

**RECOMMENDATIONS FOR THE DEVELOPMENT OF
A VICE PRINCIPAL TRAINING PROGRAM**

by

Gerald Clement Goodine

A thesis submitted in partial fulfillment
of the requirements for the degree of
Master of Arts in Education

Faculty of Education

Saint Mary's University

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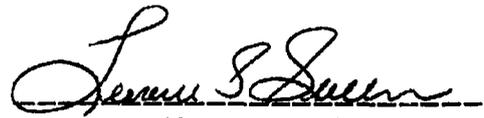
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ABSTRACT

The literature reflects the importance of school leadership. Research also shows that vice principals tend to become principals. Furthermore, training is seen as important. Therefore this study was undertaken to develop recommendations and guidelines for providing a district-based training program for vice principals.

A survey of the literature as well as an examination of a proposed training model and the actual program held in the Lunenburg County District School Board were used to develop recommendations for a school district-based vice principal preparation program.

Trends and programs in educational leadership preparation, adult learning and staff development research, training approaches and methodologies, workshop topics and skills, and university-school partnerships were all examined for suggestions.

A detailed description of the Lunenburg County District School Board VP Training program was provided. It included details on the proposed model as well as the program which was implemented.

A discussion and analysis of both the proposed model and the actual program as compared to the recommendations from the literature reflected shortcomings to the implemented program as well as insights to improving leadership preparation. In addition feedback from participants in the

implemented program provided further data.

Final recommendations and conclusions were made as result of the survey of the literature and an analysis of the LCDSB program. The study emphasized the need for a well-researched, planned training program for vice principals. Solidly researched theoretical foundations along with practical skills were seen as important in preparation programs. Topics proposed included the change process, problem-solving skills, communication, collaboration and facilitation, and staff development. Further research was suggested in the areas of university-school district partnerships and dialogue between school districts and business and industry.

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Chapter 1

OVERVIEW AND PURPOSE OF THE STUDY

INTRODUCTION

In the past decade there has been a significant emphasis on improving schools, and examining the role of leadership in education. Programs such as the Effective Schools movement; principal academies, institutes, and assessment centres; restructuring education processes, and approaches to instructional strategies have all reflected this move towards enhancing the quality of education. Yet these reforms of the eighties have apparently met with dissatisfaction (Pellicer & Stevenson, 1991; Cato, 1991).

Educational reform and schools in particular, are under attack in the United States for not meeting expectations as a result of changes implemented during the eighties. As stated in a recent article in an NASSP Bulletin in which comments were on the federal government report titled AMERICA 2000, the most significant rationale for AMERICA 2000 appears to be the lackluster results of the reform wave that swept across the American educational

landscape during the past decade. (Pellicer & Stevenson, 1991, p. 84)

One of the areas that received much play in the document AMERICA 2000, was the need to create better and more accountable schools for students of today. This in part, was to be achieved by providing improved educational leadership, administrative training, and revised certification procedures. It was felt that most leaders were lacking in, or not provided with, the necessary skills to implement the reforms required in schools.

In Canada, education is under attack by both the federal government and business. In an article in the Education Leader (Cato, 1991, p. 1), it was indicated that in a soon to be released report entitled Learning Well ... Living Well it was stated that "the present education system is not working satisfactorily." (p. 5) in particular, concern was expressed about the high dropout rates from schools and the significant illiteracy rate among adults. The report sees a national education strategy as the solution to the Canadian education woes.

In 1987, legislation was enacted in British Columbia whereby principals and vice principals were excluded from membership in the British Columbia Teachers Federation. In addition,

school administrators were now to be hired under individual contracts and tenure for these positions was also eliminated. Furthermore, the government determined the guidelines for describing the roles and responsibilities of principals and vice principals without consultation of those individuals most directly affected. (The Canadian Principal, 1991) This seemed to indicate a dissatisfaction with the status quo of educational leadership.

An NASSP Assessment centre was established in 1985 at the University of Western Ontario in London, Ontario with two satellite sites, one in eastern Ontario and the other in the Maritimes (Allison & Allison, 1990). This too appears to reflect the concern of boards that qualified individuals be carefully selected for administrative positions.

The importance of school leaders and the role they play in educational reform or change, is indeed seen as a concern and a priority in a number of areas of the United States and Canada as reflected in the aforementioned government statements and publications.

IMPORTANCE OF SCHOOL LEADERSHIP

The literature on leadership, and educational administration is a reminder of what parents, students, and teachers have always known, that the quality of a school is in large part the outcome of effective leadership. A quote from The Executive Educator (June 1988) is worth sharing:

According to Principal Selection Guide, a booklet produced by the U.S. Department of Education Office of Educational Research and Improvement, successful principals commend attention, inspire respect, set high goals, and motivate teachers and students to meet them. Such principals have a compelling vision of what the school should be, and they articulate it clearly and repeatedly to students, teachers, parents, and members of the community. Their enthusiasm sparks others to embrace their vision (Finn, p. 21)

Priftis et al (1986), stated that "There is growing evidence which tends to support the practice of an 'administrative team' being the key to an effective school" (p. 2)

Georgiades and Keefe (1992) in their article on school restructuring have this to say about the importance of school leadership:

Principals fill a significant role in bringing about school improvement. The principal, more than any other individual, determines the nature and the success of the school program. (p. 16)

These authors also state that, "National and state educational organizations have increasingly looked to the principal as the chief instrument of change" (p. 17).

In a teacher report on school discipline, Straubel (1992) indicated that "The educational leader has the greatest influence on the discipline climate of the community under their authority" (p. 6).

Williamson (1991) in discussing middle school leadership stated, "the attributes of the effective middle level administrator are critical to the overall success of the educational program" (p. 36). Hornbeck and Arth (1991) state that "the preponderance of research concludes that the principal is the pivotal figure in effective schools" (p. 97). This was verified in research conducted by Valentine and Bowman (1991).

There appears to be limited research on the vice principalship and training for this role, but the many findings on the

importance and training of principals could be applied to that of vice principals. Vice principals according to McChesney (1986), "now play a major role in the school and need to be recognized for their importance". Jackie Daiey (1986), suggests that the role of the vice principalship should be enhanced by providing diversity and meaning so as to prepare a solid base for future principalship.

A similar sentiment was described in the January 1992 edition of the NASSP's *Assistant Principals'* newsletter. It has been inscribed as policy by the New Hampshire Association of School Principals in their new position paper on the role of the assistant principal. It states: "The Assistant Principal is an integral part of the management team that provides the leadership in New Hampshire schools." (p 11)

Therefore school leaders and in particular vice principals are important in what happens in schools.

If this is so, then the training of these school leaders is important and this becomes increasingly so when one considers that assistant principals tend to become principals (Marshall, Mitchell, Gross, & Scott, 1992).

IMPORTANCE OF TRAINING

Planning for future leadership needs by developing training programs has been pursued as a useful venture in some school districts as reflected in an article published in the Educational Leader.

Thoughtful school districts don't just reach willy-nilly into the ranks of unsuspecting teachers when principalships become vacant. The districts have already trained the most promising teachers, whose preparation is the next best thing to experience, say two experts who helped develop and implement a school executive training program (1989, p. 15).

Vice principals have a tendency to become principals of schools (Marshall et al, 1992). Therefore, their selection and training should be of prime consideration. "When we begin to properly train and lend credibility to the position of the assistant principal, is when our cadre of future principals will be ensured." (Paskey, 1989, p. 95)

Why the Need for Training

Training programs for school administrators have received increasing attention of late. Listed below are some of the reasons given as to why school administrators (both principals and their assistants) should receive training and why training is considered important:

1. Educational leaders do determine the success or lack of it for schools (Cawelti, 1987).
2. " ---- the quality of a school is related to the quality of its leadership." (Barth, 1984).
3. " ---- the more the principal learns, the better the principal performs." (Barth, 1984).
4. "When a principal is alive and growing, so are teachers, so are students, and so is the school." (Barth, 1984).
5. "The most powerful reason for principals to be learners as well as leaders comes from the extraordinary influence of modeling behavior." (Barth, 1985).
6. "With more than 60 percent of administrators retiring by the end of the decade, the preparation of future leaders to replace them is of critical importance." (Peterson et al,

1987).

7. Buckley (1985), in summarizing his study on the training of secondary school principals in Western Europe, indicated that the growing complexity, scope, pressure, and demands of the role, will require training beyond that initially provided prior to appointment, and will indeed, need to be continuous and of regular intervals throughout his/her career.

8. Hubert and Dueck (1985), felt that research should continue into the professional development of principals especially in the area of on-the-job training. This implies the importance of training for school leadership.

9. Georgiades, and Keefe (1992), say that:

Principals fill a significant role in bringing about school improvement. The principal, more than any other individual, determines the nature and the success of the school program. National and state educational organizations have increasingly looked to the principal as the chief instrument of change. (p.16-17)

10. "The preponderance of research concludes that the principal

is the pivotal figure in effective schools." according to Hornbeck and Arth (1991) in their discussion of challenges facing middle level educators.

11. Others, (Thomas & Vornberg, 1991; Valentine & Bowman, 1991; and Williamson, 1991) all emphasize the key role of school leaders in making things happen in schools.
12. Trider & Leithwood (1988), provide support for training in their research on factors influencing the behaviour of principals. They go on to state that their research suggests "that the principal's special knowledge is one of the central determinants of the pattern of policy implementation behavior in which they engage." (p. 307) They also argue in favor of a long term background education strategy in the policy area in which new practices are being implemented if the principal is to be empowered to carry these out.

Again because of the tendency of vice principals to become principals what applies to principals would follow for their assistants.

PURPOSE OF THE STUDY

If education and its leadership is under scrutiny, and if the literature indicates leadership of principals as important, then the issue of training of vice principals who will become principals needs to be addressed. This study was undertaken to address these concerns by providing guidelines and outlining recommendations for the development of a district-based training program for vice principals.

PROCEDURES

A survey of the literature on a variety of training programs was conducted to obtain suggestions for approaches, techniques, topics, evaluation and accountability. In addition, adult learning and staff development research, current literature on skills required for effective leadership in schools, university-school partnerships, and methodology practices were examined. In addition, an examination of a vice principal training program conducted by the Lunenburg County District School Board was undertaken to provide

further feedback from current practice.

Following a survey of the literature on research and practices, recommendations were drawn up to assist in the establishment of a training program for educational leadership. Furthermore, these recommendations were used in conjunction with an analysis of the proposed model and the implemented version of a vice principal training program in the Lunenburg County District School Board. Final conclusions and recommendations were then suggested.

Chapter 2

A REVIEW OF TRAINING PROGRAMS IN THE LITERATURE

TRENDS IN EDUCATIONAL LEADERSHIP TRAINING

The training and professional development of school leaders over the past decade has ranged from two-day workshops to intensive two and even three year internships. These programs have included training on-the-job, at specialized leadership institutes, and at academies for principals and assistant principals.

Training has been initiated by principals themselves, superintendents, university education departments, and local, provincial/state, and federal agencies, and in some cases, combinations of these various groups.

As Gordon Cawelti (1987) has stated, "In an effort to translate the research on leader behavior into competencies, new training programs for administrators are emerging in centers and academies at district and state levels." (p.3).

Some professional development efforts have included approaches such as collegial groups, peer teams, cluster groups and one-on-one peer matchups.

Each of the programs appear to have something to offer. Each one suggests factors to consider: in design and in meeting trainee needs.

An overview of some of these programs is included in this chapter to highlight the broad range of efforts to educate school leaders.

LEADERSHIP TRAINING PROGRAMS

1. Managing Productive Schools (MPS) Training Program

Snyder and Giella (1987) reported on the principal's training program used in the Pasco County School District in Florida. Using current research in management, instruction and adult learning, the MPS training program provided 30 days of instruction over two years.

The authors indicated that: (1) student achievement could and should be improved; (2) local schools are where improvements under excellent principal leadership had to be made, and (3) principals could succeed if they received lots of help and support.

The training program offered the help and support that was recommended and it was based on the following premises:

(1) There is a knowledge base, admittedly imperfect and incomplete, to undergird improvement efforts;

(2) the essential message for principals from that knowledge base is that effective leaders in all kinds of organizations facilitate collaborative efforts; and

(3) developing "stretch" goals through collaborative efforts is

fundamental to all developmental and assessment activities that follow.

A four-cluster management model formed the basis of the program. It consisted of: (1) an organizational planning cluster (2) a staff development cluster (3) a program development cluster and (4) an organizational assessment cluster. Each of these formed a phase of training consisting of various components as shown below.

1. Organizational Planning:
 - a) Schoolwide goal setting
 - b) Work group performance
 - c) Individual staff performance
2. Staff Development:
 - d) Staff development
 - e) Clinical supervision
 - f) Work group development
 - g) Quality control
3. Program Development:
 - h) Instructional program
 - i) Resources development
4. Assessment of school productivity:
 - j) Assessing achievement
 - Student achievement
 - Teacher achievement
 - Work group

achievement

- School achievement

Essentially, the program looked at a workshop design that would stimulate the adult learning process. The authors used the research on the andragogical approach to adult learning (Knowles, 1980, and Brookfield, 1986). The essence of these findings is that external knowledge and trainers act as resources to learners when they are learning problem solving skills. As a result trainees will eventually become self-directed in their learning. Furthermore, adults become better problem solvers when they are working on real problems in a group setting.

The authors used the Competency Development Model. It looked at six core dimensions or stages: readiness, concepts, demonstration, practice, reinforcement and feedback, and transfer. Each of these dimensions has details of how to apply these in a workshop setting. The model provided the necessary expectations and concepts, practice and followup to insure that implementation of the methods would occur.

The MPS training program contains some positive components in its foundation. It is based on research into adult

learning, instruction, and management. It has as its underlying philosophy that student achievement is related to school leadership which in turn deserves support and assistance (in the form of training). There is a comprehensiveness about the program in that it provides for the development of concepts, demonstration, practice, feedback, and follow-up in the form of coaching. The amount of training time appears to be adequate and yet not so long as to interfere with the school year. The distribution of training over two years would seem to offer flexibility in training design.

2. The California School Leadership Academy

Scheinker and Roberts (1987) discuss what Peterson sees as six factors hindering the principals' on-the-job learning:

(1) Daily tasks are brief, fragmented, and diverse and

therefore difficult to analyze in terms of trends and patterns.

(2) Principals have a bias towards action and therefore do

not take time to reflect in terms of self-assessment and learning.

(3) Principals tend to have infrequent opportunities to

share and learn from one another.

- (4) Non-specific and abstract feedback from superiors hinders the professional growth and assessment of principals.
- (5) Principals tend to be reactive and short term in their responses to the diverse demands of others.
- (6) The inherent characteristics of district boards do not support risk-taking or originality of ideas in their principals.

The authors go on to state that, "principals need systematic strategies for learning from their on-the-job reality by recognizing and overcoming its constraints" (Scheinker and Roberts, 1987, p. 31).

Scheinker and Roberts also go on to discuss how the California School Leadership Academy can help principals to use "16 organizational systems or processes" that exist in the school environment to become more effective. Some of these processes include such things as establishing instructional improvement goals, providing for professional development for teacher improvement in teaching specific subjects, developing and gaining commitment to a

school or district mission, creating a vision of what a school can or should be, enlisting parent involvement and support for school programs.

The training program is of 3 years duration and consists of a minimum of 315 hours in workshops. The underlying philosophy for the program is to "work smarter not harder' by using available resources" (Scheinker and Roberts, 1987). Superintendents or their designate, and board members are required to attend, so as to provide support to participating principals.

The strength of the program appears to be its emphasis on turning hinderances to on-the-job training of principals into strategies for effectiveness. Added to this aspect of the program, is the built-in support of the state (California's Educational Reform Act of 1983), the creation and encouragement of the program by the State Superintendent of Public Instruction, and the mandatory attendance of board member and superintendents.

One part of the program that is unclear is whether the principals have input into program content or design and if there is follow up.

3. Collegial Approach to Leadership

Jefferson Parish in Louisiana, has developed a Peer Team Project to improve leadership in their school district (Kline, 1987). The project developed out of a series of small group open-agenda meetings to air concerns. Principals then organized into a series of 3 two-hour workshops which focussed on their concerns based on the findings of school effectiveness studies. The process emphasized small group activities and discussions. Twenty of 84 principals volunteered to develop the Principals' Instructional Leadership Project which led to the Peer Team Project.

The project placed all principals in Peer Teams of 7 members each. Each team would visit each members' school during the year. The peer teams set their own schedule and purpose for the visit. Cluster groups of 3 teams were formed to meet regularly and debrief the visits.

Principals praised the peer teams but had ambivalent feelings about the cluster groups. The major problem appeared to be the lack of formal agendas leading to lack of commitment to attend. This resulted in the addition of agendas to the group meetings for the

following year to remedy the problem.

The collegial approach to professional development appears to have merit. The formation of teams provided a support group for dialogue and professional development. The visiting component has potential for school analysis. Each of the peer group members has input and may offer useful suggestions for improvement.

It would be useful if each peer team established some goals in consultation with the principal of the school to be visited prior to the visit so as to provide some focus or direction to the assessment.

4. Training for New Assistant Principals

Linda LaRose (1987) describes a training program for new assistant principals in the Calgary Board of Education. It consists of 3 components: inservice, mentorship, and observation.

The inservice component consists of one day of training per month for 7 months. Participation is voluntary. If you do participate you must attend all sessions. The first session consists

of input from participants. Information is gathered on preferences in content, goals, and priorities. This makes up 50% of the content. The remainder of the program includes training in leader behaviours, management, instructional leadership, and traditional administration course topics, and those serving Board expectations.

Mentorship is like peer coaching. Proteges are matched to mentors in the same type of school as the former. The mentors provide knowledge, experience, modelling and are available for questions or concerns.

The observation component requires the participant to observe five experienced assistant principals in action. These include the mentor, two others at the same level as the mentor, and one at each of two other levels different from the mentor.

This training program offers the new assistant principal an opportunity to have input into his/her professional development. Support is also available in the form of a mentor. There is exposure to a variety of styles and approaches during the observation component. The Board also has an opportunity to build in its policies and philosophy during training.

The one possible concern might be in the area of on site

coaching and feedback. The author did not specify whether this was provided.

5. Research-based Principals' Training

This training program was developed and field tested by the Northwest Regional Educational Lab of Portland, Oregon. It consisted of a year-long series of workshops which had five strands of content including: Vision Building, School Climate and Culture, Curriculum Implementation, Improving Instruction, and Monitoring School Performance. The program also included peer coaching. Principals worked in pairs, in a shadow format, to assist each other in improving skills.

An overview of the program is included below:

**Criteria for Staff Development Applied in the
Development of Leadership for Excellence**

Program Content

- The program has clear goals and operational objectives.
- Content builds on participants' prior experience and is related to their school situations. Participants are

readied to apply what they have learned.

- Content is supported by research.
- The program builds both knowledge (an understanding of background and concepts) and skills (ability to put knowledge into operation).
- Participant evaluation and accountability are integrated into the program.

Program Delivery Model

- The program is delivered in more than one incident over an extended period of time.
- Presentation of new material is followed by demonstration, practice, feedback, and follow-up for evaluation and accountability.
- Readiness activities begin the program, with complex new material presented incrementally and accompanied by repeated checks for understanding.
- The model includes a variety of instructional modes and activities.
- Participants learn with and from one another.

Post-program Follow-up

- Systematic long-term follow-up reinforces and monitors new behaviors, assists in implementation, and provides support in applying new knowledge and skills.
- Participants receive feedback as part of the follow-up.
- Participants are accountable for implementing new knowledge and skills (Butler, 1987, p. 25).

The Northwest Regional Educational Lab program is indeed, very comprehensive. It appears to take into account all the necessary prerequisites to assure that the leadership training is successful. Based on research, needs of the participants, and including demonstration, practice, feedback, accountability and evaluation components, such a format for professional development should produce positive growth in school leaders.

6. Long-term Professional Development

Donald F. McDermott (1986) reports on a two-year internship program for prospective principals in the Anchorage, Alaska school district. It has as its goal strong instructional leadership. To be eligible for the program candidates must possess

the following requirements: a Master's degree and the principal's credential, proven abilities as an outstanding teacher for at least three years, and working knowledge of current literature on effective schools and effective instruction.

Fifteen internships are available at the teachers' salary. The internee works as an assistant to an administrator with real administrative responsibility. Elementary interns spend the first year in one building and the second in variety of two-month settings. Secondary candidates stay in the same building for the two year duration. Successful candidates are placed as principals after two years. Unsuccessful interns, or those who decide not to continue, return to the classroom after the first or second year.

Interns participate in principals' meetings and leadership academies. There is also an inservice program for interns where they meet for two hours after school every second week. These are conducted by district principals or administrators. Emphasis is on the principal as instructional leader.

Again, here is an example of a program which focusses on the improvement of the school leader in order to produce an effective school. The unique qualities of this training model is in its high

requirements for eligibility. Such selectivity would almost seem to insure its success.

Other factors which seem to enhance the program are its selection of potential candidates rather than choosing existing school leaders. It is a proactive approach as opposed to a retroactive one. On the job training, the use of existing administrators as trainers, financial support (at a teacher's salary), and an ongoing inservice component add to the pluses of this program. The end result is a pool of trained principals ready to accept appointment when needed.

Negative aspects of the program include the seemingly high prerequisites, the cost of employing teachers as administrative assistants, and the extra burden imposed upon principals who are involved in training.

7. Academies for School Leaders

A number of principals' academies have been organized in the United States during the last decade. Most of these had been initiated by principals themselves. One of these is the Maine

Principals' Academy.

Donaldson (1987), states that the Maine Academy works for three reasons: (1) the main emphasis is on the principal's functions rather than their many activities, (2) most sessions are set up as interactive ones and give principals a chance to try out new practices and programs which they have learned from both peers and other presenters, (3) principals decide the direction of the academies' programs.

Peterson et al (1987) report on the unique idea of an assistant principals' academy in North Carolina. They indicate that this institution is different from those of principals' for the following reasons: (1) teachers and assistant principals would be attracted to them before they would be "shaped by the jobs role expectations and demands" (Peterson et al, 1987, p. 47); (2) they would encourage women, minorities, and other bright, highly motivated teachers who might not have applied to principals academies; (3) they would offer career assistant principals some fresh ideas and techniques.

Academies appear to offer the advantage of structure to professional development. Principals tended to have a significant

input into program design.

Possible disadvantages to the academies might be their cost, their location, if centralized at a distance from the district; and possibly their formality (ie. their sense of institutionalization).

8. IDEA Principals' Inservice Program

The IDEA (Institute for Development of Educational Activities) program is a two-year inservice tailored to meet the needs of a small group of principals and vice principals under the guidance of a trained facilitator. Using a collegial support framework, participants are guided through a structured first year and a self-designed second year so as to achieve four outcomes: professional development, school improvement, collegial support, and continuous improvement. (Principals' Inservice Program Manual, 1987, p. O-4)

A two and one half to three day "Getting Started" session begins the inservice process. This part of the program takes place prior to the commencement of the school year. The purpose of the opening session is to build collegial support within the group,

establish group norms, raise self awareness of leadership styles and characteristics, and provide an overview of the Principals' Inservice Program.

The balance of the first year consists of nine monthly sessions of five and one half hours each and a concluding "Celebration" session. Topics of the nine sessions include:

1. Establishing goals and action plans for professional development.
2. Introduction to and practice with the "In-basket" Problem Solving technique.
3. Establishment of school improvement project goals and action plans.
4. Planning for change - the principal's role and potential.
5. Analyzing, practicing, and fostering effective, open communication.
6. Implementation Needs and Training of implementers of school improvement projects.
7. Coordination of Events - Establishing the principal's role.
8. Evaluation of school improvement projects.

**9. Principals' Inservice Program - Evaluation and
assessment of impact on candidates and schools.**

(Principals' Inservice Program Manual, 1987, p. O-8)

The second year of the program is designed by the candidates based on their experiences of the first year and using the framework of the four outcomes of professional development, school improvement, collegial support, and continuous improvement.

The program has merit in that it builds upon the needs of individual participants but also provides a framework of collegial support.

A process for implementing individual and school improvement is also provided during the first year of the program. If a candidate faithfully follows the program both that person and the school should benefit.

Possible drawbacks to the program might include the lack of committed individuals to the group, a facilitator who is not committed to the program, or lack of support from the district school board. One other area which might cause some concern would be the failure of the group to commit to a solid plan for the second year of the program.

9. The Centre for Principal Development (OISE)

The Centre for Principal Development operates out of the Ontario Institute for Studies in Education (OISE), Toronto, Ontario. Two programs (OISE, 1988, 1989) developed by this institute will be discussed: (a) a Northwest Territories Principal Certification Course: Part 2, and (b) The Advanced Program for Curriculum and Instructional Leadership.

(a) The Northwest Territories Principal Certification Course:
Part 2

This program consisted of an intensive ten day program. It contained five phases of a school improvement process with two days devoted to each phase. Each of these, in turn, had objectives, readings, and presenters outlined. The topics were as follows:

- (i) Getting ready for school improvement
- (ii) Specific goals for school improvement
- (iii) Selecting or developing the solution
- (iv) Implementation of the solution
- (v) Institutionalizing the solution

Objectives of the course were non-negotiable but candidates were permitted flexibility to pursue issues of particular interest within the parameters of the objectives.

The format of the daily schedule resembled the following:

8:00-9:00	Home Group Session (4 groups of 15 candidates) <ul style="list-style-type: none">- candidate led reactions to readings- group identified themes/presentations
9:00-10:30	Plenary Presentation by Keynote Speaker
10:30-11:15	Application Exercise/Reaction to Plenary (led by individual candidates)
11:15-12:00	Home Group Session <ul style="list-style-type: none">- group assignments- Practicum planning- committee meetings
12:00-1:00	Lunch
1:00-2:30	Plenary Presentation by Keynote Speaker
2:30-3:15	Application Exercise/Reaction to Plenary
3:15-4:00	Home Group Session

- Presentation of Case Problems

(led by individual candidates)

Individual, and small and large group presentations and assignments were the approaches used and these were based on the assigned readings, plenary sessions, and case studies. In addition the theoretical foundation appeared to be the change theories and school improvement processes advocated by Fullen & Leithwood et al (1986, 1987, 1988). The end result of the course appears to be one with a practical outcome based on theoretical research so as to cause change to happen, resulting school improvement.

If candidates in the aforementioned program had some input or ownership into the course design, it is my feeling that it would be a successful one. It appears to address the concerns of need for a more practical approach to leadership training in that it takes change theory and provides school administrators with skills and knowledge to return to their home areas to begin the change process.

One question about the program is that it was not clearly spelled out if provision was made for some form of post-training support to respond to candidates questions, frustrations, or issues

which would arise out of their attempts at implementing school improvement.

(b) The Advanced Program for Curriculum and Instructional Leadership

A series of four courses make up this program and include the following topics:

1. Strategies for School Improvement
2. Effective Administrative Problem Solving
3. The Administrator's Role in Teacher Development
4. Characteristics of Exemplary Elementary and Secondary Schools

Each course in the program was to be taught in five days spread over a fifteen week period at the rate of one day every three weeks. The maximum enrolment was to be fifty people per course. Staff was to include members of the Center for Principal Development at OISE and practicing administrators and researchers. Details regarding format, etc. were not included.

What is interesting to note is again the practical aspects of the topics. Skills and knowledge to implement changes to improve school settings seemed to be the focus.

10. Waterloo County School Board Program

The Waterloo County Board of Education provides a unique program for its school administrators. McLelland (1990) reports that its purpose is to develop curriculum management and leadership amongst principals, vice principals, and curriculum co-ordinators.

The program consists of a yearly fall conference, two curriculum seminars (one in each of October and November), and a curriculum course for vice principals. In addition, a number of curriculum staff development activities for teachers are held including hands on workshops, mini-courses, and a speakers' series on classroom practices. Administrators are welcome to attend and often do.

The fall conference consists of keynote presentations, in both small and large groups, to provide knowledge and skills to enhance the management skills of administrators. Specifically, topics include educational theory, research, and practical issues in classroom practices. Speakers consist of educators from within and

outside of the school district, and personnel from the Faculty of Education and the Ministry of Education.

The curriculum seminar is for principals and vice principals and presents an overview of curriculum activities and clarifies the Boards expectations in these matters. Each school receives a copy of the resources on curriculum guidelines, system-wide plan, and resource units prior to the seminar. In addition, a precis and analysis of each document is also provided so as to show possible implications for the school.

The seminars include discussions on general curriculum issues, brief presentations on each of the previously received documents, a forecast of items at future seminars, other issues and strategies, and a question and answer period.

The most recent addition is the curriculum management course for vice principals. The goal of the program is to develop expertise in the management of the development, implementation, and review of curriculum in their schools. The objectives include increased knowledge, expanded understanding, increased curriculum experiences, and opportunities for growth. (p. 32)

Consisting of six five-hour sessions, the program goes

throughout the school year. A maximum of twenty candidates from both the elementary and secondary levels participate in the program. A mentor (a practicing principal) is matched one on one with participants. Their role is to coach the vice principal and assist them in developing their skills.

The program was developed by the curriculum staff of the Waterloo Board. A clear outline of the objectives for each session of the program was provided. It spelled out directions in terms of attainment of knowledge and skills of provincial and board curriculum guidelines and policies; current curriculum issues; the change process (two sessions); budgets, structures, communications, and planning; and final presentations by candidates on their school plan and follow-up to the course.

The Waterloo program has merit. It provides a vice principal training program as part of an overall plan of development for curriculum leadership for all school administrators. The six sessions are spread throughout the school year and includes the requirement of a completed plan with implementation strategy for followup. Furthermore a mentor is provided to each of the candidates.

11. School-University Partnerships

Wasden, Muse, and Ovard (1987), reported in the June 1987 edition of the periodical, Principal, on a program that was developed by a cooperative effort between Brigham Young University College of Education and five Utah school districts. In this project, an administrative training task force of principals, college of education professors, and a representative of the state department of education made recommendations for a principal training program.

They felt that it should:

1. Capitalize on the resources, human and material, of the university and the school districts to the mutual benefit of those involved.
2. Provide for the deliberate selection of potential administrators who have demonstrated a propensity for leadership.
3. Extend to each selected participant a leave of absence for one calendar year during which the participant is a full-time student.

4. Provide a significant financial incentive for participants while enrolled in the program.
5. Provide a modular curriculum emphasizing essential entry level competencies, skills, and knowledge.
6. Utilize the competence of field administrators as well as university faculty in the instructional design of the program.
7. Provide an intensive multifaceted principalship practicum under the supervision of outstanding mentor principals. (Wasden et al, p. 16-17, 1987)

Fifteen candidates were selected and each received one-half of their teaching salary from their school districts plus a \$4000 grant from the university.

The program consisted of an eight week summer term followed by three, three-month internships with a mentor principal in each of three different schools.

The format of the curriculum is modular with each module of varying length depending upon topic covered. Topics during the summer term include philosophy, psychology, research, leadership, curriculum, and computer science. The balance of the

modules are taken during the internship when one day of each week is devoted to studying ten core competencies at the university. These competencies include the following: designing, implementing, and evaluating a school climate improvement program; understanding political theory and applying political skills in building support for education; developing a systematic school curriculum; planning and implementing an instructional management system; designing staff development and evaluation systems; allocating human, material, and financial resources efficiently and accountably; conducting research and utilizing research findings in decisions to improve planning, operations, and student learnings; understanding the theory of stewardship and using mentor/intern relationships in individual and group relationships; perceiving individual self-growth and development needs and gaining new insights; planning career objectives and processes to enhance personal opportunities while creating new and better learning opportunities for youth.

Ongoing evaluation of the program occurs to insure an effective program. Curriculum, presenters, and mentors are evaluated by interns, and the interns are assessed by mentors, teachers in mentor schools, and university supervisors.

The above program appears to take advantage of the theoretical and research base of the university, and uses the practical knowledge and experience of principals. In addition, the use of the modular system allows for flexibility not always available in the typical university course. Other strengths include the collegial aspect which is encouraged in the group setting; the mentoring process; the three three-month rotating internships; and an ongoing evaluation process.

12. Regional and Local Initiatives

Attempts to organize leadership preparation programs and institutes have met with some success. Programs are now offered at the University of New Brunswick (Fredericton, N.B.) and the University College of Cape Breton. Local initiatives have been attempted or organized in Nova Scotia in the school districts of Lunenburg, Clare-Argyle, and Halifax County. There was also an unsuccessful attempt to organize a provincial leadership institute by Jim MacKay of the Nova Scotia Teachers Union, in partnership with the Nova Scotia School Boards Association and the Department of

Education (MacKay, 1989).

13. European Training Programs

John Buckley (1985) summarized the training programs of school heads (principals) in a number of Western European countries. Most of these efforts tended to be federally supported and yet decentralized as local responsibilities.

Training in some countries (France and England) has focussed on the development of the individual as an effective manager. As such, the head was trained at a site removed from the school. Other countries (Sweden), were attempting to train the head as a change agent so as to develop a more effective school. Training therefore, tended to take place at the school and often involved other staff members.

Some programs involve both approaches so that training was developed for both the administrators and the school. This was found in both the Netherlands and Norway.

Training programs vary in length according to country and purpose. Those focusing on individual development ranged from three

weeks in England to three months in France. Programs aiming at school changes lasted two years in Sweden. Norway provides three years of training for individual leadership development and school change.

Lectures, group discussions, task-oriented problem solving exercises, role plays, simulations, structured visits to institutions, individual projects, and video recording of group activities are all used in the training sessions.

Most of the countries have full time trainers at centralized locations. In addition to these individuals, there were a host of part time trainers who participated on a voluntary basis usually at regional and local centers or schools.

Buckley (1985) felt that school leaders would have to be trained to deal with the "present-future" dilemma (ie-the need to maintain stability in the present and act as a change agent for the future). Furthermore, school leaders would need to see professional development as a life long process.

Western European training programs appear to have recognized the importance of school leader training and have provided the finances and resources to implement such programs.

ADULT LEARNING RESEARCH

Programs which appeared to be successful were often based on the findings of research in the field of adult learning. There has been a significant number of studies conducted in this area.

Dallem and Martinez (1988), in their article, list five principal characteristics of adult learners to consider. These include the concept of the learner, orientation to learning, role of the learner, readiness for learning and, motivation.

The concept of the learner stresses that adult learners tend to be self-directed. Their impetus for learning is to share information and develop their own need for learning. In terms of orientation to learning, adults tend to learn in order to solve problems.

The adult learner carries a whole range of life experiences which tends to affect readiness for learning and thus their role as a learner. Viewpoints tend to be difficult to change. Adult transitional phases may also affect their readiness to learn. Adults tend to be motivated to learn by internal as opposed to

external forces.

Dalellew and Martinez (1988) state that, the underlying philosophical framework for adult development has several key assumptions:

- Participants assess their own needs.
- Facilitators and participants decide upon the resources and type of learning activities which are needed to meet the needs identified.
- Participants evaluate whether or not the need has been met.
- Facilitators empower participants by providing opportunities for them to become facilitators for others.
- Development activities can meet a variety of needs, from personal to professional.

Donna Palmer (1989) states that staff development programs should be based on adult learning principles. She referred to Loacker (1986) and Merriam (1988) who had outlined foundations for good adult education practice. These may be summarized as follows:

- voluntary participation
- Respect among participants for each other's self worth.
- Adults must have a share in deciding what is to be learned and must include collaboration between facilitators and learners.
- Action, reflection and practice is essential.
- Creation of a spirit of critical reflection.
- The primary purpose should be to nurture self-directed, empowered adults.
- The learner's personal experience should provide a learning resource.
- Education is life, not preparation for life.

STAFF DEVELOPMENT RESEARCH

Some articles on staff development were examined for their relevance to training of school leaders. The underlying principles would have implications in the development of administrator training programs.

Milnick (1991), noted that when planning staff development activities there was a need to examine the desired outcomes. He discussed the imparting of knowledge, the changing of attitudes, and the development of skills as they related to successful use of a new technique in the classroom. Prior knowledge and attitudes were seen as important in developing skills.

In his study of 496 high school teachers, Milnick examined the training modes which might be used to effectively bring about desired outcomes in staff development. Teachers were asked to select from five techniques (presentations, demonstrations, discussions, case studies, role plays, and readings), the one which was most appropriate to each of imparting knowledge, changing attitude, or developing skills.

His results were consistent with an earlier study (Harris, 1985) to which he referred. It found that "activities are differentially useful for accomplishing certain outcomes" (Milnick, 1991, p. 64). Milnick found that presentations were preferable for passing on knowledge; discussions and role plays were preferred for changing attitudes; and demonstrations were preferred for developing skills. Therefore he asserts that trainers should

determine the nature of the staff development objective and then match activities to accomplish it.

Purvis and Boren (1991), have written a detailed, informative, step by step report which lists five phases to planning and implementing a staff development program. These include: preplanning, planning, implementation, evaluation, and maintenance.

Preplanning for a staff development program should include the formation of a steering committee consisting of teaching staff and administrators and could include others such as specialists and Home and School representatives. This committee is then responsible for organizing a needs assessment and defining a rationale for inservicing.

The planning stage then includes setting goals and objectives, selecting leaders/facilitators of activities, designation of locations and times of sessions, decisions regarding evaluation, and designing ways of rewarding those who attend.

The authors indicate that programs which are perceived as relevant to personal and professional needs and which use individualization will most likely achieve their objectives. They also indicated that teachers trained in staff development or who

have an expertise in a particular topic are prime candidates to lead workshops. Furthermore it is suggested that the best times to conduct staff development activities are at the beginning of the school year and at various times throughout the school year.

Location is preferable if it is large enough to contain all attenders, has good ventilation, is comfortable and has good lighting.

The implementation phase should include planning for an environment which allows freedom to all persons for discussion and questions; provides for clear, understandable presentations of information; and allows for practice and feedback of new techniques during training.

It is suggested by Purvis and Boren that the staff development committee should review the evaluations to see if goals of the program have been achieved. Suggestions for future programs should also be written up and preserved for future use and a brief followup report should be sent to staff and the principal.

The maintenance stage involves ways of ensuring that new techniques are used on the job. To assure that this happens, the authors suggest that the committee provide feedback on whether a new technique is being used by teachers. There is also a suggestion

of implementing a reward (certificates of excellence, payment of future subject conference expenses, etc.) or incentive system for those using newly learned skills.

A detailed checklist developed by the authors is included in their article. This form and format provided by the authors outlines a systematic, planned approach to staff development which could be used to organize an administrator training program.

APPROACHES AND METHODOLOGY

Ashe, Haubner, and Troisi (1991) reported on a study which surveyed the opinions of New York State principals and assistant principals regarding their previous administrative training and how future programs might be improved. The authors used nine of twelve generic skills of the NASSP Assessment Center which included problem analysis, written communication, sensitivity, judgement, oral communication, stress tolerance, decisiveness, organizational ability, and leadership. A questionnaire using these skills was developed to seek answers to the following questions:

1. To what extent were the nine generic skills developed in the

administrator preparation programs of New York principals and assistant principals?

2. What instructional modes were used in the development of the nine skills?
3. How effective were the instructional modes used to develop the skills?
4. What instructional modes do New York principals and assistant principals believe should be utilized in the development of the nine skills? (Ashe et al, p. 145)

The findings of their research indicated that the internship was considered to be the most significant experience in administration preparation programs. The relationship between the principal mentor was considered to be the key to a successful field experience. In addition, the authors recommended that development of a network between the colleges and universities, and public schools was important.

Nagel(1991) puts forth a strong argument in favor of using the case study method in administrator preparation. She indicates that it is already in use to train lawyers and sociologists and can also benefit school leaders. Five categories of reasons for

use of the case method are presented by the author:

1. It will strengthen administrator training by providing practice and rehearsal and thus providing a mental repertoire of skills.

2. It will develop practical judgement in human relations by providing a safe environment for practice and feedback of skills.

3. It will help to prevent stress and burnout by providing a support network for seeking solutions and further skills.

4. It will provide for team building through group interaction and collegiality.

5. It provides time for and causes reflective, critical thinking to happen.

It is for these reasons that Nagel argues for the use of the Case Method in administrator preparation programs.

The importance of a mentor in assisting administrative trainees and first year administrators has also received support in the literature. Shelton (1992) surveyed 381 secondary principals and assistant principals and 91% of these individuals "believed one would have been very helpful and that they would have done a better job had they received such guidance" (p. 114). Wasden, Muse, & Ovard (1987)

advocated for the use of a mentor in their Leadership Preparation Program, and Ashe et al (1991) as mentioned previously, also support the use of mentors.

WORKSHOP TOPICS/SKILLS RECOMMENDED

The needs of the trainee were considered as important by adult learning and staff development research (Dallelew & Martinez, 1988; Palmer, 1989; Purvis & Boren, 1991). In addition, training needs would also be derived from skills required for leadership roles to be performed in school settings.

Williamson (1991) indicates the following as roles required to be performed by the middle level administrator: instructional leader, student and staff developer, planner and change agent, and parent developer. He also sees the following as some of the skills required for success as a middle level administrator:

1. Understanding and appreciation of middle level students.
2. Knowledge of effective practices
3. Tolerance for ambiguity
4. Bias towards risk-taking

5. A willingness to monitor and adjust
6. An ability to make decisions
7. Strong human relations skills (especially effective communication)
8. Ability to manage day to day operations of a school (scheduling, building maintenance, budgeting, student supervision, cocurricular programs).

Ambrosie and Haley (1991), see the principal's role as instructional leader and therefore list four expectations of this function including resource provider(time, money, materials, information, database, research); instructional resource; communicator; and setter of school climate by means of high visibility.

Brown (1991), sees the following skills and knowledge as important components of leadership programs:

1. an in-depth knowledge of human growth and development and its relationship to the learning process;
2. the understanding and application of formal organizational theory;

3. an extensive understanding and application of the management functions which include planning, organizing, communicating, motivating, creating, and controlling (p. 43-44).

The NASSP Assessment Center model outlines nine abilities clustered into three skill areas along with three personal characteristics (Allison & Allison, 1990). The skills are (1) Administrative skills including problem analysis, judgement, organizational ability, and decisiveness; (2) Interpersonal skills including leadership, sensitivity, and stress tolerance; and (3) Communication skills including oral and written forms. Personal characteristics include range of interests, personal motivation, and educational values.

Other trends in educational leadership include the leader as change agent/catalyst (Chamley et al, 1992; Fullen, 1982; Leithwood, 1986; Tewel, 1991) or as facilitative leader (Grosso & Robertson, 1992), or the collaborative leader designation (Alvarez, 1992; Murphy, 1991). All of these are derived out of attempts to produce the effective school. In order to assume these roles, it would require strong communication and human relations skills. In

addition, understanding of change theories and adult learning/staff development research would be important.

Upon examination of the range of skills required for today's school leader, one could become overwhelmed as to how to provide these in a training program. Petrie (1991) argues in favor of narrowing that focus. He states:

"The challenge is to simplify the school mission and focus upon quality instruction. All other problems are subordinate to classroom instruction, the vital connection to learning. To do this, the principal must become an executive skilled at identifying problems, clarifying alternatives, setting goals, and delegating responsibility." (p. 51)

Petrie goes on to say that,

" principals must first know and demonstrate responsibility for teaching and learning. The school cannot be all things to all people. With clarity about teaching and learning, the principal can chart a course and designate that all else is subordinate to that." (p. 51)

If what Petrie says is used as a foundation for

establishing a list of topics, then the implication would be to offer such things as the latest in research and practice of learning and human development theory (as suggested by Brown), teaching/instructional strategies (Joyce & Weil, 1986), staff development skills, problem-solving approaches (analysis, clarifying alternatives, etc.), goal-setting techniques, facilitator and collaborative leadership approaches. In addition, communications and human relation skills become significant.

UNIVERSITY-SCHOOL PARTNERSHIPS

Growing dissatisfaction with education and the apparent failure of schools to succeed in their reform efforts, has resulted in critics turning eyes toward educational leadership, and programs preparing school administrators. Specifically, universities and colleges have come under fire for programs which have not met the need for providing skills necessary to promote change in schools (Murphy, 1991; Calabrese, 1991; Pellicer & Stevenson, 1991). Most of the recommendations have focussed on increasing/improving the university-school partnership (Wasden et al, Ashe et al, Shelton,

Calabrese, Murphy, Petrie) so as to include more relevant, practical preparation for leadership which can initiate change in today's schools. Specific areas of focus have been: the use of practicing principals in teaching and designing courses; enhancing field placements, practicums, and mentoring programs.

Murphy (1991) makes a number of suggestions for bridging what he says principals see as an almost insurmountable gap between their world and that of the professors:

- Employ professors with administrative experience
- Establish clinically-based sabbaticals
- Develop positions for clinical professors
- Develop publications that are focused on clinical issues
- Re-establish/rejuvenate service units (to promote school-university interaction)
- involve practitioners in the development and delivery of preparation programs.
- Treat students in preparation programs as adults
- Develop programs that are congruent with the world of practice
- Co-mingle Ph.D. and Ed.D. training

- Conduct research for the benefit of schools /districts
- Treat each other (Professor to Professor) with respect

RECOMMENDATIONS FOR TRAINING PROGRAMS

The leadership preparation programs have indicated factors to consider in designing vice principal training programs. An examination of the literature was undertaken to further study these issues considered important to successful projects. Adult learning research, articles on staff development, and writings on roles/skills of leaders, and educational administrators in particular were studied. In addition, readings on particular approaches and methods to training, and

discussions on university-school partnerships were also examined.

As a result of the literature research the following are suggestions for program development:

1. The needs of the participants should be reflected in course content and design.
2. Goals and operational objectives should be clear, and established to achieve district, school and individual needs.

3. Where appropriate, concept development/theory/background information should be provided.
4. A variety of instructional techniques should be included in a typical workshop. These would model strategies which would assist administrators to become better instructional leaders in schools, in addition to improving participant learning in the program.
5. Demonstration, practice, and immediate feedback should occur during the training workshop.
6. Training should occur in a group so as to allow for exchange of ideas and provide a support network for trainees. The group can also act as a testing ground for new strategies (via case studies).
7. Coaching should be available to trainees while application of a new skill is occurring.
8. The provision of a mentor(s) would also be useful especially if combined with an observation period.
9. Participant evaluation and accountability should be built into the program.
10. Program design should be done in consultation with

university leadership preparation programs so as to bridge the gap between theory and practice and take advantage of expertise on the part of both the practitioners and the professors.

In terms of topics, the research would seem to indicate a number of these could or should be offered. In order to narrow the list, some decisions would have to be made in terms of whether the vice principalship is seen as a step in the career ladder towards the principalship or not. If it is a career path, as suggested by the research of Marshall et al (1992), then training for the role is important and this should significantly dictate the topics to be offered. The more practical skills suggested by the job descriptions found in the typical Lunenburg County District School Board roles for vice principals, would then be considered as secondary training topics. Furthermore, it would be useful for school districts to re-examine the functions of the assistant administrators and redefine these in terms of developmental leadership (Hassenpflug, 1991).

In addition to the issue of insuring that the vice principalship is a training ground for the principalship, the other concern to resolve is university-based versus district-based

preparation. If there is a built-in mechanism for communication and interaction between the university education departments and school districts, then co-ordination of programs could occur. Courses and workshops would be arranged to meet both the research and theoretical foundations, along with the practical skills required for effective administration of schools.

Whether these programs are offered as separate programs or joint ones could be determined by the vehicle of dialogue which would be established by the district-university partnership.

One further concern is blending the needs of the candidates with the requirements of the leadership role, the school, the students, and the district. This issue is one that could be resolved by the establishment of a training committee which would then carry out a needs assessment as suggested by Purvis and Boren (1991). The results of the survey, in addition to the research findings, would then allow for a final decision in terms of topics chosen to be offered and format to be used.

An option to the above, is to produce a list of compulsory topics which research shows as required for effective school leadership, and an optional list from which candidates may select. In

all likelihood the latter topics would resemble the list of secondary ones required to carry out the specific job functions of vice principals in particular schools.

Given the above recommendations, and viewing the principal as an instructional leader, the following topics are offered as possibilities for a district training program for vice principals:

Primary (Mandatory) Topics

Secondary (Optional) Topics

- | | |
|---|--|
| 1. Understanding & Application of
Formal Organizational Theory | 1. Budgeting Procedures |
| 2. Understanding & Application of
Management Functions | 2. Scheduling & Timetabling |
| 3. Human Growth & Development &
the Learning Process | 3. Building Maintenance |
| 4. Understanding & Applying the
Change Process | 4. Co-curricular
programming |
| 5. Adult Learning & Staff Development
Principles: Theory & Application | 5. Student Supervision |
| 6. Collaborative & Facilitation Skills | 6. Public Relations |
| 7. Effective Communications Skills | 7. Legal issues in the
School |
| | 8. Alternative Approaches
to Discipline |

8. Problem Solving Skills
9. Decision Making Skills
10. Instructional Strategies
11. Vision Statements & Setting Goals

Upon examination of the topics, it can be seen that a number of these topics could be offered in collaboration with universities or solely by the post secondary institutions. Indeed, some are offered by schools of education and/or business schools (ie. Organizational Theory, Management Theory, Human Growth and Development Theory, The Learning Process, etc.). Others such as Problem Solving Skills, Decision Making Skills, Effective Communications Skills may not be offered and/or the practical application of the theoretical courses may not be present. Not usually made available are practical skills such as Budgeting, Scheduling/ Timetabling, Building Maintenance, Co-curricular programming, etc. The final list of topics would depend upon previous training and course work pursued by candidates, the final outcome of university/school district dialogue, and the needs of the candidates and school district.

In terms of the actual format of course offerings, these

would be accomplished by means of presentations by those having expertise in particular topics. The presentors would consist of both practicing administrators and university professors. In addition, individual and group presentations by candidates, case studies, role plays, and practice and feedback sessions within group settings, would enhance and build on the presentations by the instructors. Some of these would be in the form of workshops while others would be similar to full length courses. Perhaps a modular approach might be considered such as suggested by Wasden et al (1987).

Courses and workshops would be held within the district or at a university depending on the topics and who offers them. University bound programs could even be offered by means of technological approaches such as teleconferencing or television.

Lengthy courses could be conducted in the summer or over the school year. Workshops or smaller modules would be offered during inservice days, during the occasional school day, in the evenings, or on weekends. These latter topics should be conducted during the school year so as to allow practice opportunities within the school setting.

A cadre of mentors should receive training so that these

individuals could facilitate and support candidates as they learn on the job. The literature (Ashe et al) suggests that an internship should be provided and this could happen prior to appointment and as part of the training process for potential appointees. Four to six week might be an appropriate length of time for this part of the program.

In terms of the application and selection process, candidates should be permitted to apply in an open competition format and by principal recommendation. Final selection could then occur on the basis of previous education and experience, principal recommendations, a written essay responding to questions/situations designed by the selection committee, and an interview.

Chapter 3

THE LUNENBURG DISTRICT VP TRAINING PROGRAM

METHODOLOGY

The program was the result of a request to obtain a Short Term Variable Education Leave to pursue research into the selection and training of vice principals. The aims of the original project were:

- (1) to produce a leadership traits checklist as a guide to selection of vice principals and, (2) to outline a district-based training program for vice principals (Goodine, 1989).

The product was the result of a survey of the literature, interviews with practicing principals and vice principals, and surveys (using questionnaires) of the school and Central Office administrators, school board members, and classroom teachers at both the elementary and secondary levels, and an analysis of vice principal job descriptions provided by schools which employed such an administrator.

INTERVIEW FINDINGS

Interviews were conducted with 9 principals and 10 vice principals using the interview questionnaire found in the Appendix A. The average experience of the school administrators who participated in the interviews was 8.2 years. These individuals were then asked questions about potential vice principal candidates, their roles, and training.

In response to the question "What would you look for in an individual if you had to select a new vice principal ?," interviewees responded most frequently with the following:

- good communication skills, initiative, complements principal's style and can work with the principal, a good work ethic, has lots of energy, is flexible, and is a people-centered person.

"What skills/knowledge should a V.P. have that are specific to your school ?", elicited a variety of responses. The most frequent comments pertained to computer and curricular knowledge and skills.

Administrators were asked what skills/knowledge they

would like to offer for training purposes. Those who indicated a positive response on this question and on a training workshop topics survey were listed as potential resource persons.

The interviewees were asked to provide input into the training program topics and format. The consensus seemed to lean towards a three to five day summer program in August followed by 6 to 10 one-day workshops offered throughout the school year.

Topics suggested, were numerous and varied but were summarized as shown on the Interview Feedback questionnaire titled "Training Topics and Skills/Knowledge Required by V.P.'s" (Appendix B).

Other suggestions made included:

- Formation of a support group or collegial body for V.P.'s
- Have V.P.'s attend every third principal's meeting in place of the principals.
- V.P. appointments should be for two years and then they should be rotated so as to allow for a varied on-the-job experience.
- The one-day workshops could be afternoon/evening and/or during inservice times.

- Provide mentors or resource persons to whom trainees or new appointees could turn for assistance.

RESULTS OF THE TRAINING WORKSHOP SURVEY

Following the interviews and after an examination of job descriptions for vice principals, a list of potential workshops was drawn up. The topics were then arranged in a form of a survey which was to assess vice principal interest in workshop topics, and preference for time of year. Principals, vice principals, and senior management were then asked to indicate their interest in participating or facilitating a workshop(s). All those surveyed were asked to provide further comments.

Of the 45 surveys which were sent out, 30 were returned. The responses appeared to show the following preferences for workshop scheduling:

August - Personnel Skills I,II,III; Basic Budgeting; Other
Computer Skills (attendance, etc).

Fall - Personnel Skills I,II,III; Basic Budgeting;
Curriculum & Curriculum Development; Time

Management and Organizational Skills;

Discipline/Dealing With Troubled Students.

Spring - Personnel Skills III; Timetables/Scheduling;

Public Relations/Community Relations; Other

Computer Skills; School Law.

All of the workshops seemed to have similar numbers of individuals interested in participating.

In regards to comments, the most frequently repeated one was the desire by principals to have the workshops open to them.

JOB DESCRIPTIONS

Job descriptions of vice principal positions at Lunenburg County District schools were collected and analyzed as another source of input towards designing the training program. Two samples of these have been included (in Appendix c) for information purposes so as to provide a sense of the commonalities, as well as diversities in tasks to be performed. Aspirants to school administration within the District could benefit from having access to this information in terms of awareness of the vice principalship.

POTENTIAL RESOURCE PERSONNEL/AGENCIES

Responses from the interviews and surveys had resulted in the following list of potential local resource persons/facilitators:

<u>Workshop topic</u>	<u>Facilitator (s)</u>
Personnel Skills I	Norm Johnston, Dick Nichols
Personnel Skills II	Norm Johnston, Charles Uhlman, Noel Dexter
Personnel Skills III	Charles Uhlman, Bob Sayer, Noel Dexter
Basic Budgeting	Jerome Tanner, Jim Moore
Time Tables/Scheduling	Dave Allen, Bruce Shields, Lowell DeMond, Steve Simpson, Bob Sayer
Curriculum/Curriculum Development	Dick Nichols, Jim Moore

Time Management/Organizational Skills	Jim Moore, Steve Simpson
Public/Community Relations	Norm Johnston, John MacDonald, Bruce Shields, Steve Simpson
Discipline/Dealing With Troubled Students	Bruce Shields, Lowell DeMond
Other Administrative Concerns (Attendance, etc)	Chris Lenahan
School Law	Bruce Shields, Noel Dexter

Other agencies/personnel could have been contacted regarding assistance with, or facilitation of the workshops. These included: OISE, NSTU, NBTA, The Department of Education, and the Leadership Institute at UCCB. Further resource persons might have included any of the following individuals: Dr. Terry Sullivan, Principal at Brookside Junior High School, Halifax County District School Board; Jim McKay, NSTU; Don Trider, Halifax County District School Board, Gail McLean, Dept. of Education.

The Department of Education had also set up a committee to look at the issue of Leadership training and the possibility of establishing a principals' institute. Norm Johnston of this District was on that committee.

TRAINING FOR TRAINERS

A recommendation was made regarding the importance of training for those involved as trainers or facilitators so as to insure their effectiveness in their role. It was suggested that nothing would destroy the program more than ineffective presenters and poor workshop formats.

Suggestions were made as to whom to call upon to train the trainers. It was the recommendation of this author that selection of these persons should be based on that individual having training or experience in adult learning theory and/or methodology. Dalhousie University and St. F.X. University were recommended as having Adult Education programs at that time.

A MODEL TO MEET TRAINING NEEDS

Given the results of the interviews and the surveys, and given the information from the research of the literature, it was proposed that the following training program guidelines for vice principals be used:

1. A 3-5 day preliminary workshop in August, perhaps the first week.
2. A series of 9 to 10 half to full day workshops spaced throughout the year at the rate of one per month.
3. Each workshop during the year should take place in an afternoon plus evening session with a break for supper between the after-noon and evening times. This has the possible advantage of reducing the time lost for teaching vice principals. It also implies a joint responsibility for leadership training between the trainee and the Board.
4. Where possible, one or two of these workshops should occur on an inservice day.
5. Each workshop should include the following aspects of delivery:
 - a) Presentation of new material
 - b) Demonstration

- c) Practice
 - d) Feedback
 - e) Follow up for evaluation and accountability
 - f) Variety of instructional modes and activities
6. Workshop participation should be flexible so that experienced vice principals can "buy in" to those workshops to which they have need.
7. New vice principals, and those aspiring to be administrators should be required to participate in the complete program.
8. A resource/support team should be formed consisting of two principals, two experienced vice principals, and Dr. Charles Uhlman. These individuals would then act as contact persons for trainees should they require assistance.
9. A vice principals' collegial body/support group should be formed to offer additional assistance, and should operate under the following guide lines, as suggested by research on such groups (Kline, 1987):
- a) Meet no more than 3 or 4 times per year.
 - b) Select a facilitator from within/without the group to chair each session. The facilitator

would change with each meeting.

- c) Each support group meeting should have an agenda/theme to guide its direction.

A SUGGESTED TRAINING PROGRAM OUTLINE

A suggested training program outline was then provided and is included in Appendix D. A proposed schedule indicated the monthly time frame for workshop offerings.

AN APPLICATION/SELECTION PROCESS

When examining the literature, it was found that there was a variety of approaches used to select individuals for training (Tekerman & Mendez, 1989). These included the following:

1. Open application
2. Nominations from principals
3. Previous or current enrolment in a M. Ed.
(Administration) program or its equivalent.
4. A point system based on previous experience, training,

leadership experience, references.

It was recommended that the selection process include parts of the above and this should provide the screening to select the appropriate candidates. It was felt that this could then have been fine tuned by participation in the training program which would provide other information on the candidates. Furthermore, these individuals would also gain information about themselves and the vice principalship which would assist them in deciding about their future in administration.

It was then recommended that it was important for candidates to be informed prior to enrolment in the program , that successful completion did not guarantee an administrative position within the district ! This was to prevent later misconceptions and/or disillusionment with the program and hence undermine the process !

As the program was to recruit and assist in the selection of potential leadership candidates, it was suggested that classroom teachers wishing to participate in the training program, should be recruited by means of an open application process advertised on a staffing bulletin. Candidates would be required to complete an

application form. Applicants, it was recommended should also be enrolled in or have completed a program/courses in administration at a post secondary institution.

Newly appointed and experienced vice principals would gain automatic admission to the program. Both would be asked to complete application forms to register for workshops.

PROGRAM COSTS/FINANCING

An attempt had been made to keep the costs of running a training program to a minimum. To this end, a list of district board personnel had been drawn up. Any materials would be required to produce handouts were considered as cost items.

All sessions could be held within one of the district schools or at the Teachers' Resource Centre. Again at no cost to the board.

Cost, it was suggested would have become an item of concern if any or all of the following conditions were present:

1. Outside facilitators are used.
2. Commercially printed materials are purchased.

3. Pre-assembled/pre-packaged training programs/workshops are purchased.
4. Substitutes are required for teaching vice principals.
5. Facilitators require travel and/or meal expenses and/or honorariums.

A nominal fee to participate in the total program or in any of the workshops was offered as a suggestion. This would have served to defray some costs for materials, refreshments, and to perhaps produce somewhat of a commitment or ownership from participants. Any short term costs to the Board for training would pay long term dividends.

CERTIFICATION OF TRAINEES

Candidates who successfully completed the training program would be recognized by a certificate of completion. Those vice principals who completed individual workshops but not the entire program might receive certificates of workshop completion.

PROGRAM ADMINISTRATION & CO-ORDINATION

It was suggested that following program approval, a number of steps would have required administration and co-ordination. These included:

1. Advertisement of the program.
2. Dispersal and collection of applications.
3. Processing of applications and selection of candidates.
4. Contact trainer of facilitators.
5. Selection, contact, and training of facilitators.
6. Fine-tuning workshop times and location.
7. Notification of successful applicants of their selection and workshop schedule.
8. Co-ordination of workshop facilitators, resources, materials.
9. Collection of fees (if charged).
10. Preparation/purchase of certificates of completion.

Two ways were offered to administer and co-ordinate the training program: (1) disperse various responsibilities to a number of individuals at Central Office, or (2) have one individual responsible as co-ordinator of training.

To implement option (1), the responsibilities could have been distributed as follows: Dr. C. Uhlman and the Personnel

Committee would take responsibility for processing applications and selecting applicants for the program; selection, contact, and training of facilitators; and selection of a trainer of facilitators. The Supervisor of Summer School and Evening courses office would take on the remaining tasks.

Option (2) would have simplified the process by having all of the above responsibilities assumed by one individual who would coordinate and administer the training program with direct responsibility to Dr. Charles Uhlman. This individual could have assumed this post as a volunteer and have been one of the district's school principals, who would have done this in addition to normal duties. The other alternatives were to have delegated the task to one of the Central Office personnel or have hired a co-ordinator. The latter option would have been a major cost item.

RECOMMENDATIONS TO THE LCDSB

It was recommended to the Lunenburg County District School Board that they consider for implementation, a training program for vice principals with a support group component.

Workshops had been selected based on a survey of needs and on research. It was felt that if the training guidelines suggested in this report were followed, the end result would be better informed, and more effective school leadership for the District. Future administrative appointments from staff would likely be based on sound knowledge and from a pool of trained individuals.

One final recommendation was that the Lunenburg County District School Board have considered full implementation of the training program by August 1990, and perhaps pilot some of the workshops during the 1989-90 school year.

THE PROGRAM AS IMPLEMENTED BY THE LCDSB

Using the research of the author (Goodine, 1989), a pilot program was implemented on October 23, 1990. It consisted of five workshops and a concluding two-day institute in July.

Topics and their schedule included the following:

October Dealing With Your Publics (Public Relations)

November Budgeting & Budgets

February Timetables/Scheduling

March	Personnel Dynamics
May	Curriculum Updates from Department of Education
July	Summer Institute: School Law: In Practice

The initial workshop was held during the afternoon of a school day. It was a three hour session which included an overview and background to the training program, two presentations on the given topic by a practicing principal and the assistant superintendant of schools, an in basket session on the topic facilitated by practicing school administrators, and a final session on planning for the future sessions. The latter provided for participant-input in terms of future locations and topics for up-and-coming sessions.

The next four workshops were held during the late afternoons and early evenings (4:00-6:00pm) at different school sites. Speakers and facilitators for the workshops were either practicing school administrators, district board personnel, or resource people from the Department of Education or the Nova Scotia Teachers Union. Some of the workshops contained practical aspects; others were presentation oriented; and others were combinations of both.

The final session, the summer institute, was held at the

convention centre of a local motel. Using a lawyer who was an expert on education legal issues as the keynote speaker, the workshop consisted of a number of sessions on different subtopics (ie. Charter of Rights, Negligence, etc.). The institute concluded with a luncheon, feedback on candidates evaluations, and presentation of completion certificates by the Assistant Superintendent of School (Personnel).

Selection of candidates was based on principal recommendations and in some cases candidates applied on their own. No applicants were rejected from the program. Thirty participants registered for the first session and twenty seven of these completed the program.

The list of candidates for the training program was varied in terms of the type of registrant. These are included in the table below:

School Role	Sex	Elementary	Secondary	Sub Total	Total
Principal	F	2	0	2	2
	M	0	0	0	
	F	0	1	1	

Vice Principal					5
	M	1	3	4	
	F	8	5	13	
Teachers					23
	M	2	8	10	
	F	10	6	16	
Totals					30
	M	3	11	14	

The female:male ratio was almost evenly split (16:14).

Most of the candidates were classroom teachers, while 5 current or newly appointed vice principals enrolled in the program. One other interesting outcome was that two newly appointed principals asked to attend the sessions.

A fee of \$20.00 was charged each participant, and in return they received an organizational binder, readings on related topics, complimentary copies of professional journals, and workshop refreshments.

Feedback from participants was received in the form of a questionnaire. Twenty responses were received. Participants were asked to rate the workshop topics, and provide input into specific topics and the training program in general.

Chapter 4

PRESENTATION AND DISCUSSION OF THE FINDINGS

The LCDSB Model as originally proposed was based on a less detailed search of the literature. Although it used the underlying research on adult learning theory, it lacked the more detailed foundation on staff development, latest preparation programs, and research and critique of educational reforms and leadership programs. The underlying assumption was that preparation of candidates was to provide skills (not obtained at universities), for existing roles of vice principals rather than prepare for leadership in schools.

The pilot program was offered as one of the outcomes of the formation of a Training Subcommittee of the Vice Principal Evaluation Committee. Given limited funds and a mandate to proceed, the committee examined the model and decided to proceed with a limited version (the Pilot) of the proposed training model.

A discussion of the model in terms of the following criteria will be made:

- (1) Adult Learning Theory and Staff Development Research
- (2) Selection of Skills and Topics
- (3) Approaches and Methods for

Workshops (4) Selection of Candidates for Training (5) Evaluation, Accountability, and Followup Methods for the Candidates, (6) Evaluation, Accountability, and Followup Methods for the Program. The Pilot will then be examined.

THE LCDSB MODEL

The model which was proposed to the Lunenburg County District School Board in 1989 contained both strengths and shortcomings. These are examined against various criteria which follows.

Adult Learning Theory and Staff Development Research

The Vice Principal Training Program as it was originally designed, had as its underlying foundation the adult learning principals proposed by Dallelwe and Martinez (1988), and those mentioned by Palmer (1989). Specifically, input (regarding needs) was sought from potential candidates in addition to that of school board members, senior management, school administrators, and the literature. Further characteristics of adult learning research were

incorporated into the program by providing a series of workshops spread throughout the year which were of a practical job related nature. Furthermore recommendations were made in regards to use of a variety of activities and approaches which would include opportunities for interaction in a group, as well as for practice and feedback.

What the model lacked was an organized structure of the staff development framework as suggested by Purvis & Boren (1991). These guidelines recommended a committee which would have then followed up with a comprehensive needs assessment, in greater detail, than was implemented in the proposal. The Waterloo School Board's model of using system-wide planning would also have implications in terms of directions for leadership training. In other words, program needs would fit in with the long term goals of the district, and individual needs, would be met within the system's framework. Additionally, the preparation of vice principals might possibly better meet the current as well as future leadership demands of boards and individual schools.

Skills and Topics

Skills and topics were selected on the basis of the needs assessment survey and recommendations of practicing principals and vice principals. In addition, job descriptions of existing vice principals were used to assist in selection of the training topics. One final factor was the decision that topics would be selected based on the assumption that universities would provide much of the leadership/administrative skills in their course work. Candidates were initially recommended to have, or be enrolled in, an Educational Administration program (M.A. or M.Ed.). Therefore the program was designed to provide for training in the practical on-the-job skills not usually offered in the post secondary education of candidates. This was seen as the strength of the program.

To exclude a mechanism for dialogue and co-ordination of training of educational leaders between school districts and university schools of education, is to leave out an important link in development of sound administrator preparation programs. With these two groups operating in isolation, duplication or exclusion of topics is likely to occur. Furthermore, the expertise of both is not utilized. The literature (Ashe et al; Calabrese; Murphy; Shelton;

Wasden et al) reflects and encourages the benefits of pursuing such a direction.

The other shortcoming of the model in terms of skills/topics, is the lack of opportunities to gain expertise in the areas which the literature sees as required for reform in education (Calabrese; Murphy; Pellicer & Stevenson). Specifically strengths in terms of the change process, facilitation skills, and staff development to assist staff to improve education are seen as necessary. In addition, practical applications of learning theories and human growth knowledge were not included in the program as suggested by the literature (Brown).

Approaches and Methods

Small group workshops with presentation, demonstration, practice and feedback, accountability and evaluation were recommended in the model. Variety of instructional modes and activities was encouraged. A schedule of topics was provided which included a three-day summer workshop in August followed by eight almost monthly sessions offered throughout the school year. These were to be scheduled in the afternoon and/or evening times. As well,

time during inservice days was also recommended.

Workshop facilitators were sought from existing principals, vice principals, central office staff, the NSTU, and the Department of Education. Formation of a resource/support team was also recommended along with a collegial body of vice principals. Such a format was supported in the literature (Kinlaw & Christensen; Namit; Showers et al).

Not included in the program was a mentoring component nor the internship. The internship was excluded as it was seen as a major cost item. Both of these would have added greatly to the preparation of vice principals.

Selection of Candidates

An open application process was suggested as a means of recruiting candidates to the program. These individuals were to be enrolled or have completed an educational leadership program from a university. In addition, principals were asked to encourage/nominate candidates to the program.

The process did not emphasize such factors as experience, previous education or training, leadership skills, etc. As

such the program did not select out the best possible candidates according to leadership criteria or an assessment process.

The literature (McDermott; Wasden et al) tends to favour the selection process for obtaining the best leader for the reforms it sees as necessary, if the most effective schools are to become a reality.

Evaluation, Accountability, and Followup Methods for Candidates

Evaluation, accountability, and followup methods for candidates were not formally structured into the program although they were recommended. The underlying assumption was that candidates participated in the program so as to gain skills to assist them in current or future roles as vice principals. Therefore, they would, in all likelihood, do their very best in obtaining the prerequisite skills. In addition, there was voluntary participation plus a program fee. Candidates who became trainees therefore would have the motivation to succeed.

Many of the training programs (Snyder & Giella; Butler; McDermott; McLelland; Wasden et al) tended to have evaluation and/or followup programs. In addition, adult learning and staff development

research favoured some form of accountability or followup (Kinlaw & Christensen; Namit; Purvis & Boren; Showers et al).

Forms of evaluation used in other training programs (Butler) might be included in the LCDSB model. These have included some or all of the following: candidates have been asked to produce a product (plan of action, goals, etc); make a presentation using their learnings, show evidence of skill attainment through role play or an activity; implement a project within their school under supervision of a mentor or coach; etc.

The aforementioned followup activities have the effect of assessing one's skills or knowledge through application within a supportive group. There is also opportunity for critique and feedback.

Evaluation, Accountability, and Followup Methods for Program

In terms of program accountability and evaluation, the model recommends but again does not specify a process.

The literature (Butler; Purvis & Boren; Snyder & Giella; Wasden et al) does suggest approaches such as candidate feedback via surveys or questionnaires, during as well as at the conclusion of the program. In addition, if a training team, such as recommended by

Purvis and Boren is established, they could then compare the actual program and participant feedback, against the checklist and set of goals initially constructed prior to the implementation of the program. This would enhance or provide the potential for improvement of the training in terms of content and process.

In summary, the model had strengths but could have been improved by including a more comprehensive approach to planning, long term developmental goals, university-school district partnership, and followup.

THE PROGRAM AS IMPLEMENTED

It was decided by the Vice Principal Training Subcommittee to implement a modified form of the training program as a pilot. Due to these limitations, the program could only meet some of the suggestions included in the original proposal.

Participants needs as per adult learning research, were included in the design of the majority of the topics, workshop formats, and sites of sessions. Topics were selected from the list in the original model and then organized as sessions throughout the year.

The workshop sessions used various approaches from presentations in a lecture format, interactive presentations, in-basket activities, and small group problem-solving activities. These proved to be strengths of the program. Internships, case studies, and mentoring were not used but would have enhanced the program.

The open application process was used but resulted in a large group of candidates without selecting out the best possible educational leaders. Principals did recommend to some of the participants that they attend. A more complete selection process would have included interviews, comprehensive written application, entrance prerequisites, in addition to the recommendation of principals. Use of a selection team would also have been useful.

Followup and evaluation of individual candidates was not done other than recording attendance. All those who completed training received a certificate of completion. Some of the participants were later employed as vice principals and principals within the district. A more effective form of followup would have included opportunities for demonstration of skill or knowledge attainment and on-the-job followup, support, and coaching of

candidates who were later employed as school administrators.

Followup of the program in terms of evaluation was done by means of a questionnaire (see Appendix E) which included a rating of the workshops. This process provided feedback in terms of form and format, from the perspective of the candidates. A further useful followup would have been to rate the program against some preset criteria/checklist, or list of goals. This was not done.

ANALYSIS OF CANDIDATE FEEDBACK

A summary of candidate responses to the Lunenburg County District School Board Vice Principal Training Program evaluation survey is included in the table below:

Vice Principal Training Program Evaluation Responses

Workshop Topics

Rating Scale: 1=unsatisfactory; 2=needs improvement;

3=adequate; 4=very good; 5=excellent

Public Relations

1 = 0, 2 = 0, 3 = 6, 4 = 11, 5 = 4

Timetabling

1 = 0, 2 = 2, 3 = 10, 4 = 8, 5 = 2

Budgeting/Budgets

1 = 0, 2 = 3, 3 = 6, 4 = 9, 5 = 4

Stress/Counselling

1 = 0, 2 = 0, 3 = 2, 4 = 13, 5 = 7

Curriculum

1 = 1, 2 = 2, 3 = 6, 4 = 12, 5 = 0

Recommendations For the Future

1. Continue for the future = 6
2. Scrap the program = 0
3. Continue the program with the following changes = 14

Changes suggested included:

- more practical activities (role plays, brainstorming)
- more small groups
- specific methods for timetabling
- more actual budget ideas
- internships
- reselect 6-12 of the current group for 1 year of
organizational learning

- information on discipline
- information on the chain of command and areas of responsibilities of Central Office Staff
- information on roles of the administrator, conflict resolution, affecting change, and unions and the administrator.
- schedule workshops in a shorter span of the year.

Other Comments

- Well organized!
- Very informative!
- Efforts of the committee were appreciated!
- I learned a lot!
- Would like information on Master of Education programs from universities
- Well done -- Thanks!
- Very helpful - Thank you!
- I appreciated the reminders of the meetings.
- Quick Evaluation form (from Cooperative Learning Strategies

I came to find...; I found...; I liked best...; Next time I

wish to see more...

- The program was worthwhile and well organized. You've done a good job!
- I like the program and look forward to more challenging activities and programs.

As can be seen from the table above, all the workshops were generally well received with most of the ratings in the adequate to excellent range. In terms of recommendations for the future, the vast majority indicated that the program continue with changes, while the rest of the candidates said continue unchanged. None of the respondents said scrap the program.

Most of the recommendations for change consisted of including more practical activities, specific skills (time tabling, budgeting, conflict resolution) and practice of these, or an increase in small group activities, role plays, and brainstorming. Other suggestions included providing internships and literature on administrative topics.

One final recommendation which could have been implemented but was not included by candidates was to set up a university-school district mechanism for dialogue and program

planning. This would ensure a stronger program, as had been previously mentioned when discussing the model.

Chapter 5

RECOMMENDATIONS AND CONCLUSIONS

The research (Barth; Finn; Georgiades & Keefe; Hornbeck & Arth; Williamson; Valentine & Bowman) has shown that effective leadership is important in producing schools which are effective in preparing students for today's world and that of the future. It has also been shown that vice or assistant principals, can and should play, an important role in school leadership (McChesney; Daley; Paskey). Vice principals as has been also shown, tend to become principals (Gross & Scott; Marshall; Mitchell). Furthermore, training as preparation for educational leadership and for continued professional growth was shown to be important (Barth; Buckley). Therefore, a well researched, planned training program should be made available to candidates for the vice principalship.

If they are to meet the needs of today's schools, educational leadership preparation programs must include both a solid, well-researched theoretical foundation, and practical skills. (Snyder & Giella) Expertise and knowledge in such areas as the change process, problem-solving, communication, collaboration and facilitation, staff development, etc., will provide the school

administrator with the expertise to carry out this very important mission (Butler; Wasden et al).

In this study I have attempted to synthesize recommendations for developing a training model which incorporates findings from the literature and that from an analysis of the Lunenburg County School District's training program. A foundation of knowledge has been provided for improving existing programs or developing new ones. Furthermore, it is hoped that this research will provide impetus for increased dialogue in school district-university partnership for leadership training programs.

The provinces of Nova Scotia and Prince Edward Island are currently the only provinces/states in North America which do not provide graduate university programs in educational administration (Sullivan, 1992).

It is the recommendation of this author that further research in the area of university-school district partnerships be undertaken. Specifically, the mechanisms to insure successful dialogue should be explored, as well as types and forms of programs which are currently under way and those which could be developed to ensure the provision of a sound post-graduate program in conjunction

with school districts. The field of business/industry-school district efforts to train school leaders might also provide further avenues for research. Industry has long been involved in training, and would have much to offer for development of educational leadership.

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APPENDIX A: INTERVIEW QUESTIONNAIRE

SCHOOL: _____

LEVEL: _____

PRINCIPAL: ___

VICE PRINCIPAL: ___

INTERVIEW QUESTIONNAIRE

1. How long have you been a principal/vice principal ?

2. What was your position prior to your current appointment ?
 - ___ High school classroom teacher
 - ___ Junior high school classroom teacher
 - ___ Elementary school classroom teacher
 - ___ Vice principal ___ Elementary
 - ___ Junior High
 - ___ Senior High
 - ___ Principal ___ Elementary
 - ___ Junior High
 - ___ Senior High
 - ___ Other (Specify) _____

3. What would you look for in an individual if you had to select a new vice principal ?

4. What skills/knowledge should a V.P. have that are specific to your school ?

5. What skills/knowledge would you be willing to provide in a training workshop for potential/current vice principals ?

6. What topics would you include in a training program ?

7. What training format would you suggest for such a program ?

8. Are there any other suggestions that you would make regarding a training program for vice principals ?

APPENDIX B: INTERVIEW FEEDBACK

INTERVIEW FEEDBACK

TRAINING TOPICS & SKILLS/KNOWLEDGE REQUIRED BY V.P.'S

1. Personnel skills - conflict management, non-teaching staff, human relations, interview techniques, dealing with dept. heads, group dynamics.
2. Computer skills - basic knowledge, time-tabling, budgets, attendance, book orders, etc.
2. Accounting/Bookkeeping/Budgeting
3. Curriculum/Curriculum Development
3. Time Management/Organizational skills - planning, setting priorities, when & how to say no.
4. Public Relations/Community Relations
5. Supervision of Teachers - especially formative (Personnel)
6. Time table building
6. Communication
7. Discipline/Dealing With Troubled Students - techniques, Board policies, referral agencies
8. School Law/Rights & Responsibilities
9. Problem-solving
10. Book Orders
11. Understanding School Culture
12. Board Policies in General

13. Miscellaneous - how other schools operate
- understanding test scores & their implications
 - accountability
 - physical plant operations & expectations
 - leadership/management skills
 - knowledge of special ed./resource programming
 - First Aid

APPENDIX C: VICE PRINCIPAL JOB DESCRIPTIONS

MANAGEMENT BY OBJECTIVES - VICE PRINCIPALS

1988-89

Mrs. Pearson

1. Public Relations
2. Student Supervision
3. Storm Days-Contingency Plans
4. Bulk Orders
5. Textbooks
6. Assemblies, Special Events, Displays
7. Orientation P/6/9
8. Socials
9. Examinations
10. Announcements

Public Relations

Goal: To improve public understanding of, and confidence in, the school and to secure community support and good will for the school and its programs.

- Objectives:**
1. To produce and disseminate a school newsletter for parents every three months.
 2. To work with the media in the dissemination of information about the school and its programs.
 3. To submit informational advertisements and articles to the local newspapers about programs and activities in the school monthly.
 4. To submit two articles per year to the "Teacher".
 - a) One prior to Christmas break.
 - b) One prior to Summer break.

Student Supervision

Goal: To ensure that students are cared for at all times by sufficient supervisory personnel.

- Objectives:**
1. Lists of supervision duties to be undertaken by:
 - a) Staff
 - b) Auxiliary Staff
 2. Students to be informed of methods of informing supervisors in case of need.
 3. List of paid supervisors made and posted/filed.
 4. Meeting of auxiliary supervisors arranged, and duties outlined.

Storm Days

Goal: To design and implement if needed, a contingency plan for the early dismissal of pupils on storm days.

- Objectives:**
1. To work with the home and school in the design of a telephone system to alert parents if the school is to be closed early and students sent home for any reason on short notice.
 2. To maintain a file of those involved in the telephone system with telephone numbers.
 3. To make initial phone calls to start phone system operating on storm days.

Bulk Orders

Goal: To order and maintain large quantities of certain items for economic or convenience reasons.

- Objectives:**
1. Maintain a list of those items required for office and general school use.
 2. Order bulk items within the budget allotted.
 3. Order quantities for the calendar year.
 4. Request information from teachers to determine if such items should be included with the bulk order.
 5. Submit completed bulk order forms to the principal by January 30.
 6. Maintain follow-up to insure arrival of supplies.
 7. Keep records to show quantity of each item ordered and total cost per item.

Textbooks

Goal: To ensure that there is an efficient system of procuring, maintaining and sorting of texts.

- Objectives:**
1. Have inventories of texts by subject and class.
 2. Have sufficient forms for inventories.
 3. Ascertain procedure and arrange for storage and repairs.
 4. Inform staff of procedure for replacement.
 - * 5. Arrange collection of texts at end of year.
 6. Organize procedure for ordering new texts.
 7. Set up system for reception, checking and dispersal of texts.
 8. Maintain records of allocation of funds and budgeting requirements.
 9. Assess, levy and collect for lost or damaged texts.

Assemblies/Special Events & Displays

Goal: To establish a system whereby assemblies, special events and displays are put on in an efficient manner such that students, parents and teachers receive the maximum benefit from the event.

- Objectives:**
1. To establish rules and procedures for the conduct of assemblies, special events and displays and to update these procedures as required.
 2. To make those concerned with these events familiar with the rules and procedures as established and updated from time to time.
 3. To co-ordinate the assemblies, special events and displays so as to eliminate conflicts and to promote the general goals of the school.
 4. To maintain a calendar of these events in the office.
 5. To plan and co-ordinate a minimum of 5 assemblies in the school year for the Jr. High and 5 for the Elementary School. Plans to be submitted to the principal by September 30.
 6. To be in attendance during all assemblies as the administrator in charge.

Orientation - Grades Primary, 6 & 9

Goal: To ensure a smooth, happy transition for students at each stage of change in their school life.

- Objectives:**
1. To arrange the visitation of the school by the Grade Six students of Centre and Riverport.
 2. To arrange for the Grade Nine students to visit Park View during the summer term.
 3. To arrange for those students entering the Vocational School to visit.
 4. To ensure adequate information of new students during the year by developing an effective process for same.

School Functions

Goal: To provide social functions in the school that are enjoyable to students and at the same time are conducted in accordance with generally accepted modes of behavior at such functions.

- Objectives:**
1. To co-ordinate these functions so as to avoid conflict.
 2. To ensure that the rules regarding social functions as outlined in the Teacher handbook are familiar to all associated with these events.
 3. To maintain a record of these rules and to update these as required.
 4. To work with faculty advisors to ensure that proper arrangements have been made for the function at least 3 days before the function.
 5. To maintain a file of the arrangements including the names of bands, chaperones, etc.
 6. Set dates for all socials for the 85-86 school year by September 30.

Examinations

Goal: To provide a system that ensures the smooth functioning of the school examination system.

- Objectives:**
1. To construct a timetable for examinations after having determined which courses examinations are being held.
 2. To make up supervision schedules for teachers and to distribute same.
 3. To design and put into effect a system for moving furniture when necessary.
 4. To record and update procedures in relation to the administration of exams.

Communications/Announcements

Goal: To ensure that there is an effective and efficient communication system.

- Objectives:**
1. To design a process for collecting, sorting and disseminating information.
 2. To train P.A. announcers.
 3. To provide adequate copies of forms.
 4. To maintain a record file of announcements for posting in the staffrooms.
 5. To verify adequate mail box provision for distribution.

Other

1. To attend meetings as a representative of the school as requested by the principal.

RESPONSIBILITIES OF SCHOOL PERSONNEL

MR. WARD

SUBSTITUTES
GRADE LEVEL MEETINGS
SPECIAL EVENTS
DAY TO DAY OPERATION
DISCIPLINE
INTER-SCHOLASTIC ATHLETICS
SCHOOL PROPERTY
USE OF SCHOOL FACILITIES
JUNIOR GRADUATION
STAFF MEETINGS
TIMETABLE
TEACHING MATH
ATTENDANCE
TEXT BOOK ORDERS
TEACHING ENGLISH
SCHOOL TRIPS
STAFFING

MISS HAMILTON

SUBSTITUTES
SPECIAL EVENTS
DAY TO DAY OPERATION SR.
DISCIPLINE
SCHOOL PROPERTY
SENIOR GRADUATION
DEPT. HEAD SPECIALISTS
STAFF MEETINGS
TIMETABLE
SUPERVISION OF ALL STAFF
AND PROBATIONARY STAFF
TEACHING
ATTENDANCE
TEXT BOOK ORDERS
CURRICULUM DEVELOPMENT
EXAM SCHEDULING & SUPERVISION
STAFFING

MR. FEENEY

SUPERVISION OF STAFF
NON-TEACHING STAFF
BUDGETS
STUDENT RELATIONS
PARENT RELATIONS
LIAISON
TIMETABLES
STAFF MEETINGS
DEPARTMENT MEETINGS
STAFFING
DISCIPLINE
SCHOOL BOARD LIAISON
CURRICULUM
SCHOOL POLICY-COUNSELL
OR LIAISON
INSERVICE

DEPARTMENT HEADS *SPECIAL NOTE: DEPARTMENT HEAD JOB DESCRIPTIONS ARE UNDER REVIEW

IN CONSULTATION WITH AND UNDER THE DIRECTION OF THE PRINCIPAL, THE DEPARTMENT HEAD SHALL:

1. CO-ORDINATE THE EDUCATIONAL PROGRAM IN THE DEPARTMENT.
2. CO-ORDINATE AND CATALOGUE ALL DEPARTMENT MATERIALS, TEXTS AND REPLACEMENT MATERIALS.
3. MAINTAIN A CONTINUING FAMILIARITY WITH NEW MATERIALS, TEXTS, TEACHING TECHNIQUES, AS WELL AS KEEPING THE DEPARTMENT MEMBERS UP-TO-DATE ON SAME
4. HOLD REGULAR DEPARTMENT MEETINGS.
5. BE SUPPORTIVE OF SCHOOL AND BOARD PHILOSOPHY, POLICIES AND DECISIONS.
6. PROVIDE ASSISTANCE TO AND SUPERVISION OF DEPARTMENT MEMBERS FROM THE POINT OF VIEW OF:
 - A) CURRICULUM CONTENT
 - B) TEACHING TECHNIQUES
 - C) CLASS ORGANIZATION AND MANAGEMENT
 - D) USE OF RESOURCE MATERIALS.
7. PROVIDE REGULAR WRITTEN REPORTS TO THE PRINCIPAL ON DEPARTMENT ACTIVITIES AND MEETINGS.
8. PROVIDE CONTINUITY OF PROGRAM BETWEEN GRADE LEVELS.
9. PROVIDE ORIENTATION AND ASSISTANCE FOR NEW TEACHERS.
10. PROVIDE IN-SERVICE ACTIVITIES FOR THE DEPARTMENT AND THE SCHOOL.
11. PERFORM OTHER DUTIES AND RESPONSIBILITIES AS DIRECTED BY OTHER SCHOOL POLICIES AND REQUIREMENTS.

APPENDIX D: SUGGESTED TRAINING PROGRAM

VICE PRINCIPAL TRAINING PROGRAM

**"The quality of the school is related
to the quality of its leadership."**

(Barth, 1984)



A SUGGESTED TRAINING PROGRAM

FOR WHOM ?

Current vice principals, newly appointed vice principals, and those teachers aspiring to school administration.

ELIGIBILITY ?

Those individuals who have completed or are enrolled in a Masters program in administration and are employed by the LCDSB.

FORM AND FORMAT ?

The program consists of a three day series of workshops in August followed by a series of monthly workshops from September to May inclusive.

LOCATION ?

At the Teachers Resource Centre in Bridgewater.

TIMES ?

August: 9:00 AM - 4:00 PM

Fall & Spring: 1:00 PM - 4:00 PM

5:00 PM - 8:00 PM

CONTACT PERSON ?

Dr. Charles Uhlman, 543-2468

<u>WORKSHOP</u>	<u>TOPIC</u>	<u>TIME OF YEAR</u>
A	PERSONNEL SKILLS I - Communication - Group dynamics - Conflict management	August
B	BASIC BUDGETING - Bookkeeping skills - Prioritizing budgetary needs - Computerizing budgets - Book orders	August
C	OTHER ADMINISTRATIVE CONCERNS - Attendance, lateness - Documentation with computers	August
D	DISCIPLINE/DEALING WITH TROUBLED STUDENTS - Approaches/techniques - Board policies - Referral agencies	September
E	PERSONNEL SKILLS II - Working with Dept. Heads - Working with non-teaching staff - Interview skills - Introduction to supervision	October
F	TIME MANAGEMENT/ORGANIZATIONAL SKILLS - Planning & setting priorities - How to say NO - Effective use of time	November
G	CURRICULUM/CURRICULUM DEVELOPMENT - The Program of Studies - Supporting staff development - Standardized tests & curriculum improvement	December
H	PERSONNEL SKILLS III - Formative supervision	January
I	TIME TABLES/SCHEDULING - Preliminary work - Time table building - Conflicts & individualization - Computers & timetabling - Teaching assignments	February/March
J	PUBLIC RELATIONS/COMMUNITY RELATIONS - Informing your constituents - Delegating/sharing the task	April
K	SCHOOL LAW - Rights & responsibilities - Accountability & liability	May

**APPENDIX E: VICE PRINCIPAL TRAINING PROGRAM
EVALUATION**

YOUR INPUT

1. Are there any items/topics that you would like to see added to the training program which have yet to be addressed ?

2. What recommendations would you make regarding the future of the training program ? (Circle the appropriate comment)

a) Continue the program unchanged.

b) Scrap the program.

c) Continue the program with the following changes:

3. Other comments: