

**THE VICE-PRINCIPALSHIP:
PREPARATION FOR LEADERSHIP**

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Abstract

The main focus of this study was a survey of elementary, junior high and high school principals from the Calgary Board of Education, to gather their perceptions about their experiences as assistant principals and the value of those experiences as training for a principalship.

A questionnaire was developed for principals, based primarily on the literature review and field-tested with a small group of principals.

Some of the principals in the research sample were fairly new to the position, while others had held a principal's position for up to twenty-five years. Most of the participants had completed a Master's Degree or a Doctorate Degree. Ten information-gathering questions directed the data collection process.

The findings of the survey revealed that all principals suggested that the assistant principal position provided necessary discipline and training which could be transferred to the principalship. All participants indicated a definite role change has been occurring in recent years. As society's expectations of the school system increase, more responsibilities are placed on all administrative positions. Accordingly, there is a greater overlap of duties in administrative positions. In effect, the principals felt the assistant principal position was becoming more important. Assistant principals are becoming more involved with the day to day running of the school and other leadership and managerial tasks. This finding revealed that the respondents did not agree with most of the literature, which indicated that the assistant principalship was usually not seen as a preparatory position for the role of principal.

The responses from principals suggested that the wider the range of experiences an assistant principal can obtain, the greater the benefit to their development as a principal. They suggested that assistant principals, aspiring to become principals, should ensure that they find a mentor to work with them and guide them through the development of their leadership skills. Even though the literature suggests that training programs for assistant principals have a tendency to develop "like thinkers," all of the respondents indicated that they favoured an extensive training program for assistant principals.

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Chapter 1.

Introduction

This chapter deals with the description of the study, purpose of the project, statement of the problem, delimitations, limitations, assumptions, methodology, selection of participants and data collection.

As Alberta's public school system moves through successive stages of reform, administrative training is becoming more formalized and, today, administrative training programs are more evident throughout the system than they ever have been. These programs have been established largely in response to a predicted shortage of future administrators, and growing concerns that the roles and responsibilities of administrators are expanding rapidly.

Purpose of the Study

The position of the assistant principal has not been the focus of much investigation. This is odd, since nearly all secondary and most larger elementary schools have an assistant principal and the position is deemed to be of considerable responsibility and status. Why has so little attention been paid to a position that appears to be critical in the development of future leaders? Perhaps the answer lies in the ambiguity of the position - and its contradictions.

(Hill, 1994, p. 3)

The purpose of this study will be to determine, from a selected number of principals currently with the Calgary Board of Education (C.B.E.), how they perceive their former role of assistant principal as preparation and training for the role of principal.

The major reason for doing this project was to engage in a close examination of the many duties assistant principals perform, and to see if principals could explain what connections exist between these duties and the duties of a principalship. Another purpose of this study was to provide accurate information about the role of the assistant principal as it is actually undertaken in C.B.E. schools. As well, it was expected the results of this study would also be helpful in developing training programs for assistant principals

interested in moving into other administrative positions. It was anticipated they might offer expanded insights into the work of the assistant principal and provide potential candidates a better understanding of the skills required to be a principal. A final purpose was to explore the effects the principal has on the growth and development of the assistant principal.

School administrators of the nineties have seen rapid and extensive changes in their roles, in part because of the great demands placed upon the education system by an extensive agenda of reform. Sometimes these changes have tended to overwhelm administrators. At other times, they may have pushed them to be better prepared for the responsibilities they have to face.

There is a prevailing assumption in public education the work that assistant principals do prepares them adequately to assume the duties and responsibilities of the principalship. I have tried to find out, if, in fact, the work done by junior administrators is an effective method of developing principalship candidates. Moreover, I tried to determine the degree to which principals view their previous assignments as assistant principal as useful and appropriate training for their current position.

Need for the Study

Leadership development is an ongoing process; new leaders are always needed to fill vacancies as they occur within organizations. There was a need to examine the assistant principal's position to determine whether or not it provided future principalship candidates with experience in performing tasks that would enable them to become successful principals. The study was made more difficult because of the varied roles that were evident among the different assistant principal job descriptions that are used in the C.B.E. The assistant principal roles vary according to a number of factors, including such things as the size of the school, the organizational structure of administrative groups, the willingness of the principal to share administrative responsibilities, and the general socio-economic status of the individual school.

Identification of the Research Problem

In recent years, changing practices in education have had an increasing effect on the roles of administrative personnel in the schools.

Smith (1987) states, "Less than a decade ago, secondary school assistant principals were associated primarily with discipline and attendance. Today they want to be known as educational leaders...a title they well deserve" (p. 9).

In the past, there have been many studies done concerning the role of the assistant principal and, while many researchers have agreed that there are a variety of tasks assigned to the assistant principal, very little research has been done on whether or not this experience has actually helped to prepare them for the role of principal. Marshall (1992) states, "Little attention has been granted to the training and selection, job satisfaction, and motivation of assistant principals"(p. 3). Greenfield (1985) concurs when he notes, "There have been few studies of the assistant principal's role and very little critical or creative thinking has been done regarding that role and its relationship to the role of the principal" (p. 7). Many researchers, though, do agree, that the role of the assistant principal is "merely a rite of passage." Hill (1994) states, "that although the position of assistant principal is seen as a stage in the path that leads to the principalship, it is not necessarily compatible with the functions performed by the principal and, therefore, is not likely to be useful preparation for the principalship" (p. 3).

In schools today, there is just too much work for the principal. It is difficult for one leader to handle all of the tasks necessary to run a school - especially a secondary school - efficiently and effectively. Over the years, the role of the principal has become increasingly complex. Many more educational duties are expected from the principal and society demands higher standards of quality by which the achievement of all of these tasks should be measured. In many Alberta schools, all of the financial restrictions and government cutbacks have placed an even greater strain on the principalship. Increasingly, the assistant principal is seen as a very important, helpful, and necessary part of an administrative team. I believe that it is important for future administrators to fully understand the new administrative roles that are evolving, so they can focus on specific educational training and experience and, in turn, be better prepared to handle the responsibilities of being a principal.

Background Interest

I have long been interested in the purpose and value of administrative tasks and

duties. It has been my experience that most leadership programs have had a tendency to develop "cloned thinkers" who can be organized so that creative thinking can be discouraged. People who looked at problems in a different way tended to be excluded, even viewed as threats to the success of any leadership development program. The leadership candidates were too often developed through certain kinds of mentors and selected literature "propaganda" which tended to make for very predictable leadership behavior.

I believe that effective leaders are able to communicate to their co-workers what is needed and how it should be accomplished. They are well equipped to share power and authority. They are able to make quick decisions, when necessary, and they are able to motivate colleagues and cause change to happen.

While I was an assistant principal for two years, I kept questioning the kinds of tasks that I was assigned. I analyzed and synthesized and tried to formulate the justification for doing these assigned tasks and constantly sought to determine whether or not they were purposeful in pursuit of my goal of eventually becoming a principal. As well, I have observed many assistant principals doing their assigned tasks and have wondered openly how these tasks were related to the principalship, as all of these assistant principals were also aspiring to eventually become principals. Through reflections and discussions, I came to realize that even though everyone knew that administrators had to train as assistant principals before becoming a principal, many felt that the tasks assigned for each position were unrelated. The general consensus of most of my colleagues had been that the training obtained from the assistant principal position was not useful experience or training for the position of principal.

Problem Statement

The assistant principal position has always been looked upon as the training position of the principalship. Do principals in the C.B.E. consider their former roles as assistant principals as adequate training for the principalship?

Project Significance

Information derived from this study should help better prepare assistant principals by giving them an increased awareness of skills and experience on which to focus while

training to become a principal.

Delimitations:

1. The study was restricted to principals employed with the Calgary Public School Board.
2. Although it was intended that the author's views be concealed, they may, at times, have been obvious.

Limitations:

1. It is assumed that the percentage of returned and usable questionnaires is sufficiently representative of the principal population to make this a meaningful study.
2. The findings of this study cannot be generalized to populations other than the one from which the sample was drawn.
3. It is assumed that principals are knowledgeable and experienced evaluators and they are not likely to be unduly influenced by their own satisfactions when they look at the assistant principal position.

Assumptions:

The following assumptions were made:

1. That principals regard the assistant principalship as a position in which training is occurring.
2. That appropriate on-the-job experiences are occurring in the assistant principal's daily responsibilities.
3. Duties undertaken by assistant principals must be regarded as valuable in order to be considered a part of training.
4. Principals were able to relate, without influence, to their past experiences as an assistant principal.

Methodology

My research question is one which evolved from my past experiences, and has developed into a major educational concern to me. "How do principals perceive their former roles as assistant principals as preparation and training for the role of principal?"

I employed a qualitative research method in carrying out this study. I decided the most appropriate method for engaging in this study was a limited survey, which allowed

participants to provide answers and give reasons for their opinions.

A survey instrument was developed for the principals. The content of the survey was drawn, in part, from the literature review, duties and responsibilities of assistant principals and principals, through consultation with peers, and, finally, through a field test with four different principals. It included ten questions relating to the roles of assistant principals and principals. The survey instrument solicited opinions and perceptions from the respondents. Questions were direct and obvious, and the response mode was unstructured and open ended. The initial mailing of surveys to respondents also included a letter describing the purpose of the study, steps taken to protect their privacy, the degree of their involvement and other special directions. There was a follow-up contact of all those who had not responded within fourteen days.

All surveys which were returned were analyzed and coded. Attempts were made to relate the findings to the literature. It is hoped that the findings of this paper and the comments of principals can be organized into a framework for the professional development of assistant principals.

Selection of Participants and Data Collection

I selected twelve principals of elementary, junior high and high schools within the Calgary Board of Education to participate in this study. The selection of these colleagues was made on the basis of personal knowledge of their educational leadership qualities and expertise in the administrative field. All of these administrators were contacted by phone to discuss the possibility of their completing the survey. A few days later, a follow up telephone interview was set up with each administrator during which we discussed the project problem, information regarding the project, and the ethical guidelines that would be followed. The survey, containing a letter of confirmation and ten questions, was mailed to the twelve administrators. Over the period of two weeks, ten of the respondents, returned the survey. A second letter was sent to the two remaining participants but no response was received.

Chapter 2.

Literature Review

Role of the Assistant Principal

In much of the literature, I have found a trend which indicates that a vast number of authors see the assistant principal's main responsibilities as being in charge of discipline, attendance, and general office operation. (Gorton & Kattman, 1985; Mitchell, 1980; Nikerson, 1991). Kelly, (1987) contends that the literature tells us the assistant principal has basically performed the same kinds of duties ever since the position was created. Even though there are many ideas of what the role of the assistant principal should be, most authors agree that it should be a more important role as stated in NASSP Bulletin (Buser, Gorton, McIntyre, Nikerson, & Parker, 1991), "Whether the assistant principalship is a preparatory position for the principalship or a career position, it must be enhanced to play a more vital role in instructional leadership" ((p. 4).

Sergiovanni, Burlingame, Coombs, and Thurston (1980) state the definition of administration as "the process of working with and through others to efficiently accomplish organizational goals" (p. 5).

Greenfield (1985) states:

There have been few studies of the assistant principal's role, and very little or creative thinking has been done regarding that role and its relationship to the roles of principal, teacher, and department head. Neither educators nor others have questioned or systematically examined the role of the assistant vis-a-vis supervising and managing instruction and maintaining or developing organizational and personnel processes, structures and activities associated with organizational stability, morale, and productivity. (p. 7)

Some researchers, (Greenfield, 1985; Marshall, 1992; and Reed & Himmler, 1985, [cited in Marshall, 1985]), identify the role of assistant principal traditionally as one of maintaining order and consistency. Similarly, Iannacone (1985) describes the daily work of an assistant principal

First as predominantly proactive behavior to prevent disturbances and as immediate responses to reduce and remedy such disturbances that, nevertheless, occur in the flow activities-virtually a minute-by-minute flow-within the school building and its adjacent areas, except for its classrooms. Secondly in terms of immediacy of action, but not of importance, the role receives referrals from teachers in cases of disturbance within instructional units supervised by teachers. (p. 123-124)

Mitchell (1980) notes that:

Assistant principals serve in many capacities. They play the role of nurse, teacher, secretary, cafeteria worker, custodian and many others. In most schools, they also function as disciplinarian, a position that leads to still other roles - counselor and mediator. (p. 29)

Gorton (1983) also states:

It would be misleading, however, to think that supervising student discipline and attendance are the only functions of an assistant principal. It is true that his duties depend, in reality, on what the principal assigns to him. Most assistant principals are given other kinds of responsibilities in addition to student discipline and attendance. (p. 108)

Kelly (1987) concurs as he states, "School district policies and job descriptions notwithstanding, the role of the assistant principal is almost always determined by the principal" (p. 14).

Below is a list of duties and responsibilities of an assistant principal as submitted by the C.B.E., 1978:

1. Cooperate with the principal in all matters concerning the organization and operation of the school.
2. Discharge all responsibilities delegated by their principal.
3. Keep their principal informed on any matters that affect the school program.
4. Act as the principal's representative in the school and community.
5. Assume the responsibilities of principal during their principal's absence.
6. Assume roles as defined and assigned in consultation with their school principal.

In every school, there are also many influences that the principal must be aware of in order to determine the assistant principal's role. In the 1991 publication

Restructuring the Role of the Assistant Principal (NASSP, Council on the Assistant Principal), the following list was presented for the administrators to take into consideration when determining the role of the assistant principal:

- size of school
- grades included in the school
- specific goals and objectives of the school
- the school's mission
- the geographic location
- the size and condition of the building
- neighborhood expectations and individuality
- school traditions
- social, political, and legal influences that many have an impact on the school

When looking at the size of school, Greenfield (1985) had found in his study that:

The work of assistant principals was, in some cases, decided upon by the principal as he or she sized up the assistant's capabilities and potential, and in other cases, what the assistant principal did appeared to evolve out of the total school situation. In both instances, the work of the assistant did not seem to vary systematically with either the school size or formal structure.
(p. 12)

Smith (1987) agrees, as he found within his study, "As with the size of the schools, the communities ranged from very small to large metropolitan areas, but this had no effect on the duties and responsibilities of the assistant principal" (p. 11).

Generally, research has shown that there can be many different and varied tasks assigned to the role of assistant principal. Marshall (1992) states very simply, "Their day is a microcosm, representing the array of issues that arise when children bring society inside the schools' walls." (p. 89)

Assistant principals must respond to and be prepared for the daily demands placed upon them as Garawski (1978) also points out:

Those serving in the post are called upon daily to make decisions that affect directly the tasks and attitudes of students and staff members. At times, this decision-making role transforms the assistant principal into an arbiter, disciplinarian, or a counselor. On different occasions, he may also assume the responsibilities of a curriculum leader, staff valuatary/supervisor, or educational researcher. At all times, however, he must be prepared to respond to multi-faceted problems in a 'jack-of-all-trades' fashion. (p. 8)

Administrative Team

In general, the assistant principal is expected to complete certain tasks that are usually directed by tradition. The total value of the position is highly dependent upon the kind of person who fills the position; in other words, the assistant principal may assume extra duties in order to take a more active role in the leadership of the school. In a 1991 publication by NASSP, Council on the Assistant Principalship, Nikerson (1991) agrees, and views part of the role of assistant principal as being a helping hand:

Regardless of the focus of the assistant principal-be it a training ground or career position-the role is a vital one in providing high quality education. As pressures and demands increase upon school, the principal should turn to the assistant to insure that the goals and objectives of the school are attained. (p. 13)

Childress (1973) concurs as he indicates, "When the principal cannot meet all of his obligations, delegations of specific duties, his assistant becomes essential" (p. 5).

In addition, Clemons (1989) states:

Because more responsibility is being placed in the hands of principals, more responsibility must necessarily be placed with assistant principals. Principals will not be able to conduct all teacher and staff evaluations, have time to be a specialist in all curriculum matters, and still sit in on every necessary meeting. (p. 33)

Paskey (1989) also notes:

The role of the assistant principal depends greatly on the principal's perception of that position. The principal can make a major contribution to improving the assistant principalship and, ultimately, the overall administration of the school by becoming an advocate of the position itself. (p. 95)

Knezevich (1975) found that, "What the assistant principals do appears to be determined by what the principal delegates. Wide variations in duties delegated to the assistant indicates that some aides have been used effectively, whereas, others have been assigned primarily clerical chores" (p. 392). The administrative team approach can be different dependent upon the principal and the school. Childress (1973) adds that there must also be some direction in the assignment for the assistant principal as he states:

There have to be roles for which people can prepare and for which they are willing to accept as assignment. These can be strictly managerial, related to discipline, involved with faculty relations and evaluations, or consistent with some central office function like finance, building, planning, and student activities. In all of these, there will be a need for preparation, experience, and desire for the specifics in any job. While an orientation to fluidity will make it difficult to delineate clearly the role of the typical assistant principal, enough role definition may be developed to provide consistency and status. The assistant principal must be recognized as a member of the administrative team and as an individual who has certain competencies which will strengthen the school and its program. (p. 7)

Sprague (1973) also suggests that working on an administrative team, the assistant principal should "see himself as being in a position which enhances personal growth" (p. 34). There appears to be general agreement that assistant principals should focus on their roles and also on experiences which would allow them to develop in their careers and grow as individuals.

Role Potential of Assistant Principals

This brief review of the roles of assistant principals seems to suggest a need for the enhancement of the assistant principal role, especially in the area of leadership. Howley (1985) observes: "If one is to reach one's potential via the assistant principalship, and if that position is to be regarded as genuine on-the-job training leading to a principalship, which it should be, then changes are needed" (p. 88).

Beside the traditional tasks assigned to an assistant principal, some researchers (Bordinger, 1973; Gorton & Kattman, 1985; Paskey, 1989) propose that the assistant principal become more involved in sharing more responsibility with the principal in regard to all administrative functions. In the publication NASSP, Council of the Assistant

Principalship, the authors recommend that, "Assistant principals must become more active in determining their roles within the school organization. They, themselves, must come forward with suggestions about their own capabilities and interests" (1991, p. 4).

It is also important to note that there are often times when an assistant principal's day is filled with very minor tasks that could probably be done by others with less experience, but since there is no one else to complete these tasks, the assistant principal must do them. This may leave less time for opportunities to work on more administrative duties and training as Kelly (1987) notes:

The typical assistant principal spends little time on tasks that constitute major responsibilities of a principal such as supervision and evaluation of teachers. The literature calls into question the efficacy of the assistant principal as a meaningful preparation ground for the principalship (p. 14).

In a survey that Marshall (1985) conducted, there were a number of suggestions given by the respondents which could help improve training and preparation of assistant principals for future administrative roles. For example, they could get involved in:

- 1) managing community relations,
- 2) discipline management,
- 3) staff evaluation,
- 4) program evaluation,
- 5) instructional management,
- 6) legal issues,
- 7) handling emergencies,
- 8) drug education,
- 9) computers (technology),
- 10) facilities and fiscal management,
- 11) bus scheduling,
- 12) fund-raising, and
- 13) extracurricular supervision. (p. 58)

The Assistant Principal Position: Perception as Training for the Role of Principal

As one looks at the roles of assistant principals, it is important to also consider whether or not this experience is seen as preparation for the role of principal. Recent evidence shows that most principals have served as assistant principals (Gaertner, 1980; Marshall & Greenfield, 1987). Marshall (1992), while examining the assistant principal position and career mobility, stated:

"The assistant principalship is a major recruitment position for the principalship. One study (Austin & Brown, 1970, cited in Marshall & Greenfield, 1987) showed that more than 80 percent of assistant principals aspire to become principals or higher level administrators" (p. 80).

The C.B.E. has an extensive leadership potential program from which they develop leadership candidates for administrative positions that become available in the C.B.E. Other than that, I have found that there is relatively little research available which describes how one would prepare for a principalship, what criteria are used in choosing a principal and the process which determines how principals are chosen for the role. Baltzell and Dentler (1983) found in their study of selection procedures for principals, that this process, "seemed to rest on interpersonal perceptions of a candidate's physical presence, projection of a certain self-confidence and assertiveness, and embodiment of community values and methods of operation" (p. 7).

They also noted in their study that basically, because there were few specific job criteria associated with the role of the principal, pre-service training as an assistant principal, as well as the actual training of principals, was difficult. Leithwood and Montgomery (1986) recognize that, "many present principal selection procedures have done little to ensure that, those people potentially most able to improve the quality of school experiences for children were appointed to the position" (p. 193). They also note in their discussion that, "pre-service training (assistant principalship) and in-service training of school principals is not generally well handled"(p. 194). Little evidence is available to indicate that the role of the assistant principal is perceived as training for the role of principal. One article (Gorton, Schneider, & Fisher, 1988) observed that:

Although the principal is the instructional leader of a school, most principals, particularly at the secondary school level, have been assistant principals before assuming the principal's chair. In that position, they have been providing valuable help to the principal. In addition, they have been "learning the ropes" about the leadership position. Therefore, it has been said that the assistant principal is a principal in training. (p. 35)

However, much of the literature indicates that the assistant principal is not necessarily a training ground for a principalship. Because many of the duties performed by the assistant principal are considered minor, little experience is gathered in the areas of the

important leadership tasks necessary to run a school. Kelly (1987) agrees as he writes

The literature shows that the typical assistant principal spends little time on tasks that constitute major responsibilities of a principal, such as the supervision and evaluation of teachers. The literature called into question the efficacy of the assistant principalship as a meaningful preparation ground for the principalship. (p. 14)

Greenfield (1985) also concurs, as he suggests:

In the case of assistant principals, it appears that current socialization processes lead to the development of a custodial response to the role and, as initially suggested by Austin and Brown, experience in the assistant principal role may be somewhat dysfunctional as preparation for leadership role of greater responsibility, such as the principalship. (p. 24)

As well, Marshall (1985) asks, "If the assistant principalship is a training ground for the principals and superintendents, what kind of upper-level administrators do we produce, when the major function of the assistant principalship is to establish and maintain organizational stability?" (p. 133)

Iannacone (1985) realized through his research, that many tasks for which an assistant principal was responsible were not adequate experience or training for a principalship. He notes:

The absence of instructional responsibilities in the role and the inadequacies of the role - especially in its daily round of work - in preparing its occupants for the principalship and superintendency and, as well, facilitating career mobility into higher-level school administration (p. 121-122)

Offerman (1984), in his research, shows that most assistant principals are "aspiring principals," but the tasks and duties delegated from the principal to the assistant principal greatly affect the amount of preparatory training for the role of principal. He says, "If the assistant principalship in a school district involves only a narrow range of duties, such as supervision and dealing with student problems, it is probably not a good preparatory experience for the principalship, even though it commonly leads to that position" (p. 69).

Offerman also questions the motivation (or lack of it) for the principal to provide training of the assistant principal for the position of principal when he states:

For the principal who chooses to treat the assistant principalship as an executive training ground, there are liabilities: such a principal loses the luxury of dumping undesirable tasks on the assistant and assumes the responsibility of assisting his subordinate in all the duties of a building executive. Further, given the lack of any reward, it is unlikely that very many principals will choose to become executive trainers (p. 69).

Marshall (1992) views mentorship as a possibility for helping to train the assistant principal in the areas of administration and leadership as she states, "When task learning is guided by a mentor, the aspiring administrator will have feedback, assistance and support" (p. 88).

Forsyth (1992) discusses the possibility of further training of head administrators through a formal and structured program when "the role of an administrator" has been established. He suggests that "unless the profession can reach consensus on what the professional work of the school administrator is, the furious rate of change and counter-change in preparation programs will have no end" (p. 334).

Ellis and Enns (1967) add:

More careful attention should be given to the matter of identifying, selecting and preparing capable young men and women for administrative positions at all levels. Having identified potential administrators, the system must provide an orderly program of experience and training in preparation... The experience aspect might well be in the nature of an assistantship or "internship". By assigning specific tasks and responsibilities by giving enough freedom to get the work done, and by moving the "intern" through a judiciously planned sequence of experience, he or she can be prepared to assume position which the system needs to fill. (p. 16)

Like many other authors Greenfield (1985) and Smerka (1980) recommend a redefinition of the role of the assistant principal, so that it would include higher level administration and leadership tasks, which would then be perceived as training for a principalship. Hess (1985) agrees with a reassignment of roles for the assistant principal and suggests, "This would permit assistant principals to gain valuable experience and training vis a vis the broad range of responsibilities associated with the principalship" (p. 100).

However, as Marshall (1985) sees it, she feels that "the assistant principal's role and functioning in schools will probably not be changed a great deal unless the education system's priorities are altered" (p. 134).

She continues:

As long as educational administrators' priority tasks are control and policing, suppressing conflict and muddling through with scarce resources, making people satisfied, calming their fears, and hiding the secrets, the assistant principalship will continue to function as a position for that training. The role will not change until there are shifts in the informal and formal training and selection of administrators—shifts toward valuing instructional leadership, close teamwork with teachers and colleagues, and integration of community groups and parents in the school work. And this will not occur until there are shifts in the sociopolitical value agendas for education. (p. 134)

Chapter 3.

Analysis of Data

The information below was gathered from the responses of ten principals to the survey. Responses to each question have been organized into ten categories in order to report the data. It should be remembered that the principals, when completing the survey, were asked to reflect on their own experiences and endeavors as assistant principals and not to create the ideal position.

Background Information

Throughout this study, we have ensured the confidentiality of the individual principals, as well as the names of each school participating in this study.

Some of the demographic information received from each respondent allowed me to organize some pertinent information to better allow the reader to understand the data as presented. The following are the categories which might influence individual responses and overall interpretation of the responses.

1. Number of years as principal: There were three principals who had only two years experience, and one principal with four years experience and all had only been at one school. Two principals ranged from six to nine years experience from two different schools, and four principals had more than thirteen years experience and had been in at least four different schools.
2. Years as assistant principal: The respondents indicated that they held the position as assistant principal anywhere from three to five years, in only one or two schools.
3. Size of school: At the time of completing the questionnaire, of size of schools ranged from a small population of 190, with eleven professional staff, to a large population of 1200, with 75 professional staff. Most of the schools had a population around 600, with a professional staff of 30.
4. Type of school: Five respondents were from elementary schools, two were from elementary/junior high schools, two were junior high schools and one was a senior high school.
5. Age and gender: Of the respondents, six were male, with an average of thirteen years experience as principal, and four were female, with an average of four years

experience as principal. Two respondents were between the ages of 40 and 44, three between the ages of 45 and 50, and five were over 50 years of age.

Previous Experience Before Becoming a Principal

This next set of data is organized according to principals' responses to the ten survey questions. When asked how their previous experience as an assistant principal helped them in the role of the principal, eight respondents agreed that the experience as an assistant principal was invaluable. Four indicated that the tasks of principal were made easier because of their experience as an assistant principal and five respondents noted that the assistant principal's position enhanced their ability to do two or more of the following - "shape responsibility" or "develop good management skills," or "positively influence others." Another common response was that the day to day activities prepared them well for the onslaught of administrative aspects of the job of principal, such as "budget, timetables, supervision, professional development and evaluation." Many felt they were fortunate enough to have a principal who did not limit leadership experiences and they were given a variety of administrative experiences as an assistant principal. One principal stated, "Yes, I was fortunate to have a principal who gave me varied experiences as well as authority to function." Similarly, another principal commented, "Yes, I believe that there is no substitute for an adequate amount of experience and monitoring. This cannot be accomplished by observation from a distance, but must be lived." One principal commented that, although he gained experiences about the managerial duties of a principal, he felt that he did not have enough experiences dealing with "everyday people issues," and was limited in developing an opportunity for reflection and sharing.

Only one administrator indicated that she had not held a school administrative position prior to becoming a principal, but had held a curriculum specialist position. She said, "My experience as a system specialist instead of an assistant principal provided me with excellent training for the principal's role. I gained not only a system perspective, but also a global one."

Views About the Position Prior to Becoming a Principal

This question was asked to solicit information about principals' experiences as assistant principals and whether or not the principal they worked with shared the "job

description" roles and duties of a principalship.

Statements about prior perceptions of the principal position ranged from, "I didn't have a view or the role of principal, I just knew that I wanted to be one," to, "I have always viewed the role of the principal as having potential for providing outstanding learning communication." Five of the responses indicated that the participants really did not fully understand or comprehend what responsibilities were required before taking the leap to the role of principal. Eight respondents saw it as a very demanding role and felt that it included being responsible for all the important management matters in the school. One principal commented, "I viewed the role as one with great responsibility attached and an opportunity to influence a great number of people." Yet another principal said, "I viewed the position as being chief worrier, big resource person, knowledgeable, but not hands on - all of the management issues." One other respondent stated, "As an assistant principal, I thought I'd be ready for the principalship when I had all the answers - I'm much wiser now - no one has all the answers." A key issue noted by most respondents here dealt with communication. Most felt that their prior perception of the principal position did not show sufficient awareness of the heavy demand for community liaison, as well as the primary responsibility principals must assume for effective communication.

Has Your View of the Role of Principalship Changed Since You Obtained a Principal's Position?

This question was included to expand upon information derived from participants' responses to the previous question. Of the ten principals surveyed, six indicated that their perceptions of the role of principal changed once they obtained the position. All indicated they were not fully aware of how much responsibility some aspects of the job would require, citing such things as public relations, monitoring teachers, supervision of staff, communicating with parents and the amount of paper work, as well as the amount of time needed to deal with parents and children. One principal stated, "I really was unaware of the 'non-public' part of the role." One general theme is that the position is more political than non-principals suspect, with a tremendous amount of bureaucratic checks (at all levels) to ensure that everyone is receiving the same messages. As one respondent commented, "You have less power to do what you think should be done. It is much more political, and political correctness is required; less education and more managerial responsibilities."

Another principal noted that not only had the amount of responsibility increased, it was also more complex than she had first thought it would be. The four people who responded "No," tended to attribute changes in the role to influences and factors including integration of special needs students into the system, site based management, Alberta Education, and society's demand for accountability. Two of the principals qualified their comments by noting they had expected increased responsibility, but not to the level they must deal with now. As one said, "The change in society, greater expectations from Alberta Education, increases in specialized needs within the school, cause one to wonder how much can a principal be expected to handle?" Other principals' comments indicated they felt that the job had become more conciliative, required more compromises, and generated the need to build stronger relationships. A younger principals suggested that status had to be earned - respect isn't automatic. Generally, most respondents expressed the view in one form or another that society is becoming less tolerant and is expecting more accountability from every aspect of the educational system. Finally, one principal admitted that, even though the job was quite a bit more demanding than first viewed, the job was still quite rewarding and stimulating.

Important Tasks of the Assistant Principal

The chief purpose for asking this question was that I wanted to find out what the principals considered to be the five most important tasks of an assistant principal.

Even though the sample is small, the responses are as varied as those found in the literature review. All principals indicated that the assistant principal should have the ability to establish a partnership with the principal, develop a positive climate, be a confidant and share in as many administrative decisions as possible. All respondents also indicated strongly that, in order to make the assistant principal's position important, assistant principals had to do important things, such as acting as curriculum leader, developing resources so that teachers can be successful, staying in tune with technology and constantly upgrading their educational philosophies. Professional development responsibilities were given high priority. A general consensus would indicate that an assistant principal should be a facilitator who would lead by example and be able to be a resource upon which the staff could rely and depend. Seven principals felt that assistant principals had a

responsibility and duty to stay up to date with changing curriculum and technology, so they might be seen as being willing and able to take charge of projects, or improve upon already established school practices. Five principals also stated that the assistant principal should be able to take charge of the daily operation of a school, which would include discipline, attendance, and general management of support staff. Three principals noted a need for assistant principals to be good communicators, mediators, and intermediaries between the principal and staff. Lastly, one principal said that she expected her assistant principal "to be able to do everything".

Important Tasks of the Principal

This question, "State the five most important roles of a principal," was designed to determine if there would be any correlation between the five most important roles of an assistant principal and the five most important roles of a principal.

Again, the principals surveyed had a wide variety of responses. All principals indicated that staff evaluation, professional development (especially curriculum) and staff supervision were the most important tasks of a principal. All respondents also said that a principal must be good at liaison, able to communicate with the staff, students, parents, community and all stakeholders of the educational system, through collaborating, consulting, and informing. Six principals noted that the general running of the school is an important role. Five principals felt that having a personal vision reflecting their educational philosophy and being able to develop a direction in order to obtain the aims and goals of that vision is important. Four principals indicated that their role includes all aspects of leadership - instructional, managerial, and motivational.

How Important Factors and Variables Influence the Role of the Principal

When asked what important factors or variables have influenced their work as principals, most of the respondents indicated there was a strong connection between successful principals and their previous mentors. One principal commented, "A mentoring program is necessary for process continuity." Another principal noted that it was very important for history to be passed down through the mentoring process otherwise, "without history, how can there be a purposeful goal or direction?" All of the principals mentioned in their responses that the constant and rapidly changing beliefs of society are a continuous influence on a principal's role. Some such responses made reference to "the

changing of family structure," "the changing of visions according to constant changing of beliefs," and "Alberta Educational and School Board Trustees changing educational philosophies." One principal noted that, "a negative influence might be that, with the recent changes and educational reforms, a principal must take on a tremendous amount of increased work and responsibility, leading to more accountability. This may be more difficult for a principal who has been an administrator for years."

Nine respondents stated that gender issues have become a focal point recently, as the C.B.E. is trying to meet the requirements of an equity vs. equality statement. One principal commented that, "gender equality and political correctness are going to have the greatest influence on the selection of candidates for the role of principal in the future."

Eight principals noted that their Master's Degree was a major factor influencing their principalship. One principal said, "it has had a vital influence on my thought processes and philosophy direction." Seven respondents indicated that technological advances and expectations placed on all staff has had a huge effect on how curriculum is delivered. One said, "I am quite sure that a principal without technological competence and background, would feel left behind in the 21st century," and another principal commented, "all principals will be challenged in the technological area, thus, it will have a huge influence on the role of the principal."

Five principals commented on financial cutbacks, noting that major fiscal issues all had influenced the role of the principal. One principal stated, "It is very difficult for a principal to spend time creating new ideas when the funding is not there." Another principal added, "Because of the financial restraints, time becomes a crucial factor, another stressful influence on the role of the principal."

Four principals indicated that their own personal beliefs and values influence their role, particularly in matters relating to the delivery of curriculum, school climate, and relationships both in and outside of the school.

School Size and How it Affects the Role of the Principal

The question, "Does the size of the school affect the role of the principal?", was designed to determine if there was variance in the ways principals thought about or operated their schools, relative to the size of student population. It was hoped the question would also lead to some reflection upon the kinds of assistant principal experiences current

principals thought would be most closely associated with size-of-school issues.

Seven of the participants agreed that the size of the school does affect the role of the principal - especially functions and relationships. Most obviously in a larger school, more administration time is assigned because of perceived increases in responsibilities. Recently, smaller schools have steadily limited the amount of administration time assigned. As one principal stated, "Yes, in a small school the principal often has no assistant principal or vice principal and also has a teaching component." Another principal noted, "It is hard to do a good job as a teacher and as an administrator." A third principal observed, "In larger schools, the principal can depend upon a team of administrators and also more staff for delegating and sharing." Principals also made note of the increase of organizational instruction, specialization and discipline. Most felt there was more flexibility in a larger institution.

In a slightly contrary response, one respondent noted that, "It is not the size of the school that affects the role, it's the make-up of the population that affects the role." Another principal summed up his response up by saying, "The optimum size school allows you to know your student population, yet have time for function and relationships. Too large and the organization needs independent leaders between the principal and students. Too small and classroom demands don't allow quality time with students and staff."

One principal's conclusion summarized the opinions of many as he stated, "The complexity of the principalship would tend to change in a larger school, just because the number of relationships that one has to deal with and maintain."

The Importance of the Assistant Principal in Your School

When principals were asked to comment on the importance of an assistant principal, the following words appeared most frequently in their responses : "Vital, Crucial, Very Important, Extremely Important, Critical, Absolutely Vital." All the principals in this study view their assistant principals as partners in the operation of the school. One principal noted, "My assistant principal and I work very closely on the big issues. Her areas of responsibility are handled with great competence and I would be lost without her." Another principal related, "The assistant principal is an equal partner with me, on the other end of the yoke. We complement each other in what are fluid roles. We tend to split administration and management functions but share the responsibility of leadership and supervision."

Another respondent commented that, even though the assistant principals are normally seen as second on command, they must "clearly be seen as people who can do the job now as the principal." A senior high principal stated, "The assistant principal is very important. Effective leadership grows out of effective supervision and management of schools." And finally, another respondent noted, "He's my winger. We complement each other in what are fluid roles. We tend to intermingle on all administrative and managerial functions through the promotion of shared responsibility and supervision. Hopefully, we are an extension of each other."

Advice for Future Principals

When asked what possible suggestions or advice they would have for someone wanting to become a principal, principals offered many and varied responses. Seven principals suggested that it is important for future principals to be visible in their schools. Four of the responses indicated that future principals should become good at what they are doing, develop a good understanding of the basic operations of their school and do a number of different things to increase their skills as a leader. One principal advised, "Challenge yourself by working in areas of less comfort or competence to continue to develop more strengths and a wide range of skills." Three principals noted future principals must keep abreast of rapid changes and not fall behind. One principal's comment was, "Keep up to date on curriculum, recent teaching and learning, restructuring and changing strategies, and become a master teacher."

Finally, advice from administrators indicated that "being inventive," "trying new ideas," and "being positive" are all important suggestions to help assistant principals gain valuable experience for the role of the principal. A senior principal noted that, "You have to be a people person who values relationships and you must be prepared to be visible, available and care for all of those in your charge." Lastly, one principal suggested future principals should, "do the best job, whatever your position is right now, and become noticed for doing it."

Future Changes in the Role of Principal

When asked, "What do you anticipate will be the major changes in the principal's role over the next ten year period?", many principals responded in a similar fashion. First of all, eight felt there would most definitely be an increase in achievement accountability.

As one of them commented, "Principals will have to be more accountable, especially for the progress of their students as reflected by departmental exams." Seven respondents suggested that the role was becoming even more of a political one, as summarized by this observation, "I see the principal's role changing to one of politician. The principal articulates beliefs about teaching and learning, articulates the curriculum to teachers and parents, develops a suitable team and analyzes the delivery styles of teachers, providing clear feedback and suggestions." Another principal stated that future administrators must be, "very gender specific and politically correct in order to meet the criteria of the demanding position of principal."

As well, seven principals mentioned increased site-based management as one of the anticipated changes for the role of the principal. One of them added, "There will be a need for training for the development of skills in this area; more skills in site-based decision making and site based management, as well as collaboration with all stake holders will be required."

Other comments included establishing partnerships with a global focus, as opposed to a community one; financial challenges where the principals will have to become creative in their deployment of funds, the establishment of priorities in order to meet the changing needs of the educational community; and establishing more clearly defined delivery styles for teachers. One principal also stated that, "Principals will take on a role similar to the role of a social worker in a future where the culture of the community, as a whole, will be directed by the educational community."

Chapter 4.

Conclusion

In this chapter, a summary is presented of the research methodology and findings, with references, where appropriate, to the literature. Finally, recommendations and suggestions for further study will be offered.

Summary

The purpose of this study was to determine, from a pre-selected number of principals currently with the C.B.E. , how principals perceive their former role of assistant principal as preparation and training for the role of the principal.

A review of the literature showed that there is very little information related to this area of research and there appears to be a definite need for further study of the roles and experiences of assistant principals to determine exactly what kinds of preparatory experiences assistant principals should be receiving. The literature focused on the role definition of assistant principals, the role potential of assistant principals, and the different kinds of approaches which can be used to make the work of assistant principals more useful as preparation for the role of principal.

Ten principals from six elementary schools, three junior high schools and one senior high school completed the study survey.

Most respondents agreed that their previous position as assistant principal was, indeed, good experience and training for the position of principal. In most cases, the respondents recalled working with a great principal, with whom they shared many administration tasks, as well as day to day experiences.

Respondents' expectations of the principalship varied, but generally, even though they knew in advance it would be demanding, most respondents just didn't realize the amount work involved until they were actually in the position.

When thinking about the role of an assistant principal, most respondents felt that forming a partnership between principal and assistant seemed to work well. They also emphasized how important it was for the assistant principal to keep up to date in areas that included technology and curriculum. Moreover, most principals felt that an assistant principal had to be able to take charge of the daily operations of the school.

With reference to the most important tasks that principals must perform, staff

evaluation, professional development, curriculum, and communication were among the most frequently cited.

In response to the question of school size and how that affects the role of the principal, most of the respondents agreed that the smaller the school, the less amount of administration time assigned, and the less bodies to help out with the workload. Conversely, they acknowledged that principals in larger schools have to become more skillful in the delegation of tasks, in team building, and in aspects of leadership and management that most referred to as "political."

All principals agreed that the position was extremely important. Many felt that their assistant principals were partners in the operation of the school, sharing responsibilities and supervision.

When principals were asked what advice they would offer to assistant principals working towards a principal's position, many suggested that future principals had to become good at whatever they were doing. Some also suggested they try to get as many different experiences as possible to obtain the kind of broad knowledge base that would help them in their work as principals.

When respondents were asked what changes in the role of the principal they anticipated over the next ten years, most agreed there would be an increase in achievement accountability and site-based management responsibilities.

Relating the Findings to the Literature

While some of the literature showed that the role of assistant principal could not be considered as appropriate training for a principalship, more of it sought to show that it could, and many authors have tried to provide persuasive reasons why it should. Overwhelmingly, the principals in this study felt their experiences as an assistant principal were crucial in their career progress. These findings do tend to disagree with some of the research literature. All the respondents in this study appeared to have enjoyed their experiences as assistant principals. They were all allowed to be instructional leaders and were all given the opportunity to positively influence others. Several also indicated that while they were an assistant principal, they derived considerable satisfaction from being given authority and responsibility.

Most of the principals stated that their views of the work of principals changed

dramatically once they took over the position of principal. Most found their job descriptions did not fully describe their actual roles. They soon realized that what came with the principal's position was a much greater responsibility than they could have anticipated in advance.

The literature seemed to indicate that discipline, attendance and general office management were the key tasks in the role of the assistant principal. (Gorton & Kattman, 1985; Kelly, 1987; Mitchell, 1980; & Nikerson, 1991). Some authors (Clemons, 1989; Paskey, 1989) also suggested that it was important for assistant principals in the future to become more involved in the operation of the whole school. The findings from the survey revealed that most of these principals are already sharing administrative duties and involving their assistant principals in a vast number of experiences through different responsibilities related to the leadership of their schools. Of course, most of the principals would agree, they have the final say, but a few offered descriptions of their relationships with their assistant principals that suggest they are comfortable with shared decision making. Principals, through their responses have all indicated the increasing importance they place on graduate work. This greater emphasis on lifelong learning has clearly shaped their educational philosophies and the ways they now speak about developing new leaders. All principals were clear in stating, while they were an assistant principal, they were fortunate enough to be teamed with a principal who was willing to share the leadership responsibilities so that many of their leadership experiences were undertaken first hand. In their experiences, all felt that while they were assistant principals, their principals negotiated the assignment of roles in a collegial manner, rather than assigning specific tasks. These findings agree with the views of Nikerson (1991), Childress (1973) and Sprague (1973), who feel that an administration team approach can be highly successful.

The findings also indicate that most principals felt that a kind of mentoring program that happened while they were an assistant principal greatly helped them prepare for and succeed in the role of principal. This finding supports the ideas of Marshall (1992), who notes that training and experience from mentors is invaluable. Gorton, Schneider, and Fisher (1988) also agree that "learning the ropes" about leadership from the principal is valuable experience.

Kelly (1987) cautions that assistant principals must be seen as valuable to the whole organization, otherwise they may be seen as people who only do the tasks that principals do not want to do. He warns, as well, that some assistant principals might come to see themselves as maintenance staff, where they feel that they have to maintain the "great running school" that is already in place. The principals in this study did not seem to have any such negative formative experiences in their work as assistant principals.

Principals in this study acknowledged that the size of school had a major influence on the role of the assistant principal, the nature of assistant principals' relationships with their principals, and the kinds of opportunities for leadership assistant principals can have. They appeared to believe that the opportunities for assistant principals should be better in a larger school. It is interesting to note, however, that the literature offers some contrasting opinions on the issue of the assistant principal's role and size of school. For example, Greenfield (1985) and Smith (1987) both found in their studies that the size of school had no effect on the delegation of duties for an assistant principal.

Most of the evidence of this study does not dispute the idea that the assistant principal's position is seen as important in the school (Childress, 1973; Garawski, 1978; Marshall, 1992; Nikerson, 1985). All respondents agreed that assistant principals hold an important position in their schools. All the principals indicated they would be "lost" without the support of their assistant principals who help to take some of the load off what is becoming an increasingly burdensome position. Every principal interviewed indicated that the position of assistant principals, was either "essential" or "very critical" in the operation of the whole school. This response was a clear indication, too, that, when they were assistant principals they were usually very busy and sometimes overwhelmed, yet they were excited by the sometimes negative position, enthusiastic and personally motivated while working in the position. Throughout the literature, there are frequent references to the assistant principalship as a career position. The C.B.E. principals interviewed in this study did not see their own assistant principalship experiences in this way, even though many of the things they said indicated to me how valuable this position really is and it showed how satisfying, rewarding and challenging an assistant principal position could be.

Most respondents felt that the assistant principal position was very important in their overall preparation for the principalship. However, they considered it to be both transitory and necessary. They also indicated that job satisfaction and career contentment while in the position was important to making the step a valuable one. They encouraged assistant principals to try to make the most of the position, and try to get involved in as many aspects of the role as possible, because each of the experiences takes prospective principals one step closer to their goal. Principals also suggested that assistant principals should take the time to enroll in as many leadership workshops and professional development courses as possible. Bordinger (1973), Gorton & Kattman (1985), Paskey (1985) and Marshall (1994) all concur.

The findings of this study showed that principals valued the process through which they trained as assistant principals, in order to become principals. All felt it adequately prepared them for their work as principal. Perhaps only lack of time prevented assistant principals from becoming fully trained to take on the principals's role.

Suggestions for Further Studies.

Since the literature and the findings of this study suggest that the duties of the assistant principal have to be determined in consultation with principals, I have concluded that, in the future, there should be more involvement of principals in forming guidelines for assistant principal supervision. A comparison study between assistant principals whose roles were determined through ongoing consultation and assistant principals whose roles were determined through ongoing delegation, would make for an interesting study.

Another study might focus on assistant principals who were unsuccessful in their application for the principalship, to examine the ways their opinions and perceptions might differ from the findings in this study.

Yet another study to determine how principals actually deploy and delegate tasks and assist the transfer of leadership skills from the principalship to the assistant principalship could prove useful.

Finally, in the immediate future, there is a need to look at the effectiveness of the different leadership training programs being offered by various school boards, private consultants, and faculties of education.

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Appendix A
Concent Letter

Box 33, Site 18, R.R. 4
Calgary, Alberta
T2M 4L4

Dear _____,

I wish to thank you for agreeing to take part in my research project dealing with "the assistant principal: "preparation for leadership". This study will be the basis for my Master of Education project at the University of Lethbridge.

Although this study comes at a busy time, I would appreciate if you would take the time from your hectic schedule to complete the attached survey. As we have discussed in our introductory telephone conversation, this study will focus on providing insight into the preparation of the assistant principal. Please note that by completing the survey, you are granting your consent to participate in this research project. I can also assure you that a high degree of confidentiality will be used throughout the study. Participant's names and schools will remain anonymous. All correspondence and survey results will be destroyed upon the completion of this project. It should be noted that all respondents in this project should feel comfortable answering the questions of this survey. However, if for some reason you prefer not to answer these questions, please feel free to omit it from your responses. A respondent may also choose to withdraw from this study at any time and their responses will be destroyed before summarization. If you are interested, a copy of this research project will be available to you.

If you have any questions or concerns about this study please feel free to contact myself at (403)777-7290 or Dr. David Townsend at the University of Lethbridge at (403) 329-2731.

I'd like to thank you for your support and cooperation in this matter.

Yours truly,

Mr. Bob Hawkins

Appendix B
Questionnaire

DO PRINCIPALS PERCEIVE THEIR EXPERIENCES AS AN ASSISTANT PRINCIPAL AS ADEQUATE TRAINING FOR THE ROLE OF PRINCIPAL?

BACKGROUND INFORMATION:

Gender M F

Years as a Principal? _____ How many different schools? _____

Years as an Assistant Principal? _____ How many different schools? _____

Current school population _____ Circle one: Elem Elem/Jr. Jr.High Sr. High

Current Staff Size _____

Age 40 - 44 _____ 45 - 49 _____ 50 + _____

QUESTIONNAIRE

1. Do you feel your experience and training as an assistant principal has helped in your role as principal? why or why not?
2. How did you view the role of the principal before obtaining the position?
3. Has your view of the role of the principal changed since obtaining the position of principal?
4. State the five most important roles of an assistant principal within the school.
5. State the five most important roles of a principal within the school.
6. What important factors or variables have influenced your role as principal?
7. Does the size of school affect the roles of a principal? Why or why not?
Explain
8. How important is the assistant principal's position in relationship to the operation of your school.
9. What possible suggestions or advice would you have for someone wanting to become a principal?
10. What do you anticipate will be the major changes in a principals role over the next ten year period?



CHIEF SUPERINTENDENT'S OPERATING REGULATIONS

REGULATION 1004.3 DUTIES AND RESPONSIBILITIES OF VICE-PRINCIPALS

Approved: March 15, 1963

It is expected that vice-principals will:

1. Cooperate with the principal in all matters concerning the organization and operation of the school.
2. Assume roles as defined and assigned in consultation with their principal.

(Should curriculum leaders be assigned in lieu of the vice-principal, see Regulation 1,004.3(a) - Duties and Responsibilities of Curriculum Leaders.)

Vice-Principals will accept their appointment on an annual basis. No appointment or reappointment as vice-principal implies an extension beyond June 30 of the school year.

1st Amendment by the Chief Superintendent: June 13, 1978