

DOCUMENT RESUME

ED 088 839

SP 007 810

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TITLE Compilation of Competency Statements for School Administrators as Derived from Literature. Research Report No. 1.
INSTITUTION Georgia Univ., Athens. Project ROME.
REPORT NO RR-1
PUB DATE Feb 74
NOTE 138p.
EDRS PRICE MF-\$0.75 HC-\$6.60
DESCRIPTORS *Administrator Education; *Administrator Evaluation; Administrator Qualifications; Administrator Responsibility; *Administrator Role; Management Development; Management Education; *Performance Criteria; *Principals; Task Performance
IDENTIFIERS Project ROME

ABSTRACT

This document is a compilation of role and competency statements derived from the literature on competency-based educational administration, and was prepared as a working paper for Project ROME (Results Oriented Management in Education) at the University of Georgia, Bureau of Educational Studies and Field Services. The statements included represent a review of forty-nine currently existing literature sources of competencies for school principals. The competency statements are identified with terms synonymous with "competency" which are currently used by various authors, e.g.: administrative duties, responsibilities, necessary performances, functional roles, etc. (Author)

ED 088839

Research Report No. 1

Compilation of Competency Statements
for School Administrators
as Derived from the Literature

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Prepared for the
Results Oriented Management in Education
Project

Georgia Department of Education/Thomas County, Ga/University of Georgia
February, 1974

SP 007 810

RESULTS ORIENTED MANAGEMENT IN EDUCATION

Identification and Development
of Competencies of Building Level Administrators
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FORWARD

This report compiles in one document much of the existing writing and research done in the area of competency based administration. Part of Project R.O.M.E. (Results Oriented Management in Education) is committed to the task of identifying and developing competencies for school level administrators. The project is a cooperative effort involving the Georgia Department of Education; the Thomas County, Georgia, school system; and the Department of Educational Administration at the University of Georgia.

The lists are not evaluated as to their relative effectiveness in allowing a school system to move toward a competency based description of the principal's role. This evaluating is left to the reader. The compilation does not necessarily fit either the definition of "competency" or the system for classifying competencies currently used in project R.O.M.E. The statements are identified with terms synonymous with "competency," e.g., administrative duties, responsibilities, necessary performances, functional roles, etc., currently used by various authors.

The two individuals from the Project most actively involved in this compilation have been Jonelle Pool, Technical Associate, and Kay Williams, Project Secretary. We appreciate their time and efforts which went into the completion of this report.

Edward A. Poole
Deputy Director
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AREAS OF COMPETENCE

I. Conceptual Skills

- A. The principal is responsible for decision making and conflict management within the school.
- B. The principal is able to analyze and diagnose conflict situations and choose courses of action that respond accurately and adequately to those situations.
- C. The principal has the ability to conceptualize and assess conflict.
- D. The principal can determine nature of conflict and understands the source of conflict

II. Technical Skills

- A. The principal is responsible for planning in the school system:
 1. budget establishment
 2. issuing of contracts
 3. purchasing of books and supplies
 4. planning for future events, with a vision of the future
 5. identifies community groups and goals in relation to the school setting
- B. The principal is able to communicate effectively
Checks on other's perceptions through behavior descriptions, descriptions of feelings, and paraphrasing
- C. The principal is a skillful manager of his school
 1. establishes structural arrangements providing incentive to elicit contributions from members of organizational staff for accomplishment of tasks
 2. allocates staff personnel to accomplish instructional goals
 3. allocates time and space to accomplish instructional goals
 4. develops and utilizes materials, equipment, and facilities to accomplish instructional goals
 5. aware of new techniques and arrangements, their advantages and limitations
 6. technical skills involved in budget preparation, accounting for expenditures, and maintaining inventories on supplies and equipment
- D. The principal shows skill in monitoring decisions

III. Human Skills

- A. The principal takes the lead in building a cooperative effort between faculty members.
- B. The principal serves as a mediator between faculty and central office.
- C. The principal sets the tone for openness and trust in both formal and informal interpersonal relationships.
- D. The principal is aware of others' perception of his role and behavior.
- E. The principal recognizes the value of other staff members and strives to help them build a sense of achievement.
- F. The principal provides opportunities for staff members to accept responsibility.
- G. The principal provides opportunities for staff advancement and personal growth.
- H. The principal builds effective and meaningful interpersonal relations.

I. Instructional Leadership

A. Plans a procedure for developing instruction

1. Collect data through observations, conferences, staff meeting, standardized tests, and school records
2. Reviews instructional material for use in the classroom
3. Lists specific instructional needs
4. Provides a climate for teacher participation
5. Assesses the available facilities for use in carrying out the program
6. Determines priorities for a plan of action

B. Implements a plan of action

1. Develops a written plan of action cooperatively with the staff
2. Holds regular curriculum implementation meetings with staff and/or students
3. Holds information meetings with the community
4. Holds individual conferences with specific teachers
5. Provides or secures in-service activities related to the plan of action

C. Plans a program of supervision

1. Promotes positive attitudes in teachers and students
2. Supervises in-service programs related to staff development
3. Follows a schedule for classroom observation and conference
4. Follows a schedule for instructional meetings
5. Assesses strengths of the administrative personnel and delegates responsibilities accordingly
6. Assesses and utilizes strengths of individual staff members
7. Makes specific suggestions for the improvement of instruction
8. Utilizes staff suggestions for the improvement of instruction

D. Establishes a plan for continuous evaluation

1. Confers with teachers regarding pupil needs
2. Confers with staff regarding teachers' needs
3. Assists teachers in interpreting standardized test results
4. Interprets pupil progress to the community
5. Uses data from classroom observations and inferences to make specific suggestions for improving instruction

II. Interpersonal Relations

A. Promotes positive principal/teacher relationship

1. Schedules regular periods for teachers to meet informally with the principal
2. Posts weekly calendar of his commitments
3. Keeps teachers informed of Department of Education Communications
4. Organizes faculty committees to enhance communications and staff relationships
5. Recognizes and acknowledges the individual strengths of the teacher and counsels for personal and professional growth
6. Delegates responsibilities and the authority to carry out activities
7. Accepts and implements teacher suggestions for organizing and improving the school program.

B. Promotes positive teacher/pupil relationship

1. Helps teachers with student problems
2. Confers with teachers on discipline problems
3. Provides counseling assistance for teachers as it relates to student needs
4. Helps teachers interpret and use student cumulative records
5. Helps teachers develop diagnostic techniques relating to successful student experiences in the classroom
6. Helps teachers develop guidance techniques through scheduled in-service programs
7. Helps teachers respect each child as an individual

C. Promotes positive principal/student relationship

1. Identifies students by names
2. Understands family relationships within the school community
3. Establishes procedures for guidance follow-up
4. Keeps informed of activities that affect the school
5. Provides opportunities for student participation in school activities
6. Involves students in planning appropriate curricular activities
7. Shows interest in student activities by his attendance, support, and/or participation
8. Develops a climate where students feel free to talk to the principal

D. Promotes positive school/community relationship

1. Keeps community informed of changes in the school program
2. Encourages teachers to hold conferences with parents
3. Seeks parent participation in school activities
4. Recognizes and uses community resources
5. Provides a climate in which parents feel free to discuss school matters

6. Keeps parents and community members informed about actions taken regarding their concerns
7. Establishes a parent/school organization
8. Shows interest in community affairs

III. School Management

A. Maintains facilities in proper condition

1. Supervises maintenance personnel
2. Makes periodic inspection of facility
3. Reports and follows through on maintenance requests
4. Establishes a school maintenance committee
5. Enforces public health regulations

B. Maintains a record system

1. Follows established filing procedure
2. Supervises and reviews records kept by teachers
3. Completes Department of Education reports within appropriate deadlines

C. Secures supplies for school operation

1. Assesses and anticipates the supply needs for the school
2. Orders necessary supplies according to guidelines
3. Develops and maintains a system of supply distribution

IV. Professional Growth

A. Maintains a program of professional growth of self

1. Submits an annual plan for professional growth
2. Submits a summary of professional growth activities
3. Takes courses offered in American Samoa for professional growth

B. Maintains a program of professional growth of staff

1. Shares professional literature and innovative practices with the staff and Department
2. Recommends in-service needs of the staff to the proper authorities
3. Meets with staff to review administrative and curriculum matters
4. Encourages staff to take courses offered in American Samoa
5. Helps teachers in the development of a positive attitude toward students and the profession

C. Accepts responsibility for evaluating staff

1. Keeps records of classroom observations and conferences
2. Evaluates staff using Department forms
3. Reviews evaluation with each staff member

Annese, Louis, "The Principal as a Change Agent," Clearing House, Vol. 45, No. 5, pp. 273-277.

Competency Statements for the Principal

1. The principal designs and energizes interpersonal relationships which free the creative energies of the staff.
2. The principal attempts to induce decision making processes at the lowest possible organizational levels commensurate with the organizational level of decision making competence.
3. The principal continually diagnoses, modifies, and makes more effective the new processes of work relationships.
4. The principal possesses an increasing interest in developing individuals with a commitment and self-worth who are fully functioning, productive, and self-responsible.
5. The principal strives to maintain organizational viability and to maintain productive personnel.
6. The principal should be change-oriented, receptive to values different from his own, solicitous of varied staff perceptions, and a facilitator of new patterns of organizational structure.
7. The principal is concerned with the effects of his behavior on the staff.
8. The principal's behavior allows staff members to manifestly exert more influence on educational planning and policies than the principal exerts.
9. The principal strengthens staff functioning in staff work groups from which most staff members gain recognition and security.

Ban, John R., "Twenty-five Cardinal Principles for the School Principals,"
The Clearing House, Vol. 44, No. 7, pp. 441-445.

1. The principal should get to know teachers by their first names and address them as such.
2. The principal writes notes of commendation to those who perform a job well.
3. The principal should circulate a bulletin or newsletter periodically among teachers, part of which content should deal with what is being done in the school's subject matter areas.
4. The principal should send faculty members cards on important occasions to show that he does care.
5. The principal should visit the faculty lounge to talk shop with the teachers.
6. The principal should be accessible to his staff.
7. The principal should be an astute listener and solicit the advice and suggestions of his staff on matters relating to curriculum.
8. The principal should install a grievance box in his office into which teachers can deposit constructive criticism of the administration.
9. The principal should subject himself to a year-end evaluation by his teachers of how he is operating the school. This promotes self-growth and self-improvement.
10. The principal should frequently attend workshops which are subject matter oriented rather than ones on administration.
11. The principal should encourage teachers to experiment with the instructional program and persuade teachers to participate with their classes in state, local, or national contests. Principals should encourage teachers to write up their successful programs for publication in scholarly journals.
12. The principal should request teachers' permission to visit different kinds of classes with the intention of observing not evaluating what is done.
13. The principal should hold weekly meetings with all department heads in which curriculum problems can be aired; these provide communication with instruction.
14. The principal should designate a room in which new curriculum material can be housed.
15. The principal should occasionally bring in subject matter consultants or supervisors to speak briefly at faculty meetings.
16. The principal should demonstrate his continuous concern for learning throughout the school year.
17. The principal should utilize the school's intercommunications system prudently.
18. The principal should have a mailbox like any other teacher.
19. The principal should endeavor to give faculty members and students involved in outstanding academic school projects much deserved publicity.
20. The principal should institute a curriculum committee of lay people in the local PTA or other community school organizations at whose head should be a classroom teacher.
21. The principal should establish a high school student curriculum committee elected by the student body.

22. The principal should make a practice of encouraging teachers to invite him into their classrooms when they are conducting a special unit.
23. The principal should construct a 'What's Being Done in Our School?' bulletin board and locate it in a central position in the school.
24. The principal should periodically meet with new teachers offering assistance when requested.
25. The principal should establish a buddy system by assigning experienced teachers to work closely with new teachers.

Barraclough, Terry, "Administrator Evaluation, Educational Management,"
Eric Clearinghouse on Educational Management. Eugene:
University of Oregon, 1973, ED 074 588.

The administrator must demonstrate competence in these areas:

1. as director of the educational program
 2. as coordinator of guidance and special education services
 3. member of district and school staff
 4. link between community and school
 5. administrator of personnel
 6. member of the profession
 7. director of support management
-

Myers, Mike; Phillips, David; and Nelson, John; "Head of the School, Three Speak," Special Education, Vol. 59, No. 1, pp. 6-9.

Competencies of the Principal/Performance Indicators

1. The head has the responsibility for general school organization
 - a. should consciously plan an organizational structure through consultation with staff
 - b. should be a series of procedures which are meaningful for staff and children which give the maximum number of opportunities for democratic participation
 - c. set up comprehensive staff meetings where routine school business is reported, school policy discussed and decided, child study forms an important part of the agenda
2. The principal should ensure a democratic not autocratic organization for staff meetings.
3. The principal should be a source of ideas feeding in suggestions and information.
4. The principal must welcome ideas and suggestions put forward by staff.
5. The principal sets forth the staff attitude toward learners.
6. The principal must recognize each staff member's right to a private life and provided that there is no action prejudicial to a child's safety, he will not interfere.
7. The principal should ensure that there is some social grouping of children.

Barrilleaux, Louis E., "Accountability Through Performance Objectives,"
National Association of Secondary School Principals, Vol. 56,
No. 364, pp. 103-110.

Performance Objectives

Diagnostic Process

- a. Prescriptive
- b. Implementive
- c. Evaluative

Within each area of accountability

Instructional Program
Personnel Development
Community Relations
School Management

<u>Area of Competence</u>	<u>Competency Statement</u>
Open Communication	<ol style="list-style-type: none">a. The principal listens and clarifies activelyb. The principal seeks feedback from students and faculty regarding his effectiveness in achieving school objectivesc. The principal develops teaching communication skills
Problem Solving	<ol style="list-style-type: none">a. Uses the problem solving approach to establish stable limits for the schoolb. Uses problem solving to deal with concerns with students, teachers, parents, and violations of the stable limitsc. Introduces problem solving skills as part of the curriculum
Shared Decision Making	<ol style="list-style-type: none">a. Actively participates in making staff decisions, and assuming the responsibility for the decision madeb. Participates on long range planning teams for establishing and implementing plansc. Develops a plan to share the classroom decisions with students
Accountability	<ol style="list-style-type: none">a. Identifies the basic academic skills and provides opportunities for students to master themb. Accountable for supplies, materials, department duties, students, and teachersc. Carry out basic school policies, processes, and objectivesd. Develop a growth plan and gain skills in the processes to work toward attaining objectives
Cooperation	The principal seeks assistance from other sources of expertise.
Evaluation	<ol style="list-style-type: none">a. The principal is able to demonstrate ways in which teachers are using assessment methods to identify the cognitive, effective, and psychomotor needs or desires of studentsb. The principal is able to identify ways in which teachers are providing students with opportunities for self-evaluation

<u>Area of Competence</u>	<u>Competency Statement</u>
Evaluation (Cont.)	<ul style="list-style-type: none">c. Can demonstrate that a variety of evaluation procedures are available for staff members to select from to assess individual effectivenessd. The principal is able to demonstrate that he solicits evaluative feedback concerning his administrative effectiveness
Instruction	<ul style="list-style-type: none">a. The principal is able to demonstrate that the instructional program is becoming increasingly responsive to the needs of students for successful learning experiences at their own levels of activityb. The principal is able to demonstrate that reward rather than punishment is the primary means used to influence student behavior
Student Activities	<ul style="list-style-type: none">a. The principal is able to demonstrate the manner in which students, staff, and the general community are involved in designing the student activities programb. The principal is able to describe specific procedures used to insure the opportunity for all students to have friends
Administration	<ul style="list-style-type: none">a. Delegates goals and priorities, involving faculty and appropriate othersb. The principal is able to demonstrate that procedures have been established for regularly identifying and reporting facilities in need of correctionc. The principal is able to demonstrate that inventory procedures and district audit provisions have been implementedd. The principal is able to identify specific feedback from staff concerning needed changes in district and school level business administrative procedures

FUNCTIONS, FUNCTIONAL OBJECTIVES AND FUNCTIONAL COMPETENCIES

- A. Planning: to develop educational programs with respect to the needs, objectives, and available resources of the population served
1. to understand the foundations of education
 - a. to identify past and present philosophies of education and to develop reasoned assumptions about their implications
 - b. to identify learning theories and to develop reasoned assumptions about their implications
 - c. to describe and order historical trends in the development of education and to develop reasoned assumptions from their implications
 - d. to structure a consistent philosophy of educational leadership
 2. to develop general and specific educational objectives
 - a. to translate the stated philosophy of a school system into general system wide objective
 - b. to design individual school objectives
 - c. to write specific behavioral objectives for individual learner
 3. to develop instructional and support programs for the school system
 - a. to design new and modify existing curricula
 - b. to plan a rationale for staffing
 - c. to analyze relationships among varying staff roles
 - d. to define and design the need for support programs; i.e., pupil personnel services, busing, etc.
 4. to develop resource projections
 - a. to define and analyze types of school organizations
 - b. to explain resource development; i.e., where monies come from
 - c. to analyze community needs in the light of expected objectives, demographic data, and resources
 5. to interpret budgetary concerns
 - a. to restructure the educational program into a spending plan
 - b. to articulate the financial needs of the school system
 - c. to formulate planning programming, and budgeting systems for the schools

B. Communicating: to develop methods of internal and external group processes

1. to develop processes and techniques of leadership as related to staff and students
 - a. to demonstrate processes and techniques of supervision and its effective utilization
 - b. to demonstrate the processes and techniques of collective negotiations and its effective utilization
 - c. to demonstrate the role of decision making in educational leadership and its effective utilization
2. to comprehend the potentials of external organizational relationships
 - a. to select proper media recording to purposes and circumstances
 - b. to maintain open relations with the public
 - c. to identify power structures
 - d. to design a plan for participation and responsibility on the part of parents and community representatives
 - e. to formulate policy for interacting with the city, state, and federal governments

C. Allocating: to utilize human and material resources within the organization

1. to utilize and develop the human resources available
 - a. to structure manpower in accord with needs and technical skills available
 - b. to structure manpower utilization patterns for educational institutions
 - c. to define and design in-service education programs
2. to utilize and develop material resources
 - a. to design facilities for educational programs
 - b. to develop processes for obtaining material resources
 - c. to develop processes for the maintenance of material resources

D. Evaluating: to compare the desired outcomes of the organization with actual accomplishments based upon performance indicators with respect to the needs, objectives, and available resources of the population served

1. to understand the methods and techniques used in evaluating
 - a. to use systematic methods of evaluation
 - b. to cite commonly used standardized measures
 - c. to apply and demonstrate the use of research techniques

2. to develop evaluation designs for processes and products
 - a. to design evaluation programs for student growth
 - b. to design evaluation programs for staff effectiveness
 - c. to create research designs for educational programs

Cook, Halsey Hammond, Jr. and Van Otten, Kenneth Peter, "A Study of the Prime Competencies Required to Perform the Tasks of the Secondary School Principal," Dissertation Abstracts, University of Utah, 1972.

Areas of Competence

1. Staff improvement
 - evaluation, in-service training, involvement in policy information
2. Program evaluation and planning
 - curriculum development, instruction
3. Staff personnel
 - assignment, working conditions, certification, and classification
4. Research and development projects, investigation of new techniques, innovation, and change
5. Pupil personnel
 - guidance, counseling services
6. Building level organization and control and school plant
7. Student control: discipline and attendance
8. Community services and community relations
9. Business affairs, budget, accounting, and purchasing
10. District-wide policy development and Board of Education staff work
11. Student activities supervision including sports and music
12. Auxiliary services (cafeteria, transportation, health, and safety)

Competency Statements

1. Involving the staff in developing educational goals and objectives
2. Developing and improving the staff by attracting and retaining competent personnel
3. Maintaining morale
4. Encouraging teachers to practice creative and innovative techniques
5. Initiating long range planning procedures, involving parents, teachers, and students
6. Utilizing resources and money to provide for the educational program of the school
7. Providing curricular and instructional leadership
8. Working with the school board, superintendent, and staff personnel in the establishment, coordination, interpretation, and enforcement of school district policies

Dederick, Warren E., "Competencies of the School Administrator," Phi Delta Kappan, Vol. LIV, No. 5, January 1973, pp. 349-350.

Domain 1. Initiating and Responding to Change: Developing one's own framework for initiating and receiving proposals for change.

1. demonstrates personal commitment to the education of all students in the schools
2. supports the individual's need for personal development, for positive self-identification, for pride in ethnic background, and for respect of life styles of other cultural groups
3. respects the legitimacy of concern shown by parents and community regarding policies and operations of the school
4. recognizes that interaction with the informal organization within a school is essential to the functioning and administration of the school
5. recognizes the power of primary groups of the informal organization and interacts with them accordingly
6. demonstrates a suitably "open mind," able to review new ideas and information without threat or discomfort and to deal with them with relative objectivity
7. designs strategies for initiating and managing proposals at an action level
8. monitors and supports processes and outcomes

Domain 2. Decision Making

1. recognizes when a problem exists and is able to identify it correctly
2. clarifies problems through acquisition of relevant information
3. determines what is fact and what is opinion
4. assigns priorities to completion of problem-solving tasks
5. seeks, identifies, and evaluates alternate solutions
6. understands types of decisions which can be made; e.g. terminal, interim, conditional--and the likely consequences of making each type of decision
7. seeks more information when necessary to solve a problem
8. understands legal, economic, sociocultural, and policy limitation on the decision-making process
9. distinguishes between decisions that are and those that aren't one's direct responsibility in reference to both superior and subordinate personnel
10. establishes procedures for decision-making in which community representatives, faculty, and students are active participants
11. involves those persons who will implement the results of a decision in the making of that decision
12. clarifies the commitments resulting from a decision to those who will carry it out and to those it will affect

Domain 3. Support for Instruction and Learning

1. distinguishes between fundamental and school instructional problems and symptoms of instructional problems

Domain 3. (Cont.)

2. assures the continuing development of a curriculum design in each area of study
3. establishes and maintains unbiased schoolwide commitment to the academic achievement of all students
4. develops a student-centered program of instruction
5. shares with faculty learning theories which are pertinent to classroom instruction
6. executes a plan for developing understandings in the community of the instructional program in the school
7. develops a uniform system of evaluation of faculty performance which is clearly understood by those evaluated and those to whom evaluation reports are sent
8. assists teachers to gain insight into the learning styles of children
9. develops methods for helping teachers gain insights into their own teaching styles
10. executes a plan for examining classroom dynamics by teachers
11. assists teachers in encouraging divergent and convergent thinking in the classroom
12. utilizes faculty members with unique competencies in a manner designed to achieve "multiplier effects"
13. utilizes neighborhood, citywide, and statewide resources in the execution of the instructional program
14. maintains a relationship between current school programs for students and later vocational achievement
15. promotes student growth in aesthetic sensitivity and in constructive use of leisure time

Domain 4. Human Relations and Morale

1. initiates structure
 - delineates the relationship between oneself and the members of one's work groups
 - establishes well-defined patterns of organization, channels of communication, and methods of procedure
2. demonstrates consideration through behavior indicative of friendship, mutual trust, respect, and warmth, in relationships between oneself and members of one's staff
3. demonstrates a range of techniques to involve the faculty in the effective formation of policy decisions which the faculty will have to implement
4. communicates promptly to teachers information concerning problems of children in their classes
5. involves teachers in deliberations of guidance counselors, parents, and principal concerning children in their classes
6. shows support for the abilities of staff to teach and of the children to learn
7. communicates to parents information concerning major changes in school policy, curriculum, or teaching practices

Domain 5. Evaluating School Processes and Products

1. constructs and implements an evaluation design which systematically relates intention, observations, standards, and judgments
2. executes an evaluation plan which stimulates rather than inhibits the personal and professional growth of individuals in the school organization (students, faculty, parents, community members)
3. relates evaluation to ongoing decisions and actions of the organization and its environment

Domain 6. Responding to Problem Situations

1. demonstrates sensitivity to role-identification of his co-workers
2. acts to reduce problems resulting from role conflict and role ambiguity
3. recognizes the varying roles of individuals within a working group and thereby facilitates group process
4. understands the dimensions of organizational climate and his role and function in establishing or changing the climate in a school
5. recognizes that conflict can lead to beneficial change and therefore "manages" conflict toward positive resolution
6. plans and introduces range of structures, techniques, and processes for effective conflict management, focusing on efforts to keep the energies of group members directed toward goals consonant with those of the organization
7. makes use of change agents from outside the schools to create a temporary social system within the school for the express purpose of facilitating change
8. delegates responsibility for problems to appropriate subordinate levels when problems can be treated effectively at those levels

English, Fenwick and Zaharis, James, "Crisis in Middle Management,"
National Association of Secondary School Principals, Vol. 56,
No. 363, pp. 1-10.

Areas of Competence of School Principals

1. The principal establishes the school climate by deciding how "close" the supervision of teachers will be, how communication will occur and whether staff are involved in decisions close to them.
2. The principal determines the degree of school/system harmony and unity.
 - The principal interprets system decisions and priorities to the teaching staff, and they decide whether the school system can be supported in reaching its goals.
3. Arbitrate conflict in the distribution of intra-school resources
 - a. The principal creates a spirit of cooperation between staff members.
 - b. The principal must abandon a defensive posture and exert pressure on the administration to decentralize.
4. The principal assumes the leadership of the school.

Jones, J. L., "Decentralization as a Management Tool," National Association of Secondary School Principals, Vol. 55, No. 359, pp. 83-91.

Four Types of Functions in Which all Principals Must be Competent:

1. Improving the educational program
2. Selecting and developing personnel
3. Working with the community
4. Managing the school

Competencies

1. The principal is central to decision-making, to the resolution of problems, and to effective school-community relations.
2. The principal solves problems at the building level whenever possible.
3. The principal supplies the necessary detailed information for developing new programs and making long range plans.
4. A good building principal enhances the image of the superintendent.
5. The principal takes on total responsibility for the operation of the building, and demands all services they are properly entitled to.

Gaynor, Alan K., "Preparing the Organization for Effective Responses,"
Performance Objectives for Innovative Principals: Concepts and
Instruments. Atlanta: Joint UCEA and Atlanta Public Schools
Project, working paper, n.d., pp. 1-40.

Delegater: The principal should delegate the task but need not be involved in direct and close supervision of its accomplishment.

Coordinator: The task should be done by others but the principal should play an integrative role..

Facilitator: The task should be done by others but the principal should be available to provide whatever support he can.

Motivator: The principal should stimulate others to accomplish the task.

Participant: The principal should be involved with others as a colleague (peer relationship) in accomplishing the task.

Evaluator: The task should be done by others but the principal should be involved in judging its outcomes.

Tasks:

1. Collecting, preparing, and disseminating information within the school and the school system.
2. Evaluating student performance.
3. Implementing educational innovations.
4. Assessing educational needs.
5. Improving staff interaction.
6. Recruiting professional personnel for the school.
7. Working with other educational agencies in the community (e.g., private and parochial schools).
8. Working with non-educational public agencies in the community (e.g., Police, Fire, Health, Youth, Welfare, and Judicial agencies).
9. Managing school budgeting and accounting.
10. Maintaining the status of the school in the community.
11. Planning the instructional program.
12. Maintaining the status of the school in the school system.
13. Selecting and hiring professional personnel for the school.
14. Communicating performance information to individual staff members.
15. Seeing to his own professional growth.
16. Developing educational goals.
17. Evaluating teacher aides and other similar sub-professional staff performance.
18. Interpreting and using measures of school operation effectiveness.
19. Orienting new staff members.
20. Dismissing professional personnel from the school.
21. Providing information in the form of reports to superiors.
22. Evaluating professional staff performance.
23. Transferring professional personnel from the school.
24. Enforcing school procedures, rules, and regulations.

25. Developing and maintaining contacts with formal and informal groups in the local community.
26. Seeing to the professional growth of the clerical and custodial staff.
27. Seeing to the professional growth of teacher aides and other similar sub-professional staff.
28. Identification and resolution of long-range problems contributing to immediate pressures on the school.
29. Promoting and granting tenure to professional personnel in the school.
30. Developing performance criteria for teachers and other professional personnel, including assistant principals.
31. Assessing the educational needs, desires, and attitudes of the local community.
32. Evaluating educational innovations.
33. Implementing educational goals in the school.
34. Seeking additional materials, funds, and/or personnel for the school from the Central Administration and the Board of Education.
35. Handling staff grievances.
36. Articulating and communicating educational goals to the local community.
37. Maintaining routine student discipline.
38. Determining school procedures, rules, and regulations.
39. Articulating and communicating educational goals to teachers and students.
40. Responding to local community disorders.
41. Scheduling classes.
42. Developing performance criteria for students.
43. Hiring, firing, and promoting clerical and custodial personnel in the school.
44. Hiring, firing, and promoting teacher aides and other similar sub-professional personnel in the school.
45. Seeing to the professional growth of the professional staff.
46. Allocating instructional resources among teachers and other school personnel (e.g., supplies, equipment, instructional materials, physical space, etc.).
47. Dealing with major school disturbances.
48. Seeking additional funds, materials, and/or personnel for the school from persons and/or organizations outside of the school system.
49. Developing and maintaining contacts with parents and other individuals in the local community.
50. Developing criteria for evaluating his own performance as principal.
51. Formulating within the school procedures to measure the effectiveness of the school's operation.
52. Evaluating clerical and custodial staff performance.

Goldman, H., "The Principal and the School Community," Theory Into Practice, Vol. 11, No. 1, pp. 9-16.

Areas of Competence for the Principal

1. Coordination of instructional services and diagnosis of organizational needs
2. External relations with the various publics
3. Coordination of activities with and derivation of resources from the other segments of the school system

Competencies

1. The principal will constantly focus on the degree to which teams are accomplishing their stated objectives.
2. The principal insures that the instructional team confronts problems and resolves them.
3. The principal will be concerned with developing an appreciation within the staff of the importance of building and system-wide problems.
4. The principal defines for his staff the positive implications which might emanate from concern and action on their part.
5. The principal strives to create an atmosphere of continuous interaction relative to the task at hand.

Hunkins, F. P., "New Identities for New Tasks," Educational Leadership, Vol. 29, No. 6, pp. 503-506.

Competencies for the Principal

1. The principal is a facilitator of quality instruction.
2. The principal is an "educational business manager" coordinating activities relating to the business aspects of the school.
3. The principal is an instructional and curriculum facilitator.
4. The principal guides planning, assists in strategy development, assists in planning teacher workshops, coordinates curricula for teachers and parents to keep them informed of modern education.
5. The principal also functions as a resource person to his staff by coordinating aspects of the curriculum which are his specialties.
6. The principal serves as a supervisor for other staff members.

Graff, Orin B., Improving Competence in Educational Administration, New York, Harper and Brothers, 1956.

Administrative Competencies

A. Function: allows all concerned to share in formulation of policies or programs

1. accepts responsibility for seeing that policies and programs are formulated through the cooperative process
2. gives each group (pupils, teachers, lay public) an opportunity to participate appropriately; that is; gives representatives of all groups affected by a policy or program the chance to share in its formulation
3. encourages each person to participate
4. encourages people to recognize and accept problems
5. does intelligent pre-planning
6. encourages each person to accept for examination the ideas of others
7. makes available resources which can contribute to intelligent decisions
8. contributes to group thinking as a member of the group without dominating it
9. withholds judgment and action and encourages the group to withhold judgment and action until all reasonably available evidence is considered
10. is willing to accept the decision of the group when cooperatively arrived at through intelligent study
11. seeks to understand his own motivations and help others to understand their motivations as a part of the process
12. provides for group evaluation of policies and programs
13. presents policies and programs for board action after group study

B. Function: allows for all to share in execution of policies and program plans

1. accepts the responsibility for supervision and coordination in the execution of policies and programs
2. translates policy into action at appropriate times
3. interprets policies and programs to the public
4. makes decisions in line with policies and assists others to do likewise
5. assigns responsibility and power to act concurrently
6. organizes the school staff to carry out policies and programs in accordance with sound principles of organization
7. makes decisions in the absence of policy, but refers tentative policy to the group
8. adjudicates differences of opinion among staff members seeking the maximum welfare of the individuals consistent with the program of the school
9. refers dilemmas involving the welfare of the community to the school board for consideration
10. encourages personnel to interpret and carry out their executive responsibilities in close cooperation with others having related responsibilities

AREAS OF CRITICAL TASKS OF EDUCATIONAL ADMINISTRATION

I. Curriculum and Instruction

A. In formulating curriculum objectives, the administrator

1. stimulates, in himself, the staff, and the school patrons, the development of understandings of the culture in which the school is located as well as its broader national and world setting
2. promotes clearer understanding of child growth and development and of the nature of the learning process
3. collects and makes available to instructional staff and others needed materials and information
4. makes certain that time and organizational machinery and means are provided to do the job
5. summarizes and coordinates progress in the clarification of objectives and disseminates information to all concerned
6. encourages school workers to keep objectives continuously in mind and to evaluate the school program in relation to them

B. In determining content and organization, the administrator

1. organizes the administrative and teaching staff, together with interested laymen and experts, for a cooperative attack on:
 - a. clarification of objectives relating to behavior of pupils
 - b. formulation of learning experiences and patterns which will induce desirable behavior in line with objectives (activities, units of work, courses of study, etc.)
 - c. determination of best curriculum design and organization to accommodate items in b--separate elementary and secondary programs, broad fields, grades 1 through 12, activity programs, core curricula, small vs. large blocks of time, selection of areas and courses within areas
 - d. establishment of appropriate procedures for evaluating progress toward objectives and for making changes in curriculum content and organization
2. encourages continuous experimentation and curriculum improvement and coordinates achievements by publicizing and helping to keep attention focused on immediate goals and on the implementation of agreements reached
3. encourages consideration of the educational needs of all groups and provides in the program for special needs such as those of adults and part-time youth

- C. In stimulating the improvement of teaching (methods), the administrator
1. attempts to develop in teachers clearer understandings of more effective practices for attaining objectives
 2. encourages designed experimentation in teaching methods
 3. encourages teachers to focus attention on the individual learner--to consider the conditions favorable to good learning, conditions which hamper learning, variations in capacity and goals among learners, the integral nature of human development, the psychological continuity in individual development, and the necessity for individual purpose in effective learning
 4. establishes and maintains an atmosphere conducive to individual growth and productive group problem solving
 5. fosters teacher-pupil and teacher-pupil-parent planning
 6. keeps informed about new teaching aids; sees that they are available and that teachers are trained to use them effectively
- D. In providing instructional materials and resources, the administrator
1. sets up machinery for the cooperative selection of materials and for their storage, allocation, distribution, and perpetual inventory
 2. encourages maximum use of materials and resources indigenous to environment
 3. makes sure that uses of materials are adequately evaluated
- E. In evaluating the results of teaching, the administrator
1. sets up machinery for the cooperative (teacher, pupil, parent) and continuous evaluation of all the curriculum objectives
 2. uses all appropriate evaluative techniques and all sources of evidence that will shed light on attainment of objectives
 3. leads those concerned to the realization that objectives are not actually attained except in action and behavior
 4. uses evaluative results to better understand learner's capacities, to determine program or teaching weaknesses to be strengthened, and to serve as a basis for recording and reporting progress and for more effective guidance
 5. uses evaluative results to further cooperative planning by the school and community in improving program

II. Student Personnel

The administrator

- A. sets up machinery to ascertain continuously trends in school enrollments and the interpretation of these data with respect to building, staff, and other needs. This involves number of births, migration, and holding power trends.

- B. makes systematic plans for pupil (and parent) orientation and pupil placement and transfer within the system
- C. fosters the establishment of relationships which will enable the pupil to find an active participating place for himself in the on-going school program
- D. establishes a record system which encompasses all of the information necessary to effectively guide the pupil in discovering his own capacities, in choosing his goals, in planning the best program for his total growth, in evaluating progress toward his goals, and in selecting next steps in his own post-school development
- E. assists the staff in organizing arrangement for the most effective counseling and guidance
- F. fosters the development by the staff of a functional system of reporting pupil growth in terms of the program objectives of the school. This would include promotional policies, graduation requirements, and diplomas.
- G. sets up machinery for the systematic follow-up of graduates and dropouts, and uses information obtained for program improvement
- H. sets up and maintains an adequate system of pupil accounting
- I. establishes means to deal with irregularities, such as critical disciplinary problems, truancy, and psychological maladjustments, through cooperation with the juvenile court and other community agencies
- J. coordinates pupil personnel activities and presents pertinent information regarding them to the community
- K. provides for the evaluation of pupil personnel activities and programs in order that improvements may be accomplished

III. Staff Personnel

- A. In determining personnel policies, the administrator
 - 1. uses the resources of the staff and the community through an appropriate organization
 - 2. refers appropriate problems to the organization for study and recommendation of policy (selection, allocation, dismissal, salary, sick leave, tenure, staff organization, staff evaluation, etc.)
 - 3. provides appropriate times and places for individual and committee work

4. provides services, materials, and information needed (clerical, secretarial, research findings, etc.)
 5. provides for the adoption and implementation of the recommendations
 6. provides for a continuous study, evaluation, and revision of the accepted policies (in terms of their operational values)
- B. In securing of staff personnel, the administrator
1. aids and assists in the recruitment of prospective staff personnel
 2. provides for the determination of the job requirements
 3. determines with appropriate assistance the number and qualifications of people needed
 4. locates and maintains records of potential employees
 5. selects, recommends for employment, and contracts with appropriate personnel in keeping with approved policies and procedures
- C. In providing for personnel welfare, the administrator
1. assists in the adjustment of the personnel to the job, to associates, to the community, etc.
 2. seeks the continuous improvement of policies and practices at all levels (salary schedules, provisions for sick leave, etc.)
 3. seeks the development of a climate which encourages faith, confidence, and sympathy for mutually solving personal and professional problems
 4. promotes the improvement of personnel welfare (before the board of education, the community, the legislature, etc.)
 5. makes provision for and encourages wholesome social activities
 6. provides counseling and guidance on personnel and professional problems
 7. encourages the method of consensus among operating groups as a way of preventing unwholesome differences
 8. provides the ways and means of working with the great variety of teaching and nonteaching personnel and professional organizations within the system (educational associations, unions, etc.)
- D. In stimulating and providing opportunity for professional growth, the administrator
1. seeks the development of a climate conducive to desirable working relationships
 2. encourages counseling with associates, specialists, and others; plans inter-visitations, exchange of personnel, advanced study, and educational trips
 3. provides for and encourages freedom to use new ideas and new techniques within the accepted philosophy and objectives
 4. considers the plan for program improvement a primary means of professional growth
 5. encourages professional reading, workshop participation, active membership in professional organizations, etc.

6. encourages and provides opportunities for self-evaluation

E. In building and maintaining high staff morale, the administrator

1. creates a feeling on the part of each person that he is a member of a whole team, and that what he does is a contributing factor to the success of the program
2. fosters mutual confidence and wholesome relationships among all staff members
3. provides a desirable working environment and essential instructional materials and equipment
4. provides for the development of the maximum leadership of each staff member
5. encourages recognition and commendation of worth-while accomplishments
6. seeks to expedite administrative decisions within the framework of approved policies and accepted organizational procedures
7. encourages a free flow of criticisms on administrative decisions, which are transferred immediately to policy-making groups

F. In seeking the maximum utilization of staff personnel, the administrator

1. provides an organization whereby staff members, community representatives, and state and regional specialists may cooperatively participate in the identification of significant educational problems
2. utilizes the special abilities within the staff, within the community, and within the state and region on identified problems
3. provides for the integration and coordination of efforts of personnel
4. provides the time, materials, and related services necessary to facilitate the work
5. facilitates the dissemination of recommendations for further study, revision, and acceptance by the entire staff and the community
6. provides for the implementation of the accepted recommendations
7. provides for the maximum utilization of staff personnel in appropriate ongoing evaluation and revision activities
8. provides for the clarification of duties and relationships among personnel
9. delegates authority commensurate with responsibilities
10. provides appropriate space, materials, supplies, and services for the fulfillment of responsibilities

IV. School Plant

A. In formulating objectives, the administrator

1. creates a favorable climate to enable pupils, educational staff, school board members, parents, and other citizens to study conditions relating to the school plant
2. assists community groups to recognize the need for safe, pleasant, functional, and efficient school plants to serve as home and operational center for the community program of education
3. uses studies, information, materials, and the resources of agencies to assist community groups to understand the implications of the school plant
4. develops policies to be recommended to the board of education concerning the scope of the educational plant and its use through cooperative participation of community groups
5. assists in the preparation of educational specifications in terms of the educational programs
6. arranges opportunities for the staff and community to appraise school plants in relation to the total educational program

B. In the planning and construction of new school plant facilities, the administrator

1. recommends to the board of education the employment of a competent school architectural staff
2. presents to the selected architect the educational specifications which form the basis for the physical facilities
3. evaluates the preliminary plans of the architect with educational staff, board members, and community representatives
4. presents and recommends for adoption completed plans and specifications which have been approved by the necessary governmental agencies
5. presents to the board of education final plans for financing new facilities
6. recommends to the board of education contracts to be awarded in accordance with accepted bid practices
7. oversees actual construction, approving payments and minor changes in plans with the consent of the architect
8. approves the completed facilities in cooperation with the educational staff, board of education, and community groups
9. procures furniture and equipment with the assistance of the educational staff, board of education, and community groups
10. helps staff and community understand that the purpose of the school plant is to serve the educational program

C. In the operation and maintenance of the school plant facilities, the administrator

1. recommends to the board of education, with the assistance of the educational staff, the employment of approved personnel and provides for their continuous training
2. arranges for the functioning of maintenance schedules for individual buildings and system-wide services

3. provides for the procurement, storage, distribution, use, and evaluation of materials and supplies
4. makes provision for periodic appraisal of maintenance programs with modification and improvement as indicated
5. assists in relating maintenance to the daily work of pupils and educational staff, and helps make maintenance personnel an integral part of the educational program

V. Organizational Structure

In developing a satisfactory staff organization, the administrator

1. determines cooperatively the number of staff members the system requires and the number the resources of the system will permit
2. makes an analysis of the program of the system, listing the jobs to be performed and indicating the logical combinations, where necessary
3. selects suitable candidates for the positions indicated and makes appropriate recommendations to the governing body for their employment
4. makes necessary allocation of duties and responsibilities among the members of the staff through a series of conferences

VI. Finance and Business Organization

A. In formulating objectives, the administrator

1. assists the people in the community in determining the program of education
2. helps the members of the community to determine the available and potential resources which may be secured to support the educational program
3. uses studies, information, material, and resources of various agencies in developing a plan of growth for the educational program
4. evaluates the financial program with members of the community in order to insure educational opportunities for every individual in the system

B. In facilitating the flow of funds into the educational program, the administrator

1. translates the educational program into a financial budget with the assistance of the educational staff and community groups
2. recommends the financial budget to the local board of education and other governmental agencies as required by law
3. makes the necessary applications for the delivery of funds to the district treasury from the various governmental agencies
4. makes provision for the safeguarding of funds of the district and their payment according to law

- C. In disbursing the funds of the district, the administrator
 - 1. arranges for the purchase of services and materials in accordance with the financial budget and with authorization of the board of education
 - 2. maintains adequate financial records and makes periodic reports to the necessary governmental agencies

- D. In accounting for the funds expended in the operation of the educational program, the administrator
 - 1. arranges for the formal annual audit of accounts and other necessary audits
 - 2. makes public reports of financial expenditures to governmental agencies and people
 - 3. assists people of the community to appraise the effectiveness of public-school expenditures in terms of the educational program and opportunities

VII. Transportation

- A. In formulating objectives, the administrator
 - 1. creates a favorable climate to enable pupils, teachers, school board members, parents, and other citizens to study conditions relating to school transportation
 - 2. assists community groups to recognize the need for safe, convenient, comfortable, and efficient transportation in getting children to and from school, in extending learning opportunities through community visits and trips, and in providing appropriate service to the community program of education
 - 3. uses studies, information, materials, and other agencies to assist community groups to understand the implications of transportation
 - 4. develops policies to be recommended to the board of education through cooperative participation of community groups

- B. In the operation of the transportation system, the administrator
 - 1. facilitates the procurement of equipment and supplies through approved methods of purchase and contract
 - 2. organizes and provides an efficient system of maintenance to enable the transportation system to operate safely and with dispatch
 - 3. arranges for the selection, training, and supervision of personnel who perform the many and varied functions of the transportation system in operation
 - 4. develops effective working relations with road department and other governmental agencies
 - 5. provides opportunities for the educational staff and members of the community to appraise transportation services in terms of objectives and the educational opportunities

Graff, Orin B., and Street, Calvin M., "Know-How of the Educational Administrator," Improving Competence in Educational Administration, Harper and Brothers, New York, 1956, pp. 224-243.

I. Design and Improvement of Total Program of Education

A. Skill

1. in getting people to work together harmoniously as a functioning and purposeful group
2. in working as a member of a group to promote free discussion and the formation of consensus opinions
3. in aiding the group in the process of problem and need identification
4. in stimulating group thinking
5. in fact finding and research activities appropriate to the problem to be solved
6. in leading group discussions without dominating the thinking and forcing the conclusions
7. in recognizing abilities in others--contributions they can make toward group effectiveness
8. in aiding members of the group to formulate purposes and assume responsibility
9. in identifying and defining school functions in the context of the totality of community functions
10. in group dynamics--control and use of the forces operating upon and within a group situation
11. in devising learning experiences designed to achieve the desired objectives and purposes
12. in communicating, examining, and evaluating ideas
13. other items appropriate to the task

B. Attitudes

1. a belief in the efficacy of the group process in the solving of common problems
2. a respect for the dignity, integrity, and inherent worth of others
3. a belief that, when informed, people will choose and support a good program of public education
4. a feeling that each person has a valuable contribution to make toward the success of the educational program
5. a belief that the public school system is a democratic cooperative enterprise
6. a desire to be governed by facts even when they challenge a belief
7. a belief that democratic education liberates and uses the intelligence of all its members
8. all other items appropriate to the task

C. Knowledge

1. of "group dynamics"
2. of other school programs (local, state, national)
3. of research and fact-finding procedures and community study techniques

4. of the service functions and social forces which cause the community to exist
5. of human growth and development (physical and psychological)
6. of the human needs which may be logically assigned as a responsibility of the public school
7. of the emotional and psychological factors operating upon the members of a cooperative group endeavor
8. of the theories and value systems basal to democratic action
9. other items appropriate to the task

D. Understanding

1. that the school is only one of the many social institutions, and its function is to improve the quality of human behavior
2. that in a democratic society the public school functions for the benefit of all
3. that people have the right to say what their public school program shall be
4. that school program improvement is best achieved through cooperative evolutionary means
5. that, in terms of a common problem, plans are more effectively made as a group endeavor; execution is usually a matter of individual responsibility
6. that human behavior is usually controlled by emotions as well as by thinking
7. that democratic education guarantees to all the members of its community the right of sharing in the determination of the aims of the educational program
8. that the right of sharing in the planning entails a responsibility in the execution of the plans
9. that the school must, logically, reflect the society and culture within which it exists
10. that for a society to be strong, there must be a common core of social values to which all, or nearly all, subscribe
11. that in our specialized industrial culture the force of certain unorganized educational factors--farm life, helping parents provide the family subsistence, and the like--has declined, and this fact has placed an added responsibility upon the schools
12. that "transmitting the cultural heritage," as an educational aim, means aiding the learners to understand the contemporary culture
13. that organizational schemes are devised to facilitate and give freedom of action to the learning process
14. other items appropriate to the task

II. Curriculum Design and Development

A. Skill

1. in stimulating and helping those concerned to establish and clarify the school's aims and purposes

2. in getting and using expert opinion in those curriculum phases which require professional advice
3. in describing to others his ideas regarding learning experiences or things-to-be-done to achieve the school's purposes
4. in relating the contributions of various organized areas of learning to the needs of the total program of education
5. in recognizing developmental levels in those learners pursuing the curriculum
6. in devising and in assisting others to devise learning experiences appropriate to the interests and developmental levels of those learners
7. in defining and in assisting others to define the behavior changes to be achieved through the learning experiences, and in indicating how these behavior changes relate to the aims and objectives of the school
8. in incorporating the use of available community resources into the curriculum plan
9. in making the curriculum appropriately reflect learner purposes and interests
10. in evaluating the curriculum in terms of defensible modern psychological and philosophical principles and values
11. in incorporating the necessary curriculum flexibility required by individual differences and unique teaching and learning situations
12. other items appropriate to the task

B. Attitudes

1. a belief that the curriculum represents an evolving plan for achieving the purposes of the program of public education
2. a feeling that the project method of learning--problem solving--is the most effective methodology available for training the kind of citizens needed in our culture
3. a belief that the curriculum must reflect student as well as teacher purposes
4. an intent to participate in developing a curriculum which will serve the real needs of the learners
5. a belief that the school is a social instrument, and the primary aims of education are essentially social aims
6. a belief that the "cultural heritage" is essentially a resource tool to be used in further inquiry and problem-solving activities
7. a belief that children can best learn the culture in which they live by appropriate study of the problems of that culture
8. a belief that the "common man" can do effective thinking and, when informed, can make intelligent decisions
9. other items appropriate to the task

C. Knowledge

1. of the roles of the various institutions functioning in a modern culture; the problems they help solve and the problems they create

2. of the big concepts and ideas from the various disciplines of organized knowledge--of the nature of things from the physical sciences, of social concepts from the social studies, and of beauty and aesthetics from the arts
3. of the nature of human needs
4. of the nature of the learning process
5. of the position of educational administration and how it can contribute to the total program of general education
6. of various survey techniques and study methods which may be used to evaluate the effectiveness of a curriculum
7. of the nature of the major problems confronting the existing social order
8. of various schemes which have been advanced for the purpose of developing and organizing a curriculum
9. of the various schools of thought regarding the fundamental assumptions underlying the formation of a curriculum
10. of the amount and kind of student indoctrination permissible (within his system of values) in a curriculum
11. of the kind and amount of teacher skills required by a specified curriculum
12. of the physical plant, equipment, materials, and services required by various plans of teaching
13. other items appropriate to the task

D. Understanding

1. that education is a "reconstruction of experience"
2. that the industrial nature of the American culture is unique and without precedent in the world's history
3. that modern psychological principles tend to support the problem-solving way of learning
4. that all the large areas of organized knowledge contain ideas and understandings important to the general education of all
5. that memorizing the results of the thinking of others is not a very good way to learn skill in thinking
6. that there are many activities appropriate to achieving the aims of education. There is no need to limit the curriculum to a few prescribed learning experiences.
7. that learners are eager to become active participating members of their society. They grow and develop whenever the learning experience is appropriate for their level of development, and when they see the relationship between the learning and their purposes.
8. that subject matter and organized knowledge are important, but the use to which they are put, the methods employed in their use, and the values of the use are more important
9. that no person can learn more than a small part of the accumulated knowledge of the world; that, however, every normal person can learn and understand the important behavioral values of his society
10. that education for intelligent fellowship is no different from education for intelligent leadership; both require skill in critical thinking, careful planning, and effective execution
11. that modern industrial production techniques have made it possible for everyone to have a decent standard of living

(material things). The peoples of the world are beginning to understand this fact and are no longer willing to starve through this life with little hope other than the promise of a better life in another world. Herein lies a major problem of modern national and world society.

12. that behavior changes in learners constitute the only valid criterion for evaluating the effectiveness of a curriculum
13. other items appropriate to the task

III. Providing Permissive Learning and Working Atmosphere

A. Skill

1. in using available space for maximum educational efficiency, or, if planning for new building, in planning to house the proposed program of education
2. in selecting equipment appropriate to the planned activities and consonant with the aims and purposes of the educational program
3. in arranging materials and equipment so as to provide maximum utility, safety, and flexibility
4. in providing for the repair, upkeep, and general maintenance of the educational facilities
5. in providing the necessary flexibility demanded by a program that aims to teach creative and problem-solving skills
6. in selecting materials appropriate to the learning needs and activities, and within assigned budgetary limits
7. in demonstrating that student freedom is contingent upon student responsibility
8. in providing an attractive area dedicated to planning activities, and furnishing the area with appropriate books, magazines, plans, reference materials, and furniture
9. in interpreting the school program and needs to others
10. other items appropriate to the task

B. Attitudes

1. a belief that the school facility is primarily a tool to promote learning
2. a belief that organizational flexibility is necessary to insure learning and give freedom for constructive activity
3. a belief that rules are cooperatively made so as to take care of details, and students are thus free to get on with the important business of learning
4. a feeling that skill in problem solving is one of the more important products gained from a student "project"
5. a concern regarding the safety and health of the student personnel

6. a feeling that the school program must be so ordered as to provide for individual instruction, individual rates of learning, and varying levels of student development
7. a concern for the emotional well-being and success attitudes of the learners
8. a desire to provide a sufficient variety of learning activities so that each student may find at least one in which he is interested and can perform with a creditable measure of success
9. other items appropriate to the task

C. Knowledge

1. of the kinds of functions the school can best serve relative to the task of furthering the aims of education
2. of the appropriate tools, materials, and space needed for the various functions of public education
3. of physical plant layouts and arrangements relative to the educational purposes to be served
4. of the proper care and maintenance requirements for the physical plant, equipment, and supplies
5. of expeditious and reliable procedures for the storage and issue of instructional materials
6. of safety hazards, and the conditions necessary for safe and healthful industrial surroundings
7. of the various types of physical facilities needed by, and peculiar to, the several organized areas of learning
8. of the various schemes for student personnel organizations
9. of the scope of activities possible in the school so as to permit as wide a variety of experiences as possible, but without letting students get into impossible problem situations (impossible in terms of available materials, tools, time, and/or student ability)

D. Understanding

1. that, when correctly conceived, the school is initially a problem-solving laboratory
2. that the school, both in physical make-up and in learning activities, should reflect the needs and purposes of its community
3. that a laboratory with many available tools and many possible work procedures stimulates the process of mental trial and evaluation which is an important phase in skillful problem solving
4. that students learn cooperative values when working together on common problems and cooperative projects
5. that defensible student motivation must be in terms of interest, stimulation, guidance, mutual respect, and a permissive work atmosphere
6. that learning is usually easier and more efficient when many of the organism's functions are involved; i.e., the senses, muscular responses, and emotions

7. that there is danger of perversion of the purposes of the school--excessive interest in athletics, cafeteria, social events, and the like
8. that quality equipment is essential because of the normal misuse caused by learner inexperience
9. other items appropriate to the task

IV. Improvement of Instruction

A. Skill

1. in arousing interest and in stimulating the teacher to purposeful activity aimed at improvement
2. in causing the teacher to recognize educational needs and the efforts necessary to overcome his deficiencies in skills, knowledges, understandings, and attitudes
3. in getting every teacher to participate in the planning and work of the group
4. in identifying the factors operating as obstructions to curriculum improvement
5. in the organization of teacher personnel
6. in the use of reference materials and the gathering of pertinent data
7. in relating the learning experiences to the total context of the cultural environment
8. in the use of the modern technical improvements in teaching aids and communication
9. in using human and material resources and agencies within the school's community
10. in evaluating results and progress in terms of accepted purposes
11. other items appropriate to the task

B. Attitudes

1. a belief in the individual value and growth potential of every member of the school
2. an appreciation of the unique individuality of each
3. a belief that people are flexible dynamic organisms capable of growth and development in a variety of directions
4. a conviction that educational programs must logically reflect the culture within which they exist
5. an appreciation of the big conceptual inventions--research, the scientific method of problem solving, and others
6. a concern for the aesthetic values to be sought in a program of general education
7. a feeling that non-learning and arrested growth are usually not the result of a lack of intelligence on the part of the individual but more frequently are caused by health and/or emotional problems
8. a desire to make the instructional program reflect the aims and objectives of the overall enterprise of community public education
9. a desire to help each member grow and develop to the fullest extent of his capabilities
10. other items appropriate to the task

C. Knowledge

1. of the psychological nature of the human learning process
2. of the subject matter appropriate to the instructional area (This factor will vary widely and is dependent upon the instructional level, scope and depth of the program, and educational purposes.)
3. of the mental and physical growth and development of human beings
4. of valid needs and purposes motivating the learners
5. of the behavior changes called for by the accepted educational aims and purposes
6. of the important problem-solving tools--the scientific method, critical thinking, research, the interpretation of data, and the nature of proof
7. of the cultural values basic to the existing society
8. of the need for cooperation under the modern conditions of the mutual interdependence of individuals
9. of the hazards, physical and mental, inherent in a modern culture, and of appropriate safety measures
10. of the various techniques of teaching, use of teaching aids, testing and evaluation, etc.
11. of the literature and philosophy of education in general and of education administration in particular
12. other items appropriate to the task

D. Understanding

1. that all learning is in terms of the learner's past experiences
2. that individual learning is a process of getting meanings through the seeing of relationships
3. that the seeing of relationships--understanding--is a higher form of learning than is the formation of stimulus-response habits
4. that the human organism selects stimuli appropriate to its purposes, and therefore purposes are of prime importance to the success of an organized program of education
5. that rote knowledge is useless without the methods, skills, and understandings necessary to put it to work in the solving of problems
6. that, in the work of improving human living, aesthetic and social values are of at least equal rank with material goods
7. that the constantly evolving cultural environment requires educational programs to be constantly revised and brought up to date
8. that the learning of democratic values requires the use of democratic means and processes
9. that programs of instruction should be planned and maintained with the advice and cooperation of the various groups concerned
10. that public education is only a part of the community's total program of education and should be consonant with the aims of that total program
11. other items appropriate to the task

V. Promotion and Stimulation

A. Skill

1. in relating community needs and resources to the development of the program of public education
2. in working with community members to identify, define, and clarify the functions assigned to the educational program
3. in assisting the group to see and define those problems relating to educational programs in general
4. in interpreting the literature and philosophy of educational administration as related to the educational aims of the community
5. in the use of appropriate lay groups in the planning and advisory phases of the job
6. in stimulating the group to clarify its thinking and reach consensus
7. in working with teachers of other subject areas, and administrators, to the end that all recognize more clearly the unified nature of the educational effort and the role assigned to each person
8. in identifying the "power structure"--key and influential persons and groups--within the community and eliciting aid and program support from this source
9. in stimulating students to think constructively about their educational needs and purposes
10. other items appropriate to the task

B. Attitudes

1. a belief that opinions, as such, are valid only when based upon facts and valid information
2. a feeling that everyone needs, at times and in varying amounts, some personal stimulation and guidance
3. a belief that people will support more vigorously an educational program that they have helped to plan
4. a feeling that decisions made by informed groups are, in general, more accurate and generous than individual decisions
5. a belief that the people of the community have the right to decide on the aims and objectives of their educational program
6. a belief that the learners, in terms of their level of maturity, have the right to participate in planning their learning activities
7. a belief that in a democracy local initiative and local cooperative action are highly desirable
8. a belief that effective and widespread communication of information and ideas is essential to cooperative endeavor
9. other items appropriate to the task

C. Knowledge

1. of the philosophical and psychological foundations of public education
2. of the kind of atmosphere conducive to effective group action, and of the factors which may tend to nullify the

- efficiency of the group
3. of the costs of a program of education
4. of the various effective means and techniques of group, individual, and community communication
5. of the leadership structure of the community
6. of survey and analysis techniques and the interpretation of the resulting data
7. of student body leadership and the social structure of the student group
8. of pertinent legal requirements--restrictive, permissive, or otherwise
9. other items appropriate to the task

D. Understanding

1. that democracy imposes upon everyone the obligation to become reliably informed
2. that cooperation and shared intelligence and efforts are more productive than uncoordinated individual actions
3. that to improve an educational program requires improvement in the people concerned with the program
4. that the kind of program desired is a community decision; the technical phases of program execution are matters for expert skill and know-how
5. that in a democratic society intellectual stimulation is the approved method of arousing interest and concern
6. that mutual understanding and appreciation build good school-community relationships
7. that community resources, human and material, need to be discovered and used to strengthen the school's program
8. that "more intelligent living" is the "big" aim of public education
9. that democracy aims to create situations wherein individuals are given the freedom, encouragement, and stimulation necessary for maximum growth and service
10. that vested interest groups seldom willingly give up their special privileges
11. other items appropriate to the task

VI. Guidance

A. Skill

1. in identifying those needs appropriate to the function of the school
2. in finding the causes of non-learning, and taking remedial action
3. in making available various tests appropriate to the student guidance function--intelligence, aptitude, vocational interest, and others
4. in intelligently applying the results of such tests, plus other information and evidence, to the individual guidance problem
5. in observing and interpreting behavior

6. in using valid ways and means of improving morale and success attitudes
7. in cooperating with teachers and school personnel in setting up an adequate guidance program
8. in using dynamic learning experiences to improve student interest in school and in educational growth
9. in using expert guidance counseling assistance whenever the need for it is indicated
10. in establishing rapport with teachers and students through the building of a feeling of mutual confidence
11. other items appropriate to the task

B. Attitudes

1. a respect for the unique potentialities of each teacher and each student and a belief in the student's right to grow and develop
2. a belief that all persons need, at times and in various ways, to have some guidance
3. a belief that the school has the right to "fail" a student in those courses showing unsatisfactory progress, but that such a right implies the responsibility for redirecting the student into channels of endeavor more suited to his interests and capabilities
4. a feeling that guidance aims to cause the learner to evaluate himself and make intelligent decisions based upon the findings
5. a belief that guidance is most effective when the adviser and advisee operate within an atmosphere of mutual respect and confidence
6. a belief that guidance is a continuous function related closely to all phases and levels of the educational program
7. other items appropriate to the task

C. Knowledge

1. of the psychological and physiological growth and development of human beings
2. of the needs and problems which concern, or should concern, those responsible for the schools
3. of various behavior patterns and what they mean in terms of individual adjustment or maladjustment
4. of the various test instruments appropriate for gathering pertinent guidance information
5. of the use of other ways and means of gathering additional guidance information--observation, records, interviews, and the like

D. Understanding

1. that stimulating a person to do constructive thinking about his problem is frequently a primary factor in the guidance task

2. that self-discipline and self-direction are goals of democratic education
3. that guidance services are designed to assist individuals in making their own decisions after a careful analysis of their own situations
4. that successful guidance activities are improving the individual's ability to make sound adjustments, choose wisely, and formulate both immediate and long-range plans
5. that the more successful guidance programs seek the assistance of all who can aid the person in making satisfactory decisions--teachers, parents, physicians, experts, and others
6. that no single instrument will provide completely valid guidance information, and the student needs much evidence from tests, records, and observations before he can make an intelligent decision
7. that the ability for intelligent self-direction is a learned ability, and each person can improve his skill in this important area of living
8. that, to be effective, students must make decisions which they accept emotionally as well as intellectually
9. that common problems may be effectively dealt with through the use of organized group activities
10. that as a school function the guidance program is a responsibility of the total school staff
11. that guidance activities should reveal information relating to curriculum evaluation and program improvement
12. other items appropriate to the task

VII. Routine Administrative Responsibilities

A. Skill

1. in keeping adequate and useful records without becoming over-burdened with useless details and "paper work"
2. in providing for useful inventories of equipment and material
3. in pupil accounting and the management of human resources
4. in using acceptable and efficient methods of purchasing
5. in interpreting records to gain information for use in guidance and program evaluation
6. in the utilization of records which show school growth and progress
7. in reporting to parents, the school staff, and other interested individuals and groups
8. other items appropriate to the task

B. Attitudes

1. a belief that administrative schemes and devices exist wholly for the purpose of furthering the educational aims of the community
2. a feeling that students have a right, and a responsibility, to share in school administration

3. a belief that each responsibility carries with it a corresponding degree of authority
4. a conviction that administrative policies, plans, and decisions must reflect a basic philosophy
5. a belief that administrative policies need some flexibility
6. other items appropriate to the task

C. Knowledge

1. of a variety of administrative techniques and tools-- budgets, schedules, accounting, and the like
2. of record procedures, forms, usages, and interpretation
3. of budget making, purchasing, accounting, and related activity
4. of the function of reports and reporting
5. of schedules and time utilization procedures
6. of accident reporting and the legal responsibilities of the teacher
7. other items appropriate to the task

D. Understanding

1. that routine details are not ends in themselves but exist to facilitate action in the furtherance of educational aims and objectives
2. that, when confronted by an imperative situation not covered by administrative policy, the individual should act to the best of his knowledge and ability; later the action should be referred to the policy-making group
3. that administrative records and record keeping are not defensible except as they serve to facilitate the learning process
4. that students and teachers may gain valuable learnings from participating in the administrative function
5. that there is a considerable body of knowledge dealing with effective administration of programs of public education
6. that the community has the right to know how its educational funds are being used
7. that administrative policies when cooperative formulated tend to gain the allegiance of those sharing in the planning
8. other items appropriate to the task

VIII. Evaluation

A. Skill

1. in selecting evaluation activities which will reveal the degree of program effectiveness in reaching agreed-upon aims and objectives
2. in providing for testing the administering of prepared instruments, and in the preparation of testing devices to meet unique situations
3. in other methods and techniques of gathering information which will reflect program success

4. in making evaluation an individual matter for the program aims of each student
5. in interpreting evaluation results to interested groups and persons
6. in observing effective and ineffective behavior patterns
7. in translating evaluation findings into plans for action aimed at school improvement
8. other items appropriate to the task

B. Attitudes

1. a belief that evaluation is a continuous and cooperative assessment of the efficiency and effectiveness of the educational program
2. a belief that evaluation should build better student understandings and staff morale
3. a feeling that valid program assessment must be in terms of student behavior changes implied by the educational aims of the community
4. a belief that evaluation is not a separate and periodic activity but an integral part of the teaching and learning process
5. an assurance that honest and factual self-evaluation by individuals is necessary to achieve a valid assessment of the progress of a group endeavor
6. an interest in determining his strengths and weaknesses as an administrator
7. a desire that all members of the community understand the aims, needs, strengths, and problems of the school
8. a feeling that an evaluation, individual, group, or school-wide, is of little value unless it provides implications and directions for betterment
9. other items appropriate to the task

C. Knowledge

1. of the various instruments and techniques appropriate to the desired assessment
2. of the motivation and stimulation necessary for serious individual and group evaluation
3. of useful ways and means for identifying the behavior changes implied by the school's objectives
4. of the morale factors in personal evaluation, and of the need for the individual to maintain his feeling of security
5. of the evaluative procedures wherein professional competence is needed, and of those areas appropriate to student and lay participation
6. of ways and means of interpreting evaluation results to interested persons--student grades and progress reports, school strengths and weaknesses, pupil needs, and the like
7. of what a "good" educational program for the community "should" be
8. other items appropriate to the task

D. Understanding

1. that effective evaluation should result in stimulation and direction toward improvement
2. that many, if not all, people develop defense mechanisms which make objective self-evaluation painful
3. that democracy requires that those being evaluated have a part in the process
4. that effective evaluation must do more than reveal status; it must provide direction and "next steps" toward reaching goals
5. that educational experiments are to be evaluated in terms of social consequences (i.e., what happens to people)
6. that evaluation will not be effective unless desired by those who are to participate
7. that evaluation is not to compare one student with another, or with a group, except when there is need to find out who is best qualified for a particular job or task
8. that evaluation is not to compare one school with another except as they have similar objectives and situations
9. other items appropriate to the task

Gross, Neal and Herriott, Robert E., Staff Leadership in Public Schools,
New York, John Wiley and Sons, 1965, p. 101-103.

Important Activities for Principals

1. The principal confers with parents.
2. The principal confers with individual teachers.
3. The principal checks on inexperienced teachers.
4. Working on the improvement of the curriculum
5. Dealing with the classroom problems of teachers
6. Formulating the goals of the school
7. Formulating the policies upon which the school runs
8. Evaluating the performance of teachers
9. Counseling pupils
10. Planning and conducting teachers' meeting
11. Introducing new teaching ideas
12. Checking for possible hazards to pupil safety
13. Observing teachers in their classrooms
14. Coordinating the work of teachers
15. Dealing with disagreements between teachers and parents

Activities

1. Managing the school office
2. Preparing reports for the higher administration of the school system
3. Handling disciplinary cases
4. Dealing with disagreements among pupils
5. Dealing with correspondence
6. Attending principals' meeting
7. Ordering or distributing supplies
8. Dealing with disagreements between teachers and parents
9. Taking inventory of equipment
10. Dealing with disagreements among teachers
11. Dealing with disagreements between teachers and pupils
12. Keeping school records
13. Keeping a watch on the school budget
14. Supervising the custodial staff
15. Assisting P.T.A. or other parents group
16. Working on the improvement of the curriculum
17. Introducing new teaching ideas
18. Counseling pupils
19. Carrying on in-service training programs for teachers
20. Dealing with classroom problems of teachers
21. Evaluating the performance of students
22. Coordinating the work of teachers
23. Conferring with individual teachers

Indicators of the Principal's Competencies

1. Require that teachers discuss their major classroom problems with the principal
2. Ask teachers to report all major conferences with parents to the principal

3. Require teachers to keep the principal informed about problem children in their classrooms
4. Closely direct the work of teachers who are likely to experience difficulty
5. Require that teacher's classroom behavior conform to the principal's standards
6. Check to see that teachers prepare written lesson plans
7. Know what is taking place in most classrooms during most of the day
8. Determine what the objectives of the guidance program should be in the school

Competency Statements of Principals. The principal:

1. gives teachers the feeling that their work is an important activity
2. gets teachers to upgrade their performance standards in their classrooms
3. gives teachers the feeling that they can make significant contributions to improving the classroom performance of their students
4. makes teachers' meetings a valuable educational activity
5. has constructive suggestions to offer teachers in dealing with major problems
6. takes a strong interest in teachers' professional development
7. treats teachers as professional workers and attempts to reward teachers who are doing an outstanding job
8. utilizes research evidence when considering solutions to problems
9. considers what is best for children in decisions regarding educational programs
10. helps to eliminate weaknesses in his school
11. maximizes the different skills found in his faculty
12. brings to the attention of the teachers educational literature that is of value to them in their jobs
13. helps teachers to understand the sources of important problems they are facing
14. displays a strong interest in improving the quality of the educational program

Areas of Administrative Behavior. The principal:

1. runs meetings or conferences
2. handles delicate interpersonal relations
3. works with community agencies
4. gets teachers to use new educational methods
5. obtains parental cooperation with the school
6. resolves student discipline problems
7. directs the work of administrative assistants
8. cuts red tape when fast action is needed
9. maximizes the different skills found in a faculty
10. communicates the objectives of the school program to the faculty
11. improving the performance of inexperienced teachers
12. getting experienced teachers to upgrade their performance
13. gives leadership to the instructional program
14. develops "esprit de corps" among teachers

15. revises school procedures in light of modern educational practices
16. handling parental complaints
17. publicizing the work of the school
18. keeps the school office running smoothly
19. makes general plans for the school
20. knows the strengths and weaknesses of his teachers
21. gets teachers to coordinate their activities
22. attracts able people to the school staff
23. knows about the strengths and weaknesses of the school program

Indicators

1. conferring with parents
2. managing the school office
3. deals with classroom problems of teachers
4. evaluating the performance of students
5. formulating the goals of the school
6. formulating policies upon which the school runs
7. carries on in-service training for teachers
8. observes teachers in their classrooms
9. recruiting prospective teachers
10. supervising the custodial staff
11. planning student schedules or class plans
12. scheduling teacher assignments
13. handling school publicity
14. dealing with correspondence
15. preparing school bulletins
16. preparing reports for the higher administration of the school system
17. attending principals' meetings
18. conferring with department heads
19. coordinating the work of teachers
20. evaluating performance of teachers
21. taking inventory of equipment
22. checking grade sheets or report cards
23. checking school attendance
24. keeping school records
25. keeping a watch on school budget
26. meeting informally with teachers
27. conferring with individual teachers
28. attending school functions
29. dealing with disagreements between teacher and pupil
30. dealing with disagreements between teacher and parents
31. dealing with disagreements among pupils
32. dealing with disagreements among teachers
33. conferring with attendance officers
34. cooperating with juvenile court, police agencies
35. handling disciplinary cases
36. checking on inexperienced teachers
37. counselling pupils
38. meeting with student groups
39. planning and conducting teachers' meetings
40. introducing new teaching ideas
41. working on the improvement of the curriculum
42. representing the school through participation in community organizations
43. assisting PTA or other parent groups
44. cooperating with other community agencies
45. ordering or distributing supplies
46. checking for possible hazards to pupil safety

Harkin, R. E., "The Principal as Mediator," High School Journal, Vol. 53, No. 6, 1970, pp. 333-343.

An Area of Competence and Competencies of the Principal

Communication

- a. The principal establishes patterns of interaction which permit and facilitate the exchange of perceptions, desires, and disagreements.
- b. He must establish the following conditions in the school:
 1. Individuals must feel free to express opinion.
 2. Individuals must feel there is a reasonable probability that what they say will make a difference.
- c. The principal actively solicits information from teachers.
- d. Demonstrates capacity to accept divergence of opinion.
- e. The principal must be prepared to act upon information that he receives from teachers.
- f. The principal provides avenues of growth for the teacher which permit an expansion of the teacher's role as he demonstrates increased competence.
- g. The principal defines organizational patterns which hold implications for the extent of productive interaction within the school and the degree of differentiation among teachers.
- h. The principal delegates responsibility to increase the opportunity of self-direction available within the school to staff.

Harvey, Eleanor, Chairman, Certification Committee, Alabama Department of Elementary School Principals, "Our Position Concerning Elementary Principal Certification," Athens, Alabama: Athens College, n.d.

1. Is able to state the development characteristics of children five through twelve years of age and to apply these to selected children.
2. Is able to classify selected pupil behaviors as typical or atypical for a child at a given age.
3. Is able to assist a teacher in using the principles of child development in selecting, organizing, and developing learning experiences for children.
4. Is able to assist teachers in developing and using screening procedures for identifying learning disabilities among children.
5. Is able to structure a program to develop parental involvement for promoting a better understanding of learning difficulties and enhancing parental involvement in their remediation.
6. Is able to secure medical, psychological, and educational diagnostic services and/or appropriate treatment including special education, special pathology, etc.
7. Is able to assist the classroom teacher in the formulation of a prescriptive learning strategy for each child with the necessary services of a consultant as noted earlier.
8. Is able to assist in the development of prescriptive teaching practices through lectures, video tapes, demonstrations and/or supervised practicum experiences.
9. Is able to assist the teacher in the development of instructional climate, techniques, materials, and evaluation procedures which assure a meaningful quietly controlled classroom atmosphere for each child.
10. Is able to develop effective procedures for securing, routing, and using vital information about children including psychological tests, vision and hearing screenings, etc.
11. Is able to identify sources, secure the needed services and follow-up treatment as required to assure that the unique needs of every deviant child are met.
12. Is able to confer with children, parents, and teachers regarding the special needs of deviant children in the schools.
13. Is able to assist the classroom teacher to provide personal academic and vocational guides in the classroom for each child.
14. Is able to assist teachers to promote self-directed responsible behavior on the part of each child in the classroom.
15. Is able to very honestly and tactfully report children's progress or problems to parents.
16. Is able to lead teachers to state or write the school philosophy in such a fashion that the unique population and community of each school is appropriately served.
17. Is able to lead teachers to develop organizational structure that is a balanced program, yet that is flexible enough to meet the changing needs of pupils.
18. Is able to lead teachers and related community agencies to constantly re-evaluate the program and to seek improvement.
19. Is able to develop an in-service training program which includes a learning activity for every member of the professional staff. This in-service training will be based on a school improvement program.
20. Is able to select an area, appropriate time, and a comfortable site for in-service meetings.

Harvey, Eleanor (cont.)

21. Is able to secure leadership including consultants, materials, and equipment required for the in-service training program.
22. Is able to aid each teacher to contribute maximumly to the in-service program.
23. Is able to focus the attention of the instructional staff to specific problems and issues which may be assumed to have possible solutions.
24. Is able to develop the social aspects of in-service education to promote a wholesome attitude among all participants and to promote rapport among faculty members.
25. Is able to involve representatives from the student body, community, teaching staff, and other interested agencies in the in-service process to promote a meaningful supervisory relationship.
26. Is able to coordinate the local school in-service program.
27. Is able to communicate with an individual teacher or with a small group of teachers regarding nondesirable teaching practices or behaviors.
28. Is able to assist the teachers in developing reporting instruments which are objective enough to be understood by the parents.
29. Is able to promote frequent, pleasant, and meaningful communication with parents as required.
30. Is able to analyze a teacher's pattern of pupil evaluation and to translate this into parental information as necessary.
31. Is able to assist teachers to determine their particular evaluation strengths and weaknesses.
32. Is able to plan a program of parental involvement which brings parents into the schools in a variety of support roles--first aid workers, clerks, tutors, instructional aides, etc.
33. Is able to bring parents into the school building for conferences in the rooms with the teachers to aid the parents in understanding the program of the school and the needs of each child in his progress and/or problems.-
34. Is able to complete all reports without clerical assistance (required by Alabama School Attendance Register).
35. Is able to set up and maintain a proper bookkeeping and accounting system as required by the State Department of Education.
36. Is able to conduct and report the findings of surveys such as those required by the Civil Rights Commission.
37. Is able to complete all forms required by the School Lunch Program of the USDA.
38. Is able to plan a weekly menu to meet all requirements of a Class A school lunch program.
39. Is able to state and assure compliance with all local, state, and federal health regulations affecting food preparation and service.
40. Is able to structure a cafeteria schedule and a traffic flow chart to be used in serving a specified number of students in a specific facility within an appropriate time schedule.
41. Is able to structure four alternatives to the basic Class A school lunch program.
42. Is able to purchase food for a school lunch program utilizing a budget based on anticipated income for one month of the school lunch program.
43. Is able to state the rules and regulations which govern the expenditure of funds received through the school lunch program.
44. Is able to structure avenues which assure the full use of all government surplus foods and which avoid the stockpiling of either government surplus foods or programmed approved foods.

45. Is able to apply the state and local regulations concerning pupil attendance and to seek appropriate services from community agencies which function to assist the schools to meet the needs of children.
46. Is able to state school laws regarding compulsory attendance to parents or other involved persons.
47. Is able to state the school laws which govern the relationships between the elementary school principal and/or the local school board of trustees or the system school board.
48. Is able to state and apply the laws and regulations which govern the procedures to be used on controlling children's behavior.
49. Is able to state the constraints and problems occurring in situations involving "tort" liability.
50. Is able to state possible liability problems--involved in field trips or other school-based transportation processes.
51. Is able to state the liability factors incorporate in the school bus transportation of children to and from the school.
52. Is able to state the liability factors incorporate in having children come to and go from the school in their parent's car or when walking.
53. Is able to state liability factors involved in administering basic first aid or giving medication at school.
54. Is able to state students' personal rights to property and personal privacy.
55. Is able to describe and secure fire extinguishers required to meet state and local fire standards for safety.
56. Is able to set up a fire drill, storm drill, and Civil Defense alert drill in the school.
57. Is able to replace and/or reset circuit breakers or fuses in fuse boxes or perform similar tasks.
58. Is able to state the proper materials and procedures to be used in cleaning and maintaining a variety of floor coverings.
59. Is able to schedule a custodial staff in order to assure proper maintenance of school plant.
60. Is able to state the roles which govern the hours, payment, and time use of maintenance staff members.
61. Is able to repair faulty light fixtures, nonusable plumbing, etc., which are minor emergency situations in a school.
62. Is able to state the limits of the state textbook program estimating needs, ordering, allotting, maintaining, and accounting for the state-owned textbooks.
63. Is able to plan for the use of standard books or available books not on the state adopted list.
64. Is able to deal with an emergency in transportation of children such as a flat tire, etc.
65. Is able to translate average daily attendance figures into instructional units.
66. Is able to maintain and perform minor repair on audiovisual equipment in the school.
67. Is able to identify a variety of sources for the selection, purchase, and organization of instructional materials within a school.
68. Is able to write an appropriate press release suitable for use in a local newspaper or similar publication.
69. Is able to address public agencies or civic groups regarding school program policies or needs.

Hazuda, Michael L., "Perceived Competencies of New York State School Business Officials and the Importance of these Competencies to Effective Performance as Perceived by Education and Divil Service and School Business Officials." Unpublished Doctoral Thesis, School of Education, State University of New York at Buffalo, 1965, pp. 64-69.

1. Is capable of developing and administering an adequate, safe, and economical insurance program.
2. Is capable of writing job descriptions and job specifications for non-economical positions.
3. Is skilled in specification writing.
4. Is capable of relating educational philosophy to the area of business services.
5. Is proficient in the use of projection techniques such as financial trends, student enrollments, site and building needs, etc.
6. Is capable of developing and administering a program for the effective storage, inventory and distribution of supplies and equipment.
7. Is capable of developing and administering a thorough-going program for the selection of non-instructional personnel.
8. Is proficient in the use of procedures and techniques involved in job analysis.
9. Is proficient in the use of procedures and techniques involved in plant security.
10. Is proficient in the use of procedures, techniques, and scales involved in evaluating non-instructional employee performance.
11. Is capable of applying generally accepted accounting principles and procedures to the specific areas of school accounting.
12. Is skilled in public relations procedures and techniques.
13. Is capable of developing and administering an efficient custodial program.
14. Is skilled in preparing, presenting, administering, and appraising school budgets.
15. Is proficient in the use of techniques for determining adequacy of personnel and work loads.
16. Is capable of administering an internal auditing program.
17. Is capable of using diplomacy and tact in working with people.
18. Is proficient in the use of basic legal references.

19. Is capable of delegating responsibility together with commensurate authority.
20. Is capable of establishing and maintaining effective communication with community agencies, the board of education, and staff.
21. Is capable of applying the principles of "democratic administration."
22. Is proficient in the proper and efficient utilization of his staff.
23. Is capable of participating in community affairs and planning.
24. Is capable of organizing written material logically and presenting it effectively.
25. Is proficient in the use of graphic techniques.
26. Is capable of coping with special interest and pressure groups.
27. Is skilled in solving human relations problems.
28. Is skilled in data gathering techniques.
29. Is capable of acting as a resource person to teachers and administrators in the area of purchasing.
30. Is capable of developing and administering an adequate personnel records system for non-instructional personnel.
31. Is skilled in the art of public speaking.
32. Is skilled in the use of statistical methods and procedures.
33. Is capable of developing and administering a plan for the effective orientation of new non-instructional personnel.
34. Is capable of motivating staff personnel in the development of proper attitudes toward the educational objectives of the school.
35. Is proficient in forms design and control.
36. Is capable of establishing and maintaining a satisfactory working relationship between non-teaching and the professional staff.
37. Is capable of acting as a resource person to the cafeteria manager in the area of personnel management, purchasing, accounting, and reporting.
38. Is capable of developing and administering a systematic program for the in-service training of non-instructional personnel.
39. Is capable of developing and administering an efficient maintenance program.

40. Is capable of encouraging high morale among the business office staff.
41. Is proficient in the use of techniques, procedures, and practices regarding assessments, equalization ratios, and taxation.
42. Is capable of handling responsibilities for or acting as a resource person to the director of transportation in the areas of purchasing, personnel management, accounting, and reporting.
43. Is capable of developing and administering a sound procurement program.
44. Is capable of establishing and maintaining a positive and constructive relationship with his chief school officer.
45. Is skilled in locating essential information relative to a particular program.
46. Is skilled in planning, organizing, and evaluating office operations.
47. Is proficient in the use of procedures, techniques, and scales involved in evaluating school buildings.
48. Is skilled in the preparation of financial statements and reports.
49. Is capable of supervising wisely the personnel under his supervision.
50. Is skilled in the procedures and techniques connected with investments, borrowing money, and the issuance and redemption of school bonds.
51. Is skilled in overseeing school construction projects in terms of approved plans.
52. Is capable of getting work done through the efforts of others.
53. Is capable of making decisions.
54. Is capable of securing and coordinating the services of educational and technical specialists such as bonding attorneys, architects, and educational consultants.
55. Is proficient in the use of cost analysis techniques.
56. Is proficient in the use of procedures and techniques involved in school plant planning.
57. Is capable of treating confidential information confidentially.
58. Is capable of providing technical assistance in the formulation of wage and salary plans for non-instructional personnel.
59. Is skilled in research procedures and techniques.

Hemphill, John K.; Griffiths, Daniel E.; and Fredreksen, Norman.
Administrative Performance and Personality, Bureau of
Publications, Teachers College, Columbia University,
New York, 1962.

1. Exchanging information

The principal is concerned with teachers' and pupils' personal problems, particularly reaction of pupils to the educational program.

2. Ability to reason and see relationships, general cultural facts, and ability to learn new material rapidly

The principal is concerned with objectives, evaluation, planning and continuity, curriculum, child development and growth.

3. Complying with suggestions

The principal responds to good suggestions for change and possesses the ability to communicate effectively.

4. Analyzing the situation

The principal is concerned with classroom climate and routines.

5. Maintaining relationships

The principal is concerned with instructional curriculum, personnel, and public relations.

6. Organizing work

The principal is concerned with pupils' reactions and physical setting of classroom.

7. Responding to outsiders

The principal is concerned with objectives, planning evaluation, and effects of teacher performance.

8. Directing others

The principal accepts the responsibility for leadership.

9. Preparation for decision

The principal values educational needs of pupils and teacher performance, objectives, planning, methods, teacher personality, pupil motivation, and child growth.

Houston, W. Robert; Richardson, Cleeren L.; Morris, Betty.
Guide for Staff Development of School Administrators,
Houston Area School, District Area II, University of
Houston, 1972.

List of Principal Competencies

I. As a Director of Instruction, the Principal:

1. communicates instructional needs and expectations to staff
2. facilitates identification of goals and objectives for each aspect of the program which are consistent with school district goals
3. encourages innovative efforts by staff
4. provides for assessment of individual student needs and for the provision of programs to meet these needs adequately
5. insures a wide range of student activities which promotes improved student self-concepts
6. provides within budget constraints for evaluation, selection, and distribution of instructional materials and equipment
7. insures continual evaluation of the instructional program
8. makes faculty teaching assignments so they are consistent with individual strengths and the strength configuration of the total faculty
9. encourages use of a wide range of human and physical resources to support the instructional program
10. models or arranges for models of good instructional procedures

II. As Personnel Leader, the Principal:

11. assists teachers to improve their effectiveness as instructors
12. organizes a regular in-service education program which focuses on identified needs in the school
13. allows for consultants to answer specific questions of teachers regarding services, etc.
14. promotes open communication with staff and seeks advice regarding decisions which affect them
15. periodically evaluates each member of the staff and interprets the evaluation to each
16. selects the most capable staff available for his school within constraints of data available and school district policies
17. strives for positive and constructive relationships among teachers, paraprofessionals, custodians, and other staff, and between staff and students, parents and community members
18. demonstrates concern and feelings for individuals' problems and needs and takes actions to alleviate adverse conditions
19. recognizes talents of staff and utilizes them well

III. As School Organizer and Administrator, the Principal:

20. maintains required records to support the school program
21. delineates clearly staff roles and responsibilities to insure performance accountability
22. maintains adequate maintenance of school plant and grounds
23. supervises support services in operating the school
24. schedules classes and activities to facilitate more effective use of time and space
25. employs a systems approach to school administration
26. evaluates procedures, organization, and administration, and improves them based on feedback from school personnel
27. plans details carefully to implement decisions
28. responds promptly and thoroughly to perceived needs and controls, administrative requests, and directives
29. exhibits imagination in overcoming constraints

IV. As Liaison with Central Administration, Universities, Federal Programs, and Other Institutions, the Principal:

30. keeps the central administration informed about school, community, staff, and student developments
31. coordinates activities for schools which are cooperatively performed with other institutions or through special services
32. interprets central administration directives, regulations, and program emphasis to staff, community, and students
33. cooperates in prospective teacher programs in the school
34. provides leadership in systemwide enterprises

V. In Involving the Community, the Principal:

35. maintains communication links between the school and the community
36. provides a means for the community to participate in school policy development and activities
37. encourages community use of school facilities
38. demonstrates a concern for needs and problems of the constituents

VI. As a Professional Educator, the Principal:

39. sets goals for his professional growth and development
40. engages in activities which promote his professional growth
41. assesses his progress toward established professional goals and activities
42. contributes to the development of the teaching profession
43. models effective professional behavior and exudes warmth and affection
44. employs modern professional approaches in designing programs organizing the school, and working with people

Hughes, Larry, "Achieving Effective Human Relations and Morale,"
Performance Objectives for Innovative Principals: Concepts
and Instruments. Atlanta: Joint UCEA and Atlanta Public
Schools Project, working papers, n.d., pp. 1-53.

The Administrators' Task--Two Sets of Assumptions*

THEORY X

1. The administrator is responsible for organizing the elements of productive enterprise--money, materials, equipment, people--in the interest of the goals of the enterprise.
2. With respect to people, this is a process of directing their efforts, motivating them, controlling their actions, modifying their behavior to fill the needs of the organization.
3. Without this active intervention by the administration, people would be passive--even resistant--to organizational needs. They must therefore be persuaded, rewarded, punished, controlled--their activities must be directed. This is the administrator's task--in managing workers. It is often summed up by saying that administration consists of getting things done through other people.
4. The average man is by nature indolent--he works as little as possible.

THEORY Y

1. The administrator is responsible for organizing the elements of productive enterprise--money, materials, equipment, people--in the interest of the goals of the enterprise.
2. People are not by nature passive or resistant to organizational needs. They have become so as a result of experience in organizations.
3. The motivation, the potential for development, the capacity for assuming responsibility, the readiness to direct behavior toward organizational goals are all present in people. The administrator does not put them there. It is a responsibility of the administration to make it possible for people to recognize and develop these human characteristics for themselves.

* Adapted from Douglas M. McGregor, "The Human Side of the Enterprise," In Warren G. Bennis, Kenneth D. Benne, and Robert Cain (ed.), The Planning of Change, New York: Holt, Rinehart, and Winston, 1962. See also, Douglas McGregor, The Human Side of the Enterprise, New York: McGraw-Hill, 1960; and Douglas McGregor, The Professional Manager, New York: McGraw-Hill, 1967.

4. The essential task of the administrator is to arrange organizational conditions and methods of operation so that people can achieve their own goals best by directing their own efforts toward organizational objectives.

CONCEPT 1. The school organization is multi-functional and some of the functions are a product of the personal needs and wants of individual organizational members. ("The Multi-Functional Organization": pp. 2-6 supra)

Performance Statement: The principal recognizes that the private goals of organizational members affect the achievement of the public goals of the school.

Indicators:

1. Recognizes and supports differing teaching styles
2. Flexibly schedules institutional demands on employee time
3. Is able to identify personal needs of individual colleagues and provides intra-organizational ways in which these needs may be satisfied consistent with organizational goals
4. Matches teaching skills with teaching arrangement

Performance Statement: The principal recognizes that individual staff members may have differing value orientations and respond differently to various elements (formal constraints, reward systems, motivators, etc.) of organizational life.

Indicators:

1. Can identify and describe unique competencies of staff members
2. Overtly (behaviorally) supports individual staff members' need for personal development and pride in cultural and/or ethnic background
3. Reveals respect for differing life styles by responding to these in a non-judgemental way

CONCEPT 2. Creativity and decision-making ability are widely distributed in the population and are not determined by the formal office a person holds. It is possible to provide for the effective use of these abilities within the formal organization. ("Assumptions About People"; "Motivation, Morale, and Rewards": pp: 6-13 supra).

Performance Statement: The principal establishes broad parameters, consistent with general school policies and good educational practise (sic), within which individual staff members or identified groups of staff members have wide latitude for problem resolution and final decision-making.

Indicators:

1. There are in evidence "task force teams" of staff members with evident refined responsibilities focusing on significant aspects of the school operation

2. There are well understood processes or procedures for identifying potential school problems, or curricular/instructional needs. Individual staff members know these processes and procedures and invoke them at appropriate times.
3. The decision-making process is varied according to the nature of the decision situation. (i.e. unilateral decisions in "crisis" situations are made without apology or need for apology; there are in evidence, however, "sensing" mechanisms (#2 above) whereby many crises are anticipated)

Performance Statement: The principal is "authentic" in his dealings with staff members.

Indicators:

1. His behavior is perceived by co-workers as congruent with the organizational tasks to be performed. (i.e. the staff feels certain jobs and tasks accrue to the "principalship" and it is their belief that their principal is performing these)
2. His behaviors are perceived by others in a manner consistent with the principals perceptions of his own behavior
3. The principal violates unreasonable or inappropriate system-wide policies in favor of his staff

Performance Statement: The principal varies the reward systems at his disposal consistent with the needs of individual staff members and with cognizance that most staff members are probably operating on needs levels above "physiological and security." (This latter should be checked in individual school settings, and if it is not so, appropriate administrative efforts directed to corrective action.)

Indicators:

1. There is in existence a regular formal mechanism (e.g., newsletters) whereby the principal and other staff members announce "jobs well done" by others or where an individual can submit his own announcements of recent professional or personal activities in which he has been engaged
2. There are in evidence "task groups" leadership within which is "achieved," i.e. it devolves to the leaders from his peers. Once achieved such leadership is, however, acknowledged by the principal, publicly and privately
3. There is in evidence flexible scheduling of staff time in order that meetings of appropriate groups may occur within the normal school day or that individual teachers may be released from normal duties for periods of time to conduct research, update skills, serve on system wide committees, or attend to certain personal activities, etc.

4. Evidences and uses staff evaluation procedures and/or instruments which focus on the teaching act and subsequent learner achievement of, or movement toward, mutually agreed upon goals (rather than focusing on extraneous, unnegotiated, or unstated factors)

CONCEPT 3. There are two dimensions in complex organizations; the formal and the informal. The informal dimension has great influence upon individual behavior, provides its own system of rewards and may or may not exhibit goals which are congruent with the formal organization. ("Informal Groups"; "Individual and Group Relations": pp. 13-25 supra).

Performance Statement: The principal is aware of informal groups with the school.

Indicators:

1. He is able to identify the informal social and/or professional groupings in his school and can identify the achieved leaders of these groups
2. There are frequent meetings, informal and formal, with informal staff leaders to discuss matters of significance to the formal dimension of the school organization.

Performance Statement: The principal is concerned with individual staff members sense of belonging and security within faculty groups.

Indicators:

1. Attitude toward individuals who may not conform to normative organizational standards (e.g., dress) is positive and supportive
2. He utilizes various mechanisms such as informal teas or cocktail parties; "buddy systems," for example, to assist in the orientation of new members. Such mechanisms are utilized throughout the year

Performance Statement: The principal develops congruence between individual needs and organizational role expectations.

Indicators:

1. Job descriptions and/or responsibilities of the staff are generally developed in a behaviorist manner rather than in an integrationist manner*

* A behaviorist model assumes that individuals have as much impact on organization as the reverse; thus, the functions of a particular job are modified to fit the competencies which the job incumbent has. An integrationist model on the other hand defines the job and attempts to fit the individual to it.

2. Individual staff members are required to generate specific "Job Targets" on an annual basis and these are negotiated and agreed upon by the principal and staff member early in the school year. (Process as well as product targets are employed.)

CONCEPT 4. Effective organizations are characterized by a variety of communications media and a free flow of information laterally and vertically throughout the organization. Individual units of the organization (schools) place a somewhat heavy reliance on face to face communication wherein which such elements as non-verbal cues, environmental setting and individual personality variables affect the perceived meaning of the messages. ("Communication in the School Setting," pp. 25-31 supra)

Performance Statement: The principal effectively communicates with the staff.

Indicators:

1. The communication medium is varied depending upon the complexity of the message being communicated, and the degree of behavior change required by receivers (sic)
2. The communication medium is varied depending upon the nature of the individual (s) and the number of individuals to be communicated with
3. There are provisions for "feedback" so that understanding of verbal and written messages can be checked with some immediacy. (Advisory councils, face to face questioning, etc.)
4. There is an awareness of the relationship between environmental setting and effective communication. (The objects in the school are arranged to facilitate communication, e.g. accessibility of teacher lounge, principal's office, furniture arrangements, classroom arrangements)

Performance Statement: The principal facilitates intra-staff professional communication.

Indicator:

Task force committees (curricular or instructional study groups, etc.) which are formed reflect a "Likert Linking Pin" structure. (i.e., official professional groupings are evident which reflect cross departmental; cross grade levels)

Johnson, Thomas J., "Implementing the Model: An Example," National Association of Secondary School Principals Bulletin, Vol. 56, No. 362, pp. 42-52, March 1972.

Principal Competencies and Indicators

1. Develops an understanding of the school as a societal sub-system, with emphasis on:
 - a. the school's responsibilities in maintenance and adaptive roles in the larger society
 - b. principles of conceptualizing, planning, implementing, and sustaining organizational change in a bureaucratic, social institution
 - c. principles of leadership in a bureaucratic organizational setting as distinct from and in addition to routine administrative tasks
 - d. the school district as a group of individual, but coordinated and cooperating, units:
 1. policy-making procedures through administrative recommendation, board of education action, and administrative application of policy
 2. coordination of function of individual buildings engaged in successive contacts with students
2. Gains knowledge of methods and sources of school finance sufficient to:
 - a. influence intelligently the acquisition of resources through routine fiscal channels
 - b. supervise responsibly the fiscal operations administrator in his building
 - c. stimulate the acquisition of monies from special sources such as research and experimental grants from private foundations and public agencies
 - d. apply responsibly available monies with full knowledge of effects on the total financial picture of the school
3. Develops knowledge in laws and regulations pertaining to the functioning of the school, including:
 - a. state laws and department of education regulations regarding school operations
 - b. significant landmark decisions of the courts relative to school operations
 - c. current trends in decisions of courts involving schools and school related activity
 - d. laws relative to behavior of adolescents, and current practices in enforcing them and dealing with offenders
4. Gains knowledge of goals, strategies, and outcomes of contract negotiations and grievance procedures between school district employees and boards of education sufficient to:
 - a. act as advocate for the students' interests in routine negotiations activity

- b. serve as responsible information resource to the negotiation process
 - c. protect one's own and his group's professional interests as a member of the administrative group negotiating with the board of education
5. Develops operational expertise in research and evaluation of educational problems sufficient to:
- a. interpret findings of research outside his school and make meaningful use of them in the development of his school's programs
 - b. initiate, supervise, and interpret on-going evaluation of aspects of the instructional effort in his school, and apply findings to expansion, revision, or suspension of programs
6. Gains up-to-date operational knowledge of instructional techniques and materials:
- a. background of information to use directly with teachers he is leading:
 - 1. knowledge of various modes of learning and appropriate application of each (large group, small group, lab, individualized directed study, self-motivated learning, informal learning, etc.)
 - 2. knowledge of techniques and skills to facilitate the organization of staff, building, and resources to provide for use of appropriate modes of instruction
 - b. knowledge of sources from which new strategies for instruction, materials, for instruction, and evaluation of strategies and materials can be obtained
 - c. skill in exemplifying use of this information in his own directing of instruction in teachers' in-service education
7. Develops skill in techniques of communication:
- a. listening and reading for meanings intended by others in communications directed at him
 - b. expressing ideas clearly and efficiently in one-way presentational communications:
 - 1. dynamics of audience groups
 - 2. speech techniques and audio-visual methods
 - c. engaging in group discussion with appropriate affective disposition and meaningful cognitive content
 - d. engaging in one-to-one conversation with clarity and appropriate affective disposition
8. Develops ability to initiate and maintain positive human relationships with peers, superiors, and subordinates:
- a. gain familiarity with literature of human relations field
 - b. interpret other persons as resources for learning rather than as objects of conflict or irritation
 - c. interpret behavior of other persons as they interpret it themselves

- d. see one's own behavior as other persons see it
 - e. identify and cope with one's own defenses
 - f. give and accept feedback and make appropriate adaptations
 - g. gain familiarity with sources of trained professional help in establishing human relations programs for staff
9. Develops expertise in systematic problem-solving procedures:
- a. identifying and delimiting problems in the school situation
 - b. determining appropriate decision-making personnel in the school organization
 - c. determining sources of data providing input applicable to the problem solution
 - d. considering viable alternative solutions with appropriate personnel
 - e. choosing appropriate alternative
 - f. implementing the decision
 - g. evaluating the results of the implementation
 - h. possible recycling of process with benefit of evaluation of first decision result
10. Gains knowledge of history and philosophy of education sufficient to:
- a. provide understanding of the historical relationship between society and the public school
 - b. provide understanding of the philosophical stands contributing to historical and contemporary school practices
 - c. provide foundation for development of his own philosophy of education
 - d. sensitize him to philosophical bases for present demands on the schools
11. Achieves an understanding of the effects on children of the socio-economic milieu in which they live their lives, and a commitment to making the school a medium through which they can maximize their backgrounds and talents:
- a. sociological bases for present demands on schools
 - b. special problems of the poor
 - c. special problems of minority groups
 - d. provisions needed to contact each person in his present physical, mental, and social condition

12. Gains knowledge in the field of child and adolescent development, and psychology of learning with sufficient breadth and sophistication to:
 - a. communicate intelligently with specialists in the field
 - b. use as one basis for the structuring of learning strategies in the instructional program
 - c. assist in understanding, coping with, and--when appropriate--modifying the wide variety of behavior manifested by secondary school students
 - d. provide knowledge base for assisting other administrators and teachers to cope with student learning and behavior problems

Competencies of the Principal

1. The principal furnishes the overall leadership for the school and is directly responsible for the professional staff including:
 - a. screening applicants
 - b. recommendation to superintendent for hiring applicant
 - c. orientation of new staff members
 - d. organizing the staff for effective utilization of the capabilities of its members
 - e. in-service education programs for professional growth
 - f. evaluation
 - g. recommendations for tenure or dismissal
 - h. staff welfare
2. The principal is responsible for the curriculum of the school.
 - a. makes sure personnel in each subject matter are aware of latest developments in their school
 - b. gives consideration to whether or not current curricular ideas should be incorporated in their curriculum
3. The principal is responsible for scheduling and other aspects of administration such as: staffing, curriculum, and building utilization.
4. The principal is responsible for the public relations program of the school. The principal informs public of the school's concerns, what is going on and why.
5. The principal incorporates research and innovation in his school system to contribute to the general fund of knowledge related to the educational process.
6. The principal strives to create an atmosphere where freedom of communication exists within the organization of the school.
7. The principal provides professional meetings as needed by staff of reasonable length and a definite agenda.
8. The principal sees that staff has a clear understanding of procedures for discipline with follow-up reports to originator, including results.
9. The principal involves faculty members in developing school program including experimentation.
10. The principal makes fair assignments according to staff distribution.
11. The principal develops a feeling of mutual reliance of staff and principal with assurance of fair reception of all requests by either.
12. The principal demonstrates a clear indication of interest of administration in problems of staff.

13. The principal maintains a clear understanding of procedures and clerical routines.
14. The principal demonstrates a prompt consideration of staff problems.
15. The principal gives prompt recognition of outstanding work.
16. The principal promotes good personal relations through social functions; full participation by principal.
17. The principal creates an awareness of staff that opportunities to advance are open and all eligible people will be informed.
18. The principal creates opportunities for in-service training and professional growth.
19. The principal employs democratic principles to solve problems utilizing election, selection, and volunteering procedures.
20. The principal makes sure good equipment and facilities are available to staff.
21. The principal handles personal matters with staff in a confidential manner.
22. The principal informs staff fully and clearly on matters of professional concern.

Klopf, Gordon J., "The Principal as an Educational Leader in the Elementary School," Journal of Research and Development in Education, Vol. 5, No. 3, pp. 119-25.

Personal Competencies

1. Ability to function in ways that reflect:
 - a. an ultimate concern with valuing the dignity and worth of human beings and an interest in the development of the potential inherent in every person--central to which view is the person himself, as he discovers his own being and relates to other persons and to social groups
 - b. an emphasis on the child as being and becoming--becoming a person with respect for individuality of self and others, who lives a creative, full, and culturally responsive life, who endeavors to function with competence, continuing joy, and the spirit of learning and inquiry
 - c. a centering of attention on the experiencing person, and thus a focus on experience as the phenomenon in the study of human beings with the concomitant awareness that they are real to others as they experience and perceive him, and that this perception involves the individual's behavior, ideas, feelings, values, knowledge, and perceptions
2. Ability to experience process in life and to continue this process within the self with undiminished curiosity, initiative, and the feeling of personal regard
3. Ability to integrate the world of ideas, knowledge, culture, art, and thought in one's work
4. Ability to relate to others as equals and as differentiated individuals in interpersonal encounters, and to do so because of the clear image one has of people as individuals
5. Ability to acknowledge that one has personal needs, to recognize what they are, and to distinguish them from the personal needs of others
6. Ability to use the self, as evident through developing a sense of identity and autonomy; control of fear, anxiety, anger, jealousy, and drives; a sense of self awareness; a sense of the self as a learner; a set of goals for self
7. Ability to function as a person with a value framework, with commitment and involvement, with integrity and honesty, with creativity, imagination, and openness
8. Ability to function as a person with strength, energy, and vitality, with a sense of humor, with knowledge, information, and facts

9. Ability to function analytically and logically and with wisdom, understanding, and insight
10. Ability to conceptualize and generalize
11. Ability to inspire, stimulate, and motivate
12. Ability to provide leadership through the capacity to make decisions, share in decision making, assume authority and responsibility, share authority and responsibility
13. Ability to communicate in writing and speaking
14. Ability to use numbers and basic mathematical constructs

Generic Competencies

1. Ability to develop open and honest relationships with a wide range of people of various age levels with different backgrounds and life experiences
2. Ability to provide an environment within which the other person can feel the freedom to examine self better which happens when the leader really believes that the other person is of worth as a person, and the person not only senses this but also finds that he will not be judged, rejected, exhorted, or manipulated by the leader
3. Ability to analyze one's role in an evolving team situation with recognition of the added functions of leaders as they are called upon to organize all resources, human and material, to meet the needs of individuals
4. Ability to provide environment similar to the above with groups of persons who, when facing themselves squarely and exploring their problems, feelings, and aspirations in a non-threatening environment as a group, may have a reinforcing effect upon self-discovery and provide, also, an excellent laboratory for the examining and the experiencing of individual freedom and responsibility
5. Ability to understand the growth and learning process of children and youth as well as of adults and to develop approaches which enable learning to take place in self and others
6. Ability to formulate hypotheses, to evaluate, to study and to do research
7. Ability to provide leadership through conducting a discussion, interpreting ideas, solving problems, determining goals, conducting a meeting, writing reports and papers, planning and organizing, orchestrating people and ideas, delegating responsibilities
8. Ability to enable other adults to become more competent through consultation, counseling, confrontation, negotiation, and encountering

9. Ability to function with the varied media such as using slides, video taping, film making, and tape recording.
10. Ability to organize groups for task and training purposes, such as committees, seminars, workshops, institutes, and courses
11. Ability to use training techniques such as role playing, simulated case studies, growth exercises, and games
12. Ability to analyze particular matrices in terms of the total system in which they are located and to use this information in providing leadership for the particular matrix
13. Ability to administer the financial dimensions of a particular organization in terms of its goals, budget preparation and control
14. Ability to use both human and material resources, space, and environment effectively

Functional Competencies

1. Such competencies to enable the leader to organize and administer a school as:
 - a. ability to assist in planning for the professional development of the members of a school staff, including the special needs of paraprofessionals (with professional development here defined as meaning systematically planned activities and processes that promote changes in knowledge, techniques, and attitudes which may improve the effectiveness of all members of a school staff)
 - b. ability to assist with the development of objectives and goals of a school, to help plan a program to carry them out, to help develop an assessment program to audit the school's accomplishments
 - c. ability to assist in establishing a close working relationship between teachers, paraprofessionals, pupil personnel staff members, and other ancillary personnel
 - d. ability to recruit and select competent staff, including paraprofessionals
 - e. ability to plan, organize, and execute financial, physical, and management aspects of a school
 - f. ability to assist in planning, organizing, and participating in staff meetings
 - g. ability to assist in interpreting the needs and demands of children to the school staff, the administration, such as the Board of Education, and to develop a leadership support system with administration, teaching, paraprofessional and specialist staff
 - h. ability to assist in and facilitate the analysis of the climate of the school, and interpret the implications to staff, parents, and community
 - i. ability to provide enthusiasm, incentives, support, and encouragement to embark on new courses of action and strategies of change
 - j. ability to assist in the development and implementation of a program for staff development that provides an opportunity for school personnel to have experiences involving interaction and to gain some understanding and awareness of themselves and how others perceive them

- k. ability to assist in the meaningful involvement of parents
 - l. ability to assist in selection of equipment and instructional materials
 - m. ability to enable team relationship with teachers and paraprofessionals to develop
 - n. ability to respond to specific needs and problems of the role, performance, and training of paraprofessionals
2. Such functional competencies to enable the leader to work with teachers and other instructional personnel as:
- a. ability to work with teaching staff (including not only teachers, but also paraprofessionals, counselors, specialists in various fields) to increase understanding of the educational and social dynamism of a changing American society and the role of the school as both interpreter and catalyst
 - b. ability to assist teaching staff in gaining the general competencies, appropriate skills and techniques, and understanding of fundamental concepts of child development all of which are necessary to working effectively with students and parents, individually and in groups
 - c. ability to assist teaching staff in diagnosing learning needs and styles of children--which involves understanding the learning process itself and how learning styles and cognitive development vary from child to child
 - d. ability to help teaching staff identify students with special needs, strengths, abilities, interests, and concerns
 - e. ability to assist teaching staff with understanding and facilitating particular learning modes for children such as dramatic play, use of real situations, and other opportunities for first hand experience
 - f. ability to work with teaching staff in enlarging the student's understanding of his immediate environment and the surrounding world, and in helping him achieve mastery of relevant cognitive and social skills
 - g. ability to analyze basic approaches to curriculum which teaching staff utilize and to offer a wide range of alternative approaches and resources to meet specific needs of teaching staff and children--needs perceived by the teaching team or the leader or both
 - h. ability to demonstrate to teaching staff ways of working with children which seem appropriate to a given situation
 - i. ability to provide teaching staff with materials and media for use in teaching
 - j. ability to assist teaching staff with arrangements of room, building, and other environmental elements for learning
 - k. ability to help teaching staff develop a professional library for members of the school staff and to encourage effective use of such a library
 - l. ability to work with a wide variety of sometimes reluctant adults in the total school staff in order to minimize road blocks to learning and maximize the inherent strengths of the individual child
 - m. ability to design and carry out with teachers and other school personnel, training sessions (workshops, seminars, courses, field trips) related to staff development and career development
 - n. ability to utilize varied media for training purposes
 - o. ability to enable teachers and paraprofessionals to work together effectively in the classroom

- p. ability to assist teaching staff in involving resource persons, including ancillary staff such as psychologist, social worker, parent worker, parent coordinator, and nurse
 - q. ability to plan and execute program analysis designs and techniques and use existing designs where relevant and to assist teaching staff in being analytical about their own processes and programs
 - r. ability to elicit ideas and suggestions from teaching staff and to give staff the feeling that it is worthwhile to make suggestions based on previous consideration and frequent use of others' ideas
3. Such functional competencies to enable the educational leader to work with the community, as:
- a. ability to understand, respond to, and share in the social dynamics of a changing American society
 - b. ability to work with community groups and pressure components of society
 - c. ability to help school personnel seek information about individual children from parents so that they can devise a curriculum that meets each child's needs and interests
 - d. ability to help school personnel foster a two-way flow of communication and interpretation between home and school so as to reduce home-school alienation and avoid the negative impact upon learning which ensues when there are conflicting values and divergent child-rearing practices
 - e. ability to help teaching staff and other school personnel assist parents in developing realistic perception of their children's development in relation to their potentialities
 - f. ability to help teaching staff and other school personnel interpret test results to parents
 - g. ability to organize and conduct parent meetings, workshops and interaction groups, and to help teachers and school personnel do so also
 - h. ability to provide opportunities for school personnel to learn from parents and to be involved in cooperative planning with parents

The degree to which an individual has any of the above competencies and the priority system which one gives to them are essential considerations. Bank Street College of Education is beginning three projects which are to deal further with the role definition of the elementary school principal as an educational leader. The projects include components for defining functions of the role, competencies for it, and implications for pre- and in-service training for the role. As these activities progress during the next two years there will be a series of papers and reports issued to define and verify further the components in the configuration.

The Principal must recognize that education is no longer a decision-making job for one man. He must utilize his staff and view his role as the chief coordinator of a professional team. His functions are:

1. give guidance and inspiration to instructional staff
2. express confidence in their ability
3. insist on atmosphere of freedom
4. help release creativity wherever it appears
5. work with associates
6. have and share with the rest of the staff a genuine respect for the professional status of classroom teachers
7. set up dialogue in which everyone can be heard

The following expectations are essential for the principal if he is to do an effective job. He, in turn, must be considerate of his teachers.

1. time to do the job
2. understanding of the operation
3. knowledge of related operations
4. experience
5. perspective to recognize proper relationships and impacts of actions
6. facilities to do the job
7. knowledge of administrative principals
8. independence in approaching problems to the degree that he is not limited to a great extent by policy, custom, and personal factors
9. freedom to act as a trusted colleague with authority to use independence
10. ability to act, to initiate action to be a go-getter with ability probed in the firing line

Principals should:

1. be open minded; overcoming complacent attitudes and accepting and fostering change
2. be fair and objective without overcompensating
3. be sincere, liking other people and accepting their differences
4. be considerate, respecting opinions and feelings held by others
5. be natural, not evasive or defensive
6. be consistent, enforcing rules and regulations in a non-discriminatory manner
7. be calm, not creating problems
8. be sensitive to needs of others, perceptive of possible repercussions of actions

9. make decisions about placement of pupils and support these decisions until it is shown to be possibly harmful to the child
10. constantly evaluate, plan, and design the curriculum with faculty, providing materials on intergroup relations for students and teachers to promote social awareness and understanding
11. arrange for orientation sessions with the faculty and encourage orientation of the student body
12. realize that difference in values and backgrounds do exist and keep these in mind when working with each individual
13. make decisions with the interests of the whole school in mind, maintaining quality education as a major concern
14. establish a climate which recognizes the rights of individuals
15. be aware of school board policies, obtaining the support of the board for administration policies
16. become well-acquainted with the community; open communication pipe-lines into the community, learning community values and feelings
17. become an expert in public relations
18. provide as many opportunities as possible for parents to visit the school, letting them get to know the school staff
19. accept all as individuals, accentuating positive aspects of human relations

AREAS OF COMPETENCE AND

STATEMENTS OF PROFICIENCY FOR THE PRINCIPALSHIP

A. Working Relationships with Central Office; Policy Development for the District

1. The principal works with the school board, superintendent and central office staff in the defining, coordinating, interpreting, and implementing the educational policy of the district.
2. The principal consults with central office staff on educational and organizational matters.
3. The principal serves as a liason between the school, the district office and the state Office of Education.
4. The principal collects and interprets statistical information periodically requested by the district office.
5. The principal provides the central office staff with the information needed to clarify his position when complaints are brought against his school.

B. Financial Management

6. The principal organizes, supervises, and manages the financial affairs of the school.
7. The principal provides resources and money for the educational programs of his school.
8. The principal makes resources available to the staff (for supplies, money, equipment, etc.)
9. The principal is familiar with the projected budgetary needs of his school, including salary, operation and maintenance costs.
10. The principal knows the financial situation of his school and analyzes cost by student, grade, by total enrollment, by number graduating, and by number failed or dropping out.

C. Community Services and Community Relations

11. The principal plans for and establishes public relations programs with the community.
12. The principal mediates disputes between parents, teachers, staff and students.
13. The principal identifies the community forces that affect the operation of the school and the implications of those forces.
14. The principal ought to be capable of publically supporting his ideological convictions as well as his opinions concerning the problems confronting the community.

15. The principal cooperates with civic organizations, and maintains good public relations with the communications media.

D. Pupil Personnel: Counseling and Guidance

16. The principal utilizes counseling techniques with, and sees to it that guidance programs are provided for, students.
17. The principal encourages students to participate in developing and implementing student programs.
18. The principal encourages and initiates studies that discover causes for difficulties and failures experienced by students, and helps in finding solutions for those difficulties.
19. The principal is an advocate of the students and communicates with them regarding aspects of their school life.
20. The principal organizes and directs the work of the counselors, as well as the orientation and social services of the school.

E. Student Activities

21. The principal organizes, administers and coordinates all the student activities of his school.
22. The principal evaluates the student activities program.
23. The principal determines and maintains standards for participation in student activities.
24. The principal develops and supervises the organization and functioning of student government.
25. The principal supervises the school's extra-curricular activities (assemblies, sports, etc.).

F. Pupil Control: Discipline, Attendance

26. The principal defines responsibilities in an effort to achieve regular attendance and control of the drop-out rate.
27. The principal establishes adequate control of the student body and provides necessary disciplinary rules with the help and cooperation of teachers, parents and students.
28. The principal maintains discipline, balanced with the normal functioning of instructional and extra-curricular activities.
29. The principal develops relationships of mutual understanding with the students by demonstrating his interest in their welfare.
30. The principal maintains adequate communication with parents so that he is able to communicate timely information to them regarding their children.

G. School Plant Organization and Control

31. The principal plans the school's educational program in accordance with the available facilities and equipment.
32. The principal regularly inspects the grounds and buildings personally.
33. The principal efficiently manages and operates the plant and its facilities, and supervises the custodial help.
34. The principal finds the means and resources that make possible reasonable building maintenance; and he coordinates the plans for repairs, additions, and remodeling.
35. The principal maintains a current inventory of the equipment, furniture, and supplies of the school, and establishes and checks on a plan for reasonable periodic inspections.

H. Auxiliary Services

36. The principal organizes and manages the cafeteria service.
37. The principal cares for the health of the students by encouraging the organization and implementation of preventive medical services (vaccination, others).
38. The principal cares for the physical well being of the students by attempting to eliminate potential hazards and by organizing first aid services.
39. The principal provides transportation services making possible regular attendance.
40. The principal supervises and evaluates the auxiliary services of the school.

I. Personnel Administration

41. The principal organizes, coordinates, and supervises both teaching and administrative staff assignments.
42. The principal assists, advises, counsels and provides guidance to the staff in their personal and school problems.
43. The principal identifies the needs and interests of the entire school staff.
44. The principal regularly evaluates the teaching abilities of his teachers.
45. The principal develops and improves the staff by attracting and retaining competent personnel.

J. Personnel Improvement

46. By his own example, the principal stimulates and encourages teachers to keep abreast of current educational developments.

47. The principal encourages teachers to develop educational objectives and to work towards concrete goals.
48. The principal organizes, directs, coordinates, supervises, and evaluates in-service training programs and summer workshops.
49. The principal challenges his teachers to practice innovative and creative educational methods and techniques.
50. The principal supervises instruction by employing modern procedures and techniques of supervision.

K. Evaluation and Planning of the Educational Program: The Development of Curricula and Instruction

51. The principal plans and evaluates the instructional and curricular programs with the help of parents, teachers, and students.
52. The principal assesses the students' educational needs with the help of parents, teachers, and students.
53. The principal provides opportunity, direction and guidance to his teachers in developing curricula.
54. The principal plans for registration and registration procedures, and for opening and closing the school year.
55. The principal sees to it that high levels of academic achievement are maintained, and defines the standards and procedures for evaluating the results of instruction in his school.

L. Research and Development Projects: Investigation and Testing of New Techniques; Innovations and Change

56. The principal employs professional research techniques, interprets the results, and applies the conclusions in solving the educational problems of his school.
57. The principal develops long-range educational plans by involving parents, teachers, students, and central office personnel.
58. The principal encourages and supports educational research, especially when teachers show interest.
59. The principal foments and supports experimental, educational projects in order to promote innovation and change in education.
60. The principal organizes seminars, and similar activities, in order to stimulate inquiry in his teachers in testing new learning and teaching theories.

Key Responsibility 1: The principal develops school unit goals and objectives to guide instruction.

1. The principal relates needs of students to school system goals and legal requirements.
2. The principal defines goals and objectives that are unique to the school unit.
3. The principal guides the development of instructional units to implement unique goals and objectives.
4. The principal articulates goals and objectives for sub-units within the school.

Key Responsibility 2: The principal allocates staff personnel to accomplish instructional goals.

5. The principal defines job requirements for each position in terms of instructional processes.
6. The principal assists in the recruitment and selection of personnel for instructional responsibilities.
7. The principal assigns or reassigns instructional staff to optimize conditions for learning.
8. The principal recommends staff members for re-employment, promotion, or dismissal.

Key Responsibility 3: The principal allocates time and space to accomplish instructional goals.

9. The principal inventories the changing needs for time and space for various instructional purposes.
10. The principal allocates time and space to various instructional purposes.
11. The principal assigns students to appropriate spaces and time units for instruction.

Key Responsibility 4: The principal develops and utilizes materials, equipment, and facilities to accomplish instructional goals.

12. The principal inventories the changing needs for materials, equipment, and facilities to accomplish instructional goals.
13. The principal allocates materials, equipment, and facilities to accomplish instructional goals.
14. The principal directs the identification and selection of needed materials, equipment, and facilities for instruction.
15. The principal coordinates the redesigning of instructional facilities to accomplish instructional goals.
16. The principal assists in the development or modification of instructional materials that are not available commercially.

Key Responsibility 5: The principal coordinates supporting non-instructional services to accomplish instructional goals.

17. The principal inventories the changing needs for non-instructional services in order to accomplish instructional goals.
18. The principal organizes and coordinates the non-instructional services to optimize the accomplishment of instructional goals.

Key Responsibility 6: The principal develops school-community relations to accomplish instructional goals.

19. The principal establishes communication with the school constituency for the purpose of assessing needs and setting broad instructional goals.
20. The principal explains school and school district instructional policies and procedures and reports instructional problems and achievements to the school constituency.
21. The principal provides an adequate system for reporting students' performance to parents, prospective employers, higher educational institutions, and others.
22. The principal communicates to the professional staff at school and district levels the feelings and desires of the school constituency.

Key Responsibility 7: The principal develops in-service training programs to improve instruction.

23. The principal plans in-service training programs for teachers by relating performance data to school goals.
24. The principal guides individual teachers toward selective participation in in-service training activities.
25. The principal leads in-service training sessions for teachers.
26. The principal organizes and coordinates in-service training programs so as to make maximally effective use of personnel, time, materials, space, and money.
27. The principal trains other members of the professional staff to assume leadership roles in the in-service program.
28. The principal assesses the effectiveness of in-service training activities and programs.

Key Responsibility 8: The principal assesses the needs of the school unit and evaluates the processes and products of instruction in order to improve instruction.

29. The principal collects, organizes, analyzes, and interprets data concerning the performance of teachers.
30. The principal collects, organizes, analyzes, and interprets data concerning other-than-teacher influences on learning.
31. The principal collects, organizes, analyzes, and interprets data concerning the performance of students.
32. The principal collects, organizes, analyzes, and interprets data concerning former students.

Melton, George E. and Stanavage, John, "Job Specifications for Principals,"
Education Digest, Vol. 36, No. 2, October 1970, pp. 25-28.

- Areas of Concern: 1. Educational Leadership
2. Reappraisal and Restructuring of His Profession

I. The Principal is an Educational Leader

- A. Guides and directs his staff and coordinates total educational program within the school
- B. Improvement of instruction; keeping instruction and learning foremost in his own planning and making certain they are central to all school deliberations
- C. Adapts school's program and procedures to the requirements of the individual student and is sensitive to the needs of the individual teacher
- D. Helps to establish and clarify short and long range goals which are educationally sound and administratively feasible
- E. Acts as a catalyst for innovative thinking and acting on the part of others in the school as well as suggesting his own ideas for program, curriculum, and organization
- F. Accepts accountability for the overall effectiveness of the school
- G. Fosters sound interpersonal relationships among the students, teachers, and administration
- H. Skillful supervisor of instruction; organizing, developing teaching staff
 - building competent, balanced, professionally alert staff through sound selection, orientation, and continuing in-service activities; supervising individual teachers to assist them in self-improvement efforts, evaluating teacher performance on the basis of cooperatively determined objectives; nurturing staff leadership by providing opportunities for professional growth

II. The Principal is an Administrator

- A. Assumes responsibility to help other school personnel in clarifying objectives, identifying problems, establishing priorities, developing strategies, and assessing progress
- B. He must integrate into a meaningful whole the disparate efforts of those who constitute the school.
- C. Must possess the requisite authority to execute these mandates of his office
- D. Share decision making at various levels
- E. Direct policy making at the building level and participate in decision making at all other levels when the policies in question affect his school's operation
- F. Implement policy, accepting the responsibility, while sharing the authority in whatever manner is within the best interests of the school

- G. Modify policies when he judges it desirable to do so or make recommendations if the matter is not within his authority
- H. Broaden the base of his decision making involving students, parents, teachers, and citizens
- I. The principal must be held responsible for the impact positive or negative of the school on its students.

III. The Principal as an Interpreter

- A. Explains school, program, philosophy problems to students, staff, and community
- B. Presents school to Central Office, Board of Education, and colleagues so they can share in new developments

IV. Principal is a Conflict Mediator

- A. Responsibility for establishing climate in school
- B. Recognizes conflict may exist for promoting personal and professional growth
- C. Active part in negotiations

V. The Principal is an Educator of Educators

- A. Shares insight with teachers
- B. Resource person for teaching effectiveness
- C. Knows balance, sequence, and degree of freedom for innovative curriculum

VI. Ombudsman

- A. Advocate for those who question
- B. Works sympathetically with youth, nonconformist teachers, aggressive parents

VII. Professional

- A. Continue professional growth--reading
- B. Organize administrative corps so assistant principals get depth and breadth of administrative experience

Criteria for a Successful Administrator (Interpersonal)

1. The administrator facilitates teaching-learning activities.
2. The administrator knows how to mobilize school and community resources.
3. The administrator strives to elicit the cooperation of the members of the community
 - a. motivating community members to cooperate with the school
 - b. communicating to community members knowledge of what they can do to aid the school
 - c. allowing them an opportunity to cooperate
4. The administrator strives to work out with each citizen a realistic amount of time and energy to devote to the school, taking into account the school's importance to the citizen in his entire life hierarchy of values, the needs of the school that can be met by citizen participation and the rewards to the citizen for devoting time.
5. The administrator grants personal recognition for such community cooperation.
6. The administrator must bring about a realistic cooperative plan for running the schools based on the educational and professional ability of the school staff and the experience and special abilities of the community.
7. The administrator creates in community members a realistic respect for the competence of the schools and their personnel in accomplishing the educational goals.
8. The administrator must be accessible to the community so that community members can come to know the school and its personnel well.
9. A good administrative staff satisfies the operational needs of the teachers in as convenient a manner as possible with as little involvement by the teacher as possible.
10. The administrator gives teachers and staff a realistic picture of the actual importance and significance of their jobs.
11. The administrator allows the teacher and staff person to devote the appropriate amount of time to his job without unnecessary interruption
12. The administrator motivates teachers and staff to want to perform their jobs with optimal efficiency, to guide them sufficiently to help them obtain this competence and to allow them the opportunity to use their abilities on the job.
13. The administrator assures that teachers have a realistic picture of the actual importance and significance of teaching.
14. The administrator enables the teacher to know how to improve.
15. The administrator helps the teachers to like their school, job, and colleagues.
16. The administrator makes clear to the teachers how they can best help the school.

Task Effectiveness Criteria for a Successful Administrator

1. The principal has the ability to make sound, well-thought-through decisions about all problems facing the administrator.
2. The principal uses school resources optimally.
3. The principal demonstrates the ability to support and facilitate the teaching-learning activities through such procedures as budget balancing, upkeep of school plant, coordination of activities, dissemination of information and selection of personnel.
4. The principal demonstrates knowledge of school law, school finance, school building, history of education, and other subjects basic to good decision-making in educational administration.
5. The principal maintains open communication channels for the expression of opinion and feeling among school personnel.
6. The principal demonstrates openness to and encouragement of further training and innovation in education.
7. The administrator should anticipate, recognize, and state clearly the problems of the school system that must be solved in order to attain the objectives of the school.
8. The administrator must organize his school unit in such a way that problems are identified in sufficient time to mobilize the best forces available to solve the problem.
9. The administrator conscientiously gathers all available information relevant to solving the problem; he makes sure to hear all sides before making a decision.
10. The administrator, when confronted with a complaint, checks into the source of the assertion to determine its reliability.
11. The administrator is creative and imaginative in getting to the reasons behind problems.
12. The administrator is flexible in being able to accept many possible explanations or problems that arise in the school.
13. The administrator is creative in thinking of many approaches to solving a problem in addition to the usual methods which he knows well.
14. The administrator considers all possibilities before choosing one.
15. The administrator is aware of possible effects of his actions or others.
16. The administrator is well enough informed about the total school situation to be aware of all the implications of its actions.
17. The administrator knows the goals of the school and has a clear idea of which goals are more important than others--the hierarchy of educational values.
18. The administrator is able to communicate the goals and objectives of the school to the staff and the community
19. The administrator is not easily swayed by pressures that would interfere with accomplishing the goals of the school; he sticks with his convictions.
20. The administrator is not unduly rigid about adhering to his ideas if the reality of the situation suggests change.
21. The administrator's decisions are reasonable in not being overly conservative, safe nor unimaginative.
22. The administrator follows up his decisions to see if they worked so that he can profit from this knowledge.

23. The principal maintains an effective system of communication:
- a. teachers express their opinions and feelings freely
 - b. staff members discuss their problems and concerns freely with each other
 - c. staff members know how people feel about the school and its program
 - d. there is good communication between the teachers and other members of the school staff
 - e. teachers are kept informed as to how their work is evaluated
 - f. the community and parents are kept aware of the accomplishments of the school and the students
 - g. the staff has a good knowledge of the feelings and opinions of the children about the school
 - h. teachers and parents feel free to make suggestions for improving the school
 - i. teachers are kept informed of central office policy changes affecting the school
24. The principal provides a high level of educational leadership:
- a. there is constant evaluation of the total learning process
 - b. experimentation and new approaches in instruction occur reasonably often
 - c. the staff's attention is called to important and interesting articles or publications
 - d. new ideas and information relating to education are regularly discussed
 - e. high standards of academic achievement and learning are expected of the students
 - f. information is regularly available on new teaching materials, aids, resources
 - g. current events of significance and importance for the school are regularly discussed
 - h. new developments in each subject area are called to the staff's attention
 - i. released time is available for teachers to work on special projects or ideas designed to improve the school program

Newbold, K. R., A Description of North Carolina Principals on Selected Dimensions of Competence, Dissertation Abstracts, 1968, 28: 12A, 4857.

Eleven Dimensions of Competence

1. Intellectual Ability
2. Ability to Communicate
3. Judgement and the Ability to Make Decisions
4. Ability to Work with Others
5. Leadership Ability
6. Educational Philosophy
7. Dependability

8. Health
9. Content Background in Education and Administration
10. Teaching Experience
11. Content Background in Related Disciplines

Nickerson, N. C., "Status of Programs for Principals," National Association of Secondary School Principals, Vol. 56, No. 362, pp. 10-20.

Competencies of Principals

1. The secondary school principal should teach teachers how to conceptualize, plan, and implement change.
2. The secondary school principal should spend the greatest share of his on-the-job time working with teachers on the improvement of the instructional program.
3. The principal should be sensitive and have some human awareness training.
4. The principal should be well acquainted with the effects on children of the socio-economic milieu in which they spend their out of school time.
5. The principal should consider students a viable source of ideas for changing the instructional program.
6. The principal should be responsible for delegating authority to others for office tasks, such as bus scheduling, student discipline, building scheduling, and extra-curricular activity organization.
7. The principal should initiate regular contacts with groups of students to frankly assess the quality and relevance of the educational opportunity being provided by the school.
8. A major part of the principal's role should be active interaction with community groups, interpreting the school's program to them, and soliciting input from them.
9. The principal should delegate some supervision of teachers to Department Chairmen or subject matter consultants.
10. The principal should be a facilities manager.
11. The principal should consider the teachers a viable source of ideas for changes in the instructional program.
12. The principal should consider the students a viable source of ideas for changing policies and operating routines of the school, other than those directly related to the instructional program.
13. The principal should be well-versed and up-to-date in curriculum developments and instructional technology.

Item Classification System

A. Working within the profession

1. The principal visits area outside the school--e.g., other districts, professional meetings, educational material displays--to obtain new ideas for the building.
2. Informs staff members of professional growth activities; e.g., workshops, journal articles, university courses.
3. Participates in the local educational professional organization.

B. Working with the community

1. Works with parent in explaining the school's position when controversial issues develop.
2. Determines when the community may use school facilities.
3. Structures the school environment so effective teacher-parent conferences take place.
4. Helps to communicate to parents the importance of successful academic achievement in their children.
5. Fosters a cooperation atmosphere between staff members and the parents of the community.
6. Clarifies the school programs to the parents of the community.
7. Writes news reports and articles to improve school-community relations; e.g., district-wide and/or school publications.
8. Works with community-school oriented organizations; e.g., Parent-Teacher Organizations.
9. Maintains lines of communication with parents.

C. Working with central staff

1. attends board of education meetings and reports the proceedings to the staff members.
2. Plans and organizes with the superintendent the most effective means of passing a district referendum.
3. Works with specialists--e.g., social workers, psychologists, speech therapists, etc.--to plan more effective school programs for individual students.
4. Participates with the superintendent on district-wide planning and coordinating committees; e.g., educational advisory council, educational policy committee.
5. Suggests to the superintendent school-building budget allocations and priorities.
6. Represents the teaching faculty in collective bargaining negotiations.
7. Functions as a "liaison" with the superintendent for individual teacher grievances.
8. Recommends to the superintendent the necessity for employment of non-teaching personnel; lunchroom supervisor, clerical help, teacher aides.

9. Helps determine qualifications for selection of a new building principal.
10. Explains to the superintendent why a given decision was made.
11. Creates a "climate" in which individual staff members are encouraged to try out new ideas.
12. Evaluates the work performance of individual teachers.
13. Orients new teachers to school policies, practices, and procedures.
14. Acts as a referee on a work-oriented problem; e.g., teacher conflict with parent, student, or other teacher.

D. Working with building personnel

1. Assigns teachers to their rooms, students, programs.
2. Coordinates school activities; e.g., programs, special services, extra-curricular activities.
3. Determines conditions of work; e.g., working hours, arrangement of sessions, free time.
4. Determines qualifications for selection of a new teacher.
5. Develops policies and procedures for the grade placement of students.
6. Writes administrative and/or supervisory bulletins.
7. Plans, writes, and implements federally sponsored programs for the school building.
8. Assigns non-teaching activities; e.g., school assemblies, money collections, special lectures.
9. Suggests means for improving the school's physical facilities; e.g., recommending furnishings for a classroom, helping to design an addition.
10. Determines working facilities; e.g., desk arrangement, location of blackboards, number of tackboards, etc.

E. Supervision

1. Suggests an instructional method to make a lesson more effective or remediates an individual pupil's learning problem.
2. Prepares, organizes, and implements school-wide curriculum innovations; e.g., sex education, Initial Teaching Alphabet, Afro-American history.
3. Modifies and adapts the district curriculum in terms of the school's individual needs.
4. Proposes, organizes, and implements in-service and/or teacher faculty meetings.
5. Proposes, organizes, and implements instructional innovations, e.g., team teaching, learning centers, ungraded primaries.

Onofrio, John E., "The Public School Principal in Terms of Today's Leadership Expectations," ERIC Research in Education, 1968, ED 025 024.

Classic Dimensions of Highly Innovative Principals:

1. The principal clearly defines his role and lets his followers know what is to be expected.
2. The principal exhibits foresight and accurately predicts outcomes.
3. The principal speaks out and acts as a representative of his group.
4. The principal maintains a closely knit organization and resolves inter-member conflicts.
5. The principal uses persuasion and argument convincingly.
6. The principal regards the comfort, well being, status, and contribution of his followers.

Peebles, James M., "Formal Procedures for Evaluating Principals," ERIC Research in Education. 1973, ED 075 938

Areas of Competence for Administrators

1. leadership
 2. planning
 3. follow through
 4. organization
 5. initiative
 6. decision making
 7. ability to motivate and develop
 8. knowledge of competence in field and subject area
 9. communication with administrator's staff, with administrator's supervisors and with the public
 10. human relations
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Gaskell, W. G., "The Development of a Leadership Training Process for Principals," ERIC Research in Education, 1973, ED 074 615.

The leader of a school is:

1. an effective observer
2. an effective facilitator
3. an effective counselor
4. has a leadership style that is open and receptive to ideas
5. knows his responsibilities and is accountable for them
6. demonstrates concern for people
7. has learned to tolerate the tentative so that he can effectively lead an organization that is self-appraising, self-correcting, and self-renewing
8. seeks data to guide decision making and respects and uses the data
9. can lead the community and staff through the processes of goal, role, objective, program, management, and evaluative decision making
10. listens, reads, speaks, thinks, writes
11. understands methods, people, materials, facilities
12. is committed to everyone succeeding
13. is able to select items for discussion at the faculty meeting which are of concern to the group
14. assumes the position of consultant advisor by sharing the leadership role with faculty members

Phillips, Herbert E., "Crucial Requirements of the Principalship in Georgia," Unpublished Doctoral Thesis, School of Education, University of Georgia, 1954.

A List of Critical Requirements for Principals in Rank Order

A. Personal Characteristics

1. assumes own responsibilities and blame
2. carries out his own duties, not allowing other jobs to interfere
3. never lets family or personal feelings influence actions or decisions on school matters
4. gives freely of own time and money to help other people and the school
5. never uses his position to his own advantage or profit; is honest
6. keeps his temper under control
7. keeps habits and morals above reproach
8. tells the truth; keeps promises
9. uses tact; is courteous
10. never boasts or takes credit not his
11. follows own instructions
12. displays punctuality
13. is consistent in actions and opinions
14. considers in advance reactions to his acts and statements
15. presides skillfully at all gatherings
16. never gossips or listens to gossip

B. Relations with the Staff

1. never criticizes or ridicules a staff member before other people
2. supports teachers in their delegated and rightful duties
3. works democratically with staff
4. treats staff members impartially
5. communicates effectively all information needed by staff members
6. gives teachers help, encouragement, and cooperation
7. handles dismissals in fair, dignified manner
8. respects and shows consideration for individual staff members
9. resolves individual differences among staff members
10. assists teachers to teach better
11. believes and supports teachers where there are differences with other persons or groups
12. allows teachers choice of actions
13. helps teachers reach an understanding with parents
14. does not interfere with teachers' lives except where necessary to best interests of the school
15. sees that staff members do their jobs
16. takes effective action on staff members who defy or criticize him
17. avoids placing staff members in embarrassing positions
18. never takes pupils from class or punishes pupils without consulting teacher in direct charge
19. secures and tries to keep best teachers possible
20. promotes faculty social affairs

21. delegates responsibilities to staff members
22. never admonishes all the staff for the misdeeds or mistakes of a few
23. handles matter of supply teachers well
24. learns about staff members and their feelings without resorting to unethical measures
25. handles cadet-teachers effectively
26. provides in-service training

C. Relations with Superiors

1. carries out the wishes of his superiors without protest
2. stands up to his superiors when necessary to the best interests of the school

D. Relations with the Pupils

1. takes effective actions on matters of discipline
2. shows genuine interest in and consideration for children as individuals and as part of a group
3. shows partiality to no pupil or group of pupils
4. helps pupils participate in governing themselves
5. uses group meetings to instruct or appeal to pupils
6. handles student protests and pressures effectively
7. learns about and keeps informed about pupils and their backgrounds
8. awards free lunches where there is a real need
9. never embarrasses a pupil by discouraging, ridiculing, or criticizing him before others
10. engages in and attends activities of the pupils
11. makes friends, not intimates, of the pupils
12. settles differences to which pupils are a part
13. uses good judgment in granting permissions for social activities

E. Relations with Parents and Community

1. becomes a real part of the community
2. meets the need for recreation at times other than school hours
3. organizes parent groups or helps those already in existence
4. coordinates school and community efforts to help the needy
5. resists detrimental community pressures
6. provides means whereby community can understand the school and its community
7. encourages community use of school facilities
8. provides means for personal contact between the school and the home
9. sponsors programs designed to bring parents into the school
10. calms irate parents
11. shows consideration for feelings of parents
12. assures school help and cooperation on all community projects and activities
13. aids in resolving community disputes
14. provides needed classes for adults
15. helps parents understand their children and their children's problems
16. keeps parents informed about their children on matters in addition to discipline

F. Administrative and Supervisory Duties

1. provides an improved and extended school program, both subjects and activities
2. operates school by securing advice and help of others
3. broadens school services; such as, lunchroom, guidance, audio-visual
4. takes effective action to promote health, sanitation, cleanliness
5. considers only the best interests of the child in matters of grade and room placement
6. promotes better school attendance
7. handles smoking problem effectively
8. provides proper supervision for pupils at all times they are the school's responsibility
9. holds effective faculty meetings
10. approves use of field trips, audio-visual, and other teaching aids
11. deviates from established rules, policies, or objectives only when best interests of all warrant
12. sees after the children's safety
13. takes a stand on school issues; for example, bonds and consolidation
14. considers classwork of primary importance
15. provides plans and organization for school programs, projects
16. maintains sensible athletic program
17. takes steps to protect the school in all situations
18. refuses to manipulate credits or order re-tests
19. stays on the job long enough and leaves someone in charge when he leaves
20. makes sensible and workable rules for operation of the school
21. realizes importance of well-planned assemblies
22. carries out out-of-ordinary tasks to satisfaction of all
23. cooperates with other schools and people on school matters
24. removes bad influences from the school and its activities
25. promotes better church and Sunday school attendance
26. provides the best possible arrangements for exceptional children
27. places teachers in situations in which they can teach best

G. Business and Clerical Duties

1. takes whatever steps are necessary to obtain needed equipment, supplies, buildings, materials
2. protects school property
3. accounts for money and makes such reports as will protect the school and himself
4. improves the beauty of buildings and grounds
5. takes effective action to relieve crowded conditions
6. performs personal services necessary to better utilization of existing facilities, materials
7. has existing facilities made more usable
8. shows good business judgment in handling school affairs
9. handles school store, concessions well
10. utilizes student help in office

SCHOOL ADMINISTRATOR COMPETENCIES

I. Human Values and Skills

A. Intra-personal. Demonstrates the ability

1. to live with the ambiguities of change and conflict, and
2. the inclination to study his own motivations and actions in their effect on others
3. as shown in the daily performance of his duties, to be a person who has respect for himself and for all others
4. to be a person who possesses trust in others as an operational expression of faith
5. to be a person who has the stamina to make tough decisions when necessary, and
6. willingness to pursue common goals, despite personal reservations regarding them
7. to make an honest attempt to evaluate himself, both objectively and realistically, and
8. disposition to listen as a sincere expression of his desire to understand
9. to be a student of himself, particularly in regard to personal values which shape his actions and decisions
10. to be a person who is deeply dedicated to serve the goals of education in whatever capacity he finds himself
11. to display emotional maturity, particularly in stress situations

B. Interpersonal. Demonstrates the ability to

1. develop an atmosphere conducive to personal development and goal achievement of students and staff
2. perform effectively both as a leader and a participant in group situations
3. involve relevant individuals and groups in decision-making processes and respects decisions so reached
4. develop an open climate in which differences of opinion can be voiced freely and without fear of recriminations
5. understand the behavior of people as individuals and groups based on the findings from the behavioral sciences
6. respect the feelings and values of those with whom he works
7. create interdependence among persons, particularly regarding goals and agreement on means of achieving them
8. motivate students and teachers to a high level of learning and teaching through his leadership capacity
9. develop operational policies and procedures which reflect a belief in collegial relationships, respecting the professional staff as professionals

II. Technical Skills

A. Planning and Purpose-setting. Demonstrates the ability to

1. develop population projections, interpret these projections, discover trends, and relate the information gained to goals and purposes of the school
2. plan, utilize, and operate facilities so that they best serve the instructional programs of the school
3. identify corrective needs consistent with the goals of the school, and also to help others in the identification for development of relevant curricula experience.

B. Communication. Demonstrates the ability to

1. formulate both orally and in writing purposes, aims, and goals for the school which are clearly understood by all members of the school community
2. involve appropriate groups in the development of policy statements which are clear, concise, and acceptable to the school community
3. operate effectively in an environment of communication saturation, exercising expert judgment, ordering and selecting various communications with respect to their urgency
4. develop channels for immediate feedback at all levels of decision-making, and to develop an atmosphere of sincere willingness to receive and consider all communications
5. create a climate conducive to group involvement in effective problem solving
6. express ideas clearly, both orally and in writing
7. understand group dynamics, at least to the point of performing effectively as a participant and a leader in small-group situations
8. keep his mouth shut when appropriate and to listen actively
9. recognize the necessity for the informal organization and the role it can play in facilitating communications

C. Research. Demonstrates the ability to

1. find research appropriate to a problem and to utilize it effectively in seeking solutions to the problem
2. store and retrieve significant data and to utilize it in planning, problem-solving, decision-making and purpose-setting
3. gather data and to utilize research in assessing the overall health of the organization in order to improve the effectiveness of the organization

D. Decision-making. Demonstrates the ability to

1. apply tests of relevance, expertise, and jurisdiction in identifying and pursuing problems involving shared decision-making
2. develop models or paradigms for decision-making and to use them constructively
3. modify structural components in an organization to maximize effective decision-making
4. support operational decision with sufficient resources, commitment, and time to provide a reasonable base for evaluation.
5. apply professional and/or hierarchical concepts of decision-making as the situation warrants
6. seek information needed for decision-making and make it available to those who should have it
7. recognize that most of the crucial problems facing the schools are ill-structured and complex--avoid, therefore, simplistic and hurried solutions

E. Change Agency. Demonstrates the ability

1. and inclination to seek change and improvement
2. to be aware of new developments on the growing edge of education
3. to understand the range of human motivational factors relating to change v. stability.
4. to assess orientation to change in a particular group
5. to utilize leadership skills in sharing control in decision-making and implementation processes
6. to evaluate and reassess the results of change

III. Knowledge, Theories, and Concepts

A. Social Forces Affecting Schools. Demonstrates the ability to

1. identify those social forces which have the potential to affect schools
2. determine which social forces are affecting schools and to determine how these forces interrelate
3. analyze the motives and operational techniques of the various social forces affecting schools
4. operate effectively with and to draw positive benefit from the various social forces affecting schools

B. Organizational Structure. Demonstrates the ability to

1. assess organizational structure needs of a system, subsystem, and/or component unit
2. develop appropriate organizational structure
3. develop operational policies and procedures for organizations
4. function effectively in an operational role within an organizational structure

C. Curriculum Design, Implementation, and Evaluation. Demonstrates the ability to

1. organize the administrative and teaching staff, together with interested laymen and experts
 - a. for the identification and organization of curricular objectives in view of their implications for student behavior
 - b. for the determination of best curriculum design and organization to accommodate experiences, activities, units of work, courses of study, study outlines, and other pertinent augmentations for the attainment of specified objectives
 - c. for the establishment of appropriate procedures for evaluating progress toward objectives and for making changes in curricular content and organization
2. organize professional staff to formulate plans concerned with the development of curriculum objectives
3. encourage lay and professional groups to promote clear understanding of student growth and development and the nature of the learning process
4. develop, with the staff, schedules consistent with the curriculum objectives, individual student programs, the efficient use of personnel and physical facilities, with emphasis on the desirability of the resulting arrangements from the viewpoint of effective instruction
5. provide requisite structure, organizational machinery, time, and means for adequate instruction
6. provide ways and means for continuous experimentation, for curriculum improvement, and for coordinate achievements by publicizing and helping to focus attention on immediate goals and on implementation of agreements reached
7. clarify, coordinate, and summarize progress and disseminate information to all concerned groups or persons

D. Systems Analysis. Demonstrates the ability to

1. understand the basic tenets of systems analysis as it relates to public education
2. apply one systems analysis model (PPBS, PERT, etc.) to school administration
3. instruct others in the use of a systems analysis model in their discipline

E. Data Processing for Management Decisions and Effective Operations. Demonstrates the ability to

1. See II, C, 3

2. utilize a knowledge of the various ways that data processing can be effective in school administration
3. communicate educational ideas to computer programmers so that functional programs can be developed
4. be aware of the shortcomings and limitations of data processing in school administration
5. react and interpret data presented in a computer printout

F. Organization of Public Education in California. Demonstrates the ability to

1. understand and operationalize the historical development and current organizational structure of California's public education
2. explain the state-county-local organization of public education in California to patrons, staff members, and students
3. cooperate and develop productive working relationships with other components of the educational structure and related public and private organizations concerned about education
4. analyze changes in educational organization and to interpret these changes to staff and public

G. School Finance. Demonstrates the ability to

1. determine the role of school finance in the district's educational program
2. determine the sources of school revenue
3. assist with the preparation of the school budget
4. administer the capital outlay program and to supervise capital outlay needs
5. administer the school purchasing program
6. establish and supervise a system of accounting involving school money and property
7. determine school insurance needs and to establish an insurance program commensurate with the needs

H. School Law. Demonstrates the ability to

1. research sources of law as they relate to the operation of a school district
2. apply judicial interpretation of substantive law to school situations
3. keep school personnel, governing board, and pupils informed of legal changes in school operation and to operationalize these changes
4. provide the governing board with leadership essential to its operation

5. provide leadership in establishing rights, duties, and privileges of school personnel, pupils, and parents
6. provide leadership in establishing rights, duties, liabilities, and responsibilities of school personnel, pupils, and parents

I. Pupil Personnel. Demonstrates the ability to

1. institute and maintain a system of child accounting and attendance
2. institute measures for the orientation of pupils
3. provide for counseling services
4. provide for occupational information, placement, and follow-up services
5. utilize the resources of the community and other juvenile agencies in providing pupil personnel services
6. develop methods of dealing with pupil discipline
7. provide effective leadership in conferences involving parents and the school

J. Staff Personnel and Contract Negotiations. Demonstrates the ability to

1. provide for the recruitment of certificated and classified personnel
2. select and assign employees to their respective positions
3. develop an effective system of staff personnel records
4. provide for the formulation of employee personnel policies
5. conduct meaningful negotiations with employees
6. provide effective leadership in reaching agreement with employees
7. maintain effective communication with employees at different levels
8. develop and operationalize a system for evaluating school personnel

K. Materials, Resources, and Equipment for the Instructional Program. Demonstrates the ability to

1. organize the staff for the cooperative selection of materials and for their procurement, storage, allocation, and distribution
2. plan with the staff for the maximum use of materials and resources indigenous to the environment
3. provide for periodic evaluation of materials and ways in which they are used
4. acquire knowledge of various types of teaching aids--visual equipment, audio equipment, resource units, educational trips, library and research materials, and environmental laboratories (schools and systems)

5. develop skill in locating, judging the appropriateness of and in scheduling the use and distribution of available equipment and materials

L. Physical Resources. Demonstrates the ability to

1. translate educational programs and needs into physical resources required for effective implementation
 - a. to describe the relationships between physical resources and the educational program
 - b. to list those physical resources which affect the educational program
2. present an organizational procedure to administer physical resources in a school and to give a rationale for that procedure
3. understand and describe those factors important to a building and grounds inspection
4. be conversant with recent and emergent developments in educational media and to explain the educational uses and values of each to the staff
5. participate effectively in considerations given to planning educational facilities

Redmond, J. F.; Elenbagen, Morton L.; and Gardner, Frank W.; "Certification of the Principal, One City's Experience," National Association of Secondary School Principals, Vol. 56, No. 362, pp. 88-94.

Areas of Principal Competencies

1. The school principal must possess leadership ability, including the ability to work with a team to create and carry out an effective educational program.
2. The principal serves as the catalyst in the introduction of new programs, and must be able to follow them through to fruition.
3. The principal must be aware of the community's needs.
4. The principal must be knowledgeable about curriculum development and must know how to involve staff and community in developing the new curriculum.
5. The principal must be aware of the developmental stages of pupils and the effect they have upon academic programs.

Schilson, Donald L., "The Elementary Principal: Selection and Training,"
School Board Journal, Vol. 44, April 1965, p. 66.

Essential personal and professional qualities of a principal:

1. expresses mature judgement
2. possesses ability to work well with others
3. has leadership ability
4. above average intellectual ability
5. ability to communicate effectively
6. sound health or the physical stamina and ability to stand up under varied pressures and demands
7. dependability
8. ability to express a philosophy of education that will provide a framework in which the principles of American Democracy shall be perpetuated in the school experiences of every child
9. academic qualifications for a teaching certificate
10. compassion for and understanding of children in their various stages of growth and development
11. the capability to conceive and foster creativity in working with children and adult colleagues

Small, James F., "The Role of the School Principal in Initiating and Responding to Social Change," Performance Objectives for Innovating Principals: Concepts and Instruments. Atlanta: Joint UCEA and Atlanta Public Schools Project, working papers, n.d., pp. 1-59.

Sample Criteria for Rating of Principal Performance

Face to face questioning, following up on questionnaire data, could give the team an opportunity to attempt to get a clear impression of the kinds of qualities in a principal which can best be estimated by inference from flexible questioning rather than from a written question. They might be able to rate the principal utilizing a number of criteria:

1. Awareness of critical factors determining his own role:

- a. How well does the principal appear to sort out the multiple roles and loyalties which place conflicting demands upon him in change situations? Is he able to balance his obligations to respond to the needs of students, teachers, parents, etc.?
- b. How well does the principal distinguish his personal opinions and feelings from his professional posture? Is he capable of functioning objectively in situations where his personal convictions differ from his professional obligations?
- c. How capable is the principal of developing criteria for conscious decisions as to the appropriate posture to make? Does he tend to respond unconsciously or automatically or is he able to develop a planned strategy?
- d. How aware is the principal of the factors influencing his perception of the various motives which lead individuals or groups to advocate change? Does he tend to stereotype groups or over-individualize his interpretations of the motivation for change?

2. Diagnostic Skills:

- a. How well can the principal differentiate dynamics which emanate from different sources:
 1. intrapsychic dynamics
 2. group dynamics
 3. interpersonal dynamics
 4. interface dynamics
 5. intergroup dynamics
 6. social system dynamics

Does the principal treat all conflicts between black and white students as racial conflicts? On the other hand, does he consistently seek to portray all such conflicts as personal and not racial? Can he differentiate whether disruptive behavior is related to (1) serving the individual's need for attention, (2) the individual's expression of the group's feelings, (3) a personal conflict between students, (4) a conflict between racial, ethnic, or religious groups, (5) a function of parental or community influence on the child? Can he help teachers base their responses to problem situations on diagnosis rather than assumption

- b. What methods for checking out his diagnosis of the change situation has the principal developed? Can he generate and test out multiple hypotheses regarding the dynamics of the situation?

3. Effective Action:

- a. Can the principal generate alternative interventions for handling change situations?
- b. Can he develop criteria for distinguishing which intervention is most appropriate?
- c. Can he act effectively to influence situations?
- d. How effectively does he create the context in which change can be handled appropriately by the constituencies involved?
- e. Can the principal develop strategies for the nature and timing of his interventions which take into account the forces driving for and restraining change and the current status of the change equilibrium? Does he know when to push for change and when to work on reducing resistance?¹

4. Effective efforts of at influencing the change climate:

- a. Has he made efforts to establish a climate in which teachers, students, etc., feel free to be open about problems or do most people feel that they must keep problems out of the principal's view?
- b. Is there a climate in the school which legitimizes differing points of view about change? What model does the principal's behavior provide? Is he seen as (a) always anxious to change? (b) always anxious to preserve the status quo? (c) wishy-washy? Is he able to play the kind of professional role which does not encourage faculty, students, and parents to see him as acting out of ideology and therefore puts him into a position in which his leadership may be acceptable opposing ideological factions?

5. Establishment of mechanisms for change:

- a. Has the principal helped to establish mechanisms for change and for continual re-evaluation of the need for change?
- b. Has the principal involved those who would have to implement significant changes in behavior in the planning or decision making regarding the changes?

¹ See Change Does Not Have to be Haphazard, Benne, Kenneth D. and Birnbaum, Max, The School Review, Vol. 68, No. 3, 1960.

- c. Has the principal created mechanisms for involvement of constituent groups in the change process which ensure true representation? Are those involved, persons who are seen as leaders by the major components of the groups they represent?

Note: In comparing data from principal and faculty, the team may then be in a position to rate the principal in terms of the degree of effort he has put into establishing the kind of climate in which change issues can be handled effectively and establishing the necessary mechanisms for change. It can also estimate the degree of success his efforts have met and the factors involved in bringing about success or failure, e.g. faculty apathy or enthusiasm; the model set by the principal as tending to help bridge differences or adding to divisiveness, understanding or misperception of the motives of the principal by the faculty or students or vice versa, etc.

Southern State Cooperative Program in Educational Administration: Better Teaching in School Administration. Nashville, Tennessee: McGuidy Printing Co., 1955, pp. 124-177.

THE SSCPEA COMPETENCY PATTERN IN EDUCATIONAL ADMINISTRATION

I. Critical Task Area: Instruction and Curriculum Development

1. Provide for the formulation of curriculum objectives

- a. Organize selected members of the professional staff to formulate plans concerned with the development of curriculum objectives
- b. Arrange for the participation of lay and professional people in activities which will enable them to understand the culture in which the school is located as well as its broader national and world setting
- c. Organize lay and professional groups to promote clear understanding of child growth and development and the nature of the learning process
- d. Organize the administrative and teaching staff, together with interested laymen and experts, for the identification and organization of objectives in view of their implications for behavior on the part of the pupils
- e. Collect and make available to instructional staff and others materials and information which are needed, including college entrance requirements and state regulations
- f. Make certain that time and organizational machinery and means are provided
- g. Summarize and coordinate progress in the clarification of objectives and disseminate information to all concerned
- h. Provide an opportunity for lay and professional groups periodically to re-examine the objectives

2. Provides for the determination of curriculum content and organization

- a. Organize the administrative and teaching staff, together with interested laymen and experts, for the formulation of learning experiences and patterns which will induce desirable kinds of behavior in line with objectives (experiences, activities, ~~units of work, courses of study, etc.~~)
- b. Organize the administrative and teaching staff, together with interested laymen and experts, for the determination of best curriculum design and organization to accommodate experiences described above in separate elementary and secondary areas, broad fields, all grades, activity programs, core curricula, small versus large blocks of time, selection of areas and courses within areas
- c. Organize administrative and teaching staff, together with interested laymen and experts, for the establishment of appropriate procedures for evaluating progress toward objectives and for making changes in curriculum content and organization

- d. Arrange ways and means for continuous experimentation and curriculum improvement and coordinate achievements by publicizing and helping to keep attention focused on immediate goals and on the implementation of agreements reached
3. Relates the desired curriculum to available time, physical facilities, and personnel
 - a. Involve the staff in interpreting the curriculum by developing a tentative schedule which shows the various activities in relation to place, time, and staff
 - b. Make arrangements for parents and pupils to become fully acquainted with the curricular offerings of the system
 - c. Make available a place, time, and staff for students to express their preferences for school work in the form of a schedule
 - d. Obtain from advisors statements of pupil demands expressed in number and kinds of activities, courses, etc.
 - e. Develop with the professional staff a revised schedule consistent with the curriculum objectives, individual pupil programs, the efficient use of the staff and physical facilities, and the desirability of the resulting arrangements from the viewpoint of effective instruction
 4. Provides materials, resources, and equipment for the instructional program
 - a. Organize the staff for the cooperative selection of materials and for their procurement, storage, allocation, distribution, and perpetual inventory
 - b. Plan with the staff for the maximum use of materials and resources indigenous to the environment
 - c. Provide for periodic evaluation of materials and ways in which they are used
 5. Provides for the supervision of instruction
 - a. Select a well trained supervisory staff which is commensurate with the needs of the school system
 - b. Provide an opportunity for the teaching staff to understand the nature and value of instructional supervision
 - c. Establish opportunities for the supervisory staff and teaching staff cooperatively to determine definite working arrangements and relationships
 - d. Assist teachers and supervisors to plan, implement, and evaluate measures for instructional improvement and provisions for professional growth of the staff
 6. Provides for in-service education of instructional personnel
 - a. Make provision for a meeting of professional staff to determine in-service educational needs

- b. Assist in the formulation of a planning committee to design needed projects (extension courses, workshops, intervisitation, etc.)
- c. Implement the projects called for by providing time, space, materials, and resource personnel
- d. Arrange for the interpreting of the in-service program or projects to other professional people and laymen

II. Critical Task Area: Pupil Personnel

1. Initiates and maintains a system of child accounting and attendance
 - a. Establish and operate a continuing school consensus
 - b. Determine the geographical distribution of children and predict geographical shifts in population of children
 - c. Provide for recording all information concerning children accumulative file (sic)
 - d. Develop with the professional staff procedures for dealing with attendance and enrollment problems
 - e. Analyze and interpret age-grade distributions in terms of educational needs
2. Institutes measures for the orientation of pupils
 - a. Establish with the staff pre-school clinics
 - b. Provide orientation days to familiarize pupils with the buildings, offerings of the school, the professional staff, etc.
 - c. Make provision for giving information to pupils and parents, concerning the program and the activities of the school
 - d. Encourage orientation activities in homerooms and regular classes
3. Provides counseling services
 - a. Make arrangements to obtain adequate counseling services (staff, material, equipment, and facilities)
 - b. Provide an orientation of the professional staff to counseling services of the school system
 - c. Arrange for consultant services to be used in the counseling program
 - d. Arrange for parent contacts and the use of related services in universities and colleges, public health departments, other educational institutions, private counseling clinics, public employment agencies, etc.
 - e. Provide for counselors or other advisors to work out tentative class schedules with individual students
4. Provides health services
 - a. Form or utilize an existing health council or advisory committee (representing the schools, health department, other official or voluntary health agencies, medical and dental societies, parent groups, etc.) to plan and propose health services policies

- b. Establish with the board of education medically and socially sound policies concerning the health of pupils
 - c. Acquire (by employing or by cooperative arrangement with the health department) competent medical, dental, and nursing staffing capable of furnishing those health services designated in school policy
 - d. Make arrangements with the professional staff to obtain physical facilities, technical and clerical assistants, and operational equipment and supplies
 - e. Develop a plan to interpret to the pupils, counselors, teachers, and parents, the recommendations of physicians, clinicians, dentists, and others
 - f. Make provisions to utilize the staff for developing and maintaining a healthy sanitary environment for instructional and other school activities
 - g. Make provisions with the teaching and medical staff for the identification, functions, responsibilities, and role-limitations involved in proper handling of injuries or illnesses occurring during school hours
 - h. Provide for periodic assessments of school health services in view of established school board policies and the recommendations of health authorities
5. Provides for individual inventory service
- a. Organize and operate a definite, planned program of individual and group testing (educational, psychological, etc.)
 - b. Provide for the effective use of other techniques of individual analysis (anecdotal records, school achievement, autobiographies, socio-metric devices, rating scales, pupil questionnaires, teacher observation of appearance and behavior, screening tests for vision and hearing, medical histories, physical and dental examinations, etc.)
 - c. Establish and operate an efficient system of individual cumulative records
 - d. Arrange for the understanding and proper use of the inventory by both the professional staff and the pupil
6. Provides occupational and educational information services
- a. Make provision for contacts with public and private employment agencies and other sources of occupational and educational information
 - b. Arrange for systematic collection and filing of up to date occupational and educational information
 - c. Make provisions whereby informational services can be available to teachers and pupils
 - d. Provide for adequate interpretation of information made available through the information services
7. Provides placement and follow-up services for pupils
- a. Make provisions for determining employment and continuing educational needs of the pupils in the school system

- b. Organize a staff and provide facilities for acquiring and making available to pupils information concerning placement
 - c. Provide for periodic and systematic follow-up of school leavers (drop-outs and graduates)
 - d. Assist the staff in organizing and interpreting follow-up data for use in curriculum development
8. Arranges systematic procedures for the continual assessment and interpretation of pupil growth (social behavior, academic progress, physical and emotional development, etc.)
- a. Determine with the staff and lay representatives the kind of pupil appraisal needed and how it would be used
 - b. Develop with the staff and lay representatives complete plans (forms, procedures, etc.) for pupil appraisal and reporting
 - c. Arrange for the plans for pupil appraisal and reporting to be implemented by the staff (develop appropriate forms, explain procedures, provide time, etc.)
 - d. Determine with the staff and lay representatives the value of the plan of appraisal and reporting to pupils, teachers, and parents
9. Establishes means of dealing with pupil irregularities (critical disciplinary problems, truancy, etc.)
- a. Develop with the professional staff and board of education policies for handling various types of pupil irregularities
 - b. Arrange for consideration by the professional staff of the types of pupil irregularities which occur and their implications for the educational program being offered
 - c. Arrange with the professional staff opportunities for discussion of policies and procedures in reference to the handling of all types of pupil irregularities
 - d. Provide for the analysis of conditions in the community which produce pupil irregularities and make arrangements with local agencies to remedy or work toward the improvement of such conditions
10. Develops and coordinates pupil activity programs
- a. Provide a clearing house (designate staff, facilities, and location) for the pupil activity program
 - b. Provide for the dissemination of information concerning a variety of staff and pupil activities in the form of announcements and calendars, etc.
 - c. Provide a means of relating the composite picture of pupil activities to educational objectives of the school system

III. Critical Task Area: Community-School Leadership

1. Helps provide an opportunity for a community to recognize its composition (formal and informal groups, population characteristics, socio-economic trends, economic base, power structure) and understand its present social policy (directions, beliefs, aims, objectives, operating procedures)
 - a. Work with lay and professional groups on community-wide problems
 - b. Assist community groups to examine the working relationships which exist in the community
 - c. Assist community groups to characterize their social policy as represented by ways of working and decisions reached

2. Assists a community to identify its potential for improvement through the use of natural and human resources (climate, topography, number of people, channels of communication, social agencies, institutions, values, and beliefs)
 - a. Work with lay and professional groups on community-wide problems
 - b. Assist lay and professional groups to use people who have not been involved in community activities
 - c. Improve the quality of working relationships in the community
 - d. Contribute a knowledge of human and national resources

3. Determines the educational services (including curriculum, teacher activities, etc.) the school renders and how such services are conditioned by community forces
 - a. Stimulate lay and professional people to identify the educational needs and problems which exist in the community
 - b. Work with professional and lay groups to determine concepts of the role of the school, the educational program, and the entire school staff
 - c. Assist lay and professional people to determine the present and future adequacy of the school program, with regard to the community which the school serves
 - d. Determine with lay and professional groups how community traditions, mores, value patterns, concepts of role, affect the school program
 - e. Report and interpret the data collected by lay and professional people in terms of services rendered by the school, how these ~~services are affected by various community forces, and services~~ which will be needed in the future

4. Helps to develop and implement plans for the improvement of community life (amelioration of race tensions, improving equal opportunities, reducing delinquency, better recreational facilities, etc.)
 - a. Suggest ways in which community agencies could be used to improve their community
 - b. Participate on invitation in the evaluation of other community agencies
 - c. Work with other agencies on request in analyzing their present

- purposes, procedures, and services in view of total community involvement
- d. Assist the community to relate its plans and objectives to democratic values
 - e. Assist the community to relate its procedures in solving community problems or in attempting to accomplish community goals to democratic processes
5. Determines and renders services which the school can best provide in community improvement with and through the cooperation of other agencies
- a. Invite lay and professional groups to re-examine the present services of schools in view of the total community action program
 - b. Identify with the assistance of the staff and interested laymen the contribution which the school can make to community improvement
 - c. Determine public expectancy and understanding of the school's present and potential role in community development
 - d. Project, as a professional school group, the services which the school is in a position to render
 - e. Propose to other agencies and groups the projected program of educational services
 - f. Modify the school's proposal (if necessary) in light of other group proposals
 - g. Shape up, and agree upon agency and group responsibilities for community improvement
6. Makes possible the continual re-examination of accepted plans and policies for community improvement with particular reference to the services which the schools are rendering
- a. Assist lay and professional groups to recognize the function of evaluation in reference to achieving and redirecting community improvements
 - b. Cooperate with community agencies in a continuous evaluation of progress toward community improvement

IV. Critical Task Area: Staff Personnel

1. Provides for the formulation of staff personnel policies
 - a. ~~Organize the staff to study its needs and problems~~
 - b. Accumulate, organize, and record with the staff information which is needed as a basis for the formulation of staff personnel policies
 - c. Develop statements which represent needed personnel policies for consideration by the board
 - d. Assist the school board perform its function of establishing satisfactory personnel policies
 - e. Provide the board of education and staff representatives opportunities for periodic, cooperative evaluation of personnel policies

2. Provides for the recruitment of staff personnel
 - a. Obtain from training institutions and employment agencies information about prospective teachers, supervisors, and non-professional personnel
 - b. Maintain a record of prospective staff personnel according to job specifications (teaching positions, maintenance requirements, custodial services, etc.)
 - c. Develop recruitment materials (brochures, tracts, etc.) to stimulate the interest of capable people in the profession of education and in affiliating with the system
 - d. Identify prospective employees through professional contacts
 - e. Provide prospective employees basic information essential to making personal decisions relative to acceptance of employment

3. Selects and assigns staff personnel
 - a. Determine job openings and personnel requirements
 - b. Identify potentially qualified applicants for each job opening
 - c. Collect all pertinent information concerning each applicant
 - d. Analyze each applicant's qualifications in terms of job requirements
 - e. Arrange contact with and orientation of applicants with possible co-workers
 - f. Formulate and present recommendations to the board of education
 - g. Formulate with the board and interpret to the employee specific employment agreements which are consistent with personnel policies
 - h. Provide for the assignment (or reassignment) of staff personnel in view of the professional aspirations of the employee, the opinions of co-workers, job requirements of the school system, and personnel policies

4. Promotes the general welfare of the staff (tenure, retirement, insurance, sick leave, living conditions, morale, etc.)
 - a. Organize the staff to determine desired provisions relating to their personal and professional welfare
 - b. Supply the staff with information concerning possible personnel benefits within the existing school system
 - c. Present staff recommendations to the board for possible policy formulation or revision
 - d. Set up procedures for implementing policies concerning personnel welfare
 - e. Re-examine periodically with the staff and the board of education the value and execution of staff welfare provisions

5. Develops a system of staff personnel records
 - a. Determine the amounts and kinds of information about employees needed to execute personnel policies (length of service, certification status, previous experience, job performance, etc.). Set up procedures and staff organization for the continuous collection of pertinent staff personnel data
 - b. Develop a system of cumulative personnel records and provide for the continuous flow of information into the records

- c. Develop specific provisions for the supervision and use of personnel information contained in the records
6. Stimulates and provides opportunities for professional growth of staff personnel
 - a. Work with the staff to stimulate a desire for professional growth and to identify professional needs
 - b. Arrange with the staff the kinds of programs which they desire to improve themselves professionally (in-service programs, workshops, short courses, demonstrations, inter-visitation, professional meetings, summer sessions, etc.)
 - c. Assist in making arrangements (leaves of absence, salary increments, promotions, etc.) and providing resources (consultants, materials, etc.) for various improvement programs
 - d. Arrange for taking advantage of all outcomes from professional improvement programs

V. Critical Task Area: School Plant

1. Determines the physical plant needs of the community and the resources which can be marshalled to meet those needs
 - a. Assist community groups to recognize the need for safe, sanitary, pleasant, functional, and efficient school plants to serve as home and operational center for the community program of education
 - b. Lead staff and public to know the community through observation and interviews, study of records and analysis of data which will reveal both human and natural resources
 - c. Organize a detailed study of school population through the use of data through community agencies such as public utilities, local and state planning bodies, Health Department, real estate boards zoning boards, the Chamber of Commerce, merchant's associations, PTA, etc.
 - d. Lead staff and community in organizing for the collection of data such as complete census of school and pre-school population
 - e. Establish organization for continuing the study of pre-school population
 - f. Organize detailed studies and evaluations of existing school plant facilities through visitation and consultation with people who use the facilities, the use of appropriate instruments for determining quality and quantity of available facilities, the objective analysis of existing facilities in the light of the educational program, and use of special consultants as needed to aid staff and community in study (architects, engineers, school plant specialists, and others)
2. Develops a comprehensive plan for the orderly growth and improvement of school plant facilities
 - a. Provide opportunity for staff and interested laymen to review data from detailed study and evaluation of existing facilities and to determine which educational needs are being met or can be met by existing facilities

- b. Prepare specifications of school plant needs in terms of the estimated school age population and proposed program of education
 - c. Assist the staff and community to study the entire financial picture (tax structure, assessed valuation, levies, etc.) to determine the availability of funds for school plant construction
 - d. Formulate a comprehensive plan which will house the educational program needed to meet future community demands
 - e. Lead the staff and community in organizing for continual re-examination of the comprehensive plan in the light of the developing community and the developing program of education
3. Initiates and implements plans for the orderly growth and improvement of school plant facilities
- a. Present to the board of education and recommend the adoption of completed plans and specifications for alterations and renovations of existing plant facilities and the construction of new facilities which have been approved by the necessary governmental agencies and various lay and professional groups
 - b. Present to the board of education detailed plans for financing the desired alterations, renovations, and new facilities
 - c. Recommend to the board of education the employment of a competent school architectural staff
 - d. Present and interpret to the selected architect the educational specifications which form the basis for the physical facilities
 - e. Evaluate the preliminary plans of the architect with the educational staff, board members, and community representatives
 - f. Oversee actual construction, approving payments and minor changes in plans with the consent of the architect
 - g. Approve the completed facilities in cooperation with the educational staff, board of education, and community groups
 - h. Procure furniture and equipment with the assistance of the educational staff, board of education, and community groups
 - i. Assist staff and community to understand that the purpose of the school plant is to serve the educational program
 - j. Recommend to the board of education contracts to be awarded in accordance with accepted practices
4. Develops an efficient program of operation and maintenance of the physical plant
- a. Survey with representative maintenance staff the physical plant to determine its maintenance and operational needs
 - b. Acquaint the board of education in the community with the need for an efficient and economical program of maintenance and operation
 - c. Establish with the assistance of staff representatives a continuing schedule of maintenance operations (i.e., cleaning and painting schedules, roof inspection, etc.)

- d. Develop with the people concerned and recommend to the board of education policies which will govern maintenance and operational procedures and the employment of approved maintenance personnel (policies should include statement of responsibility for supervision of custodians, working hours, wage scales, employment practices and standards, community use of school plant, etc.)
- e. Set up with the staff a system for training personnel working in school maintenance
- f. Provide for the procurement, storage, distribution, use, and evaluation of materials and supplies
- g. Make provision for periodic appraisal and the maintenance program with those involved and initiate needed improvements in maintenance
- h. Assist professional staff in relating maintenance to the daily work of pupils and educational staff
- i. Set up an efficient method of cost accounting for maintenance. (This may be a part of a total system of cost accounting.)

VI. Critical Task Area: School Transportation

1. Determines school transportation needs and conditions (roads, location of schools, etc.) under which transportation services must be rendered
 - a. Prepare and maintain maps on roads in the school districts, showing points to be served and conditions of roads at all times
 - b. Develop forms and check lists in order to collect information and keep it up to date
 - c. Maintain cooperative working relationships with road officials, state department of education officials, district school principals, local school and civic groups and interested individuals
 - d. Organize opportunities for the interests of patrons to be considered in the development of transportation schedules
2. Procures equipment and supplies through approved methods of purchase and contract
 - a. Identify the number and kinds of transportation units needed in terms of pupils to be transported
 - b. Translate needed transportation services into number and kinds of busses
 - c. Make arrangements for financing the transportation needs
 - d. Work with the board of education in following through normal purchasing procedures, such as announcements of bids, selection of bids, etc.
 - e. Execute the business transaction of actually purchasing and receiving the needed transportation units
 - f. Seek the advice and approval of the transportation consultant prior to the conclusion of the business agreement in order to see that specifications have been met
3. Organizes and provides an efficient system of school transportation maintenance
 - a. Make provision for necessary transportation shops and equipment

- which is needed to repair and renovate school busses
 - b. Acquire and organize a crew of mechanics who demonstrate their ability to make basic repairs on transportation equipment
 - c. Provide a stockroom or warehouse of repair items so that maintenance can be conducted without delay
 - d. Initiate a system of "preventive" maintenance as well as system of "repair" maintenance
4. Provides for the safety of pupils, personnel, and equipment
- a. Provide instruction and training of personnel and pupils in safety
 - b. Institute a program of inspection of transportation equipment and performance
 - c. Formulate with community representatives and transportation personnel a system of rules and regulations in accordance with national, state, and local policies
 - d. Provide materials which make personnel and pupils safety-conscious
5. Develops an understanding and use of the legal provisions under which the transportation system operates
- a. Obtain all the legal provisions under which the transportation system operates
 - b. Distribute written information concerning legal provisions to personnel involved
 - c. Provide opportunities for personnel to raise questions concerning their understanding of these legal provisions
 - d. Enforce legal provisions concerning school transportation as they affect equipment and personnel in the system

VII. Critical Task Area: Organization and Structure

1. Establishes working relationships with local, state, and federal agencies to provide services needed by the school system
- a. Identify and assess features of the programs of governmental agencies that may be utilized by or may affect the local school program
 - b. Identify and interpret desirable services from government agencies with emphasis on their relationship to the total school program
 - c. Establish sufficient organization and facilities to utilize properly all services available
 - d. Share cooperatively with these agencies the identification of needs, definition of purpose, and development of plans for needed services
 - e. Evaluate the effects of the various services in terms of the total educational program and appraise also the arrangements by or through which the services are made available to the school system
 - f. Make appropriate reports to local, state, and federal agencies

2. Works with the board of education in the formulation of public school policy and plans
 - a. Assist all board members to gain a clear concept of their role in the program of public education, including their responsibility for public formulation and their relationship to the administration of public education
 - b. Assist board members in representing the entire school system
 - c. Assist new members of the board to become better acquainted with their duties, responsibilities, and opportunities for performing commendable and worthwhile services for the educational welfare of the administrative unit
 - d. Promote a continuing effective in-service training program for board members
 - e. Provide information about the school program, its needs, its progress, and the possible alternatives for consideration by board members, with ample opportunities for further exploration, understanding, and reaction
 - f. Promote effective two-way communication channels among the board members, the superintendent, the staff, school personnel, and lay citizens regarding various phases of the educational program
 - g. Review periodically with the board the division of responsibilities and duties in order to maintain effective working relationships
 - h. Interpret and implement the policies of the school board to the school personnel and the lay public
3. Designates appropriate operational units within the school system
 - a. Collect various data which are basic to the organization of a school system (school-age population, educational program and nature of the desired educational program, location of existing school plants, etc.)
 - b. Develop with staff collaboration a plan for the organization of the school system into appropriate operational units
 - c. Present the plan to the board of education for their review and approval
 - d. Organize the professional staff for initiating the proposed school organization
4. Develops a staff organization as a means of implementing the educational objectives of the school program
 - a. Analyze with the professional staff the educational program in order to determine those services which should be rendered
 - b. Identify with the professional staff the total responsibilities and total amounts of services needed and group them into functional job areas
 - c. Define the functions of each position and its relation to other areas of function
 - d. Make available to all persons concerned an agreed upon statement of policy governing the organization of the school system, indicating the divisions of responsibility and authority, channels of communication, and procedures that are to be followed

- e. Maintain continued, cooperative evaluation of the organizational structure in terms of its value to the educational program
5. Organizes lay and professional groups for participation in educational planning and other educational activities
- a. Create an opportunity for lay and professional people to come together in the interest of a program of education
 - b. Assist the groups to identify purposes which they desire to pursue and to organize in terms of their purposes
 - c. Help such groups to clarify and understand their relationships to official boards
 - d. Relate the work of groups to existing educational programs and agencies
 - e. Assist groups to identify the sources which they need to pursue their purposes and make a contribution to the educational program

VIII. Critical Task Area: School Finance and Business Management

1. Organizes the business staff
- a. Determine with the board of education policies to govern the administration of business affairs in accordance with legal requirements and best practices
 - b. Determine the number and kinds of positions to be filled
 - c. Select staff members and delegate duties and responsibilities to each
 - d. Coordinate and supervise the activities of the organization
2. Determines sources of school revenues
- a. Work with the board of education, professional staff, and community in determining the educational needs and opportunities of the school system
 - b. Translate the educational needs of the community into appropriate financial requirements
 - c. Determine the amount to be raised from each possible source of revenue
 - d. Make all necessary arrangements to insure that the full amount of revenue is received from each source
3. Formulates a salary schedule
- a. Organize committees for study of the salary schedule
 - b. Give advice directly to the committees and the board of education on the ability of the community to pay, present and prospective cost of various provisions in a salary schedule, educational implications of the various provisions, and means of insuring the acceptance of the schedule
 - c. Make reports of the committees the basis of a recommendation to the board of education for a salary schedule

4. Prepares the school budget
 - a. Secure continuous study by staff and citizens of educational objectives and the needs of the community
 - b. Translate the educational program which is needed into cost and determine priority in terms of the objectives of the schools
 - c. Determine what the community can and will support
 - d. Construct a budget with expenditures by function and revenues by sources
 - e. Present the budget to the board of education for adoption and, if necessary, to other authorities for approval and for tax-levying purposes
5. Administers capital outlay and debt service
 - a. Determine with the board of education the funds necessary for capital outlay needs
 - b. Determine with the board the methods of obtaining capital outlay funds
 - c. Determine with the board the funds necessary for debt service
 - d. Determine for the board of education the legal requirements for each--capital outlay and debt services
6. Administers school purchasing
 - a. Determine with the staff and board of education the policies and procedures governing purchasing
 - b. Develop suitable forms for the administration of purchasing
 - c. Select and supervise the purchasing staff in view of duties and responsibilities connected with purchasing
7. Accounts for school monies
 - a. Set up a system of accounting in accordance with standard practice and with particular reference to legal requirements
 - b. Supervise the accounting of public funds and quasi-public funds
 - c. Report to proper state and local authorities and to the people of the community at appropriate times
 - d. Recommend to the board of education for their adoption proper procedures for auditing and bonding
8. Accounts for school property (buildings, equipment, busses, etc.)
 - a. Make and keep a continuing property inventory
 - b. Provide for the proper storage and safeguarding of school property records, such as: deeds, insurance policies, building plans, contracts, etc.
 - c. Supervise all school property
 - d. Make periodical reports of status of the school property to the board of education and to the people of the community

9. Provides for a school insurance program
 - a. Determine as fully as possible the insurance needs of the system
 - b. Determine the types and kinds of insurance suitable for the system within the existing legal framework
 - c. Make necessary arrangements to obtain adequate coverage
 - d. Translate the insurance needs into appropriate financial requirements

10. Provides a system of internal accounting
 - a. Determine the various sources of school funds
 - b. Work out with the board of education policies governing the handling of internal accounts
 - c. Set up various types of forms to be used in accounting for school funds
 - d. Delegate responsibilities for carrying out policies governing internal accounting to appropriate persons

Tye, Kenneth A., "The School Principal: Key Man in Educational Change,"
National Association of Secondary School Principals, Vol. 56,
No. 364, pp. 77-84.

Areas of Competence

A. Self Understanding

- Know yourself to begin planning for organized change

B. Climate to create best opportunity for staff to perform tasks

1. Principal can attain good relations with those he works with
2. Emphasize goal attainment
3. Principal can set the example for school
4. He can develop an esprit within the staff

C. Communication

1. Creates open, face-to-face patterns for communication
2. Is a good listener

D. Conflict Management

1. Principals should assist teachers in clearly defining roles in advance of actual trial of any new venture, including his own role
2. Solves all negative suppressed conflict early if possible
3. Recognizes that conflict may bring positive changes and can deal with different points of view

E. Decision Making

1. Monitors instructional decisions made by teachers; sets procedures to aid teachers
2. Serves as a facilitator for their decision making; provides time, space, and atmosphere when instructional decisions can be made
3. Acts as a transactional agent between and among levels of decision making; informs teachers of policy decisions and institutional decisions which influence instructional decisions
4. Serves as a resource person by knowing what information is available, which consultants are appropriate, etc.

F. Stages of Planned Change

1. Principal moves innovations forward and avoids resistance
2. Principal creates awareness in staff with articles, books, film, speaker stimulus
3. Principal provides more information when group moves to active interest
4. Principal provides appropriate in-service training through utilization of appropriate resource personnel
5. Gives encouragement and serves as transactional agent/translating new program to parents, district/other staff members

G. Principal Creates Atmosphere for Scientific Problem Solving

1. Identifies problem and relevance for group
2. Defining the problem, scope/implications
3. Considers alternatives for solution
4. Selects one alternative for testing/keeps record of results
5. Evaluates the results of test in terms of its success
6. Recycling

Yonemura, Margaret, "Research on Aspects of Leadership Roles in Early and Elementary Education," Childhood Education, Vol. 48, No. 3, pp. 163-166.

Competency Statements of the Principal

1. The principal engages his efforts in improving teaching at his school.
2. The principal contributes to the staff's professional growth, utilizing the different skills to be found in a faculty.
3. The principal supervises his staff and helps teachers with problems they view as major.
4. The principal balances the expectations, tasks, roles of the institution against the individual's personality development and needs.
5. The principal acts as a change agent.

Wayson, W., "Educating for Renewal in Urban Communities," National Elementary Principal, Vol. 51, No. 6, pp. 6-18.

1. The principal mediates the goals of the organization.
2. The principal interprets law and policies governing the school.
3. The principal controls many of the rewards and much of the communication in the faculty.
4. The principal makes many of the major decisions affecting instruction.
5. The principal influences most interactions with the community outside the school.

Areas of Competence

1. The school's educational program
2. Extracurricular activities
3. Supplemental instructional services (i.e., remedial reading, art, and music)
4. Students
5. Supporting services (i.e., bus transportation, school office, cafeteria, and clinic)
6. Physical plant
7. Materials and supplies
8. Personnel
9. Athletics
10. Visitors to the school

Competency Statements

- a. The principal should know and observe all state laws governing the operations of public schools and the supervision of students.
- b. The principal is responsible for enforcing provisions of contracts with the School Board and employee groups; therefore, he must be familiar with the content of these contracts.
- c. The principal must have full respect for students of all races, creeds, colors, or academic or social standings.
- d. The principal seeks an approach to enhance student self-respect and allows teachers a voice when their interests are involved.
- e. The principal must have complete authority to work as constructively with student problems.
- f. The principal is responsible for the safety of teachers, students, and the physical plant.
- g. The principal is an instructional leader responsible for improving the teaching competence of the staff.
- h. The principal establishes a cooperative, stimulating environment in his school.
- i. The principal interprets the needs of the school to the central administration, the school board, and the public.
- j. The principal must have the freedom to adapt board policies and administrative regulations responsibly to the situation and climate that exist in the school.
- k. The principal should meet the public courteously.
- l. The principal should bring the community into the education process and foster school programs and attitudes to serve the special needs of the community.
- m. The principal directs the resources and energies of the school toward achievement of the district's educational goals.
- n. The principal is a cooperative catalytic agent, working to divert energies into constructive channels and keep school programs on course.
- o. The principal should have the ability to lead.
- p. The principal should deal with people by reason, knowledge, flexibility, persuasion, and complete integrity.
- q. The principal should oversee, expedite, coordinate, and improve the education of children in the school.

"The Public School Principal" (Cont.)

- r. The principal should have the freedom to experiment, make changes, institute reforms, and innovate in school programs and procedures.
- s. The principal should be kept fully informed on all use of school facilities, with the power to deny any that would interfere with the educational program.
- t. The principal should encourage the faculty to attend conferences to promote educational quality within the school.
- u. The principal should regularly meet with faculty and other staff as needed to improve school operations or implement district policies.
- v. The principal should establish and carry out an on-going program of supervision of instruction in the school and delegate responsibility for other staff members qualified to aid him in this area.
- w. The principal should have full access to any group testing results or other educational data in which students are identified by school.
- x. The principal should have the right to regular meetings with the superintendent and the Board of Education which would give him a voice in the formation of policies affecting operation of his school.
- y. The principal supervises the building plant and makes suggestions for any capital improvements, materials, or equipment being planned for his school.

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