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The induction needs of first-year elementary principals in mid-sized districts

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THE INDUCTION NEEDS OF FIRST-YEAR ELEMENTARY

PRINCIPALS IN MID-SIZED DISTRICTS

by

Nancy G. Biggs

A DISSERTATION

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GRADUATE COLLEGE
UNIVERSITY OF NEBRASKA

THE INDUCTION NEEDS OF FIRST-YEAR ELEMENTARY

PRINCIPALS IN MID-SIZED DISTRICTS

Nancy G. Biggs, Ph.D.

University of Nebraska, 1992

Adviser: Ronald Joekel

The purpose of this study was to examine (1) the information
and assistance needed and the induction offerings for first-year
elementary principals in schools districts serving 14,000 to 58,000
students; (2) the relationships between needed and provided
induction offerings; and (3) the suggested topics for inclusion in an
induction program that would meet the identified needs of new
elementary principals in multi-building districts.

Data for the study were obtained through a questionnaire
mailed to new elementary principals in Iowa, Kansas, Missouri,
Nebraska, and South Dakota. The 76 items on the questionnaire were
grouped into three strands: Leadership Proficiencies, Supervisory
Proficiencies, and Administrative/Management Proficiencies.
Twenty-nine, or 64.4 percent, of the questionnaires were returned.
Data analyses were conducted and reported in tables showing
descriptive statistics and correlations.

The information and assistance provided new elementary
principals varied widely among districts. New elementary
principals rated information from the Leadership and Supervisory
strands as critical to receive during the induction process.
Districts provided the greatest amount of information to new

principals from the Administrative/Management strand, followed closely by information from the Supervisory strand. Information was rarely given on topics in the Leadership strand during the induction process.

A comparison of the level of need for information about a proficiency to the level of support provided by the district, identified topics not covered to the extent needed by elementary principals during induction. Proficiencies from the Leadership strand were those most likely to be left out of the induction program and those that most needed to be included in the program. An adequate amount of information was provided about the Supervisory and the Administrative/Management strands, indicating that the level of attention to those topics should remain the same for future induction programs.

Specific recommendations for planning induction programs for elementary principals were presented.

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My deepest thanks go to my family for their patience and support of my efforts. My husband Jim, son Dan, and daughter Missy, all gave me constant support, love, and encouragement throughout this study. Without their commitment and sacrifices, this project could never have taken place.

N.G.B.

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CHAPTER I

INTRODUCTION

As this nation approaches the twenty-first century, the vital role educational leaders play in the development of the nation's youth cannot be understated. The importance of providing an educational environment that is both challenging and nurturing is critical. Putting together the essential elements of an educational program that effectively serves the children of America takes strong leadership, and the significant role the principal plays in providing a quality education is paramount. In order to assure that students receive the best possible education, school principals must have the expertise they need to lead staff in their buildings. The formal education of a principal should be well-rounded and complete. Strides have been made in pre-service training of principals and other educational leaders, but frequently their formal education stops at the time they are hired (Anderson, 1988). Valuable learning can take place after principals are hired that will enhance their effectiveness.

The induction provided to new employees during their first year is widely recognized as a key element in employees' successful assimilation into organizations. Induction is one of the three recognized phases in professional education: (1) pre-service education, (2) induction, and (3) inservice education. Pre-service education takes place at a college or university and is the formal,

approved preparation process. After an employee is hired, the induction phase begins and continues throughout the first year of employment. Inservice education is the continuing education of the employee which takes place after the first year of employment is completed.

The value of providing opportunities for new employees to grow within the framework of their job through professional development programs has been noted by various researchers (Doob, 1974; Pharis, 1966), but little research has been undertaken to show the value of education or induction which takes place during the first year of employment, especially for first time elementary principals (Anderson, 1990; DuBose, 1986). Principals are frequently the only employee group within the educational system without an induction program designed specifically to meet the demands of their role (Daresh, 1985; LaPlante, 1986; National Governors Association, 1986). As principals, they are expected to induct all new staff, usually without having undergone an induction program themselves.

The few known studies of induction needs of first year principals have taken place as part of the doctoral work of researchers (Anderson, 1988; DuBose, 1986; Holcomb, 1989a). These studies have been in the northwest, southeast and northern United States, regions unlike the area surrounding Nebraska. Many of the principals in the cited studies worked in small school districts and were frequently the sole elementary principal. In addition to the

unavailability of other elementary principals from which to obtain information, the small districts also had very few central office staff to use as a resource. Principals in the small districts relied upon colleagues in different positions, or who worked in neighboring districts, for assistance. Resource persons utilized in larger districts tended to be other elementary principals. The difference in geographic region, coupled with the variety of district sizes in the studies of Anderson, DuBose and Holcomb, make comparison to the needs of new elementary principals in the Midwest difficult. Although a base for this study was provided by the above-mentioned studies, they were not designed to address some of the basic questions for which answers were sought in this study.

This study was designed to investigate the types of information about which new elementary principals perceived the need for assistance and to identify the sources from which they received information. Numerous researchers have pointed to the new principal's needs for information and assistance that are not currently being met (Anderson, 1988, 1989, 1990; Andrews, 1989; Berman, 1986; Comer, 1989; Daly-Lewis, 1987; Daresh, 1986a, 1988; DuBose, 1986; Holcomb, 1989a; Licata & Ellett, 1986).

Rogus and Drury (1988) stated, "No preservice program can adequately prepare the first-year principal to cope with the loneliness and frustration built into the role, to manage the school operation efficiently or to provide effective curriculum and instructional leadership." Because the preservice educational

program cannot be expected to provide a new principal with all of the skills and information needed to manage a school building and to lead a staff, school district personnel must be prepared to augment the knowledge brought to the position by newly hired principals. The development or maintenance of an effective educational program is difficult if the principal lacks excellent leadership skills (Brookover et al., 1979; Edmonds,1979; Sussman, 1986; Sweeney, 1982).

> In many ways the school principal is the most important and influential individual in any school. It is his [her] leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers, and the degree of concern for what students may or may not become. If a school is a vibrant, innovative, child-centered place, if it has a reputation for excellence in teaching, if students are performing to the best of their ability, one can almost always point to the principal's leadership as the key to success (Weldy, 1979, cited in DuBose, 1986, p. 1).

The critical role played by principals in student success dictates that school district personnel provide an induction program that meets the needs of new elementary principals. The contents of an induction program should be designed to assist new principals develop the skills needed to influence the learning climate in a building.

Context of the Problem

During the next decade more people than ever before will become educational administrators for the first time (Daresh,

1986a; Rogus & Drury,1988). An estimated 60 percent or more current administrators will retire in the 1990s (Anderson, 1988; Doud, 1989; Peterson, 1986). Many of the new principals selected to replace retirees will come directly from classroom teaching assignments and have an advanced degree, but will have little or no administrative experience. Opportunities must be provided for new principals to develop their leadership skills, particularly during their first year on the job. Responsibility for induction and development of the new elementary principal falls to the school district, current administrators, and especially supervisors of the new principals.

Articles have been written and studies undertaken that address the problems and needs of first year principals (Anderson, 1988; Duke, Isaacson, Sagor, & Schmuck, 1983; Rogus & Drury, 1988). A number of the accounts written by principals are about their first- year experiences (Daly-Lewis, 1987; Ziegler, 1987). A few qualitative studies have been completed as doctoral dissertations where the researchers studied a small number of first-year principals (Berman, 1986; Marrion, 1983; Sussman, 1986). Daresh (1986b) and Holcomb (1989b) undertook the study of larger numbers of principals through the use of a survey. Several Leadership in Educational Administration Development (LEAD) projects have been initiated to attend to the needs of first-year principals in Kentucky, Louisiana, and Ohio. The goal of the LEAD projects has been to

deliver needed induction and follow-up inservice education to new administrators.

In his study of new principals' needs, Daresh (1986b) grouped the stated needs of new principals into three categories: role clarification, technical expertise, and socialization to the profession and the system. Many of the needs identified within each of the categories could be addressed through an induction program, using a variety of delivery options.

Anderson (1989) stated, "The first year of the principalship is critical to shaping school leaders, and the process that school districts use to induct rookie administrators has a profound impact on their attitudes, behaviors and effectiveness." Over the last few years, studies have been conducted to assess the status of induction programs nationally, and the body of literature about what to include in an induction program for elementary principals is growing (Anderson, 1988; Daresh, 1986a; Holcomb 1989b; Rogus & Drury, 1988).

Statement of Problem

This study was designed to accomplish three purposes: (1) assess the information and assistance needed and the induction offerings for first-year elementary principals in multi-building public school districts which serve 14,000 to 58,000 students; (2) study the relationships between needed and provided induction

offerings; and (3) suggest topics for inclusion in an induction program that would meet the identified needs of new elementary principals in multi-building districts.

Research Questions

The following questions served as a guide for the study:

1. What skills or proficiencies did beginning elementary principals consider to have been essential for success during their first eight months on the job?

2. What level of assistance and information was received by the principals from their district for each skill or proficiency?

3. What district induction strategies did new elementary principals believe most helpful in their transition into the role of the elementary principal?

4. What types of information did new elementary principals believe to be most necessary to include in an induction program for other new principals?

5. What are the roles of the district personnel elementary principals rate as best able to meet their needs for information and assistance?

6. Will the gender of the principal, hired from inside or outside the district, availability of a mentor, position of mentor, or number of students in elementary school affect the problems, needs,

and suggested topics for an induction program determined to be appropriate for the elementary principal?

Definitions

For the purpose of this study, the following terms are defined:

Elementary school. A public school in Iowa, Kansas, Missouri, Nebraska, and South Dakota containing grades kindergarten through five or six. No schools contained grades above grade six.

First-year elementary principal. A person who was employed as an elementary principal for the first time in the district at the beginning of the 1991-92 school year.

Induction. "... a process for developing among new members of an occupation the knowledge, skills, attitudes and values essential to carry-out roles effectively" (Rogus & Drury, 1988). Induction takes place during the first year of employment in a new position.

Inservice activity. The educational program provided to employees for the purpose of teaching them the skills necessary to succeed in their position. An inservice program can occur at any stage of an employee's career, but typically after the first year of employment.

Mid-sized district. A district of 14,000 to 58,000 students. For the purposes of this study this grouping left out very small districts and extremely large districts.

Midwestern states. Those states which are adjacent to Nebraska and have personnel administrators who are members of Region V of the American Association of School Personnel Administrators. The states are Iowa, Kansas, Missouri, Nebraska, and South Dakota.

Proficiencies. Proficiencies are more than capabilities; they are skills performed with a high degree of competence achieved through training.

Assistance. The direct involvement of another individual with the new principal in discussing, advising, planning, or implementing a task the principal is responsible for performing.

Information. The facts about the principal's duties that are provided in any of a multitude of fashions by another individual.

Administrative/management proficiencies. The skills needed to supervise a complex institution through organizing, coordinating, and staffing efficient working units, and financing, planning, and evaluating programs.

Leadership proficiencies. Specific capabilities and characteristics needed by a principal to lead the way to quality elementary programs.

Supervisory proficiencies. Supervisory proficiencies were divided into four areas: Curriculum, Instruction, Performance, and Evaluation. The principal must have skills in assessment of staff, students, and programs, as well as knowledge of effective teaching practices.

Assumptions

This study was based on the following assumptions:

1. Elementary principals have needs for training that must be met during their first year of service.

2. Although principals' perception of their needs may change, perceived needs of new principals must be met early to allow the principals to move beyond the management of people into the business of educational leadership.

3. A list of topics to include in an induction program for elementary principals can be developed based on a survey of the literature and a survey of selected first-year elementary principals.

Delimitations of the Study

There were several delimiting factors in this research study:

1. Principals who began their first elementary principalship in a mid-sized suburban district at the beginning of the 1991-92 school year were included in this study.

2. Data were collected once during the course of the first year, two-thirds of the way through the 1991-92 school year.

3. The methods of data collection were literature review, conversations with leading researchers in the area, and by a written survey of 45 new public school elementary principals.

4. The principals studied were in elementary buildings in Iowa, Kansas, Missouri, Nebraska, and South Dakota. The districts

included in the survey contained 14,000 to 58,000 students and contained multiple buildings.

Significance of the Study

The importance of the principal has been well-documented in the literature (Edmonds, 1978; Lezotte, 1989; Sweeney, 1982). For principals to move beyond the managerial role and into the realm of educational leadership, they must have a grasp of the everyday problems surrounding them and be able to deal with them efficiently and effectively. The goal of an induction program for principals should be to help them develop the necessary skills required to lead their staff. The ability to lead effectively allows a concentration of efforts on the leadership of the organization (Anderson, 1988). This focus on leading people is critical to the development of an excellent educational environment.

Through the study of the needs of first-year elementary principals and of various induction models for principals, a list of topics to include in the induction of elementary principals can be developed. This information is critical to assist future-oriented school districts in planning for the induction of new administrators. A review of current literature and a study of the needs of new elementary principals are needed to provide appropriate assistance and information to those newly employed in the position.

CHAPTER II

REVIEW OF LITERATURE AND RESEARCH

Introduction

This chapter contains a review of the literature and studies
relating to the induction of first-year elementary principals. Only a
few articles and studies were found that related directly to the
induction of first-year elementary principals, so other literature
that answered portions of the proposed research questions was
studied. The majority of the literature reviewed was published in
the last few years, although articles from earlier years have been
included in the review if they laid the foundation for the induction
of new principals.

This chapter is divided into three sections, each of which
includes the relevant research and studies within its area. In the
first section the problems experienced by principals, with emphasis
on the problems of the first year elementary principal, are
discussed. The skills or proficiencies needed by first year
elementary principals are covered in the next section. Once again,
due to the scarcity of writings related to the first-year elementary
principal specifically, literature was reviewed about all principals
and then related to the first-year elementary principal. The third

area reviewed was inservice education for principals, with an emphasis on model induction programs for first-year principals.

Problems of Elementary Principals

Problems experienced by elementary principals have been described from a variety of perspectives. A number of first-hand accounts by new principals have been published, listing specific problems faced by the new principal. Another approach taken by researchers was to present lists of skills to new principals and then ask them to comment on which skills were lacking or needed improvement during their first year. Both of these methods have been valuable sources of information as one seeks to assist the new elementary principal avoid the pitfalls of others; "...the problems of new principals must be addressed to facilitate the newcomers' entry into the principalship so the effective leadership can be exercised" (Alvy, 1983, p. 1).

Daresh (1986b) completed an indepth study of the concerns of 12 new principals in Ohio and classified the concerns into three broad categories. Since Daresh's original study, the categories have provided structure to the data collected from new principals (Anderson, 1989). The categories are role clarification, technical expertise, and socialization to profession and system.

Role clarification is "the ability to comprehend clearly the precise nature of the new position" (Daresh, 1986b, p. 6). Daresh

(1986b) and Anderson (1988) reported that numerous new principals are plagued by the sense of not fully understanding why they were hired for the position. This leads to self-doubt and questioning as they begin their career. Many times the problems brought on by not realizing one's match with the district or school goals could have been avoided by sharing the selection reasons with the new principal.

Technical problems are the second type of problem faced by new principals. This area encompasses the school-system specific tasks that can become routine, yet are very necessary to learn early in the principal's tenure in the position. These procedures have little to do with instructional leadership, but are needed for the educational process to run smoothly. Contrary to what occurs in most other occupations, where newcomers are allowed time learn the job and gradually take on higher levels of responsibility until they are finally doing all aspects of the position, the new principal is expected to perform all expected duties at the level of an experienced principal. Little time, if any, is spent reviewing or practicing the processes of a school or district.

Socialization, the third category of concerns for new principals, encompasses how people learn to act in their new position. This goes beyond understanding what procedures to follow, but includes knowledge of how to solve problems and to survive in a district. This area is one of particular vulnerability for principals new to the district, since they have no background of information

about the political and social system upon which to rely. Daresh (1986b) made the observation that "if strategies could be developed to minimize the impact of these issues on administrators, principals might be able to be more attentive to duties that would increase the effectiveness of their schools." The issues of role clarification, technical problems, and socialization all require a response by the hiring district to allow new principals to grow in effectiveness.

In Anderson's study (1989) of new principals in Oregon and Washington, he looked at the needs of elementary, middle-level, and senior high principals. Using a survey developed from studies conducted in various parts of the nation, current literature, and from interviews with beginning principals in the Northwest, Anderson developed a list of areas that was inclusive of the types of information and assistance typically needed by principals. The result was a 50-item survey grouped into eight major task areas. The major areas in the survey were:

Instruction and Curriculum

Staff Personnel

Student Personnel

School-Community Relations

School Facilities

School Transportation and Food Services

Organization and Structure

School Finance and Business Management

Anderson concluded that new principals in Oregon and Washington had problems in a number of areas that were clearly identified by those principals included in the study. The major areas of difficulty were:

1. Role clarification was the need to know why they were selected for the position. This affirmation of skills and knowledge allowed the new principal to develop a sense of commitment and organizational mission.

2. Technical problems were the mundane tasks that made an organization run smoothly.

3. Organizational socialization was what a new person needed to learn to get things done within the organization.

4. Isolation from colleagues was the most surprising source of problems for new principals.

5. Lack of feedback on job performance resulted in leaving many with no method of measuring how they were doing. This left the new principals feeling anxious and tentative when they performed their job.

In a 1991 article, Anderson added a sixth problem area for new principals, time management. The volume of demands on the principal's time and expertise caused the feeling of no control over time.

In his study, Anderson (1989) was able to show that elementary and secondary principals shared the need for information about school finance and business management, organization and

structure, instruction and curriculum development, and staff personnel. Secondary principals showed a higher need than elementary in the school-community relations and the instruction and curriculum areas. There were some indications that the previous teaching or administrative experience of the typical newly hired elementary principals may have allowed them more information than the typical secondary principal about the instruction and curriculum area. The difference in needs in the area of school-community relations was attributed to the impact athletics have on the communities' perceptions of secondary schools.

Anderson (1989) found that medium-large districts provided more induction than very small and very large districts in the instruction and curriculum and organization and structure areas. The recommendation was made that the needs of new principals be looked at in relation to the size of the district in which they are employed.

Further research was suggested to compare the needs of new principals hired from within the district to those hired from outside the district. In Anderson's (1989) study, the new persons hired from outside the district had a greater need for information in the organization and structure area than those hired from inside.

A 1983 study of new principals in Montana, by Alvy, produced similar results to the Anderson study. The curriculum and instruction and professional personnel areas accounted for 76 percent of the new principal's difficulties in this study. Following

in order of difficulty were school-community relations and financial management.

The categories into which Alvy (1983) divided a principal's responsibility were: (1) curriculum and instruction, (2) pupil personnel, (3) professional personnel, (4) school-community relations, (5) school-wide management, (6) financial management, (7) school-district collaboration, (8) facility management, and (9) administrative processes. The principals rated their actual versus ideal time spent on each area and their actual versus ideal sources of help for each area.

Alvy (1983) found differences between several of the subgroups of new principals. Female principals at all building levels reported experiencing fewer difficulties than reported by male principals. More difficulties were experienced by secondary than elementary principals; principals in the 40- to 44-year-old group in comparison to all other age groups; supervisors of more than 31 staff members; supervisors in buildings of more than 450 students; and newcomers with 15-19 years of teaching experience. Alvy also found that former assistant principals, guidance counselors, and coaches who became principals experienced greater difficulties than new principals from other previous educational positions. The newly hired principals who reported experiencing the least number of difficulties were those hired from outside the district and those with previous administrative experience

The top sources of help stated by the principals in Alvy's (1983) study were (1) superintendents, (2) other principals, (3) teachers, and (4) secretaries. There was a high correlation between the actual providers of help and those listed as the ideal providers of information by the principals in this study. Alvy noted that most of the principals surveyed were in small districts where the superintendent was easily accessible, and the sources might be different in larger districts. Alvy's study found males and females selected different persons as their actual and ideal providers of information. Males were overwhelming in their selection of the superintendent, while females favored other principals slightly. The secretary was ranked second as the actual information giver by the males, while the females listed teachers and other principals as well as the superintendent above the secretary. Principals hired outside the district were found to rely more heavily than any other group on the school secretary for help.

Based upon Alvy's (1983) research, any induction program for principals should contain information about the district's program of curriculum and instruction, with an attempt to draw a correlation between the philosophical learnings of graduate school and the actual instructional program, so the principal may develop into an instructional leader. Because professional personnel was listed as another category where newcomers found they had the most difficulties, care should be taken to cover the needs of the principals during induction. Superintendents and other key district

personnel need to take the initiative in providing information and providing an opportunity to ask questions, to relieve the new principals of the responsibility of taking the initiative.

An expansion of the professional personnel area, identified by Alvy (1983) as a problem area for new principals, was one of the two common areas of struggle identified in Marrion's (1983) research about new principals. The difficulty experienced as the new principal strove to develop personal and professional relationships with teachers, parents, students, and other administrators was one source of concern. Although the problem area identified by Marrion was broader than that of the professional personnel in Alvy's research, both were affective or human relation skills as opposed to a technical aspect of leadership.

The second area of concern identified by new principals in Marrion's (1983) study was time management; few principals had much discretion over the way their time was spent. This lack of control and the frustration felt when time is spent in ways not originally planned can become a source of inner struggle.

Berman (1986) shadowed two new principals for one school year and wrote about various aspects of their jobs. She found that support for these principals came from all areas: the community, staff, central office, peers, and parents. Some of these same groups also were a source of problems for the new principals. Central office staff caused difficulty when their expectations were conflicting, decisions were delayed, and funds were lacking. The

building staff caused difficulty when they performed their duties inadequately, or when they were antagonistic toward one another or the principal. At times, the other principals left out the newcomers and failed to provide them with information they could have used. Parents were sources of difficulty when they lobbied for special interests, refused to comply with district requirements, and were antagonistic. A discussion with experienced principals about problems that typically arise would be helpful to new principals so they are not surprised when they experience some of these problems.

Problems of elementary school principals change after their first year or two on the job. In a recent national survey of principals of school grades kindergarten through eight, Doud (1989) found the following four problems were cited most frequently: (1) providing programs for underachievers, (2) coping with state regulations and initiatives, (3) effectively meshing instruction with special academic programs, and (4) the low level of parent involvement.

Skills or Proficiencies of Elementary Principals

The activities that occupy the day of an elementary principal are characterized by many personal contacts with people, either face-to-face or via the telephone, as well as numerous other activities. Duke (1987) and Wolcott (1973) reported that over 70 percent of a principal's time is dominated by personal contacts and

estimated that only one-fourth of these contacts were prearranged by the principals. Duke (1987) found when studying principal's activities that no two principals spend their time in the same manner and generalizations were difficult to make about the actual time spent in each of the various activities undertaken daily in a typical principalship. However, the possibility exists the way time is spent and the types of skills needed to be successful when called upon to participate in the various activities can be determined in a general way.

A subcommittee formed by the National Association of Elementary School Principals (NAESP) (1986, 1991) published a position paper that set forth the skills, traits, and capabilities of principals who are able to develop elementary schools of outstanding quality. The original paper, Proficiencies for Principals, Kindergarten Through Eighth Grade, was revised in 1991 and redistributed. The intent was to provide a companion publication to the Standards for Quality Elementary School: Kindergarten through Eighth Grade, in which the principal was identified as the single most important factor in determining the effectiveness of a school. The realization that principal training programs often fail to translate into practical, applicable skills provided by the knowledge base was the impetus for the development of the Proficiencies. The publication was intended to be a guide listing the attributes needed by effective leaders for principals, managers of principals, and persons involved in the professional development of principals.

As excellence is sought in schools, principals must be prepared to act as the catalyst in the process. Trends toward school-based management and shared decision-making, as well as increasingly diverse student populations, require that elementary principals possess a wide variety of skills, different from those skills needed for success and change two decades ago. The various skills and characteristics needed are grouped into four major strands in the Proficiencies document: Experience and Education, Leadership Proficiencies, Supervisory Proficiencies, and Administrative Proficiencies.

In the *Education and Experience* strand, four prerequisites to success as a school leader were listed:

1. Advanced skills in the teaching and learning processes. Principals must be solidly grounded in the teaching and learning processes, in a variety of validated instructional techniques, and must recognize effective teaching practices.

2. Thorough understanding of practical applications of child growth and development. Principals must be knowledgeable about child growth and development, have experience in teaching children, and be capable of assuring that curriculum is challenging and developmentally appropriate.

3. Solid background in the liberal arts. Principals must have a strong general knowledge and a grasp of basic curriculum content so they are able to relate this knowledge to the elementary school curriculum.

4. <u>Sincere commitment to children's welfare and progress.</u> Principals must be caring and able to create an environment that is based upon mutual trust and respect, produces high morale, and places strong emphasis on the success of every child, regardless of economic status or cultural or ethnic background.

The *Leadership Proficiencies* strand encompassed the skills viewed by leaders as necessary to initiate constructive change and create an atmosphere that promotes and accepts the change process. There were many proficiencies listed within this area which were basic to sound school leadership, and they can be grouped into three areas: leadership behavior, communication skills, and group processes.

Each of the three areas covered different aspects of leadership. The leadership behavior subgroup included proficiencies related to how the principal conducts the human business of the school. Principals need a high degree of ability to relate to staff with flexibility so they best meet the staff members' needs. In the communication subgroup, different aspects of effective communication were discussed. The effective principal creates an image that promotes a positive feeling toward the school and educational program. The proficiencies in the group processes subgroup were directed toward the facilitation of change through and with people. The involvement of the many groups in the educational process requires many talents in facilitation.

Supervisory Proficiencies encompassed the talents needed to recognize that the first priority of principals is to insure that all students receive effective instruction. As instructional supervisors, the principals rely on four basic elements: curriculum, instruction, performance, and evaluation. Within the four elements, the principal must develop the teachers' leadership capabilities so teachers share the responsibility for the effectiveness of the instructional program.

Within the curriculum area were the traits of proficient principals who assure that the curriculum spells out what students are to learn and teachers to teach. The category labeled instruction included the proficiencies that address the currency of the instructional techniques used within the building by the teachers and the principal. The key elements to improving and supervising performance were included in the performance area. The last category in the supervisory proficiencies strand was evaluation, where information is gathered to determine if the goals and objectives are being met.

In the *Administrative/Management Proficiencies* section, the administrative skills assessed included those needed to manage a school's organization and fiscal resources, as well as deal with the political pressures faced by schools today. The area was divided into three subgroups: organizational management, fiscal management, and political management.

The organizational management subsection covered the methods used by the principal to develop and promote the mission, goals, and objectives of the school. Within the fiscal management area, the relationship between various aspects of the school and the budgetary process are evaluated. In the last section, political management, the understanding the proficient principal has of the dynamics and interrelationships of local, state, and national political decision-making processes and their implications to school was assessed.

The NAESP (1986, 1991) publications were designed to identify the many proficiencies all elementary principals need to attain. Because outstanding leaders are never satisfied with what is, constant personal assessment must take place to guide further professional growth and development. The publication was not to be used as a tool for evaluation of principals, but rather as a place for principals to check on their own skills and plan for growth.

Administrators in California identified the following as the top five competencies that principals should exhibit. Principals should have the ability to: (1) work toward the development of a positive school climate; (2) evaluate teacher performance; (3) develop teams; (4) establish an effective two-way communication system among all groups; and (5) use an effective model for developing and implementing curriculum (Olivero, 1982).

DuBose (1986) surveyed 80 first-year elementary principals in South Carolina to ascertain in what administrative tasks they felt

the need for assistance and information and where assistance was provided. The principals could rate the level of need for each item as "vital" or "important", "useful", or "not needed". For each administrative task, the new principal was asked to identify the ideal and the actual provider of the information. Of the 50 administrative tasks listed, the principals identified as "vital" or "important" the need for information regarding almost all of the tasks. When a comparison was made of the responses of experienced principals to those with no prior experience as a principal, DuBose found that inexperienced principals perceived a "vital" need for information in twice the number of tasks as the experienced principals. There were two tasks in which all principals had the greatest need for information and assistance: school finance and business management (greatest need for inexperienced principals), and instruction and curriculum development (greatest need for experienced principals). The inexperienced and experienced principals in DuBose's study agreed that community-school Leadership was the administrative task in which they needed the least information.

Following is a list of the administrative tasks that all principals in DuBose's study identified as those for which they needed information and assistance:

-Budget planning and management

-Reading/math levels for each student

-District policies, rules, policies

-Financial reports and audits

-Accounting procedures

-Purchasing procedures

-Supervision of instruction

-Assessment, interpretation of pupil growth (test scores, grades, etc.)

-School/parent/community organizations

-Curriculum organization

-Personnel policies/procedures

-Curriculum objectives for the school district

-Master schedule

-Evaluation of staff

-Student safety

-Assignment of students

Incoming principals in the South Carolina study did not consider the information and assistance provided as "very helpful" for any of the administrative task areas. All principals agreed in general on the most "vital" and "least Important" administrative tasks needing information and assistance. All principals believed they received the greatest amount of information in the school finance and business management areas, resulting in a match between need and assistance. The new principals identified the outgoing principal and the immediate supervisor as the actual and

ideal providers of information for 75 percent of the administrative tasks.

Another researcher, Alvy (1983), identified six major responsibilies for a principal as: (1) curriculum and instructional development; (2) professional personnel; (3) pupil personnel; (4) school-community relations; (5) facility management; and (6) financial management. In order to describe the additional tasks required of a principal, but not included in the listed responsibilities, a list of administrative processes was identified. These processes were: (1) problem identification, (2) diagnosis, (3) setting objectives, (4) decision making, (5) planning, (6) organizing, (7) coordination, (8) delegating, (9) initiating, (10) communicating, (11) working with groups, (12) problem solving, and (13) evaluating. Many of the administrative processes were included along with the areas of responsibility in the Proficiencies for Principals Grades Kindergarten to Eight (NAESP, 1986, 1991), particularly in the leadership behaviors and organizational management categories.

Induction Programs for First Year Principals

The need for all employees to engage in continuing education is widely recognized (Doob, 1974, Pharis, 1966). All too often, however, administrators have not been provided with inservice education that relates directly to the job of administering schools (Podemski, 1980). Pharis (1966) said "the degree to which inservice education and endeavors are constant to valid purposes will directly

influence the likelihood of their success" (p. 9). In 1974, Doob stated: "To meet current challenges and to prepare for future ones, educational administrators constantly attempt to expand their knowledge and skills; inservice education is an essential means of accomplishing these ends." Due to the recognized value of providing inservice programs, personnel in educational institutions need to adopt a more liberal policy of funding such programs, similar to the business industry which spends ten times as much on training as do educational institutions (Doud, 1989, Lutz & Ferrante, 1972).

In a study in California, principals were asked to consider a list of 91 job-related competencies, developed by the American Council of School Administrators by surveying members, and indicate which competencies were appropriate for preservice and which were appropriate for inservice. The number of competencies identified by the principals as appropriate for inservice development "exceeded those at the preservice level by a ratio of about nine to one" (Olivero, 1982, p. 342). Clearly, elementary principals believed that many of the topics about which they sought information were most appropriately covered after they were employed by a school district rather than during their college careers.

As early as 1955, the National Education Association (NEA) began to study the training needs of elementary principals. In 1966, the NEA sponsored a publication titled <u>Inservice Needs of Elementary School Principals</u>. Through this publication, the growing tendency to provide inservice designed for principals at the local level was

validated. "It has become increasingly obvious that in the principalship, as in other professions, preservice preparation simply prepares one to learn the practice of his profession. . . . Today, as never before, mastery of a professional responsibility is a continuous lifelong process" (Pharis, 1966, p. 8).

The bottom line of any inservice program is to benefit students, and to achieve that goal administrative inservice should be designed to help principals "increase personal effectiveness while simultaneously increasing organizational effectiveness" (Olivero, 1982, p. 341). The four purposes of inservice education identified by Pharis (1966) were (1) continue the learning begun during preservice education; (2) remediate or fill in the gaps left by preservice education; (3) keep the principal abreast with proposed educational changes and the implications of the changes; and (4) increase the efficiency of the principals in handling the duties assigned to them.

In the late 1960s, school district personnel began offering school-based inservice activities for administrators in response to the growing "challenges of our times" (Podemski, 1980). Throughout the 70s and into the 80s, the provision of inservice programs by school district personnel for administrators was an accepted practice. Not only should general inservice education programs be offered to administrators, but education programs should be tailored for new principals so they may be "inducted" into their new occupation in a way that will enhance their chances for success (Licata & Ellett, 1988; Peterson, 1986).

Rogus and Drury (1988) believed that by involving a new principal in developmental activities there was potential for improving a school's effectiveness. The six purposes of an induction program identified in their work were:

1. Demonstrate understanding of system expectations, procedures and resources.

2. Demonstrate increased compliance and comfort in addressing building or unit outcomes or concerns.

3. Enhance the principal's personal/professional growth.

4. Develop a personal support system.

5. Receive personalized assistance in coping with building /unit problems.

6. Receive formative feedback and assistance toward strengthening the principal's administrative performance.

Alvy (1983) reported two major rationales for providing new principals with a planned induction program. The first was based on the work of social psychologists who viewed the transition period when one begins a new position as crucial and unique in terms of the person's heightened awareness and receptiveness to ideas. During this time, new principals can be taught in a constructive manner that will positively influence their future with the organization. The second reason for providing induction for the new principals was to protect both the organization and the principal. Newcomers can easily lose the support and confidence of the community if they are unsuccessful at the start of the school year; such factors are

difficult to regain later. A planned induction program designed to meet the needs of the new principal can assist the principal by providing the information necessary to perform the job well.

Three of the four principals studied for one year by Marrion (1983) recommended that a district deliver a new principal's orientation providing "information regarding specific district-required tasks and procedures for completing those tasks" (p. 185).

School district personnel could possibly share the responsibility of inducting new principals with universities and with professional organizations. University personnel could provide direct services to former students as well as assist in the training of mentors who would be working with the new principals. Supportive networks could be formed and inservice activities provided by professional organizations. This type of collaboration could enhance the entrance of principals into their new role and increase their chances for success (NAESP, 1990).

Holcomb (1989b) conducted a national study of newly hired elementary principals in 1988; 16.5 percent of the principals reported the support they received as new principals was inadequate. No significant differences were found in the responses for any of the demographic variables of race, gender, age, experience, or work environment. The survey used by Holcomb was based in part on the Proficiencies for Principals from the National Association of Elementary School Principals (NAESP, 1986). The proficiencies found to be essential for success in the first year

were human relations skills, building esprit de corps, cohesiveness
and climate, building rapport with teachers, and building rapport
with parents. All of these proficiencies were within the leadership
strand in the Proficiencies for Principals. These areas of need were
similar to the broader areas of school-community relations and
staff personnel identified by new principals who needed information
and assistance in Alvy's (1983) study.

Using a discrepancy index, Holcomb (1989b) identified the
adequacy of support received for each variable and found there were
ten proficiencies rated as most important but least supported.
Information about these proficiencies should be included in any
induction program, according to the principals in the Holcomb study.
The ten proficiencies identified were human relations skills,
building rapport with teachers, analyzing tasks, delegating and
decision-making, building esprit de corps, cohesiveness and
climate, communication skills, active listening, building rapport
with parents, building rapport with students, and building rapport
with the community. Of the ten proficiencies noted for importance
and for lack of training, all fell within the leadership strand except
two, which were in the administrative management strand of the
Proficiencies for Principals (NAESP, 1986, 1991).

The respondents in Holcomb's (1989b) study did not have a
high degree of consensus about the best provider of the support
needed by new principals, but their attitude was favorable toward
the university courses they had taken and toward the district

discussion groups in which they had participated. Both of these methods were effective means for obtaining the necessary information. Holcomb's study indicated that plans for an induction program for principals should include a grouping of principals for discussion as one method of dispersing information and building a sense of belonging.

Duke (1987) reported that when elementary principals were asked who provided them with support during their induction period, other principals in their district were named most frequently (63 percent), central office personnel other than the superintendent (61 percent), superintendent (37 percent), and teachers in the principal's school (28 percent). The principals studied by Duke generally had no formal orientation or induction, but received support in an informal, anecdotal way.

Six periods that take place during new principals' first year on the job were identified by Marrion (1983) who studied the variations, as well as commonalities, between first-year principals' experiences. The first period she called optimism and anticipation and covered the time from the date of hire to the first day teachers reported to work. During this time, the principal began establishing a relationship with the support staff on duty and those teachers who stopped by to talk or to work in their rooms. The principal spent the time learning about the school and structuring the preliminary meetings and staff development activities.

Realization was the next period, which lasted until mid-November. The work load was heavy and a number of small crises seemed to appear for the new principals. Newcomers spent September and October learning exactly what their job was, as well as their many roles and responsibilities in the school. Frequently, the need to stay in control of events was felt, usually as a reaction to an event or events where the principal felt lack of control. The appearance of unanticipated timelines and central office demands caused an inability to focus time and energy on instruction, causing some frustration in the new principal.

The next period of time experienced by the new principal was called inundation and covered the time through the winter vacation in December. The activities of the season caused time management to be difficult, and many principals were grateful for the vacation break in the school year for teachers and students. Freshly back from a break, the newcomer was faced with a period called meeting and organizational imperatives. This period was characterized by evaluations of staff, budget planning for the next school year, and conferencing, all time-consuming activities which were usually new to the principal.

During April and May, the new principals were able to reflect upon the happenings of the year and to dream about the next school year. This period was referred to as the reflection and decision-making period. This was a time for reflection over the past school year and to look ideally at the upcoming year.

In the last period, planning, the confidence gained from nearly a year of experience allowed the new principals to be positive about the next year. Although similar to the optimism period, this period differed in that the principals were not as visibly enthused about everything they did. The principals felt considerable assurance that the next year would be even better than their first and set about making plans to insure a successful next year.

Knowledge of the typical periods or stages that new principals experience is helpful information to the persons who plan and deliver induction programs. By fine tuning the induction timelines, a match can be made between the needs of the principal and the district. The responsibilities of the school district for induction identified in the Marrion (1983) study are to provide information about district procedures, deadlines, and meetings to the principals. Other suggestions for inclusion in district training are stress management and time management and evaluation of teachers. Due to the fact that the needs of all new principals vary greatly, the district must be prepared to support all new principals as they set about to meet their own needs.

After selecting the best person to fill the position of principal, the district still has much to do according to Anderson (1991). Based on his research, Anderson believed the following components should be present in an induction program:

1. Orientation of beginning principals to the district. This orientation would include the introduction to key district level

administrators so the principal would know where to go to ask questions.

2. <u>Orientation of new principals to their school</u>. Frequently, the outgoing principal provides this type of information, but if this does not occur, then central office personnel need to take care of this.

3. <u>Institute a buddy system.</u> The school district should pair successful administrators with each new principal. The mentors should be given some training to avoid the passage of ineffective practices to the new administrator.

4. <u>Structure the beginner's workload</u>. New principals need to spend time in their buildings to develop the relationships and rapport needed to be productive. District officials should keep meetings "downtown" to a minimum.

5. <u>Give beginning principals feedback.</u> A system which allows for the delivery of specific, constructive feedback to the new principal is essential to the growth of the new administrator.

6. <u>Develop a professional growth plan</u>. The development of a growth plan should involve the new principal, supervisors, and peers.

7. <u>Facilitate peer-group problem solving and idea sharing</u>. The district should arrange for innovative principals to meet with those newly hired to share ideas and to problem solve and expose the newcomer to new ideas.

8. <u>Facilitate regional inservice programs.</u> District personnel should encourage universities and area professional organizations to

develop inservice programs that bring experienced and inexperienced principals together.

In addition to making suggestions to districts about their responsibilities for inducting new principals, Anderson (1991) suggested that new principals be responsible for their own induction. Based on the responses of the principals studied, Anderson suggested the following steps be taken by the new principal during the first year to insure success: (1) be clear about the principal's mission; (2) seek information about district operating procedures; (3) prepare a list of questions for the outgoing principal; (4) find a veteran "buddy"; (5) be yourself; (6) get to know your staff; (7) initiate change slowly; (8) ask for feedback on performance; (9) develop a support group; and (10) maintain a sense of humor. Anderson believed that if the above steps are followed, a principal in a district with no planned induction program can be successful.

Davis (1988) made suggestions for the new principal to follow as a type of self-induction. Davis suggested that a new principal establish relationships with members of the school-community, practice patience, maintain a global perspective on the school's activities, and acquire the resiliency to adapt quickly to the continual ebb and flow of people, ideas, and problems. Although Davis described the principal as living in a fishbowl, he believed there are ways to make the principalship a good life.

The development of an induction program is critical and must allow for a great deal of thought and preparation into all facets of the program. In his research, Olivero (1982) identified a number of characteristics of quality inservice programs that are important to infuse into the induction program as it is planned. The first characteristic he identified was the support of the superintendent and the board of education in terms of the allocation of time and money. By allowing new principals the opportunity to attend professional meetings and by the superintendent's attendance at some of the induction sessions, the message will be given that this activity is valuable. Of importance to the inservice program's success is the inclusion of the new principals in the identification of topics to include in the program. Learners gain most from programs they design. Inservice activities need to be ongoing and provide opportunities which are safe for the practice of new skills so the principal may generalize and transfer the learning to other situations. Some type of rewards, either tangible or intrinsic, are a way of insuring the continued participation by new administrators. Recognition for participation, notations in personnel files, financial incentives, or special recognition at board of education meetings are examples of valid extrinsic rewards. As is true in other areas in education, educators are aware of what the better practices are regarding inservice education, but often they do not utilize what they know. Hopefully, awareness of the ideal gives educators

something at which to take aim as induction programs are planned (Olivero, 1982).

Olivero (1982) identified six problems that may prevent an inservice program from being as effective as possible. Knowledge of the potential problems is useful as one plans programs so they can be avoided. The first problem was an ever present one in education, scarcity of resources. Creative methods must be established to allow access to quality programs by principals. The second issue was that of offering sporadic, fragmented inservice activities, making progress difficult to obtain or measure. The development of a comprehensive inservice program that builds upon itself is more desirable. Coupled with the need for ongoing inservice education, the third problem was the need to disseminate research so that the very best information about the learning process is delivered to the educational leaders.

A critical element in the provision of an inservice program that is beneficial to principals was the use of quality trainers. The trainers must have credibility and competence; these are skills districts should consider fostering in those with potential so that a pool of trainers is available when needed.

The fifth problem was the lack of networking within states or regions to pull together people with like objectives from various areas to share inservice activities. This problem is one that state department of education personnel could lead in solving. An attempt to infuse solutions to these problems into the development of an

elementary principal's induction program will assist in the potential success of the program.

Summary

In this chapter, the literature and research related to the induction of elementary principals was reviewed. The review was divided into three sections. The problems of elementary principals were described in the first section. A search for problems experienced by new elementary principals was necessary as a preliminary step in the development of an induction program specifically for elementary principals. By addressing the typical problems of elementary principals with newcomers, a facilitated entry into the principalship can occur, allowing the new principals to progress and become effective leaders.

There was not an inclusive list of problems of principals that appeared consistently throughout the literature review. The problems found in the literature review could be categorized into one of ten categories and also into one of the three strands cited in the Proficiencies for Principals, K-8 (NAESP, 1986, 1991). In many of the lists, the skills or proficiencies that fell within the supervisory strand and the management strand were focused upon, and in many of the lists the leadership strand was ignored. If principals were presented with a list of skills which included those in the leadership strand, those skill types were among the top problem areas selected by new elementary principals.

The skills or proficiencies of elementary principals, as found in the literature, were described in the second section. As with the list of problems, no one list was used as a measurement device throughout the literature. Again, the _Proficiencies for Principals, K-8_ (NAESP, 1986, 1991) emerged as a tool that encompassed the gamut of skills covered in the literature. Other researchers identified skills necessary for new elementary principals to be successful, and many of these skills were in the leadership proficiencies strand of the _Proficiencies_ document.

In the final section of this chapter, the literature and studies related specifically to the induction of elementary principals were reviewed. An historical perspective on the evolvement of inservice education for administrators into more sophisticated levels of inservice education, including induction programs designed specifically for new elementary principals, was discussed. A lack of research on the induction of elementary principals was found, which emphasized the need for further research in this area.

The procedures used in the conduct of this study are described in the next chapter.

CHAPTER III

METHODOLOGY

Introduction

The significant role the principal plays in providing a quality educational program for students is widely accepted (Brookover et al., 1979; Edmonds, 1978; Sussman, 1986; Weber, 1971), and the continued growth and development of these key educational leaders should not be left to chance. In order to determine the types of information and assistance new elementary principals in larger midwestern districts believe is necessary for their immediate success, this study was conducted. Previous studies included secondary and elementary principals from small districts and from cities unlike those included in this study. This study was designed to ask midwestern, elementary principals in multi-building districts to report the degree of importance information about certain leadership skills was to their success during their first few months in their new position.

A variety of methods for studying induction of first year elementary principals has been undertaken by researchers. Alvy (1983), DuBose (1986), and Holcomb (1989b) utilized quantitative descriptive surveys; Daresh (1987) used semistructured interviews; Anderson (1989), Marrion (1983), and Sussman (1986) used a

combination of survey and semi-structured interviews; and the method used by Berman (1986) was naturalistic inquiry. In the present study, quantitative methods were used to collect data on beginning elementary principals' induction needs. The objectives of this study included obtaining answers to the following questions:

1. What skills or proficiencies did beginning elementary principals consider to have been essential for success during their first eight months on the job?

2. What level of assistance and information was received by the principals from their district for each skill or proficiency?

3. What district induction strategies did new elementary principals believe most helpful in their transition into the role of the elementary principal?

4. What types of information did new elementary principals believe to be most necessary to include in an induction program for other new principals?

5. What are the roles of the district personnel elementary principals rate as best able to meet their needs for information and assistance?

6. Will the gender of the principal, hired from inside or outside the district, availability of a mentor, position of mentor, or number of students in elementary school affect the problems, needs, and suggested topics for an induction program determined to be appropriate for the elementary principal?

The Design

A self-administered survey questionnaire was the method chosen to gather data. This survey method was selected because of its utility in measuring conditions and the interrelationships of variables already existing for a population (Gay, 1987). All identified first-year elementary principals in public school districts with student populations larger that 14,000 in the states of Iowa, Kansas, Missouri, Nebraska, and South Dakota were sent the questionnaire, with a stamped and addressed return envelope. The survey solicited principals' perceptions of the specific information or assistance they felt was most critical to possess so they would be successful as a new principal. In addition, the new principals were asked to rate the emphasis their district placed on various proficiencies of leaders by rating the amount of information given to them as a new principal about each skill. Principals were asked to identify the roles of the district personnel that were the most helpful in providing information and assistance. Demographic information about the new principals and their district was collected to determine what demographic factors might be associated with the responses.

The Population

The population for this study consisted of first-year elementary principals for the 1991-92 school year, in public schools in Iowa, Kansas, Missouri, Nebraska, and South Dakota. These states were chosen because they were located in the Missouri Valley Region of the American Association of School Personnel Administrators and had conferences and associations in common with Nebraska.

Using the State Department of Education's directory of school districts for each of the states in the study, those districts with student populations between 14,000 and 58,000 were identified. The limitation on district size allowed the researcher to focus on districts with multiple elementary buildings and a central office staff large enough to provide services to administrators. In the five states in the study, there were 20 school districts that had student populations that met the criteria of the study and who responded to the request for names (see Table 1). Personnel or human resources directors from each district were contacted by letter (see Appendix A for a copy of the letter), requesting names of new elementary principals. Personal telephone calls were made to nonresponding directors to obtain the information about new principals in their district. There were 45 first-year principals located and all of them were included in the study.

Table 1

<u>School Districts, Student Enrollment and Number of New Elementary Principals Included in the Study</u>

State	School District	Number of Students	Number of New Elementary Principals
Iowa	Cedar Rapids	16,848	0
	Davenport	17,989	2
	Des Moines	30,295	3
	Sioux City	14,125	3
Kansas	Kansas City	22,500	1
	Olathe	15,000	3
	Shawnee Mission	31,000	6
	Topeka	15,000	1
	Wichita	49,000	10
Missouri	Hazelwood Public	17,000	0
	Kansas City Public	35,000	1
	North Kansas City	16,000	1
	Rockwood	15,000	0
	Springfield	23,000	3
Nebraska	Lincoln	28,800	1
	Millard	17,245	1
	Omaha	42,536	3
South Dakota	Fargo	14,000	1
	Rapid City	14,300	2
	Sioux Falls	16,000	3

The Instrumentation

The survey instrument was designed after reviewing published studies and the literature regarding skills and proficiencies needed by principals. The <u>Proficiencies for Principals, Kindergarten through Grade Eight</u> was the basis for a survey distributed by Holcomb (1988) nationally to elementary principals who began as a new principal during the 1987-88 school year The number of proficiencies was reduced from 74 in the original publication to 34 by Holcomb who restated the proficiencies in an abbreviated fashion.

To determine if the Holcomb version of the proficiencies was an appropriate instrument for use by this researcher, the Holcomb survey was reviewed by experts in survey research as well as elementary principals within the Lincoln, Nebraska Public Schools. The reviewers found the descriptors to be vague and open to varying interpretations and recommended more detailed proficiencies be included in this researcher's survey.

When the proficiencies publication was revised in 1991, there were 83 proficiencies included. Variables used in Section 1 of the instrument were drawn from a document prepared by the National Association of Elementary School Principals (NAESP) (1991) entitled <u>Proficiencies for Principals: Elementary and Middle Schools, Revised (1991)</u> and from literature by and about beginning elementary principals. All 83 proficiencies were included in the original form of the survey developed for this study. Minor wording

changes were made in the proficiencies to shorten them without changing the meaning.

The above NAESP publication identified the skills, behaviors, and capabilities possessed by principals who led schools of exceptional quality. The proficiencies chosen for inclusion in the survey were those most frequently mentioned by noted writers on leadership and on the duties of elementary principals (Anderson, 1989; Daresh, 1986b; DuBose, 1986; Duke, 1983; Edmonds, 1979; Holcomb, 1989a; Lezotte, 1989; Licata, 1988; Olivero, 1982; Sussman, 1986). Altogether, 83 proficiencies from ten categories and three larger strands were included in the survey. For the purpose of this study the three strands and ten categories from the NAESP publication were: .

1. Leadership Proficiencies

   Leadership Behavior
   Communication Skills
   Group Processes

2. Supervisory Proficiencies

   Curriculum
   Instruction
   Performance
   Evaluation

3. Administrative/Management Proficiencies

   Organizational Management
   Fiscal Management
   Political Management

A descriptive version of each proficiency was chosen for use in the survey to minimize widely varying interpretations of the

statements by the respondents. In Part A of Section 1, the principals were asked to assess the degree of importance each proficiency had to their success as a new principal. In Part B of Section 1, the principals were asked to rate the amount of information about each proficiency that was provided by their districts. A four-point scale rated the extent of the need or assistance felt by the principal for each of the 83 proficiencies as: (4) a lot, (3) some, (2) a little, (or 1) nearly none.

The information in Section 1, Part A was used to answer research question one. Section 1, Part B information was used to answer research question two.

Orientation for the new elementary principal was explored in Section 2 of the survey. Open-ended questions allowed the participants to respond to questions about the induction strategies in which they participated, to suggest topics for inclusion in future induction programs, and to identify the three greatest needs they had for information that had not been met. The principals were to rate the adequacy of the induction they received and to rate the value of several contact persons in their school systems as information providers. Respondents were asked whether they had a district appointed mentor and, if so, the position of that person. The data obtained from the responses to this section were utilized in formulating responses to research questions three, four, and five.

The last section of the questionnaire collected demographic information relative to the personal and professional

characteristics of the respondents. Information was collected about:

1. Educational Background

2. Previous Educational Experience

    Teaching experience
    Educational positions held other than teacher or principal

3. Immediate Position Prior to Current Assignment

    Hired from inside or outside the district
    Position for previous school year

4. Gender

5. Age

6. Enrollment of School

7. District Size

Information collected in this section was used to answer research question six.

Field Test

The survey was field tested with a small group of Lincoln Public Schools (Lincoln, Nebraska) elementary principals who had two to five years experience as a principal. The field test participants reported that the survey took between 35 and 90 minutes to complete. Their comments indicated that the survey looked professional and had directions and questions that were easy to comprehend. All of the field test participants, however, reported

that the survey was too lengthy and believed convincing persons unknown to the researcher to complete it would be difficult.

The survey was reviewed by a panel of experts in educational administration concerning the survey research and revisions suggested. Proposed changes were made and the number of proficiciencs was reduced from 83 to 76. The revised form of the survey was reviewed by the panel for a second time and accepted (Appendix B).

Data Collection

On March 31, 1992, the survey was mailed to the principals selected for inclusion in this study. All participants were asked to complete and return the survey within a two-week time period. The cover letter (see Appendix C) included basic information about the researcher and the study. Each participant was sent a dollar bill and the suggestion was made to buy a cup of coffee or a soda while completing the survey.

To protect the anonymity of survey participants, a postcard (Appendix D) was included for the principals to return to the researcher when they had completed their survey. The postcard indicated which participants had completed their survey and arrived separate from the actual survey. This also allowed for follow-up of late responders without contacting the participants who had returned the survey.

The initial response rate to the first mailing was 25 principals or 55.5 percent. In similar research studies return rates of 50 to 60 percent were common (Anderson, 1988, 61%; DuBose, 1986, 56%, and Holcomb, 1989b, 51%). In an attempt to increase the rate of return a letter (see Appendix E) and second survey were sent to those principals who had not returned the original postcard. This mailing was sent in mid-May to 20 principals. Although this was a very busy time, four principals responded to the second mailing, resulting in 29 total surveys returned, increasing the return rate to 64.4 percent.

Analysis of Data

All data collected from the questionnaire items, including the demographic information, were transferred and processed by computer at the Nebraska Evaluation and Research Center, University of Nebraska-Lincoln. The specific data analysis procedure used to generate the needed statistical information was the Statistical Package for the Social Sciences (SPSS-X).

Descriptive statistics are reported on the data collected. No inferential statistics or factor analyses were used due to the low number in the population. Even with a 100 percent return rate, the numbers were not large enough to use inferential statistics or to complete a factor analysis. The results are descriptive of the current status of the subjects of the study (Gay, 1987).

To determine the extent new elementary principals needed information (Section 1, Part A), and the district emphasis on each proficiency (Section 1, Part B), calculations of the mean and standard deviation scores were found for all respondents combined. The relative ranking of the mean score for the group's responses for each proficiency in Section 1, parts A and B, exhibited the level of need by the principal and the level of district emphasis.

For each of the ten categories of proficiencies, Leadership Behavior, Communication Skills, Group Processes, Curriculum, Instruction, Performance, Evaluation, Organizational Management, Fiscal Management, and Political Management, individual respondent's scores for all proficiencies within the group were totaled and a mean score for the category determined. Individual respondent's mean scores were compared to other individual respondent's mean scores using Cronbach's coefficient alpha. Each respondent's rating of the proficiencies within the three major administrative strands of Leadership Proficiencies, Supervisory Proficiencies, and Administrative/Management Proficiencies was compiled, and a mean score was derived for each strand. Again, individual respondent's mean strand score was compared to other individual respondent's mean score for each strand using Cronbach's coefficient alpha. This check for internal consistency was carried out to determine if the questionnaire consistently measured the skills needed by new elementary principals.

To show relationships between the needed information (part A) and the district emphasis shown by providing information (part B), the group mean score for each category (Leadership Behavior, Communication Skills, etc.) was calculated for each participant. The extent the principals were provided information about each of the proficiencies was shown by comparing the individual mean scores for each subgroup for part A to the mean scores for the subgroups in part B, using the Pearson r correlation coefficient.

Aggregate means were computed for part A and B for each of the ten major task areas, as well as for the three strands. Means tables were completed for the three strands and for the ten major areas with the selected demographic variables of gender, mentor or no mentor, position of mentor, inside/outside hire, and school size.

To determine the relationship between need for information and the level at which the information was provided, a needs discrepancy index was developed. The aggregate mean for the district's level of emphasis, or provision of information, (part B), was subtracted from the rating of need for information about the proficiency (part A) to show any discrepancy between the two. If a proficiency considered crucial to the success of the new principal had a rating of four (4), as did the proficiency in which the district provided a great deal of information, the result of the subtraction would be zero (0), indicating no discrepancy, or an ideal match between need and support given. If a score of one (1) was given indicating a low level of need, and a score of four (4) given to

indicate a large amount of information was provided by the district, the resulting discrepancy rating would be -3, representing the maximum need discrepancy possible. Discrepancies with negative numbers showed the level of information provided by the district that the principal felt was not necessary. This information indicated a non-productive mismatch; resources were being committed to issues principals felt were not important. Positive numbers showed that a principal felt a higher level of need for information than the district provided. Identifying specific areas of need would allow districts to productively utilize their resources in educating new elementary principals.

The proficiencies ranked as most necessary for a new elementary principal to know by the respondents were compared to those which were most often included in the district inservice program for new principals. A comparison of the two lists of proficiencies served as another indication of the appropriateness of the induction being provided the new principals.

In Section 2, principals were asked to describe the type of induction provided them and to comment on how they felt future principals should be inducted into a new position. An opportunity to identify the assistance of a mentor, either assigned by the district or selected by the new principal, was given in the questionnaire. A number of district personnel were listed and the respondents identified their value as a provider of information to new elementary principals.

An opportunity was provided to list the three greatest needs for information the new elementary principals had during their first few months on the job. The responses were listed and compared to the 73 proficiencies; those items that differed from the proficiencies were discussed. All narrative comments in the survey were grouped into similar responses or themes, and the results compared by categories. Means were completed on these data.

Summary

Through the use of a self-administered survey, new elementary principals in Iowa, Kansas, Missouri, Nebraska, and South Dakota working in multi-building districts were asked to participate in the study. The survey instrument was designed using proficiencies identified by the National Association of Elementary School Principals. The questions solicited information about how these new principals obtained the information and support needed during their first eight months on the job. In addition, the principals were also given an opportunity to identify the level at which their district provided this information.

Only principals in districts of a size similar to Lincoln, Nebraska were selected for study, because of the ability to apply the results immediately to the researcher's district. The author believed that persons working in mid-sized districts have a range of

available trainers and peers not available to persons in smaller districts. Principals in smaller districts have been surveyed in other studies, and the responses of elementary and secondary principals have been combined. Larger districts have varied resources available and may provide induction based on specific needs of administrators. Demographic data were collected to attempt to identify relationships between this information and the types of induction needed.

Overall perceptions of need and of district provision of information were analyzed descriptively using means and standard deviations. A discrepancy index was used to compare the level of need to the provision of information by the district. The discrepancy and mean for each strand and category were determined mathematically and means tables created by breaking down the mean scores by the demographic variables. Results were discussed.

The identification of specific skills in which new principals would like increased assistance to develop is possible. From the survey results, an outline of "things to consider" was developed.

CHAPTER IV

FINDINGS OF THE STUDY

Introduction

The purpose of this study was to determine what new elementary principals felt an induction program designed to meet their needs should encompass. The findings and analyses of survey data are presented in this chapter. Data were analyzed in order to answer the following research questions:

1. What skills or proficiencies do beginning elementary principals consider to have been essential for success during their first eight months on the job?

2. What level of assistance and information was received by the principals from their district for each skill or proficiency?

3. What district induction strategies did new principals believe most helpful in their transition into the role of the elementary principal?

4. What types of information do new elementary principals believe to be most necessary to include in an induction program for other principals?

5. What district personnel do elementary principals rate as best able to meet their needs for information and assistance?

6. Will the gender of the principal, hired from inside or outside the district, availability of a mentor, position of mentor, or number of students affect the problems, needs, and the suggested topics for an induction program determined to be appropriate for the elementary principal?

A six-page questionnaire consisting of demographic and background data, plus two sections of principal proficiencies and induction models, was mailed to all first-year elementary principals in districts of 14,000 to 58,000 students in Iowa, Kansas, Missouri, Nebraska, and South Dakota.

As illustrated in Table 2, a total of 45 first-year elementary principals were identified. Of the population identified, 29, or 64.4 percent, completed and returned the questionnaire. This rate of return is parallel to the return rate of similar studies of new principals (Anderson, 1989, Holcomb, 1989b).

Table 2

Number of First Year Elementary Principals Responding to Survey

Number in Population	Number of Surveys Returned	Percentage of Usable Surveys
45	29	64.4%

All survey results were analyzed by computer at the University of Nebraska-Lincoln, using the Statistical Package for the Social Sciences (SPSS-X). The reliability of the survey results was examined to determine if the survey was a consistent measure of the opinions of new elementary principals regarding induction. Reliability was defined by Borg and Gall (1983) as "the level of internal consistency or stability of the measuring device over time" (p. 281). In order to test the reliability of variables that have been measured, reliability tests can be conducted. These tests compute reliability in terms of correlation coefficients that can vary from values of .00, reflecting no reliability, to 1.00, indicating perfect reliability. "The reliability coefficient reflects the extent to which a test is free of... the chance differences between persons that arise from factors associated with a particular measurement" (p. 283). The closer the coefficient is to the value of 1.00, the truer the measure is of differences among the respondents not due to error.

The internal consistency of the survey instrument was estimated by Cronbach's coefficient alpha. This method of measuring internal consistency was used because there was a single administration of the survey, and survey items had several possible answers, with differing weights for each response. To determine internal reliability, an alpha was found for each of the three strands and each of the subgroups within the strands. A high degree of

internal reliability was found in the survey instrument; reliabilities for the strands and categories are displayed in Table 3.

Almost every subgroup had alphas of .9 or above, with the categories of Curriculum, Fiscal Management, and Political Management for Part A, Extent of Need, only slightly lower. In Part B, Support Provided, the subgroups Curriculum, Instruction, Fiscal Management, and Political Management had alphas at slightly less than .9; the rest had alphas above .9. When the subgroups were combined into three strands, all had alphas well above the .9 level. The level of reliability in each part of the questionnaire indicated that the survey was highly reliable, and subsequent surveys should yield similar results.

For an instrument to be valid, it must measure "what it is supposed to measure" (Gay, 1987). Important to the usefulness of this study was the validity of the instrument used, so the content validity was checked. The questionnaire was field tested and reviewed by experts prior to dispersal. Based upon comments of field test participants and the panel of experts, the instrument was modified and only items that were measuring what the researcher intended were included.

The mean score for the aggregate responses for each category in Section 1, Parts A and B, was determined, as well as the standard deviation. Minimum and maximum scores for the category were

Table 3

Internal Reliability

Questionnaire Section Label	Questionnaire Item Numbers	Alpha Part A	Alpha Part B
Leadership Proficiencies	1.01- 3.07	.98	.97
Leadership Behavior	1.01- 1.10	.94	.94
Communication Skills	2.01- 2.09	.95	.95
Group Processes	3.01- 3.07	.93	.93
Supervisory Proficiencies	4.01- 7.07	.98	.97
Curriculum	4.01- 4.06	.89	.90
Instruction	5.01- 5.04	.96	.85
Performance	6.01- 6.08	.94	.93
Evaluation	7.01- 7.07	.97	.95
Administrative/Management Proficiencies	8.01-10.03	.96	.96
Organizational Management	8.01- 8.13	.96	.95
Fiscal Management	9.01- 9.06	.88	.88
Political Management	10.01-10.03	. 79	.78

noted also. This information, displayed in Table 4, allows an assessment of the consistency of responses among the respondents. The mean scores for Section 1, Part B, were much closer to the maximum score than to the minimum score. The large difference in the low scores from the mean (greater than the standard deviation by more than double in most cases) would indicate that one or more of the respondents rated each of the categories lower than most of the other respondents.

Respondent Profile

In order to determine if there were characteristics beyond that of being a new elementary principal that affected the responses given, information about the participants, their school and district, college degree, previous positions, number of years as a teacher, and whether they were hired from inside or outside of the district, as well as school size and district size was collected. The respondents were asked if a mentor had been provided and to identify the position of the mentor. This information is displayed in Tables 5 through 13.

Table 4

Means, Standard Deviations, Minimum and Maximum Scores of
Categories for Need (Part A) and Information (Part B)

Category Part A	# Items	Mean	SD	Min/Max Scores
Leadership	10	33.97	7.68	10.00 - 40.00
Communication	9	30.76	7.44	10.00 - 36.00
Group Processes	7	23.21	5.25	10.00 -28.00
Curriculum	6	19.55	4.26	7.00 - 24.00
Instruction	4	13.28	3.63	4.00 - 16.00
Performance	8	26.59	6.46	8.00 - 32.00
Evaluation	10	34.07	8.02	11.00 - 40.00
Organ Man	13	42.17	10.25	14.00 - 52.00
Fiscal Man	6	18.72	4.69	6.00 - 24.00
Political Man	3	8.90	2.38	3.00 - 12.00
Category Part B				
Leader Behavior	10	25.46	8.55	11.00 - 40.00
Communication	9	21.14	7.88	9.0 - 35.00
Group Processes	7	16.39	6.10	6.00 - 26.00
Curriculum	6	16.39	4.92	7.00 - 24.00
Instruction	4	11.25	3.41	4.00 - 16.00
Performance	8	22.32	7.20	8.00 - 32.00
Evaluation	10	29.93	8.52	11.00 - 40.00

Organ Man	13	33.68	10.41	13.00 – 52.00
Fiscal Man	6	15.66	4.78	7.00 – 23.00
Political Man	3	7.57	2.77	3.00 – 12.00

Table 5

Gender of Respondents

	Number	Percent
Female	20	74.1
Male	7	25.9

Table 6

Age of Respondents

Age Ranges	Number	%
25 - 29 years	1	3.4
30 - 34 years	4	14.3
35 - 39 years	3	10.7
40 - 44 years	8	28.6
45 - 50 years	9	32.1
50 + years	3	3.4

Table 7

Educational Background of Respondents

Highest Degree Earned	Number of Respondents	%
B.A. or B.S	1	3.6
Master's	16	57.1
Specialist	6	21.4
Ed.D or Ph.D	5	17.9

Table 8

Years of Classroom Teaching

Years of Teaching	Number	%
0 - 4 years	5	17.9
5 - 9 years	8	28.6
10 -14 years	5	17.9
15 -19 years	8	28.6
20 + years	2	6.9

The elementary principals responding to this survey had widely varying years of experience as a classroom teacher; these new principals had taught anywhere from less than four years to 19 years.

Table 9

Past Positions Held by Respondents

Position	Number*	%
Assistant Principal	10	35.7
Department Chair	3	10.7
Coach	2	7.1
Curriculum/Staff Development Coordinator	2	7.1
Other Positions	13	46.4

*Respondents could select up to two previous positions; an assumption was made that all had been a classroom teacher, so teacher was not an option.

Table 10

Top Three Previous Positions Held Before Becoming Elementary
Principal

All Respondents (%) N=29	Inside Appointees (%) N=21	Outside Appointees (%) N=8
Teacher (27.59) N=8	Teacher (38.09) N=8	Principal (62.5) N=3
Assistant Principal (24.13) N=7	Assistant Principal (33.33) N=7	Superintendent (25.0) N=2
Principal (20.68) N=6	Intern (9.52) N=2	Central Office (12.5) N=1

Table 11

District of Previous Position

	Number	%
Same District (Inside Appointee)	21	72.4
Another District (Outside Appointee)	8	27.6

Table 12

Enrollment in Elementary School

Number of Students	Number of Respond- ents	%
Fewer than 249	3	10.7
250 -499	22	78.6
500 - 749	2	7.1
Over 750	1	3.6

Table 13

District Size

Total District Enrollment	Number of Respondents	%
14,000 - 19,999	6	21.4
20,000 - 29,999	8	28.6
Over 30,000	14	50.0

In summary, the average respondent to this questionnaire was a female between the ages of 40 and 50. She taught or worked in her current district prior to becoming a principal and had been assigned

a building of 250 to 499 students in a district of over 30,000 students.

Essential Skills and Proficiencies for Elementary Principals

Research Question One

What skills or proficiencies do beginning elementary principals consider to have been essential for success during their first eight months on the job?

In the questionnaire the new principals were asked to rate the extent of information and assistance needed to be successful for each of the 76 proficiencies from one (Nearly None) to four (A Lot). In Part A, "Need" for information, there were 72 proficiencies which received mean scores above 3.0, indicating that the proficiencies listed were those things about which information was needed "Some" or "A Lot". The 10 proficiencies with the highest means, therefore those for which principals had the highest need to be successful, are listed in Table 14.

After identifying the most needed proficiencies, a comparison of the 10 proficiencies with the highest "Need" rating from Part A responses to the "Support" rank given in response to Part B of the questionnaire was made. A numerical rank by mean score from highest to lowest allows a view of the level of need and support the principals believed was needed for each proficiency in Part A and Part B.. The match between support for needed information varied

Table 14

Means and Standard Deviations of Highest Ranked Proficiencies,
Part A. Need for Information

Category	Mean for Need	SD Part A	Rank for Support
Leadership Behavior 1.06	3.62	.72	42nd
Leadership Behavior 1.03	3.55	.98	49th
Communication Skills 2.09	3.55	.73	48th
Leadership Behavior 1.01	3.55	.87	17th
Leadership Behavior 1.07	3.52	.79	20th
Evaluation 7.07	3.52	.83	3rd
Group Processes 3.01	3.50	.84	69th
Leadership Behavior 1.08	3.48	.74	50th
Group Processes 3.02	3.48	.74	44th
Evaluation 7.01d	3.48	.83	7th
Evaluation 7.02	3.48	.83	2nd
Communication Skills 2.06	3.48	.99	70th
Leadership Behavior 1.02	3.48	.99	64th
Communication Skills 2.08	3.48	.99	52nd
Communication Skills 2.04	3.48	1.02	71st
Performance 6.01	3.48	1.09	18th

widely. Six of the individual proficiencies with the highest need for information were in the upper third of those given support, while six of the proficiencies were in the lower third of those given support by the district. Refer to Table 14 for specifics.

All of the proficiencies were ranked by the mean score received for Part A, "Need," from the highest mean, indicating the greatest degree of need for information, to the lowest mean, indicating the least need for information. The majority of the top information needs identified by the respondents fell within the Leadership Proficiencies strand and the Supervisory Proficiencies strand. In the upper 50 percent (or top 38) of "Needed" proficiencies, only two were from the Administrative/Management Proficiencies strand. The proficiency with the highest mean score was for item 1.06, "Identify and creatively coordinate the use of available human, material and financial resources to achieve the school's mission and goals." Following closely was, "Exercise vision and provide leadership that appropriately involves all concerned in the accomplishment of the school's mission" (item 1.01).

All of the proficiencies with each category for Part A were ranked by combining the respondents' ratings for need for information to be a successful principal from most important (#1), to least important (#10). Rank was determined by dividing the total score for a category by the number of items in category. The score is reported in parentheses following each statement.

1. Communication Skills includes the image projected by the principal, effective community relations, ability to communicate verbally and nonverbally, and interact with diverse groups (X = 3.42).

2. Evaluation. The category that covers the assessment of school goals, student and teacher performance, and personal professional development (X = 3.41).

3. Leadership Behavior. The principal is able to create a vision for the school and encourage others to achieve school goals. This category included the creative ability to plan and carry-out ideas to benefit students (X = 3.40).

4. Performance. The development of the human resources, both student and staff, within a building. Setting high expectations and assisting staff to achieve goals were included in this category (X = 3.32).

5. Instruction. The category where the principal helps teachers plan and implement teaching strategies that match the student's needs. The principal is an instructional leader (X = 3.3).

6. Group Processes need to be understood and applied by the principal to maximize the potential of the people involved in the school to accomplish goals (X = 3.32).

7. Curriculum. The category where the skills necessary to lead the staff and community to consensus regarding what students are to learn were included (X = 3.25).

8. Organizational Management. The methods by which a school organizes its space, time, resources, etc. to meet its goals (X = 3.2).

9. Fiscal Management. The way the instructional program is supported by the budget and how the principal manages this process. The creative seeking of additional sources of funding was included in this category (X = 3.12).

10. Political Management. The understanding and use of the political process to obtain support for school needs (X = 2.96).

Information Provided by the District

Research Question 2

What level of information and assistance was received by the principals from their district for each skill or proficiency?

The questionnaire provided principals with spaces to rate the level of support provided them by their district on each proficiency from one "Nearly None", to four, "A Lot". The proficiencies with a mean score of 3.0 or above make up those with the greatest levels of "Support" (Part B) received by new principals from their district. These proficiencies came primarily from the Supervisory Proficiency strand. Only one proficiency from the Administrative/Management strand was ranked in the top group; no proficiencies were cited from the Leadership group as receiving high levels of district support. The proficiency about which principals reported receiving the most district assistance was, "Utilize both formative and summative evaluation procedures" (7.04). The second highest ranking proficiency was, "Apply effective observation and

conferencing skills" (7.02). A list of the proficiencies for which districts most often provided information to new principals is shown in Table 15.

The proficiencies were rank ordered by their mean score for Part A and also by their mean score for Part B, from the lowest mean to the highest. A rank of one was given the proficiency which had the highest aggregate mean. The proficiencies about which principals were given the most information were compared to the "Extent Needed for Success" rank (from Part A mean ranking), and many were found to be in the group most likely to be covered by inservice.

When the proficiencies that received the lowest mean scores for Part B, "Support," indicating low levels of district support, were compared with the level of "Need" for information and support identified by the elementary principals, 40 percent of these proficiencies had high "Need" rankings. These proficiencies that new principals felt were important to their success were not supported by the district by the sharing of information. Only 20 percent of the proficiencies which had the lowest levels of district support were matched by a comparably low "Need" rank. The exact ranking for the proficiencies is shown in Table 16.

Table 15

<u>Proficiencies with Highest Levels of Support Through Information</u>
<u>and Assistance, Part B, Means, Standard Deviations and Comparison</u>
<u>to Part A Rank</u>

Proficiency	Mean Part B	SD Part B	Need Rank for Part A
Evaluation 7.04	3.21	1.03	18th
Evaluation 7.02	3.18	1.02	8th
Evaluation 7.07	3.11	1.10	5th
Evaluation 7.01b	3.07	.94	38th
Organizational Management 8.02	3.07	1.12	37th
Performance 6.06	3.04	1.00	47th
Evaluation 7.01a	3.00	1.03	39th
Instruction 5.02	3.00	.95	26th
Evaluation 7.05	3.00	.98	24th
Curriculum 4.05	3.00	.94	19th
Evaluation 7.01d	3.00	1.05	9th

Table 16

Proficiencies with Lowest Levels of District Support Through
Information and Assistance. Part B. Means. Standard Deviations and
Comparison to Part A Rank

Proficiency	Mean	SD	Need Rank Part A
Group Processes 3.07	2.32	.95	70th
Leadership Behavior 1.10	2.32	.95	56th
Communication Skills 2.06	2.29	1.01	13th
Group Processes 3.01	2.29	1.21	7th
Group Processes 3.03	2.21	.98	32nd
Communication Skills 2.01	2.21	.96	21st
Communication Skills 2.04	2.21	1.13	14th
Group Processes 3.04	2.19	.83	52nd
Communication Skills 2.02	2.18	1.16	43rd
Communication Skills 2.03	2.18	1.06	34th

The complete list of proficiencies and their means and standard deviations for Parts A and B are included in Appendix F.

The ten proficiency categories were ranked by level of information and assistance provided the respondents by their district from the one for which districts provided the most information (#1), to the category for which districts provided the least information (#10). Rank was determined by identifying the mean score for an average item of each category (divide total mean score by number of items in category). This score is reported in parentheses following each category.

1. Evaluation (2.99)

2. Instruction (2.81)

3. Performance (2.79)

4. Curriculum (2.73)

5. Fiscal Management (2.61)

6. Organizational Management (2.59)

7. Leadership Behavior (2.54)

8. Political Management (2.52)

9. Communication Skills (2.30)

10. Group Processes (2.34)

In order to look at the data in another manner, a discrepancy index was developed by subtracting the aggregate mean score for Part B, "Support" from the aggregate mean score for "Need," Part A. The resulting figure shows how large the gap was between what the new principals wanted to know, and what the principals received

during their induction for each proficiency. The ten proficiencies with the highest discrepancy scores are shown in Table 17.

The following proficiencies are those with the greatest mismatch between "Need" and "Support". Through the discrepancy data, identification of those proficiencies which new elementary principals will need and receive information was made. These data must be compared to each category's "Need" rating to determine how closely the induction program matched the needs of the participants to determine if it is a valid area to include in the induction program. The proficiencies which show a close match between the principals' need for information and the induction training provided are presented in Table 18.

Data were obtained to determine which strands had the greatest discrepancy between "Need" and "Support" and also to identify the categories where a mismatch existed. The discrepancy means for the strands and for the categories ranked from greatest need to least need are presented in Table 19. The greatest discrepancies were seen in the Leadership Proficiencies Strand, with Communication Skills and Leadership Behavior the two categories needing a closer match between need and support.

Table 17

Proficiencies with Highest Discrepancy Between Need and Support
Provided. (Need Rank Displayed for Comparison)

Proficiency	Category #	Need Rank
1. Articulate beliefs persuasively and effectively, in a nonthreatening manner	Communication Skills Item 2.01	21st
2. Apply the principles of group dynamics and facilitation skills	Group Processes Item 3.01	7th
3. Use active listening skills	Communication Item 2.06	13th
4. Demonstrate skills in nonverbal communication, including personal impact to communicate a positive image of the school	Communication Item 2.04	14th
5. Resolve difficult situations by use of conflict-resolution methods.	Group Processes Item 3.03	32nd
6. Write clearly and concisely	Communication Item 2.02	43rd
7. Recognize the individual needs of all staff and students	Leadership Behavior Item 1.02	16th
8. Match the appropriate decision-making techniques to the particular situation	Group Processes Item 3.04	52nd
9. Communicate effectively with the various constituencies within the school community	Communication Item 2.09	2nd
10. Apply effective human relations skills	Leadership Behavior Item 1.03	3rd

Table 18

<u>Proficiencies with Closest Match Between Need and Support Given</u>
(Need Rank Displayed for Comparison)

Proficiency	Category #	Need Rank
1. Participate actively as a member of local, state and national professional groups	Leadership Item 1.09	74th
2. Utilize both formative and summative evaluation procedures	Evaluation Item 7.04	18th
3. Encourage staff participation in professional development activities	Performance Item 6.06	47th
4. Use variety of techniques and strategies to assess individual staff and personal performance	Evaluation Item 7.01b	38th
5. Develop and implement administrative procedures consistent with board policies, state and federal rules and regulations and contractual agreements	Organizational Management Item 8.02	37th
6. Apply effective observation and conferencing skills	Evaluation Item 7.02	8th
7. Encourage students and staff to participate in supplementary activities that enhance and complement what is learned in the classroom	Curriculum Item 4.06	69th
8. Use a variety of techniques and strategies to assess student performance	Evaluation Item 7.01a	39th
9. Involve staff and community in the development of school budget constraints	Fiscal Management Item 9.02	76th
10. Employ and monitor acceptable accounting procedures in the maintenance of all fiscal records	Fiscal Management Item 9.04	72nd

Table 19

Discrepancy Means Showing Difference Information, Part A, and
Information Received, Part B. (Rank ordered from greatest to least
discrepancy for each category and strand.)

STRAND	MEAN	STD DEV
Leadership Proficiencies (1.01-3.07)	24.68	25.53
Administrative Proficiencies (8.01-10.03)	14.31	22.16
Supervisory Proficiencies (4.01-7.07)	13.15	23.63
Category	MEAN	STD DEV
Communication Skills (2.01-2.09)	9.46	9.12
Leadership Behavior (1.01-1.10)	8.43	11.07
Organizational Management (8.01-8.13)	8.39	13.62
Group Processes (3.01-3.07)	6.79	6.44
Performance (6/01-6.08)	4.07	8.34
Evaluation (7.01-7.07)	3.96	8.69
Curriculum (4.01-4.06)	3.18	5.69
Fiscal Management (9.01-9.06)	3.07	5.54
Instruction (5.01-5.04)	1.93	3.99
Political Management (10.01-10.03)	1.32	2.79

Helpful Induction Strategies

Research Question Three

What district induction strategies did new elementary principals believe most helpful in their transition into the role of the elementary principal?

Respondents were asked to list any district orientation strategies that provided them with helpful information and assistance and eased their transition into the principalship. Answers fell into several distinct categories. Mentioned most often was a meeting with central office administrators or division heads. In 44.8 percent of the new principals' experience they were involved in some type of organized meeting or meetings to allow them access to information about the district. The second induction strategy mentioned by 24.1 percent of the principals was the assignment of a mentor to them to serve as an additional source of information. The third induction strategy listed by 17.2 percent of the principals was meeting with other principals to obtain information about the district. Only three respondents, or 10.0 percent of the principals, stated they had not been provided with an induction program of any kind, and 13.7 percent did not answer this question.

In response to being asked to rate the extent that the district's induction strategies provided them with useful information, 58.6 percent of the principals rated their induction as "Some" help to "A Lot" of help. Only 6.9 percent of the respondents

felt the induction provided them was of no help. A breakdown of the principals' responses to the value of the induction programs is shown in Table 20.

Table 20

Value of Induction to Elementary Principals

Value of Induction	Number	%
Very Helpful, Extensive Induction Provided	4	13.8
Helpful	13	44.8
Some Help	9	32.1
No Help	2	6.9

Types of Information Suggested by New Principals for Future Induction Programs

Research Question Four

What types of information do new elementary principals believe to be most necessary to include in an induction program for other new principals?

The new principals were asked, "If you were planning an inservice program for beginning principals, what types of information and assistance do you think would be useful or helpful?" By using the definitions of each strand, the responses were categorized by the researcher into the three administrative strands of Leadership Proficiencies, Supervisory Proficiencies, and Administrative/Management Proficiencies. The average number of responses to this open-ended question was 1.78 per person. The largest group of suggested topics was in the Administrative/Management area; the area of Leadership Proficiencies was second, and the Supervisory Proficiencies area was last.

District Personnel Best Able to Provide Information and Assistance

Research Question Five

What district personnel do elementary principals rate as best able to meet their needs for information and assistance?

Each of the respondents was asked to rank a number of district personnel's value to them as they sought information during their first year as an elementary principal by "4" Very Important, "3" Important, "2" Somewhat Important, and "1" Not Important. The staff member rated the highest by the new elementary principals was the school secretary. School personnel who were also ranked highly were other principals and administrators. Falling farther behind in the rankings were teachers and mentors. Outgoing principals and assistant principals followed next , with use of the superintendent for help and information falling last. The various personnel and the mean score given by the respondents for their value to provide information is shown in Table 21.

Table 21

Mean Rating of Selected Staffs' Value as Source of Information
(Ordered by mean rank score)

Position	Mean
Secretary	3.74
Another Principal	3.50
Another Administrator	3.44
Teacher	3.03
Mentor	2.83
Outgoing Principal	2.42
Assistant Principal	2.00
Superintendent	1.96

What Demographics, If Any, Affect Responses?

Research Question Six

Will the gender of the principal, hired from inside or outside the district, availability of a mentor, position of mentor, or number of students in elementary school affect the problems, needs, and suggested induction topics determined to be appropriate for the elementary principal?

The demographic information collected was utilized along with the aggregate mean scores for the three overall strands of Leadership Proficiencies, Supervisory Proficiencies, and Administrative/Management Proficiencies for Parts A and B, as well as for the discrepancy score, to develop means tables. Means tables were developed with the aggregate mean scores for the ten categories, Leadership Behavior, Communication Skills, Group Processes, Curriculum, Instruction, Performance, Evaluation, Organizational Management, Fiscal Management, and Political Management for Part A, "Need" and Part B, "Support" and for the mean discrepancy score with the selected demographic variables. The results are discussed and tables displayed on the following pages.

Effect of Gender on Needs and Support Given

When responses were divided between those of males and females and means tables developed with the strands and categories,

several similarities and differences between the groups were evident. Both genders rated the level of district support provided them almost identical; males and females reported receiving similar levels of assistance and information for every strand and category on the questionnaire. The specific means by gender for each strand and category are shown in Table 22 and Table 23.

When the responses of females and males to Part A, "Level of Need" questions were compared, differences in the responses based upon gender appeared for some categories and for all three strands. Males had lower mean scores than the females for the same questions included in the Part A, Leadership Proficiencies, .Supervisory Proficiencies, and Administrative/Management Proficiencies strands . The lower mean scores are indicative of a lesser value being placed on the individual proficiency in respect to its value to the success of the new elementary principal. The categories in which males reported lower mean scores than females were: Leadership Behaviors, Communication Skills, Group Processes, Evaluation, and Organizational/Management. In each of these categories, females placed a higher value on the need to possess this skill to be successful than males.

A discrepancy mean was derived for each proficiency by the subtraction of B, "Support" from A, "Need". Next, a discrepancy mean

Table 22

Mean Responses and Standard Deviations by Gender for All Strands.
Part A, Part B and Discrepancy Means

Strand	All Groups Mean	All Groups SD	Male Mean	Male SD	Female Mean	Female SD
Leadership Strand A	87.44	20.23	71.00	27.80	98.20	13.47
Supervisory Strand A	93.00	21.92	77.00	30.82	98.60	15.18
Admin/Man Strand A	69.70	16.94	59.00	22.29	73.45	13.36
Leadership Strand B	63.85	21.89	63.14	25.84	64.11	21.03
Supervisory Strand B	79.81	22.42	77.71	26.37	80.57	21.53
Adm/Man Strand B	55.96	18.29	58.57	20.87	55.05	17.80
Leadership Strand D	23.30	26.00	7.86	97.96	29.00	18.20
Supervisory Strand D	12.69	24.41	-.72	40.09	17.63	14.01
Supervisory D	13.74	22.89	.44	34.42	18.40	15.96

Table 23

Mean Responses and Standard Deviations by Gender for All
Categories, Parts A and B

Proficiency Categories	All Groups Means	All Groups SD	Male Means	Male SD	Female Means	Female SD
Leadership Beh A	33.67	7.86	27.71	11.44	95.75	5.07
Communication A	30.56	7.80	24.00	10.18	32.85	5.09
Group Processes A	23.22	5.42	19.29	6.68	24.60	4.28
Curriculum A	19.48	4.36	15.86	6.28	20.75	2.65
Instruction A	13.26	3.80	11.14	4.74	14.00	3.23
Performance A	26.26	6.58	21.43	8.40	27.95	5.03
Evaluation A	34.00	8.20	28.57	11.69	35.90	5.85
Organ Man A	42.11	10.57	35.43	14.12	44.45	8.24
Fiscal Man A	18.67	4.86	16.00	5.80	19.60	4.26
Political Man A	8.93	2.46	7.57	2.76	9.40	2.23
Leadership Beh. B	25.54	8.75	26.86	10.76	25.05	8.17
Communication B	21.46	8.09	20.85	9.86	21.68	7.64
Group Processes B	16.85	6.08	15.43	5.74	17.37	6.27
Curriculum B	16.46	5.01	16.57	5.59	16.42	4.94
Instruction B	11.19	3.53	11.86	3.44	10.95	3.63
Performance B	22.54	7.37	22.29	9.21	22.63	6.86
Evaluation B	29.62	8.60	27.00	10.94	30.58	7.70

Organ Man B	34.15	10.66	33.86	14.10	34.26	9.56
Fiscal Man B	15.70	4.88	17.29	5.22	15.15	4.77
Political Man B	7.65	2.86	7.43	3.10	7.74	2.84

was set for the ten categories and three strands. In all strands and categories, the females had higher mean scores than the males, indicating that fewer of their important needs were met by their district. Males, on the other hand, reported a close match between their needs and the support given. In several instances, males had a negative mean which indicated that the men received more information than needed for that particular area. Once again refer to Tables 22 to 24 for specific categories and means.

Effect of Being Hired from Inside or Outside the District

An evaluation of the responses of new principals who had been employed in the previous year by their current district (inside hire) compared to those who had been hired from another district was completed. Both groups of principals had similar mean scores for the categories or the strands for Part A or "Need". Both inside and outside hires saw possession of the same proficiencies as important to a new principal's success, no matter where they were employed previously (see Tables 25 and 26).

In comparing the responses to Part B, "Support", those principals hired from outside the district had a slightly lower mean score for all strands and categories than those hired from inside the district.

Table 24

Discrepancy Mean Responses for Categories by Gender

Proficiency Categories	All Groups Mean	All Groups SD	Males Mean	Males SD	Females Mean	Females SD
Leadership Behavior	8.04	11.36	.86	16.87	10.68	7.56
Communication	8.92	9.24	3.14	13.15	11.05	6.57
Group Processes	6.35	6.48	3.86	8.67	7.26	5.48
Curriculum	3.04	5.88	-.71	8.52	4.42	4.05
Instruction	1.96	4.12	-.71	5.88	2.95	2.88
Performance	3.50	8.30	-.86	13.52	5.11	4.95
Evaluation	4.19	8.43	1.57	14.25	5.16	5.24
Organizational Management	7.85	13.98	1.57	23.33	10.16	8.30
Fiscal Management	2.96	5.69	-1.29	8.06	4.45	3.86
Political Management	1.27	2.88	.14	4.49	1.68	2.03

In assessing the discrepancy means for the three strands, for the Supervisory strand and the Administrative/Management strand, inside hires' means of 6.23 and 7.94, respectively, showed a close match between the level of information received and their need for information. Outside hires, in contrast, reported means of 25.0 for the Supervisory strand and 27.89 for the Administrative/Management strand (see Table 27). In the Leadership strand, the inside (X=20.35) and outside (28.50) hires were similar in their responses.

There were a number of categories with varying discrepancy means for inside and outside hires. Although there was variance in all categories, the categories with the largest discrepancies between need and support were Curriculum, Performance, Evaluation, and Organizational/Management. In these areas the new hires from outside the district felt a higher mismatch between their need and the support and assistance provided.

Table 25

Means and Standard Deviations for Inside and Outside Hires by Strand

Strand	All Groups Means	All Groups SD	Inside Mean	Inside SD	Outside Mean	Outside SD
Leadership Strand A	86.96	20.48	88.76	20.68	83.56	20.86
Supervisory Strand A	92.31	22.05	92.41	23.48	92.11	20.44
Admin/Man Strand A	69.38	16.89	68.88	18.84	70.33	13.43
Leadership Strand B	63.68	20.57	68.41	17.99	53.63	23.22
Supervisory Strand B	79.52	21.73	86.18	15.93	65.98	26.51
Admin/Man Strand B	54.54	18.01	60.94	14.21	42.44	18.90

Table 26

<u>Means and Standard Deviations for Inside and Outside Hires by</u>
<u>Category</u>

Proficiency	Group Means	Group SD	Inside Mean	Inside SD	Outside Mean	Outside SD
Leadership Beh A	33.69	8.08	34.12	8.47	32.89	7.70
Communication A	30.46	7.79	31.59	7.43	28.33	8.47
Group Processes A	22.81	5.39	23.06	5.62	22.33	5.22
Curriculum A	19.38	4.37	19.29	4.95	19.56	3.28
Instruction A	13.08	3.84	13.06	3.86	13.11	4.01
Performance A	26.23	6.71	26.53	6.97	25.67	6.54
Evaluation A	33.62	8.30	33.53	8.78	33.78	7.82
Organizational Management A	41.62	10.64	41.41	11.70	42.00	8.93
Fiscal Management A	18.77	4.69	18.41	5.42	19.44	3.05
Political Management A	9.00	2.35	9.06	2.56	8.8889	2.03
Leadership Behavior B	25.80	8.33	27.41	7.25	22.38	9.90

Communication B	21.32	7.82	23.24	6.81	17.25	8.70
Group Processes B	16.56	5.79	17.76	5.72	14.00	5.40
Curriculum B	16.20	5.01	17.41	4.49	13.63	5.37
Instruction B	11.08	3.46	11.65	3.28	9.88	3.76
Performance B	22.36	7.22	24.29	6.13	18.25	8.03
Evaluation B	29.88	8.67	32.82	5.56	23.63	11.02
Organizational Management B	33.12	10.55	36.41	8.61	26.13	11.41
Fiscal Manage B	15.42	4.75	16.24	4.27	13.89	5.49
Political Management B	7.56	2.80	8.29	2.69	6.00	2.51

Table 27

<u>Discrepancy Means and Standard Deviations for Inside and Outside</u>
<u>Hires by Strands and Categories</u>

Strand	Group Means	Group SD	Inside Means	Inside SD	Outside Means	Outside SD
Leadership Strand	22.96	25.04	20.35	27.45	28.50	19.38
Supervisory Strand	12.24	24.48	6.24	25.99	25.00	15.53
Admin/Man Strand	14.85	23.22	7.94	23.64	27.89	16.59
Proficiencies						
Leadership Behavior	7.80	11.10	6.71	12.11	10.13	8.83
Communication	8.96	9.18	8.35	10.00	10.25	7.59
Group Processes	6.20	5.91	5.29	6.44	8.13	4.32
Curriculum	3.20	6.01	1.88	6.24	6.00	4.66
Instruction	1.88	4.19	1.41	4.82	2.88	2.30
Performance	3.64	8.57	2.24	9.36	6.63	6.05
Evaluation	3.52	8.91	.71	8.49	9.50	6.87
Organizational Management	8.36	14.25	5.00	14.95	15.50	9.97

Fiscal Management	3.37	5.79	2.18	6.28	5.56	4.19
Political Management	1.44	2.93	.76	3.03	2.88	2.23

Effect of Having a Mentor on Ratings of Need and Support

The mean scores for the strands and the ten categories for principals who had a district-appointed mentor were compared to those who had no such mentor identified for them. There was no difference in level of ""Need" or in reported level of "Support" between the two groups. When the discrepancy means were evaluated and a comparison of those with a mentor made to those without a mentor, wide variations in mean scores were apparent. When the strands, Leadership Proficiencies, Supervisory Proficiencies, and Administrative/Management Proficiencies, and the categories were assessed, principals with mentors had lower discrepancy means than principals without mentors. All of the categories showed the same differences as the strands; principals with mentors had lower discrepancy mean than principals without mentors (see Tables 28 through 30).

Effect Position of Mentor has on Means and Standard Deviations of Strands and Categories

The principals who were assigned mentors were asked to identify the official position of their mentor. The positions identified were principal, elementary principal, junior high principal, central office administrator, assistant principal, and other. The group of respondents showed a slightly lower level of need if paired with an elementary principal as a mentor. The level of support that the

Table 28

Means and Standard Deviations for Principals with District
Appointed Mentors and Those Without Mentors for Strands A and B

Strand	All Groups Means	All Groups SD	No Mentor Mean	No Mentor SD	Mentors Mean	Mentors SD
Leadership Strand A	87.93	19.59	95.53	6.20	81.75	24.39
Supervisory Strand A	93.48	21.31	99.15	10.38	88.88	26.66
Admin/Man Strand A	69.79	16.36	73.08	11.25	67.13	19.52
Leadership Strand B	63.00	21.33	62.00	20.97	63.75	22.25
Supervisory Strand B	79.89	21.57	79.42	17.34	80.25	24.84
Admin/Man Strand B	55.48	17.76	52.69	15.78	57.75	19.43

Table 29

Means and Standard Deviations for Principals with District
Appointed Mentors and Those Without Mentors for Categories

Categories	Group Mean	Group SD	No Mentor Mean	No Mentor SD	Mentor Mean	Mentor SD
Leader Beh A	25.46	8.55	24.75	8.79	26.00	8.62
Comm A	21.14	7.88	21.25	7.68	21.06	8.27
Group Proc A	23.21	5.25	24.92	2.66	21.81	6.41
Curriculum A	19.55	4.26	20.54	2.47	18.75	5.25
Instruction A	13.28	3.68	14.46	1.94	12.31	4.48
Performance A	26.59	6.46	28.38	3.91	25.13	7.79
Evaluation A	34.07	8.02	35.77	4.55	32.69	9.94
Organ Man A	42.17	10.25	44.92	6.38	39.94	12.31
Fiscal Man A	18.72	4.69	19.54	4.16	18.06	5.12
Polit Man A	8.90	2.38	8.62	2.06	9.13	2.66
Leader Beh B	25.46	8.55	24.75	8.79	26.00	8.62
Comm B	21.14	7.88	21.25	7.68	21.06	8.27
Group Proc B	16.39	6.10	16.00	6.25	16.69	6.17
Curriculum B	16.39	4.92	16.08	4.52	16.63	5.33
Instruction B	11.25	3.41	11.25	3.08	11.25	3.73
Performance B	22.32	7.20	21.70	6.48	22.75	7.87
Evaluation B	29.93	8.52	30.33	6.46	29.63	9.99
Organ Man B	3.68	10.41	33.92	8.27	38.50	12.03

| Fiscal Man B | 15.66 | 4.78 | 15.15 | 3.63 | 16.06 | 5.62 |
| Polit Man B | 7.57 | 2.77 | 6.75 | 2.01 | 8.19 | 3.15 |

Table 30

Deviation Means and Standard Deviations for Principals with District
Appointed Mentors and Those Without Mentors for Strands and
Categories

Strand	Group Mean	Group SD	No Mentor Mean	No Mentor SD	Mentor Mean	Mentor SD
Leadership Manage	24.68	35.54	33.58	19.85	18.00	27.80
Supervisory	13.14	23.62	19.17	13.18	8.63	28.74
Admin/Management	14.31	22.16	20.38	16.77	9.38	25.18
Proficiencies						
Leadership Behavior	8.43	11.07	11.75	8.57	5.94	12.30
Communication	9.46	9.12	12.83	77.20	6.99	9.79
Group Processes	6.79	6.44	9.00	5.83	5.13	6.55
Curriculum	3.18	5.69	4.58	4.36	2.13	6.45
Instruction	1.93	3.99	3.09	2.64	1.06	4.65
Performance	4.07	8.34	6.33	5.79	2.38	9.67
Evaluation	3.96	8.69	5.17	6.75	3.06	10.02
Organ Man	8.39	13.61	11.00	8.09	6.44	16.62
Fiscal Man	3.07	5.54	4.38	3.28	2.00	6.78
Political Man	1.32	2.79	1.83	2.21	.94	3.17

respondents reported receiving did not change with the position of the mentor.

An evaluation of the discrepancy means by position of mentor showed that there were again little differences between the match of need and information provided among those principals who had mentors with different positions. The means and standard deviations for the groups for positions of mentor for strands are shown in Table 31 and for categories in Table 32.

Effect of School Size on Strand and Category Mean Scores

When the mean scores for each of the strands and categories were compared by the size of the school, there were no differences in the levels of need expressed.

A comparison of the discrepancy means for the strands showed a greater mean score for the larger schools (above 500) than other school sizes for Leadership Proficiencies and Supervisory Proficiencies. Categories in which principals of larger schools felt they needed more information than they received were Leadership

Table 31

Means and Standard Deviations for Strands by Position of Mentor

Strand	Group Means	Prin	Elem Prin	Jr.High Prin	Central Office	Ass't Prin	Other
Leadership Stand A	37.93	90.38	55.00	88.00	99.00	44.00	94.50
Supervisory Strand A	93.48	96.75	63.67	94.00	111.00	45.00	103.50
Administrative Strand A	69.79	73.00	49.33	70.00	85.00	40.00	73.50
Leadership Strand B	63.00	62.25	56.33	60.00	93.00	58.00	71.00
Supervisory Strand B	79.89	78.88	70.67	58.00	108.00	87.00	94.00
Administrative Strand B	55.48	56.75	54.33	43.00	82.00	68.00	57.00

Table 32

Means and Standard Deviations by Categories by Position of Mentor

Categories	Group Means	Prin	Elem Prin	Jr High Prin	Central Office	Ass't Prin	Other
Leader Beh A	33.97	35.63	21.33	36.00	37.00	17.00	36.00
Comm A	30.76	30.75	18.33	28.00	35.00	16.00	34.00
Group Processes A	23.21	24.00	15.33	24.00	27.00	11.00	24.50
Curriculum A	19.55	19.88	16.00	20.00	23.00	9.00	20.50
Instruction A	13.28	13.88	7.67	14.00	16.00	6.00	13.50
Performance A	26.59	27.38	17.00	26.00	32.00	14.00	30.00
Evaluation A	34.07	35.63	23.00	34.00	40.00	16.00	39.50
Organ Man A	42.17	44.13	29.00	42.00	51.00	21.00	42.50
Fiscal Man A	18.72	19.00	14.33	19.00	23.00	12.00	20.00
Polit Man A	8.90	9.88	6.00	9.00	11.00	7.00	11.00
Leader Beh B	25.46	26.25	23.33	26.00	36.00	26.00	24.00
Comm B	21.14	19.75	19.33	19.00	31.00	18.00	26.50
Group Processes B	16.39	16.25	13.67	15.00	26.00	14.00	20.50
Curriculum B	16.39	15.88	16.33	12.00	22.00	16.00	20.00
Instruction B	11.25	11.25	10.67	8.00	16.00	11.00	11.50
Performance B	22.32	21.13	22.00	15.00	30.00	26.00	29.00
Evaluation B	29.93	30.63	21.67	23.00	40.00	34.00	33.50

Organ Man B	33.68	32.00	31.33	29.00	48.00	41.00	34.00
Fiscal Man B	15.66	16.13	15.67	8.00	23.00	20.00	15.15
Political Manage B	7.57	8.63	7.33	6.00	11.00	7.00	8.00

Behavior, Communication Skills, Group Processes, Personnel, Evaluation, and Organizational Management. In one area, Fiscal Management, there were some indications that too much information may have been given to those principals in larger schools. A breakdown of means and standard deviations for strands and categories by school size are shown in Tables 33 through 35.

Summary

An analysis of the data collected related to first-year elementary principals' perceptions of their induction needs and the actual induction they were provided was discussed in this chapter. A review of the research methods employed introduced the chapter and each of the research questions for the investigation was reiterated and data corresponding to each question presented and analyzed.

In the following chapter, a summary, the findings, conclusions, and recommendations will be set forth based on the data presented in this chapter.

Table 33

Means and Standard Deviations for Strands by School Size

Strand	Group Means	Up to 249 Mean	250- 499 Mean	500- 749 Mean	750 + Mean
Leadership Strand A	87.79	89.33	87.05	22.24	104.00
Supervisory Strand A	92.96	94.00	92.64	85.50	112.00
Admin/Manage Strand A	69.61	63.33	70.36	62.00	87.00
Leadership Strand B	63.60	63.00	64.00	43.00	97.00
Supervisory Strand B	79.81	81.50	80.05	64.50	102.00
Admin/Man Strand B	55.54	40.67	57.77	45.50	71.00

Table 34

Means and Standard Deviations by School Size for Categories A and B

Category	Group Mean	Up to 249 Mean	250-499 Mean	500-749 Mean	750 + Mean
Leadership Beh A	33.69	32.33	33.64	36.00	40.00
Comm Skills A	30.75	34.33	30.14	29.50	36.00
Group Processes A	23.14	22.67	23.27	20.00	28.00
Curriculum A	19.43	18.67	19.45	18.00	24.00
Instruction A	13.21	14.33	13.18	10.50	16.00
Performance A	26.46	26.67	26.31	25.00	32.00
Evaluation A	33.86	34.33	33.68	32.00	40.00
Organ Manage A	42.00	36.33	42.55	39.50	52.00
Fiscal Management A	18.68	18.00	18.96	14.50	23.00
Political Man A	8.93	9.00	8.86	8.00	12.00
Leadership Beh B	25.70	24.00	25.81	19.00	40.00
Comm Skills B	21.33	24.00	21.14	14.00	35.00
Group Processes B	16.56	15.0000	17.05	10.00	22.00
Curriculum B	16.30	17.00	16.27	15.00	18.00
Instruction B	11.22	10.50	11.18	10.00	16.00
Performance B	22.96	24.50	22.31	16.00	30.00
Evaluation B	30.00	29.50	30.27	23.50	38.00
Organ Manage B	33.85	31.00	34.50	24.50	43.00

Fiscal Management B	15.57	15.33	15.50	15.00	19.00
Political Man B	7.59	7.00	7.73	6.00	9.00

Table 35

Discrepancy Means and Standard Deviations for Size of School
District

Strands	Group	Up 249	250-499	500-749	Over 750
Leadership Strand	23.93	23.50	23.05	42.50	7.00
Supervisory Strand	12.67	6.50	12.59	21.00	10.00
Administrative/ Management Strand	14.07	22.67	12.59	16.50	16.00
Categories					
Leadership Behaviors	8.11	6.50	7.82	17.00	0.00
Communication Skills	9.26	10.00	9.00	15.50	1.00
Group Processes	6.56	7.00	6.23	10.00	6.00
Curriculum	3.15	1.50	3.18	3.00	6.00
Instruction	1.89	3.00	2.00	.50	0.00
Performance	3.96	-.50	4.00	9.00	2.00
Evaluation	3.67	2.50	3.41	2.50	2.00
Organizational Management	8.04	1.00	8.00	15.00	9.00
Fiscal Management	3.11	2.67	3.45	-.50	4.00
Political Management	1.38	2.00	1.14	2.00	3.00

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to examine the perceptions of first-year elementary principals about their induction into the principalship and to solicit their advice regarding the planning of future induction programs. First-year elementary principals in districts of 14,000 to 58,000 students were surveyed in order to obtain their opinions on the following areas:

1. What skills or proficiencies were vital to the success of a first-year elementary principal?

2. Information and assistance was provided about which skills or proficiencies by the school district?

3. What induction strategies were most helpful as a new principal?

4. What information did the respondents believe should be included in an induction program?

5. Are there certain district personnel who were better suited to provide the information and assistance needed by new elementary principals?

6. What demographic factors should be considered when planning an induction program and how should they be considered?

The questionnaire contained a list of skills or proficiencies based on the literature about effective principals, the elementary

school principalship, and proficiencies established by the National Association of Elementary School Principals. The proficiencies listed in the questionnaire were those that principals of outstanding quality should strive to possess. Respondents were asked to rate how important each proficiency was to their success during their first year and to rate the level of information and assistance provided by the district on that proficiency. Analyses were completed to rank the level of need and the level of support provided about each proficiency, and to determine if a discrepancy existed between the level of need and the support provided. An opportunity was given to the participants to add additional skills to the list; however, few were added. Those skills that were added were found to be rewordings of the existing proficiencies.

In this chapter, each of the areas researched is discussed and related to the current literature on the topic. Implications for the future development of induction programs based upon this body of research are presented. The impact of the demographic data is discussed as appropriate.

Findings

Literature Review

1. Actual providers of information to new elementary principals varied between studies. In Alvy's (1983) study of principals in Montana (containing many rural school districts), superintendents were ranked as the top source of information, with principals and secretaries following. In a study of principals in the

northwest by Duke (1987), principals were named most often as information providers, followed by central office staff and the superintendent.

2. Some of the typical problems new principals experience that could be addressed in an induction program are: (1) clarification of role (Anderson, 1989; Berman, 1986; Daresh, 1986a); (2) knowledge of school system tasks (Alvy, 1983; Daresh, 1986a); (3) isolation from colleagues (Anderson, 1989; Berman, 1986); (4) lack of feedback on job performance (Anderson, 1989; Smith & Piele, 1989); (5) school-community relations (Alvy, 1983; Marrion, 1983); (6) time management (Anderson, 1991; Marrion, 1983); and (7) how to lead adults (Anderson, 1991; Berman, 1986).

3. Nationally, 24.3 percent of the elementary principals taught over ten years before becoming a principal, while 44.0 percent taught fewer than four years.

4. Of the 14 administrative tasks DuBose (1986) listed from a study of principals in South Carolina who reported needing information, not one of the listed tasks related to the area of Leadership. Other research studies, however, have found that principals needed information about skills that fell within the category of Leadership Behavior (Alvy, 1983; Anderson, 1989; Olivero, 1982). Descriptors such as school climate, decision making, and initiating were used to talk about aspects of the category Leadership. Holcomb (1989a) used a list of skills similar to the items in the study questionnaire in her national survey of new

principals. All of the frequently suggested topics for induction from her research were in the realm of human relations skills, and when compared to this study were within the Leadership Proficiencies strand. Other studies mentioned some type of Leadership proficiency (Alvy, 1983; Marrion, 1983), but rarely were there as many items as in the <u>Proficiencies for Principals, Kindergarten through Grade Eight</u> (Holcomb, 1986a).

5. Medium-large districts provided more induction than very small or very large districts in the areas of instruction and curriculum and organization and structure (Alvy, 1983; Anderson, 1989).

6. Inside hires needed less information on organization and structure than outside hires (Anderson, 1989).

7. Alvy (1983) found the following groups tended to have more difficulties as a new principal than other comparable groups: (1) male principals, (2) principals 40-44 years old, (3) supervisors of more than 31 staff members, and (4) principals in a building with more than 450 students.

Study Findings

1. Vital proficiencies for elementary principals. Participants were asked to mark the extent to which information and assistance about each of 76 different proficiencies was necessary for their success as a beginning principal. The proficiencies were divided into ten categories, Leadership Behavior, Communications Skills , Group Processes, Instruction, Curriculum, Performance, Evaluation, Organizational Management, Fiscal Management, and Political Management, all of which were further grouped into three strands, Leadership Proficiencies, Supervisory Proficiencies, and Administrative/Management Proficiencies.

The strands were ranked according to their weighted mean score to determine which broad areas had the greatest need for inclusion in an induction program. The order follows:

1. Leadership Proficiencies (X=3.38)

2. Supervisory Proficiencies (X=3.34)

3. Administrative/Management Proficiencies (X=3.11)

All of the strands received weighted means above 3.0 which represented "Some" need for information and assistance in order to be successful as a new elementary principal. The principals were asked to rate their need for information about each item as, 1, "Nearly None"; 2, "A Little"; 3, "Some"; or 4, "A Lot." As a group, the respondents rated almost every proficiency a "3" or "4," indicating that the proficiencies were all necessary information for a new elementary principal. New principals felt the need for

information about many items. The level of information desired varied among individuals, the genders, and with prior experience.

In addition to ranking the strands, the ten categories of the survey can be placed in priority order. The following list includes the specific proficiencies in each category and shows the specific types of information first-year elementary principals believed to be important.

Categories of information and assistance required for success as an elementary principal including mean score.

1. Communication Skills (3.41) (Strand: Leadership)

2. Evaluation (3.41) (Strand: Supervisory)

3. Leadership Behavior (3.40) (Strand: Leadership)

4. Performance (3.32) (Strand: Supervisory)

5. Instruction (3.31) (Strand: Supervisory)

6. Group Processes (3.32) (Strand: Leadership)

7. Curriculum (3.26) (Strand: Supervisory)

8. Organizational Management (3.24) (Strand: Administrative/ Management

9. Fiscal Management (3.12) (Strand: Administrative/ Management

10. Political Management (2.97) (Strand: Administrative/ Management

2. Information and assistance provided by district. Partci-pants were asked to mark the level of information and assistance provided by their district about 76 different proficiencies. The

proficiencies were the same ones used to identify need for information and were divided into the same ten categories, Leadership Behavior, Communications Skills , Group Processes, Instruction, Curriculum, Performance, Evaluation, Organizational Management, Fiscal Management, and Political Management. The categories were further grouped into three strands, Leadership Proficiencies, Supervisory Proficiencies, and Administrative/ Management Proficiencies.

Most of the participants in this study were provided with some type of induction program and were able to identify the level of assistance received for the proficiencies listed. The strands and categories were ranked according to their weighted mean score to determine which were included most often in the district's induction program. The order that the strands were covered in the district induction follows:

1. Supervisory Proficiencies (2.83)

2. Administrative/Management Proficiencies (2.57)

3. Leadership Proficiencies (2.41)

To identify more accurately the topics covered by the district inservice program, the mean scores for each category were ranked. This list allows for a comparison to the needs of the principals at a later time.

Categories of information and assistance provided by districts to elementary principals including mean rank.

1. Evaluation (2.99)

2. Instruction (2.81)

3. Performance (2.79)

4. Curriculum (2.73)

5. Fiscal Management (2.61)

6. Organizational Management (2.59)

7. Leadership Behavior (2.55)

8. Political Management (2.52)

9. Communication (2.33)

10. Group Processes (2.34)

3. <u>Were information needs not adequately being met?</u> Through the use of a discrepancy index a determination could be made about the match between level of need for information and the information provided for each proficiency by the district. As reported in Chapter IV, a number of proficiencies which were ranked by the new principal as those about which it was important to have information were among those about which little information was received. The greatest mismatch between need for information and the receipt of the information occurred for a number of proficiencies that principals identified as important to have information in the area so they could be successful. Some of the proficiencies were:

Group Processes 3.01. Apply the principles of group dynamics and facilitation skills. Group processes was ranked seventh in overall need and seventy-fifth in the match between need and information provided.

Communication 2.09. Communicate effectively with the various constituencies within the school community. Communication was ranked second in overall need and seventy-sixth in match between need and information provided.

Leadership Behavior 1.03. Apply effective human relations skills. Leadership behavior was ranked third in overall need and tenth in match between need and information provided.

The greatest mismatch between the level of need for information and actual information provided occurred in the Leadership Proficiency strand. The categories which showed the greatest mismatch were Communication, Leadership Behavior, Organizational Management, and Group Processes.

4. Information to include in an induction program. The principals in this study were given an opportunity to list items to include in an induction program. When the comments were categorized, the largest percentage of comments could be grouped within the Administrative/Management Proficiencies strand. This did not match the needs identified in their survey responses regarding needed information.

Conclusions

1. Competencies of principals. A survey of principals in California resulted in a list of the top five competencies for principals to exhibit (Olivero, 1982). These five competencies are

listed below and matched with the correct category from the current study. The competencies are the ability to:

(1) work toward the development of a positive school climate (Leadership Behavior);

(2) evaluate teacher performance (Evaluation);

(3) develop teams (Organizational Management);

(4) establish an effective two-way communication system among all groups (Communication Skills); and

(5) use an effective model for developing and implementing curriculum (Curriculum).

Four of the top five categories in the current study were identified as important competencies for Californian administrators.

2. Topics for principal induction. Based upon the results of this study, and in comparison to similar studies of skills needed to be successful as an elementary principal, an induction program for new principals should include proficiencies from the following categories (all from the Leadership and Supervisory strands):

Communication Skills
Evaluation
Leadership Behaviors
Performance
Instruction
Group Processes
Curriculum

Other topics from the Administration/Management strand could be included as needed by the participants.

From the positive ratings of the proficiencies, the researcher concluded that new principals did feel the need for information

about aspects of leadership; an effort should be made to include these topics in an induction program for principals.

3. Induction topics emphasized by districts. The emphasis shown by districts on Administrative and Supervisory tasks was seen throughout the country. In DuBose's study (1986) of principals in California, 14 administrative tasks were identified by principals as those about which they needed information and assistance. Of those 14 administrative tasks, one task fell within each of the categories of Group Processes, Performance, and Evaluation; two tasks were in the Curriculum and Instruction; six were in Organizational Management; and three were in Fiscal Management. All of these categories were in Supervisory Proficiencies or Administrative/Management Proficiencies.

Alvy (1983) surveyed South Carolina principals and found that the areas from which they received the most information from their districts were School Finance and Business Management. These two areas fit into the Fiscal Management category within the Administrative/Management Proficiencies strand. As was true of the DuBose study and the present study, school districts tended to provide information about obvious areas of need to new principals; principals were told about budgetary issues and supervisory issues.

In Holcomb's (1989) national survey of elementary principals, a discrepancy index was used on the responses to identify proficiencies that were important to understand but were not supported adequately. She was able to identify ten proficiencies

that lacked adequate support. Of those listed, eight were in the Leadership Proficiency strand and two were in the Administrative/Management strand using the definitions of the strands for this study. This validation of the local needs at a national level showed the level and depth of need principals had for information to assist them in developing into strong leaders.

The needs discrepancy index provided a method of looking at the match between the needs of new elementary principals and the level at which districts were currently meeting these needs. The discrepancy index can show topics about which districts may be giving too much time information, as well as those they are handling in an efficient manner.

4. Information needs being met by districts. Districts were meeting the needs of new principals at an adequate level based upon the respondents' response to the question, "How helpful was your district's induction program?" Over half of the group gave their induction program a "Somewhat Helpful" to "Very Helpful" rating. The possibility exists the induction process can be made "Very Helpful" to a larger percentage of new principals through a study of their needs and a match with topics the district's personnel know are important.

Districts were providing information and assistance at a level that closely matched the needs of the new elementary principal in the Supervisory Proficiencies strand. Included in this strand were the categories of Curriculum, Instruction, Performance, and

Evaluation. In Anderson's study (1989) of principals in Oregon, he found that mid-sized districts tended to provide more induction in the Instruction and Curriculum and Organization and Structure areas. This fits with the information from this study. Alvy (1983) concurred with the need for districts to include information about Curriculum and Instruction and Professional Personnel, an area similar to the Performance category of this study.

The categories which districts provided information at a level most closely matching the needs of new elementary principals were: (1) Political Management, (2) Instruction, (3) Evaluation, and (4) Fiscal Management.

Examples of the types of proficiencies which elementary principals were given levels of information that matched their need were:

Leadership 1.09. Participate actively as a member of local, state and national professional groups. Leadership was ranked seventy-first in overall need and first in match between need and support.

Evaluation 7.04. Utilize both formative and summative evaluation procedures. Evaluation was ranked eighteenth in need and second in match between need and support.

Evaluation 7.02. Apply effective observation and conferencing skills. Evaluation was ranked eighth in need and sixth in match between need and support.

The proficiencies that district inservices cover at the most appropriate level involve the sharing of information about rules or policies related to staff or facilities.

5. Helpful induction strategies. In response to an open-ended question, participants listed the helpful induction strategies they had experienced. The most frequently mentioned method of obtaining information for new principals was through meeting with central office staff or division heads. The use of general meetings was listed as helpful by Duke (1987) and Holcomb (1989). The next most favored method of gaining information in the Duke and Holcomb studies was through a central office assigned mentor. In this study, 24.1 percent of the new principals were assigned a mentor. Use of mentors is a growing concept for new administrators, and one that is valuable to all concerned.

In planning an induction program, the typical needs of a new elementary principal should be met, assistance given in avoiding or moving to a quick resolution of any potential problems. Some of the typical problems new principals experience that could be addressed in an induction program are: (1) clarification of role (Anderson, 1989; Berman, 1986; Daresh, 1986a); (2) knowledge of school system tasks (Alvy, 1983; Daresh, 1986a); (3) isolation from colleagues (Anderson 1989; Berman, 1986); (4) lack of feedback on job performance (Anderson, 1989; Smith & Piele, 1989); (5) school-community relations (Alvy, 1983; Marrion, 1983); (6) time

management (Anderson, 1991; Marrion, 1983); and (7) how to lead adults (Anderson, 1991; Berman, 1986)

In planning an induction program a match must take place between the district information that needs to be shared, the information needed to avoid the typical first-year principal problems, and information that will help the principal grow professionally. Table 36 allows for a comparison of these factors by listing the top ten needs identified by new principals, the top ten topics covered by district inservice, and the list of the highest ten discrepancies between need and support proficiencies.

In determining what general topics to include in an induction program, consideration must be given to pulling some proficiencies from all three strands and all ten categories. A needs assessment should be completed by new hires which includes specific lists of skills from which to select inservice topics. The assessment of needs is a critical component in identifying the most appropriate activities. Needs may vary based upon past experience, gender, and whether the principal is hired from inside or outside the district.

6. <u>Other factors to consider in planning an induction program</u>.

<u>Instructors.</u> As plans are being made to deliver a program of induction for new principals, the principal will get a great deal of information from many sources. The results of the current study showed school secretaries were a primary source of information for new principals, with other principals and administrators following

Table 36

Top Ten Categories of Need, Support, and Discrepancy

#	Order of Need	Order of Support Provided	Discrepancy Rank Order
1	Communication Skills	Evaluation	Communication Skills
2	Evaluation	Instruction	Leadership Behavior
3	Leadership Behavior	Performance	Organizational Management
4	Performance	Curriculum	Group Processes
5	Instruction	Fiscal Management	Performance
6	Group Processes	Organizational Management	Evaluation
7	Curriculum	Leadership Behavior	Curriculum
8	Organizational Management	Political Management	Fiscal Management
9	Fiscal Management	Communication	Instruction
10	Political Management	Group Processes	Political Management

#	Order of Need	Order of Support Provided	Discrepancy Rank Order
1	Leadership Proficiencies	Supervisory Proficiencies	Leadership Proficiencies
2	Supervisory Proficiencies	Admin/Man Proficiencies	Admin/Man Proficiencies
3	Admin/Man Proficiencies	Leadership Proficiencies	Supervisory Proficiencies

closely. There is a contrast between the needs of larger districts and that of primarily rural school districts. In Alvy's (1983) study, which contained many rural districts, superintendents were ranked as the top source of information, with other principals and secretaries following. Principals were named most often in a study by Duke (1987) as information providers, followed by central office staff and the superintendent. The difference in sizes of districts and area of the country may account for the variances in who new principals selected as a source of information.

Timing. The determination of when to deliver each specific piece of information is critical to match to the receptiveness to the information by the inductee. The periods identified by Marrion (1983) make a framework within which the inservice on various proficiencies can be placed. Following are periods and the proficiency most appropriate to cover within the period.

(1) Optimism and anticipation. The time immediately after a new principal is hired until the teachers report to work is a time when the principal will want to learn about all of the policies and procedures for the district. This is a good time to work with proficiencies from the Organizational/Management, Evaluation, and Fiscal Management categories.

(2) Realization. During this time period, which lasts from the first day of the school year until mid-November, the principals may wish to attend workshops on Curriculum and Supervision so they are equipped to lead the building instructionally.

(3) Inundation. As the new principal enters this phase, occurring from mid-November through the winter vacation in December, aspects of the Leadership Behavior category can be discussed. The refinement of time management skills is a needed skill for many new principals. This time may also be spent on other related topics of need or interest to the new principal. The principal is ready to take charge of the building and should be provided with the correct information to proceed.

(4) Meeting and organizational imperatives. After the winter break, the principal returns to a busy building and to the need to begin to organize and plan for the next school year. Trying to include the staff in the decision-making process can be difficult when the staff is relatively unknown to the principal. Items from the Group Processes category are well served if discussed during a time when they are critical to the principal, such as of this time of the year. Principals can utilize and practice the skills learned immediately. As pressures begin to mount and schedules get tighter, this also may be a good time to discuss Communication Skills.

(5) Reflection and decision-making period. By April and May, the principal knows the district routine and can begin to move beyond survival. There would be time to look at the Instructional area and Political Management. These areas will be useful in making future plans.

(6) Planning. During the last phase of the school year, there will be time to talk about Political Management and other

topics the principals would like reviewed or covered more thoroughly. The importance of ending the year positively and insuring that the new principal feels adequately equipped to start another year is important.

Mentors. This study and others (Anderson, 1991; Daresh, 1986b; Peterson, 1986; Rogus &Drury, 1988) have found the identification of a mentor for the new principal to be very helpful. Those principals in this study who had a mentor had less of a discrepancy between need and support than those without a mentor. The discrepancy means of new principals with elementary principals as mentors were lower than the means of new principals with mentors in other roles; the information received by principals with elementary principal mentors matched their need closer compared to elementary principals with mentors who had other roles.

School size. There was some indication that the principals of larger schools felt less supported than did those of smaller school. Alvy (1983) reported a similar trend. This bears further investigation.

Demographics. This study was limited to larger school districts in the midwest, and when these districts were compared to the average district nationally, these districts selected: (1) more female elementary principals; (2) more elementary principals with a doctorate; (3) principals with more than ten years as a classroom teacher; (4) more new elementary principals who were over 40; and (5) more new elementary principals who had been a principal in

another district. The level of expertise being brought to the principalship because of classroom experience and college training, as well as prior experience as a principal, should impact the type of induction and inservice needed by the new elementary principal in a mid-sized, Midwestern district.

Summary

Through the information collected from first-year elementary principals in midsized school districts in Iowa, Kansas, Missouri, Nebraska, and South Dakota, the topics to be included in an induction program that would best meet the needs of the principals could be determined. Specific proficiencies of elementary principals were identified and ranked according to the principals' need for information and the districts' provision of support. Through a needs discrepancy index, the proficiencies often neglected by induction programs were identified. Along with specific topics for inclusion, delivery methods, timelines, and suggested information providers were identified.

Recommendations

1. Districts planning an induction program for new elementary principals should be prepared to vary the program offerings for different groups of newly hired principals.

2. Females reported the need for greater amounts of information and assistance about all proficiencies than males; this need should be recognized and met.

3. Principals hired from inside the district were more likely to have their needs for information met more appropriately than principals hired from outside the district. Because the principals hired outside the district in this study came from administrative positions, there may have been an assumption they needed less information about the proficiencies than was actually true. Outside hires indicated they received the least amount of information at the level needed in the Curriculum, Performance, Evaluation, and Organizational Management categories. Inside hires, on the other hand, believed they were provided with appropriate amounts of information about all ten categories. Outside hires should be questioned periodically to see if their needs for information are being met, and the induction program adjusted accordingly.

4. Principals in schools with more than 500 students had a greater need for information about the proficiencies within the Leadership strand than principals of smaller schools. Additional

information related to these proficiencies should be offered the principals of buildings with over 500 students.

5. An induction planning team should be identified which includes males and females, experienced principals who came from inside and outside the district, elementary principals, and other key district administrators. The team should outline topics to cover from the categories of Leadership Behavior, Communication Skills, Group Processes, Curriculum, Instruction, Performance, Evaluation, Organizational Management, Political Management, and Fiscal Management. A needs assessment should be completed by all newly hired principals, and the results considered as final induction plans are made.

6. Support for the induction program should be apparent from all levels of the district hierarchy. The superintendent and other top level administrators should show their support for the program by attending portions of the activities, encouraging the attendance of the new principals, freeing the principals from other meetings and duties so they may attend the induction program, and by recognizing the participants' attendance informally and formally.

7. In addition to providing a series of workshops or inservice sessions, the school district should appoint another elementary principal to serve as a mentor for the new principal. This person should be a recognized master principal who understands and supports the district philosophy as well as knowing the procedure for working within the system. The mentor will serve as an

invaluable source of support and information as the new principals learn the skills of their position.

8. Typical problems of elementary principals need to be addressed during the induction process. Most of the problems should be covered within the ten categories, in the periodic meetings with their supervisor, and through the relationship with the mentor. The overwhelming problem of many new principals that should be confronted openly is the feeling of isolation from colleagues. These feelings of isolation can be countered with regularly scheduled meetings and by including the new principal in social activities.

9. The factors that cause new elementary principals to have different inservice needs should be more closely identified by further research. From this study, there were indications that gender, size of assigned school, and status as an inside or outside hire all changed the needs for inservice. Because this study to focused on similar sized districts, a comparison of results across every district included was possible. Many of the other past studies contained very small and very large districts with little similarity for the elementary principal except in job title.

10. The need to continue educating the educational leaders as well as the students and other staff must be a priority if educators are to be prepared to enter the twenty-first century. Students deserve the kind of education that strong principals are able to make happen.

11. Further study is recommended concerning the following:

    (1) Validation of the list of proficiencies utilized in the survey.

    (2) Replication of the survey to a larger geographic region.

    (3) More investigation into the possible differences in induction needs between males and females, inside and outside hires, etc.

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APPENDIX A

Letter of Request

LINCOLN PUBLIC SCHOOLS

Box 82889   Lincoln, NE 68501   (402) 436-1000

October 1, 1991

Dear Missouri Valley School Personnel Administrator:

We would like to undertake a study of the induction or inservice needs of first year administrators in cities of similar size and make-up to Lincoln, Nebraska. Our district, as well as many others, is hiring increasing numbers of new administrators each year and can anticipate doing so for a number of years to come. It is imperative that we provide a quality induction program for these new administrators. The results of this study will become the basis for a model induction program for the Lincoln Public Schools and will be a part of Nancy's doctoral dissertation.

We are requesting that you provide us with the names of elementary principals serving for the first time in this capacity during the 1991-92 school year. A survey will be sent to each principal asking them to rate the types of skills needed for their initial success as a principal. The principals will be asked to identify areas where they received support and areas other new principals would need support. Please send us the name(s) of your new elementary principals with the Needs Assessment sheet. Your prompt attention to this request will be appreciated.

In return for your assistance, a summary of the findings of this study will be provided to you along with suggestions for topics to include in an induction program for your new principals. Hopefully, our efforts will be useful to many as we continue to plan for the future success of our school systems.

Sincerely,

Nancy G. Biggs
Supervisor of Elementary
Personnel Services

Carroll R. Sawin
Assistant Superintendent
for Human Resources

NGB:k

Encl.

NAMES OF NEW ELEMENTARY PRINCIPALS (1991-92)

Name _____

School _____

Address _____

_____

_____

Phone _____/_____

Name _____

School _____

Address _____

_____

_____

Phone _____/_____

Name _____

School _____

Address _____

_____

_____

Phone _____/_____

Name _____

School _____

Address _____

_____

_____

Phone _____/_____

****

Submitted By _____

School District _____

Address _____

_____

Phone _____/_____

APPENDIX B

Survey

A Survey of the Induction Needs of Beginning Elementary Principals

Complete enclosed questionnaire and return within *seven* days to:

Nancy Biggs
Lincoln Public Schools
5901 O Street
Lincoln, Nebraska 68510

A Survey of the Induction Needs of
Beginning Elementary Principals

Directions for Section 1

As a beginning elementary principal there is job-specific information and support that you may need to effectively perform your job. Ten administrative areas are listed in Section 1 with specific proficiencies under each area. Please read each proficiency carefully and indicate your response to Parts A and B for each proficiency.

Part A Extent that information and assistance about each proficiency were necessary for you to succeed as a beginning principal.

4–A Lot	3–Some	2–A Little	1–Nearly None

Part B Indicate the level of information and assistance your district provided for each proficiency.

4–A Lot	3–Some	2–A Little	1–Nearly None

Example for Section 1

Section 1

(EXAMPLE)

Proficiencies of Elementary Principals

	PART A — Extent of Information and Assistance Needed For Success				PART B — District Support Provided			
	4 A Lot	3 Some	2 A Little	1 Nearly None	4 A Lot	3 Some	2 A Little	1 Nearly None

1. **Instruction and Curriculum Development**

The principal must:

	Circle One				Circle One			
1-1 Understand curriculum content, objectives and organizations (guides, scope and sequence, groupings, etc.)	4	3	2	1	4	3	2	1

Section 1

roficiencies of Elementary Principals

	PART A Extent of Information and Assistance Needed For Success				PART B District Support Provided			
	4 A Lot	3 Some	2 A Little	1 Nearly None	4 A Lot	3 Some	2 A Little	1 Nearly None
	Circle One				Circle One			

1. Leadership Behavior

The principal must:

		A				B			
1.01	Exercise vision and provide leadership that appropriately involves all concerned in the accomplishment of the school's mission.	4	3	2	1	4	3	2	1
1.02	Recognize the individual needs of all staff and students.	4	3	2	1	4	3	2	1
1.03	Apply effective human relations skills.	4	3	2	1	4	3	2	1
1.04	Encourage and develop the leadership of others.	4	3	2	1	4	3	2	1
1.05	Analyze information, make decisions, delegate responsibility and provide appropriate support and follow-up.	4	3	2	1	4	3	2	1
1.06	Identify and creatively coordinate the use of available human, material and financial resources to achieve the school's mission and goals.	4	3	2	1	4	3	2	1
1.07	Explore, assess, develop and implement educational concepts that enhance teaching and learning.	4	3	2	1	4	3	2	1
1.08	Initiate and manage constructive change.	4	3	2	1	4	3	2	1
1.09	Participate actively as a member of local, state and national professional groups.	4	3	2	1	4	3	2	1
1.10	Make decisions in a timely manner, without rushing.	4	3	2	1	4	3	2	1

2. Communication Skills

The principal must:

		A				B			
2.01	Articulate beliefs persuasively and effectively, in a non-threatening manner.	4	3	2	1	4	3	2	1
2.02	Write clearly and concisely.	4	3	2	1	4	3	2	1
2.03	Apply facts and data and recognize their value when communicating priorities.	4	3	2	1	4	3	2	1
2.04	Demonstrate skills in non verbal communication, including personal impact, to communicate a positive image of the school.	4	3	2	1	4	3	2	1
2.05	Build relationships with central office.	4	3	2	1	4	3	2	1
2.06	Use active listening skills.	4	3	2	1	4	3	2	1
2.07	Promote student and staff use of higher-level thinking skills.	4	3	2	1	4	3	2	1
2.08	Model the behavior expected of others.	4	3	2	1	4	3	2	1
2.09	Communicate effectively with the various constituencies within the school community.	4	3	2	1	4	3	2	1

3. Group Processes

The principal must:

		A				B			
3.01	Apply the principles of group dynamics and facilitation skills.	4	3	2	1	4	3	2	1
3.02	Involve staff, parents, students and the community in setting and achieving goals.	4	3	2	1	4	3	2	1
3.03	Resolve difficult situations by use of conflict-resolution methods.	4	3	2	1	4	3	2	1
3.04	Match the appropriate decision-making techniques to the particular situation.	4	3	2	1	4	3	2	1
3.05	Identify—in collaboration with staff, parents and students—the decision-making procedures the school will follow.	4	3	2	1	4	3	2	1

Section 1

roficiencies of Elementary Principals

	PART A Extent of Information and Assistance Needed For Success				PART B District Support Provided			
	4 A Lot	3 Some	2 A Little	1 Nearly None	4 A Lot	3 Some	2 A Little	1 Nearly None
	Circle One				Circle One			

3. Group Processes continued

The principal must:

3.06	Apply the process of consensus-building both as a leader and as a member of a group.	4	3	2	1	4	3	2	1
3.07	Achieve intended outcomes through the use of principles of motivation.	4	3	2	1	4	3	2	1

4. Curriculum

The principal must:

4.01	Apply the community's values and goals in curriculum development.	4	3	2	1	4	3	2	1
4.02	With faculty input will review and monitor the curriculum to ensure that the appropriate scope, sequence and content are followed.	4	3	2	1	4	3	2	1
4.03	Demonstrate knowledge of curriculum materials and their relationship to program goals and objectives.	4	3	2	1	4	3	2	1
4.04	Seek appropriate resources of time, money, personnel and materials to support the identified curriculum.	4	3	2	1	4	3	2	1
4.05	Assure that a multicultural, nonsexist and developmentally appropriate program is provided for each child.	4	3	2	1	4	3	2	1
06	Encourage students and staff to participate in supplementary activities that enhance and complement what is learned in the classroom.	4	3	2	1	4	3	2	1

5. Instruction

The principal must:

5.01	Apply the principles of child growth and development.	4	3	2	1	4	3	2	1
5.02	Regularly assess the teaching methods and strategies being used and ensure that they are appropriate, varied and effective.	4	3	2	1	4	3	2	1
5.03	Apply principles of teaching and learning for both children and adults.	4	3	2	1	4	3	2	1
5.04	Articulate effective classroom management and planning processes.	4	3	2	1	4	3	2	1

6. Performance

The principal must:

6.01	Set high expectations for students, staff, parents and self.	4	3	2	1	4	3	2	1
6.02	Assist teachers to understand and apply appropriate teaching to match the learning styles of students.	4	3	2	1	4	3	2	1
6.03	Implement principles of behavior management.	4	3	2	1	4	3	2	1
6.04	Encourage students and staff to set high personal goals and offer encouragement and support in the achievement of those goals.	4	3	2	1	4	3	2	1
6.05	Involve others in designing staff development programs that match the goals of the school with the needs of participants.	4	3	2	1	4	3	2	1
06	Encourage staff participation in professional development activities.	4	3	2	1	4	3	2	1
6.07	Identify and employ appropriate instructional support services.	4	3	2	1	4	3	2	1
6.08	Engage in a program of professional development.	4	3	2	1	4	3	2	1

Section 1

roficiencies of Elementary Principals

	PART A Extent of Information and Assistance Needed For Success				PART B District Support Provided			
	4 A Lot	3 Some	2 A Little	1 Nearly None	4 A Lot	3 Some	2 A Little	1 Nearly None
	Circle One				Circle One			

3. Group Processes continued

The principal must:

3.06 Apply the process of consensus-building both as a leader and as a member of a group. ... 4 3 2 1 | 4 3 2 1

3.07 Achieve intended outcomes through the use of principles of motivation. ... 4 3 2 1 | 4 3 2 1

4. Curriculum

The principal must:

4.01 Apply the community's values and goals in curriculum development. ... 4 3 2 1 | 4 3 2 1

4.02 With faculty input will review and monitor the curriculum to ensure that the appropriate scope, sequence and content are followed. ... 4 3 2 1 | 4 3 2 1

4.03 Demonstrate knowledge of curriculum materials and their relationship to program goals and objectives. ... 4 3 2 1 | 4 3 2 1

4.04 Seek appropriate resources of time, money, personnel and materials to support the identified curriculum. ... 4 3 2 1 | 4 3 2 1

4.05 Assure that a multicultural, nonsexist and developmentally appropriate program is provided for each child.. ... 4 3 2 1 | 4 3 2 1

06 Encourage students and staff to participate in supplementary activities that enhance and complement what is learned in the classroom. ... 4 3 2 1 | 4 3 2 1

5. Instruction

The principal must:

5.01 Apply the principles of child growth and development. ... 4 3 2 1 | 4 3 2 1

5.02 Regularly assess the teaching methods and strategies being used and ensure that they are appropriate, varied and effective. ... 4 3 2 1 | 4 3 2 1

5.03 Apply principles of teaching and learning for both children and adults. ... 4 3 2 1 | 4 3 2 1

5.04 Articulate effective classroom management and planning processes. ... 4 3 2 1 | 4 3 2 1

6. Performance

The principal must:

6.01 Set high expectations for students, staff, parents and self. ... 4 3 2 1 | 4 3 2 1

6.02 Assist teachers to understand and apply appropriate teaching to match the learning styles of students. ... 4 3 2 1 | 4 3 2 1

6.03 Implement principles of behavior management. ... 4 3 2 1 | 4 3 2 1

6.04 Encourage students and staff to set high personal goals and offer encouragement and support in the achievement of those goals. ... 4 3 2 1 | 4 3 2 1

6.05 Involve others in designing staff development programs that match the goals of the school with the needs of participants. ... 4 3 2 1 | 4 3 2 1

06 Encourage staff participation in professional development activities. ... 4 3 2 1 | 4 3 2 1

6.07 Identify and employ appropriate instructional support services. ... 4 3 2 1 | 4 3 2 1

6.08 Engage in a program of professional development. ... 4 3 2 1 | 4 3 2 1

Section 1

roficiencies of Elementary Principals

	PART A Extent of Information and Assistance Needed For Success				PART B District Support Provided			
	4 A Lot	3 Some	2 A Little	1 Nearly None	4 A Lot	3 Some	2 A Little	1 Nearly None
	Circle One				Circle One			

7. Evaluation

The principal must:

7.01 Use a variety of techniques and strategies to assess:

	4	3	2	1	4	3	2	1
• Student performance	4	3	2	1	4	3	2	1
• Individual staff and personal performance	4	3	2	1	4	3	2	1
• Progress toward achievement of curriculum goals	4	3	2	1	4	3	2	1
• Effectiveness of the overall instructional program.	4	3	2	1	4	3	2	1
7.02 Apply effective observation and conferencing skills.	4	3	2	1	4	3	2	1
7.03 Inspire teachers at all levels of skill and experience to acquire new competencies and experiences.	4	3	2	1	4	3	2	1
7.04 Utilize both formative and summative evaluation procedures.	4	3	2	1	4	3	2	1
7.05 Assure that the evaluation process will be helpful rather than destructive by demonstrating appropriate human relations skills.	4	3	2	1	4	3	2	1
7.06 Develop professional growth plans to improve teaching and administrative performance.	4	3	2	1	4	3	2	1
7.07 Use due process procedures in dealing with disciplinary cases.	4	3	2	1	4	3	2	1

8. Organizational Management

ne principal must:

	4	3	2	1	4	3	2	1
8.01 Use collaborative strategic planning to help identify and accomplish the school's mission, goals and objectives.	4	3	2	1	4	3	2	1
8.02 Develop and implement administrative procedures consistent with board policies, state and federal rules and regulations and contractual agreements.	4	3	2	1	4	3	2	1
8.03 Recruit, select, assign and organize staff in such a way as to assure the greatest potential for the accomplishment of the school's mission.	4	3	2	1	4	3	2	1
8.04 Assure that the students are offered programs that are relevant to their unique needs.	4	3	2	1	4	3	2	1
8.05 Facilitate the identification, training and monitoring of professionals to insure effective support in accomplishing the school's mission.	4	3	2	1	4	3	2	1
8.06 Provide a safe, orderly climate for learning.	4	3	2	1	4	3	2	1
8.07 Develop and implement equitable and effective schedules.	4	3	2	1	4	3	2	1
8.08 Employ principles of effective time management.	4	3	2	1	4	3	2	1
8.09 Identify staff strengths so as to appropriately delegate tasks.	4	3	2	1	4	3	2	1
8.10 Employ practices that assure appropriate and confidential collection and use of school and student data.	4	3	2	1	4	3	2	1
8.11 Use the latest technology for effective school management.	4	3	2	1	4	3	2	1
8.12 Keep abreast of developments in education law.	4	3	2	1	4	3	2	1
13 Manage the operation and maintenance of the physical plant.	4	3	2	1	4	3	2	1

Section 1

roficiencies of Elementary Principals

	PART A — Extent of Information and Assistance Needed For Success				PART B — District Support Provided			
	4 A Lot	3 Some	2 A Little	1 Nearly None	4 A Lot	3 Some	2 A Little	1 Nearly None
	Circle One				Circle One			

9. Fiscal Management

The principal must:

9.01 Apply understanding of the school district budget and its specific implications for the school in preparing a school budget. .... 4 3 2 1 | 4 3 2 1

9.02 Involve staff and community in the development of school budget priorities, based upon the mission and goals of the school and the district budget constraints. ...... 4 3 2 1 | 4 3 2 1

9.03 Plan, prepare and justify the school budget. .... 4 3 2 1 | 4 3 2 1

9.04 Employ and monitor acceptable accounting procedures in the maintenance of all fiscal records. .... 4 3 2 1 | 4 3 2 1

9.05 Manage the school within the allocated resources. .... 4 3 2 1 | 4 3 2 1

9.06 Exercise creativity in finding new resources for supporting the school's program. .... 4 3 2 1 | 4 3 2 1

10. Political Management

The principal must:

10.01 Involve both school and non-school elements of the community in the development and support of the school's programs. .... 4 3 2 1 | 4 3 2 1

10.02 Apply effective strategies for dealing with political issues and forces that impinge on the school's operation. .... 4 3 2 1 | 4 3 2 1

10.03 Participate in local, state and federal legislative activities. .... 4 3 2 1 | 4 3 2 1

**List other essential proficiencies you believe important.
Complete Parts A and B for each one listed.**

_____ 4 3 2 1 | 4 3 2 1

_____ 4 3 2 1 | 4 3 2 1

_____ 4 3 2 1 | 4 3 2 1

_____ 4 3 2 1 | 4 3 2 1

_____ 4 3 2 1 | 4 3 2 1

_____ 4 3 2 1 | 4 3 2 1

Section 2
Orientation from Selection to Present

⁺. Briefly describe any district orientation strategies that provided you with helpful information and assistance to ease your transition into the principalship. (Describe who, what, when and how it was done. Also specify any useful inservice or professional association activities that your district encourage or allowed you to attend.)

2. OVERALL, to what extent has your district's induction/orientation strategies provided you with useful information and support in terms of *helping you succeed* as a beginning elementary principal? (Check one)

			Very Helpful/
	Some		Extensive Induction
___ No Help	___ Help	___ Helpful	___ Assistance Provided

3. As an induction strategy, did your district *assign* a veteran administrator to assist and mentor you? If yes, specify position. If no, go to question 4). _____

4. If you did not have an assigned mentor, do you believe your district should assign a veteran to assist you?

___ Yes   ___ No (If yes or no, briefly explain why)

5. If you were planning an inservice program for beginning principals, what types of information and assistance do you think would be useful or helpful? (Identify specific administrative tasks for which you feel a need for assistance or information.)

6. Since beginning the elementary principalship how important to you were the following persons in helping you obtain information?

4-Very Important	3-Important			2-Somewhat Important	1-Not Important

Mentor	4	3	2	1
Superintendent	4	3	2	1
Outgoing Principal	4	3	2	1
Another Principal	4	3	2	1
Assistant Principal	4	3	2	1
Teacher	4	3	2	1
Secretary	4	3	2	1
Another Administrator	4	3	2	1

7. What were the three (3) greatest needs that you had that were not met?

8. Any other comments concerning your first year as a principal, information and assistance needed, school district induction strategies, surprises that you have experienced, etc.?

Section 3
Personal and Professional Information

Directions: Please indicate responses by checking (✓) appropriate items.

Educational Background

Check highest degree held.

_____ B.A. or B.S.   _____ Master's Degree   _____ Specialist   _____ Ed.D. or Ph.D

2. **Previous Educational Experience**

Indicate years of full-time *classroom* teaching experience. (Check one)

_____ 0-4 years   _____ 5-9 years   _____ 10-14 years   _____ 15-19 years   _____ 20 + years

Indicate educational positions you have held other than classroom teaching and the principalship. Check *all* that apply to you.

_____ assistant principal   _____ department chair   _____ guidance counselor   _____ athletic coach

_____ curriculum/staff development coordinator   _____ other (please specify) _____

3. **Inside/Outside Appointment to Position**

Indicate whether you were already employed in the district where you are now a principal (inside appointee) or whether you were employed in another district prior to your appointment as a principal (outside appointee).

_____ Inside Appointee: Prior position in district _____

_____ Outside Appointee: Prior position _____

Gender   _____ Male   _____ Female

5. **Present Age**

_____ 25-29   _____ 30-34   _____ 35-39   _____ 40-44   _____ 45-50   _____ 50 +

6. **Enrollment**

How many students are enrolled in your school?   _____ 0-249   _____ 250-499   _____ 500-749   _____ Over 750

How many students are enrolled in your district?   _____ 14,000-19,999   _____ 20,000-29,999   _____ 30,000+

Return to: Nancy G. Biggs
Supervisor of Elementary Personnel Services
Lincoln Public Schools
5901 O Street
Lincoln, NE 68510

Thank you!

APPENDIX C

Cover Letter

Name
School
Address
City, State

Dear   :

_____ identified you as a new elementary
principal in your district. This may be your first position as an
administrator, your first principalship in this particular district or
it may be a change of administrative positions for you. Whichever of
the cases fit you, we are asking for your input as we study the
induction needs of new elementary principals in larger midwestern
school districts.

New principals have definite needs for information and assistance
that should be met during their first year. We are asking every new
elementary principal hired in Iowa, Kansas, Missouri, Nebraska, and
South Dakota in districts with more than 14,000 students, to
provide information about the specific needs they had for induction.
As you are well aware, the important role that the principal plays in
insuring that an effective educational program is delivered in their
building can not be understated. We believe that by providing an
induction program designed specifically to the needs of new
elementary principals less time will be spent in the long run
"learning the job", and more time will be devoted to the task of
leading a staff. Your input will be combined with that of other first
year principals and then shared with personnel administrators in the
region and nationally.

We realize how busy you are but hope you will devote 30 to 40
minutes of your time in the next few days to completing this survey.
Enclosed is money for a cup of coffee or a soda to drink as you
complete the survey. Your responses are essential as we set about
making plans to assist your future colleagues. We will use the
information gathered to suggest induction topics and strategies for

future first year principals, making their transition into the principalship as smooth as possible.

Please return the completed survey in the enclosed envelope by April 7, 1992. Enclosed is a postcard for you to mail to us the day you return your survey. This allow us to know who has responded and insure you anonymity. Your responses and comments will be held in strictest confidence. Because we realize that this survey is coming to you at a busy time we have included a dollar so you can buy yourself a cup of coffee or a soda to drink while responding.

Thank you for your contribution to this study and its objective of improving the induction of elementary principals in the future.

Sincerely,

APPENDIX D

Postcard

_____

_____

has returned the completed survey

about Induction of Elementary Principals

on _____
            date

APPENDIX E

Second Letter of Request

LINCOLN PUBLIC SCHOOLS

5901 O Street   Box 82889   Lincoln, NE 68501   (402) 436-1000
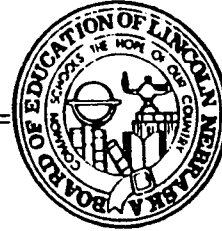
May 14, 1992

Dear _____:

I am making one last appeal to you for help in identifying induction topics for new elementary principals. Your memories of the information you needed when you began as an elementary principal are very important to my research and to future elementary principals. Enclosed is a copy of the survey I need completed by June 1. Please take time out of your hectic schedule to respond.

Thank you.

Sincerely,

Nancy G. Biggs
Supervisor of Elementary Personnel Services
Human Resources Division

L/INDUCT/WPTEMP

APPENDIX F

Means and Standard Deviations for Part A, Need, and
Part B, Support

Means and Standard Deviations for Part A, Need,
and Part B, Support

Subgroup	Mean for Part A	SD Part A	Mean for Part B	SD Part B
Leadership Behavior 1.01	3.55	.87	2.86	1.04
Leadership Behavior 1.02	3.48	.98	2.36	1.06
Leadership Behavior 1.03	3.55	.98	2.46	1.04
Leadership Behavior 1.04	3.31	.97	2.50	.96
Leadership Behavior 1.05	3.38	1.03	2.43	1.03
Leadership Behavior 1.06	3.62	.73	2.54	1.11
Leadership Behavior 1.07	3.51	. 79	2.82	1.02
Leadership Behavior 1.08	3.48	.74	2.46	1.07
Leadership Behavior 1.09	2.83	.89	2.71	.98
Leadership Behavior 1.10	3.241	.95	2.32	1.02
Communication Skills 2.01	3.45	.99	2.21	.96
Communcation Skills 2.02	3.31	1.07	2.18	1.16
Communication Skills 2.03	3.38	.90	2.18	1.06
Communication Skills 2.04	3.48	1.02	2.21	1.13
Communication Skills 2.05	3.24	.83	2.82	.98
Communication Skills 2.06	3.48	.99	2.29	1.01
Communication Skills 2.07	3.38	.86	2.36	.95
Communication Skills 2.08	3.48	. 99	2.43	1.10
Communication Skills 2.09	3.55	.74	2.46	.92
Group Processes 3.01	3.50	.84	2.29	1.21
Group Processes 3.02	3.48	.74	2.50	.96
Group Processes 3.03	3.38	.90	2.21	.96
Group Processes 3.04	3.37	.92	2.19	.83
Group Processes 3.05	3.28	.70	2.43	1.00
Group Processes 3.06	3.31	.85	2.54	1.04
Group Processes 3.07	3.10	.90	2.32	.95
Curriculum 4.01	2.90	.82	2.43	.84
Curriculum 4.02	3.24	.87	2.61	.99
Curriculum 4.03	3.45	.83	2.89	1.07
Curriculum 4.04	3.41	.87	2.68	1.06
Curriculum 4.05	3.45	.78	3.00	.94
Curriculum 4.06	3.10	.90	2.79	.96

Instruction 5.01	3.28	1.03	2.57	.96
Instruction 5.02	3.41	.95	3.00	.95
Instruction 5.03	3.31	.93	2.89	.96
Instruction 5.04	3.28	.96	2.79	1.03

Subgroup	Mean for Part A	SD Part A	Mean for Part B	SD Part B
Performance 6.01	3.48	1.09	2.86	1.21
Performance 6.02	3.41	.91	2.68	1.09
Performance 6.03	3.35	.90	2.43	1.07
Performance 6.04	3.38	.94	2.57	1.00
Performance 6.05	3.28	.80	2.82	.98
Performance 6.06	3.28	.88	3.04	1.00
Performance 6.07	3.42	.87	2.96	1.00
Performance 6.08	3.17	.93	2.43	1.11
Evaluation 7.01a	3.35	.90	3.00	1.04
Evaluation 7.01b	3.35	.90	3.07	.94
Evaluation 7.01c	3.38	.78	2.89	1.04
Evaluation 7.01d	3.48	.83	3.00	1.05
Evaluation 7.02	3.48	.83	3.18	1.02
Evaluation 7.03	3.28	.96	2.75	.92
Evaluation 7.04	3.45	.95	3.21	1.03
Evaluation 7.05	3.41	1.02	3.00	.98
Evaluation 7.06	3.38	.82	2.93	1.12
Evaluation 7.07	3.52	.83	3.11	1.10
Organizational Management 8.01	3.38	.73	2.79	.96
Organizational Management 8.02	3.35	1.01	3.07	1.12
Organizational Management 8.03	3.41	.91	2.61	1.13
Organizational Management 8.04	3.21	1.10	2.50	1.00
Organizational Management 8.05	3.24	.87	2.46	1.04
Organizational Management 8.06	3.45	1.02	2.79	1.00
Organizational Management 8.07	3.21	1.01	2.61	1.10
OrganizationalManagement 8.08	3.21	1.09	2.37	.88

Organizational Management 8.09	3.17	.93	2.39	.74
Organizational Management 8.10	3.14	.99	2.71	1.12
Organizational Management 8.11	3.21	.92	2.37	1.01
Organizational Management 8.12	3.17	.76	2.50	1.00
Organizational Management 8.13	3.14	.92	2.68	.98
Fiscal Managment 9.01	3.21	.90	2.76	.79
Fiscal Management 9.02	2.72	1.03	2.38	.94
Fiscal Management 9.03	3.10	.98	2.59	.95
Fiscal Management 9.04	3.07	.84	2.69	1.00
Fiscal Management 9.05	3.28	1.00	2.83	1.04
Fiscal Management 9.06	3.35	.90	2.41	1.18
Political Management 10.01	3.00	.96	2.64	.99
Political Management 10.02	3.14	.79	2.55	1.14
Political Management 10.03	2.76	.99	2.43	1.07

APPENDIX G

Discrepancies Between Need and Support for
All Proficiencies

Discrepancies Between Need and Support for
All Proficiencies

Proficiencies	Discrepancy Between Need and Support Given
Communication Skills 2.01	1.23
Group Processes 3.01	1.21
Communication Skills 2.04	1.20
Communication Skills 2.06	1.120
Group Processes 3.03	1.17
Communication Skills 2.02	1.13
Leadership Behavior 1.02	1.13
Group Processes 3.04	1.09
Leadership Behavior 1.03	1.09
Communication Skills 2.09	1.09
Leadership Behavior 1.06	1.09
Communication Skills 2.08	1.05
Communication Skills 2.03	1.02
Communication Skills 2.07	1.02
Leadership Behavior 1.08	1.02
Group Processes 3.02	.98
Leadership Behavior 1.05	.95
Fiscal Management 9.06	.93
Leadership Behavior 1.10	.92
Performance 6.03	.92
Group Processes 3.05	.85
Organizational Management 8.11	.84
Organizational Management 8.08	.84
Leadership Behavior 1.04	.81
Performance 6.04	.81
Organizational Management 8.03	.81
Group Processes 3.07	.78
Organizational Management 8.09	.78

Organizational Management 8.05	.78
Group Processes 3.06	.77
Performance 6.08	.74
Curriculum 4.04	.74
Performance 6.02	.74
Political Management 10.02	.72
Organizational Management 8.04	.71
Instruction 5.01	.71

Proficiencies	Discrepancy Between Need and Support Given
Leadership Behavior 1.07	.70
Leadership Behavior 1.01	.70
Organizational Management 8.12	.67
Organizational Management 8.06	.66
Curriculum 4.02	.63
Performance 6.01	.63
Organizational Management 8.07	.60
Organizational Management 8.01	.59
Curriculum 4.03	.56
Evaluation 7.03	.53
Fiscal Management 9.03	.52
Instruction 5.04	.49
Evaluation 7.01c	.49
Evaluation 7.01d	.48
Curriculum 4.01	.47
Organizational Management 8.13	.46
Performance 6.07	.46
Performance 6.05	.46
Evaluation 7.06	.45
Curriculum 4.05	.45
Fiscal Management 9.01	.45
Fiscal Management 9.05	.45
Political Management 10.01	.45
Organizational Management 8.10	.42
Communication Skills 2.05	.42
Instruction 5.03	.42
Instruction 5.02	.41
Evaluation 7.05	.41
Polictical Management 10.03	.41
Evaluation 7.07	.41
Fiscal Management 9.04	.38
Evaluation 7.01a	.35

Fiscal Management 9.02	.35
Curriculum 4.06	.32
Evaluation 7.02	.30
Evaluation 7.01b	.27
Organizational Management 8.02	.27
Performance 6.06	.24
Evaluation 7.04	.23
Leadership Behavior 1.09	.11