A DESCRIPTIVE STUDY OF TASKS PERFORMED

BY EXEMPLARY SECONDARY PRINCIPALS WHICH FACILITATE

EFFECTIVE INSTRUCTIONAL PRACTICES

by

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CHAPTER I

INTRODUCTION

Perhaps the most important task expected of
secondary principals is to provide leadership which
culminates in an effective teaching and learning
process. One administrative task is to promote
teachers' effective instructional performance which
may effect changes in student achievement and atti-
tudy. Therefore, the leadership demonstrated by
secondary principals is important because it has an
impact on the entire school.

Secondary principals are expected to demonstrate
comprehensive knowledge and experience. First, they
must establish procedures to guide the educational
direction of the school by bringing about effective
teaching and educational change. They should also
assist in the development of competence among teachers
and, through observation and personal support, facil-
itate a strong desire among those teachers for
continued improvement in their instructional perfor-
mance. They must also eliminate impediments which may
interfere with effective teaching and learning. When
principals are effective in providing teachers with

sound recommendations for instructional strategies,
then student learning is affected.

The position of the principal is clearly defined
as an instructional leader, a role which has evolved
over the years as an accumulation of tasks. Principals
must facilitate those instructional techniques designed
to encourage effective teaching. Teachers need the
organizational structure and leadership which princi-
pals can provide. Thus, by observing and consulting
with teachers, principals can recognize and encourage
sound methods of instruction as well as determine
solutions for ineffective teaching strategies.
Secondary principals can implement effective instruc-
tional techniques, in part by monitoring teacher and
student performance.

Background for the Study

The cluster of studies known as the "effective
school research," as well as related studies on
teaching and learning, compose a vital body of
information on education for the past two decades.
This study is important because it identifies and
describes school characteristics most conducive to
the teaching and learning process. The study should
enhance the knowledge of tasks which secondary

principals perform in establishing an effective school. The study also provides a body of criteria, functions, or indicators that support the goals needed to foster effectiveness in secondary schools. The research conducted for the study establishes the body of knowledge with objectives on tasks performed by secondary principals that support the traditional belief that good or effective schools can and do insure student learning and effective instruction.

This traditional belief has been severely challenged since the mid-sixties conclusions of Professor James S. Coleman's study on <u>Equality of Educational Opportunity</u>, mandated by the Congress in the Civil Rights Act of 1964. The Coleman report concluded that school resources have little impact on student performance. (Coleman, 1964). A later (Coleman, 1981 study indicates that schools do make a difference in student learning, causing Coleman to reverse his previous conclusion.

This study attempts to identify and confirm the factors on criteria related to effective schools. The research seeks the characteristics having a common thread among the eight secondary principals recognized as having effective schools. This recognition is based on the qualities of educational leadership possessed by North Carolina's regional candidates for Principal-of-the Year.

Statement of the Problem

To determine what specific tasks secondary princi-
pals perform which facilitate instructional practices,
the study sought answers to the following questions:

(1) What organization procedures are implemented
which promote effective instructional practices?

(2) What administrative tasks are performed by
secondary principals to facilitate effective instruc-
tional practices?

(3) What public relations tasks are performed to
facilitate effective instructional practices?

(4) What evaluative tasks are used to facilitate
effective instructional practices?

(5) What interpersonal tasks are performed which
promote effective instructional practices?

(6) Does a discernible pattern or profile of per-
tinent tasks emerge that will characterize an effective
secondary school principal?

Purpose of the Study

The study examined the relationship between the
tasks, performed by secondary school principals, which
facilitate effective teaching practices as related to
selected functions of administrative responsibilities.

Significance of the Study

The results of this study contribute to the understanding of the tasks that secondary principals perform which are perceived by teachers as tasks which facilitate effective teaching. This study assists principals in becoming instructional leaders by providing information about the impact of their actions on the instructional practices of their teachers. The study also provides useful information for evaluating effective teaching practices by examining teachers' perceptions of the principals.

Limitations of the Study

This study was restricted to selected schools in eight educational regions of North Carolina. Only the most exemplary principals from the eight educational regions were included in the study. Those regional principals had been recognized or chosen as outstanding in administration, supervision, and operation of their schools. The study focused on both the principals and teachers from those schools in which the regional participants were chosen. Generalizations beyond this selected population cannot be made.

Definition of Selected Terms

The following definitions were formulated to clarify

specific concepts and information pertinent to the study:

educational regions - the eight specific geographical areas comprising 142 school systems, as determined by the State Department of Public Instruction in North Carolina; and,

a secondary school principal - a person designated as the administrative leader in a school containing grades 9 through 12.

Organization of the Study

The study is divided into five chapters:

Chapter I contains the introduction and background, the statement of the problem, the purpose and significance of the study, its limitations, and definitions of selected terms.

Chapter II consists of a review of the literature on effective teaching and the tasks of secondary principals, ending with a summary of major research findings.

Chapter III deals with the methodology: the type of research conducted, the population surveyed, the instrument used, data collection methods, and the method of analysis.

Chapter IV presents the data gathered in appropriate charts and tables, analysis of data, and placement of the

findings in perspective.

Chapter V summarizes the findings from which
conclusions are drawn. Implications for practice and
recommendations for further research conclude the study.

CHAPTER II

REVIEW OF SELECTED RELATED LITERATURE

The world has changed, irrevocably so; thus quality
education in the 1980's and beyond means preparing
students for the transformed world they will inherit.
To achieve this goal, a comprehensive school improvement
program must be pursued. The principal can direct growth
and change; without effective schools, the promise of
excellence in education will only be a dream. The promise
of American youth cannot be fulfilled unless principals,
teachers, students, and parents pursue goals and objec-
tives which will lead to effective teaching.

School effectiveness is often measured by the
traditional variables of student performance on stan-
dardized tests, strict discipline, school climate, and
attendance. Some literature does suggest that peer
relationships, self-concept, attitude, and performance
are also significant factors in school effectiveness.
Although there appears to be a strong emphasis on such
measures of effectiveness, some evidence suggests that
those factors in the affective domain may also measure
productivity in schools.

Central to school success is the role of the
principal. As a school's chief administrator, the

principal sets the organizational tone which fosters
or hinders the development of relationships and other
variables. The principal's self-concept and attitudes
toward both teachers and students will directly affect
their performance level thereby impacting on the total
school effectiveness.

The studies of Brookover (1981), Edmonds (1979),
and Rutter (1979) yield limited information about how
exemplary principals exercise leadership and/or affect
the instructional process. Moreover, this literature
also reveals that personal traits, experiences,
training, and beliefs are shown to be reliable
predictors of effective leadership. Dwyer (1984) stated
that effective principals are described as having strong
democratic and egalitarian values which are visible in
their daily activities. They also have extensive coun-
seling backgrounds which influence their experiences
and approaches to school leadership. The principal's
ability to communicate with students, teachers, and
parents was also considered a requirement of an effective
leader (Dwyer, 1981).

In an attempt to elaborate on how principals con-
tribute to effective instruction, Duckworth and Carnine
(1984) wrote about the importance of providing consis-
tent standards and expectations for teachers. Despite
the need and desire for autonomy, "teachers need the

backbone of organizational policy to sustain their efforts . . . with new strategies" (Duckworth and Carnine p. 16). Specifically, they cited staff meetings, staff development activities, and observation of and consultation with individual teachers as opportunities for the principal both to encourage and to recognize good work and to show a desire to alter ineffective instructional practices.

Further, secondary principals who work with teachers and who perceive themselves as subject-matter specialists have less "expert power" than do elementary principals (Duckworth and Carnine, 1984). These principals focus on functions, not roles, in making effective use of teachers' talents. Frequently, however, teachers resist modification or alteration of their instructional technique.

Principalship

The building principal is generally considered to be the instructional leader of the school organization. Research has indicated that the instructional leader in the effective school has strong views and actively observes and coordinates academic work within the school. Effective school principals can be characterized in several ways: they demonstrate strong leadership in a mix of managerial and instructional skills (Edmonds, 1979) and they tend to feel strongly about instruction

and have a definite point of view (Wellisch et al., 1978). Further, effective principals frequently report a feeling of control over the functioning of the school, the curriculum, and the staff; in this setting they are more accepting of teacher accountability (Brookover et al., 1979). Kean (1979) found that the effective principal also tends to make frequent classroom observations. Such a principal is a disciplinarian and is able to resolve conflicts.

The literature has also pointed toward some rather specific behaviors which further clarify the role and attitude of effective principals. Brookover, et al. (1979) found that effective principals: tend to assume responsibility for the performance of students by creating programs designed to assess the needs of the school; should help teachers become aware of different learning needs of students; provide teachers with information on different learning styles, special strengths, abilities, and interests of students, which assist teachers in developing and implementing objectives for students, and, should encourage teachers to develop and use, evaluate and measure the learning and behavior needs of students (Brookover et al., 1979). In addition, they are likely to have developed and communicated a plan for dealing with basic skills achievement problems (Edmonds, 1979).

Kean (1979) reported that principals in the effective schools also participate in the instructional program and in actual teaching. Brookover et al., (1979) also found that they tend to assume the responsibility for teaching and student achievement. Rutter et al., (1979) and Fraser (1981) found principals in the effective schools participated in the selection of resources, planning, and organization of the curriculum as well as in specific teaching practices and procedures.

Generally, strong managerial and instructional skills are demonstrated by principals in the effective schools. Teachers in such settings tend to communicate verbally with the principals (Brookover et al., 1979) thereby having a profound impact on the quality of teaching and learning. The literature clearly supports the belief that the control and management of the schools lie within the grasp of principals and teachers. Brookover's study supports a link between teaching, learning, assessing, and changing the learning climates of secondary schools.

No single factor accounts for principal effective-ness, however. Exemplary student performance results from many policies, behaviors, and attitudes created in the learning environment. Formulas for effectiveness tend to differ; yet important similarities can be seen among instructionally effective schools. The literature

supports three basic criteria which can serve as basis
for comparison between effective and other schools:
student learning; a sense that the principal is in
control; and, concrete actions on the part of the
principal and teachers. These criteria are also viewed
by secondary principals as essential to effective
teaching. A common strand throughout the literature
supports the position that managing for better teaching
is clearly the mandate for principals. Manasse (1982
p. 12) offered the belief that, "Consultation should
occur not only when the principal needs help but when
the teachers need feedback, praise, and information."
Brookover and Lezotte (1979) concur.

Richard L. Reese (1973) studied leadership
effectiveness of high school principals and concluded
that effective principals can accurately assess their own
relations with their teaching staff with particular
success in medium-size high schools. Those principals
also communicate their expectations directly to
teachers and students. Secondary principals cannot in-
timidate teachers to abdicate control of their
instructional practices; but they should use selective
or controlled consultation to make a positive impact
on teaching behaviors in schools. Therefore, secondary
principals must attempt to utilize those tasks which
will result in strong control; they must be decisive
with teachers.

If a high school is to be effective, the school must have a clear and vital mission. Principals and teachers have a shared vision of what, together, they are trying to accomplish. They must clarify their goals and objectives. Boyer (1983) identified several areas which identify effective schools; one of these discussed the role of the principal as leader. He stated that what educators seek are high schools in which the whole school community -- students and teachers as well as the principal -- sees learning as the primary goal. In such a community, the principal becomes not just the top authority but the key educator, too. (Armor, et al., 1977). Rebuilding excellence in education means reaffirming the importance of the local school and freeing its principal to lead. Boyer made five specific recommendations:

(1) the principal should be well prepared, following the basic preparation of teachers;

(2) the principal should complete all require-ments for licensing as a teacher and serve a year as an "administrative intern;"

(3) the principal and staff should have more control over their local school budgets, operating within the guidelines set by the central office;

(4) the principal should have more control over the selection and rewarding of teachers; and,

(5) a network of academics for principals
     should be established to give principals
     time to reflect upon their work and stay
     in touch with current trends in education
     (Boyer, 1984, p. 20).

These five recommendations are alluded to throughout
the literature on effective schools, literature which
suggests repeatedly that in effective schools the
principal is the key instructional leader.

Finally, to be successful, secondary principals'
performance must enable them to gain the respect and
confidence of students, teachers, and others in the
school community. Principals used discretion to
achieve an appropriate balance in instructional
improvement; they attempted to upgrade staff quality
and prevent staff conflict by communicating their
expectations for teacher performance. They should show
respect for the professional autonomy for classroom
teachers. Principals should maintain a balance between
decision-making and communication with teachers
regarding instructional performance and expectations.
Thus, principals can improve the achievement of all
students while providing effective leadership to
teachers, which produces a positive impact on
instructional practices.

Instructional Leadership

The idea of instructional leadership may be in danger of becoming an educational cliché. However, behing this concept is a body of data which defines instructional leadership and identifies conditions to facilitate its exercise as well as those backgrounds and skills most likely to be associated with the role of an effective instructional leader.

Instructional leadership is a set of functions and previously acquired skills. It is not a trait; there is nothing charismatic about it. Instructional leadership is not dictatorial. It is created by followerships; it is earned, not forced or imposed. Instructional leadership is inherent in what persons do, not in their formal position; leadership can be exercised by leaders other than the principal (Zerchykov, 1984, p. 57). Gersten and Carnine (1981) concluded that principals' performance of the following functions would insure effective instructional leadership:

    (1)   implementing programs for curricular improvement;

    (2)   monitoring student performance;

    (3)   monitoring teacher performance;

    (4)   providing concrete technical assistance to teachers (in-service programs, coaching);

    (5)   demonstrating visible commitment to programs for instructional improvement; and,

    (6)   providing emotional support and incentives
          for teachers.

Moreover, principals are likely to be effective

instructional leaders and able to influence teaching

and learning if their prior teaching experiences are

related directly to the academic curriculum. To

maintain this trend, however, principals need to have

relief from some of their managerial activities.

    Brookover and Lezotte (1979) focused on school

characteristics associated with changes in student

achievement. Their study was an attempt to identify

how improving and non-improving schools differed. To

this end, the authors collected data on students,

community characteristics, instructional goals and

objectives, teachers' expectations, organizational

patterns, teaching materials and methods, district and

state policies, and interpersonal relationships and

morale. The study indicated distinct differences

between the schools. Among the differences was the

fact that the staff of the improving or effective

schools held higher expectations than those in less

effective schools. Teachers in the effective schools

also viewed the principal as the instructional leader,

who was active in instructional and discipline-related

activities. Interestingly, the non-effective schools

had overall higher morale and staff satisfaction than

the effective schools; this was attributed to a sense of complacency (Brookover & Lezotte, 1979).

Principals of higher achieving schools were more experienced and were perceived by their teachers as being helpful and supportive, as well as having more influence in curriculum development and hiring of staff. Teachers in effective schools believed that they had relationships with their principals which fostered effective instructional practices. Teachers further believed that principals gave support in discipline situations which provided a classroom climate conducive to effective instructional practices.

Cotton and Sevard (1980) tested the hypothesis that "active instructional leadership on the part of principals affects the performance of students and teachers." They summarized the common functions of effective principals as clear communication of expectations to staff, frequent classroom observation, and active involvement in educational curricular planning.

John I. Goodlad in his 1984 case study, A Place Called School, concluded that the goals Americans set for their schools call for varied pedagogical techniques. He also found, however, that the range of teaching practices used by teachers in his study were narrow and usually included lecturing, monitoring seat work, and engaging in activities requiring rote learning. The

effective schools research in general emphasized the importance of innovative teaching practices which facilitate student learning. More attention is now being given to the abilities and special skills needed by teachers. Increasingly, schools and school systems are designing specific programs to help improve teaching practices. The teaching and learning elements common to effective schools comprise such instructional programs as master learning, competency-based curriculum, and outcome-based instruction.

Characteristics of Effective Schools

Effective instructional environment should be promoted by secondary principals. The elements common to effectiveness in this area are time on task, expectations of teachers and students, staff task orientation, behavior management, instructional leadership and parent participation, and instructional practice.

Teachers in effective schools engaged students in high levels of task-oriented, "academic" activities. Studies conducted by Romey, Hillman, and Matthews (1982), Madaus (1980), Berliner (1979), and Bloom (1974) indicated that the amount of time spent on academic learning tasks correlates positively with the increase of student achievement. In addition, studies conducted by Armor (1976), Edmonds (1979), and others suggest that

teachers in effective schools tend to have higher expectations for students. Rutter et al. (1979) found that attitudes in effective schools produced the teachers' belief that all of their students would be academically successful.

Clark et al. (1980) also found that teachers within the effective schools believed that their instructional practices enable students to master basic objectives. Similarly, Brookover (1979) stated that the environment of the effective school produces a belief on the part of teachers and other staff members that they influence expectations for students. This was also reflected in goals and missions of effective schools as outlined by principals. Furthermore, Brookover noted that principals of effective schools also shared with teachers the high expectations they had for the students.

The effective school environment is one in which teachers appear to be highly task-oriented. Rutter et al. (1979), found that ending class early negatively correlated with achievement. The same study also found that beginning academic lessons on time was positively correlated with achievement. Thus, performance improves when teachers approach their teaching responsibilities seriously and utilize all available time for instructions. This practice can be supported by principals who are able to influence prompt scheduling. Thus, the findings

consistently indicated that the effective school
environment is characterized by time spent in the class-
room on behavior management (Armor, 1976; Edmonds, 1979;
Cooley & Leinhardt, 1980; Madaus, 1980). Further,
approach to behavior management in the classroom is the
result of school-wide plans and policies rather than
of each individual teacher's plans (Brookover et al.
1979; Rutter et al., 1979).

Both teachers and principals in the effective
school environment appear to be disciplinarians in that
they clearly explain to students the consequences for
appropriate and inappropriate behavior. In fact, both
teachers and principals in effective schools tend to
use constructive criticism to bring about a desired
change in students and to establish an effective school
environment, which is described as pleasant, orderly,
quiet, and safe, as well as conducive to learning
(Edmonds, 1979).

As mentioned earlier, effective principals
exercise considerable involvement in instructional
tasks by directing the instructional techniques and
strategies of teachers. In general, the effectiveness
studies in the literature agreed on the secondary
principals' need both to communicate a direction or
goal for the school's objectives and programs and to
supervise teachers' and students' performances,

recognizing and rewarding good work and providing effective staff inservice programs and activities.

The literature on effective schools reflected similar characteristics which differ only in rank order. For example, the studies conducted by Edmonds (1981) named five characteristics: (1) leadership, (2) emphasis on learning, (3) orderly climate, (4) high expectations, (5) and assessment of progress. Brookover (1979) also listed assertive instructional leadership and discipline responsibility for the evaluation of progress. Edmonds (1981) endorsed Brookover's concept that administrative leadership should be strong, as it binds together the diverse elements of good schooling. The Phi Delta Kappa Report (1982) indicated that the principals' attitudes toward urban education and expectations for school and program success determined their impact as leaders of exceptional schools.

Rutter (1979) stated that schools have effective outcomes when teachers expected the students to achieve, where teachers believed in their own ability to influence student achievement, and when students believe their accomplishments depended on how hard they worked. School effectiveness results from concrete actions taken in response to the premise that students can and will learn. The principal plays an important role in setting clear goals and specific ways to attain those goals.

Principals direct school resources toward achieving the goals and create a school environment supporting the attainment of goals. Each of these factors appears frequently in the literature on functions related to principal effectiveness.

National trends have had considerable impact on the effectiveness of schools and their role. In 1984 the North Carolina Department of Public Instruction established the Secondary School Recognition Program both to identify high schools across the state that are unusually effective in educating their students and to recognize high schools having exemplary instructional programs. In identifying schools that were effective, the program also sought schools that had been successful in overcoming obstacles and problems and were continuing to improve.

The program sought information about a variety of factors associated with effectiveness, student outcomes, and changes in organization; 14 attributes were identified with effectiveness in this program. Administrative leadership, one of those attributes, was identified as an element necessary to effective secondary schools. Effective schools require a sense of purpose and direction provided by well developed and clearly stated goals. It is the principal, who sets goals for the school as a whole and attempts to

achieve some consensus among the staff about goal
priority. Thus, effective principals must have a
vision of where the school is going based on goals,
since they influence the overall instructional program
and the specific learning objectives of students and
teachers. Therefore, principals are effective when
they identify the strengths and potentials of their
staff and provide opportunities for teachers. The
outcome variables for the program were directed toward
specific student performances whose test scores both
minimum competency and standard achievement have already
shown signs of improvement.

Tasks Related to Effective Leadership

The school principal provides administrative
leadership in promoting student learning in a building-
wide, unified effort. Effective principals are, or
ought to be, not only assertive instructional leaders
but also goal and task oriented, well-organized
individuals who convey high expectations for students
and staff through well-defined policies. They should
make frequent classroom visits, be highly visible and
available to students and staff, show strong support
to teaching staff, and relate positively with parents
and community. Principals in effective schools are
heavily involved in assessment of program needs,

curriculum coordination, and in the selection and evaluation of teaching staff while using program needs as guidelines. In contrast, less effective school principals rely on central office placements.

Studies by Stallings and Xaskowitz (1981), Fisher et al. (1980), and Evertson (1980) indicated that principals in effective schools are goal and task oriented. These studies supported the concept that secondary principals utilized creative approaches in the development of the curriculum, whereas principals in less effective schools spend large amounts of their time on managerial activities. Secondary principals' leadership styles influenced teachers' instructional performance of students' achievement and behavior.

Brookover and Lazotte (1979) have stated that effective principals spend a significant amount of time observing classes. This clearly contrasts with the tendency of administrators in less effective schools to spend most of their time in their office with adminis-tration details. It was found that principals of effective schools frequently visit classrooms with specific purposes in mind, such as staff assessment or instructional evaluation. Frequent classroom visits aid principals in determining classroom needs and the types of assistance that would be of greatest value to teachers. Principals in high achieving schools are

well organized and demonstrate skill in delegating responsibility to others. Principals achieve a balance between a strong leadership role for themselves and maximum autonomy for classroom teachers. These attributes --organization and delegation of responsibility provide principals in effective schools with the necessary time for classroom visitation and supervision of the instructional program. On the other hand, principals in less effective schools have little time for visitation and supervision.

The studies on effective schools have found that principals who exercise leadership can establish high goals and objectives for their schools. When they convey high expectations for students, teachers, and themselves, they effect teacher and student performance. They emphasize dedication and hard work, encouraging greater professionalism and initiative on the part of their teachers.

Studies by Edmonds (1979) and Edwards (1981) support the position that in-house communication is effective where school policies are well-defined and written. Principals who interact with students show greater leadership in the area of pupil guidance and services. Effective-school students and teachers know what is to be achieved, who is responsible, and what is expected from everyone.

The Phi Delta Kappa (1980) study found that successful principals work to support teacher efforts in the classroom and to minimize outside factors that would disrupt the learning process. Principals are both supportive of teachers and skilled in providing an environment in which teachers can function effectively. The high visibility and availability of principals to students and staff input regarding school policies and procedures were found to be important to effective school goverance.

The exemplary principals realized that communicating with parents and patrons would create a positive attitude toward the school. Effective school climates were created by verbal and written communication to parents which were free of educational jargon and complex ideas about student achievement. Principals leaned toward informality in their exchanges and used varied means of communication such as parent newsletters, flyers, parent meetings, open houses, and phone discussions. Less successful administrators were found to be more formal in both speech and behavior when dealing with parents. Involving parents in school activities appears to be closely related to both achievement and teacher and student performance. Cotton and Savard (1980) concluded their review by stating that parent parti-cipation has a positive effect on student achievement as

well as on the climate of the school.

Summary

Research on effective school principals and related
studies on educational effectiveness have had and are
having a profound impact on the direction and nature of
school improvement in many school systems. Literature
increasingly gives evidence of strong support for the
concept of the individual school as the basic unit for
effecting change in the curriculum. The studies further
recognize that the capacity for change rests with the
principal, teachers, students, and parents working
together in a positive relationship.

The studies have repeatedly given strong support
for the vital role of principals in fostering change in
schools. These changes have been directed at assisting
and facilitating the job of the principal by reducing
administrative detail, providing more training in
instructional leadership, and moving to decentralize
specific tasks to allow greater freedom and responsibility
for budget, personnel, and program decisions at the
school level.

Secondary principals generally spend time on
instructional tasks in effective schools by discussing
and reviewing the progress of teachers and students
regularly to achieve the schools' goals and objectives.

Generally, strong managerial and instructional skills are demonstrated by the principal whose performance is oriented toward instructional leadership. Principals in effective schools participated actively in the selection of resources and planning and organizing the curriculum, were involved in both teachers' activities and students' achievement, and visited classrooms and reviewed the progress of teachers thereby having access to their methods and activities. These actions also allow the principal to assume responsibility for the teaching of basic skills.

The review of literature supports the position that principals do make a significant difference in schools, that they are essential to improving the teacher training, and that tasks performed by secondary principals facilitate instructional practices of teachers. The study of tasks performed by principals concluded that principals are important in determining the effectiveness of schools. Implications from this study support the positive principal-teacher interaction, frequent classroom observation, school-wide goals, atmosphere conducive to learning, attention to student performance, and open communications with teachers, students, parents, and community. The studies reveal that principals' assertive leadership and program changes facilitate both teacher performance and student achievement.

CHAPTER III

METHODOLOGY AND PROCEDURES FOR RESEARCH

Secondary principals of effective schools are usually instructional leaders. Since the principal performs many tasks which can improve instructional practices, many studies have dealt with the principal as a facilitator of effectiveness. This study investigated the relationship between specific tasks of secondary principals and effective teaching practices.

Population

The population of this study consisted of eight secondary principals and 500 teachers from their schools. These eight principals were selected from regional nominees for the Principal-of-the-Year Program in North Carolina, which is sponsored by the State Department of Public Instruction in conjunction with the Wachovia Bank and Trust Company. The major purpose of the Wachovia Principal-of-the-Year Program is to recognize outstanding contributions of secondary public school principals to the administration, supervision, and operation of North Carolina schools. Candidates were selected based upon admiration of students, teachers, professional co-workers, parents, and patrons as evident in the materials submitted to the selection committee. Candidates were active in their communities, distinguishing themselves as leaders.

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A basic criterion for the selection of candidates was that their schools had shown improvement and achievement of all students from various backgrounds and with wide-ranging capabilities (Wachovia Bank and Trust, 1984). Another purpose of the program was to recognize the key role of principals in establishing an environment conducive to the pursuit and achievement of academic excellence and effectiveness in secondary schools in North Carolina.

Thirty-five local educational agencies (LEAs) participated in the 1984 Wachovia Principal-of-the-Year Program. These thirty-five local winners were nominated by their superintendents after a local selection process, which included the submission of a resumé and a personal interview.

The selection process consisted of three phases: Phase One, the selection by the local superintendent of the winner from each local educational agency; Phase Two, evaluation by a regional selection committee of local winners and selection of one to represent the region in the competition; and Phase Three, designation by a state selection committee of two of the eighr regional candidates as statewide Principals of the Year.

The regional and state selection committees were composed of a cross-section of personnel, including one secondary principal, one secondary classroom teacher, one

college university professor, one lay person, and one
representative of Wachovia Bank and Trust. A
representative of the North Carolina Department of
Instruction served as a non-voting member and
coordinator of the committee.

The population for the research study consisted
of eight principals recognized as Principal-of-the-Year
from the eight regions in North Carolina and five
hundred classroom teachers from their eight schools.
This population was selected because these principals
have been identified as having effective schools. The
identification removes the less effective schools from
the research findings or results. The teacher population
was asked to respond to a questionnaire designed to
acquire both perceptions of principals and the tasks they
perform as instructional leaders.

Data

The data gathered were descriptive in nature. The
responses were used to ascertain the impact of principals'
actions upon effective instructional practices.
Demographic information was acquired in the event that
the response rate required identification of a sample.
This demographic data provided information about key
concepts identified in the literature review as related
to either effective administration or teaching practices.

Demographic data also provided additional information about factors not available through other sources.

Instrument

The questionnaire was utilized to acquire data needed for this study. This method provided a standardized technique for response and insured that all educational regions responding provided the same data for analysis. All data collection was accomplished by questionnaires. The instrument consisted of statements developed from the North Carolina Principal Performance Appraisal Rating Form, which comprised the major functions, criteria, and indicators used to evaluate principals in North Carolina. The researcher developed additional items from the literature review on principals' activities in effective schools.

The statements were converted to a format of questions designed to elicit responses related to the characteristics of secondary school principals. The data were specific in an attempt to clarify the questions developed in Chapter I.

Seven documented research studies dealing with effective schools formed the basis for developing specific items for the questionnaire. These studies were cross-referenced to ascertain the similarities and differences in their criteria for tasks performed

by principals of effective schools.

The instrument was field tested in the Wilkes County Schools. The population for the field testing consisted of three secondary principals, two assistant principals, and ninety-five teachers from three secondary schools. Respondents were randomly selected. Procedure for the field testing consisted of bulk delivery to each school the questionnaire and a cover letter explaining the purpose of the study. A designated person in each school was asked to distribute, collect, and return the questionnaire to the researcher. The respondents were instructed to write comments and suggestions on the questionnaire to assist the researcher in clarifying potentially misleading statements. The results of the field testing enabled the researcher to revise and re-state questions which were targeted by the respondents as vague or confusing. Eighty-five of this sample population returned completed questionnaires.

The items were refined after field testing among superintendents, teachers, principals, citizens, college professors and others. The questionnaire was then validated by a panel of professors of education from Virginia Polytechnic Institute and State University. In final form, it was four pages long and contained 25 questions. (See Table I, A comparison of the studies by Brookover, Edmonds, National Association of

TABLE I

CRITERIA OF SCHOOL EFFECTIVENESS	BROOK-OVER	ED-MUNDS	NASSP	RUTTER	PHI DELTA KAPPA	NC PRINCI-PAL OF THE YEAR
1. Annual Plan for school developed						
2. Staff involved in planning and developing school plan		X				
3. School's goals and objectives articulated	X	X	X		X	
4. Students involved in developing rules and regulations for whole school	X	X	X	X	X	
5. Positive feedback, praise and recognition received by students						
6. Parents encouraged and commended to support child's educational efforts and performance	X	X		X	X	X
7. Active program established for encouraging parents to visit the school	X		X		X	
8. Community programs and activities participated in					X	
9. Volunteers and resource people used to enhance educational programs and activities				X	X	
10. Safe, comfortable and clean facilities maintained				X		
11. Environment with least interruption, noise, confusion, and stress maintained		X	X	X	X	X
12. Outstanding academic achievement praised	X	X	X	X	X	X

TABLE I (continued)

CRITERIA OF SCHOOL EFFECTIVENESS	BROOK OVER	ED-MONDS	NASSP	RUTTER	PHI DELTA KAPPA	NC PRINCIPAL OF THE YEAR
13. Positive attitude toward academic accomplishments which convey the belief that all students can achieve			X	X	X	
14. School spirit encouraged among teachers and students						
15. Time for planning, preparation, and evaluation allocated			X	X	X	
16. Teachers protected from excessive non-instructional duties and responsibilities						
17. Aides and resource personnel effectively utilized	X	X	X	X		X
18. Teachers provided information about students, programs and resources to insure instructional effectiveness	X					X
19. Ideas to improve educational programs initiated	X		X			
20. Evaluation of students' performance, achievement trends, and instructional technique made	X	X	X	X		X
21. Systematic approach for evaluating programs utilized						
22. Information about instructional performance and interpersonal relations dispensed			X			X

TABLE 1 (continued)

CRITERIA OF SCHOOL EFFECTIVENESS	BROOK OVER	ED-MONDS	NASSP	RUTTER	PHI DELTA KAPPA	NC PRINCIPAL OF THE YEAR
23. Purposes of observations and classroom visitations communicated		X				
24. Teachers counseled regarding observable strengths and weaknesses			X		X	X
25. Assessment conducted to determine staff needs						
26. Due process in employing, promoting and dis-missing personnel practiced						
27. Schedules for work, class and building use maintained			X	X	X	X
28. Supervision of all aspects of school operation maintained						
29. Participation in screening, recruiting, and selecting school personnel maintained						
30. Records maintained on all personnel						
31. Participates in the promotion of teachers who demonstrate effective instructional practices						
32. Staff involved in developing budget	X				X	

TABLE I (continued)

CRITERIA OF SCHOOL EFFECTIVENESS	BROOK OVER	ED- MONDS	NASSP	RUTTER	PHI DELTA KAPPA	NC PRINCI- PAL OF THE YEAR
33. Appropriate balance achieved in expenditures for instructional materials						
34. Students and parents informed concerning responsibilities under laws, policies						

Secondary School Principals, Rutter, Phi Delta Kappa, and the selection criteria used by the North Carolina Principal of the Year Committee.)

The above studies have had significant reference to the findings on effective schools. Studies not included on the chart but utilized in the literature review, had more regional and local than national reference. They dealt with individual school systems rather than giving a more broadly based treatment of their findings as related to many systems. Therefore they were not included in the analysis.

The 34 items in the questionnaire dealt specifically with the evaluation criteria tasks for secondary principals in North Carolina. The items in the table reflect indicators and functions on which principals' performances were appraised to determine the effectiveness of their school leadership. The table is not all inclusive since the items were chosen after a review of the literature on the basis of those which appeared most frequently. The items are categorized into five major kinds of tasks: administrative, interpersonal, evaluative, organizational, and public relations.

Indicative of the research findings in other major studies, Table 1reflects 59% managerial activities and 41% instructional activities. The Managerial activities are criteria 1, 2, 4, 7, 8, 9, 10, 11, 13, 15, 16, 25,

26, 27, 28, 29, 30, 31, and 32. Instructional activities are criteria 3, 5, 6, 12, 14, 17, 18, 19, 20, 21, 22, 23, and 24.

The review studies used in developing the questionnaire show the greatest congruency in the following categories: (1) staff involvement in planning and developing school plan; (2) student involvement in developing rules and regulations; (3) students receiving praise and recognition; (4) parental support for students' performance; (5) safe, comfortable and clean facilities; (6) environment with the least interruption, noise, confusion, and stress (7) praise for academic achievement (8) providing teachers with information about students' programs and resources to insure instructional effectiveness; (9) a systematic approach for evaluating programs; and (10) the supervision of all aspects of school operation.

The review studies show the least congruency in the following categories: (1) the development of an annual plan for school; (2) participation in community programs and activities; (3) evaluation of student performance and achievement trends; (4) information about instructional performance; and (5) interpersonal relations.

The studies stress the importance of instructional activities in the effective schools, while managerial activities seemed to have less influence. There were no items involved with (1) records maintained on all person- nel; (2) staff involved in developing budget; (3) expendi- ture for instructional materials; (4) participation in screening, recruiting, and selecting school personnel; and (5) due process practices in employing, promoting, and dismissing personnel. From this cross reference review of the criteria of school effectiveness emerges the fact that principals apparently made a difference in the quality of the educational program. The exceptions in the cross- reference do not reflect a pattern of extensive differences, but rather they indicate a stronger emphasis on specific tasks which are performed by principals in effective schools.

Data-Gathering Procedures

The questionnaire was administered by the researcher to principals and teachers in the secondary schools of the eight educational regions. The researcher visited the schools during a scheduled meeting time. Principals, and teachers were given an explanation of the purpose and the treatment of the research data. The population in each school was given an option to participate in the research

study. All instruments were accompanied by a cover letter that introduced and emphasized the primary purpose of the study as well as how the data would be used. Confidentiality was assured for all respondents. The questionnaires were distributed to all participants and the researcher explained the instructions and answered questions for the participants. An effort was made by the researcher to develop an awareness of the importance of returning the data, since responses comprised the basic content of the study. Demographic data such as enrollment, grade level, number of teachers, and other items were gathered from the North Carolina Education Directory 1984-1985.

Data Analysis

The data gathered in this study were reported in terms of the frequency of responses. Data were placed into categories. The results were analyzed using the frequencies, percentages, cross-tabulation, and sub-programs of the Statistical Program of the Social Sciences. The analysis was used to determine the frequency and percentage of responses to each question.

The data were treated to specific statistical tests to determine the relationship of the items on the instrument. The Scattergram and Breakdown programs were used to enable the data to be treated on variables

developed from the study. The demographic data were placed on graphs or charts to determine the results and patterns which existed. Further analysis of data was given by the use of statistical programs from the Social Science Computer Package Program which was used to develop the tables and charts found in the appendix.

CHAPTER IV

ANALYSIS OF DATA

This chapter presents the analysis of data from teachers and principals of eight schools. The data from the population are presented from the statistical programs' frequency and cross-tabulation. Ranking, frequency counts, percentages, and crosstab were obtained by using an Statistical Package for the Social Sciences, 1984 program available at Virginia Polytechnic Institute and the State University Computer Center.

The chapter also presents demographic data obtained from the respondents to the teachers' questionnaire and a summary of responses from the population being studied. The data are charted with numbers, percentages, and means of respondents in all the study groups. An analysis of the findings is presented as the profile of the teachers and principals.

This profile is divided into eight categories: age, race, years of teaching experience, organizational memberships, grade levels in the schools, subject certification, number of secondary schools taught in, and sex.

Demographic Data

There were 443 teachers and principals from the 142 school systems in North Carolina who responded to the questions for this study. The participants represented the 8 schools which were identified as having effective secondary principals. The data contains the respondents' answers to the items on the questionnaire.

The age range of the respondents was divided into five divisions for analysis. Sixty-one teachers or 13.8 percent were in the 20-to 30-year range. One hundred fifty-five, or 35 percent of the respondents were 31 to 40 years of age. The second largest group of respondents were 31 to 40 years of age. The second largest group of respondents 132, or 29.8 percent, were between 41 and 50. In the 51 to 60 age category, there were 82 individuals, or 18.5 percent of the total sample. Only nine respondents were 61 or older, representing 2.0 percent (See Table 2).

TABLE 2

Age Range

AGE GROUP	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
20-30 Years	61	13.8
31-40 Years	155	35.0
41-50 Years	132	29.8
51-60 Years	82	18.5
Over 61 Years	9	2.0
No Response	4	.9
Total	443	100
Median Age		

Responding to Item 36 were 355 white teachers who constituted 80.1 percent of the group; 72 black teachers, 16.3 percent of the group; 7 Hispanic teachers, 1.6 percent of the group; and 4 American Indian teachers, .9 percent of the group (See Table 3).

TABLE 3

Race

	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
White	355	80.1
Black	72	16.3
Hispanic	7	1.6
American Indian	4	.9
No Response	5	1.1
Total	443	100

Since the teachers' length of service varied, their years of experience range fell into four divisions for analysis. The 60 teachers who had 0 to 5 years of experience, constituted 13.5 percent of the study group. One hundred and eighty, or 40.6 percent of the respondents, had 6 to 15 years of experience. The second largest group had 16 to 25 years of experience; 140 or 31.6 percent were in this category, while 57 respondents or 12.9 percent had 26 or more years experience (See Table 4).

TABLE 4

Years of Experience

EXPERIENCE	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
0-5 Years	60	13.5
6-15 Years	180	40.6
16-25 Years	140	31.6
26-More Years	57	12.9
No Response	6	1.3
Total	443	100

In response to the items about membership in professional organizations, participants indicated that 290, or 65.5 percent of the teacher group, belonged to the North Carolina Association of Educators. One hundred and forty-three respondents, 32.3 percent, were not members of the North Carolina Association of Educators. The number of respondents who were members of the National Education Association indicated a similar trend: 63.3 percent were members while 32.3 percent were not affiliated with the National Education Association (See Table 5).

TABLE 5

Organization Membership

ORGANIZATION	NUMBER RESPONDENTS	PERCENTAGE OF RESPONDENTS
North Carolina Association of Educators	Yes – 290	65.5
	No – 143	32.2
	No response – 10	2.3
Association Supervision and Curriculum Development	Yes – 12	2.7
	No – 415	93.7
	No response – 16	3.6
National Association Secondary School Principals	Yes – 13	2.9
	No – 412	93.0
	No response – 18	4.1
National Education Association	Yes – 280	63.2
	No – 143	32.3
	No response – 20	4.5

Item 44 of the questionnaire was concerned with the grade level taught by the respondents. Only 12 teachers or 2.7 percent taught grades 7 to 12, while 199 taught grades 10 to 12 representing 44.9 percent. The second largest group of respondents, 174 or 39.3 percent taught in grades 9 to 12. The next group consisted of thirty-two respondents or 7.2 percent who taught in grades 11 and 12 (See Table 6).

TABLE 6

Grade Level

GRADE LEVEL TAUGHT	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
7 - 12 Grades	12	4.7
9 - 12 Grades	174	39.3
10- 12 Grades	199	44.9
11- 12 Grades	32	7.2
No responses	26	5.9
Total	443	100

Another item dealt with the subject certification
of the data group. There were eight areas of certifi-
cation. Ninety-eight or 22.1 percent of the respondents
were certified in the Language Arts area. Fifty-nine
members of the sample were certified in mathematics,
constituting 13.3 percent of the study group. Seventy
teachers, or 15.8 percent, were certified to teach sci-
ence; only 11.3 percent were certified in social studies.
The largest group of teachers, 133 or 27.8 percent, were
certified in occupational or vocational areas. The next
group of teachers were those in the field of music, art,
and drama. This group had forty-one respondents, 9.3
percent of the total group. Predictably, the two
smallest areas of certification were exceptional children
and physical education. These comprised twenty-eight or
6.3 percent of the teachers who turned in their responses
(See Table 7).

TABLE 7

Certification Subject

SUBJECT	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
Language	98	22.1
Math	59	13.3
Science	70	15.8
Social Studies	50	11.3
Occupation/Vocational	123	27.8
Fine Arts (Music, Art, Drama)	41	9.3
Exceptional/Special Education	28	6.3
Physical Education	28	6.3
No response	10	2.3
Total	27	

The item which requested information on the number
of secondary schools in which the teachers had taught
was divided into four categories. Two hundred and
twenty-three teachers had taught in only one or two
schools; they constituted 50.3 percent of the group
studied. The second largest group of respondents had
taught in 3 or 4 secondary schools; one hundred and
nineteen or 26.9 percent of the respondents were in
this category. Twenty-eight respondents, or 6.3 percent
of the group, had taught in 5 or 6 schools. Only six,
or 1.4 percent, had taught in 7 or more schools
(See Table 8).

TABLE 8

Secondary Schools

NUMBER OF SECONDARY SCHOOLS	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
0 - 2	223	50.3
3 - 4	119	26.9
5 - 6	28	6.3
7 - more	6	1.4
No response	67	15.1
Total	443	100

The respondents of the demographic data included 166 males
or 37.4 percent of the study's population. Two
hundred and seventy-seven of the respondents, or 62.6
percent, were females.

TABLE 9

Sex

SEX	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
Male	166	37.4
Female	277	62.6
Total	443	100

Item by Item Analysis of Data

Teachers were asked to respond to items on the instrument by yes, no, not aware. Based upon the responses of 443 teachers, the 34 items of the variable data were analyzed by a Fortran program. This program produced a frequency count, percentage by item scale (See Table 10).

To Item 1 - annual plan development for the school - 94.8 percent responded yes, and 3.8 percent responded no, whereas, 1.4 percent of the respondents were either not aware or had no response.

The participants gave a slightly different response to Item 2 - staff involved in planning and developing school plan. Three hundred and ninety-five or 89.2 percent of the teachers indicated yes, 8.6 percent or 38 of the respondents indicated no, while 10 or 2.3 percent of the respondents gave no response.

Four hundred and five teachers, or 91.4 percent of the sample group, responded yes to Item 3 - school's goals and objectives articulated. Thirty-four respondents or 7.7 percent, indicated no; 4 respondents or 1.0 percent, indicated no; 4 respondents or 1.0 percent did not respond.

To Item 4 - students involved in developing rules and regulations for the whole school - a smaller percentage

of the participants gave affirmative answers. Two hundred seventy-four respondents, or 61.9 percent, indicated yes. Sixty-four participants, or 14.4 percent, responded no; 95 respondents were not aware that the principal performed the task; and, 2.3 percent made no response.

As to the importance of Item 5 - positive feedback, praise and recognition received by students - 406 respondents, or 91.6 percent, indicated yes: 30 respondents, or 6.8 percent, answered no; and, 7 respondents or 1.6 percent, did not respond.

To Item 6 - parents encouraged and commended to support the child's educational efforts and performance - 337 respondents, or 76.1 percent, gave a yes response. Twenty-nine participants, or 6.5 percent, responded no; 73, or 16.5 percent, were not aware; and, .9 percent gave no response.

There was little difference in the responses to Items 7 and 8. In response to whether parents visited the school and whether the principal participated in community programs, 82.8 percent and 81.3 percent indicated yes, respectively. Sixty-five respondents indicated that they were not aware of the principals' participation in community programs or activities.

Responses to Item 9 - use of volunteers and resource people to enhance the educational progress - included 59.4 percent, or 263 respondents who indicated yes. One hundred

and fifty-four respondents, or 34.8 percent, responded no, while 26 respondents, or 5.8 percent, make no response.

To Item 10, safe, comfortable and clean facilities maintained, 390 respondents or 88.0 percent responded yes. Forty-five respondents, or 10.2 percent indicated no, while 1.9 percent or 8 respondents gave no response.

Seventy percent of the respondents, or 310 participants, checked yes to Item 11 - environment with least interruption, noise, confusion and stress. One hundred twenty-eight of the group, or 28.9 percent, indicated no, while 1.1 percent or 5 respondents made no response.

On Items 12 and 13 - outstanding academic achievement praised and attitude toward academic accomplishments, 90.0 percent of respondents answered yes. It is perhaps noteworthy that 2.7 and 3.4 percent of the respondents respectively answered no.

Affirmative replies to Item 15 - time for planning, preparation, and evaluation allocated - were given by 90.7 percent, or 420 respondents. Fifteen respondents, or 3.4 percent, indicated no, while 5.9 percent or 26 respondents were not aware.

Two hundred fifty-eight, or 58.2 percent, respondents said that teachers were protected from excessive noninstructional duties and responsibilities - Item 16. "No" was the answer of 38.4 percent, or 170 respondents, and a small 3.4 percent or 15 respondents gave a no response.

Teachers indicated that principals did not often view the utilization of aides and resource personnel as meaningful to instructional practices. To Item 9, 290 or 65.5 percent of the respondents responded yes. The no response was given by 115, or 26.0 percent of the respondents, while 38 or 8.6 percent of the respondents made no response.

An analysis of Items 18 and 19 revealed that slightly above 80.0 percent of the teachers felt that principals provided information about students, programs and resources to insure instructional effectiveness and initiated ideas to improve educational programs. A "no" response reflected 15.3 and 13.1 percent of the respondents, while a significantly low response is shown at 2.3 and 2.0 percent of the respondents.

In response to Item 20, evaluation of students' performance, achievement trends, and instructional techniques, 228 respondents, or 51.5 percent gave a yes response; 56 respondents, or 12.7 percent, gave a no response. Significantly, 159 respondents, or 35.9 percent, gave a "not aware" response.

The teachers perceived that principals did not always have a systematic approach for evaluating programs. To Item 21, 61.2 percent, or 271 of the respondents, made a yes response, while 9.2 percent of the respondents gave a no response; 13 or 29.6 percent of the respondents indicated that they were not aware.

The participants indicated in Items 22 and 29 - instructional performance and interpersonal relations and

participation in screening, recruiting, and selecting school

personnel, that these activities should be performed by prin-

cipals. Of those responding, 86.2 percent, or 382 partici-

pants, gave a yes response. The respondents indicating a no

response comprised 11.3 and 11.1 percent of the responses

respectively. Of the respondents, 2.5 and 1.8 percent made

no response.

In reply to Item 23 - purposes of observation and

classroom visitations, 408 participants, or 92.1 percent,

gave a meaningful yes responses, whereas 28 or 6.3 percent

of the respondents, which was a small number of the study

population, gave a no response.

To Item 24, teachers counseled regarding observable

strengths and weaknesses, 359 participants, or 81.0 percent,

responded yes; 33 or 7.4 percent responded no; and, 51

or 11.5 percent were not aware.

Of the participants who answered Item 25 - assessment

to determine staff development needs, 72.9 percent responded

yes; 21.4 percent responded no; and 5.7 percent of the study

group made no response to the item.

To Item 26, due process in employing, promiting and

dismissing personnel, 375 participants, or 84.7 percent,

responded yes; 9.5 percent of the respondents indicated no;

and 26 respondents or 5.8 percent made no response.

Participants, who answered Item 27, schedules for

work, class and building use reflected a slight change in

responses. Three hundred and sixty-six of the respondents, or 82.6 percent, indicated yes, while 13.8 percent of the respondents made a no response. Only 3.6 percent, or 16 respondents, made no response to this item.

The response to Item 28 - supervision of all aspects of school operation - showed a slightly less meaningful response. Three hundred and twenty participants, representing 68.2 percent of the study group, responded yes. The no and "not aware" responses were almost equal, as 67 or 15.1 percent gave a no response, and 68 or 15.3 percent gave a not aware response. A small 1.4 percent or 6 of the respondents made no response to this item.

The responses to Item 30, records maintained on all personnel, were noticeably different. Two hundred and three or 45.8 percent of the respondents gave a yes response, while 41.5 percent or 184 of the respondents were not aware. To this item, 11.1 percent or 49 of the respondents said no; 1.6 percent or 7 respondents made no response.

To Item 31 - participates in the promotion of teachers who demonstrate effective instructional practices - 304 participants, or 68.6, responded yes, while a small number of respondents or 1.6 percent indicated no. There were 123 respondents, or 27.8 percent, who were not aware, while 9 respondents, or 2 percent, made no response.

Analysis of Item 32 - staff involved in developing budget - 61.2 percent of responses, or 271 respondents,

gave a yes response. Less than one-third of the respondents, 32.7 percent or 145, gave a "no" response to Item 32.

Responses to Item 33 - appropriate balance achieved in expenditures for instructional materials - 55.1 percent, or 244 respondents, responded yes. Thirty-seven respondents, or 8.4 percent, responded no. Responses of 1/3 or 33.6 percent or 149 respondents indicated that they were not aware, while 29 percent or 13 made no response to the item.

To Item 34 - students and parents informed concerning laws and policies - 401 or 90.5 percent of the respondents indicated yes. Twenty-three respondents, or a small 5.2 percent and 19 respondents, or 4.3 percent, either indicated no or gave no response, respectively, to this item. The responses of participants to each item showed that eight items received a 90 percent or above yes response. There were five items that received a response rate of 60 percent or below yes response. Twenty-one items had a response rate between 61 to 89 percent yes response (See Table 10).

Sex

The respondents to the questionnaire were teachers from the eight educational regions of North Carolina. According to the variable of sex, 125 male respondents

TABLE 10

ANALYSIS OF ITEM BY ITEM

CRITERIA	PERCENTAGE OF RESPONSES			
	YES	NO	NOT AWARE	NO RESPONSE
1. Annual Plan for school developed	94.8	3.8	.7	.7
2. Staff involved in planning and developing school plan	89.2	8.6		2.3
3. School's goals and objectives articulated	91.4	7.7		1.0
4. Students involved in developing rules and regulations for whole school	61.1	14.4	21.4	2.3
5. Positive feedback, praise and recognition received by students	91.6	6.8		1.6
6. Parents encouraged and commended to support child's educational efforts and performance	76.1	6.5	16.5	.9
7. Active program established for encouraging parents to visit the school	82.8	15.1		2.0
8. Community programs and activities participated in	81.3	4.1	14.7	
9. Volunteers and resource people used to enhance educational progress and activities	59.4	34.8		5.8
10. Safe, comfortable and clean facilities maintained	88.0	10.2		1.9
11. Environment with least interruption, noise, confusion and stress maintained	70.0	28.9		1.1
12. Outstanding academic achievement praised	96.4	2.7		.9

TABLE 10

ANALYSIS OF ITEM BY ITEM

(continued)

CRITERIA	PERCENTAGE OF RESPONSES			
	YES	NO	NOT AWARE	NO RESPONSE
13. Positive attitude toward academic accomplishments which convey the belief that all students can achieve	90.7	3.4	5.9	
14. School spirit encouraged among teachers and students	76.1	22.8		1.1
15. Time for planning, preparation, and evaluation allocated	91.2	8.1		.7
16. Teachers protected from excessive non-instructional duties and responsibilities	58.2	38.4		3.4
17. Aides and resource personnel effectively utilized	65.5	26.0		8.6
18. Teachers provided information about students, programs and resources to insure instructional effectiveness	82.4	15.3		2.3
19. Ideas to improve educational programs initiated	84.9	15.3		2.3
20. Evaluation of students' performance, achievement trends, and instructional technique made	51.5	12.7	35.9	
21. Systematic approach for evaluating programs utilized	61.2	9.2	29.6	
22. Information about instructional performance and interpersonal relations dispensed	82.6	11.3		2.5
23. Purposes of observations and classroom visitations communicated	92.1	6.3		1.6
24. Teachers counseled regarding observable strengths and weaknesses	81.0	7.4	11.5	

TABLE 10

ANALYSIS OF ITEM BY ITEM
(continued)

CRITERIA	PERCENTAGE OF RESPONSES			
	YES	NO	NOT AWARE	NO RESPONSE
25. Assessment conducted to determine staff development needs	72.9	21.4		5.7
26. Due process in employing, promoting and dismissing personnel practiced	84.7	9.5		5.8
27. Schedules for work, class and building use maintained	82.6	13.8		3.6
28. Supervision of all aspects of school operation maintained	68.2	15.1	15.3	1.4
29. Participation in screening, recruiting, and selecting school personnel maintained	86.2	2.0	9.9	1.8
30. Records maintained on all personnel	45.8	11.1	41.5	1.6
31. Participates in the promotion of teachers who demonstrate effective instructional practices	68.6	1.6	27.8	2.0
32. Staff involved in developing budget	61.2	32.7		67;
33. Appropriate balance achieved in expenditures for instructional materials	55.1	8.4	33.6	2.9
34. Students and parents informed concerning responsibilities under laws, policies	90.5	5.2		4.3

and 236 female respondents participated. Male
respondents of the study group ranked Item 1 - "annual
plan", Item 3 - "explanation of goals and objectives,"
Item 5 - "motivation of students," Item 10 - facilities,"
Item 12 - "praise for scholastic achievement," Item 15 -
"scheduling for planning, preparation and evaluation,"
Item 23 - "explanation of observation or visitation,"
Item 29 - "personnel selection," and Item 34 - "infor-
mation on laws and policies" as the most significant
tasks which principals performed. These items were
ranked 90 percent or higher by the female respondents.

The female and male respondents agreed on ranking
of Item 1, 3, 5, 12 as significant, while only female
respondents rated Items 10, 15, 23, 29, and 34 as
significant to principals' performance. The female
respondents also indicated that Item 12, "praise for
scholastic achievement" was the most significant task
performed by principals. This item was ranked 97.5
percent of the female respondents.

Male respondents ranked Item 4, "involvement of
students," Item 9 - "volunteers and special resource
program," Item 16 - "non-instructional duties," Item 20 -
"assessment of performance, trends and techniques,"
and Item 30 - "promotion of effective instructional
practices" between 40 percent and 61 percent. The
most significant, low ranking was Item 30 - "promotion

for effective instructional practices"; this item received 44.8 percent yes response.

Female respondents ranked Item 9, "volunteer and special resources program," Item 16 - "non-instructional duties," Item 21 - "systematic evaluation," Item 30 - "promotion for effective instructional practices," and Item 33 - "expenditures for instructional materials between 40 percent and 61 percent. The item ranked the lowest by female respondents was Item 30, "promotion for effective instructional practices"; this item had 45.8 percent of male and female response.

Finally, responses based on the sex of the participants offered no major differences; however, there were interesting similarities in terms of what each group felt was either most or least important to effective teaching practices. While the two groups agreed on the least important task, Item 30, and various other meaningful items, they also differed on what each felt was most important. (See Appendix - Table 11)

Age

Five age categories were established in the study. The age categories included participants in the following: 20-30, 31-40, 41-50, 51-60, and 61 and older. The SPSS program provided frequency and percentage. The percentages indicated a difference

in responses for the age category. A comparison
suggested that there was a difference in the responses
for those who were over 61 as compared to those of
over age groups.

Data on respondents by age revealed that the 61
year old and over group ranked all items 77 percent to
100 percent. This group ranked Item 17 - "scheduling
aides or resource personnel", and Item 28 - "supervision
of operation," giving them 55.5 percent yes responses.
This age group had an average yes response of 87.5
percent.

The respondents in the age category of 20 to 30
years reflected a less varied response than the other
age categories in the study. This age group had a low
ranking for Item 4 - "involvement of students," Item 20 -
"assessment of performance, trends and techniques,"
Item 21 - "systematic evaluation program," Item 30 -
"promotion for effective instructional practices,"
Item 32 - "involvement of staff in budget preparation,"
and Item 33 - "expenditure for instructional materials.
These items received 55.7 percent or less yes responses.
Item 30, "promotion for effective instructional
practices," received a significant 32.7 percent yes
response. This age group had an average yes response
of 75.9 percent.

The participants in the age categories of 31 to

40 and 51 to 60 showed little difference in their yes
responses. Item 12 - "praise for scholastic achievement"
and Item 1 - "annual plan" were ranked 96.1 percent and
97.6 percent respectively for these age respondents.
Item 16 - "non-instructional duties" - was ranked 47.7
by percent yes response, while Item 30 - "promotion for
effective instructional practices" - received a 47.6
percent yes response. The average yes response for the
age categories was 79.7 percent and 78.3 percent
respectively.

Respondents in the age category 41 to 50 years
revealed a significant 97.7 percent yes response for
Item 12 - "praise for scholastic achievement." The
category respondents indicated a 46.9 percent yes
response on Item 30, "promotion for effective instruc-
tional practices." This age group's yes response
averaged 89.9 percent which was higher than any other
age category.

Respondents to Item 30 - "promotion for effective
instructional practices" - reflected a higher "not
aware" response than the no response. This reflects
that the respondents felt that principals did not
perform this task at a significant level.

Overall, the greatest similarities existed
between the youngest and the oldest age group. The
20-30 and the 61 and older age groups felt that the

activities of the principals had a definite effect on instructional practices. However, all age groups agreed that principals did perform these tasks and that they are important to effective instructional practices. (See Appendix - Table 12)

Race

The participants in the study were divided into four racial groups. From the examination of the data, two racial groups revealed a high yes response to the items on the questionnaire. There were 17 out of the 34 items which received 100 percent on the yes response. The Hispanic and American Indian group gave the highest yes responses of the four racial groups. Hispanic and American Indian group had an average yes response, 89.7 percent as compared to average yes response of 85.6 percent by the Black group and a 75.7 percent by the White group.

Members of the Black group gave an average yes response of 85.6 percent to all thirty-four items on the questionnaire. This group also ranked 15 of the items above 90 percent yes response. Item 30 - "promotion for effective instructional practices" - was indicated as the lowest task performed by principals.

White respondents gave an average 75.7 percent yes response ranking to Item 30 - "promotion for effective instructional practices". This was the lowest ranking,

42 percent, of all the groups responding to the
questionnaire. There were 8 items which the respondents
ranked below the 60 percent level: Items 4, 9, 16, 20,
21, 30, 32, and 33. White respondents indicated
Item 12 - "praise for scholastic achievement" as an
highly important activity for principals to perform by
rating it a 100 percent yes response.

All respondents ranked Items 1 - "annual plan,"
12 - "praise of scholastic achievement" - and 23 -
"explanation of observation and visitation" - as highly
important to performance of secondary principals. (See
Appendix - Table 13)

Certification

The study group was divided into eight certification
area categories: Language Arts, mathematics, science,
social studies, occupational/vocational, Fine Arts,
exceptional children, andphysical educational.

Analysis of data for those respondents who
indicated that they were certified and teach in Language
Arts revealed that Itsms 1, 3, 5, 12, 15, 23, and 34
were ranked above the 90 percent level. Item 12, re-
ceived a 98 percent yes response. The respondents in
the Language Arts category indicated that Items 4, 9,
16, 20, 21, 30, 32, and 33 were ranked below the 61
percent level. Item 33 - "expenditure for instructional

materials" received a significantly low rank; only 42.9 percent of the respondents indicated that the task was important.

The mathematics group ranked Items 1, 3, 10, 12, 15 and 19 above the 90 percent in yes responses. This group also ranked five items 20, 21, 30, 32, 33 - below the 61 percent level with Item 30 - "promotion of effective instructional practices" - as the lowest; only 39 percent of the respondents indicated yes responses.

The science group ranked Items 3, 5, 7, 12, 13, 22, 23, 29 and 34 above the 90 percent level of importance. The item which received the lowest percent of yes response was again Item 30 - "promotion for effective instructional practices," 42 percent of the respondents indicated a yes response. The respondents of the science group ranked more items above 90 percent than any other group.

Participants who were certified in social studies ranked only three items less than 60 percent yes responses; Item 20 - "assessment of performance trends and techniques," Item 30 - "promotion for effective in-structional practices," and Item 33, "expenditure for instructional materials," received a significantly low, 2.4 percent yes response. Items 1 and 15 received the highest rank of 97.6 percent respondents who indicated yes.

The participants in the various areas of certifi-

cation indicated a common belief that principals
performed a majority of these tasks. However,
participants in the Language Arts and mathematics areas
felt that principals did not often influence their
teaching practices. While participants in the other
certification areas generally agreed in their responses
and indicated that principals of this study often
performed those tasks which influenced the teaching
practices of classroom teachers. (See Appendix -
Table 14)

Tasks

Tasks performed by principals were divided into
five categories for analysis. These tasks were
identified in the literature. Campbell (1979) listed
similar divisions for tasks which principals perform.
Thus, the 34 items on the questionnaire were categorized
under the following leadership: Administrative, Public
Relations, Interpersonal, Evaluative, and Organizational
Tasks.

The Administrative Tasks category included 10 items.
For Items 1 and 3, 94.8 and 91.4 percent of the
respondents indicated a "yes" response, respectively.
The respondents ranked Item 30 - "records maintained
on all personnel" - and Item 33 -"expenditures

for instructional materials" - below the 60 percent response. The yes response to the administrative tasks received an average 72.2 percent.

The Public Relations Tasks category consisted of seven items. Item 5 - "positive feedback, praise and recognition received by students," received a ranking level of 91.6 percent. Items 13 and 34, were ranked 90.7 and 90.5 percent yes response. The respondents indicated that Item 9 - "volunteers and resource people used to enhance educational efforts and performance" - had a 59.4 percent yes response. There were three items (6, 7, 8) which received a "yes" response that ranged from 76.1 percent to 82.8 percent. The average "yes" response for the Public Relations Task was 81.7 percent.

Interpersonal Tasks category included six items. Item 23 - (purposes of observations and classroom visitations) received a "yes" response from 92.1 percent of the participants. Item 16 - "teachers protected from excessive non-instructional duties" - was ranked 58.2 percent by the respondents. On items for Interpersonal Tasks, 77.6 percent of the respondents gave a "yes" response.

Evaluative Tasks category consisted of the smallest number of four items. Item 12 - "outstanding academic achievement praised" - received a significant

yes response of 96.4 percent. Item 20 - "systematic approach for evaluating programs utilized" - had a ranking of 51.5 percent of yes responses and a significant not aware response of 35.9 percent. The average yes response for Evaluative Tasks was 73.5 percent of the study group.

Organizational Tasks category included seven items from the questionnaire. For Item 15 - "time for planning, preparation, and evaluation allocated" - 91.2 percent of the participants gave a "yes" response. This category had an average "yes" response of 80.6 percent to all items.

Analyses of the data on the five categories of tasks revealed that an average, 81.2 percent of the participants gave a "yes" response to the items on the questionnaire. The Public Relations and Organizational Tasks categories were identified as important to the participants in this study. These two categories had an average yes response, 80.4 percent. These categories included 14 items from 34 items on the questionnaire.

Overall, the participants felt that all five categories were important to effective leadership practices. Affirmative responses indicated that effective principals did effect desired behavior on the part of teachers. (See Appendix - Tables 16 - 20)

Activities

The thirty-four items on the questionnaire were also divided into two major aspects of the principalship managerial and instructional activities. For data analysis, each category had nineteen to fifteen items respectively. An analysis of these two activities performed by principals did not reveal any significant differences in the responsents' answers. Seventy-seven point five percent of the respondents indicated a "yes" response; 11.7 percent, "no"; 8.6 percent, "not aware"; and, 2.1 percent, "no response". Specifically, for Item 1 (annual plan for school developed) 94.8 percent responded "yes" whereas, for Item 30 - records maintained on all personnel - 43.8 percent responded "yes".

In the category of instructional activities, 77.3 percent of the participants indicated a yes response; 12.9 percent, a no response; 7.2 percent, a not aware response; and 2.6, no response. For Item 12 - "praises scholastic achievement" - 96.4 percent responded yes, while for Item 20 - "evaluation of performance, achievement trends, and instructional technique" - 51.5 percent responded no. (See Appendix Tables 21 and 22)

Discussion of Findings

Upon completion of the analyses of data used in

this study, numerous similarities exist between the various demographic variables. The data represented responses from 443 participants, who responded to a 34 item questionnaire. The data yielded meaningful results on tasks which secondary principals performed. Data analyses examined the variables: age, race, sex, years of experience, membership, grade level, number of schools, and certification area. Data were further utilized to gather information on the managerial and instructional activities which influence the performance of secondary principals of effective schools.

In this study, the respondents in the age, race, area of certification, teaching experience, and sex agreed that principals of effective schools facilitated teaching practices when scholastic achievement is recognized and praised. The participants supported the contention that principals, who are effective provided teachers with time for planning and recognized that class preparation and evaluation are important for effectiveness in their classroom. Principals who devoted time and energy to developing strategies for motivating students were considered effective by classroom teachers. In addition, teachers considered the motivation of students as a meaningful function of their principals.

Principals were considered effective when they

provided classroom teachers with explanations of their observations and visitation procedures. Teachers believed that knowledge of the criteria used by principals to observe and evaluate teachers was important. All respondents indicated a firm belief that the principals are effective when they support instructional practices by formally observing and visiting teachers.

In this study, there were definite responses from the participants, who revealed that principals did not provide enough support for their instructional practices. The respondents in all categories indicated that principals needed to develop techniques to promote effective instructional practices. However, principals usually placed less emphasis on developing procedures related to the actual teaching practices of classroom teachers.

As there were numerous similarities between the responses of the sample population, there were also minor differences in their responses to the items included on the questionnaire. The groups in this study viewed the activities performed by principals to be important to the instructional practices of teachers. The sample population supported the belief that principals made a difference when they performed specific tasks.

There were no noticeable difference between the responses given by the principals in relation to the

responses given by the teachers in terms of the tasks an effective principal should perform. Likewise, there were numerous similarities found in the way the eight principals viewed their roles as effective leaders.

The focus on leadership strategies of secondary principals revealed that teacher cooperation and agreement on instructional goals were essential in dealing with effective teaching practices. Principals indicated that they had a commitment to supporting classroom instruction. Secondary principals influenced instructional practices in consulting with and evaluating teachers and in expediting the daily duties of classroom teachers. Finally, the results of this study supported the belief that principals reinforced teacher behavior and encouraged participation. Still, the findings that emerged from this study suggested, and both principal and teacher respondents generally agreed, that principals who counseled teachers regarding observable strengths and weaknesses and who made teachers aware of the purpose for classroom visitations and observations promoted effective instructional practices.

The analysis of data revealed that principals and teachers differed slightly in their responses. While principals generally felt that they performed most tasks above the level of expectation, teachers indicated that principals did not always provide the support needed to

foster the development of teaching techniques. There
was consistent evidence of agreement between principals
and teachers on the following: each group (1) felt
strongly about instruction (2) realized the need for the
communication of views about instruction to teachers,
(3) felt that the principal performed a dominant role
in decisions related to the selection of instructional
materials and in program planning and evaluation, and
(4) placed an emphasis on teaching standards and perfor-
mance.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The focal problem of the study was to determine the effect secondary principals have had on the instructional practices of teachers. Since the study proposed to identify those tasks which principals performed that were reviewed by teachers as facilitating effective instructional practices, a discernible pattern of tasks was sought to determine what characterizes an effective secondary principal. Tasks identified were categorized as administrative, interpersonal, evaluative, organizational, and public relations. The information was gathered by means of a 34-item questionnaire developed from functions of criteria of the North Carolina Principal's Appraisal Instrument. Demographic data as collected through 14 items included on the questionnaire.

Summary of findings

Data analyses were completed by use of statistical programs of frequency and percentages. The thirty-four items within five categories on the questionnaire could be answered yes, no, or not aware. Statistical programs

allowed the data to be treated for percentages; item percentages ranged from 45 to 100. The high significant response range was considered to be 90 to 100 percent and the low 40 to 60 percent. The responses that ranged from 61 to 89 were considered to be a normal ranking.

Organizational procedures performed by principals were deemed meaningful in promoting instructional practices. Teachers indicated by their response that the activities of allocation of time for staff to plan and preparation and evaluation were needed for effective instructional performance.

Respondents felt that principals, who utilized aides and resource personnel to support their educational programs contributed to sound instructional practices. They did, however, indicate that principals who provide limited control in maintaining an environment with least interruption to their instructional procedures, enabled an effective teaching process. Respondents also believed that principals who organized schedules for classes, staff, and building use fostered an effective environment for teachers and students.

The respondents perceived that all activities were categorized as administrative and evaluative. Activities, such as, developing an annual educational plan and involving staff members in planning and implementing instructional improvements. However,

evidence suggested the need for activities to maintain records regarding all personnel and expenditures for instructional materials were needed to support or strengthen the performance of teachers.

Teachers perceived that effective secondary principals performed tasks which created community support for their schools. Principals gave positive feedback, praise, and recognition to teachers and students. They promoted public relations by demonstrating a positive attitude toward academic accomplishments which conveyed the belief that all students could achieve. Principals, who informed students and parents concerning the impact of their own responsibilities under laws and policies to facilitate sound educational practices. Evidence also suggested the need for principals to emphasize the use of volunteers and resource people to enhance educational practices and activities.

In addition, teachers perceived that principals promoted effective instructional practices through activities related to their interpersonal tasks. They communicated purposes of classroom visitations which provided teachers with information regarding their performance. Evidence suggested that principals need to protect teachers from excessive non-instructional duties.

Teachers also view the principals as participants

in evaluative tasks to facilitate the practices of their
staff. These principals praised teachers and students
for academic achievements and suggested ideas to improve
educational programs. However, strong indications suggest
that principals needed to implement and emphasize a
systematic approach for evaluating programs used by
teachers. Further, principals of secondary schools
need to put more effort on the evaluation of performance,
educational trends, and techniques of both students and
teachers.

A perceptual profile of secondary principals
activities merged from the tasks which characterized
leaders of effective schools. The functions which
teachers indicated as important to their instructional
practices were those who developed annual plans for the
school, communicated purposes of observation and class-
room visitations, motivated students and teachers with
praises, allocated time for planning, class preparation
and evaluation, informed students and parents of school
policies and activities, and emphasized scholastic
achievement. The effectiveness of secondary principals
was judged by the presence or absence of these tasks in
their schedule.

All five categories of tasks administrative,
evaluative, interpersonal, public relations and organi-
zational were considered to be important functions which

affect the instructional practices of teachers.
Evaluation emerged as one of the most important functions
of responsibility. The item receiving the highest per-
centage was Item 12, praise for scholastic achievement
by students. The item with the fewest "yes" responses
was Item 30, promotion for effective instructional
practices, which received only a 45.8 percent yes response
and was considered to be among the least important
managerial activities that principals performed.

Analysis of the 34 items revealed that seven items
were ranked above 90.0 percent "yes" responses. Item 1,
3, 5, 12, 13, 15, and 23 produced a significantly positive
response. There were eight items that produced a ranking
of 61.9 percent or less "yes" responses. Items 4, 9, 16,
20, 21, 30, 32, and 33 indicated a significantly negative
response. The items that received significantly high
"yes" responses were spread across the five task
categories. Items that received a significant "no"
response were found in four of the five task categories
but not among organizational tasks.

Analysis of the data by variables yielded a slight
significance of difference. Age as a variable indicated
that those 41-50 years old made a higher "yes" response
than the other age groups. Sex as a variable revealed
that there was not a significant difference between
male and female respondents (78.9 and 78.2 percent yes

response, respectively). Race as a variable revealed a significant difference in "yes" responses. Of the four racial groups, Black, Hispanics, and American Indian gave a "yes" response above 85 percent, while 75.7 percent of the Whites responded "yes". Other differences are illustrated by tables included in this study.

Summary Analysis of Principals

Principals responded to the thirty-four items on the questionnaire. Responses of the participants revealed a very high yes rating of those activities which affect the instructional practices of classroom teachers. All respondents, who were principals, agreed that they performed those task which made an important difference in teachers' performance. The eight respondents' answers revealed a high rate of agreement on the activities which affect the instructional practices of teachers with an average 100 percent yes response on 29 of the 34 items. There were five items which received 66 to 75 percent yes responses. The results of the participants response of these items yeilded a major agreement that principals do perform all the activities which are necessary for effective instructional practices.

Conclusions

The study of tasks performed by secondary principals which related to the effectiveness of teachers' instructional practices may support the need to stress specific activities that should be performed by principals. Although this study represents only a sample of the secondary principals and teachers in North Carolina, conclusions can be drawn from the data as to which factors of effective principalship facilitate effective teaching.

Principals affect the instructional practices of teachers when they communicate their purposes to teachers. Observations by principals influence the teaching practices when teachers understand the purpose of the observation and the criteria to be used. Furthermore, secondary principals who inform teachers of the time and purpose of classroom observations are successful in facilitating teaching practices. Teachers' responses further revealed that the praise given by principals for outstanding achievement by teachers and students fosters a positive classroom climate. The praise for teachers' achievement provides the motivation to insure recognition of effective teaching practices.

The participants of this study group indicated that principals should allocate time for teachers to plan and prepare for instructional programs. Their responses

yield the findings that successful instructional practices of teachers are affected by the time allocated for evaluation and assessment of instructional techniques. The overall indications are that principals who are involved in curriculum development, staff development, and teacher evaluation and supervision facilitate the effective management of their schools. An effective secondary principal can be characterized by his performance as an effective manager of standards designed for teacher and student achievement.

Principals facilitate teaching practices by in-volving the staff in planning and developing a plan for the school. The plan should articulate the goals and objectives of the school, but it must have the knowledge and support of the principals. Effective principals are thought to be supportive of maintaining order and safe, comfortable, and clean facilities. The findings further suggest that principals who initiate ideas to improve educational programs and who dispense infor-mation among teachers are effective in communicating the direction of the school. Principals must not only introduce new ideas, but they must also re-orient the entire faculty's attitude toward innovative instructional techniques. Principals in this study, however, spend too little time maintaining a balance in expenditures for instructional materials, utilizing volunteers to

enhance educational activities, and protecting teachers from excessive non-instructional duties.

Finally, the principals of this study had the support of their staff because they developed an annual plan, praised teachers for outstanding achievement and recognition of students, and allocated time for planning, preparation, and evaluation. According to the teachers questioned, these three activities were deemed most essential to creating an environment conducive to effective instructional practices.

This study provided evidence of the importance of the role of the secondary principal and revealed a discernable pattern in the tasks they perform. Instructional goals, objectives, and a comprehensive evaluation system were acknowledged as meaningful tasks performed by principals; however, there also emerged the belief that instructional tasks were essential to the effectiveness of the principal. The study offered the strongest evidence on the profile of effective school leadership which included the following capabilities: to initiate programs, to motivate both teachers and students, to praise performance, and to support instructional practices. Finally, principals who concentrated on teaching practices experienced more effective schools.

Recommendations

Reflections upon and evaluation of the findings and conclusions of this study provided a basis for making the following recommendations for practice in the field of effective leadership:

1. Principals should involve students in developing rules and regulations.

2. Principals should encourage parents to support their child's educational efforts and performance, and should maintain a positive attitude toward academic accomplishments which convey the belief that all students can achieve.

3. Principals should participate in community programs and activities.

4. Principals should evaluate students' performance, achievement trends, and instructional techniques.

5. Principals should systematically evaluate programs.

6. Principals should counsel teachers regarding observable strengths and weaknesses.

7. Principals should supervise all aspects of school operation and maintain records on all personnel.

8. Principals should participate in the promotion of teachers who demonstrate effective instructional practices.

9. Principals should appropriate a balance in expenditures for instructional materials.

The findings for this study indicated that additional research should be conducted to extend knowledge on the following statements:

1. This study should be replicated to compare effective and ineffective school administration on the basis of discriminatory input from teachers and principals.

2. An in-depth study should be made of tasks teachers view as necessary for effective leadership, planning, and decision making by secondary principals.

3. Educational institutions need to be supported by state agencies in a study of instructional practices for effective activities of principals.

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APPENDIXES

APPENDIX A - COVER LETTER

LETTER REQUESTING SUPPORT FOR THE STUDY
FROM TEACHERS AND PRINCIPALS OF NORTH CAROLINA

Wilkes Central Senior High School

Route 3, Box 525, Wilkesboro, North Carolina

OF THE PRINCIPAL   ACCREDITED BY THE SOUTHERN ASSOCIATION

Office Phone: (919) 667-5277
Home Phone:

Dear

There are many topics which are relevant to improving
public schools. Educators are attempting to pursue
means of creating a climate conducive to effective
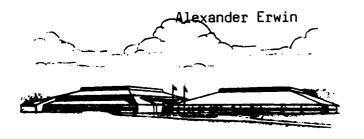teaching and learning.

I am presently a Doctoral candidate at Virginia Tech.
My research topic is related to the tasks performed by
secondary principals in facilitating effective in-
structional practices. This field of research is not
new, yet has not been exhausted. Therefore, I am
attempting to focus on some of these ideas as they
emerge in the eighties.

The information gathered from this questionnaire will
be confidential. There will not be a comparison of
schools but rather an attempt to determine whether a
discernable profile can be drawn on secondary principals.

In an effort to be successful, your participation, as
well as that of your teachers is needed. I would like to
visit your school during a faculty meeting and administer
a questionnaire to all staff members. This procedure
will take 20 minutes to complete. I will call you during
the week of March 18-23, to discuss a time and date. I
suggest the period of April 4-28 or May 3-28. Any day
and time will be convenient for me to come. Please con-
sider two dates in case a conflict might arise.

Thank you for assisting me in this study. Your coopera-
tion is most appreciated in my endeavor to conduct this
research project. Again, thank you in advance for your
cooperation and participation.

Sincerely,

Alexander Erwin

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

A DESCRIPTIVE STUDY OF TASKS PERFORMED
BY SECONDARY PRINCIPALS IN NORTH CAROLINA

QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to collect data on tasks performed by principals which facilitate effective instructional practices by teachers. The instrument is being administered to generate data regarding which tasks you consider to be important in enabling you to teach more effectively.

Please respond to the following statements as they apply or describe your building principal. The responses should indicate your perceptions of the behavior of the principal.

Your responses should be marked on the scan-tron card using a number 2 pencil. Darken the space which represents your response.

Do not complete the identification section on the card:

Name
Subject
Date
Hour

Thanks in advance for your participation and support of this educational research study.

A DESCRIPTIVE STUDY OF TASKS PERFORMED BY SECONDARY
PRINCIPALS IN NORTH CAROLINA

QUESTIONNAIRE FOR TEACHERS

1. Does the principal develop an annual plan   a. yes   b. no
    for the school?

2. Does the principal involve instructional   a. yes   b. no
    staff members in planning and developing
    a school plan?

3. Does the principal explain the school's   a. yes   b. no
    goals and objectives to the teachers?

4. Does the principal involve students in   a. yes   b. no
    developing rules and regulations that   c. not aware
    concern student welfare of the school as
    a whole?

5. Does the principal motivate students by   a. yes   b. no
    positive feedback, praise, and recognition?

6. Are parents encouraged and commended by   a. yes   b. no
    the principal for the support of their   c. not aware
    children's educational efforts and
    performance?

7. Does the principal have a formal program   a. yes   b. no
    that encourages parents to visit the
    school?

8. Does the principal participate in community   a. yes   b. no
    programs and activities?   c. not aware

9. Is there a formal volunteer and special   a. yes   b. no
    resource program established by the
    principal that enhances curriculum?

10. Does the principal insure safe, com-   a. yes   b. no
    fortable, and clean facilities?

11. Does the principal provide an environment   a. yes   b. no
    that has the least amount of interruption,
    noise, confusion, and stress?

12. Is outstanding scholastic achievement   a. yes   b. no
    praised by the principal?

13. Does the principal have a positive attitude toward academic accomplishments which convey the belief that all students can achieve?

a. yes   b. no
c. not aware

14. Are there specific evidences that the principal creates school spirit among teachers and students?

a. yes   b. no

15. Does the principal provide a schedule which allocates time for planning, preparation, and evaluation?

a. yes   b. no

16. Does the principal protect teachers from excessive non-instructional duties and responsibilities?

a. yes   b. no

17. Are aides and resource personnel scheduled effectively by the principal?

a. yes   b. no

18. Does the principal communicate to teachers information concerning students, programs, and resources to insure instructional effectiveness?

a. yes   b. no

19. Does the principal initiate ideas with teachers to improve educational programs?

a. yes   b. no

20. Does the principal conduct an assessment of students' performance, educational trends, and instructional techniques?

a. yes   b. no
c. not aware

21. Does the principal use a systematic approach for evaluating programs?

a. yes   b. no
c. not aware

22. Does the principal provide teachers with information concerning their instructional performance and interpersonal relations?

a. yes   b. no

23. Are the purposes of observations and classroom visitations explained to teachers by the principal?

a. yes   b. no

24. Are teachers counseled by the principal in regard to observable strengths and areas needing improvement?

a. yes   b. no
c. not aware

25. Are formal assessments conducted by the principal to determine staff development needs?   a. yes   b. no

26. Does the principal follow due process procedures in hiring, promoting, and dismissing personnel?   a. yes   b. no

27. Are work schedules, class schedules, and building use schedules developed by the principal?   a. yes   b. no

28. Are all aspects of the school's operation supervised by the principal?   a. yes   b. no
c. not aware

29. Does the principal participate in re-cruiting, screening, and selecting school personnel?   a. yes   b. no
c. not aware

30. Does the principal participate in the promotion of teachers who demonstrate effective instructional practices?   a. yes   b. no
c. not aware

31. Are records maintained on all per-sonnel by the principal?   a. yes   b. no
c. not aware

32. Does the principal involve the staff in developing a school budget?   a. yes   b. no

33. Does the principal maintain appro-priate balance in expenditures for instructional materials?   a. yes   b. no
c. not aware

34. Are students and parents informed concerning their responsibilities under existing laws, policies, and recommendations?   a. yes   b. no

35. What age range identifies your present age?

    a. 20 - 30 years
    b. 31 - 40 years
    c. 41 - 50 years
    d. 51 - 60 years
    e. over 61 years

36. What is your ethnic origin?

    a. White
    b. Black
    c. Hispanic
    d. American Indian or Alaskan Nature
    e. Asian or Pacific Islander

37. How many years of teaching experience?

    a. 0 - 5
    b. 6 - 15
    c. 16 - 25
    d. 26 or more

Are you a member of the following professional organizations?

		YES	NO
38.	North Carolina Association of School Administrators	a	b
39.	North Carolina Association of Educators	a	b
40.	Association of Supervision and Curriculum Development	a	b
41.	North Carolina's Principal and Assistant Principal	a	b
42.	National Association of Secondary School Principals	a	b
43.	National Education Association		

44. What are the grade levels taught by you in school?

    a. 7 - 12
    b. 9 - 12
    c. 10 - 12
    d. 11 - 12

45. What subjects are you certified to teach?

    a. Language
    b. Mathematics
    c. Science
    d. Social Studies

46. a. Occupational/Vocational
     b. Fine Arts (music, art, drama, etc.)
     c. Exceptional/Special Education
     d. Physical Education

47. In how many secondary schools have you taught?

     a. 0 - 2
     b. 3 - 4
     c. 5 - 6
     d. 7 - more

48. What is your sex?

     a. male
     b. female

APPENDIX C

QUESTIONNAIRE FOR PRINCIPALS

A DESCRIPTIVE STUDY OF TASKS
PERFORMED BY SECONDARY PRINCIPALS IN NORTH CAROLINA

QUESTIONNAIRE FOR PRINCIPALS

This questionnaire is designed to gather data on tasks performed by principals which facilitate effective instructional practices. The instrument is being administered to secondary principals and teachers to generate data to be used in a graduate study for dissertation purposes.

Please respond to the following statements as they apply or describe your administrative role in your school setting.

- Your responses should be marked on the scantron card using a number 2 soft lead pencil. Darken the space which represents your response.

- Do not complete the identification section on the card:

    Name
    Subject
    Date
    Hour

Thanks in advance for your participation and support of this educational research study.

A DESCRIPTIVE STUDY OF TASKS PERFORMED
BY SECONDARY PRINCIPALS IN NORTH CAROLINA

QUESTIONNAIRE FOR PRINCIPALS

1. The principal develops an annual plan   a. yes b. no
    for the school.

2. The principal involves staff in planning   a. yes b. no
    and developing the school plan.

3. The principal ensures that the staff   a. yes b. no
    understands the school's goals and
    objectives.

4. The principal involves students in   a. yes b. no
    developing rules and regulations that
    concern student welfare of the school
    as a whole.

5. The principal motivates students by   a. yes b. no
    positive feedback, praise, and recognition.

6. The principal encourages and commends   a. yes b. no
    parents to support their child (ren)'s
    educational efforts and performance.

7. The principal has an active program for   a. yes b. no
    encouraging parents to visit the school.

8. The principal participates in community   a. yes b. no
    programs and activities.

9. The principal uses a formal volunteers'   a. yes b. no
    program and special resource people to
    enhance educational programs and activities.

10. The principal provides safe, comfortable,   a. yes b. no
    and clean facilities.

11. The principal provides an environment   a. yes b. no
    that has the least amount of interruption,
    noise, confusion, and stress.

12. The principal praises outstanding   a. yes b. no
    scholastic achievement.

13. The principal conveys a belief that all   a. yes b. no
    students can achieve and has a positive
    attitude toward academic achievement.

14. The principal creates school spirit among teachers and students. a. yes b. no

15. The principal provides a schedule which allocates time for planning, preparation, and evaluation. a. yes b. no

16. The principal protects teachers from excessive non-instructional duties and responsibilities. a. yes b. no

17. The principal utilizes aides and resource personnel effectively. a. yes b. no

18. The principal provides teachers information about students, programs and resources to insure instructional effectiveness. a. yes b. no

19. The principal initiates ideas with the teachers to improve educational programs. a. yes b. no

20. The principal conducts evaluation of students performance achievement trends and instructional techniques. a. yes b. no

21. The principal uses a systematic approach for evaluating programs. a. yes b. no

22. The principal provides teachers with information about their instructional performance and inter-personal relations. a. yes b. no

23. The principal communicates the purposes of observations and classroom visitations. a. yes b. no

24. The principal counsels with teachers in regard to observable strengths and weaknesses. a. yes b. no

25. The principal conducts formal assessment to determine staff development needs. a. yes b. no

26. The principal follows due process practices in hiring, promoting and dismissing personnel. a. yes b. no

27. The principal develops work schedules, class schedules, and building use schedule. a. yes b. no

28. The principal supervises all aspects of school operation. a. yes b. no

29. The principal participates in re-
    cruiting, screening, and selecting
    school personnel.   a. yes b. no

30. The principal participates in the   a. yes b. no
    promotion of teachers who demonstrate
    effective instructional practices.

31. The principal maintains records on   a. yes b. no
    all personnel.

32. The principal involves staff in   a. yes b. no
    developing budget.

33. The principal maintains appropriate   a. yes b. no
    balance in expenditures for in-
    structional materials.

34. The principal informs students and   a. yes b. no
    parents concerning their responsibil-
    ities under existing laws, policies,
    and recommendations.

35. Which age range identifies your present age?

        a. 20 - 30 years   a   b   c   d   e
        b. 31 - 40 years
        c. 41 - 50 years
        d. 51 - 60 years
        e. over 61 years

36. How many years of teaching experience?

        a.   0 - 5   a   b   c   d
        b.   6 - 15
        c. 16 - 25
        d. 26 - more

Are you a member of the following professional organization?

		Yes	No
37.	North Carolina Association of School Administrators	a	b
38.	North Carolina Association of Educators	a	b
39.	Association of Supervision and Curriculum Development	a	b
40.	North Carolina's Principal and Assistant Principal	a	b

41. National Association of Secondary   a   b
    School Principal

42. National Education Association   a   b

43. What are the grade levels taught by you in school as a
    classroom teacher?

    a - 7 - 12   a   b   c   d
    b - 9 - 12
    c - 10 - 12
    d - 11 - 12

44. What subjects are you certified to teach?

    a - Language   a   b   c   d
    b - Mathematics
    c - Science
    d - Social Studies

45. a - Occupational/Vocational   a   b   c   d
    b - Fine Arts (music, art, drama, etc.)
    c - Exceptional/Special Education
    d - Physical Education

46. In how many secondary schools have you been a principal?

    a - 0 - 2   a   b   c   d
    b - 3 - 4
    c - 5 - 6
    d - 7 - more

APPENDIX D

PRINCIPAL PERFORMANCE APPRAISAL INSTRUMENT

Principal Performance Appraisal Instrument

INSTRUCTIONS:

1. Based on the evidence from observation and discussion, the evaluator is to rate the principal's performance with respect to the 41 basic elements of principalship listed below.

2. The evaluator is encouraged to add pertinent comments at the end of each major function.

3. The principal is provided an opportunity to react to the evaluator's ratings and comments.

4. The evaluator and the principal must discuss the results of the appraisal and any recommended actions pertinent to such.

5. The principal and the evaluator must sign the instrument in the assigned spaces.

6. The instrument must be filed in the principal's personnel folder.

Rating Scale

(Please Check)

- Performs Unsatisfactorily
- Needs Improvement in Performance
- Meets Performance Expectations
- Exceeds Performance Expectations
- Not Applicable

Principal's Name _____

School_____

GENERAL PLANNING AND OVERSIGHT: This factor requires the principal to exercise a general staff responsibility; to conceptualize the broad goals of the school, to integrate the goals with the legal, financial, organizational, and community needs at the highest level, to see that the staff is capable of carrying out the mission assigned to it, and to monitor the progress of the program as it develops during the year.

A. Major Function: General Planning

1. Develops a comprehensive plan that indicates desired ( ) ( ) ( ) ( ) ( ) conditions and current conditions, strategies for closing the gap between desired and current conditions, lists anticipated barriers, and outlines evaluation procedures.

2. Develops, implements, and evaluates the instructional ( ) ( ) ( ) ( ) ( ) program of the school.

3. Develops and implements appropriate plans, work ( ) ( ) ( ) ( ) ( ) schedules, class schedules, and building use schedules.

Comments_____

	Performs Unsatisfactorily	Needs Improvement in Performance	Meets Performance Expectations	Exceeds Performance Expectations	Not Applicable

B. Major Function: General Coordination

1. Interprets and carries out the policies established by the local board, State Board of Education, NC School Law, and Federal Law. ( ) ( ) ( ) ( ) ( )

2. Prepares and submits school's budgetary requests, monitors expenditure of funds, and assumes accountability for all monies. ( ) ( ) ( ) ( ) ( )

3. Defines roles, delegates responsibility, and holds staff members responsible for completing tasks. ( ) ( ) ( ) ( ) ( )

4. Interprets the school program, objectives, and policies to the community. ( ) ( ) ( ) ( ) ( )

Comments_____

_____

C. Major Function: Enhancement of Personnel Skills

1. Provides in-service programs for personnel that enhance the quality of the instructional program. ( ) ( ) ( ) ( ) ( )

2. Arrange staff development programs that provide opportunities for professional growth. ( ) ( ) ( ) ( ) ( )

Comments_____

_____

SCHOOL AND CLASSROOM OBJECTIVES: This factor requires the principal to provide an operational procedure to move the broad school goals from the planning stage down to the everyday activities of the staff. This involves the detailing of objectives for the classroom instructional program and the athletic and extra-curricular programs.

	Performs Unsatisfactorily	Needs Improvement in Performance	Meets Performance Expectations	Exceeds Performance Expectations	Not Applicable

D. Major Function: School Objectives

1. Identifies annual objectives that specify what the principal intends to accomplish in his/her school for the coming year. ( ) ( ) ( ) ( ) ( )

2. Provides leadership for the school's athletics and extra-curricular programs. ( ) ( ) ( ) ( ) ( )

Comments _____

_____

E. Major Function: Curriculum Objectives

1. Ensures that each teacher has developed or listed instructional objectives related to the subject matter for a given classroom. ( ) ( ) ( ) ( ) ( )

2. Involves faculty, central office staff, curriculum specialists, parents, students, and other resource personnel in curriculum planning and program development. ( ) ( ) ( ) ( ) ( )

3. Encourages and provides opportunities for the staff to participate in the school program. ( ) ( ) ( ) ( ) ( )

Comments _____

_____

PERSONNEL ORGANIZATION AND MANAGEMENT: This factor requires the principal to establish and maintain suitable working relationships among the people who are employed by the school to carry out the educational program.

Rating Scale

(Please Check)

	Performs Unsatisfactorily	Needs Improvement in Performance	Meets Performance Expectations	Exceeds Performance Expectations	Not Applicable

F. Major Function: Establishes Formal Work Relationships

1. Establishes and implements clearly-defined disciplinary procedures that have been communicated to and are understood by parents, students, staff, and the community.   ( ) ( ) ( ) ( ) ( )

2. Defines and disseminates classification, promotion, retention, suspension and expulsion policies, procedure, and criteria for students.   ( ) ( ) ( ) ( ) ( )

3. Maintains good rapport with staff through written, oral, and face-to-face communication.   ( ) ( ) ( ) ( ) ( )

4. Evaluates the total program of the school to determine effectiveness and identify areas needing change.   ( ) ( ) ( ) ( ) ( )

Comments _____

_____

G. Major Function: Evaluates Performance

1. Gives leadership to the development and implementation ( ) ( ) ( ) ( ) ( ) of a system for recording student performance, identifying student needs, and communicating students' educational development.

2. Provides adequate supervision and constructive evaluation to promote staff growth and increase effectiveness.   ( ) ( ) ( ) ( ) ( )

Comments _____

_____

	Performs Unsatisfactorily	Needs Improvement in Performance	Meets Performance Expectations	Exceeds Performance Expectations	Not Applicable

H. Major Function: Facilitates Organizational Efficiency

1. Maintains open communications between school-level operations and the superintendent's office. ( )( ) ( )( ) ( )

2. Makes use of supervisory or administrative assistance to improve performance. ( )( ) ( )( ) ( )

3. Respects the dignity and worth of students, staff, and parents. ( )( ) ( )( ) ( )

4. Complies with established lines of authority. ( ) () ( )( ) ( )

5. Upgrades own professional knowledge and skills through reading workshops, training sessions, conferences, and courses. ( ) () ( )( ) ( )

Comments_____

_____

CLIENTELE RELATIONSHIPS AND THEIR MANAGEMENT: This factor requires the principal to maintain a favorable working relationship with the school's clientele: students, parents, other members of the community, and in general, anyone who is not part of the paid staff but has an interest in the school.

I. Major Function: New Staff and Students

1. Provides information and support to newly-assigned staff and assists in their professional development. ( ) ( ) ( ) ()()

2. Implements orientation and registration programs for new students.

	Performs Unsatisfactorily	Needs Improvement in Performance	Meets Performance Expectations	Exceeds Performance Expectations	Not Applicable
3. Provides opportunities whereby students can have appropriate input into the educational program.	( )	( )	( )	( )	( )

Comments _____

_____

J. Major Function: Community

1. Uses community resources to enrich the school program.	( )	( )	( )	( )	( )
2. Cooperates with the community in use of school facilities for community activities.	( )	( )	( )	( )	( )
3, Oversees special school events that are designed to interpret the school program to the community.	( )	( )	( )	( )	( )
4. Has procedures for receiving suggestions, distributing information, and receiving input from the community.	( )	( )	( )	( )	( )

Comments _____

_____

ALLOCATION OF SUPPLIES, EQUIPMENT, AND SUPPORT SERVICES: This factor deals with the material foundation of the school. It requires the principal to administer services, materials, and supplies which may not be directly instructional but which support the daily activities of the people who are engaged in instruction.

K. Major Function: Supplies and Equipment

Rating Scale

(Please Check)

	Performs Unsatisfactorily	Needs Improvement in Performance	Meets Performance Expectations	Exceeds Performance Expectations	Not Applicable
1. Works cooperatively with the finance office to assure coordination of the school's financial operations with those of the school system.	( )	( )	( )	( )	( )
2. Supervises the requisition, inventory, and distribution of supplies, textbooks, equipment, and all materials necessary for the instructional program and operation of the school.	( )	( )	( )	( )	( )
3. Involves the staff in setting priorities concerning expenditures for instructional supplies.	( )	( )	( )	( )	( )
4. Completes records, reports, inventories, requisitions, and budgets.	( )	( )	( )	( )	( )

Comments_____

_____

L.   Major Functions: Services

	Performs Unsatisfactorily	Needs Improvement in Performance	Meets Performance Expectations	Exceeds Performance Expectations	Not Applicable
1. Oversees services provided in the school, (i.e., custodial, transportation, food, etc.).	( )	( )	( )	( )	( )
2. Organizes the secretarial services and offices to provide effective clerical support to school staff.	( )	( )	( )	( )	( )
3. Establishes and implements scheduled maintenance inspection program to assure proper maintenance of school plant and ground.	( )	( )	( )	( )	( )
4. Establishes and implements procedure for the appropriate distribution and inventorying of materials, supplies, and equipment.	( )	( )	( )	( )	( )
5. Uses community resources that support the total school program.	( )	( )	( )	( )	( )

Comments_____

_____

Evaluator's Summary Comments_____

_____

_____

Principal's Reaction to Evaluation _____

_____

_____

_____

Evaluator's signature and date	Principal's signature and date
	Signature indicates that the written evaluation has been seen and discussed.

APPENDIX E

NORTH CAROLINA SECONDARY PRINCIPAL OF THE YEAR

North Carolina Secondary Principal

of The Year

The secondary principal should merit the respect and admiration of students, teachers, other professional co-workers, parents, and patrons. The principal should be active in his school and community and should have distinguished himself as a leader. He should demonstrate evidence of ability to improve the achievement of all students from varied backgrounds and with differing capabilities in high school.

EVALUATION INSTRUMENT

Rating Scale

(Please Check)

	No evidence — 0	Inadequate evidence — 1	Adequate evidence — 2	Substantial evidence — 3	Superior evidence — 4

CRITERIA:

A. There is evidence that the candidate is professionally qualified and exhibits academic scholarship.   ( ) ( ) ( ) ( ) ( )

NOTES:

B. There is evidence that the candidate has had successful leadership experience in teaching, school administration and other undertakings.   ( ) ( ) ( ) ( ) ( )

NOTES:

C. There is evidence that the candidate is a leader and active member in various professional and community endeavors.   ( ) ( ) ( ) ( ) ( )
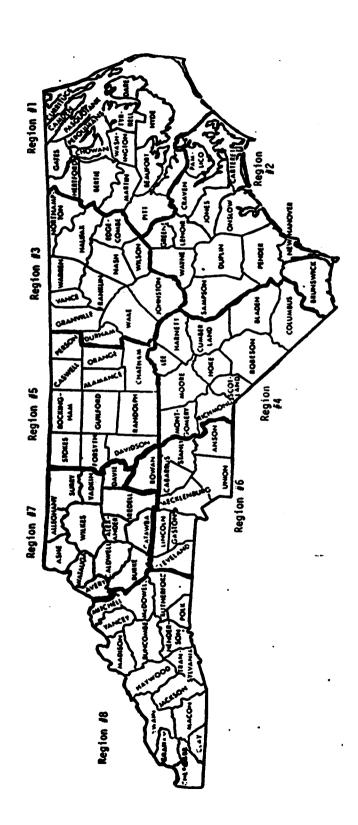
NOTES:

	No evidence	Inadequate evidence	Adequate evidence	Substantial evidence	Superior evidence
	-	-	-	-	-
	0	1	2	3	4

D. There is evidence that the candidate has an effective leadership style and emphasizes achievement for all students.   () () () () ()

NOTES:

E. There is evidence that the candidate has an effective leadership style that promotes the total instructional program/process.   () () () () ()

NOTES:

F. There is evidence that the candidate has an effective leadership style that ensures an orderly school environment that is conducive to learning.   () () () () ()

NOTES:

G. There is evidence that the candidate is able to facilitate the resolution of problems and conflicts with efficacy and fairness.   () () () () ()

NOTES:

H. There is evidence that the candidate maintains open communications and positive human relations with students, teachers, other professional co-workers, parents and patrons.   () () () () ()

NOTES:

Rating Scale

(Please Check)

	No evidence	Inadequate evidence	Adequate evidence	Substantial evidence	Superior evidence
	0	1	2	3	4

I. There is evidence that the candidate seeks and ( ) ( ) ( ) ( ) ( )
encourages parent and community involvement
in the school.

NOTES:

J. There is evidence that the candidate engages ( ) ( ) ( ) ( ) ( )
in continuing professional development activ-
ities and facilitates the same in teachers.

NOTES:

K. There is evidence that the candidates portrays ( ) ( ) ( ) ( ) ( )
exemplary personal traits such as friendliness,
trustworthiness, approachability, good work
habits, a sense of humor, vitality and energy.

NOTES:

L. There is evidence that the candidate is artic- ( ) ( ) ( ) ( ) ( )
ulate and able to converse in an informed
manner about educational issues as well as
current national and world events.

NOTES:

M. There is evidence that the candidate enjoys   ( ) ( ) ( ) ( ) ( )
the respect and admiration of his/her students,
teachers, other professional co-workers,
parents and other patrons.

NOTES:

N. There is evidence that the candidate exercises ( ) ( ) ( ) ( ) ( )
initiative and accepts responsibility for all
programs and activities of his/her school.
                GRAND TOTAL: (Maximum is 56)   (   )

APPENDIX F

NORTH CAROLINA REGIONAL EDUCATION DISTRICTS

REGIONAL EDUCATION DISTRICTS

Region #1

Region #2

Region #3

Region #4

Region #5

Region #6

Region #7

Region #8

APPENDIX G

ADDITIONAL TABLES USED IN THE STUDY

TABLE 11
ANALYSIS OF DATA
SEX

PERCENTAGE OF RESPONSES

ITEM(S)	Male Respondents				Female Respondents			
	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp
1 Annual Plan	90.4	7.2		.8	96.6	2.5		1.3
2 Involvement of Teachers Development of Plan	89.6	8.0		2.4	88.6	10.2		1.3
3 Explanation of Goals and Objectives	92.0	8.0			90.7	8.1		.13
4 Involvement of Students	59.2	19.2	21.6		63.6	12.3	24.2	
5 Motivation of Students	91.2	8.0		.8	92.4	5.5		2.1
6 Commendation to Parents on Student Achievement	72.8	8.8	18.4		78.4	5.5	16.1	
7 Formal Program for Parental Visitations	85.6	12.8		1.6	81.4	16.5		2.1
8 Participation in Community Programs/Activities	75.2	7.2	17.6		84.7	3.8	11.4	
9 Volunteer and Special Resource Program for Curr.	60.8	34.4		4.8	59.3	35.2		5.5
10 Facilities	81.6	16.8		1.6	90.3	7.6		2.1
11 Environment Conducive for Instruction	68.	31.2		.8	71.6	27.1		1.3
12 Praise for Scholastic Achievement	96.8	2.4		.8	97.5	2.5		

TABLE 11 (continued)

ANALYSIS OF DATA

SEX

PERCENTAGE OF RESPONSES

ITEM(S)	Male Respondents				Female Respondents			
	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp
13 Attitude Toward Achievement	93.6	.8	5.2		89.8	4.2	5.9	
14 School Spirit Teachers/Students	75.2	24.0		.8	77.5	21.6		.8
15 Scheduling for Planning Preparation/Evaluation	86.4	12.8		.8	92.4	7.2		.4
16 Non-Instructional Duties	54.4	42.4		3.2	57.6	40.2		2.1
17 Scheduling Aides/ Resource Personnel	70.4	2.4		5.6	62.7	29.2		8.1
18 Communications for Instructional Effectiveness	89.6	8.0		2.4	78.4	19.1		2.5
19 Ideas for Educational Programs	85.6	12.8		2.4	87.7	11.0	1.3	
20 Assessment of Performance Trends and Techniques	50.4	8.0	41.6		69.1	11.9	36.0	
21 Systematic Evaluation Program	72.0	6.4	21.6		58.5	8.1	33.5	
22 Information to Teachers Instructional Performance/ Interpersonal Relations	84.8	12.8		2.4	87.7	11.0	1.3	
23 Explanation of Observation/Visitation	88.8	10.4		.8	94.9	4.2	.8	
24 Consolation on Strengths Needs for Improvements	80.8	8.8	10.4		82.6	8.5	8.9	
25 Formal Assessment of Staff Development Needs	76.8	17.6		5.6	71.6	24.2		4.2
26 Due Process Procedures Related to Staff	85.6	11.2		3.2	86.0	8.9		5.1

TABLE 11
(continued)
ANALYSIS OF DATA
SEX
PERCENTAGE OF RESPONSES

ITEM(S)	Male Respondents				Female Respondents			
	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp
27 Development of Schedules	74.4	22.4		3.2	85.6	11.9		2.5
28 Supervision of Operation	66.4	18.4		15.2	67.4	14.8	17.8	
29 Personnel Selection	83.2	4.0	12.8		91.9	1.3	7.6	
30 Promotion for Effective Instructional Practices	44.8	8.0	47.2		45.8	12.3	41.9	
31 Personnel Record	68.8	1.6	29.6		71.6	1.7	26.7	
32 Involvement of Staff in Budget Preparation	65.6	28.0		6.4	61.9	33.9		4.2
33 Expenditure for Instructional Materials	62.4	6.4	31.2		51.3	8.9	39.8	
34 Information on Laws Policies and Recommendations	84.0	8.8		7.2	95.3	2.5		2.1

TABLE 12

AGE RANGE

PERCENTAGE OF RESPONSES

ITEM(S)	20-30 Years				31-40 Years				41-50 Years				51-60 Years				Over 61 Years			
	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp
1 Annual Plan	95	4.9			93.5	5.8		.7	95.5	3.0		1.5	97.6	1.2		1.2	100			
2 Involvement of Teachers Development of Plan	95	4.9			88.4	10.9		.7	84.8	10.6		4.5	93.9	4.8		1.2	100			
3 Explanation of Goals and Objectives	98.3	1.6			88.4	10.9		.7	90.8	8.3		.8	92.7	6.1		1.2	100			
4 Involvement of Students	55.7	14.7	29.5		63.2	20.0	16.8		65.1	8.3	23.5		56.1	15.8	26.8		88.8	11.1		
5 Motivation of Students	95	4.9			92.3	7.1			88.6	7.6			92.7	7.3			100			
6 Commendation to Parents on Student Achievement	80.3	8.1	11.4						81.1	4.5	14.4		73.2	6.1	20.7		88.8	11.1		
7 Formal Program for Parental Visitations	95	4.9			78.7	20.0		1.3	86.4	11.4		2.3	75.6	21.9		2.4	88.8	11.1		
8 Participation in Community Programs/Activities	72.1	6.5	21.3		85.2	5.8	9.0		78.8	3.0	18.2		85.4	1.2	13.4		100			
9 Volunteer and Special Resource Program for Curr.	65.5	31.4	3.2		64.5	30.9		4.5	50.8	43.9		5.3	57.3	32.9		2.4	77.7	11.1	11.1	
10 Facilities	81.9	18.3			92.2	5.2		1.9	89.4	9.8		.8	84.1	12.2		3.7	88.8	11.1		
11 Environment Conducive for Instruction	65.5	32.7	1.6		74.2	24.5		1.3	65.9	34.1			73.2	25.6		1.2	88.8	11.1		
12 Praise for Scholastic Achievement	100				96.1	3.9		.8	97.7	1.5		2.4	93.9	3.7			100			

TABLE 12 (continued)

AGE RANGE

PERCENTAGE OF RESPONSES

ITEM(S)	20-30 Years				31-40 Years				41-50 Years				51-60 Years				Over 61 Years			
	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp
13 Attitude Toward Achievement	83.6		16.3		91.0	4.5	4.5		92.4	4.6	3.6		95.1	2.4	2.4		100			
14 School Spirit Teachers/Students	83.6	16.3			69.0	30.3			79.5	19.7		.7	76.8	21.9		2.4	100			
15 Scheduling for Planning Preparation/Evaluation	90.1	9.8			91.0	8.4	.7		90.9	8.3			92.3	7.3			100			
16 Non-Instructional Duties	60.6	34.4			47.7	50.3	1.9		62.1	36.4			68.3	25.6		6.1	77.7	11.1		11.1
17 Scheduling Aides/ Resource Personnel	62.2	32.7			68.4	26.5	5.2		68.1	22.7			60.9	26.8		9.	55.5	11.1		3.3
18 Communications for Instructional Effectiveness	90.1	9.8			81.3	17.4	1.3		82.6	16.7			81.7	12.2		6.1	77.7	11.1		2.2
19 Ideas for Educational Programs	93.4	4.9			83.2	14.8	1.9		78.8	20.4			93.9	3.7		2.4	77.7			22.2
20 Assessment of Performance Trends and Techniques	40.9	6.5	52.4		52.9	12.9	34.2		54.5	10.6	34.8		48.8	9.8	41.9		77.7			22.2
21 Systematic Evaluation Program	52.4	1.6	45.9		58.7	6.5	33.5		66.6	9.1	24.2		58.5	10.9	30.5		88.8			11.1
22 Information to Teachers Instructional Performance/ Interpersonal Relations	93.4			6.5	13.6		2.6	84.1	9.6		2.3	86.6			3.7	100				
23 Explanation of Observation/Visitation	91.8	8.2						91.0	6.8		2.3	85.4			3.7	100				
24 Consolation on Strengths Needs for Improvements	86.8	3.3	9.8		81.3	6.5	12.3		78.8	10.6	10.6		78.0	8.5	13.4		100			
25 Formal Assessment of Staff Development Needs	68.8	22.9	8.2																	
26 Due Process Procedures Related to Staff	96.7	1.6			87.7	10.3	1.9		75.8	15.9		8.3	84.1	4.9		10.9	88.8			11.1

TABLE 12 (continued)

AGE RANGE

PERCENTAGE OF RESPONSES

ITEM(S)	20-30 Years				31-40 Years				41-50 Years				51-60 Years				Over 61 Years			
	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp
27 Development of Schedules	77.0	21.3		1.6	80.6	16.7		2.6	86.4	10.6		3.0	84.1	9.6		6.1	88.8			11.1
28 Supervision of Operation	57.3	11.5	31.1		67.1	18.1	14.8		70.5	15.2	14.4		78.0	13.4	8.5		55.5			44.4
29 Personnel Selection	83.6		16.4		94.0	1.6	4.5		83.3	4.5	14.4		76.8	2.4	21.0		88.8			11.1
30 Promotion for Effective Instructional Practices	32.7	11.5	55.7		48.4	12.3	39.4		46.9	12.2	40.9		47.6	6.1	46.3		77.7			22.2
31 Personnel Record	57.4	3.3	39.3		66.4	10.3	21.3		65.2	1.5	33.3		87.8	1.2	10.9		77.7	22.2		
32 Involvement of Staff in Budget Preparation	50.8	37.7	11.5		58.7	36.1		5.2	65.9	28.8		5.3	65.8	30.5		3.7	77.7	22.2		
33 Expenditure for Instructional Materials	50.8	6.6	42.6		49.0	6.5	44.5		59.8	11.4	28.8		63.4	7.3	29.3		66.6	11.1	22.2	
34 Information on Laws Policies and Recommendations	80.3	9.8		9.8	91.6	5.8		2.6	95.4	3.8		.8	90.2	3.7		6.1	88.8			11.1

TABLE 13

RACE

PERCENTAGE OF RESPONSES

ITEM(S)	White				Black				Hispanic				American Indian			
	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp
1 Annual Plan	94.1	2.8		1.4	98.6	1.4			100				100			
2 Involvement of Teachers Development of Plan	87.7	9.8		2.5	95.8	4.2			100				100			
3 Explanation of Goals and Objectives	90.7	8.5		.8	95.8	4.2			85.7	14.3			100			
4 Involvement of Students	57.7	16.3	25.9		81.0	5.6	13.4		71.4	14.3	14.3		100			
5 Motivation of Students	90.1	8.2		1.7	98.6	1.4			10.0				10.0			
6 Commendation to Parents on Student Achievement	74.4	7.3	18.3		86.1	2.8	11.1		71.4	14.3	14.3		75.0		25.0	
7 Formal Program for Parental Visitations	80.6	17.5		1.9	93.1	5.6	1.4		85.7	14.3			10.0			
8 Participation in Community Programs/Activities	79.7	4.5	15.8		87.5	2.8	9.7		10.0				10.0			
9 Volunteer and Special Resource Program for Curr.	56.6	38.3	5.1		75.0	15.3		9.7	57.1	42.9			75.0		25.0	
10 Facilities	87.0	11.3		1.7	95.8	4.2			10.0				10.0			
11 Environment Conducive for Instruction	65.6	33.2		.8	88.9	11.1			10.0				10.0			
12 Praise for Scholastic Achievement	96.0	3.1		.8	10.0				10.0				10.0			

TABLE .13

RACE

PERCENTAGE OF RESPONSES

ITEM(S)	White				Black				Hispanic				American Indian			
	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp
13 Attitude Toward Achievement	90.4	3.7	5.9		94.4	1.4	4.2		85.7	14.3			100			
14 School Spirit Teachers/Students	74.1	25.1		.8	83.3	15.3		1.4	100				100			
15 Scheduling for Planning Preparation/Evaluation	90.4	9.0		.8	95.8	4.2			100				75.0	25.0		
16 Non-Instructional Duties	53.8	43.1		3.1	77.8	18.1		4.2	71.4	28.6			75.0	25.0		
17 Scheduling Aides/Resource Personnel	81.1	27.9		7.9	71.0	18.1	11.1		85.7	14.3			100			
18 Communications for Instructional Effectiveness	80.6	17.7		1.7	91.7	5.6	2.8		85.7	14.3			100			
19 Ideas for Educational Programs	83.1	14.9		1.9	94.4	4.2		1.4	100				100			
20 Assessment of Performance Trends and Techniques	47.3	11.3	41.4		66.7	6.9	26.4		85.7		14.3		100			
21 Systematic Evaluation Program	57.5	7.9	34.6		77.8	4.2	18.1		71.4	14.3	14.3		75.0	25.0		
22 Information to Teachers Instructional Performance/Interpersonal Relations	85.1	12.7		2.3	91.7	5.6	2.8		100				100			
23 Explanation of Observation/Visitation	91.0	7.6		.7	97.2	1.4		1.4	100				100			
24 Consolation on Strengths Needs for Improvements	78.3	9.0	12.7		91.7	1.4	6.9		100				100			
25 Formal Assessment of Staff Development Needs	69.6	24.5		5.9	86.1	9.7		4.2	85.7	14.3			100			
26 Due Process Procedures Related to Staff	84.8	9.6		5.6	83.3	9.7		6.9	85.7	14.3			100			

TABLE 13

RACE

PERCENTAGE OF RESPONSES

ITEM(S)	White				Black				Hispanic				American Indian			
	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp
27 Development of Schedules	81.1	15.5		3.4	88.9	6.9		4.2	100				100			
28 Supervision of Operation	66.7	16.1	17.2		75.0	12.5	12.5		85.7		14.3		75.0		25.0	
29 Personnel Selection	86.2	2.3	11.5		86.1	1.4	12.5		100				75.0		25.0	
30 Promotion for Effective Instructional Practices	42.0	10.7	47.3		62.5	11.1	26.4		71.4	14.3	14.3		74.0		25.0	
31 Personnel Record	67.0	1.4	31.5		73.6	2.8	23.6		100				75.0		25.0	
32 Involvement of Staff in Budget Preparation	59.4	35.0		5.6	68.1	25.0		6.9	100				75.0	25.0		
33 Expenditure for Instructional Materials	52.7	8.7	38.6		65.3	5.6	29.2		71.4	14.3	14.3		75.0		25.0	
34 Information on Laws Policies and Recommendations	89.9	5.9		4.2	91.7	2.8		2.8	100				100			

TABLE 14

AREA CERTIFICATION

PERCENTAGE OF RESPONSES

ITEM(S)	Language Arts				Mathematics				Science				Social Studies			
	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp
1 Annual Plan	94.9	3.1	1.0	1.0	96.6	3.4			87.1	11.4	1.4		97.6		2.4	
2 Involvement of Teachers Development of Plan	88.8	9.2		2.0	88.1	10.2			84.3	11.4	1.4		92.9	4.8	2.4	
3 Explanation of Goals and Objectives	96.9	3.1			94.9	5.1			90.0	8.6	1.4		85.7	14.3		
4 Involvement of Students	59.2	15.3	22.4	2.0	71.2	11.9	15.3	1.7	65.7	15.7	18.6		66.7	14.3	19.0	
5 Motivation of Students	92.9	5.1	2.0		89.8	10.2			94.3	5.7			88.1	11.9		
6 Commendation to Parents on Student Achievement	78.6	2.0	18.4	1.0	72.9	5.1	20.3	1.7	75.7	7.1	17.1		81.0	9.5	9.5	
7 Formal Program for Parental Visitations	83.7	15.3		1.0	83.1	13.6		3.4	90.0	10.0			81.0	19.0		
8 Participation in Community Programs/Activities	76.5	7.1	15.3	1.0	81.4	3.4	11.9	3.4	88.6	2.9	8.6		83.3	7.1	9.5	
9 Volunteer and Special Resource Program for Curr.	57.1	38.8		4.1	67.8	25.4	1.7	5.1	60.0	35.7	2.9		62.0	30.9	7.1	
10 Facilities	88.8	10.2		1.0	91.5	6.8		1.7	84.3	14.3	2.9		90.4	4.8	2.4	2.4
11 Environment Conducive for Instruction	65.3	33.7	1.0		78.0	22.0			61.4	38.6			76.2	23.8		
12 Praise for Scholastic Achievement	98.0	2.0			94.9	1.7		3.4	100.0				90.4	9.5		

TABLE 14 (continued)

AREA CERTIFICATION

PERCENTAGE OF RESPONSES

ITEM(S)	Language Arts				Mathematics				Science				Social Studies			
	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp
13 Attitude Toward Achievement	87.8	5.1	6.1	1.0	90.0		3.4		90.0	4.3	5.7		90.4	9.5		
14 School Spirit Teachers/Students	76.5	23.5			78.0	20.3		1.7	71.4	28.6			78.6	21.4		
15 Scheduling for Planning Preparation/Evaluation	92.9	7.1			91.5	8.5			88.6	11.4			97.6	2.4		
16 Non-Instructional Duties	53.1	42.9	1.0	3.1	64.4	33.9		1.7	55.7	42.9		2.9	71.4	23.8	2.4	2.4
17 Scheduling Aides/ Resource Personnel	64.3	25.5	5.1	5.1	64.4	23.7	3.4	8.5	60.0	35.7	2.9	2.9	69.0	16.7	4.8	9.5
18 Communications for Instructional Effectiveness	82.7	16.3		1.0	88.1	8.5		3.4	84.3	15.7			81.0	16.7	2.4	
19 Ideas for Educational Programs	81.6	16.3	1.0	1.0	91.5	8.5			85.7	12.9		1.4	71.4	4.8	2.4	2.4
20 Assessment of Performance Trends and Techniques	58.2	12.2	28.6	1.0	52.5	11.9	28.8	6.8	48.6	8.6	42.9		57.1	16.7	23.0	2.4
21 Systematic Evaluation Program	59.2	8.2	31.6	1.0	61.0	1.7	32.2	5.1	64.3	4.3	31.4		66.7	9.5	23.0	
22 Information to Teachers Instructional Performance/ Interpersonal Relations	86.7	11.2		2.0	88.1	11.9			90.0	10.0			78.6	16.7	4.8	
23 Explanation of Observation/Visitation	91.8	6.1		2.0	89.8	10.2		3.4	97.1	2.9			88.1	11.9		
24 Consolation on Strengths Needs for Improvement	78.6	9.2	12.2		81.4	1.7	16.9		81.4	11.4	7.2		76.2	11.9	11.9	
25 Formal Assessment of Staff Development Needs	71.4	22.4	5.1	1.0	64.4	25.4	1.7	8.5	70.0	25.7	1.4	2.9	76.2	23.0		
26 Due Process Procedures Related to Staff	83.7	10.2	2.0	4.1	86.4	10.2	3.4		82.9	10.0	4.3	2.9	76.2	2.4	2.4	

TABLE 14

(continued)

AREA CERTIFICATION

PERCENTAGE OF RESPONSES

ITEM(S)	Language Arts				Mathematics				Science				Social Studies			
	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp
27 Development of Schedules	80.6	14.3	1.0	4.1	81.4	10.2		6.8	87.1	10.0	2.9	2.9	78.6	19.0	2.4	
28 Supervision of Operation	69.4	15.3	13.3	2.0	72.9	8.5	15.3	3.4	70.0	17.1	12.9		88.1	4.0	7.1	
29 Personnel Selection	88.8	1.0	10.2		78.0	1.7	15.3	5.1	90.0	4.3	5.7		78.6		19.0	2.4
30 Promotion for Effective Instructional Practices	49.0	10.2	37.8	3.1	39.0	14.6	45.8	1.7	42.9	4.3	52.9		52.4	16.7	28.5	2.4
31 Personnel Record	61.2	1.0	36.7	1.0	64.4	1.7	30.5	3.4	64.3	2.9	32.8		78.6		90.0	2.4
32 Involvement of Staff in Budget Preparation	58.2	35.7	4.1	2.0	50.8	45.8	1.7	1.7	58.6	38.6	1.4	1.4	64.3	31.0	2.4	2.4
33 Expenditure for Instructional Materials	42.9	11.2	44.9	1.0	52.5	6.8	33.9	6.8	65.7	4.3	30.0		2.4	62.0	14.3	21.4
34 Information on Laws Policies and Recommendations	96.9	1.0	1.0	1.0	84.7	10.2	1.7	3.4	94.3	4.3	2.9		90.5	4.8	2.4	2.4

TABLE 14

AREA CERTIFICATION

PERCENTAGE OF RESPONSES

ITEM(S)	Occupational/Vocational				Fine Arts				Exceptional Children				Physical Education			
	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp
1 Annual Plan	92.7	6.5	.81		97.5	2.43			92.8	7.1			92.8	3.6		3.6
2 Involvement of Teachers Development of Plan	92.7	6.5	.81		90.2	7.3		2.43	85.7	14.2			92.8	3.6		3.6
3 Explanation of Goals and Objectives	88	10.6	1.62		100				89.2	10.7			96.4	3.6		
4 Involvement of Students	58.5	14.6	24.4	2.43	51.2	22	17	9.8	64.3	10.7	25		71.4	21.4		7.14
5 Motivation of Students	89.4	9.75	.81		87.8	7.3	2.43	2.43	92.8	7.14			92.8	9.14		
6 Commendation to Parents on Student Achievement	78.9	6.5	14.6		85.3	2.43	9.8	2.43	71.4	7.14	21.4		68.8	14.3	17.8	
7 Formal Program for Parental Visitations	91	8.94			85.3	14.6			57.1	35.7	3.57	3.57	82.1	14.3		3.6
8 Participation in Community Programs/Activities	87	3.25	9.75		61	17.1	17.1	4.9	78.6		21.4		64.3	7.14	28.6	
9 Volunteer and Special Resource Program for Curr.	61.8	32.5	1.62	4.06	51.2	41.5	4.88	2.43	67.8	28.6		3.57	67.8	32.1		
10 Facilities	35.3	12.2	.81	1.62	80.5	19.5			89.5	7.14	2.43		82.1	17.8		
11 Environment Conducive for Instruction	71.5	28.4			78	22			64.3	28.6		17.4	78.6	21.4		
12 Praise for Scholastic Achievement	97.6	2.43			97.6	2.43			100				100			

TABLE 14

AREA CERTIFICATION

PERCENTAGE OF RESPONSES

ITEM(S)	Occupational/Vocational				Fine Arts				Exceptional Children				Physical Education			
	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp
13 Attitude Toward Achievement	91	2.43	6.5		92.7				100				96.4			3.57
14 School Spirit Teachers/Students	77.2	22	.81		75.6	22			64.3	35.7			71.4	28.6		
15 Scheduling for Planning Preparation/Evaluation	85.3	13.8	.81		97.5	2.43			85.7	14.3			89.3	10.7		
16 Non-Instructional Duties	61.7	36.6			43.9	53.6			57.1	43			50	43		7.14
17 Scheduling Aides/Resource Personnel	66.7	27.6	2.44	3.25	65.8	24.4	2.43	7.3	60.7	39.3			75	14.3	3.57	7.14
18 Communications for Instructional Effectiveness	81.3	16.3		2.43	82.9	14.6			89.3			3.57	92.9	7.14		
19 Ideas for Educational Programs	90.2	6.5	.81	2.43	85.4	14.6			82.1	17.9			89.3	10.7		
20 Assessment of Performance Trends and Techniques	49.6	5.7	43	1.62	53.6	12.2	31.7	2.43	46.4	14.3	39.3		60.7	14.3	25	
21 Systematic Evaluation Program	63.4	8.13	27.6	.81	63.4	2.43	29.3	4.8	64.3	10.7	25		60.7	10.7	28.6	
22 Information to Teachers Instructional Performance Interpersonal Relations	89.4	8.13	1.62	.81	95	4.9			85.7	14.3			78.6	17.8	3.57	
23 Explanation of Observation/Visitation	95.9	3.25		.81	95	4.9			96.4	2.43			89.3	10.7		
24 Consolation on Strengths Needs for Improvements	89.4	2.43	7.3	.81	85.4		14.6		78.6	10.7	10.7		82.1	10.7	7.14	
25 Formal Assessment of Staff Development Needs	79.7	14.6	4	1.62	7	24.4	2.43	2.43	71.4	28.6			71.4	25	3.57	
26 Due Process Procedures Related to Staff	93.4	2.43	1.62	2.43	48.8	2.43			75	25			82.1	14.3	3.57	

TABLE 14

AREA CERTIFICATION

PERCENTAGE OF RESPONSES

ITEM(S)	Occupational/Vocational				Fine Arts				Exceptional Children				Physical Education			
	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp
27 Development of Schedules	87.8	10.6		1.62	71	24.4		4.88	85.7	14.3			82.1	17.8		
28 Supervision of Operation	66.7	13.8	19.5		56	29.3	12.2	2.43	78.6	7.14	14.3		53.6	35.7	10.7	
29 Personnel Selection	94.3	1.6	2.25	.81	92.7		4.88	2.43	92.9		7.14	82.1	7.14	10.7		
30 Promotion for Effective Instructional Practices	51.2	7.3	40.6	.81	39	3.43	56	2.43	50	17.8	32.1		57	10.7	32.1	
31 Personnel Record	77.2	.81	21.2	.81	44	2.43	51.3	2.43	71.4		28.6		75	3.57	21.4	
32 Involvement of Staff in Budget Preparation	65	26.8	8.1		56.1	41.4		2.43	53.6	46.4			67.8	28.6		3.57
33 Expenditure for Instructional Materials	66.7	7.3	22.7	3.25	41.4	7.3	48.8	2.43	42.8	14.3	42.8		53.6	14.3	32.1	
34 Information on Laws Policies and Recommendations	91.8	4.8	.73	.25	95.1	4.8	2.43	2.43	92.8		3.57	3.57	82.1	14.3		3.6

TABLE 15

TEACHING EXPERIENCE

PERCENTAGE OF RESPONSES

ITEM(S)	0 - 5 Years				6 - 15 Years				16 - 25 Years				26 Years - Over			
	Yes	No	No Resp	Not Aware	Yes	No	No Resp	Not Aware	Yes	No	No Resp	Not Aware	Yes	No	No Resp	Not Aware
1 Annual Plan	91.6	6.7	1.6		93.3	5.0	1.7		97.1	2.9			98.2	1.7		
2 Involvement of Teachers Development of Plan	93.3	5.0	1.6		86.6	9.4	4.0		89.3	0.7			93.0	5.3	1.7	
3 Explanation of Goals and Objectives	90.0	8.3	1.6		93.0	6.6	.5		90.7	9.3			91.2	7.0	1.7	
4 Involvement of Students	55.0	15.0		30.0	65.5	15.0	5.0	19.4	60.0	15.0		25.0	66.7	8.8		24.6
5 Motivation of Students	93.3	6.7			91.1	7.8	1.1		90.7	6.4	2.9					
6 Commendation to Parents on Student Achievement	71.7	6.7		21.6	79.4	6.6		13.8	75.0	7.1		17.9	75.4	3.5		21.1
7 Formal Program for Parental Visitations	88.3	11.7			84.4	13.9	1.7		79.3	17.9	2.9		82.9	15.8	1.7	
8 Participation in Community Programs/Activities	73.3	5.0		21.0	82.8	5.5		11.7	79.3	2.9		17.9	91.2	1.7		7.0
9 Volunteer and Special Resource Program for Curr.	65.0	30.0	5.0		65.5	30.0	4.6		53.6	40.0	6.4		52.6	38.6	8.8	
10 Facilities	83.3	15.0	1.6		92.2	6.7	1.1		85.7	12.1	2.1		89.5	8.8	1.7	
11 Environment Conducive for Instruction	65.0	35.0			73.8	24.4	1.7		66.4	33.6			75.4	22.8	1.7	
12 Praise for Scholastic Achievement	10.0				98.3	1.1	.5		92.9	5.7	1.4		98.2	1.7		

TABLE 15
(continued)
TEACHING EXPERIENCE

PERCENTAGE OF RESPONSES

ITEM(S)	0 - 5 Years				6 - 15 Years				16 - 25 Years				26 Years - Over			
	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp
13 Attitude Toward Achievement	88.3	3.3	8.4		91.9	2.7	6.1		91.4	4.3	4.3		94.7	1.7	3.5	
14 School Spirit Teachers/Students	81.6	16.6			71.1	27.8		1.1	80.0	19.3		.7	78.9	21.1		
15 Scheduling for Planning Preparation/Evaluation	91.7	8.3			90.0	8.9		1.1	92.1	7.9			94.7	5.3		
16 Non-Instructional Duties	53.3	41.7		5.0	57.8	40.0		2.2	56.4	40.7		2.9	68.4	26.3		5.3
17 Scheduling Aides/Resource Personnel	75.0	20.0		5.0	66.1	26.6		7.3	49.2	27.9		8.6	59.6	26.3	14.0	
18 Communications for Instructional Effectiveness	85.0	15.0			82.8	16.1		1.1	82.9	14.3		2.9	78.9	15.8		5.3
19 Ideas for Educational Programs	85.0	13.3		1.7	87.2	11.1		1.7	79.9	19.3		1.7	93.0	3.5		3.5
20 Assessment of Performance Trends and Techniques	45.0	10.0	45.0		53.8	11.1	35.0		51.4	9.3	39.3		52.6	10.5	36.8	
21 Systematic Evaluation Program	50.0	3.3	46.7		64.4	3.9	31.7		62.9	10.7	26.4		61.4	12.3	26.3	
22 Information to Teachers Instructional Performance Interpersonal Relations	83.3	10.0		1.7	88.3	8.8		2.8	82.9	15.7		2.9	91.2	5.3		3.5
23 Explanation of Observation/Visitation	93.3	6.7			95.6	3.3		1.1	8.6	10.0		2.9				
24 Consolation on Strengths Needs for Improvements	85.0	3.3	11.7		83.3	6.6	10.0		76.4	10.0	13.6		82.5	7.0	10.5	
25 Formal Assessment of Staff Development Needs	63.3	28.3		8.4	75.6	18.3		6.1	71.4	25.0		3.6	78.9	15.8		5.3
26 Due Process Procedures Related to Staff	91.7	6.7		1.6	89.4	6.1		4.4	76.4	15.7		7.9	82.5	8.8		8.8

TABLE 15

(continued)

TEACHING EXPERIENCE

PERCENTAGE OF RESPONSES

ITEM(S)	0 – 5 Years				6 – 15 Years				16 – 25 Years				26 – Years – Over			
	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp	Yes	No	Not Aware	No Resp
27 Development of Schedules	76.6	21.6			82.8	13.8		1.6	85.7	10.7		3.3	80.7	14.0		5.3
28 Supervision of Operation	51.7	10.0	38.3		72.2	16.1	11.7		69.3	15.7	15.0		72.0	15.8	12.2	
29 Personnel Selection	81.7	1.6	16.6		93.3	.6	6.1		81.4	4.3	14.3		80.7	1.8	17.5	
30 Promotion for Effective Instructional Practices	30.0	11.7	58.3		48.9	8.3	42.8		45.0	15.0	40.0		56.1	5.3	38.6	
31 Personnel Record	46.6	3.3	50.0		68.9	.6	30.6		74.3	2.2	24.3		77.2	1.8	21..	
32 Involvement of Staff in Budget Preparation	60.0	28.3	11.7		60.6	33.9		5.6	60.0	35.7		4.3	70.2	26.3		3.5
33 Expenditure for Instructional Materials	50.0	5.0	45.0		49.4	5.6	45.0		60.7	12.9	26.4		67.0	8.8	24.6	
34 Information on Laws Policies and Recommendations	81.6	10.0		8.4	92.8	3.9		3.3	92.1	5.0		4.3	93.0	3.5		3.5

TABLE 16

ANALYSIS OF ADMINISTRATIVE TASKS

CRITERIA	PERCENTAGE OF RESPONSES			
	YES	NO	NOT AWARE	NO RESPONSE
1. Annual Plan for school developed	94.8	3.8	.7	.7
2. Staff involved in planning and developed school plan	89.2	8.6		2.3
3. School's goals and objectives articulated	91.4	7.7		1.0
4. Students involved in developing rules and regulations for whole school	61.9	14.4	21.4	2.3
28. Supervision of all aspects of school operation maintained	68.2	15.1	15.3	1.4
29. Participation in screening, recruiting, and selecting school personnel	86.2	2.0	9.9	1.8
30. Records maintained on all personnel	45.8	11.1	41.5	1.6
31. Particioates in the promotion of teachers who demonstrate effective instructional practices	68.6	1.6	27.8	2.0
32. Staff involved in developing budget	61.2	32.7		6.1
33. Appropriate balance achieved in expenditures for instructional materials	55.1	8.4	33.6	2.9

TABLE 17

ANALYSIS OF PUBLIC RELATIONS TASKS

CRITERIA	PERCENTAGE OF RESPONSES			
	YES	NO	NOT AWARE	NO RESPONSE
5. Positive feedback, praise and recognition received by students	91.6	6.8		1.6
6. Parents encouraged and commended to support child's educational efforts and performance	76.1	6.5	16.5	.9
8. Community programs and activities participated in	82.8	15.1		2.0
7. Active program established for encouraging parents to visit school	81.3	4.1	14.7	
9. Volunteers and resource people used to enhance educational progress and activities	59.4	34.8		5.8
13. Positive attitude toward academic accomplishments which convey the belief that all students can achieve	90.7	3.4	5.9	
34. Students and parents informed concerning responsibilities under laws and policies	90.5	5.2		4.3

TABLE 18

ANALYSIS OF INTERPERSONAL TASKS

		PERCENTAGE OF RESPONSES			
	CRITERIA	YES	NO	NOT AWARE	NO RESPONSE
14.	School spirit encouraged among teachers and students	76.1	22.8		1.1
16.	Teachers protected from excessive non-instructional duties	58.2	38.4		3.4
22.	Information about instructional performance and interpersonal relations	86.2	11.3		2.5
23.	Purposes of observations and classroom visitations communicated	92.1	6.3		1.6
24.	Teachers counseled regarding observable strengths and weaknesses	81.0	7.4	11.5	
25.	Assessment conducted to determine staff development needs	72.9	21.4		5.7

TABLE 19

ANALYSIS OF EVALUATIVE TASKS

CRITERIA	PERCENTAGE OF RESPONSES			
	YES	NO	NOT AWARE	NO RESPONSE
12. Outstanding academic achievement praised	96.4	2.7		.9
19. Ideas to improve educational programs initiated	84.9	13.1		2.0
20. Systematic approach for evaluating programs utilized	51.5	12.7	35.9	
21. Evaluation of student's performance, achievement trends, and instructional technique made	61.2	J9.2	29.6	

TABLE 20

ANALYSIS OF ORGANIZATIONAL TASKS

CRITERIA	PERCENTAGE OF RESPONSES			
	YES	NO	NOT AWARE	NO RESPONSE
10. Safe, comfortable and clean facilities maintained	88.0	10.3		1.9
11. Environment with least interruption, noise, confusion and stress maintained	70.0	28.9		1.1
15. Time for planning, preparation, and evaluation allocated	91.2	8.1		.7
17. Aides and resource personnel effectively utilized	65.5	26.0		8.6
18. Teachers provided information about students, programs and resources to insure instructional effectiveness	82.4	15.3		2.3
26. Due process in employing, promoting and dismissing personnel practiced	84.7	9.5		5.8
27. Schedules for work, class and building use maintained	82.6	13.8		3.6

TABLE 21

MANAGERIAL ACTIVITIES

CRITERIA	PERCENTAGE OF RESPONSES			
	YES	NO	NOT AWARE	NO RESPONSE
1. The principal develops an annual plan for the school.	94.8	3.8	.7	.7
2. The principal involves staff in planning and developing the school plan.	89.2	8.6		2.3
3. The principal ensures that the staff understands the school's goals and objectives.	91.4	7.7		1.0
4. The principal involves students in developing rules and regulations that concern student welfare of the school as a whole.	61.9	14.4	21.4	2.3
7. The principal has an active program for encouraging parents to visit the school.	82.8	15.1		2.0
8. The principal participates in community programs and activities.	81.3	4.1	14.7	
10. The principal provides safe, comfortable, and clean facilities.	88.0	10.2		1.9
11. The principal provides an environment that has the least amount of interruption, noise, confusion, and stress.	70.0	28.9		1.1
14. The principal creates school spirit among teachers and students.	76.1	22.8		1.1
22. The principal provides teachers with information about their instructional performance and interpersonal relations.	86.2	11.3		2.5

TABLE 21

(continued)

MANAGERIAL ACTIVITIES

		PERCENTAGE OF RESPONSES			
CRITERIA	YES	NO	NOT AWARE	NO RESPONSE
23. The principal communicates the purposes of observations and classroom visitations.	92.1	6.3		1.6
27. The principal develops work schedules, class schedules, and building use schedule.	82.6	13.8		3.6
28. The principal supervises all aspects of the school operation.	68.2	15.1	15.3	1.4
29. The principal participates in recruiting, screening, and selecting school personnel.	86.2	2.0	9.9	1.8
30. The principal participates in the promotion of teachers who demonstrates effective instructional practices.	45.8	11.1	41.5	1.6
31. The principal maintains records on all personnel.	68.6	1.6	27.8	2.0
32. The principal involves staff in developing budget.	61.2	32.7		6.1
33. The principal maintains appropriate balance in expenditures for instructional materials.	55.1	8.4	33.6	2.9
34. The principal informs students and parents concerning their responsibilities under existing laws, policies, and recommendations.	90.5	5.2		4.3

TABLE 22

INSTRUCTIONAL ACTIVITIES

CRITERIA	PERCENTAGE OF RESPONSES			
	YES	NO	NOT AWARE	NO RESPONSE
5. The principal motivates students by positive feedback, praise and recognition	91.6	6.8		1.6
6. The principal encourages and commends parents to support their child(ren)'s educational efforts and performance	76.1	6.8		1.6
9. The principal uses volunteers and special resource people to enhance educational programs or curriculum	59.4	34.8		5.8
12. The principal praises outstanding scholastic achievement	96.4	2.7		.9
13. The principal conveys a belief that all children can achieve	90.7	3.4		5.9
15. The principal provides a schedule which allocates time for planning, preparation, and evaluation	91.2	8.1		.7
17. The principal utilizes aides and resource personnel effectively	65.5	26.0		8.6
18. The principal provides teachers information about students, programs and resources to insure instructional effectiveness	82.4	15.3		2.3
19. The principal initiates ideas with the teachers to improve educational programs	84.9	13.1		2.0
21. The principal uses a systematic approach for evaluating programs	61.2	9.2	29.6	
24. The principal counsels with teachers in regard to observable strengths and weaknesses	81.0	7.4	11.5	
25. The principal conducts formal assessment to determine staff development needs	72.9	21.0		5.7

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A DESCRIPTIVE STUDY OF TASKS PERFORMED
BY SECONDARY PRINCIPALS WHICH FACILITATE
EFFECTIVE INSTRUCTIONAL PRACTICES

By

Alexander Erwin

Committee Chairman: Glen I. Earthman

Educational Administration

(ABSTRACT)

This study investigated the tasks performed by secondary principals. The study was to determine what effect principals have on the teaching practices of classroom teachers. The tasks chosen for this study were categorized into five areas: Administrative, Evaluative, Public Relations, Interpersonal and Organizational. The tasks are indicative of criteria most commonly used for the appraisal of principals in North Carolina.

A questionnaire was developed from the North Carolina Appraisal Instrument for Principals. The population was 8 principals and 435 teachers from a total slate population of 301 secondary principals and teachers. The questionnaire utilized functions on the Performance Appraisal instrument and altered the items to specifically address the tasks of principals. The statistical analyses used were frequency distributions and percentages which displayed the data.

The findings indicated a discernible pattern in the tasks that teachers perceived as important to their instructional practices. From the 34 items, the following tasks were shown to be most important: developing an annual plan for the school, praising and recognizing students with positive feedback, communicating the purpose of observations and class-room visitations, praising outstanding academic achievement, and allocating time for planning, preparation and evaluation. The findings further suggest the need for principals to involve students and teachers in developing rules, to participate in community programs, to counsel teachers regarding observable strengths and weaknesses, to participate in the promotion of teachers who demonstrate effective instructional practices, and to balance expenditures for instructional materials.