia Public School District Programs for the Identification, Assessment, and/or Training of Prospective Principals.

| Group | Written Comprehensive Exam | Observations and Ratings on Programs Components | | Written Exam Observations and Ratings | | Other | Total |
|------------------|----------------------------------|--|---------|---|--|-------|-------|
| | | | | | | | |
| Counties | 0 (0) | 3 (7.3) | 5 (5.5) | 1 (1.2) | | | 14 |
| Cities | 0 (0) | 4 (4.7) | 4 (3.5) | 1 (0.8) | | | 9 |
| Column Totals | 0 | 12 | 9 | 2 | | | 23 |

$$\chi^2(3, n=23) = 0.371, p < .05$$

Table 21

Responses of Twenty-Three Superintendents Regarding the Costs of
Virginia Public School District Programs for the Identification,
Assessment, and/or Training of Prospective Principals

| Group | \$1000- | \$5001- | \$10,001 | \$15,001 | \$20,001 | Other | Total |
|------------------|----------|----------|----------|----------|----------|---------|-------|
| | \$5000 | \$10,000 | \$15,000 | \$20,000 | & Above | | |
| Counties | 11 (8.5) | 1 (2.4) | 0 (1.2) | 0 (0) | 0 (0) | 2 (1.8) | 14 |
| Cities | 3 (5.5) | 3 (1.6) | 2 (0.8) | 0 (0) | 0 (0) | 1 (1.2) | 9 |
| Column Totals | 14 | 4 | 2 | 0 | 0 | 3 | 23 |

$$\chi^2_{(5, N=23)} = 6.968, p < .05$$

Table 22

Responses of Twenty-Three Superintendents Regarding the Source of Funding for Virginia Public School District Programs for the Identification, Assessment, and/or Training of Prospective Principals

| Group | Budgeted | Funded by | | Joint Funding | | Other | Total |
|---------------|--------------------|-----------------|---------------|-----------------------------|-----|---------|-------|
| | by School District | Funded by State | Federal Grant | Through State & Fed. Grants | | | |
| Counties | 13 | 0 (0) | 0 (0) | 0 | (0) | 1 (1.2) | 14 |
| Cities | 8 | 0 (0) | 0 (0) | 0 | (0) | 0 (0.3) | 9 |
| Column Totals | 21 | 0 | 0 | 0 | | 1 | 23 |

$$\chi^2(4, N=23) = 0.091, p < .05$$

Table 23

Responses of Twenty-Three Superintendents Regarding the Question,
"Are Virginia Public School Programs for the Identification,
Assessment, and/or Training of Prospective Principals Utilized
in Selecting New Principals

| Group | Yes | No | Row Total |
|---------------|----------|---------|-----------|
| Counties | 11 (9.7) | 3 (4.3) | 14 |
| Cities | 5 (6.3) | 4 (2.7) | 9 |
| Column Totals | 16 | 7 | 23 |

$$\chi^2(1, N=23) = 1.461, p < .05$$

Table 24

Responses of Twenty-Three Superintendents Regarding How Virginia Public School Programs for the Identification, Assessment, and/or Training of Prospective Principals Are Used to Select New Principals

| Group | Participants are Ranked and are the New Principal Pool of Qualified Candidates | Training is Required for all Individuals Seeking the Principalship | Training is not a Prerequisite For Promotion | Other | Total |
|------------------|---|--|---|-------|-------|
| Counties | 2 (1.2) | 0 (0.6) | 12 (12.1) | 0 (0) | 14 |
| Cities | 0 (0.8) | 1 (0.4) | 8 (7.8) | 0 (0) | 9 |
| Column Totals | 2 | 1 | 20 | 0 | 23 |

$$\chi^2(3, N=23) = 2.839, p < .05$$

Table 25

Responses of Twenty-Three Virginia Superintendents Regarding the
Number of New Principals Appointed During 1985-86 in Their School
Districts

| Group | None | 1-5 | 6-10 | 11-15 | 16-above | Total |
|------------------|---------|-----------|---------|-------|----------|-------|
| Counties | 3 (2.4) | 10 (10.3) | 1 (0.6) | 0 (0) | 0 (0.6) | 14 |
| Cities | 1 (1.6) | 7 (6.6) | 0 (0.4) | 0 (0) | 1 (0.4) | 9 |
| Column Totals | 4 | 17 | 1 | 0 | 1 | 23 |

$$\chi^2(4, N=23) = 2.575, p < .05$$

Table 26

Responses of Twenty-Three Virginia Public School Superintendents
Regarding the Numbers of New Principals Appointed from Their
Identification, Assessment, and/or Training Programs for Prospective
Principals

| Group | None | 1-5 | 6-10 | 11-15 | 16-above | Total |
|----------|---------|---------|---------|-------|----------|-------|
| Counties | 7 (5.5) | 5 (6.7) | 2 (1.8) | 0 (0) | 0 (0) | 14 |
| Cities | 2 (3.5) | 6 (4.3) | 1 (1.2) | 0 (0) | 0 (0) | 9 |
| Column | | | | | | |
| Totals | 9 | 11 | 3 | 0 | 0 | 23 |

$$\chi^2(4, N=23) = 2.210, p < .05$$

Table 27

Responses of Twenty-Three Virginia Public School Superintendents
Regarding the Question, "Are Individuals Appointed to the Principalship
Who Have Not Participated in the District's Staff Development Program?"

| Group | Yes | No | Total |
|----------|-----------|---------|-------|
| Counties | 13 (12.8) | 1 (1.2) | 14 |
| Cities | 8 (8.2) | 1 (0.8) | 9 |
| Column | | | |
| Total | 21 | 2 | 23 |

$$\chi^2(1, N=23) = 0.091, p < .05$$

Table 28

Responses of Twenty-Three Virginia Superintendents Regarding the Question, "Are There Other Criteria Used to Select New Principals in Your District?"

| Group | Yes | No | Total |
|--------------|---------|-------|-------|
| Counties | 14 (14) | 0 (0) | 14 |
| Cities | 9 (9) | 0 (0) | 9 |
| Column Total | 23 | 0 | 23 |

$$\chi^2(1, N=23) = 0, p < .05$$

Table 29

Responses from Twenty-Three Virginia Superintendents Regarding the Question, "What Are the Additional Criteria?"

A. Professional Experience

| Group | Yes | No | Total |
|--------------|---------|-------|-------|
| Counties | 14 (14) | 0 (0) | 14 |
| Cities | 9 (9) | 0 (0) | 9 |
| Column Total | 23 | 0 | 23 |

$$\chi^2(1, N=23) = 0, p < .05$$

Table 30

Responses from Twenty-Three Virginia Superintendents Regarding the Question, "What Are the Additional Criteria?"

B. Recommendations

| Group | Yes | No | Total |
|---------------|---------|-------|-------|
| Counties | 14 (14) | 0 (0) | 14 |
| Cities | 9 (9) | 0 (0) | 9 |
| Column Totals | 23 | 0 | 23 |

$$\chi^2(1, N=23) = 0, p < .05$$

Table 31

Responses from Twenty-Three Virginia Superintendents Regarding the Question, "What Are the Additional Criteria?"

C. Interview Results

| Group | Yes | No | Total |
|--------------|---------|-------|-------|
| Counties | 14 (14) | 0 (0) | 14 |
| Cities | 9 (9) | 0 (0) | 9 |
| Column Total | 23 | 0 | 23 |

$$\chi^2(1, N=23) = 0, p < .05$$

Table 32

Responses from Twenty-Three Virginia Superintendents Regarding the Question, "What are the Additional Criteria?"

D. Written Examination

| Group | Yes | No | Total |
|--------------|---------|---------|-------|
| Counties | 3 (3) | 11 (11) | 14 |
| Cities | 2 (1.9) | 7 (7) | 9 |
| Column Total | 5 | 18 | 23 |

$$\chi^2(1, N=23) = 0.005, p < .05$$

Table 33

Responses of Twenty-Three Virginia Public School Superintendents Regarding the Question, "Do You View District Staff Development Programs for the Identification, Assessment, and/or Training of Prospective Principals As An Effective Means for Preparing Individuals for the Principalship?"

| Group | Yes | No | Total |
|--------------|-----------|---------|-------|
| Counties | 13 (13.4) | 1 (0.6) | 14 |
| Cities | 9 (8.6) | 0 (0.4) | 9 |
| Column Total | 22 | 1 | 23 |

$$\chi^2(1, N=23) = 0.697, p < .05$$

Table 34

Responses of Twenty-Three Virginia Superintendents Regarding the
Rate of Success of Their School Districts' Programs for the
Identification, Assessment, and/or Training of Prospective Principals

| Group | Very Successful | Successful | Unsuccessful | Total |
|---------------|-----------------|------------|--------------|-------|
| Counties | 6 (6.1) | 8 (7.9) | 0 (0) | 14 |
| Cities | 4 (3.9) | 5 (5.1) | 0 (0) | 9 |
| Column Totals | 10 | 13 | 0 | 23 |

$$\chi^2(2, N=23) = 0.008, p < .05$$

Table 35

Responses of Twenty-Three Virginia Public School Superintendents
Regarding the Question, "Should Participation in the District's
Program be a Prerequisite for Individuals Seeking the Principalship?"

| Group | Yes | No | Undecided | Total |
|--------------|---------|---------|-----------|-------|
| Counties | 3 (4.3) | 5 (4.3) | 6 (5.5) | 14 |
| Cities | 4 (2.7) | 2 (2.7) | 3 (3.5) | 9 |
| Column Total | 7 | 7 | 9 | 23 |

$$\chi^2(2, N=23) = 1.431, p < .05$$

Table 36

Responses of Twenty-Three Virginia Public School Superintendents
Regarding the Question, "Should School Systems be Responsible for
Providing Pre-service Training for Prospective Principals?"

| Group | Yes | No | Undecided | Total |
|---------------|-----------|---------|-----------|-------|
| Counties | 12 (12.8) | 1 (0.6) | 1 (0.6) | 14 |
| Cities | 9 (8.2) | 0 (0.4) | 0 (0.4) | 9 |
| Column Totals | 21 | 1 | 1 | 23 |

$$\chi^2(2, N=23) = 1.462, p < .05$$

Table 37

Responses of Twenty-Three Virginia Public School Superintendents
Regarding the Question, "Have You Initiated Any Changes in Your
Current Training Program for Prospective Principals?"

| Group | Yes | No | Total |
|---------------|---------|---------|-------|
| Counties | 7 (7.3) | 7 (6.7) | 14 |
| Cities | 5 (4.7) | 4 (4.3) | 9 |
| Column Totals | 12 | 11 | 23 |

$$\chi^2(1, N=23) = 0.065, p < .05$$

CHAPTER 5

SUMMARY AND RECOMMENDATIONS

This study was designed to assess the status of staff development programs in the public school districts in Virginia for the identification, assessment, and/or training of prospective principals. Six relevant questions detailing contemporary issues of prospective principal preparation were studied. The issues regarded the following:

1. What are the designs of the staff development programs for the identification, assessment, and/or training of prospective principals in the Virginia public school districts?
2. How are the staff development programs for the identification, assessment, and/or training of prospective principals administered in the Virginia public school districts?
3. How are the staff development programs for the identification, assessment, and/or training of prospective principals financed in the Virginia public school districts?
4. What are the areas of skills development in the staff development programs for the identification, assessment, and/or training of prospective principals in the Virginia public school districts?
5. What influences do the staff development programs for the identification, assessment, and/or training of prospective principals

exert on the selection of new principals in the Virginia public school districts?

6. Is there a consensus among the public school superintendents in Virginia about the future of staff development programs of public school districts for the identification, assessment, and/or training of prospective principals?

A four-part questionnaire was mailed to all of the public school superintendents in Virginia. Results from this population disclosed the practices on-going in Virginia for the training of prospective principals. These findings are detailed further in this chapter.

Need for the Study

A firm and steadily growing body of research has documented the role of the school principal as the key force in educational improvement. As schools have experienced and adapted to societal change, principals have had to adjust, expand, and reinterpret their roles. It has been suggested that too often principals, new ones in particular, have discovered themselves caught up in a whirlwind of personal and professional survival. "Armed with little more than a set of keys and a few graduate courses, new principals have been thrust unprepared into an administrative jungle. Energy that should have been directed towards providing leadership was spent learning the ropes" (Pellicer and Buford, 1982, p. 28).

To facilitate this role adjustment, expansion, and reinterpretation,

school districts have begun to initiate internal strategies for the purpose of preparing special personnel for leadership and management. Though not prolific in the literature, there has been evidence that identifying, assessing, and developing leadership skills have emerged as a vital interest of public school districts as a means of providing capable and well-qualified administrative personnel to confront and deal with the new conditions in education. This interest has also represented an effort to bridge the "traditionally wide gap between administrative theory and running a school" (p. 28).

The major goal of this study was to provide this assessment of the systematic staff development programs of identification, assessment, and/or training of prospective principals on-going in the State's public school districts. As a relatively new phenomenon, an assessment of the strategies of public school districts for identifying, assessing, and/or training of prospective principals must be conducted before an evaluation of the same can be accomplished.

Purpose of the Study

Believing that the training of prospective school principals is vital to school districts in maintaining a well qualified and competent educational staff to meet the challenges of an ever-changing society, this researcher was interested in the strategies employed by superintendents of Virginia public school districts to achieve that intent. The major purpose of this study, therefore, was to assess and evaluate collected data regarding the staff development programs

of public school districts in Virginia for the identification, assessment, and/or training of prospective principals.

Design of the Study

In the attempt to assess the status of staff development programs of public school districts in Virginia for the identification, assessment, and/or training of prospective principals, a survey was designed to be sent to all of the superintendents of public school districts in Virginia. A total of 141 superintendents comprised the target population contacted to participate in this study.

Each superintendent was sent a questionnaire with a self-addressed stamped return envelope on April 11, 1986. A corresponding cover letter explaining the purpose and nature of the instrument was included in the mailing. By the April 20, 1986, deadline, ninety-eight superintendents (70% of the target population contacted) had returned their completed questionnaires. A second mailing of the questionnaire was sent to all non-respondents on May 20, 1986. By the May 30, 1986, cut-off date, seventeen additional questionnaires had been returned yielding a total of 115 superintendents or 82% of the target population who had responded.

Analysis of the Data

Analysis of the data collected from the questionnaires was begun during the summer of 1986. Since the focus of this research was directed to the status of staff development programs of the public school districts in Virginia for the identification, assessment,

and/or training of prospective principals, the first step of analysis was to determine those school districts with programs from those without them. A frequency count from the question, "Does your school district currently have a staff development program for the identification, assessment, and/or training of prospective principals in effect?" was executed for this purpose. From the 115 respondents, twenty-three superintendents (20% of the population) indicated that they had such programs in effect; 92 (80% of the population) indicated that they did not. From the twenty-three affirmative respondents, 9 (39% of this population) were superintendents of city public school districts; 14 (61% of this population) were superintendents of county public school districts.

Once the dichotomy was determined, data collected from the superintendents who had programs were analyzed in terms of frequency counts from which marginal tabulations were computed. The Chi-Square Test was applied to all frequency data to determine statistical significance.

Results of the Study

Six relevant questions detailing contemporary issues regarding staff development programs for the identification, assessment, and/or training of prospective principals formed the basis for this research. The first of these questions was "What are the designs of the staff development programs for the identification, assessment, and/or training of prospective principals in the public school districts

in Virginia?"

Designs of the Programs

From data collected from the target population, regarding the designs of the staff programs for the identification, assessment, and/or training of prospective principals, it was discovered that the majority of the public school systems in Virginia conducted the National Association of Secondary School Principals' Assessment Center. The second most popular designs were the field-base approach and a combination of the Assessment Center and the field-base design.

Additional data collected from respondents regarding the designs of their programs disclosed that the majority of them had been in existence for 1 - 3 years. The second most prominent period of existence was 4 - 6 years. It was interesting to discover that 13% of the school districts' programs had been in operation for 7 - 9 years, and 4% had been in existence 10 years or more.

In establishing the rationale for why the programs were developed, it was noted that the majority of them were offsprings of initiatives of the school districts to provide for the effective administration of the schools in them. Only 4% of the programs were the result of following trend established by certain school districts in the State.

The Administration of the Programs

The second issue studied regarding the status of staff

development programs of public school districts in Virginia for the identification, assessment, and/or training of prospective principals concerned the administration of such programs; i.e. how they were applied and how they functioned.

Data collected from the respondents revealed several disclosures. First it was noted that the majority of the programs were provided twice a year. The second most prominent time period was once a year. The remaining programs were offered from 3 to 5 times a year.

The second disclosure pertained to how participants were selected to the programs. The majority of the school districts selected participants for their programs from recommendations submitted by their superiors. The second most prominent methods of selection consisted of a combination of recommendations and expressions of interest, and recommendations and the results of competitive interviews and tests.

Twenty-one percent of the school districts selected anyone who expressed an interest to participate in their programs, and 9% based selection solely on the results of competitive interviews and tests.

A third disclosure was related to the number of participants selected to the programs each time they were offered. The majority of the programs accepted 10 or fewer individuals for training each time training programs were offered. The second

most prominent number selected for training was 21 or more. The remaining numbers selected to programs ranged from 11 to 20 participants. Only 4% of the districts noted that the number selected varied from session to session.

A fourth disclosure from the data pertained to the length of the programs' training sessions. The majority of the programs' training sessions lasted 1 - 3 months. The second most popular length of training was 10 months and above. The remaining programs' training sessions ranged from 1 week to 7 - 9 months.

A final disclosure from this data pertained to who conducted the programs' activities. The majority of the programs in the State utilized a combination of central office administrators and local university educational administrative staff to conduct the developmental activities.

The second most prominent practice was the utilization of the aforementioned and district principals who had displayed exemplary leadership.

The remaining programs employed the services of local university educational staff.

The Financing of the Programs

A third issue examined regarding the status of staff development programs of public school districts in Virginia for the identification, assessment, and/or training of prospective principals concerned how the programs were financed. With the

exception of 2 programs which involved no costs to operate, the remaining programs were financed by the school systems, respectively.

Of the school districts which financed their own programs, the majority of them cost in the range of \$1000 - \$5000 to operate. The second most prominent cost was the range of \$5001 - \$10,000.

Areas of Skills Development

The fourth issue investigated regarding the status of staff development programs of public school districts in Virginia for the identification, assessment, and/or training of prospective principals pertained to the skills development components of the programs. The majority of the programs stressed training in management skills, leadership skills, and other skills relevant to the effective administration of the educational programs in the school districts, respectively. Only two programs emphasized leadership development totally.

In investigating the instructional strategies that were employed in these skills components, the majority of the programs utilized lectures, seminars, and role-playing/simulations strategies.

Six of the programs included an on-the-job (field-base) training component which was noted as an instructional strategy.

In determining the mastery of skills in these skills

components, the majority of the programs utilized observations and ratings on each training component as the basis for evaluation. Nine of the programs included the results of a written comprehensive examination in addition to the observations and ratings. It was interesting to discover that one program employed no evaluation strategy of any kind.

Influences of the Programs on the

Selection of New Principals

In assessing the status of staff development programs of public school districts in Virginia for the identification, assessment, and/or training of prospective principals, the issue of whether or not the programs exerted any influence(s) on the selection of new principals was studied. The majority of the school districts with programs acknowledged using them to select new principals. Seven of them denoted that they did not.

In specifying how the programs were used to select new principals, the majority of the school districts indicated that although their programs were not a prerequisite for promotion, participation in them did enhance an individual's chances for promotion. Of an interesting note was the fact that participation in one school district's program was a requirement for anyone seeking to become a principal.

During the 1985-86 school year, it was discovered that the majority of the school districts with programs appointed in the

range of 1 - 5 new principals. The majority of these new appointees were products of their districts' training programs. However, there were new principals appointed in these districts from individuals who were not products of the districts' training programs.

In the explanation of the rationale for this latter occurrence, all of the school districts acknowledged the consideration of other variables in the selection of new principals. These additional variables included the consideration of professional experience, recommendations, and interview results, and the consideration of the results of competitive written examinations and/or evaluations from an Assessment Center experience.

The Future of Public School Programs for
the Identification, Assessment, and/or
Training of Prospective Principals

The sixth and final issue studied in determining the status of public school district staff development programs for the identification, assessment, and/or training of prospective principals pertained to the perceptions of superintendents regarding the future of such programs. From the data collected from the superintendents, they overwhelmingly acknowledged that their programs were an effective means for preparing individuals for the principalship. Only one superintendent disagreed with that notion.

In rating the level of success, or lack of it in the accomplishment of their programs' goals, a little more than one half of the superintendents felt that their programs had been successful. There were quite a few of them who felt that their programs were "most successful" in the accomplishment of their goals.

In the attempt to determine if participation in a school district's preservice training program should be a prerequisite to promotion to the principalship, no consensus could be established from the superintendents. Most of them were undecided about it. The remainder of the superintendents were split between the affirmative and the negative on this issue.

Despite the varied opinions on whether participation in a district's program should be a prerequisite for the principalship, the superintendents overwhelmingly agreed that school systems should be responsible for providing preservice programs for individuals seeking the principalship. Only 1 superintendent expressed disagreement, and 1 superintendent expressed indecision.

Finally, out of this investigator's interest to determine if any of the superintendents had initiated or considered initiating any changes in their current offerings, a little over half of them indicated that they had. The remaining superintendents seemed to be satisfied with what they were doing.

Of the superintendents who had or were considering implementing changes in their current programs, the majority of them expressed the need for more intense and in-depth training relevant to the everyday work situation. In one case, the superintendent suggested adding a local training component to the National Association of Secondary School Principals' Assessment Center.

Interpretation of the Results

Rohr (1984) has asserted that identifying, assessing, and developing leadership skills have emerged as an interest of public school districts in this country. The rationale for this interest has developed from the awareness that "forces of societal change have placed new demands on school administrators for skills to manage schools" (Cawelti, 1981, p. 1).

In acknowledgement of this awareness that new skills and understandings are required of school leadership, public school districts in Virginia have engaged in the development and implementation of programs for the systematic identification, assessment, and/or development of leadership, particularly with respect to the principalship. During the 1985-86 school year, 20% of them conducted such programs; an additional 2% were engaged in the planning of programs to be implemented during 1986-87.

The diversity of the designs of the school districts' programs in the State has suggested that there has not been an acceptance of any one established practice for the preparation/training of

individuals for the principalship. Rather, the designs have been adapted to suit the unique circumstances of each school district. The exceptions were found in the systematic assessment procedures utilized by the majority of the county and city public school districts. These procedures involved the employment of the National Association of Secondary School Principals' Assessment Center process for that purpose.

The fact that the programs of the public school districts for the identification, assessment, and/or training of prospective principals were individually developed, implemented, and fiscally self-supported, has yielded support to Rohr's assertion that the identification, assessment, and/or development of leadership have emerged as an interest of public school districts in Virginia. The overwhelming emphases on leadership and management skills development, and the emphases on the development of other relevant skills associated with the administration of schools have further affirmed that forces of societal change have facilitated new aspects of the principal's job that require him/her to be more adaptive.

The majority of the staff development programs of the public school districts in Virginia for the identification, assessment, and/or training of prospective principals were utilized as a means for selecting new principals. (A little less than one half of the new principals selected during 1985-86 were from graduates of these programs.) However, principals were selected from among individuals

who had not participated in these programs. The reasons provided by superintendents for these occurrences were that professional experience, recommendations, and interview results were additional variables considered in their selection process. Additionally, they specified that the majority of the programs were not prerequisites for promotion; rather, participation in them simply enhanced individuals' opportunities for promotion.

Virginia public school superintendents with staff development programs for the identification, assessment, and/or training of prospective principals in their districts, have agreed that they represent a viable means for preparing individuals for the principalship. They have attested to the fact that each of their programs was successful in the accomplishment of its purpose.

Despite this apparent consensus, the superintendents could not reach an agreement on whether these formal programs should be a requirement for an individual aspiring to the principalship. They were equally split on this issue. Nonetheless, the superintendents have suggested that school districts should assume the responsibility for providing formal preservice programs for prospective principals. They have indicated that these programs should be intense and indepth experiences relevant to the everyday work situation of a principal.

Recommendations for Further Study

The results of this research have provided some basic answers

to six issues that were examined regarding the status of staff development programs in Virginia public school districts for the identification, assessment, and/or training of prospective principals. Conversely, these results have generated additional issues that must be addressed before a clear and comprehensive understanding of school district programs for prospective principals can be achieved.

Designs of Training Programs

It has been established that prospective principal training programs of Virginia public school districts have reflected a diversity of models/designs. These models/designs have been adapted to satisfy the unique needs of the school districts. While this practice is congruent to contingency theory; i.e., appropriate organization, processes, choices, et. al., are contingent upon the unique nature and the tasks of an organization; it has suggested that the transfer of acquired skills from one organization and process to another may not be easily facilitated. In other words, the training emphases in one district may not be necessarily the same ones in another.

The development and validation of a state-wide model of prospective principal training, much like the National Association of Secondary School Principals' Assessment Center process for potential leadership identification, would discourage such a phenomenon. Thus, the development and validation of a state-wide

model of prospective principal training is recommended for future research.

The Role of the Prospective Principal Training
Program on the Selection of Principals

This research has established that Virginia public school district prospective principal training programs have produced pools of qualified persons from which new principals have been selected. It was also recognized that individuals were appointed to principalships who were not products of their districts' prospective principal training programs. How did this occur?

The basis for this phenomenon was not clearly established in this research. Questions were not included on the questionnaire to ascertain principal selection procedures; i.e., how principals were selected and whether or not the selection processes were systematic and equitable. Therefore, a clear understanding of the influence(s) of prospective principal training programs on the selection of principals was not achieved. This is an issue that is recommended for future research.

The Effectiveness of Prospective
Principal Training Programs

In this study, Virginia public school superintendents attested that their programs for the identification, assessment, and/or training of prospective principals were successful in

the accomplishment of their purposes. Their assertions, however, were not substantiated by any empirical data. Again, the questionnaire employed in this research did not contain questions to elicit such information. What were the specific goals of these programs, and how were their successes measured and determined?

The research of Edmunds, Lazotte, and Brookover, over the past two years, a.k.a. the effective school research, has clearly established a very positive relationship between the leadership ability of the principal and student achievement. From this research, efforts have been instituted to enhance the achievement of students through the promotion of better leadership. The LEAD Act of 1984 out of Title IX has been one such effort.

If effective leadership is at the heart of student achievement, then a viable means for determining the success or lack of success of prospective principal training programs would be to evaluate them in terms of student achievement. This is an issue recommended for future study.

Conclusions

This research has established that approximately one-fifth of the public school districts in Virginia have some type of program in motion for the identification, assessment, and/or training of prospective principals. However, with the exception of assessment procedures which were established as systematic, there was no systematic or coordinated approach to

prospective principal training present in the State.

A systematic and coordinated approach to prospective principal training is needed to enhance the viability and credibility of prospective principal training programs.

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APPENDICES

Appendix A
INTERNAL STAFF DEVELOPMENT PROGRAMS FOR THE
IDENTIFICATION, ASSESSMENT AND TRAINING OF PROSPECTIVE PRINCIPALS
QUESTIONNAIRE

Directions: This questionnaire has been divided into four sections pertaining to school district staff development programs for the identification, assessment, and training of prospective principals. Please answer all questions by circling the response that best describes your school district. If additional space is needed for write-in responses, please use the back side of the page on which the question appears, using the appropriate number of the question. (Example: No. 7 Cont.) Please return the completed questionnaire in the stamped envelope provided no later than April 30, 1986. Thank you for your participation and support.

PART ONE - General Information

- A. What is the size of your school district?
 (Use most recent Average Daily Membership Figures.)
- | | |
|------------------|---------------------|
| a. 100 - 999 | d. 11,000 - 15,999 |
| b. 1000 - 5999 | e. 16,000 - 20,999 |
| c. 6000 - 10,999 | f. 21,000 - 25,999 |
| | g. 26,000 and above |
- B. How many schools make up your district?
- | | |
|------------|-----------------|
| a. 1 - 10 | d. 31 - 40 |
| b. 11 - 20 | e. 41 and above |
| c. 21 - 30 | |
- C. How long have you been a superintendent?
- | | |
|---------------------|-----------------------|
| a. Less than 1 year | d. 11 to 15 years |
| b. 1 to 5 years | e. 16 to 20 years |
| c. 6 to 10 years | f. 21 years and above |
- D. Have you ever served as a school principal?
- | | |
|--------|-------|
| a. Yes | b. No |
|--------|-------|
- E. Prior to your initial appointment as a principal, did you receive formal preservice training for the principalship from your school district?
- | | |
|--------|-------|
| a. Yes | b. No |
|--------|-------|
- F. How long have you worked in the field of education?
- | | |
|---------------------|-----------------------|
| a. Less than a year | d. 11 to 15 years |
| b. 1 to 5 years | e. 16 to 20 years |
| c. 6 to 10 years | f. 21 years and above |
- G. Into what category does your age fall?
- | | |
|-------------|----------------|
| a. 20 to 29 | d. 50 to 59 |
| b. 30 to 39 | e. 60 or above |
| c. 40 to 49 | |
- H. What is the highest degree you have earned?
- | | |
|-----------|--------------------|
| a. BA, BS | c. Masters plus JD |
| b. MA, MS | d. Doctorate |
- I. Does your school district currently have a formal staff development program for the identification, assessment, and training of prospective principals in effect?
- | | |
|--------|-------|
| a. Yes | b. No |
|--------|-------|

PART TWO - The Nature of the School District's Staff Development Program for the Identification, Assessment and Training of Prospective Principals

1. Including the present school year, how long has the program been in existence?
- | | |
|-----------------|-----------------------|
| a. 1 to 3 years | c. 7 to 9 years |
| b. 4 to 6 years | d. 10 years and above |
2. Why was the program initiated?
- | |
|---|
| a. Mandate from the State Department of Education |
| b. Initiative of this school district |
| c. Following a trend |
| d. Other, please specify. _____ |
3. How often are training sessions offered?
- | | |
|--------------------------|--------------------------------|
| a. once a year | D. Other, please specify _____ |
| b. twice a year | |
| c. once every other year | |
4. How are persons identified for the training?
- | |
|---|
| a. They are recruited by the school district through recommendations of superiors |
| b. Anyone who expresses a desire to participate in program is selected for training |
| c. Selection is competitive based on results of written tests, interviews and other criteria. |
| d. Other, please specify. _____ |
5. What is the maximum number of participants selected for the training?
- | | |
|-----------------|---------------------------------|
| a. Less than 10 | c. 16 to 20 |
| b. 11 to 15 | d. 21 and above |
| | e. Other, please specify. _____ |
6. How long is the training period?
- | | |
|------------------|---------------------------------|
| a. 1 to 4 months | c. 7 to 9 months |
| b. 4 to 6 months | d. 10 months and above |
| | e. Other, please specify. _____ |

NOTE: If you responded "Yes" to 1, please proceed to Sections Two, Three, and Four. If your response was "No," you have completed the questionnaire. Thank you for your cooperation.

7. Who conducts the developmental activities?
- a. private consultants
 - b. central office administrators
 - c. local university educational administrative staff
 - d. a combination of all of the above
 - e. Other, please specify. _____
-
8. What is the design of the training?
- a. Assessment Center
 - b. competency-based training
 - c. field-based training
 - d. traditional university coursework
 - e. Other, please specify. _____
-
9. What are the skills developed in the training?
- a. Management functions
 - b. leadership behaviors
 - c. instructional leadership skills
 - d. Standard Educational Administration Topics
 - e. All of the above
10. What instructional strategies are employed in the components of training?
- a. lecture only
 - b. lectures and seminars
 - c. lectures, role playing, simulation games
 - d. other, please specify. _____
-
11. What evaluation processes are used to determine the mastery of skills?
- a. written comprehensive examination
 - b. observations and ratings on each training component
 - c. a combination of both "a" and "b"
 - d. Other, please specify. _____
-
12. What is the total cost to the school district each time the training is initiated?
- | | |
|-------------------------|--------------------------------|
| a. \$1000 to \$5000 | d. \$15,001 to \$20,000 |
| b. \$5001 to \$10,000 | e. \$20,001 and above |
| c. \$10,001 to \$15,000 | f. other, please specify _____ |
13. Where do the monies come from for providing the training program?
- a. budgeted by the school district
 - b. funded by the state
 - c. funded by a federal grant
 - d. funded jointly by state and federal grants
 - e. other

PART THREE - The Use of the Staff Development Program for the Identification, Assessment and Training of Prospective Principals

14. Is the district's program for the identification, assessment and development of prospective principals used to select new principals?
- a. Yes
 - b. No
15. How is the program used to select new principals?
- a. Participants are ranked and become the pool of qualified candidates from which new principals are selected
 - b. The training is required for all individuals seeking promotion to the principalship
 - c. Training is not a prerequisite for promotion, but it does increase an individual's chances for promotion
 - d. Other, please specify. _____
-
16. How many new principals were appointed during the 1985-86 school year?
- | | |
|-----------|-----------------|
| a. None | d. 11 - 15 |
| b. 1 - 5 | e. 16 and above |
| c. 6 - 10 | |
17. Of the new principals, how many were filled by persons who completed the principal training program?
- | | |
|-----------|-----------------|
| a. None | d. 11 - 15 |
| b. 1 - 5 | e. 16 and above |
| c. 6 - 10 | |
18. Are individuals appointed to the principalship who have not participated in the district's staff development program?
- a. Yes
 - b. No
19. Are there other criteria used to select new principals in your district?
- a. Yes
 - b. No
20. If "yes," what are the additional criteria?
- | | Yes | No |
|---------------------------------|-------|-------|
| a. Professional experience | _____ | _____ |
| b. Recommendations | _____ | _____ |
| c. Interview results | _____ | _____ |
| d. Written examination | _____ | _____ |
| e. Other, please specify. _____ | | |
-

PART FOUR - Implications for Future Utility of
Internal Staff Development Programs for the
Identification, Assessment and Training of
Prospective Principals

- 21. Do you view district staff development programs for the identification, assessment, and training of prospective principals as an effective means for preparing individuals for the principalship?
a. Yes b. No

- 22. How would you rate your district's program in the accomplishment of its purpose?
a. very successful
b. successful
c. unsuccessful

- 23. Should participation in the district's program be a prerequisite for individuals seeking the principalship?
a. Yes
b. No
c. Undecided

- 24. Should school systems be responsible for providing preservice training for prospective principals?
a. Yes
b. No
c. Undecided

- 25. Have you initiated or considered initiating any changes in your current training program for potential principals?
a. Yes b. No

- 26. If "yes," what changes have you made or are suggesting for future training programs in your district that can be of benefit to other programs in the state?

- 27. Do you have any additional information that you would like to share about your training program for potential principals that was not addressed in this questionnaire?
a. Yes b. No

If "yes," please specify. _____

- 28. Do you wish to have a copy of the survey results.
a. Yes b. No

If "yes," to whom should the results be sent?
(Name and address.)

Appendix B

February 10, 1986

Dear

My name is Jacquelyn A. Weaver of Portsmouth, Virginia. I am a junior high school assistant principal in the Chesapeake, Virginia Public School District and a doctoral candidate at Virginia Polytechnic Institute and State University. I have chosen to study staff development programs of public school districts in Virginia for the identification, assessment, and development of prospective principals as a dissertation project.

Research has continued to document the role of the school principal as the key force in any kind of educational improvement. It has also documented the imperative need for the field of educational administration to develop new forms of systematic, ongoing activity for the training and development of school leaders. To this end, the impetus of my research is to determine the status of staff development programs in the public school districts in Virginia for the identification, assessment, and development of prospective principals.

Attached is a copy of the questionnaire that has been designed for this research. Because of your expertise and experience in educational leadership as indicated by Dr. Robert Richards, the chairman of my dissertation committee, I would be most grateful if you would take a few minutes out of your busy schedule to respond to the questionnaire as it applies to your school district. I would also appreciate your critique of the instrument in terms of its contents and the clarity of the questions. Any suggestions that you may have for the improvement of the instrument would be most welcomed. A stamped-return envelope has been provided for your convenience in returning the instrument with your comments by February 21, 1986.

Please accept my thanks for your assistance and support in this endeavor. I look forward to hearing from you on or before February 21, 1986.

Sincerely,

Jacquelyn A. Weaver

Appendix C

VIRGINIA TECH

Division of Administrative
and Educational Services

University City Office Building
Blacksburg, VA 24061

April 11, 1986

Dear Superintendent:

My name is Jacquelyn Weaver of Portsmouth, Virginia. I am a junior high assistant principal in the Chesapeake Public School System and a doctoral candidate at Virginia Polytechnic Institute and State University. I have chosen to study internal staff development programs of public school districts in Virginia for the identification, assessment, and training of prospective principals as a dissertation project.

Research has continued to document the role of the school principal as the key force in any kind of educational improvement. Further, it has continued to document the imperative need for the field of educational administration to develop new forms of systematic activity for the development of school managers. The results of this study will help to identify the systematic staff development activities of public school districts in Virginia for this purpose.

The attached questionnaire has been tested with a sampling of North Carolina Superintendents, and it has been revised in order to obtain all necessary data for this study while requiring only ten minutes of your time. I realize you receive a lot of questionnaires, but your input is essential to the outcome of this study.

It would be appreciated if you would complete the attached questionnaire prior to April 30th and return it in the stamped envelope enclosed. I will be pleased to send you a summary of the survey results if you desire.

Thank you for your cooperation.

Sincerely yours,

Jacquelyn A. Weaver

One of the Chesapeake Public Schools

WESTERN BRANCH JUNIOR HIGH SCHOOL

4201 Hawksley Drive

Chesapeake, Virginia 23321



May 20, 1986

Dear Superintendent:

Several weeks ago, I mailed you a questionnaire concerning current programs of school divisions for the identification, assessment, and training of prospective principals; a part of a study that I am conducting to determine the present status of prospective principal training in our state. As an experienced administrator, your responses will contribute significantly toward providing preliminary information about effective strategies for identifying, assessing, and the training of prospective principals.

I have enclosed another copy of the questionnaire and would appreciate it if you would complete it and return it in the stamped, return envelope by May 30, 1986.

Your assistance and cooperation is genuinely appreciated.

Thank you.

Sincerely,

Jacquelyn A. Weaver
Assistant Principal

Encl.

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