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ABSTRACT

This presentation emphasizes the role of the "assistant principal as a management team member." Evidence supports the revitalization of the assistant principal's role. The position must carry with it a total involvement of all managerial concepts. Major points stressed (with transparencies) are the team concept of three administrators working within one office and sharing responsibilities for a senior high school of 1,400 students and a staff of 65 professionals. (Author)

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ASSISTANT PRINCIPAL - PARTNERSHIP IN PROGRESS

by Donald A. Stokes

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THE ROLE OF THE ASSISTANT PRINCIPAL HAS TAKEN A DYNAMIC STEP BEYOND THE TRADITIONAL CONCEPT OF ITS BEGINNING.

THE COMPLEXITY OF EDUCATIONAL INVOLVEMENT AND CHANGE OF THE 70's HAS CREATED A NEW OPERATIONAL POSITION FOR THE PERSON WHO IS TO ASSIST IN THE ADMINISTRATION OF A PUBLIC SCHOOL. THE NEW ROLE THAT IS TO EMERGE MUST ALLOW THE ASSISTANT PRINCIPAL TO BECOME A MEMBER OF A WELL-STRUCTURED ADMINISTRATIVE TEAM. WITH THE INVOLVEMENT OF PPBES CONTINUING PROGRESS PROGRAMS, CONTRACTURAL EDUCATIONAL CONCEPTS, TEACHER NEGOTIATIONS, ADMINISTRATION NEGOTIATIONS, COMMUNITY INVOLVEMENT, NEW METHODS OF SCHOOL BOARD'S OPERATIONAL TECHNIQUES, AND NUMEROUS OTHER OPERATIONAL TECHNIQUES, THE ROLE OF THE BUILDING ADMINISTRATOR HAS CHANGED DRASTICALLY WITHIN THE LAST FIVE YEARS.

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THERE IS MORE AND MORE EVIDENCE ON THE SCENE THAT THE ASSISTANT PRINCIPALSHIP MUST BE REVITALIZED AND REDEFINED. THE POSITION MUST CARRY WITH IT A TOTAL INVOLVEMENT OF ALL MANAGERIAL CONCEPTS. THE MANAGEMENT

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TEAM TENDS TO ASSIST IN THE OPERATION OF A SCHOOL IN ORDER FOR ITS VERY EXISTENCE AND DEVELOPMENT. NO LONGER CAN THE ADMINISTRATIVE STRUCTURE BE TOTALLY DEPENDENT UPON THE ASSISTANT PRINCIPAL TO DEAL TOTALLY WITH STUDENT AFFAIRS AND DISCIPLINE. THERE ARE MANY INTERN PROGRAMS FOR ADMINISTRATION, ESPECIALLY IN THE AREA OF BUILDING ADMINISTRATION. THESE PROGRAMS ARE EXTENSIVE AND VERY WELL STRUCTURED, SO THAT THE PARTICIPANTS ARE FULLY INVOLVED IN ALL FACETS OF THE OPERATION OF THE SCHOOL, YET IN THE GENERAL USE OF THE ASSISTANT PRINCIPAL WHO IS DULY EMPLOYED BY THE COMMUNITY, GENERALLY OPERATES IN A VERY SMALL VACUUM OF CONCERN. THE MAJORITY OF ASSISTANT PRINCIPALS OPERATE SOLELY IN THE AREA OF DISCIPLINE. THERE SEEMS TO BE NO PROGRAM FOR ADMINISTRATIVE GROWTH WITHIN A SCHOOL SYSTEM, NOR DO SCHOOL SYSTEMS TAKE THE APPROACH OF DEVELOPING THEIR ASSISTANT PRINCIPALS FOR ADVANCEMENT IN NEIGHBORING COMMUNITIES. GREATER RESPONSIBILITY MUST BE PLACED IN THE HANDS OF THE TEACHING STAFF IN ORDER TO RELEASE THE ASSISTANT PRINCIPAL TO BECOME A TOTAL PART OF THE LEADERSHIP ROLE OF THE SCHOOL. PRINCIPALS MUST BEGIN TO DELEGATE DECISION MAKING

PROCESS TO THE ASSISTANT PRINCIPAL. THE PARTNERSHIP IN THE OPERATION OF THE SCHOOL CAN ONLY LEAD TO A STRONG EFFICIENT PROGRAM. CENTRAL ADMINISTRATION MUST CLEARLY ACCEPT THAT ALL FULL TIME ADMINISTRATORS ARE TEAM MEMBERS IN THE DECISION MAKING PROCESS.

THE CURRENT THEME OF THE RECENT "FRONT LINE CONFERENCE FOR ASSISTANT PRINCIPALS" STRESSED THAT THE ASSISTANT PRINCIPAL'S ROLE WAS A MAJOR CONTRIBUTING FACTOR AS A PERSON, BETWEEN PARENTS, TEACHERS, STUDENTS, AND THE PUBLIC, WHO CONSTANTLY FACES THE CONCERNS RELATIVE TO EACH AREA WITHOUT THE PROPER AUTHORITY OR IMAGE. RECENT STUDIES BY DAVID B. AUSTIN STATES THAT THE ASSISTANT PRINCIPAL HAS A CRITICAL PLACE IN THE ADMINISTRATIVE TEAM AND IS MORE OF A CAREER CHOICE THAN HAD BEEN REALIZED IN THE PAST.

THE TEAM CONCEPT OF ADMINISTRATIVE MANAGEMENT IS A NECESSARY COMPONENT FOR OUR SCHOOLS TO BECOME MORE EFFECTIVE. ADMINISTRATION'S FAILURE TO UTILIZE AVAILABLE ADMINISTRATIVE MANPOWER WILL WITHOUT A DOUBT HAMPER THE OPERATIONAL PROCEDURE OF THE SCHOOL AS WELL AS THE TOTAL

SCHOOL SYSTEM.

THE SCHOOL PRINCIPAL TODAY HAS TWO BASIC PROBLEMS: 1) HOW DOES HE FIND TIME TO IMPROVE INSTRUCTION, HOW DOES HE GO ABOUT DOING IT, AND HOW DOES HE KNOW WHETHER HE IS SUCCESSFUL?, AND 2) SINCE HE IS IN CHARGE OF THE TOTAL EDUCATIONAL ENTERPRISE FOR HIS BUILDING, HOW DOES HE MANAGE ALL THE DIFFICULTIES, OPERATIONS, AND OPPORTUNITIES HE FACES IN SUCH MATTERS AS DISCIPLINE, ATTENDANCE, PUPIL ACTIVITIES GUIDANCE AND TESTING, PLANT MANAGEMENT, TRANSPORTATION, OFFICE MANAGEMENT, CAFETERIA OPERATION, PUBLIC RELATIONS, TEACHER MILITANCY, AND OPPOSITION TO THE COST OF EDUCATION? WE HAVE ATTEMPTED TO ALLEVIATE SOME OF THIS TASK FROM THE PRINCIPAL AS WELL AS TO DELEGATE RESPONSIBILITY IN THE DECISION MAKING PROCESS TO HIS ASSISTANTS TO FORM A TEAM CONCEPT. NEW SOCIAL PERCEPTIONS AND LIFE STYLES ARE BEING INTRODUCED EACH DAY AND ARE BEING ENLARGED, CREATING EXTENDED NEEDS AND WANTS IN EDUCATION. THE SECONDARY, AS WELL AS THE ELEMENTARY ADMINISTRATOR, WILL NEED TO CONTINUE TO DEVELOP AND EXPAND HIS DIMENSIONS OF HIS ROLE. A CONTINUOUS PROGRAM OF DEVELOPMENT

MUST BE PUT INTO EFFECT WHEREBY A PARTNERSHIP IN LEADERSHIP MUST BE THE KEY FACTOR. RECENT COMMENTS THAT DEALT WITH A SURVEY OF A NUMBER OF ASSISTANT PRINCIPALS WERE:

- a. THE PRINCIPAL SHOULD HELP THE ASSISTANT DEVELOP ^A ~~THE~~ SOUND PHILOSOPHY OF EDUCATIONAL ADMINISTRATION.
- b. AREAS OF RESPONSIBILITY MUST BE CLEARLY DEFINED. THIS SHOULD BE DONE COOPERATIVELY.
- c. THE ASSISTANT PRINCIPAL SHOULD BE ALLOWED TO EXERCISE IMAGINATION IN THE FULFILLMENT OF HIS ASSIGNMENTS.
- d. ASSIGNING REPETITIVE TASKS TO THE ASSISTANT (attendance, discipline, ETC.) PROVIDES FOR LIMITED GROWTH OPPORTUNITIES.
- e. THE NAME "ASSISTANT" IMPLIES ONE WHO HAS LIMITED ADMINISTRATIVE RESPONSIBILITIES. THE TITLE TERM SHOULD BE REVISED TO GIVE STRENGTH TO THE CONCEPT OF AN ADMINISTRATIVE TEAM APPROACH.

ONE ATTEMPT IS BEING MADE AT ONE OF OUR HIGH SCHOOLS. THIS PLAN IS AN ATTEMPT TO FLATTEN THE ORGANIZATIONAL PYRAMID AND RESTORE PERSONAL RELATIONSHIPS TO THE BUSINESS OF EDUCATION. THIS PATTERN ALLOWS FOR A

HIGH DEGREE OF AUTONOMY AND DECISION MAKING ASPECTS OF THE TOTAL SCHOOL PROGRAM. THIS METHOD OF COOPERATION IS AN ATTEMPT TO OVERCOME THE CONFUSION AND THE COMPLEXITY OF OPERATING A SCHOOL OF TODAY. THE ADMINISTRATIVE PATTERN DOES ILLUSTRATE THE WIDE VARIETY OF ADMINISTRATIVE ORGANIZATION WHICH MAY STILL BE INVESTED TO SERVE PARTICULAR NEEDS UNDER THE TERMS OF THE BASIC PRINCIPLES OF SCHOOL OPERATIONS.

TO HELP YOU VISUALIZE OUR ATTEMPT AT THE "TEAM CONCEPT" I WILL USE A FEW TRANSPARENCIES.

1. ADMINISTRATIVE PATTERNS "TEAM CONCEPT". THE TEAM WILL INVOLVE THREE FULL TIME ADMINISTRATORS FOR 1400 STUDENTS AND A FACULTY OF 70 PROFESSIONAL STAFF MEMBERS, ALL HOUSED AT A HIGH SCHOOL THAT WAS CONSTRUCTED IN 1923 WITH VERY FEW MODERN IMPROVEMENTS SINCE THAT TIME.
2. THIS TRANSPARENCY ILLUSTRATES OUR ADMINISTRATIVE OFFICE. AS YOU SEE THE THREE ADMINISTRATORS ARE ALL HOUSED IN ONE LARGE OFFICE. THIS CONCEPT HAS BROKEN DOWN THE BARRIERS OF CONFUSION AND MISINTERPRETATION, AND THE STANDARD COMMENT THAT A TEACHER MIGHT GENERALLY HEAR "I DON'T KNOW, YOU'LL HAVE TO ASK THE PRINCIPAL, OR THE OTHER ASSISTANT". THIS HOUSING CONCEPT

ALLOWS A TEACHER, AS WELL AS STUDENTS, TO OPERATE WITH A FEELING OF UNITY AND A SOLID COMMITMENT OF THE SCHOOL. THIS CONCEPT ALSO ALLOWS FOR AN IMMEDIATE CONFERENCE OR CONSULTATION BETWEEN THE THREE ADMINISTRATORS ON ANY GIVEN PROBLEM, WHETHER IT BE A QUESTION FROM CENTRAL ADMINISTRATION OR FROM A PARENT, OR FROM THE GENERAL COMMUNITY. THE CONFERENCE AREA SHOWN HERE ALLOWS FOR PRIVATE CONFERENCES THAT A TEACHER MAY DESIRE, ALSO FOR DEPARTMENT MEETINGS, SMALL CONFERENCES AND ADMINISTRATIVE MEETINGS INCLUDE THE HIGH SCHOOL AND THE FEEDER SCHOOL (JUNIOR HIGH SCHOOLS). THIS ALSO SHOWS A CONCEPT OF ONE PHILOSOPHY.

3. A TOTAL OPERATION AS YOU SEE WAS THREE ADMINISTRATORS. CENTER REFERENCE WOULD CONSTITUTE THE OVERALL POSITION OF RESPONSIBILITY AND THE OTHER TWO POSITIONS REPRESENT SHARED AND DIRECT RESPONSIBILITIES.

1) THE DEPARTMENT CHAIRMEN AND THE ADMINISTRATION REPRESENT A CABINET WHICH MEET EVERY OTHER MONDAY TO ESTABLISH OUR WORKING POLICIES AND DISCUSS CONCERNS OF THE STAFF AND ADMINISTRATION. ALL DEPARTMENT CHAIRMEN RECEIVE A FINANCIAL DIFFERENTIAL FOR THEIR ADDED DUTIES. THE CABINET PRIMARILY IS CONCERNED WITH CURRICULUM, BUDGET, STUDENT SCHEDULING, AND INFORMAL STAFF EVALUATIONS.

2) THE REMAINDER OF OUR TABLE OF OPERATIONS INVOLVE THE FACULTY, NON-PROFESSIONAL PERSONNEL, PARENTS, AND THE STUDENT BODY.

UNDER THE AREA OF COMMUNICATIONS, THERE IS AN INVOLVEMENT OF STUDENTS, ADMINISTRATION, TEACHERS AND PARENTS OF BOTH HIGH SCHOOLS THAT ARE REPRESENTED IN OUR CITY. THIS GROUP IS A PART OF A CITY-WIDE COMMUNICATION COMMITTEE THAT INVOLVES STUDENTS, PARENTS, TEACHERS, ADMINISTRATORS, SCHOOL BOARD MEMBERS, REPRESENTATIVES OF THE SUPERINTENDENT AND THE GENERAL PUBLIC. THEIR SPECIFIC GOAL IS TO DISCUSS EDUCATIONAL CONCERNS OF ALL INTERESTED PARTIES THROUGHOUT THE SCHOOL SYSTEM.

4. THE "TEAM CONCEPT" - THREE ADMINISTRATORS WITH SEPARATE RESPONSIBILITIES TO THE SUPERINTENDENT AND ALSO NUMEROUS SHARED RESPONSIBILITIES.

- 1) ADMINISTRATOR ONE IS TOTALLY RESPONSIBLE FOR THE BUDGET.
ADMINISTRATOR TWO IS TOTALLY RESPONSIBLE FOR THE SCHEDULING.
ADMINISTRATOR THREE IS TOTALLY RESPONSIBLE FOR THE CURRICULUM.
- 2) WITH SHARED INTERESTS AND THE CABINET'S INVOLVEMENT THESE RESPONSIBILITIES ARE ACCOMPLISHED TO THE BETTERMENT OF A GOOD SOUND PROGRAM. EACH OF THE ADMINISTRATORS DO ASSIST EACH OTHER IN THEIR PRIME RESPONSIBILITIES, THEREFORE ANY ONE OF THE

ADMINISTRATORS IS WELL AWARE OF THE AREAS OF BUDGET, SCHEDULING AND CURRICULUM.

5. SHARED RESPONSIBILITIES: THE TOTAL STUDENT BODY OF 1400 STUDENTS ARE DIVIDED ALPHABETICALLY AMONG THREE ADMINISTRATORS THIS INVOLVEMENT IS CONCERNED WITH POSITIVE AS WELL AS NEGATIVE CONCERNS RELATIVE TO THESE STUDENTS.

1) THERE ARE TWO COUNCILORS THAT WORK WITH EACH ADMINISTRATOR.

THEY ALSO SHARE THE SAME ALPHABETICAL ORDER OF STUDENTS. THIS STRENGTHENS THE TEAM APPROACH AND ALLOWS FOR STRONGER CONTINUITY WHEN DEALING WITH THESE STUDENTS. THIS ALSO ESTABLISHES A PERSONAL RELATIONSHIP OVER THE THREE YEAR PERIOD NOT ONLY WITH THE STUDENTS BUT WITH THEIR PARENTS. THIS TIES THE COMMUNITY CLOSER TO THE SCHOOL.

2) BUDGET - FOR THOSE OF YOU WHO ARE INVOLVED WITH PPBES FULLY REALIZE THAT ANY ATTEMPT TO ESTABLISH A STRONG PROGRAM BUDGET SYSTEM MUST BE ACCOMPLISHED THROUGH A TEAM EFFORT. THIS AREA IS A MAJOR PRESENTATION IN ITSELF.

6. STUDENT ORGANIZATIONS - THE ADMINISTRATIVE TEAM MEET WITH THE ADVISORS AND LEADERS OF STUDENT GROUPS TO ASSIST IN THE OVERALL OPERATION OF THE

PROGRAM. ALSO THIS INVOLVES ALL ADMINISTRATORS AS TO WHAT IS BEING DEVELOPED AND IMPLEMENTED.

- 1) SCHOOL CALENDAR IS A SHARED WEEKLY RESPONSIBILITY. ALL THREE ADMINISTRATORS PROOF READ THE CALENDAR FOR APPROVAL AND IMPLEMENTATION.
- 2) SCHEDULING - THE PRIME RESPONSIBILITY OF ONE ADMINISTRATOR - YET A CONSTANT REVIEW AND UPDATE BY ALL THREE ADMINISTRATORS PREVENTS CONFUSION AND INADEQUATE INTERPRETATION OF THE SCHEDULE PROGRAM. THIS ALLOWS ANY STAFF MEMBER AT ANY TIME TO RAISE SCHEDULING QUESTIONS OF ANY ONE OF THE THREE ADMINISTRATORS.
7. COMMUNITY RELATIONS - ALL THREE ADMINISTRATORS PARTICIPATE AS A UNIT WITH COMMUNITY GROUPS AND PARENT GROUPS. THERE ARE NUMEROUS OCCASIONS WHEN THE SCHOOL IS CALLED TO MAKE A PRESENTATION TO A PARENT GROUP OR A COMMUNITY GROUP. WHEN THIS IS REQUESTED ALL THREE ADMINISTRATORS ARE PART OF THE PROGRAM.
 - 1) INOVATION PROGRAMS - THIS AREA INVOLVES INTERNAL PROGRAMS AND SYSTEM-WIDE PROGRAMS. ALL THREE ADMINISTRATORS ARE TOTALLY

INVOLVED ON ALL LEVELS.

2) FACULTY MEETINGS ARE DIVIDED BY THE THREE ADMINISTRATORS AND AND EACH IS CHARGED WITH THE RESPONSIBILITY OF THEIR ASSIGNED AREA AS STATED EARLIER. ALL THREE ADMINISTRATORS HAVE A LEADERSHIP ROLE AT EACH OF THE FACULTY MEETINGS THAT ARE HELD.

8. DEPARTMENT CHAIRMAN MEETINGS - PREPLANNING IS DONE BY ALL THREE ADMINISTRATORS AND THE MEETINGS ARE CONDUCTED AS A TEAM APPROACH.

1) DECISION MAKING - ON ALL LEVELS WITHIN THE BUILDING, EACH ADMINISTRATOR HAS THE AUTONOMY TO MAKE DECISIONS. IN REFERENCE TO THE SUPERINTENDENT'S OFFICE, EACH ADMINISTRATOR HAS AUTONOMY IN HIS RESPECTIVE AREA OF RESPONSIBILITY. ONE ADMINISTRATOR IN REGARD TO THE CENTRAL OFFICE AND THE SCHOOL COMMITTEE IS CHARGED WITH THE TOTAL RESPONSIBILITY OF THE BUILDING.

2) PURCHASING - ALL THREE ADMINISTRATORS MAY INITIATE A PURCHASE ORDER AND MAY ALSO SIGN THE PURCHASE ORDER. THE BUSINESS DEPARTMENT ACCEPTS THE SIGNATURES AND DEALS DIRECT WITH EACH ADMINISTRATOR IN THE AREA OF THEIR RESPONSIBILITY.

9. 1) RECRUITING - ALL SHARE THE RESPONSIBILITY AND EACH CAN RECOMMEND A

CANDIDATE FOR APPOINTMENT AND ALL THREE ARE USED BY CENTRAL ADMINISTRATION FOR RECRUITING PURPOSES

- 2) TEACHER EVALUATION - ALL THREE ADMINISTRATORS MUST EVALUATE ALL FIRST, SECOND AND THIRD YEAR TEACHERS FIVE TIMES FROM FEBRUARY 1ST OF ONE YEAR TO FEBRUARY 1ST OF THE FOLLOWING YEAR. THEY MUST ALSO EVALUATE TENURE TEACHERS FIVE TIMES WITHIN A THREE-YEAR PERIOD. CONFERENCES ARE HELD WITHIN TWENTY-FOUR HOURS AFTER THE VISITATION AND A WRITTEN REPORT IS SIGNED BY BOTH PARTIES. IN THE FINAL CONFERENCE ALL THREE ADMINISTRATORS ARE INVOLVED AND THE REPORT THAT IS SUBMITTED TO THE SUPERINTENDENT'S OFFICE FOR RENEWAL OF CONTRACT OR RECOMMENDATION FOR DISMISSAL.

- 3) PLANT OPERATION IS A GENERAL RESPONSIBILITY OF ALL THREE ADMINISTRATORS.

IN CLOSING I AM REMINDED OF A COMMENT FROM JONATHAN LIVINGSTON SEAGULL: "YOU WILL BEGIN TO TOUCH HEAVEN, JONATHAN, IN THE MOMENT THAT YOU TOUCH PERFECT SPEED. AND THAT ISN'T FLYING A THOUSAND MILES AN HOUR, OR A MILLION, OR FLYING AT THE SPEED OF LIGHT. BECAUSE ANY NUMBER IS A

LIMIT, AND PERFECTION DOESN'T HAVE LIMITS. PERFECT SPEED, MY SON, IS
BEING THERE.

THANK YOU

Walter D. Hester

Spoke you at NACE Convention

Dallas, Texas Feb. 1933

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ADMINISTRATIVE PATTERNS

"The Team Concept"

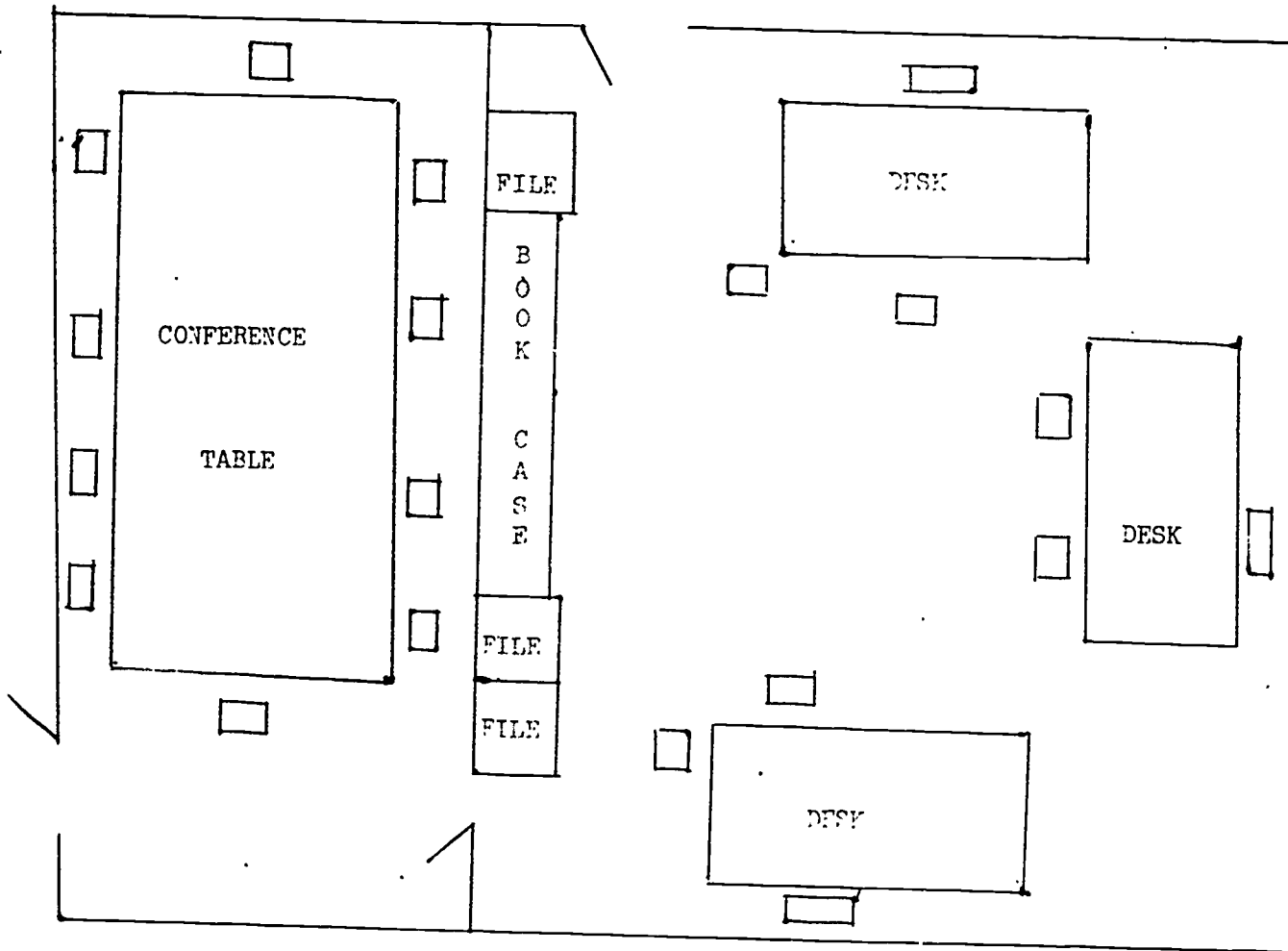
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FACULTY - 70

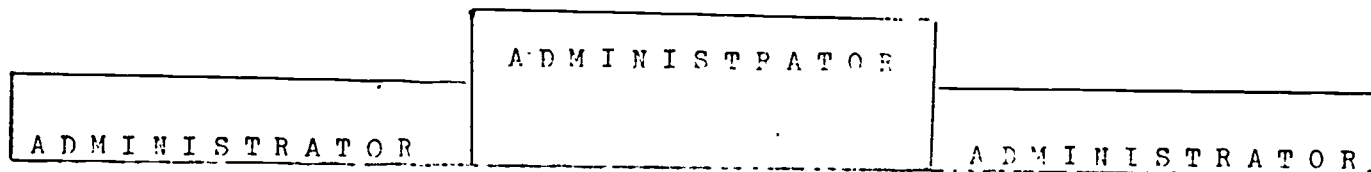
DEERING HIGH

Portland, Maine

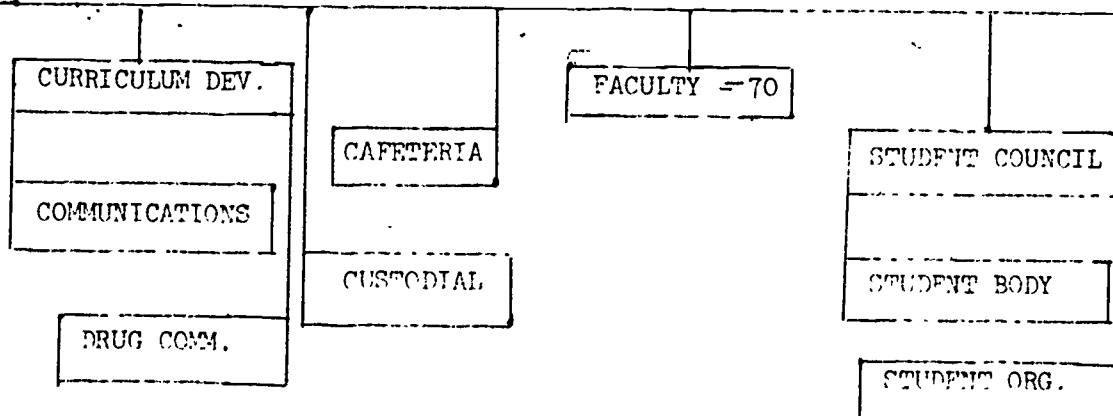
ADMINISTRATIVE OFFICE



DEERING HIGH
TABLE OF OPERATIONS



DEPT. CHAIRMEN			
ENGLISH	SCIENCE	MATH	FOR. LANGUAGES
HISTORY	CULTURAL	PHYS. EDUCATION	IND. ARTS-VOC. ED.
GUIDANCE	LIBRARY	BUSINESS	ATHLETICS



" THE TEAM CONCEPT "

ADMINISTRATOR 1	ADMINISTRATOR 2	ADMINISTRATOR 3
HOUSED IN 1 CENTRAL OFFICE		

BUDGET (1)	SCHEDULING (2)	CURRICULUM (3)
SHARED RESPONSIBILITY		

ADMINISTRATIVE TEAM

SHARED RESPONSIBILITY

- * DIVISION OF TOTAL STUDENT BODY - ALPHABETICALLY
- * GUIDANCE - TWO COUNSELORS FOR EACH ADMINISTRATOR
- * BUDGET (PPBFS)

DEERING HIGH SCHOOL, POPELAND, MAINE

ADMINISTRATIVE TEAM

SHARED RESPONSIBILITY

- * STUDENT ORGANIZATIONS
- * SCHOOL CALENDAR
- * SCHEDULING

DEERING HIGH SCHOOL, PORTLAND, MAINE

ADMINISTRATIVE TEAM

SHARED RESPONSIBILITY

- * COMMUNITY RELATIONS
- * INNOVATIVE PROGRAMS
- * FACULTY MEETINGS

DEERING HIGH SCHOOL, PORTLAND, MAINE

A D M I N I S T R A T I V E T E A M

S H A R E D R E S P O N S I B I L I T Y

- * DEPARTMENT CHAIRMEN MEETINGS

- * DECISION MAKING - ALL AREAS

- * PURCHASING

DEERING HIGH SCHOOL, PORTLAND, MAINE

ADMINISTRATIVE TEAM

SHARED RESPONSIBILITY

- * RECRUITING
- * TEACHER EVALUATION
- * PLANT OPERATION

DEERING HIGH SCHOOL, PORTLAND, MAINE

" You will begin to touch heaven, Jonathan, in the moment that you touch perfect speed. And that isn't flying a thousand miles an hour, or flying at the speed of light. Because any number is a limit, and perfection doesn't have limits. Perfect speed, my son, - is being there."