University of Northern Iowa

UNI ScholarWorks

1992

A personal vision for quality leadership: A reflective essay

Wendy R. Cruse
University of Northern Iowa

Let us know how access to this document benefits you

Recommended Citation

A personal vision for quality leadership: A reflective essay

Abstract

Educational administration of today presents many challenges for both new and veteran administrators. Many of these challenges have evolved in response to federal, state, and local pressures. Today's administrators can no longer be blind to these influential agencies, but must be visional strategic planners in order to effectively handle the problems they are faced with today.

A PERSONAL VISION FOR QUALITY LEADERSHIP

A REFLECTIVE ESSAY

———————

A Research Paper

Presented to

The Department of Educational Administration

and Counseling

University of Northern Iowa

———————

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

———————

by

Wendy R. Cruse

July 1992

This Research Paper by: Wendy R. Cruse

Entitled: A PERSONAL VISION FOR QUALITY LEADERSHIP

A REFLECTIVE ESSAY

has been approved as meeting the research paper requirements

for the Degree of Master of Arts in Education.

Norman McCumsey

_7-10-92_

Date Approved

Advisor/Director of Research Paper

Robert H. Decker

_7-15-92_

Date Approved

Second Reader of Research Paper

Dale R. Jackson

_7/15/92_

Date Received

Head, Department of Educational
Administration and Counseling

Educational administration of today presents many challenges for both new and veteran administrators. Many of these challenges have evolved in response to federal, state, and local pressures. Today's administrators can no longer be blind to these influential agencies, but must be visional strategic planners in order to effectively handle the problems they are faced with today.

The course work in educational administration at the University of Northern Iowa addresses many of the challenges that administrators will be faced with. Emphasis is not placed on teaching unique solutions to these problems, but rather, an atmosphere that encourages the student to explore possibilities is presented. The course work includes a balance of historical, theoretical, and factual information, as well as practical experiences that involve the student in decision-making, problem solving, and reflection.

My attempt in this paper is to discuss my initial beliefs, values, and philosophies concerning educational administration along with a discussion of the skills and knowledge I have gained from the course work. This paper will conclude on a visionary note

reflecting the views, beliefs, and attitudes that will drive my actions as a practicing administrator.

Federal Influence on Education

An area that was initially addressed in the graduate educational administrative program involved the control of education. Federal, state, and local levels were examined. I had previously overlooked the role that the federal government plays on education. Its involvement is more influential than what I had thought. Guthrie and Reed (1991) discuss the United States' uniqueness among the world's nations in that it doesn't have a national system of schooling. National responsibility for education was not proclaimed in the U.S. Constitution, and its limited involvement is implied in the Tenth Amendment (Alexander & Alexander, 1985).

Despite this restricted authority, the federal government has historically been active in education. The Ordinance of 1785, along with other land grant acts such as the Morrill Acts, were just the beginning indications to the nation that the federal government would not be taking a back seat in education (Alexander & Alexander, 1985; Guthrie & Reed, 1991). Without overtly vocalizing, the federal government has

continued to shape educational policies and practices through numerous assistance acts.

There is no question that federal and state governments have affected the role of the school administrator. Court decisions concerning issues such as due process rights, racial and sexual discrimination, teacher evaluation, reduction in staff, and competency testing have had important impact on the actions of the school administrator. Laws and regulations addressing problems concerning segregation, the disadvantaged student, and the handicapped student have also constrained administrators (Gorton, 1983). The course, School Laws, increased my awareness of these issues. American Public School Law (Alexander & Alexander, 1985) exposes these issues and is a valuable resource to school administrators.

My belief is that administrators cannot look at the federal government as an interfering agent. Many of the previously stated issues are areas of concern that involve the overall population of our nation. Federal and state "guidance" is necessary at times in order to protect the innocent. Administrators may be able to prevent the degree of federal "control" by identifying and resolving problems on the local level

before state and federal legislative action will be necessary (Gorton, 1983).

Federal influence in shaping educational policy can also be seen by examining goals established at the federal level. The Seven Cardinal Principles of 1918, the National Education Association Goals of 1938, and the 1990 National Goals of Education, as discussed in the course Introduction to Educational Administration, provide educational direction for states to take. Nationally published reports like A Nation at Risk (Guthrie & Reed, 1991) are also indicators that federal control over education exists. These are the forces that initiate educational reform.

This issue of federal influence is an issue of utmost importance for today's educational administrators. Awareness must go beyond the local and state levels in order for systems to operate effectively or operate at all. Proficiencies for Principals (National Association of Elementary School Principals [NAESP], 1991) includes political management as a necessary proficiency for principals of today. Proficient principals need to have an understanding of the dynamics and interrelationships of local, state, and national decision-making processes and their

implications to schools. My awareness of the importance to become politically involved in education has increased immensely since beginning the educational administrative program. I have learned that as an administrator I will not be effective if I am politically naive.

Organizational Structure of Schools

A second area in which my awareness has increased is in the area of organizational structure of schools. Today's educational system is no longer a simple structure of two hundred years ago but is rather of a more complicated nature (Guthrie & Reed, 1991). In order for an organization to be productive, an understanding of its structure is important.

Being only slightly dependent on national government, educational responsibility lies with the states who in turn delegate responsibilities to local districts. Guthrie and Reed (1991) describe the educational system as being an organizational system. This framework consists of state, intermediate, the local board, and state department of education levels. It is important to note that local school boards have the responsibility of operating the local districts, with the state having the ultimate authority.

Districts are unable to operate as private organizations.

The local public school organization has a framework which gives it an appearance of a bureaucratic structure. This leads into a discussion of organizational theory.

Organizational theories driving the operation of schools has progressed from Max Weber's classic bureaucracy theory, to a human relations approach, to the present day open systems theory (Guthrie & Reed, 1991). It is important to note that although the formulation of these theories has been progressive, application within local organizations has not. Many systems still operate as bureaucratic agencies.

Much of what I have experienced concerning educational structure has been of bureaucratic nature. Most of the power for making decisions has been from superordinates to subordinates. Morphet (1982) and Guthrie and Reed (1991) discuss Max Weber's view of bureaucracy. This view defines bureaucracy as having a clearly established division of labor, hierarchical authority, and purposely established rules and regulations. Decision-making is centralized and

communication is simple. A bureaucracy-type structure is considered to create a closed climate atmosphere.

Although I have witnessed this existence of bureaucratic structure in schools, my beliefs have always been more pluralistic and collegial in nature. This view includes characteristics such as an open climate, decentralized decision-making, multiple channels of communication, and teacher empowerment (Morphet, 1982).

My belief for school structures is that a combination of the two structures is necessary. Leadership should be dispersed throughout the organization with the superordinate developing this leadership. Communication is open and responsibility to the client is shared (Morphet, 1982). Morphet further states that when formulation of goals, policies, and programs is done by the group, there is a greater degree of acceptance and productivity.

Applying these pluralistic, collegial thoughts into educational structures, does not come without its difficulties. Certain strategies on the leader's part will need to be utilized in order to obtain and maintain an open, productive atmosphere.

Schools and Societal Change

An effective leader of the past was known to be an organizer and "great" individual, knowledgeable about organizational dynamics (Guthrie & Reed, 1991). To be a successful leader in the twenty-first century will require more than these credentials. Future leaders will need to constantly survey the rapidly changing external world and be cognizant of how these changes will affect the organization they are to lead. Although I was aware of several of these external influences, I didn't realize the degree of concern administrators need to have in order for schools to operate effectively.

Leaders must be aware that the "open" school system will be affected by our globally competitive economy, cultural globalization, and demographic diversity (Guthrie & Reed, 1991). Naisbitt and Aburdene (1990) also include discussion of these issues in the book, Megatrends 2000. Hodgkinson (1991) expresses his concern about the increase in the number of children coming to school with "at risk" profiles. Educators must go beyond the awareness and the acceptance of these issues and must develop strategies

in reforming and responding to these needs (Goens &
Clover, 1991).

As a future administrator I will need to remember
that what takes place inside is influenced by what's
taking place outside. With change being the constant,
leaders will need to evaluate and plan continually,
appraising and assessing both internal and external
conditions. This will require them to be visional
leaders.

Administrators as Visional Leaders

Vision was emphasized throughout the educational
administrative program. Guthrie and Reed (1991) state
that one of the most important components of effective
leadership is vision. Vision is explained as having a
sense of purpose. This sense of purpose gives
direction to an organization. Goens and Clover (1991)
stress the need for leaders to create a vision for
their organization that is better than what currently
exists and one that can involve and convince all
members of the organization to share the dream. Thus
good leaders must be good persuaders. With all the
external pressures and changes, it is especially
important for leaders to be perceptive, anticipating
needs and problems that may exist. Once a vision is

identified, action must occur. Joel Barker states in the video, <u>The Power of Vision</u>, that vision without action is only a dream. Vision alone will not initiate change. By having a vision and establishing a vision community, efforts can be made to initiate significant improvements in education. The administrator plays an important role in "leading" others in this vision development and acceptance.

Leadership Behavior

Traditionally, the administrative role has been that of a manager. Much effort has been expelled toward managing people, the building, and time. Before beginning the administrative program, I believed that a well-managed school would be a high functioning school. My view now is that a "managed" school may be one that makes little progress. If an educational organization is to be indeed high functioning, not only managing should be occurring but also leading.

The effectiveness of a leader is dependent upon the type of leadership behavior that is used. One cannot discuss leadership without getting into the issue of power. Hershey, Blanchard, and Natemeyer (1979) list seven power bases: coercive, connection, expert, information, legitimate, referent, and reward.

A relationship exists between the power used by a leader and the follower's performance. Hershey, Blanchard, and Natemeyer suggest that the power base used would depend on the situation. Their idea of situational leadership relates to the maturity of the follower. Whether a leader "tells," "sells," "participates," or "delegates" will be dependent upon the maturity level that a follower is at (Hershey & Blanchard, 1976). An effective leader will need to know his/her staff well enough in order to identify the maturity levels so appropriate leadership styles can be used. It must be remembered that maturity levels may be different when followers are within a group or when they work as individuals. Changes in leadership style must be flexible as well as gradual.

How leaders behave may be dependent upon how they view their subordinates. Douglas McGregor's Theory X and Y indicates that management strategies used by leaders results from the notion that the exercise of authority or control is necessary to motivate people in order to accomplish organizational goals (Theory X) or a belief that the people themselves want to perform well thus meeting personal and organizational goals (Theory Y) (Guthrie & Reed, 1991). Theory X resembles

a more authoritarian type of belief whereas Theory Y is more humanitarian.

My belief is that leadership based on Theory Y will produce long term positive effects for the organization. As a leader I would hope to display characteristics that resemble the Theory Y belief, giving staff members the opportunities that would create a sense of ownership and encourage intrinsic growth.

Maslow's theory of human motivation is another theory that leaders should be aware of. Being knowledgeable about the needs of humans (physiological, safety, belongingness, esteem, and self-actualization), can provide direction for leaders (Guthrie & Reed, 1991). Administrators need to provide for higher-order needs knowing that the lower-order needs have to be satisfied first. Affective leadership may be necessary in order to ensure the meeting of these lower-order needs. Higher-order needs may be addressed by recognizing and rewarding staff, including them in decision-making, and providing for professional growth.

One way that leaders can help meet these hierarchial needs that Maslow presents is by demonstrating skills presented in <u>Interaction</u>

<u>Management: The Challenge of Leadership</u> (Development
Dimensions International, 1987). Three key principles
are discussed that can enable a leader to relate better
with organizational members. These three principles
include:

    1. Maintain or enhance self-esteem.

    2. Listen and respond with empathy.

    3. Ask for help in solving the problem.

By focusing on these skills, positive, participative,
and productive relationships can develop. This in turn
will create more success for the organization.

    A similar model published by Development
Dimensions International (1988) titled <u>Handling
Complaints</u> gives tips for leaders in order to resolve
complaints quickly and fairly while maintaining the
other person's self-esteem. The International
Management module promotes harmony among group members
and encourages an open, working environment. It is
this type of climate that needs to develop within an
organization in order for it to function effectively.
As the number of "people" problems are reduced, more
time is allowed for the administrator to lead in other
areas.

The Administrator: A Supervisory Leader

One of the highest priorities for a leader in an educational organization is to assure that students receive effective instruction. Proficiencies for Principals (NAESP, 1991) identifies four elements that principals need to focus on: curriculum, instruction, performance, and evaluation. All of these areas were discussed throughout the educational administrative program.

I had not really established beliefs in these areas other than I had thought administrative involvement was somewhat limited. Curriculum was developed through staff development, teachers were responsible for the instruction and assessment that occurred in the classrooms, and supervision and evaluation was more disciplinary in nature. I now have a more defined view of the role that an educational administrator plays in effectively supervising the school system. The first area of discussion will be focused on curriculum.

The term curriculum takes on many meanings for various people. To some it is based on outcomes. To others it is a set of instructional strategies teachers plan to use, and to others yet it is the students'

actual rather than planned opportunities, experiences, and learnings. With these conflicting definitions of curriculum, there is an apparent need for professional staffs, along with parents and community members, to work together to develop productive curriculums.

Standards for Quality Elementary and Middle Schools (NAESP, 1990) states that a curriculum should represent what the staff and community want students to learn, what skills they are to master, and what values, attitudes, and habits they are to acquire. In a quality school, curriculum is written down, taught, and tested. By bringing these components into alignment, a quality program is the result.

The development of a quality curriculum is based on the identification of common beliefs. An effective administrator must lead an organization into identifying these beliefs. It is from these beliefs that a vision can be identified, and a curriculum is developed based on these prerequisite components. The course, Administration of the PK-12 School Curriculum, gave me practical experience in developing a school improvement plan that included an examination of curriculum goals. This step-by-step plan will be useful in the future.

Proficiencies for Principals (NAESP, 1991)
stresses that a principal's role is to not only assure
that the curriculum spells out what the students are to
learn and what the teachers are to teach, but to also
seek adequate resources of time, money, personnel, and
materials to support the implementation of a balanced
curriculum. Administrators are also responsible to
comply with state requirements regarding curriculum.

Curriculums should reflect a response to societal
demands. Technology is an area that comes to mind.
With a societal move from industrial to informational
(Naisbitt, 1984), the area of technology cannot be
overlooked. In the article, "Moving Your District
Toward Technology," Finkel (1990) states that
administrators are the key to the success of schools'
long-range technology programs. The administrator is
the catalyst that leads its organization toward being
technologically literate.

I vision an effective administrator as being
knowledgeable about the developmental levels of
children. An awareness of developmentally appropriate
practices for young children as well as appropriate
practices for middle school children should be
reflected in the curriculum. The administrative

courses, Administration of the Elementary School as well as Administration of the PK-12 School Curriculum, presented literature that provided background information in these areas and will be a valuable resource.

An administrator serves as an instructional leader by regularly assessing the teaching methods and strategies that are used to ensure that they are appropriate and meet the developmental and special needs of children. A major role an administrator plays in instruction is that of creating an atmosphere conducive to successful learning (NAESP, 1991). Concern should then focus on student and staff performance.

Student and staff performance is related to leadership behavior, a topic discussed earlier in this paper. When an atmosphere of trust and care is developed, commitment toward accomplishing the mission occurs (NAESP, 1991). An educational leader has the responsibility to set high expectations for organizational members which in turn will encourage staff and students to set high personal goals. Administrators can offer support by allowing staff to participate in professional growth activities.

Developing performance improvement commitments, as suggested in the course Supervision and Evaluation of Instruction, would be a strategy that could increase performance.

The final supervisory area to be discussed involves evaluation. Throughout the educational administrative program I gained an immense amount of knowledge in this area. My previous beliefs about evaluation centered solely around teacher performance. I was awakened by the fact that effective administrating includes evaluation of not only staff but student performance, curriculum, and the overall instructional program. My belief now is that evaluation of all these areas is a crucial part of an administrator's job.

Supervision and Evaluation of Instruction provided me with a sound background in the evaluation process of staff members. Formative and summative evaluation procedures were explored. Cangelosi (1991) defines evaluation as formative when its purpose is to provide information that is useful for decisions about how to teach. Evaluation is summative if it is a judgment of instructional effectiveness that is used for purposes other than helping the teacher decide how to teach.

Summative evaluations may influence administrative decisions regarding retention, salary, promotion, or dismissal. A proficient leader must be knowledgeable and utilize due process procedures correctly (NAESP, 1991).

Although course work provided experiences in preconferencing, scripting, and postconferencing, the main thing I learned is that the purpose of evaluation is for the improvement of instruction. Chirnside (1984) ranks this as the number one commandment for successful teacher evaluation. Her commandments also include the maintenance of a trusting atmosphere and the ensureness of fairness and consistency. Commitment must be made on the administrator's part to conduct evaluations in an appropriate manner and at an appropriate time. Evaluation should not hinder instruction but rather enhance it.

In order for an administrator to be an effective evaluator of instruction, knowledge about teaching styles and teaching strategies is needed. The course, Foundations of Instructional Psychology, presented information about effective schools, mastery learning, cooperative learning, and classroom management. Without a solid background in these areas, it would be

difficult to encourage the improvement of instruction. Feedback during formative evaluations can be based on these areas. It is important for an administrator to continually grow professionally in order to effectively evaluate instructional programs.

Leaders of quality schools monitor not only teacher performance but also student performance. Administrators should be "in tune" with the various assessments that are utilized and spend time examining results. Careful examinations may reveal areas of strength as well as areas needing improvement. By being visible, a leader will also be able to assess whether or not curriculum goals are being met and determine the effectiveness of the overall instructional program.

Self-assessment, a belief that I have had as an instructor, will be carried over to the principalship level. Personal growth can only occur if one takes the time to assess and reflect upon personal behaviors. Developing personal professional growth plans are worthwhile actions for administrators (NAESP, 1991).

School and Community Relations

A final area that deserves reflection involves the administrator's role in developing a positive,

productive school and community relations program.
School and community relations was an area I knew
school organizations needed to improve in. School and
community relations programs of the districts I was
familiar with didn't go much beyond the monthly
newsletter. These districts were closed and tightly
coupled systems. Today's pressures to produce better
prepared students, the issue of open enrollment, the
decrease in federal and state aid, and the
restructuring of schools demand an increased need for
administrators to develop and execute effective school
and community relations programs. A school's public
relations program can no longer "just happen" but must
be planned, implemented, and evaluated (Kindred, Bagin,
& Gallagher, 1990).

One of the first steps an administrator must take
in developing an effective school and community
relations program is to know and understand the
community. Kindred, Bagin, and Gallagher (1990)
recommend that districts undertake a sociological
inventory of their communities. These inventories
should concentrate on customs and traditions,
population characteristics, communication channels,
community groups, leadership, economic conditions,

political structure, social tensions, and previous community efforts. Attention should then be focused on the power structure or structures and decision-making in the community. As learned in School and Community Relations these influential structures may not be the wealthy, but from any or many different backgrounds. By communicating with these power structures, much can be learned about the relationship that exists between the school and community. This information is useful when developing the school and community relations plan. Knowledge can also be obtained by surveying the community or by conducting a needs assessment (Conran, 1989).

Knowing and understanding the internal public is just as important as knowing and understanding the external public. The internal public includes not only certified staff but all those within the organization who are involved with the operation of the school.

Teacher empowerment, site-based management, and shared decision-making require a better system of communication. An effective administrator must work at developing an environment that will foster two-way communication.

Once a sufficient amount of information is gained about the internal and external publics, the administrator must focus on developing ways to communicate information to both publics as well as ways of obtaining information from them. Developing a school and community relations plan, as discussed in School and Community Relations, is a way to ensure that all parties are informed. It is also a way to meet the needs of both the community and school.

An effective school and community relations plan will identify purposes or goals to be addressed as well as the identification of the activity, target population, time line, cost, and person(s) responsible for implementation. This plan should be monitored by the administrator or some other designated person. An evaluation of the plan is also necessary.

In order for school and community relations to be positive and productive, an administrator must allow time in his/her schedule just for that purpose. More monies must also be budgeted in order to carry out effective public relations plans. Valuing the belief that a positive school and community relations is essential for an organization to be effective, is a

belief that needs to be put into action. The administrator will be the leader of this action.

A Personal Vision

As I conclude the formal instructional preparation for becoming an elementary administrator, I will exit the program with a personal vision of a quality leader. This vision is a reflection of my beliefs, attitudes, and philosophies about educational leadership.

A quality leader is one who is able to see the "big" picture. He or she is visional and is aware of the external influences on his/her organization. A quality leader's vision is never constant. Adjustments are made to accomplish the goals of the organization.

There is purpose to the actions of all those involved with the organization. These actions are based on mutual beliefs of the community, staff, school board, parents, and administrative leaders. A quality leader makes a commitment to lead others toward accomplishing this purpose. This is visible to others as the leader models professional behaviors.

A quality leader creates a collegial climate where everyone is teaching and everyone is learning (Barth, 1990). Risk-taking is encouraged. Leadership styles are adjusted to meet the needs of both staff and

students. Group processing and affective
interrelationship skills are utilized. Professional
growth is encouraged. Members of the organization feel
good about what's going on and feel good about
themselves.

A quality leader is a planner. Process plays an
important part of the day-to-day activities.
Procedures are followed and later reflected upon. A
quality leader plans for the future and utilizes staff
and resources accordingly.

A quality leader has high expectations for the
organization. Members are held accountable.
Performance, curriculum, and the overall instructional
program are evaluated on a regular basis.

A quality leader encourages the public to come
into the school and the school to go out into the
public. A collegial relationship is built with the
community.

A quality leader takes responsibility for the
quality of the organization. He or she is reflective
about his/her behaviors. What is done is done for the
goodness of the school.

A quality leader cares, and most of all, a quality
leader makes a difference.

References

Alexander, K., & Alexander, M. (1985). <u>American public school law</u> (2nd ed.). St. Paul, MN: West Publishing Company.

Explains the legal governance of state school systems. Discusses issues that are of legal concern for public educators.

Barker, Joel. <u>The power of vision</u> [Video tape]. (Tape viewed in courses, Administration of the Elementary School and Seminar: Administrative Applications in Field Settings.)

Defines vision and its role in our lives.

Barth, R. (1990). A personal vision of a good school. <u>Phi Delta Kappan</u>, <u>71</u>, 512-516.

Presents a personal vision of a good school. Nine components are discussed in a reflective manner.

Cangleosi, J. (1991). <u>Evaluating classroom instruction</u>. White Plains, NY: Longman Publishing Group.

Explains the fundamental principles of evaluation as well as the procedures for formative and summative methods of evaluation.

Chirnside, C. (1984). Ten commandments for successful teacher evaluation. <u>National Association of</u>

Secondary School Principals, 68, 42-43.

Presents a list of ten teacher evaluation

guidelines.

Conran, P. (1989). School superintendent's complete

handbook. Englewood Cliffs, NJ: Prentice Hall.

Communication section discusses administrator's role

in communicating with board, personnel, and

community. Devotes time on public relations.

Development Dimensions International. (1988).

Handling complaints. Pittsburgh, PA: Author.

Focuses on the skills needed to resolve complaints

effectively.

Development Dimensions International. (1987).

Interaction management: The challenge of leadership.

Pittsburgh, PA: Author.

Presents three basic interaction skills that can

enhance leadership.

Finkel, L. (1990). Moving your district toward

technology: It's a bit easier now that we know many

of the don'ts! The School Administrator Special

Issue: Computer Technology Report.

Suggests helpful tips for districts moving toward

implementing technology.

Goens, G. & Clover, S. (1991). Mastering school

<u>reform</u>. Needham Heights, MA: Allyn and Bacon.

Presents dilemmas, issues, and proposals concerning

transformation.

Gorton, R. (1983). <u>School administration and</u>

<u>supervision</u> (2nd ed.). Dubuque, IA: Wm. C. Brown

Company Publishers.

Explains administrator's role in the educational

organization and emphasizes staff and community

involvement.

Guthrie, J. & Reed, R. (1991). <u>Educational</u>

<u>administration and policy</u> (2nd ed.). Needham

Heights, MA: Allyn and Bacon.

Details concepts and understandings of educational

organizations. Discusses managerial and leadership

skills.

Hershey, P. & Blanchard, K. (1976). Situational

leadership. Handout from Introduction to

Educational Administration.

Explains the concepts of situational leadership.

Includes discussion on the style of the leader and

maturity of the followers.

Hershey, P., Blanchard, K., & Natemeyer, W. (1976).

Situational leadership, perception, and the impact

of power. Handout from Introduction to Educational

Administration.

Focuses on the relationship between power and leadership.

Hodgkinson, H. (1991). Reform versus reality. Phi Delta Kappan, 73, 8-16.

Presents a challenge to school systems and the nation in meeting the needs of the children who come to school today.

Kindred, L., Bagin, D., & Gallagher, D. (1990). The school and community relations (4th ed.). Englewood Cliffs, NJ: Prentice Hall, Inc.

Stresses the importance of well-planned school and community relations programs.

Morphet, E., Johns, R., & Reller, T. (1982). Educational organization and administration (4th ed.). Englewood Cliffs, NJ: Prentice Hall, Inc.

Compares traditional monocratic, bureaucratic concept with the emerging pluralistic, collegial concept of organization and administration.

Naisbitt, J. (1984). Megatrends. New York: Warner Books.

Discusses national trends and their effects on people in society.

Naisbitt, J., & Aburdene, P. (1990). Megatrends 2000.

New York: William Morrow.

Presents and explains national level predictions for
our nation.

National Association of Elementary School Principals.

(1991). <u>Proficiencies for elementary and middle
school principals: Kindergarten through eighth
grade</u>. Alexandrea, VA: Author.

Identifies and discusses proficiencies for effective
leaders. Presents a self-assessment and a personal
improvement plan guide.

National Association of Elementary School Principals.

(1990). <u>Standards for quality elementary and middle
schools: Kindergarten through eighth grade</u>.

Alexandria, VA: Author.

Discusses basic characteristics of quality schools.
Focus is on seven areas. Includes a checklist for
quality indicators as well as a planning guide for
school improvement.