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STAFF DEVELOPMENT KNOWLEDGE, PLANNING STRATEGIES
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A COMPARISON OF SECONDARY PRINCIPALS STAFF DEVELOPMENT KNOWLEDGE,
PLANNING STRATEGIES AND IMPLEMENTATION BEHAVIORS WITH
CRITERIA FOR EFFECTIVE STAFF DEVELOPMENT PROGRAMS

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by

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Abstract

Annie Orr

The principal, as a key leadership person in the staff development program, must know how to facilitate staff development in the school, particularly in the areas of instruction, shared decision making and management of change. Most principals are not prepared for, nor do they understand their role in staff development for all school personnel. Effective staff development requires comprehensive training for principals in order to prepare them for leadership roles in the schools (Wood, 1980).

This descriptive research compares the staff development knowledge, planning strategies and implementation behaviors of secondary school principals in Hamilton County with criteria for effective inservice extracted from the literature. Questions to be answered by this research are:

1. What are the concepts of staff development held by secondary principals?
2. What are the staff development planning strategies used by secondary principals?
3. What are the staff development implementation behaviors exhibited by secondary principals?
4. Do secondary principals' concepts of staff development, planning strategies and implementation behaviors agree with what is stated in the literature?

The information for this research was obtained through an open-ended, semi-structured interview schedule designed to give principals the opportunity to share ideas and experiences from which the researcher could make comparisons to effective inservice criteria.

The subjects for this study were eight randomly selected principals of secondary public schools in Hamilton County with minimum student enrollments of seven hundred fifty students.

The results of this study research clearly indicated a need for clearer understanding of the staff development process and its relationship to school improvement. Although the principals in this study were positive about their schools and had good "dreams" for staff development in their buildings, 62.5% of their planning strategies and implementation behaviors did not agree with what is stated in the literature.

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CHAPTER I

BACKGROUND OF PROBLEM

Public concern and interest in the quality and quantity of education occurring in schools has been aroused by the recent reports on education in America today. The National Commission on Excellence (1983) has charged that a "rising tide of mediocrity" in the schools threatens our future as a world leading nation. To change that "tide of mediocrity," intensive training for teachers and administrators is essential.

With the advent of the national studies on education, the importance of the implementation of staff development programs has been maximized. Action for Excellence (Hunt, 1983) declares that an action plan for the improvement of education needs to be launched immediately. The academic Preparation for College report (Hanford, 1983) implores America's schools to strengthen the quality of secondary schools. TheodoreSizer (1983) in his report on high schools urges the American high school to be reshaped into essential schools. The High School report (Boyer, 1983) calls for a strong partnership between state, federal and local schools to adequately serve the nation. At the very crux of these reports is the urgent need to strengthen and revitalize staff development for teacher and administrators. The very printing and release of these national reports puts a degree of pressure on state,

local and national educational institutions to take a look at their present staff development programs in light of what the studies say, and to begin the process of developing strategies for improvement. The need to strengthen staff development has been called one of the most pressing problems in education today (Neale, 1984).

In addition to the national reports, the emerging changes in technology will force us (educators) to seek retraining again and again (Nesbit, 1984). It is essential that the school staff development leader keeps abreast of these changes and developments so that inservice education programs can be devised to include orientation in new technologies and their appropriate uses for instructional purposes. Through inservice, teachers and administrators can be introduced to the vast array of data bases which students can use for learning purposes. It is only through continuous and extensive staff development efforts that educational professionals will be equipped to actually apply technology in creative, more productive ways for learning purposes (Benson, 1984). If schools are to improve and to produce better learning environments for students, there must be new staff development strategies and incentives for the personal and professional growth of school personnel.

School administrators, whose duties include staff development at the building level, are faced with the changing demographic patterns of the teaching profession. Fewer new teachers are entering the profession, while turnover among teachers has been greatly reduced.

There is less mobility, and the average age of teachers and their level of experience are increasing (Mertz, 1983). In addition, rapid technological changes, low salaries, declining enrollments and more pressure for accountability have high impact upon the administrators who are responsible for the smooth operation of the schools (Rogers, 1983).

As student enrollment declines, so will the staff that serves those students. Declining enrollment has caused many teachers to lose their jobs. Those remaining in the schools are finding it necessary to retrain for the changed environment and altered demands of the school (King, 1984). Staff development leaders need to be knowledgeable about the overall trends in education so that they can provide inservice training to assist staff in focusing their retraining activities toward needed areas of service. The notion of lifelong learning is already replacing the short-term approach to education whereby one attended school, graduated, and left it at that (Nesbit, 1984). Staff development is a form of lifelong learning, and strategies to help teachers and administrators acquire attitudes, which will promote development of habits of on going retraining, will prevent their being put into the posture of having staff development "forced" upon them.

There is good reason to believe that a crucial responsibility of the principal in the foreseeable future will be providing leadership in the area of staff development. As the average age of teaching staff increases, it becomes more important that effective strategies be devised to ensure the talents of people who work in schools be

maintained at a consistently high level. As an instructional leader, the principal becomes involved in the staff development process to design and implement programs which meet the needs of adult learners. However, leading staff development activities has not been a traditional responsibility for building principals. Consequently, there is a fair amount of work to be done in regard to increasing administrative skills in this area (Daresh, 1985).

Statement of the Problem

Staff development in schools ranges from good to non-existent. In many schools, staff development programs are hastily thrown together and their designs are not based on research in content, methodology or process. Staff development programs should be definite, well-planned, long-range, grounded in research, based on the assessed needs of the staff and should focus on improving classroom management and teaching skills. The specific area of this research is based on the argument that the principals need a background of knowledge and skills in staff development to be successful staff development leaders. Many principals or staff development leaders in secondary schools do not possess enough knowledge about staff development to be effective leaders in the area of staff development nor are they willing to admit a lack of knowledge about it (Daresh & LaPlant, 1984). Therefore, the purposes of this study are:

1. To explore secondary principals' concepts of staff development.

2. To describe staff development planning strategies used by secondary principals.

3. To describe the implementation behaviors exhibited by secondary principals.

4. To compare staff development concepts, planning strategies used and implementation behaviors of secondary principals with effective staff development concepts cited in the literature.

In order to pursue these purposes, research was undertaken in which a semi-structured interview schedule was used to extract information concerning principals' concepts of staff development, planning strategies used, and implementation behaviors exhibited. The participants in this study were a random sample of principals of public schools in Hamilton County with minimum student enrollments of seven hundred and fifty students. The information gathered through the interview allowed the researcher to answer the following questions.

1. What are the concepts of staff development held by secondary principals?

2. What are the staff development planning strategies used by secondary principals?

3. What are the staff development implementation behaviors exhibited by secondary principals?

4. Do secondary principal's concepts of staff development, planning strategies used and implementation behaviors agree with what is stated in the literature?

Definition of Terminology

Staff Development

For the purposes of this paper, staff development was defined in its relationship to a conceptual framework of knowledge, planning strategies and implementation behaviors needed by the principal to be an effective staff development leader. Staff development is a long term continuous process whereby research and theory on organization development, adult development and learning, teachers and teaching are organized into learning activities which promote the professional and personal growth of the members of a school or organization thus positively influencing the educational climate of the organizational unit (Dillon & Patterson, 1983; Joyce, 1981; Mertz, 1983; Wood, 1985).

Inservice Education

Inservice education is a term sometimes used synonymously with staff development. According to Harris (1980), inservice education is a planned program of learning aimed at correcting the deficiencies of staff personnel. The purpose of inservice is to remove deficiencies. Staff development focuses on a long term process of growth and learning. Instead of a narrow focus on specific activities to remove deficiencies, there is a broader view of staff development for overall school improvement. Both inservice and staff development work toward the improvement of teaching competence. The major difference is that staff development is based on the achievement of long range goals while inservice is short range and deals with one time workshops on topics

that improve or solve short term problems. However, for the purposes of this paper staff development and inservice are used synonymously because practitioners fail to make distinctions between staff development and inservice in the literature.

Theoretical Framework

Instructional leadership, theoretically, involving classroom observation, curriculum development, and staff development needs to be the central focus of the secondary school principal (Jacobson, et al., 1973; Lipham, Rankin & Hoeh, 1985; Roe & Drake, 1986). School principals have been, for the most part, managers. Some principals do achieve excellence as instructional leaders but most principals find themselves frustrated by their inability to move beyond the management functions. To the extent that his work situation remains unchanged, principals will experience increasing difficulty in realizing the instructional leadership concept of the principalship. The importance of the principal as instructional leader and staff developer cannot be underestimated because it is he who is ultimately responsible for the success or failure of both instructional and staff improvement (Lipham, 1980).

Katz (1980) has identified three skills upon which successful administration rests.

1. Technical--understanding of and proficiency in methods, processes, procedures, and techniques of education.

2. Human--ability to work effectively and efficiently with others in a one to one and group setting. This includes a knowledge base and understanding of and facility for adult motivation, attitudinal development, group dynamics, human need, morale and the development of human resources.

3. Conceptual--the ability to see the total educational program as a whole. This skill relies heavily on administrative theory, organizational and human behavior, and educational philosophy.

March (1976) argues that educational administrators can benefit from training in five skill areas that are not likely to be systematically acquired in a work setting. Those five areas are the management of knowledge, conflict, goals, attention, and inference.

Lipham, Rankin and Hoeh (1985) maintain that to be effective, school administrators need a foundation of systematic, conceptual knowledge grounded in general and social systems theory, values theory, organizational theory, decision theory and leadership theory. Although research has indicated that school administrators need certain skills to be successful, there seems to be a gap between the knowledge and skills practitioners possess, and the knowledge and skills they actually need. In fact, Wolcott (1973) observed that principals appear to be unable to bring any special body of knowledge to the position. They believe they perform well but they wish to perform exceedingly well.

Some educational administrators disparage the utility of university training for preparing graduates to face the problems of practitioners

(Ourth, 1979). Conners (1980) agrees with this when he states that administrative training is a poor fit to the skills needed. If schools are to improve and to produce better learning environments which can make a real difference in the lives of students and staff, there must be new and creative staff development strategies and incentives that promote personal and professional growth of school personnel.

Successful staff development programs require a conceptual framework that is firmly grounded in theory and research, a governance system that involves all affected parties and a decision-making process based on the best information available (Hawthorne, 1983). Staff development programs should promote a greater understanding of children, youth, and adults, an improved curriculum, better teaching, and an enhanced institutional environment.

In order for school based inservice programs to be successful for teachers, it is imperative that administrators are provided opportunities to engage in learning experiences which have the potential to assist them in carrying out educational improvement. In their paper, "Inservice for School Administrators: A Status Report," Daresh and LaPlant (1983) cited twelve effective inservice or staff development practices extracted from literature:

1. Effective inservice is directed toward local school needs.
2. Inservice participants need to be involved in the planning, implementation and evaluation of programs.
3. Effective inservice is based on participant needs.

4. Active learning processes, rather than techniques such as lectures, are viewed as desirable and effective inservice instructional modes.

5. Inservice that is part of a long-term systematic staff development plan is more effective than a "one-shot," short-term program.

6. Local school inservice must be backed up by commitment of resources from central office.

7. Effective inservice provides evidence of quality control and is delivered by competent presenters.

8. Programs which enable participants to share ideas and provide assistance to one another are viewed as successful.

9. Inservice programs are effective when they are designed so that individual participant needs, interests and concerns are addressed.

10. Rewards and incentives, both intrinsic and extrinsic, must be evident to program participants.

11. Inservice activities should be provided during school time.

12. Effective inservice requires ongoing evaluation.

These twelve practices provide a framework upon which the principal can build an effective staff development program. The principal as a key leadership person in the staff development program needs to be knowledgeable of these practices and possess adequate skills in methodology to facilitate an effective staff development program.

The principal works closely with teachers not only in helping them in their offering the very best possible program for the students, but also in identifying staff needs (Tyler, 1984). It is vital that the principal has a clear understanding of the decision-making process and be able to apply each facet of that process to staff development implementation. The decision-making cycle would include recognition and definition of the problem, analysis of difficulties, establishment of criteria for adequate resolution, development of a plan of action, initiation and evaluation of the plan (Sergiovanni, 1980). Recognition and definition of a problem are crucial to the principal's role in effective staff development. The way a problem is conceptualized is important to subsequent analysis and solution. Not only are sensitivity and perceptual acuteness necessary in the administrator, but a rich conceptual background and a thorough understanding of the formal and informal organizations are desirable for placing the problem in perspective. Too often, administrators define problems too narrowly, limit their options for solutions, and end by treating symptoms rather than working on actual staff development needs. Effective administrators are constantly alert for issues that might become problems and have in place a systematic process involving subordinates to enhance the selection of satisfactory solutions for effective staff development.

A review of the literature has led the researcher to conclude that the staff development leader needs a frame of reference upon which to base a staff development program. The literature has cited a variety of skills as essential for the staff developer. Not all of the writers agree as to which of the skills are essential. The researcher views the need for knowledge of the criteria for effective staff development to be necessary for the staff development leader. In addition, the staff development leader needs a knowledge base which includes staff development, planning and implementation strategies.

Figure A shows a conceptual framework that principals can use for effective staff development. Principal awareness of what the criteria for staff development are and the ability to extract from that criteria a working knowledge, planning and implementation strategies for effective staff development are necessary. In the knowledge area the essentials are a working knowledge of organization development, adult learning, staff development and effective teaching, leadership theory, and administrative training. In the area of planning the essential knowledge and skills include appropriate goal setting processes and effective motivational techniques. When the knowledge and planning are combined with the implementation processes of learning processes, evaluation, reassessment and redesign, the result is effective staff development.

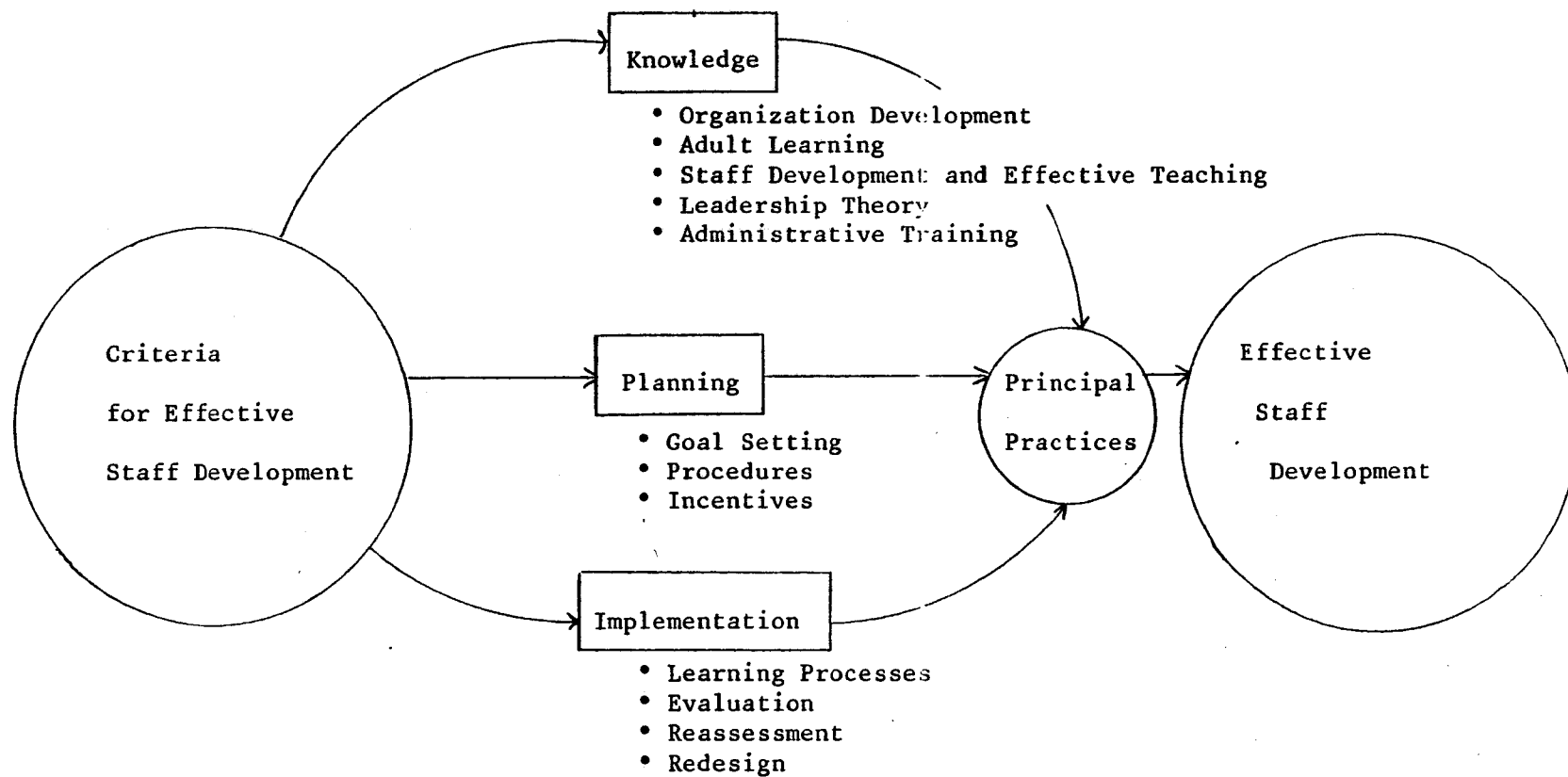


Fig. A. Conceptual Framework for Staff Development

Importance of the Study

This descriptive study has potential to add to the knowledge about secondary principals' concepts of staff development and the implementation behaviors exhibited by those principals.

In an era of declining enrollments, rapidly changing technology, increased numbers of teachers with advanced degrees, and diminishing prospects for promotion, it is imperative that principals have a good understanding of what staff development is, so that it has high impact on teacher performance in the classroom. A research project such as this one had the advantage of being a source of well-grounded, rich descriptions and explanations of staff development processes occurring in local contexts. According to Miles (1984), qualitative research findings have a quality of undeniability.

This description of what a sampling of secondary principals in Hamilton County knows about staff development extended existing knowledge of staff development by providing qualitative data on new findings that could be used for updating administrative training both at the college level and on the job. This study can be easily replicated using principals in other geographic areas.

Limitations of Study

This study is limited in that its results were applicable to Hamilton County. The interview, the method used to gather data for this study, leaves room for some error in that interviews conducted shallowly and sometimes does not probe far enough in depth to allow a true picture

of the problem to form. Some interviewers are inexperienced and ask questions that are inadequate or inappropriate for the situation. Another limitation of this study was that only principals were interviewed and their self-reports may not be accurate. The interview is considered to be qualitative. In qualitative research, the possibility of researcher bias looms large (Miles, 1984).

Summary

In conclusion, this chapter has:

- a. described a brief background of the problem;
- b. defined definitions of staff development/in-service;
- c. made a statement of the problem;
- d. cited the purpose of the research;
- e. listed four questions to be answered by the research;
- f. briefly discussed the theoretical framework of the problem;
- g. described the importance of the study;
- h. described the limitation of this study.

What follows in Chapter II is a review of the literature on staff development. In Chapter III, there is a description of the methodology and how the data were analyzed. A description, comparison and analysis of the results are given in Chapter IV. Chapter V contains summary of the findings and conclusions that were drawn from them, and the implications for future research and practice.

CHAPTER II

REVIEW OF THE LITERATURE

A search of the literature regarding staff development led the researcher to organize the literature into five areas that have implications for understanding staff development; namely, organization development, adult learning, staff development and effective teaching, and principal leadership and training of the school administrator. The purpose of this literature review is to generate an awareness of an ever growing body of knowledge that can be used to conceptualize, justify and operationalize staff development programs. This knowledge can assist school administrators in establishing reality based staff development programs to improve the personal, professional and organizational dimensions of teachers.

Organization Development

Organization development is a change strategy to improve organizational effectiveness. Roark and Davis (1981) report that in all organizations there is a climate, an approach of its own, in addressing its own problems. Organization development is a systematic process for improving the ways in which an organization identifies its goals, develops group skills, restructures the organization and evaluates the results. Organization development includes improving communication

skills, developing mutual working relationships and making useful structural changes within the organization.

Each school is an organizational unit with its own climate and unique set of problems. Howey (1980), following his own research and review of staff development practices in the United States and Europe, calls for school focused staff development. "School focused" inservice not only speaks to individual interests and concerns but commonly addresses those curricular and organizational concerns which impose upon the total staff or subgroups within the school. Goodlad et al. (1979) have found the school to be the basic unit of educational change. Central to the quality of classroom life, teachers are also a part of a larger environment which influences how they deal with educational issues. Thus, it is essential that principals have considerable knowledge of organizational development and its impact upon positive school growth and development.

Organizational development operates on the principle that people have a right to make informed choices that has the benefit of securing commitment to achieve the goal (Berman & McLaughlin, 1978). Dillon and Patterson (1981) developed a four stage organizational development change model--entry - diagnosis - impact - withdrawal--to effect change within a building. Schmuck's (1977) organizational development change model uses an outside "cadre" of organizational specialists who come in to the organization to train the members of the organization to examine their customary patterns of communication, problem solving, goal

identification and decision making in their daily work (Schmuck, 1977). The organizational climate has an effect on the success or failure of staff development programs. The Rand study showed that the major factor affecting success of the program was administrative support both from principals and superintendents. Studies by Lieberman and Miller (1981) and Mohlman (1981) also support this point of view.

In schools where staff development had the greatest influence on teaching, teachers shared their ideas about instruction and had an opportunity to be responsible for staff development and for an improved school climate (Hough & Urich, 1981; Little, 1981; Tetsworth & Bonner, 1983).

This growing body of research in education underscores that change which makes lasting differences must be imbedded in the social-psychological fabric of the school. Staff development that is directed toward curriculum changes, organizational changes such as moving to a team teaching organization or major policy change is in fact organizational change.

Adult Learning

Staff development practices affect adult learning. Adult learners differ in important ways. They react differently to the educational environment, preferring various levels of structure, task complexity, attention to personal needs, feedback about performance and risk taking. Knowles (1978) has listed five principles of adult learning theory that

have particular relevance in the area of staff development practices and inservice education:

1. Adults are motivated as they experience needs and interests that learning will satisfy.

2. Adults' orientation to learning is life centered.

3. Experience is the richest resource for adult learning.

4. Adults have a deep need to be self-directing.

5. Individual differences among people increase with age.

The principal needs to be able to apply information gleaned from research to the professional development needs of the members of his/her organization. This is substantiated by Loacker (1986) in a report of research on adult learning who listed six concepts which practitioners are urged to merge into their practice.

1. Adults have a natural tendency to learn: thus they tend to be self-directed learners.

2. Adults learn best when instructors provide a mechanism of mutual planning.

3. Adults tend to improve their performance when they set forth goals that are specific and difficult.

4. Complex abilities like analytic thinking and interpersonal skills can be learned.

5. Learning is a cyclic process consisting of four movements: experiencing, reflecting, forming new concepts, and testing them in action.

6. Adults who have "learned to learn" name the main cause of their success: instructor attention and empathy in coaching, practice and feedback, learning through self-assessment, verification in the professional field, modeling, and peer learning.

The principal, as leader of staff development in his school, is expected to work primarily with adults as learners. To do this effectively, he or she must know the basic principles of adult learning and be able to successfully apply skills of andragogy. Knowles (1978) also noted that adults have optimal moments where they are most receptive learners. This readiness to learn occurs when learning opportunities are directly applicable to their personal lives. This characteristic is another principle of adult learning with strong implication in the design of effective staff development. This is further supported by Daresh (1984) who stated that teachers perceive good staff development activities as having two basic ingredients:

1. "Good" staff development activities are those that take into account the fact that adults have specialized learning needs.
2. "Good" staff development activities reflect an understanding of the need to address individual differences among learners.

Unruh and Turner (1970) suggested that teachers follow a developmental pattern of growth with the following discernible periods:

1. Pre-service period--students' training period while at the university.

2. Initial training period--the beginning teacher period where the primary concerns are discipline, teaching skills and content knowledge.

3. Building security period--with three or eight years of experience, teachers are mastering content and developing new professional roles, i.e., team leader administrator, coordinator.

4. Maturing period--highly experienced teachers who are more concerned with their impact on students.

The inescapable fact is that the teaching staff of America's public school is "graying," or collectively growing older. Thus, a background in adult learning and andragogy might be reasonably assumed to be needed by the principal interested in meeting the diverse staff development needs for his or her staff. The principal who possesses skills in andragogy is clearly in a better position to plan for the differentiated needs of the staff based on their stages of adult development.

Staff Development and Effective Teaching

Because principals and teachers are both adult learners and they both have the common milieu of the schools, the literature on teacher inservice was reviewed to gain insight into the needs for principals to become staff development leaders. There is extensive literature on teacher inservice or staff development. For the purposes of this research the emphasis will be placed on content and delivery systems of staff development.

Content

The content of much of the inservice dealt with teacher behavior. In a study by Brophy, it was found that teachers who manage their classes to maintain a smooth business-like environment, who teach actively with full student participation, and who hold the expectation that students can and will learn tend to have students who achieve more in reading and in math (Brophy, 1982). Group team learning has also been found to enhance student learning (Slavin, 1980).

Clark and Yinger (1979) reviewed research on teachers' thinking and how they plan, use information, make judgments and make decisions about teaching. They found research that indicated that teacher viewed adult development the same way as they viewed children's development. Those teachers who were rigid in dealing with children were also rigid in dealing with adults. A study by Brophy and Good (1974) revealed that teachers make choices about how they behave and can choose to change their behavior.

Gage (1984) has stated that generations of education students have been given inadequate grounding in how to teach. Teachers have not been taught how to organize a course, how to plan a lesson, how to manage a class, how to give an explanation, how to arouse interest and motivation, how to ask various kinds of questions, how to react to student responses, how to give helpful correction and feedback, how to avoid unfair biases--in short, how to teach.

Research done at Stanford University (1978) has shown that content of inservice geared to specific topics as mentioned by Gage is effective in changing teachers and improving student achievement or attitudes or behavior.

The above mentioned studies have impact on the staff development leader. It would be wise for the staff development leader to examine his or her own assumptions about children and about adults. The beliefs we hold and our assumptions and biases about how adults develop influence how we think about, plan for, and assess staff development programs.

Delivery Systems

Most research on instructional improvement has indicated that inservice programs consisting of a single session are largely ineffective (Lawrence, 1974). Most staff development programs, that have an impact, are spread over time. Rand researchers (Berman & McLaughlin, 1978) found that as teachers tried out new practices, they modified them to fit their unique situation. Hall and Loucks' (1978) "Concerns Based Adaption Model" for effective staff development takes into consideration teachers' concerns at various stages in the change process and designs training activities that addresses those concerns.

Teachers need to be given the content of staff development/inservice education in small "chunks" spaced over time so that the changing concerns can be addressed and only a few changes at a

time are being attempted (Anderson, Everston & Brophy, 1979; Joyce & Showers, 1981; Stallings, 1982; Stallings, Needels & Staybrook, 1978).

Principal Leadership

According to research conducted by Hall (1983), the five essential leadership qualities of effective principals are that they:

1. have clear informed visions of what they want their school to become--visions that focus on students and their needs.
2. translate these visions into goals for their schools and expectations for the teachers, students and administrators.
3. establish school climates that support progress toward these goals and expectations.
4. continuously monitor progress.
5. intervene in a supportive or corrective manner, when this seems necessary.

The major function of the principal is to exert educational leadership to improve the quality of life of each individual within the school. He or she must be viewed by the faculty, by the community, and by the students as being primarily accountable for achieving this function (Drake & Roe, 1986, p. 173).

If the instructional program is to provide the necessary thrust to meet the challenges of the decade, the reflection of the shadow of the school principal must be one of a man or woman in the process of helping the staff become persons capable of renewal and growth (Georgiades, 1980).

A. Planning Strategies

Adequate planning is necessary for effective administrative leadership behavior. The era of planning into which we are now entering will demand far greater capacities to conceive, conceptualize, negotiate and compromise on the part of the administrator (Faily, 1980).

Thus, the effective principal plans for school improvement. He/she plans what the improvement will be and how to get there from here. Such program planning provides a systematic means to design staff development objectives based on needs assessment and to plan appropriate long and short range activities to accomplish the objectives and to modify as needed throughout the implementation plan (Anglin, 1983).

The principal who expects a high level of staff commitment should include staff in the entire planning process.

B. Implementation and Evaluation Behaviors

Today's principal is far more sophisticated and the job of today's principal is more complex (Huddle, 1985). The primary reason for that is that the American society is no longer willing or content with a caretaker principal. Rather it demands a principal who exercises instructional leadership that utilizes established goals and assists staff in developing new goals (Georgiades, 1980). The importance of the implementation and evaluation process cannot be minimized. Mertz (1983) has stated that evaluation is the most important yet neglected aspect of staff development. Thus, the principal who is responsible for making decisions about what happens next gives value to the implementation and

evaluation processes according to the value he places on it (Drake & Roe, 1986). In a day of increasing administrative responsibility ranging from negotiations to a return to the basics, providing meaningful leadership is one of the greatest challenges facing the principal. If schools are to exist for boys and girls, the principal, as leader of the school needs, through the process of implementation and evaluation, to systematically engage in continuous renewal (Georgiades, 1980).

Training of the School Administrator

Research in the area of staff development training for administrators has been described as needing to be organized and synthesized (O'Neal, 1985).

Bridges (1982) states that the research on the school administrator seems to have little or no practical utility. There is no compelling evidence to suggest that a major theoretical issue or practical problem relating to school administration has been solved by research efforts. Research studies on the preparation of school administrators cite disagreement among the experts as to what the components of an administrator preparation program should be (Pitner, 1982). Practitioners are often critical of the utility of graduate programs for preparing them to deal with the problems they confront. They report that they are unprepared for the realities of managerial work (Pitner, 1982). Even though most administrators are trained at the various universities, much training occurs after graduation. The type of

inservice generally received is characterized by short, intensive and fragmented sessions on topics which are often identical to the names of courses taken in graduate school. The content is divided into small segments of information that stand in relative isolation from one another.

There does not appear to be an accumulation of a special body of knowledge or a set of unique skills that principals bring to their position (Pitner, 1982). According to Wood (1980), most principals are not prepared for nor do they understand their role in staff development for all personnel. Effective staff development requires comprehensive inservice training for principals in order to prepare them for staff development leadership roles in the schools.

The "better" graduate programs for administrators are now emphasizing what principals need to know. In addition to school law, they're now borrowing from business administration and offering courses in how to motivate and evaluate people (NEA Today, 1984). A survey of colleges with school administration programs revealed that professors of educational administration believe that principals should be spending the greatest portion of their time on the improvement of instruction (Drake & Roe, 1986). In addition, the NASSP assessment centers provide intensive training for principals. The assessment centers were developed by the NASSP and designed to help officials in cooperating school districts to make decisions about promotion or training. Thus the training for administrators takes on new hope for improvement.

Summary

This chapter focused on research in staff development in the areas of organization development staff development for effective teaching, adult learning, staff development and effective teaching, principal leadership, and training for the school administrator. In the review of the literature, the importance of organization development and its relationship to staff development was discussed. The teacher inservice training and adult learning were also included.

Principal training was reviewed. While there is much principal training, a large portion of the training does not match the skills needed by the principal. The literature emphasizes the importance of the principals as an instructional leader. At the same time the literature describes the coursework as being managerial in nature. This raises the question--Does the principal have enough knowledge and skills of staff development to be an effective instructional leader?

CHAPTER III

METHODOLOGY

This chapter gives a description of the design, pilot study, selection of subjects, instrumentation and field procedures. Data collection, recording processing and analysis are also described. The latter portion of the chapter lists the limitations of the type of methodology and summarizes some methodological perspectives gained in the study.

Research Design

The research is descriptive in that it describes current staff development practices of randomly selected principals in Hamilton County public schools with student populations of more than seven hundred and fifty. This research can also be considered to be conformatory to traditional survey design in that it uses a semi-structured audio taped interview schedule to provide structure. Descriptive research accumulates data that are solely descriptive in the literal sense but may also make comparisons and evaluations (Isaac & Michaels, 1981). Descriptive research also entails an attempt to provide an accurate picture on one or more particular dimensions of an event (Cozby, 1981). In descriptive research the findings have their greatest value not for what they say about the phenomena they describe but for the questions they generate which would not be clarified were it not for the empirical findings that suggest them (Glock, 1967).

This descriptive research began with the idea of finding out if principals have enough knowledge of staff development planning strategies and use implementation behaviors necessary for effective staff development. According to the literature, they are expected to be staff development instructional leaders, but are trained to be managers. The issue was discussed with the professor, the result of which was to do a study which described what staff developers know about staff development, planning strategies and behaviors exhibited when implementing staff development.

The decision was made to use all the schools in Hamilton County as the population. After much deliberation, the decision was made to use only schools with student populations of seven hundred fifty in the study. Eight schools were chosen randomly as the target population. Three schools in the non-target population were chosen to be used as a pilot study. This seemed to be a manageable number.

The next step was to decide how to gather the information needed to answer the question: What questions needed to be asked to get the information needed? Should the questions be open ended or highly structured? Should the questions be mailed as a survey, or should they take the form of an interview? After reviewing several books on "How to Conduct Research," the researcher decided to do research by interview. The questions developed for the interview were based upon the four questions raised by the research.

At first there were four basic questions with anticipated responses listed under each question. The first pilot test resulted in the abandonment of those questions and developing two basic questions with subquestions relating to the twelve criteria for effective staff development. Two pilot tests of these questions resulted in a stable interview instrument.

Now that the schools were selected and the instrument for gathering the data complete, the next question was how do we get the schools to participate. A letter was developed, reviewed by colleagues and a college professor, revised and mailed to the target population. The letters were followed up by a phone call to confirm a willingness to participate and to set an appointment for the interview.

Pilot Study

Several pilot studies to test the instrument for bias and to assess the reliability of the researcher's method of data collection were made. The interview schedule, which was the instrument used in this research, was reviewed by a college professor and revised by the researcher. After revision the interview schedule was tested with two co-workers and a college professor.

Examination of the patterns of response from the pilot showed that data needed to answer the basic questions of this study were incomplete so the instrument was revised and tested again. The next pilot study was conducted using the principals of three schools with student populations of less than seven hundred fifty students. An examination

of the patterns of responses from the second pilot study indicated that the data needed to answer the basic questions of this study were more complete and more useful in acquiring the data needed to answer the questions posed by the research. Additional adjustments to the original interview schedule were made as a result of this study.

Selection of Subjects

The population for this study was all the secondary public school principals in Hamilton County with minimum school enrollments of seven hundred and fifty students. The Ohio Educational Directory (1984) was used to ascertain the number of secondary public schools in Hamilton County with the required school population. Each of the thirty-three schools with a population of seven hundred fifty or more students was assigned a number. Following the process as outlined for the use of the Tables of Random Numbers, a sample of eight schools was selected. Two inner city and six suburban schools were included in the sample. The principal of each school in the sample was mailed a letter of invitation to participate in the study. (See Appendix A.) After ten days, a follow-up phone call was made to confirm the principal's willingness to accept the invitation to participate in the research. At that time an appointment was made for the actual interview.

Interview Methodology

Data were collected by means of an audio taped interview of principals using a semi-structured interview schedule. The interview

took place at each school site. In every case the principal was appraised that the purpose of the study was to gather information regarding their feelings on staff development and how they went about implementing staff development within their buildings. There was a brief discussion before and after the interview addressed discussing extra curricular activities, community participation, number of teachers on staff, grade levels housed in the building, etc. The interviews were conducted over a period of six weeks. After each interview the recorded data were reviewed and responses charted according to the best inservice practices as extracted from the literature.

This research method has several advantages in that it provides opportunity for two-way communication and feedback. It gives the interviewer a chance for great flexibility in questioning in which more information can be gained and distortions reduced. Personal interviewing has been credited with being the most accurate data gathering instrument and with being the one that also gives the most complete information (Downs, 1980).

The Interview Schedule

Data were gathered through a semi-structured interview schedule which contained questions addressing the issue of--"what is the secondary principal's knowledge of staff development, planning strategies and implementations behavior as compared with criteria for effective inservice programs as extracted from the literature?" To guide the data collection, four basic questions were developed:

1. What are the concepts of staff development held by principals?
2. What are the staff development planning strategies used by principals?
3. What are the staff development implementation behaviors exhibited by secondary principals?
4. Do secondary principal's concepts of staff development, planning strategies, and implementation behaviors exhibited, agree with effective staff development practices as cited in the literature?

From these four questions and the twelve criteria for effective inservice as extracted from literature by Daresh and LaPlant, an interview schedule was developed.

The interview schedule included two main questions:

1. If you were given \$100,000 to plan a staff development program for next school year, how would you go about doing it?
2. How would you describe the most successful staff development program you have had in the past five years?

Each one of the two questions had at least fifteen subquestions. (See Appendix B.) The open ended, semi-structured interview schedule was designed to evoke responses which allowed principals to share their ideas and experiences. Using the principal's responses as a guide, the researcher was able to make comparisons of that data with what the literature says are effective staff development practices. The interview schedule was organized so as to allow the researcher freedom to probe into answers and to adapt questions to fit differing interview

situations. Care was given to make the questions simple, clear, and nonthreatening so as to allow the interviewee to respond at his level of knowledge.

Data Analysis

After all the interview sessions were completed, the data were extracted from the tapes through the use of a tape recorder, and charted on data collection forms. A separate form was used for each school. (See Appendix C.) The form was divided into twelve sections, one for each of the twelve criteria for effective staff development as extracted from the literature. Other information needed but not a part of the criteria for effective staff development was written on the back of the data collection form. Data were then compiled and analyzed as it related to the questions to be answered by the research. After all the data were charted, brief descriptions of each school were written following a uniform format. This caused the researcher to develop a whole perspective of each school relative to staff development issues.

Utilizing the summary chart and school descriptions, the researcher addressed the four research questions by identifying patterns which emerged from the data. This system of looking at the data resulted in a set of findings and conclusions regarding secondary principals' knowledge, planning strategies and implementation behaviors in staff development.

Limitations of Methodology

This research is limited in that the instrument used was not standardized. The instrument was invented by the researcher and not enough is known about its validity and reliability. The interview schedule used was pilot tested but only by the researcher alone. Information gathered was from the primary source (the principal) and self-reports are not always accurate. No data were collected from a secondary source against which to validate the data from the primary source. Thus, only one means of assessing the answers given was used. According to Miles (1984), when the same person (the researcher) is establishing and corroborating a finding we have what amounts to a potential conflict of interest.

Another limitation of this research is that it is not an in-depth study. In-depth qualitative interviewing involves a series of face to face interviews between the interviewer and the respondent. This research collected data using only one interview with the respondent. Interviewing is limited in that it is extremely time consuming and is not economical in covering large geographic areas. As a result, the findings of this study are delimited to Hamilton County.

Summary

In this chapter a description of the research methodology has been outlined. It includes the design of the research, the methodology in the selection of subjects, data collection and analysis. The chapter concludes with a brief discussion of the limitations of the methodology. In Chapter IV findings will be discussed.

CHAPTER IV

RESEARCH FINDINGS

The research findings are described in Chapter IV. Each school is described in terms of school location, type of community served, length of service by the principal, the principals concept of staff development, planning and implementation strategies used by the principal. The final portion of the chapter describes what principals do as compared to twelve effective inservice practices as extracted from the literature by Daresh and LaPlant.

School A

School A is located in the inner city. Students are fed into School A from two junior high schools. A large portion of the school population is from single parent homes with low socio-economic status. The grade level in the school ranges from nine through twelve. School A provides both vocational and regular academic programs for its students.

The principal has served the school for five years. He considers himself to be a manager. On the day of the interview he was personally teaching a chemistry class because he was dissatisfied with the performance of a substitute. He had dismissed the sub and proceeded to teach the class himself. Principal of School A described his long range staff development plan.

He defined staff development as activities that cause a person to grow. In order for people to grow you must do those things which make

people comfortable with keeping up with what is going on in education. Staff development is the growth of staff in keeping aware of what our needs and goals are. The long range plan for staff development included writing a Ford Foundation Grant. The grant was written so that the implementation process was done in stages over a period of five years. Although grant monies had been exhausted, the program was still in effect. Other funding sources were used to continue the implementation process.

Principal of School A believes that staff development needs to be planned by those involved in staff development's outcomes. He uses staff from his feeder schools, teachers on staff, as well as the Local School Advisory Committee to formulate staff development plans.

Although the principal of School A has designated one of his assistants to be in charge of staff development, he considers himself to be the manager of the program.

School B

School B is located within the city limits but is situated near the outer edge of the city limits. The population is approximately 70% black. A large number of the blacks are from upper lower to upper middle income family homes. The achievement level of the school has improved over the past several years. The principal of School B has been there for more than ten years, and has had an opportunity to plan, develop and implement staff development programs over a period of time.

The principal of School B defined staff development as a way of reassessing what you do, how you do it, deciding how can we do it

better, then putting those findings into a framework, and then doing it. He feels that the primary benefit of staff development is that it provides ways of:

- a. reassessing what staff feels strongly about in their education environment,
- b. retooling or retraining staff to improve classroom skills, and
- c. uniting staff to focus on a common goal.

The principal of school B used an assistant principal as an instructional leader to implement staff development. The principal serves as the overall manager of the school.

In School B the "instructional assistant principal" conducts the assessment for the school and, with assistance from the staff planning committee, develops and implements staff development projects for the school.

The school did have in process a staff development program involving improving test scores that ranged over a period of several years. The outcome of that program so far has revealed improved test scores for the school. The need to begin such a program grew out of the publication of test scores for the school. At the request of, and assistance from, classroom teachers, the program was established and has been in progress for several years. The classroom teachers were and still are the primary developers and implementers of this project.

School C

School C is a suburban school. It is located in an area where most of the houses are one family dwellings. Many of the students drive

their own cars to school. Most others ride the yellow bus. Some students live within legal walking distance of the school so they walk. The school building is fairly new (less than 15 years old).

The principal of School C defined staff development as an on going process which seeks to identify the needs of the community, then they (kids, parents, staff), becoming aware of those needs, the staff will acquire the skills, knowledge and attitude necessary to satisfy those needs. In his staff development program he sees himself as doing the managing and organizing. He has no chairman of his staff development program. Principal C believes that staff development should emphasize the management of human resources. He feels there needs to be more staff development work in understanding students, yourself and the parents. Most of his staff is getting older and the issues of students, their problems and their other motivations certainly need to be addressed.

If funding were available the principal of School C would develop a staff development program whereby there could be a concentration on what the school needs. At present the program is a jump in and jump out program with little long-term concentration on what the school needs are. Some staff development topics he cited that could be effectively addressed in his building, if appropriate funding were available are:

--Do teacher expectations have an effect on student motivation?

--Are the behaviors of the staff causing students to turn to drugs to cope?

--Do blacks feel discriminated against in this building?

--Is the language we use giving the message it is intended to give?

--What are the attitudes toward school segments of the community:

blacks towards whites and vice versa

males towards females and females towards males

students towards staff and staff towards students

--How do we feel about what we are doing?

Once this research was done, we could say this is where we are as a staff and this is what we need. Then a long term staff development program could proceed from there.

At present there is no long term staff development in progress at the school. But there is staff development going on in the building. The district has two days per year that are set aside for staff development.

Principal C places a lot of emphasis on individual development. Teachers who have certain skills present workshops to staff to enhance the learning environment in the classroom. He firmly believes that the key to teaching is the way you handle the human resources with whom you work.

School D

School D is a suburban school located just north of the Cincinnati city limits. The school houses approximately 800 students in grades nine through twelve. Students taking vocational courses are housed in another building designed especially for students taking vocational courses. The principal of school D has served the district for 20 years and has been principal in this building for 15 years.

Principal D defines staff development as:

- a. improving your profession
- b. not being complacent or stagnant about the job you're doing
- c. the growth that takes place
- d. constantly looking for innovation
- e. constantly looking for ways to serve kids
- f. being on top of strategies and trends in the profession
- g. being well read in the field.

Principal D feels that an effective staff development program is one in which classroom teachers do the planning. When asked what he would do with more funds for staff development, Principal D stated he would reassess the needs and desires of the staff as to the direction the staff development program should follow. However, he feels that his staff is presently doing a very good job of staff development without funding. Principal D has no long range staff development program in progress right now. The district allows two days per year for inservice. The staff plans and implements inservice based on the directions given from the (central) district office.

The inservice that occurs within his building involves teachers working within their departments to demonstrate skills and strategies to each other. Principal D feels that his teachers are experts in their field and are perfectly capable of presenting staff development programs to each other. He uses his monthly meetings for staff development activities.

Principal D stated that you must have staff involvement in the planning and the actual implementation of your staff development program. Your success or failure in how well it is received and whether or not it is indeed worthwhile is based on that. As long as that is your guideline and rule of thumb in setting up a staff development program, your chances of success are better. That's what we have here. The principal led team (PLT), which consists of one person from each department, actually does the planning of the inservice. Principal D believes that staff development should be just that--staff--not the principal. The principal should be supportive but not to the point where he leads the staff development program. The principal should not be the presenter but must give ultimate approval of the content of the program.

School E

School E is a suburban school. It serves 1300 students in grades nine through twelve. The students are from middle to upper income families. The principal reports that the school has an extensive testing program and that the students do well.

This is the principal's first year at the school. He is young, energetic, and has a definite staff development program planned for the school. He views himself as an instructional leader and as such is implementing a research based staff development plan to raise student achievement and to improve instruction in the classroom. Principal E presents himself as being highly skilled and very knowledgeable about staff development. He stated one of the reasons that he was hired for

this job was because of his background in staff development. He shared copies of his observation checklist and the notes from the last staff development presentation with the interviewer.

Principal E stated that research can make any teacher an effective teacher. The program for his school is based on the Bruce Joyce model using Madeline Hunter materials. He feels that he is the instructional leader in his building and is capable of coaching his staff in what research says. He stated that the purpose of staff development is to raise student achievement and to improve instruction in the classroom. Staff development should be done in an aggressive way. He feels that education has to prove that it is being effective. To do that we need to follow a staff development program that is research based. The program must have a definite sense of direction and everyone involved has to know that direction and be in tune with following in the direction set by the staff development program. Principal E feels that he is a good teacher and that he should be the presenter at the staff development training sessions. He has done three presentations thus far this year. The two assistant principals have assisted with the follow up activities. He has established departmental study groups to focus on the goal for the year and to implement strategies to reach the goal. The entire school has a definite format for presenting lessons. As the principal(s) observes the classrooms, they look for the format of the lesson presentation. Principal E has no staff meetings. All meetings are for the purpose of staff development. Announcements are made through memos to the staff.

In addition to assistance from the assistant principals, there is a mastery learning core team who are Madeline Hunter trained and work with the principal in planning and implementing the staff development program. Principal E does not believe that one shot single presentations work, so he doesn't allow them in his building. All staff development activities must be geared toward one goal and that goal being improved classroom performance and student achievement.

Principal E believes that since education has to prove that it is effective, each department is required to find ways to prove that the Madeline Hunter program is working. The principal(s) use a checklist when they visit classrooms. A staff and student attitude survey will be used at the end of the year to collect data which will be compared with the data collected at the beginning of the school year. Data on pupil progress will be collected from each department.

School F

School F is located on the northern edge of the city. The principal described the community as one which was at one time an all white, blue collar community. Over the years Appalachians from Tennessee and Kentucky moved into the neighborhood. At the same time there were minority people from the inner city who moved into the area. There were a few years of conflict during which the principal of School F played an important role in resolving the conflicts and easing racial tensions. Today there is a blend of the races in the neighborhood which is described by the principal as a mostly middle class working neighborhood. Students in School F are in grades nine through twelve.

The principal has been the chief administrator of School F for nine years and sees his role as the person who is responsible to see that good instruction takes place. He tries to create an atmosphere where students enjoy coming through the front door not worried about being picked on or fighting, don't have to try to impress others, or have a chip on their shoulders. This in turn he feels creates an atmosphere for teachers where teachers can teach and not spend most of their time on behavior management.

Principal F believes that staff development is those activities which help to make teachers better teachers by helping them to gain better skills, methods and knowledge to meet the needs of all kids.

The primary responsibility for implementation of staff development in the building rests with Principal Led Team. The PLT is composed of an assistant principal and a staff member from each academic department. School F has three basic goals:

- improved student achievement

- improved student behavior

- improved communications with students, staff, and the community.

All staff development in the building is built around these three goals.

Although only two days are allocated for staff development during the year Principal F indicated that he does have staff members who seek professional growth and development on their own and, in turn, exert some positive influence on other staff members. He has several teachers who have had TESA training and if money were available he would send several more. He feels that the TESA trained teachers could train

others on staff in TESA methodology, and make his already effective staff even more effective. Principal F sees himself as a facilitator in such a project.

The clinical evaluation process which occurs during the first, third, fifth, and seventh year of service is considered a part of the staff development program by Principal F.

School G

School G is a large suburban high school with a school population of more than 1800 students and a certificated staff of 120. Students who attend School G come from one of the two junior high schools in the district. School G is the only high school to serve the district.

School G is located in an area where booming industrial development has caused increased population growth. Many of the parents of the students who attend School G are employed in the new industrial area. The socio-economic level of the area ranges from middle to upper middle income. The racial mixture is approximately 90% white. The principal of School G speaks of staff development as those activities designed to improve overall instruction and the implementation of the curriculum in the building. He believes that directions for staff development should come from Central Office. However, staff development should not be imposed from above because it is imperative that teachers are involved in the decision making process within their building, and that teachers have some input in the system wide staff development plan. He believes that staff development is helpful in assisting teachers in becoming

better in the classroom, more successful as educators and in changing attitudes toward their overall work situation.

Principal G's staff worked together to develop what they wanted for staff development. After a brainstorming session to gather ideas, a list of topics to be used for staff development was formulated. A successful staff development program was held on the district-wide staff inservice day. The principal stated that his role in this successful project was almost nil. The program was planned and implemented by the teachers. Principal G has had no long term staff development program in the past. He has more or less provided staff development based on what comes from the district. He believes staff development is important and if it was available (financially) he would implement the Madeline Hunter program in his school. He feels such a long term staff development project would be beneficial to his school. Principal G describes his teachers as persons who are willing to take a challenge.

Principal G sends teachers from his school to local and national seminars. They in turn bring back ideas to share with staff. The departments within the school do have mini inservice programs where new ideas and strategies are shared. The presenters for inservice programs vary from outside speakers to teachers to the principal himself who sometimes makes presentations on instructional improvement to his department chairpersons. An evaluation is filled out after each staff development session.

School H

At one time School H was considered to be rural. However, with the recent easy access to I-275 and Interstate 71 the area has become suburban. The school has 775 students in grades nine through twelve. Approximately 100 of the students attend vocational programs in another building. The principal has served the school for more than fifteen years.

Principal H defines staff development as having a twofold purpose. One, is that new teachers coming into the profession are very well versed in their teaching field but lack skills in testing techniques, discipline techniques, student motivation, and problems in handling students in the classroom. The other part of staff development is that veteran teachers also need constant exposure to topics in education not related to their major field of teaching but in education as it relates to developing skills in discipline techniques, student motivation, and classroom management.

Principal H does not have a long term staff development program per se, but has just completed a self study in preparation for the North Central Accreditation Team.

He feels that such a self study is great for school improvement and should be mandated more often than every seven years. Principal H believes that teachers should get out and see what is going on in the teaching world of education. A staff development program with appropriate funding would allow teachers an opportunity to take advantage of that.

The inservice or staff development program in Principal H's school originates from Central Office. The district has had an annual staff development theme and each building has worked its staff development activities around the central office theme.

When asked what he would do if he had more funds, principal H states that if he would select a theme such as classroom management, discipline, learning styles and develop a long term development program around that theme which would improve achievement in his school. The program would last for three or more years, and would be primarily developed and implemented by the teaching staff.

Summary

This portion of the chapter summarizes principal practices as compared to the twelve effective inservice practices as extracted from the literature. First, the twelve practices are listed, then a summary of principal actions related to the effective practice is listed under that practice.

1. Effective inservice is directed toward local school needs.
2. Inservice participants need to be involved in the planning, implementation and evaluation of programs.
3. Effective inservice is based on participant needs.
4. Active learning processes, rather than techniques such as lectures, are viewed as desirable and effective inservice instructional modes.

5. Inservice that is part of a long-term systematic staff development plan is more effective than a "one-shot," short-term program.

6. Local school inservice must be backed up by commitment of resources from central office.

7. Effective inservice provides evidence of quality control and is delivered by competent presenters.

8. Programs which enable participants to share ideas and provide assistance to one another are viewed as successful.

9. Inservice programs are effective when they are designed so that individual participant needs, interests and concerns are addressed.

10. Rewards and incentives, both intrinsic and extrinsic, must be evident to program participants.

11. Inservice activities should be provided during school time.

12. Effective inservice requires ongoing evaluation.

1. Effective Inservice is directed toward local school needs.

Only three of the eight principals spoke of doing a needs assessment as a part of developing a staff development program for their schools. The other five principals spoke in terms of the staff getting together on doing something for inservice. The content of the staff development program was geared toward what had been suggested by Central Office rather than being based on staff needs.

2. Inservice participants need to be involved in the planning, implementation and evaluation of programs.

All eight schools used their staffs in some way to plan inservice activities. Two schools had a principal led team made up of representatives from various departments which was involved in planning and implementing staff development. Five of the remaining six schools had a committee appointed by the principal to do staff development.

3. Effective Inservice is based on participant needs.

Five of the eight schools had programs based on what the participants chose to do. The topics chosen were not based on an assessment of school needs but rather on what shall we do with the two inservice days allocated to this school. In most instances the district made recommendations but the school was allowed the freedom to plan the staff development program as it saw fit.

4. Active learning processes, rather than techniques such as lectures, are viewed as desirable and effective instructional modes.

The most prevalent mode of presentation for the staff development programs was lecture. Bruce Joyce (1977) has stated that the results of lecture presentations result in less than 10% transfer into classroom usage.

5. Inservice that is part of a long-term systematic staff development plan is more effective than a "one shot," short-term program.

Two of the eight schools had in place long-term staff development programs. One school had been a recipient of a Ford Foundation grant and as a result had established a five year school improvement plan. Another school had a three year reading improvement plan designed to raise scores on the California Achievement Tests. It had been in

progress for three years. One principal had set in place a long-term staff development program using the Bruce Joyce model and the Madeline Hunter method of instruction. The program will be long term but had not been in effect long enough to show long-term growth. The other principals relied on information from Central Office to give direction for the building level staff development program.

6. Local school inservice must be backed up by commitment of resources from Central Office.

In every case the principal expressed appreciation for the assistance and resources provided the school by Central Office. Sometimes the support meant providing funds for teachers and administrators to attend workshops. Other times it meant bringing in speakers to make a presentation to the entire staff.

7. Effective Inservice provides evidence of quality control and is delivered by competent presenters.

Principals, businessmen, state department representatives, teachers, and community persons shared or individually made presentations at staff development sessions. The person making the presentation was chosen because of his expertise on the topic for the inservice. Every school in the study used outside presenters to make presentations at their staff development sessions. One school also used staff members to make presentations.

8. Programs which enable participants to share ideas and provide assistance to one another are viewed as successful.

The principals reported a variety of ways in which teachers shared with each other the information gained from staff development sessions. In one school mini inservice sessions within departments were held to disseminate information. At other schools, teachers talked informally in the lounge or at lunch.

9. Inservice programs are effective when they are designed so that participant needs, interests and concerns are met.

Three schools planned their staff development programs based on a needs assessment. The other schools in the study did their staff development based on what the teachers said they wanted to do.

10. Rewards and incentives, both intrinsic and extrinsic, must be evident to program participants.

In every school there was evidence of extrinsic rewards. Teachers received two paid days for inservice. Other extrinsic rewards mentioned by the principal were:

- national and local publicity
- praise from principal
- opportunities to attend workshops in other cities
- workshop fees paid by the board

11. Inservice activities should be provided during school time.

In this study all schools involved had inservice both during the school day and on teacher time.

12. Effective Inservice requires on going evaluation.

Two schools had on going evaluation. These were the same two schools that had long-term staff development programs. The other

Summary of Principal Practices as Compared with Effective Inservice Practices by School

Criteria	School A	School B	School C	School D	School E	School F	School G	School H
Effective inservice is directed toward local school needs	Followed goal setting process. Involved feeder schools to analyze problems	Does group needs assessment to identify needs of a group		Does schoolwide needs assessment	Asked teachers what they wanted for inservice		Staff worked together to develop what they wanted for inservice	
Inservice participants need to be involved in the planning, implementation and evaluation of programs	Used staff development department to direct and plan inservice activities	Staff planning committee to direct inservice	Principal would be chairman of staff development. Has no committee per se	Has a mastery learning care team which makes decisions about content of inservice	Principal Led Team plans inservice classroom teachers help plan	Administrative team decides on course of action to take. Principal Led Team is	Brainstormed to get ideas	Has department chairperson who worked with curriculum and budget
Effective inservice is based on participant needs	Needs determined by goal setting process	Use staff committee to resolve conflicts in needs perception	Principal tries to resolve perception of needs differences	Based on what principal believes teachers need	Planned from within based on whatever		Program was teacher owned	Should be planned with teacher involvement
Use active learning rather than techniques such as lectures are viewed as desirable inservice models	Uses variety of techniques	Staff team commitment in implementing their own plan		Teachers practice ideas from inservice			Department chairs have 2 periods to assist teachers	
Inservice that is part of a long term systematic staff development program is more effective than one shot, short term program	Inservice was part of a five year plan	Part of 3 year plan to improve CAT scores	Would use a series of experts on various topics, no evidence of a long range plan	Has a specific program (Bruce Joyce model and Madeline Hunter content). No single presentations.	Has no long range inservice in progress	School is involved in TESA	No long term program	Would do long range plan if he had finance, now preparing for North Central
Local school inservice must be backed up by commitment of resources and support from Central Office	Supervisors and staff development department provide support of program	Uses community and Central Office resources	Inservices held were initiated by Central Office	District funding of training for administrators and some teachers	Supervisors give final approval. Some inservice initiated by board of education	District has initiated some inservice	Inservice is primarily directed from Central Office	Done from Central Office by curriculum director
Effective inservice provides evidence of quality control and is delivered by competent presenters	Supervisors, principals, businessmen, state department and community persons served as staff development presenters	Teachers made presentations to each other	Would use outside experts on various topics	Principal is the primary presenter. He is the coach	Used teachers and outside speakers as presenters	Use in house presenters. Sess self as coordinator. Teachers can be trainers	Used outside presenters	
Programs which enable participants share ideas and help one another are viewed as successful		Teachers sharing ideas in work sessions		Teachers share staff development with each other in the lounge		Teachers share ideas without embarrassment	Holds mini inservices with departments	
Inservice programs are effective when they are designed so that individual participant needs concerns and interests are addressed	Program planned on basis of needs addressed by staff and as reported on SIS	Staff development job targets for individual teachers		Teachers participated in a mastery learning study group	Teachers demonstrate to each other. Have departmentalized inservice		Worked on individual needs of interest to topics teachers	
Intrinsic and extrinsic rewards are evident to program participants	Paid cash money. National publicity received	Paid for some workshops, recognition for participation. Pride in accomplishment	Would have paid inservice programs	Paid for after school workshops. Praise from principal high student test scores	Good feelings of teachers	There is some paid inservice	Send teachers to local and national seminars	Visits to other teachers and situations
Inservice activities should be provided during school time	Some during school time, some on own time	Some during school time, some on own time	Have after school or an inservice day	Two days on school time	District has 2 days per year. Inservice occurs after school	District has 2 days per year. One staff meeting per month. Inservice should be paid	Held during inservice days	Two inservice days built into the school year
Effective inservice requires on going evaluation	Uses annual SIS data to measure improvement	Uses test scores and decreased failure as evidence of success	No evidence of on going evaluation	Uses checklist as he visits classes. Annual review of data collected by department			Done after each inservice activity	Form filled out after each inservice

schools used an evaluation form at the end of each staff development session. There was no evidence of follow up except in the schools with long-term programs.

Principal Responses to the Research Questions

In this section principal responses to the research questions are addressed. Each school's response is presented. The questions raised by the research were not asked directly of the participants. An interview schedule designed to evoke responses to obtain the desired data was used. An analysis of the interview data, vis a vis research questions as a guide, revealed the data described below.

1. What are the concepts of staff development held by secondary principals?

School A

The principal of School A described staff development as activities that cause staff to grow. In order for people to grow, you must do those things which make people comfortable with keeping up with what is going on in education. Staff development is the growth of staff in keeping aware of what our needs and goals are.

School B

The principal of School B defined staff development as a way of reassessing what you do, how you do it, deciding how we(you) can do it better, then putting those findings into a framework and then doing it.

School C

The principal of School C defined staff development as an on going process looking to identify the needs of the community (kids, parents, staff), then, becoming aware of those needs, the staff will acquire the skills, knowledge, and attitude necessary to satisfy those needs.

School D

As defined by the principal of School B, staff development is:

- a. improving your profession
- b. not being complacent and stagnant about the job you're doing
- c. growth that takes place
- d. constantly looking for innovation
- e. constantly looking for ways to serve kids
- f. being on top of strategies and trends in the profession
- g. being well read in the field

School E

The principal of School E gave the purpose of staff development as being to raise student achievement and to improve instruction in the classroom.

School F

The principal of School F stated that staff development is those activities which help to make teachers better teachers by helping them to gain better skills, methods and knowledge to meet the needs of all kids.

School G

School G's principal spoke of staff development as those activities designed to improve overall instruction and the implementation of the curriculum in the building.

School H

The principal of School H stated that staff development has a twofold purpose in that it addresses: (1) the fact that new teachers coming into the profession are very well versed in their teaching fields but lack skills in testing techniques, discipline techniques, student motivation and problems in handling student sin the classroom; and (2) that problem of veteran teachers who also need constant exposure to topics in education not related to their major field of study but in education as it relates to developing skills in discipline techniques, student motivation and classroom management.

2. What are the staff development planning strategies used by secondary principals?

School A

Principal A uses a school improvement committee composed of key teachers, an assistant principal who has been designated as instructional leader and a counselor. This committee is responsible for doing a staff analysis for building and for the feeder schools. This step is followed by a goal setting process which focuses upon the goals of the system as identified by the teachers and the community. The reports from school information systems data as well as staff felt needs are important considerations in the goal setting process. The staffs

from the feeder schools as well as the local school advisory committee are involved in this process.

School B

The principal of School B has a staff development planning committee. This committee, led by the instructional assistant principal, conducts a needs assessment of the staff and from that information proceeds to the development of goals for the building. This committee resolves any administrative vs. staff needs perception conflicts and works to gain staff commitment in the implementation of the staff development plan.

School C

The principal of School C has no chairman of his staff development program. He feels that he wants his teachers to teach and he wants them to do just that. In his staff development program, he sees himself as doing the managing and organizing.

School D

The staff development in School D is planned and conducted by the principal led team. The principal led team is composed of a counselor, an administrator, and one representative from each department in the school. The responsibility of the team is to plan and implement staff development for the school. The principal leaves the primary responsibility for staff development to this team. He sees his role as the person who supports and approves the plans of the team.

School E

The principal of School E is the leader of his staff development team in his building. He has established a mastery learning core team which, along with the assistant principals, work with him to plan and implement the staff development program.

School F

The primary responsibility for planning and implementation of staff development in Principal F's building rests with the principal led team. The principal led team is composed of an assistant principal and a staff member from each academic department within the school. Although the principal is the team leader, he assigns major responsibility for staff development to the team members.

School G

The principal in School G does not have a formal staff development team. Teachers work together as needed to develop what they want to do for staff development. The principal stated that once the committee for a particular staff development project has been formed, he gives almost total responsibility to the committee to plan and implement the project. This process has been very successful for him.

School H

The principal in School H does not have a formal staff development team. He uses department chairpersons who work with the curriculum and the budget. He believes that inservice should be planned with teachers involved. The staff development planning in his building is done primarily as a directive from the curriculum director at Central Office.

3. What are the staff development implementation behaviors exhibited by the principal?

School A

The staff development program at School A is based on the needs as identified by the school improvement committee. Funding for the staff development program is secured from allocations from Central Office and through writing proposals to private agencies for grant monies. Teachers who participate in the staff development program receive local and national publicity. Participants receive stipends for participating in some staff development programs. Other programs are volunteer. Principal A uses supervisors, principals, businessmen, state department representatives, and community resource persons as presentors during the implementation phase of his staff development program. His evaluation is constant and on going. The School Information System data is one instrument used to measure school improvement.

School B

The staff development in School B is done by the staff development planning committee. Although he uses his instructional assistant principal as the person who actually implements the staff development program, he considers himself responsible for the administration of the program. He provides support and reinforcement, for the program. He uses selected staff to write proposals which receive additional funding for inservice programs.

School C

The principal of School C implements his staff development program through the use of a self-developed management plan. He believes staff has enough to do in the classroom and he does all of the tasks related to staff development. If there are differences in perception of needs he gets the staff involved in the solution to the problem.

School D

The principal of School D uses his principal led team to implement his staff development program. He sees his role as being supportive of team efforts but not to the point of being the actual leader in the implementation process.

School E

In School E, the principal implements his staff development program with assistance from the mastery learning team. He sees himself as a coach for the teachers. He feels his responsibility is to keep abreast of what the latest research has to offer and to use that research as it is applicable to his schools.

School F

In School F the principal led team is responsible for staff development. He sees his role as being the person responsible for seeing that instruction takes place. Staff development is implemented by the principal led team.

School G

Staff development in School G is accomplished by ad hoc committees. He believes that the direction for staff development should come from Central Office and that his responsibility is to see that staff development happens in his building. His teachers are encouraged to take leadership positions in the building's staff development program. He sends teachers to local and national educational seminars.

School H

The principal at School H implemented his staff development as a follow up on the North Central Evaluation Report. He feels these programs should be done more often than every seven years.

4. Do secondary principals concept of staff development, planning strategies and implementation behaviors, agree with what is stated in the literature?

Each of the principals interviewed had his own conceptual framework of what staff development should be. The research showed that in the areas of building wide needs assessment, processes used, addressing individual needs, long-term staff development, and on going evaluation, their conceptual framework did not coincide with the criteria for effective inservice as stated in the literature. In each of the above mentioned areas of staff development, 62.5% of the principals in the study were not presently implementing staff development as described in the literature.

Three of the eight schools had no committee to plan and implement staff development. Three schools had active staff development planning

committees who planned and implemented staff development. The principal was part of the committee although not necessarily the chairperson of the committee. In one school the principal stated that he was responsible for staff development and he decided what the staff needed for inservice. The other principal did not have a staff development committee as such but called together a committee to form staff development functions as needed.

From the school principals interviewed, the following data resulted: 37.5% had no staff development committee; 37.5% had active staff development; 12.5% the principal was the committee; and 12.5% used ad hoc committees as needed.

Only two schools in the sample had regular long range staff development programs. The other schools had staff development programs but they were based upon what Central Office had requested rather than on the results of a school assessment.

The resulting data showed: 37.5% of the school principals exhibited long range planning strategies, and 62.5% no long range staff development plans.

CHAPTER V

SUMMARY OF STUDY

A summary of the problem for this study and a description of the results obtained from the interview data are described in the first part of Chapter V. The focus of the study and a review of the issues raised in the study will be followed by a discussion of implications for further research.

Description of the Study

This descriptive research compared the staff development knowledge, planning strategies and implementation behaviors of secondary school principals in Hamilton County with criteria for effective staff development as extracted from the literature by Daresh and LaPlant.

The problem being addressed in this study comes from the premise that principals are charged with the responsibility of being instructional leaders and staff developers in their buildings. Principals need a background of knowledge and skills in staff development if they are to become effective staff development leaders. Research on school administrators indicate that principals are not trained to be staff developers or instructional leaders. Training for school administrators lean heavily toward courses that teach management skills rather than the how to's and why's of staff development. Therefore, it was assumed that principals do not have the adequate knowledge and skills needed for effective staff development. This study

sought to answer the questions: What are secondary principals' concepts of staff development; What are the staff development planning strategies used and implementation behaviors exhibited by secondary principals. Then after answering these questions, the researcher sought to compare the staff development concepts, planning strategies and implementation behaviors with effective staff development practices as cited in the literature.

To ascertain the desired information, a thorough review of the literature was made. From that information a plan was developed which would gather the necessary data for the study. A semi-structured interview schedule was formulated. To gather information regarding the principal's conceptualization of staff development, a question was framed to remove the perceived resource constraints. Therefore, the question was asked: If you were given \$100,000 to plan a staff development program for next year, how would you go about doing it?

The second line of questioning concerned implementation practices. Therefore, principals were asked to describe the most successful staff development program they had had in the past five years?

There were at least fifteen subquestions under each question. (See Appendix B.) The interview schedule was pilot tested with two school administrators and a college professor. Revisions to the interview schedule were made based on the results of the pilot test. The next step in the process was to pilot test the interview schedule with three

principals of schools not in the study's population. As a result of the second pilot, the interview schedule was revised again so that it would accurately gather the data needed for the study without leading the interviewee to any specific response.

The population for this study was all the principals in Hamilton County who were the heads of schools which had enrollments of seven hundred and fifty students or more. The Ohio Educational Directory 1984 was used as the source for determining which secondary public schools in Hamilton County had populations of seven hundred and fifty students or more. The table of random numbers was used to sample eight of the thirty-two secondary schools in Hamilton County that met the criteria of having school enrollments of seven hundred fifty or more students. A letter of invitation to participate in the study was developed and mailed to the principals of the secondary schools which had been randomly selected for the study. Ten days after the letters were mailed a telephone call was made to each of the principals to confirm their willingness to participate or not participate in the study. At that time an appointment was made to schedule the actual interview. All interviews were held on the school site and were audio taped.

A data analysis form which included the twelve criteria for effective staff development was developed to record the data taken from the audio taped interviews with the eight secondary principals. The data analysis form was divided into twelve sections, each containing one of the twelve criteria for effective staff development. As the tapes

were reviewed, the data were recorded in the appropriate section of the form. A separate data analysis form was used for each school. After all tapes were reviewed, a data analysis summary form including the twelve effective inservice criteria was developed so that data from all eight schools could be recorded in a summary form. The results of the summary of the data are presented using research questions as organizing themes.

1. What are the concepts of staff development held by secondary principals?

All of the concepts related to staff development as an activity done by or to teachers to make the teachers or their students better performers. None of the principals mentioned staff development needs for themselves as administrators. One principal felt that staff development was just that--for staff. The principal's job was just to approve of the activities not to participate in them. The idea of staff development as a mean of improving the climate or organization development of the school was not mentioned by any of the principals.

All eight principals held a concept of what staff development is. The study found that although principals are interested in staff development, most of them relied on direction from Central Office regarding staff development rather than on an assessment of the needs of the building.

2. What are the staff development planning strategies used by secondary principals?

In three of the schools there were "official" staff development planning committees. Three schools had committees, although not called a staff development committee, served that function. Two of the three were called Principal Led Teams and the third was called School Improvement Committee. In one school, the principal was the committee. The other school simply used ad hoc committees as needed. Although the principals had a committee for staff development, there is still a need for principal leadership in this area. Most of the principals passed off this responsibility to an assistant.

3. What are the implementation behaviors exhibited by the principal?

Most principals in the study relied upon their assistants or a committee designed to plan and implement staff development to see that staff development does occur in their schools. Only two of the principals stated that they were the implementors in their building.

4. Do secondary principals' concept of staff development, planning strategies and implementation behaviors agree with what is stated in the literature?

The summary chart on principals' concepts showed that 62.5% of the principals in the study did not agree with what is stated in the literature. Although they did have inservice in their buildings, the programs were not directed toward local school needs. Eighty-seven percent of the principals in the study used a committee to plan staff development but 75% were lacking in the completion of the evaluation

process. Without an evaluation it is difficult to determine what actual progress or lack of it is being made.

Discussion

This study points out what was thought to be true at the beginning of the research. Principals do not have enough knowledge of staff development planning strategies, nor do they use behaviors that cause effective staff development to be implemented in their buildings primarily because the literature indicates that they are ill-positioned and ill-prepared to do so. According to Donaldson (1986), the principal is saddled with routines, staff and community expectations which make it difficult to be deeply involved in educational issues: the principal is for keeping order, smoothing ruffled feathers and accounting for supplies; the principal is for supervising teachers not for supervising teaching; for writing budgets not writing curriculum; for inspiring fear and awe not for inspiring exploration, learning, and good character. Thus performing professional leadership functions as a middle manager, including team building among the faculty, is difficult. In addition, school principals, in many cases, are not required to prepare for instructional leadership. Much of the inservice training for school administrators is not geared toward instructional leadership skills: rather it exposes principals to lists of activities, ideas and issues. Thus, it is no wonder that 62.5% of the principals in this study used lectures rather than active learning processes in implementing staff development in their buildings. Research has shown that the lecture

method is the least effective method for learning. Of the principals in this study, 62.5% do not have in place inservice programs that are long term and systematic. Effective staff development includes definite long range plans for improvement of participant skills and the quality of life within the building.

Numerous studies conclude that strong leadership and a strong principal are necessary ingredients for effective schools. Thus, today's principal is expected to provide leadership in providing the necessary thrust to meet the challenges of improvement of instruction, while at the same time providing systematic means of designing and implementing effective staff development programs. The reality of the situation indicates that this is not occurring. If our findings can be made applicable to other schools across the country, specifically that staff development practices in America's schools do not generally reflect either knowledge of or proficiency with currently accepted research driven proven effective staff development practices.

This research clearly indicates that some principals need a clearer understanding of the staff development process and its relationship to school improvement. Although the principals in this study were positive about their schools and had good "dreams" for staff development in their buildings, they showed evidence of a need for a heightened awareness of the importance of staff development. All but two of the principals in the study delegated the responsibility of staff development to someone else. Without viable high quality staff development, the school

organization will be unable to keep itself revitalized. If schools are to improve, it must come through staff development of teachers. If teachers are to improve their teaching performance in the buildings, it will be through the leadership and direction of the principal. If the principal is to give leadership and direction to his/her staff, then he/she will need to be a participant in systematic, continuous staff development training in the who, what, why, when and where of staff development; the content of staff development issues to be studied by experts. A review of the literature has caused the researcher to develop the belief that the issues that need to be addressed as a part of that systematic continuous training of principals . . .

- Developing effective staff teams
- Administering in accordance with learning styles of staff
- Improving teacher/pupil/administrative interpersonal relationships
- Developing and implementing effective evaluation systems
- Using assessment data as focus of staff development.

An emphasis on staff development, such as the type mentioned above, will bring about an improvement in bringing closer together the concepts of planning strategies and implementation of principals into agreement with what literature says are effective staff development strategies.

Principals need assistance provided by principals' associations, state departments of education, school districts and the universities. The universities should lead the way in revising how they prepare and

support principals. Recent developments in principal centers and institutes give rise to promise for improvement in principal leadership training. However, unless state departments and universities mobilize to provide useful support for upgrading and cultivating the principalship not much progress will occur. They must clarify and redefine the principal's role and then retrain principals to fill that role. Then we will see the arrival of leadership in our school which will promote effective staff development and enhance the quality of learning for our young people.

Implication for Future Research

1. Are principals who exhibit behaviors of effective staff development more effective as principals than principals who do not?
2. What are the issues and relationships between central office directions, mandates, etc., and the concept of school based staff development programs?
3. Is there a relationship between an effective staff development program vis-a-vis the twelve criteria and the school's reputation as being effective?
4. Are the choices of courses taken in college by principals who implement staff development different from those principals who do not.

This qualitative research has described a comparison of secondary principals' staff development knowledge, planning strategies and

implementation behaviors with criteria for effective staff development programs. The results of this study can be useful in the development of staff development programs for administrators.

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APPENDICES

APPENDIX A

Dear

My name is Annie Orr. I am an assistant principal at Hughes High School and I am doing research in Staff Development as a requirement for the program of studies in which I am enrolled. The purpose of the study is to explore the concepts and/or ideas of secondary principals regarding staff development and the strategies being used by principals in helping faculty members improve their professional competence.

To obtain the information needed for this research project, I am asking randomly selected secondary principals in Hamilton County to participate in an interview session during which they will be asked to respond to a series of questions about Staff Development. I would be pleased if you would agree to participate. The interview will take approximately forty-five minutes. I will call you on _____ to see if you are interested in participating in this study. All information will be reported in a manner which will protect the identity of the principal and the school. Each participant will receive a summary of the results of the study.

Thank you for your assistance.

Annie Orr

CONSENT FORM

A COMPARISON OF SECONDARY PRINCIPALS' STAFF DEVELOPMENT
KNOWLEDGE, PLANNING STRATEGIES AND IMPLEMENTATION BEHAVIORS
WITH CRITERIA FOR EFFECTIVE INSERVICE PROGRAMS

You are being asked to participate in a study which explores the concepts or ideas of principals regarding staff development and the strategies being used by principals in helping faculty members improve their professional competence. In this research you will be asked to participate in an audio taped interview during which you will be asked a series of questions about staff development.

All information will be reported in a manner which will protect the identity of the principal and the school. If, at any time during the interview session, you feel uncomfortable answering the questions asked, you may terminate the interview. You are free to ask any questions concerning this research.

Please put your signature on the line below to indicate your willingness to participate in this study.

Signature of Principal

APPENDIX B

INTERVIEW SCHEDULE

1. If you were given \$100,000.00 to plan a staff development program for next school year, how would you go about doing it?
- 1.1 Can you describe each step you would follow in the development of this plan?
- 1.2 Would you seek advice in the development of this plan? If so, from whom?
- 1.3 What kind of information would be important to you in the development of this staff development plan?
- 1.4 Who would be involved in the development of this plan?
- 1.5 Describe your role.
- 1.6 Who would make the final decision about the program?
- 1.7 How would conflicts be resolved?
- 1.8 How would you go about determining the content for the staff development program?
- 1.9 Describe the process you would use to establish the goals for this staff development program.
- 1.10 Describe the guidelines--the process for establishing the guidelines for evaluation of the staff development program.
- 1.11 Who is to be involved in the planning and implementation of this staff development program?
- 1.12 Would these be the same people doing the planning and implementation of the evaluation as the ones who planned the staff development program?
- 1.13 If both groups are the same, what effect do you think that would have on the program?
- 1.14 If both groups are different, what effect would that have on the program?

- 1.15 What is the purpose of staff development?
- 2.0 How would you describe the most successful staff development program you have had in the last five years?
 - 2.1 How did it come about?
 - 2.2 Whose idea was it to have this staff development program?
 - 2.3 Could you start from the beginning and describe each step as to how the program began and follow it through to the end?
 - 2.4 Was there an evaluation for this program? What did it reveal?
 - 2.5 What was the time frame for this program?
 - 2.6 Who did the evaluation for this program?
 - 2.7 Was this a paid staff development program?
 - 2.8 Does pay affect the number of staff who participate in your most effective staff development programs?
 - 2.9 Were persons not on your staff involved in this staff development program? If so, who were they?
 - 2.10 Were there follow up on the findings of the evaluation?
 - 2.11 What was it about this particular staff development program that made it so successful?
 - 2.12 What was your role in this program?
 - 2.13 What role did the supervisors play in planning this staff development program?
 - 2.14 Who made the decision on the content of the program?
 - 2.15 Who was the primary presenter and how was he chosen?
 - 2.16 What were the teacher assessments of this staff development program?
 - 2.17 In what ways did this staff development program fit into your ideas of what staff development should be?

APPENDIX C

DATA ANALYSIS SHEET

SCHOOL NEEDS	PARTICIPANT INVOLVEMENT	PARTICIPANT NEEDS	ACTIVE LEARNING PROCESS
INDIVIDUAL NEEDS ADDRESSED	INTRINSIC & EXTRINSIC REWARDS	DURING SCHOOL TIME	LONG TERM
CENTRAL OFFICE SUPPORT	COMPETENT PRESENTERS	SHARED PARTICIPANT IDEAS	ON GOING EVALUATION

APPENDIX D

COMPARISON OF PRINCIPAL PRACTICES WITH
EFFECTIVE INSERVICE PRACTICES AS
STATED IN THE LITERATURE

Effective Inservice Practices From the Literature	Principal Practices as Described by the Principal	Agreement With the Literature	
		Yes	No
	<u>School A</u>		
Effective inservice is directed toward local school needs	Does a schoolwide needs assessment and goal setting process	X	
Inservice participants need to be involved in the planning, implementation and evaluation of programs	Has a school improvement team to plan and direct inservice program	X	
Effective inservice is based on participant needs	Staff from feeder schools and the local school advisory committee are involved in the planning	X	
Active learning processes rather than techniques such as lectures	Learning to learn project is in progress in the schools	X	
Inservice that is a part of a long term systematic staff development plan is more effective than a Lone shot, short term program	Developed a five year improvement plan. Program began with funding from Ford Foundation Grant	X	
Local school inservice must be backed up by commitment of resources from Central Office	Has strong support from Central Office. Supervisors and staff development office are involved with the school	X	
Effective inservice provides evidence of quality control and is delivered by competent presenters	Supervisors, principals, businessmen, state department representatives are presenters for staff development	X	

Effective Inservice Practices From the Literature	Principal Practices as Described by the Principal	Agreement With the Literature	
		Yes	No
Programs which enable participants to share ideas and provide assistance to one another are viewed as successful	All feeder schools work together with each other to share problems common to the feedback	X	
Inservice programs effective when they are designed so that individual participant needs, interests and concern are addressed	Inservice programs are planned on the basis of SIS data and the felt needs of the assessment staff	X	
Rewards and incentives both intrinsic and extrinsic must be evident to program participants	Plans written up in national magazines. Opportunities to attend meetings, conferences at local state and national level	X	
Inservice activities should be provided during school time	Some inservice during school time, some is not. Some inservice is paid and some is unpaid	X	
Effective inservice requires on going evaluation	Has a built in evaluation system for the long range plan. SIS report measures improvement in teacher attitude	X	

Effective Inservice Practices From the Literature	Principal Practices as Described by the Principal	Agreement With the Literature	
		Yes	No
<u>School B</u>			
Effective inservice is directed toward local school needs	Has a needs assessment	X	
Inservice participants need to be involved in the planning, implementation and evaluation of programs	Staff planning committee to develop plans based on assessment	X	
Effective inservice is based on participant needs	Staff development committee uses input from individual teachers in their planning	X	
Active learning processes rather than techniques such as lectures	Obtain staff commitment in implementing their own plan	X	
Inservice that is a part of a long term systematic staff development plan is more effective than a Lone shot, short term program	Has long range plan for improving CAT scores. Has been three years in the making	X	
Local school inservice must be backed up by commitment of resources from Central Office	Staff development office provides excellent support services. Has support from the business community	X	
Effective inservice provides evidence of quality control and is delivered by competent presenters	Uses teachers, supervisors to make presentations	X	
Programs which enable participants to share ideas and provide assistance to one another are viewed as successful	In the CAT score improvement project teachers share techniques. There has been a dramatic increase in test scores	X	

Effective Inservice Practices From the Literature	Principal Practices as Described by the Principal	Agreement With the Literature	
		Yes	No
Inservice programs effective when they are designed so that individual participant needs, interests and concern are addressed	Uses the staff development team to develop plans based on assessment	X	
Rewards and incentives both intrinsic and extrinsic must be evident to program participants	There are fewer discipline problems, special recognition for teachers increased pride in work. Principal reinforcement.	X	
Inservice activities should be provided during school time	Some on school time; some on own time	X	
Effective inservice requires on going evaluation	Continuous during the year plus SIS data at the end of the year	X	

Effective Inservice Practices From the Literature	Principal Practices as Described by the Principal	Agreement With the Literature	
		Yes	No
<u>School C</u>			
Effective inservice is directed toward local school needs	Should involve people who would be affected by the outcome but he doesn't always do that		X
Inservice participants need to be involved in the planning, implementation and evaluation of programs	Has no chairman of staff development. He is it		X
Effective inservice is based on participant needs	Principal C tries to resolve perception of need differences by getting the person involved	X	
Active learning processes rather than techniques such as lectures	-		X
Inservice that is a part of a long term systematic staff development plan is more effective than a Lone shot, short term program	Has no long term program		X
Local school inservice must be backed up by commitment of resources from Central Office	Receives support for staff development from Central Office	X	
Effective inservice provides evidence of quality control and is delivered by competent presenters	Uses outside experts to speak on a number of topics	X	
Programs which enable participants to share ideas and provide assistance to one another are viewed as successful	-		X

Effective Inservice Practices From the Literature	Principal Practices as Described by the Principal	Agreement With the Literature	
		Yes	No
Inservice programs effective when they are designed so that individual participant needs, interests and concern are addressed	-		X
Rewards and incentives both intrinsic and extrinsic must be evident to program participants	Believes teachers should be compensated for their time. Inservice is two paid days per year as mandated by Central Office	X	
Inservice activities should be provided during school time	Believes inservice should be held after school		X
Effective inservice requires on going evaluation	-		X

Effective Inservice Practices From the Literature	Principal Practices as Described by the Principal	Agreement With the Literature	
		Yes	No
<u>School D</u>			
Effective inservice is directed toward local school needs	Asks teachers what they want. Would reassess needs if funds were available		X
Inservice participants need to be involved in the planning, implementation and evaluation of programs	Principal Led Team plans inservice	X	
Effective inservice is based on participant needs	Inservice program is planned from within using teachers on the planning team	X	
Active learning processes rather than techniques such as lectures	Teachers do demonstrate teaching skills to one another	X	
Inservice that is a part of a long term systematic staff development plan is more effective than a Lone shot, short term program	Has no long range inservice plans		X
Local school inservice must be backed up by commitment of resources from Central Office	Has board support	X	
Effective inservice provides evidence of quality control and is delivered by competent presenters	Teachers and outside speakers serve as presenters	X	
Programs which enable participants to share ideas and provide assistance to one another are viewed as successful	Teachers share ideas during inservice	X	

Effective Inservice Practices From the Literature	Principal Practices as Described by the Principal	Agreement With the Literature	
		Yes	No
Inservice programs effective when they are designed so that individual participant needs, interests and concern are addressed	Departmentalized inservice serve the needs of groups within the staff	X	
Rewards and incentives both intrinsic and extrinsic must be evident to program participants	Good feelings of teachers volunteer for inservice	X	
Inservice activities should be provided during school time	Two paid days per year for inservice; other inservice held after school	X	
Effective inservice requires on going evaluation	-		X

Effective Inservice Practices From the Literature	Principal Practices as Described by the Principal	Agreement With the Literature	
		Yes	No
<u>School E</u>			
Effective inservice is directed toward local school needs	Has needs assessment all inservice based on research	X	
Inservice participants need to be involved in the planning, implementation and evaluation of programs	Uses mastery learning core teams; makes decision about content of program	X	
Effective inservice is based on participant needs	Program based on what principal believes teachers need		X
Active learning processes rather than techniques such as lectures	Teachers practice ideas learned in inservice	X	
Inservice that is a part of a long term systematic staff development plan is more effective than a Lone shot, short term program	Is using the Madeline Hunter as a long term inservice project. Program is new	X	
Local school inservice must be backed up by commitment of resources from Central Office	District has supplied funds for training teachers and administrators	X	
Effective inservice provides evidence of quality control and is delivered by competent presenters	Principal himself is the primary presenter and coach	X	
Programs which enable participants to share ideas and provide assistance to one another are viewed as successful	Madeline Hunter worksheet is reviewed by principal and teachers	X	

Effective Inservice Practices From the Literature	Principal Practices as Described by the Principal	Agreement With the Literature	
		Yes	No
Inservice programs effective when they are designed so that individual participant needs, interests and concern are addressed	Has a mastery learning study groups	X	
Rewards and incentives both intrinsic and extrinsic must be evident to program participants	Principal praise of teachers paid after school workshops. Focus on the central problem	X	
Inservice activities should be provided during school time	Two days on school time other after school	X	
Effective inservice requires on going evaluation	On going--uses checklist as he visits classes. Reviews data collected by department	X	

Effective Inservice Practices From the Literature	Principal Practices as Described by the Principal	Agreement With the Literature	
		Yes	No
<u>School F</u>			
Effective inservice is directed toward local school needs	Inservice based on the three goals for the year		X
Inservice participants need to be involved in the planning, implementation and evaluation of programs	Principal Led Team is responsible for all inservice	X	
Effective inservice is based on participant needs	Teachers have opportunity to select inservice	X	
Active learning processes rather than techniques such as lectures	Would like to have teachers training teachers but funds are not available		X
Inservice that is a part of a long term systematic staff development plan is more effective than a Lone shot, short term program	Does not have a long term project	X	
Local school inservice must be backed up by commitment of resources from Central Office	There is supervisory support. The district has inservice goals for the schools	X	
Effective inservice provides evidence of quality control and is delivered by competent presenters	Would use in-house teachers as presenters		X
Programs which enable participants to share ideas and provide assistance to one another are viewed as successful	-		X

Effective Inservice Practices From the Literature	Principal Practices as Described by the Principal	Agreement With the Literature	
		Yes	No
Inservice programs effective when they are designed so that individual participant needs, interests and concern are addressed	-		X
Rewards and incentives both intrinsic and extrinsic must be evident to program participants	Paid inservice (two days)	X	
Inservice activities should be provided during school time	Some on school time	X	
Effective inservice requires on going evaluation	-		

Effective Inservice Practices From the Literature	Principal Practices as Described by the Principal	Agreement With the Literature	
		Yes	No
<u>School G</u>			
Effective inservice is directed toward local school needs	No formal assessment. Staff worked together to decide what they wanted		X
Inservice participants need to be involved in the planning, implementation and evaluation of programs	Inservice planned by teachers	X	
Effective inservice is based on participant needs	Teachers chose inservice topics that interested them	X	
Active learning processes rather than techniques such as lectures	-		X
Inservice that is a part of a long term systematic staff development plan is more effective than a Lone shot, short term program	Has no long term inservice		X
Local school inservice must be backed up by commitment of resources from Central Office	Staff development is primarily directed from the Central Office	X	
Effective inservice provides evidence of quality control and is delivered by competent presenters	Uses outside presenters. Principal is presenter. Some teachers are presenters	X	
Programs which enable participants to share ideas and provide assistance to one another are viewed as successful	Has mini inservice programs held within departments	X	

Effective Inservice Practices From the Literature	Principal Practices as Described by the Principal	Agreement With the Literature	
		Yes	No
Inservice programs effective when they are designed so that individual participant needs, interests and concern are addressed	Worked on topics they wanted	X	
Rewards and incentives both intrinsic and extrinsic must be evident to program participants	Programs are non-threatening teachers provided opportunity to attend state national and local seminars	X	
Inservice activities should be provided during school time	Inservice held during school time	X	
Effective inservice requires on going evaluation	Done after each inservice session		X

Effective Inservice Practices From the Literature	Principal Practices as Described by the Principal	Agreement With the Literature	
		Yes	No
<u>School H</u>			
Effective inservice is directed toward local school needs	Has no needs assessment		X
Inservice participants need to be involved in the planning, implementation and evaluation of programs	Department chairpersons who work with curriculum and budget plan the inservice	X	
Effective inservice is based on participant needs	-		X
Active learning processes rather than techniques such as lectures	-		X
Inservice that is a part of a long term systematic staff development plan is more effective than a Lone shot, short term program	No long term program		X
Local school inservice must be backed up by commitment of resources from Central Office	Inservice in school is done as directed from the Central Office	X	
Effective inservice provides evidence of quality control and is delivered by competent presenters	Presentations by principal in directing North Central Study	X	
Programs which enable participants to share ideas and provide assistance to one another are viewed as successful	-		X

Effective Inservice Practices From the Literature	Principal Practices as Described by the Principal	Agreement With the Literature	
		Yes	No
Inservice programs effective when they are designed so that individual participant needs, interests and concern are addressed	-		X
Rewards and incentives both intrinsic and extrinsic must be evident to program participants	Teachers can do inservice independently. Visits to other teachers and situations	X	
Inservice activities should be provided during school time	-		X
Effective inservice requires on going evaluation	Form filled out after each inservice		X

APPENDIX E

COMPARISON OF PRINCIPAL STAFF DEVELOPMENT PRACTICES
AS COMPARED WITH EFFECTIVE INSERVICE PRACTICES
AS STATED IN THE LITERATURE

Summary of Raw Scores and Percentages

Effective Inservice Practices from the Literature	Principal Practices		Agreement with the Literature	
	Raw Score			
	Yes	No	Yes	No
Effective inservice is directed toward local school needs	3	5	37.5	62.5
Inservice participants need to be involved in the planning, implementation and evaluation of programs	6	2	75.0	25.0
Effective inservice is based on participant needs	7	1	87.5	12.5
Active learning processes rather than techniques such as lectures	3	5	37.5	62.5
Inservice that is a part of a long term systematic staff development plan is more effective than a "one shot," short term program	3	5	37.5	62.5
Local school inservice must be backed up by commitment of resources from Central Office	8	0	100.0	0.0
Effective inservice provides evidence of quality control and is delivered by competent presenters	8	0	100.0	0.0

Effective Inservice Practices from the Literature	Principal Practices		Agreement with the Literature	
	Raw Score		Yes	No
Programs which enable participants to share ideas and provide assistance to one another are viewed as successful	5	3	62.5	37.5
Inservice programs effective when they are designed so that indi- vidual participant needs, interests and concern are addressed	6	2	75.0	25.0
Rewards and incentives both intrinsic and ex- trinsic must be evident to program participants	5	3	62.5	37.5
Inservice activities should be provided during school time	6	2	75.0	25.0
Effective inservice re- quires on going evaluation	3	5	37.5	62.5

APPENDIX F

SUB DIMENSIONS PROBED BY INTERVIEW SCHEDULE

<u>Staff Development Criteria</u>	<u>Related Questions</u>
1. Effective inservice is directed toward local school needs.	1.1, 1.2, 1.6, 1.9, 1.15, 2.0, 2.2, 2.3, 2.12
2. Inservice participants need to be involved in the planning, implementation and evaluation of programs	1.0, 1.1, 1.2, 1.3, 1.4, 1.7, 1.10, 2.1, 2.2, 2.14
3. Effective inservice is based on participant needs	1.0, 1.3, 1.6, 1.7, 1.9, 2.0
4. Active learning processes, rather than techniques such as lecture are viewed as desirable and effective inservice instructional modes	1.5, 1.6, 1.10, 2.1, 2.11, 2.17
5. Inservice that is part of a long term systematic staff development plan is more effective than a "one shot," short term program	1.0, 1.3, 1.8, 1.10, 1.11, 2.0, 2.17
6. Local school inservice must be backed up by commitment of resources from Central Office	1.2, 1.3, 1.6, 2.0, 2.9, 2.13
7. Effective inservice provides evidence of quality control and is delivered by competent presenters	1.4, 1.5, 1.15, 2.0, 2.3, 2.12, 2.14, 2.15, 2.17
8. Programs which enable participants to share ideas and provide assistance to one another are viewed as successful	1.2, 1.3, 1.4, 1.10, 1.11, 2.0, 2.4, 2.17
9. Inservice programs are effective when they are designed so that individual participant needs, interests and concerns are addressed	1.0, 1.7, 1.8, 1.9, 1.15
10. Rewards and incentives, both intrinsic and extrinsic, must be evident to program participants	1.0, 1.3, 2.2, 2.7, 2.8, 2.11, 2.17

- | | |
|--|---|
| 11. Inservice activities should be provided during school time | 1.0, 1.10, 2.5, 2.8,
2.16, 2.17 |
| 12. Effective inservice requires on-going evaluation | 1.0, 1.10, 1.11, 1.12,
1.13, 2.4, 2.6, 2.10,
2.16, 2.17 |