The Principalship
The Principalship

Dimensions in Instructional Leadership

Second Edition

Lawrence F. Rossow
and
Linda Sue Warner

Carolina Academic Press
Durham, North Carolina
# Contents

Preface

1 · The Nature of Instructional Leadership

Theories That Support Instructional Leadership
- Immaturity-Maturity
- Shared Leadership
- Visionary Leadership
- Cultural Leadership
- Moral Leadership

Motivation Techniques in Leadership
- Motivation
- Theories of Motivation
  - Maslow’s Needs Hierarchy
  - Herzberg’s Motivation-Hygiene Theory
  - McGregor’s Theory X and Theory Y
- Motivational Theories and Education
  - Applying Maslow’s Needs Hierarchy
  - Applying Herzberg’s Motivation-Hygiene Theory
  - Applying McGregor’s Theory X and Theory Y

Principal Roles within the Leadership Dimension
- Personal Requisites
- Modeling
- Consensus Building
- Feedback
- Functional Requisites
- Contextual Requisites

Summary

Selected Bibliography

2 · Effective Teaching Practices

Overview of Research in Effective Teaching Practices
- Teacher Attention to Student Characteristics
vi · Contents

Prior Learning ... 34
Learning Styles ... 35
Authentic Assessment ... 37
Authentic Assessment Analogy ... 39
Constructivism ... 39
Constructivism and Learning ... 41
Constructivism and Instruction ... 42
Classroom Management ... 44
Management, Not Discipline ... 45
Follow-up on Expectations ... 46
Physically Arranging the Classroom ... 46
Creating Rules and Procedures ... 48
Classroom Rules ... 48
Classroom Procedures ... 49
Applying Research to Practice ... 49
Direct Instruction Model ... 50
Mastery Learning ... 50
Madeline Hunter Model ... 52
Cooperative Learning ... 53
Principal's Roles ... 56
Clinical Supervision ... 56
Four-Step Cycle ... 57
Preconference ... 57
Observation ... 58
Analysis ... 58
Postconference ... 59
Cognitive Coaching ... 59
Mentoring ... 60
Observation Instrumentation ... 63
Formative Versus Summative Observations ... 65
Variables the Principal Can Control from Outside the Classroom ... 66
Planning Phase ... 67
Context for Assessment of Instruction ... 67
Observing Instruction ... 67
Dealing With Resistance ... 68
Summary ... 71
Selected Bibliography ... 72
Purposes and Objectives of the Extracurricular Activity Program 111
The Principal’s Supervision of Extracurricular Activities 112
Problems Associated With Extracurricular Activities 114
Lack of Student Participation 115
Problems with Advisors 117
The Athletic Program 117
Principles and Goals for Athletics 118
Keeping Athletics in Perspective 118
The Problem With Sportsmanship 120
Student Government 122
Guidance Services 123
Orientation Service 124
Appraisal Service 124
Ability/Aptitude Tests 125
Achievement Testing 125
Getting Ready for Testing 126
Concerns about “Teaching the Test” 126
Parent Education 127
Pupil Data 128
Counseling Service 135
Summary 136
Selected Bibliography 137

6 · The Principal’s Relationship with Special Education 139
Understanding Special Education Law 140
Early Cases 140
Pennsylvania Association for Retarded Children (PARC) v. Commonwealth of Pennsylvania (1971) 140
Mills v. Board of Education of the District of Columbia (1977) 141
Federal Legislation 141
Americans with Disabilities Act 141
Individuals with Disabilities Education Act 143
Discipline of Special Education Students 147
Parents and Due Process 148
The Principal and Special-Education Personnel 149
The School Psychologist 149
School Social Worker 150
Special Education Teachers 151
Inclusion 153
The Speech Pathologist 153
The Special-Education Director 153
The Principal and the Special-Education Assessment Process 154
The Referral 156
The Referral Conference 156
Evaluation 158
PlACEMENT 159
Reevaluation 159
Special Education-Regular Education Relationships 167
Increasing Communication 167
Staffing Arrangements 168
Summary 168
Selected Bibliography 169
7 · The Principal and the Law 171
Legal Literacy 171
The Need for Legal Literacy 172
Establishing Literacy 174
Evaluation of Legal Advice 173
Source of Advice 173
Facts Comparison and Statutory Analysis 173
Legal Jurisdiction 174
School Attorney’s Opinions 177
Teachers’ Rights 177
Constitutional Rights of Teachers 179
Employment Discrimination 183
Race Discrimination 183
Sex Discrimination 186
Sexual Harassment 187
Religious Discrimination 188
Age Discrimination 189
Teacher Dismissal 191
Dismissal of Nontenured Teachers 193
Dismissal of Tenured Teachers 193
Constitutional Restrictions in Teacher Dismissals 195
Students’ Rights 196
Student Rights in Suspension and Expulsion 197
9 · Business Management in the Principalship

Developing the School Budget 233
  Defining the Budget 234
  Planning the Budget 234
  Writing the Budget 237
  Site-Based Budgeting 238
  Presenting the Budget 239

Administering the School Budget 241
  Methods of Budget Administration 241
  Evaluation of the Budget 242

Accounting and the Principalship 244
  Student-Activities Accounting 245
  Financial Reporting 246
  Auditing 247
  Following Guidelines 247

Facilities Management 249
  Managing the Physical Plant 249
  Outsourcing 251

Summary 251

Selected Bibliography 252

10 · School-Community Relations for Instructional Leadership

Developing a School Community Relations Program 255

Analyzing the Community 256
  Surveys 256
  Advisory Committees 257
  Handling the Results 257
  Identifying the Power Brokers 258

Starting a School-Community Relations Program at the Building Level 259

Obtaining Community Support 259
  Parent-Teacher Organizations 259
  Parent-Community Committees 260
  Selection of Members 261
  Size and Terms of Office 261
  Meetings and the Role of the Principal 261

School Volunteers 262
Parent Education 262
  Using Communication 263
xi

Contents

The Tools of Communication 264
Printed Material 264
The School Hot Line 265
Home Pages 265
The Media 266
Working With Parent and Community Groups 268
Room Parents 268
Alumni 269
Neighborhood Associations 270
Extremist Groups 270
Summary 270
Selected Bibliography 271

11 · The Principal and Educational Change 273
Planning for Change 273
Situation Assessment 274
Identifying the Purpose 274
Strategies for Change 275
The Social Interaction Model 276
The Linkage Model 276
The Moral Purpose Model 277
The Research-Development-Diffusion Model 277
The Change Process 279
Awareness 279
Initiation 279
Implementation 280
Routinization 280
Refinement 280
Renewal 280
Evaluation 280
The Principal As Change Facilitator 282
The Initiator 282
The Responder 282
The Manager 283
The Ideal Style 283
Summary 285
Selected Bibliography 285
Preface to the Second Edition

The second edition to *The Principalship* incorporates the best of all the advances in the theories and developments in the field of study devoted to the principalship since 1990. While the titles to the eleven chapters remain the same as was found in the first edition, much has changed. However, many areas addressed in first edition are nearly timeless. Therefore, some topics are presented again.

One of the basic premises of the first edition, came from a clear change in the direction the principalship was taking in the late 80’s/ early 90’s. There was a movement away from principal as manager - of people and a building, to principal as instructional leader. Unlike a number of movements in education which turn out to be “fads”, there has been no let up in the direction for principalship. The literature and therefore the training for upcoming principals continues to capture the concept that principals must be instructional leaders while attending to the safety of students and teachers.

This book will assist those responsible for the education of principals. It will certainly help those already in the field to become updated in those areas of the discipline that are new. In particular chapters 7 and 8 having to do with the principal and the law contain important changes in students’ and teachers’ rights which must be understood.

Professor Rossow wishes to thank Drs. Sally Zepeda and Jeff Maiden who provided valuable advice on the “state of the art,” and to Dr. Frances Paterson who gave much needed research assistance. Dr. Warner wishes to thank George Briscoe, Scott Briscoe and Jim Hastings for their assistance in the research.

Lawrence F. Rossow
Norman, Oklahoma

Linda Sue Warner
Columbia, Missouri