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A STUDY OF THE IN-SERVICE EDUCATION PROGRAMS
AVAILABLE TO ELEMENTARY PRINCIPALS IN
SPOKANE, STEVENS AND WHITMAN COUNTIES

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education
Administration and Supervision

by
William Harold Bourn Jr.
July, 1969

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The position of elementary school principal has become a position of professional stature (6:214). To maintain this stature in this ever changing, complex world is a problem to which all educators involved with elementary school administration should address themselves. As our society places more demands upon the schools, the elementary school principal must provide the type of professional leadership that will insure for the children of the community the best possible educational experiences.

Any individual with aspirations of becoming an elementary school principal should be aware of the many demands such a position makes on him. One of the biggest and most important demands is suitable preparation for the position and continual professional growth after accepting the position (11:Ch. IV).

Many writers have emphasized the need for a comprehensive pre-service program which would give a prospective elementary school principal the exposure to the necessary skills needed to be successful.

These same writers are aware of the need of practicing elementary principals to keep abreast of the many

advancements being made in the field of elementary education. Continual professional growth through in-service education programs is necessary, if the elementary principal is to enhance and solidify his claim to a position of professional stature (24:Ch. I).

I. THE PROBLEM

Statement of the Problem

The purpose of this study was to ascertain the availability of in-service education programs to elementary principals in a selected geographical area, to determine who planned the programs, what types of programs were available and what areas of study were included in these programs.

Importance of the Study

If the position of the elementary school principal is to be given professional stature, then the individual who assumes the position must also accept the responsibility of behaving in a professional manner (2:157). One indication of a professional person is his awareness of the developments within his profession (30:352). In-service education is recognized as a method of allowing the professional person to keep abreast of the changes and advances made within his specialized field (27:9).

Therefore, it is necessary for elementary school principals to have available to them a program of continuous professional growth, which allows them to be aware of the developments within their profession.

Limitation of the Study

A single questionnaire was used to gather information from twenty four superintendents of schools in Spokane, Stevens and Whitman Counties in the State of Washington.

Procedures Used

To obtain the necessary information from the superintendents of schools in the selected area, a single questionnaire was designed and used. Each respondent was contacted by telephone or in person rather than by mail.

II. DEFINITIONS OF TERMS USED

In-service Education Programs

Any planned activity which increases the skill, knowledge and competency of the individual while he is on the job.

Full Time Principal

A person who spends the major portion of his working day supervising and administrating a single school.

Part Time Principal

A person who spends only part of his time supervising and administrating a single school. The rest of his working day is spent either teaching or administrating another school.

Administrator

Any person supervising and administrating a school or schools. This includes principals and superintendents.

III. ORGANIZATION OF THE PAPER

Chapter I presented the problem, the importance and limitations of the study and the procedures used in obtaining the data for the study. The definitions of specific terms are also presented in Chapter I.

Chapter II is the review of literature pertinent to the subject of administrative in-service education programs, particularly as it applies to elementary school principals and the study conducted.

The study and the analysis of the data obtained are presented in Chapter III.

In Chapter IV, the concluding chapter, the summary, conclusions of the study and the recommendations are presented.

CHAPTER II

REVIEW OF THE LITERATURE

Many authorities on elementary education have been convinced that continual professional growth for elementary principals is achieved through a conscious effort to establish an effective in-service education program appropriate to each principal's individual requirements. In reviewing the literature, an attempt was made to determine the importance of in-service education programs for elementary principals, the availability of different types of in-service education programs for elementary principals and the sponsorship of in-service education programs for elementary principals.

I. THE IMPORTANCE OF IN-SERVICE EDUCATION PROGRAMS

In 1926 a study conducted by Roy A. Crouch for the Department of Elementary School Principals attempted to obtain evidence indicating the amount of professional growth of elementary school principals. One of the conclusions of this study was, "The changing concept of the principal's chief duties from administration to supervision of instruction, will call for more highly specialized training in the future" (6:275).

Another survey of the status of the elementary school principal was published in 1928 by the Department of Elementary School Principals. The significance this study placed on in-service education for principals was indicated by the statement, "With a profession making as rapid advances as education, it is becoming increasingly important to keep in touch with new developments of school technic" (8:342).

In 1942 Frank Hubbard stated in the DESP Yearbook, "Principals, like everyone else, must fight for the opportunity to grow and thru constant struggle, must control the direction of their growth" (16:243). He re-emphasized the importance of continual professional growth for elementary principals.

Elsbree and McNally in their book, Elementary School Administration and Supervision, contended that:

At the conclusion of pre-service preparation, a person has only been prepared to learn the principal's job. It is by being a principal that one learns how to be a principal. Furthermore, even if the pre-service program were sufficient to prepare one thoroughly to do the job, the rapid pace of change today would necessitate additional learning on the job (11:74).

Taylor (30:352) stated that:

Growth in-service is a concept which goes with true professionalization. Society expects the professional person to keep abreast of his specialty and he is judged by his knowledge of developments in his field.

Hass (14:Ch. II), Lewis (20:Ch. VII) and Gilchrist (12:Ch. XII) have indicated the desirability of the development of in-service education programs to help the elementary school principal keep abreast of the many changes that occur in his profession.

In the Elementary School Principalship - Today and Tomorrow, Twenty Seventh Yearbook of DESP, the following statements are made:

Clearly all of the arguments for in-service preparation of classroom teachers apply equally well to school administrators. In fact, their load is often a double one, for the principal must keep up not only with instructional problems, but also with new ideas in the fields of supervision and administration (9:165).

Another proponent of in-service education programs for school administrators is Robert D. Baldwin. In the publication, CPEA Reports to the Profession on Continuing Professional Development of School Administrators, he stated, "American education can ill afford any school administrator who isn't continuing to grow. We must seek means to assure the continuing professional development of every school administrator" (1:4).

Change and the complexity of the problems it has brought to the professional educational leader has caused William L. Pharis to conclude, "Today, as never before, mastery of a professional responsibility is a continuous life long process" (24:8).

II. TYPES OF IN-SERVICE EDUCATION PROGRAMS

Prior to the 1920's, the individual elementary principal was left on his own in trying to develop some type of in-service education program that would help him grow professionally. Very few groups or individuals were available to help an individual develop a program which would increase his competency as a principal.

When the national professional association for elementary school principals was formed in 1921, as a department of the National Education Association, a major step toward professionalizing the position of the elementary school principal was taken (6).

In trying to professionalize the position of the elementary principal, the Department of Elementary School Principals set about to determine the needs of this position. One of the identified needs of the elementary school principal and of a profession was a program of in-service education to promote continual professional growth (6).

By 1928 the Department of Elementary School Principals identified the types of in-service programs available to elementary principals. They were: (1) attendance of summer school sessions, (2) reading of professional and non-professional journals and magazines, (3) reading of professional books, (4) attendance of professional meetings and (5) time spent on home study or school work (8:350).

Another study conducted in 1942 by Frank W. Hubbard for the Department of Elementary School Principals added to the aforementioned list of in-service education programs these activities: (1) travel, (2) work on professional committees and (3) listening to the radio (16:253).

By the late 1940's and early 1950's, the local school districts began to sponsor some in-service programs for elementary principals. The most common forms were individual and group conferences with the superintendent of schools, appointment to curriculum committees and some provisions for facilitating attendance at professional meetings (9:168).

According to Gross and Herriott (13:154) a few school districts now provide a type of orientation program which has planned activities to better develop the executive professional leadership of the principals.

Some of the other activities now available in some school districts are workshops, seminars, conferences and study groups (7:47). These activities are often conducted or financed by the local school district, the professional association of elementary principals, or by both groups.

Stoops and Johnson, in Elementary School Administration, stated, "One of the best plans for professional growth, and one that shows promise for the future, is the organization of an in-service program, or administrative workshop, conducted by professional organizations" (29:64).

The local school districts and the professional organizations are not the only groups to develop an awareness of the need for in-service education programs. Hicks and Jameson state:

The colleges and universities are playing significant roles by revising and improving their programs of instruction to meet increasing needs of today's elementary school principal and by offering many kinds of field services for the principal on the job (15:319).

Other types of programs now being implemented are:

- (1) simulation, (2) case studies, (3) freewheeling seminars,
- (4) human relations exercises and (5) retreats (24:9-10).

These programs are being used by local school districts, colleges and universities and the professional associations.

Although the availability of in-service education programs has increased considerably through the years, there are still few programs planned and operated by local school districts, professional associations and colleges and universities (7:44-45).

III. SPONSORSHIP OF IN-SERVICE EDUCATION PROGRAMS

When the elementary school principal began to feel a need for improving his skills to meet the increasing demand placed on his position, he discovered that the development of a meaningful in-service education program was primarily his responsibility (6:Ch. II). This attitude of individual responsibility with very little help from

other groups seemed to prevail until the late 1940's and early 1950's (19:Ch. XII).

The rapid societal changes and technological advances that have occurred in the past twenty years have caused many educational leaders to become concerned with the educational leadership of the public schools. The major question faced by the public school administrator was and is, "How do I keep up with the changes and advances" (27:9).

Connelly (4:38) has written that a program promoting continuous professional growth is important and the responsibility for sponsoring such a program should be borne by the boards of education.

Jacobson, Reavis and Logsdon (17:507-508) suggest that the sponsorship of in-service education programs be a joint undertaking. The groups recommended by them to be responsible for the development and initiation of continuous growth programs are the professional organizations, the state department of education and the colleges and universities.

The Department of Elementary School Principals agrees with the recommendations of Jacobson, Reavis and Logsdon, but it has also recommended that the local school districts and the individual principals share the respon-

sibilities of providing continuous professional growth opportunities with the other groups already named (7:47).

IV. AREAS OF STUDY FOR IN-SERVICE EDUCATION PROGRAMS

It is important that in-service education programs provide a way for elementary school principals to keep pace with the many new proposals and their educational implications. These programs should also provide information and experiences which would help the principal increase his efficiency in handling day-to-day functions of the schools, help fill in the gaps left by the pre-service training program and help the principal continue his learning (24:9-10).

Many writers were not very specific as to what content should be included in the in-service program for elementary principals. The general areas of study that have been mentioned are curriculum development, supervision, administration, human relations and public relations (9:168).

Since each principal has specific needs and weaknesses, it is very difficult to identify specifically any particular subject areas as being the important areas for in-service education programs (20:172). However, some of the general areas of study named were new developments in

elementary education, administrative procedures and remediation of the pre-service preparation program (24:9).

Therefore, if an in-service education program is to be an effective aid to the elementary principal, it must be concerned with an identified need of the participant (24:10).

V. SUMMARY

The importance of in-service education programs for the elementary school principal has increased considerably in the last fifty years.

As the elementary school principalship developed into a recognized position of educational leadership within the local community, the performance expectations of the principal increased.

The increased performance expectations coupled with the many cultural changes, technological advancements and increased knowledge about learning has demanded increased knowledge, skills and competencies from the elementary school principal (7:Ch. VI).

The types of in-service programs available are many and varied. Some of these are: (1) attendance at summer school, (2) reading of professional and non-professional journals and magazines, (3) reading of professional books, (4) attendance of professional meetings, (5) home study,

(6) travel, (7) work on professional committees, (8) workshops, (9) seminars, (10) conferences, (11) study groups, (12) human relations exercises and (13) retreats.

The needs of the individual principals are as varied as the types of in-service programs. However, any in-service education program should be designed in such a manner that each participating principal will be able to develop a skill or skills in a particular area of need.

The sponsorship of in-service education programs should be shouldered by the local school districts, the state department of education, the colleges and universities, the professional organizations and the individual principal. One, all or any combination could and should provide the necessary in-service education programs which are needed to allow the elementary school principal to be a professional educational leader.

CHAPTER III

THE PROCEDURES USED AND THE RESULTS OF THE STUDY

The purpose of this study was to try to determine the availability, sponsorship and content of in-service education programs for elementary school principals in Spokane, Stevens and Whitman Counties in the State of Washington. This study was limited to twenty nine first and second class school districts in the selected geographical area. The superintendent of schools or a designated assistant was asked to respond orally to a questionnaire that inquired about the different aspects of in-service programs in their districts.

I. PROCEDURES

Selection of Subjects

The respondents were selected arbitrarily on the basis of their positions as the chief administrative officers of first and second class school districts and the geographic location of their respective school districts. The handbook, The Washington State School Directory, was used to identify the superintendents of the school districts to be interviewed.

Construction of the Questionnaire

The survey was designed in such a manner that each superintendent could indicate (1) the size of the school district, (2) importance of in-service education, (3) availability of such programs, (4) sponsorship of these programs and (5) areas of study by the in-service education programs. See Appendix.

Gathering the Data

To expedite the completion of the survey, a decision was made to contact the superintendents of the respective school districts by telephone or in person, rather than by mail. An introductory statement was designed and used when each superintendent was interviewed.

The responses were recorded by the interviewer.

By using the personal contact approach, twenty four superintendents completed the questionnaire. This represents a 100 percent response to the survey. The sample was decreased because five superintendents were away from their offices for an extended period of time.

Treatment of the Data

The responses were divided into two groups:

- (1) first class school districts, which are those districts having a total student enrollment of 2,500 or more and
- (2) second class school districts, which are those dis-

tricts having a total student enrollment of less than 2,500. The responses to each question and the subdivisions of each question were tabulated by groups and totaled. Each tabulation was expressed numerically and in percentages. The percentages were rounded off to the nearest one hundredth of 1 percent.

II. RESULTS OF THE STUDY

The purpose of this section is to present the data gathered and the analysis of this information. The presentation follows approximately the same order in which the items appeared on the questionnaire. The main considerations were the importance of in-service education for elementary principals, the sponsorship of these programs, the availability of these programs and the areas studied by in-service education programs for administrators.

General Information

The superintendents were asked to indicate whether their school district was a first class district or a second class district. Of the twenty four responses, six, or 25 percent, indicated their district was a first class district and eighteen, or 75 percent, indicated their district was a second class district.

The total number of elementary school principals employed by these school districts was 106. Of this total eighty, or 75.47 percent, were employed by the first class districts. The second class districts employed twenty six, or 24.52 percent, of the total number of elementary principals in this survey.

Twelve, or 11.32 percent, of the elementary principals considered by this study were part time principals and all twelve principals were employed by second class school districts. The other ninety four principals, or 88.68 percent, were employed as full time elementary school principals in both classes of school districts.

The Superintendents Responses in Regard to the Importance of In-Service Education Programs for Elementary Principals

When the superintendents were asked their opinion of the importance of an in-service education program for elementary school principals, all twenty four, or 100 percent, stated they believed such a program was important.

Yet, when asked if the elementary principals in their district participated in any type of in-service education programs, seven superintendents, or 29.17 percent, stated their elementary principals did not become involved in any administrative in-service programs. Table I, page 19, shows the distribution of participation in administrative in-service programs for elementary principals.

TABLE I

PARTICIPATION OF ELEMENTARY SCHOOL PRINCIPALS IN
ADMINISTRATIVE IN-SERVICE EDUCATION PROGRAMS

| | First Class Districts | | Second Class Districts | | Total | |
|--|-----------------------------|-------------|------------------------------|-------------|-------|-------------|
| | No. | Per Cent | No. | Per Cent | No. | Per Cent |
| Elementary principals did participate | 6 | 100 | 11 | 61.11 | 17 | 83 |
| Elementary principals did not participate | 0 | 0 | 7 | 38.89 | 7 | 29.17 |

The superintendents were asked to express an opinion as to the most pertinent purpose or purposes for the establishment of an in-service program for administrators, particularly elementary school principals. The most prevalent reason for such programs was "to keep up to date". The next most prevalent reason was "curriculum development". A complete list of purposes for in-service programs for principals and the frequency of occurrence of the statements can be found on Table II, page 23.

Many superintendents gave more than one reason for the establishment of in-service programs for elementary principals. Consequently, the total number of responses found on Table II exceeds the total number of superintendents interviewed.

The Sponsorship of Administrative In-Service Programs

Local school districts. Fourteen of the twenty four school districts, or 58.33 percent, indicated that they sponsored some type of administrative in-service education program. Table III, page 24, shows that the six first class districts and only eight of the second class districts were involved in the sponsorship of an administrative in-service program of some type.

Office of the county superintendent of schools. An interesting fact appeared in this section of the questionnaire. Table III, page 24, shows that all of the school districts, except one, or 95.83 percent, indicated that the county superintendent of schools did not sponsor any type of administrative in-service programs for elementary school principals. The county superintendent of schools did cooperate with the school districts when they sponsored a program. In the one case where the county office did sponsor some type of program appropriate for elementary principals, it was in conjunction with the local school district.

Local professional association. Table III, page 24, shows that the local elementary principals' associations did sponsor some type of in-service programs. The different programs sponsored usually used the group discussion format.

There were only three local elementary principals' associations in the three counties surveyed. The associations were the Spokane City Elementary Principals Association, composed of School District 81 Principals, the Northeast District Elementary School Principals Association, composed of principals from Spokane, Stevens and Pend O'Reille Counties and the Whitman County Elementary School Principals Association, composed of the principals from the schools of that county.

The Spokane City Elementary Principals Association joined with Spokane School District 81 to sponsor some in-service education programs for elementary principals.

TABLE II

SUPERINTENDENTS REASONS FOR THE PURPOSE OF IN-SERVICE
EDUCATION PROGRAMS FOR ELEMENTARY SCHOOL PRINCIPALS

| | First Class Districts | | Second Class Districts | | Total | |
|---|-----------------------------|-------------|------------------------------|-------------|-------|-------------|
| | No. | Per Cent | No. | Per Cent | No. | Per Cent |
| Keep up to date | 4 | 66.67 | 9 | 50 | 13 | 54.17 |
| Curriculum development | 1 | 16.67 | 5 | 27.78 | 6 | 25 |
| Solve common problems | 0 | 0 | 4 | 22.22 | 4 | 16.67 |
| Improve communica- tions; establish common point of view | 1 | 16.67 | 2 | 11.11 | 3 | 12.50 |
| Aid in instructional supervision | 1 | 16.67 | 1 | 5.56 | 2 | 8.33 |
| Improve the effective- ness of the principal | 1 | 16.67 | 1 | 5.56 | 2 | 8.33 |
| Learn routine of office procedure and building management | 1 | 16.67 | 1 | 5.56 | 2 | 8.33 |
| Orientation of new policies | 1 | 16.67 | 0 | 0 | 1 | 4.17 |

TABLE III

THE SPONSORSHIP OF ADMINISTRATIVE IN-SERVICE
PROGRAMS FOR ELEMENTARY SCHOOL PRINCIPALS

| | First Class Districts | | Second Class Districts | | Total | |
|---|-----------------------------|-------------|------------------------------|-------------|-------|-------------|
| | No. | Per Cent | No. | Per Cent | No. | Per Cent |
| Local district did | 6 | 100 | 8 | 44.44 | 14 | 58.33 |
| Local district did not | 0 | 0 | 10 | 55.56 | 10 | 41.67 |
| County superintendent did | 1* | 16.67 | 0 | 0 | 1* | 4.17 |
| County superintendent did not | 5 | 83.33 | 18 | 100 | 23 | 95.83 |
| Local professional association did | 6 | 100 | 18 | 100 | 24 | 100 |
| Local professional association did not | 0 | 0 | 0 | 0 | 0 | 0 |

*Note: This sponsorship was a joint sponsorship with a single school district.

The Planning of the In-Service Programs

Local school district. On Table IV, page 26, the people who are responsible for planning in-service programs for elementary school principals are identified. Ten of the school districts, or 71.43 percent, of those districts sponsoring administrative in-service programs, named the superintendent of schools as having the responsibility of planning such programs. The assistant superintendent of schools was mentioned by four districts, or 28.57 percent, as having the responsibility of planning in-service programs.

The elementary principals were named by six of the fourteen districts, or 42.86 percent, as being responsible for planning their own in-service education programs. In these districts the principals worked with the superintendent or assistant superintendent in planning the programs.

An interesting aspect of this part of the survey is the percentage of principals involved with the planning of programs designed to promote professional growth for elementary school principals.

Local professional associations. The associations had program chairmen who were responsible for planning the in-service part of the meetings. The program chairmen tried to have programs appropriate for the needs of the membership.

TABLE IV

THE PLANNING OF IN-SERVICE EDUCATION PROGRAMS FOR
ELEMENTARY PRINCIPALS BY SIX FIRST CLASS AND
EIGHT SECOND CLASS SCHOOL DISTRICTS

| | First Class Districts | | Second Class Districts | | Total | |
|---------------------------------------|-----------------------------|-------------|------------------------------|-------------|-------|-------------|
| | No. | Per Cent | No. | Per Cent | No. | Per Cent |
| Person responsible for planning: | | | | | | |
| Superintendent | 3 | 50 | 7 | 50 | 10 | 71.43 |
| Asst. Superintendent | 3 | 50 | 1 | 12.50 | 4 | 28.57 |
| Principals | 2 | 33.33 | 4 | 50 | 6 | 42.86 |
| All Administrators | 1 | 16.67 | 0 | 0 | 1 | 7.14 |
| Special Director | 1 | 16.67 | 0 | 0 | 0 | 7.14 |
| Another School Dist. | 0 | 0 | 1 | 12.50 | 1 | 7.14 |
| Type of meetings for the programs: | | | | | | |
| Regular Class | 0 | 0 | 0 | 0 | 0 | 0 |
| Workshop | 3 | 50 | 4 | 50 | 7 | 50 |
| Administrative Meeting | 6 | 100 | 7 | 87.50 | 13 | 92.86 |
| Group Discussion | 2 | 33.33 | 0 | 0 | 2 | 14.29 |
| Frequency of meetings: | | | | | | |
| One Day | 0 | 0 | 1 | 12.50 | 1 | 7.14 |
| Once a Week | 5 | 83.33 | 3 | 37.50 | 8 | 57.14 |

TABLE IV (continued)

| | | | | | | |
|---|---|-------|---|-------|---|-------|
| Once Every Two Weeks | 1 | 16.67 | 2 | 25 | 3 | 21.43 |
| Once a Month | 0 | 0 | 2 | 25 | 2 | 14.29 |
| Consecutive Days-- As Many As Needed | 3 | 50 | 1 | 12.50 | 4 | 28.57 |

The Types of Meetings for In-Service Programs

Local school districts. The administrative meeting was listed as the most frequently used form of in-service meetings for principals. Thirteen of the fourteen districts, or 92.86 percent, used this format for some or all of their administrative in-service programs. Although not mentioned as often, the workshops and discussion groups were used for a few of the in-service programs sponsored by some of the local districts. Table IV, page 26, presents the number and percentage of school districts that used the various forms. The total number of responses was greater than the number of school districts involved, as more than one type of meeting format was used by the districts.

Local professional associations. All of the local professional associations used the group discussion format for their in-service meetings. The Spokane City Elementary Principals Association used other types of meeting when the in-service programs were jointly sponsored with School District 81.

The Frequency of Meetings for In-Service Programs

Local school districts. Eight of the school districts, or 57.14 percent, used the weekly administrative

meeting as an in-service program. The frequency of the other in-service meetings is presented on Table IV, page 26.

Local professional associations. The local elementary principals' associations held their meetings once a month, unless they were involved in a joint sponsorship of a program. If the professional association was involved in a joint sponsorship of a program with a local school district, then the frequency of the meetings was the same as those listed by the school districts.

Content of In-Service Programs

Local school district in-service programs. The list of topics presented on Table V, page 31, indicates the diversity of the needs of the elementary principals in the many different school districts. The information presented on Table V indicates that 100 percent of the school districts which sponsored in-service education programs for elementary principals studied some aspect of curriculum planning. Other popular areas were budgeting and financing, supervision of instruction, supervision of personnel, opening and closing of school, hiring personnel and pupil personnel services.

It is interesting to note the diversity of the topics listed, and yet, a certain commonality of topics studied appears to be present.

Local professional association in-service programs.

As indicated on Table VI, page 33, the elementary principals sponsored programs in fewer content areas than the local districts. The most prevalent topics were curriculum planning and pupil personnel services. All of the professional associations sponsor some type of in-service education programs concerned with the named content areas.

TABLE V

A LIST OF THE DIFFERENT TOPICS STUDIED IN THE
IN-SERVICE PROGRAMS SPONSORED BY FOURTEEN
SCHOOL DISTRICTS

| | First Class Districts | | Second Class Districts | | Total | |
|---|-----------------------------|-------------|------------------------------|-------------|-------|-------------|
| | No. | Per Cent | No. | Per Cent | No. | Per Cent |
| Curriculum Planning | 6 | 100 | 8 | 100 | 14 | 100 |
| Budgeting & Financing | 5 | 83.33 | 8 | 100 | 13 | 92.86 |
| Supervision of Instruction | 6 | 100 | 7 | 87.50 | 13 | 92.86 |
| Supervision of Personnel | 5 | 83.33 | 8 | 87.50 | 13 | 92.86 |
| Opening & Closing of School | 6 | 100 | 6 | 75 | 12 | 85.71 |
| Hiring of Personnel | 4 | 66.67 | 7 | 87.50 | 11 | 78.57 |
| Purchasing | 4 | 66.67 | 5 | 62.50 | 9 | 64.29 |
| Guidance & Counseling | 4 | 66.67 | 4 | 50 | 8 | 57.14 |
| Audio-Visual Technology | 2 | 33.33 | 5 | 62.50 | 7 | 50 |
| Building & Grounds Maintenance | 2 | 33.33 | 3 | 37.50 | 5 | 35.71 |
| Principal's Role in Negotiations & Profes- sional Relationships | 1 | 16.67 | 2 | 25 | 3 | 21.43 |
| Building Program | 1 | 16.67 | 0 | 0 | 1 | 7.14 |
| Certification of Teacher | 0 | 0 | 1 | 12.50 | 1 | 7.14 |
| District Policy Review | 1 | 16.67 | 0 | 0 | 1 | 7.14 |

TABLE V (continued)

| | | | | | | |
|--|---|-------|---|-------|---|------|
| Educational Philosophy | 1 | 16.67 | 0 | 0 | 1 | 7.14 |
| Principal's Handbook | 1 | 16.67 | 0 | 0 | 1 | 7.14 |
| Selection of Materials | 1 | 16.67 | 0 | 0 | 1 | 7.14 |
| Selection of Textbooks | 0 | 0 | 1 | 12.50 | 1 | 7.14 |
| Writing & Evaluating Federal Projects | 0 | 0 | 1 | 12.50 | 1 | 7.14 |

TABLE VI

A LIST OF THE DIFFERENT TOPICS STUDIED IN THE
IN-SERVICE PROGRAMS SPONSORED BY THE THREE
ELEMENTARY PRINCIPALS ASSOCIATIONS

| | No. | Per Cent |
|-------------------------------|-----|-------------|
| Curriculum Planning | 3 | 100 |
| Pupil Personnel Services | 3 | 100 |
| Audio-Visual Technology | 2 | 66.67 |
| Guidance and Counseling | 2 | 66.67 |
| Supervision of Instruction | 2 | 66.67 |
| Supervision of Personnel | 2 | 66.67 |
| Budgeting and Financing | 1 | 33.33 |
| Opening and Closing of School | 1 | 33.33 |

III. SUMMARY

The survey revealed that the superintendents of schools of the area surveyed believed that in-service education programs for elementary principals are important. Yet, the sponsorship of such programs was limited to certain school districts, the professional associations and the individual principal.

The types of meetings and the frequency with which the meetings took place varied with each school district and each professional association. However, the weekly administrative meeting was the most popular type with the school districts and the monthly meeting was the most popular type with the professional associations.

The study revealed a diversity of topics covered by the in-service education programs sponsored by the school districts and the professional associations. The one topic listed by all of the sponsors of in-service programs was curriculum development. Other areas were studied as the needs of the participants were identified.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

The purposes of this study were to determine the availability of in-service education programs for elementary school principals, to determine the sponsorship of such programs in the selected geographical area, and to determine the content of the programs. In obtaining this information the opinions, of the superintendents of schools surveyed, concerning some aspects of in-service programs were also gathered.

The elementary school principal has accepted a position of leadership within his profession. To be a skillful, knowledgeable, and successful leader, the elementary principal has to be aware of the advances being made in his profession, of the need for developing skills in human relations, of the need for the skills to administer a building and of the need to develop a curriculum appropriate to the needs and desires of the community.

One of the many procedures utilized in helping the elementary principal attempt to attain the aforementioned goals is in-service education programs developed for the elementary school principal.

II. CONCLUSIONS

The literature that was reviewed emphasized the importance of the availability of in-service education programs for the elementary school principal and named the organizations which should assume the responsibility of sponsorship of professional growth programs, what types of formats that could be utilized for in-service programs and what content should be studied at some of the in-service programs.

When the results of the survey were compared with the consensus of the literature in the areas of the importance and availability of in-service programs, the types of formats for the in-service meetings, the responsibility of sponsorship and the topics to be studied at the programs, some conclusions were drawn.

Although the superintendents of the school districts surveyed claimed in-service education programs were important, several districts did not make any of these important programs available to their elementary school principals.

The sponsorship of continuous professional education programs has not been shared by all of the people who ought to have been involved with in-service education. Many of the local school districts and the professional associations sponsored some in-service programs. The size of the school

district had a definite relationship to the availability of district sponsored professional growth programs. The larger the school district, the more programs were available to the elementary school principals.

Most of the in-service programs studied did not utilize the many different formats available and being used by other organizations.

The content of the various in-service education programs appeared to be in general agreement with much of the literature.

III. RECOMMENDATIONS

It is recommended that:

1. The school districts of the geographical area surveyed increase the availability of in-service education programs for elementary school principals.

2. The new Intermediate School District 101, which replaced the office of the county superintendent of schools July 1, 1969, become involved in the sponsorship of in-service education programs for elementary school principals.

3. The local elementary school principals' associations increase their activity in the sponsorship of in-service education programs.

4. The participants in the program be included in the planning of the in-service education program.

5. An attempt be made by the planners of in-service programs to develop more varied formats for the programs, such as simulation, freewheeling seminars, human relation exercises and retreats.

6. The local school districts consider the possibility of giving the elementary principals released time and financial help to attend professional growth programs.

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APPENDIX

QUESTIONNAIRE

1. School District class _____.
2. County _____.
3. Number of elementary schools in your district _____.
4. Number of elementary principals in your district _____.
Full time _____ Part time _____.
5. Do you think in-service programs for practicing elementary principals are important? Yes _____ No _____.

If so, in your opinion what is the main purpose for an in-service program for elementary principals.

6. Do the elementary principals in your district participate in any type of administrative in-service training program? Please do not consider internship or practicum programs. Yes _____ No _____.

If the answer to the above question is no, please return the questionnaire with just the first six questions answered.

If the answer to the above question is yes, please answer the following questions.

7. Does the school district sponsor any administrative in-service programs? Yes _____ No _____.

Who is responsible for planning the in-service program?
Superintendent _____ Assistant Superintendent _____
Principals _____ Other (please specify) _____.

In what type of setting is it conducted? Regular class _____ Workshop _____ Administrative meeting _____ Group discussion _____.

How often is it conducted? One day _____ Once a week _____ Once every two weeks _____ Once a month _____ Other _____.

8. Does the county superintendent of schools sponsor any administrative in-service programs? Yes _____
No _____.

Who is responsible for planning the in-service program?
Superintendent _____ Assistant Superintendent _____
Principals _____ Other (please specify) _____.

In what type of setting is it conducted? Regular class _____
Workshop _____ Administrative Meeting _____
Group discussion _____.

How often is it conducted? One day _____ Once a week _____
Once every two weeks _____ Once a month _____
Other _____.

Do your elementary principals attend? Yes _____
No _____.

9. Does the elementary principals association sponsor any administrative in-service programs? Yes _____
No _____.

Who is responsible for planning the in-service program?
Superintendent _____ Assistant Superintendent _____
Principals _____ Other (please specify) _____.

In what type of setting is it conducted? Regular class _____
Workshop _____ Administrative meeting _____
Group discussion _____.

How often is it conducted? One day _____ Once a week _____
Once every two weeks _____ Once a month _____
Other _____.

Do the elementary principals in your district attend?
Yes _____ No _____.

10. Following is a list of potential areas of in-service training. If your elementary principals have participated in an in-service training program in any of these areas, or any other areas, please indicate the sponsoring organization. Please use this code to indicate the organization:

D. . .district sponsored C. . .county sponsored,
and/or P. . .professional organization sponsored

Budget and Financing _____

Curriculum Planning _____

Pupil Personnel Services _____

Supervision of Personnel _____

Hiring of Personnel _____

Opening and Closing of School _____

Building and Grounds Maintenance _____

Guidance and Counseling _____

Supervision of Instruction _____

Audio-Visual Technology _____

Purchasing _____

Other areas: (Please list)