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ABSTRACT
        The role of those who train educational
administrators is largely shaped by influences emanating from the
training requirements or nature of the program to be provided and the
institutional setting in which that training occurs. Present concerns
in these areas are producing a good deal of questioning about the
professorial role itself. Radical revisions are needed in programs,
institutional arrangements, and the professorial role. Results of a
questionnaire indicate a push toward (1) competency based training,
however that may be defined; (2) extern or off-campus programs with
established principals, usually two days per month for credit; (3)
block time for teaching integrated content intensively, usually team
taught; (4) group process experiences; and (5) individualization. In
terms of instructional methodologies, the survey indicates a changing
orientation in favor of the case study and the internship, field
projects, simulation, and surveys. There is a need for a study of the
institutional arrangements for program development and the conditions
of the professorship itself, and for emphasis on improving the
institutional conditions that will permit systematic exploitation of
the promising practices now available. (Author/WM)

TRAINING FOR THE PRINCIPALSHIP: INSTITUTION, PROGRAM, PROFESSOR

Lloyd E. McCleary

The role of those who train educational administrators is largely

shaped by influences emanating from two sources--the training requirements

or nature of program to be provided and the institutional setting in which

that training occurs.   At the present time there is a considerable amount

of concern about each and therefore a good deal of questioning about the

professorial role.

In the final report of a lengthy study, Preparing Educational

Leaders for the Seventies, the University Council for Educational

Administration (UCEA) provides a challenging observation:

> While a few reasonably specific criticisms and proposals
> appear in the literature, the majority of published
> statements are relatively imprecise and general in
> nature.   There is much repetition of broad platitudes,
> but little explicit analysis of trends and needs.
> Further, the platitudes tend largely to be negative
> in attitude.[1]

The statement concludes with the note that criticisms and solutions are

repeated ad nauseam.   In this brief paper, therefore, I shall attempt to

comment both upon program influences and institutional influences, using

as much of a data base as is available and maintaining as constructive a

stance as possible.   In this light, it is appropriate to give credit to

the efforts being made, particularly in the program area, by the National

Association of Secondary School Principals,[2] the National Conference of

Professors of Educational Administration,[3] and the University Council for

Educational Administration.[4]

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[1]HEW, Office of Education, Final Report Project No. 8-0230, December 1969,
      p. 475.

[2]NASSP has sponsored numerous projects; the most recent is described in
      Where Will They Find It?   The Association, 1972.

[3]NCPEA has many interest groups including one on the Competency Based
      Curriculum which aids in publishing the CCBC Notebook, a quarterly.

[4]UCEA has a large array of projects and publications and regularly pub-
      lishes descriptions of program innovations in its monthly Newsletter.

Every professional field--medicine, engineering, public adminis-
tration, and educational administration--has a literature which records
cycles of examination, debate, and reconceptualization of the meaning of
competency. No professional group can claim professional standing without
explicit statements of what constitutes competence, how it is to be
attained, and who is to judge whether or not a given individual has
attained sufficient competence to practice that profession.

Current models for training educational administrators have been
under attack for over a decade. These attacks sometimes take the form
of intemperate criticism; yet, rational analysis reveals reasonable
grounds for serious stock-taking and constructive response. Several of
the more obvious and pervading developments forcing reconsideration of
training programs are:

a) General system theory applications to program design--

leads to a demand for more precision in program

specification.

b) Newly invented formats for acquiring competency--brings

into view the possibility for individualization and

non-time-bound instructional approaches.

c) New methodologies and means -- have opened the idea

that alternative routes to competency attainment must

be made available.

d) Evaluation concepts--now open the argument for qualitative

rather than quantitative, and formative rather than

merely summative measures of competence.

e) Desire for interdisciplinary exchange--requires more

specificity and clarity in what competencies

administrators need.

f) improved linkages with the field--has increased expec-

tations for relevance, for legitimating means for

acquiring competency on the job, and for the validation

of programs in the real setting.

This brief listing should be sufficient to indicate that the nature of

the response to such pressures requires some radical revisions in programs,

institutional arrangements, and the professorial role.

The UCEA study quoted above provides data about the total field.

The general conclusions are that:

1. The number of programs for training educational adminis-
   trators will continue to increase.

2. The number of administrators needed will decline.

3. Emphasis in training will need to shift from pre-service
   to in-service.

4. There is strong rejection of lecture-textbook approaches
   by both practioners and professors.

5. Methodologies most valued emphasize learner participation
   and reality orientation.

In order to focus in more directly upon the training of principals

the writer checked the number of NCATE-approved training programs. Of

the 456 NCATE-approved institutions, 191 have approved programs for

secondary school principals. Sixty-five of these institutions were

surveyed (78.5% responded). The sample included a proportionate number

a) whose highest degree was master's, 6th year, or doctorate; b) from five

major geographical areas; and c) by type and size. This survey will not

be reported in detail here; however, some results are pertinent. As

shown in Table I, new departures, new directions, or new activities

indicated a push toward: 1) competency based training--however that might be defined, 2) extern or off-campus programs with established principals--usually two days per month for credit, 3) block time for teaching integrated content intensively--usually team taught, 4) group process experiences, and 5) individualization.

TABLE I

New Activities or Departures Considered Innovative

(51 Institutions)

Activity	Investigating	Initiating	Installed
1. Competency based instruction	31	9	1
2. Extern programs (one- to two-day, two-week mid-career)	11	7	14
3. Block time--by theme or integrated content	4	3	22
4. Group process experiences	6	5	8
5. Individualization	12	4	2
6. All others Concept seminars Clinical teach-in	7	5	6

Items contained in Table I might be considered as program designs or formats and do not reveal methodologies of instruction. To obtain some indication of these, the questionnaire employed the list developed by McIntyre (McCleary and McIntyre, NASSP _Bulletin_, March 1972). In Table 2 methodologies are shown cast into the competency based curriculum model proposed by McCleary and McIntyre and being experimented with by several institutions.

TABLE II: METHODOLOGIES IN
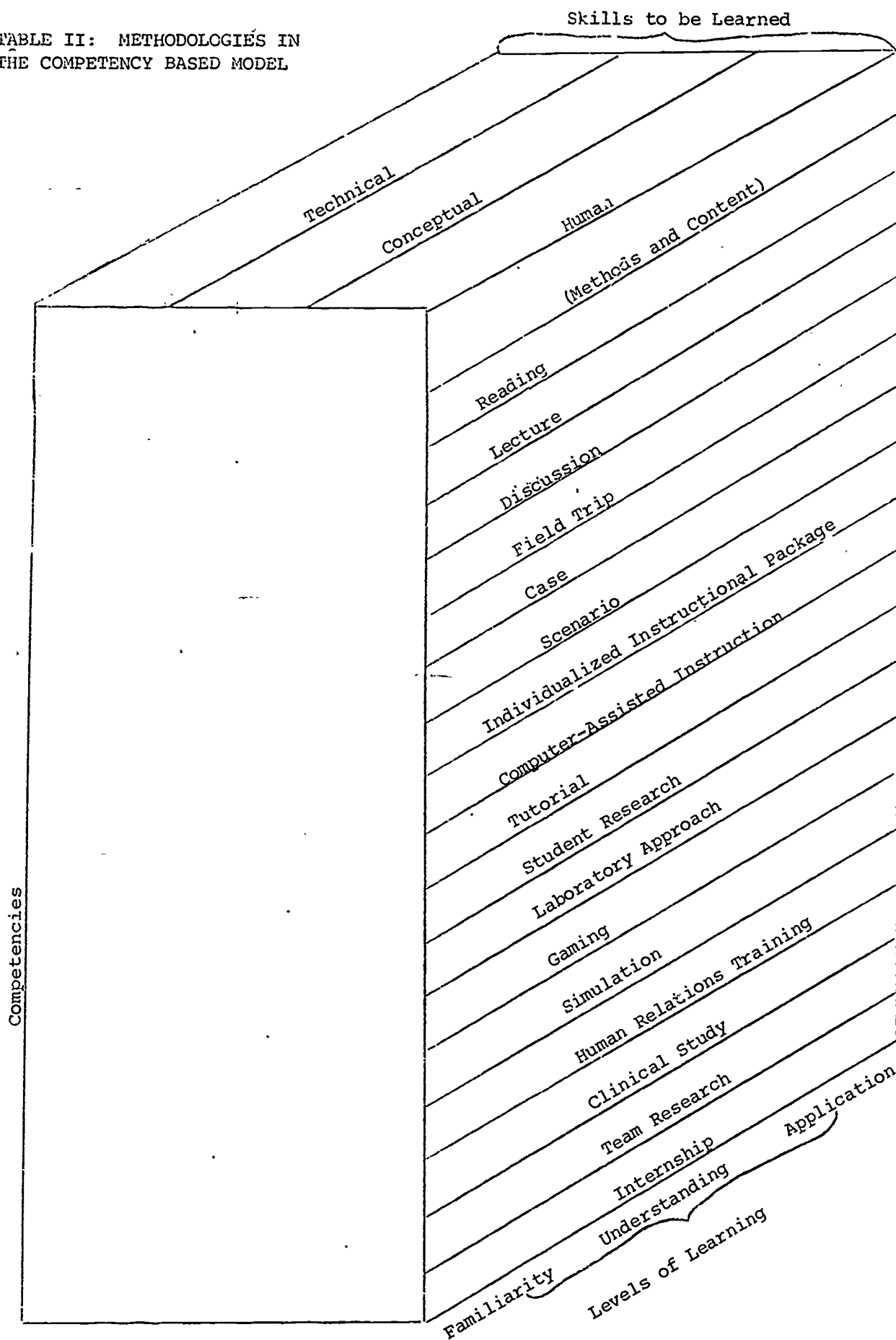THE COMPETENCY BASED MODEL

Skills to be Learned

Technical Conceptual Human

(Methods and Content)

Reading
Lecture
Discussion
Field Trip
Case
Scenario
Individualized Instructional Package
Computer-Assisted Instruction
Tutorial
Student Research
Laboratory Approach
Gaming
Simulation
Human Relations Training
Clinical Study
Team Research
Internship

Competencies

Familiarity Understanding Application

Levels of Learning

TABLE IIl contains the responses of the fifty-one institutions that completed the questionnaire. In this case, percentages are shown as some institutions responded to more than one item. The case study and the internship led the list of methodologies employed when lecture, discussion, and reading were not considered. Field project was third, followed by simulation and surveys, which tied. All other methodologies combined accounted for less than one-third of the institutions responding.

TABLE III

METHODOLOGIES EMPLOYED OTHER THAN LECTURE, DISCUSSION, AND READING

Method	Required (%)	Optional (%)	Total Reporting(%)	
Case Study	12.5	18.6	31.1	
Case Writing	6.3	15.6	21.9	(53)
Internship (formal)	3.0	21.3	24.3	
Internship (informal)	0.0	15.6	15.6	(39.9)
Field Project	12.5	15.6	28.1	
Simulation	6.3	21.3	27.6	
School Survey	6.3	21.3	27.6	
Computer Ssst. Instr.	0.0	15.6	15.6	
All Others	9.2	21.3	30.5	

No claim is made for these findings except that, descriptively, they are indicative of directions institutions are taking, and they provide some notion of the extent of use of relatively new methodologies apart from purely lecture, discussion, and reading types. Periodic and detailed data collection is needed if institutions are to have the kind of information that would be helpful in making program decisions.

Perhaps more important is the need for studies of the institutional
arrangements for program development and the conditions of the professorship
itself. These are perhaps the most important conditioners of program
quality. Data of any useful comparative sort is meager indeed. Some
questions are:

1. How are graduate training programs in educational adminis-
    tration funded in comparison to business, engineering,
    medicine, and law?

2. What is the status of support for program assessment
    and experimentation?

3. What are the student load expectations in terms of
    providing support?

4. What facilities--laboratory, library seminar and work
    spaces, computer and media--are available?

5. What provisions are made for regular contact with the field?
    (Funds for travel, exchanges, joint projects, seed money
    for experimentation, etc.)

6. What is the institutional support for professor renewal?
    (Sabbaticals, part-time relief from duties, etc.)

In a superficial check of six institutions that were willing to
share information departments of Educational Administration were
1) below the average of departments in funding by weighted student,
2) had higher than average student credit hour production (SCH),
3) had travel and sabbatical leave opportunities reduced during the
past five years, and 4) had the highest number of shared or part-time

professorships of any department with which they were compared. These are the institutional conditions which, one could argue, act as constraints upon program quality.

On the positive side much has been done, and a short list of some innovative types of activities of which I am aware might be useful:

1. Development of long-range plans--following the UCEA model.

2. Establishing Individualized Continuing Education (ICE) projects in which professors have mini-grants to improve their competencies.

3. Creation of R and D Labs for professors to develop and test new teaching methods.

4. Providing space and funds for learning teams, regular professorial seminars, "non-groups," and other means for professors to improve themselves.

5. Formation of institutes and other cooperative structures for working with practicing administrators and with professors from related fields.

6. Team teaching and shared instructional arrangements.

7. Extern programs and internships which permit exchange with the field.

8. Competency based and individualized instruction which permits an altered role for the professor.

9. Continued development of simulation, case method, "futures" techniques, etc., which improve the teaching and research role of the professor.

Other items could be added co this list, and it is offered to indicate the improvements that have occurred recently; What is needed is the improvement of institutional conditions that will permit systematic exploitation of the promising practices now available. If these developments can be exploited it can mean an enhanced role for the professor to provide the quality program required by the demands listed at the beginning of this paper. The professor can then keep in close touch with practice, become a developer and tester of learning materials and formats, and develop a much more collegial relationship with individual students and practitioners.

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